

Educational Paths

in Austria 2021/22



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Vienna, 2021

Legal notice

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Introduction

Especially when times get challenging, it's important not to lose sight of things. This is also the case when it comes to educational opportunities, i.e. the educational paths that are on offer in Austria.

The “Educational Paths” brochure describes the entire Austrian education system, from elementary to adult education. This year, for the first time, it is available in eleven translations: Albanian, Arabic, Bosnian/Croatian/Serbian, Dari, English, Hungarian, Polish, Romanian, Russian, Slovenian and Turkish.



The digitalisation of schools is a particular focus of the 2021/22 school year, with the central measure being “digital devices for students”. This initiative aims at creating the educational and technical prerequisites for IT-supported teaching in compulsory secondary schools, lower cycles of academic secondary schools, and schools of special needs.

Another initiative of the Federal Ministry of Education, Science and Research during this school year is the boosting of school psychology counselling services for everyone in the school sector – students, teachers and legal guardians. School psychologists help you to take renewed courage, overcome difficulties and develop motivating prospects for the future.

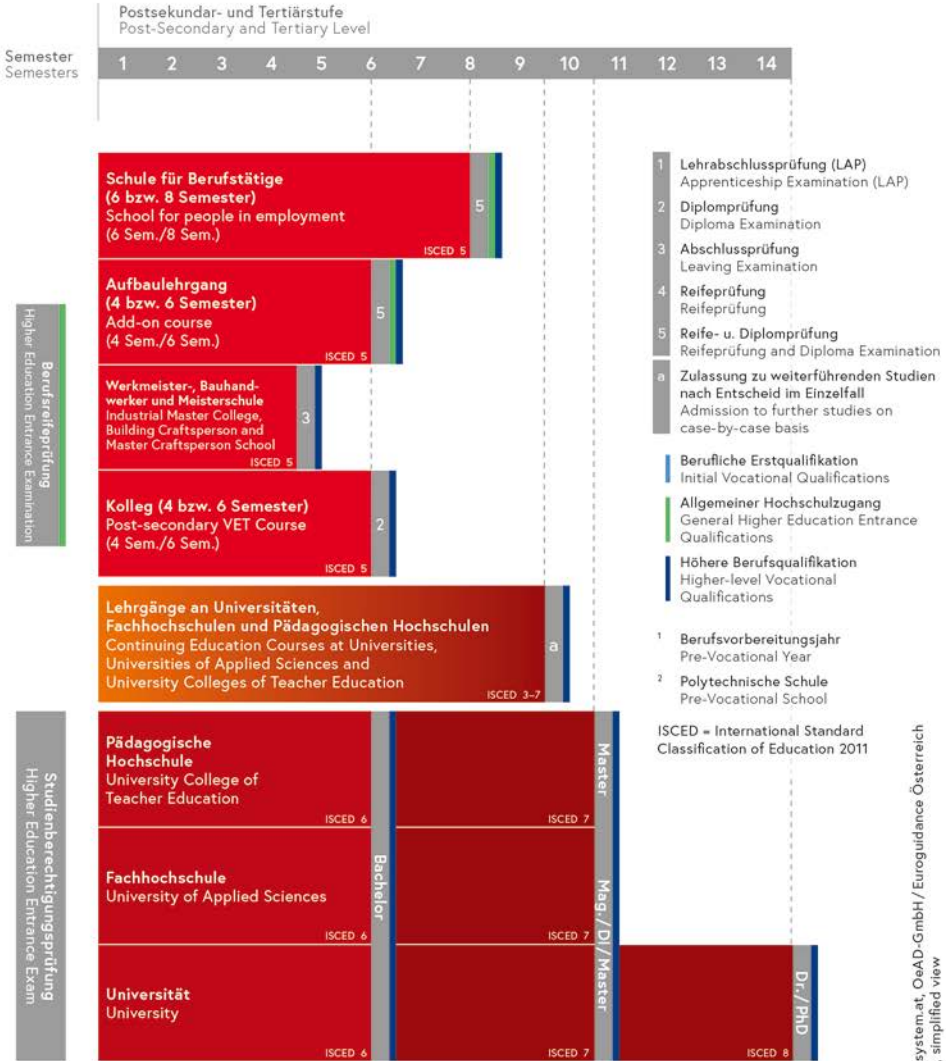
Stay healthy!

Yours,

A handwritten signature in blue ink that reads "Heinz Faßmann". The signature is written in a cursive style with a long horizontal line extending to the right.

Heinz Faßmann

Federal Minister of Education, Science and Research



Erwachsenenbildung / Weiterbildung allgemein, beruflich, kulturell, politisch, wissenschaftlich
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Kindergarten

Elementary Educational Institutions

Elementary institutions – such as kindergartens – are the first educational institution encountered in life. They provide integral **support of a child's development**, taking into consideration their age and their individual needs and abilities. By attending an elementary educational institution, children will receive the best possible start to their educational career while increasing their educational opportunities.

Elementary educational institutions include **a variety of different institutional models**. These include institutions for children up to the age of three, such as crèches or toddler groups, as well as kindergartens, which children attend from the age of three to six. There are also mixed-age institutions, such as children's homes or children's groups. These models may have different names in the various Austrian provinces. Childminder care, normally provided in private premises, is also possible.

In order to be able to work as an elementary teacher in an elementary educational institution, training must be completed at an educational institution for elementary education (BAfEP), either as part of the five-year higher school format (college of higher vocational education) or as part of a post-secondary VET course. At the end of the post-secondary VET course, there is a diploma examination. To access this training, a Reifeprüfung, Higher Education Entrance Exam or Vocational Reifeprüfung is required. The training course is two years on a full-time basis or five to six semesters on a part-time basis.

Registration

We recommend you register your child early in order to secure a place at an elementary educational institution. More information is available at the following link: www.oesterreich.gv.at > Geburt > Behördenwege

Half-day, Non-contributory Compulsory Attendance

Children who turn five before 31 August of a given year are required to attend a suitable elementary educational institution for at least **four days a week for a total of 20 hours**. The non-contributory hours do not include meals or any participation in special offers (such as excursions). Elementary educational institutions are able to provide these non-contributory hours if they use German as the language of education.

Compulsory attendance continues until the 31 August following your child's sixth birthday. Children who start school earlier than required are exempt from compulsory attendance.

Compulsory attendance applies during the entire kindergarten year with the exception of state-regulated school holidays, a holiday of 5 weeks, if the child or legal guardian is unwell, and in the case of extenuating circumstances.

If the legal guardian lodges a request with the state, children may be exempt from compulsory attendance at a suitable elementary educational institution on the basis of a disability, a special educational need for support, for medical reasons or because of the distance from home or difficult travel conditions between home and the nearest suitable institution.

Parents can also apply to fulfil this compulsory school requirement within the context of home-schooling or by using a childminder. To use this option, your child must not require any support in German as the language of education. Certain educational tasks and education of values must also be guaranteed.

Further information on compulsory schooling is available from the Office of the State Government in your federal province or from the City Administration Department of Vienna.

Early Language Support

Suitable elementary educational institutions must support the **language skills of the children** from the outset, with German being promoted as the language of education from the age of four. These skills are verified by means of a nationally standardised language proficiency assessment – “BESK (DaZ) KOMPAKT” – from the age of three in elementary educational institutions and by the school during the student enrolment process. The elementary educational institution will provide a handover sheet when your child moves into compulsory education. This provides information on your child’s strengths and language areas that can be supported and thus provides a concrete starting point for planning further support.



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> Themen > Elementarpädagogik

Primary School

Compulsory Education

All children who live permanently in Austria are required to attend school for nine years. Children reaching their sixth birthday prior to or on 1 September of a given year are required to attend school from that September and must be registered at a primary school by their parents or legal guardians.¹ **Pupil enrolment** assures the child a school place, preferably at the school where the enrolment takes place, or at a nearby school if too many students are registered at a particular school. The school place is allocated by the school or by the education authority in charge.

Readiness for School

During the enrolment process, a decision will be made about whether your child is ready for school. The school management can use a new and additional method to do this. This so-called **school entrance screening** identifies your child's level of development and, if necessary, enables schools and parents to provide the best possible **support** even before the child starts school. Information received from the child's kindergarten is also taken into account. A child is deemed to be ready for school if they can follow the lessons in the first grade well, without being overwhelmed. If a child is required to attend school, but is not yet ready for school, then they can be admitted to the Pre-School Stage.

1 If your child was born before their expected due date, this date, which is recorded in the "Mother-Child Passport" can be used as the "birthday" for registration purposes. This means that it is possible for compulsory schooling to be postponed by a year. (Example: your child was due on 15 September, but was actually born on 1 September. If you take 1 September as your child's birthday, then they will begin in September. However, if you take 15 September as their birthday, then your child will not have to start school until the following school year.) When enrolling their child in school, legal guardians must tell the school if they decide to use the due date, rather than actual birthday, and provide their Mother-Child Passport as proof.

Your child's **German skills** will be examined more closely at a follow-up appointment if it has not been possible to assess them adequately during the initial appointment of the school entrance screening. It is very important for a child to be able to follow the language of lessons. If it turns out that a child's knowledge of German is insufficient, the child will be taught in a special German remedial class or on German remedial courses.

School-aged children who are not ready for school will attend the **Pre-School Stage** in their own separate pre-school classes or in joint lessons with the 1st grade or the 1st and 2nd grades. The Pre-School Stage has a separate curriculum.

Children who are not yet of school age and whose 6th birthdays are not until 1 March of the following calendar year can be enrolled into the 1st grade **early** if they are already ready for school. To do this, the School Readiness Assessment must be passed and the child's parents must submit a written request to the school management.

Information about **full-day care arrangements** is available from the education authority in charge.

Performance Evaluation

Parents or legal guardians can decide, at the class forum at the beginning of the first grade, whether class assessments should be graded using **numerical grades or in some other format**. However, by the end of the 2nd grade and in the classes that follow, numerical grades will be awarded. In addition to the school report, the teacher will hold **individual interviews** with the pupils and parents about the child's performance and progress.

When **registering at private schools**, we recommend you get in touch with the relevant school administration department prior to student enrolment. Not all private schools have public status. If the parents decide to send their child to a private school without public status, they must notify the education authority before the start of the school year.

In the first semester of the 4th grade, parents or guardians will be informed and advised on the recommended **educational path** for their children, based on each child's interests and performance (e.g. at a parents' evening).



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Die Schularten

Compulsory Secondary School

Objective of Compulsory Secondary School

Since the 2020/21 school year, compulsory secondary school (Mittelschule) has replaced new secondary school (Neue Mittelschule) as the compulsory school for 10 to 14 year olds. All primary school pupils can attend a compulsory secondary school after successfully completing primary school.

The aim of compulsory secondary school is to encourage every student as individually as possible, in the interests of equal opportunities. As part of in-depth educational and vocational guidance, students receive targeted advice to ensure they make good decisions about their education and careers at the end of compulsory secondary school. In general, all compulsory secondary school students are taught together in the class for all subjects. In German, mathematics and English (as the modern foreign language) as well as in compulsory subjects (the focus of which is decided by the individual school), teachers have a variety of educational measures at their disposal for providing students with the best possible support. This includes **team teaching, flexible group formation, and remedial and advanced courses.**

Compulsory Secondary School Curriculum

The compulsory secondary school curriculum combines the traditional high expectations of the lower cycle of academic secondary schools with a new learning and teaching culture. **Children's potential and talents** are the top priorities. **Educational guidance and career counselling** establish the best possible basis for children to make a decision on their future learning and career paths.

Apart from the special forms of compulsory secondary schools for music and sport, the compulsory secondary school curriculum has four possible **focus areas**:

- Linguistic-humanistic-arts
- Science-mathematics
- Economic-life studies
- Music-creative

Other priorities can also be set independently by the school.

Many compulsory secondary schools offer **full-day care arrangements**. Information about these is available from the relevant education authorities.

Performance Evaluation and Further Educational and Career Paths

From the 6th grade, pupils are assigned to the educational objectives of either the **Standard** or **Standard Academic Secondary School** curricula in the differentiated compulsory subjects of German, first modern language and mathematics.

If your child meets the **Standard Academic Secondary School** educational objectives, this corresponds to an Academic Secondary School, Lower Cycle, assessment and is stated in the school report. If performance no longer meets the minimum requirements of the **Standard Academic Secondary School** educational objectives, they are assigned to the **Standard** performance level and assessed accordingly after all support measures have been exhausted. A five-part grading scale is used for both educational objectives; “Very good” for **Standard** educational objectives is equivalent to “Satisfactory” for **Standard Academic Secondary School** educational objectives, and “Good” for **Standard**

educational objectives is equivalent to “Adequate” for **Standard Academic Secondary School** educational objectives. A number of differentiating measures are used. These can be decided on by each individual school.

The individual strengths of learning and performance are recorded in the “**supplementary differentiating performance report**”, which is issued from 5th to 7th grade in addition to the normal school report, and in 8th grade together with the mid-year school report. Learning progress and decisions about educational and career paths are dealt with at the regular “**Pupil-Parent-Teacher meetings**”.

Students with special educational needs can also attend compulsory secondary schools as part of an integrative education. A suitable compulsory secondary school should be sought individually, in consultation with the relevant education authority, and with the parents’ involvement. The diversity managers of the education authority will provide the legal guardians and the new school with support to create the best possible conditions. This is in order to provide integrative schooling for the student in line with their disability and individual needs. Qualified teachers are available for support. Teaching and assessment are based on the curriculum provided in the SEN statement. Joint lessons open up a wide range of opportunities for children and young people with and without SEN to share learning experiences.

Successful completion of compulsory secondary school means pupils can attend a pre-vocational school or a further academic secondary school, school of intermediate vocational education or college of higher vocational education, depending on their educational targets.



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Integrative School/ School of Special Needs

Special Educational Needs

Children and young people with special educational needs (SEN) can be cared for either in an integrative school or in a school of special needs, depending on the wishes of the parents or guardians. SEN are assessed either at the request of the legal guardian or officially by the education authority.

Integrative lessons open up a wide range of opportunities for children and young people with and without SEN to share learning experiences. Pupils with special educational needs can enjoy integrative teaching at primary school, compulsory secondary school, the lower cycle of an academic secondary school, pre-vocational school and the one-year domestic science school.

A **school of special needs** consists of nine grades, with the last grade being a pre-vocational year.

Pupils with special educational needs are taught in integrative schools and in schools of special needs according to the curriculum stated in their individual SEN statement. This includes the mainstream school curricula as well as the curriculum of the school for special needs.

Both integrative schools and schools of special needs offer students with SEN the option of completing a voluntary 11th and 12th school year – with the consent of the school operator and the relevant school authority.



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School of Special Needs or Integrative School

Type of school	School of Special Needs	Integrative School
Duration	Nine years, including the pre-vocational year	Four years of primary school Four years of compulsory secondary school or the lower cycle of an academic secondary school One year of pre-vocational school or one-year of domestic science school
11th and 12th Voluntary School Years	With the approval of the education authorities and the school operator	With the approval of the education authorities and the school operator
Key Aspects	Intensive educational support at highly specialised locations in small learning groups	Joint lessons for children and young people, with and without SEN, with intensive support for each child's particular challenges
Curriculum and Assessment	Lessons according to the curriculum set out in the SEN statement	Lessons according to the curriculum set out in the SEN statement
Transfers	Depending on the curriculum, either supported transition to the world of work or transfer to a further compulsory secondary school or academic secondary school, if teaching was carried out according to the curriculum of the compulsory secondary school or academic secondary school and the school requirements for a transfer to upper secondary level have been met.	Depending on the curriculum, either supported transition to the world of work or transfer to a further compulsory secondary school or academic secondary school, if teaching was carried out according to the curriculum of the compulsory secondary school or academic secondary school and the school requirements for a transfer to upper secondary level have been met.

Pre-Vocational School

Preparations for Working Life

Pre-vocational school follows the 8th grade, and consists of one grade. In the 9th or in a voluntary 10th or 11th year of school, students are prepared for later life – especially for working life – by deepening and expanding on general education, comprehensive vocational guidance, obtaining basic vocational training in an optional subject and strengthening their personal and social skills.

The 32 hours of teaching per week are intended to impart **basic professional knowledge and skills** in order to obtain the best possible qualifications for dual training ² and a transfer to secondary schooling. Each school can independently adapt the number of hours per week spent studying the general compulsory subjects and the compulsory elective subject to fit the interests of the pupils and the regional economic structures.

Pupils with special educational needs are taught in an integrated manner based on the curriculum for the pre-vocational year at pre-vocational school.

Career Choice Competence

With regard to developing **Career Choice Competence**, pre-vocational schools focus on providing guidance, recognising personal strengths and weaknesses, comparing professional goals and desires and providing more insight into different working environments.

The **general compulsory subjects** (e.g. professional and everyday life, German and communication, modern foreign language, applied mathematics, political

2 See “Vocational School” Chapter

education, economics and ecology, exercise and sport) provide an in-depth and extended general education.

Basic vocational training is provided in specialist fields (as a bundle of alternative compulsory subjects). These correspond to broad professional fields within business, with the acquisition of basic skills, abilities and knowledge (key qualifications). Competence and work-based learning encourages the students' individual talents and motivation to learn.

Specialisms

There is a choice of **seven specialisms**, divided into two clusters (technology and services), depending on vocational interests and inclinations:

- Metal
- Electrical
- Wood
- Construction
- Trade and Office
- Health, Beauty and Social Affairs
- Tourism

The schools can independently decide to combine subject areas or to offer additional subject fields (e.g. mechatronics) if the professional interests of a sufficiently large group of students and the structure of the regional economy so require.

Since the introduction of a new curriculum in September 2020, the teaching year has been divided into three phases. At the beginning of the teaching year, there is an orientation phase (4 to 8 weeks) and an optional focus phase

(maximum duration until the end of the 1st semester). This is followed by the intensification of basic vocational training in the chosen specialism.

The **orientation phase** at the beginning of the school year gives the pupils the opportunity to get to know all of the subjects offered by the school. The compulsory subject of “professional and everyday life” works in an interdisciplinary and networking manner. In this phase, various tools are used to analyse the interests and potential of the students in order to support their choice of a subject. The choice of career is supported by exploring businesses and professions as part of training workshops and extracurricular institutions, as well as one-day internships (mini-apprenticeships) in companies.

The (optional) **focus phase** supplements the selected specialism with content from up to two other subjects, so that students can gain specific insights into other professional fields and thus gain new perspectives for their career choice.

If they pass the pre-vocational school (at the 9th grade), the students obtain, among other things, the right to transfer to the 1st grade of a school of intermediate vocational education or college of higher vocational education without the need to sit an entrance examination.



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Academic Secondary School

In-depth General Education

The academic secondary schools have the task of providing students with a comprehensive and in-depth general education, while also readying them for university entrance.

The academic secondary school comprises a four-year Lower Cycle and, generally, a four-year Upper Cycle, which concludes with the Reifeprüfung (Matura).

To enter the 1st grade of an academic secondary school,

- students must have successfully completed the 4th grade of a primary school (“very good” or “good” in German, reading, writing and mathematics) or
- must possess a school council evaluation stating that, despite being “satisfactory” in these compulsory subjects, they will most likely meet the requirements of the general secondary school due to their other achievements
- or they must sit an entrance exam.

Forms of Academic Secondary School

Lower Cycle (1st to 4th grade) and Upper Cycle (5th to 8th grade):

- **Gymnasium** with a special focus on languages, humanities and the arts
- **Realgymnasium** with a special focus on natural sciences and mathematics
- **Wirtschaftskundliches Realgymnasium** with a special focus on economics and life skills (including a practical focus)

Only in the Upper Cycle: **Oberstufenrealgymnasium** with a special focus on linguistic, scientific and musical-creative educational content

Special School Forms

- Aufbaugymnasium and Aufbaurealgymnasium (Especially for pupils with a compulsory school leaving certificate, in order to give them a university entrance qualification. This usually applies to those who have successfully completed eight years of primary education. However, these are now used very rarely.)
- Gymnasium, Realgymnasium and Wirtschaftskundliches Realgymnasium for people in employment
- Academic secondary school with musical and sporting focus by aptitude test
- Academic secondary school for linguistic minorities (Slovenian, Croatian, Hungarian)
- Werkschulheim (five years)
- Gymnasien and Realgymnasien with a focus on foreign language teaching (further information at the education authorities).

The education authorities provide information on other special forms (e.g. those with a focus on computer science, natural science, competitive sports) that are carried out as part of school pilot schemes and academic secondary schools with boarding facilities (public and private).

Compulsory Subjects

The following applies to all types of school: From class 6 (10th grade), there are elective compulsory subjects for a total of six (Gymnasium, Oberstufenrealgymnasium) or eight (Realgymnasium) or ten (Wirtschaftskundliches Realgymnasium) hours per week. However, the school can change these periods at its discretion (minimum four hours, maximum ten hours).

Academic secondary schools are permitted to adapt the subjects offered in both the Lower and Upper Cycle within certain limits in line with their situation. They may also adopt their own school curricula.

The Reifeprüfung entitles access to courses at universities, universities of applied sciences and university colleges of teacher education.

For information on the Reifeprüfung, see the “Matura at Academic Secondary Schools and Colleges for Higher Vocational Education” chapter.



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Vocational School

Dual Training

Vocational school is one of the two places of learning for **dual training (apprenticeship)**. The practical training aspect takes place within a company or in a training facility; young people sign an **apprenticeship contract** or **training contract**.

Vocational schools supplement the training received within the company and expand on a student's general education.

Depending on the skilled trade the student is learning, training can last between two and four years, but is generally **three years**. **Apprentices** attend vocational school for the entire length of their training, as school attendance is a compulsory part of the apprenticeship. The lesson hours at the vocational school are part of the working time. While attending vocational school, apprentices receive an apprenticeship income.

Lessons at vocational school are offered:

- **all year round**, i.e. at least one full or at least two half days of school per week;
- **as a course**, i.e. at least eight weeks of constant school, or
- **seasonally**, i.e. only at a particular time of the year.

Skilled Trades

There are around **200 skilled trades** in the following groups of skilled trades:

- Construction
- Office, administration, organisation

- Chemistry
- Print, photo, graphics, paper processing
- Electrical engineering, electronics
- Gastronomy
- Health and personal care
- Trade
- Wood, glass, clay
- Information and communications technology
- Food and luxury foods
- Metal technology and mechanical engineering
- Textiles, fashion, leather
- Animals and plants
- Transportation and warehousing

After completing the apprenticeship, the **Apprenticeship Examination** is taken. This consists of one practical and one theory exam (written and oral). If students have successfully passed the final class of vocational school, the final apprenticeship examination will be the practical exam only.

When students have successfully passed the final apprenticeship examination, the following options are available, amongst others, to obtain **further qualification**:

- Master craftsman examination for a craft, with parts of the examination omitted
- Aptitude test for another regulated trade
- Vocational Reifeprüfung in order to access further studies

Vocational Matura/Apprenticeship with Reifeprüfung

As part of the BMBWF “**Vocational Matura/Apprenticeship with Reifeprüfung**”, apprentices are able to attend preparatory courses for the **Vocational Reifeprüfung** during their apprenticeships. The preparatory courses and exams are free of charge to apprentices.

Individual Vocational Training

Individual vocational training in accordance with §8b BAG (Vocational Training Act) is offered as apprenticeship training with an **extended apprenticeship period** (extension of one or two years) or in the form of a **partial qualification** in a skilled trade.

This is a good way of responding to the individual skills and needs of young people. Individual vocational training is also completed in a training company or training facility and at vocational school.



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School of Intermediate Vocational Education

Vocational Training

Students attend schools of intermediate vocational education for **between one and four years**. Schools of intermediate vocational education with a training period of one or two years provide basic professional training, and those with a training period of three to four years and a leaving examination result in the **completed vocational training**.

You must **successfully complete 8th grade** in order to attend a school of intermediate vocational education.

In some cases, you may need to sit an **entrance examination**. There is no entrance exam if you have successfully attended a pre-vocational school. There is no entrance exam for one or two-year courses at schools of intermediate vocational education or for agricultural colleges.

You must sit an entrance exam if you want to attend a school of intermediate vocational education that has a focus on sports or the arts.

Training in a Variety of Fields

- **Specialist technical, commercial and arts and crafts schools**
(three to four years)
Subjects: Art and design, structural engineering, chemical engineering, electronics and technical informatics, electrical engineering, flight technology, building technology, information technology, interior design and wood technologies, mechanical engineering, mechatronics, media engineering and print management

- **Commercial school** (three years)
 Training for professions in all branches of the economy and administration
 Commercial school for (high) performance athletes (four years)

- **School of business professions** (one, two and three years)
 Training in economic and tourism professions
 Specialisations at the school's discretion, e.g. health and social affairs, nutrition

- **Specialist school of fashion** (three years)
 Training to become a specialist in the fashion and clothing industry
 Specialisations at the school's discretion, e.g. applied management, trade and design

- **Hotel management school, tourism school, hospitality school** (three years)
 Training as a specialist in the hotel and hospitality industry or in spa administration or tourism
 Specialisations at the school's discretion, e.g. gastronomy, sport, cuisine

- **School of social professions**
 - Three-year school for social professions
 - Schools for social care professions (admission only from the age of 17 or 19) with the following focuses: work with the elderly, family work, work with the disabled, support for the disabled; degree at technical level (2 to 3 years) or at diploma level (3 to 4.5 years); also available for working people

- **Agricultural and forestry technical schools** (apprenticeship duration two to four years)
Training to become an agricultural skilled worker
Apprenticeship focus points, e.g. agriculture, rural housekeeping, nutrition and health management, health and social professions
Information is provided by the agricultural school departments of the provincial governments.
- **Technical schools for teaching assistant professions** (three years)
Training to assist with educational and teaching tasks in elementary educational institutions

Further vocational training:

- **Healthcare and Nursing**
 - Training in nursing assistant professions
 - Schools for healthcare and nursing (three years, currently being phased out)
[Health and nursing diploma: from 2024 training at universities of applied sciences in cooperation with clinics and hospitals]
- **Federal sports academy** (three years)
Training for extracurricular sport

Entitlements after Completing a Three to Four-year Course at a School of Intermediate Vocational Education

- Immediate exercise of relevant professional activities
- Access to regulated professions according to the Trade Regulation Act (Gewerbeordnung)
- Access to an add-on course (educational goal of the college of higher vocational education, six semesters, with completion of Reifeprüfung and Diploma Examination; see Post-Secondary VET Courses/Add-on Courses chapter)
- Option to take a Vocational Reifeprüfung in order to obtain the right to study at university
- Crediting of relevant specialist knowledge, skills and already proven knowledge for mandatory examinations in the qualification examination or master craftsman examination
- Exemption from the Business Venture Examination for graduates of most of these schools of intermediate vocational education



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College of Higher Vocational Education

Colleges of higher vocational education provide the following **over the course of five years**

- In-depth **general education**
- **Specific vocational qualifications** as part of a higher-level vocational apprenticeship
- **Practical apprenticeship**

They end with the **Reifeprüfung and Diploma Examination**.

Admission

Students who have **successfully** completed the 4th class of a compulsory secondary school, the 4th class or higher of an academic secondary school or the pre-vocational school up to the 9th grade can attend colleges of higher vocational education. In some cases, you may need to sit an **entrance examination**.

There is an aptitude test at educational institutions for elementary education and educational institutions for social education; there is an entrance exam at colleges of higher vocational education with a sporting or artistic focus.

Colleges of higher vocational education are also provided for **people who work** (as evening schools).

Training in a Variety of Fields

- **Higher technical and commercial educational institutions**

Fields: Art and design, construction technology, biomedical and health technology, chemical engineering, electronics and technical information technology, electrical engineering, flight technology, building technology, graphic and communication design, information technology, information technology, interior architecture and wood technologies, plastics technology, food technology, life science and sport, mechanical engineering, mechatronics, media, media engineer and print management, metallic materials technology, metallurgy and environmental technology, technology in medicine, industrial engineer

- **Higher educational institution for**

- Fashion
- Art and Design
- Product Management and Presentation
- Fashion Design and Product Design

Training to become a qualified specialist in the fashion and clothing industry

Specialisations and focus points at the school's discretion

- **Higher educational institution for tourism**

Training to become a qualified specialist in the tourism industry. Specialisations and focus points at the school's discretion, e.g. third modern foreign language, hotel and gastronomy management, digital marketing

- **Commercial academy**

Training for high-level professions in all branches of business and administration. Training focus: Information technology and information

and communication technology – e-business, management, controlling and accounting, finance and risk management, controlling, business practice and taxes, entrepreneurship and management, international economy, communication management and marketing, logistics management, quality management and integrated management systems, ecologically orientated corporate management, management for ... (at school's discretion)

Special training courses:

- Commercial Academy – Economy and Law (JusHAK)
- Commercial Academy – European and International Business (EuropaHAK)
- Commercial Academy – Industrial Business
- Commercial Academy – Digital Business (DigBiz HAK)
- Commercial Academy – Communication and Media Information (MediaHAK)
- Commercial Academy for High-Performance Athletes
- Commercial Academy for Management and Security
- Commercial Academy with Additional Training from Agricultural College

- **Higher Educational Institution for Commercial Professions**

Training to become a qualified specialist in business, administration – especially in the social, health and cultural sectors – as well as in the hotel, catering and nutrition sectors

Fields: culture and congress management, environment and economy, social management and communication and media design

- **Higher Educational Institution of Agriculture and Forestry**

Training to become a qualified specialist in agriculture and forestry

Fields: agriculture and food, viticulture and fruit growing, horticulture, gardening and landscaping, forestry, agricultural engineering, food and

biotechnology, environmental and resource management, information technology in agriculture

- **Educational Institution for Elementary Education**

Training to become a kindergarten teacher. Additional training opportunities: after-school teachers, integrative elementary education

- **Educational Institution for Social Education**

Training to become a social education worker in after-school care centres and socio-educational institutions for children and young people and in extracurricular youth work

Entitlements after Completing a Course at a School of Intermediate Vocational Education

- **Studies** at universities, universities of applied sciences and university colleges of teacher education
- **Recognition** of relevant knowledge at Austrian universities of applied sciences and universities
- Access to legally **regulated professions** according to the Trade Regulation Act (Gewerbeordnung)
- Access to a regulated profession in another **EU member state**, for which the successful completion of a college or university education of (up to) four years is required for admission to the profession.
- Application for the **qualification designation** of engineer from the Federal Ministry for Digital and Economic Affairs or from the Federal Ministry for Sustainability and Tourism for graduates of most of the higher technical educational institutions, the commercial academy for digital business and higher agricultural and forestry educational institutions.

- Waiving of the **Business Venture Examination**

For the Reifeprüfung and Diploma Examination, see chapter “Matura at Academic Secondary Schools and Colleges of Higher Vocational Education”.



www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem >
Die Schularten

> Themen > Schule > Schulpraxis > Die Zentralmatura

www.berufsbildendeschulen.at

Matura at
Academic
Secondary
Schools and
Colleges of
Higher
Vocational
Education

Centralised Matura

The standardised, competency-based Reifeprüfung or Reifeprüfung and Diploma Examination (Centralised Matura) creates a level playing field for all pupils.

The Objectives of the Reifeprüfung (at Academic Secondary School) and the Reifeprüfung and Diploma Examination (at Colleges of Higher Vocational Education)

- Standardised basic competences
- Guidance on competencies
- Objectivity through standardised tasks and standardised assessment criteria
- Comparability and transparency of school performance and school qualifications
- Increasing the significance of final exams
- Europe-wide comparison of degrees

Exam Basis

The exam consists of three individual sections:

Pre-academic Thesis (Academic Secondary School) or Diploma Thesis (College of Higher Vocational Education)

The **topics** or tasks of the pre-academic thesis or the diploma thesis are determined by the schools. This means the individual interests and talents

of the students can be specifically supported and represented. School focus points are also taken into account.

- At academic secondary schools, all pupils write a **pre-academic thesis** on a subject of their choice. The piece is then presented and discussed before the examination board.
- At colleges of higher vocational education, all pupils write a **diploma thesis** on a professional or occupational issue of practical relevance, normally on behalf of or in cooperation with a company. The piece is then presented and discussed before the examination board.

Written Examination

Students choose whether they want to take three written and three oral exams or four written and two oral exams.

In the **written** examination, all pupils throughout Austria take the exam in the standardised subjects simultaneously and receive standard assignments (language of instruction, mathematics, foreign languages). They all receive the same tasks. Depending on the type of school, non-standardised written exams are also taken.

- At academic secondary schools, German, mathematics and a modern foreign language are mandatory. Another exam can also be chosen depending on the type of school. There is a choice of other foreign languages and specialising subjects, in which school tests are also provided depending on the type of school.
- At colleges of higher vocational education, due to the contents of the curriculum, the written assignments are **vocational** in the foreign languages and **practical** in mathematics.

The oral **compensatory exam** offers pupils the opportunity to cancel out a negative mark of the written exam. This test is also set centrally in the standardised subjects.

Teachers **correct and assess the written examinations** using a correction and assessment key. The results are presented to the examination chairperson for inspection and confirmation.

Oral Exam

The focus of the **oral examinations** can be adapted to the **focal points of the training**. This means the assignments are not set centrally. Instead, they remain the responsibility of the teachers at each individual school.

The **Vocational Reifeprüfung** is also carried out according to the format of the standardised Reifeprüfung/Reifeprüfung and Diploma Examination.



www.bmbwf.gv.at

> Themen > Schule > Schulpraxis > Die Zentralmatura

www.bmbf.gv.at/ahs

www.diplomarbeiten-bbs.at

www.ahs-vwa.at/schueler

Education
until 18

The goal of the initiative “AusBildung bis 18” (Education until 18), based on the Ausbildungspflichtgesetz 2016 (Compulsory Education or Training Act 2016), is for all young people to remain in education or training until the age of 18. This means that young people must complete further training after fulfilling general compulsory schooling, and are thus better prepared for the **professional demands of the future** than before. The main aim is to reach those young people who need support finding a suitable training course.

Education and Training which Meet the Training Obligation up to the Age of 18

- **Attending a secondary school**

Academic secondary school, school of intermediate vocational education or college of higher vocational education and private school, general or advanced school of healthcare and nursing, schools for social care professions, school for child and youth welfare, college for medical assistant professions, school for the medical/technical specialist service, school for agriculture and forestry

- **Apprenticeships**

This includes apprenticeships, extended apprenticeships, partial qualifications and inter-company training

- **Training in a healthcare profession**

Training to become a dental assistant, medical masseur, massage therapist, care assistant, paramedic and emergency paramedic

- **Training in a social care profession**

Training as a qualified social worker, as a specialist social worker and as a home helper

- **Participation in a recognised course that prepares participants for further schooling or training**

An outlook plan or support plan drafted by a Youth Coaching facility or

the Public Employment Service (AMS) must be available that documents the benefit of this service for the young person

- **Participation in a language course for young people who need special support with the German language**

Exclusively attending a language course is only permitted if this is included in the outlook plan or support plan

- **Participating in a service for young people who require support that makes integrating young people into the labour market easier**
- **Participation in services and programmes of extracurricular youth work that makes integrating young people into the labour market easier**

An outlook plan or support plan must be prepared alongside this

- **Attending schools or training programmes abroad**

These must be at least equivalent to comparable Austrian schools or training programmes, or not offered in Austria, and this must not put the young people at a disadvantage

- **Participation in commissioned or non-commissioned officer training**
Participation in a training service or an employment relationship with the armed forces



www.ausbildungbis18.at

www.koordinationsstelle.at

www.neba.at/jugendcoaching

Post-Secondary
VET Course/
Add-on Course

Post-Secondary VET Courses

Post-secondary VET courses offer two-year high-quality vocational training; if you are already working, this will take two or three years. You must have a Reifeprüfung (or Higher Education Entrance Exam or vocational Reifeprüfung) for this course.

Post-secondary VET course training corresponds to the educational goal of the college of higher vocational education or educational institution and concludes with a diploma examination. Graduates obtain the vocational qualifications from the corresponding college of higher vocational education.

- Post-secondary VET courses at **technical and commercial educational institutions:** Structural engineering, chemical engineering, electronics and technical informatics, electrical engineering, building technology, information technology, interior design and wood technologies, art and design, mechanical engineering, mechatronics, media engineering and print management, industrial engineers
- Post-secondary VET courses at **people-facing vocational schools:** Tourism, economic professions, fashion, artistic design
- Post-secondary VET courses at **commercial academies:** entrepreneurship and management; finance and risk management; management, controlling and accounting; international trade; digital business; communication and media informatics
- Post-secondary VET courses at **educational institutions for elementary education** or **educational institutions for social education**

Add-on Courses

An add-on course lasts two to three years and offers the educational objective of a college of higher vocational education. To enrol on an add-on course, you must have successfully completed a technical college course or a preparatory course (in the same or a related specialisation). The add-on course, like the college of higher vocational education, offers high-level vocational training and concludes with a **Reifeprüfung and Diploma Examination**. Graduates obtain the vocational qualifications from the corresponding college of higher vocational education.

Some add-on courses are also offered to working people.

- Add-on courses at **technical and commercial schools**: structural engineering, chemical engineering, design, electronics and technical computer science, computer science, building services engineering, mechanical engineering, mechatronics, electrical engineering, interior architecture and wood technology, media engineers and print management
- Add-on courses at **people-facing vocational schools**: tourism, economic professions, fashion
- Add-on courses at **agricultural and forestry schools**: agriculture, forestry, agriculture and nutrition
- Add-on courses at **commercial schools**: management, controlling and accounting; communication management and marketing; finance and risk management
- Add-on courses at **educational institutions for elementary education**



www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem >
Die Schularten

www.berufsbildendeschulen.at

Worldwide Teaching

International Mobility Programmes for Students and Teachers around the World

The Federal Ministry of Education, Science and Research promotes international cooperation in the area of education through a range of short-term and long-term mobility programmes for students and teachers under the “Worldwide Teaching” brand. The aim of any overseas deployment is to make teachers stronger in their educational and technical expertise by way of international experience. The focus is on intercultural competence and **global learning**, dealing with **diversity and multilingualism** and promoting innovative thinking. Mobility programmes retrospectively contribute to broadening horizons and making the Austrian educational landscape more international.

The Foreign Language Assistant Programme

The **foreign language assistant programme** offers all Austrian students and young graduates the possibility to support German teaching on location, to acquire teaching experience abroad and to develop their own foreign language skills on the basis of bilateral agreements with eleven countries. In return, students from the partner countries enrich foreign language teaching as assistants at around 800 schools in Austria.

The Austria School Network

The educational programmes within the **Austria School Network** create synergies in the areas of culture, economy and development policy and have great potential for expanding the skills of Austrian teachers.

In total, the Austria School Network consists of eight Austrian international schools and twelve further schools with ties to Austria (bilingual schools and cooperation schools) and offers both the possibility of a short-term posting and a longer stay abroad lasting several years.

Austrian International Schools

Teachers with a permanent employment contract at an Austrian school can be seconded to an **Austrian School Abroad (ÖAS)** in Budapest, Prague, Istanbul, Guatemala City, Shkodra, or Querétaro for two to eight years. The only exception is the Austrian International School in Liechtenstein, which appoints its own teachers. The teaching at Austrian international schools is based on the current curriculum for the respective Austrian school type, taking into consideration the country-specific curricular requirements. The schools are attended primarily by students of the host country, i.e. Austrian teachers teach their subject in German to students whose native language is not German. This requires a great deal of flexibility and the willingness to engage in new teaching methods. The Austrian international schools cover a wide range of different Austrian school types, from primary school to compulsory secondary school to academic secondary school and colleges of higher vocational education, such as the commercial academy in Istanbul/Turkey or the higher technical college in Shkodra/Albania. What all schools have in common is the great importance placed on language teaching, especially language-sensitive teaching in a multilingual environment that encompasses all subjects.

Interested teachers from academic secondary schools and colleges of higher vocational education can apply for any of the Austrian International Schools. Primary school and secondary school teachers may work at the Austro-Hungarian European School in Budapest, at the Instituto Austriaco Guatemalteco in Guatemala City, and at the Colegio Austriaco Mexicano in

Querétaro. A detailed list of all Austrian international schools is available at: www.weltweitunterrichten.at

Short-term Postings for Teachers

The Federal Ministry of Education, Science and Research offers all teachers working at Austrian schools the opportunity to gain teaching experience abroad for 1–2 weeks during the school year as part of various short-term programmes. Whether a work placement in France or Spain or an internship in the Austria School Network, all programmes provide an insight into the host school and other local educational institutions. At the same time, they teach German as a pluricentric language at their host schools.

Culture and Language

The “**Culture and Language**” programme offers various forms of international cooperation in German as a Foreign Language and Austrian Regional Studies through further education and networking events in German as a Foreign Language. The target group is made up of German students and teachers in Austria and worldwide.



www.bmbwf.gv.at

> Themen > EU/Internationales > Internationale Mobilität >
Weltweit unterrichten

www.weltweitunterrichten.at

Higher Education

University

University of Applied Sciences

University College of Teacher Education

Private Higher Education Institution and

Private University

In principle, **there is free access to higher education in Austria.** This means that anyone who has passed the Matura, the Vocational Reifeprüfung or a Higher Education Entrance Exam or who has obtained the so-called “general university entrance qualification” through recognition of relevant foreign qualifications can also study for a university degree. At universities of applied sciences, there is also the option of being admitted to a Bachelor degree with a relevant professional qualification and additional examinations.

In many subjects you have to complete an admissions process to gain admission to the course.

However, in many fields of study, admission regulations apply, in which **aptitude or selection examinations or admission procedures** have to be completed before you are actually admitted to the course. In particular, prospective students must prove their previous knowledge (e.g. being able to play a certain instrument) or their (physical, artistic or technical) aptitude to gain admission to artistic or sports science courses of study.

While admission procedures are generally provided at universities of applied sciences and at many private universities, this is only the case at public universities in certain fields of study, such as admission to human medicine, dental medicine, veterinary medicine or psychology. In addition, there is a group of subjects for which admission procedures are only carried out at public universities if more prospective students register for them than there are places. Multi-stage admission and aptitude assessment procedures are carried out for all teacher training courses at universities and colleges of education.

Bachelor, Diploma, Master and Doctoral Programmes

Most university courses are based on the so-called “Bologna structure” as a three to four-year **Bachelor degree** (180 to 240 ECTS credits/ECTS-AP)³ and a one to two and a half year **Master degree** (60 to 120 ECTS credits). The Bachelor degree provides scientific, artistic or scientifically-based professional training and qualification in the relevant subject area and leads to the academic degree of “Bachelor”. Depending on the faculty, Master programmes provide further deepening of knowledge and specialisation and conclude with a Master degree or the title of “Diplomingenieur”.

In addition, there are studies that are offered as **Diploma Studies**. They usually last eight to twelve semesters and are usually divided into two or three sections. Their completion entitles you to acquire the degree of “Magister”, “Magistra” or “Diplomingenieur/in”.

Anyone who wants a career in science must pursue a **Doctoral or PhD degree** after completing their diploma or Master degree.

3 **ECTS credits (ECTS-AP)** are “European Credit Transfer System Points”. This is the way that universities in Europe assess the level of academic achievement. For one ECTS credit point, a workload of 25 hours is usually required; the curricula provide for coursework to the extent of 30 ECTS-AP per semester.

University

If you study at a university, you will get to know your chosen subject in all of its academic breadth. For this reason, universities are also characterised by the fact that the scientists who conduct research at a university are also responsible for university teaching. It is researchers who teach the students, and it is the students who do some of the research as part of their courses and examinations.

Universities in Austria offer **basic courses such as diploma and Bachelor courses** as well as **Master and doctoral or PhD programmes that build on them.**

They range from humanities and cultural studies, engineering and artistic studies, teacher training courses for the secondary level of general education in cooperation with the universities of teacher education to medical, natural science, law, social and economic science and theological studies.

A major focus of universities is on training young scientists. This takes place within the framework of doctoral or PhD studies, which can only be offered by universities – albeit in cooperation with other universities such as the teacher training colleges or the technical colleges.

A distinction is made between **public universities** and **private universities**, depending on the type of institution and their funding.

There are currently 22 state universities and 16 private universities in Austria (as of May 2021).



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Universitäten

www.studienwahl.at

www.studiversum.at

University of Applied Sciences

Those who study at a university of applied sciences receive practical and application-focused training at university level that prepares them for the demands of professional life. Universities of applied sciences offer Bachelor and Master programmes. University of applied sciences Bachelor degree programmes include at least one compulsory internship, which often also provides a way to launch a career.

The **21 universities of applied sciences** in Austria offer a wide range of courses in the fields of technology and engineering, economics, social affairs, health sciences, natural sciences, design and safety sciences. Around half of the courses offered can be studied on a part-time basis. Completing a degree at a university of applied sciences also enables you to pursue further studies at another higher education institution, university or private university. If you complete a UAS Bachelor degree in medical-technical services (physiotherapy, occupational therapy, biomedical analysis, speech therapy, orthoptics, radiological technology) of health and nursing and midwives, the professional qualification in the respective profession is acquired immediately.

Together with a (public) university, universities of applied sciences can also offer doctoral or PhD programmes. These are known as “cooperative doctoral programmes”.



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem > Fachhochschulen

www.studienwahl.at

www.studiversum.at

University College of Teacher Education

At the university colleges of teacher education throughout Austria, training for **primary level teaching** and **secondary level teaching** (vocational training or general education, the latter in close cooperation with the universities) is offered, which – as at all higher education institutions is divided into Bachelor and Master degrees. However, the Bachelor degree lasts four years and comprises a uniform 240 ECTS-AP, the Master degree lasts – depending on the age range – between one and two years with 60 to 120 ECTS-AP. In teacher training, a distinction is made according to age ranges (primary or secondary level, general education or vocational training) and not according to type of school.

The training of teachers for Religion as a school subject takes place at private (confessional) university colleges of teacher education. The qualification for teaching as well as the support and encouragement of pupils with impairments or disabilities, both in separate (schools of special needs) and in integrative

settings (e.g. integration classes) of the respective age range, is acquired with the focus point (primary level) or the specialisation (secondary level general education) of “Integrative Education”.

Professional Induction for all Graduates of a Teacher Training Course

All graduates of teacher training courses are supported by mentors and introduced to the teaching profession as part of a one-year “induction phase”.

In total there are 14 university colleges of teacher education in Austria.

The Various Teacher Training Courses

Primary Level Teaching Qualification

If you want to become a teacher at a primary school, you have to complete the “Primary Level” teacher training course. A focus must be selected which is also to be offered in the Integrative Education degree. Different areas of focus and specialisation options are offered depending on the region.

The “primary level” teacher training course is a four-year Bachelor degree (240 ECTS-AP), which is followed by a Master degree (at least 60 ECTS-AP) lasting at least one year.

Secondary Level General Education Teaching Qualification

Anyone wishing to become a teacher at a compulsory secondary school or a Gymnasium (an academic secondary school) must complete the “Secondary Level General Education” teaching degree. The special feature here is that you study at the public university and at the university college of teacher education at the same time. To this end, they have come together to form regional associations in Austria.

The “Secondary Level General Education” teacher training course is a four-year Bachelor degree (240 ECTS-AP), followed by a two-year Master degree (180 ECTS-AP).

Secondary Level Vocational Education Teaching Qualification

If you want to become a teacher at a school of intermediate vocational education or a college of higher vocational education, you have to complete the “Vocational Education” teacher training course. In order to be admitted, special requirements must be met depending on the subject area/specialisations:

- Practical Reifeprüfung or Diploma Examination at a relevant college of higher vocational education or
- the Matura at an academic secondary school plus the completion of an apprenticeship relevant to the desired course or
- successful completion of a relevant master craftsman’s examination or an equivalent relevant qualification

All subjects require the completion of a relevant period of work experience of at least three years.

The “Secondary Level Vocational Education” teacher training course is a four-year Bachelor degree (240 ECTS-AP), followed by a one-year Master degree (60 ECTS-AP) (this is optional in some specialisations).



www.bmbwf.gv.at

> Themen > Schule > Für Pädagoginnen und Pädagogen >
Pädagogische Hochschulen

www.studienwahl.at

www.studiversum.at

Private Higher Education Institution and Private University

Private higher education institutions and universities are private institutions that offer further studies. They decide for themselves to what extent and in what amount tuition fees are to be paid. A **private university** is characterised by a higher intensity of research and the fact that it also offers the opportunity to complete a doctoral degree. That is why every private higher education institution can also become a private university.

Currently (as of May 2021) there are **16 private universities** in Austria, but as yet no private higher education institution according to the new legal provisions (only in force since January 1, 2021). The courses offered at private universities range from social sciences and economics, law, medicine and theology to art and music.



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Privatuniversitäten

www.studienwahl.at

www.studiversum.at

Erasmus+

Lifelong Learning

Erasmus+ is the most successful and most popular programme of the European Union. It has already defined an entire generation. For over 30 years, Erasmus+ has enabled people from across Europe and beyond to gather life-enriching experience and acquire valuable skills. The EU will provide over 26 billion euros for Erasmus+ until 2027. This should reach more than ten million people.

Based on the **principle of lifelong learning**, the EU Erasmus+ programme covers the full range of education: general education, vocational education, higher education and adult education. Furthermore, youth exchange projects and measures in the field of sport are funded.

At its heart is always the idea of European and international exchange and getting to know one another across borders. Erasmus+ provides the opportunity to study, learn, teach, complete an internship or collaborate internationally in another European country. The programme enables the **mobility of students, pupils, apprentices, teachers for further training, educators and general school and university staff**. Virtual mobilities are also possible.

Erasmus+ also promotes networking between schools, vocational training and continuing education institutions, higher and adult education institutions, youth organisations and businesses.

Learners improve their technical, linguistic, social and intercultural skills through an overseas experience or a cross-border project. The programme promotes the **exchange of knowledge and experience** through educational methods and improves the technical and linguistics skills of teachers. In addition, it creates greater awareness of a common Europe and a deeper understanding of social, linguistic and cultural diversity.

Apart from the EU Member States, Erasmus+ also covers Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey; other countries can also participate in certain programmes. In this way, it is possible to become mobile worldwide in university education and vocational training.

OeAD-GmbH is the Austrian national agency for Erasmus+. It advises and supports all interested individuals and institutions.



www.bmbwf.gv.at

> Themen > EU/Internationales > Erasmus+

www.erasmusplus.at

Adult Education

Adult education in Austria consists of a **variety of educational organisations** with different objectives and educational opportunities. The **training** ranges from general education, basic education and remedial training, education qualifications as part of second-chance education, vocational offerings, to management classes and courses for personal development, through to university courses and university education. The development and implementation of adult and target group-appropriate offers as well as high-quality educational and career counselling are essential for participation and the success of further training.

Schools for People in Employment and Tertiary Continuing Education

People who have already started their careers or have completed vocational training have the opportunity, in addition to their professional activity, to acquire appropriate educational qualifications in the form of needs-based teaching offers. The offer ranges from academic secondary schools or schools of intermediate vocational education or colleges of higher vocational education for working people to add-on courses, post-secondary VET courses and academies. In addition, there are **further education opportunities** at universities and universities of applied sciences – the latter also have UAS degree programmes for working people.

Organisations

Organisations of adult education funded by the Federal Ministry of Education, Science and Research, such as adult education centres, vocational training institutes, business development institutes and a number of non-profit regional adult education organisations offer general education, vocational **training and**

continuing education measures. An important task of adult education is the development and implementation of an adult-orientated and target-group adjusted programme, and the high-quality educational and vocational guidance to enable access to lifelong learning by way of educational information/advice, provision of basic training, acquisition of educational qualifications, etc.

Special support programmes such as *Bildungsberatung Österreich* and *Initiative Adultbildung* provide counselling and educational offers for basic education and for catching up on compulsory schooling free of charge.

The aim of the adult education initiative is to provide better access to the labour market and to support social integration. Young people and adults living in Austria, regardless of their origin and educational background, are able to acquire basic skills free of charge even after completing their schooling.

Courses

Courses to prepare for the **compulsory school leaving certificate, the vocational Reifeprüfung, the external student Reifeprüfung and the Higher Education Entrance Exam** are offered in adult-friendly formats by adult education organisations throughout Austria.

As part of the vocational Reifeprüfung, three out of four partial exams can be taken in adult education institutions with recognised courses in preparation for the vocational Reifeprüfung.

Courses for the compulsory schooling examination are also offered in an adult-friendly format at adult education organisations. Examinations are to be taken in a maximum of six competence fields (four compulsory subjects and two out of four elective subjects); a maximum of five exams can be taken as part of

recognised courses in preparation for the compulsory school leaving exam. The traditional forms of external exams for the completion of certificates of the compulsory secondary school remain in place.



www.bmbwf.gv.at

> Themen > Erwachsenenbildung

www.erwachsenenbildung.at

School
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School Psychology – Psychological Counselling Sessions for Students, Teachers and Legal Guardians

- Increased learning and motivation
- Confidence and coping skills
- Exam confidence
- Good future prospects
- Psychosomatic well-being
- Educational advice
- Perspectives and guidance
- Calming situations at home
- Referrals in the case of experiences of violence and protection
- Overcoming crisis situations

School psychology services are available nationwide as a psychological counselling facility for the education authority for students, teachers, legal guardians and managers in the Austrian school system. There are counselling centres in all educational regions. The use of school psychology services is voluntary, free and confidential.

How does the counselling process work?

You can contact us by phone or email. An appointment is then made for a detailed consultation with a school psychologist. The counselling session can take place in person at the counselling centre or at school, online or by phone.

Nationwide telephone hotline (free & confidential): 0800 211320

In addition to individual counselling, educational psychology also coordinates and supports psychosocial counselling support from other specialists in the school sector, such as student advisers and educational advisers.



Contact details of the counselling centres

www.schulpsychologie.at

Information about Student and Educational Counselling

www.schulpsychologie.at/schuelerberatung

Further Information

Educational Psychology Counselling in the Federal Provinces

Burgenland

www.bildung-bgld.gv.at > Service > Schulpsychologie

Carinthia

www.bildung-ktn.gv.at > Service > Schulpsychologie

Lower Austria

www.bildung-noe.gv.at > Schule und Unterricht > Schulpsychologie

Upper Austria

www.bildung-ooe.gv.at > Schulpsychologie

Salzburg

www.bildung-sbg.gv.at > Service > Schulpsychologie

Styria

www.bildung-stmk.gv.at > Service > Schulpsychologie

Tyrol

www.bildung-tirol.gv.at > Service > Schulpsychologie

Vorarlberg

www.bildung-vbg.gv.at > Service > Schulpsychologie

Vienna

www.bildung-wien.gv.at > Service > Schulpsychologie

Schulinfo at the Federal Ministry of Education, Science and Research

www.bildung.bmbwf.gv.at > Themen > Schule > Beratungsangebote > Schulinfo
schulinfo@bmbwf.gv.at

Hotline

081020/5220

School Service Points in the Federal Provinces

www.bmbwf.gv.at > Themen > Schule > Beratungsangebote > Schulinfo > Schulservicestellen in den Bundesländern

Educational paths after 8th grade

www.schulpsychologie.at/inforat

Educational paths after the Matura

www.schulpsychologie.at/key2success

Career guidance

“ibobb information: information, advice and guidance on learning and work”
portal: portal.ibobb.at

Career information centres

Provided by the Employment Service or the Economic Chambers in all Federal Provinces

www.ams.at/berufsinformation

www.wifi.at/karriere/bildungsberatung

Educational guidance for adults

Information and addresses of educational guidance centres at

www.erwachsenenbildung.at or www.bib-atlas.at

Broschüre erhältlich unter
pubshop.bmbwf.gv.at

auch in folgenden Sprachen:

Albanisch

Arabisch

Bosnisch/Kroatisch/Serbisch

Dari

Deutsch

Polnisch

Rumänisch

Russisch

Slowenisch

Türkisch

Ungarisch