

Educational Paths

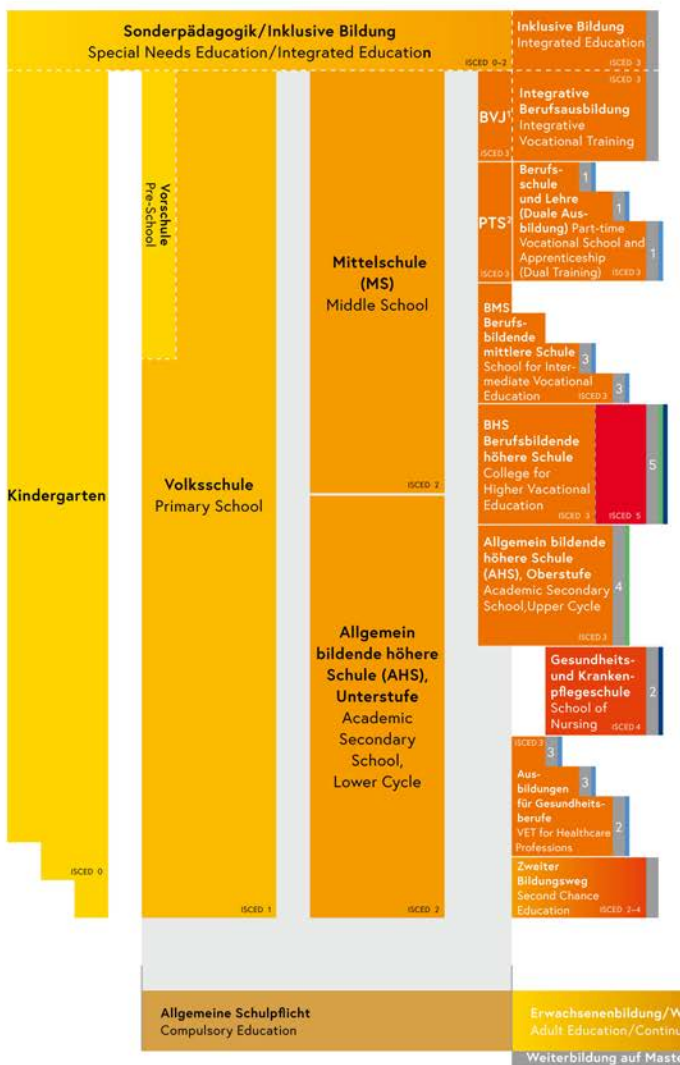
in Austria 2020/21

Englisch

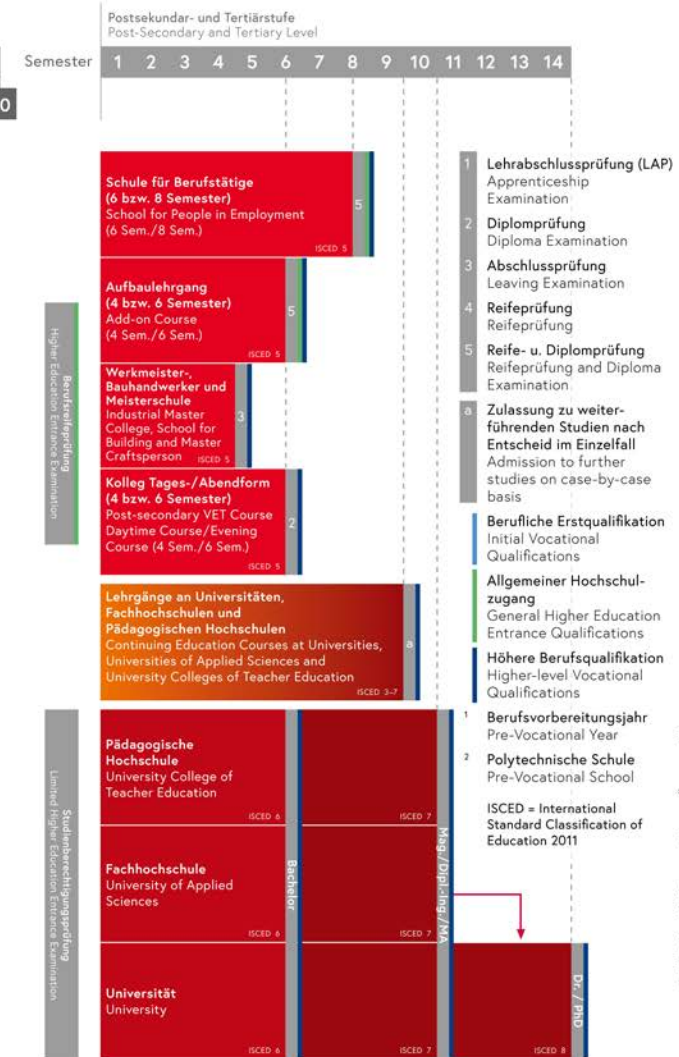


The Austrian Education System

Schulstufe Grade	Primarstufe Primary Level				Sekundarstufe I Lower Secondary Level				Sekundarstufe II Upper Secondary Level						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Alter Age	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20



Bundesministerium Bildung, Wissenschaft und Forschung



Introduction

The folder “Educational paths in Austria” offers an informative overview of the entire Austrian education system, ranging from elementary to vocational education and to worldwide teaching, universities and adult education.

“Educational paths in Austria” is also available in German, Turkish, Bosnian/Croatian/Serbian, Russian, Arabic and Dari. The graphic it contains provides an instant overview of the individual stages in the Austrian education system.

The individual chapters are intended as a source of initial information on specific topics; links that take you to further details can be found at the end of each chapter.

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Kindergarten

Elementary educational
institutions

Models of guidance

Elementary educational institutions – such as kindergartens – are the first educational institution in children’s lives in which **the development of children is promoted** in a holistic way, taking into consideration their age, individual needs and abilities. Attending an elementary educational institution is intended to give children the best possible start to their educational career while at the same time increasing their educational opportunities.

The term elementary educational institutions refers to a wide range of federally regulated models of support. On the one hand these include institutions for children up to the age of three, such as crèches or toddlers’ rooms and on the other hand kindergartens attended by children from three to six years of age. Furthermore, there are mixed-age institutions such as children’s homes or children’s groups. The designations for the various models may vary from province to province. Another option alongside elementary educational institutions is for support and supervision to be provided by day-care staff, who mostly take care of the children on private premises.

Registration for an elementary educational institution

Early registration for a place at an elementary educational institution is recommended. More information is available at the following link: www.oesterreich.gv.at > Geburt > Behördenwege

Half-day, non-contributory, compulsory attendance

Children who have reached the age of five by 31 August of the year in question are required to attend suitable elementary educational institutions for at least **four days per week for a total of 20 hours**.

The non-contributory nature of this attendance does not include the provision of meals or participation in special offers. Elementary educational institutions are to be categorised as such if they are able to demonstrate that they provide language support in German as the language of education.

Compulsory attendance continues until the 31 August after the child has turned six years of age. Children who attend school earlier than required are exempt from compulsory attendance.

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

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

At the same time, such a request may be lodged upon fulfilment of the attendance requirement of a child if the child is home educated or supervised by daycare staff, although this is only possible if there

is no need for support in German as the language of education and the fulfilment of the educational tasks and values-based education is guaranteed in accordance with Article 3 of the agreement pursuant to Art. 15a B-VG between the Federal Government and the Provinces on elementary teaching for kindergarten years 2018/19 to 2021/22.

Early language support

Suitable elementary educational institutions must promote the language **skills of the children** from the outset, with the promotion of and focus on German as the language of education taking place in any case when starting school as of the age of four. These skills are verified by means of a nationally standardised language proficiency assessment from the age of three in elementary educational institutions as well as by the school during the course of enrolment. In order to ensure consistent language promotion, information is exchanged between the suitable elementary educational institutions and the compulsory schools attended.

Information online:

www.bmbwf.gv.at

> Themen > Elementarpädagogik

Primary School

All children permanently residing in Austria are subject to general **compulsory education** which lasts for nine years.

Registration (school enrolment)

Children reaching the age of six prior to 1 September or on 1 September of a given year are required to attend school from September of the respective year on and must be registered at a primary school by their parents or legal guardians.¹ **Pupil enrolment** takes place in January/February and secures a school place for the child, preferably at the school where the enrolment takes place, or at a nearby school if the number of enrolments exceeds the capacity of the school site. The school place is allocated via the school or by the competent education authority.

At the time of school enrolment, the child's readiness for school will be determined using a standardised test procedure. Information received from the kindergarten will be considered. Skills in the language of instruction will also be determined with a specified test procedure. Children who are unable to follow lessons due to a lack of German language skills will receive tuition in German classes or courses.

A child is said to be **ready for school** if it can be assumed that they are able to follow the lessons

1 If the child is born before the date indicated as the date of birth on the Mutter-Kind-Pass (Mother-child health passport), then, at the request of the legal guardians, this date will be used to determine the start of general compulsory schooling instead of the date of birth. Such a request must be made during school enrolment upon presentation of the Mutter-Kind-Pass (Art. 2 (2) Compulsory Schooling Act).

of the first grade without being overwhelmed physically or mentally. School-age children who are not ready for school are entered into the pre-school level.

Information about full-day care arrangements in compulsory schools is available from the competent education authorities.

Registration at private schools

When registering at private schools, it is recommended that you get in touch with the relevant school administration prior to 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.

Attendance of the pre-school level

Pre-school attendance can take place in separate pre-school classes or together with grade 1 or grades 1 and 2 classes or in multi-grade classes.

Early admission to school

Children who will reach six years of age by 1 March of the next calendar year, and are thus not yet subject to compulsory education, but are ready for school and have the required social skills, may be enrolled in the first grade early at the start of the school year. The prerequisite is the successful completion of the test for school maturity and a written request by the parents or legal guardians to the school administration.

Performance evaluation

Up to and including the first semester of the 2nd grade, the parents or legal guardians can choose between **numerical grading and an alternative performance evaluation** by resolution of the class forum. Numerical grading is obligatory as of the annual report of the 2nd grade. Evaluations or discussions are held between the child, its parents and teachers in order to determine the child's learning progress and achievement of learning goals.

Transfer to a secondary school

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. in the context of a parents' evening).

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische
Schulsystem > Die Schularten

Middle School

In the school year 2020/21, the Middle School replaced the New Secondary School as the compulsory school for 10 to 14 year-olds. All primary school pupils can attend a Middle School after successfully completing primary school.

The Middle School curriculum

The Middle School curriculum combines the traditional high expectations of the Academic Secondary School, Lower Cycle, with a new learning and teaching culture. The **potential and talents of the children** are paramount. Educational guidance and counselling establish an optimal basis for a later decision on future learning and career paths.

Apart from the special forms of the Middle Schools for music and sport, the Middle School curriculum has four possible **focus areas**:

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

Moreover, further autonomous priorities can be chosen from at the respective school locations.

Numerous Middle Schools offer full-day care arrangements. Information about these is available from the competent education authorities.

Performance evaluation and further educational and career paths

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

An evaluation according to the **Standard Academic Secondary School** educational objectives corresponds to the evaluation at the Academic Secondary School, Lower Cycle, and is mentioned in the school report. If performance according to the minimum requirements of **Standard Academic Secondary School** educational objectives is no longer positive, it will be assessed in accordance with the requirements of the **Standard** educational objectives after all available 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.

Numerous differentiating measures will be used, based on the school’s own decision, to support and promote pupils on their educational path wherever possible.

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 as well as decisions on educational and career paths are dealt with at the regular pupil-parent-teacher meetings.

Successful completion of the Middle School entitles pupils to attend a Pre-Vocational School, an Academic Secondary School (upper cycle), a School for Intermediative Vocational Education or a College for Higher Vocational Education, depending on the educational targets achieved.

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem > Die Schularten

Academic Secondary School

Academic Secondary Schools (AHS) comprise a four-year lower level as well as a four-year upper level and conclude with the upper secondary diploma (Matura).

The Reifeprüfung certificate entails the entitlement to study at universities, universities of applied sciences, university colleges of teacher education and other colleges.

The prerequisite for entry into the 1st grade is the successful completion of the 4th grade of a primary school (“very good” or “good” in the subjects German, reading, writing and mathematics) or the evaluation of the primary school committee that it is highly likely for the pupil to meet the requirements of the academic secondary school in spite of the grade of “satisfactory” in these compulsory subjects, or by way of an entrance exam.

Types of Academic Secondary Schools

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 in practical terms)

Compulsory subjects

For all: 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 volume may be changed in the scope of school autonomy (minimum four hours, maximum ten hours).

Academic Secondary Schools are permitted to adapt the subjects offered in both the lower and upper cycle in accordance with their situation within certain limits (school autonomy). They may also adopt their own autonomous school curricula.

Special school forms:

- Academic Secondary School with musical and sporting focus by aptitude test
- Aufbaugymnasium and Aufbaurealgymnasium
- Gymnasium, Realgymnasium and Wirtschaftskundliches Realgymnasium for professionals
- Academic Secondary School for linguistic minorities (Slovenian, Croatian, Hungarian)
- Werkschulheim
- Gymnasien and Realgymnasien with a focus on foreign language teaching (further information at the education authorities).

The education authorities provide information about other special school forms in the scope of school trials (e.g. focus on computer science, natural science, performance sports, etc.), as well as Academic Secondary Schools with boarding facilities (public and private).

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem > Die Schularten

as well as

> Themen > Schule > Schulpraxis > Die Zentralmatura

Pre-Vocational School

Pre-Vocational School follows the 8th grade, and includes another grade. In the 9th or voluntary 10th year of school, pupils are prepared for life, and especially for their working life, by way of further general education, professional guidance and basic vocational training. An **orientation** period at the beginning of the school year and professional guidance as a principle of teaching provide a range of opportunities for learning more about the world of work. The choice of career is supported by exploration of businesses and professions in the scope of training workshops and extracurricular institutions, as well as one-day internships (mini-apprenticeships) in companies.

Basic vocational training is offered in specialised areas (elective compulsory subjects). They correspond to broad occupational fields in the economy, for which basic skills, abilities and knowledge (key skills) are acquired. Action and work-based learning encourages the individual talents and learning motivation of the pupils.

There is a choice of **seven areas** according to vocational interests and inclination: metal, electrical, wood, construction, trade/office, services and tourism. Within the framework of school autonomy, new areas (e.g.: mechatronics, health/social affairs) can be provided.

An in-depth general education is provided in the **general compulsory subjects** (e.g.: professional guidance and life skills, politics and economics, German, modern foreign language, mathematics, natural history and ecology, health education, exercise and sports).

The 32 hours of teaching per week are intended to impart **basic professional knowledge and skills** for an optimal qualification for apprenticeships and the transition to secondary schools. Schools may autonomously adapt the weekly hours in the elective area and in the general compulsory subjects to the interests of the pupils.

Pre-Vocational School is run either as an independent school or in the organisational context of a general compulsory school.

Upon successful completion of Pre-Vocational School in 9th grade, pupils earn the right, amongst other things, to skip ahead to the grade 1 class of a School for Intermediate Vocational Education or a College for Higher Vocational Education without taking the entrance exam.

Since 1.9.2012, Austrian school laws have governed the integration of the 9th grade. Pupils with special educational needs have the right to attend Pre-Vocational School.

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem > Die Schularten

pts.schule.at

Special Needs/
Integration/
Inclusion

Integrated lessons and inclusive education open up the possibility for disabled and non-disabled children and young people to have a shared learning experience. Pupils with special educational needs may be taught by way of integrated training in a primary school, Middle School, the lower level of an Academic Secondary School, Pre-Vocational School and the Domestic Science School. Integration into Pre-Vocational School as well as Domestic Science Schools has been legally established by the amendment filed under BGBl.I, no. 9/2012. The relevant changes in fundamental provisions of the SchOG, SchUG and SchPflG entered into force on 1 September 2012.

Special Needs School (6 to 15 years of age)

Special needs schools consist of nine grades. The final grade is the Pre-Vocational Year. With the approval of the school board and the consent of the school provider, special needs school may be attended for a maximum of twelve years. The Austrian Special Needs Education system consists of ten divisions. The pupils receive basic general education from specially trained teachers, as well as by individual teaching methods, which is intended to provide a basis for further vocational training or the attendance of secondary schools.

Depending on the curriculum, the following forms of special needs school are distinguished:

- Special schools with separate curricula: General special schools (for children with learning difficulties), special schools for blind children, special schools for deaf children, special schools for children with an increased need for support, special schools for children with behavioural difficulties,
- Special Needs Schools that teach the curriculum of Primary School, Middle School, Pre-Vocational School, or the curriculum of a Special Needs School of another kind: Special Needs School for physically handicapped children, Special Needs School for children with language disorders, Special Needs School for visually impaired children, Special Needs School for hearing-impaired children, Special Needs School for maladjusted children (special education school); sanatorium school.
- In 1998, the school subject “Career guidance in the 7th and 8th grade” was introduced as a compulsory course at special schools. This mandatory training is intended to ensure that young people consider their personal development, aptitudes, interests, and future career plans, as well as gaining an insight into professional life and discovering options for their individual career path.

Another measure for preparing young people with special educational needs for professional life is the “Pre-Vocational Year” in the 9th grade of special needs education. Via general education and practically orientated vocational subjects, pupils are enabled to develop their own personal outlook on life and career opportunities.

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische
Schulsystem > Die Schularten

Compulsory Technical and Vocational School

Young people who have concluded an apprenticeship agreement with an instructing employer (business) or a traineeship (training institution) are obliged to attend vocational school. The vocational school curriculum comprises general educational, business, theoretical technical and practical compulsory subjects, as well as optional subjects and non-examined classes.

Vocational school comprises as many school years as corresponds to the length of the apprenticeship, i.e. between 2 and 4 years, during which vocational school accounts for roughly 20% – 25% of the total education time within the dual education system (school education alongside practical training) while 75% – 80% takes place in a training firm.

Organisational forms

The classes at compulsory technical and vocational school may be held in one of the following organisational forms: **all year**, i.e. at least one full or at least two half days of school per week; **per course**, i.e. at least eight weeks of constant school, or **seasonal**, i.e. at a particular time of the year. The broad range of organisational forms has emerged out of the consultation of industry and school leaders, and takes into account the needs of the various sectors and regions.

Currently there are roughly 200 recognised trades which can be learnt in the following categories: business and trades; industry; commerce; banking and insurance; transport and haulage; tourism and the leisure industry; information and

consulting; others (i.e. apprentices trained outside the business sector, e.g.: at city authorities, ministries, law firms ...).

If the pupil successfully completes the last class of vocational school, the final exam is limited to the practical part. Persons wishing to attend university after the final examination may do so after passing the higher education entrance examination. This consists of four partial exams (German, mathematics, modern foreign language, special topic).

Vocational Matura

As part of the BMBWF initiative “Vocational Matura/Apprenticeship with Matura”, apprentices have the opportunity to attend preparatory courses for the Higher Education Entrance Examination during their apprenticeship. Three exams may be completed during the apprenticeship, and the final exam upon turning 19 years of age. The preparatory courses and exams for the Higher Education Entrance Examination are free of charge to apprentices.

Integrative Vocational Training is offered not only as apprenticeships over an extended period of time (extended by one or a maximum of two years) but also in the form of **partial qualifications**. The option of partial qualification makes individual training possible, which can be tailored to address specific personal abilities and needs. Training locations are apprenticeship companies or independent special needs education institutions and vocational schools (requirement or right to attend vocational school).

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische
Schulsystem > Die Schularten

see also

> Themen > Schule > Schulpraxis >
Die Zentralmatura

www.abc.berufsbildendeschulen.at

School for Intermediate Vocational Education

General information

Schools for Intermediate Vocational Education (BMS) last for between one and four years. Schools with a training period of one or two years result in partial vocational training, and those with a training period of three or four years with leaving examination result in full vocational training. Graduates gain the relevant professional qualifications of the Commercial Code.

After completing at least three years at a School for Intermediate Vocational Education, supplementary courses lead to the Reifeprüfung and Diploma Examination. There are special forms of appropriate Post-Secondary VET courses for graduates of four-year technical schools.

The three-year Schools for Intermediate Vocational Education are allocated to NQR ²level 4.

Admission

To attend a School for Intermediate Vocational Education, applicants must have successfully completed the 4th/8th grade of a Middle School or Academic Secondary School (except for Latin, geometrical drawing and compulsory core subjects).

2 NQR – National Qualifications Framework

The main schools for Intermediate Vocational Education:

- Technical, commercial and crafts school (four years)
- Trade school and trades school for performance athletes (three or four years)
- School of business professions (one to three years)
- School of fashion (three years)
- Hotel school, school of tourism (three years)
- School for social professions (three years)
- School for social care professions (two to four years): (admission from 17 or 19 years of age)
- Agriculture and forestry trade school (two to four years)
- School of Nursing (admission from 16 or 17 years of age)
- School for teaching assistants (from school year 2019/2020)
- Federal sports academy (three years)

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem > Die Schularten

www.abc.berufsbildendeschulen.at

www.sozialministerium.at

College for Higher Vocational Education

General information

Colleges for Higher Vocational Education impart higher vocational training as well as a broad general education, and conclude with the Reifeprüfung and Diploma Examination after five years.

The diploma entails the entitlement to study at universities, universities of applied sciences and university colleges of teacher education; it also permits employment in legally regulated professions under the Commercial Code.

If relevant studies are accepted, relevant knowledge can be credited for College for Higher Vocational Education graduates at universities and universities of applied science. Authorisation according to engineering law applies for graduates of higher technical and agricultural schools and equivalent training programmes.

At European level, Directive 2013/55/EU (formerly Directive 2005/36/EC) enables access to regulated professions in other EU Member States which require the successful completion of a college or university education of (up to) four years for authorisation to practise the profession.

The Colleges for Higher Vocational Education are allocated to NQR³ level 5.

3 NQR – National Qualifications Framework

Admission

Colleges for Higher Vocational Education may be attended by pupils who have successfully completed the 8th grade, i. e. the 4th class of the Middle School or a higher class of the Academic Middle School or the 9th grade at Pre-Vocational School (except for Latin, geometrical drawing and compulsory core subjects).

There is an aptitude test for schools for primary school teachers and educational institutions for social education open to all interested pupils.

The main colleges for Higher Vocational Education

- Higher technical, commercial and crafts schools
- Commercial college
- Higher school of fashion
- Higher school of art and design
- Higher school of tourism
- Higher commercial school
- Higher school of agriculture and forestry
- Higher school for elementary school teachers
- Higher school for social education

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

Information online:

www.bmbwf.gv.at

> Themen > Schule > Das österreichische
Schulsystem > Die Schularten

as well as

> Themen > Schule > Schulpraxis >
Die Zentralmatura

www.abc.berufsbildendeschulen.at

Matura at
Academic
Secondary
Schools and
Colleges
for Higher
Vocational
Education

The standardised, competency-based Reifeprüfung or Reifeprüfung and Diploma Examination (College for Higher Vocational Education) provides uniform basic skills and a level playing field for all pupils. This unified school leaving certificate makes Matura certificates nationally and internationally comparable.

Due to the occupational contents of the curriculum, there are different tasks for Academic Secondary School and College for Higher Vocational Education candidates in mathematics and foreign languages.

The new Reifeprüfung has been held at Academic Secondary Schools since school year 2014/15 and the new Reifeprüfung and Diploma Examination at Colleges for Higher Vocational Education since 2015/16.

The main points:

- The pupils can decide for themselves: the general education subjects (language of instruction, mathematics, English, French, Italian, Spanish, Latin, Greek) are standardised. Either they complete **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. At the Colleges for Higher Vocational Education, the texts in the modern foreign language also have a practical orientation and are application-orientated in mathematics.

- The focus of the **oral examinations** is adapted to the focal points of the schools. The assignments are not defined centrally but remain the responsibility of teachers at the respective school location.
- At Academic Secondary Schools, all pupils write a **pre-analytical paper** on a personally chosen subject and then present and discuss it in public in front of the examination board. At Colleges for Higher Vocational Education, all pupils write a **thesis** on a professional or occupational issue of practical relevance, mostly on behalf of or in cooperation with a company. The paper is also presented and discussed in public before the examination board.

Information online:

www.bmbwf.gv.at

> Themen > Schule > Schulpraxis >

Die Zentralmatura

Apprenticeship
until 18

The goal of the initiative “AusBildung bis 18” (Apprenticeship until 18), based on the Ausbildungspflichtgesetz 2016 (Compulsory Education or Training Act 2016), is for all young people to be in education or training until the age of 18. This means that young people must complete further training after fulfilling general compulsory schooling, e.g. they must complete an apprenticeship or attend a higher school (Academic Secondary School, School for Intermediate Vocational Education/College for Higher Vocational Education).

The goal of “AusBildung bis 18” is to better **prepare young people for the vocational requirements of the future** and above all to reach out to those young people who need assistance with finding a suitable training path.

The training requirement can be fulfilled by:

Attending a secondary school

Academic Secondary School, School for Intermediate Vocational Education or College for Higher Vocational Education and private schools, General or Advanced School of Nursing, School for Child and Youth Welfare, College for Medical Assistance Professions, College for the Medical/Technical Specialist Service, College for Agriculture and Forestry.

Apprenticeships

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

Training in a healthcare profession

as a dental assistant, medical masseur, massage therapist, care assistant, paramedic and emergency paramedic.

Training in a social care profession

as a graduate social worker, specialist social worker and home help.

Participation in a recognised course

that prepares participants for advanced schooling or training. A perspective or support plan drafted by a Youth Coaching facility or the Public Employment Service (AMS) must be available that documents the benefit of this offer for the young person.

Participation in a language course for young people

who need special support with the German language. However, only attending a language course is permitted as long as it is included in the perspective or support plan.

Participation in an offer for young people with a need for support

that simplifies the integration of young people into the labour market.

Participation in offers and programmes of extracurricular youth work

that simplify the integration of young people into the labour market. A perspective or support plan must be prepared alongside this.

Attending schools or training programmes abroad,

if these are at least equivalent to comparable Austrian schools or training programmes, or if these are not offered in Austria and if this does not put the young people at a disadvantage.

Participation in commissioned or non-commissioned officer training

The Compulsory Education or Training Act as a core of the initiative “AusBildung bis 18” applies for the first time to those young people whose compulsory schooling ended in 2017.

Information online:

www.ausbildungbis18.at

www.koordinationsstelle.at

www.neba.at/jugendcoaching

Post-Secondary
VET Course/
Add-on Course

Post-Secondary VET Courses offer a two-year (two to three years for working professionals) higher vocational training equivalent to higher vocational schools or educational institutions and conclude with a diploma examination. The graduates attain the professional qualifications of the corresponding College for Higher Vocational Education.

Post-Secondary VET Courses at **technical and commercial schools** are offered in the following areas (selection): Structural Engineering, Chemistry and Chemical Engineers, Electronics and Technical Computer Science, Electrical Engineering, Building Services Engineering, Computer Science, Information Technology, Interior Architecture and Wood Technology, Art and Design, Mechanical Engineering, Mechatronics, Media Engineers and Print Management, and Industrial Engineers.

Post-Secondary VET Courses at **human-vocational schools**: Tourism, Environment, Economic Professions, Fashion, Social Education and Elementary Education.

Post-Secondary VET Courses at **commercial academies**: each with a training focus (e. g. Entrepreneurship and Management, Financial and Risk Management, Management, Controlling and Accounting, Information and Communication Technologies (E-Business), Digital Business.

Post-Secondary VET Courses are allocated to NQR⁴ level 5.

4 NQR – National Qualifications Framework

The Add-on Courses

On three-year training courses, add-on courses offer people who have successfully completed technical college or a preparatory course in the same or a related specialisation the possibility to attain the educational target of a College for Higher Vocational Education. They conclude with a school leaving and diploma examination and form the ideal next step after completing an apprenticeship or graduating from technical college. The graduates attain the professional qualifications of the corresponding College for Higher Vocational Education.

Add-on Courses at technical and commercial schools (selection):

Structural Engineering, Chemical Engineers, Design, Electronics and Technical Computer Science, Computer Science, Building Services Engineering, Mechanical Engineering, Mechatronics, Electrical Engineering, Interior Architecture and Wood Technology, Media, Media Engineers and Print Management

Add-on Courses at human-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

Information online:

www.abc.berufsbildendeschulen.at

University
College of
Teacher
Education

The “**new**” **training** for the teaching qualification Primary Level is offered across Austria at the University Colleges of Teacher Education, in the field of the **Secondary Level (General Education)** in close cooperation with universities.

A requirement for **admission** to a Bachelor’s degree course for a teaching qualification is, in particular, a general university entrance examination (Reifeprüfung or Higher Education Entrance Examination or Limited Higher Education Entrance Examination) as well as degree course **aptitude** (multilevel aptitude tests are taken for all teaching profession degrees). Further admission requirements must be met by lateral entrants and in the field of secondary level vocational education (see below).

The basic structure of the **Bachelor’s and Master’s degrees** is standardised. Training takes place according to **age-group** (primary or secondary) and not according to school type.

The training of teachers for the school subject Religion takes place at private (confessional) University Colleges of Teacher Education.

Bachelor’s and Master’s degrees for the teaching qualification

For the Primary Level – at public and private university colleges of teacher education

- Bachelor’s degree (240 ECTS credits, at least 8 semesters)
- Master’s degree (at least 60 ECTS credits, at least 2 semesters)

- In the Primary Level teaching qualification degree, a focus must be selected which is also to be offered in the Inclusive Education degree.
- Different focuses and specialisation options are available regionally.

For Secondary Level (general education) – at University Colleges of Teacher Education in cooperation with universities

- Bachelor's degree (240 ECTS credits, at least 8 semesters)
- Master's degree (at least 90 ECTS credits, at least 3 semesters)
- Regionally differing range of subjects and specialisation options; a specialisation must also be offered in Inclusive Education

For Secondary Level (vocational education) – at some University Colleges of Teacher Education

Admission requirements:

Depending on the field/fields, particular suitability for the Bachelor's degree for the Secondary Level (vocational education) requires the following:

- the successful passing of the Reifeprüfung and Diploma Examination of a relevant college of higher vocational education, or
- the successful passing of a Reifeprüfung and relevant training, or
- for the bundle of practical subjects, the successful passing of a relevant Master's examination or an equivalent relevant qualification.

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

- Bachelor's degree (240 ECTS credits, at least 8 semesters)
- Master's degree (at least 60 ECTS credits, at least 2 semesters) – optional for some fields

The following fields are offered in vocational education:

Dual vocational training/technology and commerce/fashion and design/information and communication/nutrition/specialist area of vocational education in agriculture and forestry, as well as the specialist fields of agriculture, nutrition and natural sciences (environment) at the University for Agricultural and Environmental Education/Social Affairs/Schooling – Education – Development Support

Teacher training for lateral entrants

Secondary Level (general education)

Master's degree for the teaching qualification
Secondary Level (general education) in only one subject

Admission requirements:

- completion of a degree in a relevant subject at a recognised post-secondary educational institution comprising at least 180 ECTS credits
- at least 3,000 hours of relevant professional practice

- Master's degree (120 ECTS credits, at least 4 semesters) – study programmes offered exclusively in accordance with the need for graduates in the respective subjects of instruction

Secondary Level (vocational education)

Specialist additional studies (FESE degrees)

Admission requirements:

- completion of a specialist degree at a recognised post-secondary educational institution comprising at least 240-300 ECTS credits
 - at least three years of specialist professional practice – exceptions to this are stated in the corresponding provisions
- Bachelor's degree (240 ECTS credits – 180 ECTS credits of which were achieved over the course of the specialist degree already completed)
 - Master's degree (at least 60 ECTS credits, at least 2 semesters)

Job induction

New teacher training graduates will be inducted into the teaching profession by way of a year-long induction phase, supported by mentors.

The students of the part-time teacher training courses at Secondary Level (vocational training) are already practising teachers. They are already in the training phase – introductory phase – during the Bachelor's degree.

Information online:

www.bmbwf.gv.at

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

University

Courses in the humanities and cultural studies, engineering and arts, teacher training programmes for teachers in higher secondary schools (two teaching subjects), medical, natural sciences, law, social and economic sciences and theological studies are offered.

- **Diploma studies:** These primarily entail in-depth training in the sciences or arts, and usually last eight to twelve semesters (one semester comprises 30 ECTS), consisting of two or three study periods, each ending with a Diploma Examination. Passing the examination entitles the student to acquire a diploma qualification, e.g.: “Magister/Magistra”, “Diplomingenieur/Diplomingenieurin” (exception: medical studies are concluded with a doctorate [medical degree]). There are only very few Diplom courses left.
- **Bachelor’s and master’s programmes:** In accordance with the Bologna declaration, universities have already converted most of the programmes to **Bachelor’s courses** (three to four years, with 180 to 240 ECTS), extended by **Master’s courses** (one to 2½ years, with 60 to 120 ECTS). The Bachelor’s programmes entail vocational training in the sciences or arts, with a qualification by subject, concluding with a Bachelor’s degree. Depending on the department, Master’s programmes are concluded with a Master’s degree or the title of Diplomingenieur/Diplomingenieurin.

- **Doctoral studies and PhD studies (Doctor of Philosophy)** are based on diploma or Master's degree courses at universities or universities of applied sciences, and mainly serve the development of the ability to work independently and scientifically. Upon conclusion (after three or four years), the relevant doctoral degree or PhD is awarded.

Information online:

www.studienwahl.at

University
of Applied
Sciences

Universities of Applied Sciences offer science-based vocational training with an emphasis on vocational orientation (at least one practical semester is included in the course).

The following types of courses are currently offered:

- **Bachelor's programmes** usually last six semesters (three years, 180 ECTS) and are concluded with a Bachelor's degree. In some subjects, especially in the field of social work and health-care, the authorisation to practise the profession is awarded upon completion of the course (e.g.: social worker, physiotherapist).
- **Master's programmes** are based on a Bachelor's degree; they primarily serve as an academic extension of this degree, usually last three or four semesters (1½ to two years), and are concluded with a Master's degree.
- **Doctoral studies and PhD studies (Doctor of Philosophy):** are based on diploma or Master's degree courses, and mainly serve the development of the ability to work independently and scientifically. Upon conclusion (after three or four years), the relevant doctoral degree or PhD is awarded.

Currently, courses in the sectors of design/art, engineering, social sciences, economics, military/security studies, natural and health sciences are conducted at universities of applied sciences in Austria. Admission to such universities is also open to candidates with course-related vocational qualifications without Reifeprüfung (usually, however, by way of additional exams).

Information online:

www.fachhochschulen.ac.at

www.studienwahl.at

Erasmus+

Erasmus+ is the most successful programme of the European Union. It has already left its mark on a whole generation. For over 30 years, Erasmus+ has enabled people from across Europe and beyond to gather life-enriching **experience** and acquire valuable **skills**.

Based on the principle of lifelong learning, the EU programme Erasmus+ covers the full range of education: **general education, vocational education, university education and adult education**. 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, 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. It promotes **networking** between schools, vocational training and continuing education institutions, higher and adult education institutions, youth organisations and enterprises.

Experience abroad or a transnational project enables students to improve their technical, linguistic, social and intercultural skills. 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.

The Erasmus+ programme is to be expanded even further in the future. Amongst other things, the opportunities for pupils to become mobile should be extended and global exchange beyond Europe's borders opened up for vocational education.

In Austria, Erasmus+ is implemented by the national agency at OeAD-GmbH. It advises and supports all interested individuals and institutions.

Information online:

bildung.erasmusplus.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. The objective of any kind of mobility programme is to advance **global learning**, to professionalise the handling of **diversity and multilingualism** and to retroactively contribute to the internationalisation of the Austrian educational landscape.

The foreign language assistant programme

The **foreign language assistant programme** offers all Austrian students 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.

The Austria School Network

The educational programmes within the **Austria School Network** create synergies in the areas of culture 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 at Austrian schools can be posted for 2 to 8 years to an **Austrian International School** in **Budapest, Prague, Istanbul, Guatemala City, Shkodra, or Querétaro**. The Austrian International School in Liechtenstein, which appoints its own teachers, is an exception. The teaching at Austrian schools abroad is based on the currently applicable 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 impart 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.

Academic Secondary School and College for Higher Vocational Education teachers can apply for all Austrian international schools. Primary school and Middle 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: <https://www.weltweitunterrichten.at/site/auslandsschulen/standorte>

Short-term postings for teachers

The Federal Ministry of Education, Science and Research offers various short-term programmes that give active teachers the possibility to gather teaching experience abroad for 1–2 weeks during the school year. Whether a work placement in

France or Spain or an internship in the Austria School Network, all programmes give an insight into the respective host school as well as other local educational institutions and cultures.

Culture and Language

The programme “**Culture and Language**” offers various forms of international cooperation in the area of 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.

Information online:

www.weltweitunterrichten.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.

Schools for People in Employment and Tertiary Continuing Education

Individuals who have already started their professional life or have completed vocational training have the opportunity to acquire relevant qualifications by attending **evening classes**. There are Secondary and Higher Vocational Schools of general education for professionals, advanced training programmes, Post-Secondary VET Courses and academies. There are also **continuing education courses** at universities and universities of applied sciences; the latter also offer additional university of applied sciences courses for people in employment.

Organisations

Adult education organisations funded by the Federal Ministry of Education, Science and Research, e.g.: 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-oriented 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 education/basic skills, acquisition of educational qualifications, etc.

Interested parties may enrol in preparatory courses for the **compulsory schooling examination, the Reifeprüfung/exam for external parties, and the Limited Higher Education Entrance Examination** to attend adult education organisations.

The Higher Education Entrance Examination may be completed by way of three of four exams as part of recognised courses in preparation for it.

Preparatory courses for the compulsory schooling examination are offered in an adult-friendly format at organisations of adult education. Examinations must be taken in a maximum of six fields of competence (four compulsory subjects and two of four electives); a maximum of five exams may be taken. The traditional forms of external party exams for the completion of certificates of the Middle School remain in place.

Information online:

www.erwachsenenbildung.at

Educational counselling and further information

Educational counselling based on educational psychology

www.schulpsychologie.at

Burgenland

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

Schulpsychologie

Carinthia

www.bildung-ktn.gv.at > Information >

Schulpsychologie

Lower Austria

www.bildung-noe.gv.at > Schulpsychologie

Upper Austria

www.bildung-ooe.gv.at > Schulpsychologie

Salzburg

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

Styria

www.bildung-stmk.gv.at > Schulpsychologie

Tyrol

www.bildung-tirol.gv.at > Schulpsychologie

Vorarlberg

www.bildung-vbg.gv.at > Schulpsychologie

Vienna

www.bildung-wien.gv.at

> Beratungs- und Informationsstellen

> Schulpsychologie-Bildungsberatung

School information:

www.bmbwf.gv.at > Services > Beratungsstellen >

Beratungsangebote > Schulinfo

schulinfo@bmbwf.gv.at

Hotline:

0810 205 220

Educational paths after 8th grade:

www.schulpsychologie.at/inforat

Educational paths after the Matura:

www.schulpsychologie.at/key2success

Student and educational counsellors :

Accordingly trained teachers in each school from the 5th grade:

www.schulpsychologie.at/schuelerberatung

Career orientation:

Portal “ibobb information: information, advice and guidance on learning and work”:

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 counselling centres at www.erwachsenenbildung.at or

www.bib-atlas.at

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