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Institutional Framework - Provision of Learning Opportunities (EN)

CEDEFOP Theme 3

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Für die abf – Arbeitsgemeinschaft Berufsbildungsforschung
im Auftrag des CEDEFOP

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TABLE OF CONTENTS

Preface	1
0301 Institutional Framework: Background.....	2
0302 VET administrative framework	3
030201 Role of EU in VET institutional, legal and administrative framework.....	5
030202 Role of central government in VET	7
030203 Role of regional government in VET	7
030204 Role of local government in VET	8
030205 Role of social partners in VET	9
03020501 Role of enterprises and employers' organizations.....	11
03020502 Role of unions.....	11
030206 Role of other non-governmental bodies in VET.....	11
0303 VET legislative framework	13
0304 Institutional Structure – IVET	18
030401 IVET at lower secondary level	21
030402 IVET at upper secondary level: school based and alternance	22
03040201 Legislation and regulation: background and trends.....	24
03040202 Administrative framework: background and trends	25
030403 Apprenticeship training.....	30
03040301 Legislation and regulation: background and trends.....	30
03040302 – Administrative framework	31
03040303 – Institutional structure for school-based part of apprenticeship training	32
03040304 Institutional Structure for work-based part of apprenticeship training	33
030404 Other Youth Programmes	34
030405 Post-secondary (non tertiary) VET	36
030406 Tertiary level VET	37
0305 Institutional Framework: CVET	39
030501 Publicly-promoted CVET for all.....	44
03050101 Legislation and regulation: background and trends.....	44
03050102 Administrative framework: background and trends	46
030502 Training for unemployed people and others vulnerable to exclusion	52
03050201 Legislation and regulation: background and trends.....	53

03050202 Administrative framework: background and trends.....	54
030503 CVET at private enterprise initiative or promoted by social partners	56
03050301 Legislation and regulation: background and trends	58
03050302 Administrative framework and institutional structure.....	58
030504 CVET at individual initiative.....	60
0306 Training VET Teachers and Trainers	62
0307 Skills and Competence Development: Curricula.....	69
0308 Validation of Learning.....	73
030801 Assessment and validation of formal learning.....	74
030802 Assessment and validation of non-formal / informal / prior learning	80
030803 Quality control and inspectorates.....	82
0309 Guidance	86
0310 Financing VET	93
0311 European and International dimensions.....	99
0312 VET Sources and References.....	103

Preface

The report in hand is written by us as a partner in abf Austria, the Austrian chapter of the REFER-net (see: http://www.cedefop.eu.int/refernet/de_refernet.asp) on behalf of CEDEFOP (European Centre for the Development of Vocational Training), as a part of its European information services.

CEDEFOP provides a database to structure and to present information on VET systems in 27 European countries. This database is organized around 11 themes. The report concerns Theme 3: Institutional framework – provision of learning opportunities in Austria. The focus is on briefly describing the bodies responsible for VET, outlining what their responsibilities are, and how they cooperate. The task has mainly been to compile and update information from various Austrian sources (reports, documentary material, etc.) due to the framework provided by CEDEFOP:

- The roles of the EU, of the central, regional and local governments in regulating VET are described as well as the roles of social partners and other non-governmental bodies.
- The responsibilities of these institutions are illustrated on each level of initial vocational education and training (IVET), in apprenticeship training, and in continuing vocational education and training (CVET).
- Additionally the Austrian system of teacher training, quality control and validation of learning, the institutional structure for guidance and counselling, and the framework for VET funding are outlined.
- Finally, the international cooperation in vocational education and training is described.

This report portrays a moment of time in the vocational education and training system in Austria. In writing the report we used quite different sources, especially web pages of the involved institutions and providers (see chapter 0312). But we also adopted some passages from other Austrian reports provided by the *Arbeitsgemeinschaft für Berufsbildungsforschung* (*abf* – the working group for training research) on behalf of CEDEFOP (see point 7 in chapter 0312). So we would like to thank the *abf* and all the authors who wrote those reports. We are also grateful to Mag. Thomas Mayr (Institute for research on qualification and training of the Austrian economy – *ibw*), MR Ing. Mag. Wolfgang Höglinger and Mag. Jürgen Horschinegg (each Federal Ministry for Education) for their valuable comments.

0301 Institutional Framework: Background

Austria's strong and differentiated VET system entails a complex framework of institutions responsible for the different sectors of VET: At federal level two Ministries are responsible for VET agendas: The *Bundesministerium für Bildung, Wissenschaft und Kultur* (BMBWK – Federal Ministry for Education, Science and Cultural Affairs) is the highest supervisory body for general and vocational education and training in Austria. The *Bundesministerium für Wirtschaft und Arbeit* (BMWA – Federal Ministry of Economics and Labour) is responsible for enterprise-based training within apprenticeship, and also for the supervision of the *Public Employment Service* which is in turn responsible for labour market training within the framework of active labour market policy as a very important part of CVET.

The strong public responsibility for formal VET particularly in its school based sectors is divided among the federal and the regional authorities (the *Laender*), and to some parts also the communities (*Gemeinden*) and the municipalities (*Staedte*) are included. In the weaker public responsibilities for CVET the *Laender* governments play a main role.

The social partner institutions at national and regional levels have taken responsibilities in apprenticeship training and in the provision for CVET, via their training institutions. However, that responsibility is only to some small part formally based on legislation, and to a large part informally and voluntarily provided by the organisations and their representatives.

The enterprises accredited for apprenticeship training are taking an important responsibility as providers of training, which is complemented by the compulsory part-time vocational school, and supervised by the specific agencies of the regional economic chambers.

The main emphasis of the Austrian VET system lies with initial training. In adult education and continuing vocational training a pluralistic system of CVET has developed. The state and special interest groups act as sponsors, while private individuals and companies constitute the (often paying) participants.

An interactive graphical overview of the Austrian system of education and training is shown at <http://www.bildungssystem.at> (run by the Austrian LEONARDO DA VINCI National Agency).

Sources:

S. Archan (2005): Thematic overview of the Austrian VET System, IBW, Vienna.

Austrian LEONARDO DA VINCI National Agency - <http://www.bildungssystem.at>.

CEDEFOP (Hg.) (1999): Vocational education and training in Austria, Thessaloniki.

0302 VET administrative framework

Austria is divided into nine *Laender* (Burgenland, Carinthia, Upper Austria, Lower Austria, Salzburg, Styria, Tyrol, Vorarlberg and Vienna, which has a specific structure as the capital city). Except for Vienna, the *Laender* are subdivided into 84 *politische Bezirke* (*political districts*) and 15 *Statutarstädte* (*statutory cities*). These 99 units are further subdivided into 2.346 *Gemeinden* (*communes or municipalities*).

While the laws governing state compulsory schools are decided at federal level, the executive laws and methods of implementation are decided at the provincial level. This applies also for the VET compulsory schools (*Polytechnische Schule, Berufsschule*). For institutions of higher education, secondary technical and vocational schools and colleges and educational institutions for social and kindergarten teaching, laws and their methods of implementation are decided at federal level.

The implementation of laws is enforced by the *Federal Ministry for Education, Science and Cultural Affairs*, as well as by the regional education board at the level of the *Laender*, also known as federal school authorities in the *Laender*. The legal base of the apprenticeship system is more complex, including also the *Federal Ministry of Economics and Labour*, and the social partners.

In Austria, the responsibilities for IVET and CVET are divided among a variety of bodies and entities:

Entity	Main tasks	Level
IVET in schools, colleges and tertiary education institutions		
<i>Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)</i>	highest supervisory body for general and vocational education and training	national level
<i>Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)</i>	responsible for <i>land- und forstwirtschaftlichen Schulen</i> (schools for agriculture and forestry)	national level
<i>Bundesministerium für Gesundheit und Frauen (BMGF – Federal Ministry for Health and Women's Issues)</i>	in charge of <i>Schulen im Gesundheitswesen</i> (healthcare schools)	national level
<i>Landesschulrat (Regional Education Board)</i>	appointment of teachers and head teachers; issuing general directives on existing laws and ordinances; submitting expert opinions on draft laws and regulations	<i>Laender</i> level

<i>Bezirksschulrat</i> (District Education Board)	issuing general directives and submitting expert opinions on draft laws and regulations	<i>Laender</i> level
<i>Fachhochschulrat (FHR – Fachhochschule Council)</i> <i>Fachhochschule</i> courses are university level study programmes of at least three years' duration with vocational-technical orientation)	main responsibilities include accrediting and evaluating <i>Fachhochschule</i> courses	national level
<i>Universitätsrat (University Council), Senat (Senate), Rektorat (Rectorate) and Rektor/in (Rector)</i>	running universities	local level
Apprenticeship training		
<i>Bundesministerium für Wirtschaft und Arbeit (BMWA – Federal Ministry of Economics and Labour)</i>	enterprise-based part of apprenticeship training	national level
<i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i>	school-based part of apprenticeship training	national level
<i>Bundesberufsausbildungsbeirat (BBAB – Federal Advisory Board on Apprenticeship)</i>	submitting expert opinions to the BMWA	national level
<i>Lehrlingsstelle</i> (Apprenticeship Office)	apprenticeship authority of the first instance	<i>Laender</i> level
<i>Landeshauptmann</i> (Regional Governor)	apprenticeship authority of the second instance	<i>Laender</i> level
<i>Landesberufsausbildungsbeirat (LBAB – Regional Advisory Board on Apprenticeship)</i>	providing consultancy services in all issues related to VET	<i>Laender</i> level
<i>Landesschulrat</i> (Regional Education Board)	responsible for implementing the federal framework curricula for <i>Berufsschulen</i> (part-time vocational schools)	<i>Laender</i> level
CVET		
<i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i>	responsible for general CVET, schools for people under employment, CVET at universities and <i>Fachhochschulen</i>	national level
<i>Arbeitsmarktservice Österreich (AMS – Public Employment Service)</i>	responsible for labour-market-related CVET	national level
<i>BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management</i>	responsible for CVET for professionals in agriculture and forestry	national level
<i>BMGF – Federal Ministry for Health and Women's Issues</i>	responsible for CVET for healthcare professionals	national level
<i>Laender, municipalities, interest groups, religious denominations and companies</i>	making resources available, providing CVET/running CVET institutions	<i>Laender</i> and local levels

Sources:

S. Archan (2005): Thematic overview of the Austrian VET System, IBW, Vienna.

BMBWK: Implementing the Bologna Process in Austria -
http://www.bmbwk.gv.at/fremdsprachig/en/eu_int/bologna/implementing.xml.

CEDEFOP (Hg.) (1999): Vocational education and training in Austria, Thessaloniki.

Euridice - The Information Database on Education Systems in Europe. The Education System in Austria (2002/2003). -
<http://www.euridice.org/Eurybase/Application/frameset.asp?country=AT&language=EN>.

K. Mayer, L. Lassnigg, M. Unger (2000): Social Dialogue on Training. Case Study Austria. IHS, Vienna. <http://www.equi.at/pdf/socialdialog.pdf>.

OECD (2003): Thematic Review on Adult Learning – Austria – Country note, Paris.
<http://www.oecd.org>.

A. Schneeberger, A. Petanowisch (2004): CEDEFOP Theme 5: Continuing vocational education and training. IBW, Vienna.

Unesco - International Bureau of Education (o.J.): Austria (Education profile is extracted from the data bank WORLD DATA ON EDUCATION) -
<http://www.ibe.unesco.org/International/Databanks/Dossiers/paustria.htm#4>.

030201 Role of EU in VET institutional, legal and administrative framework

Generally, the main focus of “going international in VET” in Austria is cooperation within the European Union and especially with the neighbouring countries. In terms of implementation of vocational education programmes launched by the European Commission, Austria ranks relatively high among all European countries. Furthermore, Austria is also a very active player in terms of cooperation projects within the European Union. Austria, thus, is making an active contribution towards increased European cooperation in the field of vocational education as envisaged by the Bruges Process. Austria's project initiatives are developed in accordance with thematic foci of the Copenhagen Declaration: transparency, career guidance, mutual recognition of education certificates and qualifications, as well as quality in vocational education.

EU's role in the legal framework

At legal level in the field of higher education, Austria has reacted quickly to European impulses: With the amendment of the University Studies Act in 1999, the introduction of the Universities Act and the amendment of the *Fachhochschul*-Studies Act in 2002 Austria created the legal basis for introducing the bachelor programmes and master programmes,

ECTS, diploma supplement, joint-, double- and high quality PhD-like doctoral programmes. Those legal requisites are under implementation now.

The *Federal Ministry for Education, Science and Cultural Affairs* accompanies the implementation of the Bologna-process by means of the so-called “monitoring report”. National Austrian detailed objectives, derived from the Bologna objectives, have been defined and operationalised; responsibilities and schedules for their implementation have been laid down. Regular monitoring of the status of implementation makes deviations from the objectives visible. The first report was published in 2001. The second one covers the years 2000 to 2003.

The *Austrian Agency for Quality Assurance AQA* was established at the beginning of 2004. AQA aims at assisting higher education institutions in implementing quality assurance procedures, in coordinating evaluations and in elaborating quality assurance standards.

Institutional and administrative framework

On the federal level the *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)* has the responsibility to support education and training projects in cooperation with the European Union and other international bi- or multilateral cooperations.

Important institutions for implementing and applying EU–VET programmes are following national agencies:

- LEONARDO DA VINCI National Agency is the relevant player for European cooperation in initial and continuing vocational education and training since 1995.
- *Österreichischer Austauschdienst (ÖAD – Austrian Exchange Service)* is acting as national agency for the European education and mobility programmes SOCRATES and LEONARDO DA VINCI.
- *NARIC (National Academic Recognition Information Centre)* is the official contact point for all kinds of questions concerning transfrontier recognition in the field of higher education.

The *Austrian National Reference Department for Vocational Qualifications* (based within the LEONARDO DA VINCI National Agency) provides exact descriptions of skills and competencies acquired during vocational training in order to increase transparency and the possibilities of utilisation on the European labour market.

030202 Role of central government in VET

Under the Austrian constitution, legislation and execution of all matters pertaining to universities and higher education is a federal responsibility. The freedom of scholarship and teaching, and the freedom of art, are guaranteed in constitutional legislation.

It has already been mentioned that general government administration is divided between direct and indirect federal administration, provincial administration and local administration. The local administrations are self-governing bodies.

The *Federal Ministry for Education, Science and Cultural Affairs* in Vienna is the supreme executive authority in all matters pertaining to education. Excluded are the schools and colleges for agriculture and forestry.

The supreme state authority in the field of tertiary education is the *Federal Minister for Education, Science and Cultural Affairs*. The *Laender* have no competence in this area.

Apart from initial education and training, the *Federal Ministry for Education, Science and Cultural Affairs* is also responsible for some areas of cultural affairs, for the relationship between the state and the Churches, for adult education and for scientific research and international science affairs. The ministry is organized in divisions. Every division is directed by a *Director General*. They are civil servants, not political appointees – they remain in office when ministers change.

Several bodies with consultative status are affiliated to the ministry, e.g. the *School Reform Commission*, the *Centre for School Development* with offices in Vienna, Graz and Klagenfurt, the *Commission for Minority Education*, the *Commission for Minority Schooling in Carinthia*, and the *Advisory Commission for Technical and Vocational Education and Training*.

030203 Role of regional government in VET

The provincial parliaments of Austria's nine *Laender* (provinces) are elected by the provincial legislatures. The powers of the *Landtage* (provincial parliaments), the legislative bodies of the *Laender*, are restricted in education policy matters mainly to passing implementing acts and approving financing appropriations. Responsibility for execution of educational legislation rests with the provincial governments. Agencies of the *Laender* known as *Landesschulräte* (regional education boards), and subordinated to these, *Bezirksschulräte* (district education boards), are responsible for the administration and supervision of schools within the *Laender* and their constituent districts. The responsibilities of the administrative bodies at the *Laender* level are double in character, they are part of the federal administration on the one hand, and have also their own regional responsibilities on the other hand.

Federal administration at regional level – structure and responsibilities

At the regional level, federal administration is provided by separate federal authorities, i.e. the so-called *Landesschulräte* (regional education boards). All of Austria's nine *Laender* have installed a *Landesschulrat*, which is called *Stadtschulrat* in Vienna.

The *Landesschulrat* is made up of a president, a collegiate board and an office. In most cases, the president comes from the party which holds the majority in the provincial parliament. The president will decide on all matters which have not been assigned to the board by law. The *Landesschulrat* board is made up of voting and of consultative members. They are representatives of the Churches and religious communities, of the social partners, the *Landesschulinspektoren* (regional school inspectors), the *Amtsdirktor* (*Office Director*), parents' and teachers' representatives and occasionally students' representatives.

The office of the *Landesschulrat* is responsible for day-to-day operations. It is headed by the *Office Director* who is the highest civil servant. Affiliated to the Office are the school inspectorates, whose duties are performed by regional school inspectors and *Fachinspektoren* (*subject inspectors*). The Office is, for instance, in charge of assigning teachers to the various schools.

In matters pertaining to *Allgemeinbildende Pflichtschulen* (general compulsory schools) the *Landesschulrat* acts as the school authority of the second instance (appellate jurisdiction). This does not affect staffing matters at these schools which are a responsibility of the *Laender*. Here, however, the *Landesschulrat* has a right to be heard. In matters pertaining to intermediate and higher-level secondary education which comprises the VET system, the *Landesschulrat* is the first-instance school authority.

School administration at *Laender* level

In conformity with the constitutional allocation of responsibilities in education, the *Laender* are responsible for the maintenance and for staffing matters of institutions of compulsory education, of VET schools for agriculture and forestry, and *Berufsschulen* (part-time vocational schools) for agriculture and forestry. These tasks are carried out by the offices affiliated to the provincial governments. Normally, separate departments exist which operate under the province governor or a province councillor.

030204 Role of local government in VET

General administration at local level refers either to the school administration in the districts (*Bezirksschulräte*) or to the responsibilities related to school administration which are fulfilled by the local communities (*Gemeinden*), particularly the maintenance of general compulsory schools. Depending on local needs and conditions only *Polytechnische Schule* (*prevocational school*) is run either as an independent school or under the same roof as a

general compulsory school. Prevocational schools are often used to bridge the time to apprenticeship training in year nine of compulsory schooling. The school administration of the local government has no competence for secondary intermediate and higher-level schools and for *Berufsschulen* (part-time vocational schools).-

030205 Role of social partners in VET

In Austria the social partners have got national and regional competencies in the field of vocational education and training.

The Austrian social partnership is based on a system of chambers and associations with close ties to political parties, parliaments and state bureaucracy at institutional or staff level. The system functions on the foundation of informal structures, and does not exist as a legal entity. The collaboration of the social partners is not defined by law but is based on a form of constitutional consent.

In the system of social partnership employers and employees are represented by a small circle of major organisations.

On the employers' side, these are the:

- *Wirtschaftskammer Österreich (WKO – Federal Economic Chamber)*
- *Präsidentenkonferenz der Landwirtschaftskammern (PKLWK – Standing Committee of Presidents of the Chambers of Agriculture)*
- *Industriellenvereinigung (VÖI – Federation of Austrian Industry)*

On the employees' side, these are the:

- *Arbeiterkammer (AK – Federal Chamber of Labour)*
- *Österreichischer Gewerkschaftsbund (ÖGB – Austrian Trade Union Federation).*

The participation of the social partners in the Austrian political system comprises the right to officially examine and accredit legislation as well as the assistance in an expert-commission fulfilling an advisory task. Furthermore, representatives of the social partnership act as elected members of legislating bodies. In terms of vocational education the participation of the social partners is a quite intensive one. A typical feature of the Austrian education and training administration is the existence of collegiate bodies at various levels, which, wherever possible, bring together as full voting members representatives of all the social forces relevant to the field of policy-making.

Main VET activities of the social partners at different levels of society:

local level:

- The support of schools and the offer of practical courses and tours of factories.
- The works council has participatory rights in all matters of VET in the companies.

regional level:

- The apprenticeship offices of the regional economic chambers act as apprenticeship authorities of the first instance.
- Social partners are represented in the provincial and legislative bodies as elected delegates. They appraise bills of law and cooperate in coordinating bodies and advisory committees, e.g. at vocational and technical colleges.
- They are involved in the creation of new curricula and in the updating of old curricula (especially in the apprenticeship system).
- The chambers also offer training in their own further vocational training institutions and are partly also the owners of vocational and technical colleges. The by far largest external providers of CVET are the non-profit educational establishments of the economic chambers, the *Wirtschaftsfoerderungsinstitute (WIFI)*, which boast a network of institutions in all *Laender*.

national level:

- Social partners are represented in the parliament through elected members of parliament. They appraise government bills and participate in commissions set up by the ministries.
- They further draw up opinions on questions pertaining to vocational training policy and take part in vocational training research through their own research institutes.
- The *Bundesberufsausbildungsbeirat (BABB - Federal Advisory Board on Apprenticeship)* counsels the administrative authorities in apprenticeship training matters. The skills and knowledge required for a particular apprenticeship occupation are laid down in professional profiles. They are published as an ordinance by the Ministry of Economics for each apprenticeship occupation, mostly on the basis of recommendations of the BABB. The BABB is attached to the *Federal Economic Chamber* but is composed of representatives of the *Federal Economic Chamber* plus representatives of the *Federal Chamber of Labour*.

all levels:

- Social partners are represented in the *Arbeitsmarktservice (AMS – Public Employment Service)* bodies at federal, provincial, and regional levels, and influence the CVET measures in labour market policy.

- The social partners were also active in many different initiatives in the Austrian VET – system. An example is the introduction of the *Berufsreifeprüfung (BRP)*, an examination providing general university access to higher education for skilled workers and graduates of three- to four-year full-time VET schools. Also financial support will be provided.

03020501 Role of enterprises and employers' organizations

One role of enterprises is their indirect involvement through their representing organisations of social partnership. A second role is the provision (and financing) of the enterprise-based part of apprenticeship training. Implementation of training is governed by various regulations (e.g. on the duration of training, occupational profile, training allowance). Third, enterprises provide CVET or support their employees in various forms of CVET, e.g., by taking the financing of participation fees, and also by providing part of working time.

- The *Economic Chamber* runs the biggest CVET provider institution in Austria, the *Wirtschaftsförderungsinstitut (WIFI)*. <http://www.wifi.at>
- The *Berufsförderungsinstitut (BFI – Vocational Training Institute)* is the CVET provider institution of the *Chamber of Labour* and the *Austrian Trade Union Association*. <http://www.bfi.at>

03020502 Role of unions

The *Österreichischer Gewerkschaftsbund (ÖGB – Austrian Trade Union Federation)* is non-party and highly centralised. Its main tasks consist of the representation of the social as well as of the economic interests of its members and of employees in general in their working life. The role of the unions within the social partnership in the Austrian education system is already explained in 030205 “Role of social partners in VET”.

030206 Role of other non-governmental bodies in VET

In Austria, an involvement and cooperation of various groups of society in public VET can be noted (on regional and federal level). Both the representations of interest and the religious communities exert a decisive influence via making laws and educational establishments. Whereas the system of IVET in Austria is highly regulated, the CVET-sector is mainly based on private activities. In terms of historical development, education for adults emerged due to private initiatives, such as the religious communities, trade unions, political parties, etc.

The most significant providers of private schools are the Churches, notably the Catholic Church, ahead of the social partners, which are strongly involved in technical and vocational education (e.g. run *Fachhochschulen*).

Generally non-public organisations are becoming increasingly significant (e.g., private providers of *Fachhochschule* programmes, private continuing training programmes etc.). The 1999 *Universitäts-Akkreditierungsgesetz* (*University Accreditation Act*) provided a legal basis for the accreditation of private university providers. Currently, there are nine private universities in Austria.

However, traditionally almost all non-governmental organisations involved in the Austrian education system do cooperate or they are linked to a more or less extension with public bodies.

0303 VET legislative framework

IVET

Basic legislation and regulations

During the course of its long history the Austrian education system acquired a heterogeneous structure which was not standardized nationwide until the passing of the *Schulorganisationsgesetz 1962* (*SchOG* – law regulating the organisation of schools). For vocational education, the 1962 legislation marked the first comprehensive reorganisation of the sector as a whole. It introduced a basic framework of three tracks:

- *Berufsschule* (part-time vocational schools for apprentices; the former supplementary instruction schools which had by then generally been upgraded to vocational schools).
- *Berufsbildende Mittlere Schulen* (*BMS* – secondary technical and vocational schools, all regular and special types of specialized technical schools and schools of commerce).
- *Berufsbildende Höhere Schulen* (*BHS* – secondary technical and vocational colleges, technical colleges, colleges of commerce, colleges preparing for service occupations, etc.).

The *Schulunterrichtsgesetz* (law on schooling) of 1986 has as its main feature the establishment of a legal base for a policy of partnership in education. The main goal is to involve the concerned teachers, pupils and parents in relevant decision-making.

Private Education

As stated in the Austrian constitution, anyone has the right to set up a private school. The establishment and management of private schools at all levels of the school system, in general as well as vocational education, are governed by the *Bundesgesetz über das Privatschulwesen* (*Private Schools Act 1962*). It regulates the accreditation of private schools, subsidies to private schools, inspection of private schools and administrative competencies.

The *Private Schools Act* distinguishes between two groups of private schools, i.e.

- private schools which have a statutory counterpart in the public sector,
- private schools which do not have a statutory counterpart in the public sector.

Legislation process

The structure of Austria's VET system entails a complex framework of policy-making competence in matters relating to school-based vocational education, prevocational general education, the apprenticeship system, and the remaining activities of initial and continuing vocational training.

In some fields a two-thirds majority in the *Nationalrat* (*National Council*) is required for passing legislation on matters concerning the organisation of schooling. Before submission to the *National Council*, draft legislation and draft regulations are dispatched for comment to the federal ministries concerned, the governments of the *Laender* and, to the extent that they concern matters falling within their field of competence, to any relevant statutory special-interest bodies. Also consulted in this procedure are any relevant non-statutory special-interest associations, in particular those representing the interests of employers and employees. In the case of matters concerning education, the consultation procedure also involves teachers' associations and the umbrella organisations of parents' associations and youth welfare associations.

Education and training issues fall mainly within the competence of the *Bundesministerium für Bildung, Wissenschaft und Kultur* (*BMBWK – Federal Ministry for Education, Science and Cultural Affairs*), however, various other bodies (ministries, regional and local agencies, social partners, etc.) are also involved.

Law implementation and execution

There is a layered structure of law implementation and execution. While the laws governing state compulsory schools are decided at federal level, the executive laws and methods of implementation are decided at provincial level. For institutions of higher education, secondary technical and vocational schools and colleges and educational institutions for social and kindergarten teaching, laws and their methods of implementation are decided at federal level. The implementation of laws is enforced by the minister for education and – at the level of the *Laender* – by the regional education board, also known as federal school authorities in the *Laender*.

Reforms and trends

The reforms, which have been amended at several aspects of the Austrian system of IVET during the 1990s, are bound to make its performance more flexible due to changes of the highly regulated and specialized basic structure.

Since 1994 studies in the new institutional setting of the *Fachhochschule* are provided. The *Fachhochschule* framework rests on a completely different institutional setting as compared to the traditional structure of the Austrian system of IVET.

In the course of steps towards more autonomy of the educational institutions the regulations of the technical and vocational schools concerning curricula, financing and students' progression rules were gradually loosened. The degree of specialization was reduced at the regulatory level in the IVET schools.

The regulation of higher education was broadly reformed towards more autonomy of the institutions, and tightening of the management structure including the establishment of more direct links to the economy and working life (*Universitätsgesetz 2002 [UG 2002 – University Law]*).

In May 2005 the *Nationalrat (National Council)* decided to revoke the must of a two-third majority for a large part of basic school legislation.

CVET

Basic legislation and regulations

CVET in Austria has traditionally been based on various forms of private and corporate activities, such as enterprise training and initiatives of religious communities, employers' organisations, trade unions, professional interest groups, the political parties, etc. Those major social forces have largely retained their predominance in adult education, the state rather taking a moderating role. The main providers of adult education and CVET are organised in a platform named *Konferenz der Erwachsenenbildung Österreichs (KEBÖ – Conference of Adult Education in Austria)* which acts as the representative for the common interests.

Adult vocational training and further training are not governed by any regulations under Austrian constitutional law which would establish them as a third pillar of education alongside schools and universities/higher-education institutes. Actually adult education is mainly regulated by the *Laender* and municipalities. In the field of adult education the *Federal Ministry for Education and Cultural Affairs* has set up a *Division of Adult Education*. It co-ordinates and organizes cooperation between government agencies and the various adult education associations, with the aim of creating permanent structures that ensure continuous educational work.

Adult education activities within the secondary and tertiary education sectors (e.g., schools for people in employment, non-degree university programmes for continuing education, *Fachhochschule* programmes for people in employment) do fall within the competence of the *Federal Ministry for Education, Science and Cultural Affairs* and are thus subject to the regulations governing initial VET. Therefore programmes available in the second-chance schools are governed by federal laws and ordinances and are standardized and controlled by the state.

CVET provided by the Arbeitsmarktservice (AMS – Public Employment Service Austria)

The *Public Employment Service Act* of 1 July 1994 provided for the *Arbeitsmarktverwaltung* (AMV – *Public Employment Administration Authority*) to be taken out of the scope of the then *Federal Ministry of Labour, Health and Social Affairs*; the AMS was constituted as a service enterprise according to public law. The AMS, financed by both employers and employees, is the key player in the implementation of labour market policies. Consequently, the representatives of these groups are included in its administration at the federal, provincial, and regional levels. The AMS itself is not a provider of training, but is a big customer on the CVET market in Austria.

Reforms and trends

Important steps to enhance the free interchange between the apprenticeship system or VET schools and higher education were the introduction of the *Berufsreifeprüfung* (BRP) in 1997. The *Studienabschlusstipendium* (university graduation grant) in 1999 made it easier for people under employment to finish their studies.

An Austrian programme for lifelong learning was implemented as a part of the national programming document of the European Social Funds (ESF).

Several attempts to provide incentives for the participation in CVET were made during recent years (enlargement of tax deductions, different forms of vouchers and entitlements).

The *Donau-Universität Krems* (DUK – *Danube University in Krems*) which was established in 1994 as an institution for CVET, was transformed to the 22nd university in Austria in 2004 as a *University of Continuing Education*.

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0304 Institutional Structure – IVET

One outstanding goal of Austrian educational policies is to maintain and expand a wide and varied range of VET options. At upper secondary level, students can choose between full time school-based initial vocational education and training or simultaneous training in schools and companies in a *Lehre* (apprenticeship). In the school-based training pupils can choose at grade nine between *Polytechnische Schule* (prevocational school), *Berufsbildende mittlere Schule* (VET school) and *Berufsbildende höhere Schule* (VET colleges).

The *Polytechnische Schule* as well as the three to five year programmes in school-based IVET combine occupational training in a particular field with general education. In addition to occupational qualifications which allow immediate exercise on the labour market, students acquire in VET colleges university entrance qualifications.

Different IVET pathways:

Different IVET provider	Governing/administrative bodies	Governing laws/ regulation
School based upper secondary level		
<i>Polytechnische Schule</i> (prevocational school)	<p><i>Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)</i> http://www.bmbwk.gv.at</p> <p>The <i>Bezirksschulrat</i> (District Education Board) is the relevant supervising institution. Links to all District Education Boards are easy to find under www.landesschulrat.at</p>	<p><i>Schulorganisationsgesetz 1962</i> (SchOG – law regulating the organisation of schools) http://www.bmbwk.gv.at/schulen/recht/gvo/schog.xml</p> <p><i>Schulunterrichtsgesetz 1986</i> (SchUG – law on schooling) http://www.bmbwk.gv.at/schulen/recht/gvo/schug.xml</p> <p><i>Bundesschulaufsichtsgesetz</i> (Federal Law on School Inspection) http://www.bewegung.ac.at/download/22/sub0/22_1078_4846.pdf</p> <p><i>Schulpflichtgesetz</i> (Compulsory Education Act) http://www.bmbwk.gv.at/schulen/recht/gvo/schulpflichtgesetz1.xml</p>
<i>Berufsbildende mittlere Schulen</i> (VET schools)	<p><i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i></p> <p><i>Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)</i> www.lebensministerium.at</p> <p><i>Bundesministerium für Gesundheit und Frauen (BMGF – Federal</i></p>	<p><i>SchOG</i> – law regulating the organisation of school</p> <p><i>SchUG</i> – law on schooling</p> <p><i>Bundesschulaufsichtsgesetz – Federal Law on School Inspection</i></p> <p><i>Land – und Forstwirtschaftliches Bundesschulgesetz</i> (agricultural and forestry school act)</p> <p><i>Gesundheits- und Krankenpflegegesetz</i> (Health Care and Nursing Act)</p>

	Ministry for Health and Women's Issues) http://www.bmgf.gv.at The Landesschulrat (Regional Education Board) is the relevant supervising institution. www.landesschulrat.at	
Berufsbildende höhere Schulen (VET colleges)	BMBWK – Federal Ministry for Education, Science and Cultural Affairs BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management The Regional Education Board is the relevant supervising institution.	SchOG – law regulating the organisation of schools SchUG – law on schooling Bundesschulaufsichtsgesetz (Federal Law on School Inspection) Land- und Forstwirtschaftliches Bundesschulgesetz (agricultural and forestry school act)
Bildungsanstalten für Kindergartenpädagogik/ Sozialpädagogik (training colleges for nursery school teachers /social pedagogy)	BMBWK – Federal Ministry for Education, Science and Cultural Affairs The District Education Board is the relevant supervising institution.	SchOG – law regulating the organisation of schools SchUG – law on schooling Bundesschulaufsichtsgesetz (Federal Law on School Inspection)
Apprenticeship		
Berufsschule (part-time vocational schools) and Enterprise	Bundesministerium für Wirtschaft und Arbeit (BMWA – Federal Ministry of Economics and Labour) http://www.bmwa.gv.at BMBWK – Federal Ministry for Education, Science and Cultural Affairs Bundesberufsausbildungsbeirat (BBAB – Federal Advisory Board on Apprenticeship) Lehrlingsstelle (Apprenticeship Office) Landeshauptmann (Regional Governor) Landesberufsausbildungsbeirat LBAB (Regional Advisory Board on Apprenticeship) http://www.bic.at/ The Regional Education Board is the relevant supervising institution.	SchOG – law regulating the organisation of schools SchUG – law on schooling Bundesschulaufsichtsgesetz (Federal Law on School Inspection) Berufsausbildungsgesetz 1969 (BAG – Vocational Training Act 1969) http://www.bmwa.gv.at/BMWA/Service/Lehrlingsservice/Rechtsgrundlagen/berufsausbildungsgesetz04.htm Schulpflichtgesetz (Compulsory Education Act)
Other Youth programmes		
Berufslehrgänge (Vocational pre-apprenticeship training courses)	Arbeitsmarktservice (AMS – Public Employment Service) http://www.ams.or.at Bundesministerium für soziale Sicherheit, Generationen und	Jugendausbildungs – Sicherungsgesetz 1998 (JASG – Youth Training Guarantee Act of 1998) http://www.ris.bka.gv.at/bgblpdf/imag062002/2002a158.pdf

	<p>Konsumentenschutz (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection) http://www.bmsg.gv.at</p> <p>Bundesministerium für Finanzen (BMF – Federal Ministry of Finance) https://www.bmf.gv.at</p> <p>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</p> <p>BMWA – Federal Ministry of Economics and Labour</p>	<p>es2002/2002a158.pdf</p> <p>Berufsausbildungsgesetz (Vocational Training Act)</p>
<p><i>Integrative Berufsausbildung</i> (integrative vocational training)</p>	<p>AMS – Public Employment Service</p> <p>Landesstellen des Bundessozialamt (Regional Offices of Federal Welfare Agency) http://www.basb.bmsg.gv.at</p> <p>BMWA – Federal Ministry of Economics and Labour</p> <p>BMSG – Federal Ministry of Social Security, Generations and Consumer Protection</p> <p>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</p>	<p>Jugendausbildungs – Sicherungsgesetz 1998 (JASG – Youth Training Guarantee Act of 1998)</p> <p>Berufsausbildungsgesetz (Vocational Training Act)</p>
Post-secondary level		
<p>University courses requiring up to four semesters</p>	<p>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</p> <p>Universitätsrat (University Council), Senat (Senate), Rektorat (Rectorate) and Rektor/in (Rector)</p>	<p>Universitätsgesetz (UG 2002 – University Law)</p> <p>http://www.bmbwk.gv.at/universitaeten/recht/gesetze/ug02/Universitaetsgesetz_2002_inh.xml</p>
<p>Schools for healthcare and nursing</p>	<p>BMGF – Federal Ministry for Health and Women's Issues</p> <p>http://www.bmgf.gv.at/</p>	<p>Gesundheits- und Krankenpflegegesetz (Health Care and Nursing Act)</p> <p>http://www.wienkav.at/kav/ausbildung/allgemein/khl/texte_anzeigen.asp?id=3544</p>
Tertiary level		
<p><i>Kollegs</i> (post-secondary VET course)</p>	<p>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</p> <p>The Regional Education Board is the relevant supervising institution.</p>	<p>SchOG – law regulating the organisation of schools</p> <p>SchUG – law on schooling</p> <p>Bundesschulaufsichtsgesetz (Federal Law on School Inspection)</p>
<p>vocationally-oriented university courses that require more than four semesters and university studies</p>	<p>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</p> <p>Universitätsrat (University Council), Senat (Senate), Rektorat (Rectorate) and Rektor/in (Rector)</p>	<p>Universitätsgesetz (UG 2002 – University Law)</p>
<p><i>Fachhochschulen</i></p>	<p>BMBWK – Federal Ministry for</p>	<p>Fachhochschul – Studienaesezt 1993</p>

(university level study programme of at least three years duration with vocational orientation)	<i>Education, Science and Cultural Affairs</i> <i>Fachhochschulrat (FHR – Fachhochschule Council)</i>	(FHStG – Fachhochschule Studies Act of 1993) http://www.bmbwk.gv.at/universitaeten/recht/gesetze/fhstg/Gesetz_Fachhochschul-Stu4169.xml
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030401 IVET at lower secondary level

There are no IVET elements at lower secondary level in Austria.

030402 IVET at upper secondary level: school based and alternance

Polytechnische Schule (PTS – prevocational school)

Prevocational school can be attended after the eighth school grade and it takes one year. It is used primarily as the ninth school year by the 14 to 15 year-olds who wish to learn an occupation immediately upon completion of compulsory schooling. Pupils are prepared for later life, especially for working life, by receiving more in-depth general education (around 45% of the curriculum), career orientation and basic vocational training (approximately 55%). An orientation period at the start of the school year and career orientation as the basic goal of all courses create numerous opportunities for students to become familiar with working life. A programme of on-site visits and practical training days is designed to help students select a vocation.

Each pupil must select a vocational field from the ones offered by the school (metal, electrical, wood, construction, commerce/clerical, services/tourism). The compulsory subjects (German, English and mathematics) are taught in achievement groups. All pupils in prevocational school must learn to use computers for practical everyday and vocational purposes.

Berufsschule (part-time vocational schools)

The *Berufsschule* has to be attended as part of the apprenticeship system. For more details see 03040303 “Institutional structure for school-based part of apprenticeship training”.

Berufsbildende mittlere Schulen (BMS – VET schools)

VET schools provide not only a thorough general education but also practical vocational training for specific occupations. They last from one to four years (grades 9 to 12).

VET schools focus on practical training in school workshops, laboratories, kitchens and practice enterprises. Students are frequently obliged to take part in practical training in companies during their summer holidays.

Berufsbildende höhere Schule (BHS – VET colleges)

VET colleges provide general and vocational education (double qualification). Education is full-time, takes five years (grades 9 to 13) and ends with the *Reife- und Diplomprüfung* (*Reifeprüfung and VET diploma examination*).

The educational areas offered by VET colleges correspond largely to those offered by VET schools. The following forms of schooling are available:

- technical colleges (branches: mechanical engineering, EDP and organisation, civil engineering and construction, chemistry, textile and engineering, business engineering, information and communication technologies etc.),
- colleges for tourism,
- colleges for fashion and textile technology,
- business colleges,
- colleges for industry and trade,
- colleges for agriculture and forestry (branches: agriculture, horticulture, viticulture, fruit-farming, forestry, dairy farming etc.).

The curriculum is divided into three equal parts: general education, vocational theory and vocational practice. VET college pupils are required to take part in compulsory practical training in relevant companies during the summer holidays (not including pupils at business colleges who may take part in optional work experience schemes).

Pupils successfully completing VET colleges have access to some regulated trades. After three years of professional experience in their field, graduates of technical colleges and colleges of agriculture and forestry may be called "*Ingenieur*" (*Engineer*). The final exam of secondary VET college is counted as post-secondary according to ISCED, though the secondary VET colleges in Austria are part of upper secondary education.

Bildungsanstalten für Kindergartenpädagogik/ Sozialpädagogik (training colleges for nursery school teachers / social pedagogy)

Training colleges for nursery school teachers train kindergarten teachers and (with an additional examination) nursery trainers. Colleges for social pedagogy train non-teaching supervisory staff for day centres and boarding establishments for children and adolescents, as well as for youth work outside school.

Admission is conditional upon the successful completion of the 8th year and passing an aptitude test. The courses at these colleges take five years and end with a *Reifeprüfung* and VET diploma examination.

The theoretical part takes place at the colleges, while the practical training is in normal nursery schools, day care centres or boarding establishments. Students practise under the supervision of specially trained nursery school teachers or non-teaching supervisory staff.

03040201 Legislation and regulation: background and trends

“In the field of education, the federal and the provincial levels exercise joint responsibilities in legislation and execution. At the provincial level, there is a parallel federal and a provincial structure in the school administration. The latter is responsible for matters of compulsory schooling.

The federal responsibility for legislation and provincial responsibility for execution covers the Service Code and staff representation for teachers at public compulsory schools. The federal responsibility for framework legislation, regional responsibility for implementing legislation and for execution includes the external organisation of public compulsory schools.” (OECD, 2003, S.8)

Basic legislation and regulations

Relevant basic legislation is embodied in the *Schulorganisationsgesetz 1962* (*SchOG* – law regulating the organisation of schools) and *Schulunterrichtsgesetz 1986* (*SchUG* – law on schooling). In May 2005 the *Nationalrat* (*National Council*) decided to revoke the must of a two-third majority for a large part of basic school legislation.

The Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs) has the overall responsibility for school-based IVET.

The curricula are designed by a team of experts from the ministry for education supported by school inspectors, teachers and external experts. The social partners are involved through advisory bodies as well as through representatives in other boards and through their general right to examine bills and decrees.

The 14th amendment of the *Schulorganisationsgesetz* (*SchOG* – law regulating the organisation of schools) brought more autonomy, independence and flexibility as well as more responsibility for school based IVET. The 16th Amendment of the *SchOG* integrated part-time vocational schools into the secondary level of education.

In 1997, the *Berufsreifeprüfung* was adopted (*Bundesgesetz über die Berufsreifeprüfung – BRP-Act*). The *Berufsreifeprüfung* is an examination providing general access to post-secondary and tertiary education for skilled workers, for graduates of three- to four-year full-time VET schools and for graduates from nursing courses and specialist paramedical courses of at least 30 months' duration.

Another possibility of gaining (limited) access to higher education is the *Studienberechtigungsprüfung* (*SBP* – University entrance exam). This exam consists of five parts, suited to the study course in question. As a preparation for the different exams, bridge courses are offered against payment by adult learning institutions and universities.

Relevant legislations:

Schulorganisationsgesetz 1962 (SchOG – law regulating the organisation of schools) with all amendments. <http://www.bmbwk.gv.at/schulen/recht/gvo/schog.xml>

Schulunterrichtsgesetz 1986 (SchUG – law on schooling)
<http://www.bmbwk.gv.at/schulen/recht/gvo/schug.xml>

Bundesschulaufsichtsgesetz (Federal Law on School Inspection)
http://www.bewegung.ac.at/download/22/sub0/22_1078_4846.pdf

Schulpflichtgesetz (Compulsory Education Act)
<http://www.bmbwk.gv.at/schulen/recht/gvo/schulpflichtgesetz1.xml>

Bundesgesetz über die Berufsreifeprüfung (BRP–Act)
http://www.bmbwk.gv.at/universitaeten/recht/gesetze/berufsreife/Bundesgesetz_ueber_die_B6431.xml.xml

Studienberechtigungsverordnung (StudBerVO – Regulation for University entrance examination)
<http://www.bmbwk.gv.at/universitaeten/recht/gesetze/studberg/Studienberechtigungsverord4516.xml>

Akademien-Studiengesetz (AstG – Academy Study Law)
<http://www.agrarpaedak.at/asto2000.htm>

Gesundheits- und Krankenpflegegesetz (Health Care and Nursing Act) _
http://www.wienkav.at/kav/ausbildung/allgemein/khl/texte_anzeigen.asp?id=3544

Bundesgesetz über die Organisation der Universitäten und ihre Studien (University Law)
http://www.bmbwk.gv.at/universitaeten/recht/gesetze/ug02/Universitaetsgesetz_2002_inh.xml
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Fachhochschul-Studiengesetz 1993 (FHStG – law on Fachhochschule courses)
<http://www.bmbwk.gv.at/universitaeten/recht/gesetze/fhstg/GesetzFachhochschul-Stu4169.xml>

Berufsausbildungsgesetz 1969 (BAG – Vocational Training Act 1969)
<http://www.bmwa.gv.at/BMWA/Service/Lehrlingsservice/Rechtsgrundlagen/berufsausbildungsgesetz04.htm>

Jugendausbildungs – Sicherungsgesetz 1998 (JASG – Youth Training Guarantee Act of 1998) <http://www.ris.bka.gv.at/bgbldpdf/images2002/2002a158.pdf>

03040202 Administrative framework: background and trends

The *österreichische Bundesverfassung* (Austrian constitution) establishes the federal structure of the country. The *Bundesverfassung* distinguishes between three levels of administration in school based IVET.

- *Bund (federal level)* responsible for the whole federal territory
- *Bundesländer (provincial level)*, responsible for the specific *Land* (province)
- *Gemeinden (communal level)*, contains the administration of the municipals. The local administrations are self-governing bodies.

Wherever the constitution assigns responsibilities in executing school legislation to the federation, these responsibilities are assumed at the provincial level by the *Landesschulräte* (regional education boards). The *Laender'* responsibilities in executing school legislation are assumed by regional administrations (separate departments in the Offices of the Regional Governments). The *Bezirksschulräte* (district education boards) are subordinated to the regional education boards and they are responsible for the administration and supervision of schools.

By the time numerous adaptations concerning the schooling system have been established.

Changes in school based upper secondary IVET:

In recent years an increase in school autonomous decisions about the curriculum has been observed. Such autonomous decisions have to be approved by the education board and allow individual schools to set a focus.

- Increasing practical experiences – Project-orientated education becomes more and more important in upper secondary IVET schools. In terms of these tendencies students have the chance to put their obtained skills into action and enlarge their know-how.
- Internationalisation – There is an increasing emphasis on foreign languages and on trying to establish networking within the EU in terms of IVET.
- „Tree-Model“– Several reforms have led to the restructuring of curricula for secondary VET colleges. Its basic structure can be considered the structure of a tree (BMBWK, 2001 S.18): education that later on makes a variety of professions possible is based on a common general education. Specialisation towards one specific profession is provided during the last years of someone's overall education. That's how a fragmentation is being counteracted since a balanced scope of measures for specialisation is maintained.

General trends

In general there is a noticeable trend towards advanced secondary vocational education (because of the double qualification they obtain, a certificate of secondary education and a VET-Diploma).

Due to the regular technical innovations and the trend towards higher specialisation it is considered necessary to adapt curricula regularly, making them more flexible in all fields of vocational education. Programmes have to meet all the prevailing working conditions and demands when it comes to the point of leave; efforts are made to extend networking and transfer within the overall educational system as well as to maintain international comparability and credits.

0304020201 Role of central government

In Austria the ministries are only responsible for providing a framework for different partners' cooperation. They do not participate directly in the day-to-day operation of different training activities. The social partners are involved in making laws.

The following ministries are involved in the management/governance and provision of school-based IVET. Their tasks are outlined in the table.

Bundesministerien (BM – Ministries)	Responsibility
<i>Bundesministerium für Bildung, Wissenschaft und Kultur</i> (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)	<ul style="list-style-type: none"> ➤ Is the supreme executive authority in all matters pertaining to education. ➤ Excluded are the maintenance of <i>höhere land-und forstwirtschaftliche Lehranstalten</i> (colleges for agriculture and forestry), and all staffing matters at these schools, the maintenance of <i>Polytechnische Schule</i> (PTS – prevocational school), of VET schools for agriculture and forestry, and of all staffing matter at these schools. ➤ For family allowances and study and career guidance ➤ For the federal expenditures, as well as from <i>Laender</i>, municipalities ➤ For curricula
<i>Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft</i> (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)	Is responsible for the maintenance and staffing of <i>höhere land-und forstwirtschaftliche Lehranstalten</i> (colleges for agriculture and forestry)
<i>Bundesministerium für Gesundheit und Frauen</i> (BMGF – Federal Ministry for Health and Women's Issues)	In charge of <i>Schulen im Gesundheitswesen</i> (healthcare schools)
<i>Bundesministerium für soziale Sicherheit, Generationen und Konsumentenschutz</i> (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection)	<ul style="list-style-type: none"> ➤ Is charged with handling the free transport and free textbook schemes. Since the school year of 1996/97, however, a contribution towards the cost of textbooks as well as the cost of transport has been collected. ➤ For family allowances, study and career guidance

0304020202 Role of regional government

The legislative bodies in the *Laender* are the *Landtage* (provincial parliaments), and the executive bodies are the regional governments.

- The *Landesschulrat* (Regional Education Board) is executing school legislation. The regional and district education board are the school authorities of the *Laender*. The

central body within each education board is the *Collegiate Council*, made up of voting member and members with consultative status. The latter includes representatives of the Churches and religious communities, of the social partners, the *Landesschulinspektoren* (regional school inspectors), the *Amtsdirktor* (*Office Director*) and occasionally, students' representatives.

- The *Landesschulrat* is the supervisory body for the upper secondary school based IVET. (With the exception of the *Forstfachschule in Waidhofen/Ybbs* not for schools and VET colleges for agriculture and forestry. These institutions are not object of the *Schulunterrichtsgesetz 1986* [SchUG – law on schooling])
- One of the major tasks of the regional education board's *Collegiate Council* is to submit three proposals for the appointment of teachers and head teachers at intermediate and upper secondary schools and colleges. The *Collegiate Council* at both levels issues general directives on existing laws and ordinances (e.g. curricula) and submits expert opinions on draft laws and regulations.
- In matters pertaining to the *Polytechnische Schule* (*prevocational schools*) the *Landesschulrat* acts as the school authority of the second instance. The *Bezirksschulrat* (district education board) is the first instance. It does not affect staffing matter at these schools which are a responsibility of the *Laender*. In matters pertaining to VET schools as well as VET colleges the *Landesschulrat* is the first-instance school authority.
- The federal government is responsible for the maintenance of all VET schools and VET colleges. There is just one exception: The regional government is responsible for the maintenance of VET schools and part-time schools for agriculture and forestry.

0304020203 Role of local government

In Austria's system of VET the communities are only responsible for the maintenance of *Polytechnische Schule* (PTS – prevocational schools).

These tasks are assigned to the communities by provincial legislation and executed by the communities under the supervision of the *Laender*, which will grant financial support (e.g. regional school construction funds).

0304020204 Role of social partners

The participation of the social partners in the Austrian political system comprises the right to officially examine and accredit legislation as well as the assistance in an expert-commission fulfilling an advisory task. Furthermore, representatives of the social partnership act as elected members of legislating bodies.

0304020205 Role of IVET providers

The grade of school autonomy has expanded significantly in 1995. Since then the body of *Schulgemeinschaftsausschuss* (school community committee) consisting of teachers, pupils and parents is entitled to enact ordinances concerning an updated curriculum in a certain frame. This provides the opportunity to develop individual profiles to a certain degree as well as to adapt curricula based on local and sectoral interests. Furthermore the range of different education and training options for students has increased as well. Apart from that possibilities within autonomy lead to a certain grade of freedom and self-government in terms of teaching time and financial rights (e.g. provision of all kinds of teaching material).

Private schools

Private schools that provide the opportunity to complete the official and legislated education take federal curricula as guidelines. Both bodies corporate and natural persons are entitled to maintain a private school. The most significant providers of private schools are the Churches, notably the Catholic Church, ahead of the social partners, which are strongly involved in technical and vocational education. The *Privatschulgesetz* (*Private Schools Act*) distinguishes between two groups of private schools.

- Private schools which have a *Organisationsstatut* (statutory counterpart) in the public sector: The attained educational qualification is equivalent to that of public schools.
- Private schools which do not have a statutory counterpart in the public sector (organisational charter). The qualifications they provide are not of equivalent legal status as those awarded by public-sector schools.

0304020206 Role of other non-governmental bodies

In Austria, an involvement and cooperation of various groups of society in public IVET can be noted (on regional and federal level). Both the representations of interest and the religious communities exert a decisive influence via making laws and educational establishments.

In terms of administration strong involvement of non governmental bodies takes place within the *Landesschulrat* (regional education board) and *Bezirksschulrat* (district education board), who are executing school legislation. The central body within each education board is the *Collegiate Council*, where Churches and the social partner are represented.

In technical and vocational education, the representatives of the social partners and other interested institutions may be included in the school community committee. At the *Berufsschulen* (part-time vocational schools) these bodies are called *Schulausschüsse* (school committees), and at the *Berufsbildende mittlere Schulen* (VET schools) and the *Berufsbildende höhere Schulen* (VET colleges) they are called *Kuratorien* (advisory boards).

030403 Apprenticeship training

The apprenticeship training system is a combination of in-company training and complementary schooling on a day- or block-release basis. Company-based training constitutes the major part of apprenticeship training. Apprenticeship contracts are signed by the company and the apprentice. An apprentice has full social insurance including health, accident, retirement and unemployment insurance. Apprenticeship contracts are subject to the regulations of the industrial and social law and to protective labour legislation for teenage employees. Furthermore, the apprentice is entitled to a remuneration, which is fixed in collective labour agreements and varies according to the different apprenticeship trades. Apprentices attain vocational qualifications in about 253 regulated “apprentice-able trades” after mostly 3, 3.5 or 4 years. A shorter apprenticeship period may be agreed if the apprentice is eligible for time credits based on previous formal training. The contract between the employer and the apprentice ends automatically after the stipulated time.

At the end of apprenticeship training most of the apprentices decide to take the apprenticeship leave exam, consisting of practical and theoretical tests. The exam replaces certain modules of the master craftsperson examination and enables admission to the *Berufsreifeprüfung*.

The aim of part-time vocational schools for apprentices is to complement practical training and to impart general knowledge and the theoretical basics for the respective occupations. Thus, regulations for practical training, which are stipulated in the occupational profiles, are complemented by a special curriculum defining both the key issues of the technical theory and practical training for the respective apprenticeship trade.

03040301 Legislation and regulation: background and trends

There is a strong system of public regulation of the apprenticeship system, regarding the provided trades and occupations, the accreditation requirements for training enterprises, the examination, the conditions for part-time schooling, etc. The social partners are strongly involved in the steering of the apprenticeship system.

Legal basis of apprenticeship training

The legal basis of the school-based part of the apprenticeship-system is the Austrian education law which consists of different acts, like the *Schulorganisationsgesetz* 1962 (*SchOG* – law regulating the organisation of schools) and the *Schulunterrichtsgesetz* 1986 (*SchUG* – law on schooling). Provisions concerning the organisation of part-time vocational schooling and the cornerstone for the framework curricula are laid down in the *SchOG*.

The main legal basis for apprenticeship training is laid down in the *Berufsausbildungsgesetz* 1969 (*BAG* – Vocational Training Act). *Berufsschulen* (part-time vocational schools for

appendices) are vocational compulsory schools. So they are governed by the *Schulpflichtgesetz 1985 (SchPflG – Compulsory Schooling Act)*.

Relevant legislations:

Schulorganisationsgesetz 1962 (SchOG – Law regulating the organisation of schools) with all amendments. <http://www.bmbwk.gv.at/schulen/recht/gvo/schog.xml>

Schulunterrichtsgesetz 1986 (SchUG – Law on schooling)
<http://www.bmbwk.gv.at/schulen/recht/gvo/schug.xml>

Bundesschulaufsichtsgesetz (Federal Law on School Inspection)
http://www.bewegung.ac.at/download/22/sub0/22_1078_4846.pdf

Schulpflichtgesetz (Compulsory Education Act)
<http://www.bmbwk.gv.at/schulen/recht/gvo/schulpflichtgesetz1.xml>

Berufsausbildungsgesetz 1969 (BAG – Vocational Training Act 1969)
<http://www.bmwa.gv.at/BMWA/Service/Lehrlingsservice/Rechtsgrundlagen/berufsausbildungsgesetz04.htm>

Bundesgesetz über die Berufsreifeprüfung (BRP-Act)
http://www.bmbwk.gv.at/universitaeten/recht/gesetze/berufsreife/Bundesgesetz_ueber_die_B6431.xml.xml

Studienberechtigungsverordnung (StudBerVO – Regulation for University entrance examination SBP)
<http://www.bmbwk.gv.at/universitaeten/recht/gesetze/studberg/Studienberechtigungsvero4516.xml>

03040302 – Administrative framework

The duality of the vocational training of apprentices is reflected in its administrative responsibility. The ministry for education is responsible for vocational school matters, the ministry of economics and labour is responsible for in-company apprenticeship training. The division of responsibilities is elaborated in 03040303 and 03040304.

Changes and reform measures

Recently, there is a strong demand for reforms of the apprenticeship system in order to make apprenticeship trades more attractive. Reform measures are already carried out in cooperation with all parties involved.

The most important reform measures are:

- introduction of new apprenticeship trades in future-oriented fields,
- creation of *Praktikerberufe* – apprenticeships with reduced school-based education and enlarged in-company training,

- implementation of the *integrative Berufsausbildung* (integrative vocational training); it allows people with disabilities and low school achievers to obtain a (partial) vocational qualification,
- easier access to further education and facilitating transfer from the dual system to the full-time technical and vocational education system; the introduction of the *Berufsreifeprüfung* (BRP) in 1997 has contributed enormously to the permeability of education systems,
- more flexible training schemes for practical training in companies just as for education in part-time vocational schools,
- permanent adaptation of the curricula to the ever-changing requirements of the labour market and development of appropriate means to guarantee high quality of training,
- financial support for companies which train apprentices,
- removal of bureaucratic impediments,
- more information about less popular and non-gender-specific occupations.

Very recently a deep reform in Austria's apprenticeship training system is in discussion. A first step for this planned thorough modernisation was recently done with an amendment of the *Berufsausbildungsgesetz* (BAG – Vocational Training Act).

In the next years the currently 253 recognised apprenticeships should be bundled in about 100 basic modules. In this one or two years lasting basic modules similar trades have common elements of vocational education. Specialisation will be provided later in compulsory subject modules. After final examination in each trade future perspectives will be given by many different additional modules.

03040303 – Institutional structure for school-based part of apprenticeship training

Part-time vocational schools are compulsory schools that must be attended by all apprentices part-time or in blocks of time. Part-time VET schooling begins when the pupil enters into an apprenticeship or training relationship and lasts until it is completed, i.e. until the successful completion of a final apprenticeship examination. Apprenticeship training and thus part-time vocational schooling can last two, two-and-a-half, three, three-and-a-half or four years. Most apprenticeships last three years. The role of different institutions in the school-based part is established on three various levels:

Local level

Berufsschulen (part-time vocational schools) provide tuition to supplement and promote enterprise based training technically and theoretically. A further task of them is to deepen

and complete general education. Austria's social partners support schools and apex associations and offer practical courses and tours of factories.

Provincial level

The *Landesschulrat (Regional Education Board)* is setting up, equipping and maintaining part-time vocational schools. They are also responsible for implementing the federal framework curricula for part-time vocational schools for each apprenticeship. Education and technical supervision is particularly carried out by the provincial vocational school inspectors. The council of the *Landesschulrat* is obliged to listen to official representatives of the social partners as advisers.

Half of the costs of teachers provides the provincial government, the federal government covers the other half.

National level

Curricula for vocational schools are issued as federal framework curricula by the ministry for education.

03040304 Institutional Structure for work-based part of apprenticeship training

There are many institutions involved in the work-based part of apprenticeship training. They act, as well as in the school-based part, on three different levels:

Local level

The enterprises are the authorised apprenticeship trainers. They are responsible for the provision of apprenticeship training. It is in their enterprise that the respective apprentice is trained to become a skilled worker. In this task they are assisted by their trainers. In some sectors of industry, apprenticeship counsellors are appointed to provide subject specific consultancy to training enterprises. Working in close cooperation with the *Regional Advisory Board on Apprenticeship*, their tasks are to assist authorised apprenticeship trainers in the appropriate design of the individual enterprise-based training programme and, in particular, to promote cooperation between training enterprises and part-time vocational schools.

Provincial level

Apprenticeship Offices are set up at the regional economic chambers. They examine in cooperation with representatives of the regional chambers of labour, if training enterprises are suited to provide apprenticeship training in subject-specific and staff-related respects. In addition they are responsible for examining and recording apprenticeship contracts. They

must provide wide-ranging counselling to apprentices and training enterprises in all matters concerning apprenticeship. The final apprenticeship examinations are organised by the *Apprenticeship Offices*.

“At the regional level, the *Provincial Governors* assisted by the respective *Laender* offices are responsible for apprenticeship training and act as the apprenticeship authority of the second instance. They decide on appeals in apprenticeship training matters, such as the withdrawal of the authorisation as training enterprise, and on cancellations of illegally registered apprenticeship training contracts. The *Provincial Governors* appoint the members of their respective *Regional Advisory Boards on Apprenticeship*.” (BMWA, 2004, S.14)

“A *Regional Advisory Boards on Apprenticeship* include representatives of the social partners and has been established in every *Land* to provide consultancy services in all issues related to VET. It is responsible for submitting expert opinions, proposals and suggestions related to the apprenticeship training system in the respective *Bundesland*. On its proposal, the chairpersons of the final apprenticeship examination boards are appointed.” (BMWA, 2004, S.15)

National level

The largest part of the apprenticeship training is within the sphere of competence of the minister of economics. The legal base for apprenticeship training is laid down in the *Vocational Training Act*. The regulations for the individual apprenticeships are issued by the Minister on the basis of expert opinions submitted by the *Federal Advisory Board on Apprenticeship*. This board has been set up by the minister of economics upon the proposal of the social partners. Part-time vocational school teachers are coopted as advisory members. *The Federal Advisory Board on Apprenticeship* submits expert opinions to the ministry, e.g. on the restructuring of apprenticeships.

030404 Other Youth Programmes

Other youth programmes include so-called:

- *Berufslehrgänge* (vocational pre-apprenticeship training courses) and the
- *Integrative Berufsausbildung* (integrative vocational training).

Berufslehrgänge (vocational pre-apprenticeship training courses)

On the basis of the *Jugendausbildungs-Sicherungsgesetz 1998* (JASG – *Youth Training Guarantee Act*) additional training in the form of ten-month vocational pre-apprenticeship training courses is offered as a labour market support measure for young people who cannot find an apprenticeship.

These training courses may not start before mid-November of any given year, so as not to compete with “traditional” apprenticeships. The conditions for participation are that the young person in question must have completed compulsory education and be registered with the *Arbeitsmarktservice (AMS – Public Employment Service)* as looking for an apprenticeship, the *AMS* doesn’t see high likelihood of finding an appropriate apprenticeship or the young person has already made at least five independent applications and been unsuccessful. The *AMS* allocates the young people to training courses.

The aim is to teach the skills and knowledge of the first year of an apprenticeship so that the young person can then switch to a “proper” apprenticeship in the second year.

Integrative Berufsausbildung (integrative vocational training)

The main purpose of the 2003 amendment to the *Berufsausbildungsgesetz (Vocational Training Act)* was the creation of integrative vocational training. On the basis of comprehensive preparatory work by the social partners, the *Federal Ministry of Economics and Labour* created a flexible model for people at a disadvantage in the labour market, enabling them to acquire a professional (partial) qualification.

Integrative vocational training is open to persons:

- with special educational needs in compulsory schooling and who were, at least in part, educated according to the curriculum of a *Sonderschule (special needs school)*;
- who did not finish or negatively complete a *Hauptschule (GE school)*;
- with disabilities;
- of whom it must be assumed, within the framework of career guidance support or after an unsuccessful placement attempt in an apprenticeship, that it will not be possible to find any apprenticeship vacancy for them for reasons exclusively related to the person himself or herself.

Possible integrative vocational training measures include the acquisition of apprenticeship qualifications in an apprenticeship period prolonged by one year, in exceptional cases by two years, or the acquisition of partial qualifications in one or several trades which are relevant for the economy. The school-based part of the apprenticeship training takes place in part-time vocational schools and the work-based part of apprenticeship takes place in an enterprise.

Integrative vocational training is facilitated and supported by the *Berufsausbildungsassistenz (vocational training assistance)*, which is organised by one of the following institutions:

- *AMS – Public Employment Service,*
- *Landesstellen des Bundessozialamt (Regional Offices of Federal Welfare Agency),*
- *a territorial corporate body (Gebietskörperschaft), e.g. municipal's,*
- *any establishment of a territorial corporate body (Gebietskörperschaft).*

Involved administrative and institutional bodies are:

- *Arbeitsmarktservice (AMS – Public Employment Service)* <http://www.ams.or.at>
- *Landesstellen des Bundessozialamts (regional offices of the federal social welfare authorities)* <http://www.basb.bmsg.gv.at>
- *Bundesministerium für soziale Sicherheit, Generationen und Konsumentenschutz (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection)*
<http://www.bmsg.gv.at/>
- *Bundesministerium für Finanzen (BMF – Federal Ministry of Finance)*
<https://www.bmf.gv.at/>
- *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)* <http://www.bmbwk.gv.at/>
- *Bundesministerium für Wirtschaft und Arbeit (BMWA – Federal Ministry of Economics and Labour)* <http://www.bmwa.gv.at/>
- *social partners*

030405 Post-secondary (non tertiary) VET

The IVET opportunities after the upper secondary school are very diversified and are often assigned to ambiguous terms. Often the classification of the offers in post-secondary, tertiary/non-university, tertiary/university and adult education blur. Here the classification published by the *Statistik Austria* (who follows the OECD ISCED-classification) is used. Therefore post-secondary VET in Austria consists of schools for healthcare and nursing and of university courses. And there are some additional courses, assigned to post-secondary level (e.g. course on pedagogy for special needs).

School for healthcare and nursing

Within three years the students get the qualification for healthcare and nursing. For accessing a nursing school a minimum age of 17 years and a successful completion of the tenth level (of any school) are required. The education implies both, theoretical and practical knowledge. Practically-orientated classes as well as internships take place in hospitals.

Mostly the schools are associated with hospitals. Students graduate with a diploma examination.

The *Bundesministerium für Gesundheit und Frauen* (Federal Ministry for Health and Women's Issues) is responsible for healthcare schools.

University courses requiring up to four semesters

Responsible institutions for university courses are within the university autonomy (*UG 2002 – University Law*) the *Universitätsrat* (University Council), *Senat* (Senate), *Rektorat* (Rectorate) and the *Rektor/in* (Rector).

030406 Tertiary level VET

Among the IVET opportunities at tertiary level a distinction between non-university institutions respectively institutions offering courses on college-level (ISCED 5b) and universities respectively *Fachhochschulen* (ISCED 5a and 6) shall be made:

Non-university education at tertiary level:

- *Kollegs* (post-secondary VET courses)
- *Akademien* (post-secondary VET colleges)
- University courses that require more than four semesters,

Kollegs offer those holding a “*Reifeprüfungszeugnis*” (certificate of upper secondary education) or an equivalent certificate theoretically- as practically-orientated education in various professional areas and at the skills-level of a VET college (usually two or three years). There are post-secondary VET courses for commercial professions, for technical and crafts profession, for tourism professions and for nursery school teachers and social pedagogy.

The federation is responsible for basic legislation, and the *Laender* are responsible for the issuing of implementing laws and their implementation with regard to the organizational structure of federal education authorities in the *Laender*.

The *Bundesministerium für Bildung, Wissenschaft und Kultur* (BMBWK – Federal Ministry for Education, Science and Cultural Affairs) is responsible for post-secondary VET courses and the *Landesschulrat* (Regional Education Board) is the relevant supervising institution for post-secondary VET colleges and VET courses.

Akademien are educational institutions that offer those holding a *Reifeprüfung* a three years vocational training. *Akademien* are similar to universities as far as the modalities for studies

and exams are concerned. The emphasis lies on academies in the field of pedagogy and health-care. Currently some of them are being transformed into “*Fachhochschulen*”.

Responsible institutions for university courses are within the university autonomy (*UG 2002 – University Law*) the *Universitätsrat (University Council)*, *Senat (Senate)*, *Rektorat (Rectorate)* and the *Rektor/in (Rector)*.

Education at tertiary level at universities and *Fachhochschulen*:

The Austrian system of higher education in the tertiary level consists of universities, private universities and *Fachhochschulen* (mostly translated as “universities of applied sciences”).

- 21 universities governed by the Universities Act 2002 plus one university governed by the *Act on the University of Continuing Education* (which specializes in academic CVET).
- 19 *Fachhochschulen* regulated by the *Fachhochschulen Studies Act* of 1993.
- 9 private universities regulated by the *University Accreditation Act* of 1999.

Generally the *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)* is responsible for universities and *Fachhochschulen*. Since the University Law 2002 universities have considerable autonomy. Responsible institutions for universities are within the university autonomy the *Universitätsrat (University Council)*, *Senat (Senate)*, *Rektorat (Rectorate)* and the *Rektor/in (Rector)*.

At this time there are 142 *Fachhochschule* - courses (lots of new courses have been established in the last few years and this process is still going on) offered by *Fachhochschulen* on the following six main subject matters: economy, technique, tourism, information technology and media, healthcare and social services, national defence.

The *Fachhochschulrat (Fachhochschul Council)* is the authority that is responsible for the external quality assurance (accreditation and evaluation) in the Austrian *Fachhochschule* sector. It is an independent board of 16 experts from professional fields concerned. These experts are appointed by the *Federal Ministry for Education, Science, and Cultural Affairs*. The *Fachhochschul Council* is an autonomous public authority subject to ministerial supervision. *Fachhochschulen* are financed by financial support from the federation, from the respective sustainer, and in many cases also from the state or from other corporate bodies.

Links to all Austrian universities and *Fachhochschulen* are listed online on following page:
http://www.bmbwk.gv.at/universitaeten/uw/univ_fakult/Universitaeten_in_Oester4750.xml

0305 Institutional Framework: CVET

CVET in Austria has been traditionally based on various forms of private and corporate activities, such as enterprise training, religious communities, employers' organisations, trade unions, professional interest groups, the political parties, etc. Those major social forces have largely retained their predominance in adult education, the state rather taking a moderating role. In the course of intensifying adult education during the 1960s, the Promotion of Adult Education Act was passed in 1973. In this federal law the funding of adult education and public libraries from government budgets is regulated. Adult education deriving from this strand was mainly related to general education, partly to "second chance" education within the formal education sector, but normally not to vocational education and training. Furthermore this act does not regulate any responsibilities and competencies for CVET, it only regulates the expense of few public money for mainly general adult education.

As a result the realm of continuing VET is based on a combined market and corporatist model which is only weakly embedded in a legal framework. Therefore, the legal status of adult training institutions in Austria differs. Some of them are state institutions, others are maintained by non-profit organisations or by other private providers.

The Austrian CVET system thus provides a multi-faceted institutional and content-related range of offers in all fields, including

- the acquisition of secondary school-leaving or apprenticeship training certificates by adults;
- labour market skills training programmes funded by the *Arbeitsmarktservice (AMS – Public Employment Service Austria)*;
- *Fachhochschule* programmes (*tertiary study programmes of at least three years' duration with vocational-technical orientation*) tailored to the needs of people under employment (*berufsbegleitend*);
- general adult learning at *Volkshochschulen (VHS – adult education centres)* or *Bildungswerke* (adult education associations);
- and *many* others.

This variety of offers also entails a particular challenge for educational policy-makers that is related to the theme of educational guidance and information.

The entrance requirements for CVET in profit and non-profit providers are largely determined by the qualification to be gained. In cases where specialist requirements are needed, advice and assessments will be offered before the course starts to ensure that it can run as

smoothly as possible. Entrance requirements for the public school, university and *Fachhochschule* sector depend on the type of course or evening school involved.

Austrian CVET providers – their responsible bodies and relevant legal instruments:

Different CVET provider	Governing/administrative bodies	Governing laws/ regulation
Publicly promoted CVET for all		
Acquisition of <i>Hauptschule</i> qualifications (general education school) by adults = Second chance courses	<i>Bundesministerium für Bildung, Wissenschaft und Kultur – BMBWK, Abteilung V/8 und V/10 (Federal Ministry for Education, Science and Cultural Affairs, Department V/8 and V/10)</i> http://www.erwachsenenbildung.at	<i>171. Bundesgesetz von 1973 über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln (EB-FG – National Adult Education Promotion Act)</i> http://www.erwachsenenbildung.at
Acquisition of qualifications providing access to HE – <i>Berufsreifeprüfung</i> and <i>Studienberechtigungsprüfung</i> (SBP – University entrance examination) = Second chance courses	<i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i> http://www.bmbwk.gv.at http://www.erwachsenenbildung.at	<i>Bundesgesetz über die Berufsreifeprüfung (BRP-Act)</i> http://www.bmbwk.gv.at/universitaeten/recht/gesetze/berufsreife/Bundesgesetz_ueber_die_B6431.xml.xml <i>Studienberechtigungsverordnung (StudBerVO – Regulation for SBP)</i> http://www.bmbwk.gv.at/universitaeten/recht/gesetze/studberg/Studienberechtigungsvero4516.xml
Schools and colleges for employed people	<i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i> http://www.bmbwk.gv.at	<i>Schulorganisationsgesetz 1962 (SchOG – law regulating the organisation of schools)</i> § 73c, 75c, 77c for <i>Kollegs</i> for people in employment are to offer graduates of higher-level secondary schools (e.g. <i>AHS</i> – higher general education school, <i>BHS</i> – Vet colleges) § 79 for <i>Akademien für Sozialarbeit</i> (post-secondary colleges for social work) for people in employment http://www.bmbwk.gv.at/schulen/rec ht/gvo/schog.xml <i>Schulunterrichtsgesetz 1986 (SchUG – law on schooling)</i> http://www.bmbwk.gv.at/schulen/rec ht/gvo/schug.xml
<i>Fachhochschule</i> and university courses for employed people	<i>BMBWK – Federal Ministry for Education, Science and Cultural Affairs</i> Since the UG 2002 universities have considerable autonomy to offer CVET courses.	<i>Universitätsgesetz 2002 (UG 2002 – University Law)</i> http://www.bmbwk.gv.at/universitaeten/recht/gesetze/ug02/Universitaetsgesetz_2002_inh.xml <i>Fachhochschul-Studiengesetz 1993 (FHStG – law on Fachhochschule)</i>

		<p>courses) http://www.bmbwk.gv.at/universitaeten/recht/gesetze/fhstg/Gesetz_Fachhochschul-Stu4169.xml</p> <p><i>Bundesgesetz über die Universität für Weiterbildung Krems (DUK-Gesetz 2004, Federal Act on the University of Continuing Education)</i> http://www.bmbwk.gv.at/universitaeten/recht/gesetze/duk/duk0410433.xml</p>
CVET in non-profit providers which are institutionally linked with public bodies	<p><i>Konferenz der Erwachsenenbildung Österreichs (KEBÖ – Conference of Adult Education in Austria).</i></p> <p>It is an independent platform of the major provider for adult education institutions since 1972. http://www.erwachsenenbildung.at</p>	<p><i>EB-FG – National Adult Education Promotion Act</i> http://www.erwachsenenbildung.at</p> <p>It is more or less a voluntary commitment to support adult education in Austria.</p>
CVET as instrument of active labour market policies		
	<p><i>Arbeitsmarktservice (AMS – Public Employment Service)</i> http://www.ams.or.at is constituted as a service enterprise according to public law.</p> <p>The <i>Ministry of Economics and Labour</i> (http://www.bmwa.gv.at) is responsible to support the financial means for the labour policy.</p>	<p><i>Arbeitsmarktservicegesetz BGBl. Nr. 313/1994 (AMSG – Public Employment Service Act)</i> and other relevant labour market acts. http://www.bmwa.gv.at/BMWA/Themen/Arbeitsmarkt/Arbeitsmarktrecht/default.htm</p> <p><i>Bundesvergabegesetz 2002 (BVergG – Federal Procurement Law 2002)</i> http://www.bva.gv.at/BVA/Rechtsgrundlagen/BVergG/default.htm</p>
CVET at the initiative of enterprises and social partners		
CVET private enterprise initiative	enterprises supplier firms parent companies	Enterprise CVET is not regulated unless specific qualifications are followed (e.g. <i>Meisterprüfung – master craftsperson certificate</i> , etc.).
CVET at the provider institutions of the social partners	<p><i>Wirtschaftsförderungsinstitut (WIFI – CVET provider institution of the Economic Chamber).</i> http://www.wifi.at</p> <p><i>Berufsförderungsinstitut (BFI – Vocational Training Institute):</i> CVET provider institution of the <i>Chamber of Labour</i> and the <i>Austrian Trade Union Association</i>. http://www.bfi.at</p> <p><i>Ländliches Fortbildungsinstitut (LFI (Institute for further education in rural areas):</i> This pan-Austrian institution is the CVET provider of the <i>Chamber of Agriculture</i>. http://www.lfi.at</p>	<p>Chambers are public corporations installed by law and have compulsory membership. Membership in the Federation of Austrian Trade Unions is voluntary. The CVET providers WIFI, BFI and LFI are autonomous institutions. The offers of these providers are not regulated by law unless specific qualifications are followed (e.g. <i>Meisterprüfung – master craftsperson certificate</i>, etc.) http://www.bmbwk.gv.at/fremdsprachig/en/schools/adult1.htm#4583</p>
CVET in profit-provider institutions	In the past few years the number of private profit-orientated associations and institutions has increased.	CVET in profit-provider institutions is not regulated unless specific qualifications are followed. Curricula

		and exam regulations for these schools and courses are issued by the <i>Federal Ministry for Education, Science and Cultural Affairs</i> . http://www.bmbwk.gv.at/fremdsprachig/en/schools/adult1.htm4583.xml
CVET at the initiative of the individuals		
	Financial support: http://www.kursfoerderung.at/index.php?target=ueberblick http://www.eduvista.com/main/eduvista.php?&logic=0&wait=60&seite=frd http://wien.arbeiterkammer.at/www-397-IP-1963.html Tax deduction: http://english.bmf.gv.at/service/pub/tax2005.pdf	Financial resources are available in almost all <i>Laender</i> to support individuals taking part in adult education, and these are provided in the form of subsidies for course fees. Wage-tax regulations: https://www.bmf.gv.at/steuern/Lohnsteuer/start.htm

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030501 Publicly-promoted CVET for all

With regard to Austria, the concept of publicly promoted CVET is varied and can be defined only in broad terms. Relevant offers include:

- schools and colleges for people under employment (*Schulen für Berufstätige*) – in their majority public institutions;
- *Fachhochschule* programmes and universities targeted towards the needs of people under employment;
- CVET offers of not-for-profit providers which are institutionally linked with public bodies in various ways; some of them being private establishments, however, which rather come under 030503 “CVET at private enterprise initiative or promoted by Social Partners”.

In the public school sector, evening schools for people under employment are offered in all *Laender*. In principle, the same fields as in full-time instruction can be found, albeit not in the same density of offers. *Universitätslehrgänge* (short-term university programmes) are offered at all universities, recently also the so called “programmes with a university character” provided by various adult learning institutions (e.g. *WIFI*) have been increasing, which has led to a considerable growth in the diversity of vocational adult learning options. The establishment of *Fachhochschule* (*FH*) programmes in 1994 represents a major additional offer for vocational adult learning. About one third of *FH* students are employed, approximately 30% are over 25 years of age. The *Donau-Universität Krems* (*DUK – Danube University in Krems*) does not provide regular basic study courses but post-graduate training and further training; It currently counts about 3,100 students and 124 courses, which is more than one third of university-based CVET offers in Austria.

The schools and colleges for people under employment in the formal VET system are specialised on programmes leading to a certificate or a diploma (formal programmes), whereas the non-profit adult learning establishments provide a wide range of offers (non-formal programmes).

Among the *BMSs* (vocational schools) for people under employment some forms have curricula under public law, but are organised in non-profit adult learning institutions. This affects particularly engineering, industry and trade areas (e.g. master craftsperson college) which are attended by apprenticeship graduates and show a considerable quantitative output.

03050101 Legislation and regulation: background and trends

In Austrian CVET a basic distinction between two categories of provision can be drawn in terms of legislation and regulation which parallels by and large the distinction of formal and

non-formal CVET. The regulation of formal programmes which are mainly second chance offers for adult people is situated within the framework of IVET, whereas the non-formal programmes are very loosely regulated (responsibilities are situated mainly with the regional authorities and the *Public Employment Service AMS*). Traditionally the social partners are involved in making laws and regulations for CVET in Austria.

Adult education activities within the secondary and tertiary education sectors (e.g. schools for people under employment, non-degree university programmes for continuing education, Fachhochschule programmes for employed adults) do fall within the competence of the *Federal Ministry for Education, Science and Cultural Affairs* and are thus subject to federal regulations. Therefore programmes available in the second-chance schools are governed by federal laws and ordinances and are standardised and controlled by the state. They provide an opportunity for people to take final state examinations via second-chance education; the schools are authorised to award all final reports and certificates and the programmes are linked to certain vocational qualifications. Schools for the employed are usually run by the state or the *Laender*.

There are special forms of *Berufsbildende mittlere Schulen (BMS – VET schools)* and *Berufsbildende höhere Schulen (BHS – VET colleges)* which cater to the needs of people in employment, as stipulated by the *Schulorganisationsgesetz (SchOG – law regulating the organisation of schools)* and the *Schulunterrichtsgesetz-B (SchUG-B – law on schooling)*. The new *Universitätsgesetz 2002 (Universities Act of 2002)* grants universities far-reaching autonomy in the field of adult education.

Generally it can be stated, that in the last year's autonomy of schools, colleges, *Fachhochschulen* and universities (especially universities since the University Law) has been expanded and allows these institutions more responsibility in pedagogical, personal, financial as well as in administrative matters.

The regulation for this sector of CVET does not differ from the regulation of the respective IVET provision. Therefore more detail information to the process of legislation see in 030402 and 030406 (and table in 0305).

03050102 Administrative framework: background and trends

A typical feature of the Austrian education and training administration is the existence of collegiate bodies at various levels, which, wherever possible, bring together as full voting members representatives of all the social forces relevant to the field of policy-making. Due to the historical development (education for adults emerged due to private initiatives, such as the religious communities, trade unions, the forerunners of the chambers and political parties) the federal structure of adult learning and also their evaluation is rather decentralised in Austria.

Since 1999, means from the ESF (European Social Fund) have also been allocated to Austrian initiatives in the general and adult education sectors, complemented by national means. These means are, on the one hand, used to promote the acquisition of education certificates through second-chance education (mainly *Berufsreifeprüfung* and *Studienberechtigungsprüfung* [SBP – University entrance examination] and *Hauptschule* [lower secondary compulsory school] school-leaving certificate) and, on the other hand, to support projects related to career guidance and quality assurance in the adult education sector. Related EQUAL projects have been launched. Further development measures are primarily targeted at individual aspects of adult education.

The following adult learning initiatives and/or innovations at the federal or regional level launched over the past ten years must be highlighted:

1994

- establishment of the *Donau-Universität Krems* (DUK – Danube University in Krems) as a university-level CVET institution (with mixed funding from federal and provincial sources, tuition fees, and third party funds)
- establishment of the legal basis for the introduction of *Fachhochschule* programmes for people under employment (federal act)
- certification according to ISO 9000 of the first adult learning institutions (starting with those active in labour market skills training schemes)
- implementation of the *Bildungskonto* (learning account) in Upper Austria. The budget increased from about 695,000 EUR in 1994 to nearly 8.6 million EUR in 2002.

1997

- introduction of the *Berufsreifeprüfung* to increase permeability of the education system (federal act)

1998

- introduction of the *Bildungskarenz* (educational leave scheme) (federal act)
- intensification of activities of the *General Directorate for Adult Education* in the *Federal Ministry for Education, Science and Cultural Affairs (BMBWK)* and launch of the so-called *EB-Aktionsprogramm* (adult learning action programme), especially for second-chance education and educational counselling; since 2000 these activities have been co-financed by the ESF

1999

- introduction of the *Studienabschlussstipendium* (university graduation grant) for people under employment (federal act)

2000

- beginning of the work of *AUCEN*, the Austrian Universities Continuing Education Network at Austrian universities
- the e-fit initiative (as part of e-Austria) sets new media foci at schools (e-learning), universities (e-science), adult learning (e-training), and culture (e-culture)
- introduction (followed by an increase in 2002) of a tax allowance of 20% for enterprises which organise corporate learning activities (in the beginning, this was valid for external training only, by now also in-company activities are promoted); the allowances can be paid also as premiums: the tax treatment of training expenses becomes more favourable for employees (federal act)

2002

- establishment of three EQUAL Development Partnerships for lifelong learning
- 2002 *Universitätsgesetz (University Organisation and Studies Act)* for 21 Austrian universities – it is expected that this results in a boost of activities in the field of adult learning due to the greater degree of autonomy specified there (federal act).
- The *Chamber of Labour* launched the *Learning Voucher (AK Bildungsgutschein)* in all nine Austrian *Laender*.

2004

➤ Revaluation of the Donau Universität Krems (DUK-Gesetz 2004)

0305010201 Role of central government

Apart from the schools and colleges for adults, where the federal government is responsible, for CVET the ministries are only responsible for providing a framework for different partner's cooperation. They do not participate directly in the day-to-day operation of training activities. Adult education and continuing vocational training are provided largely by independent providers, the federal government's primary role lies in tasks relating to funding.

The main federal government's responsibilities in public promoted CVET are split between following ministries:

<i>Bundesministerien (BM – Ministries)</i>	Responsibility
<i>Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)</i>	for school- and university-based CVET. administers and coordinates the subsidies system following the <i>National Adult Education Promotion Act</i> ; since end of 2002 the responsibilities of the federal funding departments were handed over to the Länder. for the <i>Federal Institute for Adult Education</i> in St. Wolfgang.
<i>Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)</i>	is in charge of CVET for agriculture and forestry professionals.
<i>Bundesministerium für Gesundheit und Frauen (BMGF – Federal Ministry for Health and Women's Issues)</i>	CVET for healthcare professionals.
<i>Bundesministerium für soziale Sicherheit, Generationen und Konsumentenschutz (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection)</i>	is in charge of the elderly and/or disabled people.

The e-fit project of the ministry for education pursues the following objectives: to improve access to guidance and counselling on education and training via an education portal; to develop new forms of teaching and learning (e-learning, e-tutoring, etc.) on all levels; and to increase CVET offers in the field of ICT certificates (more information can be obtained at <http://www.efit.at>). Also on the initiative of the ministry for education, the internet portal

www.virtual-learning.at has been launched, which aims to enhance networking and co-operation in relevant projects.

0305010202 Role of regional government

“The fulfilment of provincial and municipal responsibilities concerning adult education may take different forms. It may range from the provision of funds for institutions of adult education (or their umbrella organisations) to the establishment of adult education departments on the level of provincial administration (which, in part, may also be responsible for other educational matters, e.g. *Fachhochschule* programmes).” (Eurydice Database 7.3.)

Laender and municipals are also relevant players in the Austrian education and training administration within collegiate bodies at various levels.

Most regional governments provide funds for the subsidisation of individual continuing training activities. The criteria upon which financial aid is given (personal circumstances, educational objectives etc.) and the specific amounts granted differ considerably. The implemented instruments are also different: e.g. *Bildungskonto* (learning account) and *Bildungsscheck* (learning cheque)

0305010203 Role of local government

Municipalities meet their responsibilities for CVET mainly in making resources (financial, rooms, buildings, etc.) available to CVET establishments or their umbrella organisations. However, also other individual forms of activities or participation of municipalities in public CVET promotion are common in Austria (e.g., the *Bildungshäuser* [Education and Training Centres]).

0305010204 Role of social partners

A description of the Austrian social partnership is given in 030205.

- The *Economic Chamber* tends to act as lobby in support of adult education. They have, for instance, achieved the increase of education-related tax allowances for companies to 20% in the year 2002.
- All Austrian social partners have established their own institutions for CVET. (See the table of their CVET providers *WIFI*, *BFI* and *LFI* with detailed information about their activities/responsibilities under 030503 “CVET at private enterprise initiative or promoted by social partners”).

- In 2002 the *Chamber of Labour* launched the *Learning Voucher (AK Bildungsgutschein)* in all nine *Laender*. Every member can order a *Learning Voucher* worth 100 euro. The voucher can be used up in specially defined courses at selected training providers.
- At local level, social partners support the offer of practical courses and tours of factories.
- The works council has participatory rights in all matters of CVET in the companies.

0305010205 Role of CVET providers

Beside the evening schools, colleges, *Fachhochschulen*, university courses and the for-profit providers in Austria a variety of “*gemeinnütziger*” (non-profit) providers exist which rely on public subsidies and on course fees in various distributions. For these reasons it is not possible to make a clear cut division between publicly supported and other forms of CVET. Traditionally, the non-profit providers are most important for general and external CVET in Austria.

Their development and structure reflect the politics, religion and associations of this country. The large providers detailed below have joined forces and set up the *Konferenz der Erwachsenenbildungsanbieter Österreichs (KEBÖ – Austrian Conference of Adult Education Institutions)*.

Members of the Austrian Conference of Adult Education Institutions:

Adult Education Institution	Activities/Responsibility
1. <i>Arbeitsgemeinschaft der Bildungsheime Österreichs</i> (Association of Austrian Residential Educational Centres)	The centres offer courses on political, religious and integrated socio-political issues as well as DIY courses.
2. <i>Berufsförderungsinstitut</i> (BFI – Vocational Training Institute)	The BFI offers courses in all occupational fields as well as courses to acquire additional qualifications and certificates. Moreover, it provides for the training of skilled workers, organizes company-based courses and public courses and programmes within the second educational pathway.
3. <i>Büchereiverband Österreichs</i> (BVÖ – The Austrian Library Association)	It is the parent organization of approximately 2,180 public libraries and branch libraries. The media of the public libraries cover areas such as the sciences, the arts, literature, politics, entertainment and recreation, as well as audiovisual media (CD-ROMs, CDs, video and audio tapes), games and magazines.
4. <i>Forum Katholischer Erwachsenenbildung</i> (The Catholic Adult Education Institutions)	It is an association of Catholic institutions and organizes events within the respective regional areas. It comprises more than 60 institutions with most differing foci: <i>Catholic Bildungswerke</i> (educational associations), <i>Bildungshäuser</i> , distance courses, establishments for

	special-subject training (e.g. <i>Katholische Sozialakademie</i> or Catholic Social Training Centre).
5. <i>Ländliches Fortbildungsinstitut</i> (LFI – The Institute for Adult Education in Rural Areas)	The LFI provides career-related further education within the agriculture and forestry sector.
6. <i>Österreichische Volkswirtschaftliche Gesellschaft</i> (VÖV – The Austrian National Economy Society)	It provides information on economic and socio-political issues.
7. <i>Ring Österreichischer Bildungswerke</i> (The Federation of Austrian Educational Associations)	It is a cooperation of the <i>Associations for Community Education</i> and <i>Protestant Educational Associations</i> and aims at organizing educational activities within the individual regions.
8. <i>Verband Österreichischer gewerkschaftlicher Bildung</i> (The Association of Austrian Trade Union Education)	It emphasizes questions with regard to labour legislation, social law and other issues of interest for employees, issues with regard to organization, cultural and educational affairs and leisure-time activities.
9. <i>Verband Österreichischer Volkshochschulen</i> (VÖV – The Association of Austrian Adult Education Centres)	The VÖV offers a great variety of courses in all together 293 VHSs in Austria on general educational, cultural issues, philosophy and science, life skills, leisure-time activities and maintenance of cultural heritage, personality development, political and social issues, languages, second educational pathway (preparation for external exams, higher education entrance exams, and so on).
10. <i>Wirtschaftsförderungsinstitute der Bundeswirtschaftskammer</i> (WIFI – CVET provider institution of the Economic Chamber)	The WIFI has service centres that offer career-related general education, courses on business management, applied economics and organization, legal issues, production and technical innovation as well as training and further training in various fields and for various occupations and foremen courses for employed persons.

In Austria, the education and training institutes of the social partners are key providers of CVET: *WIFI*, *BFI* and *LFI*.

The *Volkshochschulen* (VHS – Austrian adult education centres) are the most traditional institutions of adult learning in Austria. A *Volkshochschule* sees itself as an educational institution committed to democracy, politically committed to human rights, and independent of political parties. Therefore it offers not only vocational courses but also courses and events of general and cultural content.

The *Bildungshäuser* (Education and Training Centres) are non-school education and training institutions for young people and adults. They are not mentioned in the table above (not a member of *KEBÖ*), but they are an important non profit-provider for public promoted CVET in Austria too.

Detailed information's and links about all Austrian public non-profit CVET-institutions are online available: <http://www.erwachsenenbildung.at> (run by the BMBWK).

0305010206 Role of other non-governmental bodies

In Austria, a strong involvement and commitment of various groups of society can be noted (on regional and national level). Both the representations of interest and the religious communities exert a decisive influence via educational establishments and (umbrella) organisations, which means that they actively co-design the adult learning landscape. From the beginning onwards, the establishment of providers in particular was to be understood mainly as a socio-political movement to implement individual interests rather than as a coordinated concept of an adult learning system.

This is a main reason why the interaction of adult learning with the largely public education system is a recurrent theme in discussions on adult learning in Austria. Due to differing legal structures and pedagogic models, recognitions between these two sectors have succeeded only in individual cases.

As already noted it is not possible to make a clear cut division between publicly supported and other forms of CVET. Therefore non-profit providers already mentioned in 0304010205 "Role of CVET providers" could be listed also in this section.

Generally non-public organisations are becoming increasingly significant (e.g. private provider of *Fachhochschule* programmes for adults, private continuing training programmes etc.). The 1999 *Universitäts-Akkreditierungsgesetz* (University Accreditation Act) provided a legal basis for the accreditation of private providers on the university education market. (Currently, there are nine private universities in Austria.)

030502 Training for unemployed people and others vulnerable to exclusion

In Austria, the training of the unemployed is a core task of the *Arbeitsmarktservice* (AMS – Public Employment Service → www.ams.or.at). The AMS, however, does not conduct any education or training measures itself but finances them.

Labour market training sets in at the individual level and is oriented, first and foremost, towards (groups of) persons who are unemployed or facing the threat of unemployment. The AMS's activities focus on long-term unemployed persons, women trying to find their way back to the labour market, and other groups of persons with difficulties in re-entering the world of work. Since 1996 when the first "gap" of apprenticeship posts was noted, young people with difficulties in labour market integration have increasingly turned into a key target group for promotion measures.

Further key tasks of AMS:

- The AMS is responsible for administering the *Bildungskarenz* (educational leave scheme), which was introduced in 1998.
- The AMS is entrusted with the skills training promotion for people under employment within the framework of the ESF.
- Labour foundations have to be approved by the AMS.

03050201 Legislation and regulation: background and trends

Laws regulating labour market policy

The regulation includes e.g., the structure and tasks of the *Arbeitsmarktservice* (AMS – Public Employment Service), the criteria of funding, the target groups (including migrants), and the unemployment insurance system. Relevant laws are:

- Arbeitsmarktservicegesetz (AMSG – Public Employment Service Act)
- Arbeitsmarktförderungsgesetz (AMFG – Labour Market Promotion Act)
- Arbeitslosenversicherungsgesetz (ALVG – Unemployment Insurance Act)
- Ausländerbeschäftigungsgesetz – (AuslBG – Employment of Foreigners Act)

and some more → see links for relevant legislations at the end of this topic.

Skilling programmes within the framework of active labour market policies are legally based on the AMSG (Public Employment Service Act) and on the AMSFG (Labour Market Promotion Act)

The AMS receives the financial means from the *Federal Ministry of Economics and Labour*. Besides defining targets for labour market policies and maintaining a supervisory role, the minister cannot influence the funding guidelines developed by the AMS.

Links to relevant legislations

Arbeitsmarktservicegesetz BGBl. Nr. 313/1994 (AMSG – Public Employment Service Act) and other laws relevant labour market:

<http://www.bmwa.gv.at/BMWA/Themen/Arbeitsmarkt/Arbeitsmarktrecht/default.htm>

Bundesvergabegesetz 2002 (BVergG – Federal Procurement Law):

<http://www.bva.gv.at/BVA/Rechtsgrundlagen/BVergG/default.htm>

03050202 Administrative framework: background and trends

The administration of the labour market was removed from direct federal administration on the 1st July 1994, according to the *Arbeitsmarktservicegesetz (AMSG – Public Employment Service Act)*, and placed under the control of the *Arbeitsmarktservice (AMS – Public Employment Service)*. But the AMS still has to implement the aims of the *BMWA (Federal Ministry of Economics and Labour)* concerning labour market policy. A differentiation must be made between passive and active labour market policies. Passive labour market policies include wage compensation services paid to people who become unemployed. These are largely paid out of compulsory unemployment insurance. Active labour market policies include counselling, placement and funding, as well as skills training measures.

Organisational structure

In 2003, the *AMS Bundesgeschäftsstelle* (federal administrative office of the AMS), the *Landesgeschäftsstellen* (provincial administrative offices) and *Regionalgeschäftsstellen* (regional offices) counted around 4,500 employees. The AMS is structured at the national, provincial and regional levels with various organisations and offices (nine *Landesgeschäftsstellen* and 97 *Regionalgeschäftsstellen* as well as ten branch offices). Wherever it is considered appropriate due to labour market requirements to provide skills training or qualifications to a person, participation in an offer is financed. People are not entitled by law to participate in measures.

For the planning of education and training measures, the provincial AMS is responsible in principle. The *Regionalgeschäftsstellen* are involved in the needs assessment.

European dimension

Austrian labour market policy aligns itself with the European Employment Strategy (EES) and the conditions of the European Social Fund (ESF). The National Action Plan for Employment (NAP) represents the Austrian implementation of the European guidelines.

0305020201 Role of central government

The AMS (*Public Employment Service*) had been part of the federal administration until 1994. Then a organisational reform established a new organisation model, which is described as a mixture of a self-governed body, a funds, and a business company, comprising a two tier structure of an executive body and a supervisory body at all levels (national, regional, local). The members of the supervisory bodies are nominated by the social partners; at the national level the board is tripartite, nominated by the government, the employees' and the employers' organisations.

The activity of the AMS is based on law (AMSG) and governed on the hand by general policy objectives formulated by the *Federal Ministry of Economics and Labour*, and on the other hand by procedures of management by objectives based on mid-term and yearly priorities formulated by the management bodies of AMS, which are also translated into quantitative objectives.

0305020202 Role of regional government

The AMS is structured in federal, provincial and regional organisations.

Nine *Landesgeschäftsstellen* (provincial administrative offices) are subordinated by the federal AMS, but not to the regional governments. The *Supervisory Boards* at provincial level consist of six members: the manager and his deputy and four from social partners. Main responsibilities and tasks of the provincial *Supervisory Boards* are:

- defining general rules for executing federal labour market policies in each *Bundesland*;
- management of ESF in each *Bundesland*;
- management of regional AMS bases;
- to charge external providers for employment measures (e.g. further education) by an official announcement;
- how to use the budget and fixing of costs;
- they have to decide about establishing regional AMS bases and special establishments.

0305020203 Role of local government

The *Supervisory Board* of the 104 *Regionalgeschäftsstellen* (*Regional Offices*) have five members each: the manager and four social partners. Regional offices are subordinated by the provincial AMS, but not to the local governments. However, they are in charge for local CVET initiatives in corporation with the local government, enterprises, social partners and their CVET providers or other associations (e.g. education centres like the so-called "*Bildungshäuser*"). The local AMS are service and information centers for unemployed or employees in danger of unemployment. They provide skills training or qualifications to individuals.

0305020204 Role of social partners

A description of the Austrian social partnership is given in 030205.

As the social partners are involved in the supervisory boards of the AMS at national, regional and local levels that structure implies at least indirect ties between their further training institutes as suppliers on the CVET market and the AMS as a customer on this market.

Consequently, there is not only an intersection of social partners in the *Public Employment Service* and the CVET training provision. There are as well intersections between the social partners' activities in the *Public Employment Service*, the further training institutes run by the social partners and the social partners' agreements on new ways of supporting CVET for unemployed or employees in danger of unemployment. Hence in this constellation a deep penetration of Austrian training policies by the social partners becomes obvious.

0305020205 Role of CVET providers

The range of institutions conducting training measures and courses for the AMS (*Public Employment Service*) include the social partner institutes *BFI*, *LFI* and *WIFI*, as well as many smaller training providers. Private suppliers are represented in all areas of further training. They are particularly manifest in the fields of data-processing, information, communication and organisation.

However, the social partners' institutes, especially the *BFI* is focusing on educational and occupational measures for unemployed (or employees in danger of unemployment), via the existing ties to the administration and the supervisory boards of the AMS may have better access to the big market for the training and re-training of the unemployed.

The major stakeholders in this market are the social partner's non-profit providers (*WIFI*, *BFI* and *LFI*).

0305020206 Role of other non-governmental bodies

In the Austrian system of CVET it is not possible to make a clear cut division between publicly supported and other forms of CVET. As already mentioned the *Public Employment Services* (AMS) is the big customer on the CVET market. Labour market training is the main public source for continuing education and training, the CVET providers (also non governmental) having to tender for those sources.

030503 CVET at private enterprise initiative or promoted by social partners

Traditionally CVET is strongly influenced by the social partners and their institutions: On the employers' side, there is the *Wirtschaftsförderungsinstitut* (*WIFI*), whose tasks lie mainly in training and counselling. On the employees' side, we find the *Berufsförderungsinstitut*

Österreich (*BFI – Vocational Training Institute*). The *Ländliches Fortbildungsinstitut – LFI* focuses on issues connected with agriculture and the rural region.

All these institutions are organised as non-profit education institutions and, though boasting regular customers, are open to all interested persons and thus open for topics that are of relevance for all sectors, such as EDP and foreign languages.

This implies that they compete for participants. Also regional differences can be observed; in general it can be noted that there is a wide range of offers in adult learning in Austria. The *WIFI* is the largest external provider of CVET. It boasts a network of institutions in all *Laender*.

Measures to guarantee provision in enterprises

The economic organisations – the *Wirtschaftskammer Österreich (WKO – Federal Economic Chamber)*, the *Industriellenvereinigung (IV – Federation of Austrian Industry)* and the *Chambers of Agriculture* – promote adult learning, first and foremost, as part of their interest policies. In 2002 the tax allowance of 20% for CVET expenses was extended to in-house training measures, under the following conditions: A certain independence of the company's division responsible for CVET (e.g. independent set of books); formalised learning contents in the form of seminars, courses, etc.; and proof of attendance (invitation, participant list, total number of hours). A flat upper limit of EUR 2,000 per calendar day and IVET or CVET measure was introduced; in addition, there exists a training bonus for enterprises that currently do not have any taxable profit.

The *BFI* offers enterprises (independent of their size) active support in the development and implementation of corporate training programmes under its programme "*IQsolutions*". In a dialogue with interested companies, the *BFI Vienna's "IQsolutions"* programme assesses skills requirements in enterprises. Following this assessment, a training design tailored to needs is developed or an offer from the *BFI Vienna's* course programme is taken over and adapted. Since 1996, the *BFI* also have run *Fachhochschule* programmes focussing on finance, business and economy.

Measures to support training in SMEs

Support for the education and training work of SMEs is one of the foci of the counselling activities and training offers of the *WIFIs*. Also the above-mentioned initiatives of the *BFI* and *Qualifizierungsverbünde (composite skills training models)* come under this heading. The *AMS* offers *Qualifizierungsberatung (qualification consulting)* for enterprises with less than 50 employees. The consulting takes up to two days and is financed by the *AMS* and *ESF*. However, there is still a requirement for additional continuing training in the area of small

enterprises. There are significant differences in CVET initiatives and participation between SMEs and large enterprises.

Measures to support training for enterprises in specific economic sectors

Since the mid-1980s, the *Arbeitsstiftung* (*labour foundation*) is one of the tools used in Austria to promote VET and CVET for specific economic sectors. At that time, *labour foundations* with a company orientation were first initiated in the nationalised steel industry, which were going through a serious crisis then. This support measure was financed by employees, enterprises, and the *Arbeitsmarktservice* (AMS – *Public Employment Service*). Immediately upon the loss of their job, employees were integrated in the foundation. After a career guidance phase lasting for several weeks, three pathways were open to them: either outplacement, skills acquisition (up to four years), or business creation (with support and skills training). (For further information see Punz, 1998). Meanwhile several forms of labour foundations have been established throughout the country.

Social partner based schemes to support non-job related training

The offers of the social partners' education and training establishments include a wide range of inter-occupational courses. Apart from EDP and foreign languages, also personal development and communication are among the most popular CVET themes.

03050301 Legislation and regulation: background and trends

In Austria, enterprise learning is generally split into the two areas IVET (i.e. apprenticeship training) and enterprise CVET. Whereas the apprenticeship training system is regulated by law to a great degree, this applies only to a segment of enterprise CVET: Traditionally the latter has included CVET measures within the framework of master craftsperson's or certified welders' courses, most recently also ICT certificates come under this category. However, the majority of enterprise CVET programmes is not regulated by law – neither in their structure nor in terms of outcomes.

Social Partners

Chambers are public corporations installed by law and have compulsory membership. They are entitled to represent their members' interests intensively, internally they rest on democratic representation and include extensive mechanisms of interest intermediation among the various subgroups.

03050302 Administrative framework and institutional structure

There is no formalised administrative framework for CVET programmes at private enterprise initiative in Austria, whereas the social partners have an institutional structure for promoting

and administering CVET. In general, the enterprises cooperate with extern education providers. These providers have the appropriate infrastructure and accordingly qualified personal for education.

All Austrian social partners have established their own institutions for CVET:

Social Partner	CVET Provider/Institutional structure	Main Activities/Responsibility
<i>Wirtschaftskammern</i> (Austrian Economic Chambers)	<i>Wirtschaftsförderungsinstitut (WIFI)</i> http://www.wifi.at/ It is the biggest CVET provider in Austria and can be found in all <i>Laender</i> . WIFIs have been established in each provincial chamber as well as in the <i>Federal Economic Chamber</i> , all of which are run by a coordinating body (elected functionaries) with a curator in the chair.	Training activities are designed for target groups at all levels in companies. Since the second half of the 1990s, the <i>WIFIs</i> have run <i>Fachhochschule</i> programmes. The <i>WIFIs</i> ' offer is rounded off by the <i>WIFI-Fachakademien (WIFI specialist colleges)</i> , <i>Werkmeisterschulen (foreperson courses)</i> , <i>Vorbereitungslehrgänge (bridge courses)</i> and preparatory courses for exams (e.g. <i>Berufsreifeprüfung</i>), tailor-made in-company CVET as well as educational counselling. The <i>Economic Chamber</i> also provides vocational guidance, e.g. online: http://www.bic.at
<i>Arbeiterkammern und Gewerkschaften</i> (Chambers of Labour and the Austrian Trade Union Federation)	<i>Berufsförderungsinstitut (BFI – Vocational Training Institute)</i> http://www.bfi.at/ <i>BFI</i> is the umbrella organisation for all vocational training measures of employee's organisations in Austria. Chambers of Labour are constructed in all nine Federal <i>Laender</i> of Austria.	The <i>BFI</i> provides a considerable proportion of labour market integration training on behalf of the <i>AMS</i> . Since 1996, the <i>BFI</i> have run <i>Fachhochschule</i> programmes. The courses mainly focus on EDP and technology, health and social services, languages, and second-chance education (attainment of school and vocational qualifications for adults). Regarding courses commissioned by the <i>AMS</i> , <i>Facharbeiter-Intensivausbildungen (skilled workers' intensive training)</i> and activating measures supporting placement are most frequently used. Training courses tailored to specific enterprise requirements round off the current field of activities of the <i>BFI</i> 's. Additionally, they produce information materials and organise information events.
<i>Land- und Fortwirtschaftskammern</i>	<i>Ländliches Fortbildungsinstitut (LFI – Institute for further education in rural areas)</i> http://www.lfi.at/	The <i>LFI</i> 's main area of work is CVET in agriculture and forestry and also rural home economics.

(Chambers of Agriculture and Forestry)	LFI is a nation wide adult education learning institution for the rural area. They exist only at provincial level but there is central representation however at the <i>Presidential Conference of Chambers of Agriculture and Forestry</i> .	Training is provided to help people overcome the economic and cultural changes underway in rural areas.
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030504 CVET at individual initiative

Adults have various motivations to engage in education and training activities. Job-related and nonjob-related motives (more or less explicit benefit expectations) are of relevance and often hard to distinguish. Job-related and other expectations overlap particularly in the fields of EDP and foreign languages. A number of surveys on CVET have been conducted but there is still a lack of data on general motivations for adult learning. The reasons given by interviewees regarding CVET plans in a 2002 survey, however, clearly reflect the fact that the majority of adults views adult learning as a personal issue; this survey covered people with plans to engage in CVET. For this reason, the high importance given to personal interest was particularly impressive.

Financial support

Financial resources are available in almost all *Laender* to support individuals taking part in adult education, and these are provided in the form of subsidies for course fees. Upper Austria has had a vanguard role in this area in terms of quantity and early implementation in form of the so called *Bildungskonto* (education account). Other institutions offer a range of funding possibilities too. The most important in terms of numbers and participants is the *Bildungsgutschein* (learning voucher) of the *Arbeiterkammer* (Chamber of Labour).

Tax-deductibility

CVET costs are deductible if the course is related to the exercising profession. Education costs for a future activity may be deducted if there is firm proof of a job having been offered.

Bildungskarenz (educational leave)

If the employer agrees, the employee may go on educational leave for three to twelve months. The person on leave receives a *Weiterbildungsgeld* (further-training allowance). He or she needs to have been employed with the current employer for at least 3 years (without interruptions) and has to prove his or her participation in a course (e.g. certificate).

Nevertheless it can be noted that, on the whole, participation in CVET has been increasing over the past decade significantly although this is not corroborated by precisely comparable

panel surveys. And it can be assumed that the personal motivation aspect in CVET is of high relevance in the population.

0306 Training VET Teachers and Trainers

In the Austrian VET system a broad range of different categories of teachers and trainers is employed. Accordingly the training of teachers and trainers varies widely, due to the wide range of subjects offered at the different kinds of VET institutions.

The training as well as the employment conditions of teachers and trainers in the formal VET system are quite tightly regulated, whereas teachers and trainers in the non-formal CVET system are employed mainly on a part time basis without much regulation.

IVET Teachers and trainers

The institutional structure for the training of IVET teachers and trainers is rather complex in Austria.

The following main categories of teachers and trainers might be distinguished in the initial VET system, which have to meet different training requirements.

- Teachers of general subjects at VET schools and colleges
- Teachers of theoretical subjects at VET school and colleges
- Workshop trainers or instructors
- Trainers in the enterprise part of apprenticeship
- Teachers in the post-secondary VET institutions
- Teachers at *Fachhochschulen*
- Teachers at universities

There are some additional differentiations between different occupational sectors and also between the different tracks of VET school and colleges to be mentioned.

Following specialised institutes for VET teacher training do exist:

- *berufspädagogischen Akademie* (college for vocational teacher training) in cooperation with
- *pädagogisches Institut* (in-service teacher training college) or respectively
- *agrarpädagogische Akademie* (agricultural teacher training colleg),

- and some teachers in the VET system have to follow the common teacher training institutions of the *Lehramtsstudium* (teacher training course at university), or at the *Pädagogische Akademie* (teacher training college).

There are some categories of VET teachers or trainers for which no specialised teacher training courses are offered (e.g., teachers of craft-specific theoretical subjects in engineering colleges).

Access to these academies is open to persons holding a matriculation qualification. A very important basic requirement for most teachers of vocational subjects is a certain amount of work experience outside education before they apply for a teaching position. According to this requirement, a significant proportion of VET teachers are employed part-time and in parallel continuously working in their enterprises outside the VET system, thus bringing their fresh practical experience into their teaching lessons. In many cases, the training of VET teachers is a combination of pre-service and in-service training.

Some basic differentiations of VET teacher training regarding qualification are the following:

- Teachers of general subjects and those who teach business studies must have a university education and a teaching diploma. Teachers of general subjects must undergo one year's teaching practice before joining a school.
- Teachers for the prevocational school are qualified for two subjects (subject teacher system) in the teacher training institutions for compulsory school (*Pädagogische Akademie*).
- With the exception of teachers of general subjects, teachers at VET schools and colleges must have completed several years of work experience prior to recruitment.
- Teachers of law, economics and specialised theory must have a university education and must complete a course for newly recruited teachers at an *In-Service Teacher Training College* during the first two years of teaching.
- Teachers of word-processing, nutrition and home economics, practical training and specialised theory at VET schools must acquire their teaching diploma at a *berufspädagogischen Akademie* (college for vocational teacher training).
- Teachers at part-time vocational schools must acquire the teaching diploma at a *berufspädagogischen Akademie* (college for vocational teacher training).

Admission requirements for IVET teachers

In the Austrian IVET system, certain determined types of training must be completed before being allowed to teach at public education institutions. Varying admission requirements must

be fulfilled in order to attend the prescribed training courses. These are legally regulated (in various laws, e.g. *Akademien-Studiengesetz*, i.e. law on post-secondary VET colleges, *Schulorganisationsgesetz*, i.e. law regulating the organisation of schools, *Universitätsstudiengesetz* [University Study Law]).

Teachers at post-secondary VET colleges have, independently of the subjects that they teach (humanities or medical sciences subjects), either a craft-specific university degree or have completed craft-specific studies at a post-secondary VET college. For the area of the paramedical staff training, there are *Universitätslehrgänge* (CVET university courses) which qualify instructors for teaching positions at the according post-secondary VET colleges.

Instructors at universities and at *Fachhochschule* courses possess a craft-specific university or *Fachhochschule* degree as well as a PhD degree. Therefore, their training is attributed to the tertiary education level. For teaching at universities and *Fachhochschule* courses, the pedagogic-didactic experience and suitability of instructors must be determined. Within the framework of working as a *Lehrbeauftragter* (contractual teachers) or as *wissenschaftlicher Mitarbeiter* (scientific staff), personal suitability for teaching can be determined and experience can be gathered.

Unterrichtspraktikum (school traineeships)

The *Unterrichtspraktikumsgesetz* (School Traineeship Act) governs the one-year school traineeships for graduates of secondary school teacher accreditation programmes.

Educational-policy decisions concerning school traineeships fall within the competence of the *Federal Ministry for Education, Science and Cultural Affairs* (framework legislation) and, under partial autonomy regulations, also within the competence of the provincial school authorities (curricular design of school traineeship programmes, which also include theoretical instruction).

Requirements for in-service training for IVET teachers

CVET is not compulsory for teachers at *berufsbildenden mittleren und höheren Schulen* (VET schools and colleges). Teachers at *Berufsschulen* (vocational schools for apprentices) are required by law to use 15 hours a year for CVET, not including time spent teaching, preparing or correcting papers. At universities and *Fachhochschulen* instructors are required to continuously keep up with current scientific findings, by researching and publishing papers.

Political authorities in the field of in-service training of IVET teachers

The current organisational structure of in-service training was established in 1982 on the basis of the *Schulorganisationsgesetz* (SchOG – law regulating the organisation of schools).

Other pertinent laws include the *Akademienstudiengesetz* and the *Land- und forstwirtschaftliches Bundesschulgesetz* (*Federal Agricultural and Forestry School Act*).

According to the *SchOG* the in-service training of teachers is held at institutions dedicated to these purposes, i.e. at the *Pädagogische Institute* (in-service teacher training colleges).

They are directly subordinated to the *Landesschulräte* (regional education board) and, in the second instance, to the ministry for education. The *Landesschulräte* coordinate the programmes at the regional level, while the Ministry initiates and coordinates supraregional and national further training events at *Pädagogische Institute*.

The *Agrarpädagogische Akademie* (agricultural teacher training college) reports to the *Federal Ministry for Education, Science and Cultural Affairs* in educational matters, and to the *Federal Ministry for Agriculture, Forestry, Environment and Water Management* in financial matters.

Since the *Bundesministerien-Gesetz* 2000 (amendment to the *Federal Ministries Act*), which became effective on 1 April 2000, the *Federal Ministry for Education, Science and Cultural Affairs* is now responsible for all matters related to teacher training, including the training of teachers in the vocational education sector.

Ausbilder (IVET trainers) in the company-based segment of the apprenticeship

The instruction of IVET trainers rests primarily on their professional qualification in a certain *Lehrberuf* (*apprenticeship trade*). In addition, necessary specific knowledge for the training of *Lehrlinge* (*apprentices*) must be proved, within the framework of an *Ausbilderprüfung* (*IVET trainer examination*). It is organised by the *Federal Economic Chamber's Meisterprüfungsstellen* (master craftsperson examination authorities). The assignment areas and corresponding given assignments of the IVET trainer examination are precisely regulated in the *Ausbilderprüfungsordnung* (*IVET Trainer Examination Regulations*), which is a directive by the *Bundesministerium für Wirtschaft und Arbeit* (*Federal Ministry of Economics and Labour*).

Another possibility of obtaining the *Ausbilderzeugnis* (*IVET Trainer Certificate*) is the participation in an *Ausbilderkurs* (*IVET Trainer Course*). This course is primarily offered by CVET institutions of the social partners, i.e. the *Wirtschaftsförderungsinstitute* (*WIFI* – CVET provider institution of the *Economic Chamber*) and the *Berufsförderungsinstitute* (*BFI* – *Vocational Training Institute*).

Admission requirements for enterprise based apprenticeship trainers

The prerequisite for the admission to the IVET trainer examination is the passing of a *Lehrabschlussprüfung* (final apprenticeship examination) or the successful completion of a job-specific *berufsbildenden mittleren oder höheren Schule* (VET school or college). In addition to this vocational background training, a minimum of two years craft-specific experience is required. The prerequisites are also fulfilled if five years of craft-specific work experience can be proved. The formal prerequisite is that one must be at least 18 years old to take the exam. The prerequisites for training of apprentices are the same for all apprenticeship trades.

The IVET trainer examination is regulated by directives (*Federal Law Gazette No. 852/1995*). These are based on the *Berufsausbildungsgesetz* (Vocational Training Act) and on the *Gewerbeordnung* (GeWO – Crafts, Trade, Service and Industry Act). The Federal Ministry for Economics and Labour bears responsibility for all these legal premises.

Requirements for in-service training for IVET trainers in apprenticeship

There is no regulated continuous verification of the individual qualification of the IVET trainer. CVET occurs on a voluntary basis, when necessitated by in-company practice.

The apprentice authorities at the *Economic Chamber* as well as the apprentice and youth protection agencies of the *Chamber of Labour* contribute to the quality of in-company apprentice training through supplying continuous information to the training companies and the apprentices.

The CVET institution of the social partners, *Wirtschaftsförderungsinstitute* (WIFI – CVET provider institution of the *Economic Chamber*) and *Berufsförderungsinstitute* (BFI – Vocational Training Institute), private CVET institutions as well as the *berufspädagogischen Institute* (vocational teacher training colleges), all offer classes for further training of IVET trainers. Moreover, there are several initiatives that serve networking, exchange of knowledge. They also provide information about qualifying offers for IVET trainers. Four of these initiatives are:

- *Akademie Lehrlingsausbildung* (College for Apprentice Training) (Regional Government of Vorarlberg, the Chamber of Labour and the Economic Chamber of Vorarlberg)
- *Ausbilderforum* (IVET Trainer Forum) (supported by social partners and the Regional Government of the Tyrol)
- Train the Trainer Network –Ttnet (run by CEDEFOP)
- Multinational Exchange Programmes (especially LEONARDO DA VINCI)

CVET teachers and trainers

Legal regulations only exist in the field of formal school-based CVET, similar to the IVET regulations. Non-school-based and non-university-based CVET is not subject to any legal regulation. Instructors usually have acquired their craft-specific qualification on the tertiary or post-secondary levels. This qualification can be supplemented by additional pedagogic qualification.

Instructors in CVET are predominantly working part-time beneath other jobs.

Due to attempts of quality assurance and quality development in the field of CVET, further training of CVET trainers has started to become more important.

The *Arbeitsgemeinschaft Weiterbildungssystem* (i.e. a consortium dealing with questions on the CVET system), which is part of the *Bundesinstitut für Erwachsenenbildung (Federal Institute for Adult Education)*, provides consultation for CVET trainers concerning training matters. This consortium includes representatives of the federal government and of the *Konferenz der Erwachsenenbildung Österreichs (KEBÖ – Conference of Adult Education in Austria)*. It offers the following training courses for full-time employees who work within adult education institutions:

- Training courses for pedagogical employees in the field of adult education
- Training courses on education management
- Multinational Exchange Programmes (GRUNDTVIG)

Legal provisions concerning salaries

Salaries for teachers are subject to annual adjustments that are negotiated between the government and the *Gewerkschaft Öffentlicher Dienst (Union of Public Services)*. Generally, teachers are paid according to their education and area of instruction for which different categories (*Verwendungsgruppen*) have been set up. The salary is determined by the respective category and seniority. Every two years teachers are legally guaranteed a promotion to the next category without specific performance controls.

“In recent years, it has been literally impossible for teachers to obtain civil servant status. In addition, it is also being discussed whether to grant this status to them at all. This debate concerns not only the teaching staff, but also other employees in public service.” (OECD 2003, S.8)

The salary rates of instructors in school-based and university-based-CVET correspond to those of IVET instructors. The salary rates of instructors within private CVET institutions are

based on a minimum wage agreement which has been in effect since 1 January 2004. It was negotiated on request of the *Gewerkschaft der Privatangestellten (Union of Private Employees)* by the *Bundeseinigungsamt (Federal Agreement Office)*, which is part of the *Bundesministerium für Wirtschaft und Arbeit (Federal Ministry of Economics and Labour)*, and involved representatives of the social partners.

Relevant legislations:

- *Beamten-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of public servants)
- *Gehaltsgesetz* (i.e. federal law regulating the salaries of public servants)
- *Vertragsbedienstetengesetz* (i.e. federal law regulating the rights and duties of contractual public employees)
- *Landeslehrer-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of teachers employed by a *Bundesland*).

Reforms and trends

The 2001 amendment to the "*LandeslehrerInnen-Dienstrechtsgesetz*" (*Province Teacher Service Code*) has strongly contributed to decentralised personnel development.

The roles of school heads, teaching teams and the school inspectorate have been redefined in order to promote a new self-conception among these authorities which is marked by increased self-reliance and responsibility.

It is envisaged to further develop the *Pädagogische Akademien* into universities for educational professions by the year 2007. The universities to be set up will cover teacher training as well as adult education and other educational tasks. These study programmes will entail academic qualifications.

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0307 Skills and Competence Development: Curricula

Skeleton curricula which are applicable nationwide ensure that vocational education operates to the same standard throughout the country. Quality is assured in initial vocational training through a procedure whereby curricula are drawn up by the *Federal Ministry for Education and Cultural Affairs*, but access to regulated, recognised occupations is determined by other ministries acting in consultation with the social partners. Quality is improved by continuously updating the curricula, a process which — like that for drawing up new curriculum — entails close cooperation between experts from the education administration and the social partners.

IVET

IVET at upper secondary level: School-based

The curricula of the Austrian school system are based on the *Schulorganisationsgesetz* (SchOG – law regulating the organisation of schools) and on the *Schulunterrichtsgesetz* (SchUG – law on schooling). The curricula are designed by a team of experts from the ministry for education, supported by school inspectors, teachers and external experts. The social partners are involved through advisory bodies as well as through representatives in other boards and through their general right to examine bills and decrees. New draft curricula are – quite similar to laws – circulated for comments by different authorities.

In recent years an increase in school-autonomous decisions on what shall be emphasized within the curriculum has been observed. Such autonomous decisions have to be approved by the education board and allow individual schools to set a focus in accordance with the general educational goals.

“The concept of school autonomy allows schools to shape their own curricula within a given framework. This framework is to avoid impasses in education. If curricula developed by schools under school autonomy are not in line with this framework, the school inspectorates are charged with prohibiting their implementation.” (OECD 2003, S.32)

Apprenticeship Training

In Austria the emphasis of the dual training system lies on in-company training. It is based on requirements and occupation-oriented contents as stipulated in the occupational profiles and apprenticeship training regulations, adapted to the enterprise. Learning is thereby embedded into the regular business operations of the company.

The basic legal provisions for in-company apprenticeship training are laid down in the *Berufsausbildungsgesetz 1969* (BAG – Vocational Training Act). The *Federal Ministry for Economics and Labour* issues the regulations for each apprenticeship trade in form of an

ordinance (occupational profiles, curriculum contents, apprenticeship period, etc.). It is a characteristic feature of the Austrian apprenticeship system that these ordinances are designed and issued in close coordination with the social partners – in this case, members of the *Bundesberufsausbildungsbeirat (BBAB – Federal Advisory Board on Apprenticeship)*. The introduction of new or the adaptation of existing apprenticeship trades is usually initiated by the employers and employees, ensuring thereby the incorporation of current labour market needs.

Curricula for vocational schools are issued as federal framework curricula by the ministry for education and are laid down in the *SchOG* (law regulating the organisation of schools) and the *SchUG* (law on schooling).

Other Youth Programmes

Both programmes in this field are orientated close to the Austrian apprenticeship training:

- *Berufslehrgänge* (vocational pre-apprenticeship training courses) and the
- *Integrative Berufsausbildung* (integrative vocational training).

Vocational courses on the basis of the *Jugendausbildungs-Sicherungsgesetz 1998 (JASG – Youth Training Guarantee Act)* take place over a period of ten months and can – if requirements for participation are met again – be extended. The educational content must be in accordance with apprenticeship occupations, which are in demand on the labour market of the *Land*. Courses provide acquisition of skills and knowledge according to the respective occupation and start off with an orientation phase. Training is organised in a way similar to the contents imparted in a regular first year of apprenticeship training. Part-time vocational school is obligatory for course-participants.

With *JASG-course V* (2002), the number of placements has been increased considerably. The 15-18-year-old unemployed are the main target group. In addition, a special federal government programme is being provided for young people between 19 and 24.

Kollegs (post-secondary VET courses) and Akademien

Post-secondary VET courses can be seen as special forms of VET colleges. It is their duty to convey subject related knowledge (usually taught in VET colleges focusing on the concerned subject matter) to graduates from higher general education schools or VET colleges. *Kollegs* usually take two years and are organised as full-time schools.

Academies offer a 3-year higher vocational training in the medical, pedagogical and social service sector. There are theoretically as well as practically orientated subjects. In addition internships are required. Students have the opportunity to specialize in certain subjects.

Universities (also university courses) and Fachhochschule (IVET and CVET)

In the past, the academic recognition of periods of studies, examinations and degrees was regulated by law. Now, it is the task of the universities to establish curricula within their autonomous sphere of competence. This means that also questions of recognition are solved by the universities themselves. Therefore the present focus is on the collection of reliable information on universities in other states and to disseminate this information to all universities. This is the function of “NARIC Austria” as part of a European network. *Fachhochschulen* as well as private universities participate in this information system. The curricula are designed and worked out by the committees of the departments concerned. The committees have to take into account the general guidelines of the *Federal Ministry for Education, Science, and Cultural Affairs*. As a result of this, it is possible that there are different courses offered at different universities within the same branch of studies.

CVET

In Austria the *Public Employment Services (AMS)*, which is providing training-measures as a main domain of active labour market policy, is the big customer on the CVET market. Labour market training is the main public source for continuing education and training, the CVET providers having to tender for those sources. The major stakeholders in the CVET market for unemployed or employees in danger of unemployment are the three social partners non-profit providers (*WIFI*, *LFI* and most important the employees' institution *BFI*). However, a provision introduced in July 1990, has made it possible for the *AMS* to subsidise the schooling of individual persons on employment-policy grounds.

Schools and colleges for people under employment – in their majority public institutions:

The Austrian *Schulen für Berufstätige (schools and colleges for people under employment)* provide full programmes with duration of several years. These institutions are set up as part-time evening schools. Their curricula essentially correspond to the structure of the full-time school form. Among the *BMSs* for people under employment some forms have curricula under public law but are organised in non-profit adult learning institutions. This affects particularly engineering, industry and trade areas (*Werkmeisterschulen*, *Bauhandwerkerschulen*) which are attended by apprenticeship graduates.

CVET offers of not-for-profit providers which are institutionally linked with public bodies in different ways:

The *National Adult Education Promotion Act* has contributed to professionalizing non-profit adult learning and produced numerous impulses for the continuing education and training landscape. It created a legal obligation to provide adult learning without, however, setting any specific amounts and without changing the basic competence structure. Also, it guaranteed independence for the professional associations, because the ministry for education committed itself not to intervene into programme or curricula-planning.

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0308 Validation of Learning

The extent of occupational regulation in Austria may be confusing to outsiders, but such regulation does create a certain amount of transparency in terms of the nature of the skills acquired and the standard they meet. Vocational education courses are strongly geared to the access they offer. Vocational education and certification are therefore very highly differentiated.

Quality is improved by continuously updating the curricula, a process which entails close cooperation between experts from the education administration and the social partners. Skeleton curricula which are in force nationwide ensure that vocational education operates to the same standard throughout the country.

In Austrian schools students are assessed on the basis of a 5-level grading system. The grade reflects their oral, written or practical performance on exams. At the end of the school year students obtain a certificate that shows their level of achievement in the various subjects.

Generally, Austria's traditional system of quality control is rather bureaucratic and strongly input-controlled.

In recent years about 800 certificate supplements from the different areas, occupations and types of training were produced. They provide an easy overview of the skills and knowledge acquired by pursuing a VET pathway. They are available at <http://www.zeugnisinfo.at> (also in English).

Basic legislation and regulations

Apart from the relevant school-legislation acts (*SchOG* – law regulating the organisation of schools, *SchUG* – law on schooling and the *Bundes-Schulaufsichtsgesetz* – federal law on school inspection) following regulations have a pervasive structuring effect in the Austrian VET-sector and its system of quality assurance:

- *Berufsausbildungsgesetz* – BAG (Vocational Training Act)
- *Ingenieur-Gesetz* (act on the title “Ingenieur/in” [engineer])
- *Unternehmerprüfungsordnung* (start-up business examination regulation)
- *Gewerbeordnung* (GewO – Crafts, Trade, Service and Industry Act)

The GewO stipulates under which circumstances persons are entitled to take up a trade. As also graduates of VET schools and colleges have the possibility to exercise self-employed

professions and to start up a business at their own account and risk, the GewO regulates the general and particular requirements to exercise self-employment pursuant to the ordinances issued in connection with the individual regulated crafts and trades.

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030801 Assessment and validation of formal learning

Generally, the Austrian vocational training system is characterised by a concentration on formal initial vocational training. In the following the main ways of receiving formal vocational qualifications are illustrated with regard to the assessment of skills and competences

acquired within the individual formal training programmes as well as the entitlements connected with their completion.

IVET at upper secondary level: School-based

Legal framework

The main legal basis for the formal initial vocational training concerning the objectives and contents of education, final examinations and entitlements are the *Schulorganisationsgesetz 1962* (*SchOG* – law regulating the organisation of schools) and the *Schulunterrichtsgesetz 1986* (*SchUG* – law on school) containing regulations for *BMS* and *BHS* (*Vocational schools and Colleges*) and for *Berufsschulen* (part-time vocational schools for apprentices) as well as the *Berufsausbildungsgesetz* (*BAG* – *Vocational Training Act*) which particularly regulates the dual education of apprentices.

Assessment

The students are graded in every subject by the respective teachers. The content criteria for exams are predetermined by the curricula. In order to be allowed to attend the next school-level the students has to successfully complete the level he is in. If the student only fails one subject he or she is allowed to move on to the next level, providing that an appropriate effort and adequate achievements can be expected (this demands an approval of all class teachers).

A detailed survey of the examination regulations for VET schools and colleges can be found on following vocational schools information homepage run by the ministry for education: <http://www.berufsbildendesschulen.at/>

Validation of VET schools

One and two year technical and vocational schools end with a certificate of completion. Students in three and four year technical and vocational schools have to take an *Abschlussprüfung* (*Completion Examination*). The teachers function as examiners under the supervision of an external teacher or principal from a different school. Students who complete these three and four year vocational schools are qualified for the practice of a relevant occupation and have access to regulated professions.

The positive completion of a three year VET school is in many respects similar to the *Lehrabschlussprüfung* (apprenticeship leave exam) in the apprenticeship training system.

Validation of VET colleges

A vocational and technical college is completed with the *Reife- und Diplomprüfung* (*Reifeprüfung and VET Diploma Examination*). The graduate receives the right to higher

education as well as vocational qualifications (“double-qualification”) which allow the practice of advanced profession according to the received qualification.

After three years of professional experience graduates from *Höhere technische Lehranstalten* (HTL - technical VET colleges) can ask the *Federal Ministry of Economics and Labour* for permission to hold the title of an “*Ingenieur*”. After six years of professional experience they also have the possibility to take an exam that then allows them to hold the title of a “*Diplom-HTL-Ingenieur*” (This alternative will most probably expire in 2006.). The completion of a VET college can also substitute the so-called “*Unternehmerprüfung*” (start-up business examination).

“The high level of education and training at VET colleges is also reflected in their recognition at the European level: VET colleges have been included in the so-called Annex D of Directive 92/51/EEC, thus confirming that graduates of these programmes acquire professional qualifications for which, in the majority of EU Member States, training at the postsecondary level (i.e. after acquisition of university entrance qualifications) would be required.

The classification pursuant to EU directives ensures that an attestation of competence (evidence of formal qualifications) issued in Austria which entitles the holder to pursue a regulated profession upon completion of a specific practical period is recognised also in other EU Member States.” (<http://www.bildungssystem.at/article/articleview/301/1/65> [13-05-2005])

Apprenticeship Training

An apprenticeship training provides a vocational qualification on a skilled worker level and ends with a *Lehrabschlussprüfung* (apprenticeship leave exam).

Legal framework

The legal groundwork is laid out in the *Berufsausbildungsgesetz* (BAG – *Vocational Training Act*), the *Allgemeine Lehrabschlussprüfungsverordnung* (decree on the apprenticeship leave examination) and the *Prüfungsordnung* (examination regulations) for the relevant apprenticeship vocation. The *BMWA* (*Federal Minister for Economics and Labour*) enacts the decrees on the basis of an expertise of the *Bundesberufsausbildungsbeirat* (*Federal Advisory Board on Apprenticeship*).

Assessment

Each year the apprentice receives a grade report on the supplementary general knowledge and specialised vocational training in the part-time vocational school. At the end of the education in the part-time vocational school, the apprentice receives a completion report according to the *Schulunterrichtsgesetz* (*SchUG* – law on schooling).

In the training enterprise, no grading takes place. The apprentice receives feedback about her/his progress from the trainer. Alternative forms of performance assessment are the so-called apprenticeship competitions organized by the *Economic Chamber*, with participation on a voluntary basis.

The apprenticeship leave exam comprises according to the *Vocational Training Act* a theoretical and a practical test (following federal examination regulations). The practical test consists of several examination subjects and has to be completed by all apprentices. The theoretical test may be replaced by the successful completion of the part-time vocational school, among other possibilities. In the case of failure, the exam can be repeated as often as desired.

Validation

The apprenticeship leave exam replaces parts of the modularly composed *Meisterprüfung für Handwerke* (master craftsperson examinations for manual trades).

Other Youth Programmes

Other youth programmes include so-called:

- *Berufslehrgänge* (vocational pre-apprenticeship training courses) and the
- *Integrative Berufsausbildung* (integrative vocational training).

Training in vocational courses on the basis of the *Jugendausbildungs-Sicherungsgesetz 1998 (JASG – Youth Training Guarantee Act)* is organised in a way similar to the contents imparted in a regular first year of apprenticeship training. Part-time vocational school is obligatory for course-participants. The main task of these courses is the transfer of apprenticeship-applicants into regular apprenticeship training, if possible during the actual course period (transition-concept).

On completion of a JASG-course, the acquired skills are officially confirmed and the period of JASG-course participation is taken into account in the case of a transition into regular apprenticeship training. It is a prerequisite that the subject-specific orientation of the course corresponds with the respective apprenticeship occupation.

Kollegs (Post-secondary VET courses)

Students studying at a *Kolleg* achieve qualification that is more or less equal with the qualification achieved by successfully completing a VET college.

Academies (Post-secondary VET colleges)

In order to successfully complete an academy, the positive assessment of individual achievements, the successful completion of all diploma-examinations, as well as the writing of a thesis (only asked for by certain academies) are required. Graduates from academies in the field of healthcare and social services are allowed to hold the title of a “*Diplomierter...*”, followed by the term of the profession concerned.

In order to successfully complete a pedagogical academy a so called “*Lehramtsprüfung*” has to be taken.

University courses

Graduates from university courses that require a minimum of 30 semester hours, are allowed to hold the title “*Akademische/r...*” followed by the term describing the profession concerned. The successful completion of university courses that require a minimum of 50 semester hours allows the applicant to hold the title “*Master of Advanced Studies...*”, followed by the term describing the profession concerned. The title of “Master of Business Administration” is conferred on graduates from university courses in the field of economy that are internationally comparable. University courses are primarily understood to be extra qualifications.

University studies

Once all the required examinations are taken, one is obliged to write a thesis in order to be able to successfully complete university studies. Such a thesis is meant to give evidence of the student’s ability to work independently and in a scientific manner. Furthermore, a diploma examination has often to be taken, held by a board of examiners. Usually art universities require performances respectively works of art in the fields concerned instead of the writing of a diploma thesis. Graduates from universities are allowed to hold the title of a “*Magister*”. A successful completion of technical studies gives the applicants the right to hold the title of a “*Diplomingenieur*”. Only students who graduate from medical school are permitted to hold the title of a “*Doktor*”. But normally, post-graduate students are required to write a dissertation if they want to reach a PhD-level, the ultimate academic level in Austria.

In 1999, a three-level-system was introduced for certain subjects of study (e.g. business administration). Following this system, former diploma studies (usually eight semesters) were changed into so called bachelor-studies (6 semesters). After successfully completing bachelor-studies there is the possibility to continue by getting engaged into master-studies (two semesters) is given.

Fachhochschule

In order to successfully complete a *Fachhochschule* the writing of a diploma thesis is required. Furthermore, an examination held by a board of examiners has to be taken. The successful completion of a *Fachhochschule* in the field of techniques entitles the students to hold the title of a “*Diplom Ingenieur FH*”, whereas graduates from *Fachhochschulen* in other fields of studies are allowed to hold the title of a “*Magister FH*”. In order to be allowed to enrol in a PhD-programme at university, supplementary exams have to be taken.

CVET

It must be noted that the public schools and colleges offer only programmes leading to a certificate or a diploma, whereas the non-profit adult learning establishments provide a wide range of non-formal offers.

Werkmeisterschulen (foreperson courses) extend the theoretical vocational education for persons with completed vocational education in technical-industrial areas. It is completed with a *kommissionellen Abschlussprüfung* (commissional final examination). The examination regulations for the different forms of post-secondary courses and foreperson courses are laid down in the examination regulations of the *Federal Ministry for Education, Science and Cultural Affairs*.

The *Meisterschulen* and *Meisterklassen* (master craftsperson courses) serve for the vocational training and the preparation for the *Meisterprüfung* (master craftsperson examination) of persons with completed vocational education in the industrial-technical, arts and crafts areas. The length of education is one to two years. They are completed with a final examination. Master craftsperson courses fall in the competence of the *Federal Ministry for Education, Science and Cultural Affairs* and are regulated in the *SchOG* (law regulating the organisation of schools).

Fachakademien (professional academies) are offered since 1993. They build on an already completed apprenticeship and lead to advanced vocational knowledge. A degree of a professional academy may be credited within the framework of a university entrance examination (*SBP*). It replaces four of the five necessary examination areas.

The completion of professional academies, foreperson courses and master craftsperson courses may enable access to regulated trades upon proof of relevant vocational activities for a certain period of time.

The *Meisterprüfung für Handwerker* (master craftsperson examination for manual trades) and the *Befähigungsprüfungen* (admittance examination) are held by an examination commission located in the *Meisterprüfungsstelle* (master certification department) within the *Wirtschaftskammer* (Economic Chamber) of the relevant *Land*.

030802 Assessment and validation of non-formal / informal / prior learning

Besides from the dominant role of formal initial vocational training in Austria there are only limited possibilities for the assessment and validation of vocational qualifications.

In order to standardise quality assurance in personnel certification across Europe, the norm EN 45013 has been introduced at the European level. The certificate confirms that this holder has adequate qualifications in a clearly defined vocational area.

For an institute to be allowed to certify the required conformity, it must receive accreditation from the *Bundesministerium für Wirtschaft und Arbeit (BMWA – Federal Ministry of Economics and Labour)* according to the Austrian *Akkreditierungsgesetz (Accreditation Act)*.

Certificates are valid for a time period of three to five years. Afterwards the owner of the certificate is subjected to re-certification. Therefore on the one hand the industry has skilled workers educated at the current level and on the other hand for the owners of the certificates the motivation for further vocational training is increased.

Certification of non-formally and informally acquired competencies in the CVET-sector are provided primarily by access to examinations within the formal educational system and the attainment of certificates of competence.

Exceptional access to the *Lehrabschlussprüfung* (final apprenticeship examination)

The *Berufsausbildungsgesetz (BAG – Vocational Training Act)* enables access to the final apprenticeship examination for people without formal training (apprenticeship or school), and thus gives the possibility to acquire a formal vocational qualification.

In accordance with the Vocational Training Act skilled workers have the opportunity to take another final apprenticeship examination in an apprenticeship related to their first one.

Individueller Befähigungsnachweis (individual certificate of competence)

If the *Befähigungsnachweis* (certificate of competence) necessary to carry on a regulated trade cannot be provided by means of the usual forms (*Meisterprüfung* or completion of a relevant school), the authority has to state (on demand of the applicant) whether there can be issued an *Individueller Befähigungsnachweis* (individual certificate of competence). That means that it is examined whether the skills and knowledge required for the practice of a trade are supported by the evidence given.

Meisterprüfung (Master craftsperson examination)

The *Meisterprüfung* serves not only to provide the formal authorisation to enter self-employment, but also to provide a high level of complementary skills.

The amendment to the *Gewerbeordnung* (*GewO – Crafts, Trade, Service and Industry Act*) serves to maintain the *Meisterprüfung* (Master craftsperson examination) as the primary method of access to craft trades. The new examination system meets the requirements of a modern trade and education system. The following represent the central pillars of the new system:

- No access restrictions (except for the minimum age of 18 years)
- Modular examination system.

Berufsreifeprüfung (BRP)

In 1997, the *Berufsreifeprüfung* was adopted. Since then there has been the possibility to take a *BRP* on the basis of the practical knowledge and skills acquired through work for apprenticeship graduates, graduates from *Berufsbildende mittlere Schulen* (*BMS – VET schools*) of at least three years' duration, and graduates from nursing courses and specialist paramedical courses of at least 30 months' duration, and – after an amendment, which came into force on 1 September 2000 – also for graduates of the skilled workers' examination in agriculture and forestry. This *BRP* is equivalent to the "*Reifeprüfung*"-Certificate (acquired at *AHSs*, the higher general education school) and to the "*Reifeprüfung*"-Certificate and VET Diploma (acquired at *BHSs*) insofar as it qualifies for studying at Austrian universities, *Fachhochschulen*, and for attendance of *Kollegs* and similar institutions; in addition, it is considered as qualification for senior posts in the public service. The *BRP* consists of four partial exams: German, mathematics, one modern foreign language at the candidate's choice as parts of general education, and a specialisation from vocational practice.

Studienberechtigungsprüfung (SBP – University entrance exam)

In accordance with the *Higher Education Entrance Act*, another possibility of gaining (limited) access to post-secondary and tertiary education is the *SBP*. This exam consists of five parts, suited to the study course in question. As a preparation for the different exams, bridge courses are offered (for payment) by adult learning institutions and universities.

Externistenprüfung (external examination)

With the possibility to take an external examination (to be understood as an own form of examination and not as an examination mode of the *BRP*) at a secondary technical and vocational school, not formally acquired qualifications are also recognised by a formal degree. Successful completion of the examination provides the recipient with the same rights as people who have achieved a *Reifeprüfung* through the conventional system.

Access to Fachhochschule programmes

Professional qualifications replace the required proof of the general university entrance qualification into *Fachhochschule* programmes (university-level programmes of at least three years' duration with technical-vocational orientation). Whenever the educational goal of the degree programme in question so requires, entrants with professional qualifications must furnish evidence of additional examinations.

Certification of other, non formally acquired qualifications

Besides from the well-developed certification systems in the areas of IT and languages, certifications play a role in many other areas of the economy, specifically at management level (e.g. project management certification). The certification structures are partially overlapping with those according to EN 45013 (e.g. in quality and project management). Due to a lack of national certification structures in the area of vocational education and the wish for simple supranational recognition of qualifications, certification is on the increase e.g. *Europäisches Heimleiterzertifikat* (*European Certificate for Residential Management*).

030803 Quality control and inspectorates**IVET at upper secondary level: School-based**

Austria has a comparatively bureaucratic, heavily regulated, hierarchic school governance model which is strongly input-controlled. Usually chief representatives from the *Landesschulräte* (regional education board) as well as *Landesschulinspektoren* (regional school inspectors) are in charge of controlling the schools. School inspection is based on the *Bundes-Schulaufsichtsgesetz* (federal law on school inspection). The task profile of school inspection is regulated in detail through a general directive of the minister of education to the regional education boards.

This rather traditional way of controlling schools by sending people in charge whose field of duty includes aspects of administration, consulting, and controlling has recently been supplemented by more modern approaches towards quality assurance. By trying to implement an initiative called "Quality in Schools – Q.I.S." (www.qis.at) the *Ministry for Education, Science, and Cultural Affairs* tries to animate schools to autonomously take care of quality assurance and quality improvement. In the future, the systematic engagement of all school partners in matters of quality assurance and improvement shall be an inherent part of school life.

The so called "*Schulentwicklungsprogramm*" (*school development program*) forms the core of this initiative for quality assurance. This program includes an autonomously developed overall concept and mission statement of the school, statements on the actual state of the

school, descriptions concerning concrete goals and measures as well as an outlook for the future.

For the improvement of the quality of the education in schools – including international comparisons – the minister for education has initiated the project “*klasse:zukunft*” (*class:future*). The goal of the project is to encourage a broad basis of discussion on the three subject areas quality, school partnership and European training perspectives.

In 2005 the test run for *QIBB - Qualitätsinitiative Berufsbildung* starts. The aim of this initiative is to embed all activities in quality assurance of VET schools and VET colleges in a comprehensive QM-system, the quality of training and administration should be assured and improved. QIBB relates to all organizational levels, i.e. schools, the regional boards of education and the *Ministry for Education, Science, and Cultural Affairs*. It takes the CQAF – European Common Quality Assurance Framework – into account. The core of QIBB is a concerted overall concept for vocational education and training. The specific concepts for the types of schools and for the individual schools are developed on the basis of the overall concept. The objectives are derived from the concept. QIBB is process-oriented; the achievement of objectives is evaluated by means of indicators (self evaluation and external evaluation).

Apprenticeship Training

Supervision of school-based training lies within the responsibility of the regional education boards and their school inspectors. They take care of the proper implementation of federal curricula and educational regulations. In the field of the enterprise-based part of training, this supervising function lies mainly with the apprenticeship offices of the *Economic Chamber*.

Other Youth Programmes

Other youth programmes include so-called:

- *Berufslehrgänge* (vocational pre-apprenticeship training courses) and the
- *Integrative Berufsausbildung* (integrative vocational training).

Both programmes are orientated close to the Austrian apprenticeship training. Therefore, quality assurance is nearly identical.

Kollegs (post-secondary VET courses) and Akademien

Quality assurance in general lies within the responsibility of the national authority, which is the *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)*.

Teacher training colleges are required to carry out internal quality assurance measures by the *Akademien-Studiengesetz*.

Universities and Fachhochschulen

Quality assurance

The *Austrian Agency for Quality Assurance* (AQA, <http://www.aqa.ac.at>), operating since the beginning of 2004, provides for quality assurance services and evaluation to public and private universities, to *Fachhochschulen*, and – in the future – to teacher training colleges. AQA was founded as an association by the *Austrian Rectors' Conference*, the *Fachhochschulkonferenz* (*Austrian Fachhochschul-Conference*), the *Association of Private Universities*, the *Student Union* and the *Federal Ministry for Education, Science and Cultural Affairs*.

By setting up AQA, Austria has taken a further essential step in implementing the objectives of the Bologna Declaration.

Public Universities

There is no legal obligation for accreditation of institutions or study programmes, but universities are obliged by law to establish internal quality management systems and to carry out internal and external evaluations. Performance agreements will be concluded between each university and the *BMBWK* (*Federal Ministry for Education, Science and Cultural Affairs*) from 2007 for a period of three years and will specify appropriate measures for quality assurance.

Accreditation of Fachhochschulen

The *Fachhochschulrat* (*Fachhochschul Council*) is the authority that is responsible for the external quality assurance (accreditation and evaluation) in the Austrian *FH* sector. It is an independent board of 16 experts from professional fields concerned. These experts are appointed by the *Federal Ministry for Education, Science, and Cultural Affairs*.

Accreditation of private Universities

The 1999 *Universitäts-Akkreditierungsgesetz* (*University Accreditation Act*) provided a legal basis for the accreditation of private universities. The *Akkreditierungsrat* (*Accreditation Council*) is the body responsible for approvals and extensions. Currently, there are nine private universities in Austria.

CVET

A national strategy for ensuring quality in vocational training needs to be developed, with a view to, among other things, consumer protection in the CVET market. Intense discussions in the context of the consultation process (Memorandum) have shown that there are no concepts which are accepted at a broad level. On one hand, an increasing interest in certifications on the part of the partners in the labour market can be observed, but on the other hand there is a strong interest in flexibility, in the existence of a variety of providers and offers, and in competition (not least in the interest of the users concerning low prices and high applicability). All these factors are major cornerstones of discussions on continuing education and training in Austria.

The *ÖIBF (Austrian Institute for Vocational Training Research)* has been developing an online catalogue containing quality criteria for adult training provision. These should help the potential students to make an informed judgement on the quality and relevance of the education/training provided.

Another recent initiative in the field of quality assurance in CVET is the international quality label *Investors in People (IIP)*, developed in the 1990s in the United Kingdom. It is used world-wide in about 37,000 companies. Now it is being introduced in Austria, which thereby plays a pioneering role in Central Europe.

Being financed by compulsory contributions (employers and employees) and being the largest institutional financier of CVET, the AMS bears great responsibility for the use of funds. Therefore large-scale labour market policy projects as well as ordinary training measures for unemployed are frequently evaluated by an internal procedure and/or an external research institutes.

0309 Guidance

In Austria there is a wide range of institutions for career information, guidance and counselling. Such institutions exist on all levels of the school education system, as well as on the post-secondary and tertiary levels, in adult education, in employer and employee organisations (social partners), in associations and organisations, as private and company initiatives, and on the national, regional and local levels.

National level

- The *Federal Ministry for Education, Science and Cultural Affairs* is the institution above all others which provides career information, guidance and counselling services in the sectors of school, universities, *Fachhochschul*-courses and adult education.
- The *Federal Ministry of Economics and Labour* is responsible for the *Arbeitsmarktservice Österreich* (AMS – *Public Employment Service Austria*) which, since in 1994 the *Arbeitsmarktservicegesetz* (AMSG – *Public Employment Service Act*) came in force, has been a public-law service enterprise and autonomous legal entity outside immediate federal authority, and is responsible for the execution of government labour market policy which also includes providing various career information, guidance and counselling services.
- The *Federal Ministry of Social Security, Generations and Consumer Protection* provides various information services for young people, concerning apprenticeship and vocation, school and study, holiday jobs and support programmes. Information and counselling on the integration of persons with disabilities into working life is offered by the *Bundessozialämter* (*Federal Social Welfare Offices*).
- The *Federal Ministry for Agriculture, Forestry, Environment and Water Management* provides information and counselling services, not only on agricultural education and professions, but also on the special situation in rural areas.

These services are coordinated and adjusted among the ministries in various ways (e.g. cooperation of the *Berufsinformationszentren* [BIZ – *Vocational Guidance Centres*] under the responsibility of the *Federal Ministry of Economics and Labour* with schools, universities, etc.).

Provincial level

Guidance is provided in the individual *Laender*, e.g. career information, activities for young people outside school, special girls advisory centres, institutions for disabled and disadvantaged persons. Depending on the target group following institutions are responsible for guidance services:

- Departments of Economic Affairs and Labour Market
- Departments of School and Education
- Social Services
- Youth Welfare
- etc.

Local level

Furthermore, in the communities additional information and counselling services adapted to the respective needs and circumstances are offered.

Most of the information, guidance and counselling services are coordinated on regional and local levels, e.g. in coordination of *Regional* and *District Education Boards* with the provincial and regional offices of the *Public Employment Service*, in cooperation of schools and local bodies on the local level, in the framework of territorial and regional employment alliances, and in specific campaigns and projects – which proved particularly successful.

Positive examples of approaches to cooperation are the careers information fairs at which naturally coordination of all institutions concerned in information, guidance and counselling issues is guaranteed. Beside major fairs (e.g. *BeSt*) there are some regional and local activities, e.g. careers fairs in individual districts or schools.

Beside institutionalised information services, there are numerous projects with different reach and running time which meet special requirements of career information, guidance and counselling.

Educational and vocational counselling in schools

Educational and vocational counselling in the school sector is primarily the responsibility of the *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)*. From grade five onwards, pupils and parents have access to educational counsellors in all schools. These counsellors are responsible for informing them about the range of educational paths, the relevant entry requirements and the final qualifications gained by means of information materials and various media. Additionally, they are responsible for providing them with an all-encompassing overview of possibilities in CVET. The counselling is performed by teaching staff with relevant training, as a supplementary service to normal teaching duties. Depending on the type of school, these teachers are known as *Schülerberater* (guidance counsellors) or *Bildungsberater* (educational consultants).

The service of the *Schulpsychologie – Bildungsberatung* (school psychology – education counselling) is available to pupils, teachers and parents seeking advice and expert opinions in questions concerning the avoidance, reduction and solving of potential problems. Responsibilities range from psychological (or psychotherapeutic) care to the creation of information materials and lecturing. Additionally, the counsellors assist and participate in the CVET of school and educational counsellors.

In grades seven and eight the subject *Berufsorientierung* (vocational guidance) with 32 hours per year is mandatory. It can be taught as a separate subject or be integrated into several subjects. It supports the students in reflecting their interests and aptitudes, their ideas about shaping their future personal and career lives. It also provides for actual contact to real working life, e.g. through practical training sessions in companies, meetings with people from the world of work, etc.

Students' counselling at *Polytechnischen Schulen* (prevocational schools) is of special interest, as this school type is at the transition between compulsory school and further educational pathways. Thus, school students and parents are informed about the local apprenticeship situation. In careers guidance lessons they are informed on and prepared for relevant information events, practical training sessions in companies, career fairs, information days at the *Wirtschaftsförderungsinstitut (WIFI)* – CVET provider institute of the *Economic Chamber*) and at the *Berufsförderungsinstitut (BFI)* – CVET provider of the *Chamber of Labour* and the *Austrian Trade Union Federation*).

At the *berufsbildenden mittleren und höheren Schulen* (VET schools and colleges) there are also specially trained teachers working as guidance counsellors. These counsellors play a special role, as, on the one hand, at VET schools and colleges students have already made a first decision about their vocational career. On the other hand, these schools also provide for a good, general education, which leaves the whole spectrum of further careers open to the students. Therefore, careers counselling and guidance at these schools always integrate more intensive reflections on the preliminary career decision made.

Guidance and counselling at the tertiary level

In the tertiary sector most universities have *Psychologische Beratungsstellen für Studierende* (psychological counselling centres for students), which offer support to students as regards the choice of programme and life at university, as well as *Berufsplanungszentren* (career planning centres) that help students enter the labour market. Both organisations fall into the sphere of the ministry for education. The ministry also maintains a university information service which publishes various information brochures to be downloaded on <http://www.bmbwk.gv.at>. Moreover, it provides CD-ROMs, telephone information and legal aids for students and organises career fairs. The biggest career fair is the *Messe für Beruf, Studium und Weiterbildung* (BeSt – fair on jobs, education and further training). Hundreds of

exhibitors from all educational spheres contribute to this fair, which is organised in cooperation with the *Arbeitsmarktservice (AMS – Public Employment Service)*.

CVET counselling (adult education)

In the area of adult education, career information, guidance and counselling are increasingly considered an important educational task. The creation and extension of adult education databases including all education services of acknowledged adult education providers (sometimes even more) are primarily targeted at adults, but these databases are naturally accessible to everyone.

This has become obvious in the establishment of comprehensive educational databases (<http://www.erwachsenenbildung.at>, <http://www.eduvista.com>), in the formation of a national platform for educational counselling, and the arrangement of inter-institutional information and counselling services acting independently of the service providers.

In the individual *Laender* measures for adults have been taken – some funded by the government, some funded by the *Laender* – (e.g. *Bildungsberatung Burgenland*, *Bildungsberatung Upper Austria*, *BIBER Salzburg*, *Career Coaching Steiermark*, *BIFO Vorarlberg*). In the adult education sector, the *Federal Ministry for Education, Science and Cultural Affairs* has supported the creation of electronic networks, internet platforms and counselling services on the provincial level, their survival and maintenance, however, are a provincial responsibility and are co-ordinated, for instance, by provincial study groups or conferences for adult education.

Moreover, especially bigger adult education establishments often provide their own counselling services, e.g. the *WIFI*, the *BFI*, the *Volkshochschulen (VHS – Adult Education Centres)*, etc.

Counselling by the AMS (Public Employment Service)

The counselling service of the *AMS* is provided in the *Berufsinformationszentren (BIZ – vocational information centres)*. Currently, there are 56 located throughout Austria, providing comprehensive information about jobs, their contents and requirements, IVET possibilities, the job market situation and CVET offers.

Besides comprehensive information materials such as brochures, information sheets, videos, etc., the *AMS* has introduced job information programmes for a variety of target groups and developed education and training databases, which are accessible on <http://www.ams.or.at/berufsinfo>.

EURES counsellors, supported by the EURES database, are also in place within the AMS to provide information about jobs and working conditions in other European countries.

Counselling by the social partners

The *Chamber of Labour* and the trade unions primarily offer counselling through their adult education establishment, the *Berufsförderungsinstitut (BFI – Vocational Training Institute)*. Additionally, they produce information materials and organise information events.

The *Economic Chambers*, which also host the *Lehrlingsstellen (apprenticeship offices)* and the CVET provider institution *Wirtschaftsförderungsinstitut (WIFI)*, focus on job-related CVET counselling. There are many *Berufsinformationszentren (BIZ – vocational information centres)* not only in the capital of each *Land*, but also in district towns. Moreover, the *Economic Chambers* set up the *Berufsinformationscomputer (BIC)*, which can be accessed on <http://www.bic.at>. This service includes job descriptions, IVET and CVET opportunities, relevant addresses and links.

Further counselling opportunities

A number of other counselling facilities offer a variety of services to specific target groups. For instance, each *Land* has its own woman's counselling service, which provides information on gender-specific educational and vocational issues, alongside a wide range of other services. Similar institutions exist to provide information and counselling to the disabled, as well as to immigrants.

There is also a rise in the level of private, non-profit or commercial counselling services that offer a range of services, such as educational counselling, vocational information and careers guidance. These are often performed in connection with other services such as job exchanges, application training and related schemes and programmes.

Internationalisation

An important initiative is "EUROGUIDANCE Austria", which continuously updates PLOTEUS, the "Portal on Learning Opportunities", and promotes its further development (<http://europa.eu.int/ploteus>). It also runs a project (www.zeugnisinfo.at) which promotes transparency by offering systematic online information on Austrian education certificates. In April 2003, "EUROGUIDANCE Austria" and the *Federal Ministry for Education, Science and Cultural Affairs* launched "Chance Europe", an information portal which is to increase transparency in vocational education (www.chance-europa.at).

EUROGUIDANCE (NRCVG – *National Resource Centre for Vocational Guidance*) is a special institution for Europe-oriented career information which – similar to other European networks, e.g. EURES which is within the province of the *Public Employment Service* –

provides information, counselling and orientation services focused on European career pathways.

Guidance and counselling personnel

Concerning guidance and counselling personnel, there is no general legal regulation governing the qualifications and aptitudes of vocational and educational counsellors. Only the CVET of counsellors responsible to the *Federal Ministry for Education, Science and Cultural Affairs* is regulated by decree.

However, the following CVET opportunity is open to all educational and vocational counsellors: The *Bundesinstitut für Erwachsenenbildung St. Wolfgang (Federal Institute for Adult Education in St. Wolfgang)* offers an in-service training course for all people employed in the sector of educational and vocational counselling or vocational orientation.

Relevant legislations and regulations

In terms of school counselling it is worth to mention the *Zielparagraph* (paragraph on goals and objectives) of the *Schulorganisationsgesetz* (*SchOG* – law regulating the organisation of schools), which states that young people shall be taught and educated with their future careers in mind, which is also expressed by appropriate teaching principles as “preparation for the world of work”. Thus, beside imparting knowledge and skills to the students and developing their personalities, it is all schools' job to turn constant attention on career information, guidance and counselling.

List of relevant legislations and regulations:

- *Schulorganisationsgesetz* (*SchOG* – law regulating the organisation of schools) §2, § 3 and others
- *Bundesschulaufsichtsgesetz* (*Federal Law on School Inspection*) § 11(5)
- *Erlass “Aufgaben und Struktur der Schulpsychologie – Bildungsberatung”* (Decree on “Tasks and Structure of the School Psychology – Careers Counselling Departments”)
- *Grundsatzterlass: “Bildungsberatung an berufsbildenden mittleren und höheren Schulen”* (Decree on “Careers Counselling at Vocational Schools and Colleges”) (Circular No. 93 / 94, GZ. 17. 100/26-II/5/94)
- *Bundesgesetz über Berichte der Bundesregierung betreffend den Abbau von Benachteiligungen von Frauen* (*Federal Law pertaining Government Reports on the Reduction of Disadvantages Faced by Women*) (Fed. Law Gazette 837/1992)
- *Verbindliche Übung “Berufsorientierung”* (compulsory subject “Careers Guidance”) (Federal Law Gazette No. 60 and 61 of 26 February 98)

- *Studienförderungsgesetz (Studies Promotion Act) § 68a*
- *Verordnung der Bundesministerin für Bildung, Wissenschaft und Kultur über die Psychologische Studentenberatung (Regulation of the Federal Minister of Education, Science and Cultural Affairs on psychological advice for students), Federal Law Gazette No. 384/2000*
- *Nationaler Aktionsplan für Beschäftigung LL6 – verstärkte Berufsorientierung für Mädchen / Frauen (National Action Plan for Employment LL6 – focus on careers guidance for girls / women)*
- *Arbeitsmarktservicegesetz (AMSG – Public Employment Service Act) § 29 Abs.1*
- Council Decision of 26. April 1999 – “Leonardo da Vinci”
- Other regulations released by the *Federal Ministry of Economics and Labour* and the *Federal Ministry for Social Security and Generations*

Sources:

CEDEFOP eKnowVet database: Thematic Analysis: Theme 9 - Guidance and counselling for learning, career and development. Available from Internet:

http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis.asp.

Euridice - The Information Database on Education Systems in Europe. The Education System in Austria (2002/2003). -

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=AT&language=EN>

0310 Financing VET

The financial, supervisory and administrative side of the organisation of vocational training in Austria (staff costs, construction and maintenance of school buildings) is a complicated system of cooperation between a number of parties. A particular division is between the administration and funding of the training establishments and the support of the trainees and their families.

The federal administration and funding of the education sector is divided among various ministries and the *Public Employment Service*:

- *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)*
- *Bundesministerium für Wirtschaft und Arbeit (BMWA – Federal Ministry of Economics and Labour)*
- *Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)*
- *Bundesministerium für soziale Sicherheit, Generationen und Konsumentenschutz (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection)*
- *Bundesministerium für Gesundheit und Frauen (BMGF – Federal Ministry for Health and Women's Issues)*
- *Arbeitsmarktservice (AMS – Public Employment Service)*

A differentiation can be made in the financing of initial vocational training between direct financing (from public funds, private investors in schools and private households) and indirect financing (benefits, free travel, schoolbook initiatives, subsidies etc.).

Funding of IVET

Public financing of educational institutions occurs according to budgetary law. This cameralism results in the individual institutions being dependant upon the material and temporal availability of financial means. Efforts to provide schools and educational institutions with more independent responsibilities and to lead them towards increased autonomy have recently led to several changes in legal status. Examples of this are the school autonomy, the partial right to financial control and the regulations allowing schools to provide their facilities to outside bodies. In the tertiary sector the University Law 2002 has given universities autonomy also over their budget.

The following bodies are responsible for funding the various types of IVET:

Different IVET provider	Funding bodies/responsibilities
School based upper secondary level	
<i>Polytechnische Schule</i> (prevocational school)	<u>Federal:</u> <i>BMBWK</i> (pupil benefits) <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.) <u>Provincial:</u> (staff, school maintenance) <u>Local:</u> municipalities (school maintenance)
<i>Berufsbildende mittlere Schule</i> (VET school)	<u>Federal:</u> <i>BMBWK</i> (staff, school facilities and maintenance, pupil benefits) <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.) <i>BMLFUW</i> (agriculture and forestry schools: staff) <i>BMGF</i> (general healthcare vocations) <u>Provincial:</u> facilities and maintenance for agriculture and forestry schools
<i>Berufsbildende höhere Schule</i> (VET college)	<u>Federal:</u> <i>BMBWK</i> (staff, school facilities and maintenance, pupil benefits) <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.) <i>BMLFUW</i> (agriculture and forestry colleges)
<i>Bildungsanstalten für Kindergartenpädagogik/ Sozialpädagogik</i> (training college for nursery school teachers /social pedagogy)	<u>Federal:</u> <i>BMBWK</i> (staff, school facilities and maintenance, pupil benefits) <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.)
Apprenticeship	
<i>Berufsschule</i> (part-time vocational schools)	<u>Federal:</u> <i>BMBWK</i> (50% of staff, financial compensation for <i>Laender</i>) <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.) <u>Provincial:</u> 50% of staff , school maintenance, school facilities
enterprise-based part of training (also relevant for “other youth programmes”, in the case enterprises are involved)	<u>Federal:</u> <i>BMWA</i> <i>AMS</i> (special subsidies for business offering apprenticeships and for private households) Training enterprises undertake training costs, i.e. remuneration, training infrastructure, training personnel
Other Youth programmes	
<i>Berufslehrgänge</i> (Vocational pre-apprenticehip training courses)	<u>Federal:</u> <i>BMWA</i> <i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.) Provincial and local <i>AMS</i> ’s: (administration and distribution of training courses)
<i>Integrative Berufsausbildung</i> (integrative vocational training)	<u>Federal:</u> <i>BMWA</i>

	<p><i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.)</p> <p>Provincial and local <i>AMS</i>'s: (administration and distribution of training courses)</p>
Post-secondary level, tertiary level	
<i>Kolleg</i> (post-secondary VET course)	<p><u>Federal</u>:</p> <p><i>BMBWK</i> (staff, school facilities and maintenance, pupil benefits)</p> <p><i>BMSG</i> (family benefits, etc.)</p>
University courses requiring up to four semesters	See next point: "university studies"
Vocationally-oriented university courses that require more than four semesters and university studies	<p><u>Federal</u>:</p> <p><i>BMBWK</i> (distributes funds to the universities, pays grants to students depending on social needs, benefits for studying abroad,...)</p> <p><i>BMSG</i> (family benefits, travel benefits, etc.)</p> <p><i>BMVIT</i> (scholarship programmes)</p> <p><i>BMWA</i> (scholarship programmes)</p> <p><u>Provincial</u> authorities and other institutions provide also scholarship programmes.</p> <p>Additional funding sources: partnerships with the economy, funds for the promotion of scientific research (<i>FFF</i>, <i>FSG</i>, etc.), private sponsoring, ...</p> <p><u>Students</u>: pay tuition fees (363,36 EUR per semester).</p> <p>University Law 2002 has given universities complete autonomy. A new funding system will come into force 2007 (performance agreement of <i>BMWBK</i> with every university for a term of three years).</p>
<i>Fachhochschule</i> (university level study programme of at least three years duration with vocational orientation)	<p><u>Federal</u>:</p> <p><i>BMBWK</i> (bears the costs per study place, pays grants to students depending on social needs, benefits for studying abroad, ...)</p> <p><i>BMSG</i> (family benefits, travel benefits, etc.)</p> <p><i>BMVIT</i> (scholarship programmes)</p> <p><i>BMWA</i> (scholarship programmes)</p> <p>Provincial authorities and other institutions provide also scholarship programmes.</p> <p><u>Additional funding sources</u>: partnerships with enterprises (greater relevance than in universities), funds for the promotion of applied sciences (<i>FFF</i>, <i>FSG</i>, etc.), private sponsoring, ...</p> <p><u>Students</u>: pay for some <i>Fachhochschule</i> tuition fees (363,36 EUR per semester).</p> <p><u>Provider</u>: is responsible for financing facilities, investments and a part of running costs. Usually <i>Laender</i> and municipal's or other public or private institutions pay a part of costs.</p>
<i>Akademien</i> (post-secondary VET colleges)	<p><u>Federal</u>:</p> <p><i>BMBWK</i> (for academies for teacher training, staff, maintenance, pupil benefits)</p> <p><i>BMSG</i> (family benefits, etc.)</p> <p><i>BMLFUW</i> (for agriculture and forestry academies)</p> <p><i>BMGF</i> (for academies in healthcare sector, also grants)</p>

Private schools and colleges	
	<p><u>Federal:</u></p> <p><i>BMBWK</i> (according to the Private School Act, schools maintained by established religious groups are entitled to get the staff funded, other providers may aspire agreements to be treated like denominational schools; pupil benefits)</p> <p><i>BMSG</i> (family benefits, schoolbooks, travel benefits, etc.)</p> <p>Additionally: public grants for the procurement of teaching aids and modernisation of facilities, third-party funds.</p> <p><u>Students:</u> school fees</p>

Funding of CVET

The emphasis of the Austrian educational system lies with initial training. Historically, adult education and continuing vocational training have been centred on initiatives of trade associations, Churches, political parties, trade unions and private persons (associations). Over time, a pluralistically mixed (with private and corporate elements) system of further training has developed. The state and special interest groups act as sponsors, while private individuals and companies constitute the (often paying) participants.

As adult education and continuing vocational training are provided largely by independent providers, the federal government's primary role lies in tasks relating to funding. In 1973, the *Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln* (EB-FG – National Adult Education Promotion Act) was passed. Currently, this law, the *Arbeitsmarktförderungsgesetz* (AMFG – Labour Market Promotion Act), *Arbeitsmarktservicegesetz* (AMSG – Public Employment Service Act) and the provincial laws for employee funding provide the only legal bases for public funding of continuing training. Essentially, public funding is a commitment of the federal government to support educational establishments that work on a non-profit basis. For the providers of continuing training, however, there is no legal right to funding. Since end of 2002 the responsibilities of these federal funding departments were handed over to the *Laender*.

There are significant differences between the individual *Laender*. This also applies to forms and criteria in the various *Laender* for the allocation of funds to individuals.

Alongside the expenditures of the regional bodies there are various forms of funding (such as subsidies, the operation of educational institutions, learning vouchers etc.) available from the social partners and other special interest groups. Under certain conditions, the *Public Employment Service* (AMS) will also provide funding for continuing training measures, not just for the unemployed, but also for people in employment. Because of the administration of the ESF by the AMS, the importance of the ESF is increasing.

Enterprise-based continuing training

The aggregate costs to enterprises for continuing vocational education have not been recorded statistically. Relevant surveys have shown that the enterprises – either themselves or through the *Wirtschaftsförderungsinstitut (WIFI)* – CVET provider institution of the *Economic Chamber* – are the largest vocational continuing education provider in the country. Enterprises are the most important source of expenditure for further education at 42% (public expenditure: 19%, participants: 39%).

There are currently two kinds of tax-based schemes for the subsidisation of expenditures for continuing training within the framework of financial benefits for enterprises. One or the other may be claimed and declared as business expenditure additively to the regular tax deduction possibilities:

- 20% training tax allowance for companies (*Bildungsfreibetrag*)
- Training tax credit (*Bildungsprämie*)

Individually/household funded CVET and adult learning

The expenditures of individuals for continuing training vary strongly according to age, gender and professional status. There is a wide range of public funding (financial incentives) and forms of financing for continuing vocational training available to individuals in Austria. The primary forms in the context of direct funding are the various funding models for individuals provided by specific *Laender* (e.g. Vienna, Upper Austria, Styria, Carinthia, Vorarlberg). Upper Austria has had a vanguard role in this area in terms of quantity and early implementation.

Funding of training for the unemployed and other groups excluded from the labour market

Labour market policy and training measures are essentially public responsibilities and are therefore almost wholly publicly financed. The main portion of the necessary financial means is provided by the *BMWA (Federal Ministry of Economics and Labour)*, which receives funds from the *Ministry of Finance* and the ESF. Financial input from provincial and local governments or private initiatives (predominantly religious initiatives) for the training of the unemployed represents a significantly smaller portion.

The administration of the labour market was removed from direct federal administration in 1994, according to the *Arbeitsmarktservicegesetz (AMSG – Public Employment Service Act)*, and placed under the control of the *Arbeitsmarktservice (AMS – Public Employment Service)*. The financial means for the AMS come from the compulsory contributions by employers and employees. The AMS has implemented a wide variety of measures for specific target groups within the framework of qualification for the unemployed:

- Subsidies for course costs and associated costs to increase vocational mobility
- Benefits to cover the cost of living
- Funding of training establishments
- Funding of apprentice training and vocational preparation
- Social economic employment enterprises (*SÖB*) and non-profit employment projects (*GBP*)
- Founding support
- *Lehrlingsstiftungen* (apprentice foundations) in accordance with the *Jugendausbildungssicherungsgesetz (JASG – Youth Training Guarantee Act)*
- *Berufslehrgänge* (vocational training courses) in accordance with the *JASG*
- *Arbeitsstiftungen* (labour foundations)

Sources:

CEDEFOP eKnowVet database: Thematic Overview: 10 - Financing - investment in human resources. Available from Internet:

http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic.

CEDEFOP Extranet Platform: Theme 10: Financing – investment in human resources.

<http://extranet.cedefop.eu.int>.

0311 European and International dimensions

International cooperation between VET schools and colleges extends across the Near East, the USA and Brazil to China and Southeast Asia. There are exchanges of experiences, work on joint projects and participation in programmes and studies by international organisations open up opportunities for a variety of new forms of cooperation.

However, the main focus of “going international in VET” is cooperation within the European Union and especially with the neighbouring countries of Austria. Since Austria is member of the EU (1995), the European Commission – Directorate-General for Education and Culture is heading almost all European VET-programmes inclusive EU Third-country programmes. On the federal level the *Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK – Federal Ministry for Education, Science and Cultural Affairs)* has the responsibility to support education and training projects in cooperation with the European Union and other international bi- or multilateral cooperations.

Cooperation within the European Union

The EU's training systems, programmes and levels are as varied as the European Union itself. Apart from traditional cooperation in the form of school partnerships and language studies abroad, VET schools and colleges take advantage of the two EU-programmes LEONARDO DA VINCI and SOCRATES, to participate in international school projects and to design training programmes and teaching material.

LEONARDO DA VINCI National Agency

That's the Austrian agency for European cooperation in IVET and CVET. It is arranging and promoting projects under the LEONARDO DA VINCI Programme. The National Agency was founded on the joint initiative of the then *Austrian Federal Ministry for Education and Cultural Affairs* and the then *Austrian Federal Ministry of Science, Transport and the Arts*. As the national coordination office, it has been responsible since 1995 for conducting the LEONARDO DA VINCI Programme in Austria. The National Agency has been in charge of the second phase of the LEONARDO DA VINCI Programme (2000 – 2006) since the year 2000.

The Austrian EUROGUIDANCE Centre (a contact office of the European EUROGUIDANCE Network in the field of vocational guidance) has been part of the National Agency since 1997.

SOCRATES National Agency

The National Agencies play a very important role in the practical implementation of the EU-programme SOKRATES. This is particularly the case in the decentralised actions, in which

the Agencies are responsible for receiving the applications for support, advising the national authorities on the selection of applications, issuing the successful applicants with contracts, making the payments to grant holders and receiving their reports. In addition, the Agencies may give their views on applications for support under some of the centralised actions, and they perform a number of other important functions across the programme as a whole. These include the dissemination of information, providing assistance in finding suitable project partners, giving guidance and advice on the submission of applications and other matters, monitoring the progress of projects and providing feedback on the way the programme is functioning.

“NARIC Austria” (National Academic Recognition Information Centre)

The Austrian NARIC is a unit of the *Federal Ministry for Education, Science and Cultural Affairs (Unit VII/11)* within the *Directorate General for Higher Education*. This unit combines the function of NARIC AUSTRIA with the ministerial tasks in the field of international study law.

The NARIC network has been created at the initiative of the European Commission. It has been launched 1984 and aims at improving the field of academic recognition of diplomas and periods of study in the EU and EFTA countries. At the same time the NARIC network forms part of the EU educational programme SOCRATES. In each member country, there exists a national NARIC, which realizes this concept nationally.

Most of the NARICs are additionally charged with the function of ENICs (= European Network of Information Centres), which have to deal with questions of recognition and equivalence in the framework of Council of Europe and UNESCO.

Internationalisation

The *Federal Ministry for Education, Science and Cultural Affairs* in cooperation with the Austrian reference point for vocational qualifications “has opened a new Internet portal (www.chance-europa.at) with the motto *Qualifikationen erfolgreich vermarkten (Marketing qualifications successfully)*. The objective is the dissemination of the transparency instruments, such as the common *curriculum vitae* format and certificate supplement, created at the European level, and thus to contribute to a better use of the opportunities offered by the European education and labour market. It will also provide information on the Austrian use of the EUROPASS, details of the European language portfolio and the *European Computer Driving Licence (ECDL)*.” (CEDEFOP eKnowVet database: http://www2.trainingvillage.gr/etv/vetsystems/overview/eu-feb03_en.asp (13-05-2005)

Cooperation with the neighbouring countries

There is cooperation at director-general level between the education ministries of Austria, the Czech Republic, Hungary, Slovakia and Slovenia, whose directors general meet regularly in regional conferences for consultations on specific forms of cooperation. Joint studies, e.g. on funding, decentralisation, or basic competencies, are to develop common positions in the process of European integration.

Cooperation with the EU neighbouring countries

The *BMBWK (Federal Ministry for Education, Science and Cultural Affairs)* “supports education and training projects in cooperation with the European Training Foundation (ETF) and the association *KulturKontakt Austria*, particularly in South-Eastern Europe. In many countries, the Austrian cooperation initiatives are managed on site by coordinators for educational cooperation, appointed by the *BMBWK*. Austrian expertise supports the reforms in the target countries by means of experience exchanges, cooperations and well-aimed continuing training measures with local decision-makers and experts.” (<http://www.bildungssystem.at/article/articleview/305/1/71>)

International Institute for Educational Innovation in St. Petersburg: This institute works with a multi-lateral involvement of the British Council, Finland, the Netherlands, the Russian Federation and the Austrian *BMBWK*. It supports educational reform in the Russian Federation (in the form of strategic partnerships with international donors such as the Open Society Institute, the Soros Foundation and the Eurasia Fund) by delegating experts and providing consultancy in the Russian regions.

Cooperation with the Council of Europe

Teachers, students and apprentices participate in projects, competitions and events on special themes of the Council of Europe. Particular emphasis is on the promotion of tolerance, democracy, cultural awareness and foreign languages (e.g. Common European Framework, Language Portfolio). The Council of Europe in-service training programme allows foreign teachers to take part in seminars in Austria and Austrian teachers to attend further training seminars in many European countries.

Cooperation with international organisations

Some VET schools and colleges are members of a network of more than 3,200 UNESCO colleges in over 120 countries on the major topics of human rights, internationalisation, new media, world (cultural) heritage and environmental protection.

Austria is participating in networks, projects and congresses of the OECD and of the UNESCO. This allows Austria not only to learn from the trends and developments in other countries but also to prove the quality and competitiveness of its education system.

Cooperation world-wide

There are numerous educational cooperation projects beyond European borders. Cooperation projects beyond European borders with countries on other continents are becoming increasingly important. On the federal level the *BMBWK* has the responsibility to support education and training projects in international bi- or multilateral cooperations. However, there are also many provincial, regional, institutional (schools, social partners, ...) activities in this field. On university level the most relevant players in this field are:

International Relation Offices

“All Austrian universities have established international relations offices which promote international cooperation activities (e.g. the administration of university cooperation and mobility programmes). Some universities have appointed vice-rectors in charge of these tasks.” (Eurydice Database 11.1)

The *Österreichischer Austauschdienst* (*ÖAD – Austrian Exchange Service*) has served as a coordinating centre since 1961 for all universities and, since 2000, for *Fachhochschule* and other educational institutions. The national agencies which are responsible for the implementation of European programmes also form part of the *ÖAD*.

“Forum Internationales”

“The ‘Forum Internationales’ of the Austrian Rectors’ Conference serves as a platform for discussion and exchange of information and cooperates with the vice-rectors for international affairs at the universities concerning all concrete measures in the field of internationalisation.” (Eurydice Database 11.3)

Sources:

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http://www.bmbwk.gv.at/fremdsprachig/en/univ/naric/Naric_Our_tasks6399.xml.

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http://www2.trainingvillage.gr/etv/vetsystems/overview/eu-feb03_en.asp.

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0312 VET Sources and References

1. Federal Ministries

Bundesministerium für Bildung Wissenschaft und Kultur
(BMBWK – Federal Ministry for Education, Science and Cultural Affairs)
1010 Wien, Minoritenplatz 5
Tel.: +43 1/53120-0
<http://www.bmbwk.gv.at>

Bundesministerium für Gesundheit und Frauen
(BMGF – Federal Ministry for Health and Women's Issues)
1030 Wien, Radetzkystraße 2
Tel.: +43 1/71100-0
<http://www.bmgf.gf.at>

Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft (BMLFUW – Federal Ministry for Agriculture, Forestry, Environment and Water Management)
1010 Wien, Stubenring 1
Tel.: +43 1/71100-0
<http://www.lebensministerium.at>

Bundesministerium für Wirtschaft und Arbeit
(BMWA – Federal Ministry of Economics and Labour)
1010 Wien, Stubenring 1
Tel. 01/71100-0
<http://www.bmwa.gv.at>

Bundesministerium für soziale Sicherheit, Generationen und Konsumentenschutz (BMSG – Federal Ministry of Social Security, Generations and Consumer Protection)
1010 Wien, Stubenring 1
Tel. 01/71100-0
<http://www.bmsg.at>

Bundesministerium für Finanzen (BMF – Ministry of Finance)
A-1015 Wien, Himmelpfortgasse 8
Tel.: 01/51400- 0
<https://www.bmf.gv.at>

2. Regional Boards of Education

Landesschulrat für Burgenland
(Regional Board of Education for Burgenland)
7001 Eisenstadt, Kernausteig 3
Tel.: +43 02682/710-0
<http://www.lsr-bgld.gv.at>

Landesschulrat für Kärnten
(Regional Board of Education for Carinthia)
9010 Klagenfurt, 10. Oktoberstraße 24
Postanschrift: 9010 Klagenfurt, Postfach 607
Tel.: +43 463/5812-0
<http://www.bildungsland.at>

Landesschulrat für Niederösterreich
(Regional Board of Education for Lower Austria)
3109 Sankt Pölten, Rennbahnstraße 29
Tel.: +43 2742/280-0
<http://www.lsr-noe.gv.at>

Landesschulrat für Oberösterreich
(Regional Board of Education for Upper Austria)
4040 Linz, Sonnensteinstraße 20
Tel.: +43 732/7071-0
<http://www.lsr-ooe.gv.at>

Landesschulrat für Salzburg
(Regional Board of Education for Salzburg)
5010 Salzburg, Mozartplatz 8-10
Tel.: +43 662/8042-0
<http://www.land.salzburg.at/landesschulrat>

Landesschulrat für Steiermark
(Regional Board of Education for Styria)
8015 Graz, Körblergasse 23
Tel.: +43 316/345-0
<http://www.lsr-stmk.gv.at>

Landesschulrat für Tirol
(Regional Board of Education for the Tyrol)
6010 Innsbruck, Innrain 1

Tel.: +43 512/52033-0
<http://www.asn-ibk.ac.at/lsr>

Landesschulrat für Vorarlberg
(Regional Board of Education for Vorarlberg)
6900 Bregenz, Bahnhofstraße 12
Tel.: +43 5574/4960-0
<http://www.lsr-vbg.gv.at>

Stadtschulrat für Wien Abteilung III
(Regional Board of Education for Vienna)
1010 Wien, Wipplinger Straße 28
Tel.: +43 1/52525-0
<http://www.magwien.gv.at/ssr>

3. Apprenticeship Authorities and Master craftsperson examination Authorities of the Economic Chambers

Wirtschaftskammer Burgenland
(Economic Chamber Burgenland)
7000 Eisenstadt, Robert-Graf-Platz 1
T: 02682/695-161
<http://www.wko.at/bgld/lehrlinge>

Wirtschaftskammer Kärnten
(Economic Chamber Carinthia)
9020 Klagenfurt, Koschutastraße 3
T: 0463/5868-850
<http://www.wko.at/ktn/lehrlingsstelle>

Wirtschaftskammer Niederösterreich
(Economic Chamber Lower Austria)
1014 Wien, Herrengasse 10
T: 01/53 466-1226
<http://www.wko.at/noe/bildung>

Wirtschaftskammer Oberösterreich
(Economic Chamber Upper Austria)
4024 Linz, Wiener Straße 150
T: 05 90 909-4010
<http://www.wko.at/ooe/bp>

Wirtschaftskammer Salzburg
(Economic Chamber Salzburg)
5027 Salzburg, Faberstraße 18
T: 0662/8888-318
<http://www.wko.at/sbg/lehrlingsstelle>

Wirtschaftskammer Steiermark
(Economic Chamber Steiermark)
8010 Graz, Körblergasse 111-113
T: 0316/601-545
<http://www.wko.at/stmk/lehrlingsstelle>

Wirtschaftskammer Tirol
(Economic Chamber Tyrol)
6021 Innsbruck, Egger-Lienz-Straße 116
T: 05 90 905-7302
<http://www.wko.at/tirol/bildung/lehrling>

Wirtschaftskammer Vorarlberg
(Economic Chamber Vorarlberg)
6800 Feldkirch, Wichnergasse 9
T: 05522/305-320
<http://www.wko.at/vlbgb/ba>

Wirtschaftskammer Wien
(Economic Chamber Vienna)
1030 Wien, Rudolf-Sallinger-Platz 1
T: 01/514 50-2414
<http://www.wko.at/wien/lehrling>

Wirtschaftskammer Österreich
(Federal Economic Chamber)
1045 Wien, Wiedner Hauptstraße 63
T: 05 90 900-4076
<http://www.wko.at/bildung>

4. International

Büro für Europäische Bildungskooperation SOKRATES
(Austrian Socrates National Agency)
1010 Wien, Schreyvogelgasse 2,

Tel.: +43 1/53408-0
<http://www.sokrates.at>

Büro für Europäische Bildungskooperation LEONARDO
(Austrian Leonardo National Agency)
1010 Wien, Schottengasse 4+7
Tel.: +43 1/5324726-10
<http://www.leonardodavinci.at>

Österreichischer Austauschdienst
(Austrian Exchange Service)
1090 Wien, Alserstraße 4/1/3/8
Tel.: +43 1/4277-28101
<http://www.oead.ac.at>

5. Further Education

Akademie Lehrlingsausbildung
(College for Apprenticeship Training)
Lehrlingsstelle der Wirtschaftskammer Vorarlberg
6800 Feldkirch, Wichnergasse 9
Tel.: +43 5522/305263
<http://lehrlingsausbildung.wkv.at>

Arbeitsgemeinschaft Bildungsmanagement
(Consortium on Education Management)
5350 Strobl, Bürglstein 1-7
Tel.: +43 6137/6621 – 502
<http://www.arge-bima.at>

Ausbilderforum
(CVET Trainer Forum)
6020 Innsbruck, Südtiroler Platz 8/2
Tel.: +43 512/574897
<http://www.ausbilderforum.at>

Berufsförderungsinstitut Österreich (bfi)
(Vocational Training Institute)
1060 Wien, Kaunitzgasse 2/8
Tel.: +43 1/5863703
<http://www.bfi.or.at>

Bundesinstitut für Erwachsenenbildung St. Wolfgang,
(Federal Institute for Adult Education)
5350 Strobl, Bürglstein 1-7
Tel.: +43 6137/6621
<http://www.bifeb.at>

Ländliches Fortbildungsinstitut
(LFI – Institute for further education in rural areas)
1014 Wien, Schauflergasse 6
Fax +43 01/53441-8569
E-Mail: lfi@pklwk.at
<http://www.lfi.at>

Fakultät für Interdisziplinäre Forschung und Fortbildung (IFF)
(Faculty for Interdisciplinary Research and Continuing Education)
Institut für Unterrichts- und Schulentwicklung
(Institute for Development of Schools and Teaching)
9020 Klagenfurt, Sterneckstraße 15
Tel.: +43 463/2700-6106
<http://www.iff.ac.at/ius>

Wirtschaftsförderungsinstitut Österreich (WIFI)
(CVET provider institution of the Economic Chamber)
1040 Wien, Wiedner Hauptstraße 63
Tel.: +43 1/50105-0
<http://www.wifi.at>

6. Social Partners

Bundeskammer für Arbeiter und Angestellte
(Federal Chamber of Labour)
1040 Wien, Prinz Eugen-Straße 20-22
Tel.: +43 1/50165-0
<http://www.arbeiterkammer.at>

Industriellenvereinigung
(Federation of Austrian Industry)
1030 Wien, Schwarzenbergplatz 4
Tel.: +43 1/71135-0
<http://www.industriellenvereinigung.at>

Österreichischer Gewerkschaftsbund
(Austrian Trade Union)
1010 Wien, Hohenstaufengasse 10-12
Tel.: +43 1/53444-0
<http://www.oegb.at>

Wirtschaftskammer Österreich
(Federal Economic Chamber)
1040 Wien, Wiedner Hauptstraße 63
Tel.: +43 5/90900-0
<http://portal.wko.at>

Land- und Fortswirtschaftskammern
(Chambers of Agriculture and Forestry)
1014 Wien, Schauflergasse 6
Tel.: +43 1/53441
<http://www.landwirtschaftskammer.at>

7. Biographical references

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http://www.bmbwk.gv.at/fremdsprachig/en/univ/naric/Naric_Our_tasks6399.xml.

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http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis.asp.

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P. M. Steiner, M. Steiner, L. Lassnigg (2003): Analyse des Beschäftigungs- und Bildungssystems in Niederösterreich. IHS, Wien.

WKO (2005): Lehrberufsliste. - http://wko.at/tirol/bildung/lst/lv/pdf/lb_liste.pdf.

8. Web Sites

Apprenticeship:

Information on apprenticeship training: <http://www.lehrling.at>

Part-time vocational schools for Apprentices in Austria: <http://berufsschule.at/>

Evaluation Institutes:

Arbeitsgemeinschaft Berufsbildungsforschung Austria (Working Association for Vocational Education in Austria): <http://www.abf-austria.at/>

Austrian Institute for Research on Vocational Training: <http://www.oebf.at/>

Austrian Institute of Economic Research: <http://www.wifo.at/>

Austrian Society for Research and Development in the Education Sector: <http://www.oefeb.at/>

Center for Education and Economy: <http://www.zbw.at/>

Institute for Advanced Studies, EQUI – Employment, Qualification, Innovation: <http://www.equi.at/>

Institute for Advanced Studies: <http://www.ihs.ac.at/>

Institute for Research on Qualification and Training of the Austrian Economy:
<http://www.ibw.at/>

International:

CEDEFOP – The Agency's Extranet Platform: <http://extranet.cedefop.eu.int/>

CEDEFOP: <http://www.cedefop.eu.int/>

European Social Fund in Austria: <http://www.esf.at/>

European Training Village – ETV: <http://www.trainingvillage.gr/etv>

Eurydice – The information network on education in Europe: <http://www.eurydice.org/>

International Bureau of Education: <http://www.ibe.unesco.org/>

International Labour Organisation: <http://www.ilo.org/>

Laws:

Rechtsinformationssystem (RIS – Law Information System, with full text of laws):
<http://www.ris.bka.gv.at/>

EUR-Lex: <http://europa.eu.int/eur-lex/en/index.html>

Universities and Fachhochschulen:

Austrian Accreditation Council: <http://www.akkreditierungsrat.at/>

Austrian Research Promotion Agency (FFG): <http://www.ffg.at/>

Austrian Science Fund (FWF): <http://www.fwf.ac.at/>

Austrian Council for Research and Technology Development: <http://www.rat-fte.at/>

Career Center University Vienna: <http://www.unitrain.at/>

Fachhochschul Plattform (FH – portal): <http://www.fh-plattform.at/>

Fachhochschulrat (FHR – Fachhochschule Council): <http://www.fhr.ac.at/>

Links to all Austrian universities and *Fachhochschulen*:
http://www.bmbwk.gv.at/universitaeten/uw/univ_fakult/Universitaeten_in_Oester4750.xml

Vocational Education for Disabled Persons:

Landesstellen des Bundessozialamt (Regional Offices of Federal Welfare Agency):
<http://www.basb.bmsg.gv.at/>

Wegweiser – zum Menü Datenbank für Angebote zur beruflichen Integration von Menschen mit Behinderungen in Österreich (Information portal for vocational integration for disabled persons in Austria): <http://www.wegweiser.bmsg.gv.at/>

CVET in Austria:

Alphabet & Co – Reading, Writing Counting for Adults (*VHS – Linz*):
<http://www.alphabet.co.at/>

Austrian Adult Education (*BMBWK*), with links to all relevant provider Institutions:
<http://www.erwachsenenbildung.at/>

Austrian Universities Continuing Education Staff Development Network:
<http://www.aucen.ac.at/>

Bildungshäuser Austria (Education and Training Centres): <http://www.arge-bildungshaeuser.at/>

Faculty for Interdisciplinary Research and Continuing Education (*IFF*), Institute for Development of Schools and Teaching: <http://www.iff.ac.at/ius>

Public Employment Service: <http://www.ams.or.at/>

Training of Trainers Network Austria (TT-Net Austria): <http://www.ausbilder.at/>

Vienna's Fond for Employees: <http://www.waff.at/>

Web – Information (portals) for Vocational Education in Austria:

Agrarian Teacher and Consultant Training Colleges, links and addresses to Agrarian Schools in Austria: <http://www.agrarpaedak.at>

Berufsinformationscomputer (*BIC – Jobinformationcomputer*, set up by Chambers of Economy): <http://www.bic.at>

Chance Europe (*BMBWK*): www.chance-europa.at

Education Highway Educationportal: <http://www.eduhi.at>

E-learning portal of *BMBWK*: <http://virtual-learning.qualifizierung.com>

E-Fit Austria (*BMBWK*): <http://www.efit.at>

Information system on vocational education and training (*IBW*): www.berufsinfo.at

In-Service Teacher Training College in Vienna: <http://www.pib-wien.ac.at>

LEONARDO DA VINCI National Agency – The Austrian Education System:
<http://www.bildungssystem.at>

Life Long Learning (*BMBWK*): <http://www.lebenslangeslernen.at>

Medical – Technical Schools and Academies: <http://www.health.magwien.gv.at/kav/mtd/>

National Reference Point Austria (NRP Austria): <http://www.zeugnisinfo.at>

Public Employment Service, Information's on trades and occupations: www.beruf4u.at

Quality in Schools (QIS): www.qis.at

VET Schools in Austria (BMBWK): <http://www.berufsbildendeschulen.at>

Vocational Counselling: <http://www.berufsinfo.at>