

Eurybase The Information Database on Education Systems in Europe

The Education System in Austria

2008/09

1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS.....	1
1.1. HISTORICAL OVERVIEW	1
1.1.1. <i>Party system</i>	1
1.1.2. <i>EU membership</i>	2
1.2. MAIN EXECUTIVE AND LEGISLATIVE BODIES.....	3
1.2.1. <i>Legislative bodies</i>	3
1.2.2. <i>The executive branch</i>	5
1.3. RELIGIONS.....	8
1.3.1. <i>Legal basis</i>	8
1.3.2. <i>Statistics</i>	10
1.3.3. <i>Religious instruction</i>	10
1.4. OFFICIAL AND MINORITY LANGUAGES.....	11
1.5. DEMOGRAPHIC SITUATION.....	12
1.6. ECONOMIC SITUATION.....	13
1.7. STATISTICS.....	14
1.7.1. <i>Demographic information</i>	14
1.7.2. <i>Asylum seekers in Austria</i>	15
1.7.3. <i>Economic developments</i>	15
2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION	16
2.1. HISTORICAL OVERVIEW	16
2.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS	18
2.2.1. <i>Optimising school administration</i>	18
2.2.2. <i>Universities</i>	19
2.2.3. <i>Fachhochschule programmes</i>	19
2.3. FUNDAMENTAL PRINCIPLES AND BASIC LEGISLATION	21
2.3.1. <i>Public education</i>	21
2.3.2. <i>Private education</i>	21
2.4. GENERAL STRUCTURE AND DEFINING MOMENTS IN EDUCATIONAL GUIDANCE.....	23
2.4.1. <i>Non-school establishments</i>	24
2.4.2. <i>Schools</i>	24
2.5. COMPULSORY EDUCATION.....	25
2.5.1. <i>General compulsory schooling</i>	25
2.5.2. <i>Compulsory vocational training</i>	26
2.5.3. <i>Accomplishment of compulsory education at private schools having public-law status</i>	26
2.5.4. <i>Accomplishment of compulsory education by private tuition, and at schools without public-law status</i>	27
2.5.5. <i>Safeguards to enforce regular school attendance</i>	27
2.6. GENERAL ADMINISTRATION.....	28
2.6.1. <i>General administration at national level</i>	28
2.6.2. <i>General Administration at Regional Level</i>	33
2.6.3. <i>General Administration at Local Level</i>	36
2.6.4. <i>Educational Institutions, Administration, Management</i>	37
2.7. INTERNAL AND EXTERNAL CONSULTATION	40
2.7.1. <i>Internal Consultation</i>	40
2.7.2. <i>Consultation involving Players in Society at large</i>	47
2.7.3. <i>Educational guidance services</i>	49
2.8. METHODS OF FINANCING EDUCATION.....	53
2.8.1. <i>Financing and education budget of schools</i>	53
2.8.2. <i>Financing and education budgets of universities</i>	54
2.8.3. <i>Funding and education budgets of Fachhochschule institutions</i>	55
2.9. STATISTICS.....	57
3. PRE-PRIMARY EDUCATION	58
3.1. HISTORICAL OVERVIEW	59
3.2. ONGOING DEBATES AND FUTURE DEVELOPMENT	61
3.3. SPECIFIC LEGISLATIVE FRAMEWORK	62
3.4. GENERAL OBJECTIVES	63
3.5. GEOGRAPHICAL ACCESSIBILITY	64

3.6. ADMISSION REQUIREMENTS AND CHOICE OF INSTITUTION/CENTRE.....	65
3.7. FINANCIAL SUPPORT FOR PUPILS' FAMILIES	66
3.8. AGE LEVELS AND GROUPING OF CHILDREN	67
3.9. ORGANISATION OF TIME	68
3.9.1. <i>Organisation of the Year</i>	68
3.9.2. <i>Weekly and Daily Timetable</i>	68
3.10. CURRICULUM, TYPES OF ACTIVITY, NUMBER OF HOURS.....	69
3.11. TEACHING METHODS AND MATERIALS	70
3.12. EVALUATION OF CHILDREN	71
3.13. SUPPORT FACILITIES.....	72
3.14. PRIVATE SECTOR PROVISION	73
3.15. ORGANISATIONAL VARIATIONS AND ALTERNATIVE STRUCTURES.....	74
3.16. STATISTICS.....	75
4. PRIMARY EDUCATION.....	76
4.1. HISTORICAL OVERVIEW	77
4.2. ONGOING DEBATES.....	79
4.3. SPECIFIC LEGISLATIVE FRAMEWORK	80
4.4. GENERAL OBJECTIVES	81
4.5. GEOGRAPHICAL ACCESSIBILITY	82
4.6. ADMISSION REQUIREMENTS AND CHOICE OF SCHOOL.....	83
4.6.1. <i>Admission requirements</i>	83
4.6.2. <i>Choice of school in compulsory education</i>	84
4.6.3. <i>Choice of school in private education</i>	85
4.7. FINANCIAL SUPPORT FOR PUPILS' FAMILIES	86
4.8. AGE LEVELS AND GROUPING OF PUPILS.....	87
4.9. ORGANISATION OF SCHOOL TIME.....	88
4.9.1. <i>Organisation of the School Year</i>	88
4.9.2. <i>Weekly and Daily Timetable</i>	89
4.10. CURRICULUM, SUBJECTS, NUMBER OF HOURS	90
4.10.1. <i>Curriculum for the Grundschule</i>	90
4.10.2. <i>Special assistance for pupils</i>	92
4.11. TEACHING METHODS AND MATERIALS	94
4.12. PUPIL ASSESSMENT	95
4.13. PROGRESSION OF PUPILS	96
4.14. CERTIFICATION	97
4.14.1. <i>Transition to secondary education</i>	97
4.15. EDUCATIONAL GUIDANCE	98
4.16. PRIVATE EDUCATION.....	99
4.16.1. <i>Granting of public-law status</i>	100
4.16.2. <i>Private schools not enjoying public-law status, private tuition</i>	102
4.17. ORGANISATIONAL VARIATIONS AND ALTERNATIVE STRUCTURES.....	103
4.17.1. <i>Waldorf schools</i>	103
4.17.2. <i>Schools within the "Federal Umbrella Organisation for Self-determined Learning"</i>	105
4.17.3. <i>Foreign-language schools</i>	106
4.18. STATISTICS.....	107
5. SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION.....	108
5.1. HISTORICAL OVERVIEW	109
5.1.1. <i>Hauptschule (general secondary schools)</i>	109
5.1.2. <i>Allgemein bildende höhere Schulen (academic secondary schools)</i>	110
5.1.3. <i>Polytechnische Schulen (pre-vocational schools)</i>	111
5.1.4. <i>Educator training institutions</i>	111
5.1.5. <i>Berufsbildende Schulen (technical and vocational schools)</i>	114
5.1.6. <i>Schools and other training institutions for health professions</i>	117
5.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS	119
5.2.1. <i>Kindergarten</i>	119
5.2.2. <i>Reform of lower secondary cycle / lower-cycle curriculum</i>	119
5.2.3. <i>Reform of the upper cycle curriculum for Allgemein bildende höhere Schulen (grades 9 to 12)</i>	121
5.2.4. <i>Berufsbildende Schulen (technical and vocational schools)</i>	122

5.2.5. Schools and other training institutions for health professions	123
5.3. SPECIFIC LEGISLATIVE FRAMEWORK	124
5.3.1. Hauptschule (general secondary school) and Polytechnische Schule (pre-vocational school)	124
5.3.2. Allgemein bildende höhere Schulen (academic secondary schools)	125
5.3.3. Higher-level teacher and educator training institutions	126
5.3.4. Berufsbildende Schulen (technical and vocational schools)	127
5.3.5. Post-secondary non-tertiary education	130
5.3.6. Schools and other training institutions for health professions	130
5.4. GENERAL OBJECTIVES	133
5.4.1. Hauptschule	133
5.4.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle	133
5.4.3. Polytechnische Schule (pre-vocational schools)	134
5.4.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	134
5.4.5. Higher-level teacher and educator training institutions	134
5.4.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) ...	136
5.4.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)	137
5.4.8. Kollegs	138
5.5. TYPES OF INSTITUTION	141
5.5.1. Lower secondary cycle	141
5.5.2. Upper cycle of secondary education	142
5.5.3. Schools and other training institutions for health professions	149
5.6. GEOGRAPHICAL ACCESSIBILITY	151
5.6.1. Compulsory schools (esp. Volksschule, Hauptschule and Berufsschule)	151
5.6.2. Higher-level secondary schools	151
5.6.3. Private schools	152
5.6.4. Schools and other training institutions for health professions	152
5.7. ADMISSION REQUIREMENTS AND CHOICE OF SCHOOL	153
5.7.1. Admission requirements	153
5.7.2. Choice of school	159
5.8. REGISTRATION AND/OR TUITION FEES	160
5.9. FINANCIAL SUPPORT FOR PUPILS	161
5.10. AGE LEVELS AND GROUPING OF PUPILS	163
5.10.1. Hauptschule	163
5.10.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle	164
5.10.3. Polytechnische Schule (pre-vocational schools)	164
5.10.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	164
5.10.5. Higher-level teacher and educator training institutions	165
5.10.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	165
5.10.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)	166
5.11. SPECIALISATION OF STUDIES	172
5.11.1. Hauptschule (general secondary school)	172
5.11.2. Types of Allgemein bildende höhere Schulen (academic secondary schools) / lower cycle	173
5.11.3. Polytechnische Schule (pre-vocational school)	174
5.11.4. Types of Allgemein bildende höhere Schule (academic secondary school) / upper cycle	175
5.11.5. Higher-level teacher and educator training institutions	175
5.11.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	176
5.11.7. Berufsschulen (part-time compulsory vocational schools) for agriculture and forestry:...	177
5.11.8. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools) and Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools)	177
5.11.9. Schools and other training institutions for health professions	180
5.12. ORGANISATION OF SCHOOL TIME	182
5.12.1. Organisation of the School Year	183
5.12.2. Weekly and Daily Timetable	183
5.13. CURRICULUM, SUBJECTS, NUMBER OF HOURS	185
5.13.1. Hauptschule (general secondary school)	185

5.13.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle.....	189
5.13.3. Polytechnische Schule (pre-vocational school).....	190
5.13.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	191
5.13.5. Higher-level teacher and educator training institutions	191
5.13.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	192
5.13.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium and higher-level technical and vocational schools)	194
5.13.8. Kollegs (special type of higher-level vocational school for graduates of other higher-level schools)	198
5.13.9. Schools and other training institutions for health professions.....	198
5.14. TEACHING METHODS AND MATERIALS	200
5.14.1. Hauptschule (general secondary school).....	200
5.14.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle.....	201
5.14.3. Polytechnische Schule (pre-vocational school).....	202
5.14.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	203
5.14.5. Higher-level teacher and educator training institutions	203
5.14.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	204
5.14.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools).....	205
5.14.8. Inclusion in schools and at work.....	207
5.14.9. Schools and other training institutions for health professions.....	208
5.15. PUPIL ASSESSMENT	210
5.15.1. Hauptschule (general secondary school).....	210
5.15.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle.....	211
5.15.3. Polytechnische Schule (pre-vocational school).....	211
5.15.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	211
5.15.5. Higher-level teacher and educator training institutions	212
5.15.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	212
5.15.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen as well as Kollegs (medium-level and higher-level technical and vocational schools and special type of secondary technical and vocational college for graduates of other higher-level schools).....	213
5.15.8. Schools and other training institutions for health professions.....	213
5.16. PROGRESSION OF PUPILS	214
5.16.1. Hauptschule (general secondary school).....	214
5.16.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle.....	215
5.16.3. Polytechnische Schule (pre-vocational school).....	215
5.16.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	216
5.16.5. Higher-level teacher and educator training institutions	216
5.16.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	216
5.16.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools).....	217
5.16.8. Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools).....	217
5.16.9. Schools and other training institutions for health professions.....	218
5.17. CERTIFICATION	219
5.17.1. Hauptschule (general secondary school).....	219
5.17.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle.....	219
5.17.3. Polytechnische Schule (pre-vocational school).....	220
5.17.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle	220
5.17.5. Higher-level teacher and educator training institutions	221
5.17.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school) .	222
5.17.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools).....	223
5.17.8. Kollegs (special type of secondary technical and vocational colleges for graduates of other higher-level schools):	226
5.18. EDUCATIONAL / VOCATIONAL GUIDANCE, EDUCATION-EMPLOYMENT LINKS	229
5.18.1. Educational guidance	229
5.18.2. Non-school services	231
5.18.3. Continuing training and transition from training to employment.....	231
5.19. PRIVATE EDUCATION	236
5.20. ORGANISATIONAL VARIATIONS AND ALTERNATIVE STRUCTURES.....	237

5.20.1. Allgemein bildende höhere Schule (academic secondary school).....	237
5.20.2. Polytechnische Schule (pre-vocational school).....	237
5.20.3. Schools with an "Organisationsstatut" (organisational charter)	237
5.20.4. Schools for social services, eldercare and home nursing, for ortho-therapeutic professions, for work with handicapped persons etc.	238
5.20.5. Schools and other training institutions for health professions.....	238
5.21. STATISTICS.....	239
5.21.1. Hauptschule (general secondary school).....	239
5.21.2. Allgemein bildende höhere Schule (academic secondary school).....	239
5.21.3. Polytechnische Schule (pre-vocational school).....	239
5.21.4. Higher-level teacher and educator training institutions	240
5.21.5. Technical and vocational schools.....	241
5.21.6. Schools and other training institutions for health professions.....	242
6. TERTIARY EDUCATION	244
6.1. HISTORICAL OVERVIEW	245
6.1.1. Colleges and other Training Institutions for Health professions.....	245
6.1.2. Universities	247
6.1.3. University for Further Education and Training.....	251
6.1.5. Private universities	254
6.1.6. Arts and music education at universities	255
6.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS.....	257
6.3. SPECIFIC LEGISLATIVE FRAMEWORK	258
6.3.1. Colleges and other Training Institutions for Health Professions	258
6.3.2. Universities	259
6.3.3. Fachhochschulen	261
6.3.4. University for Further Education and Training.....	261
6.4. GENERAL OBJECTIVES	263
6.4.1. Colleges and other Training Institutions for Health Professions	263
6.4.2. Universities	264
6.4.3. Fachhochschulen	265
6.5. TYPES OF INSTITUTIONS	265
6.5.1. Colleges and other training institutions for health professions.....	266
6.5.2. Universities	266
6.5.3. Fachhochschulen	266
6.5.4. Private universities	267
6.6. ADMISSION REQUIREMENTS	268
6.6.1. Colleges and other training institutions for health professions.....	268
6.6.2. Universities	269
6.6.3. Arts and music education at universities.....	270
6.6.4. Fachhochschulen	270
6.7. REGISTRATION AND/OR TUITION FEES.....	272
6.7.1. Colleges and other training institutions for health professions.....	272
6.7.2. Universities	272
6.7.3. Fachhochschulen	273
6.8. FINANCIAL SUPPORT FOR STUDENTS	274
6.8.1. Colleges and other training institutions for health professions.....	274
6.8.2. Universities	274
6.9. ORGANISATION OF THE ACADEMIC YEAR	276
6.10. BRANCHES OF STUDY, SPECIALISATION	277
6.10.1. Colleges and other training institutions for health professions.....	277
6.10.2. Universities	278
6.10.3. Fachhochschulen	279
6.11. CURRICULUM	281
6.11.1. Colleges and other training institutions for health professions.....	281
6.11.2. Universities	283
6.11.3. University for Further Education and Training.....	283
6.11.4. Fachhochschulen	284
6.12. TEACHING METHODS.....	285
6.12.1. Colleges and other training institutions for health professions.....	285
6.12.2. Universities and Fachhochschule.....	286

6.13. STUDENT ASSESSMENT	287
6.13.1. <i>Colleges and other training institutions for health professions</i>	287
6.13.2. <i>Universities and Fachhochschulen</i>	287
6.13.3. <i>Fachhochschulen</i>	288
6.14. PROGRESSION OF STUDENTS	289
6.14.1. <i>Colleges and other training institutions for health professions</i>	289
6.14.2. <i>Universities</i>	289
6.15. CERTIFICATION	291
6.15.1. <i>Colleges and other training institutions for health professions</i>	291
6.15.2. <i>Universities</i>	291
6.15.3. <i>Fachhochschulen</i>	294
6.16. EDUCATIONAL / VOCATIONAL GUIDANCE, EDUCATION-EMPLOYMENT LINKS	296
6.16.1. <i>Colleges and other training institutions for health professions</i>	296
6.16.2. <i>Measures to help transition from university to work</i>	296
6.16.3. <i>Psychological counselling service for students</i>	297
6.16.4. <i>Universities</i>	297
6.16.5. <i>Inclusion in university and on the labour market</i>	298
6.16.6. <i>Fachhochschulen</i>	299
6.17. PRIVATE EDUCATION	300
6.18. ORGANISATIONAL VARIATIONS, ALTERNATIVE STRUCTURES	301
6.18.1. <i>Colleges and other training institutions for health professions</i>	301
6.18.2. <i>Universities offering distance-study courses</i>	301
6.19. STATISTICS	303
6.19.1. <i>Colleges and other training institutions for health professions</i>	303
6.19.2. <i>Universities and Fachhochschule institutions</i>	304
7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS	317
7.1. HISTORICAL OVERVIEW	319
7.1.1. <i>Recovering from the Nazi Regime and First Consolidation (1945 To 1960)</i>	319
7.1.2. <i>Pragmatic Re-orientation and Reformist Optimism (1961 to 1970)</i>	320
7.1.3. <i>Criticising Common Practice and Struggling for Re-orientation (from 1971 on)</i>	320
7.2. ONGOING DEBATES AND FUTURE DEVELOPMENT	322
7.3. SPECIFIC LEGISLATIVE FRAMEWORK	325
7.4. GENERAL OBJECTIVES	328
7.4.1. <i>Life-long Learning</i>	328
7.4.2. <i>Vocational Adult Education</i>	330
7.5. TYPES OF INSTITUTION	334
7.5.1. <i>Non-Profit Providers</i>	334
7.5.2. <i>Schools for Working Adults</i>	336
7.5.3. <i>Universities and Fachhochschulen</i>	337
7.5.4. <i>Second Chance Education</i>	338
7.6. GEOGRAPHICAL ACCESSIBILITY	342
7.7. ADMISSION REQUIREMENTS.....	343
7.7.1. <i>Universities</i>	344
7.7.2. <i>Fachhochschulen</i>	345
7.7.3. <i>Artistic and Creative Study Programmes</i>	346
7.8. REGISTRATION AND/OR TUITION FEES	347
7.9. FINANCIAL SUPPORT FOR LEARNERS	348
7.9.1. <i>Tax Deduction</i>	348
7.9.2. <i>Support from Provinces</i>	348
7.9.3. <i>Support from Social Partners</i>	349
7.9.4. <i>Educational Leave</i>	350
7.9.5. <i>Support from Business and Trade Associations</i>	350
7.10. MAIN AREAS OF SPECIALISATION	351
7.11. TEACHING METHODS.....	352
7.12. TRAINERS	354
7.13. LEARNER ASSESSMENT / PROGRESSION	355
7.14. CERTIFICATION	356
7.15. EDUCATION/EMPLOYMENT LINKS	357
7.16. PRIVATE EDUCATION	358

7.17. STATISTICS.....	359
8. TEACHERS AND EDUCATION STAFF.....	366
8.1. INITIAL TRAINING OF TEACHERS	367
8.1.1. <i>Historical Overview</i>	367
8.1.2. <i>Ongoing Debates and Future Developments</i>	371
8.1.3. <i>Specific Legislative Framework</i>	372
8.1.4. <i>Institutions, Level and Models of Training</i>	373
8.1.5. <i>Admission Requirements</i>	377
8.1.6. <i>Curriculum, Special Skills, Specialisation</i>	379
8.1.7. <i>Evaluation, Certificates</i>	384
8.1.8. <i>Alternative Training Pathways</i>	386
8.2. CONDITIONS OF SERVICE OF TEACHERS.....	388
8.2.1. <i>Historical Overview</i>	388
8.2.2. <i>Ongoing Debates and future developments</i>	391
8.2.3. <i>Specific Legislative Framework</i>	392
8.2.4. <i>Planning Policy</i>	394
8.2.5. <i>Entry to the Profession</i>	394
8.2.6. <i>Professional Status</i>	398
8.2.7. <i>Replacement Measures</i>	400
8.2.8. <i>Supporting Measures for Teachers</i>	400
8.2.9. <i>Evaluation of Teachers</i>	401
8.2.10. <i>In-service Training</i>	402
8.2.11. <i>Salaries</i>	407
8.2.12. <i>Working Time and Holidays</i>	410
8.2.13. <i>Promotion, Advancement</i>	412
8.2.14. <i>Transfers</i>	413
8.2.15. <i>Dismissal</i>	414
8.2.16. <i>Retirement and Pensions</i>	415
8.3. SCHOOL ADMINISTRATIVE AND/OR MANAGEMENT STAFF.....	417
8.3.1. <i>Recruiting and appointment requirements</i>	417
8.3.2. <i>Conditions of service</i>	418
8.4. STAFF INVOLVED IN MONITORING EDUCATIONAL QUALITY	421
8.4.1. <i>Requirements for Appointment as an Inspector</i>	421
8.4.2. <i>Conditions of service</i>	421
8.5. EDUCATIONAL STAFF RESPONSIBLE FOR SUPPORT AND GUIDANCE	423
8.6. OTHER EDUCATIONAL STAFF OR STAFF WORKING WITH SCHOOLS.....	424
8.6.1. <i>Other Staff in primary and secondary schools</i>	424
8.6.2. <i>General University Staff</i>	427
8.7. STATISTICS.....	428
8.7.1. <i>Pädagogische Hochschule</i>	428
8.7.2. <i>University staff in 1990, 1995, 2000 and 2005 to 2007</i> ¹	428
9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM	430
9.1. HISTORICAL OVERVIEW	431
9.1.1. <i>Primary and Secondary Schools</i>	431
9.1.2. <i>Universities</i>	432
9.1.3. <i>Fachhochschule</i>	433
9.1.4. <i>Private Universities</i>	433
9.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS	434
9.2.1. <i>Primary and Secondary Schools</i>	434
9.2.2. <i>Tertiary Education</i>	434
9.3. ADMINISTRATIVE AND LEGISLATIVE FRAMEWORK	436
9.3.1. <i>Primary and Secondary Schools</i>	436
9.3.2. <i>Tertiary Education</i>	437
9.4. EVALUATION OF SCHOOLS / INSTITUTIONS	439
9.4.1. <i>Internal Evaluation</i>	439
9.4.2. <i>External Evaluation</i>	445
9.5. EVALUATION OF THE EDUCATION SYSTEM	452
9.5.1. <i>Primary and Secondary Schools</i>	452
9.5.2. <i>Tertiary Education</i>	453

9.6. SYSTEM RESEARCH INTO EDUCATION LINKED TO EVALUATION OF EDUCATION	455
9.6.1. <i>Research on Education</i>	455
9.6.2. <i>Participation in International Organisations' Educational Research Activities</i>	455
9.7. STATISTICS	461
10. SPECIAL EDUCATIONAL SUPPORT	462
10.1. HISTORICAL OVERVIEW	463
10.1.1. <i>Special Schools</i>	463
10.1.2. <i>Instruction in Hospitals</i>	463
10.1.3. <i>Inclusion</i>	464
10.1.4. <i>Support for the Gifted and Talented</i>	467
10.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS	468
10.2.1. <i>Inclusion of Children with Disabilities in School</i>	468
10.2.2. <i>Support for the Gifted and Talented</i>	468
10.3. DEFINITION AND DIAGNOSIS OF THE TARGET GROUP(S)	469
10.3.1. <i>Special Educational Needs</i>	469
10.3.2. <i>Support of the Gifted and Talented</i>	469
10.4. FINANCIAL SUPPORT FOR PUPILS' FAMILIES	470
10.5. SPECIAL PROVISION WITHIN MAINSTREAM EDUCATION	471
10.5.1. <i>Specific Legislative Framework</i>	472
10.5.2. <i>General Objectives</i>	474
10.5.3. <i>Specific Support Measures</i>	475
10.6. SEPARATE SPECIAL PROVISION	481
10.6.1. <i>Specific Legislative Framework</i>	481
10.6.2. <i>General Objectives</i>	481
10.6.3. <i>Geographical Accessibility</i>	482
10.6.4. <i>Admission Requirements and Choice of School</i>	482
10.6.5. <i>Age Levels and Grouping of Pupils</i>	482
10.6.6. <i>Organisation of the School Year</i>	483
10.6.7. <i>Curriculum, Subjects</i>	484
10.6.8. <i>Teaching Methods and Materials</i>	485
10.6.9. <i>Progression of Pupils</i>	485
10.6.10. <i>Educational / Vocational Guidance, Education / Employment Links</i>	486
10.6.11. <i>Certification</i>	487
10.6.12. <i>Private Education</i>	487
10.7. SPECIAL MEASURES FOR CHILDREN / PUPILS OF IMMIGRANTS	488
10.8. STATISTICS	490
11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION	491
11.1. HISTORICAL OVERVIEW	493
11.1.1. <i>The European and International Dimension in school</i>	493
11.1.2. <i>The European and International Dimension in Science, Research and at Universities</i> ..	493
11.2. ONGOING DEBATES AND FUTURE DEVELOPMENTS	495
11.3. NATIONAL POLICY GUIDELINES / SPECIFIC LEGISLATIVE FRAMEWORK	497
11.4. NATIONAL PROGRAMMES AND INITIATIVES	499
11.4.1. <i>Bilateral Programmes and Initiatives</i>	501
11.4.2. <i>Multilateral Programmes and Initiatives</i>	504
11.4.3. <i>Austria's Cooperation with UNESCO in the education sector</i>	517
11.5. EUROPEAN/ INTERNATIONAL DIMENSION THROUGH THE NATIONAL CURRICULUM	522
11.5.1. <i>Pre-primary Education</i>	525
11.5.2. <i>Primary Education</i>	525
11.5.3. <i>Secondary and Post-Secondary Non Tertiary Education</i>	526
11.5.4. <i>Tertiary Education</i>	528
11.5.5. <i>Continuing Education and Training for Young School Leavers and Adults</i>	528
11.5.6. <i>Teachers and Education Staff</i>	528
11.6. MOBILITY AND EXCHANGE	530
11.6.1. <i>Mobility and Exchange of Pupils / Students</i>	530
11.6.2. <i>Mobility and Exchange of Teaching and Academic Staff</i>	532

11.7. STATISTICS.....	536
11.7.1. <i>Student Mobility</i>	536
11.7.2. <i>Teacher mobility</i>	539

GLOSSARY
LEGISLATION
INSTITUTIONS
BIBLIOGRAPHY

1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

Please refer to the sub-sections which follow.

1.1. Historical Overview

After the reinstatement of the Republic of Austria by the Declaration of Independence of 27 April 1945, the Federal Constitutional Act ("Bundes-Verfassungsgesetz", B-VG) of 1920 was re-enacted as promulgated in 1929.

It was in force until the year 1933, when Parliament was annihilated by the Dollfuss government and superseded in 1934 by the Constitution of the authoritarian corporative state, which itself was not democratically legitimised. This system collapsed in 1938 under the pressure of rising National Socialism, leading to Austria's Anschluss to Hitler Germany. The reinstatement of the Federal Constitutional Act was an intentional continuation of the democratic structures which had existed in Austria in the pre-1933 period.

Österreich - Konkret

Federal Constitutional Law

Declaration of Independence

1.1.1. Party system

In the first four decades after 1945, Austria's political system was framed by the two major parties, the Austrian Social-Democratic Party (SPÖ) and the Austrian People's Party (ÖVP) as well as by the organs of social partnership (chambers, organised interests, trade unions). Generally, the involvement of the social partners in the pre-parliamentary stage resulted in a consensus on all major social and economic policy issues which was not questioned in the subsequent parliamentary process.

Since the 1980s, the party system in Austria has undergone changes: new parties such as the Green Party and the Liberales Forum emerged. The Freiheitliche Partei FPÖ ("Austrian Freedom Party") for many years steadily increased its share of votes. After the parliamentary elections of 1999, ÖVP and FPÖ formed a coalition government, with Wolfgang Schüssel (ÖVP) as the Federal Chancellor. At the

national parliamentary elections in November 2002, the ÖVP won the majority of votes and Wolfgang Schüssel again formed a coalition with the FPÖ. In the course of this legislative term the junior coalition partner - the FPÖ - split up to form two parties: the Alliance for the Future of Austria (BZÖ) and the FPÖ. While the BZÖ stayed in the coalition government with the ÖVP, the FPÖ went into opposition.

At the general elections of 1 October 2006, the SPÖ garnered a narrow majority of 35.3% of the vote. The ÖVP came in second with 34.3% of the vote. For the first time the Green Party finished third, just slightly ahead of the FPÖ which came fourth (both parties attained 10.0% of the vote). Former coalition government partner the Alliance for the Future of Austria (BZÖ), which ran for elections, for the first time, after splitting from the FPÖ (in 2005), won 4.1% of the vote and is also represented in parliament.

The seats in the National Council are distributed as follows: SPÖ 68; ÖVP 66; Green Party 21; FPÖ 21, and BZÖ 7.

After long negotiations, SPÖ chairman Alfred Gusenbauer and ÖVP chairman Wolfgang Schüssel agreed to form a coalition on 8 January 2007. On 11 January 2007, the new government led by Alfred Gusenbauer as Chancellor and with Wilhelm Molterer (ÖVP) as Vice-Chancellor was sworn in by Federal President Heinz Fischer.

On 30 January 2007, the "Bundesministeriengesetz-Novelle 2007" (2007 Amendment to the Federal Ministries Act) was adopted giving the ministerial administration a new structure. It took effect on 1 March 2007.

Österreich - Konkret

Federal Chancellery

Federal Ministries' Act 1986

1.1.2. EU membership

On 7 July 1989, Austria's application for EC membership was submitted in Brussels by Alois Mock, the then Federal Minister of Foreign Affairs. On 1 February 1993, the Commission started accession negotiations with Austria, Finland, Sweden and Norway. In early March 1994, the negotiations with Austria could be concluded. In a plebiscite on 12 June 1994, 66% of the Austrian population voted in favour of EU accession, and on 1 January 1995, Austria officially joined the EU. From 1 July 1998 to 31 December 1998, Austria had taken over the Presidency of the European Union for the first time. In the first half of 2006, Austria held the EU Presidency for the second time.

Österreich - Konkret

Act on the Accession of Austria to the European Union

1.2. Main Executive and Legislative Bodies

Austria is a parliamentary democracy. According to the leading principles enshrined in the Constitution, Austria is a federal state and governed by the rule of law. As early as in 1958, Austria became a signatory to the "Europäische Konvention zum Schutz der Menschenrechte und Grundfreiheiten" (European Convention for the Protection of Human Rights and Fundamental Freedoms) and a member of the Council of Europe. The Convention and its Additional Protocols are a part of national constitutional law.

Österreich - Konkret

Federal Constitutional Law

European Convention for the Protection of Human Rights and Fundamental Freedoms

1.2.1. Legislative bodies

The legislative bodies at federal level are the "Nationalrat" (National Council), the first chamber of parliament, and the "Bundesrat" (Federal Council), the second chamber of parliament, which represents the federal provinces. The legislative bodies in the provinces are the "Landtage" (provincial diets). The "Nationalrat" and the provincial diets are elected by equal, direct, secret and personal suffrage. The members of the "Bundesrat" are appointed by the diets. In the "Bundesrat", the provinces are represented on the strength of their population. Lower Austria, for instance, has the highest population of all provinces and is represented by 12 members; Burgenland and Vorarlberg are represented by merely 3 members.

Under the Constitution, the federal legislative process, which is generally exercised by the "Nationalrat" together with the "Bundesrat", may take four different forms:

Österreich - Konkret

Federal Ministry for Health, Family and Youth

Federal Chancellery

Federal Ministry of Finance

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry of Social Affairs and Consumer Protection

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Federal Constitutional Law

Federal Finance Bill

1.2.1.1. Government bill

This is the most frequently used approach in practice. The federal government introduces a draft bill (called "government bill") that has been adopted by the Council of Ministers in the National Council. In the National Council, the draft is first referred to a committee, e.g. in matters relating to education to the Education Committee, where it is deliberated in detail. The draft, revised by the committee, is then referred to the plenary of the National Council and adopted there after thorough debate. After consent by the Federal Council, acts, which must be signed by the Federal President, the Federal Chancellor, and the competent minister, are promulgated in the Federal Legal Gazette. If the Federal Council refuses its consent, the National Council may override this veto by a second vote ("confirming vote"). Usually, vetoes by the Federal Council are therefore merely suspensive in nature. However, laws affecting the position of the Federal Council or the federalist principle enshrined in the Constitution require the consent of the Federal Council. In such a case the veto will be absolute, and the National Council cannot take an overriding vote. On a few laws adopted by the National Council, the Federal Council has no right of veto, just a right of acknowledgement. This includes the annual Federal Finance Bill by means of which the federal budget is adopted.

1.2.1.2. Individual member's bill

This is the second most frequent legislative approach. Individual member's bills are introduced to the National Council by one member of parliament directly and require the support of at least five other members. If the bill draws this support, the ensuing legislative process follows the same steps as described above.

1.2.1.3. Bills originating in the Federal Council

The Federal Council, too, may initiate legislation. The Federal Chancellor submits bills originating in the Federal Council to the National Council, which will then commence the legislative process as described. This option is hardly used in practice.

1.2.1.4. Popular initiative

Every citizen may initiate legislation by way of popular initiative. If an initiative is signed by at least 100,000 persons entitled to vote, or by one sixth of the voting population of at least three provinces, it must be taken up by the National Council for deliberation. However, this obligation applies only to the deliberation and not to the adoption of bills submitted by popular initiative to the National Council.

1.2.1.5. Province legislative process

Apart from the federal legislative process there is a province legislative process which is the result of the federalist principle enshrined in the Constitution

1.2.2. The executive branch

The supreme executive organs at federal level are the Federal President, the Federal Chancellor and the Federal Ministers.

Under the federal principle, there is federal administration, province administration and self-governance on a municipal level.

At the federal level, a distinction is to be made between indirect and direct federal administration. In direct federal administration, federal authorities are responsible for the conduct of business. The federation takes charge of its responsibilities through separate administrative organisations. Direct federal administration includes the social area and public finance. Large parts of federal administration, however, are not conducted at federal level, but by the provinces themselves within the framework of indirect federal administration. In that case, the administrative authorities in the provinces conduct business on behalf of the federation. The resulting predominance of the provinces in the field of execution is to create a counterweight to the predominance of the federal level in legislation.

Administration at province level is conducted by separate province authorities.

Special authorities exist for school administration. Functionally, these are federal authorities in which the provinces have an extensive right of participation.

The Austrian system of government is characterised by a three-tier structure. Decisions made by an administrative authority may be appealed against at the next higher level. Appeals against decisions of the supreme administrative instance lie with the independent administrative tribunals or the ordinary public law courts (Constitutional Court, Administrative Court). The independent administrative tribunals are administrative authorities; like judges, however, their members are not bound to follow any instructions.

Apart from the federal and provincial administrative authorities, there are self-governing institutions, notably the self-governing municipal bodies and the self-governing bodies of the social security institutions and the social partners (chambers).

In 2000, the two ministries with competence in the field of education, the Federal Ministry of Education and Cultural Affairs, which had responsibility for schools, and the Federal Ministry of Science and Transport, which was mainly responsible for universities and [Fachhochschule](#) institutions, were amalgamated. As of 2007, two ministries have again become responsible for education: the Federal Ministry for Education, the Arts and Culture and the Federal Ministry for Science and Research. There are also many other federal ministries as well as provincial and regional authorities ([Gebietskörperschaften](#)) which deal with educational issues.

Non-school vocational training, for example, is the responsibility of the Federal Ministry of Economic Affairs and Labour, as well as school buildings and estate management whenever post-compulsory schooling is concerned. In the field of compulsory schooling, the responsibility for school buildings and estate administration lies with the municipalities, which are supported financially by the provinces. The Federal Ministry of Agriculture and Forestry, the Environment and Water Management is responsible for the maintenance and staffing of higher-level schools of agriculture and forestry. The Federal Ministry for Social Affairs and Consumer Protection is charged with handling the free transport and free textbook schemes. The maintenance and staffing of intermediate schools of agriculture and forestry comes within province responsibility.

Österreich - Konkret

Federal Ministry for Health, Family and Youth

Federal Chancellery

Federal Ministry of Finance

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry of Social Affairs and Consumer Protection

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Landesschulrat für Burgenland

Landesschulrat für Kärnten

Landesschulrat für Niederösterreich

Landesschulrat für Oberösterreich

Landesschulrat für Salzburg

Landesschulrat für Steiermark

Landesschulrat für Tirol

Landesschulrat für Vorarlberg

Stadtschulrat für Wien

Federal Ministries' Act 1986

1.3. Religions

Please refer to the sub-sections which follow.

1.3.1. Legal basis

By conception, the Austrian legal system is to be qualified as religiously neutral. This principle precludes any identification of the state with a specific church or religious community. The tasks and objectives of the state are exclusively worldly and non-spiritual. The rights of the legally recognised churches and religious communities are guaranteed pursuant to Article 15 of the Basic Law on the General Rights of Nationals.

Legal recognition implies recognition of a church or religious community as a legal personality under public law, endowing it with the status of a body corporate under public law. One feature of such entities is their performance of tasks and functions in the public interest. Today, there are 13 legally recognised churches and religious communities in Austria.

Of great importance for the individual is the constitutional guarantee of freedom of conscience and creed laid down in Article 14 of the Basic Law on the General Rights of Nationals of 1867. This law, in combination with the Law Regarding Interconfessional Relationships of 1868, guarantees every resident in Austria the right to join any church or religious community by free choice, to leave such church or religious community at his/her own personal discretion or, finally, to abstain from belonging to any of them. Article 63 paragraph 2 of the State Treaty of Saint Germain of 1919 as well as Article 9 of the European Convention on Human Rights of 1950 further enhanced and specified the basic right of religious freedom.

The principles governing the relationship between state and church were laid down in a number of different enactments. The relationship to the Catholic Church is specified above all by the Concordat of 1933 and a number of further laws that regulate the relationship between the Austrian state and the Holy See in different areas.

The 1961 "Bundesgesetz über äußere Rechtsverhältnisse der evangelischen Kirche" (Federal Act on External Legal Matters of the Protestant Church in Austria) superseded the "Protestantenpatent" of 1861 (Protestant Deed). Statutory enactments also regulate the state's relationship to the Jewish Religious Association in the Israelitengesetz of 1890 and the Islamic Religious Community in the Islamgesetz of 1912, the Orthodox Church in the Orthodoxengesetz of 1967 and the Oriental Orthodox Churches Act of 2003. The relationship to the other legally recognised churches and religious communities is regulated on the basis of the Recognition Act of 1874.

The national body of law regarding religions underwent an important development in 1998, when the Federal Law Concerning the Legal Status of Confessional Communities (Federal Law Gazette (BGBl.) I No 19/1998) was passed. In particular, this law regulates the process of gaining a (special) legal personality for confessional communities, which has been given a new and simplified framework. However, it must be emphasised in this context that free exercise of religion and freedom of religion and conscience are guaranteed for everyone in Austria, regardless of whether a church or religious

community is legally recognised or not or registered as a confessional community. All churches and religious communities in Austria enjoy special protection under the law: offences such as the denigration of religious doctrines and the disturbances of free exercise of religion are prosecuted under criminal law.

Tolerance and dialogue among the religious and state-guaranteed religious freedom are the pillars of religious life in Austria.

Österreich, Tatsachen und Zahlen

Federal Constitutional Law

Federal Law on the External Legal Relations of the Greek-Oriental Church in Austria (Orthodox Act)

Federal Act governing the legal personality of religious denominations

Federal Law Regarding the External Legal Relations of the Protestant Church

Federal Law on the External Relations of the Oriental Orthodox Churches in Austria

European Convention for the Protection of Human Rights and Fundamental Freedoms

Law on the Recognition of Followers of Islam as Religious Society

Act Governing the Statutory Recognition of Religious Communities

External Legal Relations of the Jewish Religious Community

Concordate

Basic Law on the General Rights of Nationals

Treaty governing questions of education

State Treaty of Saint-Germain (1919), State Treaty of Vienna (1955)

1.3.2. Statistics

Religious Communities	Number of Members
Catholic Church	5.917,274
Protestant Church A. and H.C.	376,150
Islamic Religious Community	338,988
Orthodox and Oriental Orthodox Churches	179,472
Other Christian churches and communities	69,227
Non-Christian communities (excl. Islamic and Jewish)	19,750
Jewish Religious Association	8,140
No Religion	963,263
Religion not stated (in the census survey)	160,662

Source: Statistik Austria, national census 2001

According to Austrian law (Law on the Religious Education of Children), every young person over the age of fourteen is free to choose his or her religion.

[Federal Law on the Religious Education of Children 1985](#)

1.3.3. Religious instruction

In state schools, all children belonging to a legally recognised church or religious community receive religious education in their own confession (as a compulsory subject, however, students may be excused from the religious instruction), the expense for such education being borne by the state. The text books for religious instruction are financed in the framework of the free textbook schemes.

[Federal Ministry for Education, the Arts and Culture](#)

[Religious Instruction Act](#)

1.4. Official and Minority Languages

The official language in Austria is German. In the mixed-language districts of Carinthia and Burgenland, Slovenian respectively Croatian and Hungarian are admitted as additional official languages. In addition to the Slovenes, Croats and Hungarians, the Czechs and Slovaks (in Vienna), as well as the Roma exist as ethnic groups ("Volksgruppen" in legal terms).

In the mixed Slovenian-German settlement area of Carinthia, instruction is bilingual in all four grades of [Volksschule](#) (primary school) i.e. instruction is split equally between German and Slovenian. In certain [Hauptschulen](#) (general secondary schools) with German as the language of instruction Slovenian is taught four hours a week as a compulsory subject. In the city of Klagenfurt there are a [Allgemein bildende höhere Schule](#) (academic secondary school) for Slovenes and a bilingual-language [Handelsakademie](#) (secondary commercial school).

Similar rules apply to the Croat and Hungarian ethnic groups. Instruction is split equally between German and Croatian and German and Hungarian in the first four years of primary school. Oberwart (in Burgenland) runs a bilingual Allgemein bildende höhere Schule where instruction must be held in equal parts in Croatian respectively Hungarian and in German.

[Bildungsentwicklung in Österreich 2004 - 2007](#)

[Bildungsforschung in Österreich 2007](#)

[Bildungspolitik in der Zweiten Republik](#)

[Interkulturelles Zentrum](#)

[Act on School Education for Ethnic Minorities in Burgenland](#)

[Minority Schooling Act for Carinthia](#)

[Law on Ethnic Groups](#)

[State Treaty of Saint-Germain \(1919\), State Treaty of Vienna \(1955\)](#)

1.5. Demographic Situation

Austria is a landlocked country located in southern Central Europe. Its national territory includes the nine provinces of Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, the Tyrol, Vorarlberg and Vienna, covering a surface of 83,871.7 square kilometres. The Republic is divided into 99 political districts and 2,357 municipalities (2008). (Source: Statistik Austria. Statistisches Jahrbuch 2008)

Vienna, the federal capital, has a population of 1,657.559 (2006) (www.statistik.at).

Demographically speaking, Austria, like other industrial countries in Western Europe, is changing from a "young" into an "old" society. It has been possible to observe this process of demographic aging in Austria from World War I on. Causes for this trend are decreasing birth rates and an increase in life expectancy. (<http://www.bmsk.gv.at>)

For detailed up-to-date figures see **1.7.**

Österreich - Konkret

Federal Ministry of Social Affairs and Consumer Protection

1.6. Economic Situation

Austria is a highly developed industrial country with a large service sector. The industrial sector is predominated by mechanical engineering, the steel and chemical industries as well as the motor vehicle industry (particularly motor and gear production). Austria is also internationally renowned for its achievements in the field of electronic technologies.

Agriculture and the food industry are the areas in which Austria's EU accession has caused the greatest need for change and adjustment in recent years.

Tourism is one of the main pillars of Austria's economy. The direct and indirect value added of the whole tourism and leisure sector yielded a volume of EUR 43.61 billion in 2007, which is 16.3% of gross domestic product (GDP). In 2007, 121.4 million booked nights were recorded, an increase of 1.7% over the previous year.

As an export-oriented country, Austria has developed a large, highly diversified network of foreign trade. It maintains trade relations with approximately 150 countries and two thirds of its foreign trade takes place within the European Union.

In 2006, the unemployment rate by EU criteria (based on employed and unemployed persons determined by surveys) ran at 4.3 %, which compares favourably with the EU 25 (average of 8.2%), ranking third behind Denmark and Netherlands (3.9%) (Source: AMS [Arbeitsmarktservice http://www.ams.or.at](http://www.ams.or.at)).

The annual average gross income of dependently employed individuals increased by 2.3 % to EUR 26,500 in 2006. Men's average income rose by 2.7% to EUR 32,478, while women's earnings grew by 2.6%, their yearly income before tax reaching an average of EUR 19,572. The gap between men's and women's incomes thus remains wide.

Österreich - Konkret

Österreich, Tatsachen und Zahlen

Federal Ministry of Economics and Labour

Labour Market Promotion Act

1.7. Statistics

Please refer to the sub-sections which follow.

Statistisches Jahrbuch Österreichs

Österreich, Tatsachen und Zahlen

1.7.1. Demographic information

In 2006, Austria had 8.281,948 inhabitants, of which 4.028,658 (48.6%) were male and 4.253,290 (51.4%) female. The population density was 99 inhabitants per square kilometre.

In 2006, the age pyramid broke down as follows:

0-14 years	1.303,900	(15,7%)
15-60 years	5.161,000	(62,3%)
60 years and over	1.817,000	(21,9%)

The number of newborn children went down by 276 to 77,914 in 2006; the natural change (births less deaths) with 3,619 was clearly positive (2005: +3,001). (<http://www.statistik.at>)

In 2006, the average life expectancy was 82.68 years for women and 77.13 for men.

The share of foreign residents in Austria was 9.9% of the total population or 826,013 persons as of 1 January 2007, which is 11,948 more than on 1 January 2006. Of the non-Austrian citizens, 161,803 persons were EU14 citizens (of which 113,668 were German) and 84,123 citizens of the ten new EU member states; 303,999 were citizens of the successor states of former Yugoslavia (Slovenia excluded), 108,808 were Turkish citizens and 299,538 citizens of other states (and stateless persons). (<http://www.statistik.at>)

1.7.2. Asylum seekers in Austria

The in-migration of asylum seekers is indicated below:

Applications	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Filed	5,920	6,991	6,719	13,805	20,129	18,284	30,127	39,354	32,359	24,676	22,461
Granted	993	716	639	1,369	3,393	1,002	1,152	1,073	2,084	5,208	4,650

Sources: http://www.bmi.gv.at/downloadarea/asyl_fremdenwesen_statistik/AsylJahr2006.pdf and <http://www.unhcr.at>

1.7.3. Economic developments

The national accounts recorded a nominal economic growth rate of 4.4 per cent and a real growth rate of 2.3 per cent for the year 2004. In 2005, nominal growth was 3.9 per cent and real growth 2.0 per cent. In 2006, the nominal and real economic growth rates were 5.1 per cent and 3.3 per cent respectively.

In 2006, Austria's gross domestic product amounted to EUR 257.9 billion; per capita GDP amounted to EUR 31,140. (<http://www.statistik.at>)

2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION

Please refer to the sub-sections which follow.

2.1. Historical Overview

1962 was a milestone in the development of Austrian educational legislation. An amendment to the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), namely the "Schulverfassungsnovelle 1962" (School Act Amendment of 1962), laid down federal and provincial responsibilities in education as well as the structure of school administration. A number of school acts were enacted on the basis of this amendment, e.g. the "Schulpflichtgesetz, SchPfG" (Compulsory Schooling Act), the "Schulorganisationsgesetz, SchOG" (School Organisation Act), the "Privatschulgesetz, PrivSchG" (Private School Act) or the "Bundesschulaufsichtsgesetz, BSchAG" (Federal School Inspection Act). The latter governs the responsibilities of the different authorities in schools. Later, the "Schulzeitgesetz, SchZG" (School Periods Act) was passed, and in 1974 finally, the "Schulunterrichtsgesetz, SchUG" (School Education Act), which governs the internal organisation of schools.

In 2002, the "Bildungsdokumentationsgesetz" (Educational Documentation Act) was created to provide a proper basis for the protection of student data, which are acquired for statistical purposes. The "Hochschulgesetz 2005" (Federal Act on the Organisation of University Colleges of Teacher Education) removed the former Pädagogische Akademie (training institutes for general compulsory school teachers), Berufspädagogische Akademie (vocational teacher training college) and Pädagogische Institute (training institutes for vocational school teachers) from the School Organisation Act and transformed them into [Pädagogische Hochschule](#). Thus a new legal basis for the initial training of compulsory school teachers and the continuing and in-service training of all teachers was established.

A further amendment to the "Bundes-Verfassungsgesetz" (Federal Constitutional Act) of the mid-70s laid down federal and provincial responsibilities for schools of agriculture and forestry (1975 School Act Amendment).

An amendment to the Federal Constitutional Act concerning education that came into force in 2005 laid down that the National Council no longer requires a two-thirds vote to pass school acts. Excluded are only provisions concerning freedom from tuition fees, the relationship between schools and churches, and a general differentiation of school organisation. The amendment further defined the objectives and concept of the Austrian "Schule" (primary and secondary schools) at constitutional level.

For information on the historical development of the tertiary education sector see Chapter [6.1.](#)

Bildungspolitik in der Zweiten Republik

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Federal School Inspection Act

Federal Constitutional Law

Teacher Education Act 2005

Private Schools Act

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

School Education Act for Working Adults

School Periods Act 1985

2.2. Ongoing Debates and future developments

With the formation of a new government in Austria at the beginning of 2007, ministerial responsibilities in education were reorganised. As of 1 March 2007, the Federal Ministry for Education, the Arts and Culture has been responsible for schools and university colleges of teacher education ([Pädagogische Hochschulen](#)), and the Federal Ministry for Science and Research has been responsible for universities ([Universitäten](#)), [Fachhochschulen](#) and scientific research.

Higher Education in Austria

Federal Chancellery

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Federal Ministries' Act 1986

University Act 2002

2.2.1. Optimising school administration

Current reform aims include the clear division of strategic and operative competences in the school administration sector. Autonomy and decentralisation are to be further promoted. Political bodies like the [Landesschulräte](#) (province school boards) and [Bezirksschulräte](#) (district school boards) need to be re-assessed.

Ökonomische Bewertung der Struktur und Effizienz des österreichischen Bildungswesens und seiner Verwaltung

Federal School Inspection Act

School Organisation Act

2.2.2. Universities

The three-tier system was introduced at Austrian universities ([Universitäten](#)) in 1999. Programmes leading to secondary school teacher accreditation as well as studies in human and dental medicine are exempt from the new regulations and may only be offered as diploma programmes. On a medium-term basis, all diploma programmes are to be replaced by bachelor and masters programmes. In the winter semester 2007, there were 246 bachelor programmes; 349 masters programmes, 65 doctoral programmes and 9 Ph.D. degree programmes as well as 145 diploma programmes at Austrian universities. With the enactment of the 2002 "Universitätsgesetz" (Universities Act) the regulation of almost all matters pertaining to university studies now falls within the competence of the universities, which are exclusively responsible for their study offers. European guidelines have to be followed, however (where they exist). The old semester-hour system has been abandoned in favour of the European Credit Transfer System, which will promote national and international mobility among students.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Higher Education in Austria](#)

[Dokumentation Hochschulrecht](#)

[Institutions of post-secondary education](#)

[Universities Austria UNIKO](#)

[University Act 2002](#)

2.2.3. Fachhochschule programmes

Ever since 2002 [Fachhochschule](#) studies also follow a two-tier system. The amount of time and work students have to invest in their studies is represented by ECTS points. Fachhochschule programmes increasingly incorporate distance learning elements.

The further expansion of the Fachhochschule system based on a 5-year development plan that is determined by the federal government has proven successful. Development activities according to the Fachhochschule Development and Funding Plan III 2005/06 to 2009/2010 cover quantitative as well as qualitative aspects e.g. internationalisation or the creation of new study programmes for working students.

The number of places available on Fachhochschule study programmes is limited and management organises a selection procedure for prospective students.

[Bericht des Fachhochschulrates 2006](#)

[Higher Education in Austria](#)

[Fachhochschulen - Made in Austria](#)

[Austrian Association of Universities of Applied Sciences FHK](#)

[FH Council](#)

[Universities of Applied Sciences Studies Act](#)

2.3. Fundamental Principles and Basic Legislation

Please refer to the sub-sections which follow.

2.3.1. Public education

Constitutional legislation affecting education encompasses the "Bundes-Verfassungsgesetz" (Federal Constitutional Act) including the "Schulverfassungsnovellen" (School Act Amendments of 1962, 1974 and 2005) - see [2.1.](#) - , the "Staatsgrundgesetz über die allgemeinen Rechte der Staatsbürger, StGG" (Basic Law on the General Rights of Nationals), which dates back to the time of the monarchy, the "Europäische Konvention zum Schutz der Menschenrechte und Grundfreiheiten" (European Convention on the Protection of Human Rights and Fundamental Freedoms) including the first protocol and some provisions from the "Österreichischer Staatsvertrag von 1919 und 1955" (State Treaty of St. Germain (1919) and the State Treaty of Vienna (1955)). Whereas the Basic State Law and the European Human Rights Convention (including the first protocol) govern the fundamental rights of the individual in education, the two other treaties mainly concern the rights of linguistic minorities (ethnic groups) to education.

Under the Austrian constitution, legislation and execution of all matters pertaining to universities and higher education is a federal responsibility. The freedom of scholarship and teaching, and the freedom of art, are guaranteed in constitutional legislation. The specific legislative framework for the tertiary education sector is discussed in greater detail in Chapter [6.3.](#)

Federal Constitutional Law

European Convention for the Protection of Human Rights and Fundamental Freedoms

Basic Law on the General Rights of Nationals

Law on Ethnic Groups

State Treaty of Saint-Germain (1919), State Treaty of Vienna (1955)

2.3.2. Private education

Around 90% of all pupils in Austria go to state schools, while 10% attend private educational institutions.

Bildungsentwicklung in Österreich 2004 - 2007

2.3.2.1. Private schools

Under the Basic State Law, anyone has the right to set up a private school. Private schools exist at all levels of schooling, in primary and secondary education, in general and in vocational education.

The "Privatschulgesetz" (Private School Act) distinguishes between two groups of private schools, i.e.

- private schools which have a statutory counterpart in the public sector,
- private schools which do not have a statutory counterpart in the public sector (schools with [Organisationsstatut](#)).

More Information in [4.16.](#) and [5.19.](#)

Federal Ministry for Education, the Arts and Culture

[Act on Private Schools for Agriculture and Forestry](#)

[Private Schools Act](#)

[Basic Law on the General Rights of Nationals](#)

2.3.2.2. Private education in the tertiary education sector

In addition to the 22 state universities (, there are private universities in Austria which have existed since 1999 based on the "Bundesgesetz über die Akkreditierung von Bildungseinrichtungen als Privatuniversitäten (UniAkkG)" (University Accreditation Act). See [6.17.](#)

The institutions maintaining [Fachhochschule](#) programmes may be the federal government, other bodies corporate, or private legal entities.

[Bericht des Akkreditierungsrates 2006](#)

[Private Universities in Austria](#)

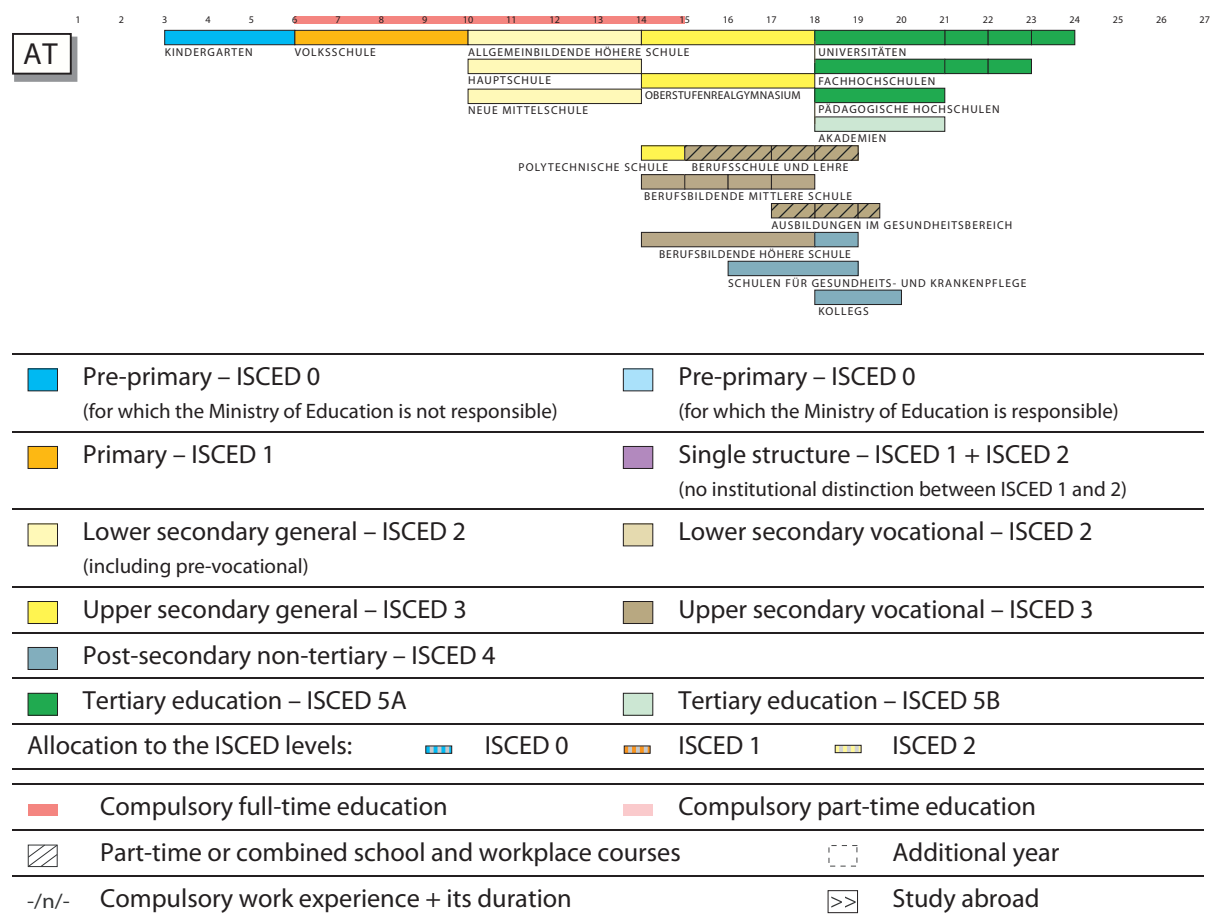
[Austrian Accreditation Council](#)

[Universities of Applied Sciences Studies Act](#)

[University Accreditation Act](#)

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in Austria, 2008/09



Source: Eurydice.

Please refer to the sub-sections for information on [Kindergarten](#) (non-school establishments) and schools (and see [3.](#), [4.](#) and [5.](#)). Information on universities and [Fachhochschule](#) institutions can be found in [2.6.](#) and Chapter [6.](#).

Bildungsentwicklung in Österreich 2004 - 2007

2.4.1. Non-school establishments

Non-school establishments are first and foremost of the type of [Kindergarten](#). Children leave Kindergarten at the onset of compulsory school age. Kindergarten is not considered as a part of school education. All matters relating to kindergarten education are a matter of province legislation and execution. More recently, attention has concentrated on promoting language development for young children in kindergarten.

[Kindertagesheimstatistik 2007/2008](#)

[Federal Ministry for Health, Family and Youth](#)

[Provincial Kindergarten Education Act \(of the 9 provinces\)](#)

2.4.2. Schools

One can distinguish the following types of schools according to educational objectives: schools which endow their pupils with general education, vocational schools and teacher and supervisory-staff training establishments. Vocational schools do not only endow their students with relevant professional skills, but also with general knowledge. [Berufsbildende höhere Schulen](#) (Secondary technical and vocational colleges) lead to the [Allgemeine Universitätsreife](#) (entitlement to enrol in university studies), i.e. successful termination is an entitlement to take up university education. Broken down by level, there are primary, secondary, and "Akademie"-type schools.

2.5. Compulsory Education

In compulsory education, a distinction is to be made between general compulsory schooling and compulsory vocational schooling. Compulsory vocational schooling applies merely to pupils undergoing apprenticeship training. Both forms of compulsory schooling are governed by the "Schulpflichtgesetz 1985 (SchPflG)" (Compulsory Schooling Act).

Compulsory Schooling Act 1985

2.5.1. General compulsory schooling

Compulsory schooling is accomplished in the following institutions:

grades 1-4

- [Sonderschule](#) (special school)
- [Volksschule](#) (primary school) / lower cycle

grades 5-8

- Sonderschule
- Volksschule/ upper cycle
- [Hauptschule](#) (general secondary school)
- [Allgemein bildende höhere Schule](#) (AHS) (academic secondary school) / lower cycle (years 1-4)

grade 9

- Sonderschule
- [Polytechnische Schule](#) (pre-vocational school)
- Allgemein bildende höhere Schule (AHS) (academic secondary school) / upper cycle (grade 5)
- [Berufsbildende mittlere Schule](#) (medium-level technical and vocational school) (year 1)
- [Berufsbildende höhere Schule](#) (year 1)

General compulsory education is a full-time obligation. It applies to children residing permanently in Austria. "Permanent" is understood to mean a stay of at least one semester. If children are in Austria for a temporary spell, they may, but are not obliged to, attend school at parental request.

Compulsory education lasts for nine years. It starts on the 1st of September after a child's sixth birthday.

Apart from permanent residence, the ability to undergo schooling ([Schulfähigkeit](#)) is another requirement of compulsory education. "Schulunfähigkeit" (unfitness for schooling) applies to severely disabled children only.

[Compulsory Schooling Act 1985](#)

2.5.2. Compulsory vocational training

[Berufsschulen](#) (part-time compulsory vocational schools) do not operate on a daily basis, but during some weeks in the year, or on one day of the week. For the rest of the time, pupils (= apprentices) work in the company or business which trains them. This system of training is called the [Duales System](#) (dual system).

Compulsory vocational training is accomplished by attending a Berufsschule in a chosen trade or craft. It starts when apprenticeship training is taken up and generally lasts throughout the entire period of apprenticeship training. The duration of apprenticeship training varies with the different occupations. Generally, it lasts for three years, but it may be shorter or longer (e.g. four years).

[Industrial Constitution](#)

[Vocational Training Act](#)

[Basic Federal Act governing Berufsschulen for Agriculture and Forestry](#)

[Industrial Code 1994](#)

[Compulsory Schooling Act 1985](#)

2.5.3. Accomplishment of compulsory education at private schools having public-law status

See [4.6.3.](#) , [4.16.](#) , [5.7.](#) and [5.19.](#)

General compulsory education and compulsory vocational education may also be accomplished at private schools having [Öffentlichkeitsrecht](#) (public-law status). Schools which meet the statutory requirements are entitled to carry public-law status. See [2.3.](#)

Private Schools Act

2.5.4. Accomplishment of compulsory education by private tuition, and at schools without public-law status

See [4.6.3.](#) , [4.16.](#) , [5.19.](#)

General compulsory education may be completed in private tuition programmes [Häuslicher Unterricht](#). The [Bezirksschulrat](#) (district school board) must be notified of private tuition arrangements before the beginning of the school year. Private tuition may be started, if it is not disallowed within one month of notification. Private tuition can only be disallowed if, at all likelihood, the suggested private tuition arrangements are inferior to instruction at school. Intended private tuition must be reported before the beginning of the school year, it cannot be taken up during the year.

Children being taught privately must take exams at the end of the school year to demonstrate that they have attained the educational goals of the school they would have to attend otherwise, failing which private tuition will be disallowed in the following school year, and the child will have to finish compulsory education at school.

Private tuition is admissible during the period of general compulsory schooling. Compulsory vocational training can only be accomplished at a Berufsschule (part-time compulsory vocational school).

Under similar conditions, children of statutory school age may attend private schools which do not enjoy [Öffentlichkeitsrecht](#) (public law status). Again, the equivalence of teaching will be tested in subsequent examinations held at public schools.

Private Schools Act

Compulsory Schooling Act 1985

2.5.5. Safeguards to enforce regular school attendance

Parents and guardians are under the obligation to ensure that their children attend school regularly and undergo compulsory schooling. If they fail to do so, the school will report non-attendance to the competent district government authorities. The authorities may impose a fine of up to EUR 220 and, if the amount is not recoverable, a prison sentence of up to two weeks. Fines may be imposed repeatedly. Should these sanctions remain ineffective, the school will refer the matter to the custodial courts. Custodial proceedings may entail the loss of custody for the child.

Youth Welfare Act 1989

Compulsory Schooling Act 1985

2.6. General Administration

Responsibilities in education

For general education, constitutional legislation spells out a complex system of allocated responsibilities, which is based on the general division of responsibilities practised in the Austrian administration.

In the field of education, the federal and the provincial levels exercise joint responsibilities in legislation and execution. At provincial level, a federal and a provincial structure of school administration coexist. The latter is responsible in part or fully, for compulsory school teachers, and also for medium-level schools for agriculture and forestry.

Responsibilities for schools of agriculture and forestry

The constitutional basis for the allocation of responsibilities for schools of agriculture and forestry was laid in 1975. Responsibilities are generally allocated in a fashion similar to that of general education.

Federal School Inspection Act

Federal Constitutional Law

Federal Ministries' Act 1986

Act on Federal Schools for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

2.6.1. General administration at national level

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

Das österreichische Schulrecht

Kodex Schulgesetze

Dokumentation Hochschulrecht

Universitätsbericht 2005

Universitätsbericht 2008

Universitätsgesetz 2002

Bericht des Fachhochschulrates 2006

Dokumentation Hochschulrecht

Universitäten und Hochschulen in Österreich. Reformen 2001

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Universities Austria UNIKO

Federal Ministry of Science and Research

Austrian Accreditation Council

FH Council

Austrian Science Board

Federal School Inspection Act

Federal Constitutional Law

Civil Service Code

Federal Staff Representation Act

Federal School Inspection Act

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Basic Federal Act on Fachschulen for Agriculture and Forestry

Federal Ministries' Act 1986

Act on Federal Schools for Agriculture and Forestry

Basic Act on the Maintenance of Compulsory Schools

Private Schools Act

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

Act on Staff employed by Private-law Contract

Private Employees' Act

Federal Act on the University for Further Education Krems

Federal Ministries' Act 1986

University Act 2002

Universities of Applied Sciences Studies Act

University Accreditation Act

University Act 2002

2.6.1.1. General administration at national level of school education

The federal level is responsible for legislation and execution of all matters pertaining to compulsory education, teaching and curricula, private schools (See 4.6.3., 4.16., 5.19.), to the structural set-up of the educational authorities and thus of the school inspectorate, for the entire system of higher-level secondary general education (age 10-18, grades 5-12) and for the entire system of intermediate and higher level technical and vocational education (age 15-19; grades 9-13). This responsibility includes matters pertaining to the Service Code and Staff Representation for teachers at the above-mentioned institutions. It also includes teacher training and in-service training establishments.

The federal responsibility for legislation and province responsibility for execution covers the Service Code and Staff Representation for teachers at public compulsory schools.

The federal responsibility for framework legislation, province responsibility for implementing legislation and for execution includes the external organisation of public compulsory schools. "External organisation" refers to the structure of schools, their organisational forms, establishment, maintenance and closing, the establishment of school districts, the setting of the number of pupils per class, and the regulation of teaching time. Moreover, it includes the composition and set-up of the different province and district school boards in detail. This refers especially to the group, the members of which play an advisory role only on the collegial board.

The Federal Ministry for Education, the Arts and Culture in Vienna is the supreme executive authority in all matters pertaining to education. Excluded are the maintenance of higher-level schools for agriculture and forestry ([Höhere land- und forstwirtschaftliche Lehranstalt](#)), and all staffing matters at these schools (staffing is a responsibility of the Federal Ministry of Agriculture and Forestry, the Environment and Water Management), the maintenance of [Allgemein bildende Pflichtschulen](#) (general compulsory schools), of intermediate schools for agriculture and forestry and of [Berufsschulen](#) (part-time compulsory vocational schools) for agriculture and forestry, and all staffing matters at these schools (which are a province responsibility).

The Federal Minister for Education is the political head of the Federal Ministry for Education, the Arts and Culture. The Federal Ministry is organised in the following divisions:

- Central Division: responsible for personnel and organisation of the Central Division; budget, facility management, public relations; grants
- Office of Religious Affairs: matters pertaining to churches and religious societies
- Division I: responsible for general education, educational planning and international affairs
- Division II: responsible for technical and vocational education
- Division III: responsible for personnel and school management, legal and legislative affairs
- Division IV: responsible for cultural affairs
- Division V: responsible for general pedagogical issues, statistics and IT-issues and adult education
- Division VI: responsible for the arts

2.6.1.2. General administration at national level of university education

Tertiary education at universities ([Universitäten](#)), at [Fachhochschule](#) institutions and at private universities ([Privatuniversitäten](#)) is regulated by federal law, although all the above-mentioned institutions are organised as more or less autonomous self-governing bodies. Universities are subject to legal supervision by the Federal Minister. The Minister's supervision is complemented by additional legal supervision on the part of the university councils, which also monitor financial management.

The supreme state authority in the field of tertiary education is the Federal Minister for Science and Research. The provinces have no competence in this area.

Under the provisions of the "Bundesministeriengesetz 2007" (Federal Ministries Act), the Federal Ministry for Science and Research is responsible for matters concerning universities, Fachhochschule institutions, the student representative bodies, study grants and scholarships, the promotion of the construction of student hostels, and for the promotion of research at universities.

The tertiary education sector comprises universities as well as Fachhochschule institutions.

The Federal Minister for Science is the political head of the Federal Ministry for Science and Research. Under-secretaries of state have not been installed, but might be appointed by decision of the federal government.

The Federal Ministry for Science and Research is organised in three divisions: one division is responsible for personnel and organisational issues, the other two are responsible for universities, Fachhochschule institutions and for scientific research and international affairs:

Every division is headed by a Director General. Directors General are civil servants, not political appointees. They remain in office when ministers change. Austria has no politically appointed civil servants. Under the provisions of the Service Code, directors general may be appointed for a defined term. Each division comprises approx. 15 departments. Large departments are made up of different units.

The 2002 "Universitätsgesetz" (Universities Act) gave universities a new legal basis which combines organisational and study law. The Act, which entered into full force on 1 January 2004 after a one-year implementation phase, has transformed universities from federal institutions into legal persons under public law, removing them from the scope of federal administration. The constitutional provisions of previous related legislation (1993 University Organisation Act, 1998 Arts Universities Organisation Act, 1997 University Studies Act) will remain in force. University staff recruited in the future will no longer be endowed with civil-service status. Employment contracts will be concluded under the "Angestelltengesetz" (Salaried Employees Act).

The 2002 "Universitätsgesetz" (Universities Act) followed up on the decentralisation efforts of the 1990s, extending them by i.a. introducing "full legal capacity" (university autonomy) and partly replacing government accounting systems by commercial-type financial management. This has created the legal basis for tapping new funding in addition to federal funding. Legal regulation is complemented by a new monitoring system, consisting of three-year performance agreements between universities and the federal government, and of global budgeting. The Federal Ministry limits itself mainly to legal supervision, to negotiating the performance agreements and three-year global budgets, to adopting performance reports and financial statements as well as to controlling and monitoring. The negotiations concerning the first three-year period (2007-09) were finalised at the end of 2006.

The University Centre for Further Education and Training in Krems ("Donau-Universität Krems") is governed by a separate federal law. In 2004, an amendment adapted the University Centre's organisational set-up to the requirements of the 2002 "Universitätsgesetz" (Universities Act). The University Centre offers postgraduate education and continuous training. It is organised as a public-law corporation.

2.6.1.3. General administration at national level of Fachhochschule programmes

Like the rest of the tertiary education sector, [Fachhochschule](#) institutions are governed by federal law: "Bundesgesetz über Fachhochschul-Studiengänge" (1993 Federal Act on Fachhochschule Programmes). Fachhochschule institutions may be maintained by the federal government, other bodies corporate and by private legal entities. The Fachhochschule Council ([Fachhochschulrat](#)) is the central organ which is responsible for accreditation in the Fachhochschule sector. It is responsible for accrediting Fachhochschule programmes ([Fachhochschul-Studiengänge](#)) and for developing quality assurance guidelines for the Fachhochschule sector.

The administration of Fachhochschule institutions lies with the legal entities providing Fachhochschule programmes and has to be exercised in accordance with legal regulations and with guidelines issued by the Fachhochschule Council.

A council system was introduced by the Federal Ministry, starting with the "Fachhochschulgesetz" (Federal Act on Fachhochschule Programmes - introducing the Fachhochschule Council), the "Universitäts-Akkreditierungsgesetz" (University Accreditation Act - introducing the Accreditation Council) and most recently the 2002 "Universitätsgesetz" (Universities Act - introducing university councils), to complement the executive and administrative powers of the Federal Ministry. The Fachhochschule Council and the Accreditation Council are government authorities that are not bound by any instructions. According to the provisions of the new Universities Act, the university councils are set up as university bodies not bound by instructions, their functions are mainly of a strategic and supervisory nature.

Moreover, the 2002 Universities Act provides for a Science Council as a federal institution which gives policy advice to the lawmaker, the Federal Minister and the universities.

2.6.2. General Administration at Regional Level

In the Austrian context, general administration at regional level is educational administration in the provinces. Wherever the constitution accords responsibilities in executing school legislation to the federation, these responsibilities are assumed at province level by the [Landesschulräte](#) (province school boards). The provinces' responsibilities in executing school legislation under the constitution are assumed by provincial administrations (separate departments in the Offices of the Province Governments).

Federal Ministry for Education, the Arts and Culture

Burgenländische Landesregierung

Kärntner Landesregierung

Landesschulrat für Burgenland

Landesschulrat für Kärnten

Landesschulrat für Niederösterreich

Landesschulrat für Oberösterreich

Landesschulrat für Salzburg

Landesschulrat für Steiermark

Landesschulrat für Tirol

Landesschulrat für Vorarlberg

Niederösterreichische Landesregierung

Oberösterreichische Landesregierung

Salzburger Landesregierung

Stadtschulrat für Wien

Steiermärkische Landesregierung

Tiroler Landesregierung

Vorarlberger Landesregierung

Wiener Landesregierung

Federal School Inspection Act

Federal Constitutional Law

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

Province Teacher Service Authority Act

Service Code for Province-employed Teachers

Service Code for Province Teachers employed under Private-law Contracts 1966

Basic Act on the Maintenance of Compulsory Schools

Provincial Kindergarten Education Act (of the 9 provinces)

2.6.2.1. General administration at regional level of school education

At the regional level, federal administration is provided by separate federal authorities, i.e. the so-called [Landesschulräte](#) (province school boards). All of Austria's nine provinces have installed a Landesschulrat, which is called [Stadtschulrat](#) (municipal school board) in Vienna.

The Landesschulrat is made up of a president (province governor), a collegiate board and an office.

The Landesschulrat is headed by the province governor who acts as president. In most cases, the president comes from the party which holds the majority in the diet (=province parliament). The president may assign all duties he does not wish to retain for himself to an acting president. Some Landesschulräte have a vice-president. Vice-presidents have no separate portfolio and will not

deputise for the presidents, as this task is assumed by the acting presidents. The office of vice-president is consultative in nature. Vice-presidents have access to all files and documents. Vice-presidents are usually appointed by the second-largest party in the diet, if the president comes from the largest party.

The president will decide on all matters which have not been assigned to the board by law. The Landesschulrat board is the most influential decision-making instance within the authority. It is made up of voting and of consultative members. The latter include representatives of the churches and religious communities, of the social partners, the [Landesschulinspektoren](#) (province school inspectors), the Office Director ("Amtsdirektor"), who is the highest civil servant in the Landesschulrat and, occasionally, students' representatives.

The voting members are the Landesschulrat president (acting president) and, among others, joint parents' and teachers' representatives. They are appointed by the competent provincial diets on a pro rata basis according to the strength of the political parties represented there. The boards are therefore appointed according to the principle of proportionate political representation. The boards issue ordinances and general instructions and have a wide-ranging say when it comes to the appointment of teachers and school heads at secondary intermediate and higher-level schools. They are entitled to submit a three-candidate shortlist to the Federal Minister (for vacancies). This shortlist is binding for the Minister for Education to the extent that only listed candidates can be appointed. The exact composition of the boards is laid down in greater detail in province implementing legislation.

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

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

In conformity with the constitutional allocation of responsibilities in education, the provinces are responsible for the maintenance and for staffing matters of institutions of compulsory education, of secondary intermediate schools for agriculture and forestry, and [Berufsschulen](#) (part-time compulsory vocational schools) for agriculture and forestry. These tasks are carried out by the Offices affiliated to the provincial governments. Normally, separate departments exist which operate under the province governor or a province councillor. Almost all matters pertaining to the maintenance of Allgemein bildende Pflichtschulen (general compulsory schools) with the exception of staffing, have been assigned by province legislation to the local communities or community associations. In fulfilling the duties arising hereunder, they are supported by the province in question. The provinces themselves are in charge of maintaining establishments of vocational compulsory education ([Berufsbildende Pflichtschulen](#)) and schools of agriculture and forestry.

2.6.2.2. General administration at regional level of kindergarten education

Apart from schools, the provinces are also responsible for all matters pertaining to kindergarten (nursery school) education, for which separate departments have been created in the Offices of the

province governments. As the federal administration has no responsibility for kindergarten education, administrative structures for [Kindergarten](#) education do not exist at the national level. Legislation in all matters of kindergarten education is equally a province responsibility.

2.6.3. General Administration at Local Level

For the purposes of this document, general administration at local level refers either to the school administration in the districts or to the responsibilities related to school administration which are fulfilled by the local communities, particularly the maintenance of general compulsory schools. Except for Vienna, every province is divided into political districts which again subdivide into local communities. In the Austrian system, the local community is the lowest level of government closest to the citizen.

The federal level discharges of its executive responsibilities in school education at the local level through [Bezirksschulräte](#) (district school boards). Every province divides into political districts, each political district has its own Bezirksschulrat. In the province of Vienna, which currently holds the status of a municipality, the [Stadtschulrat](#) (municipal school board) acts as a Bezirksschulrat.

The Bezirksschulrat consists of a director, a collegiate board and an office. The Bezirksschulrat is headed by the district governor. In cities with a charter of their own, the Bezirksschulrat is headed by the lord mayor. The Bezirksschulrat acts as the school authority of the first instance for all [Allgemein bildende Pflichtschulen](#) (general compulsory schools) within the district territory. It has no competence for secondary intermediate and higher-level schools and for [Berufsschulen](#) (part-time compulsory vocational schools). Affiliated to the Bezirksschulrat is the school inspectorate for the school types under its purview, the duties of which are assumed by a [Bezirksschulinspektor](#) (district school inspector).

The Bezirksschulrat has its own Board, which again consists of voting and consultative members. The voting members are appointed by the diets, the composition of the Board must reflect the strength of the political parties at district level. The composition of the Bezirksschulrat Board is spelled out in greater detail in province legislation.

It has been said under [2.6.2.](#) that the provinces are responsible for maintaining (construction, running, closing) general compulsory schools. Generally, these tasks are assigned to the communities by provincial legislation and executed by the communities under the supervision of the provinces, which will grant financial support (e.g. province school construction funds).

Federal School Inspection Act

Federal Constitutional Law

Basic Act on the Maintenance of Compulsory Schools

2.6.4. Educational Institutions, Administration, Management

A distinction is to be made between schools and the tertiary education sector.

Higher Education in Austria

Dokumentation Hochschulrecht

Universitätsbericht 2008

Universitätsgesetz 2002

Bericht des Fachhochschulrates 2006

Federal Ministry for Education, the Arts and Culture

Service Code for Province-employed Teachers

University Act 2002

Universities of Applied Sciences Studies Act

2.6.4.1. Administration and management of schools

Headmasters

Title of the school head

- In lower and upper secondary federal schools ("Bundesschulen"): "Direktor".
- In compulsory education: [Volksschule](#) (primary school): "Volksschuldirektor"; [Hauptschule](#) (general secondary school): "Hauptschuldirektor"; [Sonderschule](#) (special schools): "Sonderschuldirektor"; [Polytechnische Schule](#) (pre-vocational school): "Direktor der Polytechnischen Schule".

Recruiting and appointment procedures

Vacant posts for "Schulleiter" (school heads) are subject to open competition. The candidates submit their applications through official channels to the responsible administration ("Dienstbehörde"). The diploma and basic training required are the same qualifications as those required to teach in the school concerned..

See [8.2.6.](#) , [8.2.13.](#) , [8.3.](#)

2.6.4.2. Administration and management of universities

The 2002 Universitätsgesetz (Universities Act)

http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214d718) concentrates decision-making powers within the university at the level of university management. The university management consists of the rectorate, the senate ([Senat](#)) and the university council. Decentralised collegiate bodies - with or without decision-making powers - may be set up by the senate. Decisions emanating from these bodies are subject to authorisation. Curriculum and appointment committees must be set up on a mandatory basis.

The university council has a strategic and a supervisory function and is responsible for electing and recalling the rector and the vice-rectors. The strategic tasks concern mainly development planning, the internal organisational set-up (organisation plan), (authorising) performance agreements with the federal government, (mandating) external evaluations and (commenting) on the drafting of the curricula and (consultation) in the decision-making on study programmes. The oversight function including legal and commercial supervision covers the performance report, the intellectual capital report and the financial statements.

The rectorate is elected on the basis of a three-candidate proposal submitted by the senate (for the rector's post) and by the rector (for the vice-rectors).

The main other tasks of the senate are:

- to set up collegiate bodies with and without decision-making powers and to authorise their decisions,
- to elect one half of the members of the university council,
- to adopt the curricula proposed by the curriculum committees,
- to authorise the charter and to participate in issues concerning the rectorate and the university council.

The main functions of the rectorate are:

- to prepare decisions for the university council and the senate,
- to appoint intra-university management staff,
- to allocate budget and staff,
- to set intra-university objectives,
- reporting,
- evaluation.

The rector ([Rektor](#)) chairs the rectorate; s/he represents the university vis-à-vis the Federal Ministry when concluding performance agreements, appoints university professors ([Universitätsprofessoren](#)) upon the proposal of an appointment committee, concludes service contracts with university staff and is the highest-level superior.

2.6.4.3. Administration and management of Fachhochschule programmes

With providers of Fachhochschule study programmes ([Fachhochschul-Studiengänge](#)) that were granted the designation "[Fachhochschule](#)", a collegiate board is installed to administer and organise teaching and examinations. This board is made up of the heads of the study courses set up at this institution, representatives of the teaching and research staff, as well as student representatives. The Fachhochschule collegiate boards elect a chairman and a vice-chairman from a three-candidate shortlist submitted by the providing entity, they submit proposals to change study courses to the Fachhochschule Council, apply for budget funds to the provider, submit proposals for the recruitment of teaching staff, co-ordinate the contents of lectures and examinations, evaluate teaching and examinations as well as the study plans and the examination regulations, confer academic degrees and validate foreign degrees.

2.7. Internal and External Consultation

A differentiation between participation of internal and external partners at school level and at tertiary level is to be made.

2.7.1. Internal Consultation

Please refer to the sub-sections which follow.

[Bildungsentwicklung in Österreich 2004 - 2007](#)

[Das österreichische Schulrecht](#)

[Kodex Schulgesetze](#)

[School Autonomy in Austria](#)

[BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System](#)

[Federal Ministry for Education, the Arts and Culture](#)

[School Inspection Mandate](#)

[School Organisation Act](#)

2.7.1.1. Consultation at school level

Consultation between the different levels of education takes place by the Federal Ministry for Education, the Arts and Culture, which co-ordinates the curricular design activities of the curricular work groups. The Centre for School Development (now BIFIE), which conducts research into school development and develops the inter-institutional bases for curricula, is involved in these co-ordination efforts. On site, school inspectors ensure that unbridgeable gaps do not develop in day-to-day teaching between the different levels of education.

The concept of [Schulautonomie](#) (school autonomy) introduced by the 15th Amendment to the "Schulorganisationsgesetz" (School Organisation Act) allows schools to shape their own curricula within a given framework. This framework is to avoid impasses in education. The [Landesschulräte](#)

(province school boards) are charged with overseeing that the schools keep within the general framework. Once overstepping the borderline, a school will be forbidden to implement its independently devised curriculum.

Curricular work groups are installed whenever new curricula are developed. The Centre for School Development (now BIFIE) is a permanent institution. The Landesschulräte are school authorities (see [2.6.2.](#)) and as such also permanently installed institutions. The school inspectorates are affiliated to the Landesschulräte (see [8.4.](#)).

Whenever curricula for technical and vocational schools are developed, the Ministry will consult with the social partners for an agreement on contents.

Schools which use the possibility of issuing curricula under the autonomy provisions must take care to ensure that transfer options to other schools as well as the professional entitlements remain unaffected, failing which the school authorities have the right to annul the curricular provisions adopted under school autonomy to the extent required.

2.7.1.1.1. Consultation among teachers: The staff council

Under the existing legal provisions, certain functions, such as decisions on the entitlement or non-entitlement to pass on to the next higher grade, are reserved to the staff council.

Staff councils may be held at class level, department level or school level on any school-related matter, be it educational measures, performance assessment or promotion of pupils.

Instruction at the primary level of the [Allgemein bildende Pflichtschule](#) (general compulsory school) as a rule follows the classroom teacher principle, i.e. instruction in each class is given by one form teacher. At the primary level, therefore, there are only staff councils convened by the school head, at which all of the teachers at the school participate. The staff council will act as a conference of class teachers for all classes. In disciplinary matters concerning the exclusion of a pupil, the conference of class teachers must be expanded to include parents' representatives.

Instruction at secondary level I of general compulsory school follows the subject-teacher principle. In addition to staff councils, there are also conferences of class teachers, which are convened by the [Klassenvorstand](#) (class head teacher) with the consent of the headmaster, and at which all teachers teaching in a particular class participate. In disciplinary matters dealing with an application for the exclusion of a pupil, the conference of class teachers must be expanded to include parents' and pupils' representatives.

At [Allgemein bildende höhere Schulen](#) (academic secondary schools), which generally also run a secondary level I, and at all other schools at secondary level II, students (from grade 9 onwards), parents' and teachers' representatives form the [Schulgemeinschaftsausschuss](#) (school community committee) whose members are entitled to attend staff councils, unless matters concerning the assessment of performance of individual pupils or the Service Code for teachers are being discussed.

School Organisation Act

School Education Act 1986

2.7.1.1.2. Involvement of students

Please refer to the sub-sections which follow.

2.7.1.1.2.1. Student participation at school level

Students have the right to participate in efforts directed towards the achievement of schooling objectives.

Pupils' representatives are not appointed at the primary level of [Allgemein bildende Pflichtschule](#) (general compulsory school). Pupils' rights of participation are exercised by their parents or guardians.

At the upper levels, students' representatives are appointed by direct election at the level of the class and the school. The students' representatives enjoy wide-ranging rights to be heard and to be informed on all matters concerning school life.

Starting in 1997, class speakers at secondary level I from years 5 to 8 elect a "class speakers' representative" and a deputy from their ranks who will take part in the school forum (secondary level II of the Allgemein bildenden Pflichtschulen) and in the [Schulgemeinschaftsausschuss](#) (school community committee) (at [Allgemein bildenden höheren Schulen](#)) in a consultative function.

At secondary level II, all schools must, in addition to the students' representation at class level, install a student representative body at school level. All students of a school from grade 9 onwards elect a school speaker and two deputy speakers. The school speaker is to represent the interests of all pupils of the school, at the Allgemein bildende höhere Schulen also those of pupils at secondary level I. The school speaker and his/her two deputies are entitled to be heard and informed. They also have a say in disciplinary cases concerning the proposed expulsion of a student from the school.

School speakers and their deputies participate in the Schulgemeinschaftsausschuss where they enjoy rights of consultation and co-decision-making.

In higher-level technical and vocational education, especially the [Höhere technische und gewerbliche Lehranstalten](#) (higher-level technical and vocational schools), a number of schools are made up of several departments. At these schools, students' representative bodies are not only installed at class and school level, but also at the department level (department speakers). They are elected by all students within a department.

School Education Act 1986

2.7.1.1.2.2. Student representation at the supra-institutional level

The Schülervvertretungengesetz (SchVG 1990) (Students' Representation Act) provides for a provincial students' representative body in each province, and a federal students' representative body to be installed at federal level.

The provincial students' representative body consists of students of [Allgemein bildende höhere Schulen](#) (academic secondary schools), of [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges), and of [Berufsschulen](#) (part-time compulsory vocational schools). School speakers elect members for their own school type only.

29 federal students' representatives elect from among themselves a federal school speaker.

The provincial students' representative bodies and the federal students' representative body represent students' interests in issues affecting students in their capacity as students (Students' Representation Act of 1990). They are entitled to comment on draft acts and draft ordinances; to submit suggestions for acts and ordinances; raise issues and present complaints, and to plan and organise further training measures for students' representatives.

The members of the federal students' representative body maintain contact with students' representatives as well as parents and teachers, making an important contribution to the discussion process among the various partners at school.

Federal Ministry for Education, the Arts and Culture

[Pupils' Representation Act](#)

2.7.1.1.3. Participation of parents and guardians

Please refer to the sub-sections which follow.

2.7.1.1.3.1. Parental representation at school level

The parents/guardians have a right of interest representation vis-à-vis the teachers, the school head and the school authorities. Interest representation is exercised by the parental representatives for the classes, and by representation in the [Schulgemeinschaftsausschuss](#) (school community committee) or in the [Schulforum](#) (school forum).

At schools with a Schulgemeinschaftsausschuss (school community committee) there is no advisory and decision-making body at class level comparable to the class forum at other schools.

A parental representative and a deputy representative are to be elected for each class at the [Allgemein bildende Pflichtschule](#) (general compulsory schools), with the exception of the [Polytechnische Schulen](#). They enjoy several rights of an advisory nature, such as the right to submit proposals (on which, depending on the issue, the teachers, the staff council, the school head or the school authorities will decide), as well as a right of co-determination when a pupil is threatened by expulsion, or when a motion for expulsion is filed.

Parental representatives for the different classes may participate, and have a right of co-determination, in the Schulforum (school forum).

Parental representation at secondary levels I and II (grades 5-12) of the Allgemein bildende höhere Schulen and at all technical and vocational schools (secondary level II, from grade 9 onwards).

The law does not stipulate any parental representation to be instituted at class level at [Allgemein bildende höhere Schulen](#) (academic secondary schools), the Polytechnische Schulen (pre-vocational schools) and at all technical and vocational schools. Parental representatives in the Schulgemeinschaftsausschuss (school community committee) represent the interests of all parents/guardians. In this capacity, they enjoy the same rights of consultation and co-decision as the parental representatives at class level at general compulsory schools for grades 1-8.

School Education Act 1986

2.7.1.1.3.2. Parental representation at the supra-institutional level

Private parental associations exist in many of Austria's schools in addition to the parental representatives laid down in school legislation. As such, they do not form part of school organisation. Also, they are not subject to school legislation, but to the pertinent associational legislation and appoint office holders independently. There is no legal obligation to become a member of a parental association.

Parental associations are generally organised at the supra-regional level in province and federal organisations. The representatives of parental and family-interest associations are invited to take part as parental advisory boards in consultations with the school authorities and the Federal Minister for Education, the Arts and Culture in fundamental matters pertaining to education to represent the point of view of parents.

Federal Ministry for Education, the Arts and Culture

2.7.1.1.4. Advisory and decision-making bodies at the school site

In order to promote and strengthen the community of teachers, students and parents, every school is to install a body with consultative rights (on questions of instruction, choice of teaching tools or use of funds entrusted to the school), which enjoys precisely defined decision-making powers, e.g. planning of school events which last several days, the adoption of house rules, the issuance of autonomous curricular provisions, the formation and division of groups, or the introduction of a five-day-week. The relevant bodies are the [Klassenforum](#) (class forum), [Schulforum](#) (school forum) and [Schulgemeinschaftsausschuss](#) (school community committee).

School Organisation Act

School Education Act 1986

Ordinance on School Events 1995

Ordinance on School Rules

2.7.1.1.4.1. Klassenforum and Schulforum

At the primary level of the [Allgemein bildende Pflichtschulen](#) (general compulsory schools) a [Klassenforum](#) (class forum) is to be installed for every class, which deliberates, and partly decides on, matters affecting the class as a whole. The Klassenforum is made up of the parents of all pupils in the class and of the class teacher.

The parents shall elect in equal, direct and personal elections a representative and a deputy representative for the class. If there is a parental association for the school, it may appoint the election chairman and propose candidates.

The [Schulforum](#) is composed of the class teachers, the parental representatives for the individual classes, and the headmaster. In the case of a tie, the school head has a casting vote. Decisions are adopted by absolute majority of all votes cast; decisions under autonomy provisions require the attendance of at least two-thirds of all partners represented in the school forum and a majority of at least two thirds of all votes cast in every group.

The same provisions apply to the Klassenforum (class forum) and Schulforum (school forum) at secondary level I of the Allgemein bildende Pflichtschulen (general compulsory schools) as at primary level, the difference being that, as instruction at this level follows the subject-teacher principle, the Klassenvorstand (class head teacher) serves in the Klassenforum, and the various class head teachers in the Schulforum.

2.7.1.1.4.2. Schulgemeinschaftsausschuss

There is no institution comparable to the [Klassenforum](#) (class forum) at the [Allgemein bildende höhere Schulen](#) (academic secondary schools), the [Polytechnische Schulen](#) (pre-vocational schools) and all technical and vocational schools. The tasks of the Klassenforum are usually carried out by so-called "class parents meetings".

The consultative and decision-making body responsible for individual classes or for the entire school is the [Schulgemeinschaftsausschuss](#) (school community committee), which enjoys largely the same rights as the [Schulforum](#) (school forum). This committee consists of three teacher representatives, three parental representatives, three students, and of the school head. The members of the Schulgemeinschaftsausschuss are appointed by election.

Federal Ministry of Science and Research

Austrian Science Board

Federal Finance Bill

Universities of Applied Sciences Studies Act

University Act 2002

2.7.1.2. Consultation in the tertiary education sector

The tertiary education sector is accessed via the secondary level ([Allgemeine Universitätsreife](#)). Educational participation at secondary level and the capacity of higher-level secondary schools therefore largely determine the number of students entitled to enrol in higher education studies ("Maturanten", higher-level secondary school graduates). At present, some 70% of all higher-level secondary school graduates enrol in university or [Fachhochschule](#) study programmes. 30% of all higher-level secondary school graduates take up post-secondary studies or start a job. Therefore, the student potential for universities and Fachhochschulen is a quantity that is determined externally and for the greater part cannot be influenced by the universities and Fachhochschulen. While there is an open access policy for universities, except for eight programmes at science universities (see Chapter [6.2.](#) and [6.6.2.](#)) and programmes in the arts, the number of places on Fachhochschule study programmes is limited. The federal government's development and funding plan for Fachhochschulen (currently for the 2005/06 to 2009/10 period) lays down the number of study places for which the federal government contributes funding.

As far as consultation in the university ([Universitäten](#)) sector is concerned, the 2002 "Universitätsgesetz" (Universities Act) has set up a Science Council to advise the federal ministries, the legislative bodies and the universities on the further development of the university and scientific system.

2.7.1.2.1. Student co-determination

Student co-determination is one of the fundamental principles laid down in the 2002 Universities Act, particularly with respect to studies, teaching quality assurance and the use of university fees. Elected students account for one fourth of the members of the individual universities' senates ([Senat](#)), which are i.a. responsible for prescribing curricula. There is always at least one student representative on appointment and habilitation committees. Student course evaluations play an important part in universities' ([Universitäten](#)) performance agreements.

Student co-determination is a mandatory prerequisite for the accreditation of a [Fachhochschule](#) study course ([Fachhochschul-Studiengang](#)) by the Fachhochschule Council ([Fachhochschulrat](#)).

[FH Council](#)

[Universities of Applied Sciences Studies Act](#)

[Union of Students Act 1998](#)

[University Act 2002](#)

2.7.2. Consultation involving Players in Society at large

Please refer to the sub-sections which follow.

[Bildungsentwicklung in Österreich 2004 - 2007](#)

[Das österreichische Schulrecht](#)

[Higher Education in Austria](#)

[Universitäten und Hochschulen in Österreich. Reformen 2001](#)

[Universitätsbericht 2008](#)

[Bericht des Fachhochschulrates 2006](#)

[Federal Ministry for Education, the Arts and Culture](#)

Federal Ministry of Social Affairs and Consumer Protection

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

FH Council

Basic Act on the Maintenance of Compulsory Schools

2.7.2.1. Participation by and consultation among the various social actors at school level

The involvement of "social actors" in opinion and decision-making processes in school matters depends on the issues at stake (staffing, construction and equipment of schools, internal regulations etc.) and is implemented at federal or province level, or at the level of individual schools, by different bodies.

In the collegiate boards of the [Landesschulräte](#) (province school boards), the trade unions, chambers and churches are members with consultative status. They are entitled to comment on draft acts, draft ordinances and draft curricula.

In technical and vocational education, the representatives of the social partners and other interested establishments may be included in the school community. At the [Berufsschulen](#) (part-time compulsory vocational schools) these bodies are called "school committees" ("Schulausschüsse"), and at the [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and the [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) they are called "boards" ("Kuratorien").

The federal authorities, regional and local authorities, the social partners, parents' associations, the churches and other public institutions are entitled to comment on any envisaged changes in school legislation.

Communities and community associations are providers of [Allgemein bildende Pflichtschulen](#) (general compulsory schools). They are in charge of the establishment and maintenance of these schools and as such involved in educational matters. Since the ban on advertising at schools was partially lifted in 1997, school providers have been allowed to conclude advertising contracts (including school sponsoring agreements), given the approval of the school head. School heads at federal schools may let parts of the school premises including the inventory against reasonable compensation for non-school purposes. Earnings from sources other than the letting of school premises must be earmarked and used for the school. Having been endowed with partial legal capacity, federal schools may set up institutions with a separate legal personality which are managed by the school head or (after consultation with the latter) by any other person.

The provision of teachers is a matter that falls within the purview of the provinces. The communities have no say with regard to the contents of teaching. However, under the provisions on [Schulautonomie](#) (school autonomy), schools enjoy a free scope of action when it comes to

independent curricular development, and may include contents of local interest in the curriculum. Seen from this angle, schools and communities may find additional ground for interaction in the future.

2.7.2.2. Participation by and consultation among the various social actors at university level

Austria's political system and legal order are traditionally characterised by a strong involvement of interest groups in decision-making processes before the parliamentary stage. In a so-called consultation process, comments are sought for all draft acts and ordinances.

Every university ([Universität](#)) has set up a university council as a management body composed of persons holding high-responsibility positions in society, particularly in science, culture or industry (with the exception of politics). One half of the members of this council are appointed by the federal government, the other half by the university senate ([Senat](#)).

2.7.2.3. Participation by and consultation among the various social actors at Fachhochschule level

Half of the members of the [Fachhochschule](#) Council ([Fachhochschulrat](#)), the central organ of the Fachhochschule sector, must have several years of practical experience in professional fields related to Fachhochschule study programmes ([Fachhochschul-Studiengänge](#)). Its members are appointed by the Federal Minister for Science and Research; four of them are nominated by an advisory board for economic and social questions ("Beirat für Wirtschafts- und Sozialfragen").

There is cooperation with the Federal Ministry for Social Affairs and Consumer Protection and with the Federal Ministry for Economic Affairs and Labour, particularly in the field of family allowances and with respect to study and career guidance.

2.7.3. Educational guidance services

The wealth of different educational careers and the growing differentiation of career and training courses at school require in-depth and efficient counselling.

Counselling is part of the educational mandate schools have to fulfil and thus one of the duties of the headmasters and of all teachers at a school.

Equally, career counselling forms an important part of the work of school psychologists.

The School Psychological and Guidance Service is open to all persons and institutions involved in school education (students at all types of schools, their parents or guardians, teachers). Scientific

findings and approaches are directly implemented. Austria has currently 140 educational psychologists at approx. 70 counselling centres.

In educational counselling, school psychologists act at various levels: they offer one-to-one guidance (individual professional guidance), they develop and participate in the initial and further training measures for specific teachers (student and career counsellors), they inform the public about educational programmes by issuing special brochures, and they act as an information exchange and co-ordinate staff of the various institutions.

All children having attained the age of compulsory schooling are admitted to primary schooling. Subject to parental consent, an educational psychologist may be consulted if there seems to be a need for specific assistance measures. Also, parents or guardians may directly seek the help of an educational psychologist in order to have their child examined to obtain advice.

Guidance at the transition from primary education ([Volksschule](#)) to secondary level I ([Hauptschule](#) or [Allgemein bildende höhere Schule](#)) will mainly come from the class teacher. Again, parents may directly seek the help of an educational psychologist, in order to have their child examined and to obtain advice.

Since the school year 2002/2003, parents benefit from additional decision-making guidance (e.g. checklists, detailed information) as part of a "prognostic procedure".

While there is little differentiation at secondary level I, the Austrian system of education offers widely differentiated career choices from grade 9 onwards. Educational guidance at Austria's secondary schools is provided by specially-trained teachers in co-operation with the "School Psychological and Guidance Services".

Students' counsellors are installed at Hauptschulen (general secondary schools), at [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers), at [Bildungsanstalten für Sozialpädagogik](#) (training schools for educators), at [Sonderschulen](#) (special schools), at [Polytechnische Schulen](#) (pre-vocational schools) and at Allgemein bildenden höheren Schulen (academic secondary schools), and career counsellors at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges). They are teachers who fulfil a full teaching assignment and are exempted for a certain number of hours for their guidance activities.

The educational psychologists advise the students' and career counsellors on technicalities, they provide supervision and practical assistance in difficult cases. Whenever the use of scientific methods (psychological testing) is necessary to identify existing interests and potentials, and whenever parents or guardians wish to do so, they may turn to an educational psychologist to have their child tested and to obtain advice.

The initial and in-service training of students' and career counsellors follows a curriculum which is permanently updated. These training programmes convey not only the required factual knowledge (e.g. possibilities of transition, overview of different school and study forms), but also counselling skills, especially when dealing with students' problems and conflicts as a first contact.

Permanently updated information materials and media (e.g. a computerised information and expert system) effectively aid the students' and career counsellors in their activities. In this area, the Internet is becoming increasingly important. These teachers at general schools and at technical and vocational

schools, use manifold opportunities to build contacts (e.g. open days at universities and higher schools) to be able to provide interested students with hands-on information on career choices.

Vocational Orientation ("Berufsorientierung") is a [Verbindliche Übung](#) (compulsory exercise) for all pupils, which supports the work of student counsellors at secondary level I.

Work placement schemes run by the [Arbeitsmarktservice](#) (labour market service) offer additional vocational counselling (start of working life). Career Information Centres advise and inform young people on the different career options.

In Polytechnischen Schulen specially trained teachers of vocational subjects offer vocational information and orientation. In this context, the "Work-Placement Days" to the extent of 7 school days have special significance. During these days the pupils have the possibility of familiarising themselves hands-on with apprenticeship training in a company.

The Federal Ministry for Science and Research, together with the Federal Ministry for Education, the Arts and Culture, is responsible for information and guidance on training and study options.

Vocational information and counselling is a labour market issue, the competent ministry being the Federal Ministry for Economic Affairs and Labour. The chambers, professional associations and interest groups also act in an advisory capacity in order to influence career decisions. Annual career, study and further education fairs are held at several sites.

The [Österreichische Hochschülerinnen- und Hochschülerschaft](#) (Austrian Student Body), which is the statutory self-governing body of university students, also provides guidance to students. There are psychological student counselling centres at some universities (see also [6.16.3](#)).

Bildungsentwicklung in Österreich 2004 - 2007

Determinanten des Studienerfolges

Die Bedeutung von Bildung im Spannungsfeld zwischen Staat, Markt und Gesellschaft

EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report

Materialien zur Förderung von Frauen in der Wissenschaft

Institutions of post-secondary education

Universitäten / Hochschulen - Studium und Beruf

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Labour Market Promotion Act

Union of Students Act 1998

School Education Act 1986

2.8. Methods of Financing Education

A differentiation is to be made between schools and the tertiary education sector.

2.8.1. Financing and education budget of schools

Education is funded by the federal, the provincial and the municipal level, the largest share comes from the federal budget.

Most federal expenditures on education are funded by the Federal Ministry for Education, the Arts and Culture. According to the 2006 Federal Draft Budget, the ministry was provided with funds amounting to EUR 9,104 million, i.e. 13.76% of the total federal budget of EUR 66,171.9 million.

The rest comes from other ministries which also contribute to investments in the educational sector, e.g. the Federal Ministry for Economic Affairs and Labour, which has large responsibilities in school maintenance (construction of new schools).

After 2001, all federally owned land and buildings were transferred to the Bundesimmobiliengesellschaft (Federal Real Estate Agency) by the then Federal Ministry for Education, Science and Culture. The new owner lets the buildings to the ministries using them. The Federal Ministry for Education has rented about two thirds of its school buildings from the Federal Real Estate Agency, and one third from other lessors (municipalities, private institutions).

Schools of compulsory education ([Volksschulen](#), [Hauptschulen](#), [Sonderschulen](#), [Polytechnische Schulen](#) and [Berufsschulen](#)) are maintained by the provinces, municipalities or municipal associations. While most of the schools in general compulsory education are maintained by municipalities or municipal associations, Berufsschulen (part-time compulsory vocational schools) are maintained by the provinces. Maintaining and operating a school includes the establishment, maintenance and repair of the school buildings, payment of overheads, purchase of equipment and teaching aids, provisions for the school doctor, and the employment of the necessary auxiliary staff (caretakers, maintenance staff, etc.).

The employment of teachers at compulsory schools is exclusively the responsibility of the provinces. Teachers in public sector schools of compulsory education are employed by the provinces, which pay the cost of their salaries. However, the provinces are fully compensated for this cost by the Federation in the process of fiscal adjustment. (The sole exception being teachers at Berufsschulen, where this refund is granted only up to 50%.)

Public sector schools of compulsory education are not allowed to charge tuition fees. Intermediate and upper secondary schools are established and maintained by the Federation, which bears the full cost, including teachers' salaries. Teachers do not enter into an employment contract with the school in this case either, but with the Federation. Austrian schools have relatively few funds of their own to administer. Reforms are under way to increase their financial autonomy.

To a limited extent, schools now have the right to individually dispose of funds allocated by the school authorities. This restricted financial autonomy can make it easier for technical and vocational schools to purchase computers and other technical equipment. It also favours the efficient implementation of practice- and student-oriented forms of instruction, e.g. the so-called "training firms" (classes in which real-life business operations are simulated).

Das österreichische Schulrecht

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Finance Bill

2.8.2. Financing and education budgets of universities

All universities (with few exceptions) were established by the State and are predominately financed out of the state budget. On 1 January 2004, Austrian universities were granted "full legal capacity", which means that they are now responsible for their own budgetary funds which are mainly allocated by the federal government.

The universities receive 85% to 90% of their funds from the national budget. The required university budget is adopted each year by parliament in the Federal Finance Bill. Under the 2002 "Universitätsgesetz" (Universities Act), the budget will be set in advance for a period of three years, i.e. by the 2002 Universities Act for the period 2004 to 2006, for the following triennial periods by the Federal Minister for Science and the Federal Minister of Finance. This set budget is then allocated by the Federal Minister for Science to the different universities in two steps. 20% of the total amount for all universities is allocated on the basis of a set formula on the basis of indicators for teaching, scholarship, research and development of the arts and social goal indicators. 80% of the budgeted amount is allocated to the different universities following negotiations on performance agreements.

The criteria are: need, demand, performance and social goals. Therefore, the three-year global budget of the individual universities consists of a formula-driven portion and a negotiation-driven portion (basic budget). The proposal for the performance agreements is submitted by the university via the university council depending on what is laid down in the law. This form of funding entered into force in the budget year 2007, and the negotiations concerning the first three-year period were finalised at the end of 2006.

In addition to government funding, the universities have access to additional sources of funding. Having full legal capacity, they are entitled to acquire assets or to undertake commissioned research and to use these revenues for delivering the tasks of the university. Moreover, a large share of a special fund earmarked for the promotion of scientific research, which is sponsored from the national budget, is allocated to the universities. Since 2004, universities have been free to dispose of tuition fees collected from students as a source of revenue.

Most university buildings are rented objects. The main lessor is Bundesimmobiliengesellschaft (Federal Real Estate Agency). As of 1 January 2004, the universities succeeded the Federation as lessees in existing rental contracts. The rent dues are part of the university budget.

Universities are required to maintain an accrual-based accounting system that has replaced the former cash-based accounting system. They are held to submit annual financial statements, performance reports and intellectual capital reports to the Federal Minister for Science and Research. The Minister is accountable to the National Council in a triennial university report. This report was submitted for the first time in autumn 2005 (http://archiv.bmbwk.gv.at/universitaeten/pm/publ/univbericht_05.xml).

The University Centre for Further Education and Training in Krems is funded from federal contributions and funds provided by the Province of Lower Austria (building, operating cost for the building), as well as from tuition fees collected for course enrolment.

Dokumentation Hochschulrecht

Statistisches Taschenbuch 2008

Universitätsbericht 2008

Federal Ministry of Science and Research

University for Continuing Education Krems

Federal Finance Bill

University Act 2002

2.8.3. Funding and education budgets of Fachhochschule institutions

Fachhochschule institutions may be operated by the federal government and by any other body corporate under public or private law. At present, the federal government funds private-law providers according to a standard costing system. Standard costs are the costs accrued in operating the Fachhochschule (staff costs and overheads) the amount of which was determined in an analysis of schools and universities. 90% of the standard costs are borne by the federal government; depending on the orientation of a particular programme, an amount from approx. EUR 6,900, to EUR 5,810, is granted per study place and study year by the federal government. Investments for buildings and other infrastructure are funded by the providing entities from other sources (e.g. the provinces, local communities, sponsors).

Most of the existing Fachhochschule study programmes (**Fachhochschul-Studiengänge**) are currently funded by the federal government according to a standard costing system.

Further development in the Fachhochschule sector and the federal funds used are outlined by the federal government in the current Fachhochschule development and finance plan (<http://www.fhr.ac.at>).

Bericht des Fachhochschulrates 2006

Dokumentation Hochschulrecht

Statistisches Taschenbuch 2008

Federal Ministry of Science and Research

Federal Finance Bill

Universities of Applied Sciences Studies Act

2.9. Statistics

Education funds (expenditure item 12, federal funds allocated to education and school instruction) amounted to EUR 5,843 million according to the 2006 Federal Draft Budget, and public spending on science and research (expenditure item 11) was EUR 3,605 million.

The 2006 Federal Draft Budget showed EUR 2,578.5 million for reimbursement of costs of province school teachers employed at [Allgemein bildende Pflichtschulen](#) (general compulsory schools).

Federal public spending on [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) amounted to EUR 1,329.3 million and for [Allgemein bildende höhere Schulen](#) (academic secondary schools) to EUR 1,098.1 million:

(Source: <http://www.bmf.gv.at/Budget/Budget2006>)

Austria's tertiary education budget amounted to EUR 2.706 billion or 1.05 per cent of gross domestic product in 2006. The average expenditure per regular student was EUR 11,264 in 2006.

(Source: Statistisches Taschenbuch 2007, <http://www.bmwf.gv.at/unidata>)

For more statistical data on universities ([Universitäten](#)) and [Fachhochschulen](#), please refer to chapter **6.19.**

Bildung in Zahlen 2007/08

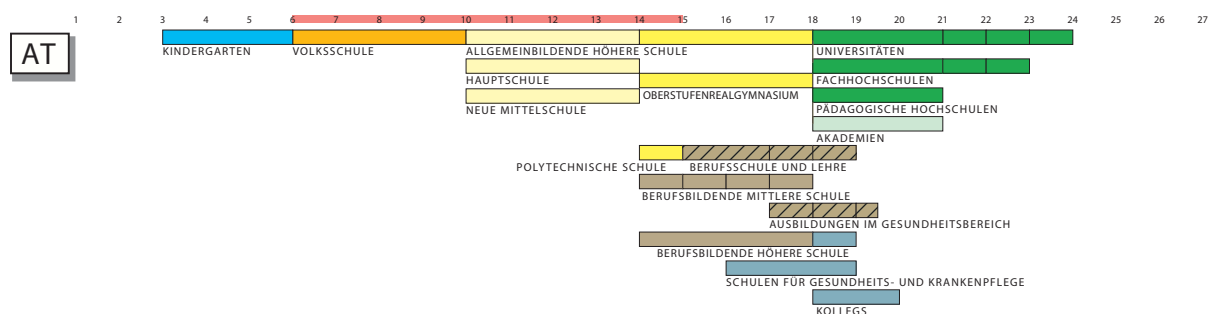
Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Federal Finance Bill

3. PRE-PRIMARY EDUCATION

Organisation of the education system in Austria, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1
	ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

Please refer to the sub-sections which follow.

3.1. Historical Overview

Early forms

The foundling homes and orphanages of early modern times may be regarded as the forerunners of pre-school education. In Austria, the postulate of institutionalised child-care arose in the wake of industrialisation around 1750 with the emergence of workshops and out-of-home employment for women.

Custodial homes versus kindergarten (nursery school)

The first "custodial homes" in Austria were founded in 1830. These institutions were not part of the school system (and therefore not eligible for financial support) and had to be run on voluntary contributions. Their main function was one of "rudimentary protection", and not one of educational advancement. The establishment of the first kindergarten in 1863 (according to the teachings of Comenius, Oberlin, Pestalozzi and Froebel) increasingly widened the social gap between custodial homes for children of socially underprivileged parents and kindergarten ([Kindergärten](#)) for the socially better off. Private and associational kindergartens have existed in almost all of Austria's provinces since 1870. Their mission was to give educational care in addition to that offered by the family and to provide creative, social and cognitive stimulus.

The first professional association of kindergarten teachers was founded in 1871, whose postulate of kindergarten education was officially recognised and uniformly organised by law in 1872. Basically, the provisions governing the establishment, organisation, direction, pedagogical supervision, spatial provision and educational issues were to remain in force for almost 100 years. From 1885-1912 the number of kindergarten establishments rose from 134 to 548, that of custodial homes from 188 to 244.

New concepts of education

During the 1920s custodial homes receded gradually, giving way to the teachings of Montessori at kindergarten. During the term of office of Dr. Julius Tandler, Executive Councillor for Welfare, Vienna boasted the highest number of kindergartens by far among all international capital cities. "People's kindergartens" providing longer opening hours also existed. Educational activities with children were planned with foresight, age-adjusted educational plays and games were made available in different "corners" (e.g. construction corner, dolls corner). Gymnastics and music education were included in the programme.

Heroism and discipline

From 1938 to 1945, under the influence of the Nazi teachings, values such as "obedience and heroism" were brought to the fore. Physical training was emphasised. Austria's kindergartens came under the responsibility of the National Socialist People's Welfare scheme. Many company kindergartens were established at the time (in order to "alleviate the burden" on working mothers and to foster an active population policy).

After World War II

The reconstruction phase was initiated in 1948 with a debate on the improvement of educational quality in childcare ("4th Austrian Conference on Early Childhood Education"). The "Schulunterrichtsgesetz" (School Education Act) of 1962 was a milestone in pre-school education: it re-allocated responsibilities (matters pertaining to early childhood education being a responsibility of the provinces, while teacher training and general provisions on recruitment remained a federal

responsibility) and re-defined the aims of pre-school education (pre-school education as preparation for school life, using methods which are not loaned from school education, but are adjusted to the needs of young children).

Kindergarten education rapidly expanded during the 1970s. During that time, alternative forms (children's groups) began to develop gradually. By then, the average rate of kindergarten attendance had more than quadrupled since the 1920s.

Pre-school years were established for children who had attained school age, but were not yet fit for schooling. This in turn created new tasks and objectives for pre-school education. For information on pre-school classes see [3.8](#) , [4.1](#) , [4.4](#) , [4.6.1](#) and [4.10.2.1](#).

The 1990s were characterised by a thrust towards greater professionalism of the educational staff by lengthening the period of training from four to five years (certification with a [Reife- und Diplomprüfung](#) matriculation and diploma examination, which carries professional as well as university entrance privileges). For more information on the training of kindergarten teachers ([Bildungsanstalt für Kindergartenpädagogik](#)) see [5.10.5.1](#) , [5.11.5.1](#) , [5.13.5.1](#) , [5.14.5.1](#) and [5.15.5.1](#).

Plans envisaging the re-integration of what had been previously separated have led to the integration of children with special educational needs in groups of non-handicapped across the entire educational system, including kindergarten. A current focus of kindergarten education is on intercultural learning.

Bildungspolitik in der Zweiten Republik

Federal Ministry for Education, the Arts and Culture

Interkulturelles Zentrum

Federal School Inspection Act

Provincial Kindergarten Education Act (of the 9 provinces)

3.2. Ongoing Debates and future development

Current reform plans aim at creating a sufficient and flexible offer of demand-oriented child-care facilities, which are supposed to help parents reconcile their career and family needs. These facilities are also seen as a prerequisite for equal opportunities for all children. [Kindergarten](#) is accepted as an institution of high-quality pre-school education by people of all social backgrounds.

Initiatives on part of the individual provinces and municipalities as well as federal funding have made it possible to strongly increase overall child-care capacities and to extend opening hours in the afternoons and during school holidays.

It should be mentioned that Austria participated in the OECD's "Starting Strong" initiative, a comparative analysis of country-specific data on "Early Childhood Education and Care".

The Austrian Youth Book Club's scheme "LESEFIT" aims to foster preliminary reading skills and to encourage children to read.

Particular attention is currently given to early linguistic development (in particular of children from migrant families).

Other important initiatives include improving the quality of kindergarten teacher training and fostering the abilities of (highly) gifted children in kindergarten.

Cooperations at the interface between kindergarten and primary school ([Volksschule](#)) are being encouraged, facilitated and expanded.

A measure to support early language development of children whose mother tongue is not German has been introduced in a combined effort involving several ministries: if a special need is diagnosed when a child's linguistic abilities are assessed during early school enrolment, the respective child will receive 120 hours of language training at kindergarten in the year before entering school. There is a homepage (www.sprachbaum.at) and the project is also being accompanied by comprehensive information management activities (training of multipliers, development of training content for linguistic development, etc.).

This campaign was extended in the academic year 2007/08 to include children whose mother tongue is German but who still have special needs (speech therapy etc.) As a further change, there will be a specific training activity for Kindergarten teachers, Volksschule teachers and subject teachers ([Bildungsanstalten für Kindergartenpädagogik](#)) offered by [Pädagogische Hochschule](#) as from the academic year 2008/09. These experts with an additional specialist qualification will be in charge of remedial instruction.

Österreichischer Hintergrundbericht zur OECD-Länderprüfung "Starting Strong"

Federal Ministry for Education, the Arts and Culture

3.3. Specific Legislative Framework

Pursuant to Article 14, para 4, let b of the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), the legislation and implementation of all matters pertaining to [kindergarten](#) (nursery school) and "Hort" (after-school care) is reserved to the provinces. All of Austria's nine provinces have their own Kindergarten Education Act governing the different institutions and their tasks, external and internal organisation, supervision and staffing matters. All matters pertaining to the training of kindergarten teachers (Art. 14, para 1) and the professional qualifications they have to meet for service (Art 14, para 3, let d) fall within the competence of the Federation.

Federal Constitutional Law

Provincial Kindergarten Education Act (of the 9 provinces)

3.4. General Objectives

These objectives are more or less identical in the Nursery Education Acts of all the provinces:

Crèches are to complement and support education afforded within the family and give supervision, care, social rooting and educational furtherance to children aged one to three.

Kindergarten (nursery school) is to

- support and complement education within the family (special emphasis is placed on co-operation with parents or guardians);
- promote individual development through appropriate measures as well as social interaction of peers;
- impart an elementary religious and moral education;
- prepare children for school life (by involving parents and school).

In some provinces, the law explicitly states that these aims are to be reached "by using valid methods of early childhood education" and "by excluding any form of school-like instruction".

In addition to the general aims, ortho-therapeutic kindergartens aim particularly at fostering and giving care to "children with special needs" (suffering from developmental impairments, handicaps, partial underachievement) according to tested scientific and therapeutic educational methods.

Provincial Kindergarten Education Act (of the 9 provinces)

3.5. Geographical Accessibility

There are [kindergarten](#) s in all local communities. If they are located in remote areas which are difficult to get to, either transport companies are commissioned ("school busses") or private transportation is organised, e.g. parents take turns driving several children to kindergarten. (The same goes for schools in remote areas.)

According to the 2002 microcensus, the density of child-care facilities for children aged three up to six years is relatively high. See <http://www.familie.bmsk.gv.at>.

In conurbations the number of children attending child-care institutions is significantly higher than in rural areas. In particular facilities for children under three and for children having attained school age are largely restricted to the cities. At nearly 20 percent, Vienna has the by far highest ratio of institutionalised care for children aged two years or under.

Kindertagesheimstatistik 2007/2008

Federal Ministry of Social Affairs and Consumer Protection

3.6. Admission Requirements and Choice of Institution/Centre

Kindergarten (nursery school) attendance is optional; however, nobody is entitled to a place in kindergarten. Children will be accepted subject to capacity at the request of their parents.

The requirements for admission are laid down in the province Kindergarten Education Acts. Kindertartens are, as a rule, open to children from the age of three until they have reached compulsory schooling age (no longer than until the beginning of the school year following the child's seventh birthday). Kindergarten legislation spells out physical, mental and psychological fitness as admission requirements; special (province) regulations apply to the admission to an ortho-therapeutic kindergarten.

In response to general social trends, kindertartens increasingly admit children who have not yet reached three years of age. Therefore, appropriate educational and organisational measures need to be adopted in kindergarten groups. (For information on staff training also refer to 5.10.5.1. , 5.11.5.1. , 5.13.5.1. , 5.14.5.1. and 5.15.5.1.) For information on private institutions see 3.14.

Provincial Kindergarten Education Act (of the 9 provinces)

3.7. Financial Support for Pupils' Families

Parents receive a "family allowance" (Familienbeihilfe) for all children not yet capable of providing for themselves – irrespective of family income. They also receive child-care benefits (Kinderbetreuungsgeld) for all children up to the age of three.

As far as [kindergarten](#) fees are concerned, financial aid may be granted depending on individual family income. There also may be tax benefits for parents (depending on their income), like the so-called "sole-earner allowance" (Alleinverdienerabsetzbetrag), as well as cash benefits provided by employers (Kinderzulage).

Federal Ministry of Economics and Labour

3.8. Age Levels and Grouping of Children

Crèches cater to children under the age of three. [Kindergartens](#), too, have recently started admitting children younger than three (see [3.6.](#)), particularly because crèches are not always available.

Austrian kindergartens (nursery schools) generally cater to children aged three to six and are organised as small groups, either as "age groups" (e.g. all those aged four), or as "mixed-age groups" (children of different ages in one group). Each group has its own kindergarten teacher and a separate room. In many cases, a second person (a kindergarten teacher or an auxiliary) will support the educational work.

There are infant and baby crèches, nurseries for children under the age of three and kindergartens (nursery schools) for children from three to school starting age.

Children's groups – often organised by private initiative – are an alternative form of pre-school education.

Pre-school classes cater for children having attained statutory school age who are not yet mature for schooling. Since, organisationally speaking, pre-school classes ([Vorschulstufe](#)) are a part of [Volksschule](#) (primary school), more details are given in Chapter [4.](#) (See [4.1.](#), [4.4.](#), [4.6.1.](#) and [4.10.2.1.](#))

3.9. Organisation of Time

There are no strict regulations governing [kindergartens](#) daily schedules – neither on province nor district level. Usually the day starts with a phase during which children are free to play amongst themselves. Later in the morning there are some group activities (e.g. story-telling, singing, having some snacks, sports etc.) as well as individual activities (e.g. drawing, painting, handicrafts). In kindergartens which are open during lunchtime and in the afternoon there is usually time for the children to get some rest after lunch, followed by more play etc.

3.9.1. Organisation of the Year

There are no binding regulations governing the thematic organisation of the [kindergarten](#) year. The choice of topics dealt with is, on the one hand, inspired by seasonal festivities like "Erntedank" (harvest festival), St. Martin's Day, Advent, St. Nicholas Day, Christmas, "Fasching" (carnival), Easter etc.; on the other hand, it is often situationally motivated, i.e. guided by current events within the kindergarten group. If a child is ill, for example, illness in general or hospitalisation may be discussed. Thematically, the kindergarten year starts in September and ends the following summer.

There are year-round kindergartens (nursery schools) and seasonal kindergartens (university kindergartens, harvest-time kindergartens), or full-day and half-day kindergartens.

3.9.2. Weekly and Daily Timetable

Daily opening hours vary. In all-day [kindergartens](#) the maximum opening hours are 7 a.m. to 7 p.m.

3.10. Curriculum, Types of Activity, Number of Hours

Although [kindergarten](#) (nursery school) teachers act situationally (i.e. by responding in their educational work to given situations), they base their activities on medium and long-term plans. There is no national compulsory curriculum. An expert group under the scientific guidance of the Charlotte Bühler Institute for Practice-Oriented Early Childhood Research has, however, compiled a comprehensive outline of educational aims to be achieved.

3.11. Teaching Methods and Materials

Some [kindergarten](#) s (nursery schools) emphasise one specific educational methodology (e.g. Rudolf Steiner, Montessori, Freinet or Piaget). In general, all of these approaches are part of kindergarten teacher training and adopted in kindergarten education

3.12. Evaluation of Children

There is no school-like assessment. In order to be able to take appropriate educational measures, [kindergarten](#) (nursery school) teachers monitor, analyse and optimise progress

- by consciously observing their own work or by making use of the support and guidance offered by the kindergarten inspectorate;
- by jointly evaluating kindergarten teachers in staff meetings or supervision meetings and by exchanging ideas during further-education events;
- by co-operating with parents/guardians ("parents' night", joint festivities) and with schools (school maturity test to identify the presence or absence of skills and aptitudes appropriate to the respective age);
- by conducting health check-ups (e.g. dental check-ups, postural anomalies, malnutrition, logopaedic tests);
- by adopting new scientific findings and discussing findings with scientists/researchers;
- by closely co-operating with medical and therapeutic professionals in special and integrative kindergartens

3.13. Support Facilities

Some [kindergartens](#) (nursery schools) offer early fostering of musical or creative skills, preliminary foreign-language training or other educational emphases.

At special and integrative kindergartens, adequate measures such as music therapy, ergotherapy or hippotherapy are implemented in consultation with therapists.

Depending on the educational concept, children's groups will promote ideas such as Rousseau's ideal of a natural education, reform pedagogics, humanist pedagogics etc.

In addition to general kindergartens (nursery schools) there are so-called "ortho-therapeutic kindergartens" (also referred to as "special kindergartens"). Here, children with a particular need for help or assistance, mentally and/or physically disabled children and children with special socio-psychological needs are taken care of by qualified "special kindergarten teachers". "Integration groups", which are starting to replace the "special kindergartens", aim at integrating children with special needs in the traditional kindergarten groups, where regular and special kindergarten teachers work side by side. Integration groups at pre-school level stimulate important encounters and experiences that foster the development of all those involved. (See [10.5.1.1.](#), [10.5.2.1.](#), [10.5.3.1.](#), [10.6.1.](#))

3.14. Private Sector Provision

In addition to public [kindergartens](#) (nursery schools), a large number of private kindergarten establishments exist. The framework conditions for setting up kindergartens are laid down in provincial legislation.

Generally, public providers (the Federation, the provinces, a community or community association) or private providers such as churches or religious communities, health care providers, industrial enterprises or private persons may maintain a kindergarten (nursery school), if specific requirements are met. Children's groups are mainly formed by parental initiative and maintained by private persons; an umbrella organisation has formed to co-ordinate different interests.

Around 30 percent of all child-care facilities in Austria are maintained by local parishes, family organisations, charitable organisations, companies and private individuals. The remaining 70 percent are run by different [Gebietskörperschaften](#) (mainly municipalities).

Private initiatives have given rise to new concepts and forms of child care.

Children's groups usually take the form of "Vereine", i.e. associations with legal personality. Parents whose children are members of a children's group are usually strongly involved in all relevant decisions and maintain a high degree of responsibility. Typically, children's groups are mixed-age groups of five to ten children.

The individual provinces' provisions concerning children's groups are either laid down in their respective Youth Welfare Acts (Vienna, Carinthia, the Tyrol, Vorarlberg) or in "Tagesbetreuungsgesetzen", i.e. day-care acts (Lower Austria, Upper Austria, Salzburg).

So-called "day parents" mainly look after infants in their own private homes, usually in addition to their own children. In recent years this form of child care has strongly gained in significance, as the number of children requiring day care has increased and the qualifications of day parents have improved. In some provinces formal training for day parents has become compulsory.

According to Austria's constitution, kindergartens and "Horte" (after-school care centres) are governed by the legislative and executive acts of the individual provinces. "Day parenthood" and infant care in general are, to a certain extent, regulated by Youth Welfare Law and, in part, by special child-care and day-care acts. Provincial acts, rules and regulations outline certain criteria which child-care institutions have to fulfil, e.g. concerning the size and equipment of the premises, group size and staff qualifications. The maintenance of a child-care institution and work as a day parent has to be officially approved by the authorities.

Federal Constitutional Law

Youth Welfare Act 1989

Provincial Kindergarten Education Act (of the 9 provinces)

3.15. Organisational Variations and Alternative Structures

The following organisational variations exist:

- half-day groups (may be run at [kindergarten](#) establishments with several groups; half-day groups are the rule in the provinces of Lower Austria and Vorarlberg, and full-day groups the exception);
 - morning and afternoon provision without lunch (in some provinces, for instance in Burgenland);
 - afternoon groups (children who are not admitted to kindergarten because of capacity limitations may, in some cases, attend afternoon groups);
- Integration groups (children with special needs who would not be admitted to a mainstream kindergarten because of physical, intellectual or psychological inaptitude are integrated in a general kindergarten);
- Peripatetic, ortho-therapeutic kindergarten (for children with special needs).

3.16. Statistics

Child-care institutions and providers in 2006/2007

928 crèches with 16,551 children and 4,329 staff members

5,133 kindergartens with 216,417 children and 29,099 staff members

Around one half of all child-care institutions are run by public providers (mainly by municipalities), whilst the other half is privately maintained.

In 2006/2007 (cut-off date 1 September 2006) approx. 6,216 children younger than three attended kindergarten (nursery school); 48,927 children were aged three, 67,999 aged four, 69,534 children aged five and 1,667 aged six; some 300 children older than six still attended [Kindergarten](#).

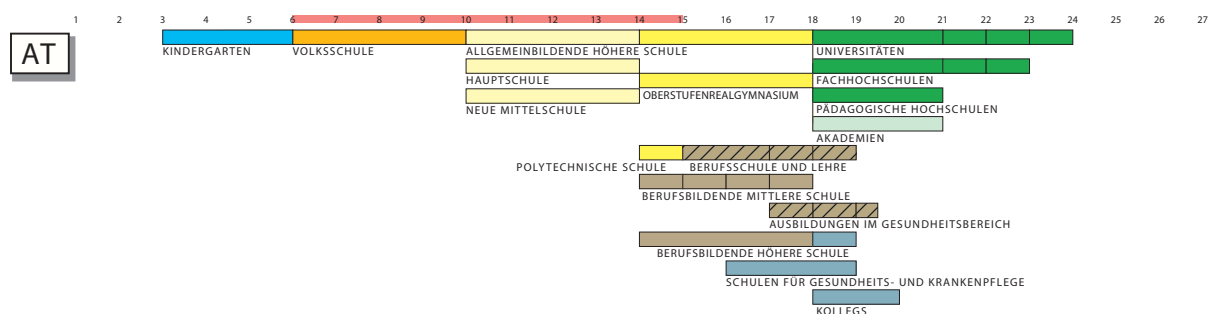
Staff/child ratio: in 2006/2007, the staff/child ratio was 3.8 children per staff member on average at Austria's 928 crèches, and 7.4 children per staff member at Austria's 5,133 kindergartens.

(Source: Kindertagesheimstatistik 2006/2007, published by Statistik Austria)

[Kindertagesheimstatistik 2007/2008](#)

4. PRIMARY EDUCATION

Organisation of the education system in Austria, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Please refer to the subsections for further information.

4.1. Historical Overview

The Austrian system of public schooling dates back to the times of enlightened absolutism.

The 1774 School Reform under Maria Theresa founded the system of state schools and introduced six years of compulsory schooling, which took a long time before it could be fully implemented.

The era of liberalism in the second half of the 19th century paved the way for an advanced system of education. The "Reichsvolksschulgesetz" (Imperial Act on Primary Education) of 1869 was the first to uniformly organise the entire system of compulsory education. Compulsory education was extended to eight years. In the wake of this reform, and after the abolition of school fees for compulsory education, the Austrian population was fully alphabetised.

The next major steps were made after the fall of the Austro-Hungarian monarchy and the Foundation of the First Republic (1918). Education was to be rooted in the republican, democratic and social principles, and was to form pupils into citizens who were independent in their thinking and acting. Primary education had to be redesigned to develop children's ability of critical thinking and self-reliance. The introduction of "across-the board" instruction at [Volksschule](#) (primary school), dispensed with the boundaries of the traditional school subjects. To ensure the material basis for reforming the educational system, the municipality of Vienna introduced free teaching and learning aids at Vienna's compulsory school establishments.

These encouraging efforts were thwarted abruptly by the coming into power of the National Socialists and by the Second World War.

After the war, the Austrian system of education had to be restored with makeshifts.

On account of the great divergences in educational and cultural policy between the two major parties in Austria (Christian Democrats versus Social Democrats) an all-encompassing Education Act was adopted only in 1962. This Act still forms the legal basis for Austria's entire system of education. It extended the period of compulsory schooling from eight to nine years.

In 1965, the concept of furtherance in primary education was expanded by that of remedial instruction.

In 1979, remedial instruction was extended to all four grades of the [Grundschule](#) (levels I and II of primary school or special school). Interdisciplinary instruction was introduced as a teaching principle. The subject of "handicraft" ("Werkerziehung") deserves particular mention. The new curriculum was the first to introduce co-educational instruction in a subject that had been separately taught for boys and girls.

In 1982 it was decided to include the [Vorschulstufe](#) (pre-school stage) in the regular school system as of the following school year. Moreover, "Modern foreign language" (English or French) was introduced as a [Verbindliche Übung](#) (compulsory exercise) for grade 3 and 4, together with "Road Safety". The curriculum for the Vorschulstufe was to have a major impact on the further development of the primary school curriculum.

In 1986, the Grundschule curriculum was thoroughly revised. The major objectives were to convey a joint, elementary education to all pupils, to emphasise principles of special education, in particular in

the school entry phase, the dovetailing of pre-school and primary education and the consideration of new didactic findings at primary level.

This reform of the curriculum could be achieved after a phase of broadly-based democratic debate and pilot projects, which involved more than one thousand teachers and parental representatives in different working groups.

Ever since, the 1986 Primary School Curriculum has been continuously further developed.

Important steps were the integration of "intercultural learning" as a principle of instruction (1991), the expansion of the programme of modern foreign languages taught as compulsory exercise ("Modern Foreign Language") in year three and four to include the minority languages spoken in Austria and in Austria's neighbouring countries (1991, 1993), the integration of disabled pupils in primary education (1993) and provisions on full-day attendance at school (1994).

The amendment to the "Schulorganisationsgesetz" (School Organisation Act) adopted in the summer of 1998 transferred the pilot project on "Modern Foreign Language as of grade one" into mainstream education as of September 1998. As of the school year 2003/2004, foreign-language instruction has been compulsory at all primary schools as of the first year of schooling.

The new provisions for the school entry phase entered into force in September 1999. Since that time, primary level I can be run separately as pre-school stage (upon demand) and years 1 and 2, or in a joint arrangement which combines all stages of primary level I.

Bildungspolitik in der Zweiten Republik

Das österreichische Schulrecht

Kommentar zum Lehrplan der Volksschule

Federal Constitutional Law

Curricula for Volksschule and Sonderschule

School Organisation Act

4.2. Ongoing Debates

International benchmarking studies such as PISA and PIRLS show how important it is to foster pupils' reading. Various actions are to make a contribution to reducing the number of children with reading difficulties, fostering reading skills on a sustainable basis and encouraging children to read.

For several years, pilot schools all over Austria have been testing educational standards for year 4 in German and Mathematics, and for year 8 in German, Mathematics and Modern Foreign Language.

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

4.3. Specific Legislative Framework

The main legal bases of primary education are found in the "Schulorganisationsgesetz" (School Organisation Act) and in the "Schulunterrichtsgesetz" (School Education Act).

Education of minorities is subject to specific provisions laid down in the "Minderheitenschulgesetze für Kärnten und das Burgenland" (Minority Schooling Acts for Carinthia and Burgenland).

Das österreichische Schulrecht

Kodex Schulgesetze

Act on School Education for Ethnic Minorities in Burgenland

Minority Schooling Act for Carinthia

School Organisation Act

School Education Act 1986

State Treaty of Saint-Germain (1919), State Treaty of Vienna (1955)

4.4. General Objectives

At pre-school level ([Vorschulstufe](#)), [Volksschule](#) (primary school) is to foster the development of children so that they can reach the level of maturity required for year 1, giving due account to the social integration of children with disabilities. In the following four years of [Grundschule](#), Volksschule is to convey a common elementary education for all pupils, placing emphasis on the social integration of children with disabilities.

Children should receive a basic and well-balanced education in the social, emotional, intellectual and physical fields.

On the basis of pupils' individual backgrounds, Grundschule will have to accomplish the following:

- arousing and nurturing the eagerness to learn, skills, interest and talents; strengthening and developing pupils' faith in their own achievement;
- strengthening or building social competence (responsible behaviour, co-operation, adjustment, development and acceptance of rules and norms; sense of criticism);
- improvement of language skills (communication, expression);
- development and conveyance of elementary knowledge, skills, insights and attitudes with a view to the acquisition of the three R's (including the use of modern communication and information technologies in a child-appropriate manner), of sound environmental behaviour and understanding, and a general development of artistic, manual and physical skills;
- gradual formation of appropriate attitudes towards learning and working (perseverance, meticulousness, exactness, helpfulness, considerateness);
- transition from the play-oriented forms of learning in pre-school education to a purposeful, independent and achievement-based learning process.

The comprehensive educational mandate of the Grundschule aims at individually fostering each and every child. It is to take account of pupils' individual needs and educability, and to initiate a process of continuous learning. In doing so, the Grundschule is to lay the basis for a successful learning experience in secondary education.

[School Organisation Act](#)

[School Education Act 1986](#)

4.5. Geographical Accessibility

With some exceptions, the following authorities are responsible for deciding on the location of public schools: The municipalities, the municipal associations and the provinces are required by law to ensure sufficient provision with compulsory schooling facilities ([Volksschulen](#), [Sonderschulen](#), [Hauptschulen](#), [Polytechnische Schulen](#), [Berufsschulen](#)).

Basic Act on the Maintenance of Compulsory Schools

4.6. Admission Requirements and Choice of School

Please refer to the sub-sections which follow.

4.6.1. Admission requirements

Compulsory schooling starts on the first of September after a child's sixth birthday.

Children are admitted to the first grade of [Volksschule](#) (primary school) after inscription at the competent district school (usually the school that is nearest to where they live). The [Landesschulrat](#) (province school board) will set the deadline for inscription according to local requirements by way of decree. Children should, "to the extent possible", be present at the inscription. The headmaster will determine whether a child is fit for schooling. [Schulfähigkeit](#) (maturity for schooling) is established when there is a reasonable prospect that the child will be able to follow instruction in the first grade without being physically or mentally overtaxed.

All children of compulsory schooling age are admitted to school and are to be furthered in every type of [Grundschule](#). This may be achieved by a joint arrangement of the pre-school stage ([Vorschulstufe](#)) together with the first and/or first and second grade, or in a separate arrangement where pre-school classes are run separately. The authority which has competence according to province implementing legislation ([Landesausführungsgesetz](#)) decides on whether the grades of primary level I are run separately or jointly, after having consulted with the school forum ([Schulforum](#)), the school provider and the district school board ([Bezirksschulrat](#)).

Children who need more time at the beginning of schooling in order to be able to cope with the tasks assigned to them, are given up to three years to achieve the objectives of primary level I (grade 1 and 2, pre-school level if necessary). This third year is an opportunity for the child to achieve the educational objectives at an individual pace.

Children who are unable to cope with the challenges of primary schools in spite of all forms of special assistance will be examined for special educational needs ([sonderpädagogischer Förderbedarf](#)). See chapter [10](#).

Children who have not yet reached the age of compulsory schooling may be admitted to the first grade of Grundschule upon the request of their parents, at the beginning of the school year, if they attain the age of six years on or before the 1st of March of the following year and are mentally and sociologically sufficiently mature to attend school. The decision on their admission lies with the school head. If the application for pre-mature admission is declined, the district school board will decide in the last instance. If it is found that a child who has been prematurely admitted to the first year of schooling is overtaxed, the premature admission may be revoked. Such revocation may be pronounced up to the end of the current year by the school head; equally, the parents may de-register their child from school attendance. If the premature admission has been pronounced or the child has been de-registered from school attendance, it may be registered by its parents for the pre-school year. Premature attendance at year one of schooling counts towards the total number of years spent in compulsory schooling, if the child attends year one (not, however, the pre-school year) throughout the entire school year.

Das österreichische Schulrecht

Kodex Schulgesetze

Federal School Inspection Act

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

4.6.2. Choice of school in compulsory education

Under the provisions of the "Pflichtschulerhaltungs-Grundsatzgesetz" (Basic Act on the Maintenance of Compulsory Schools), a school district (=catchment area) is to be defined for every public compulsory school, i.e. for every [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school), [Sonderschule](#) (special school), [Polytechnische Schule](#) (pre-vocational year), [Berufsschule](#) (part-time compulsory vocational school). Its borders are defined by the individual provinces' implementing legislation pertaining to the Basic Act on the Maintenance of Compulsory Schools (Pflichtschulerhaltungs-Grundsatzgesetz). Different schools of one and the same type may be found in one school district.

Children of statutory school age living in a school district of a particular type of school (e.g. Volksschule, Hauptschule, etc.) must be admitted to that school if they meet the required conditions for admission as stipulated by law. Schools cannot bar pupils from admission.

If the school believes that the statutory requirements for admission are not met (e.g. lack of age, the school education required for admission not yet completed), parents may request that the decision of non-admission be issued in writing. They may then lodge an appeal with the school authorities against this decision. If the school authority upholds the decision, the ordinary law courts (Constitutional Court, Supreme Administrative Court) may be seized.

A pupil's application for admission to a school outside of his/her school district may be rejected. As a general rule, any 8-year old pupil living in the community A must attend Volksschule in the said community A. If he/she wishes to attend school in the community B, the school is not under an obligation to admit the pupil, but it may do so. The reason for the limited geographical choice in compulsory schooling lies with the school providers. Whereas compulsory schools are generally a responsibility of the municipalities (therefore a multitude of different providers exists), there is only one provider for all other types of schools, namely the federation.

Federal Constitutional Law

Basic Act on the Maintenance of Compulsory Schools

4.6.3. Choice of school in private education

Accomplishment of compulsory education at private schools having public-law status, ([Öffentlichkeitsrecht](#)) – see [4.16.](#)

Accomplishment of compulsory education by private tuition ([Häuslicher Unterricht](#)), and at schools without public-law status – see [4.16.](#)

Private Schools Act

4.7. Financial Support for Pupils' Families

Financial aid at school level

Parents are entitled to a child allowance for every dependent child. Additionally, the following aids are granted:

There are no tuition fees at public schools (for all age levels).

Only contributions covering the cost of learning and working materials, accommodation, board and supervision at public boarding schools (and for school events such as skiing courses) may be levied.

Free textbooks

Textbooks are provided free of charge to students of compulsory public schools and compulsory private schools with [Öffentlichkeitsrecht](#) (public law status) and of medium and higher-level schools. Since the school year of 1996/97, however, a contribution towards the cost of textbooks has been collected.

Free transport and transport allowance

The cost of transport to and from school is partly or fully defrayed by the state. A flat-rate contribution of EUR 19.60 was introduced in the school year of 1996/97.

Students' accident insurance

All students are insured by law for their student-related activities. The "Allgemeine Unfallversicherungsanstalt" receives a lump-sum compensation from a special equalization fund for families.

Students' allowance

Special aids are granted to allow needy students to take part in ski courses, weeks on the countryside etc.

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

General Social Insurance

Schooling Allowance Act 1983

4.8. Age Levels and Grouping of Pupils

Primary instruction is provided by [Grundschule](#), which covers primary level I (grade 1 and grade 2 and the pre-school level ([Vorschulstufe](#)) if required) and primary level II (grade 3 and grade 4).

Children with special educational needs are taught in [Sonderschulen](#) (special schools) which are run parallel to [Volksschule](#). The integration of children with special educational needs in mainstream education was laid down by law in 1993/94. 100% of all pupils fit for schooling ([Schulfähigkeit](#)) attend these school types.

Volksschule and Sonderschule go beyond the primary level (grades 1-8). Volksschule, however, is almost exclusively represented by the Grundschule, since the upper cycle of primary education (grades 5 to 8) is run at very few locations today.

Numbers of pupils permitting, each grade at the conventional Grundschule (levels I and II of primary school or special school) corresponds to one class. At primary level I children may be grouped in heterogeneous groups.

One fourth of Austria's Grundschulen – mainly in rural regions – are schools with only one to three classes, at which individual classes may cover several grades ("less-structured schools").

All four grades follow the classroom-teacher principle, i.e. instruction in each grade is given by one form teacher (with the exception of e.g. religious instruction and partly technical and/or textile work).

Different teaching approaches and differentiated demands will accommodate for pupil's different developmental stages. All measures of internal differentiation are to be understood in the light of providing individual furtherance and challenge. Age-based groups may be constantly re-grouped as a part of differentiation. Criteria for the formation of groups are: interest, self-assessment, different educational backgrounds, friendships formed, pace of learning etc.

Internal differentiation is facilitated by the adequate equipment of schools or classrooms with tools, audio-visual media etc.

[School Organisation Act](#)

[School Education Act 1986](#)

4.9. Organisation of School Time

Classes of [Volksschule](#) usually start at 8 a.m. In a few schools, they may start earlier (but no earlier than 7 a.m.). With some exceptions, there are no classes on Saturdays.

A lesson generally lasts 50 minutes. For important reasons, lessons may be shortened to 45 minutes. Between the lessons there are breaks of 5 to 15 minutes.

If possible, the total number of weekly lessons should be evenly spread on all days of the week. The number of lessons on a school day is 4-6 in grades 1-4.

At schools with all-day instruction in compulsory education, out-of-hours provision must be offered until at least 4:00 p.m., Mondays to Fridays.

All-day school types are divided into an instruction part and an attendant part. The attendant part consists of subject matter-oriented and individual learning periods, recreation and mealtimes. Instruction and attendant parts may be consecutive or interlinked. If interlinked, all pupils have to select this school type, since instruction and attendance alternate. If the [Schulforum](#) (school forum) has opted for consecutive parts, the attendant part starts in the afternoon, after classes. In this case pupils may participate in the attendant part on some afternoons, or not at all.

[School Periods Act 1985](#)

4.9.1. Organisation of the School Year

The organisation of the school year is laid down in the "Schulzeitgesetz" (School Periods Act). It is more or less uniform within the entire system of education. The provinces, which are competent for legislation in this matter for compulsory schools, have closely followed the federal provisions as specified in the School Periods Act in their implementing legislation.

The beginning and end of the school year are staggered. In the provinces of Burgenland, Lower Austria and Vienna, the school year starts between 1 and 7 September, in the provinces of Carinthia, Upper Austria, Salzburg, Styria, Tyrol and Vorarlberg between 8 and 14 September. In the former provinces, the school year ends between 28 June and 4 July, in the rest of Austria between 5 July and 11 July. The school year is followed by the main summer holidays, which last for approx. 9 weeks. The school year breaks down into 2 semesters. The first semester ends between the first and the third week in February. The term break between the two semesters lasts for one week. There are holidays at Christmas (14 days), at Easter (10 days), and at Whitsun (4 days).

[School Periods Act 1985](#)

4.9.2. Weekly and Daily Timetable

Instruction at compulsory schools is mainly restricted to the morning hours. 133,600 children are looked after during lunchtime and/or in the afternoon. Of these, 35,600 attend all-day schools, 28,800 receive afternoon care at school, 41,000 receive after-school care in a "Hort" and 7,500 children live in boarding schools during the school year. 15.8% of all school children receive some form of institutionalised afternoon care.

School Periods Act 1985

4.10. Curriculum, Subjects, Number of Hours

The curriculum is decreed by the Federal Minister for Education, Science and Culture on the basis of the "Schulorganisationsgesetz" (School Organisation Act) and to be implemented by the schools. Experts make significant material contributions to the drafting of the curricula.

Federal Ministry for Education, the Arts and Culture

School Organisation Act

4.10.1. Curriculum for the Grundschule

The curriculum for the [Grundschule](#) is framed in broad terms. It defines in a general way the educational objective, the educational and didactic responsibilities, and the contents to be taught in the different subjects and the interdisciplinary fields. The curriculum is the foundation on which teachers may independently base their conceptual and practical work.

Under the provisions of [Schulautonomie](#) (school autonomy) schools enjoy a given amount of latitude in curricular design.

In years 1 to 4 of Grundschule, the autonomy provisions apply to the compulsory subjects (excluding "Religion"), the compulsory exercise ([Verbindliche Übung](#)) "Modern Foreign Language" and the optional exercises ([Unverbindliche Übungen](#)). There is a general framework for the total number of weekly lessons in the different years. Within that framework, the weekly lessons per year may be raised or lowered by no more than one weekly hour in the individual compulsory subjects and in the compulsory exercise "Modern Foreign Language", yet no more than by two weekly lessons altogether. It is not admissible to cancel any subject for a year altogether. The provisions for [Hauptschule](#) apply mutatis mutandis to the Volksschuloberstufe (upper cycle of the [Volksschule](#)).

The total number of weekly lessons for all four years is 90.

The Grundschule timetable covers the following compulsory subjects (number of weekly lessons in the four years):

Compulsory subject	1st	2nd	3rd	4th grade	Total
Religion	2	2	2	2	
Local history, geography and biology ("Sachunterricht")	3	3	3	3	
German, reading, writing	7	7	7	7	
Mathematics	4	4	4	4	
Music	1	1	1	1	
Arts	1	1	1	1	
Technical/Textile work	1	1	2	2	
Physical activity and sport	3	3	2	2	
Verbindliche Übungen (compulsory exercises)					
Modern Foreign Language	x	x	1	1	
Road safety	x	x	x	x	
Total number of weekly lessons	20-23	20-23	22-25	22-25	90
Remedial instruction	1	1	1	1	

Verbindliche Übungen (compulsory exercises) without assessment are:

"Modern foreign language" (English, French, Italian, Croatian, Slovak, Slovene, Czech or Hungarian) in grade 1 and 2 to the extent of 32 annual hours, integrated in the different subjects of instruction, without affecting the total number of weekly lessons, and to the extent of one weekly hour in grade 3 and 4, and "Road Safety" in grades 1 to 4 to the extent of 10 annual hours within the framework of the total number of weekly lessons available. The total number of weekly lessons remains unaffected.

All pupils are taught in the compulsory subjects and the Verbindlichen Übungen without external differentiation (setting). [Unverbindliche Übungen](#) may be attended on an optional basis (choir, instrument playing, physical education, drama, native-tongue instruction, creative music, creative art, modern foreign language, promotion of special interests and talents).

Remedial instruction

Remedial classes at Grundschule must be offered as interdisciplinary instruction in line with the needs of each year and class. Remedial classes may be add-on or an integral part of instruction. When determining the amount of remedial instruction needed, teachers must identify the envisaged duration and type of remedial instruction (written remedial instruction plan) as well as the subject of remedial instruction ("German, reading, writing" and/or "Mathematics").

[Auf dem Weg zu einer besseren Schule](#)

[Kommentar zum Lehrplan der Volksschule](#)

Federal Ministry for Education, the Arts and Culture

Curricula for Volksschule and Sonderschule

School Organisation Act

4.10.2. Special assistance for pupils

Please refer to the sub-sections which follow.

School Organisation Act

School Education Act 1986

School Organisation Act

4.10.2.1. Pre-school classes (Vorschulstufe)

The [Vorschulstufe](#) (pre-school stage) is designed to foster children who have attained compulsory schooling age, but are not yet mature for schooling, giving due consideration to the social integration of children with disabilities.

These children may complete the first year of compulsory schooling in the Vorschulstufe.

The curriculum for the pre-school level is designed as a planning concept which allows teachers to take account of the individual needs and requirements of children in their selection of tasks and contents and of the special situation given in different pre-school classes or arising from the joint teaching of different years in primary level I.

At the Vorschulstufe level there is no evaluation, the end-of-year report merely certifies attendance.

The timetable for the Vorschulstufe covers the following compulsory exercises (Weekly number of lessons in pre-school classes)

Religion	2
First science	1,5-2
Road safety	0,5
Language and speech, reading and writing preparatory	3,5
Early mathematics	1,5
Singing and music	1,5
Rhythmic / musical education	1-1,5
Art	1
Handicraft	1
Physical activity and sport	6-7
Total number of weekly lessons	20

4.10.2.2. Remedial teaching for children with a mother tongue other than German

Non-regular pupils whose mother tongue is not German (children having attained compulsory schooling age who are not easily able to follow instruction because of lacking knowledge of German) may attend up to 12 weekly lessons to learn the language of classroom instruction. This form of remedial teaching in the compulsory subjects or in compulsory exercises may be held either parallel to classroom instruction, or as a part thereof.

Remedial courses may be run throughout the entire school year, if necessary.

For regular pupils whose mother tongue is not German, remedial teaching up to five weekly lessons may be offered, if necessary. Again, this form of remedial teaching in the compulsory subjects or compulsory exercises may be held either parallel to classroom instruction, or as a part thereof, and for the entire school year, if necessary.

Other measures to support children whose mother tongue is not German are additional instruction in "German for Pupils with a Mother Tongue other than German" provided by the curriculum, and mother-tongue instruction as part of an Unverbindliche Übung (optional exercise).

The curricular addendum is not broken down by years of schooling and designed mainly as a tool for differentiated instruction. (See [10.7.](#)).

4.10.2.3. Special educational needs

Children with [Sonderpädagogischer Förderbedarf](#) (special educational needs) are either taught in integration classes with the support of assistant teachers or tutors, or they attend [Sonderschule](#) (special school). (see chapter [10.](#)).

4.11. Teaching Methods and Materials

The flexible nature of the curriculum leaves teachers considerable latitude in selecting and emphasising, timing, defining and organising course contents as well as in selecting teaching methods and tools according to different didactic criteria.

Although the contents taught at the [Grundschule](#) (primary school, grade 1-4) are divided into different subjects, a strict division of contents by technical subjects should be avoided for all practical purposes. As classroom instruction will be based on the experiences, interests and needs of children, learning approaches are situational and interdisciplinary.

Moreover, school has many educational tasks to accomplish which it can only deliver in an interdisciplinary approach. These so-called "didactic principles" are:

Health education, reading, media education, music and arts education, political education (including education for peace), intercultural learning, sex education, speech, environmental education, road safety, and economics (including saving and consumer behaviour), education for gender equality.

For instruction at the Grundschule to be child-oriented, lively and stimulating, the curriculum allows for different forms of learning to negotiate the transition from the play-oriented forms of learning in pre-school education to a conscious, independent and target-oriented learning process. This learning process is stimulated by the following forms of learning at primary level: learning by playing, open learning, project-oriented learning, learning by discovery, learning by investigation, by repetition, by practising.

For learning at school, the relevant findings of research are to be considered in the planning and organisation of learning processes. Learning and work techniques are to be conveyed and practised in a situation-specific context.

Computers are to be used as vehicles for independent, target-oriented and individualised learning and for creative work.

Federal Ministry for Education, the Arts and Culture

School Organisation Act

School Education Act 1986

4.12. Pupil Assessment

Pupils are evaluated by their teachers.

Evaluation should be evenly distributed over the evaluation period.

The following forms of assessment may be used at [Grundschule](#) level:

Continuous participation of pupils in classroom activities in all subjects of instruction, in particular written performance assessments such as school tests (in grade 4) and other written examinations (texts, dictations), special practical performance assessments, as well as oral exercises.

Certain restrictions apply to written, practical and oral performance assessments. E.g. There are no oral examinations at [Volksschule](#), in grades one to four in all subjects, school tests are held only in grade four (4-6 school tests in German and mathematics each). The scale of assessment is 1 to 5.

Each school year breaks down into two semesters. Pupils receive a school report ("Schulnachricht") after the first semester, and an end-of-year report ("Jahreszeugnis").

[Ordinance on Performance Evaluation](#)

4.13. Progression of Pupils

Primary level I, which consists of the pre-school level ([Vorschulstufe](#)) (if required) and years one and two of primary schooling ([Volksschule](#)), forms a unit. All pupils in grade one are entitled to move on to grade two, regardless of how they were evaluated in the end-of-year report.

From the school year 1999/2000 pupils at primary level I have the possibility to transfer to the next higher or lower grade also during the school year. Accelerated promotion during primary schooling is also possible (one school year). Primary schooling ([Grundschule](#)) for each child must not be shorter than three years.

Pupils are generally allowed to move on to the next higher grade if they have been assessed in all compulsory subjects in the end-of-year report, and have not been assessed "insufficient". For transfer to the next higher grade at Grundschule level, assessments in the compulsory subjects Music, Arts/Scripture, Technical/Textile Work and P.E. are not considered.

Volksschule pupils having been assessed "insufficient" in a compulsory subject in the end-of-year report may nevertheless move on to the next higher grade if the staff council found the pupil's achievements in the other compulsory subjects satisfactory enough for him/her to be able attend the next higher grade successfully. There are no [Wiederholungsprüfungen](#) (examination resits) at Grundschule (levels I and II of primary school or special school).

Pupils who are not entitled to move on to the next higher grade may repeat the grade in which they failed.

School Education Act 1986

4.14. Certification

At the end of each school year, pupils receive an end-of-year report on the grade they attended. It should indicate the name and location of the school, the pupil's personal data and all the assessments required for the grade in question, as well as the required endorsements (e.g. entitlement/non-entitlement to move on to the next higher grade, successful completion of (or failure to complete) the last grade, indication whether he or she is allowed to repeat the grade). The term report for the first grade may contain either an overall assessment or an overall assessment with verbal additions. All other term or end-of-year reports at primary level I must consist of marks or marks with verbal additions.

The following assessment grades (marks) are used to evaluate pupil's achievements: Very good (1), Good (2), Satisfactory (3), Sufficient (4), Insufficient (5).

School Education Act 1986

4.14.1. Transition to secondary education

In grade 4, parents are counselled at the end of the first semester, or early in the second, about the further careers recommended to their children based on interest and achievement.

Pupils must have completed grade four successfully to be admitted to [Hauptschule](#) (general secondary school).

To be admitted to a [Allgemein bildende höhere Schule](#) (academic secondary school), pupils must have successfully completed grade four and have been assessed "very good" or "good" in German, reading, and mathematics. If they have been assessed "satisfactory" in these subjects, they will have to sit for an entrance examination, unless the staff council at [Volksschule](#) (primary school) determines that the pupil will most probably be able to meet the requirements of the Allgemein bildende höhere Schule on the grounds of his/her other achievements.

4.15. Educational Guidance

All children having attained the age of compulsory schooling are admitted to primary schooling ([Grundschule](#)). Subject to parental consent (or consent by a guardian), an educational psychologist may be consulted if there seems to be a need for specific assistance measures.

The Federal Ministry for Education, Science and Culture runs some 70 centres which offer psychological advice and educational guidance provided by around 140 educational psychologists throughout Austria. All pupils, parents and teachers can make use of this public service free of charge. Their concerns are treated with complete confidentiality if they so wish. Thus, parents and guardians have a place they can turn to directly if they are looking for advice or wish to have their child examined.

Educational guidance in general is seen as an integral part of school life and as one of the fundamental responsibilities schools and consequently school heads and all school teachers have to fulfil.

Guidance at the transition from primary education ([Volksschule](#)) to secondary level I ([Hauptschule](#) or [Allgemein bildende höhere Schule](#)) will mainly come from the class teacher. Again, parents may directly seek the help of an educational psychologist, in order to have their child examined and to obtain advice.

Since the school year of 2002/2003, parents have been offered additional decision-making guidance (e.g. comprehensive checklists, detailed information) as part of a "prognostic procedure". See also <http://www.schulpsychologie.at/hsoderahs> and www.schule.at

Federal Ministry for Education, the Arts and Culture

School Education Act 1986

4.16. Private Education

Around 90% of all students in Austria go to state schools, while 10% attend private educational institutions.

Compared to other European countries, Austria's network of private schools is loosely meshed. The most significant providers of private schools are the churches, notably the Catholic church, ahead of the social partners, which are strongly involved in technical and vocational education.

The "Privatschulgesetz" (Private School Act) distinguishes between two groups of private schools, i.e.

- private schools which have a statutory counterpart in the public sector,
- private schools which do not have a statutory counterpart in the public sector (schools with [Organisationsstatut](#) – organisational charter).

Private schools with a statutory counterpart in the public sector

Private schools with a statutory counterpart in the public sector teach according to the curriculum of public-sector schools. A private [Volksschule](#) (primary school) would adopt the curriculum of a public Volksschule, for instance, or a private secondary academic school that of its public-sector counterpart. Deviations from the official contents of teaching, the syllabus, or the number of teaching hours are inadmissible. Private schools, of course, enjoy the same latitude as their public-sector counterparts when it comes to autonomy in curricular design. The only distinctive element of private schools with a statutory counterpart in the public sector is the providing body. These schools are subject to the same statutory provisions as the corresponding public institutions, unless provided otherwise by statute or as far as their setting up, maintenance, close-down, districts and tuition fees are concerned..

Private schools with an Organisationsstatut

Schools with an Organisationsstatut have no public-sector counterpart, and therefore differ largely from existing public institutions. They have their own charters, in which they lay down a separate curriculum, bylaws, and the required type of training teachers at these schools must have undergone. The charter is subject to official authorisation. In contrast to the schools described above, they do not only differ with respect to the providing body, but also when it comes to contents. These schools have a distinctive profile of their own.

Setting up a private school

Both bodies corporate and natural persons are entitled to maintain a private school. Any intention to set up a private school must be notified to the [Landesschulrat](#) (province school board) or [Stadtschulrat](#), if in Vienna. If a private school is to correspond to a public-sector counterpart, this notification must go hand in hand with an application requesting that the official designation may be used for the school type (e.g. "private Volksschule"). The notification must also substantiate that the school fulfils the requirements with respect to space, equipment and staff. A notice of establishment must be filed three months before the school is to take up operation at the latest. The school may open if the application is not dismissed within two months.

Federal School Inspection Act

Private Schools Act

School Organisation Act

School Education Act 1986

4.16.1. Granting of public-law status

If a private school is granted [Öffentlichkeitsrecht](#) (public-law status), the exams taken at the school will have the same validity as those taken at its public-sector counterpart. If children accomplish their compulsory education at a private [Volksschule](#) (primary school) with public-law status, they do not have to take separate examinations at the end of the school year in front of a board of examiners (examination for external pupils), which they would have to if the school had not been granted public-law status. The [Reifeprüfung](#) (matriculation examination) taken at a private secondary academic school with public-law status entitles graduates to enrol in university studies just as a Reifeprüfung taken at a public secondary academic school. Trainee teachers may complete their [Unterrichtspraktikum](#) (one-year traineeship in teaching practice) at private schools with public-law status. Pupils who attend a private school with public-law status are entitled to free transport to school, the textbook scheme, as well as school and boarding-school allowances. On account of these benefits, private schools whose designation is not officially regulated may have an interest in obtaining public-law status.

Public-law status is granted by the Federal Ministry for education, the Arts and culture upon the application of the school. Private schools which carry an officially regulated designation must prove, among other things, that their educational achievements are as successful as those of a comparable public school in order to be granted public-law status. With private schools which do not have a public-sector counterpart, the granting of public-sector status depends on their long-term educational achievements.

The public-law status is provisionally granted for one year. Prior to this, the school will be inspected by the school inspectorate, which submits a report thereon to the education ministry. If a school has completed its curricular development, the public-law status may be conferred permanently. It may be withdrawn if the criteria for conferral are no longer met, and if the shortcomings detected are not redressed despite an official reprimand.

Federal Ministry for Education, the Arts and Culture

Private Schools Act

4.16.1.1. Subsidisation of private schools

A distinction must be made between staff subsidies and operating subsidies.

4.16.1.1.1. Staff subsidies

Under the "Privatschulgesetz" (Private School Act), denominational private schools (i.e. those which are maintained by one of the officially recognised churches and their institutions) are legally entitled to as many teaching posts as they need to meet the curricular requirements. The student/teacher ratio of comparable public schools in the region shall be used as a benchmark criterion. Teachers are seconded to a private school, however, they do not enter into any employment relationship with the providing institution, but remain civil servants (federal or provincial) and are remunerated from the public purse. Denominational private schools may refuse to accept a teacher without stating any reasons and apply for his/her substitution.

If it is impossible to second a teacher (e.g. because a particular subject-matter is not taught at a public school), private schools will recruit teachers on their own and are reimbursed for their salaries. This might be the case with schools having an [Organisationsstatut](#) (organisational charter).

All other schools, i.e. private schools which are not maintained by the churches or religious communities, are not entitled by law to staff subsidies. They might receive government grants to cover the cost of staff, if the national budget makes sufficient provisions for this purpose and if they meet certain criteria laid down in the Private School Act.

Private Schools Act

4.16.1.1.2. Operating subsidies

The Private School Act does not provide for operating subsidies, grants for the maintenance of school buildings or for the procurement of furniture. As a general rule, these costs will have to be borne by the providing organisation. Often, the public sector enters into contractual agreements with these schools under private law, to provide for the funding or co-funding of certain projects.

General Civil Code of Austria

Private Schools Act

4.16.2. Private schools not enjoying public-law status, private tuition

Austrian pupils may undergo general compulsory education at public schools or at schools ([Allgemein bildende Pflichtschulen](#)) enjoying public-law status, but also in a private school not enjoying [Öffentlichkeitsrecht](#) (public-law status), or they may be taught at home [Häuslicher Unterricht](#).

General compulsory education and compulsory vocational education may also be accomplished at private schools having [Öffentlichkeitsrecht](#) (public-law status). Schools which meet the statutory requirements are entitled to carry public-law status. See [2.3.](#).

General compulsory education may be completed in private tuition programmes ([Häuslicher Unterricht](#)). The [Bezirksschulrat](#) (district school board) must be notified of private tuition arrangements before the beginning of the school year. Private tuition may be started, if it is not disallowed within one month of notification. Private tuition can only be disallowed if, in all likelihood, the suggested private tuition arrangements are inferior to instruction at school. Intended private tuition cannot be taken up during the ongoing school year.

Children being taught privately must take exams at the end of the school year to demonstrate that they have attained the educational goals of the school they would have to attend otherwise, failing which private tuition will be disallowed in the following school year, and the child will have to finish compulsory education at school.

Private tuition is admissible during the period of general compulsory schooling. Compulsory vocational training can only be accomplished at a [Berufsschule](#) (part-time compulsory vocational school).

Under similar conditions, children of statutory school age may attend private schools which do not enjoy [Öffentlichkeitsrecht](#) (public law status). Again, the equivalence of teaching will be tested in subsequent examinations held at public schools.

[Act on Private Schools for Agriculture and Forestry](#)

[Private Schools Act](#)

[Compulsory Schooling Act 1985](#)

4.17. Organisational Variations and Alternative Structures

Reference is also made to secondary education, because many of these schools extend beyond the primary level.

For information on [Häuslicher Unterricht](#) (private tuition) see [4.16.2.](#)

Schools for minorities or ethnic groups are operated in the provinces of Burgenland (Croatian and Hungarian) and in Carinthia (Slovene). In these schools, primary instruction is usually bilingual. In Carinthia, parents and guardians who want their children to benefit from multilingual education have to sign them up for bilingual instruction.

Until the end of the school year of 1993/94, bilingual classes used to be automatically established in all communities of the province of Burgenland in which the share of children belonging to a certain ethnic group exceeded a specified percentage. In September 1994 new legislation was passed and the old act from 1937 which had previously governed the schools in Burgenland expired. See also [1.4.](#)

Waldorf schools, which are rooted in anthroposophy, exist in all of Austria's provinces as alternative schools.

Other alternative schools are run according to the principles of Freinet, Rebecca Wild and others.

The educational principles of Maria Montessori are not taught in special schools, but are implemented in a number of mainstream institutions. Some elements (such as unsupervised learning) are taught in teacher training, applied in mainstream education and adapted to individual needs.

[Act on School Education for Ethnic Minorities in Burgenland](#)

[Minority Schooling Act for Carinthia](#)

[Private Schools Act](#)

[School Organisation Act](#)

4.17.1. Waldorf schools

The "Study of Man" as conceived by Rudolf Steiner is the basis for education at Waldorf schools/Rudolf Steiner schools (9 schools, 3 ortho-therapeutic schools). Social structures, curricula and methodologies are geared to this concept.

Waldorf schools are officially recognised schools and enjoy [Öffentlichkeitsrecht](#) (public-law status). They are comprehensive schools covering 12 grades, and are politically and denominationally independent. Socially, they are nearly autonomous, self-governed institutions run by parents, teachers and friends. In once-weekly staff meetings, educational, administrative and legal issues are discussed and dealt with by the entire body; communication and co-operation between teachers and parents is strengthened through regular meet-the-teacher nights, joint school parties and events organised by parents.

Social aspects are very important in school routine. The philosophy is one of holistic education, fostering individual skills and developing the individual personality. It dispenses with the narrow notion of achievement and, as such, with selection. The class community is retained through all grades, and affords manifold occasions to experience and learn socio-interactive behaviour on a day-to-day basis.

The curriculum is set internationally (to ensure utmost mobility for pupils and teachers), but does take national educational requirements into account. It is structured vertically and horizontally.

Vertically, the curriculum defines the course contents chronologically; horizontally it relates the contents of the humanities and science studies to the different ages.

In order to cultivate manual and artistic skills alongside intellectual qualities, the curriculum contains a vast obligatory range of practical subjects; drawing, painting, handiwork (from grade 1), handicraft (from grade 5), gardening (from grade 6), joinery, plasticising, basket making, weaving, spinning, stone-cutting, copperwork, etc. (from grade 9).

Several weeks of practical training out of school during the upper cycle (in agriculture, forestry, surveying, crafts, industry, informatics, and in the social arena) provide for additional experience.

The curriculum also features two foreign languages (English, Russian, Italian, French, etc. from grade 1), a third foreign language (optional, from grade 9), religion, eurhythmics (balanced movement), music, choir, orchestra, and sports.

In the annual reports for all 12 grades, pupils are assessed verbally in all subjects, with a description of the formative development of their personalities. School leavers also receive a report with an assessment by marks. Pupils completing the 8th or 9th grade obtain the officially recognised lower secondary school-leaving certificate.

Grades 1 to 8 are run by a classroom or form teacher who will give instruction in all humanities and science subjects. A system of modular teaching lasting 3 to 4 weeks, from 8.00 to 9.45 a.m. daily (principal instruction) focuses on one main theme and allows for in-depth study and analysis of contents. Textbooks are used as complementary aids only.

Moreover, the classroom teachers are free to select the sequence of the different modules within the school year, in order to target them to the developmental status of the class and allow for an understanding of contexts and interrelations between subjects.

The principal instruction is broken down as follows: a rhythmic section (music, recitation, linguistic and acting exercises), a cognitive section (repetition, new contents, practice), and a narrative section (age-adjusted material from literature, history, etc.).

To complete secondary education, pupils must write a paper and accomplish a practical exercise, the topic of which they may choose, prepare by themselves and illustrate in a presentation; they will also stage a theatre play and go on a joint excursion.

The methodological structure described applies to almost all subjects from grades 1 to 12.

Grade 12 again ends with a theatre performance, a study tour devoted to art, and a written and practical piece of work. By showing that they have penetrated the subject matter in their written expression, oral presentation in front of an audience, and the artistic or practical realisation of the topic of their choice, pupils demonstrate their "maturity" according to Waldorf educational principles.

At some Waldorf schools, the [Reifeprüfung](#) examination is held by public bodies during grade 13.

The first Waldorf school was founded in Stuttgart in 1919. The first school in Vienna, established in 1926, was forcibly dissolved by the Nazi regime. It was refounded as late as 1966.

An extra course of study is needed to become a Waldorf school teacher. Austria has four training institutions for Waldorf teachers.

There are no statistical data on the future careers of graduates in Austria. Based on a survey in Germany, a prevalence of academic and artistic careers may be assumed also for Austria.

Private Schools Act

4.17.2. Schools within the "Federal Umbrella Organisation for Self-determined Learning"

In addition to the Waldorf schools, there are a number of other educational establishments that could be called "alternative schools".

Some of these schools have joined to form the "Federal Umbrella Organisation for Self-determined Learning". They are run in accordance with the following criteria: self-administration, non-denominational; educational concept: holistic, social, self-determined and integrative learning; parental involvement in teaching; financial independence.

This category comprises 24 free schools and parental initiatives covering a total of 572 children. In law, these schools are held as private schools with or without [Öffentlichkeitsrecht](#) (public-law status), or they fall under the private-tuition ([Häuslicher Unterricht](#)) provisions. The majority of these schools are limited to the primary level (children aged 6-10).

Private Schools Act

4.17.3. Foreign-language schools

There are a number of private, foreign-language schools in Vienna, some of which enjoy [Öffentlichkeitsrecht](#) (public-law status).

English is the language of instruction in the following three schools:

- The "Vienna International School" or United Nations school caters to children from the age of five and takes them to the international baccalaureate (13 years in total).
- At the "American International School" children are taught according to the US model up to grade 12.
- The "Danube International School" has modelled its curriculum and organisation on the "Vienna International School".

The "Lycée Français de Vienne" is Vienna's francophone school.

These international schools and the "Lycée" aim to make adequate educational provision for the international community.

There are also a Japanese, an Arabic and a Czech and Slovak school.

Private Schools Act

4.18. Statistics

The figures for 2006/2007 are as follows:

[Volksschulen](#) (primary schools)

Number of schools	3,248
Classes	17,467
Pupils (total)	347,254
Teachers (total)	31,635

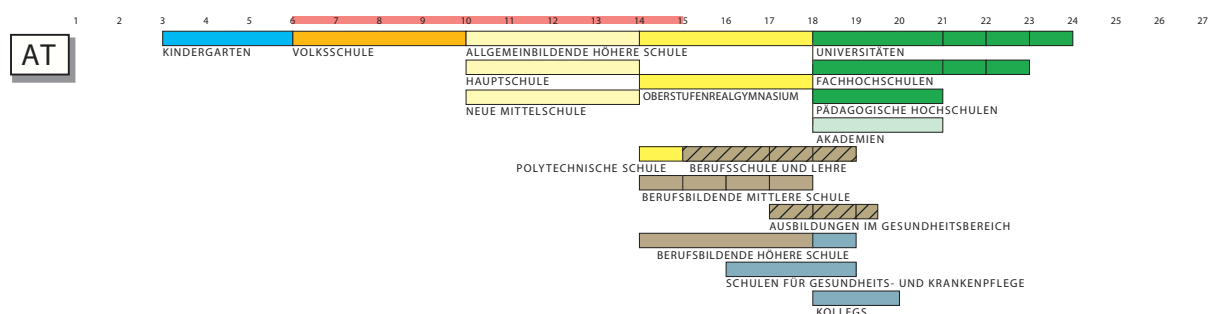
*) Figures referring to persons are "head count"

Source: Key Figures 2007 by the Federal Ministry for Education, the Arts and Culture

[Statistical Guide 2008: Key facts and figures about schools and adult education in Austria](#)

5. SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION

Organisation of the education system in Austria, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Please refer to the sub-sections which follow.

5.1. Historical Overview

Because these schools have evolved differently in the course of history, their development is presented separately for each individual school type.

5.1.1. Hauptschule (general secondary schools)

In the course of the 1774 school reform (see [4.1.](#)) under Empress Maria Theresa, Hauptschulen (general secondary schools) offering comprehensive instruction were established in the towns. Further important milestones were the "Reichsvolksschulgesetz" (Imperial Primary School Act) of 1869 and the school reform after the foundation of the First Republic in 1918.

In the 1920s, there was agitated political debate about the idea of a "General Lower-Cycle Secondary School" for the 10-to-14 year-olds as opposed to continuing the division into a Hauptschule existing in parallel to the eight-year academic secondary school from the age of 10 onwards.

In 1927, the old three-year lower-cycle secondary "Bürgerschule" was replaced by the four-year "Hauptschule" with the pupils of each year being divided into two ability groups.

School legislation of 1962 formed the basis of the entire Austrian school system of today.

From 1985 onward, after a decade of trial runs, the 'New Hauptschule' became a part of standard schooling. Innovations included the elimination of the two streams and joint instruction in all compulsory subjects with the exception of German/Mathematics/Modern Foreign Languages, where the pupils are divided into three ability groups.

The contents and organisational structure of the Austrian Hauptschule underwent extensive changes, when pilot projects regarding [Schulautonomie](#) (school autonomy) (in the school year 1993/94) and all-day schooling became standard elements of the school system.

The integration of children requiring special educational assistance ([Sonderpädagogischer Förderbedarf](#)) into the Hauptschule based on the [Volksschule](#) (primary school) model (prescribed by law since 1993/94) was tested in pilot projects and adopted in mainstream education in 1997/98.

Alternative forms to current arrangements are being tested in several on-going pilot projects, particularly in the following areas:

- Forms of schooling for special regional conditions (particularly in the Vienna and Graz conurbations: "Hauptschule/Kooperative Mittelschule", "Mittelschule", "differenzierte Kooperationsschule", "Realschule")
- Differentiation of interests (priority interests e.g. foreign language, vocational orientation)
- Ability differentiation and individualisation (internal differentiation instead of ability grouping)
- Performance assessment and evaluation (number and type of written examinations, alternative grading systems, etc.)
- Integration of refugee children

- Computer classes

The new curricula for [Hauptschule](#) (general secondary school) and the lower cycle of [Allgemein bildende höhere Schule](#) (academic secondary school), which came into force on 1 September 2000, are based on a distinction between core contents and optional topics ("extended contents"), which allow the in-depth study of issues that are of regional interest (see [5.2.2.](#)).

School Autonomy in Austria

School Autonomy in Practice

Federal School Inspection Act

Curricula for Hauptschule

School Organisation Act

5.1.2. Allgemein bildende höhere Schulen (academic secondary schools)

Due to the extensive school law reform of 1962, essential organisational and structural measures were taken, which must be considered as legal prerequisites for further developments in the domain of [Allgemein bildende höhere Schulen](#) (academic secondary schools). The "Schulorganisationsgesetz" (School Organisation Act), the "Bundes-Schulaufsichtsgesetz" (Federal School Inspection Act) and the "Pflichtschulgesetz" (Compulsory Schooling Act), as well as further laws from that year created a regulated legal situation which is regarded as the basis of necessary, permanent further development. Internal structures were defined in the "Schulunterrichtsgesetz" (School Education Act) adopted in 1974. In subsequent years, necessary adaptations and developments were taken care of by amendments to the laws. For instance, the need for taking into account individual interests and aptitudes has been officially recognised since 1966 – through the creation of a variety of types of Allgemein bildende höhere Schulen, the establishment of a structural framework and new curricula to implement autonomy.

In the upper-cycle of secondary schooling, several models have been tested since 1971, resulting eventually in the 1988 amendment to the School Organisation Act. Again, attention focused on a more individual shaping of school life by introducing elective compulsory subjects and a new conception of the school-leaving examination [Reifeprüfung](#) (matriculation examination).

Federal School Inspection Act

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

5.1.3. Polytechnische Schulen (pre-vocational schools)

An essential innovation created by the 1962 school reform was the pre-vocational year ("Polytechnischer Lehrgang"), laid down in the "Schulorganisationsgesetz" (School Organisation Act) as one form of the ninth compulsory year of schooling. Pupils attended the "Polytechnischer Lehrgang" (from 1997 onwards [Polytechnische Schule](#) (pre-vocational school)) for the first time in the school year 1966/67 in newly established independent schools or in pre-vocational classes, organised in conjunction with other compulsory schools ([Volksschulen](#) (primary schools), [Hauptschulen](#) (general secondary schools) or [Sonderschulen](#) (special schools)). Pilot projects conducted as from the school year 1992/93 under the name of "PL 2000" finally led to a thorough reform in 1997. The newly structured Polytechnische Schule (pre-vocational school) has led in particular to an excellent ratio of school-to-work transition for pupils completing this school type. In Austria, as compared to other European countries, it thus makes a significant contribution to a relatively low youth unemployment rate. According to studies (Härtel/Kämmerer, 2002, 2004, 2006) some ninety per cent of school-leavers from Polytechnische Schule go on to be trained in the [Duales System](#) (dual educational system) or in [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) or [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges).

The three major aims of education in the Polytechnische Schule are vocational guidance, general education and vocational preparation. The first six to eight weeks of the school year are devoted to extensive (also practical) vocational guidance (vocational orientation phase). Subsequently, the pupils may choose between seven specialised branches: metal, electronics, timber, construction, commerce-office, services, tourism. The basic vocational curriculum essentially corresponds to that of the first years of comparable [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools). In addition, general education contents are increasingly offered. Successful completion of the Polytechnische Schule qualifies pupils for admission to the dual vocational training system, for a transfer to a [Berufsbildende höhere Schule](#) (secondary technical and vocational college), or a transfer to the second year of a [Berufsbildende mittlere Schule](#) (medium-level technical and vocational school). Within the framework of *Schulautonomie* (school autonomy) provisions, each school may tailor its programme it offers to the regional requirements and to pupils' vocational interests and abilities.

Curricula for Polytechnische Schule

School Organisation Act

5.1.4. Educator training institutions

Please refer to the sub-sections which follow.

School Organisation Act

School Education Act 1986

School Organisation Act

School Education Act 1986

5.1.4.1. Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

In 1868, the first Educational Institution for Nurses, Nannies and Assistants at Correctional Facilities was founded in Vienna. It offered a one-year course with 15 hours per week.

In 1872, a ministerial edict was devoted to the "Education of Nursery School Teachers", which, initially, formed part of the teacher-training for [Volksschulen](#) (primary schools).

Independent one-year nursery school teacher training courses were run as parallel courses, which had to be affiliated to a teacher training college.

From 1874 onwards, a separate curriculum was established. In 1914, training was extended to two years. The institutions were then called "Educational Institutions for Nursery School Teachers", and could also be run as separate schools.

In 1931, training for day-care centre staff was integrated on a test basis.

From 1958, training courses for nursery school teachers were three-year courses.

From 1962, these schools were considered as "Intermediate-Level Institutions for the Training of Teachers and Educators" and offered four-year courses.

Since 1985, the training has taken the form of a five-year course and is concluded by the [Reife- und Diplomprüfung](#) (matriculation and diploma examination) (connected with the [Allgemeine Universitätsreife](#) (entitlement to enrol in university studies)) and has been offered at Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers). Since September 1994, the law has provided the possibility to run [Kollegs](#) (special type of secondary technical and vocational college for graduates of other higher-level schools) at [Bildungsanstalten für Kindergartenpädagogik](#).

In 1999 an additional module on "early childhood education" was installed as part of the training course, for the time being as a school experiment that is being tested at selected locations.

In the year 2007, forward-looking examination regulations came into force which allow for a modern form of assessment (presentation, research paper as a preliminary to academic work). A future-oriented curriculum has been developed by teachers of the individual subjects together with representatives of the profession, subject-matter experts, didactic experts and educationalists as well as legal experts in a transparent manner, by including feedback received from the schools on an on-going basis.

In the period 2000-2004, the curriculum was extensively reformed in order to take account of developments in the different disciplines as well as in educational practice. It entered into force on 1 September 2004.

5.1.4.2. Bildungsanstalten für Sozialpädagogik (training school for educators)

As early as 1948, the Federal Ministry for Education demanded the institutionalisation of training for educators. These demands were underlined at the occasion of a public inquiry in 1958.

In 1960, the Federal Institute of Home Educators was opened in Baden.

In 1963, the Institute of Home Educators was founded in Vienna.

In 1973, a Private Training Institution for Educators was established in the Tyrol.

In 1980, the Federal Training Institution for Educators was founded in St. Pölten.

Then, due to the 1960 school laws, the duration of training was five years, ending with a qualifying exam ("Befähigungsprüfung") for educators. Due to the acute lack of educators, only the last two years of training were actually held; the students had to acquire the first three years at other school types. For students with [Reifeprüfung](#) there were special one-year courses.

Since 1985, training has been five years and is completed by a [Reife- und Diplomprüfung](#) (until 1996: "Reife- und Befähigungsprüfung"), together with the [Allgemeine Universitätsreife](#) (entitlement to enrol in university studies); students with Reifeprüfung are offered two-semester [Kolleg](#) courses (special type of higher-level vocational training for graduates of other higher-level schools).

In 1991, Private Training Institutions for Educators were opened in Styria and Upper Austria, which only offer Kolleg courses.

In 1994, the institutions were renamed into [Bildungsanstalten für Sozialpädagogik](#) (training school for educators). Bildungsanstalten für Sozialpädagogik which, apart from training educators, also carry out research in the domain of education in boarding homes, day-care centres, extra-mural youth care, and offer training courses for special educators are designated as "Institutes of Social Pedagogy".

This renaming catered to the interests of the profession, whose members demanded an adaptation of the image of the profession to reflect changes in their professional activities.

Since 1996, students in this field have completed their training with a Reife- und Diplomprüfung (matriculation and diploma examination) (previously "Reife- und Befähigungsprüfung").

In the year 2007, forward-looking examination regulations came into force also for this school type. They allow for modern-day forms of assessment (presentation, research paper as a preliminary to academic work).

5.1.5. Berufsbildende Schulen (technical and vocational schools)

In Austria, the roots of Berufsbildende Schulen (technical and vocational schools) go back to the Middle Ages. The training of craftsmen was the responsibility of the craftsmen's guilds.

In the 19th century, reforms which were to set the course for the further development of technical and vocational schooling were introduced. The establishment of state-run trade schools (higher-level schools preparing students for theoretical, executive-level activities), numerous technical [Fachschulen](#) (trade schools preparing students for practical, professional activities), as well as further-training schools for apprentices laid the foundation for the tripartite system which exists to this day. Moreover, the introduction of schools for domestic science and trade for women was envisaged at that time.

After World War I and the foundation of the First Republic, new regulations for the school system were introduced. Federal Trade Schools, four-year [Handelsakademien](#) (higher-level commercial schools) and two-year Handelsschulen (commercial schools) as well as girls' schools for domestic science and trade were established.

After the end of World War II, the Austrian school system was once more re-organised. This reform was marked by the different educational policy concepts of the two major Austrian parties (SPÖ, ÖVP):

- With the exception of agricultural schools, technical and vocational education was defined as a responsibility of the Ministry for Education;
- Uniform organisation (5-year training at Federal Trade Schools), uniform timetables, uniform curricula (compulsory instruction in modern foreign languages) for technical and trade schools, as well as domestic science schools for girls; introduction of the modern tripartite training system: general education, specialised theoretical and practical training;
- Establishment of trade [Berufsschulen](#): 3-year course, accompanying on-the-job training, compulsory attendance; Transfer of the operation and maintenance of Berufsschulen to the competence of the individual provinces; new version of apprenticeship training regulations envisaged within the "Gewerbeordnung" (Industrial Code).
- The graduates of technical schools were awarded the professional title of "Ingenieur".

In 1962 a new legislative framework for the first time allowed for a clear cut structure: [Berufsbildende Pflichtschulen](#) (part-time compulsory vocational schools), [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges). In order to account for the higher demands put to graduates of medium- and secondary technical and vocational colleges, most of these training courses were extended by one year. The principle of combining vocational with general education was laid down in the curricula.

As for apprenticeship training: [Duales System](#), the dual training principle (training on the job – competence of the Ministry of Economic Affairs; training at Berufsschule – competence of the Ministry for Education or of the provinces) was maintained. New regulations for enterprise-based training were introduced with the amendment of the "Berufsausbildungsgesetz" (Vocational Training Act) in 1970.

The post-secondary area also saw the emergence of training forms in the technical and vocational education sector ("Akademien"):

- The post-secondary colleges for social work: Akademien für Sozialarbeit (training institutes for higher social occupations);

- vocational teacher-training colleges: Berufspädagogische Akademien (training institutes for vocational school teachers) for initial training and
- in-service teacher-training: Berufspädagogische Institute and Pädagogische Institute (further training institutes for teachers).

For people aspiring further training while already in their jobs a "second chance education" channel was introduced to acquire university entrance qualifications.

In 1975, the tasks of the Berufsschule were re-defined: to impart vocational theoretical knowledge, complement enterprise-based training, and expand general knowledge. In 1990, time spent at part-time vocational schools was extended and a relevant modern foreign language was adopted as a compulsory subject in all curricula.

While general academic secondary schools had gained importance in the 1960s, the 1970s saw an extension of the Berufsbildende mittlere Schulen und Berufsbildende höheren Schulen to comply with a desired graduation rate. Numerous schools were built, curricula were adapted in line with economic demands, new training options were created.

From 1989, instruction in one modern foreign language became compulsory at all Berufsbildenden mittleren Schulen. Especially in the field of technology, many new forms of training evolved. In 1987, girls' schools for domestic science and commercial occupations were renamed as of domestic science and commercial occupations to comply with the principle of equal access and to create a more up-to-date terminology.

The introduction of educational autonomy ([Schulautonomie](#)) has enabled schools, within the framework of the [Schulgemeinschaftsausschuss](#) (school community committee), to gear their programmes towards regional and economic needs by means of particular training foci and curricular modifications. New teaching methods could now be implemented more easily.

From 1993 onwards, training in practice firms was included as a mandatory requirement in the curricula of commercial and business schools. By simulating industrial operations, pupils are prepared for their future careers in a real-life setting. This form of training is also provided by other technical and vocational schools.

Innovative forms of learning and instruction, such as COOL (cooperative, open learning), laptop classes and cross-curricular teaching principles, such as entrepreneurship education, are offered autonomously by technical and vocational schools.

In the school year 1990/91 the number of apprentices totalled 147,000, and in the school year 2000/01 approx. 132,000. In 2003, the number of apprentices was 130,597 (of which 43,885 were female). In 2005, the number of apprentices decreased to 122,378.

While the number of students at Berufsbildende mittlere Schulen also declined sharply in the past ten years, attendance figures at Berufsbildende höhere Schulen rose. Under Commission Directive 95/43/EC of 20 July 1995, training at higher-level technical and vocational schools and their special forms constitutes diploma-level education and is thus equivalent to post-secondary vocational training in other EU member states. Hence they end with a [Reife- und Diplomprüfung](#) (matriculation and diploma examination).

Like earlier directives on the recognition of diplomas, a new directive has taken account at EU level of the high level of training provided by technical and vocational schools as follows: Courses at Austrian berufsbildende höhere Schulen (higher vocational schools), including special types, are considered to

be diploma level according to Directive 2005/36/EC (Art. 13(2) subparagraph 3 and Annex III). Certificates thus constitute a diploma within the meaning of Article 11 c) Directive 2005/36/EC.

The introduction of the [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university) in 1997 further increased the permeability of the education system. Graduates from the dual system, such as graduates of technical and vocational schools lasting at least three years and of nursing and paramedical courses now have the opportunity to qualify for general university entrance by passing the [Berufsreifeprüfung](#).

The decline in the availability of apprenticeship training places in business and industry has led to the generation of new concepts developed within the framework of the National Action Plan for Employment, such as the creation and modernisation of new apprenticeable trades, the introduction of a pre-apprenticeship phase and the possibility to attend training courses. Responding to the changing needs of the labour market, new apprenticeable trades in the services, production, information and telecommunications sector and in the public administration were introduced.

In the school year 1996-97, admission requirements for medium-level technical and vocational schools and secondary technical and vocational colleges were amended. Admission requirements are successful completion of grade 8 and for [Hauptschule](#) students successful performance in the compulsory subjects German, English, and mathematics.

Increasing internationalisation not only means a wider range of foreign languages offered to the learners, it also encourages the use of a foreign language as medium of instruction in technical theory classes. Some schools also offer bilingual courses. Besides, the curriculum allows students at technical and vocational schools and colleges to acquire internationally recognised foreign language certificates.

In 2003, an amendment to the Vocational Training Act ("Berufsausbildungsgesetz") created the legal basis for inclusive vocational training for mentally, physically and socially disadvantaged persons.

In the same year, curricula, with the except framework curricula of Berufsschule, were reformed in order to reduce students' workload by decreasing weekly hours by two periods and schools are by and large free to autonomously decide on many aspects of the new curricula.

[ABC der Berufsbildenden Schulen 2009](#)

[Abschlussorientierte Höherqualifizierung unter Berücksichtigung der Bildungsbiografie. Die Österreichische Berufsreifeprüfung](#)

[Die Berufsreifeprüfung - Höherqualifizierung für den beruflichen Aufstieg oder für den Umstieg?](#)

[Kodex Schulgesetze](#)

[Federal Ministry of Agriculture, Forestry, Environment and Water Management](#)

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Economics and Labour](#)

Vocational Training Act

Federal School Inspection Act

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Federal Law on 'Berufsreifeprüfung' examinations

Industrial Code 1994

Act on Vocational Training for Agriculture and Forestry - Federal Basic Act on Berufsschulen for Agriculture and Forestry

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

5.1.6. Schools and other training institutions for health professions

Schools for nurses

Training for nurses: 1914 – 1938

Ordinance on professional nursing (No. 139) issued by the Minister of the Interior on 25 June 1914, establishing two-year training for nurses (later on, three-year training – in Vienna)

Schools for general nurses were established at the following hospitals:

- "Wiener Allgemeines Krankenhaus", Vienna (22 November 1913),
- "Krankenhaus Wieden", Vienna (18 January 1914; Red Cross School; as of 1934 only for religious sisters),
- "Wilhelminenspital", Vienna (ca. 1918),
- "Rudolfinerhaus", Vienna (was granted Öffentlichkeitsrecht, i.e. public-law status, after World War I),
- "Krankenhaus Lainz", Vienna (1924),
- "Kaiser-Franz-Josef Spital" and "Rudolfstiftung", Vienna (only for a couple of years).

Further training for nurses:

- Innsbruck (1919),
- Graz (1921),
- Salzburg (ca. 1932; on a "private basis" as of 1929),
- Wels (ca. 1934; mainly for religious sisters),
- Linz (only further training).

Legal framework:

- Federal act on nursing: "Krankenpflegegesetz" (No. 93/1949) According to this act, training for nurses was to take three years (section 7, para. 2).

- Federal act on nursing and the paramedical services: "Bundesgesetz betreffend die Regelung des Krankenpflegefachdienstes, der medizinisch-technischen Dienste und der Sanitätshilfsdienste" (No. 102/1961)
- Ordinance on the training and examination of general and paediatric nurses in their second, third and fourth years of training issued by the Federal Minister for Health and Environmental Protection: "Erste Krankenpflegeverordnung" (No. 634/1973)
- Ordinance on the training and examination of psychiatric nurses issued by the Federal Minister for Health and Environmental Protection: "Zweite Krankenpflegeverordnung" (No. 73/1974)
- Federal act on nursing occupations: "Gesundheits- und Krankenpflegegesetz" (Federal Law Gazette No. 108/1997)
- Ordinance on training for certified nurses issued by the Federal Minister for Labour, Health and Social Affairs: "Gesundheits- und Krankenpflege-Ausbildungsverordnung" (Federal Law Gazette II No. 179/1999)

Paramedical schools

On 17 February 1940, the German "Reichsgesetzblatt" (No. 1) legally protected the professional titles of "medizinisch-technische Gehilfin" (paramedical auxiliary) and "medizinisch-technische Assistentin" (paramedical assistant). Being part of the German Reich after the Anschluss, Austria was also affected by these regulations. In those days, paramedical auxiliaries and assistants fulfilled the following duties:

- assisting medical doctors in their work
- assisting with radiologic operations
- conducting clinical (chemical and microscopic) examinations
- assisting with examinations and treatments related to electrotherapy/physical therapy

All these tasks had to be carried out under the supervision of a doctor. The three main fields in which paramedical staff members were traditionally active (laboratory, radiology, physical therapy) have remained more or less the same to this day and have been enshrined in the 1961 act on nursing and the paramedical services (Federal Law Gazette No. 102). The legal requirements concerning paramedical training have been laid down in a pertinent ordinance (Federal Law Gazette No. 560/1974, as amended).

Federal Ministry for Health, Family and Youth

Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"

Federal Law on nursing professions

5.2. Ongoing Debates and future developments

Please refer to the sub-sections which follow.

5.2.1. Kindergarten

In the debates held, not least in the context of the Reform Dialogue for Education on 14 February 2005 in Vienna, the following key tasks for tomorrow's [kindergarten](#) have been identified:

- identify early on (age 5) children who do not have a sufficient command of German in a sensitive manner and adopt measures, if necessary, in order to harness potential which exists according to development psychology, at this age and to enable children a successful start into their school careers, the focus should lie on assistance that is suited to the needs of children, embedded in their day-to-day routines, in a playful manner, in due consideration of social learning and intercultural settings, without neglecting the development of their mother tongue;
- work constructively towards successfully bridging the gap between kindergarten and [Grundschule](#) (primary school) based on the principle of cooperation of school and kindergarten as learning organisations;
- furthering gifts and talents in a manner that is adequate in terms of contents and suited to the age of children.

Information (technical seminars, guidance, materials) is prepared on the above priorities for teachers at [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers), as well as for the cooperation partners.

Österreichischer Hintergrundbericht zur OECD-Länderprüfung "Starting Strong"

Federal Ministry for Education, the Arts and Culture

5.2.2. Reform of lower secondary cycle / lower-cycle curriculum

The recently developed new curriculum (1999) for lower secondary level (for [Hauptschule](#) and the lower cycle of [Allgemein bildende höhere Schule](#)) will have a sustained impact.

The 1999 curriculum has systematically incorporated various competence concepts into the monitoring processes governing the Austrian education system. It lists three areas of competence which are to be equally promoted at lower secondary level: subject-matter competence (in the context of class instruction, independent self-study and critical reflection on presented topics), self-competence (students' ability to build on their talents and possibilities, students' awareness of their personal

strengths and weaknesses, self-reflection) and social competence (the ability to take on responsibility and to cooperate; initiative as well as creative abilities). The curriculum subsumes self-competence and social competence under the heading of "dynamic abilities", which are to foster constructive approaches to problem-solving.

The 1999 curriculum, which came into force in autumn 2000, was the result of a project-based process which spanned several years and involved academics, teachers, school heads, political decision makers etc. One explicit objective of this curricular reform was to adequately react to social change and to the new demands schools for 10- to 14-year-olds are facing in the field of competence development. Academic orientation is manifest in subject-based instruction. General schooling objectives, however, also emphasise personality-based factors, thus promoting a pupil-oriented approach.

The 1999 reform has also brought about important change in connection with curricular content, as it allows for local differences. The new curriculum distinguishes between core contents (two thirds) and optional topics ("extended contents") which may be chosen in accordance with local needs (one third). These optional contents are supposed to serve as a concrete possibility of increasing school autonomy (*Schulautonomie*). The new curriculum also encourages team building and increased cooperation among teaching staff, thus promoting the conception of schools as "learning organisations".

In the area of (first and second) foreign languages, the proficiency levels defined by the Common European Framework of Reference for Languages (CEFR) were introduced in a binding manner. Students are to attain the proficiency levels A2 or B1 in the four relevant areas after four years of learning in the first modern foreign language (usually English), and in the second modern foreign language they should develop the skills to reach proficiency level A2 in the areas "Listening", "Reading", "Writing" and "Spoken Production" and reach proficiency level A1 in "Spoken Interaction".

At Gymnasium (i.e. Allgemein bildende höhere Schule) (academic secondary school), a possibility was created by law to start learning a second modern language in the third year (= grade 7) instead of Latin. However, Latin is a compulsory subject for the definition of the Gymnasium type, and therefore Latin must be taken from the 5th year (= grade 9) onward.

In addition to re-formulating curricular contents, the reform was also designed to give new impetus to organisational development in the school sector. The 1999 curriculum is part of an extensive school development concept which is mainly characterised by:

- increased autonomy for individual schools;
- the possibility for schools to incorporate new contents, methods and forms of cooperation;
- more possibilities for "school partners" (i.e. students, parents and teachers) to play an active part in shaping schools.

In comparison with curricular reforms of the 1980s, the 1999 curriculum clearly reflects new trends, as it aims at concise, simplified regulations. See also 5.13.

Curricular reform is being accompanied by a project (<http://www.gemeinsamlernen.at>) which promotes learning and teaching culture. The Federal Ministry for Education, the Arts and Culture has created a web site which is to support teachers in their daily efforts to implement the new curricula for Hauptschulen (general secondary schools) and Allgemein bildende höhere Schulen (academic secondary schools).

Electronic versions of the new curricula are available www.bmukk.gv.at , Federal Ministry's homepage.

At present more than 100 pilot schools are testing educational standards which are to be incorporated in mainstream schooling by 2008. Development has so far focused on standards for year 4 (German and Mathematics) and year 8 (German, Mathematics and English).

These educational standards have been designed as mainstream standards and define the skills which pupils should have sustainably acquired in key contents by a certain year of schooling. They focus on the core contents of a subject and describe the expected scholastic outcomes. Basic subject-matter skills have been defined which are relevant for subsequent schooling or vocational training. Educational standards illustrate a normative expectation which schools should strive to attain and offer guidance for teachers, pupils and parents.

Bildungsentwicklung in Österreich 2004 - 2007

Das österreichische Schulrecht

Federal Ministry for Education, the Arts and Culture

Curricula for Hauptschule

School Organisation Act

School Education Act 1986

5.2.3. Reform of the upper cycle curriculum for Allgemein bildende höhere Schulen (grades 9 to 12)

The reform of the upper cycle of [Allgemein bildende höhere Schulen](#) (academic secondary schools) rests on two pillars:

- New curricula, designed to encourage pedagogical innovation in classroom teaching: These curricula were implemented step by step (from grade 9 upwards) as of the school year 2004/05.
- Scope for autonomous upper-cycle design (grades 9 to 12):

Previously, the leeway for autonomous action in academic secondary schools ended with grade 8. The resulting rigid organisational structures triggered a flood of upper-cycle pilot projects. Now, academic secondary schools will also be given the possibility to determine individual priorities for the upper cycle and, thus, will no longer have to undergo the cumbersome bureaucratic procedures associated with pilot projects, in order to be able to provide attractive programmes for their target groups.

The degree of autonomy granted to academic secondary schools in the design of their upper cycles has been enshrined in a statutory regulation (Federal Law Gazette II, No. 469/2002) which became effective as of the school year 2003/04. Previously, curricula set out "maximum subject contents" based on which teachers were supposed to make a selection for their class work ("exemplary principle", "framework curricula").

In some respects, the new curricula are more strictly binding than previous curricula for academic secondary schools. On the other hand, they leave more leeway for individual (location-specific) choices as they restrict themselves to a strongly reduced number of binding provisions (thus promoting [Schulautonomie](#)).

Lower-cycle curricula (grades 5 to 8):

compulsory core contents (determined at national level), concentration on essentials, formulation of objectives – time budget: two thirds of the total teaching periods allocated to a given subject; "extended contents" (free options depending on capability and needs as well as interests of pupils at a given school) – time budget: one third of the total teaching periods allocated to a given subject. These curricula have been effective since the autumn of 2000, and have meanwhile been implemented up to and including grade 8.

Upper-cycle curricula (grades 9 to 12):

By the end of 2003/2004, the first age group will have completed the entire lower cycle following the new curricula. This makes it imperative to prescribe binding new core curricula from grade 9 upwards, starting in the autumn of 2004. Their main features: concentration on essentials, formulation of objectives regarding students' achievement – time budget: 108-112 teaching periods (out of a total of 130, spread out over the four years of the upper cycle on a weekly basis); form and content of the remaining periods (18-22 within four years, on a weekly basis) are at the discretion of the individual schools (students are free to choose among elective compulsory subjects and schools may determine individual priorities). Expert groups requested to draft comments on the new curricula took up their work in February 2004; this was also the beginning of the assessment stage.

[Bildungsentwicklung in Österreich 2004 - 2007](#)

[Das österreichische Schulrecht](#)

[BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System](#)

[Federal Ministry for Education, the Arts and Culture](#)

[School Organisation Act](#)

[School Education Act 1986](#)

5.2.4. Berufsbildende Schulen (technical and vocational schools)

As of 13 January 2006, the Federal Act amending the Vocational Training Act has allowed for the development of modularised apprenticeable trades.

[Vocational Training Act](#)

5.2.5. Schools and other training institutions for health professions

Extensive debates are being held on reforming the training of the health and nursing professions. The Health Professions Amending Act in 2007 created the legal basis for [Fachhochschule](#) bachelor's degree programmes to train nurses responsible for general care. Minimum training requirements together with a description of competences (knowledge and competence, social communicative competence, self-competence, academic competence) have been laid down in a "FH-Gesundheits- und Krankenpflege-Ausbildungsverordnung" (Ordinance on Fachhochschule training for nurses and health professionals). The first degree programmes will start in the winter semester 2008.

Reforms for the medico-technical and paramedical occupations are underway as well.

Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"

Federal Law on nursing professions

5.3. Specific Legislative Framework

Please refer to the sub-sections which follow.

[Das österreichische Schulrecht](#)

[Kodex Schulgesetze](#)

[Schulrecht kurz gefasst](#)

[Federal Ministry of Agriculture, Forestry, Environment and Water Management](#)

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Economics and Labour](#)

5.3.1. Hauptschule (general secondary school) and Polytechnische Schule (pre-vocational school)

[Federal School Inspection Act](#)

[Act on School Education for Ethnic Minorities in Burgenland](#)

[Minority Schooling Act for Carinthia](#)

[Private Schools Act](#)

[Religious Instruction Act](#)

[School Organisation Act](#)

[Compulsory Schooling Act 1985](#)

[School Education Act 1986](#)

[School Periods Act 1985](#)

The school legislation of 1962 comprises the "Schulorganisationsgesetz" (School Organisation Act), the "Pflichtschulgesetz" (Compulsory Schooling Act), the "Schulzeitgesetz" (School Periods Act), the

"Bundes-Schulaufsichtsgesetz" (Federal-School Inspection Act), the "Privatschulgesetz" (Private School Act), the "Religionsunterrichtsgesetz" (Religious Instruction Act), and the "Schulunterrichtsgesetz" (School Education Act).

Together with its various amendments and pertaining ordinances it contains a comprehensive description and systematic regulation of the Austrian school system. Based thereon, the nine Federal provinces have adopted separate implementing statutes with a view to school organisation, school time and school inspection.

With a view to minority schooling there are specific pertaining provisions in the minority schooling laws of Carinthia and Burgenland.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.3.2. Allgemein bildende höhere Schulen (academic secondary schools)

School Organisation Act

School Education Act 1986

The pertaining legislative framework ([Allgemein bildende höhere Schulen](#)) is to be found in the School Organisation Act and the School Education Act.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.3.3. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.3.3.1. Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

Federal Constitutional Law

School Organisation Act

School Education Act 1986

Federal Constitutional Law

School Organisation Act

School Education Act 1986

According to the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), the training competence for nursery school teachers is assigned to the federal level. Legal bases are the School Organisation Act and the School Education Act, as well as various ordinances and decrees regulating school operation.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.3.3.2. Bildungsanstalten für Sozialpädagogik (training schools for educators)

Legal bases are the School Organisation Act and the School Education Act, as well as various ordinances and decrees regulating school operations.

5.3.4. Berufsbildende Schulen (technical and vocational schools)

Die Berufsreifeprüfung - Höherqualifizierung für den beruflichen Aufstieg oder für den Umstieg?

Vocational Training Act

Federal School Inspection Act

Federal Constitutional Law

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Basic Federal Act on Fachschulen for Agriculture and Forestry

Federal Law on 'Berufsreifeprüfung' examinations

Federal Ministries' Act 1986

Forestry Act 1975

Industrial Code 1994

Act on Vocational Training for Agriculture and Forestry - Federal Basic Act on Berufsschulen for Agriculture and Forestry

Act on Federal Schools for Agriculture and Forestry

Act on Private Schools for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

Curricula for Berufsschule

Act on School Education for Ethnic Minorities in Burgenland

Minority Schooling Act for Carinthia

Basic Act on the Maintenance of Compulsory Schools

Private Schools Act

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

School Periods Act 1985

Pupils' Representation Act

Federal Constitutional Act (in the version of 1929 and amendments thereof; in particular Sections 14 and 14a)

"Bundesministeriengesetz" (Federal Ministries Act) of 1986 (Federal Law Gazette No. 76/1986); latest amendment: 2000

School Organisation Act (of 25 July 1962, Federal Law Gazette No. 242 and amendments) as well as the pertaining implementing statutes in the provinces

School Education Act (in the version of 25 August 1986, Federal Law Gazette No. 472/1986 and amendments) as well as ordinances arising there from

"Minderheitenschulgesetz für Kärnten" (Minority Schooling Act for Carinthia) of March 1959, Federal Law Gazette No. 101 and amendments

"Minderheitenschulgesetz für das Burgenland" (Minority Schooling Act for Burgenland) and amendments, Federal Law Gazette No. 108/1994

"Bundesschulaufsichtsgesetz" (Federal School Inspection Act) (of 25 July 1962, Federal Law Gazette No. 240 and amendments) as well as the corresponding implementing statutes in the provinces

School Periods Act (in the version of 8 February 1985, Federal Law Gazette No. 77 and amendments)

Compulsory Schooling Act (in the version of 8 February 1985, Federal Law Gazette No. 76 and amendments)

Private School Act (of 25 July 1962, Federal Law Gazette of 1962 and amendments)

"Pflichtschülerhaltungs-Grundsatzgesetz" (Basic Act on the Maintenance of Compulsory Schools) (of 13 July 1955)

"Schülervertretungsgesetz" (Pupils' Representation Act) (of 16 May 1990, Federal Law Gazette No. 284)

"Bundesgrundsatzgesetz für land- und forstwirtschaftliche [Fachschulen](#)" (Basic Federal Act for land- und forstwirtschaftliche Fachschulen) (of 29 April 1975, Federal Law Gazette No. 320)

Federal Act on Agricultural and Forestry Schools (of 14 July 1966, Federal Law Gazette No. 175 and amendments)

"Forstgesetz" (Forest Act) of 1975 (Federal Law Gazette No. 440 and amendment with regard to the Forestry School)

"Bundesgrundsatzgesetz für land- und forstwirtschaftliche Berufsschulen" (Basic Federal Act for land- und forstwirtschaftliche Berufsschulen) (of 29 April 1975, Federal Law Gazette No. 319)

"Landesgesetze für die land- und forstwirtschaftlichen [Berufsschulen](#) und Fachschulen" (Province laws for land- und forstwirtschaftlichen Berufsschulen und Fachschulen)

"Land- und forstwirtschaftliches Privatschulgesetz" (Act on Private Agricultural and Forestry Schools) (of 29 April 1975)

"Land- und forstwirtschaftliches Berufsausbildungsgesetz" (Agricultural and Forestry Vocational Training Act) (of 17 May 1990, Federal Law Gazette No. 298)

"Berufsausbildungsgesetz" (Vocational Training Act) (in the version of Federal Law Gazette I No. 79/2003)

Crafts, Trade and Industry Act (in the version of Federal Law Gazette I No. 111/2002)

Youth Training Guarantee Act (Federal Law Gazette Part I, No 91/1998 of 21 July 1998 and No 83/2000 of November 2000)

"Verordnung des Bundesministers für Unterricht, Kunst und Sport über die Gleichwertigkeit eines Unterrichts mit dem Berufschulunterricht" (Ordinance of the Federal Minister of Education, the Arts and Sports of 5 July 1976, Federal Law Gazette No. 477 on the equal status of education and vocational education)

"Verordnung des Bundesministers für wirtschaftliche Angelegenheiten über die Festlegung der Schulen und Studienrichtungen (Definition of schools and branches of study corresponding to certain crafts – Ordinance of the Federal Minister of Economic Affairs, Federal Law Gazette No. 158/1994)

The individual curricula

Berufsreifeprüfung Act (of 11 July 1997, Federal Law Gazette Part I/No.68, Part I/No. 52/2000, Part II 268/2000, Federal Law Gazette Part I/No. 91/2005)

Final/school-leaving examinations: amendment of examination regulations according to new curricula (Ordinance, pilot project) (Federal Law Gazette Part II/No. 219/2006)

Ordinance of the Federal Minister of Education and Cultural Affairs in the version of 3 April 1998, Federal Law Gazette Part II/No 116/1998 on final examinations at medium-level and higher-level technical and vocational schools

"Änderung des Berufsausbildungsgesetzes" (5th Federal Act amending the Vocational Training Act, Federal Law Gazette I No. 5/2006)

Currently under consideration/review:

"Änderung Bundesgesetz zur Berufsreifeprüfung" (Berufsreifeprüfung Act)

Schulunterrichtsgesetz (SchUG, School Education Act)

Educational Standards

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.3.5. Post-secondary non-tertiary education

Federal Ministry for Education, the Arts and Culture

Curricula for Kollegs and specialised training courses ("Speziallehrgänge")

Kolleg courses run at **Berufsbildende höhere Schulen** (secondary technical and vocational colleges) end with a Diplomprüfung (diploma examination) pursuant to a decree issued by the Federal Ministry of Education and Culture on 20 March 1997 (ZI 15.075/8-SL II/97/ MVB I of 1 May 1997). (Regulation by the Federal Ministry for Education and Culture of 1 May 1997)

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.3.6. Schools and other training institutions for health professions

Please refer to the sub-sections which follow.

5.3.6.1. Schools for health professions

Federal Act on Nursing Occupations: "Gesundheits- und Krankenpflegegesetz" (Federal Law Gazette I No. 108/1997) as amended

Ordinance on training for certified nurses: "Gesundheits- und Krankenpflege-Ausbildungsverordnung" (Federal Law Gazette II No. 179/1999)

Federal Act on Paramedical and Auxiliary Staff: "Bundesgesetz betreffend die Regelung des medizinisch-technischen Fachdienstes and der Sanitätshilfsdienste" (Federal Law Gazette No. 102/1961) as amended

Training and examination regulation for paramedical staff: "Ausbildungs- und Prüfungsordnung für den medizinisch-technischen Fachdienst" (Federal Law Gazette No. 560/1974) as amended

Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"

Federal Law on nursing professions

5.3.6.2. Other training institutions for health professions

Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"

Federal Law on nursing professions

Federal Law on clinical and therapeutic masseurs

Federal Law on emergency medical technicians

Health and Nursing Act: "Gesundheits- und Krankenpflegegesetz" (Federal Law Gazette I No. 108/1997) as amended

Ordinance on training for care assistants: "Pflegehilfe-Ausbildungsverordnung" (Federal Law Gazette II No. 371/1999)

Act on medical and therapeutic massage practitioners: "Medizinischer Masseur- und Heilmasseurgesetz" (Federal Law Gazette I No. 169/2002) as amended

Ordinance on training for medical and therapeutic massage practitioners (Federal Law Gazette II No. 250/2003)

Act on ambulance service members: "Sanitätsergesetz" (Federal Law Gazette I No. 30/2002)

Ordinance on training for ambulance service members (Federal Law Gazette II No. 420/2003)

Federal Act on Paramedical and Auxiliary Staff: "Bundesgesetz betreffend die Regelung des medizinisch-technischen Fachdienstes and der Sanitätshilfsdienste" (Federal Law Gazette No. 102/1961) as amended

Training and examination regulation for ambulance service members (Federal Law Gazette No. 216/1961) as amended

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.4. General Objectives

Please refer to the sub-sections which follow.

Federal Ministry for Education, the Arts and Culture

5.4.1. Hauptschule

Hauptschule is to convey basic general education and to prepare pupils for occupational life and/or for a transfer to an intermediate-level and higher-level school.

The wide range of available classes includes compulsory subjects, optional subjects, compulsory exercises (**Verbindliche Übungen**) and optional exercises (**Unverbindliche Übungen**). These classes allow the in-depth study of theoretical educational contents and, at the same time, promote the acquisition of practical skills.

Hauptschule aims at offering a holistic, integrating education with a view to moral, ethical and religious values.

Knowledge, skills, insights and attitudes are conveyed by providing summary knowledge in combination with in-depth study in selected areas.

Curricula for Hauptschule

School Organisation Act

5.4.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

The lower cycle of **Allgemein bildende höhere Schule** (academic secondary school) offers pupils a comprehensive and in-depth general education; it has a dual function: on the one hand, it leads to the upper cycle of Allgemein bildende höhere Schule, on the other hand, pupils may transfer to technical and vocational schools.

School Organisation Act

5.4.3. Polytechnische Schule (pre-vocational schools)

Polytechnische Schule (pre-vocational school) is to prepare pupils in the 9th year of compulsory schooling for practical life, in particular for the labour market, by adequately expanding and enriching their general education, by preparing them for career choices through vocational orientation, and by conveying a basic vocational education. Pupils are to be best qualified consistent with their interests, talents, gifts and abilities for taking up an apprenticeship and **Berufsschule** (part-time compulsory vocational school) studies as well as for transfer to secondary higher schools.

Curricula for Polytechnische Schule

School Organisation Act

5.4.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

It is the objective of the upper cycle of **Allgemein bildende höhere Schule** to provide pupils with a comprehensive and in-depth general education and to prepare them for university entrance (**Allgemeine Universitätsreife**).

School Organisation Act

5.4.5. Higher-level teacher and educator training institutions

School Organisation Act

Please refer to the sub-sections which follow. See also 5.5.2.3.1. , 5.5.2.3.2. .

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.4.5.1. Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

The [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) are designed to convey the professional attitudes, knowledge and skills required to fulfil the educational tasks.

As educational experts for the entire pre-school (early childhood) area and as members of a democratically structured society, kindergarten teachers are to be qualified for offering a service characterised by being a role model, having the maturity for educational decisions and the didactic skills required for kindergarten education. This also requires a furthering of personality development during the training. Therefore, all subjects are designed, beyond imparting the professional specifics, to contribute to an increased sensitivity and problem awareness, independent thinking, comprehensive linguistic training, creativity, emotional stability and innovative potential, and thus intellectual, moral and social maturity.

For kindergartens (nursery schools) and day-care centres

In addition to the above-mentioned objectives, this training provides the additional qualifications for educational work in day-care centres. Day-care centres are mostly half-day facilities for pupils of statutory schools age who attend after school.

For special kindergarten and early furtherance

This training provides students with the qualification to work at kindergartens ([Kindergarten](#)) for physically or mentally disabled children, or for the special care given to children with special educational needs in inclusive' kindergartens (for children with and without special educational needs), as for the early furtherance of very young children.

[Kolleg](#) courses (special type of higher-level vocational schools for graduates of other higher-level schools) at Bildungsanstalten für Kindergartenpädagogik are four-semester courses for graduates of higher-level secondary schools and conclude with the qualification provided by the Bildungsanstalten für Kindergartenpädagogik.

5.4.5.2. Bildungsanstalten für Sozialpädagogik (training schools for educators)

[Bildungsanstalten für Sozialpädagogik](#) (training schools for educators) have the objective of training educators who have an adequate attitude, knowledge and skills to assume educational tasks in day-care centres, homes for children and young people, and in extra-mural youth work.

As educational experts primarily catering to compulsory-school-age children and youths, and as members of a democratically structured society, educators are expected to offer services that set an example, being characterised by mature educational decisions and didactic skills. To this end, the personal development of students also needs to be promoted during training. Therefore, all subjects are designed, beyond imparting the professional specifics, to make a contribution to increasing sensitivity and problem awareness, independent thinking, comprehensive linguistic training, creativity, emotional expressiveness and innovative potential, thus fostering intellectual, moral and social maturity.

For work in the area of "Special facilities":

Here the required add-on training for educational work with children and young people with special needs regarding physical or psychological support takes place.

5.4.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

The general educational objectives are laid down in the "Schulorganisationsgesetz" (School Organisation Act). The specific educational objectives of the different disciplines or courses may be found in the respective curricula.

The [Berufsschule](#) (part-time compulsory vocational school) has the task of providing supplementary specialised instruction and offering persons who have to complete compulsory vocational schooling basic theoretical knowledge, promoting and complementing their company-based training, and to improve their general education.

Optional subjects and differentiation in the different subjects of instruction (such as Applied Mathematics) provide the necessary framework conditions for those students who intend to prepare for the [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university) .

"Supplementary" means: in addition to the work in the training-company (apprenticeship or trainee contract).

The educational objectives of the Land- und forstwirtschaftliche Berufsschulen (agriculture and forestry) are defined in section 1 of the "Bundesgrundsatzgesetz für land- und forstwirtschaftliche Berufsschulen" (Federal Basic Law for Land- und forstwirtschaftliche Berufsschulen).

[Vocational Training Act](#)

[Basic Federal Act governing Berufsschulen for Agriculture and Forestry](#)

[Federal Law on 'Berufsreifeprüfung' examinations](#)

[Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry](#)

Curricula for Berufsschule

School Organisation Act

5.4.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)

The general educational objectives are laid down in the "Schulorganisationsgesetz" (School Organisation Act). The specific educational objectives of the different disciplines or courses may be found in the respective curricula.

School Organisation Act

Basic Federal Act on Fachschulen for Agriculture and Forestry

Federal Law on 'Berufsreifeprüfung' examinations

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

Act on Federal Schools for Agriculture and Forestry

Act on Private Schools for Agriculture and Forestry

5.4.7.1. Berufsbildende mittlere Schule (medium-level technical and vocational schools)

The [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) have the task of imparting the basic specialist knowledge and skills that qualify students to immediately (!) take up a profession or trade in the domain of technology, arts and crafts, commerce, the service industries, or in the social field.

Thus, the Berufsbildende mittlere Schulen offer training for certain professions and an appropriate measure of general education with a particular emphasis on personal development and key competence. Training in practice firms, school workshops, laboratories and other facilities forms an essential practical part of the respective course.

Most of the disciplines require the students to acquire work experience in relevant companies during the summer holidays (number and duration are laid down in the curricula).

Optional subjects and differentiation according to ability level provide the necessary framework conditions for those students who intend to prepare for the [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university).

The educational objectives of [Fachschulen](#) (special kind of medium-level secondary schools) for agriculture and forestry are laid down in the "Bundesgrundsatzgesetz für land- und forstwirtschaftliche Fachschulen" (Federal Act on "Land- und forstwirtschaftliche Fachschulen").

5.4.7.2. Berufsbildende höhere Schulen (secondary technical and vocational colleges)

The [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) have the task of imparting a higher level of general and specialist education, qualifying students for direct entry into higher-level professions in the areas of technology, trade, commerce, education and service industries, and at the same time lead to the qualification to take up university studies ([Allgemeine Universitätsreife](#)).

The qualifications offered are equivalent to those acquired through post-secondary vocational training in other EU member states. Personal development, communicative competence, mobility, flexibility, creativity, critical faculties, social commitment and the ability to work in teams are major objectives of the training courses. Practice-oriented working methods are trained in practice firms, school workshops, laboratories and other facilities. Most of the courses require periods of work experience during the summer holidays (number and duration given in the curricula).

The educational objectives of [Höhere land- und forstwirtschaftliche Lehranstalten](#) (higher-level secondary schools for agriculture and forestry) are laid down in Section 9 of the Federal Act on Agriculture and Forestry Schools.

5.4.8. Kollegs

It is the objective of a [Kolleg](#) to convey the education given at a [Höhere technische und gewerbliche Lehranstalt](#) (higher-level technical and vocational school) or a [Höhere Lehranstalt für wirtschaftliche Berufe](#) (higher-level secondary school for occupations in the service industries sector) or a [Handelsakademie](#) (higher-level commercial school) to graduates of other higher-level secondary schools and, in doing so, to complement their previous education (sections 73c, 75c, 77c Schulorganisationsgesetz (School Organisation Act)). From this starting point, an independent field of training has evolved over time.

School Organisation Act

5.4.9. Schools and other training institutions for health professions

Please refer to the sub-sections which follow.

Federal Law on nursing professions

Federal Law on nursing professions

Federal Law on clinical and therapeutic masseurs

Federal Law on emergency medical technicians

5.4.9.1. Training for certified nurses

Training for certified nurses is to

- 1) convey all knowledge and skills required to exercise the nursing profession;
- 2) convey knowledge about human anatomy, physiology and psychology;
- 3) endow prospective nurses with an attitude of respect – for life, human dignity and the fundamental rights of human individuals, irrespective of their nationality, ethnicity, religion, race, age, gender, language, political beliefs and social backgrounds – and with the capability to care for healthy, ill, disabled and dying persons in a responsible, self-reliant and humane manner;
- 4) convey knowledge and methods which are supposed to help prospective nurses to maintain their own physical, mental and social health;
- 5) foster an approach to patient care that is grounded in scientifically accepted nursing theories, create awareness of the fact that nursing is an analytical problem-solving process, and put prospective nurses in the position to act independently and consciously, based on their professional competences and fundamental ethical principles;
- 6) convey knowledge which allows the development of optimal care strategies and their subsequent implementation, documentation and evaluation, all of which require the consideration of physical, psychological and social aspects of life that are relevant to health, illness, disability and dying;
- 7) safeguard the quality of patient care by promoting research-oriented thinking, creative work as well as communication and cooperation in personal, professional and other socially relevant areas.

5.4.9.2. Training for care assistants ("Pflegehilfe")

Training for care assistants is to

- 1) convey all knowledge and skills required to fulfil the duties of a health care assistant;
- 2) convey basic knowledge about human anatomy, physiology and psychology (in a social context);

- 3) endow prospective care assistants with an attitude of respect – for life, human dignity and the fundamental rights of human individuals, irrespective of their nationality, ethnicity, religion, race, age, gender, language, political beliefs and social backgrounds – and with the capability to care for healthy, ill, disabled and dying persons in a responsible, self-reliant and humane manner;
- 4) convey knowledge and methods which are supposed to help prospective care assistants to maintain their own physical, mental and social health;
- 5) create awareness that, as care assistants work under the supervision of certified nurses, their actions are equally grounded in scientifically accepted nursing theories and confirm the general conception of patient care as an analytical problem-solving process;
- 6) convey required documentation skills;
- 7) contribute to safeguarding the quality of patient care by promoting creative work as well as communication and cooperation in personal, job-specific and other socially relevant areas.

5.4.9.3. Medical and therapeutic massage practitioners

Training for medical/therapeutic massage practitioners is to

- 1) convey all knowledge and skills required to fulfil the responsibilities of a medical/therapeutic massage practitioner;
- 2) convey basic and specialist knowledge about human anatomy, physiology and pathology relevant to the work of medical/therapeutic massage practitioners;
- 3) endow medical/therapeutic massage practitioners with an attitude of respect – for life, human dignity and the fundamental rights of human individuals, irrespective of their nationality, ethnicity, religion, race, age, gender, language, political beliefs and social backgrounds – and promote a responsible, self-reliant and humane approach towards all healthy, ill, disabled and dying persons;
- 4) convey knowledge and methods which are supposed to help medical/therapeutic massage practitioners to maintain their own physical, mental and social health;
- 5) contribute to quality assurance by promoting communication and cooperation in personal, professional and other socially relevant areas.

5.4.9.4. Ambulance service

Training for ambulance service members is to

- 1) convey all knowledge and skills required to work within the ambulance service sector;
- 2) convey basic knowledge about human anatomy, physiology and psychology (in a social context) and show how these are affected by emergency situations;
- 3) convey the scientifically accepted principles and methods of emergency and disaster medicine which guide the practical work within the ambulance service sector, and put prospective ambulance service members in the position to solve problems through analytical, deliberate and independent action, based on their professional competences and fundamental ethical principles (respect for life, human dignity and the fundamental rights of human individuals, irrespective of their nationality, ethnicity, religion, race, age, gender, language, political beliefs and social backgrounds, as well as a responsible, self-reliant and humane approach towards healthy, disabled, ill and dying persons);
- 4) convey the knowledge required to plan, implement, document and evaluate these actions, and teach prospective ambulance service members to consider all physical, psychological and social aspects of life that are relevant to illness, injury, poisoning, disability, accidents, disasters, birth and death;
- 5) convey knowledge and methods which are supposed to help ambulance service members to maintain their own physical, mental and social health;
- 6) contribute to quality assurance within the ambulance service sector by promoting communication and cooperation in personal, professional and other socially relevant areas;
- 7) support further development within the ambulance service sector by promoting research-oriented thinking.

5.5. Types of Institution

Secondary education may be divided into a lower secondary level (secondary level I) and an upper secondary level (secondary level II).

Federal Ministry for Education, the Arts and Culture

5.5.1. Lower secondary cycle

At lower secondary level one differentiates between different types of schools:

[Hauptschule](#) (general secondary school), [Allgemein bildende höhere Schule](#) (academic secondary school), upper cycle of primary school (negligible with a view to pupil numbers), and upper level of special schools.

Basic Act on the Maintenance of Compulsory Schools

Federal School Inspection Act

5.5.1.1. Hauptschule (general secondary school)

[Hauptschule](#) (general secondary school) follows the 4th year of primary school and comprises four years (grades 5 - 8). The number of parallel classes within one year – and thus of teachers and pupils – varies due to regional and demographic factors.

Hauptschulen (general secondary schools) belong to the [Allgemein bildende Pflichtschulen](#) (general compulsory schools) and are operated by a different provider than the [Allgemein bildenden höheren Schulen](#) (academic secondary schools). Hauptschulen are therefore often situated in close vicinity or in the same building as other Allgemein bildende Pflichtschulen. They are run by local communities or municipal associations.

In contrast, the Allgemein bildenden höheren Schulen are operated by the Federal government.

Therefore, they are generally located in different buildings.

The size of Hauptschulen depends on the population density. The average Hauptschule consists of 8 classes and caters to approx. 250 pupils.

5.5.1.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

[Allgemein bildende höhere Schule](#) (academic secondary school) consists of a four-year lower cycle (ages 10-14) and a four-year upper cycle (ages 14-18).

With the exception of private schools, Allgemein bildende höhere Schulen (academic secondary schools) are operated by the federal government. Therefore, these schools are generally located in their own buildings separate from the [Allgemein bildende Pflichtschulen](#) (general compulsory schools).

Allgemein bildende höhere Schulen cover eight grades (years), an exception is the special upper-cycle form of the [Oberstufenrealgymnasium](#) (special type of upper-cycle academic secondary school), which covers only four grades (years). Both types are usually found in one and the same building.

The size of Allgemein bildende höhere Schulen varies.

Since they cater to twice as many grades (years) compared to [Hauptschulen](#) (general secondary schools), the number of classes and students per school is considerably higher.

5.5.2. Upper cycle of secondary education

To respond to the increasingly distinctive and pronounced abilities and talents of pupils, and to the different qualification requirements of society, the upper cycle of secondary schools is characterised by increasing differentiation.

As of grade 9, there is a wide offer of general branches as well as a wide range of courses within the technical and vocational education sector.

The following school types exist in the upper cycle of secondary education:

- [Polytechnische Schule](#) (pre-vocational school) (grade 9),
- Upper cycle of the [Allgemein bildende höhere Schule](#) (academic secondary school) (grades 9-12),
- [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) and [Bildungsanstalten für Sozialpädagogik](#) (training schools for educators) (grades 9-13), come under the purview of Division II, vocational and technical education, pursuant to the School Organisation Act: Higher-level training institutions for teachers and educators)
- [Berufsschule](#) (part-time compulsory vocational school) (grades 10-13 at maximum) – concurrent on-the-job training at the workplace,
- [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) (grades 9-12 at maximum),
- [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) (grades 9-13).
- Schools for health professions and related training programmes

- Academic secondary school / science-branch academic secondary school for working adults (academic secondary evening school)

Allgemein bildende höhere Schulen and Berufsbildende höhere Schulen, like the Bildungsanstalten are concluded by the [Reifeprüfung](#) (matriculation examination) or a [Reife- und Diplomprüfung](#) (matriculation and diploma examination) and allow admission to a university ([Allgemeine Universitätsreife](#)).

A certificate awarded by a berufsbildende höhere Schule (higher vocational school) is evidence of regulated education and training pursuant to Directive 2005/36/EC (Art. 13(2) subparagraph 3 and Annex III) and equivalent to a diploma within the meaning of Article 11 c) Directive 2005/36/EC.

School Organisation Act

School Organisation Act

School Organisation Act

5.5.2.1. Polytechnische Schule (pre-vocational schools)

The [Polytechnische Schule](#) (pre-vocational school) is a one-year school primarily attended by pupils aged 14-15 as their 9th year of schooling, who want to take up vocational training immediately after the statutory schooling period via the [Duales System](#) (dual system) ([Berufsschule](#) (part-time compulsory vocational school)).

Teaching consists in a set general part and a flexible elective part. In the elective part pupils select one of seven specialist areas ("Fachbereiche"), depending on their vocational interests.

In terms of their organisational set-up, a differentiation should be made between independent Polytechnische Schulen (pre-vocational schools) and organisationally affiliated Polytechnische Schulen.

Independent Polytechnische Schulen are accommodated in separate buildings and are directed by a separate headmaster/headmistress. Organisationally affiliated Polytechnische Schulen are located in the building of a partner school (any other [Allgemein bildende Pflichtschule](#) (general compulsory school)) and are directed by one and the same headmaster.

5.5.2.2. Allgemein bildende höhere Schule / upper cycle and Oberstufenrealgymnasium (special type of upper-cycle academic secondary school)

Besides the eight-year types of [Allgemein bildende höhere Schule](#) (academic secondary school) the [Oberstufenrealgymnasium](#) (special type of upper-cycle academic secondary school) exists as a separate upper-cycle form of the Allgemein bildende höhere Schule (grades 9-12, entry after grade 8).

5.5.2.3. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.5.2.3.1. Bildungsanstalten für Kindergartenpädagogik (training school for nursery school teachers)

[Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) start after grade 8 and take five years.

[Kollegs](#) (special type of secondary technical and vocational college for graduates of other higher-level schools) at [Bildungsanstalten für Kindergartenpädagogik](#) are four-semester courses for graduates of higher-level secondary schools and conclude with the qualification provided by the [Bildungsanstalten für Kindergartenpädagogik](#).

In addition, there are courses for special kindergarten teachers.

The "[Bildungsanstalten für Kindergartenpädagogik](#)" take five years, with up to 40 hours per week and lead to the [Reife- und Diplomprüfung](#) (matriculation and diploma examination).

In addition to qualifications as a nursery school teacher, they also offer training to become an educator for boarding schools or an additional specialisation for early-childhood education (geared to working with children younger than three), which may be acquired since 1999 within the framework of school experiments.

The four-semester courses for special kindergarten teachers at [Bildungsanstalten für Kindergartenpädagogik](#) have a 24-hour weekly timetable and lead to the [Diplomprüfung](#) (diploma examination) for special kindergarten teaching and early furtherance. Courses for working students take five to six semesters.

[Kollegs](#) at [Bildungsanstalten für Kindergartenpädagogik](#): After the [Reifeprüfung](#) (matriculation examination) or [Studienberechtigungsprüfung](#) (university entrance examination), students attend the four-semester [Kollegs](#) (working students five to six semesters) with a timetable of up to 39 hours per week.

The majority of [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) are operated by the federal government or the Roman Catholic church. Staff costs are borne by the federal government. Schools may be equally operated by municipalities (e.g. city of Vienna, city of Wiener Neustadt).

Therefore, these institutions are often situated in close vicinity, or in one and the same building, as other federal schools. They may also be accommodated in one building together with other church-run private schools.

These institutions cover 5 grades, their size varies.

The Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools) at Bildungsanstalten für Kindergartenpädagogik are affiliated to the respective Bildungsanstalt für Kindergartenpädagogik.

Federal Constitutional Law

Private Schools Act

School Organisation Act

5.5.2.3.2. Bildungsanstalten für Sozialpädagogik (training school for educators)

Bildungsanstalten für Sozialpädagogik (training schools for educators) offer five-year courses, subsequent to the 8th year of schooling.

Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools) at Bildungsanstalten für Sozialpädagogik are four-semester courses for graduates of higher-level secondary schools and conclude with the qualification provided by the Bildungsanstalten für Sozialpädagogik.

Second-chance education Kollegs for employed persons at Bildungsanstalten für Sozialpädagogik offer instruction in the evenings and on Saturdays; they can take up to six semesters.

Special education courses for educators take four semesters, if attended as evening school up to six semesters. As a preliminary requirement, students must have passed a qualification examination for educating staff.

The majority of Bildungsanstalten für Sozialpädagogik (training school for educators) are operated by the federal government or the Roman Catholic Church. Staff costs are borne by the federal government. One such institution is run by the City of Vienna. Therefore, these institutions are often situated in close vicinity, or in one and the same building, as other federal schools. Private Bildungsanstalten für Sozialpädagogik are accommodated in the same building as other church-run private schools.

There are currently 6 Bildungsanstalten für Sozialpädagogik in Austria, all of which offer a Kolleg (special type of secondary technical and vocational college for graduates of other higher-level schools) type course, and two are run in a five-year course.

ABC der Berufsbildenden Schulen 2009

Federal Ministry of Economics and Labour

Federal Constitutional Law

Private Schools Act

School Organisation Act

Vocational Training Act

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

School Organisation Act

Compulsory Schooling Act 1985

5.5.2.4. Berufsbildende Pflichtschulen / Berufsschulen (part-time compulsory vocational schools) (grades 10 to max. 13)

Apprentices within the meaning of the "Berufsausbildungsgesetz" (Vocational Training Act) and persons being trained in an apprenticeable trade in special independent training institutions according to §30 of the "Berufsausbildungsgesetz" (Vocational Training Act) are subject to part-time compulsory vocational schooling. Attendance is either all year round, in courses or seasonal, in addition to training in a company. This type of vocational training is called the "dual system" ([Duales System](#)).

The tasks of part-time vocational schools are laid down in § 46 of the "Schulorganisationsgesetz" (School Organisation Act). They are to convey to persons undergoing part-time compulsory schooling the basic theoretical know-how through specialist technical education in addition to company-based training, to support and assist their training on the job and to widen their general education.

Currently, there are some 250 apprenticeable trades. The ratio of time spent on company-based training to time spent on vocational-school training is approx. 4:1. About 40% of all compulsory school leavers take up an apprenticeship, one third of which is female. Most apprentices are found in the trades and crafts, ahead of commerce, industry, tourism and leisure, transport, information and consulting, as well as banking and insurance. Apprentices are entitled to a remuneration that is governed by a collective tariff agreement and amounts to approx. 25 - 40% of the initial wage of a skilled worker in the first year of apprenticeship and then rises annually.

Company-based training in an apprenticeable trade is governed by the "Berufsausbildungsgesetz" (Vocational Training Act) and the pertinent training ordinance issued by the Federal Ministry of Economic Affairs and Labour.

Types of Berufsschulen:

- [Berufsschulen](#) for apprenticeable trades within the meaning of the "Berufsausbildungsgesetz" (Vocational Training Act)
- Berufsschulen for Agriculture and Forestry

In addition, those young people who have been admitted to corresponding courses based on the "Jugendausbildungs-Sicherungsgesetzes" (Youth Training Guarantee Act) are subject to compulsory schooling in Berufsschulen.

5.5.2.5. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)

After 8 years of schooling young people may choose from among 300 technical and vocational training variants, apart from training at the [Allgemein bildende höhere Schule](#) (academic secondary school).

There are two major categories:

- [Berufsbildende Pflichtschulen](#) = [Berufsschulen](#) (part-time compulsory vocational schools) and
- [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges), both types being full-time schools.

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

5.5.2.5.1. Berufsbildende mittlere Schulen (medium-level technical and vocational schools)

[Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) take 1 to 4 years and give pupils the qualification of a skilled worker or medium-level employee. Longer training courses are predominant; moreover, a tendency away from medium-level to higher level schools can be noted.

The most important 3 to 4-year categories (some with a special emphasis or specialist branches) with a final examination before a board are as follows:

- [Fachschulen](#) (medium-level secondary school) with a trade, technical or arts and crafts orientation
- Handelsschulen (commerce and trade)
- Fachschulen für wirtschaftliche Berufe (domestic science and commercial occupations)
- Fachschulen für Mode und Bekleidungstechnik (fashion and clothing)
- Fachschulen für Tourismus and Hotelfachschulen (for tourism and for the hotel trade)
- Fachschulen für Sozialberufe (social occupations)
- Land- und forstwirtschaftliche Fachschulen (agriculture and forestry)

Public sector schools are characterised by the term "Bundes-"(federal), sometimes with the name of the particular branch added (e.g. "Bundesfachschule für Flugtechnik", "Bundeshandelsschule").

The designation of private sector schools usually also gives the name of the school provider, e.g. "Fachschule für wirtschaftliche Berufe der Schulschwestern". In this area there are a great number of private sector schools with [Organisationsstatut](#), i.e. that have been granted public-law status.

ABC der Berufsbildenden Schulen 2009

Federal School Inspection Act

Basic Federal Act on Fachschulen for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

Private Schools Act

School Organisation Act

5.5.2.5.2. Berufsbildende höhere Schulen (secondary technical and vocational colleges)

[Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) take 5 years and lead to the [Reife- und Diplomprüfung](#) (matriculation and diploma examination).

The most important categories (some with training branches, foci or specialist areas) are as follows:

- [Höhere technische und gewerbliche Lehranstalten](#) (higher-level technical and vocational schools)
- [Handelsakademien](#) (higher-level commercial schools)
- [Höhere Lehranstalten für wirtschaftliche Berufe](#) (higher-level secondary schools for occupations in the service industries sector)
- Höhere Lehranstalten für Mode und Bekleidungstechnik and Höhere Lehranstalten für künstlerische Gestaltung (higher-level secondary schools for fashion and clothing and for artistic design)
- Höhere Lehranstalten für Tourismus (higher-level secondary schools for tourism)
- [Höhere land- und forstwirtschaftliche Lehranstalten](#) (higher-level secondary schools for agriculture and forestry)
- [Bildungsanstalten für Kindergartenpädagogik](#) and [Bildungsanstalten für Sozialpädagogik](#) (training schools for nursery school teachers and for educators).

The Federal Ministry for Education, the Arts and Culture is the first-instance authority responsible for the Höhere land- und forstwirtschaftliche Lehranstalten, and four technical schools for different specialisations in industry and trade in Vienna ("Zentrallehranstalten").

Public sector institutions feature the term "Bundes-" and, sometimes, an addendum clarifying the branch of study (e.g. "Höhere technische Bundeslehranstalt für Elektronik", "Höhere Graphische Bundes-Lehr- und Versuchsanstalt", "Bundeshandelsakademie", "Höhere Bundeslehranstalt für wirtschaftliche Berufe").

The designation of private sector schools usually also gives the name of the school provider.

ABC der Berufsbildenden Schulen 2009

Federal Ministry for Education, the Arts and Culture

Act on Federal Schools for Agriculture and Forestry

Act on Private Schools for Agriculture and Forestry

Private Schools Act

School Organisation Act

5.5.3. Schools and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Please refer to the sub-sections which follow.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.5.3.1. Schools for health professions

- Schools for nurses responsible for general care
- Schools for paediatric nurses
- Schools for psychiatric nurses

- Paramedical schools.

The Health Professions Amending Act in 2007 created the legal basis for Fachhochschule bachelor's degree programmes to train nurses responsible for general care. The first degree programmes will start in the winter semester 2008.

5.5.3.2. Other training programmes for health professions

- Training courses for care assistants
- Training for medical massage practitioners and therapeutic massage practitioners
- Training for ambulance service members (ambulance staff with basic paramedical skills, ambulance staff with emergency medical competences, general medical emergency competences, specialised emergency medical competences, professional training)
- Training for auxiliary paramedical staff (surgical aides, laboratory aides, autopsy aides, medical practice aides, occupational therapy aides, disinfection aides).

5.6. Geographical Accessibility

During the past twenty years, the demand for school establishments has been largely covered by means of a carefully targeted siting policy. With some exceptions, the following authorities are responsible for deciding on the location of public schools:

5.6.1. Compulsory schools (esp. Volksschule, Hauptschule and Berufsschule)

For compulsory schools ([Volksschulen](#) (primary schools) and [Hauptschulen](#) (general secondary schools) as well as [Berufsschulen](#) (part-time compulsory vocational schools)), the municipalities, associations of municipalities, and the provinces are required by law to ensure a sufficient provision with schooling.

Hauptschulen are often located near or within the same buildings as Volksschulen. Like Volksschulen, they are usually maintained by municipalities or municipal associations.

Hauptschulen (general secondary schools)

Pupils from small towns and villages attend a centrally located Hauptschule of a municipal association and are offered free transport to the schools.

Polytechnische Schulen (pre-vocational schools)

[Polytechnische Schulen](#) are usually located in the general vicinity of residential areas. A few students may have to cover distances of up to 20 to 30 kilometres (at most), but generally speaking schools are located within a distance of less than 10 kilometres and can be easily reached by means of public transport.

Basic Act on the Maintenance of Compulsory Schools

5.6.2. Higher-level secondary schools

For higher-level secondary schools (especially [Allgemein bildende höhere Schulen](#) (academic secondary schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges)), the federal level is responsible for provision of the basis of long-term school development planning.

Allgemein bildende höhere Schulen (academic secondary schools)

Today, the high density of Allgemein bildende höhere Schulen also enables children and young people who live in remote areas to attend these schools. Organised transport allows keeping the time students need to get to school at reasonable levels. There are also boarding school varieties.

Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

5-year courses are offered in all provinces (where one or more [Bildungsanstalten für Kindergartenpädagogik](#) can be found each); related [Kolleg](#) courses are offered in four (out of nine) provinces.

Bildungsanstalten für Sozialpädagogik (training schools for educators)

In one province there are two [Bildungsanstalten für Sozialpädagogik](#) offering 5-year courses; related [Kolleg](#) courses are offered in four (out of nine) provinces.

Federal School Inspection Act

5.6.3. Private schools

The federal level will, if not required by law, also grant support to private schools in particular circumstances under private-law arrangements (defraying one third of the cost of investments).

Private Schools Act

5.6.4. Schools and other training institutions for health professions

Link to the list of training institutions in the health professions:

<http://www.bmgfj.gv.at/cms/site/standard.html?channel=CH0940&doc=CMS1038911395216>

5.7. Admission Requirements and Choice of School

Please refer to the sub-sections which follow.

[Das österreichische Schulrecht](#)

[Kodex Schulgesetze](#)

[Schulrecht kurz gefasst](#)

5.7.1. Admission requirements

Please refer to the sub-sections which follow.

[School Organisation Act](#)

[Compulsory Schooling Act 1985](#)

[School Education Act 1986](#)

5.7.1.1. Hauptschule (general secondary school)

Admission to a [Hauptschule](#) (general secondary school) presupposes successful completion of the 4th year of [Volksschule](#) (primary school), i.e. the certificate must not contain the grade "Insufficient" in any compulsory subject matter, cf. [4.13.](#) For Hauptschulen with a special focus on music or sports, pupils must pass an admission test.

Children with a mother-tongue other than German who take residence in Austria during grades 5-8 are admitted as regular pupils if their language skills permit them to follow classes. If their age and mental development qualify them for the corresponding year, but their lack of language skills forbids admission as a regular pupil, they are admitted as special-status pupils at a Hauptschule. Special-status pupils have to attend all compulsory classes, their evaluations may – for the duration of the special status – be replaced by an attendance certificate.

After a period of 12 month (after 24 month upon parental application and given the approval of school management) the pupils acquire regular status.

5.7.1.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

During the 4th grade of Volksschule (primary school), at the end of the first or the beginning of the second term, parents are informed, based on the interests and performance of pupils, about recommended further educational options for their children.

The prerequisite for admission to an [Allgemein bildende höhere Schule](#) (academic secondary school) is the successful completion of the fourth grade of primary school plus an assessment of "Very good" or "Good" in the subjects German, Reading and Mathematics.

In addition, the staff council of a Volksschule may approve of a pupil's transfer to a Allgemein bildende höhere Schule, even if the assessment is "satisfactory" only.

If the pupil is not automatically entitled to enter the Allgemein bildende höhere Schule, the possibility of passing an admission examination exists.

5.7.1.3. Polytechnische Schule (pre-vocational school)

All pupils attending the ninth year of compulsory schooling, or a tenth voluntary year, may attend a [Polytechnische Schule](#) (pre-vocational school).

5.7.1.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

The creation of identical curricula for the lower cycle of [Allgemein bildende höhere Schule](#) (academic secondary schools) and [Hauptschulen](#) (general secondary schools) has provided the basis for transfer options in both directions for 10-to-14-year olds. The "Schulorganisationsgesetz" (School Organisation Act) contains clear provisions on the transfer of pupils from Hauptschulen to the lower cycle of a Allgemein bildende höhere Schule:

Accordingly, pupils in the 1st, 2nd and 3rd year of Hauptschule may be transferred to the next higher year at a Allgemein bildende höhere Schule, if their end-of-year report warrants their attendance of the highest ability groups in all compulsory subjects with ability grouping (German, Mathematics, Modern Foreign Language) and if their assessment for the other subjects is not lower than "Satisfactory".

Graduates of Hauptschule face similar preconditions for a transfer to the upper cycle of a Allgemein bildende höhere Schule. If the statutory preconditions are not met, the pupil may sit for an admission examination.

The transfer from the lower cycle of Allgemein bildende höhere Schule to the upper cycle of Allgemein bildende höhere Schule is effected according to the regulations on year-to-year promotion. See [5.16.2.](#)

5.7.1.5. Oberstufenrealgymnasium (special type of upper-cycle academic secondary school)

This special type of upper-cycle academic secondary school is open to all pupils having successfully completed grade 8 (4th year) of an [Allgemein bildende höhere Schule](#), as well as for graduates of a [Hauptschule](#) (general secondary school) with positive results in all three subjects with ability grouping in the highest group or with an assessment of "Good" or higher in the second ability group. In all other compulsory subjects taught at Hauptschule, the assessment must not be lower than "Satisfactory". In the case of lower assessment, school leavers may sit for an admission examination. Successful results in the admission examination entitle pupils to enter the [Oberstufenrealgymnasium](#). Negative assessments in Latin or Geometric Drawing do not exclude pupils from entering Oberstufenrealgymnasium, since these two subjects are either started from zero level (Latin), or not taught at all (Geometric Drawing). Individual Oberstufenrealgymnasien, especially in rural areas, offer so-called transition levels. Missing admission requirements may be made up for within this first year. The successful completion of this transition level then entitles pupils to enter Oberstufenrealgymnasium.

5.7.1.6. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.7.1.6.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

The admission requirement for the [Bildungsanstalt für Kindergartenpädagogik](#) is the successful completion of the first eight years of statutory schooling, and the successful passing of an aptitude test. Depending on results previously achieved in other schools, individual candidates may also have to sit for entrance examinations. There is no ability grouping at Bildungsanstalten für Kindergartenpädagogik

Kolleg courses (special type of higher-level vocational training for graduates of other higher-level schools) at Bildungsanstalten für Kindergartenpädagogik

The admission requirement for [Kolleg](#) courses is the successful passing of a [Reifeprüfung](#) (matriculation examination) or [Studienberechtigungsprüfung](#) (university entrance examination), and the successful passing of an aptitude test.

Courses for special kindergarten teachers

The admission requirement for courses for special kindergarten teachers is the successful passing of the [Reife- und Diplomprüfung](#) (matriculation and diploma examination) for [Kindergärten](#) (nursery schools).

5.7.1.6.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

Successful completion of the first eight years of compulsory schooling and passing an aptitude test to qualify for attendance of a [Bildungsanstalt für Sozialpädagogik](#).

Kolleg courses (special type of higher-level vocational training for graduates of other higher-level Kolleg schools) at Bildungsanstalten für Sozialpädagogik

The [Reifeprüfung](#) (matriculation examination) or [Studienberechtigungsprüfung](#) (university entrance examination) and a positive aptitude test qualify for entry into [Kolleg](#) courses at Bildungsanstalten für Sozialpädagogik.

Special education courses for educators

Educators having passed the Diplomprüfung (diploma examination) at a Bildungsanstalt für Sozialpädagogik for educators may enter this course.

Compulsory Schooling Act 1985

5.7.1.7. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

Completion of the nine years of compulsory schooling; attendance is mandatory as of the start of an apprenticeship (apprenticeship training contract).

5.7.1.8. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)

Please refer to the sub-sections which follow.

5.7.1.8.1. Berufsbildende mittlere Schulen (medium-level technical and vocational schools)

Admission requirement

- for pupils of [Allgemein bildende höhere Schulen](#) (academic secondary schools): successful completion of year 8;
- for pupils of [Polytechnische Schulen](#) (pre-vocational schools) successful completion of year 9, admission to the second year of the selected course is possible;

- for pupils of [Hauptschulen](#) (general secondary schools) set III (low achievement) in German, English and Mathematics who intend to enrol for a 3-year course (minimum): entrance exam in the respective subjects;

For certain courses in the arts and crafts sector additional aptitude tests may be required.

- [Fachschule](#) (medium-level secondary vocational schools) for social services 2-year courses: successful completion of compulsory schooling
- [Fachschule](#) for social occupations 3-year courses: successful completion of 8 years of compulsory schooling; in some cases the required minimum age may be higher, if the relevant training course demands a certain level of maturity (physically and mentally), schools for social care professions; successful completion of other school types or practical training

5.7.1.8.2. Berufsbildende höhere Schulen (secondary technical and vocational colleges)

Admission requirement

- for pupils of [Allgemein bildende höhere Schulen](#): successful completion of year 8
- for pupils of [Hauptschulen](#) set I (ability level I): successful completion of year 8
- for pupils of [Hauptschulen](#) set II in German, English and Mathematics: completion of year 8 and certain level of achievement (minimum: "good")
- for pupils of [Hauptschulen](#) set II with lower achievement level than required and pupils of set III: entrance exam in the respective subjects

For certain courses at [Höhere technische und gewerbliche Lehranstalten](#) which require special artistic abilities additional aptitude tests may be required.

Studienberechtigungsprüfung

Federal Law on 'Berufsreifeprüfung' examinations

5.7.1.9. Kollegs

[Reifeprüfung](#) (matriculation examination) or [Reife- und Diplomprüfung](#) (matriculation and diploma examination) of a higher-level school or [Studienberechtigungsprüfung](#) (university entrance exam) or [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university).

5.7.1.10. Schools and other training institutions for health professions

Admission requirement

Schools for nurses (schools for general nurses, schools for paediatric nurses, schools psychiatric nurses):

- Mental and physical fitness;
- Trustworthiness;
- Successful completion of ten years of schooling;
- Entrance exam or interview;
- Applications are looked into by an admissions board, which has to be set up by the school provider.

Paramedical schools

- Austrian citizenship or citizenship of a signatory state to the EEA agreement;
- Minimum age of 17 years and maximum age of 35 years;
- Mental and physical fitness;
- No criminal record;
- Successful completion of compulsory schooling;
- Applications are assessed by an admissions board.

Training courses for care assistants

- Minimum age: 17 years;
- Mental and physical fitness;
- Trustworthiness;
- Successful completion of compulsory schooling;
- Interview or entrance exam;
- The legal entities providing the training decide on admissions together with the responsible school heads.

Training for medical massage practitioners

- Minimum age: 17 years;
- Mental and physical fitness (blindness does not disqualify candidates);
- Trustworthiness;
- Successful completion of nine years of schooling.

Training for therapeutic massage practitioners

- Professional qualifications as a medical massage practitioner (see above)

Training for ambulance service members

- Minimum age: 17 years;
- Mental and physical fitness;
- Trustworthiness;
- Successful completion of compulsory schooling.

Training courses for auxiliary paramedical staff

- Austrian citizenship or citizenship of a signatory state to the EEA agreement;
- Minimum age: 17 years;
- maximum age: 35 years;
- Mental and physical fitness;
- No criminal record;
- Successful completion of compulsory schooling.

5.7.2. Choice of school

Please refer to the sub-sections which follow.

Basic Act on the Maintenance of Compulsory Schools

Federal Constitutional Law

School Education Act 1986

5.7.2.1. Choice of school in compulsory education

See [4.6.](#) for information.

5.7.2.2. Choice of school for all other public schools

There are no school districts for all other public schools. Students have an unrestricted choice of schools, and the schools are under a legal obligation to admit students, provided they meet the statutory requirements of admission. However, the "Schulunterrichtsgesetz" (School Education Act) does include clauses to prevent overcrowding. If capacity bottlenecks are likely to occur, such pupils are to be admitted on a preferential basis whose itinerary would otherwise be longer or more perilous, or whose siblings were already attending the school. Also, educational attainments might be used as a criterion.

If a student's admission is rejected, his/her parents may demand a decision being issued in writing, against which they may lodge an appeal with the school authority and subsequently with the ordinary law courts.

5.8. Registration and/or Tuition Fees

Public state schools do not charge tuition fees (at all age levels). Only contributions covering the costs of learning and working materials, accommodation, board and supervision at public boarding schools (and for school events such as skiing courses) may be levied.

Fees for private schools are determined by private contracts and vary depending on the school provider.

Training for the health professions is provided partly by private and partly by public entities offering training programmes as part of their private-sector functions. Fees may be charged, but are generally only collected for training programmes for medical or therapeutic massage practitioners.

[General Civil Code of Austria](#)

[School Organisation Act](#)

5.9. Financial Support for Pupils

The financial support measures described in section [4.7.](#) (free textbooks, free transport or transport allowance, students' accident insurance and individual student aids) are granted to all students at public and private schools.

Students' allowances

- school allowance
- boarding school and travel allowance
- special school allowance

From grade 9 onwards, (approx. age 14) students who attend a secondary higher school are entitled to a boarding school allowance if they attend school outside the place of living of their parents. From grade 10 onwards, a school allowance may be granted.

School and boarding school allowances are tied to a means test and to good academic achievements. Students must not have repeated the class they are currently attending.

An extraordinary allowance may be granted from a hardship fund if not all of the statutory requirements are met, but students can prove their neediness.

Annual amounts:

- school allowance: EUR 1,130
- boarding school allowance: EUR 1,380
- travel allowance: EUR 105 (only available to students who also receive a boarding school allowance)

Boarding school allowance is available to students who have to live away from their parents because there is no apt public school within a reasonable distance of their parents' residence.

- Special school allowance (EUR 715, monthly)

Working students attending a secondary higher school for working adults who quit or interrupt work in order to study for the school-leaving examination are entitled to up to six months of special study allowance. For married students whose spouse does not have an income, an additional monthly amount of 335 is available. The special study allowance is further increased by EUR 127 per month for every child for whom the student needs to pay statutory child support.

- Individual student aids

Special aids are granted to allow needy students to take part in ski courses, weeks on the countryside etc.

Furthermore, the financial contribution parents have to make towards the costs of all-day schools and boarding schools may be reduced.

Students at paramedical schools may be granted an allowance.

Students at health and nursing schools and at paramedical schools are entitled to free transport to school.

Kodex Schulgesetze

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Schooling Allowance Act 1983

5.10. Age Levels and Grouping of Pupils

Please refer to the sub-sections which follow.

School Organisation Act

School Education Act 1986

5.10.1. Hauptschule

In the co-educational heterogeneous classes from the ability point of view, pupils stay for four years and the entire form receives instruction in the individual subject matters (exceptions: German/Mathematics/Modern Foreign Language). One teacher has the function of a [Klassenvorstand](#) (class head teacher) and attends to his/her class. S/he is responsible of co-ordinating the educational activities with the other teachers, to counsel the pupils educationally and to act as a liaison between school and parents.

Without regard of ability level, pupils are grouped in co-educational classes (maximum number of pupils per class 30).

In the compulsory subjects German, Mathematics and Modern Foreign Language the pupils are grouped according to ability level.

The pupils are observed for at least 2 weeks in German / Mathematics / Modern Foreign Language according to the criteria of quality, quantity and learning pace and then grouped in one of three ability groups.

As from the school year 2005-06, students meeting the requirements for admission to [Allgemein bildende höhere Schule](#) (academic secondary schools) are automatically assigned to the highest of the three ability groups at the beginning of the school year. Automatic assignment to the highest ability levels of [Hauptschule](#) when students are transferring from primary school: even if the pupil's end-of-year report confirmed their suitability to continue to Allgemein bildende höhere Schule, they were observed for a period of time, before their assignment to the highest ability group. This unequal treatment between pupils transferring to Allgemein bildende höhere Schule and those transferring to the highest ability level at Hauptschule now no longer exists.

The demands placed on the highest ability group correspond to those at an Allgemein bildende höhere Schule (academic secondary school). As a rule, pupils of one year are grouped by ability, regardless of their belonging to a core class. There are always more groups of pupils than there are classes in one year, so that groups are normally smaller in size than classes. Internal differentiation according to ability groups within one class is also possible. This option is taken up with increasing frequency.

The schools may – but are not obliged to – set firm dates for upgrading or downgrading pupils.

Remedial instruction is provided to prepare pupils for upgrading into a higher ability group or to prevent downgrading into a lower ability group.

If a pupil is successful at Hauptschule (general secondary school) he/she may be directly transferred to a Allgemein bildende höhere Schule, likewise, due to the identical curricula of Hauptschule and the lower cycle of Allgemein bildende höhere Schule pupils may also be transferred in the reverse sense to a Hauptschule.

5.10.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

The [Allgemein bildende höhere Schule](#) (academic secondary school) is organised in co-educational classes, by age groups. There is no external differentiation of teaching.

5.10.3. Polytechnische Schule (pre-vocational schools)

The [Polytechnische Schule](#) (pre-vocational school) succeeds the 8th year of schooling at [Hauptschule](#) (general secondary school) or [Allgemein bildenden höheren Schule](#) (academic secondary school) and forms the 9th year of schooling. Instruction is differentiated by interests and/or by ability.

Two or three ability groups are formed for the compulsory subjects German, Mathematics and Modern Foreign Language.

Pupils who have failed to complete the 8th year of schooling successfully shall be assisted with regard to their qualifications for working life and be led to the best possible completion of their educational careers.

5.10.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

The [Allgemein bildende höhere Schule](#) (academic secondary school) is organised in co-educational classes, by age groups. There is no external differentiation of teaching. As a rule, elective subjects (see [5.11.4.](#)), optional subjects and optional exercises ([Unverbindliche Übungen](#)) are taught in small groups.

5.10.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.10.5.1. Bildungsanstalt für Kindergartenpädagogik

At the five-year [Bildungsanstalt für Kindergartenpädagogik](#) (training school for nursery school teachers) there is sometimes more than one class per year; at [Kollegs](#) (special type of secondary technical and vocational college for graduates of other higher-level schools) and courses for special kindergarten teachers at Bildungsanstalten für Kindergartenpädagogik students spend four to six semesters.

As all students receive end-of-term reports and end-of-year reports, every student can easily transfer to a new school (of the same type as his/her old school). Owing to school autonomy, however, some subjects may be taught at different age levels at individual schools of the same type. Hence, it may happen that students wishing to transfer to a new school have to take individual exams in order to catch up. Students who want to transfer to a different school type have to undergo individual assessment and have to acquire the knowledge and skills they need in order to catch up with other students of their class.

5.10.5.2. Bildungsanstalt für Sozialpädagogik

The long form takes five years, where more than one class per year may be organised. At [Kollegs](#) (special type of secondary technical and vocational college for graduates of other higher-level schools) and in special education courses for educators, students spend four to six semesters (depending on the type of organisation).

5.10.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

Form of organisation:

There are [Berufsschulen](#) (part-time compulsory vocational school) for one or several apprenticeable trades, which are all of equal length and may be run as follows:

- whole-year schooling: at least one full or two half school days per week (flexible schedule by block instruction is possible, in particular in Vienna)
- course-type schooling: at least 8 weeks of schooling per grade; at least 4 weeks in grades which correspond to a half year of apprenticeship
- seasonal: instruction is blocked during one season.

Number of grades: grades 10-13 at max. depending on the duration of the apprenticeship (up to 4 years), 1 year corresponds to one class.

The training is provided by specialist-subject teachers (specialist teachers teach one or more subjects), one teacher is assigned the task of Klassenvorstand (class head teacher). Teachers may – the circumstances permitting – teach a class for several years.

There are two ability groups for one business management subject and for two compulsory subjects in technical theory.

Special regulations apply for the "Land- und forstwirtschaftlichen Berufsschulen" (vocational schools for agriculture and forestry).

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

5.10.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level technical and vocational schools and secondary technical and vocational colleges)

Berufsbildende mittlere Schulen (medium-level technical and vocational schools) and Berufsbildende höhere Schulen (secondary technical and vocational colleges) are frequently located at the same site for technical reasons and teachers teach at both school types.

Basic Federal Act on Fachschulen for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

Act on Federal Schools for Agriculture and Forestry

5.10.7.1. Berufsbildende mittlere Schulen (medium-level technical and vocational schools)

Number of years (Berufsbildende mittlere Schulen): up to 4 at maximum (grades 9-12 at max.), one year corresponds to one class.

- Fachschule (medium-level secondary school) with a trade, technical or arts and crafts orientation: 3-4 years
- Handelsschule (commercial schools): 3 years

- Hotelfachschule and Fachschule für Tourismus (for the hotel trade and for tourism): 3 years
- Haushaltsschule (household management): 1 year
- Hauswirtschaftsschule (domestic science): 2 years
- Fachschule für wirtschaftliche Berufe (domestic science and commercial occupations): 3 years
- Fachschule für Mode und Bekleidungstechnik (fashion and clothing): 3 years
- Fachschule für Sozialdienste (social services): 2 years; Fachschule for social services: 3 years; schools for social care professions: 2-3 years
- Land- und forstwirtschaftliche Fachschulen (agriculture and forestry): 2-4 years

Fachschulen with a technical, trade or arts and crafts orientation (special kind of medium-level secondary schools) offering several branches are divided into departments headed by department heads who are responsible for the technical side, while a school head is in charge of the overall educational side.

Instruction is provided by specialist-subject teachers (one specialist-subject teacher teaches one or several subjects), and one teacher is appointed as **Klassenvorstand** (class head teacher). Teachers may stay with one class for several years if possible. Practice-oriented subjects (e.g. workshop, laboratory, kitchen) are taught in small groups, and several other subjects (e.g. foreign languages, IT, word processing) may also be taught in groups.

Fachschulen with a technical or trade orientation may be associated to research institutes.

5.10.7.2. Berufsbildende höhere Schulen (secondary technical and vocational colleges)

Number of years (**Berufsbildende höhere Schulen**): 5 years (grades 9-13), 1 year corresponds to one school year

Höhere technische und gewerbliche Lehranstalten (higher-level technical and vocational schools) offering several branches are structured in departments. A department head is responsible for the technical side, while the school head is responsible for the overall educational side. Höhere technische und gewerbliche Lehranstalten (higher-level technical and vocational schools) as well as **Höhere land- und forstwirtschaftliche Lehranstalten** (higher-level secondary school for agriculture and forestry) may be associated to research institutes.

The training is provided by specialist-subject teachers (specialist teachers teach one or more subjects), one teacher is assigned the task of "Jahrgangsvorstand" (like a "**Klassenvorstand**", similar to a form-tutor). Teachers may – the circumstances permitting – teach a class for several years. Practice-oriented subjects (e.g. workshop, laboratory, kitchen) are taught in small groups, several other subjects (e.g. foreign languages, data processing, word processing) may also be taught in groups depending on student numbers.

5.10.8. Schools and other training institutions for health professions

Additional information on training institutions can be found in the respective Certificate Supplements that can be downloaded from www.zeugnisinfo.at or www.europass-info.at.

Federal Ministry for Health, Family and Youth

Federal Ministries' Act 1986

5.10.8.1. Health and nursing schools (schools for general nurses, schools for paediatric nurses, schools for psychiatric nurses):

Courses for general nurses as well as courses for paediatric and psychiatric nurses take three years and each consist of at least 4,600 hours of theoretical and practical training. At least 50% of these hours must be devoted to practical training, and at least one third, to theoretical instruction.

Schools for nurses may only be set up at (or in association with) hospitals which can provide the necessary general or special wards and other organisational units required for practical instruction, sufficient teaching staff and other health care professionals (doctors, certified nurses etc.) as well as the teaching materials necessary for the attainment of training objectives, and adequate rooms for instruction. The establishment of a school for nurses must be authorised by the responsible province governor.

Educational and organisational management as well as the supervision of teaching staff at schools for nurses lie with school heads who must hold professional as well as pedagogical qualifications, i.e. certified nurses who have successfully completed special training for nursing educators and who have at least three years experience as nursing educators. The academic supervision of medical aspects is the responsibility of doctors who have the necessary professional and pedagogical qualifications.

School heads are responsible for laying down internal codes of conduct at their schools and ensuring that these are abided by. Students' representatives play an important part in shaping nursing education.

Prospective nurses are trained by nursing educators, which may be supported by other health care professionals (doctors, certified nurses etc.).

Individual subjects are taught in groups (up to 18 participants). During practical sessions, a maximum of four students may be instructed at the same time.

Competences to be acquired by nurses responsible for general care have been defined by the "FH-Gesundheits- und Krankenpflege-Ausbildungsverordnung" (Ordinance on Fachhochschule training for nurses and health professionals) as follows:

- Knowledge and competence
- Social communicative competences and self-competences
- Academic competences

As a supplementary description of the qualification obtained, a diploma supplement will be issued.

5.10.8.2. Paramedical schools

Training for paramedical service staff takes 30 months. It consists of practical as well as theoretical instruction. In addition to general basic training, practical and technical training is provided in three sections: basic paramedical training, radiology and physical therapy.

Paramedical training may only take place at paramedical schools. These are only to be set up at hospitals which can provide the necessary special wards and other organisational units required for practical instruction, as well as the teaching materials, teaching and non-teaching staff necessary for the attainment of training objectives. Paramedical schools have to be managed in a way that ensures the achievement of educational objectives. The establishment and maintenance of a paramedical school has to be authorised by the responsible province governor.

The academic/medical supervision of a paramedical school is carried out by a medical doctor with the necessary professional qualifications. Educational and organisational management as well as the supervision of teaching staff at a paramedical school lie with a school head who has professional as well as pedagogical qualifications, is licensed to work in the paramedical service and has a high degree of practical job experience.

5.10.8.3. Training courses for care assistants

Courses for care assistants take one year and comprise 1,600 hours of more or less equal shares of theoretical and practical instruction. Training for care assistants can also take place within the framework of a working relationship, in the form of part-time education or in connection with other training programmes (e.g. in the field of social care).

Training courses for care assistants ("Pflegehilflehrgänge") are to be set up at or in association with general hospitals, hospitals for patients with chronic illnesses, nursing homes or home care services provided by a [Gebietskörperschaft](#) (e.g. a province, a municipality). These institutions must meet practical training requirements, have the necessary teaching and other health care staff (certified nurses etc.) as well as the teaching materials necessary for the attainment of training objectives, and adequate rooms for instruction. Training courses for care assistants must be authorised by the responsible province governors.

The educational and organisational management of training courses for care assistants as well as the supervision of teaching staff lie with heads who must hold professional as well as pedagogical qualifications, i.e. certified nurses who have successfully completed special training for nursing educators and who have at least three years experience as nursing educators. The academic supervision of medical aspects is the responsibility of doctors who have the necessary professional and pedagogical qualifications.

5.10.8.4. Training for medical massage practitioners ("medizinischer Masseur") and therapeutic massage practitioners ("Heilmasseur")

Training for medical massage practitioners and therapeutic massage practitioners is organised in modules which build upon one another; thus training for medical massage practitioners is provided within the framework of modules 1 and 2, and the training for therapeutic massage practitioners may be completed subsequently within the framework of a follow-up module. Special training in the fields of electrotherapy, hydrotherapy and balneotherapy is available.

Training for medical massage practitioners takes 1,960 hours. Therapeutic massage practitioners who wish to work on an independent (free-lance) basis must complete a follow-up module that takes 800 hours. Shorter training periods for specific industrial occupations are provided.

The educational and organisational management lies with a person who has the necessary professional and pedagogical qualifications and is licensed to teach and practise as a therapeutic massage practitioner. The academic supervision of medical aspects is carried out by a medical doctor with the necessary professional and pedagogical qualifications.

Training programmes for medical massage practitioners and therapeutic massage practitioners have to be authorised by the responsible province governors.

5.10.8.5. Training for ambulance service members

Training takes between 260 and 980 hours depending on the level of qualification.

Training for ambulance service members is divided into modules. Persons who have completed the first module are entitled to work as "Rettungssanitäter" (ambulance staff members with basic paramedical skills). The second module, which builds on the first, leads to qualifications as "Notfallsanitäter" (ambulance staff members with emergency medical competences). Building on the second module, further training modules may be completed: one module on drugs and medication, another one on intravenous cannulation and infusion (general emergency medical competences) and a third one on artificial respiration and intubation (specialised emergency medical competences).

Persons wishing to work as hired ambulance staff (e.g. for the Red Cross) need to complete the training module(s) for "Rettungssanitäter" or "Notfallsanitäter" as well as an additional module specifically designed for the training of hired staff ("Berufsmodul"). (Most ambulance staff members in Austria work on a voluntary basis.)

Functions similar to those of ambulance service members are also performed by members of the Federal Armed Forces, public and other security services, customs services, prison services and the civil alternative service ("Zivildienst", i.e. an alternative to military service).

The medical/academic supervision of the mentioned training modules lies with a senior doctor at the providing institution who has to have the necessary professional and pedagogical qualifications as well as the required practical experience. The educational and organisational management (including staff supervision) is the responsibility of a professionally and pedagogically qualified person who has

experience as a trainer for ambulance service members. Training courses for ambulance service members have to be authorised by the responsible province governors.

5.10.8.6. Training courses for auxiliary paramedical staff ("Sanitätshilfsdienste")

Training for auxiliary paramedical staff, i.e. "Operationsgehilfe/in" (surgical aides), "Laborgehilfe/in" (laboratory aides), "Prosekturgehilfe/in" (autopsy aides), "Ordinationsgehilfe/in" (medical practice aides), "Ergotherapiegehilfe/in" (occupational therapy aides), "Desinfektionsgehilfe/in" (disinfection aides), is provided in the form of courses and takes between 130 and 135 hours. Persons who have not yet completed relevant training may work as paramedical auxiliaries for a maximum of two years. Then, they have to prove that they have successfully completed training for auxiliary paramedical staff, if they wish to continue their work. Training courses are run in association with hospitals and are supervised by medical doctors with relevant qualifications. Courses have to be authorised by the responsible province governors.

Training takes between 130 and 135 hours.

5.11. Specialisation of Studies

Please refer to the sub-sections which follow.

[School Organisation Act](#)

[School Education Act 1986](#)

5.11.1. Hauptschule (general secondary school)

The Austrian [Hauptschule](#) (general secondary school) knows three special types catering to particular talents and inclinations of pupils. They are organised as separate schools or as separate forms within a school: Hauptschule with a special focus on music education, on sports, and on skiing.

Admission is linked to special admission tests. These special forms have a higher total number of hours than the standard Hauptschule (131 and 137 respectively).

The music-type focuses on musical activities in the areas of voice, instrument playing, creative activities, music and movement, listening education, music theory, and instrument theory.

The sports-oriented type (4 additional weekly hours per year for the "Sporthauptschule", and 8 additional weekly hours per year in the "Skihauptschule") focuses on training athletic skills, games and healthy living, with training in motor skills, floor exercises and apparatus work, athletics, swimming, gymnastics and dance, skating and skiing (alpine and Nordic disciplines).

Schulautonomie (school autonomy)

Since the school year 1993/94 the concept school autonomy ([Schulautonomie](#)) enables schools – in co-operation with the parents [Schulforum](#) (school forum) or [Schulgemeinschaftsausschuss](#) (school community committee) – to develop their own teaching profiles geared to regional conditions and needs.

With regard to external appearances, the educational leeway is expressed i.a. in a more flexible timetable. E.g. the number of hours spent on compulsory subjects may be adapted within a given framework, but must not fall below a defined number of minimum hours. Individual subject matters may be treated more extensively or new subjects may be introduced. The total number of 120 hours over the four years must, however, be maintained.

All across Austria, new forms of Hauptschule with a broad range of different specialisations are being developed. They offer an extended range of programmes.

Altogether, nine specialisations have developed at Austria's Hauptschulen by profiling. More than 75% of these specialisations can be categorised by a pre-determined focus.

Special-focus courses and their share in specialised types of Hauptschule:

Special focus	
Methodology/didactics	19%
Information technologies	17%
Foreign languages	16%
Fine arts	9%
Social learning	9%
Sports/health	9%
Integration/intercultural learning	9%
Promotion of specific interests/gifted pupils	7%
Science/engineering	5%

The Schulforum may define thresholds for opening new classes or dividing classes, without, however, exceeding the quota of hours assigned to the school (see **5.13.1.**).

Within the framework of Schulautonomie (school autonomy) remedial classes may also be offered for subject matters without ability grouping.

Curricula for Hauptschule

5.11.2. Types of Allgemein bildende höhere Schulen (academic secondary schools) / lower cycle

There is only one type ([Allgemein bildende höhere Schule](#)) for the first and second years: this is an observation and orientation phase with uniform organisation and curriculum.

The curriculum corresponds to that of the [Hauptschule](#) (general secondary school) (with some deviations in the subjects German, English and Mathematics, which are run with internal differentiation at Hauptschule).

One modern foreign language is taught from the first year.

From the third and fourth years three types are distinguished:

- Latin branch ("Gymnasium")
- Science branch ("Realgymnasium") (with geometric drawing, more mathematics and technical shop), and

- Home economics branch ("Wirtschaftskundliches Realgymnasium") (with more chemistry and technical shop)

5.11.3. Polytechnische Schule (pre-vocational school)

Compulsory instruction

- General education
 - Compulsory subjects: Religious Instruction; Vocational Orientation and Practical Life Skills; Political Education and Economics; German; Modern Foreign Language (English); Mathematics; Nature Studies and Ecology, Health Studies; Physical Activity and Sport;
- Elective Subjects:
 - Specialist areas ("Fachbereiche"): Metal, Electrics, Timber, Construction, Commerce-Office, Services, Tourism; autonomous specialist areas
 - Elective compulsory subjects ([Alternative Pflichtgegenstände](#)) are assigned to the specialist areas: Technical seminar; Technical Drafting; Specialisation; Workshop; Business Management seminar; Arts seminar; Bookkeeping; Word Processing; Practical specialist exercises; Nutrition, Kitchen management, Service; Creative design; Second Modern Foreign Language;

Further elective compulsory subjects may be determined within the framework of Schulautonomie (school autonomy) and the number of weekly hours may be modified.

Optional offer:

- Optional subjects: Applied computer science; Communication, advertising; Textile shop; Extended health care; Mother-tongue instruction;
- [Unverbindliche Übungen](#) (optional exercises): Furtherance of interests and talents, sports; Road safety
- Remedial teaching: in all subjects

Under the school autonomy arrangements, the range of courses offered may be varied with regard to the specialist areas, elective compulsory subjects, optional subjects and optional exercises to meet local requirements and pupils' talents and interests, e.g., information and communication technologies, mechatronics.

Curricula for Polytechnische Schule

5.11.4. Types of Allgemein bildende höhere Schule (academic secondary school) / upper cycle

In the upper cycle the three types of [Allgemein bildende höhere Schule](#) (Gymnasium (Latin branch), Realgymnasium (Science Branch) and Wirtschaftskundliches Realgymnasium (Home economics branch)) are characterised as follows:

- Latin branch: from the 5th year onward pupils learn either Greek, or a second modern foreign language, or they take Latin where another modern foreign language is taught from the 3rd year onward.
- Science branch: more Mathematics; in addition, from the 5th year onwards Latin or a second modern foreign language; in addition: Geometric Drawing, or more Biology and Environmental Studies, Chemistry, Physics (from the 7th year onwards).
- Home economics branch: from the 5th year onwards Latin or a second modern foreign language; in addition: Domestic Science and Nutrition, more Geography and Economic Theory, Biology and Environmental Science, Psychology and Philosophy

For the three types mentioned and for the [Oberstufenrealgymnasium](#) (special type of upper-cycle academic secondary school) described under [5.5](#), pupils in years 6-8 have to select elective compulsory subjects for a total of 6 (Latin branch, Oberstufenrealgymnasium), 8 (Science branch) or 10 (Home economics branch) hours per week.

Mention should also be made of the compulsory subject "Electronic Data Processing" (2 hours per week in the 5th year) taught at all types mentioned.

Wahlpflichtgegenstände (elective compulsory subjects) either cover topics not covered by compulsory subjects (e.g. an additional foreign language or informatics), or serve to acquire more in-depth knowledge of topics covered by compulsory subjects (e.g. elective English for more in-depth coverage of the compulsory subject "English"). Elective subjects are taught in small groups and are subject to the same assessments principles as compulsory subjects.

5.11.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.11.5.1. Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

In the third year of the five-year course at [Bildungsanstalten für Kindergartenpädagogik](#), the students may decide on whether they want to add as an additional main focus to their basic training for kindergarten teaching child day care (additional qualification) or early childhood education (pilot project) .

Kindergarten and day-care centres

This additional qualification means more extensive studies in the subjects educational theory, didactics, practice work, German, Modern Foreign Language, and Mathematics. [Kollegs](#) (special type of secondary technical and vocational colleges for graduates of other higher-level schools) do not, at present, offer this additional qualification.

Special kindergarten teaching and early furtherance

This course takes four to six semesters. It may be taken following the Diplomprüfung (diploma examination) for kindergarten and comprises theoretical, didactic and practical subjects from the domain of special pedagogics.

Kindergarten and early childhood education

This specialisation consisting of a combination of optional subjects and [Unverbindliche Übungen](#) (optional exercises) (offered in years 3 to 5 in addition to standard training) covers theoretic, didactic and practical subjects.

5.11.5.2. Bildungsanstalten für Sozialpädagogik (training schools for educators)

Day-care centres and homes:

The [Reife- und Diplomprüfung](#) (matriculation and diploma examination) qualifies students for the area day-care centres and homes for children and adolescents, as well as for extra-mural youth work.

"Special facilities":

The Diplomprüfung (diploma examination) for special education qualifies graduates for work at special educational facilities.

5.11.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

The approx. 250 apprenticeable trades are classified by the duration of training.

Apprenticeships taking 2 years and 2.5 years (predominantly crafts): e.g.: cleaner of monuments, facades and buildings, confectioner, beautician, masseur, textile pattern designer (2.5 years).

Approx. 70% of apprenticeable trades take three years of training: e.g. office clerk, retail trader, wholesale trader, industrial clerk, hairdresser and wigmaker (stylist), cook, restaurant manager, carpenter, joiner, bricklayer, painter and decorator, tailor (for men or women), disposal, waste and waste water manager.

Apprenticeable trades with a 3.5-year training (frequently technical trades): e.g. car mechanic, electrician, fitter mechanic, communications technician, machinery fitter, photographer, optician, chemical laboratory technician

Four-year branches: e.g. dental technician, plant electrician, mechanic, tool mechanic, electrical technician specialising on process technology.

ABC der Berufsbildenden Schulen 2009

Vocational Training Act

Industrial Code 1994

5.11.7. Berufsschulen (part-time compulsory vocational schools) for agriculture and forestry:

The following apprenticeable trades exist: agriculture, home economics in the rural environment, horticulture, field horticulture, fruit growing and processing, viticulture and cave management, horse raising, fishing trade, poultry trade, apiculture, forestry, forest horticulture, agricultural stock keeping

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Act on Vocational Training for Agriculture and Forestry - Federal Basic Act on Berufsschulen for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

5.11.8. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools) and Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools)

In the school types listed under **5.5.** the following branches are inter alia provided:

Fachschulen (special kind of medium-level secondary schools) with a technical, trade or arts and crafts orientation, featuring e.g.:

- Construction technology, mechatronics, electrical engineering/electronic engineering, mechanical engineering, wood engineering, chemistry, design, arts and crafts, textile engineering, information technology.

There are higher technical, trade, arts and crafts schools, featuring e.g.:

- Construction engineering, interior design and wood engineering, electrical engineering, electronics, mechanical engineering, mechatronics, materials engineering, media technology

and media management, information technology, chemistry & chemical engineering, food science and technology, electronic data processing and organisation, business and engineering, operations management, arts and design.

Electronic engineering branch, e.g. with a focus on:

- Energy technology and power electronics,
- Control technology,
- Information technology

The following school types must offer branches or training foci as per the curriculum, which may also be offered autonomously:

[Handelsakademien](#) (higher-level commercial schools):

Special foci include:

- Controlling and accounting;
- International economy including foreign language(s) and culture;
- Entrepreneurship and management,
- Multimedia and web design
- Network administration
- Software development
- Digital business
- Logistics and transport management
- School-autonomous special subject/area.

Handelsschulen (business schools):

- Office management
- Software management
- Information technology

Fachschulen (medium-level secondary schools) and [Höhere Lehranstalten für wirtschaftliche Berufe](#) (higher-level secondary schools for occupations in the service industries), e.g.:

- Nutrition and business
- Cultural tourism
- Media and information technology
- Second/third modern foreign language
- Health and social studies/social administration
- International business and communication
- Special focus offered autonomously by schools.

Hotelfachschulen or Fachschulen and Höhere Lehranstalten für Tourismus (schools for the hotel trade, medium-level schools for tourism and secondary technical and vocational colleges for tourism), e.g.:

- Second/third modern foreign language
- Tourism and leisure management
- Hotel and restaurant management
- Tourism management
- Media and information technology
- International tourism communication
- School-autonomous special area.

Fachschulen and Höhere Lehranstalten (medium-level secondary schools and higher-level secondary schools) for fashion and clothing, e.g.

- Fashion design
- Clothing
- Fashion marketing.

In this field, there are also higher-level secondary schools for artistic design, fashion design and product design, as well as product management and presentation

[Höhere land- und forstwirtschaftlichen Lehranstalten](#) (higher-level secondary schools for agriculture and forestry) (some with a special focus)

- Forestry
- Garden design and landscaping
- Horticulture
- Agriculture and nutritional economics
- Mechanical engineering for farmers
- Agriculture
- Food technology and biotechnology
- Viticulture and pomology.

Fachschulen (special kind of medium-level secondary schools) for agriculture and forestry

- These provide training for all agriculture and forestry-related occupations. Regional requirements may be taken into account.

Fachschulen for social occupations

- There are Fachschulen for social occupations, social services, and schools for social care professions with a higher minimum age requirement.

The [Bildungsanstalten für Kindergartenpädagogik](#) and [Bildungsanstalten für Sozialpädagogik](#) do not offer any special foci.

In some of the above-mentioned areas or in schools described under [5.5](#), various special focuses may be selected.

Training branches or foci are areas leading to vocational specialisation. Since the introduction of [Schulautonomie](#) (school autonomy), however, the special curricular focuses within the various branches may be determined by the individual schools. A share of up to some 33 per cent of subjects may be modified within a subject area.

On the other hand, training branches are defined by curricular ordinances issued by the Federal Ministry for Education, the Arts and Culture and start with year 1.

Training careers at higher-level vocational schools may be compared to a tree. The specialist area is comparable to a tree trunk from which “branches” ramify after the third year, i.e., the so-called training foci. In the first two years all training courses within one area thus have a uniform curriculum. Starting with the third year, the curricula vary according to the fields of specialisation.

[Kollegs](#) cater to persons who have passed the [Reifeprüfung](#) (matriculation examination) or [Reife- und Diplomprüfung](#) (matriculation and diploma examination) at an academic or technical and vocational

higher-level secondary school, or who have passed the [Studienberechtigungsprüfung](#) (university entrance examination) or a [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university).

In analogy to the [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) there are Kollegs in the following areas: technico-commercial, industry and business, tourism and fashion; and in the field of *Bildungsanstalten für Kindergartenpädagogik* and *Bildungsanstalten für Sozialpädagogik*. (For information on Kollegs for working adults see chapter [7.4.2.2.](#))

The maximum time of study allowed at a Kolleg depends on the type of course. This maximum admissible time may be exceeded if students are granted a leave.

In general, Kolleg courses take four semesters. Courses for working adults take four to six semesters.

ABC der Berufsbildenden Schulen 2009

[Studienberechtigungsprüfung](#)

Federal Ministry for Education, the Arts and Culture

Basic Federal Act on Fachschulen for Agriculture and Forestry

Federal Law on 'Berufsreifeprüfung' examinations

Act on Federal Schools for Agriculture and Forestry

Act on Private Schools for Agriculture and Forestry

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry

School Education Act for Working Adults

5.11.9. Schools and other training institutions for health professions

Federal Ministry for Health, Family and Youth

[Federal Law on nursing professions](#)

There are three types of basic training courses for certified nurses:

- Training for general nurses
- Training for paediatric nurses
- Training for psychiatric nurses.

Certified nurses who wish to work in a specialised field need to complete corresponding specialised training. Specialised training courses are to convey all theoretical knowledge and practical skills required to fulfil special responsibilities (i.e. specialised nursing, nursing education and management).

The following specialised training courses are available to certified nurses:

- Specialised training for paediatric care
- Specialised training for psychiatric care
- Specialised training for intensive care, nurse anaesthetists and dialysis nurses
- Specialised training for surgical nurses
- Specialised training for hospital hygiene
- Specialised training for nursing educators
- Specialised training for nursing management staff.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.12. Organisation of School Time

Please also refer to section [4.9.](#) , which includes information on all-day school types.

Instruction generally starts at 8.00 a.m. On a case-by-case basis, the beginning of instruction may be advanced to 7.00 a.m. Instruction must end by 6.00 p.m. and 7.00 p.m. at the latest, depending on the year of schooling.

On Saturdays, if there are classes, e.g. in all [Polytechnische Schulen](#) (pre-vocational schools), instruction must end by 12.45 p.m. at the latest. There are no classes on Sundays.

A lesson generally lasts 50 minutes. For important reasons, some lessons may be shortened to 45 minutes. There are breaks of 5 – 15 minutes between the individual lessons. With all-day forms of instruction, the lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour. There are no legal provisions governing lunch breaks however.

The number of weekly hours varies between the years of schooling and the school forms. School heads are held to spread the total number of weekly hours as evenly as possible across all days of instruction.

For all-day school types, please refer to [4.9.](#).

Like other students of [Allgemein bildende Pflichtschulen](#) (general compulsory schools), pupils at [Polytechnische Schulen](#) (pre-vocational schools) have a five-day week.

[Bildungsanstalten für Kindergartenpädagogik](#)

- In this sector, the school week generally consists of six days. Depending on individual timetables, instruction (at school or practical training facilities) may take place between 7.45 a.m. and 6 p.m. on Mondays through Fridays and between 7.45 and 1 p.m. on Saturdays. In special school types (e.g. for working adults), instruction may follow a different time pattern and classes may take place in the evenings or on weekends, depending on individual organisational structures.

The curricula of certain school types may prescribe mandatory practical training during the summer break (which lasts from approximately end of June until the beginning of September depending on provincial variations).

- Training at health care and nursing schools is divided into three years of training, each of which lasts twelve months. The beginning of training (first year of training) is determined by the school head.
- The training programmes at paramedical schools are divided into three sections (eleven months, ten months and six months).
- The training programmes for care assistants last twelve months, they may last up to 24 months for part-time students or students who are engaged in another training programme.
- The training programmes for medical and therapeutic massage practitioners and the training for ambulance staff is divided into modules.

Federal Ministry for Health, Family and Youth

Federal Ministry for Education, the Arts and Culture

School Periods Act 1985

5.12.1. Organisation of the School Year

The organisation of the school year is governed by the Schulzeitgesetz (School Periods Act). It is largely uniform for all schools. See [4.9.1.](#)

At schools for tourism and for domestic science and commercial occupations, and at the Höhere land- und forstwirtschaftliche Lehranstalten (higher-level secondary schools for agriculture and forestry), which run for five years, the school year in year III ends 4 to 10 weeks earlier and starts 4 to 5 weeks later in year IV. During this time, students accomplish mandatory practical training. When exactly the practical training takes place within this period depends on the selected branch.

School Periods Act 1985

5.12.2. Weekly and Daily Timetable

The school community may opt for either a 5-day week or a 6-day week.

At secondary level I (grades 5-8), there is a tendency toward the 5-day week; given the higher number of lessons in the upper cycle, the 6-day week is more common at secondary level II.

Austria has reduced the number of lessons at secondary level I in two successive stages, in order to facilitate the transition from primary school and to relieve the burden on pupils.

For information on all-day school forms, please refer to [4.9.](#)

Parents and/or the local communities defray the costs for lunch-time meals and afternoon supervision. Parents may claim social neediness to be granted a discount.

The instruction time at health and nursing schools is limited at 40 weekly hours in all three years. A theory lesson lasts from 45 minutes (min) to 50 minutes (max). A practical training session lasts 60 minutes.

The duration of the weekly training of care assistants is limited at 40 weekly hours. A theory lesson lasts from 45 minutes (min) to 50 minutes (max). A practical training session lasts 60 minutes.

Similar provisions apply to other training programmes in the health sector.

Attendance in theoretical and practical training in the training programmes for the health professions is mandatory.

School Periods Act 1985

5.13. Curriculum, Subjects, Number of Hours

Please refer to the sub-sections which follow.

Federal Ministry for Education, the Arts and Culture

School Organisation Act

School Education Act 1986

5.13.1. Hauptschule (general secondary school)

Please refer to the sub-sections which follow.

Curricula for Hauptschule

5.13.1.1. Curricula

The curricula are developed by groups of experts in which teachers, teacher trainers, school board officials, the universities and the ministry of education are represented.

The most recent major curricular reform was adopted by the National Council in the year 2000 and introduced a large number of changes. The curricula have been adjusted to the requirements of modern-day teaching. They contain objectives for subject-matter competences and, increasingly, social and self-competences. The Internet platform project www.gemeinsamlernen.at aims at illustrating the new curricular contents by means of specific practical examples and thereby conveys and supports the intentions of the new curriculum for day-to-day teaching at Austrian schools.

Like all other school regulations, the curricula are submitted for comment to the province governments, the province school boards ([Landesschulräte](#)), the social partners, parental associations, and other public bodies (consultation procedure).

The curricula are laid down by ordinance of the Federal Ministry for Education, the Arts and Culture. As far as compulsory subjects and compulsory exercises ([Verbindliche Übungen](#)) are concerned, the curriculum distinguishes between "core contents" and "extended contents" (optional topics). Two thirds of all weekly lessons are to be devoted to core contents. Curricula not only set out the amount of time

which has to be allocated to these compulsory contents, but also the exact topics they are to comprise.

The general educational objectives and the general didactic principles and the educational and teaching tasks and the didactic principles of the individual compulsory subjects and compulsory exercises apply to the core contents and to the extended contents. The compulsory core contents are laid down in the section on "Contents to be covered" in order to ensure comparability and transferability. The teachers themselves are responsible for practically implementing the major objectives which are formulated in concise and abstract terms, and for setting priorities as to how much time will be used.

The extended contents are planned for at school level either by teachers individually or in an interdisciplinary team-based approach, and in concordance with curricular provisions adopted under the school autonomy regime if applicable ([Schulautonomie](#)).

When designing the extended contents, the following requirements must be taken into account: the specific regional and local situation; the needs, interests and talents of pupils; the progress of learning in the class (need for enhancement, practice etc.); individual priorities of teachers; material and personal resources; curricular provisions adopted under the school autonomy regime.

The core and extended contents are interlinked in terms of subject-matter covered and in terms of practical organisation. In the beginning, the forms of learning to be used, teaching phases, school events etc. are not automatically allocated to one or the other area. They will be allocated on the basis of the educational objectives to be achieved. Performance assessment and evaluation refer to both areas.

The curricular autonomy provisions for individual schools allow schools to issue their own curricula provisions within a given framework. The adoption of curricular autonomy provisions is a right of the [Schulforum](#) (school forum).

Autonomous curricular provisions may be issued for all or only for some classes/age-groups. The scope of autonomy extends to compulsory subjects (change in the number of hours, introduction of additional subjects) as well as to optional subjects, to [Unverbindliche Übungen](#) (optional exercises), and to remedial instruction (for further details please refer to the pertaining curricula).

If a school increases the number of hours for a compulsory subject or exercise under curricular autonomy, these hours will be taken from the time allocated to the study of extended contents.

The curriculum also defines educational tasks not attributable to a particular subject which have to be tackled in an interdisciplinary process. It outlines general education objectives in five areas. They form the basis for interdisciplinary co-operation linking different subjects.

Pupils are to develop subject-matter competence, personal competence and social skills in a balanced manner. The promotion of dynamic abilities is to prepare them for situations, which cannot be coped with by memorised knowledge and acquired experiences, but by developing solutions in response to facts at hand. To complement instruction by immediate and practical contacts and by direct encounters, a number of corresponding activities may be undertaken.

5.13.1.2. Timetable

Framework for individual, "autonomous" curricular definition of schools:

The following compulsory subjects are taught during the 4 years of Hauptschule (the total number of weekly hours is indicated)

Religious Instruction (8; 2 each year)

German (15-21)

Modern Foreign Language (12-18)

History and Social Science (5-10)

Geography and Economic Science (7-12)

Mathematics (14-20)

Geometric Drawing (2- 6)

Biology and Environmental Science (7-12)

Chemistry (1.5-4)

Physics (5-10)

Music (6-11)

Art, Scripture (7-12)

Technical Shop / Textile Shop (7-12 as alternative compulsory subjects)

Domestic Science and Nutrition (2- 6)

P.E. (12-18)

Compulsory exercise "Vocational Orientation" (1 - 4) may also be held in block form or integrated in the instruction of compulsory subjects.

Other compulsory exercises: (0-4, maximum of one weekly hour per year).

The number of total weekly hours is 120.

Moreover, the number of weekly hours may be shifted in excess of the prescribed limits of the timetable, if a "Second Modern Foreign Language" or "Science Lab" are introduced as new subjects.

Subsidiary timetable, in the absence of autonomous curricular provisions:

The following compulsory subjects are taught during the 4 years of Hauptschule (the number of weekly hours is given):

Compulsory subjects	Year 1	Year 2	Year 3	Year 4
Religious Instruction	2	2	2	2
German	5	4	4	4
Modern Foreign Language	4	4	3	3
History and Social Science	0	2	2	2
Geography and Economic Science	2	1	2	2
Mathematics	4	4	4	4
Geometric Drawing	-	-	0	2
Biology and Environmental Science	2	2	1	2
Chemistry	-	-	0	2
Physics	-	1	2	2
Music	2	2	1	1
Art	2	2	2	1
Technical Shop / Textile Shop (as alternative compulsory subjects)	2	1	2	2
Domestic Science and Nutrition	-	1.5	1.5	0
P.E.	4	3	3	3
Total weekly lessons 120	29	29.5	29.5	32

In years 3 and 4, 32 annual hours of Vocational Orientation are integrated in the instruction of compulsory subjects.

In addition, pupils are free to select optional subjects (with evaluation) and optional exercises ([Unverbindliche Übungen](#)) (no evaluation) as follows:

- enhancement or complementary studies of a compulsory subject;
- general furtherance of interests and talents (development of special interests and talents, vocational orientation, choir, drama, introduction in computer science, shorthand, typing, chess, instrumental music, technical work or textile work, traffic education);
- Optional foreign languages (English, French, Italian, Russian, Spanish, Czech, Slovenian, Bosnian / Croatian / Serbian, Hungarian, Turkish); mother tongue instruction;
- The growing degree of school autonomy has given rise to numerous other offers:

As a rule, the "Modern Foreign Language" which is taught in [Hauptschule](#) is English. At various schools, however, pupils are instructed in French or Italian instead. In border regions, Slovenian, Croatian, Hungarian, Czech or Slovak may be taught.

With the exception of physical education, all subjects are taught in a co-educational system; pupils choose which of the two alternative compulsory subjects (technical or textile shop) they want to attend.

On the basis of the experiences gained from pilot projects, it is now possible to further reduce the number of compulsory lessons for pupils in particular circumstances.

Under the autonomy provisions, the optional courses may be stepped up by up to seven weekly hours at the cost of the compulsory subjects, if the following requirements are met:

The school is subject to particularly severe regional conditions (e.g. difficult to access), and students accept the additional courses offered; the measures implemented under the autonomy provisions are based on a well-devised concept which aims at promoting the interests, talents and motivation of students, and to increase the variety of courses offered (e.g. also as teaching arrangements which are closer to the place of living). The success of these measures is subject to an annual review.

5.13.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

Please refer to the sub-sections which follow.

5.13.2.1. Curricula

Curricular development in Austria - for all types of schools - is carried out following similar principles, of which an example is shown in [4.10.](#).

Study groups of teachers of the same subject play a very important role in this development.

Due to the identically worded curricula for the lower cycle of [Allgemein bildende höhere Schule](#) (academic secondary school) and [Hauptschule](#) (general secondary school), transfers may be effected at any time. Subjects not taught at Hauptschule may be made up for through examinations.

5.13.2.2. Timetable

The standard time-table of the lower cycle of [Allgemein bildende höhere Schule](#) is composed as follows for the three types of branches:

In the first two years the curricula are identical; for the third and fourth years the first figure concerns the Latin branch, the first figure in parenthesis refers to the Science branch, the second one to the Home economics branch.

Compulsory subjects (years 1-4, weekly lessons)

Compulsory subjects	Year 1	Year 2	Year 3	Year 4
Religious instruction	2	2	2	2
German	4	4	4	4
Modern foreign language	4	4	4	3
Latin / Second foreign language	-	-	4 (-,-)	3 (-,-)
History and social studies	-	2	2	2
Geography and economics	2	1	2	2
Mathematics	4	4	3 (4,3)	3 (3,3)
Geometry	-	-	- (1,-)	- (2,-)
Biology and environmental education	2	2	1 (2,1)	2
Chemistry	-	-	- (-,2)	2
Physics	-	1	2	2
Music	2	2	2	1 (1,2)
Arts	2	2	2	2
Technology/Textile work*)	2	2	- (2,2)	- (2,3)
Physical education	4	4	3	3
Compulsory exercise: vocational orientation**)			X	X
Total weekly lessons	28	30	31 (30,31)	31 (32,31)

*) as alternative compulsory subjects

**) as block or as an integral part of instruction of the compulsory subject

There is a wide range of optional subjects and exercises offered on a voluntary basis.

Within the framework of the [Schulautonomie](#) (school autonomy) deviations from the standard timetable may be effected upon a decision of the [Schulgemeinschaftsausschuss](#) (school community committee) (representing teachers, pupils and parents). A reduction of hours in individual subjects makes room for more intensive teaching of other subjects, or for the development of new subjects.

5.13.3. Polytechnische Schule (pre-vocational school)

The curriculum of the [Polytechnische Schule](#) (pre-vocational school) is broken down by subjects. The subjects cover various aspects of real life and provide various types of activities.

For each compulsory subject a core area sets forth essential contents. Additional time is to be spent on strengthening and enhancing the contents or depending on the pupil's ability on acquiring additional skills ("extended contents"). Differentiation is to protect pupils both from being overtaxed or underchallenged.

With all subjects it is important, a logical sequence of the facts presented notwithstanding, that the sub-areas covered are harmonised with other subjects of teaching. In sum total, the sub-areas are designed to cover all age-relevant areas of human life.

The number of weekly hours compulsory for all pupils is 32. Of these, 18 hours are devoted to general compulsory subjects (under autonomy provisions a range from 16-19), and 14 to Alternative Pflichtgegenstände (alternative compulsory subjects) within the subject area (under autonomy provisions a range from 12-16).

Additional German-language tuition is offered to pupils whose mother tongue is not German.

The curriculum contains educational tasks which cannot be assigned directly to individual subjects of teaching, but must be covered in a cross-curricular approach. These contents are referred to as didactic principles and correspond to those at Hauptschule (general secondary school). See **5.4.**

The "early warning system", section 19 (4) Schulunterrichtsgesetz (School Education Act), was extended to cover the entire school year.

Curricula for Polytechnische Schule

School Education Act 1986

5.13.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

See **5.11.4.**

5.13.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.13.5.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

For training in the domain of [kindergartens](#):

- Compulsory subjects: Religious Instruction, German, Modern Foreign Language, History and Social Science, Geography and Economic Theory, Civics, Mathematics, Physics, Chemistry, Biology and Environmental Science, as well as those subjects and compulsory traineeship

periods in the areas of pedagogy, humanities, didactics, music, art, creativity and law which students will need for their work as kindergarten teachers. In addition there are profession-related [Verbindliche Übungen](#) (compulsory exercises), optional subjects, and [Unverbindliche Übungen](#) (optional exercises).

For training in the domain of kindergartens and day-care centres:

- This training provides an increased number of hours per week devoted to pedagogy, didactics, practical exercises and remedial teaching in German, Modern Foreign Languages and Mathematics.

For training in the domain of special kindergarten teaching:

- Compulsory subjects: Religious Instruction, pedagogy, psychology, sociology, basic subjects in the areas of biology and medicine, physiology and pathology, didactics, rhythmic and music education, art, locomotion education, and various practice-oriented subjects. In addition, the courses offer [Verbindliche Übungen](#) (compulsory exercises) and [Unverbindliche Übungen](#) (optional exercises).

For training in "early childhood education", the areas will include physiological bases, didactics, practical implementation, and various exercises and technical events.

5.13.5.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

For work in the area of day-care centres and homes:

- The following subjects are taught during the five year-course in up to 38 hours per week: Religious Instruction, Education science, Special education science, Didactics, Practice work, German, Modern Foreign Language, History and Social Science, Civics and Law, Mathematics, Physics, Chemistry, Biology and Environmental Science, Health-care, Music, Instrument playing, Rhythmic-music education, Art, Handicraft, P.E., [Verbindliche Übungen](#) (compulsory exercises), as well as profession-related optional subjects and [Unverbindliche Übungen](#) (optional exercises). The above applies for the long form at Bildungsanstalten für Sozialpädagogik (training schools for educators), while at [Kollegs](#) (special type of higher-level vocational schools for graduates of other higher-level schools) the general education subjects are reduced, while the specialised theoretical and practical, as well as the didactic subjects, make up for up to 39 hours per week per semester.

For the area of "Special facilities":

- Subjects specific to the profession from the area of special education with a therapeutic focus, as well as practical didactic subjects to the amount of up to 30 hours per week.

5.13.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

Please refer to the sub-sections which follow.

Curricula for Berufsschule

Religious Instruction Act

School Organisation Act

5.13.6.1. Curricula

The curricula contain the following: general provisions, general educational objectives, general didactic principles, teaching principles and joint subjects of [Berufsschulen](#) (part-time compulsory vocational schools), the syllabus, the educational objectives of the individual subjects for the apprenticeable trade(s), the contents of teaching and the didactical principles. The curricula drafted at province level allocate the teaching contents over the individual years. The curriculum drafted at central level is a general framework.

In the following you will find some examples of subjects that have to be contained: Religious Instruction (according to the "Religionsunterrichtsgesetz" (Religious Instruction Act)), German and Communication, vocationally-oriented foreign language, political education, business studies and the theoretical and practical subjects required for the respective apprenticeable trade.

Optional subjects: Religious instruction; Modern foreign language; German; and since 2001/2002 Applied Informatics as a school experiment.

Optional exercise: Physical Activity and Sport

5.13.6.2. Timetable

The number of hours depends on the type and duration of training, e.g.:

- For two-year training programmes: 800 resp. 840 total hours;
- For three-year training courses, the total number of hours is 1,200 resp. 1,260 hours (excluding Religious Instruction); 3 years with 360 teaching units each.
- For 3.5-year training courses: 1,380, 1,440 and, in high-tech professions, 1,560 teaching periods (excluding Religious Instruction); in years one to three, at least 360 periods each; in year four at least 180 periods.
- For four-year courses the total number of hours is 1,620.

5.13.6.3. Further offer

According to § 46 of the "Schulorganisationsgesetz" (School Organisation Act), [Berufsschulen](#) (part-time compulsory vocational schools) are to provide for general, business-oriented, specialised theoretical and specialised practical instruction. The latter is required because several small and medium-sized companies cannot offer specialist training in every required area.

Due to the different backgrounds of pupils, two ability groups may be set up for one business-management subject (accounting) and two specialised theoretical subjects (section 47 "Schulorganisationsgesetz" (School Organisation Act)). In one group the contents to be covered are developed in line with standard achievement levels (average and below-average pupils). The "advanced-level" group is taught contents of higher complexity (above-average performance).

In accordance with § 46 (2) of the "Schulorganisationsgesetz" (School Organisation Act) pupils preparing for the [Berufsreifeprüfung](#) are to be promoted through differentiation during instruction and through optional subjects.

5.13.6.4. Special measures to improve language skills

Measures for students whose mother tongue is not German (classes with a high proportion of migrants) are offered responding to individual needs at school-level. Teaching materials have been developed within the framework of an EEA/EU project. See also [10.7.](#)

Since 1990, a "Vocationally oriented foreign language" (English in most cases) has been a compulsory subject for all apprenticeable trades. "German and Communication" has been a subject of instruction since 1992.

5.13.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium and higher-level technical and vocational schools)

Please refer to the sub-sections which follow.

[ABC der Berufsbildenden Schulen 2009](#)

[Federal Ministry of Agriculture, Forestry, Environment and Water Management](#)

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Economics and Labour](#)

[Act on Federal Schools for Agriculture and Forestry](#)

[Act on Private Schools for Agriculture and Forestry](#)

[School Organisation Act](#)

[School Education Act 1986](#)

School Periods Act 1985

5.13.7.1. Curricula

The curricula contain the following provisions: general educational objectives, educational objectives of the individual subjects and didactic principles (core objectives), the contents of teaching and their distribution over the individual years, and the allocation of class periods per subjects. The subjects which the curricula must compulsorily contain are laid down in the pertaining sections of the "Schulorganisationsgesetz" (School Organisation Act).

The curriculum at [Berufsbildende mittlere Schulen](#) (medium-level vocational schools) and [Berufsbildende höhere Schulen](#) (higher-level vocational schools) is divided into three areas: general education (oriented on languages or science, according to school type), specialised theory (e.g. business management, accounting, basics of electrical engineering) and specialised practice (e.g. workshop, kitchen, service management). The training in specialised theory is complemented by practice-oriented projects and working methods in laboratories, drafting practice, training firms etc.

Due to the combination of these three areas the duration of training at [Berufsbildende höhere Schulen](#) is one year longer than that at [Allgemein bildende höhere Schulen](#) (academic secondary schools). Weekly hours, especially at schools for engineering technology and agriculture, amount to up to 39 hours per week in compulsory subjects (without considering time spent on homework).

In addition, many curricula make provisions for compulsory traineeships in companies during the summer holidays (see above). Remuneration for traineeships is usual, but varies drastically in amount due to a lack of pertaining tariff regulations. Completion of these traineeships is the prerequisite for admission to the final examination or [Reife- und Diplomprüfung](#) (matriculation and diploma examination).

In 2006, the curriculum was amended and the [Unverbindliche Übung](#) (optional exercise) renamed Physical Activity and Sport.

5.13.7.2. Timetable

By comparison with school hours in other countries, the number of weekly school periods in Austria has always been very high. Thus, curricular reforms in 2003 reduced school hours by two weekly periods (for most school types). In addition, school autonomy was increased in order for schools to be able to decide for themselves which subjects to cut. Thus, the weekly hours given in the following are maximum values – there may be deviations at individual schools.

- [Fachschulen](#) (special kind of medium-level secondary schools) for technical subjects: 148 weekly hours distributed over four school years and at least four weeks of compulsory traineeship periods prior to entry into year 4 (during the holidays);
- Fachschule for tourism: 105 weekly hours distributed over three school years and 24 weeks of compulsory traineeship periods before year 3;

- Fachschule für wirtschaftliche Berufe (schools for occupations in the service industries sector): 105 weekly hours distributed over 3 years and four weeks of optional company-based training between year 2 and year 3 (during the holidays);
- Handelsschulen (commercial schools): 93 weekly hours distributed over three years and optional company-based training before year 3 (during the holidays);
- Land- und forstwirtschaftliche Fachschule (schools for agriculture and forestry): the number of weekly hours: depends on the individual course types, e.g. 3-year courses: 32-38 weekly hours each year + a 1-year traineeship;
- [Höhere technische und gewerbliche Lehranstalt](#) (higher-level technical and vocational school): 185 weekly hours distributed over five school years and at least eight weeks of compulsory traineeship periods before entry into year 5 (during the holidays);
- Höhere Lehranstalt for tourism: 175 weekly hours distributed over five years and at least eight months of compulsory traineeship periods before year 5 (during holidays);
- [Handelsakademien](#) (higher-level commercial schools): 158 weekly hours distributed over five years and optional company-based training by the latest before entry into year 5 (during the holidays);
- [Höhere Lehranstalten für wirtschaftliche Berufe](#) (higher-level secondary schools for occupations in the service industries sector) or schools for fashion: 175 or 185 weekly hours distributed over five years and 4-12 weeks of compulsory traineeship between years 3 and 4 (during the holidays);
- [Höhere land- und forstwirtschaftliche Lehranstalten](#) (higher-level secondary schools for agriculture and forestry): 185 weekly hours distributed over five years and 18-22 weeks of compulsory traineeship periods between years 2 and 5 (during the holidays).

5.13.7.3. Special measures to improve language skills

Please refer to the sub-sections which follow.

5.13.7.3.1. Measures for students whose mother tongue is not German:

Minority languages:

In Carinthia, a bilingual [Handelsakademie](#) has been installed for Austrian citizens belonging to the Slovenian minority. At this school, instruction is split equally between German and Slovenian.

Two private medium- and higher-level vocational schools are also run bilingually.

At medium- and higher-level secondary schools in Carinthia, where German is the language of instruction, Slovenian may be run as an optional subject. A separate department at the [Landesschulrat](#) (province school board) for Carinthia has been installed to oversee these schools and the teaching of Slovene as an optional subject.

A law passed in September 1994 requires all public and private medium- and higher-level secondary schools and "Akademien" in Burgenland to offer Croatian, Hungarian and Romanian as optional subjects.

Classes with a high proportion of migrants: language teaching is organised by individual schools within curricular autonomy as necessary (see also [10.7.](#)).

[Act on School Education for Ethnic Minorities in Burgenland](#)

[Minority Schooling Act for Carinthia](#)

[Law on Ethnic Groups](#)

5.13.7.3.2. Foreign-language teaching in general

[School Education Act 1986](#)

Within the technical and vocational education sector high importance is attributed to top-level foreign language training promoting communicative competence (including subject-specific terminology) and intercultural competence. Depending on the type of course and/or special focus up to three foreign languages are offered as compulsory subjects in higher-level vocational schools, and up to two, in medium-level vocational schools.

Additional languages may be offered in the list of optional subjects.

Usually, English is the first foreign language. The range of languages offered as second or third foreign languages differs (owing to school autonomy) and largely depends on local/regional needs, requirements for specific business sectors, students' preferences and availability of teachers.

The establishment of examination centres and the teaching content laid down in the curricula enable many students to acquire international foreign language certificates in the course of their school education.

Many schools use a modern foreign language (English in most cases) as the language of instruction in some classes or individual subjects. At some schools, students use English when presenting and documenting their engineering or diploma projects or taking their orals in technical theory in their [Reife- und Diplomprüfung](#). Bilingual teaching and courses focussing on foreign languages preparing for the world of work are increasingly being introduced.

Activities with business partners abroad and participation in international training firm networks foster the natural use of a foreign language as working language.

In addition, [Berufsbildende mittlere Schulen](#) and [Berufsbildende höhere Schulen](#) (medium-level and higher-level technical and vocational schools) organise work-experience, intensive language-learning weeks and project weeks abroad. Many schools also participate in EU mobility programmes.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.13.8. Kollegs (special type of higher-level vocational school for graduates of other higher-level schools)

The curricula are decreed by the Federal Ministry for Education, the Arts and Culture. The compulsory subjects in the curriculum (including mandatory traineeship) are based on those of the [Berufsbildende höhere Schulen](#) (higher-level vocational schools). Generally, the curriculum will cover only those subjects which were not included in the curriculum of the previously completed higher-level secondary school.

The choice of studies offered inter alia includes: construction technology, chemistry, design, computer science and organisation, electrical engineering/electronics, interior design and wood engineering, plastics and environmental engineering, mechanical engineering, media technology and media management, business engineering, commerce, tourism, service industries, fashion and clothing, with a special focus or specialisation, and nursery school teaching and social pedagogy.

The syllabi of [Kollegs](#) emphasise vocationally-oriented subjects. Students are taught in classes or groups, the curricula set the number of weekly hours. The optional subjects listed in the curriculum may be selected as complementary courses.

ABC der Berufsbildenden Schulen 2009

Federal Ministry for Education, the Arts and Culture

School Organisation Act

5.13.9. Schools and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Federal Law on nursing professions

The subjects of instruction, contents and time-tables are laid down in the relevant training regulations for the health professions (see **5.3.6.**).

The curriculum governing general nurses' training is to serve as an example for curricular provisions in the health care sector:

Theoretical training: 2,000 hours

Subjects: the nursing profession (professional ethics, history of nursing, legal aspects etc.); fundamentals of nursing science and research; patient care; geriatric care; palliative care, home nursing; hygiene and infectious diseases; diet and nutrition; biology, anatomy and physiology; general and special pathology, diagnosis and therapy (including methods of complementary medicine); gerontology, geriatrics and geriatric psychiatry; pharmacology; first aid, radiation safety and safety measures in the event of disaster; nurses' role in health education and promotion; occupational medicine; sociology, psychology, pedagogy and social hygiene; communication, conflict management, supervision and creativity training; structures and establishments of the health care system and nursing management; electronic data processing, nursing informatics, statistics and documentation; legal basics relevant to certified nurses; English for nurses

Practical training: 2,480 hours spent on training in hospital wards and/or other related organisational units, in establishments devoted to inpatient care, or working for institutions providing home nursing services or other health care and social services.

School autonomy (**Schulautonomie**: 120 hours of theoretical or practical training are left up to individual decisions at school level.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.14. Teaching Methods and Materials

Please refer to the sub-sections which follow.

Bildungsforschung in Österreich 2007

Federal Ministry for Health, Family and Youth

Federal Ministry for Education, the Arts and Culture

School Education Act 1986

5.14.1. Hauptschule (general secondary school)

Teachers can make independent, responsible decisions on setting priorities and regarding organisation and structure of the course contents that are to be taught in a school year of [Hauptschule](#). Methodological freedom is limited by certain criteria, such as the level of development and progress of individual pupils and of the class as a whole, the structure of the subject matter, aspects of school organisation and factual requirements (appropriateness of method).

As regards German/mathematics/modern foreign languages, the subject teachers are coordinated by a responsible [Fachkoordinator](#) (subject coordinator) and work out an annual plan, which serves as a basis to make independent decisions concerning classroom presentation, forms of instruction and learning, social forms of classes, use of materials and how to ensure and monitor the success of teaching. In order to facilitate transfers of students from one ability group to another and to improve possibilities of remedial instruction, the coordinating teacher is in charge of fine-tuning the activities of the teachers teaching a compulsory subject. For other subjects, joint planning is desirable.

The methods used are teacher-input teaching, individual, partner and group work, cross-curricular teaching and project-based training and individual work. Individual forms of learning are especially promoted, also with regard to preparing students for life-long learning.

The use of approved textbooks (free of cost), of audio-visual aids and information and communication technology, and a variety of other teaching aids, supports the respective methods.

Ability grouping

The creation of three ability groups for the subjects German/Mathematics/Modern Foreign Language caters to individual strengths and weaknesses or retarded development. Transfer options between the groups take the dynamic development of pupils into account.

General promotion of talents and interests

The [Unverbindliche Übung](#) (optional exercise) "Promotion of talents and interests" is flexible in contents and geared to the school and its resources, and to the needs of the pupils. It may be offered throughout the year, or in an additional course system.

Remedial teaching

Pupils may attend remedial teaching for all subjects, on a voluntary basis or compelled by the teacher, if they are temporarily in need of an additional learning option. Remedial teaching may not exceed a defined number of hours per pupil and year, or week. Remedial teaching may be offered in a course organised parallel to classroom work, as modules, or integrated into classroom instruction.

Pupils with a mother tongue other than German are entitled to a certain number of hours of special remedial teaching in "German for non-German speaking pupils". To this end, the curriculum for German contains a section which refers to special didactic principles.

The remedial classes may take up to twelve hours per week for special-status pupils, and up to six hours per week for regular pupils. Remedial teaching may be carried out parallel to normal classroom work, or as a part thereof. If necessary, remedial teaching in German may be offered throughout the year (see also [10.7.](#)).

Integration

Special educational measures and counselling teachers for pupils showing behavioural abnormalities ([Sonderpädagogischer Förderbedarf](#)) are available.

Further assistance measures are offered by the federal Psychological Educational Counselling Service for Schools ("Schulpsychologie - Bildungsberatung"), the municipal health departments, and the social welfare facilities of the respective district, as well as the school physician.

Federal Ministry for Education, the Arts and Culture

Curricula for Hauptschule

School Education Act 1986

5.14.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

Teachers of [Allgemein bildende höhere Schulen](#) may decide themselves about the use of teaching methods and aids. However, the teaching aids have to correspond to the curriculum of the respective year and have to be adequate for the pupils of that year. (This is automatically the case for the teaching aids approved by the Federal Ministry for Education, the Arts and Culture for classroom use). The school head and the inspectors may give instructions to teachers with regard to the teaching methods used.

During their training, teachers are taught about the variety of existing methods. The new curriculum (in force since September 2000) also expressly stipulates methodological variety as part of the general didactic principles.

Pupils experiencing temporary difficulties in a subject may volunteer – upon recommendation by the teacher – to attend additional remedial instruction. Remedial instruction will be given in all compulsory subjects.

Remedial instruction may be offered in all compulsory subjects to the extent that weekly teaching units are available at the school.

Remedial instruction may be provided in years 1 to 4 for one class, several classes or several schools and is to be assigned to defined compulsory subjects. Remedial classes may be held in all compulsory subjects as courses, as blocks or as an integral part of instruction of the compulsory subject in question. A total of 72 teaching units may be reserved per class and school year for remedial instruction, and 48 teaching units per pupil.

The early warning system according to section 19 (4) SchUG (School Education Act) was extended to cover the entire school year.

Federal Ministry for Education, the Arts and Culture

School Education Act 1986

5.14.3. Polytechnische Schule (pre-vocational school)

According to the freedom of method and adequacy of method laid down by law, the teaching of the subject matters and contents defined in the curriculum is the sole responsibility of the individual teacher.

In particular, the [Polytechnische Schule](#) should take into consideration the following methodological and didactic objectives: spontaneity and independence of work, individualisation and differentiation according to the pupils' interests, emphasis on independent learning, activation of pupils, training of independent thinking, promotion of social co-operation, acquisition of social attitudes and behavioural patterns, pupil-centred and action-oriented of activity and instruction, paving the way for self-organisation of classes. To this end instruction methods oriented towards activities, social interaction and projects, as well as excursions, study visits, as well as work-placement days (weeks) and project weeks may be used.

Teaching aids used include free, approved textbooks, audio-visual media, information and communication technology. Brochures, films and videos made by non-school institutions (chambers, labour office, professional associations, companies) are used to make instruction as near to real life and the labour reality as possible.

Apart from providing differentiated offers for different performance levels and interests through internal and external measures, pupils are to receive effective assistance allowing them to select a specific educational route or future career.

Practice weeks in companies, and action and practice-oriented instruction are an effective tool which facilitates the transition to working life (apprenticeship training).

Pupils are to be prepared for actual employment by involving new technologies (information and communication technologies) in all compulsory subjects, also within the framework of autonomous subjects or subject areas as appropriate.

Special attention is to be placed on the conveyance and development of key skills (self-, social and subject-matter competencies).

Basic vocational training conveys general skills, abilities and qualifications for large occupational fields (groups of related occupations) which may be used in further training and in later life as a broad basis and make a major contribution to vocational orientation.

Curricula for Polytechnische Schule

School Education Act 1986

5.14.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

Essentially, the section concerning the lower cycle of the [Allgemein bildende höhere Schule](#) (academic secondary school) applies (see above).

5.14.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.14.5.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

Theoretical and practical learning interlink. Special training facilities (training kindergarten, associated to the [Bildungsanstalten für Kindergartenpädagogik](#) or kindergarten for training excursions) serve to train students during assistant services and traineeships under the guidance of experienced

kindergarten teachers with special further training for this activity and under the professional guidance of counsellors.

Nursery school teacher training in special-type courses ("Lehrgänge") and [Kollegs](#) (special type of secondary technical and vocational colleges for graduates of other higher-level schools): the above applies, but there is an increased emphasis on self-study periods and training in seminar form.

Upon demand remedial teaching in German, Mathematics and Modern Foreign Language or Music may be provided.

5.14.5.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

At [Bildungsanstalten für Sozialpädagogik](#) (training schools for educators) theoretical and practical training interlinks to qualify the students for their professional aims. Practical training periods are designed to translate socio-educational knowledge into practice. Practice periods are provided under the guidance of specially trained educators and practice teachers.

5.14.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

The different subjects taught at [Berufsschule](#) naturally require a wide range of different methods. Teachers are free to adopt their own methods of teaching (methodological freedom); however, their teaching must be age-oriented, subject-oriented and practically-oriented. Students are to be led to self-reliance and to attaining the best possible achievements in line with their gifts and talents.

"Learning by doing" and modern technologies are not only a matter of course, but the prerequisite of technical and vocational education and training that is up to current day demands. EDP and computer-assisted teaching have a long-standing tradition in this field.

Project-oriented, cross-curricular forms of instruction are being increasingly adopted to promote "holistic thinking".

The curricular negotiations for the apprenticeable trade of a "precision tool grinder" for the first time took up in vocational practice the idea of introducing a subject that is devoted to acquiring practical vocational skills. The subject was named "project practice" and assigned 40 hours. It is held in the last year of schooling. This practice-oriented teaching culture was continued in the new framework curriculum for the apprenticeable trades of "automotive engineer" and "automotive electrician". Other areas of apprenticeship training will follow, e.g. metal technology/engineering.

Involving quality assurance measures, pupils should be able to accomplish specific vocational assignments in "project practice" by drafting, drawing, practically implementing and presenting them in a summary style. This in a way anticipates the practical end-of-apprenticeship examination and familiarises pupils with the notion of a subject-area project, such as is required at higher level for the [Berufsreifeprüfung](#).

More than two thirds of the training at Berufsschule (part-time compulsory vocational school) is devoted to general education subjects (political education, German and communication, vocationally-oriented foreign language etc.), business-management and technical theory subjects.

A maximum of one third of the teaching units is spent in state-of-the art workshops to complement practical, company-based training.

Laptops will be increasingly used at Berufsschulen in Austria as educational tools and in classroom instruction in a meaningful manner. A related pilot project was launched in the school year 2002/2003.

In addition to ability grouping for some subjects (§ 47 Schulorganisationsgesetz, School Organisation Act), implementing legislation (at province level) may stipulate that classes are to be divided into groups for language instruction and practical subjects (§ 51 Schulorganisationsgesetz, School Organisation Act). Moreover, implementing legislation may designate further subjects of instruction in which classes are to be divided into groups. When doing so, the possibility of preparatory courses for the Berufsreifeprüfung (§ 46, para 3, Schulorganisationsgesetz, School Organisation Act) is to be taken into account.

Under the vocational school curricula, remedial instruction may be offered to bridge temporary under-performance or to reach the next higher ability group (8-week courses).

Studienberechtigungsprüfung

Federal Law on 'Berufsreifeprüfung' examinations

Curricula for Berufsschule

School Organisation Act

5.14.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools)

The different subjects taught at [Berufsbildende mittlere Schule](#) and [Berufsbildende höhere Schule](#) naturally require a wide range of different methods. Teachers are free to adopt their own methods of teaching (methodological freedom); however, their teaching must be age-oriented, subject-oriented and practically-oriented. Students are to be led to self-reliance and to attaining the best possible achievements in line with their gifts and talents.

Learning by doing and modern technologies are not only a matter of course, but the prerequisite of vocational and technical training that is up to current day demands. EDP and computer-assisted teaching have a long-standing tradition in this field.

50% of technical theory instruction is taught in laboratories and specially equipped rooms (EDP, training firms). For practical vocational training, schools are equipped with workshops, kitchens etc. Despite the high cost involved, training facilities at the site of the school have been found to be more efficient than dislocated sites. Both technical theory and practical exercises are taught by teachers with business experience.

Project-oriented, cross-curricular forms of instruction are being increasingly adopted to promote "holistic learning". In the final classes of the colleges for technology and agriculture and forestry, student teams work on wide-ranging engineering or diploma projects. The assignments are taken from the respective field and comprise a broad range of tasks: planning, calculating, designing and developing a prototype or preparing a basis for production. A project work on a managerial theme forms a key part of the training at [Handelsakademien](#) (higher-level commercial schools) and [Handelsschulen](#) (commercial schools), and also at [Höhere Lehranstalten für wirtschaftliche Berufe](#) (higher-level secondary schools for occupations in the service industries sector) and schools for tourism. These projects are mostly carried out in close cooperation with the regional economy.

At some higher-level technical schools and schools for agriculture, applied research institutes have been set up, where teachers from the relevant school also work. These institutes receive their commissions from business and industry thus achieving a positive impact on both the quality of teaching and the work of the institute.

The successful concept of practice firms, which has been tested for several years, is anchored in the curricula for commercial and business schools and higher-level secondary schools for agriculture and forestry. In other school types, practice firms are established on a voluntary basis or within a compulsory subject taught on the basis of [Schulautonomie](#) (educational autonomy). In a practice firm, the enterprise workflow is simulated in a realistic way. The firms are organised in departments dealing with personnel, secretarial services, marketing, sales, controlling, auditing, accounts, logistics, etc. The students rotate jobs in the various departments where they carry out the specific tasks.

Different types of knowledge and skills are used in an integrative approach. In addition to imparting entrepreneurship knowledge, practice firm modules aim at teaching internal procedures and relationships between businesses in a cross-curricular, task- and problem-oriented, pupil-centred way using state-of-the-art communication technology. International practice firm networks and fairs provide ample opportunity to experience different business cultures. Students act as responsible managers and employees and develop entrepreneurial skills, whilst the teachers assume the role of (business) consultants and team members. More than 70 per cent of the practice firms cooperate with real businesses who offer their support. In commercial and business schools, there is a "practice firm link" (in the curriculum) to link the other subjects to the practice firm.

Participation in the existing network of domestic and international practice firms also affords a good opportunity to practise foreign languages in a professional context. To support nearly 1,000 practice firms, the Austrian Centre for Training Firms (ACT) was set up in 1993 to provide online access to the authorities and institutions as necessary for the practice firms. It is a coordinating centre for Austrian practice firms and serves as a tie between the national and international networks of practice firms (EUROPEN PEN International) and as a hub of innovation and further development of the practice firm concept.

Special training institutions exist for mentally and physically handicapped persons. Within the technical and vocational education sector, there are few attempts to integrate handicapped persons because of the hazards involved in practical training. However, one vocational school in Vienna does run an integration project. This establishment runs a [Handelsschule](#) (commercial school), a [Handelsakademie](#) (higher-level commercial school) and a higher-level secondary school for information technology and

for business and engineering, as well as [Fachschulen](#) (special type of medium-level secondary schools) for leather design and mechanical engineering.

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry of Economics and Labour

Act on Federal Schools for Agriculture and Forestry

Act on Private Schools for Agriculture and Forestry

School Education Act 1986

5.14.8. Inclusion in schools and at work

In 2003, an amendment to the Vocational Training Act ("Berufsausbildungsgesetz") introduced inclusive vocational training within the dual system ([Duales System](#)). Building on comprehensive preparatory work on part of the social partners (management and labour), the amendment has created a flexible model which offers people who are at a disadvantage on the labour market the opportunity to acquire partial vocational qualifications.

Inclusive vocational training is available to the following groups of people:

- persons who had (diagnosed) special educational needs ([Sonderpädagogischer Förderbedarf](#)) towards the end of their compulsory schooling and who were, at least in part, taught according to the curriculum of [Sonderschule](#) (special school);
- persons who have not completed [Hauptschule](#) (general secondary school) or who were marked "Insufficient" in one or more subject(s) during their final year of Hauptschule;
- "disabled persons" as defined by federal and province legislation on the employment of people with disabilities ("Behinderteneinstellungsgesetz");
- persons who are not likely to find an apprenticeship training place in the near future owing to personal factors (estimations concerning their likelihood of finding a place being based on previous career guidance measures and attempts to find an apprenticeship training place).

Within the framework of inclusive vocational training, apprentices may be given an extra year (or, in exceptional cases, two more years) to complete their training. Alternatively, they may also acquire marketable partial qualifications in one or more apprenticeable trade(s).

Inclusive vocational training is supported by the Vocational Training Assistance Board ("Berufsausbildungsassistenz").

Vocational Training Act

5.14.9. Schools and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Federal Law on nursing professions

Training for health professions requires mandatory attendance in theoretical and practical courses. The pertinent training regulations for health professions (see 5.3.6.) lay down the details of the methods of teaching etc. As regards the training at schools for nurses, the "Gesundheits- und Krankenpflege-Teilzeitausbildungsverordnung" (Ordinance on part-time training for nurses) has enabled part-time training to be organised as of November 2006: part-time training programmes may be held and electronically supported forms of teaching and learning are permitted on certain conditions. For the training for therapeutic massage practitioners ("Heilmasseur"), the use of electronically supported forms of teaching and learning may also be permitted on certain conditions.

The educational principles which govern the training for nurses are shown below as an example for general training methods in the health care sector.

Training at schools for nurses is guided by the following educational principles:

- 1) Instruction is based on methodological variety, practical orientation, demonstration, student self-reliance and responsibility. Promoting a fundamental understanding of crucial educational contents is to be considered more important than broad, superficial knowledge acquisition.
- 2) Social learning is to be encouraged in all subjects by conveying communicative skills, by promoting self-reliance as well as tolerant behaviour, and by putting students in the position to develop independent strategies for problem-solving (i.a. by teaching them to make optimal use of all available resources). This educational process has to be organised in a way which allows active participation on part of the students during the entire training programme.
- 3) Students shall be endowed with a sense of equality and a responsible approach towards their colleagues, and encouraged to treat all human beings with respect. (This, of course, also implies the promotion of gender equality.)
- 4) Tension and problems which may arise owing to the nature and structure of the professional field are to be discussed in order to put students in the position to constructively deal with work-related problems.
- 5) Students are to be endowed with a sense of self-awareness which is supposed to help them develop a professional outlook that is marked by innovation, utmost tolerance, acceptance and open-mindedness towards the diverse socio-cultural backgrounds they will be confronted with in their work.
- 6) Instruction is to be complemented by additional school activities (e.g. study trips) which are to help students develop a basic understanding of the complex interfaces between health-related, social, economic, political and cultural spheres.

7) Practical training is to be based on continuity in order to allow students to monitor and experience the results of their care. Feedback processes and retrospective analyses are to support positive assimilation of practically acquired knowledge.

8) Training is also to include a relevant share of interdisciplinary teaching, seminars and project-based training; it is to react to current developments in the nursing sector and to incorporate a variety of teaching materials (including a comprehensive range of literature), which are to cater to and deepen individual students' interests and to endow students with the capability to perceive, deal with and solve complex problems on their own.

9) The curriculum provides a basis for training measures which allows nursing educators to react to new nursing-related, medical, social, economic and cultural developments.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.15. Pupil Assessment

Please refer to the sub-sections which follow.

Ordinance on Performance Evaluation

School Education Act 1986

5.15.1. Hauptschule (general secondary school)

Performance assessment

Performance assessments are designed to facilitate evaluation and should be spread in a regular fashion over the evaluation period (one semester).

Forms of performance assessments used at [Hauptschule](#):

- observation of classroom participation,
- oral assessments (examinations and exercises),
- written assessments (tests, dictations),
- practical performance assessments,
- graphical performance assessments.

Evaluation of performance

Teachers are held to make unbiased, just evaluations with a view to independent work, acquisition and application of the subject matter, homework regularity, and self-reliance.

The following marks are used to evaluate the performance of pupils: Very good (1), Good (2), Satisfactory (3), Sufficient (4), Insufficient (5).

Behaviour at school is evaluated until 7th grade by the assembled teaching staff (class council) upon a proposal of the [Klassenvorstand](#) (class head teacher). The following marks exist: very satisfactory, satisfactory, little satisfactory, not satisfactory.

When evaluating performance at the end of the year, the teachers must consider all achievements made by the individual pupils, with the most recent performance bearing the largest weight.

The end-of-year report (in year 4: end-of-year and final report) contains the statement – if the pupil has made the progress prescribed in the "Schulunterrichtsgesetz" (School Education Act) – that the pupil has completed the year with distinction, or successfully.

The parents are informed by an end-of-term report at the end of the first term, by an end-of-year report at the end of each year, through personal communications, on the two meet-the-teacher days, and in individual meetings at parental request.

The performance of pupils having been admitted as special-status pupils due to their language deficiencies shall be evaluated with consideration of their language problem.

5.15.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

Performance assessments should be generally spread evenly over the evaluation period.

Forms of performance assessment used at [Allgemein bildende höhere Schule](#):

- observation of classroom participation,
- oral assessments (examinations and exercises),
- written assessments (tests, dictations),
- practical performance assessments,
- graphical performance assessments.

Summarily speaking, the pupils' individual knowledge in the individual subjects is evaluated by the teacher. The evaluation scale knows 5 grades (1 - very good to 5 - insufficient). See above.

The teachers must inform the pupils and the parents about the general evaluation policy they use for feedback and performance assessment in an adequate manner.

5.15.3. Polytechnische Schule (pre-vocational school)

Performance assessment and grading at [Polytechnische Schule](#) follow the same regulations which also govern Hauptschule (see above).

5.15.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

For information on general performance assessment and grading please refer to the remarks on [Allgemein bildende höhere Schule](#) / lower cycle (see above). For information on the [Reifeprüfung](#) (matriculation examination) see [5.17.4.](#)

5.15.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.15.5.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

In general, the provisions of the "Schulunterrichtsgesetz" (School Education Act) and the "Leistungsbeurteilungsverordnung" (Performance Assessment Ordinance) regulate examinations, the distribution of responsibility, the role of the teachers, the staff council and the parents' advisory board. There is, however, additional counselling by kindergarten teachers, in particular with a view to practical training in training nursery schools.

5.15.5.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

The provisions of the "Schulunterrichtsgesetz" (School Education Act) and the "Leistungsbeurteilungsverordnung" (Performance Assessment Evaluation) apply. In addition, practice periods are used by practice teachers or educators to observe and counsel the student. In this way, potential educational deficits may be detected and corrected.

5.15.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

Students attending [Berufsschule](#) are evaluated through continuous monitoring of progress and in written, graphic, practical or oral tests. The examinations and assignments are prepared and evaluated by the class teacher. As for all other school types, the provisions governing evaluation are laid down in the pertinent "Leistungsbeurteilungsverordnung" (Performance Assessment Ordinance).

Graphic, practical or combined forms of evaluation are more frequent in technical and vocational than in general education.

Different provisions apply to apprentices during practical training in industry. They are evaluated by a trainer. Large companies with separate apprentice workshops often use examination and evaluation systems which are similar to those used by schools.

Berufsschule (part-time compulsory vocational school) leavers receive a school-leaving certificate after having successfully completed the last year, which dispenses them from the theoretical end-of-apprenticeship examination in accordance with § 23 (8) of the "Berufsausbildungsgesetz" (Vocational Training Act).

[Vocational Training Act](#)

5.15.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen as well as Kollegs (medium-level and higher-level technical and vocational schools and special type of secondary technical and vocational college for graduates of other higher-level schools)

Students are evaluated through continuous monitoring of progress and in written (school tests and assignments), graphic, practical or oral forms of assessment (e.g. oral exams). The examinations and assignments are prepared and evaluated by the class teacher (also for the final examinations and [Reife- und Diplomprüfung](#) (matriculation and diploma examination)). As with other school types, the provisions governing evaluation are laid down in the pertinent "Leistungsbeurteilungsverordnung" (Performance Assessment Ordinance).

Graphic, practical or combined forms of evaluation are more frequent in technical and vocational than in general education.

5.15.8. Schools and other training institutions for health professions

The pertinent training regulations for the health professions (see [5.3.6.](#)) lay down in detail the assessment of theoretical and practical training and the assessment grades.

The training of nurses is to serve as an example for the health professions:

- Assessment of subjects of instruction (theoretical training):
Very good (1), Good (2), Satisfactory (3), Sufficient (4), Insufficient (5).
- Assessment of practical training:
With distinction, with success, pass, fail.

Similar provisions apply to performance assessment with other health professions.

5.16. Progression of Pupils

Please refer to the sub-sections which follow.

School Organisation Act

School Education Act 1986

5.16.1. Hauptschule (general secondary school)

A pupil of [Hauptschule](#) is entitled to promotion to the next year if he/she has successfully completed the previous year, i.e. if the end-of-year report shows grades for all compulsory subjects and none of them contains the grade "Insufficient".

The staff council may decide, however, to promote the pupil in spite of an "Insufficient", if his/her end-of-year report of the preceding year did not show an "Insufficient" for the same subject, and if the rest of his/her performance is such that his/her successful participation in the next year's instruction is to be expected.

Pupils with an "Insufficient" in a compulsory subject with ability grouping, and who are in an ability group other than the lowest one, are entitled to promotion to the next year, but will be grouped in the ability group below their previous one for the respective subject.

[Wiederholungsprüfung](#) (examination resit)

At the beginning of the subsequent school year a pupil may resit for an examination in one or two compulsory subjects, if the end-of-year report contains an "Insufficient" for compulsory subjects without ability grouping, in the lowest ability group, or in the 4th year of Hauptschule (general secondary school) in each of the ability groups.

Transfer to another ability group (in the subjects German, Mathematics, Modern Foreign Language)

A transfer to the next higher ability group shall be effected, if on the grounds of the pupil's previous performance it may be expected that he/she will probably be able to meet the higher demands. A transfer to the next lower ability group shall be effected, if the pupil will receive or received an "Insufficient".

The decision on transfers during the school year is taken by the teacher, or – if this involves a change in grouping – the school head upon a proposal of the teacher. The staff council decides on transfers for the coming year.

A transfer from Hauptschule to the lower cycle of a [Allgemein bildende höhere Schule](#) (academic secondary school) may be effected without an admission examination, if the pupil satisfies the performance criteria laid down in the "Schulorganisationsgesetz" (School Organisation Act); failing which he/she shall pass an admission examination.

5.16.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

Pupils attending [Allgemein bildende höhere Schule](#) with an end-of-year report showing evaluation in all compulsory subjects and without an "Insufficient" are entitled to promotion to the next higher year.

Students who are graded "Insufficient" in a compulsory subject at the end of a year they have repeated are nevertheless considered to have successfully completed the respective year if they were graded at least "Satisfactory" in that same subject the previous year.

If the end-of-year report shows an "Insufficient" in one or two compulsory subjects, the pupils may sit for a [Wiederholungsprüfung](#) (examination resit) at the beginning of the subsequent school year.

The staff council may, however, decide that a pupil is entitled to move on to the next higher year in spite of an "Insufficient", if his/her performance in the other compulsory subjects is such that he may be expected to succeed in the next year. Such a decision is not possible, if the pupil had an "Insufficient" for the same subject in the preceding end-of-year report.

In the event of two "Insufficient" marks, the pupil may resit the examinations in those two subjects. If both examination resits are successful, the pupil may be promoted. If he fails one of the two, the staff council decides on the promotion.

If both examination resits are failed, the pupil is not entitled to move on to the next higher year. These pupils may repeat the respective year; repeats are limited by the statutory maximum duration of attendance at an eight-year Allgemein bildende höhere Schule (academic secondary school) (10 years).

For information on educational guidance services please refer to [2.7.3.](#) and [5.18.](#)

5.16.3. Polytechnische Schule (pre-vocational school)

Successful completion of [Polytechnische Schule](#), which offers one-year training for students in their last year of compulsory education (year 9), qualifies pupils for admission to the dual vocational training system (apprenticeship training), for a transfer to an [Allgemein bildende höhere Schule](#) (academic secondary school), a [Berufsbildende mittlere Schule](#) (medium-level technical and vocational school) or a [Berufsbildende höhere Schule](#) (secondary technical and vocational college).

Compulsory Schooling Act 1985

5.16.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

The same regulations which also govern the [Allgemein bildende höhere Schule](#) lower cycle apply (see above).

5.16.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.16.5.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

In general, the provisions of the "Schulunterrichtsgesetz" (School Education Act) and the "Leistungsbeurteilungsverordnung" (Performance Assessment Ordinance) regulate examinations, the distribution of responsibility, the role of the teachers, the staff council and the parents' advisory board. There is, however, additional counselling by kindergarten teachers, in particular with a view to practical training in training nursery schools.

5.16.5.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

The provisions of the "Schulunterrichtsgesetz" (School Education Act) apply.

5.16.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

The pertaining provisions apply to all types of schools.

5.16.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools)

A pupil is entitled to promotion to the next year if he/she has successfully completed the previous year, i.e. if the end-of-year report shows grades for all compulsory subjects and none of them contains the grade "Insufficient".

The staff council may decide, however, to promote the pupil in spite of an "Insufficient", if his/her end-of-year report of the preceding year did not show an "Insufficient" for the same subject, and if the rest of his/her performance is such that his/her successful participation in the next year's instruction is to be expected.

Examination resits

If the end-of-year report shows an "Insufficient" in one or two compulsory subjects, the pupils may sit for a [Wiederholungsprüfung](#) (examination resit) at the beginning of the subsequent school year.

The pertaining provisions apply to all types of schools

The curriculum for the first grade of the [Fachschulen](#) (special kind of medium-level secondary schools) is designed to allow transition after one year from a Berufsbildende mittlere Schule (medium-level technical and vocational school) to a Berufsbildende höhere Schule (secondary technical and vocational college). For a transition at any later date, examinations must be passed in a number of subjects. It is relatively easy to change from a Berufsbildende höhere Schule to a Berufsbildende mittlere Schule (in most cases on the grounds of underachievement).

Dropouts from [Berufsbildende mittlere Schulen](#) and [Berufsbildende höhere Schulen](#) often change over to the apprenticeship system provided they find a training place in an enterprise (contract). Credits are given for school-based training according to the provisions of the "Berufsausbildungsgesetz" (Vocational Training Act).

[Vocational Training Act](#)

5.16.8. Kollegs (special type of secondary technical and vocational college for graduates of other higher-level schools)

Promotion to the next higher semester is not possible if one or several compulsory subjects were not assessed, or negatively assessed. Students may attend the courses of the next higher semester, but get credits only after taking and passing the missing examinations.

Individual or all compulsory subjects may be repeated, in which case only compulsory subjects with previous negative assessment or non-assessment will be assessed.

[Kollegs](#) finish with a Diplomprüfung (diploma examination).

5.16.9. Schools and other training institutions for health professions

[Federal Ministry for Health, Family and Youth](#)

[Federal Law on nursing professions](#)

The principles which govern nurses' training are described as an example of promotion and examination regulations in the health care sector:

All exams or exam parts that are marked "Insufficient" may be repeated once with the same teacher. Exam resits are also possible during the first two weeks of the following year of training or four weeks prior to final diploma examinations (Diplomprüfung). Each year of training may be repeated under certain circumstances, but no more than once.

In the course of diploma examinations, a maximum of two exam parts of the oral diploma examination or the practical diploma examination or one exam part of the oral diploma examination and the practical diploma examination may be repeated once.

Persons who have successfully completed two years in a training course for certified nurses may be admitted to the final exams of the "Pflegehilfeausbildung" (training programme for care assistants) without their having to complete any additional training.

Furthermore, practical training and exams which have been successfully completed within the framework of a training course for certified nurses may count towards a "Pflegehilfeausbildung" (training programme for care assistants) if they are equivalent to corresponding practical training/exams of the "Pflegehilfeausbildung".

Similar provisions apply for the training routes in the other health professions.

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

5.17. Certification

Please refer to the sub-sections which follow.

School Organisation Act

School Education Act 1986

5.17.1. Hauptschule (general secondary school)

At the end of the 4th year of [Hauptschule](#), pupils who have successfully completed that year receive an end-of-year cum final report. This report is a prerequisite for admission to secondary higher-level general schools, [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges), or for further professional activities.

At the end of grade 9, a pupil has fulfilled the compulsory schooling requirements. He/she may, however, for the purpose of successfully completing the 4th year of Hauptschule (general secondary school), volunteer for a 10th school year.

Compulsory Schooling Act 1985

5.17.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

At the end of the lower cycle of [Allgemein bildende höhere Schule](#) (academic secondary school) pupils do not receive a final certificate; they receive an end-of-year report. Compulsory schooling lasts for nine years and is therefore not completed. The pupil either continues to attend the upper cycle of an Allgemein bildende höhere Schule, or transfers to another school type.

5.17.3. Polytechnische Schule (pre-vocational school)

In case of successful completion of the [Polytechnische Schule](#) (pre-vocational school) (i.e. no compulsory subject must have been assessed "Insufficient") the pupils are given an end-of-year report cum final certificate. Failing which, the pupil receives only an end-of-year report.

The end-of-year report cum final certificate also bears a statement confirming the completion of nine years of schooling. This entitles the pupil to take up an apprenticeship.

Pupils having entered the pre-vocational year after failing the fourth year of [Hauptschule](#) (general secondary school) or of [Allgemein bildende höhere Schule](#) (academic secondary school) may acquire a leaving certificate for the 8th year of schooling.

Compulsory Schooling Act 1985

5.17.4. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

Allgemein bildende höhere Schule (academic secondary school) (as any other higher-level secondary school) concludes with the school-leaving examination [Reifeprüfung](#) (matriculation examination) ("Matura"). Graduates who have successfully passed the Reifeprüfung and have acquired the school-leaving certificate are called "Maturanten".

The school-leaving certificate attests the qualification to enter university ([Allgemeine Universitätsreife](#)).

All candidates who have successfully completed the last school year or have at maximum one "Insufficient" in a compulsory subject, are entitled to sit at the first date of the Reifeprüfung (within the last ten weeks of the school year).

In Austria, the school year 1992/93 saw a reform which changed the examination mode of the Reifeprüfung at [Allgemein bildende höhere Schulen](#) as follows:

Now, the candidates not only have an element of choice with a view to the subjects, but also to the form of examination. A preliminary examination taking the form of a specialised paper ("Fachbereichsarbeit") may reduce the main examination to 3 written and 3 oral parts, one of which has to relate to the subject chosen for the specialised paper. An additional question refers to this paper. If the candidate chooses not to do the specialised paper, the following choice remains:

- 3 written and 4 oral parts (one of which constitutes an oral specialist-topic examination)
- 4 written and 3 oral parts (one of which constitutes an oral specialist-topic examination)

There are three variants of the specialist-topic examination: it may either be interdisciplinary, specialised or complementary. In the first case the question is "composed" of two exam areas, in the

second case the question relates to a specialist elective compulsory subject, in the third case another compulsory or elective subject is chosen in addition to a compulsory subject.

An example:

A candidate has to pass four examination parts and opts for the interdisciplinary variant. The subjects are German, History and Social Science, English and Mathematics. Each of the parts comprises one of two questions relating to important areas of the subject matter taught in the upper cycle, and one special question. That question relates to a limited area agreed upon by the examiner and the candidate at the beginning of the 2nd semester. The special question is more exacting and requires a higher degree of in-depth knowledge and skills. Since this candidate, in agreement with the examiners, has opted for an interdisciplinary question relating to the areas German and History and Social Science, the additional question asked relates to a topic linked to both subjects. In the event of a specialised exam that additional question would have to relate to the elective compulsory subject corresponding to one of the examination parts. (Example: examination part History and Social Science, additional question relating to the elective compulsory subject "History and Social Science, Civics and Law").

The specialised paper provides pupils with experience in preliminary forms of scientific work and thereby prepares them for university in an area hitherto neglected. From the contents point of view the paper requires the pupil to demonstrate his/her ability – on the basis of general education – to arrive at in-depth insights and synthesise an area of knowledge.

Structuring the examination area into core and special areas, as well as differentiating between specialist and interdisciplinary questions, underlines the complex nature and interdependency of subjects. The socially relevant connection between general knowledge and expert knowledge is reflected in the new form of the Reifeprüfung.

Making examinations more flexible and putting the emphasis on the presentation of insights rather than just "testing" the retrieval of stored facts, shifts them rather towards "discussions", while minimising the traditional gap between teachers and pupils, since the examiners themselves are challenged with treading new grounds and treating new topics.

School Education Act 1986

5.17.5. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.17.5.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

For training in the area of [kindergarten](#) (nursery school): [Reife- und Diplomprüfung](#) (matriculation and diploma examination) for kindergarten

For training in the area of kindergarten and day-care centres, and kindergarten and early childhood education: Reife- und Diplomprüfung for kindergarten

For training in the area of "Special kindergarten and early furtherance": Reife- und Diplomprüfung for special kindergarten and early furtherance

Certification takes the form of the above-mentioned [Kolleg](#) courses and other related programmes ("Lehrgänge") for nursery school teachers end with a Diplomprüfung (diploma examination).ed diplomas, which are accompanied by explanatory supplements in English language (conforming to EU standards). 5-year courses end with a Reife- und Diplomprüfung (matriculation and diploma examination), whereas.

5.17.5.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

For work in the area of day-care centres and homes: [Reife- und Diplomprüfung](#) (matriculation and diploma examination) for educators

For work in the area of "Special Facilities": Diplomprüfung (diploma examination) for special educators

5.17.6. Berufsbildende Pflichtschule / Berufsschule (part-time compulsory vocational school)

a) [Berufsschule](#) (part-time compulsory vocational school): after having successfully completed the last year, students receive a school-leaving certificate which dispenses them from the theoretical end-of-apprenticeship examination in accordance with § 23 (8) of the "Berufsausbildungsgesetz" (Vocational Training Act).

b) Apprenticeship training: The end-of-apprenticeship examination is taken in front of a board of examiners which consists of a chairman and two examiners. A school-leaving certificate from a Berufsschule dispenses students from the theory part of the end-of-apprenticeship examination.

Having passed the end-of apprenticeship examination, leavers qualify as skilled workers, craftsmen, commercial assistants etc.

Persons who have completed training within the dual system ([Duales System](#)) have the possibility to acquire university entrance qualifications by means of second-chance education. They may attend

[Allgemein bildende höhere Schulen](#) (academic secondary schools) for working adults and take a special type of matriculation examination ("Externistenreifeprüfung") leading to university entrance qualifications ([Allgemeine Universitätsreife](#)). Alternatively, they have the possibility to take university entrance examinations ([Studienberechtigungsprüfung](#)), in which case university access is limited to a specific field of studies. At [Fachhochschule](#) institutions, applicants are only admitted to areas related to previous apprenticeship training, unless they take additional entrance exams.

The permeability of the educational system was further strengthened in 1997 with the adoption of the [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university). Leavers of the apprenticeship system, graduates of medium-level technical and vocational schools of at least three years' duration, of schools for nurses and paramedical schools may now obtain access to university, after passing this special matriculation examination. This examination is held in four partial examinations, German, Mathematics, Modern Foreign Language, area of specialisation (minimum age for the first examination is 17 years. The minimum age for passing the last examination is 19 years) either on one day or in portions at a higher-level secondary school. The passing of the [Berufsreifeprüfung](#) does not entail professional qualifications.

[Vocational Training Act](#)

[Federal Law on 'Berufsreifeprüfung' examinations](#)

[School Organisation Act](#)

5.17.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium-level and higher-level technical and vocational schools)

Please refer to the sub-sections which follow.

[Titel in Österreich](#)

[Vocational Training Act](#)

[Federal Law on 'Berufsreifeprüfung' examinations](#)

[Industrial Code 1994](#)

[School Organisation Act](#)

[Industrial Code 1994](#)

Act on Vocational Training for Agriculture and Forestry - Federal Basic Act on Berufsschulen for Agriculture and Forestry

5.17.7.1. Berufsbildende mittlere Schulen (medium-level technical and vocational schools):

To complete a study course successfully, students must have been positively assessed in all compulsory subjects laid down in the curriculum in all grades and in all subject-matters examined in the final examination.

Exception: One-year and two-year technical and vocational schools and three-year [Fachschulen](#) (special type of medium-level secondary schools) for social occupations do not have a final examination. They end with completion of the last year.

Final examinations: are officially recognised examinations in front of a board of examiners chaired by a representative of the school authorities, (written, graphic/ practical and oral exams comprising general education fields and specific project work, general, specific project work, oral part).

According to the "Berufsausbildungsgesetz" (Vocational Training Act) the final examination provides access to professions and trades that normally require specific apprenticeship training. The requirements to practise a trade are laid down in the "Gewerbeordnung" (Trade Regulations Act).

A certificate issued by a Berufsbildende mittlere Schule of 3 to 4 years' duration upon successful completion of training is considered to be a certificate within the meaning of Article 11 b) Directive 2005/36/EC on the recognition of professional qualifications.

Graduates of [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and students who have completed training within [Duales System](#), the dual system (compulsory vocational school/ [Berufsschule](#) and company-based training) may qualify for university enrolment through second chance education: at schools for working adults, in add-on courses or by passing a [Studienberechtigungsprüfung](#) (university entrance examination) offering restricted access to their specialist fields, or [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university). Graduates may also take up studies in their field at a [Fachhochschule](#) (university-level study course providing a scientifically based vocational education); additional examinations may be required.

5.17.7.2. Berufsbildende höhere Schulen (secondary technical and vocational colleges):

To complete a study course successfully, students must have been positively assessed in all compulsory subjects specified in the curriculum in all grades and in all subject-matters examined in the [Reife- und Diplomprüfung](#) (matriculation and diploma examination).

In some training courses the practical vocational subjects are completed with preliminary examinations at the end of grade 12 (year 4).

Reife- und Diplomprüfung:

a public examination (state-recognised) in front of a board of examiners, chaired by a school authority official, comprising project work/project-orientated work forms, written and oral exams in general education fields and technical theory; provides university access and professional qualifications.

- e.g. at [Höhere technische und gewerbliche Lehranstalt](#) (Reife- und Diplomprüfung with other school types is similarly structured according to the aims of the training).
 - 3 written examinations: German or Modern Foreign Language; Applied Mathematics or Technical Theory; 35-hour (written) project work or Diplomarbeit (special diploma project).
 - 3 oral examinations: in a general education subject; and a subject of special focus (project, Diplomarbeit).

In the final year of a berufsbildende höhere Schule, students have to carry out a project work or special diploma project within and outside school hours. It must be related to current problems specific to the economy and the sector. Many of these projects are conducted in co-operation with business and industry, under the supervision of experienced teachers. This concept has proved particularly beneficial, as not only relevant experience has been gained, but often the first contacts were made for subsequent employment.

The students get the opportunity to supply evidence of their competence in the respective field, their presentation skills, their foreign language proficiency and the ability to draft the relevant support and information material. A presentation with detailed explanation of the project is part of the orals within the Reife- und Diplomprüfung ("defence of the project work or diploma project") at all [Berufsbildende höhere Schulen](#).

Education at Berufsbildende höhere Schulen (secondary technical and vocational colleges) leads to a double qualification. Graduates may take up university studies, and they become authorised to practice a certain trade or use a title pursuant to the Ingenieurgesetz ("Engineer Act"), and to run a business after several years of practical experience. Access to the restricted trades is also subject to pertinent regulations.

Courses at Austrian berufsbildende höhere Schulen (higher vocational schools), including special types, are considered to be diploma level according to Directive 2005/36/EC (Art. 13(2) subparagraph 3 and Annex III). Certificates thus constitute a diploma within the meaning of Article 11 c) Directive 2005/36/EC. As is expressly mentioned in the Directive, the holder of a diploma certifying completion of such training should be permitted access to a regulated profession in a Member State where access is contingent upon possession of a diploma certifying successful completion of higher or university education of (up to) four years' duration.

Graduates of the [Höhere land- und forstwirtschaftlichen Lehranstalten](#) attain qualifications for agricultural occupations as laid down in the "Land- und forstwirtschaftliches Berufsausbildungsgesetz" (Vocational Training Act for Agriculture).

After three years of professional work in their field, graduates of (most) "Höhere technische und gewerbliche Lehranstalten" and the "Höhere land- und forstwirtschaftlichen Lehranstalten" are entitled to carry the protected title of an "Ingenieur" (professional title).

Owing to special legal provisions, the specialist knowledge and skills of graduates of a Berufsbildende höhere Schule may be credited to any subsequent studies at a [Fachhochschule](#).

5.17.8. Kollegs (special type of secondary technical and vocational colleges for graduates of other higher-level schools):

The [Kolleg](#) course ends with a Diplomprüfung (project-oriented in specialist subjects; the Diplomprüfung is taken only in those subjects and contents, which have not already been completed previously in secondary education).

Diplomprüfungen are public examinations taken in front of a board of examiners, which is chaired by a representative of the school authorities. The provisions governing examinations at secondary technical and vocational colleges [Reife- und Diplomprüfung](#) apply analogously.

5.17.9. Schools and other training institutions for health professions

Please refer to the sub-sections which follow.

[Federal Law on nursing professions](#)

[Federal Law on nursing professions](#)

[Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"](#)

[Federal Law on nursing professions](#)

[Federal Law on clinical and therapeutic masseurs](#)

[Federal Law on emergency medical technicians](#)

[Federal Law on clinical assistants and health care support workers: "MTF-SHD-G"](#)

5.17.9.1. Health and nursing schools (schools for general nurses, schools for paediatric nurses, schools for psychiatric nurses):

After successful completion of three years of training, students have to take a Diplomprüfung (diploma examination) in front of a board of examiners at the end of year three. Persons who pass this exam are to be issued a diploma which lists their exam results and relevant professional titles.

5.17.9.2. Training for certified nurses

To give an example of related procedures in the health care sector, the steps leading to certification in the nursing sector will be described in the following:

The Diplomprüfung (diploma examination) consists of:

- 1) a specialised paper ("Fachbereichsarbeit")
- 2) a practical diploma examination
- 3) an oral diploma examination.

Ad 1) "Fachbereichsarbeit": In year three, every student has to write a paper on a specialised topic relevant to his/her professional field. Students are free to choose their individual topics, which, however, have to be authorised by the responsible school head before the students can begin their work. If students fail to suggest a topic of their own, they are assigned topics by their school heads no later than four months prior to their oral diploma examination. School heads determine the minimum and maximum lengths of individual "Fachbereichsarbeiten". Though students write their papers under the supervision of nursing educators, their work should clearly reflect their own independent efforts. Students have to submit their papers to their supervisors for assessment four weeks prior to the first possible date for their oral diploma examinations (at the latest).

Ad 2) Practical diploma examination: The practical diploma examination is to immediately follow a student's successful completion of an internship period preliminary to diploma examinations. Practical examination takes place in the presence of a nursing educator who is also a member of the "Diplomprüfungskommission" (board of examiners) and another member of the "Diplomprüfungskommission". The practical exam is based on real-life nursing situations and patient care. Exact examination procedures are subject to internal school regulations.

Ad 3) Oral diploma examination: The oral diploma examination consists of three constituent exams which have to be taken in front of a board of examiners ("Diplomprüfungskommission").

In the field of general nursing, these three constituent exams cover:

- nursing and palliative care
- geriatric care and home nursing
- health education and promotion, structures and establishments of the health care system, and nursing management.

In the field of paediatric nursing, the three constituent exams cover:

- paediatric nursing and palliative care
- paediatric care in times of crisis and paediatric home care
- health education and promotion, structures and establishments of the health care system, and nursing management.

In the field of psychiatric nursing, the three constituent exams cover:

- nursing, structures and establishments of health care and social services, and nursing management
- psychiatric nursing and sociology, psychology, pedagogy and social hygiene

- gerontology, geriatrics and geriatric psychiatry, as well as geriatric and palliative care.

In addition to the above-mentioned subjects, students are also examined on the contents of their "Fachbereichsarbeit" in the course of oral diploma examinations.

5.17.9.3. Paramedical Schools

Upon completion of the training programme, students have to take a final examination ("Diplomprüfung") and receive a diploma certificate stating his/her exam results and professional title.

5.17.9.4. Training for care assistants ("Pflegehilflehrgang")

Upon completion of the entire training programme students have to take a final exam in front of a board of examiners. Every candidate who passes this exam is to be issued a certificate which contains his/her exam results and professional title.

5.17.9.5. Training for medical massage practitioners ("medizinischer Masseur") and therapeutic massage practitioners ("Heilmasseur")

Upon completion of the entire training programme students have to take a final exam in front of a board of examiners. Every candidate who passes this exam is to be issued a certificate which contains his/her exam results and professional title.

5.17.9.6. Training for ambulance service staff

The training courses for "Rettungssanitäter" (ambulance staff members with basic paramedical skills) and "Notfallsanitäter" (ambulance staff members with emergency medical competences), as well as the available further training modules for "Notfallsanitäter" each conclude with an exam taken in front of a board of examiners. Candidates who pass one of these exams are to be issued certificates which confirm successful completion of training and list exam results. All completed training modules are listed in a "Fortbildungspass" for ambulance service staff (document describing further training activities).

5.17.9.7. Training courses for auxiliary paramedical staff

The training for auxiliary paramedical staff ends with a final exam, for which the student is issued a certificate stating exam results and professional title.

5.18. Educational / Vocational Guidance, Education-Employment Links

Educational and vocational guidance:

Within the Austrian secondary school sector, there are several, complementary support services which are supposed to enable students to make informed decisions concerning their education and future careers.

"Vocational Orientation" in grades 7 and 8:

In grades 7 and 8, "Vocational Orientation" is compulsory for all students at Austrian schools and is either offered as a separate subject of instruction or integrated into other compulsory subjects. "Vocational Orientation" is to put students in the position to make mature, informed career choices and to make them aware of their own career expectations, interests, abilities etc.

Federal Ministry for Health, Family and Youth

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

School Organisation Act

School Education Act 1986

5.18.1. Educational guidance

Please refer to the sub-sections which follow.

ABC der Berufsbildenden Schulen 2009

Universitäten / Hochschulen - Studium und Beruf

Federal Ministry for Education, the Arts and Culture

5.18.1.1. Students' and career counsellors

Students' and career counsellors who are recruited from among the teaching staff provide information, advice and assistance: students' counsellors are installed at [Hauptschulen](#) (general secondary schools), at [Allgemein bildende höhere Schulen](#) (academic secondary schools), at [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers), at [Bildungsanstalten für Sozialpädagogik](#) (training schools for educators), at [Sonderschulen](#) (special schools) and at [Polytechnische Schulen](#) (pre-vocational schools), and career counsellors at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges).

They are teachers who fulfil a full teaching assignment and are exempted for a certain number of hours for their guidance activities.

Students' and career counsellors concentrate on two related fields of activity, which complement one another:

1. Information to offer guidance and enable decision making: they offer information about continuing and alternative training possibilities. Details as to training programmes, admission requirements and final qualifications are offered to students or parents within classroom lectures and parent evenings, and through information material, external experts who are invited for presentations, field trips and visits to companies.
2. Personal counselling and organising of support: students' and career counsellors offer personal counselling to both parents and students. This may refer to career issues and/or personal problems (e.g. learning or behavioural difficulties). They may also provide information on other facilities where help and support can be obtained. Students' and career counsellors are a first point of contact which is available if difficulties arise.

Counsellors are required to collaborate closely with school psychologists, other educational institutions and the information and counselling service of the Labour Market Service ([Arbeitsmarktservice](#)) and the social partners.

The initial and in-service training for students' and career counsellors follows a curriculum which is permanently updated. These training programmes convey not only the required factual knowledge (e.g. possibilities of transition, overview of different school and study forms), but also counselling skills, especially when dealing with students' problems and conflicts as a first contact. Permanently updated information materials and media (e.g. a computerised information and expert system) effectively aid students' and career counsellors in their activities. In this area, the Internet is especially important. (<http://www.schulpsychologie.at/schuelerberatung>)

At Polytechnische Schulen (pre-vocational schools), there are specially trained teachers who offer vocational information and guidance ("BerufskundelehrerInnen"). In addition, there are seven "work-placement days" during which students have the possibility to familiarise themselves hands-on with apprenticeship training in a company.

5.18.1.2. Psychological advice and educational guidance

Under the heading "Schulpsychologie-Bildungsberatung", the Federal Ministry for Education, Science and Culture runs some 70 centres which offer psychological advice and educational guidance provided by around 140 educational psychologists throughout Austria. All pupils, parents and teachers can make use of this public service free of charge. Their concerns are treated with complete confidentiality if they so wish (see <http://www.schulpsychologie.at>).

Educational psychologists provide guidance for students' and career counsellors and supervise and support them in difficult counselling situations. If parents/guardians wish to determine their children's interests and abilities by means of scientific methods (psychological tests) they can turn to an educational psychologist, who will provide guidance for both – parents/guardians and children.

5.18.2. Non-school services

There are several non-school establishments which offer vocational guidance and advice to people who are about to enter professional life. The Austrian [Arbeitsmarktservice](#) (Labour Market Service) and the social partners (Federal Economic Chamber, Chamber of Labour) have established career information centres which offer extensive services to young people who are searching for information on career options, training and continuing training possibilities.

[Labour Market Promotion Act](#)

5.18.3. Continuing training and transition from training to employment

Please refer to the sub-sections which follow.

[Bildung in Zahlen 2007/08](#)

[School Education Act 1986](#)

5.18.3.1. Hauptschule (general secondary school)

As a general-education school, [Hauptschule](#) creates the basis for all subsequent education or training routes. Some require certain entrance prerequisites or a certain level of overall achievement.

Hauptschule offers special measures to assist pupils in deciding about their future:

The [Verbindliche Übung](#) (compulsory exercise) "Vocational Orientation" is offered in years 3 and 4 of Hauptschule as an integral part of the compulsory subjects. It is to convey knowledge about further training and career options and to promote the pupils' ability to prepare for working life.

Moreover, school events may be geared to the needs of vocational orientation. For some years, visits to career information fairs and vocational information centres have been organised, alongside "work-placement days", which are designed to give pupils hands-on work experience for a number of days.

5.18.3.2. Allgemein bildende höhere Schule (academic secondary school) / lower cycle

Essentially, the further education routes of pupils having completed the lower cycle of the Allgemein bildende höhere Schule (academic secondary school) may be described as follows:

- almost 60% continue in the upper cycle of [Allgemein bildende höhere Schule](#) ;
- about 30% attend [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) (predominantly Berufsbildende höhere Schulen).

5.18.3.3. Polytechnische Schule (pre-vocational school)

The specialist areas, which correspond to occupations in industry, allow pupils to prepare themselves for a specific vocation or a secondary higher school in a well-targeted and practice-oriented fashion.

5.18.3.4. Higher-level teacher and educator training institutions

Please refer to the sub-sections which follow.

5.18.3.4.1. Bildungsanstalt für Kindergartenpädagogik (training school for nursery school teachers)

From their first day of training on, students are brought into contact with their future professional field by visiting practical training facilities, getting to know institutions and work-placement days/weeks. [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) actively keep in touch with the supervisory authorities responsible for [kindergarten](#) education, day-care centres and homes.

5.18.3.4.2. Bildungsanstalt für Sozialpädagogik (training school for educators)

During the training years students spend traineeship periods in day-care centres, homes and other types of education institutions, as well as in facilities for extra-mural youth work. Thus, the students have the opportunity of gaining hands-on experiences with their future profession. Excursions, also an integral part of the training, widen the students' horizon.

[Bildung in Zahlen 2007/08](#)

Federal Ministry of Social Affairs and Consumer Protection

Federal Ministry of Economics and Labour

Federal Ministry for Health, Family and Youth

Basic Federal Act governing Berufsschulen for Agriculture and Forestry

Industrial Constitution

Vocational Training Act

Industrial Code 1994

School Education Act 1986

5.18.3.5. Berufsschulen for agriculture and forestry

Special regulations apply to [Berufsschulen](#) (part-time compulsory vocational schools) for agriculture and forestry.

5.18.3.6. Allgemein bildende höhere Schule (academic secondary school) / upper cycle

As the number of academic secondary school graduates has been growing, the number of entrants to universities has increased likewise. Approx. 50 per cent of graduates take up a course of study at university in the three semesters following their completion of Reifeprüfung. The remaining 50 per cent join the workforce or choose a shorter, vocational training programme (at a Kolleg, a Universitätslehrgang (non-degree programme of study), [Pädagogische Hochschule](#) or Fachhochschule field of study).

5.18.3.7. Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen as well as Kollegs (medium-level and higher-level technical and vocational schools and special type of secondary technical and vocational college for graduates of other higher-level schools)

Measures to facilitate the transition from school to employment at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges):

- practical experience included in curricula,
- mandatory and voluntary work placements laid down in the curriculum,
- work in training firms, participation in training firm fairs,
- realisation of projects commissioned by industry or other institutions,
- teachers have a practical professional background or their own business,
- representatives of industry and business in the oversight boards (expanded school community),
- industry representatives attend final examinations and [Reife- und Diplomprüfungen](#) (matriculation and diploma examination),
- associations of former students - cooperation with industry and business firms,
- curricula tailored to the needs of industry,
- curricula are permanently updated,
- career counsellors organise information events in cooperation with universities and industry representatives,
- the vocational qualifications obtained in school education are officially recognised in the "Berufsausbildungsgesetz" (Vocational Training Act) and the "Gewerbeordnung" (Trade Regulations Act);
- Entrepreneurship education as teaching principle.

Successful completion of a technical and vocational course of at least three years' duration ensures a minimum standard of professional qualifications, employment legislation (including collective bargaining) and social insurance legislation. Graduates also acquire access to occupations which normally require an apprenticeship leave examination in a relevant trade. Drop outs of technical and vocational courses may be given credit for their previous periods of training.

Successful completion of a technical and vocational course provides access to various regulated trades and occupations. Apart from fulfilment of the general requirements, specific requirements for practising a trade must be provided e.g. a professional diploma (master craftsman diploma for crafts) and/or professional experience in the relevant field for a certain period. Master craftsman exams,

professional diploma exams and entrepreneurial exams may be waived on the basis of the regulations in the respective acts and ordinances.

Graduates of Berufsbildende höhere Schulen and [Kollegs](#): are qualified to take up a wide range of different professional activities which require independence, organisation skills and self-reliance. The collective wage agreement for industrial employees places graduates of Berufsbildende höhere Schulen etc. in the category of management-level employees.

5.18.3.8. Schools and other trainings institutions for health professions

The large share of practical training (at hospitals or other health care establishments) which has to be completed in the course of training programmes for health care professionals ensures that students learn to translate theoretical know-how into professional action. Transition between training programmes and working life, thus, takes place immediately following the health care professionals' training.

5.19. Private Education

Around 90% of all students in Austria go to state schools, while 10% attend private educational institutions.

For information on the establishment and subsidisation of private schools, private schools with and without public-law status ([Öffentlichkeitsrecht](#)), and the accomplishment of compulsory schooling through private tuition ([Häuslicher Unterricht](#)), see [4.16.](#)

[Act on Private Schools for Agriculture and Forestry](#)

[Private Schools Act](#)

[Compulsory Schooling Act 1985](#)

5.20. Organisational Variations and Alternative Structures

For general information refer to [4.17.](#). The following section gives more detailed information on the different school types.

5.20.1. Allgemein bildende höhere Schule (academic secondary school)

Austria has a number of bilingual [Allgemein bildende höhere Schulen](#). These are public schools which are run according to the national Austrian curriculum. In accordance with the "Schulunterrichtsgesetz" (School Education Act), most of the subjects are taught in a foreign language. Bilingual Allgemein bildende höhere Schulen exist in Graz, Linz and Vienna.

[School Education Act 1986](#)

5.20.2. Polytechnische Schule (pre-vocational school)

Several [Polytechnische Schulen](#) in Austria are run as full-day schools. After many years of experiments, these schools were adopted into mainstream education in the school year 1994/95.

[School Organisation Act](#)

5.20.3. Schools with an "Organisationsstatut" (organisational charter)

These schools operate according to their own organisational and educational concepts (e.g. in terms of educational objectives, number of grades, subject etc.). They are private schools and not comparable to public-sector institutions. Certificates obtained at these schools are not equivalent to those of public-sector schools (e.g. in terms of the qualifications that come with a certificate).

Examples: schools for sight-impaired and blind students; secretarial and office management schools; schools for IT personnel; catering schools (special branches for cooks, table-waiting); animal-keeping school.

[Private Schools Act](#)

5.20.4. Schools for social services, eldercare and home nursing, for ortho-therapeutic professions, for work with handicapped persons etc.

Institutions which merely convey general knowledge or vocational skills without aiming at holistic educational objectives are not considered "schools" as defined by pertinent legislation.

5.20.5. Schools and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Students who have completed training for one health profession are often entitled to an abridged training for another health profession, or may be credited for exams and practical work. Likewise, students may be credited for exams and practical work performed in the framework of a university or [Fachhochschule](#) study course, as long as the contents and extent are equivalent.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.21. Statistics

About 70% of pupils having attended a [Volksschule](#) (primary school) go to a [Hauptschule](#) (general secondary school), about 30 % attend a [Allgemein bildende höhere Schule](#) (academic secondary school). In Austria, this ratio varies regionally.

Schulstatistik

Statistical Guide 2008: Key facts and figures about schools and adult education in Austria

Education Documentation Act

5.21.1. Hauptschule (general secondary school)

Hauptschulen	
Schools	1,165
Number of classes	11,240
Students	257,642
Teachers	31,700

Source: Federal Ministry for Education, the Arts and Culture, Key Figures 2007

5.21.2. Allgemein bildende höhere Schule (academic secondary school)

([Allgemein bildende höhere Schule](#) - Upper and lower cycles total)

AHS	
Schools	330
Number of classes	8,077
Students	203,728
Teachers	19,861

Source: Federal Ministry for Education, the Arts and Culture, Key Figures 2007

5.21.3. Polytechnische Schule (pre-vocational school)

Polytechnische Schule	
Schools	268
Number of classes	942
Students	21,379
Teachers	2,183

Source: Federal Ministry for Education, the Arts and Culture, Key Figure 2007

5.21.4. Higher-level teacher and educator training institutions

Education and Science in Austria, Statistics 2006

Please refer to the sub-sections which follow.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

5.21.4.1. Bildungsanstalten für Kindergartenpädagogik (training schools for nursery school teachers)

Austria's 29 [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers, including [Kollegs](#) and study courses) reported a total number of 8,254 students in 308 classes. There are no separate data on the number of teachers at Bildungsanstalten für Kindergartenpädagogik, but the aggregate number (encompassing Bildungsanstalten für Kindergartenpädagogik and [Bildungsanstalten für Sozialpädagogik](#)) was approx. 1,341 full-time teachers in the school year 2005/06 (thus far no data available for 2007/08), plus a number of part-time teachers. The teacher-to-student ratio for this school type was 1 to 6.1.

5.21.4.2. Bildungsanstalten für Sozialpädagogik (training school for educators)

A number of 6 [Bildungsanstalten für Sozialpädagogik](#) ([Kollegs](#) and long form included) in Austria were attended by 1,118 students in 45 classes. The number of teachers at Bildungsanstalten für Sozialpädagogik, together with Bildungsanstalten für Kindergartenpädagogik, was approx. 1,341 full-time teachers in the school year 2005/06 (thus far no data available for 2007/08).

This corresponds to a teacher-student ratio of 1 to 7.

(Sources: Statistical Survey Bildungsanstalten für Kindergartenpädagogik, Bildungsanstalten für Sozialpädagogik 2007/2008, Federal Ministry for Education, the Arts and Culture, Division II/5; Statistical Yearbook 2006, ed. by the Federal Ministry for Education, the Arts and Culture)

5.21.5. Technical and vocational schools

Approx. 80% of the age-cohort opt for a training course in the technical and vocational education sector.

5.21.5.1. Berufsbildende Pflichtschulen / Berufsschulen (compulsory vocational school)

Berufsbildende Pflichtschulen	
Schools	165
Number of classes	5,854
Students	133,625
Teachers	4,560

Source: Federal Ministry for Education, the Arts and Culture, Key Figures 2007

The most popular of the more than 250 apprenticeable trades are:

- with female apprentices: e.g. sales clerk, commercial clerk, hairdresser and wigmaker (stylist) office assistant and restaurant manager/cook;
- with male apprentices: car mechanic, electrical fitter, sales clerk, mechanical engineer, carpenter, cook, bricklayer, sanitary, heating and air-conditioning technician as well as plumber and fitter as well as metal engineering/metalwork engineer.

Since the 1970s, campaigns have been launched repeatedly to counteract this role-specific choice of trades (e.g. "Girls and Engineering") without provoking any substantial change.

5.21.5.2. Berufsbildende mittlere Schulen (medium-level technical and vocational schools) and Berufsbildende höhere Schulen (secondary technical and vocational colleges)

Berufsbildende mittlere and höhere Schulen

Schools	770
Number of classes	7,992
Students	196,195
Teachers	22,685

Source: Federal Ministry for Education, the Arts and Culture, Key Figure 2007

The number of students of the different types are indicated below:

	Locations / schools	Total number of students
Höhere technische (kunst)gewerbliche Lehranstalten (higher-level technical, trade/arts and crafts secondary schools) and Fachschulen	82	59,286
Handelsakademien (higher-level commercial schools) and Handelsschulen (business schools)	120	53,482
Höhere Lehranstalten (higher-level secondary schools) and Fachschulen (medium-level secondary schools) for occupations in the service industries, for fashion and clothing and for tourism and Fachschule for social services	205	57,887
Höhere land- und forstwirtschaftliche Lehranstalten (higher-level secondary schools for agriculture and forestry)	12	3,480
Bildungsanstalten für Kindergartenpädagogik and Bildungsanstalten für Sozialpädagogik (training schools for nursery school teachers and educators)	36	8,749

Approx. 50 per cent of the graduates of [Berufsbildende höhere Schulen](#) take up university studies (in 1970 only 30 per cent).

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

5.21.6. Schools and other training institutions for health professions

[Federal Ministry for Health, Family and Youth](#)

Please refer to the sub-sections which follow.

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

5.21.6.1. Schools for health professions (in the school year 2005/06):

A) Nursing Schools

General nursing:

- Number of schools: 63
- Number of students: 10,858, of which 8,998 female
- Graduates in 2005: 2,837, of which 2,369 female.

Paediatric nursing:

- Number of schools: 6
- Number of students: 336, of which 328 female
- Graduates in 2005: 98, of which 95 female.

Psychiatric nursing:

- Number of schools: 9
- Number of students: 817, of which 575 female
- Graduates in 2005: 204, of which 139 female

B) Paramedical schools:

- Number of schools: 5
- Number of students: 344, of which 273 female
- Graduates in 2005: 114, of which 90 female.

5.21.6.2. Other training programmes for health professions (in the school year 2005/06)

A) Training for care assistants:

- Number of training courses: 72
- Number of students: 3,789, of which 3,119 female
- Graduates in 2005: 2,106, of which 1,700 female.

B) Training for medical massage practitioners and therapeutic massage practitioners:

- Number of training courses for medical massage practitioners: 28
- Number of training course for therapeutic massage practitioner: 38.

C) Training for ambulance service staff:

- Number of training courses: 138

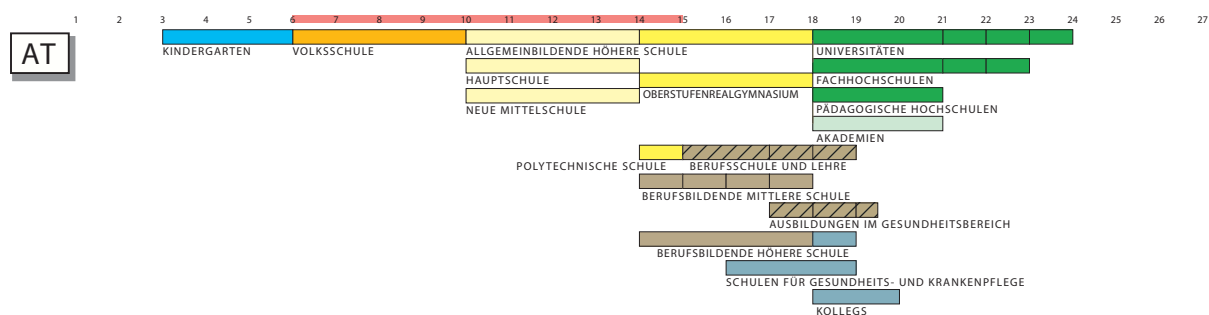
D) Training for auxiliary paramedical staff:

- Number of training courses: 81.

6. TERTIARY EDUCATION

Generally, a distinction is to be made between **Universitäten** and **Fachhochschulen** as well as **Pädagogische Hochschulen** and other post-secondary study courses. This chapter further discusses courses for special allied health professions and for midwifery training which are equivalent to Fachhochschule bachelor's programmes.

Organisation of the education system in Austria, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

6.1. Historical Overview

Please refer to the sub-sections which follow.

6.1.1. Colleges and other Training Institutions for Health professions

Federal Ministry for Health, Family and Youth

Federal Law Governing Special Allied Health Professions

Universities of Applied Sciences Studies Act

Federal Law on Midwifery (Federal Law Gazette)

Universities of Applied Sciences Studies Act

Federal Law on cardiotechnicians

Please refer to the sub-sections which follow.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.1.1.1. Paramedical colleges ("Medizinisch-technische Akademien") – Fachhochschule bachelor's degree programmes for higher-level paramedical professions

Until 1992, training for the higher-level paramedical professions was governed by the "Krankenpflegegesetz" (Nursing Act, Federal Law Gazette No. 102/1961). Depending on the branch selected, training at the paramedical schools lasted two to three years.

The Act regulating the higher-level paramedical professions ("MTD-Gesetz") which was passed in 1992 laid down separate rules governing the higher-level paramedical professions; it extended training to three years and raised the status of the paramedical schools to that of colleges ("Akademien"). Diplomas awarded by a paramedical school before 1992 are treated as equivalent to a diploma awarded for the successful completion of the course at a paramedical college in Austria.

In 2005 the legal basis for providing [Fachhochschule](#) bachelor's degree programmes for higher-level paramedical professions was anchored in the Act regulating the higher-level paramedical professions (MTD-Gesetz). The programmes are subject to the provisions governing Fachhochschule programmes (university-level study courses providing a scientifically based vocational education). The Ordinance on Fachhochschule bachelor's degree programmes for higher-level paramedical professions issued by the Federal Minister of Health and Women guarantees minimum standards for the training.

The first Fachhochschule bachelor's degree programmes for higher-level paramedical professions were launched in the autumn of 2006.

6.1.1.2. Midwifery colleges – Fachhochschule programme for midwifery training leading to a bachelor's degree

Under the provisions of the 1963 "Bundesgesetz über den Hebammenberuf" (Midwifery Act), which dates back to 1925 and was repromulgated in 1963, the then two-year midwifery training course had to be accomplished at secondary-level Federal Midwifery Training Hospitals.

The new Midwifery Act, which came into force in 1994, transferred midwifery training to the tertiary sector (ISCED level 5B) and extended it to three years. Midwifery training must now be undergone at midwifery colleges ("Hebammenakademien"). Diplomas awarded by secondary-level federal midwifery training hospitals before 1994 are treated as equivalent to a diploma awarded for the successful completion of the course at a midwifery college in Austria.

In 2005 the legal basis for providing [Fachhochschule](#) bachelor's degree programmes for the profession of midwife was anchored in the Midwifery Act. The Ordinance on Fachhochschule programmes for midwifery training leading to a bachelor's degree issued by the Federal Minister of Health and Women guarantees minimum standards for the training.

The first Fachhochschule bachelor's degree programmes for midwifery training were launched in the autumn of 2006.

6.1.1.3. Training for cardiology technicians/perfusionists

In 1998, cardiology technology as a profession was for the first time defined and regulated by a federal act ("Kardiotechnikergesetz"). Training courses for cardiology technicians/perfusionists are directed at persons who have already been trained as radiologic technicians, medical laboratory technicians or who have received special training in other higher occupations in the health and nursing sector. In Austria, certified cardiology technicians/perfusionists are responsible for inducing and monitoring

extracorporeal circulation/perfusion (operating heart-lung machines etc.) and for administering related tasks.

6.1.2. Universities

Please refer to the sub-sections which follow.

[Bericht des Akkreditierungsrates 2006](#)

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Higher Education in Austria](#)

[Dokumentation Hochschulrecht](#)

[Private Universities in Austria](#)

[Quantitative Entwicklungstendenzen der österreichischen Universitäten und Fachhochschulen 1975-2025](#)

[Universitäten im Wettbewerb](#)

[Universitäten und Hochschulen in Österreich. Reformen 2001](#)

[Universitätsbericht 2005](#)

[Universitätsbericht 2008](#)

[Universitätsgesetz 2002](#)

[Academy of Fine Arts Vienna](#)

[Federal Ministry of Science and Research](#)

[University of Art and Design Linz](#)

[University of Mining](#)

[Graz University of Technology](#)

[Vienna University of Technology](#)

[University of Applied Arts Vienna](#)

University of Natural Resources and Applied Life Sciences, Vienna

University of Music and Dramatic Arts Graz

University of Music and Performing Arts Vienna

University of Graz

University of Innsbruck

University of Klagenfurt

University of Linz

University Mozarteum Salzburg

University of Salzburg

University of Vienna

University of Veterinary Medicine Vienna

Vienna University of Economics and Business Administration

Universities Austria UNIKO

Austrian Accreditation Council

University Accreditation Act

University Act 2002

6.1.2.1. Development of the universities before 1945

In 1365, Count Rudolf IV of Austria founded the University of Vienna, today the oldest university in the German-speaking area. The University of Vienna was able to retain a large degree of autonomy from the reigning princes and the church, and saw a period of thriving prosperity. After a massive decline in the wake of the Great Plague, the Turkish Wars, Reformation and Counter-Reformation, the counter movements from 1554 onwards ushered in a phase in which Vienna University was gradually taken over by the Jesuits.

The University of Graz, founded in 1585, was a product of the Counter-Reformation. It emerged from a Jesuit college and was a purely ecclesiastic institution of higher education run by the Jesuits. The University of Innsbruck was founded in 1669 to fill the gap in the Habsburg territory between central Austria (with the universities of Vienna and Graz) and western Austria (with the University of Freiburg im Breisgau). Again, the organisational set-up and teaching was left to the Jesuits. In contrast, the

foundation of the University of Salzburg in 1622 was sparked not so much by Counter-Reformation, but by the quest of the Benedictine order, dominating the princely arch-bishopric of Salzburg, to cement its power within the church.

Four universities altogether existed in the 17th and 18th centuries on Austria's present-day territory. They were all subject to the influence of the church, had no independence in organisation or teaching, and therefore were excluded from the developments of modern-day scientific research. A growing number of students from the nobility led to a "militarisation" of university life. During the reigns of Empress Maria Theresa and her son Joseph II, the entire system of schooling was reformed, including that of higher education. The universities were reorganised and transformed into state institutions.

The Universities of Graz and Innsbruck were dissolved in 1782 in the wake of Emperor Joseph's education reforms and re-established as schools for the training of the clergy, civil servants, rural doctors and midwives ("lycées"). Although these reforms were all but reversed after the death of Joseph II, the universities, having become public institutions, remained under the control of the state.

Some far-reaching decisions, which were to have a lasting impact on university education in Austria, were taken in the early 19th century. Whereas the University of Salzburg was dissolved under Bavarian rule in 1810, the lycées in Innsbruck and in Graz were re-constituted as universities in 1826 and 1827 respectively. Early forms of the present-day Technical Universities in Vienna, Graz and Leoben developed. The revolution of 1848 brought about a decisive re-orientation of universities; in the new constitution, they were granted a certain degree of self-governance. The state guaranteed the freedom of teaching and of study, the teaching competences, the appointment of professors, and university administration were re-designed. Medieval relics such as "nations" or "doctoral collegiates" were dissolved. The philosophical studies were all uniformly organised in a number of faculties and expanded to last four years. Admission was re-organised by the introduction of secondary higher academic education leading to the "Matura" (the university enrolment examination). The reform of organisational set-up and studies went hand in hand with a large-scale expansion in terms of staff, material resources and technical specialisation.

The second half of the 19th century saw the creation and expansion of specialist and technical universities. From 1872, the "Joanneum" in Graz, founded by archduke Johann, and the "Polytechnisches Institut" in Vienna, founded in 1815, the later Universities of Technology in Graz and Vienna, were run as universities, and the University of Agriculture was founded anew.

In 1896, the School of Veterinary Medicine under military administration was granted university status, in 1898 an export academy was opened in Vienna as a precursor of today's University of Economics. The privilege to confer doctor's titles was granted to the two technical universities in 1901, to the University of Mining in Leoben in 1904 (founded in 1840), and to the University of Veterinary Medicine in 1908. In its external structure, the system of higher education which evolved in the 19th century has remained largely unchanged up to the present day.

After the fall of the monarchy, Austria's universities and higher-education establishments were run by the Republic as state institutions. The period of the First Republic was characterised by a strong involvement of the institutions of higher education in the political struggles of the time. Torn by the conflicts between the nationalities, which had been raging since the late 19th century, many graduates, and also the universities, failed to come to terms with the spirit of the Republic and of democracy. During the inter-war period, the universities were laced with anti-Austrian German nationalism, and widely penetrated by anti-Semitism. When Austria was annexed to the Third Reich, higher education fell under German university legislation. Political opponents, Jewish scientists and students were banned from universities and institutions of higher education, they fell victim to the Nazi

machinery of destruction and the Second World War, or were forced into emigration, among them many of Austria's most renowned and competent scientists.

6.1.2.2. Development of the universities after 1945

The Austrian University legislation was re-enacted after World War II, and teaching at universities resumed quickly. The entanglements since 1918 had wrought serious damage upon the universities: a substantial loss of prestige, a stigma of political seductivity and compliance to power, only few university teachers with a clean political slate, and few qualified scientists. Up to 1955, Austria's universities were governed by a multitude of complex university acts dating from the 19th century.

The 1955 "Hochschulorganisationsgesetz" (University Organisation Act) was the first legislative framework to apply to all universities and institutions of higher education, without introducing any major reforms to the organisational set-up. One can rightly claim that much of the 19th century university organisation remained in force until the higher education reform of the 1970s.

New universities were set up in the 1960s. The University of Salzburg was founded in 1962, the University of Social and Economic Studies in Linz started to operate in 1966. In addition to the social and economics department, the latter now also runs a law and a science department. The University of Educational Sciences was founded in 1970 in Klagenfurt, reorganised in 1993 and renamed into Klagenfurt University. At that time, it was divided into two departments, an educational and an economic faculty.

Starting with the "Allgemeines Hochschul-Studiengesetz" (General University Studies Act) of 1966, the entire system of university studies was given a new legal framework and modernised. The 1997 "Universitäts-Studiengesetz" (University Studies Act) again introduced fundamental change such as the decentralisation of responsibilities. The amendment to the 1999 "Universitäts-Studiengesetz" (University Studies Act) introduced the three-tier system of studies (bachelor – master – doctor).

A new "Universitäts-Organisationsgesetz" (University Organisation Act) came into force in 1975. It introduced the participation of all categories of university teachers, of students, and of the administrative staff in the decision-making processes of the collegiate bodies and reorganised institutes (university departments).

The 1993 "Universitäts-Organisationsgesetz" (University Organisation Act) granted increasing autonomy and scope for manoeuvre to universities.

The 2002 "Universitätsgesetz" (Universities Act), which entered into full force on 1 January 2004 and brought about a new era in the entire university sector, provided for a complete autonomy of universities by introducing new steering instruments such as global budgets and performance agreements. The Act has transformed universities from federal institutions into legal persons under public law, removing them from the scope of federal administration. The 2002 Universities Act followed up on the decentralisation efforts of the 1990s, extending them by i.a. introducing "full legal capacity" (university autonomy) and replacing government accounting systems by commercial-type financial management. This has created the legal basis for an "entrepreneurial university", tapping new funding in addition to federal funding. Moreover the 2002 Act set up three independent medical universities in Vienna, Graz and Innsbruck, which were created by removing the former medical departments from their original universities.

Since 2006, the system of studies has been divided into bachelor's degree, master's degree and doctoral programmes in line with European developments under the Bologna process. However, previous existing programmes may be continued until they gradually expire.

Further developments in the public higher education system, in particular the fundamental changes that were introduced by the new 2002 "Universitätsgesetz" (Universities Act), are dealt with in various sections.

6.1.3. University for Further Education and Training

The University Centre for Further Education and Training in Krems, now called University for Further Education and Training, was founded in 1994. Aligned to the 2002 "Universitätsgesetz" (Universities Act), it has been since 2004 Austria's 22nd university specialising on postgraduate education and further training.

Weiterbildung an Universitäten

University for Continuing Education Krems

Federal Act on the University for Further Education Krems

University Act 2002

6.1.4. Fachhochschulen and Pädagogische Hochschulen

Please refer to the sub-sections which follow.

6.1.4.1. Fachhochschulen

The 1993 "Bundesgesetz über Fachhochschul-Studiengänge" (FHStG) (Federal Act on [Fachhochschule](#) study programmes) introduced Fachhochschulen in Austria. The establishment of these institutions was a consequence of international developments calling for non-university tertiary education with a stronger vocational and technical orientation which would meet the demands put on the tertiary sector by EU law. The first Fachhochschule programmes started in the academic year 1994/95. Ever since, this sector has been continuously expanded.

Bericht des Fachhochschulrates 2006

Higher Education in Austria

Dokumentation Hochschulrecht

Fachhochschulen - Made in Austria

Quantitative Entwicklungstendenzen der österreichischen Universitäten und Fachhochschulen 1975-2025

Federal Ministry of Science and Research

Campus 02 University of Applied Sciences Business Studies

Fachhochschul-Studiengang Militärische Führung

FH Campus Wien University of Applied Sciences

University of Applied Sciences bfi Vienna

FH Joanneum University of Applied Sciences

FH Kufstein Tirol University of Applied Sciences

Carinthia University of Applied Sciences

Upper Austria University of Applied Sciences

Salzburg University of Applied Sciences

St. Pölten University of Applied Sciences

University of Applied Sciences Technikum Wien

Vorarlberg University of Applied Sciences

University of Applied Sciences Wiener Neustadt

University of Applied Sciences Burgenland

Ferdinand Porsche Fernfachhochschul-Studiengänge

FHG - Zentrum für Gesundheitsberufe Tirol

FHWien University of Applied Sciences of WKW

IMC - University of Applied Sciences Krems

Lauder Business School

MCI - Management Center Innsbruck, Internationale Fachhochschulgesellschaft mbH

Schloss Hofen Zentrum für Wissenschaft und Weiterbildung

FH Council

Universities of Applied Sciences Studies Act

6.1.4.2. Development of Pädagogische Hochschulen

The “Hochschulgesetz 2005” (Federal Act on the Organisation of University Colleges of Teacher Education) transformed the former teacher training academies into [Pädagogische Hochschulen](#) (University Colleges of Teacher Education), which started full operation in the autumn of 2007. There are nine public University Colleges of Teacher Education. The Federal Ministry may further recognise private University Colleges of Teacher Education, which is especially important for those supported by churches and religious communities. The Pädagogische Hochschulen provide bachelor's degree programmes for compulsory school teacher accreditation and in-service and continued education courses.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Bildungsforschung in Österreich 2007](#)

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Dokumentation Hochschulrecht](#)

[Institutions of post-secondary education](#)

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Science and Research](#)

[Hochschule für Agrar- und Umweltpädagogik Wien](#)

[Katholische Pädagogische Hochschuleinrichtung Kärnten](#)

[Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau](#)

[Kirchliche Pädagogische Hochschule Edith Stein](#)

[Kirchliche Pädagogische Hochschule Wien/Krems](#)

[Private Pädagogische Hochschule der Diözese Linz](#)

[Privater Studiengang für das Lehramt für Islamische Religion an Pflichtschulen - IRPA](#)

[Privater Studiengang für das Lehramt Jüdische Religion an Pflichtschulen - Lauder Chabad](#)

[Pädagogische Hochschule Kärnten](#)

[Pädagogische Hochschule Niederösterreich](#)

[Pädagogische Hochschule Oberösterreich](#)

[Pädagogische Hochschule Salzburg](#)

[Pädagogische Hochschule Steiermark](#)

[Pädagogische Hochschule Tirol](#)

[Pädagogische Hochschule Vorarlberg](#)

[Pädagogische Hochschule Wien](#)

[Stiftung Private Pädagogische Hochschule Burgenland](#)

[Law on Hochschule Study Entitlement](#)

[Teacher Education Act 2005](#)

6.1.5. Private universities

The 1999 "Universitäts-Akkreditierungsgesetz" (Act on the Accreditation of Universities) set up a procedure to recognise private universities. The authority responsible for accreditation and extension is the Accreditation Council. So far, twelve private universities have already been accredited. The Act does not provide for a specific form of organisation. Often the content and system of the degree programmes differ from those of state universities and Fachhochschule institutions, but similar programmes may also be provided.

[Institutions of post-secondary education](#)

[Private Universities in Austria](#)

[Austrian Accreditation Council](#)

[University Accreditation Act](#)

6.1.6. Arts and music education at universities

Please refer to the sub-sections which follow.

Higher Education in Austria

Dokumentation Hochschulrecht

Universitäten und Hochschulen in Österreich. Reformen 2001

Universitätsgesetz 2002

Academy of Fine Arts Vienna

University of Art and Design Linz

University of Applied Arts Vienna

University of Music and Dramatic Arts Graz

University of Music and Performing Arts Vienna

University Mozarteum Salzburg

University Act 2002

6.1.6.1. Development of arts and music education before 1945

It was relatively late in history that arts education was organised as a school-like system. At the arts universities, where one-to-one coaching and "master classes" predominate, some elements of highly individual, hardly school-like forms of instruction by acclaimed "masters" have been retained to the present day.

The Academy of Fine Arts is the oldest arts university in Vienna. In 1696, Emperor Leopold I founded an "Academia of Painting, Sculpture, Architecture, Perspective and Fortification". 1766 saw the foundation of the "Imperial and Royal Copper-Engraving Academy", and 1767 that of an "Engraver's Academy". In 1772, Empress Maria Theresa united the three academies into the "United Imperial and Royal Academy of Fine Arts". After several reorganisations, the Academy of Fine Arts was elevated to the rank of a university by a new charter in 1872. In its substance, this charter was adopted into the "Akademie-Organisationsgesetz" (Academy Organisation Act) of 1955, which was superseded by the Academy Organisation Act of 1988.

The early form of today's universities of music goes back to the first half of the 19th century. In 1817, the "Society of the Friends of Music of the Austrian Imperial State" opened a school of song in Vienna that was directed by Antonio Salieri. Instrumental classes were soon to follow.

Today's university of music in Graz originated from a school of vocal music of the same period (1816) maintained by the Styrian Society of Music. In Salzburg, the Cathedral Musical Society founded in 1841 is the precursor of today's Mozarteum university of music.

In 1909, the Vienna Conservatoire was taken over by the state and renamed into "Imperial and Royal Academy for Music and Performing Arts".

The "Mozarteum", run since 1881 by the International Mozarteum Foundation, was endowed with public-sector status (**Öffentlichkeitsrecht**) into a conservatoire. In 1922, it came under government administration.

The foundation of what was later to become "Universität für angewandte Kunst Wien" (University of Applied Arts Vienna) must be understood in the context of the school reforms of the outgoing 19th century, which reflected economic developments. The "Arts and Crafts School of the Imperial and Royal Austrian Museum of Art and Industry" was founded in 1867 with the intention to educate specialist artistic staff for industry. In the course of time, disciplines such as metal-working or wood-sculpture were included in the training repertory. In 1909, the arts and crafts school was brought under government administration.

6.1.6.2. Development of the arts universities after 1945 up to 2002

Between 1938 and 1945, all arts universities were placed under German administration. During the Second Republic they were transformed into Academies, the Academy for Music and Performing Arts in Vienna (1947), and the Academy for Music and Performing Arts "Mozarteum" in Salzburg (1953). The Graz conservatoire was incorporated in the federal administration in 1963 as "Academy for Music and Performing Arts in Graz". The "Kunsthochschulorganisationsgesetz" (Fine-Arts Colleges Organisation Act) of 1970 transformed these academies into colleges. In 1973, the Arts College of the city of Linz, founded in 1947 as a private school, was taken into federal administration as the "College of Artistic and Industrial Design in Linz".

The 1998 "Kunstuniversitäten-Organisationsgesetz" (KUOG) (Arts Universities Organisation Act) transformed the fine-arts colleges into arts universities. This went hand in hand with a fundamental restructuring of their organisational set-up. A comprehensive system of institutes (departments) was set up, which reduced the number of organisational units entrusted with teaching, developing and studying the arts, and with research, from 422 to 68. This strengthened the links between the arts and science.

The 2002 "Universitätsgesetz" (Universities Act) created a common legal basis for ordinary universities and arts universities, and thus the differentiation between the two types was largely eliminated, apart from several special provisions.

http://www.bmwf.gv.at/uploads/media/0oehs_ug02.pdf

http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214d718

6.2. Ongoing Debates and Future Developments

For 2008, an amendment to the University Act 2002 will be prepared.

Following the judgement rendered by the European Court of Justice on 7 July 2005, the share of Austrian first-year students at Austria's universities of medicine went down to 45 per cent in 2005. As of 2006/07, seventy-five per cent of study places have been reserved for students who hold an Austrian [Reifeprüfung](#) matriculation certificate.

The "Safeguard Clause" provides as follows:

- 95 per cent of all study places are reserved for EU citizens;
- 75 per cent of all places for students holding a Reifeprüfung matriculation certificate issued in Austria;
- 20 per cent of all places for students holding a matriculation certificate issued outside Austria;
- 5 per cent are available to non-EU citizens.

This Safeguard Clause, which expired at the end of 2007, has been extended until the end of 2009.

The Ministry of Science is currently engaged in intense dialogue at the European level. It aims to come to a solution in a European spirit, on the basis of new arguments and consolidated data, which is expected to take account of Austria's specific situation.

Furthermore, the present government's coalition agreement provides for an analysis of the existing study allowance system, expansion of the existing loan model to finance tuition fees and exemption from payment of tuition fees in exchange for certain community services.

The first graduates of Fachhochschule bachelor's programmes for special allied health professions and for midwifery training will complete their studies in 2008. All Austrian provinces except Upper Austria have set the course for training at [Fachhochschule](#) while the paramedical colleges will gradually be discontinued. Master's degree programmes are being prepared.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Materialien zur sozialen Lage der Studierenden 2007](#)

[Universitätsbericht 2005](#)

[Universitätsbericht 2008](#)

[Federal Ministry of Science and Research](#)

[Universities of Applied Sciences Studies Act](#)

[Students Support Act 1992](#)

6.3. Specific Legislative Framework

Please refer to the sub-sections which follow.

6.3.1. Colleges and other Training Institutions for Health Professions

Federal Ministry for Health, Family and Youth

Federal Ministry for Health, Family and Youth

Federal Ministry for Health, Family and Youth

Federal Law Governing Special Allied Health Professions

Universities of Applied Sciences Studies Act

Federal Law on Midwifery (Federal Law Gazette)

Universities of Applied Sciences Studies Act

Federal Law on cardiotechnicians

Please refer to the sub-sections which follow.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.3.1.1. Paramedical colleges ("Medizinisch-technische Akademien")

Federal act regulating the higher-level paramedical professions: Bundesgesetz über die Regelung der gehobenen medizinisch-technischen Dienste (Federal Law Gazette No. 460/1992) as amended

Regulation issued by the Federal Minister for Health, Sports and Consumer Protection regulating higher-level paramedical training: "MTD-Ausbildungsverordnung" (Federal Law Gazette No. 678/1993) (As a supplementary description of the qualification obtained, a diploma supplement will be issued.)

Ordinance on Fachhochschule bachelor's degree programmes for higher-level paramedical professions issued by the Federal Minister of Health and Women: "FH-MTD-Ausbildungsverordnung" (FH-MTD-AV) (Federal Law Gazette II No. 2/2006)

6.3.1.2. Midwifery colleges ("Hebammenakademien")

Federal act on midwives: "Bundesgesetz über den Hebammenberuf" / "Hebammengesetz – HebG" (Federal Law Gazette No. 310/1994) as amended

Regulation issued by the Federal Minister for Health and Consumer Protection regulating the training of midwives: "Hebammen-Ausbildungsverordnung" (Federal Law Gazette, No. 599/1995) (As a supplementary description of the qualification obtained, a diploma supplement will be issued.)

Ordinance on Fachhochschule programmes for midwifery training leading to a bachelor's degree issued by the Federal Minister of Health and Women: "FH-Hebammenausbildungsverordnung" (FH-Heb-AV) (Federal Law Gazette II No. 1/2006)

6.3.1.3. Training institutions for certified cardiology technicians

Federal act on cardiology technology technicians: "Kardiotechnikergesetz" (KTG), (Federal Law Gazette I, No. 96/1998) as amended

Ordinance on the training of cardiology technicians issued by the Federal Minister of Social Security and Generations: "Kardiotechniker-Ausbildungsverordnung" (KT-AG) (Federal Law Gazette II No. 335/2001)

6.3.2. Universities

Under the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), legislation and execution of all matters relating to universities and [Fachhochschulen](#) are a federal responsibility. The Federation is the statutory provider for universities and Fachhochschulen, and training institutions in this sector not maintained by the Federation are private universities.

With the enactment of the 2002 "Universitätsgesetz" (Universities Act)

http://www.bmwf.gv.at/uploads/media/0oehs_ug02.pdf

http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214

d718 the former 1993 "Universitäts-Organisationsgesetz" (University Organisation Act), the 1998 "Kunstuniversitäts-Organisationsgesetz" (Arts Universities Organisation Act) and the 1997 "Universitäts-Studiengesetz" (University Studies Act), as amended in 1998, expired, with the exception of the constitutional provisions. The 2002 Universities Act entered into full force on 1 January 2004.

The 2001 amendment to the Service Code for universities abolished public-law service contracts for new university teachers. New service contracts are concluded under the "Vertragsbedienstetengesetz" (VBG; Act on Contract Staff). Contract-staff service agreements will be converted into private-law employment agreements as soon as the collective agreement negotiated by the umbrella organisation of the universities as employer and the trade unions in 2007 has been implemented. The remaining public-law service contracts of university teachers are still regulated by the 1979 "Beamten-Dienstrechtsgesetz" (Civil Service Code) and the 1956 "Gehaltsgesetz" (Remuneration Act).

On 1 April 2004, the "Bundesgesetz über die Universität für Weiterbildung (Donau-Universität Krems)" (Federal Act on the University for Further Education and Training) entered into force, largely aligning its structures to the 2002 "Universitätsgesetz" (Universities Act in English http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214d718).

The University for Further Education and Training in Krems ("Donau-Universität Krems") specialises on post-graduate further education and training. All provisions contained in the 2002 "Universitätsgesetz" (Universities Act in German)

http://www.bmwf.gv.at/uploads/media/0oehs_ug02.pdf

which apply to the specialist areas of "non-regular study programmes" or "further education study programmes" apply to the university.

The "Fachhochschul-Studiengesetz" (FHSTG; Federal Act on Fachhochschule Studies) of 1993 has created a basis for the operation of Fachhochschule institutions and programmes; the 1999 "Universitäts-Akkreditierungsgesetz" (University Accreditation Act) has created a legal base for private universities and the "Hochschulgesetz 2005" (Federal Act on the Organisation of University Colleges of Teacher Education) for Pädagogische Hochschulen (University Colleges of Teacher Education).

The "Hochschülerschaftsgesetz" of 1998 (HSG; Union of Student Act) provides for the tasks and organisation of the Austrian National Union of University Students, and the student bodies at the individual universities, as well as the representation of students at Fachhochschule institutions, private universities and colleges.

The federal university budget is adopted as a part of the national budget act by parliament at the proposal of the federal government in the form of the annual "Bundesfinanzgesetz" (Federal Finance Bill). In accordance with the 2002 "Universitätsgesetz" (Universities Act), the federal government contributed an annual lump-sum amount for the years 2004 to 2006. For the following years, the budget allocated to the universities will depend on performance agreements which are negotiated every three years.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Dokumentation Hochschulrecht

Universitätsgesetz 2002

Federal Ministry of Science and Research

Private Employees' Act

Civil Service Code

Federal Constitutional Law

Federal Finance Bill

Federal Act on the University for Further Education Krems

Universities of Applied Sciences Studies Act

Emoluments Act 1956

Teacher Education Act 2005

Union of Students Act 1998

University Accreditation Act

University Act 2002

Act on Staff employed by Private-law Contract

6.3.3. Fachhochschulen

The structural development of the Fachhochschule sector is regulated by the 1993 "Bundesgesetz über Fachhochschulen" (Federal Act on Fachhochschule study programmes).

Universities of Applied Sciences Studies Act

6.3.4. University for Further Education and Training

On 1 April 2004, the "Bundesgesetz über die Universität für Weiterbildung (Donau-Universität Krems)" (Federal Act on the University for Further Education and Training) entered into force, largely aligning its structures to the 2002 "Universitätsgesetz (Universities Act in English

http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214d718).

The University for Further Education and Training in Krems ("Donau-Universität Krems") specialises on post-graduate further education and training. All provisions contained in the 2002 "Universitätsgesetz" (Universities Act in German)

http://www.bmwf.gv.at/uploads/media/0oehs_ug02.pdf

which apply to the specialist areas of "non-regular study programmes" or "further education study programmes" apply to the university.

University for Continuing Education Krems

Federal Act on the University for Further Education Krems

University Act 2002

6.4. General Objectives

Please refer to the sub-sections which follow.

6.4.1. Colleges and other Training Institutions for Health Professions

Minimum training requirements for [Fachhochschule](#) courses have been defined by the Ordinance on Fachhochschule bachelor's degree programmes for higher-level paramedical professions (FH-MTD-AV, Federal Law Gazette II No. 2/2006) and the Ordinance on Fachhochschule programmes for midwifery training leading to a bachelor's degree (FH-Heb-AV, Federal Law Gazette II No. 1/2006). The competences to be acquired in the training are listed in the annexes to these Ordinances.

Paramedical Colleges (Medizinisch-technische Akademien)

Higher-level paramedical training is to convey all knowledge and skills required to exercise the profession in the given branch according to the state of the art.

Midwifery colleges (Hebammenakademien)

Midwifery training is to convey all knowledge and skills required to practice midwifery according to the state of the art of the profession.

Training for cardiology technicians

Objectives of training programmes for cardiology technicians: Training courses are to convey all knowledge and skills required to carry out the responsibilities of a certified cardiology technician. They are to endow prospective cardiology technicians with the knowledge about illnesses and the anatomy, development and functions of the human body they need for their work. Their training is also supposed to promote scientific research as well as communication and co-operation in personal, cardiology-related and other socially relevant areas, which is to foster quality assurance in cardiology technology and to promote further progress in the field through research-oriented approaches.

[Federal Law on Midwifery \(Federal Law Gazette\)](#)

[Federal Law Governing Special Allied Health Professions](#)

[Federal Law on cardiotechnicians](#)

6.4.2. Universities

The first paragraph of the 2002 Universities Act http://www.bmwf.gv.at/uploads/media/0oehs_ug02.pdf outlines the objectives of Austrian universities as follows:

"The mission of the universities is to serve academic research and teaching, and the advancement, appreciation and teaching of the arts, and thereby to contribute to the personal development of the individual, and to the welfare of society and the environment. Universities are public educational institutions which, in their research and research based teaching, are directed towards the advancement of knowledge and new approaches to the arts. Through the common efforts of teachers and students, working in enlightened scholarly communities, they assist individuals in their striving for the education and autonomy conferred by scholarship. They promote the advancement of junior academics, which goes hand in hand with the acquisition of academic and artistic abilities and qualifications, and methodological skills, with the goal of helping a society in transition to master the challenges it faces in a humane and gender equal fashion. To enable them to respond to the constantly changing demands made on them in organisational, academic and personnel management terms, the universities and their governing bodies shall constitute themselves under conditions of the greatest possible autonomy and self-administration."

Fundamental principles laid down in the 2002 Universities Act (§2) are freedom of scholarship and teaching, diversity of academic and art theory, methods and doctrines, student co-determination (particularly with respect to studies, teaching quality assurance and the use of university fees), national and international mobility for students, gender equality, equal opportunities for everyone and special attention to the needs of the disabled.

Higher-education legislation spells out the teaching mandate of universities in very general terms. Under the 2002 "Universitätsgesetz" (Universities Act), universities are to fulfil their educational function by conveying a scientific, artistic and scientific-artistic grounding, professional qualifications for activities which require the application of scientific findings; they must provide for the training and career advancement of junior academics and young artists offering degree studies (bachelor's programmes, master's programmes, diploma programmes, doctoral programmes) and continuing education courses ("Universitätslehrgänge").

As mentioned above, one of the fundamental principles of the 2002 Universities Act gives special attention to the needs of the disabled (Universities Act sections 2, 11). Students who suffer from a permanent disability have the right to demand alternative examination methods (sections 59(1), 12). The universities autonomously decide how these provisions are to be implemented. It is generally assumed that the universities will build on existing support facilities and structures, using them as a basis for further progress. Disabled students particularly aim to create more awareness of their special needs among teaching and administrative staff. (see [10.5.](#) and [10.5.3.](#))

Graduation does not automatically entail any professional qualifications. Whenever the law requires professional qualifications for an academic profession, these qualifications are – with the exception of veterinary surgeons – obtained in post-doctoral training (e.g. doctors, higher-level secondary school teachers, judges, etc.).

Materialien zur Förderung von Frauen in der Wissenschaft

Materialien zur sozialen Lage der Studierenden 2007

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006

Österreichischer Forschungs- und Technologiebericht 2008

University Act 2002

6.4.3. Fachhochschulen

The "Fachhochschul-Studiengesetz" (Federal Act on Fachhochschule Studies) outlines the general educational responsibilities of [Fachhochschule](#) programmes. According to the act, Fachhochschule programmes are to provide vocationally oriented education on a tertiary level. They are to endow students with the knowledge and skills they need to meet the practical demands of their individual professional fields with scientifically grounded state-of-the-art methods. In addition, the Fachhochschule sector is supposed to aim at compatibility with different educational systems and to promote the professional flexibility of its graduates. The act also lays down some fundamental principles concerning the design of study programmes, e.g. the consideration of diverse academic opinions and methods. It also states that the principle of freedom of teaching should be incorporated into the thematic and methodological structures of classes within the framework of individual course objectives, the detailed design being left to the accreditation procedure. The curricula and examination regulations for the different study programmes become mandatory through the accreditation of the study programme by the Fachhochschule Council ([Fachhochschulrat](#)).

FH Council

Universities of Applied Sciences Studies Act

6.5. Types of institutions

Generally, a distinction is to be made between universities and [Fachhochschulen](#) and other post-secondary study courses.

6.5.1. Colleges and other training institutions for health professions

Federal Ministry for Health, Family and Youth

- Colleges for health professions: Paramedical colleges (Medizinisch-technische Akademien) and Midwifery colleges (Hebammenakademien)
- Other training institutions for health professions: Training institutions for certified cardiology technicians

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.5.2. Universities

Universities are public educational institutions which, in their academic research and research -based teaching, are directed towards the advancement of knowledge and new approaches to the arts.

Universities Austria UNIKO

6.5.3. Fachhochschulen

In order to safeguard the quality of tertiary education in the [Fachhochschule](#) sector, Fachhochschule programmes, which are provided by various (mostly private) organisations, have to be formally accredited. (This is not the case in the public university sector.) The Fachhochschule Council may award providers once they offer a certain number of study programmes upon application the designation "Fachhochschule", which may entail different powers such as the right to confer academic degrees.

FH Council

6.5.4. Private universities

There are also private universities (authorised by the Accreditation Council) which offer tertiary study programmes.

[Institutions of post-secondary education](#)

[Private Universities in Austria](#)

[Austrian Accreditation Council](#)

[University Accreditation Act](#)

6.6. Admission requirements

Please refer to the sub-sections which follow.

6.6.1. Colleges and other training institutions for health professions

Studienberechtigungsprüfung

Federal Law on Midwifery (Federal Law Gazette)

Federal Law Governing Special Allied Health Professions

Federal Law on cardiotechnicians

Paramedical colleges

In order to be admitted to a paramedical college, candidates must prove that they are mentally and physically fit to fulfil the duties of their profession, they have never been convicted of criminal offences, they have passed a [Reifeprüfung](#) (matriculation examination) or are in possession of a nursing diploma or a paramedical service diploma or the "[Studienberechtigungsprüfung](#)" as an entrance qualification for medical studies.

An admission board decides on the admission of candidates.

Midwifery colleges

In order to be admitted to a midwifery college, candidates must prove: they have completed 18 years of age, that they are mentally and physically fit to fulfil the duties of their profession, that they have never been convicted of criminal offences, that they have passed the Reifeprüfung (matriculation examination) or any equivalent school-leaving examination or are in possession of a nursing diploma or the Studienberechtigungsprüfung' as an entrance qualification for medical studies.

An admission board decides on the admission of candidates.

Training for cardiology technicians

In order to be admitted to a training programme for cardiology technicians, candidates must prove that they are mentally and physically fit to fulfil the duties of their profession and that they are trustworthy; they either have to be certified radiographers/medical laboratory technicians or hold professional qualifications in higher health and nursing occupations; must have previously received special training in intensive or anaesthetic care or must have worked in intensive or anaesthetic care for at least two years.

Admissions are decided on by the individual providers of training programmes. Before candidates are admitted they are interviewed or have to take a test.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.6.2. Universities

See also chapters [7.5.](#) and [7.7.](#)

A [Reifeprüfung](#) (matriculation examination – also called "Matura" – [Allgemeine Universitätsreife](#)) obtained from a higher-level secondary school is required for admission to all degree programmes at universities and for most "Universitätslehrgänge" (non-degree programmes). This matriculation examination entitles its holders to enrol in university studies of their choice without any further limitation of access. For some courses, additional examinations have to be taken in subjects which are relevant for the study course in question. For some studies, applicants must demonstrate their artistic talents, practical skills, or physical aptitude in addition to the Reifeprüfung.

Since 2005, a new rule has been in force regarding admissions. Admissions procedures were introduced for eight study programmes which are affected by the German numerus clausus restrictions and a Safeguard Clause was introduced for degree programmes in medicine (see chapter [6.2.](#)). This new procedure applies until 2007 and allows universities to control the influx of students.

Persons wanting to enrol in studies at an Austrian university but are not in possession of the matriculation examination may sit for a [Studienberechtigungsprüfung](#) (university entrance examination) or a [Berufsreifeprüfung](#) (special type of matriculation examination) for which the following requirements apply:

- decision for a specific study programme;
- proof of professional or other background for the intended study programme (candidates lacking a specific professional background may generally sit for additional examinations)
- minimum age of 22 years (20 years of age: completed vocational training and subsequent studies, minimum requirement of four years training in total)
- Candidates may sit for the Studienberechtigungsprüfung for all study programmes offered at Austrian universities and Fachhochschulen. It grants a limited right to enrol in studies, i.e. allows candidates to enrol in the particular study course (or a restricted number of associated studies) for which it was passed.

The Berufsreifeprüfung (special type of matriculation examination allowing unlimited access to university) was introduced in 1997. It is a new form of access to all types of studies for persons having successfully completed vocational training. This type of enrolment affects three to four per cent of the entire student population. In the winter semester 2007, 4,919 regular students with a Studienberechtigungsprüfung and 5,036 regular students with a Berufsreifeprüfung were enrolled on bachelor's degree and diploma programmes.

Abschlussorientierte Höherqualifizierung unter Berücksichtigung der Bildungsbiografie. Die Österreichische Berufsreifeprüfung

Studienberechtigungsprüfung

Federal Law on 'Berufsreifeprüfung' examinations

6.6.3. Arts and music education at universities

To be admitted as a regular student at an arts university, applicants must pass an aptitude test to demonstrate their artistic talent. For some studies, students must hold the Reifeprüfung. The minimum age to become a regular student is 17 years, and 15 years in exceptional cases for instrumental music studies.

6.6.4. Fachhochschulen

The requirements of admission to a [Fachhochschule](#) are the "[Allgemeine Universitätsreife](#) (general qualifications to enrol in university studies) or any professional qualification in the particular field. Depending on the objectives of a course of study, entrants with special professional qualifications may have to pass a number of additional examinations. The possible forms of [Studienberechtigungsprüfung](#) are laid down for each programme.

Subject to the availability of study places, Fachhochschule programmes are open to all persons who fulfil the general admission requirements. The number of available places is determined in the "accreditation decree" of the Fachhochschule Council. Students are selected through entrance examinations.

Studienberechtigungsprüfung

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006

6.6.4.1. Special provisions for disabled students

The organisational and financing mechanisms of the Fachhochschule system form a specific framework within which the providers of Fachhochschule programmes have to act and which has to be taken into account when assessing special facilities for disabled students (especially with regard to

infrastructure) at individual institutions. The Development and Financing Plan for the Fachhochschule sector III stipulates that the providers of Fachhochschule programmes are to receive federal funding for a specified number of study places (given that certain criteria have been fulfilled). Building and investment schemes, however, are not federally subsidised.

A 2002 survey of different providers of Fachhochschule programmes revealed that most institutions have infrastructures which (at least in part) cater to the needs of disabled students. Where personal attendance is not compulsory, disabled students are given the possibility to participate by means of telelearning. As a consequence, most institutions offering Fachhochschule programmes are also attended by disabled students (physically disabled, visually or hearing impaired). There are four Fachhochschule programmes which have already produced successful disabled graduates. (see 10.5. and 10.5.3.)

6.7. Registration and/or Tuition Fees

Please refer to the sub-sections which follow.

6.7.1. Colleges and other training institutions for health professions

Paramedical colleges, midwifery colleges, training for cardiology technicians

Most of the training programmes in the health sector are offered by public entities as part of their private-sector functions, some are offered by private entities. Under the law, fees may be collected. In practice this is done only for a few courses.

6.7.2. Universities

Students who are Austrian nationals, citizens of EU or EEA member states or Swiss citizens have to pay EUR 363.36 for their tuition each semester. For other students tuition fees are higher, i.e. EUR 726.72. If students make use of extended payment deadlines (30 November for winter semesters, 30 April for summer semesters), their fees are increased by another ten percent. Students who are enrolled in several courses (at one or more Austrian university/-ies) do not have to pay more. Students who have been granted a leave for a semester (which is only possible upon their formal request and in exceptional cases and for a maximum period of two semesters) do not have to pay tuition fees during that period. As a consequence, however, these students are not entitled to take classes and exams during their leave, nor may they submit academic theses or art work for assessment.

Tuition fees must be paid in advance for each semester. In addition to these fees, students have to pay a membership fee to the students union as well as other special premiums (currently premiums for personal accident insurance and personal liability insurance for students). Students have to pay all these fees in order to be admitted to studies and in order to be able to continue their studies. Payment is monitored by means of a data communications network at the Federal Computing Centre. Tuition fees are at the universities' disposal. The students union membership fees ("ÖH-Beitrag") go to the Austrian National Union of Students ([österreichische Hochschülerinnen- und Hochschülerschaft](#)).

Since students have to pay tuition fees, they are entitled to co-determine how this money is to be used by choosing among various possibilities put forward by the senate.

The rectorate ([Rektor](#)) is to exempt the following students from paying tuition fees:

- students at Austrian universities who engage in studies or traineeships within the framework of transnational EU, state or university mobility programmes (for the time they spend abroad)
- students at Austrian universities who study abroad due to obligatory provisions of their curriculum (for the time they spend abroad)

- non-Austrian students under partnership agreements with other universities to mutually exempt students from paying tuition fees
- Convention refugees
- students from one of the least developed countries according to the OECD

EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report

Austrian National Union of Students

Union of Students Act 1998

Students Support Act 1992

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.7.3. Fachhochschulen

The providers of Fachhochschule programmes and/or the [Fachhochschulen](#) are entitled, but not obliged, to charge their students tuition fees of EUR 363.36 per semester.

6.8. Financial Support for Students

Please refer to the sub-sections which follow.

6.8.1. Colleges and other training institutions for health professions

Students at paramedical colleges and midwifery colleges may apply for a grant.

6.8.2. Universities

A number of direct and indirect aids are granted to students from the public purse. Indirect aids are granted irrespective of social neediness and account for the largest share of government aids. The indirect aids include family allowance, insurance cover under parents' health insurance or self-insurance, statutory accident insurance, and tax breaks granted to parents whose children study in the tertiary sector.

Direct aids granted under the 1992 "Studienförderungsgesetz" (Student Support Act) are means-tested and linked to academic performance. Social neediness is defined on the basis of student earnings and/or the earnings of those liable for their support. The special allowances include travel allowance, aids for studies abroad, end-of- studies grants for students to complete their studies (paid out up to an age limit of 41 years), as well as grants to cover tuition fees. Child-care aid or study support may be granted in exceptional cases.

Eligible are students who are

- Austrian citizens or nationals of an EU or EEA country who meet certain requirements;
- third-country nationals who were granted a long-term residence permit and
- stateless persons who together with at least one parent were liable to pay income tax and had their main life interest in Austria for a period of at least five years;
- Convention refugees who study at an Austrian university, Fachhochschule or other post-secondary education institution.

Eligibility for study allowances is tied to two major criteria: social neediness, which is dependent on parental income, student income, family status and family size, and academic performance. A special form of allowance is the "self-earner grant" for students who had to make their own living for a period no less than four years, earning at least EUR 7,272 a year prior to receiving a study allowance. For these grants, parental income will not be considered. The requirement of academic performance still applies.

Students may be entitled to support grants to complete research papers or performance grants for academic excellence.

In 2007, study allowances were raised by 12 per cent, which roughly equals the inflation since the last increase in 2000.

Following a profound analysis of the report on the social situation of students, the group of recipients was enlarged by raising the upper income limit in 2008. Furthermore a number of improvements were adopted, especially taking account of the Bologna architecture. In particular students with children and students with disabilities have better prospects of receiving study allowances and/or receiving them for a longer period of time. As from 2008/09 study allowances may also be granted for programmes which are fully pursued in another EU member state. The reform further focussed on increasing funding for performance grants.

A special Study Grants Agency was set up as a first-instance agency to process applications for study grants, study allowances and grants for studies abroad, for allowing and disbursing other aids, and for providing advice on student support schemes.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report](#)

[Materialien zur sozialen Lage der Studierenden 2007](#)

[Soziale Lage gesundheitlich beeinträchtigter Studierender 2006](#)

[Federal Ministry of Economics and Labour](#)

[Students Support Act 1992](#)

[Students Support Act 1992](#)

6.8.2.1. Support for students with special needs

The amount of study grants for disabled students has been linked to the degree of disability. There is a regulation which stipulates specific amounts according to types and degrees of disability. Regulation Federal Law Gazette II, No. 310/2004 lays down two levels of study grant increases: a monthly amount of EUR 160 for severely visually impaired persons and wheelchair students and EUR 420 for severely hearing-impaired students. Since 1999 disabled students have also been entitled to an extension of the periods during which financial support will be granted. Generally these periods were extended by one semester per study cycle in the past, and have been extended by two semesters per study cycle since the 2008 Amendment, for all students whose degree of disability is at least 50 percent. The periods during which financial support will be granted may be extended by up to 50 percent of the ordinary total duration of studies if students have specific disabilities which interfere with study progress. In order to facilitate access to studies for disabled students, the state (since the academic year of 2001/2002) may grant financial support to disabled students who wish to participate in distance learning programmes of non-Austrian universities (see [10.5.](#) and [10.5.3.](#))

6.9. Organisation of the Academic Year

Training at paramedical colleges starts on the first Monday in October.

Training at midwifery colleges starts on the first Monday in October or the first Monday in March.

At universities, the academic year starts on 1 October and ends on 30 September. Detailed arrangements are laid down by the university senate.

At [Fachhochschule](#) institutions likewise, the academic year starts around 1 October. Detailed regulations are laid down by the individual providers.

At universities, the number of lectures attended in each semester and of examinations taken is left entirely to the discretion of students and their individual academic plans.

Fachhochschule studies are designed as annual systems. Lecture attendance is approx. 30 weekly hours. Programmes for working adults are based on a somewhat reduced number of weekly hours.

6.10. Branches of Study, Specialisation

Please refer to the sub-sections which follow.

6.10.1. Colleges and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Higher-level paramedical professions

The higher-level paramedical professions are:

- Physiotherapists
- Medical/biomedical laboratory technicians
- Radiographers
- Dietician and medical nutrition advisers
- Occupational therapists
- Speech therapists, phoniaticians, audiologists
- Orthoptists.

After completion of the basic training students can further specialise in their discipline; however, there are no specific legal provisions governing such specific training.

Midwives

Further specialised training is also possible in midwifery training after the completion of basic training, but not laid down by law.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.10.2. Universities

Universities accomplish their principal task in teaching which is to prepare students for their future professional careers through diploma, bachelor's and master's degree programmes. Students may then continue on for a doctoral degree programme.

Under the provisions of the 2002 "Universitätsgesetz" (Universities Act), degree programmes (i.e. diploma, bachelor's, masters and doctoral degree programmes) are designed to give a professional academic and artistic grounding and to convey the qualifications for professional activities which require the application of scientific and artistic findings. Curricula are expected to take any relevant legal requirements for the professions into account.

The senates of the individual universities decide on the development of studies and the specific study programmes they are able to offer within the teaching and research means available. However, the provision of study programmes in the future is subject to the performance agreements concluded by a university with the federal government (first performance agreement period 2007-2009).

The "Universitätsgesetz" (Universities Act) merely outlines categories of studies:

- Humanities and Cultural Studies
- Engineering Sciences
- Music and Arts
- Secondary School Teacher Accreditation Programmes
- Medicine
- Natural Sciences
- Law
- Social Sciences and Economics
- Theology

It should be noted that programmes conferring secondary school teacher accreditation and studies in human and dental medicine may only be offered as diploma programmes. Each programme always has to clearly fall into one of the above-mentioned categories of studies as these also determine the academic degrees which are conferred in the end. Upon formal request, however, universities may allow students to engage in "individual" studies, i.e. to combine subjects of different diploma, bachelor's or master's degree programmes.

For the two-cycle study programmes, university studies end with a diploma degree ("Magister" and "DI" or Diplomingenieur") or a doctorate, the three-tier studies end with a bachelor's, master's or doctor's degree.

Continuing education in the university sector is mainly provided through "Universitätslehrgänge" (usually non-degree university programmes) whose graduates may be awarded internationally recognised master's degrees (if individual course standards can be compared to international standards).

The range of courses on offer has been extended to comprise several entirely new study programmes since the universities gained full autonomy: University of Medicine Graz offers a bachelor's degree programme in Nursing Science; Vienna University of Agriculture, Forestry and Renewable Natural Resources offers a bachelor's degree programme in Viniculture, Oenology and Wine Marketing; Klagenfurt University offers a bachelor's degree programme in Applied Humanities, and University of

Veterinary Medicine Vienna in cooperation with Vienna University of Agriculture, Forestry and Renewable Natural Resources offers a bachelor's degree programme in Equine Sciences.

At 25 per cent, Engineering Sciences account for the largest share of all study courses, followed by music and arts programmes at 22 per cent and the Humanities at 21 per cent. Measured according to the ISCED (International Standard Classification of Education), Humanities and Arts account for 39 per cent and Natural Science for 23 per cent.

In the winter semester 2007, Austrian universities offered 246 bachelor's degree programmes, 349 master's degree programmes, 145 diploma study programmes, and 65 doctoral and 9 PhD study programmes, as well as 395 non-degree programmes.

Moreover, 67 external educational institutions offer university-type courses, which however, will be phased out by 2010 at the latest.

[Higher Education in Austria](#)

[Academic Degrees](#)

[Titel in Österreich](#)

[Universitätsbericht 2008](#)

[Universitätsgesetz 2002](#)

[Weiterbildung an Universitäten](#)

[University Act 2002](#)

6.10.3. Fachhochschulen

[Fachhochschule](#) study programmes are university-level programmes which are designed to provide well-based scientific professional training geared to specific professional fields. Practical training courses are a relevant part of the study courses for bachelor's and diploma degree programmes..

The 2002 amendment to the "Fachhochschul-Studiengesetz – FHStG" (Federal Act on Fachhochschule Studies) introduced bachelor and master's programmes at Fachhochschulen. The duration of bachelor's programmes is six semesters (including practical training), the duration of the following master's programmes two to four semesters. Fachhochschule diploma programmes last between eight and ten semesters. The completion of a diploma or master's study programme is an entitlement to take up doctoral studies at a university. For Fachhochschule graduates, such doctoral study courses take two semesters longer than for university graduates under the 2002 amendment of Fachhochschule legislation, if the minimum duration of the university study course which leads to the doctoral studies is longer than the corresponding Fachhochschule study course.

The areas in which Fachhochschule programmes may be offered are not formally regulated.

Currently, the majority of study offers is to be found in the following fields:

- information systems and technologies
- engineering sciences
- media and design
- social and health professions
- tourism
- economics.

Since the academic year of 1996/1997, there have been special Fachhochschule programmes which cater to the needs of working adults. Classes take place in the evenings and on the weekend. In addition, distance learning elements are incorporated. If students can prove that they have relevant work experience, they do not have to complete a traineeship within the framework of their Fachhochschule studies. Doctoral programmes are not offered in the Fachhochschule sector.

In the 2007/08 winter semester, a total of 240 Fachhochschule programmes were offered, 166 of which as bachelor's programmes, 62 as master's programmes, and 12 as diploma programmes. The focus of studies offered lies in the technical, commercial and touristic areas. 40 per cent of all Fachhochschule programmes are specifically tailored to the needs of working adults.

[Bericht des Fachhochschulrates 2006](#)

[Higher Education in Austria](#)

[Universities of Applied Sciences Studies Act](#)

6.11. Curriculum

Please refer to the sub-sections which follow.

6.11.1. Colleges and other training institutions for health professions

Please refer to the sub-sections which follow.

6.11.1.1. Paramedical colleges and training for special allied health professions

The training ordinances referred to under **6.3.1.** (Ordinance on higher-level paramedical training, "MTD-Ausbildungsverordnung - MTD-AV", Federal Law Gazette 678/1993), contain an exact definition of the theoretical and practical courses to be completed at medizinisch-technische Akademien and their breakdown over the three-year training periods. A general survey of the different branches is given in the following:

The training of physiotherapists comprises a total of 2,524 hours of theoretical and 2,000 hours of practical training.

The training of medical laboratory technicians comprises a total of 1,835 hours of theoretical and 2,300 hours of practical training.

The training of radiologic technicians comprises a total of 1,905 hours of theoretical and 2,700 hours of practical training.

The training of dieticians and nutritional counsellors comprises a total of 2,195 hours of theoretical and 2,280 hours of practical training.

The training of ergotherapists comprises a total of 2,115 hours of theoretical and 2,400 hours of practical training.

The training of logopaedists/phoniatricians/audiologists comprises a total of 2,285 hours of theoretical and 1,800 hours of practical training.

The training of orthopticians comprises a total of 1,615 hours of theoretical and 2,780 hours of practical training.

Recommended curricula for formal training for the special allied health professions were developed by the Austrian Federal Institute for Health Care.

Competences to be acquired by the respective health professionals have been defined by the “FH-MTD-Ausbildungsverordnung” (Ordinance on Fachhochschule training for the special allied health professions, Federal Law Gazette II, No. 2/2006) as follows:

- Domain/subject competence and work process knowledge for physiotherapists
- Domain/subject competence and work process knowledge for biomedical laboratory scientist
- Domain/subject competence and work process knowledge for radiological technologists
- Domain/subject competence and work process knowledge for dieticians
- Domain/subject competence and work process knowledge for occupational therapists
- Domain/subject competence and work process knowledge for speech therapists
- Domain/subject competence and work process knowledge for orthoptists
- Social communicative competences and self-competence
- Scientific competences

As a supplementary description of the qualification obtained, a diploma supplement will be issued.

6.11.1.2. Midwifery colleges and training for midwives

The training of midwives at Hebammenakademien comprises a total of 1,530 hours of theoretical instruction and 3,250 hours of practical instruction (“Hebammen-Ausbildungsverordnung - Heb-AV”, Regulation on the training of midwives, Federal Law Gazette No. 599/1995).

A recommended curriculum for the formal training of midwives was developed by the Austrian Federal Institute for Health Care.

Competences to be acquired for the profession of midwife have been defined by the Ordinance on Fachhochschule training for midwives (“FH-Hebammenausbildungsverordnung – FH-Heb-AV”, Federal Law Gazette II, No. 1/2006) as follows:

- Domain/subject competence and work process knowledge for midwives
- Social communicative competences and self-competence
- Scientific competences

As a supplementary description of the qualification obtained, a diploma supplement will be issued.

6.11.1.3. Training for cardiology technicians

Cardiology technicians receive their 18-month-training within the framework of a working relationship with a hospital. Theoretical knowledge is acquired on the basis of self-study which takes place under the guidance of certified cardiology technicians and doctors who work in related fields. Students are responsible for independently studying teaching materials and relevant literature, which are provided by designated teaching staff. Their practical education includes training in various fields which are specified in a so-called “Rasterzeugnis” (a document which lists all subjects that are part of cardiology technicians’ training and confirms students’ successful participation). Cardiology technicians have to be trained at authorised training hospitals under the guidance of designated hospital staff.

6.11.2. Universities

Like previous university reforms, the 2002 Universities Act reflects continued efforts at decentralisation. Curricula are developed by "curricular commissions" which are set up by the senate. In accordance with the European credit transfer system, the time and work students have to invest in their studies is now generally specified by ECTS points (minimum duration).

The law prescribes only a minimum time for the completion of studies. For bachelor's studies, this means at least six semesters (180 ECTS points) for all fields of study, and for the following master's study programmes, four semesters (at least 120 ECTS points). For the majority of diploma programmes, the duration of studies is eight semesters. It may, however, reach up to twelve and more semesters. As a rule, many students take more than the prescribed minimum time to complete their studies.

A post-graduate doctoral study course is designed first and foremost to give an academically oriented education. Most of the doctoral study courses are organised on interdisciplinary lines (e.g. sciences). The doctoral study course for arts university graduates is partly run in cooperation with an academic university. In addition to traditional doctoral degree programmes (120 ECTS points minimum), the 2002 Universities Act introduced PhD programmes which require at least 240 ECTS points. Doctoral studies of a minimum of three years duration have been agreed and are to be implemented by all universities from 2009/10. In this context, recommendations and conclusions on "Doctoral Studies in the European Knowledge Society" were developed as part of the Bologna process.

Curricula for "Universitätslehrgänge" (non-degree university programmes) based on the branches of study are developed by curricula commissions and have to be authorised by the senate.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Higher Education in Austria](#)

[Academic Degrees](#)

[University Act 2002](#)

6.11.3. University for Further Education and Training

The curricula for the courses held at the University for Further Education and Training (Donau-Universität Krems) are designed by the institution itself.

[University for Continuing Education Krems](#)

6.11.4. Fachhochschulen

The curricula of [Fachhochschulen](#) are exclusively determined by their providers. Usually, they are developed by expert committees and accredited by the Fachhochschule Council. The time input for studies is specified in the "Fachhochschul-Studiengesetz" (Federal Law on Fachhochschule Studies) in ECTS points. Fachhochschule bachelor's programmes have been assigned 180 ECTS points, Fachhochschule master's programmes 60-120 ECTS points and Fachhochschule diploma study programmes 240-300 ECTS points.

[Bericht des Fachhochschulrates 2006](#)

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Higher Education in Austria](#)

[Universities of Applied Sciences Studies Act](#)

6.12. Teaching Methods

Please refer to the sub-sections which follow.

6.12.1. Colleges and other training institutions for health professions

The curricula prepared at the Austrian Institute for Health Care define the educational and didactical guidelines:

The didactic principles require teaching methods that ensure the acquisition of competences according to training objectives. Teachers should choose methods based on action and situation, thus initiating, triggering, guiding and controlling learning processes with their students, and address students as being responsible for their own learning processes.

- Situation orientation:

Educational objectives, learning issues, teaching methods and the order of contents to be taught shall be based on the (future) life and work situation. A detailed list of educational objectives serves as a frame of reference. In particular, the ability to grasp occupational matters across disciplines will be promoted and an understanding of the complexity of professional contexts will be facilitated.

- Action orientation:

Practical vocational action based on theory, and theory that is relevant to practice, are imparted within a meaningful context to enable students to develop a professional approach; professional vocational action as deduced from the specialist discipline and reference discipline is based on rational reasons. The person concerned defines these reasons in a fairly autonomous way and based on his/her own competences and responsibility (Schewior-Popp, 1998).

Training and promotion of independent acquisition of knowledge (lifelong learning)

Graduates must be able to develop and update their professional knowledge on an ongoing basis. They must assume responsibility for their own learning processes and determine their personal learning needs.

- Individual learning support:

The basic training should take into consideration the different learning biographies and dispositions (talents) of students and their individual abilities, skills and competences, which are to be supported and, not least, put at the service of others.

Theoretical instruction for paramedical staff in paramedical and for midwives in midwifery colleges is provided according to specialised branches, practical training is complementary in nature and designed to translate theoretical know-how into practice. Their training takes place on a full-time basis.

Cardiology technicians receive their training within the framework of a working relationship with a hospital. Theoretical knowledge is acquired on the basis of self-study which takes place under the

guidance of certified cardiology technicians and doctors who work in related fields. Students are responsible for independently studying teaching materials and relevant literature, which are provided by designated teaching staff.

6.12.2. Universities and Fachhochschule

The Austrian Constitution enshrines the freedom of scholarship and teaching as a principle. University and [Fachhochschule](#) teachers are therefore free to choose the contents and methods of their courses. The repertory of lecture types has remained largely unchanged in recent decades. It includes lectures, seminars, introductory seminars, exercises, practical courses, excursions, tutorials etc. It is possible to introduce distance-learning units in the study programme.

At universities of the arts, students are fostered individually in their artistic development by one-on-one teaching.

Basic Law on the General Rights of Nationals

6.13. Student Assessment

Please refer to the sub-sections which follow.

6.13.1. Colleges and other training institutions for health professions

Federal Ministry for Health, Family and Youth

The Diploma Supplement contains details on student assessment.

In order to evaluate the knowledge acquired in theoretical instruction, teachers at both the paramedical and the midwifery colleges generally hold examinations for their particular subject (evaluation of students' examination performance as Very good, Good, Satisfactory, Sufficient and Insufficient), as well as assessing students on an on-going basis in practical training (traineeship periods are evaluated as follows: With distinction, Pass, Fail). A certificate showing the examinations and traineeship periods that were accomplished is issued at the end of every year of training.

After completion of the full training course, the students must sit for a diploma examination which is held by a board of examiners. The overall result, either "With distinction" or "Pass", must be stated in the diploma.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.13.2. Universities and Fachhochschulen

University Act 2002

All courses have to be assessed by the course heads. At universities, students must pass Diplomprüfungen (diploma examinations) after each stage of study (for diploma programmes) and bachelor's and master's examinations for bachelor's and master's degree studies.

According to the 2002 "Universitätsgesetz" (Universities Act), the responsible collegiate bodies establish the examination regulations for the different curricula. Provisions governing examination methods and purposes have been abolished, giving universities wide leeway in designing their own rules.

In addition to bachelor's, diploma and master's degree examinations, students must present at least two bachelor's papers during their courses, and a more comprehensive research paper (Diplomarbeit or master's dissertation). In doctoral studies, students must submit a [Dissertation](#) (doctoral thesis). Doctoral studies end with the successful passing of the "Rigorosum" examination.

There are five assessment grades (marks) which are used to evaluate exams as well as academic and artistic work: Very good (1), Good (2), Satisfactory (3) and Sufficient (4) (for successful completion) and Insufficient (5) (for fails).

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.13.3. Fachhochschulen

There is no general statutory provision on examinations at [Fachhochschulen](#), the examination regulations are established in detail and accredited by the Fachhochschule Council. Fachhochschule master's degree and diploma study programmes end with a Diplomprüfung (diploma examination), consisting of a research paper (Diplomarbeit) and an examination in front of a board of examiners. For bachelor's programmes at Fachhochschule, students must present independently elaborated course papers (bachelor's papers) and take a final examination in front of a board of examiners.

The assessment grades for examinations and papers at Fachhochschulen are as follows: With Distinction, With Excellent Success, With Good Success, Pass, Fail.

FH Council

6.14. Progression of Students

Please refer to the sub-sections which follow.

6.14.1. Colleges and other training institutions for health professions

Federal Ministry for Health, Family and Youth

The Diploma Supplement contains details on student assessment.

Under the law governing training at paramedical colleges, a transfer to the next higher year is only possible after the successful completion of the preceding year of training. Under certain conditions, students may transfer to the next higher year in spite of a negative assessment in one subject by virtue of a decision of the admission board and the teacher in question.

At midwifery colleges, a transfer to the next higher year is generally possible only after successful completion of the preceding year of training, unless the period of training was extended to repeat a failed practical-training course.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.14.2. Universities

As a general rule, students may resit for examinations three times. The third resit has to be taken in front of a board of examiners. The university charter must specify whether and how many further examination resits may be granted.

Students failing to pass the last admissible repeat examination will be expelled from the study course at the university at which they failed to pass the last examination resit. They may resume or restart this course at any other Austrian university. Students may switch to another study course at the same university at any time. Previously passed exams may be credited to the new study course.

There is effectively no maximum limit to the time students may take to complete their university studies.

Determinanten des Studienerfolges

Ursachen und Bedingungen, Bewertungen und Wirkungen des Studienabbruchs

6.15. Certification

Please refer to the sub-sections which follow.

6.15.1. Colleges and other training institutions for health professions

Federal Ministry for Health, Family and Youth

Upon successful completion, paramedical colleges issue officially recognised diplomas. These certificates specify the activities for which they are valid as well as the professional titles in the given branches (physiotherapist, medical/biomedical laboratory technician, radiographer/radiotherapist, dietician, occupational therapist, speech therapist, orthoptist).

Midwifery colleges issue a certificate on the successful completion of midwifery training, which mentions the professional title of "midwife". This diploma is officially recognised and in line with EU Directive 80/154/EEC on the mutual recognition of diplomas, examination reports and other certificates for midwives and on measures to facilitate the practical application of the freedom of settlement and the freedom of service.

Students who have completed the training programme for cardiology technicians and have passed the final Diplomprüfung (diploma examination) are awarded a diploma by the "Kardiotechnikerbeirat" (advisory board of certified cardiology technicians) which lists final exam results and the professional title of "certified cardiology technician".

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.15.2. Universities

Academic degrees

For the conferment of an academic degree the university issues a document indicating the type of studies accomplished, the curriculum followed, the academic degree that is being conferred and the

applicable laws. Upon completion of all examinations and academic/artistic work stipulated by the relevant course curricula, graduates are awarded their degree by written decision.

Based on the 2002 Universities Act, the following academic degrees are currently conferred:

- Bachelor's degrees:
 - Bachelor der Naturwissenschaften (natural science) B. rer. nat.
 - Bachelor der Philosophie (humanities and cultural studies) B. phil.
 - Bachelor of Arts BA or B.A.
 - Bachelor of Engineering B.Eng.
 - Bachelor of Laws LL.B
 - Bachelor of Science BSc or B.Sc.
- Master's degrees:
 - Diplom-Ingenieur/Diplom-Ingenieurin (engineering science) Dipl.-Ing. or DI
 - Master der Naturwissenschaften (natural science): MA. rer. nat.
 - Master of Arts: MA or M.A.
 - Master of International Business Informatics MIBI
 - Master of Science MSc
 - Master of Science in Mountain Forestry MScMF
 - Master's degrees in continuing education, e.g.
 - European Master in Human Rights and Democratisation EMHRD
 - Executive Master of Business Administration MBA
 - Master of Advanced Medical Sciences Alpe Adria MMedScAA
 - Master of Advanced Studies MAS
 - Master of Arts MA
- Doctoral degrees:
 - Doctor of Philosophy PhD
 - Doktor / Doktorin der Bodenkultur (agriculture) Dr. nat. techn.
 - Doktor / Doktorin der gesamten Heilkunde und der medizinischen Wissenschaft (therapeutics and medical science) Dr.med.univ.et scient. med.
 - Doktor / Doktorin der medizinischen Wissenschaft (medical science) Dr. scient. med.
 - Doktor / Doktorin der montanistischen Wissenschaften (mining and metallurgy) Dr. mont.
 - Doktor / Doktorin der Naturwissenschaften (natural science) Dr. rer. nat.
 - Doktor / Doktorin der Philosophie (humanities and cultural studies) Dr. phil.
 - Doktor / Doktorin der Philosophie einer Katholisch-Theologischen Fakultät (Catholic theology) Dr. phil. fac. theol.
 - Doktor / Doktorin der Rechtswissenschaften (law) Dr. iur.
 - Doktor / Doktorin der Sozial- und Wirtschaftswissenschaften (social science and economics) Dr. rer. soc. oec.
 - Doktor / Doktorin der technischen Wissenschaften (technical sciences) Dr. techn.

- Doktor / Doktorin der Theologie (theology) Dr. theol.
- Doktor / Doktorin der Veterinärmedizin (veterinary medicine) Dr. med. vet.
- Doktor / Doktorin der Zahnmedizin und der medizinischen Wissenschaft (dentistry and medical science) Dr. med. dent. et scient.med.

The degrees below continue to be conferred according to previous law:

- Bachelor's degrees:
 - Bachelor der Naturwissenschaften (natural science) B. rer. nat.
 - Bachelor der Philosophie (humanities and cultural studies) B. phil.
 - Bachelor of Arts BA oder B.A.
 - Bachelor of Engineering B.Eng.
- Master's or diploma degrees:
 - Diplom-Ingenieur / Diplom-Ingenieurin (engineering science) Dipl.-Ing. or DI
 - Diplom-Tierarzt / Diplom-Tierärztin (veterinary medicine) Mag. med. vet.
 - Doktor / Doktorin der gesamten Heilkunde (medicine) Dr. med. univ.
 - Doktor / Doktorin der Humanmedizin und der Zahnmedizin (human and dental medicine) Dr. med. univ. et med. dent.
 - Doktor / Doktorin der Zahnheilkunde (dental medicine) Dr. med. dent.
 - Magister / Magistra der Architektur (architecture) Mag. arch.
 - Magister / Magistra der Künste (art) Mag. art.
 - Magister / Magistra der Naturwissenschaften (natural science) Mag. rer. nat.
 - Magister / Magistra der Pharmazie (pharmaceutics) Mag. pharm.
 - Magister / Magistra der Philosophie (arts) Mag. phil.
 - Magister / Magistra der Philosophie der Theologischen Fakultät (theology) Mag. phil. fac. theol.
 - Magister / Magistra der Rechtswissenschaften (law) Mag. iur.
 - Magister / Magistra der Sozial- und Wirtschaftswissenschaften (social science and economics) Mag. rer. soc. oec.
 - Magister / Magistra der Theologie (theology) Mag. theol.
 - Magister / Magistra des Industrial Design Mag. des. ind.
 - Magister / Magistra des Rechts der Wirtschaft (business law) Mag. iur. rer. oec.
 - Magister / Magistra [*individual studies*] Mag.

A full list of all academic degrees can be accessed on the Science Ministry's website: http://www.bmwf.gv.at/submenue/wissenschaft/national/oesterr_hochschulwesen/studien_u_akademische_grade/akademische_grade/

Upon completion of a "dual diploma" programme (degree programme which is jointly conducted under agreements between one or more Austrian university/-ies and one or more recognised post-secondary educational institution/s abroad), the award of the degree may be evidenced by a certificate which is jointly issued by all partner institutions involved (under certain conditions) see chapter **11.5.4.**

Graduates are entitled to request that the official documents conferring their academic degrees be accompanied by "Diploma Supplements". These are to promote international mobility as laid down in Art. IX 3 of the "Convention on the Recognition of Qualifications Concerning Higher Education in the European Region".

The Diploma Supplement is issued ex-officio. It must contain general information on the relevant study programme and specific information on the involved graduate's academic performance:

- information identifying the holder of the qualification
- information identifying the qualification
- information on the level of the qualification
- information on the contents and results gained
- information on the function of the qualification
- additional information
- certification of the supplement
- information on the Austrian higher education system.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007

Higher Education in Austria

Academic Degrees

Titel in Österreich

Federal Ministry of Science and Research

University Act 2002

6.15.3. Fachhochschulen

Academic degrees at [Fachhochschulen](#) are awarded upon completion of all course work and examinations specified by the curricula in question, with an addition specifying the group of subjects.

These academic degrees are as follows:

- "Bachelor" ... – for bachelor's degree programmes
- "Master" or "Diplom-Ingenieur/Diplom-Ingenieurin" ... – for master's programmes
- "Magister" ... (FH)/"Magistra" ... (FH) or "Diplom-Ingenieur" ... (FH)/"Diplom-Ingenieurin" ... (FH) – for diploma study courses.

In accordance with Art. IX 3 of the "Convention on the Recognition of Qualifications Concerning Higher Education in the European Region", "Diploma Supplements" are issued on a mandatory basis together with the official documents confirming degree conferment in order to promote graduates' international mobility. A list of all academic degrees with additions specifying the group of subjects, may be accessed on the website of the Fachhochschule Council ([Fachhochschulrat](#)): <http://www.fhr.ac.at>

Higher Education in Austria

Academic Degrees

FH Council

6.16. Educational / Vocational Guidance, Education-Employment Links

Please refer to the sub-sections which follow.

6.16.1. Colleges and other training institutions for health professions

Higher-level paramedical services and midwives: Educational counselling is provided as part of general career counselling at secondary higher schools or in the form of targeted educational campaigns.

As the imparting of theoretical knowledge is intertwined with the development of practical skills and abilities, students of these health professions can make a direct transition to the working world after graduation.

6.16.2. Measures to help transition from university to work

Graduation from university does not automatically entail any professional qualifications. Whenever the law requires professional qualifications for an academic profession, these qualifications are – with the exception of veterinary surgeons – obtained in post-doctoral training (e.g. doctors, higher-level secondary school teachers, judges, etc.).

The Federal Ministry for Science and Research and the Federal Ministry for Education, the Arts and Culture primarily provides information, advice and guidance on possible training and study courses following school education. At secondary schools, pupils are supported in the decision-making process during instruction and by educational counsellors and pupils' counsellors who inform and advise them on training routes after graduation.

Under the key2success campaign (since the school year 2005/06), support measures at school have been intensified and additional aids for self-reflection and decision monitoring have been made available via the Internet (see: <http://key2success.schulpsychologie.at>).

Furthermore universities organise information days for interested pupils. The ministry's studies information service publishes a number of information brochures and handles telephone and written enquiries. Annual study, career and further education fairs are held at various educational locations (see: <http://www.bestinfo.at>).

Most universities and higher education institutions have set up special career centres to inform and advise their graduates on entering professional life.

Further support for potential students who need to make a decision regarding their future profession and education is also available from Austria's [Arbeitsmarktservice](http://www.ams.or.at) facilities (labour market service), <http://www.ams.or.at>, as well as from the various Chambers and professional and interest group associations as applicable.

Determinanten des Studienerfolges

Ursachen und Bedingungen, Bewertungen und Wirkungen des Studienabbruchs

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Labour Market Promotion Act

6.16.3. Psychological counselling service for students

A socio-psychological service run by the Federal Ministry for Science and Research, the psychological counselling service serves students and potential students who are offered psychological and psychotherapeutic support. The efforts mainly concentrate on helping students to take matters into their own hands in order to improve their competences to cope with their studies, their choice of course and their living situation. The services are tailored to the needs of the clients and their willingness to cooperate, and are free of charge and confidential. Counselling centres can be found in Graz, Innsbruck, Klagenfurt, Salzburg, Linz and Vienna.

Federal Ministry of Science and Research

6.16.4. Universities

The "[österreichische Hochschülerinnen- und Hochschülerschaft](#)" (Austrian National Union of Students) is the statutory interest representation of students. One of its tasks is to provide educational guidance.

The curricula for bachelor's and diploma programmes provide for an orientation phase in the first (and second) term. This phase covers lecture courses in introductory subjects which are highly characteristic of the study programme selected; moreover, guidance events must be staged to provide counselling in the preparatory phase. At the beginning of their studies, students must be informed of the main provisions of university legislation, the legal provisions governing allowances and grants, student co-determination in the university bodies, the legal bases governing gender mainstreaming and the promotion of women, the curriculum, the qualification profile, the orientation phase, the recommended lecture programme for the first two terms, and in particular on the number of students in

that particular study course, the statistics on successful completion, and on the employment statistics. This information must be provided in appropriate events, brochures or through the media. Moreover, tutorials for beginners are to be set up to assist students in coping with the academic, organisational and social challenges of the first year of studies.

Students are free to attend any university and any course of study as long as they meet the admission requirements. The decision on studies and careers largely depends on the employment opportunities for university graduates and on the regional provision of study programmes. Since 2005 there have been important changes concerning admission requirements. Admission procedures were introduced for eight courses of study that are affected by the German numerus clausus restrictions. This procedure will be valid until 2008 and allows universities to control the influx of new students. Degree courses in medicine are particularly affected.

Materialien zur Förderung von Frauen in der Wissenschaft

Statistisches Taschenbuch 2008

Studieren in Österreich

Federal Ministry of Science and Research

Austrian National Union of Students

Union of Students Act 1998

Students Support Act 1992

University Act 2002

6.16.5. Inclusion in university and on the labour market

Within the framework of a general survey examining the social backgrounds of Austrian students in the year 2002, a special study on the social situation of students with health impairments was commissioned. The study has shown that particularly students who suffer from health impairments which are not legally "recognised" (i.e. mainly students with chronic illnesses) find it difficult to cope with the present learning conditions. As far as students with legally recognised impairments are concerned (i.e. students whose certified degree of disability is at least 50%), improvements are suggested in the following areas: information services, organisational set-up of studies (including more flexibility in course attendance and alternative modes of examination), online study offer, increased accessibility of buildings/lecture halls and other personal needs. See 10.5.

The Federal Social Welfare Offices ("Bundessozialamt") of Vienna, Lower Austria and Burgenland, and the European Social Fund support a project called "ABAK" which promotes the integration of disabled students and graduates into the labour market. (<http://www.abak.at>)

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006

Federal Ministry of Social Affairs and Consumer Protection

6.16.6. Fachhochschulen

Fachhochschulen study programmes are university-level programmes which are designed to provide professional training on the basis of scholarship and science. For bachelor's and diploma programmes, a traineeship is a relevant part of the study programme.

FH Council

6.17. Private Education

In addition to the 21 state universities and the University for Further Education and Training in Krems ("Donau-Universität Krems"), there are also private universities in Austria which were established by the 1999 "Bundesgesetz über die Akkreditierung von Bildungseinrichtungen als Privatuniversitäten, UniAkkG (University Accreditation Act). Privately maintained educational institutions may be officially recognised as private universities by the state and acquire the right to confer academic degrees. So far, 12 private universities have been accredited: the Private University for Catholic Theology in Linz; Webster University, Vienna; Private University for the Health Occupations; University for Health and Technology; PEF Private University for Management; Paracelsus Private Medical University in Salzburg; Anton Bruckner Private University, TCM Private University LI SHI ZHEN, the New Design University, the Conservatory Vienna Private University, the Sigmund Freud Private University Vienna, MODUL University Vienna, and Private University "Schloss Seeburg". The body responsible for the accreditation of private universities is the Accreditation Council. The Council decides on the accreditation of private universities and monitors the accredited institutions. The Council reports to the Federal Minister for Science and Research. There are no legal provisions concerning the organisational set-up of private universities. Private university autonomously decide on tuition fees.

Besides private universities, courses at non-university institutions may be temporarily awarded the status of "university level courses". These courses will be phased out by the year 2010. The institutions maintaining [Fachhochschule](#) programmes are public or private-law entities.

[Institutions of post-secondary education](#)

[Private Universities in Austria](#)

[Federal Ministry of Science and Research](#)

[Austrian Accreditation Council](#)

[University Accreditation Act](#)

6.18. Organisational Variations, Alternative Structures

Please refer to the sub-sections which follow.

6.18.1. Colleges and other training institutions for health professions

Federal Law on cardiotechnicians

Cardiology technicians receive their training within the framework of a working relationship with a hospital. Theoretical knowledge is acquired on the basis of self-study which takes place under the guidance of certified cardiology technicians and doctors who work in related fields. Students are responsible for independently studying teaching materials and relevant literature, which are provided by designated teaching staff.

There are plans to integrate distance-study elements into training programmes.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

6.18.2. Universities offering distance-study courses

The distance-study courses cater mainly to working adults, students with family obligations and people interested in studying who live outside the reach of universities. Health-impaired people may also benefit from this form of studies, as mobility does not weigh as much as in traditional, attendance-linked study programmes.

By virtue of a co-operation agreement of the University of Linz with the University of Hagen (Germany), students at the Hagen correspondence university living in Austria may turn to the remote study centre at Linz and its branches in Bregenz, Vienna and Steyr for technical and social guidance and counselling.

There are also distance-learning programmes of the Open University (UK), which are handled by the remote-study centres and must be accomplished in English. For more information see: <http://www.esc.ac.at>

Austrian universities may set up distance-study courses. Moreover, each study programme may offer distance-learning units. In this area, the use of the new media is of crucial importance. As of the 2001 winter semester, Linz University has been offering a multi-media supported study course for jurisprudence as a distance learning programme. <http://www.linzer.rechtsstudien.at>

University of Linz

6.19. Statistics

Please refer to the sub-sections which follow.

[Bildung in Zahlen 2007/08](#)

[Statistisches Taschenbuch 2007](#)

[Statistisches Taschenbuch 2008](#)

[Science in Austria 2008: Statistics](#)

[Federal Ministry of Science and Research](#)

[Education Documentation Act](#)

6.19.1. Colleges and other training institutions for health professions

Colleges for health professions in the academic year 2005/2006

- Total number of colleges: 67; total number of students: 4,373

Midwifery colleges in the academic year 2005/2006

- Number of midwifery colleges: 7
- Number of students: 203
- Number of graduates in 2005: 55, of which 55 were female

Paramedical colleges in the academic year 2005/2006

- Total number of paramedical colleges: 60

Colleges for physiotherapists:

- Number of colleges: 20
- Number of students: 1708, of which 1282 were female
- Number of graduates in 2005: 384, of which 292 were female

Colleges for medical laboratory technicians:

- Number of colleges: 8
- Number of students: 727, of which 666 were female
- Number of graduates in 2005: 185, of which 175 were female

Colleges for radiographers:

- Number of colleges: 11

- Number of students: 684, of which 530 were female
- Number of graduates in 2005: 163, of which 136 were female

Colleges for dieticians and medical nutrition advisers:

- Number of colleges: 5
- Number of students: 155, of which 152 were female
- Number of graduates in 2005: 27, of which 25 were female

Colleges for occupational therapists:

- Number of colleges: 7
- Number of students: 520, of which 488 were female
- Number of graduates in 2005: 104, of which 98 were female

Colleges for speech therapists/phoniatriicians/audiologists:

- Number of colleges: 7
- Number of students: 247, of which 229 were female
- Number of graduates in 2005: 57, of which 51 were female

Colleges for orthoptists:

- Number of colleges: 2
- Number of students: 29, of which 28 were female
- Number of graduates in 2005: 0

Training institutions for cardiology technicians:

- Number of graduates in 2005: 4, of which 1 was female

Fachhochschule bachelor's degree programmes for special allied health professions in the 2007/08 academic year:

- Total number of Fachhochschule bachelor's degree programmes: 19

Fachhochschule bachelor's degree programmes for midwifery training in the 2007/08 academic year:

- Total number of Fachhochschule bachelor's degree programmes: 3

6.19.2. Universities and Fachhochschule institutions

For comprehensive, up-to-date statistical data on Austrian universities and [Fachhochschule](http://www.bmwf.gv.at/unidata) institutions, please visit the uni:data datawarehouse, which is the university statistics information system maintained by the Federal Ministry for Science and Research, and can be found at: www.bmwf.gv.at/unidata.

6.19.2.1. First-time enrolment

First-time enrolment by regular Austrian and non-Austrian students at universities grew steadily until the early 1990s and has remained constant at a high level, aside from two years of slight decline (1997 after a reform of social welfare benefits and 2001 following the introduction of tuition fees.) In the 2007 winter semester, 35,073 persons (of which 20,614 were female) enrolled for the first time at Austrian universities. Of these, 9,386 were foreign nationals.

First-time enrolment¹ of Austrian and non-Austrian students at universities by fields of study and gender, winter semester 2007

Group of study programmes	
Humanities and cultural studies	17,152
Doctoral degree programme in the humanities and cultural studies	978
Study courses in engineering science	9,885
Doctoral degree programme in technical sciences	394
Doctoral degree programme in engineering sciences	262
Music and arts studies	1,622
Teacher training studies	2,299
Medical studies	1,674
Doctoral degree programme in medical science	26
Natur science studies	7,997
Doctoral degree programme in natural sciences	550
Law studies	7,140
Doctoral degree programme in law	497
Doctoral degree programme in business law	31
Social science and economics	12,228
Doctoral degree programme in social sciences and economics	532
Theological studies	413
Doctoral degree programme in Evangelical theology	5
Doctoral degree programme in Catholic theology	55
Doctoral degree programme in philosophy (Catholic theology department)	5
Veterinary medicine	247
Doctoral degree programme in veterinary medicine	49
PhD study programme (Doctor of Philosophy)	221
Individual studies	680
Total	64,942

Source: Federal Ministry for Science and Research

¹ First-time enrolment by regular students, enrolments after change of study programme by regular students and enrolments in second study programmes; excluding add-on programmes; for study programmes requiring a combination of subject, only first subject counted.

6.19.2.2. Students

Please refer to the sub-sections which follow.

6.19.2.2.1. Students at universities

In the winter semester 2007, the total number of regular students was 218,370. The decline recorded in the winter semester from 2000 to 2001 was a consequence of the introduction of tuition fees and mainly attributable to the fact that students not pursuing their studies did not remain at the universities ([Universitäten](#)). Ever since that time, the number of students has been rising.

Regular students at Austrian universities: winter semesters 2001 to 2007

University/Year	2001	2002	2003	2004	2005	2006	2007
University of Vienna	65 424	64 595	67 061	60,484	64,033	67,351	71,359
University of Graz	23 071	22 533	23 357	19,522	20,032	20,523	21,277
University of Innsbruck	22 191	22 190	22 641	19,281	19,849	20,368	21,143
University of Medicine Vienna				10,013	10,019	8,654	8,097
University of Medicine Graz				4,412	5,383	3,982	4,058
University of Medicine Innsbruck				3,601	3,546	3,355	3,224
University of Salzburg	9 812	9 833	9 931	10,397	10,864	11,628	11,787
Vienna University of Technology	15 777	15 248	15 613	15,779	16,552	17,559	18,783
Technical University Graz	8 415	8 024	8 155	8,266	8,778	9,188	9,762
Leoben University of Mining and Metallurgy (Styria)	1 686	1 719	1 792	1,852	2,010	2,140	2,338
University of Agriculture, Forestry and Renewable Natural Resources Vienna	4 395	4 112	4 239	4,616	5,438	6,151	7,067
University of Veterinary Medicine Vienna	2 037	1 951	2 141	2,343	2,233	2,204	2,140
Vienna University of Economics and Business Administration	18 900	21 050	20 149	19,762	20,175	20,839	21,818
University of Linz	11 446	10 441	11 104	11,313	11,722	12,029	12,175
University of Klagenfurt	5 247	5 409	5 739	6,043	6,319	6,614	6,959
Vienna University of Applied Arts in Vienna	1 078	1 108	1 194	1,304	1,350	1,340	1,344
University of Music and Performing Arts Vienna	2 436	2 430	2 537	2,416	2,397	2,372	2,325
University of Music and Dramatic Arts „Mozarteum“ in Salzburg	1 386	1 374	1 404	1,342	1,297	1,352	1,360
University of Music and Performing Arts Graz	1 192	1 187	1 234	1,232	1,265	1,321	1,356
University of Art and Industrial Design in Linz	700	714	757	834	884	962	985
Academy of Fine Arts Vienna	855	844	916	946	935	979	1,049
Total (adjusted)	182,805	186,226	192,560	195,763	203,715	209,416	209,416

Source: Federal Ministry for Science and Research

6.19.2.2.2. Students at Fachhochschule institutions

In the winter semester 2007, 31,064 students enrolled in Fachhochschule programmes, i.e. 9.3% more than in the previous year. All in all, 9,812 new students were admitted, of which 8,706 were Austrian nationals and 1,106 foreign nationals.

Students enrolled in Fachhochschule programmes by fields of study, winter semesters 2002 to 2007

Field of study/year	2002	2003	2004	2005	2006	2007
Design, art	508	540	533	445	569	657
Technical, engineering sciences	8,032	9,147	10,060	10,592	11,199	11,989
Social sciences	906	1,423	1,921	2,429	2,671	2,810
Economics	7,717	9,137	10,536	11,911	13,094	13,565
Military and security studies	246	344	344	350	366	382
Health sciences					527	1,478
Total	17,409	20,591	23,394	25,727	28,426	31,064

Source: Federal Ministry for Science and Research

6.19.2.3. Female share

Please refer to the sub-sections which follow.

6.19.2.3.1. Percentage of female students at universities

The female share of students at Austrian universities was 53.9% in the winter semester of 2007. The female share is even higher for first-year students.

Female share of regular students at Austrian universities: winter semesters 2001 to 2007

University/Year	2001	2002	2003	2004	2005	2006	2007
University of Vienna	61.9	62.7	62.7	63.2	63.3	63.9	64.3
University of Graz	60	60.6	60.7	61.5	61.5	61.1	61.1
University of Innsbruck	50.6	51.2	51.6	51.6	52.2	52.4	52.1
University of Medicine Vienna				60.5	59.4	57.5	55.6
University of Medicine Graz				60.3	59.9	61.2	60.3
University of Medicine Innsbruck				53.3	53.3	52.3	52
University of Salzburg	60.7	61.6	61.6	62.5	63	63.3	63.5
Vienna University of Technology	22.1	22.4	22.7	23	23.4	23.6	24.3
Technical University Graz	19.7	18.9	18.9	18.7	18.9	20	20.3
Leoben University of Mining and Metallurgy (Styria)	19.2	20.1	20.8	21.5	21.3	21.6	22.9
University of Agriculture, Forestry and Renewable Natural Resources Vienna	38.7	40.1	42.2	43.4	44.1	45	46
University of Veterinary Medicine Vienna	74.7	76.2	79.1	80.1	81.5	81.5	82.5
Vienna University of Economics and Business Administration	47.1	47.6	47.6	48.8	49.1	49.5	49.6
University of Linz	42.3	42.6	43.6	44	44.9	45.1	46
University of Klagenfurt	62.2	62.9	62.4	62.4	63.2	63.2	63.8
Vienna University of Applied Arts in Vienna	57.1	57.5	58.7	57.2	58.4	59.1	58.9
University of Music and Performing Arts Vienna	56.6	56.3	61.5	58.6	58.6	57.5	58.1
University of Music and Dramatic Arts „Mozarteum“ in Salzburg	62.3	62.8	61.9	63.6	64.2	64.3	63.5
University of Music and Performing Arts Graz	49.9	50.2	51.4	49.7	48.2	46.6	46.8
University of Art and Industrial Design in Linz	63.6	61.2	59	62.2	60.6	62.3	60.9
Academy of Fine Arts Vienna	61.8	61.1	35.9	61.5	60.2	60.6	59
Total	52.3	52.7	52.7	53.5	53.6	53.7	53.9

Source: Federal Ministry for Science and Research

Materialien zur Förderung von Frauen in der Wissenschaft

6.19.2.3.2. Percentage of female students at Fachhochschule institutions

Percentage of female students enrolled in Fachhochschule programmes by fields of study, winter terms 2002 to 2007

Field of study	2002	2003	2004	2005	2006	2007
Design, art	39.96%	39.07%	40.15%	41.57%	44.99%	45.97%
Technical, engineering sciences	17.70%	18.42%	19.28%	20.24%	19.96%	19.38%
Social sciences	72.52%	73.01%	73.66%	73.08%	71.06%	71.74%
Economics	53.17%	54.15%	55.08%	55.49%	56.38%	57.62%
Military and security studies	2.85%	4.65%	4.36%	4.57%	4.10%	3.93%
Health sciences					83.11%	82.81%
Total	36.72%	38.36%	40.13%	41.71%	43.00%	44.50%

Source: Federal Ministry for Science and Research

45.0% of first-year students at Fachhochschule institutions were women; by 2007 the overall female share in the Fachhochschule sector has risen to 44.5%. The share of female students, however, varies significantly in the individual fields of study: design/arts 50.9%, technical subjects 19.2 %, social sciences 73.2 %, economics 58.2%, military studies 0.0% and health sciences 82.3%.

[Materialien zur Förderung von Frauen in der Wissenschaft](#)

[Weiterbildung an Universitäten](#)

[Die Qualifikationsstruktur der österreichischen Bevölkerung im Wandel](#)

[Materialien zur Förderung von Frauen in der Wissenschaft](#)

[Materialien zur sozialen Lage der Studierenden 2007](#)

[University for Continuing Education Krems](#)

[Students Support Act 1992](#)

6.19.2.4. Age structures

Comparing the number of regular Austrian students with the entire resident population aged 18 to 25, the student ratio is 27.1% (winter semester 2007). Some 70% of all regular Austrian first-year students at universities and Fachhochschulen were in the 18 to 25 age bracket.

Age of first-time regular Austrian students at universities and Fachhochschule institutions, academic year 2006/07

Age1	Total			Universities			Fachhochschule programmes		
	absolute	in %	cum. %	absolute	in %	cum. %	absolute	in %	cum. %
Total	31,643	100	100	22,937	100	100	8,706	100	100
Up to 18 years	5,861	18,5	18.5	5,514	24.0	24,0	347	4.0	4.0
19 years	8,002	25,3	43.8	6,717	29.3	53,3	1,285	14.8	18.7
20 years	6,256	19,8	63.6	4,804	20.9	74,3	1,452	16.7	35.4
21-25 years	7,925	25,0	88.6	4,564	19.9	94,2	3,361	38.6	74.0
26-30 years	1,920	6,1	94.7	732	3.2	97,4	1,188	13.6	87.7
31 years and above	1,679	5,3	100.0	606	2.6	100,0	1,073	12.3	100.0

1 Universities - age at the beginning of semester, Fachhochschule study programmes - age by 31 December; allocation based on years of age attained.

Source: data reported by the universities

6.19.2.5. Non-regular students

The majority of non-regular students (winter semester 2007 some 15,425) pursue non-degree study programmes. Danube University Krems, which runs only post-graduate further education programmes, accounts for the largest group or 3,348 students.

Students pursuing non-degree study programmes, winter terms 2000 to 2007¹

	Wintersemester						
University	2001	2002	2003	2004	2005	2006	2007
University of Vienna	1,482	1,605	1,813	1,719	1,557	2,118	2145
University of Graz	806	737	877	921	885	789	782
University of Innsbruck	858	787	697	470	427	595	531
University of Medicine Vienna				325	375	355	371
University of Medicine Graz				108	144	194	176
University of Medicine Innsbruck				108	144	18	10
University of Salzburg	571	760	616	852	970	1,471	1391
Vienna University of Technology	525	459	576	532	402	575	671
Technical University Graz	97	89	205	165	137	209	186
Leoben University of Mining and Metallurgy (Styria)	155	132	100	93	70	66	93
University of Agriculture, Forestry and Renewable Natural Resources Vienna	94	76	135	176	158	157	211
University of Veterinary Medicine Vienna		2	44	114	132	108	120
Vienna University of Economics and Business Administration	1,214	1,205	1,574	1,630	1,433	1,343	1468
University of Linz	830	763	812	794	867	1,072	1064
University of Klagenfurt	886	899	1,072	1,385	1,330	1,224	1472
University of Applied Arts in Vienna		31	23	30	46	94	97
University of Music and Performing Arts Vienna	803	794	753	705	707	722	627
University of Music and Dramatic Arts „Mozarteum“ in Salzburg	140	185	188	162	165	270	288
University of Music and Performing Arts Graz	156	333	382	362	376	422	447
University of Art and Industrial Design Linz	53	60	59	69	48	73	34
Academy of Fine Arts Vien	4	2				26	13
University for Further Education, Danube University Krems	1,865	2,324	2,742	3,151	3,244	3,458	4,097
Total	10,539	11,243	12,668	13,763	13,473	14,647	15,425

¹ Winter semester 2007: preliminary figures.

6.19.2.6. Graduation figures

In recent years, the number of graduates at universities has risen as a sequel to rising enrolment. A new all-time high was recorded in the academic year of 2006/07, with 21,992 first and second-degree graduates. This means that the number of university degrees obtained since the academic year 1995/96 went up by more than 52%. Since the early 1980s, the share of female graduates has also

risen steadily. Whereas women accounted for 34% of all students between 1980 and 1983, this rate had increased to more than 55.3% by the academic year of 2006/07. The number of non-Austrian graduates is 14.3%.

Austrian and non-Austrian first-degree university graduates¹ by fields of study, academic year 2006/07

Field of study		Female	Male	Total
Education	Total	1,752	483	2,235
	Austrian	1,608	447	2,055
	Non-Austrian	144	36	180
Humanities and arts	Total	1,585	769	2,354
	Austrian	1,186	523	1,709
	Non-Austrian	399	246	645
Social science, business and law	Total	4,259	2,732	6,991
	Austrian	3,819	2,436	6,255
	Non-Austrian	440	296	736
Natural sciences	Total	870	1,502	2,372
	Austrian	751	1,333	2,084
	Non-Austrian	119	169	288
Engineering science, manufacturing, construction	Total	534	1,338	1,872
	Austrian	450	1,182	1,632
	Non-Austrian	84	156	240
Agriculture	Total	254	98	352
	Austrian	212	86	298
	Non-Austrian	42	12	54
Health and welfare	Total	1,167	645	1,812
	Austrian	1,035	547	1,582
	Non-Austrian	132	98	230
Services	Total	156	177	333
	Austrian	142	163	305
	Non-Austrian	14	14	28
Not known/unspecified	Total	2	6	8
	Austrian	2	6	8
	Non-Austrian			
Total		10,579	7,750	18,329

1 Graduates of bachelor's degree and diploma programmes

Source: Federal Ministry for Science and Research

University students graduated on average after 11.6 semesters. The shortest average duration of study was 7.6 semesters for bachelor's degree programmes; students in diploma studies enrolled on average 12.3 semesters and the longest average duration at 15.2 semesters was recorded with students of medicine.

Graduation figures from Fachhochschule programmes rose in the academic year 2006/07 by more than 24.3% to 6,421; the female share was 40.8%.

Austrian and non-Austrian graduates of Fachhochschule programmes by fields of studies and gender; academic year of 2006/07

Field of study	Total			Austrian			Non-Austrian		
	Tot.	M.	F.	Tot.	M.	F.	Tot.	M.	F.
Design, art	156	76	80	127	62	65	29	14	15
Technical, engineering sciences	2,890	2,335	555	2,781	2,252	529	109	83	26
Social sciences	521	140	381	501	135	366	20	5	15
Economics	2,768	1,169	1,599	2,573	1,070	1,503	195	99	96
Military and security studies	86	80	6	86	80	6	0	0	0
Total	6,421	3,800	2,621	6,068	3,599	2,469	353	201	152

Source: Federal Ministry for Science and Research

Austrian and non-Austrian second-degree¹ graduates from universities, by general fields of studies; academic year of 2006/07

Field of study		Female	Male	Total
Education	Total	130	51	181
	Austrian	104	44	148
	Non-Austrian	26	7	33
Humanities and arts	Total	243	195	438
	Austrian	142	124	266
	Non-Austrian	101	71	172
Social sciences, business and law	Total	574	559	1.133
	Austrian	500	497	997
	Non-Austrian	74	62	136
Natural sciences	Total	350	629	979
	Austrian	282	504	786
	Non-Austrian	68	125	193
Engineering sciences, manufacturing, construction	Total	143	509	652
	Austrian	87	421	508
	Non-Austrian	56	88	144
Agriculture	Total	68	53	121
	Austrian	47	30	77
	Non-Austrian	21	23	44

Health and welfare	Total	38	37	75
	Austrian	30	27	57
	Non-Austrian	8	10	18
Services	Total	26	29	55
	Austrian	21	24	45
	Non-Austrian	5	5	10
Not known/unspecified	Total	12	17	29
	Austrian	9	16	25
	Non-Austrian	3	1	4
Total		1.584	2.079	3.663

1) Degrees of continuing master's degree and doctoral programmes

Source: Federal Ministry for Science and Research

6.19.2.7. Students in gainful employment

According to a social survey conducted in 2002, some two thirds of all students work at highly differing degrees. 20% work more than part-time. 20% of all students work only during the holidays.

6.19.2.8. University graduates in gainful employment

In Austria, holders of academic degrees account for 11.8% of the potential labour force (Source: Statistical Yearbook 2007).

University graduates are facing problems in finding a job and during their careers. The number of university graduates reported unemployed with the Labour Market Service recorded a steady rise up to the mid-1990s, followed by a decline since 2001. Since that time, the unemployment rate among university graduates has risen somewhat.

In September 2007, 8,055 university and Fachhochschule graduates were reported unemployed, which is 4.3% of all unemployed persons. 72% of these were in the 25-44 age bracket.

6.19.2.9. Financial support for students

Grants and aids for students have risen by 77% since the year 2000. In total, the number of applications for grants found eligible rose by some 13,700 compared to 2000/01. In the academic year 2006/07, the total number of grants was 48,019. Some 78% of all grants were disbursed to students at universities, 15% to students in Fachhochschule programmes (the remainder to students of other educational institutions). The average grant at universities was EUR 4,058 per year.

In 2007, a total of EUR 186 million were spent on grants under the "Studienförderungsgesetz" (Student Support Act). Approx. 23% of all students receive grants.

Working students may apply for a special grant to complete their studies which is paid out in the last 18 months of their programme. In the year 2007, some 600 students used 2%-interest loans to fund their tuition which are sponsored by the federal government

7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS

In Austria, the educational activities referred to as "adult education" or "continuing vocational training" are mainly defined in terms of age and previously received education, these being the factors which set them apart from initial training activities. If some initial vocational training has been completed (e.g. an apprenticeship, university studies etc.) and this initial educational activity is followed by another educational phase (which may lead to a diploma, a degree or another form of certification), one usually speaks of adult education (or continuing vocational training, further education etc.). As a rule, participants in vocational training programmes "for adults" are around or older than 20.

A distinction between adult education and initial vocational training can also be made on account of the fact that they are usually provided by different types of institutions: Initial school and vocational training usually falls within the competence of the federation and the provinces, whereas many adult (further) training initiatives are organised by companies, private providers or non-profit institutions.

Basically there are two forms of adult education, which can be defined in terms of certification. On the one hand, there are training courses leading to publicly recognised degrees or diplomas, which may be equivalent to secondary-school or higher-education certificates; on the other hand, there are those which do not fulfil these criteria. The so-called "Universitätslehrgänge" (non-degree university programmes for continuing education) have special status as they lead to publicly recognised certificates which are not available within the initial training system.

The legal status of adult training institutions differs. Some of them are state institutions, others are maintained by non-profit organisations or by other private providers. The Universität für Weiterbildung in Krems (University Centre for Further Education and Training in Krems) specialises on post-graduate further education and training.

The greatest number of courses and educational possibilities can be found in the sector of institutions which do not award any official certificates or degrees. Nevertheless, courses leading up to recognised certificates, especially those promoting skill-upgrading and the "second-chance" acquisition of formal education certificates, are an integral part of discussions on adult education policies.

Though there are many variations concerning organisation, legal status and providers, the main areas of adult learning in Austria can be identified as follows:

- in-service staff training organised by companies (provided in-house, by parent or production companies, by adult education institutions and other external providers, or through informal on-the-job training)
- continuing vocational and career-related training (offered by education institutions)
- skill-upgrading and employment promotion activities organised by the [Arbeitsmarktservice](#) (Labour Market Service) as instruments of an active labour market policy
- general adult education (offered e.g. by adult education centres) and political education
- second-chance education (earning education certificates at a later point in life)

(This order implies no ranking.)

Federal Ministry for Education, the Arts and Culture

Konferenz der Erwachsenenbildung Österreichs

University for Continuing Education Krems

Federal Act on the Promotion of Adult Education and Public Libraries

Federal Act on the University for Further Education Krems

7.1. Historical Overview

According to Göhring (1983) the re-establishment of adult education in Austria after 1945 was divided into three phases:

- recovering from the Nazi regime and first consolidation (1945 to 1960)
- pragmatic re-orientation and reformist optimism (1961 to 1970)
- criticising common practice and struggling for re-orientation (from 1971 on)

Bildung in Freiheit. Die Erwachsenenbildung in Österreich nach 1945

Bildung in Freiheit. Die Erwachsenenbildung in Österreich nach 1945

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

7.1.1. Recovering from the Nazi Regime and First Consolidation (1945 To 1960)

As early as in 1945, the Ministry for Education set up a central authority to promote cultural education and "education for the people". This authority was supposed to "revive" adult education and the school system, and to impart young Austrians, who for years had been exposed to relentless national socialist propaganda, with Austrian values, turning them into free people with a genuine respect for humanity, human dignity and peace. These steps were to prepare the Austrian population for a new democratic order and society.

In the beginning, the re-establishment of adult education was mainly promoted by three forces: the "Volkshochschule" movement (promoting adult education centres "for the people"), which at that point already looked back on a long tradition, Catholic institutions of adult education and the various interest groups representing Austria's workforce.

7.1.2. Pragmatic Re-orientation and Reformist Optimism (1961 to 1970)

The second phase of these developments was characterised by an increased systematisation of approaches. The private-law associations of adult education institutions began lobbying in Parliament and there was a growing interest in areas like second-chance education as well as in the role of the mass media, particularly of television. Educational television programmes (as well as other forms of multi-media learning) and the television prize of the Austrian "Volksbildung" (movement promoting "education for the people"), which is awarded to this day, stem from that time. In those days financing also became an important issue in all debates concerning adult education policy (which it is to this day). Another structural characteristic of this phase was the, in part, decisive influence of "Volksreferenten" (federal officials with authority in the field of adult education and public libraries) on independent and state institutions of adult learning.

These structural and financial conditions gave rise to the adult education lobbies' claim for legal regulations governing adult education. To support their claim, the involved organisations commissioned a research institute to document all previous efforts in Austria to achieve the development of pertinent legislation. During that time one of the most comprehensive school bills was passed (in 1962), which had been preceded by years of political negotiations. The concerns of the adult education sector, however, were not taken into account by this legal document. Thus, efforts to create a new self-conception among adult education institutions remained futile.

Bildung in Freiheit. Die Erwachsenenbildung in Österreich nach 1945

Bildungspolitik in der Zweiten Republik

7.1.3. Criticising Common Practice and Struggling for Re-orientation (from 1971 on)

Gradually, the various adult education associations started to cooperate more closely, in part on a formal basis, but mainly in an informal way. This cooperation was to improve existing structures in the adult education sector, to promote common interests and, above all, to strengthen the position of adult education associations in negotiations with government representatives responsible for the allocation of subsidies. It was during these early cooperations that the dilemma of Austria's adult education associations became increasingly clear: Although they wanted to develop a strong platform and interest group representing all related associations, differing "world views" and economic competition among the various associations made it very difficult to formulate common educational objectives – a dilemma they are still faced with today. Discussions on long-term educational strategies, for the first time in Austria, gave rise to conscious reflections on the relationship of theory and practice in adult education, and to the question of how to systematically impart people with (further) job qualifications and increased professionalism.

These efforts in the field of educational practice and theory were echoed in 1971, when Dr. Bruno Kreisky, the then Federal Chancellor, presented his government programme, which emphasised the growing importance of education policy. In 1972, educationalists' efforts were crowned with the

establishment of "KEBÖ", the Austrian conference of adult education institutions. In its initial phase, KEBÖ was made up by representatives of the seven major federal non-profit associations of institutions providing general education and vocational training for adults, as well as by representatives of the adult education department within the then Federal Ministry for Education and Art. KEBÖ is a relatively loose association of adult education organisations, which consists of a plenary assembly and a supervisory committee. In 1979, another three adult education associations were admitted as full members. The conference's work has always been marked by cooperation, on the one hand, and competition, on the other. When the conference was established, there was consensus on two projects which should prove beneficial for all involved parties. The first was a promotion campaign which was supposed to boost the image of further education; the other involved the development of a joint strategy for staff training. The conference also engaged in preliminary discussions which later paved the way for the creation of a federal act on adult education: In 1973, the "Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln" (act on the promotion of adult education and public libraries) finally provided the legal foundation for federal institutions of adult education and for the federal subsidisation of adult education associations. This legal basis is still valid, as the law has not been amended since (see [7.3.](#)).

After long preparations on part of the KEBÖ's statistics project group, the first statistical data on adult education could be produced in 1988. The periods under review were 1985/1986 and the calendar year of 1986. The resulting statistics document the activities of the ten KEBÖ members by comparing key indicators. These indicators include the number and duration of activities, the number of participants, information on institutions' teaching staff and other personnel.

Apart from the public education offer, which does not compose the main share of adult education in Austria, there are also different social groups which are strongly involved in this field. Various interest groups as well as religious communities assert considerable influence through their educational institutions and their respective umbrella organisations, and thus play an important part in Austria 's adult education sector. From the beginning on, particularly the establishment of educational institutions had to be seen as the result of socio-political movements and as an expression of individual interests, and not as the result of coordinated efforts within a system of adult education.

Bildung in Freiheit. Die Erwachsenenbildung in Österreich nach 1945

Vorgeschichte, Gründung und Anfänge der KEBÖ

Federal Ministry for Education, the Arts and Culture

Konferenz der Erwachsenenbildung Österreichs

Federal Act on the Promotion of Adult Education and Public Libraries

7.2. Ongoing Debates and Future Development

In recent years, initiatives and innovative projects on a federal level have included the following:

1997:

- Introduction of the *Berufsreifeprüfung* (special matriculation examination leading to unlimited university access), which is targeted at increasing flexibility within the education system

1998:

- Austria's participation in the OECD study on the Financing of Lifelong Learning
- Introduction of educational leaves
- The department for adult education within the then Ministry for Education, Science and Culture steps up its efforts (with the development of an adult education action plan), particularly in the field of second-chance education (leading to recognised certificates) and in the area of career guidance; as of 2000, related measures are supported through ESF means

1999:

- Since 1999, ESF (European Social Fund) means have been allocated to Austrian initiatives in the general and adult education sectors, complemented by national funds. These funds have been used to promote the acquisition of education certificates through second-chance education (mainly *Berufsreifeprüfung* and *Hauptschule* school-leaving certificate) and to support projects related to basic skills, literacy training, career guidance and quality assurance in the adult education sector.
- Introduction of the "Studienabschlusstipendium", which allows students who have worked over an extended period of time (and at least half-time) to apply for a scholarship during the last 18 months of their studies so they can stop working and concentrate on their studies

2000:

- AUCEN, the "Austrian Universities Continuing Education and Staff Development Network", is launched
- The "eFit" initiative also focuses on activities in the adult education sector ("eTraining")
- Introduction of tax allowances (9%, increased to 20% in 2002) for companies promoting in-service training (initially only available for external training activities, later on, also for in-house training); deductible amounts may also be transformed into cash premiums (6%); employees are also given more possibilities to deduct education-related expenses.
- Introduction of the "Adult Education Material" publication series that has been issued by the Division for Adult Education within the Federal Ministry for Education, the Arts and Culture.

2002:

- The new 2002 Universities Act ("Universitätsgesetz") endows 21 Austrian universities with autonomy, which is likely to stimulate activities in the field of adult education.
- Implementation of EQUAL development partnerships (2002-2005, e.g. Vorarlberg, Tyrol)

2003:

- Austria participated in the OECD country reviews on adult education (preparation of the Austrian background report 2002/03, the OECD review team visited in March 2003; publishing of the country report by the OECD in June 2004).
- A special survey on lifelong learning was conducted (within the 2003 microcensus) by Statistik Austria on behalf of the Federal Ministry for Education, the Arts and Culture, which has yielded comprehensive results concerning adult education (see statistics [7.17.](#))

2004:

- Projects for basic skills and literacy are further developed.
- EQUAL development partnerships for adult education (2004-2006 "In Bewegung" (In Motion), and "learn forever").
- The Bundesgesetz über die Universität für Weiterbildung Krems (Federal Act on the University Centre for Further Education in Krems) enters into force, largely aligning the structures of the University Centre to the 2002 Universitätsgesetz (2002 University Act). The University Centre for Further Education in Krems has officially become Austria's 22nd university, specialising on post-graduate further education and training.

2005:

- The Federal Ministry for Education, the Arts and Culture commissioned a group of experts headed by the Department for Continuing Education Research and Educational Management with the Danube University Krems to prepare a LLL strategy (cf. [7.4.1.](#)).
- Development and establishment of the www.erwachsenenbildung.at Internet portal, an initiative by the Federal Ministry for Education, the Arts and Culture supported by ESF funds (in cooperation with the Federal Institute for Adult Education, the EDUCON institute and an agency specialising in new media). The site offers information on adult education in general, on aid and grants, specialised topics of adult education, and various services. The integrated search function "eduard" allows users to search for educational offers throughout Austria.

2006:

- A consultation process was conducted and a policy paper was published by the group of experts on the theme of "Guidelines for a coherent 2010 LLL strategy for Austria" (see [7.2.](#) year 2005), involving all ministries, institutions and other players responsible for LLL (final publication on 20 January 2007) (cf. [7.4.1.](#)).
- Development of a strategy in Lifelong Guidance: Following the various initiatives by the OECD, EU and the World Bank, a national strategy for Lifelong Guidance was prepared in Austria in 2005 and 2006 by an inter-ministerial working group together with the Labour Market Service, the social partners and other partners who play a role in the field. An efficient educational guidance system that is independent from providers and ensures nationwide coverage is to be established in Austria.

2007:

- The Government's Programme for the 23rd Legislative Period of January 2007 laid down important objectives and measures for adult education, in particular concerning the further development of the University Colleges of Teacher Education ([Pädagogische Hochschulen](#)) (initial, further and continuing education of teachers, and to some extent trainers in adult education, at the highest possible professional level); promotion of continuing education, especially for people with low skills; improvement of provision for sabbaticals; new financing models and guaranteed basic structure of adult education; extension of educational guidance; literacy campaigns; quality assurance in adult education; promotion of educational qualifications; boosting of lifelong learning.

- To this end the budget for General Adult Education has also been increased to implement measures within the framework of ESF Objective 2.
- Since 2007, ESF Objective 2 funds (2007-2013 programming period) have been supplemented with national funds for the further development of programmes for second-chance education, basic skills and literacy campaigns, educational counselling and guidance projects and measures to enhance quality in adult education. The actions centre on educationally disadvantaged groups and are a continuation and further extension of the projects already carried out with ESF Objective 3 funds.
- Organisation of an expert conference and preparation of a strategic planning document on the LLF strategy based on the “Guidelines of a coherent LLL strategy” (cf. also 2005 and 2006) by the Federal Ministry for Education, the Arts and Culture together with experts (cf. also 7.4.1.).
- Since February 2007, the magazine “erwachsenenbildung.at” has been published via the Internet portal: www.erwachsenenbildung.at. The cross-institutional publication is a journal for practice, research and discussions in adult education and appears three times a year. A specialist team of editors consisting of representatives of the adult education sector and educational researchers is in charge of planning the content of the individual issues.
- Establishment of the Weiterbildungsakademie Österreich (wba, CVET Academy) as a contribution to enhancing the qualifications of trainers in adult education (see 7.12.).

2008:

- Consultation process concerning the NQF: the launch of the National Qualification Framework (NQF) is expected to provide an impetus to adult education. The future framework is to systematically include qualifications acquired non-formally and informally as well as formal qualifications. The consultation process (January to June 2008) discussed basic issues concerning the consideration of partial qualifications and proofs of competence. A generally planned higher degree of permeability between the educational sectors also promises substantial potential for adult education.

Aktuelle Entwicklungen bei den Teilnehmer/innen- und Absolventen/innenzahlen bei der Berufsreife- und Studienberechtigungsprüfung

National Report on the Development and State of the Art of Adult Learning and Education (ALE) Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI)

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

Qualitätsentwicklung und -sicherung in der Erwachsenenbildung in Österreich - Wohin geht der Weg?

Weiterbildung an Universitäten

Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme

Federal Ministry for Education, the Arts and Culture

University for Continuing Education Krems

Federal Law on 'Berufsreifeprüfung' examinations

Federal Act on the University for Further Education Krems

University Act 2002

7.3. Specific Legislative Framework

According to the Austrian constitution, the adult education sector does not fall within the competence of the federal government. Consequently, adult education is mainly regulated by the provinces and municipalities. The way in which related responsibilities are fulfilled (funding, organisation etc.) differs from province to province. For the above-mentioned reasons, the "Erwachsenenbildungs-Förderungsgesetz" (act on the promotion of adult education) of 1973 amounts to a voluntary federal commitment to adult education which does not affect the competences of the provinces. The act laid down a general obligation to promote adult education without stating the extent of assistance to be provided.

Adult education activities within the secondary and tertiary education sectors (e.g. schools for working adults, non-degree university programmes for continuing education, [Fachhochschule](#) programmes for working adults) do, however, fall within the competence of the Ministry for Education, the Arts and Culture and the Federal Ministry for Science and Research and are thus subject to federal regulations. There are special forms of [Allgemein bildende höhere Schulen](#) (academic secondary schools), [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) which cater to the needs of working adults, as stipulated by the School Organisation Act ("Schulorganisationsgesetz") and the School Education Act for Working Adults ("Schulunterrichtsgesetz-B"). The new Universities Act of 2002 ("Universitätsgesetz") grants universities far-reaching autonomy in the field of adult education. Skill-upgrading as an instrument of labour market policy is legally grounded in the Labour Market Service Act ("Arbeitsmarktservicegesetz") and the Labour Market Promotion Act ("Arbeitsmarktförderungsgesetz"). The [Arbeitsmarktservice](#) (Labour Market Service) is a public-law service provider.

The state's responsibilities for adult education are distributed among different ministries. General adult education and schools catering to working individuals are a responsibility of the Federal Ministry for Education, the Arts and Culture. Adult education within universities and [Fachhochschule](#) institutions is a competence of the Federal Ministry for Science and Research unless they fall within the competence of individual universities under autonomy provisions.

Within the Federal Ministry for Education, the Arts and Culture, general adult education is primarily dealt with by the adult education department of Division V (general educational affairs, statistics and IT, adult education) which administrates and coordinates the subsidies system as well as the Ministry's cooperation with adult education associations and other educational institutions. The Federal Institute for Adult Education in St. Wolfgang, which mainly deals with the education and further education of librarians and teachers in adult education, reports to the Ministry for Education, the Arts and Culture. The Institute also provides national and international services in connection with educational-policy focuses of the Federal Ministry for Education, the Arts and Culture and the European Commission.

The Ministry for Economic Affairs and Labour is responsible for in-service staff training organised by companies and for the promotion of enhanced labour-force qualifications through the Labour Market Service ([Arbeitsmarktservice](#)). The Labour Market Service as such does not offer any training programmes, but finances skill-upgrading activities. Courses are mainly held by external providers of further education, like e.g. the Vocational Training Institutes ("BFIs") or the Economic Chambers' Institutes of Business Promotion ("WIFIs"). The Labour Market Service consists of federal, provincial and regional organisations.

The Labour Market Promotion Act provides for training, further training, re-training and skill-upgrading programmes for the Austrian labour force. Since the act was primarily rooted in employment-policy considerations, second-chance education, understood as the later acquisition of formal education certificates by adults, is usually not eligible for any form of subsidisation. Support programmes mainly target the unemployed, the disabled, women, foreigners, immigrants, rehabilitated persons looking for re-integration into the labour market and other critical groups.

A provision introduced in July 1990, however, has made it possible for the Labour Market Service to subsidise the schooling of individual persons on employment-policy grounds, if their chances of finding employment will rise as a result and if they belong to a group of persons worthy of special assistance, i.e. people who are at a disadvantage on the labour market, like disabled people, individuals with school and vocational education deficits, people with obsolete skills, the long-term unemployed and older unemployed persons. According to the Labour Market Promotion Act, labour-force training activities, notably courses, qualify for subsidisation.

The Ministry of Social Affairs and Consumer Protection is responsible for the elderly and the disabled, the Ministry of Health, Family and Youth for training and further training in the health care sector, and the Ministry for Agriculture, Forestry, Environment and Water Management for matters pertaining to agriculture or forestry. Questions concerning taxation fall within the competence of the Federal Ministry of Finance.

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

In addition to the federal, provincial and municipal authorities, interest groups and religious communities are also very active in the field of adult education in Austria. They run regional and federal educational institutions and thus play an important part in Austria's adult education sector. Labour and trade representatives are, for instance, also involved in the administration of the Labour Market Service on a federal, provincial and regional level. The social partners are actively involved in the development of policy measures in adult education (especially through the functions of the Labour Market Service); they maintain contact with adult education institutions and offer educational support for individual continuing training activities (grants, subsidies, etc.).

Federal Ministry for Health, Family and Youth

Federal Ministry of Finance

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry of Social Affairs and Consumer Protection

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Labour Market Promotion Act

Federal Act on the Promotion of Adult Education and Public Libraries

School Organisation Act

School Education Act for Working Adults

University Act 2002

7.4. General Objectives

Although the objectives of general and vocational adult education differ, they have many aims in common. In general, adult education is supposed to endow people with the knowledge and skills they need to meet private, social and professional demands. As a contribution to lifelong learning, adult education and continuing vocational training aim to promote the readiness and ability of the Austrian people to make sound judgements, to act responsibly and to develop their personal potential. Adult education and continuing vocational training are supposed to help people acquire additional know-how, skills and social competences, which are to improve career prospects and to put people into the position to take responsible political action. Vocational adult education may take the form of short- or medium-term training courses or of full-fledged vocational training programmes.

Networking and guidance in the field of basic education. The www.alphabetisierung.at Internet portal, which is run by Volkshochschule Linz (adult education centre), is designed to help users find basic education courses for adults. In 2006, the Alfa-Telefon (literacy hotline) was set up: specifically trained consultants provide information on basic skills, guidance and support for people with reading, writing or arithmetic difficulties. This target group will in future also be supported in the preparation of competence portfolios. The Volkshochschule Linz has implemented this measure under the auspices of the Austrian-wide basic skills and literacy campaign. The Alfa-Telefon is part of the development partnership "In.Bewegung", which has been funded by the Federal Ministry for Education, the Arts and Culture and the European Social Fund. This partnership links educational institutions, political actors and multipliers, creates awareness for basic education and literacy and further develops new concepts for courses, public relations and counselling instruments.

Federal Act on the Promotion of Adult Education and Public Libraries

7.4.1. Life-long Learning

To meet the objectives of life-long learning, access to adult education for all is to be facilitated inter alia by a further expansion of the educational counselling and career information system and by heightening motivation to take part in further education programmes. This high priority which Austria is attaching to life-long learning is reflected in an increase of the budgetary appropriations for "General Adult Education" by 28% in 2005. The EU benchmark for the participation of adults in life-long learning (12.5% by 2010) was attained in Austria as early as in 2005, and the percentage rate was an average 13.2% in 2006 according to Statistik Austria. Measures are being taken on an ongoing basis to further participation in life-long learning.

In order to improve the access to labour market opportunities and continuing educational processes among adults, the Federal Ministry for Education, the Arts and Culture will support several development partnerships and regional as well as supra-regional networks in the current programming period (2007-13) of the ESF. These partnerships and networks are to increase possibilities to obtain Hauptschule school-leaving certificates through second-chance education and to acquire basic skills, and the offers should be further developed as needed. The aim is to create problem awareness, quality assurance and target-group based educational offerings and guidance.

Since Austria had provided its opinion on the Commission's Memorandum on Lifelong Learning (LLL), working groups were organised on several occasions, and conceptual approaches for a national LLL strategy have been developed. This was done in thematic coordination workshops, whose outcome was documented and disseminated. The discussion was intensified in 2005 when the Federal Ministry for Education, the Arts and Culture set up an expert commission to develop guidelines for a future strategy (2005 LLL expert group). This document was consulted on a broad basis, and a consolidated version was published in 2007 (2007 LLL expert group). A strategy paper was prepared by a team of editors headed by the Federal Ministry and including experts in 2007 and 2008. This strategy paper will again undergo consultation.

The five guidelines of Austria's LLL strategy are: life-stage orientation, putting learners at the centre, lifelong guidance, competence orientation, and promoting participation in LLL.

The strategic target of these guidelines covers all systems and levels of general and vocational training. The guidelines take into account the various demographic, (inter-)cultural, economic, political, social and gender-specific dimensions that shape LLL.

The following special challenges regarding lifelong learning are defined in Austria:

- Expansion of early support measures and pre-school education, particularly for children of immigrants
- Further improvement of individual development options in the primary sector and secondary level I (reduction of the maximum number of students per class)
- Increasing offers for "second-chance" acquisition of formal education certificates free of charge and implementation of the "apprenticeship + Matura" model
- Increasing permeability in the tertiary sector (improvement of credit transfers)
- Intensifying measures for immigrants and the low-skilled in the adult learning sector/extension of basic education provision
- Improving labour market policy measures for women and older workers to strengthen labour force participation

A main focus of work is currently on increasing target-group specific offers in adult education, quality assurance and quality development in the area of non-profit adult education and professionalisation in this area.

According to the 2003 microcensus survey (ad hoc modul on LLL), 22 per cent of the over 15-year old population participated in (non-formal) adult education courses and with employed persons the share was 31 per cent in the previous 12 months. When formal and non-formal adult education among the 15 to 64-year old population were taken together, the share was 27 per cent in the 12 months prior to the survey in June 2003 (32 per cent for employed persons). See: Table 8, **7.17.** The highest rate of adult education was seen in the 30 to 40-year bracket, and starting from 45 to 49 years of age the rate decreased. As compared to a decade ago, participation in adult education has risen significantly.

National Report on the Development and State of the Art of Adult Learning and Education (ALE)
Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI)

Qualitätsentwicklung und -sicherung in der Erwachsenenbildung in Österreich - Wohin geht der Weg?

Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme

7.4.2. Vocational Adult Education

Please refer to the sub-sections for further information.

7.4.2.1. Labour Market Service

Skill-upgrading measures funded by the [Arbeitsmarktservice](#) (Labour Market Service) usually aim at quickly re-integrating individuals into the labour force. The fundamental objective of these training courses is to redress the imbalance between demand and offer on the labour market by endowing individuals with vocational or career-related skills and know-how, as well as with personal skills and social competences. These measures are not supposed to prepare people for one specific position but to increase their overall, long-term chances of finding a job which suits their qualifications and abilities. Objectives also include helping women to overcome gender-specific disadvantages and dealing with changing social structures. Labour-force training caters to individual needs and is mainly directed at population groups and individuals who are affected or threatened by unemployment.

Die Bedeutung von Bildung im Spannungsfeld zwischen Staat, Markt und Gesellschaft

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

Labour Market Promotion Act

7.4.2.2. Vocational Schools for Working Adults

The general objectives of vocational schools for working adults are described in the following:

Medium-level technical and vocational schools for working adults provide a wide range of initial vocational training courses leading to officially recognised certificates. Additionally, they offer people who have already completed some form of vocational training (e.g. apprenticeship training) the possibility to deepen their knowledge in their fields. Master craftsman classes/schools are primarily supposed to prepare students for the master craftsman examination. Foremen's schools/courses are to train students for medium-level management positions in the engineering sector and to give them the possibility to acquire qualifications which permit them to work as trainers of apprentices in enterprises.

Secondary technical and vocational colleges for working adults lead to [Reife- und Diplomprüfung](#) (matriculation and diploma examination) which carries professional as well as university entrance privileges (double qualifications). In accordance with the Commission Directive 95/43 EC of 20 July 1995, training at secondary technical and vocational colleges is equivalent to post-secondary vocational training in other EU member states.

According to the School Organisation Act (§ 73c, 75c, 77c), [Kollegs](#) for working adults are to offer graduates of higher-level secondary schools (e.g. [Allgemein bildende höhere Schulen](#), [Berufsbildende höhere Schulen](#)) the possibility to complete programmes with educational contents similar to those taught at other types of higher-level (vocational) schools (e.g. [Höhere technische und gewerbliche Lehranstalt](#), [Höhere Lehranstalt für wirtschaftliche Berufe](#), [Handelsakademie](#)). Training courses at Kollegs end with Diplomprüfung (diploma examinations). The pilot scheme "HTL-B" combines Kolleg and other courses within the framework of a modular system.

The Akademien für Sozialarbeit for working adults are designed to convey the knowledge and skills required for higher-level social work and services, building on the education imparted at an [Allgemein bildende höhere Schule](#) or [Berufsbildende höhere Schule](#) (following § 79 of the School Organisation Act). With a few exceptions, the Akademien für Sozialarbeit have been converted into [Fachhochschule](#) study programmes in recent years. Still in existence is the Akademie für Sozialarbeit for working adults run by the BFI Oberösterreich, which will exist only until 2009 (locations are Linz and Ried). The training course ends with a Diplomprüfung (diploma examination). Graduates from Akademien für Sozialarbeit are awarded the protected title of "Diplomsozialarbeiter/in" (certified social worker).

Allgemein bildende höhere Schulen for working adults usually take four years and offer upper-cycle academic secondary school education. Related curricular provisions correspond to those governing the upper cycle (years 5 to 8) of ordinary academic secondary schools, which as a rule caters to 14- to 18-year-olds. The upper cycle of academic secondary schools aims at contributing to students' personality development and at endowing them with a high level of general knowledge and with [Allgemeine Universitätsreife](#), i.e. the entitlement to attend all institutions of tertiary education (universities, Fachhochschulen) as well as post-secondary vocational institutions ("Akademien").

Federal Ministry for Education, the Arts and Culture

FH Council

Universities of Applied Sciences Studies Act

School Organisation Act

School Education Act 1986

School Education Act for Working Adults

7.4.2.3. Universities and Fachhochschulen

[Bericht des Fachhochschulrates 2006](#)

[Weiterbildung an Universitäten](#)

University for Continuing Education Krems

Austrian universities currently do not offer separate, full-fledged diploma programs for working adults. Non-degree university programs for continuing education ("Universitätslehrgänge") have, however, been established to cater to the needs of working adults. Fachhochschulen do in part offer diploma programs for working adults. The Fachhochschule sector established in 1994 has become increasingly relevant for adult education. 29 per cent of first-time students in the 2005/06 winter semester were older than 25 years of age (as compared to 10 per cent at universities). In the 2007/08 academic year, the programmes for working adults accounted for 32 per cent of Fachhochschule students. University degree courses are supposed to prepare students for their future careers and to promote academic learning in general. Fachhochschule institutions serve to offer vocational training.

Apart from the state universities, there are also private universities, pursuant to the University Accreditation Act (1999). Some of the latter offer post-graduate courses. In the 2007 winter semester, there were a total of 12 private universities with about 4,025 students in Austria. Non-university education institutions (e.g. non-profit institutions of adult education) may offer university-level courses if they fulfil certain criteria.

The University for Continuing Education in Krems specialises on post-graduate further education and training, mainly for working adults.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

7.4.2.4. On-the-Job Training

The Magna Steyr Group in Styria serves as an example of a variety of adult education possibilities that are offered to employees in particular in large companies in Austria, to help keep the staff's skills and qualifications current. The company, which employed around 10,000 people in 2007, is a manufacturer and developer of automobiles. The company supports adult and continuing education activities in various ways:

Magna cooperates with the Labour Market Service ([Arbeitsmarktservice](#)): The latter points out unemployed persons which seem fit for work at the company; Magna then offers work, in-house training and skill-upgrading possibilities to these persons. The company gives unskilled workers the opportunity to complete further training and to acquire qualifications as skilled workers.

Every employee completes an average of 4.5 days of training per year. To draw staff members' attention to further training possibilities, the company compiles and circulates lists which contain

pertinent information. Local adult education institutions offer general education, while training in fields specific to work at Magna is provided by the company itself.

Employees may participate in English or (for non-Austrian staff members) German courses in their free time; all other training activities take place during working hours. If an employee wants to attend university or a Fachhochschule, the company pays up to 50% of the tuition fees (depending on how relevant the chosen programme is for the employee's work at Magna). As some of the trainers the company uses for in-house activities are Fachhochschule teachers, the company's employees also have the possibility to participate in "dual" Fachhochschule programmes. In this case, one half of the training programme is completed at a Fachhochschule, while the other half takes the form of in-house training sessions at Magna.

For more information, refer to chapter **6.4.** (general objectives, universities).

CEDEFOP Theme 5: Continuing Vocational Education and Training

Federal Ministry of Economics and Labour

7.5. Types of Institution

In Austria general and vocational adult education is provided by various institutions, mainly by non-profit institutions and by special types of public schools (secondary schools for working adults). As the average formal education level of Austria's population is rising, universities and [Fachhochschulen](#) (non-university tertiary education institutions with a strong vocational and technical orientation) are of growing significance for the adult education sector. In the area of in-service staff training organised by companies, private-sector organisations, many of which are relatively small, provide a major share of adult training courses.

According to the CVTS-3, private-sector organisations operating for profit accounted for 42 per cent of working hours spent in external courses in 2005. Furthermore, there are specialised continuing education institutions for teachers (institutes and academies of education, now reorganised as [Pädagogische Hochschulen](#) "University College of Teacher Education") and other occupational groups (civil servants, liberal professions).

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

7.5.1. Non-Profit Providers

Outside the area of company-based training, non-profit providers have traditionally played the most important role in general adult education and continuing vocational training in Austria. The history and structure of these providers reflect Austrian politics and religion as well as the development of the Austrian adult education associations (see [7.1.3.](#)). Together, the major providers of adult education, which are described below, form "KEBÖ", the Austrian conference of adult education institutions.

Having existed for more than a hundred years, the "Volkshochschulen" (adult education centres) are the most traditional establishments of adult education in Austria. The "Verband Österreichischer Volkshochschulen" (Association of Austrian Adult Education Centres) with its "Pädagogische Arbeits- und Forschungsstelle" (centre for research on political and adult education) is the umbrella organisation of nine related province associations (with legal personality), which are maintained by different authorities. All in all, there are 272 "Volkshochschulen" in Austria according to KEBÖ statistics.

The "Forum Katholischer Erwachsenenbildung" (Forum of Catholic Adult Education in Austria) comprises more than 60 institutions with different focuses, e.g. the so-called "Bildungswerke" and "Bildungshäuser" (learning centres for adults), distance courses and larger specialised study centres like the Vienna-based "Katholische Sozialakademie". While the approximately 1,500 "Bildungswerke" throughout Austria specifically cater to local needs, the "Bildungshäuser" mainly concentrate on intensive and long-term training courses.

The Austrian "Bildungshäuser" are institutions which provide youth and adult education outside the public school sector. Their umbrella organisation ("Arbeitsgemeinschaft der Bildungshäuser Österreich"), which is organised as an association with legal personality, comprised 18 "Bildungshäuser" according to the KEBÖ statistics. The umbrella organisation's objective is to organisationally link the various "Bildungshäuser" and to represent them in public. All "Bildungshäuser" – whether they are maintained by the federation, churches, provinces or the Chambers of Agriculture – are free to determine their programmes independently.

The "Ring Österreichischer Bildungswerke" (Austrian association of Bildungswerke) unites two related organisations, namely the "Verband Österreichischer Volksbildungswerke" (association for community education) and the "Arbeitsgemeinschaft Evangelischer Bildungswerke" (association of Protestant learning centres) as well as some associate members. The Austrian association of "Bildungswerke" promotes cooperation between the two mentioned associated organisations, coordinates the exchange of ideas and experience, and represents common interests concerning educational policy.

The federal "Berufsförderungsinstitut Österreich" (Austrian Vocational Training Institute) and its related branches in the various provinces are adult education institutions run by the Chambers of Labour and the Austrian Trade Union Federation (OeGB). The Vocational Training Institutes provide a large share of the labour-force training courses commissioned by the [Arbeitsmarktservice](#) (Labour Market Service) and has 143 training centres. Their federal umbrella organisation ("Berufsförderungsinstitut Österreich") coordinates and supervises activities in the different provinces and maintains (inter)national contacts with state and non-profit institutions of adult education.

The "Verband Österreichischer Gewerkschaftlicher Bildung" (Association of Austrian Trade Union Education) is an organisation which has been established by the Chambers of Labour and the trade unions. Its "Bildungshäuser" (learning centres) are supposed to provide training and further training for the employees, executives and members of the Austrian labour representation bodies.

The "WIFIs" (Institutes of Business Promotion) are service centres of the Austrian Economic Chambers which exist in all provinces. WIFIs are the providers of continuing vocational training with the highest number of students in Austria. Their training courses cater to people of all professional backgrounds. The federal WIFI coordinates the individual provinces' WIFI institutes.

The federal Austrian Society for the Study of Political Economy ("Volkswirtschaftliche Gesellschaft Österreich") and its associated societies in the various provinces are educational institutions which mainly cater to members of the business community. Their preferred target groups include managers and employees of business enterprises, administration officials as well as teachers.

The "Ländliches Fortbildungsinstitut" (Rural Further Education Centre) is a pan-Austrian institution which promotes adult education in rural areas. Its activities mainly focus on vocational adult education in the fields of agriculture, forestry and domestic science. The education which related institutions provide is seen as a contribution towards coping with economic and cultural change in rural areas.

In a broader sense, public libraries in Austria are also fundamental institutions of adult education. Their stock of books covers areas like science, art, literature, politics, but also leisure and entertainment. Libraries also offer audio-visual media (CD-ROMs, CDs, videos, cassettes), games and magazines. The "Büchereiverband Österreichs" (Association of Austrian Public Libraries) is the umbrella organisation of public libraries and represents their interests.

Vorgeschichte, Gründung und Anfänge der KEBÖ

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry of Economics and Labour

Konferenz der Erwachsenenbildung Österreichs

Federal Act on the Promotion of Adult Education and Public Libraries

7.5.2. Schools for Working Adults

All certificates awarded upon completion of apprenticeship training and of intermediate and upper-secondary courses can also be acquired through second-chance education at a later point in life. The major share of certificates acquired in the course of second-chance education is awarded by [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) for working adults (more than 3,000 each year). The areas covered by special training programmes for working adults correspond to those taught at the major school forms for young people aged 14 to approx. 19 years and comprise technical trades and other vocational fields. [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) for working adults have more students who complete courses in technical fields (foremen's schools, building trade schools, master craftsman schools) than in commercial areas. [Allgemein bildende höhere Schulen](#) (academic secondary schools) for working adults produce approx. 400 graduates every year. There are also [Kolleg](#) courses for working adults (see [7.4.2.2.](#)).

Akademien für Sozialarbeit (training institutes for higher-level social occupations) and related [Fachschulen](#) (medium-level secondary schools, e.g. for geriatric care) as well as schools for nurses (including programmes for specialised nurses according to the federal act on nursing) are open to working adults and are, in part, specially designed to meet their needs.

Federal Ministry for Health, Family and Youth

Federal Ministry for Education, the Arts and Culture

Vocational Training Act

Federal Act on the Promotion of Adult Education and Public Libraries

School Organisation Act

7.5.3. Universities and Fachhochschulen

Universities offer post-graduate studies for university graduates as well as "Universitätslehrgänge" (non-degree university programmes for continuing education) which cater to a larger audience. The 2002 Universities Act has brought far-reaching autonomy for Austrian universities, also in the area of further university education, which is mainly – but not exclusively – targeted at university graduates. The University Centre for Further Education and Training in Krems ("Donau-Universität Krems") only offers continuing education programmes in the form of "Universitätslehrgänge" and at present provides one third of continuing university training in Austria. In 1991, the University of Linz established a centre for distance learning, which comprises study centers in Vienna, Linz, Bregenz and Steyr. The centre for distance learning cooperates with the correspondence university of Hagen (Germany) and is a member of the "European Association of Distance Teaching Universities". Within this context, so-called "EuroStudyCenters" have been created in Vienna and Linz, which also cooperate with the "Open University" See also chapter [6.18.](#)

The Fachhochschule sector, which was founded in 1994, is of growing importance for the adult education sector. 29 per cent of students taking up Fachhochschule studies in the winter semester 2005/06 were older than 25 (as compared to only 10 percent at universities). In the winter semester 2007/08, around 32 per cent of students at Fachhochschule institutions were working adults according to the evaluations by the Fachhochschule Council ([Fachhochschulrat](#)).

Apart from the state universities there are also private universities, which are subject to the 1999 University Accreditation Act ("UniAkkG"). The latter, in part, offer postgraduate courses. In the winter semester 2007, there were a total of 12 private universities with about 4,237 students in Austria. Non-university education institutions (e.g. non-profit institutions of adult education) may offer university-level courses if they fulfil certain criteria. See also chapter [6.17.](#)

[Bericht des Fachhochschulrates 2006](#)

[Universitätsgesetz 2002](#)

[Weiterbildung an Universitäten](#)

[University for Continuing Education Krems](#)

[University of Linz](#)

[Federal Act on the University for Further Education Krems](#)

[University Act 2002](#)

7.5.4. Second Chance Education

Please refer to the sub-sections for further information.

Abschlussorientierte Höherqualifizierung unter Berücksichtigung der Bildungsbiografie. Die Österreichische Berufsreifeprüfung

Die Berufsreifeprüfung - Höherqualifizierung für den beruflichen Aufstieg oder für den Umstieg?

Studienberechtigungsprüfung

Institutions of post-secondary education

Federal Ministry for Education, the Arts and Culture

School Education Act 1986

Vocational Training Act

Federal Law on 'Berufsreifeprüfung' examinations

Labour Market Promotion Act

Vocational Training Act

Curricula for Berufsschule

Teacher Education Act 2005

7.5.4.1. Hauptschule School-Leaving Certificate:

Passing year four of [Hauptschule](#) (general secondary school) is a prerequisite for students who wish to attend a medium-level technical and vocational school (berufsbildende mittlere Schule) (e.g. a [Fachschule](#)), a secondary technical and vocational college (e.g. a [Höhere technische und gewerbliche Lehranstalt](#)) or an academic secondary school (Allgemein bildende höhere Schule). Without a Hauptschule school-leaving certificate the chances of finding an apprenticeship training place or employment are relatively low. Persons trying to effect the validation (nostrification) of school-leaving certificates acquired outside of Austria may also have to take some exams which are part of the Hauptschule curriculum.

It should be emphasised that this important certification confirming successful completion of grade 8 (=year 4 of Hauptschule) is not automatically granted upon completion of compulsory schooling. This is why several adult education institutions offer courses which prepare students for a special

examination procedure in front of a board of examiners leading to the award of the Hauptschule school-leaving certificate. Such preparatory courses are usually offered by adult education institutions against a fee.

7.5.4.2. Berufsreifeprüfung

In September 1997, the act regulating the [Berufsreifeprüfung](#) ("Gesetz über die Berufsreifeprüfung") came into force. Since then, adolescents/adults have had the possibility to take a Berufsreifeprüfung, i.e. a special matriculation examination, based on practical know-how acquired through work experience. Persons who had previously completed an apprenticeship programme or a medium-level technical and vocational school of at least three years' duration, and graduates of schools for nurses or of paramedical schools of at least 30 months' duration, as well as persons who had previously completed a master craftsman class or a "Befähigungsprüfung" (qualifying exams), may take this special matriculation examination to acquire all rights connected with the Reifeprüfung taken at higher-level secondary schools including access to universities and Fachhochschule institutions ([Allgemeine Universitätsreife](#)). Since 1 September 2000, when a pertinent amendment came into force, persons who have completed apprenticeship certification exams ("Facharbeiterprüfung") in the fields of agriculture and forestry have also been entitled to take the Berufsreifeprüfung.

This special matriculation examination is equivalent to the [Reifeprüfung](#) taken at higher-level secondary schools in as far as it entitles its holders to take up studies at Austrian universities, [Fachhochschulen](#) and [Kollegs](#), and as it also leads to the same grading in civil service salary schemes. With the introduction of the Berufsreifeprüfung, know-how acquired through practical work experience was, for the first time in Austria, declared formally equivalent to theoretical school-based education.

The Berufsreifeprüfung consists of four exams in the following subjects: German, mathematics and a modern foreign language (i.e. general-education subjects), and a specialised work-related subject in the candidate's occupational field. Persons who have completed a master craftsman class, a foremen's school or a three-year "Fachakademie" (further vocational training programme), however, are not required to take an exam in a work-related subject. As early since the latest amendment to the act regulating the Berufsreifeprüfung in 2000, candidates have also been exempt from the specialised exam if they have completed another exam which may be regarded as equivalent – in scope, content, level and examination mode. This includes specific master craftsman exams, final exams at a foremen's school, finals exam completing a further vocational training course of at least three years' duration at an Institute of Business Promotion ("WIFI Fachakademie"), building trade school-leaving certificate, nursing diploma, certain "Befähigungsprüfungen" ("qualifying exams", e.g. for work as a nursery school teacher or educator), specialised exams (e.g. for prospective tax consultants), or certification in an apprenticeable trade requiring at least four years' training. According to the 2005 amendment, the Federal Minister responsible for the matter shall define by Ordinance which master craftsman, qualifying and other exams meet these requirements, and the exam in a modern foreign language may also be substituted by certain certificates.

If candidates have previously completed parts of a Reifeprüfung (matriculation examination) at a higher-level secondary school, these may also count towards the Berufsreifeprüfung. Since September 2000, this has also been the case with final exams taken at medium-level secondary schools, at an Akademie für Sozialarbeit, at "Akademien" for teacher training as defined by the "Akademien-Studiengesetz" (Academies Studies Act), or completed in the course of a

Fachhochschule or university programme – if their content and scope correspond to the requirements of the Berufsreifeprüfung.

Generally speaking, the Berufsreifeprüfung is an "Externistenprüfung", i.e. an exam without prior school attendance. According to the act on the Berufsreifeprüfung, however, the Berufsreifeprüfung may also form part of a training programme at an adult education institution if the relevant programme is officially recognised by the Federal Ministry for Education, the Arts and Culture, and thus, part of the public education system. This constitutes a new development in the Austrian education system (cf. Schlögel/Klimmer 2001).

A reform of the Berufsreifeprüfung is currently being prepared. Starting from the 2008/09 academic year, it will be possible to take the Berufsreifeprüfung as part of apprenticeship training.

Thus far, about 15,000 persons have completed the Berufsreifeprüfung, which currently corresponds to 2,500 to 2,600 annually. In the 2005/06 winter semester, some 9,500 persons attended special preparatory courses at Volkshochschulen (adult education centres), Vocational Training Institutes ("Berufsförderungsinstitute"), the Economic Chambers' Institutes of Business Promotion ("Wirtschaftsförderungsinstitute") and other establishments to prepare for examinations.

7.5.4.3. Studienberechtigungsprüfung:

Persons who wish to study at a higher education institution in Austria but who do not have the necessary entrance qualifications (e.g. Reifeprüfung taken at an Austrian secondary higher school or Berufsreifeprüfung, etc.) have the possibility to take a [Studienberechtigungsprüfung](#) (SBP; entrance examination allowing limited access to post-secondary and tertiary education institutions), based on the following conditions:

- They have to choose one specific study programme;
- They have to have pertinent practical experience or must have previously received training in the relevant field of studies. (Applicants who lack previous training have the possibility to make up for this fact by taking additional exams.)
- Austrian Citizenship
- Minimum age: 22 (20, if applicants have completed at least four years of vocational training).

In contrast to the [Berufsreifeprüfung](#), the Studienberechtigungsprüfung is a restricted entitlement to engage in particular courses of studies at universities, higher-education institutions, [Fachhochschule](#) institutions, colleges and Kollegs. Admission is basically granted for a specific programme (degree programme, Fachhochschule programme, college or [Kolleg](#)) for which the exam has been passed. Switching to a different programme is possible only under restricted conditions. Until 2004, an annual number of 340 persons took a Studienberechtigungsprüfung (SBP).

7.5.4.4. Special Admittance to the Apprenticeship Certification Exam ("Lehrabschlussprüfung")

Under certain conditions, persons who have completed apprenticeship training (as defined by the Vocational Training Act – "Berufsausbildungsgesetz") but have not taken an apprenticeship

certification exam ("Lehrabschlussprüfung") and persons who work in a position which corresponds to the professional profile of an apprenticeable trade are allowed to sit for an apprenticeship certification exam ("Lehrabschlussprüfung") and, thus, to acquire official vocational qualifications. Against a fee, preparatory courses for this exam are offered for some apprenticeable trades. These courses for example may cover the subjects usually taught at [Berufsschule](#) (part-time compulsory vocational school). Special admittance to apprenticeship certification exams without completion of an apprenticeship period is of growing importance (in 2006, exams based on special admittance accounted for an estimated 15 per cent of all exams). Preparatory courses are mainly funded by the Labour Market Service ("AMS"), Vocational Training Institutes ("Berufsförderungsinstitute"), the Economic Chambers' Institutes of Business Promotion ("Wirtschaftsförderungsinstitute") and individual companies.

7.5.4.5. Many Small Providers

There is a number of relatively small providers in both the general and the vocational adult education sectors. Experts estimate that there are 1,700 to 1,800 providers of adult education in Austria. The choice largely depends on the participants' subsistence status (see statistics in [7.17.](#)). According to the Continuing Vocational Training Survey CVTS-3, which refers to in-service training, private-sector organisations operating for profit accounted for 42 per cent of working hours spent in external courses in 2005.

7.5.4.6. In-Service Training

In-service training for teachers (previously provided by the former Pädagogische Institute, now [Pädagogische Hochschulen](#)) and for civil servants may also be classified as adult education in the broadest sense of the term. The chambers of the professions (doctors, lawyers, notaries etc.), in addition to other services, also offer their members further training possibilities, mainly in cooperation with university teachers.

7.6. Geographical Accessibility

There is a multitude of different providers and a large offer of adult education throughout Austria. In addition to their umbrella organisations on a federal level, the major non-profit providers of adult education ("WIFIs", "Berufsförderungsinstitut", "Ländliches Fortbildungsinstitut", "Bildungshäuser" etc.) also maintain regional education institutions. The activities of the "Ländliches Fortbildungsinstitut" (Rural Further Education Centre) concentrate on rural areas.

Konferenz der Erwachsenenbildung Österreichs

7.7. Admission Requirements

The admission requirements of adult education institutions differ and are mainly determined by the type of certificates, degrees or diplomas they award. In the non-profit sector there are no formal admission requirements. In the case of courses which build on existing skills and know-how, prospective participants are, however, usually advised in their choice of courses, and their proficiency levels are informally assessed before the courses start in order to guarantee fruitful learning conditions. There are some courses and training programmes which are only open to specific population groups, e.g. migrants, unemployed persons, unskilled young people, women etc.

In the adult education sector questions of nostrification (i.e. legal validation of certificates) initially only concerned the so-called "Externistenprüfungen", i.e. examinations which were not based on prior school attendance (e.g. for candidates wishing to acquire secondary-school leaving certificates or to take an apprenticeship certification exam). Recently, however, questions concerning nostrification have been gaining in significance, as internationally recognised certification is becoming more and more important. European integration and the mobility it entails have turned issues like transparency and accreditation into focal concerns of educational policy.

There is an increasing number of provisions which regulate the official recognition of previously acquired knowledge, particularly in connection with the [Berufsreifeprüfung](#) ("BRP", special matriculation examination, see [7.5.4.2.](#)), the [Studienberechtigungsprüfung](#) ("SBP", special entrance examination leading to limited access to higher education institutions, see [7.5.4.3.](#)) and the "Lehrabschlussprüfung" (apprenticeship certification exam, see [7.5.4.4.](#)).

In the public secondary and higher education sectors, admission requirements for adults depend on the type of course or (evening) school they wish to attend. [Kollegs](#) (special type of secondary technical and vocational colleges for graduates of other higher-level schools), for instance, usually require applicants to have previously taken a [Reifeprüfung](#) (matriculation examination), whereas higher-level secondary schools for working adults normally only expect their students to have successfully completed compulsory education.

Persons who wish to attend schools for working adults need to have successfully completed eight years of school, have to be at least 17 years of age and must either have completed some previous vocational training or already have some work experience. Some medium-level training courses for social workers only accept older students; they may also stipulate other special admission requirements.

Students wishing to attend higher-level technical secondary schools for working adults ("höhere technisch-gewerbliche Schulen für Berufstätige") are required to complete a preparatory course ("Vorbereitungslehrgang"). Students who want to be admitted to a higher-level secondary school for occupations in the service industries sector ("höhere wirtschaftliche Schule") additionally have to have at least two years of relevant work experience.

Persons who want to enrol in a specific "Aufbaulehrgang" (add-on study courses) must either have successfully completed a [Fachschule](#), apprenticeship training or a preparatory course ("Vorbereitungslehrgang") in the same or a related field. Some "Aufbaulehrgänge" may also require applicants to have previously completed a foremen's school (with extra tuition).

Adult students looking to be admitted to higher-level schools of agriculture and forestry ("[Höhere land- und forstwirtschaftlichen Lehranstalten](#)") must have successfully completed compulsory schooling and are required to have at least two years of practical experience in agriculture or forestry, or, alternatively, they need to have successfully completed at least two years at a Fachschule (medium-level secondary school) for agriculture and forestry.

Studienberechtigungsprüfung

Federal Law on 'Berufsreifeprüfung' examinations

Act on Federal Schools for Agriculture and Forestry

School Organisation Act

Compulsory Schooling Act 1985

7.7.1. Universities

University studies in Austria are open ([Allgemeine Universitätsreife](#)) to all persons who have passed a [Reifeprüfung](#) (matriculation examination). For people without Reifeprüfung special regulations apply. Fachhochschule study programmes, which were introduced in 1994, have established a system that leaves decisions concerning student admission up to the individual Fachhochschule institutions. See also chapter [6.6.4.](#)

The entitlement to be admitted to university studies as a regular student (for Austrian citizens subject to standard admission requirements) is acquired upon:

- passing a Reifeprüfung at an Austrian higher-level secondary school (or by having passed an equivalent matriculation examination formerly taken at Austrian secondary schools). Higher-level secondary schools comprise: [Allgemein bildende höhere Schulen](#) (academic secondary schools), [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges), [Höhere land- und forstwirtschaftlichen Lehranstalten](#) (higher-level schools of agriculture and forestry), [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) and [Bildungsanstalten für Sozialpädagogik](#) (training schools for educators). For admission to some university programmes, additional exams may be required, depending on the previously completed school type(s).
- successful completion of an "Akademie"
- passing the [Studienberechtigungsprüfung](#) (special entrance examination leading to limited access to higher education institutions)
- passing the [Berufsreifeprüfung](#) (special matriculation examination)
- successful completion of a [Fachhochschule](#) programme/arts university programme related to the relevant student's chosen field of university studies.

For admission to some university programmes, prospective students may additionally be required to demonstrate specific skills, know-how or artistic talent. These requirements are laid down in individual study regulations.

An Austrian citizen who has passed a matriculation examination outside of Austria has the possibility to have the relevant certificate validated by the Federal Minister for Education, the Arts and Culture (=nostrification). If the certificate in question is not validated through nostrification and if there is no bilateral agreement confirming its equivalence to a Reifeprüfung taken in Austria, then it is up to the relevant university's rector ([Rektor](#)) to determine whether the foreign certificate may be regarded as equivalent and, if necessary, to decide which additional exams have to be taken.

In addition to matriculation examinations taken outside of Austria, the completion of a programme (of at least three years' duration) at an officially recognised non-Austrian post-secondary institution also leads to university entrance qualifications ("Allgemeine Universitätsreife", formerly: Allgemeine Hochschulreife). Each student with a non-Austrian certificate has to prove, however, that s/he has sufficient German-language skills and that s/he would have direct access to her/his chosen university course in the country in which the matriculation examination was taken.

Studienberechtigungsprüfung

Federal Ministry for Education, the Arts and Culture

Universities Austria UNIKO

Federal Law on 'Berufsreifeprüfung' examinations

7.7.2. Fachhochschulen

In general, admission to a Fachhochschule programme requires "[Allgemeine Universitätsreife](#)" (which may be acquired by passing a [Reifeprüfung](#), a [Berufsreifeprüfung](#) or a [Studienberechtigungsprüfung](#)), or through relevant professional qualifications. Students who are admitted to a Fachhochschule programme on the basis of professional qualifications may have to take additional entrance exams if these are a prerequisite for the attainment of the educational objectives of the relevant programme.

If a person wishes to enrol in a Fachhochschule programme based on a matriculation examination that was taken outside of Austria, the certificate in question must be validated by the Federal Minister for Education, the Arts and Culture (=nostrification). If the certificate in question is not validated through nostrification and if there is no bilateral agreement confirming its equivalence to a Reifeprüfung taken in Austria, then it is up to the head of the relevant Fachhochschule programme to determine whether the foreign certificate may be regarded as equivalent and, if necessary, to decide which additional exams have to be taken by the applicant in order to be admitted. In addition, all applicants have to prove that they have sufficient German-language skills.

Subject to the availability of study places, Fachhochschule study programmes are generally accessible for candidates meeting the admission requirements. The number of study places is determined by an accreditation order issued by the Fachhochschule Council ([Fachhochschulrat](#)). Study places are awarded following a selection process (see chapter [6.6.4.](#)).

Studienberechtigungsprüfung

Federal Ministry for Education, the Arts and Culture

FH Council

Federal Law on 'Berufsreifeprüfung' examinations

7.7.3. Artistic and Creative Study Programmes

Candidates wishing to enrol in programmes with artistic and creative orientation are required to pass an entrance examination to prove their artistic and creative aptitude. Completion of a Reifeprüfung is required in a few cases, and the minimum age for admission is 17 years and with some instrumental studies 15 years.

Academy of Fine Arts Vienna

University of Applied Arts Vienna

University of Music and Dramatic Arts Graz

University of Music and Performing Arts Vienna

University Mozarteum Salzburg

7.8. Registration and/or Tuition Fees

In the adult education sector and for "Universitätslehrgänge" (continuing education courses), which are classified as further education, students traditionally have had to pay fees. The fees private commercial institutions and non-profit providers charge differ (see [7.17.](#)). In some provinces there are schemes which allow partial refunds of course fees (see [7.9.2.](#)).

In 2001, Austrian universities and [Fachhochschulen](#) started charging tuition fees.

For detailed information on tuition fees at universities and Fachhochschule institutions, refer to chapter [6.7.](#)

Unlike the tertiary education institutions in Austria, [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) for working adults do not charge any fees. This is also true for [Kollegs](#), which offer part-time and full-time courses to graduates of [Allgemein bildende höhere Schulen](#) (academic secondary schools). Students have to pay a fee for the [Berufsreifeprüfung](#), the [Studienberechtigungsprüfung](#) and the preparatory courses.

National Report on the Development and State of the Art of Adult Learning and Education (ALE)
Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFITEA VI)

7.9. Financial Support for Learners

Please refer to the sub-sections for further information.

National Report on the Development and State of the Art of Adult Learning and Education (ALE)
Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI)

7.9.1. Tax Deduction

In general, employees are entitled to claim a tax deduction when filing their tax returns for further education and training costs (to upgrade the skills in their current occupation or profession), training costs (in the currently exercised or a related occupation or profession) and retraining costs (preparation for a new career). Educational measures to acquire fundamental commercial or office skills (e.g. computer courses for beginners) as well as language-learning courses and technical literature are also tax deductible, if they are incurred in the exercise of a profession.

Federal Ministry of Finance

7.9.2. Support from Provinces

All provinces except for one provide funds for the subsidisation of individual continuing training activities. The criteria upon which financial aid is given (personal circumstances, educational objectives etc.) and the specific amounts granted differ considerably.

7.9.2.1. The "Bildungskonto" Scheme as an Example

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

Oberösterreichische Landesregierung

Federal Law on 'Berufsreifeprüfung' examinations

Industrial Code 1994

A scheme that has taken on an important role in Austrian educational-policy debates is the Upper Austrian "Bildungskonto" (continuing training fund). The government of Upper Austria supports the participation of working adults in continuing vocational training courses. So far, 65,000 working adults have benefited from financial support stemming from the "Bildungskonto". Around 16,000 requests for subsidisation are submitted to the administrative office of the government of Upper Austria every year. In 2006 the number of applications passed the 20,000 mark for the first time. The amount of subsidies paid in 2007 totalled EUR 9 million. The maximum possible amounts of subsidies will be gradually increased by 7 per cent in the period from 2007 to 2009.

This subsidisation scheme is mainly directed at gainfully employed adults and by partially refunding course fees in order to increase overall participation, the Bildungskonto model follows the fundamental principle of co-investment in education. The administrative office of the government of Upper Austria refunds 50 percent of individual course fees to people participating in further education up to a maximum amount of EUR 830 ("general" Bildungskonto). People over 40 years of age and unskilled persons may have up to 80 per cent of their course fees refunded; the grant is limited to EUR 1,250.

After a course has been successfully completed, the "special" Bildungskonto allows participants to submit a request for financial support amounting to 50% of their personal costs up to a maximum of EUR 1,660 if they produce a certificate confirming successful participation. People over 40 years of age and unskilled persons may have up to 80 per cent of their course fees refunded; the grant is limited to EUR 2,090.

Educational activities which are usually subsidized comprise courses which provide specialist or general vocational training. The list of subsidized activities ranges from computer courses and technical training to business courses, language classes and courses covering health as well as social issues. Preparatory courses for officially recognised exams (e.g. [Berufsreifeprüfung](#), apprenticeship certification exams, foremen's exams etc.) are among the educational measures which are most frequently subsidized.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

7.9.3. Support from Social Partners

Financial support for individual continuing training activities is also provided by the social partners (education grants, subsidies etc.).

For detailed information on study grants, please refer to chapter [6.8.](#)

7.9.4. Educational Leave

The [Arbeitsmarktservice](#) (Labour Market Service) is responsible for the administration of educational leaves, which were introduced in 1998. Employers and employees may agree on an educational leave lasting from at least 3 to 12 months. During this period, the employee taking the leave receives a further-education grant from the Arbeitsmarktservice (Labour Market Service) which corresponds to the amount paid during parental leave (fixed daily amount irrespective of income). In the case of persons who are 45 or older, the amount of money granted during an educational leave corresponds to unemployment benefit, if the latter exceeds the amount which would be paid in case of a parental leave.

Educational leaves are supposed to enable people to acquire school or higher education certificates at a later point in life. They are to promote staff members' skill-upgrading (e.g. through foreign-language courses) and thus help reduce personnel costs to a certain extent. The Arbeitsmarktservice (Labour Market Service) lends support to companies which are looking for people to temporarily replace staff members on educational leave.

Persons on educational leave qualify for health and accident insurance cover. Since January 2000, months during which persons over 45 receive further-education grants have also counted towards the periods of employment required by the Austrian pension scheme.

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

Federal Ministry of Social Affairs and Consumer Protection

7.9.5. Support from Business and Trade Associations

Austria's business and trade associations (e.g. Federal Economic Chamber, the Federation of Austrian Industry, the Chambers of Agriculture etc.) tend to act as lobbies in support of adult education. (They have, for instance, achieved the increase of education-related tax allowances for companies to 20%.) They also offer a multitude of specific support measures, especially for persons having completed some form of vocational training. The Federal Economic Chamber and the Federal Ministry for Economic Affairs and Labour, for example, grant financial aid to people who have completed apprenticeship training if they wish to take the [Berufsreifeprüfung](#). Since 2002, the education-related tax allowance for companies (20% of further education expenses) has been applicable to companies' in-house further-training facilities, if the areas dedicated to in-house training are more or less delimited and autonomous (separate accounting), if training sessions are formally organised as seminars, courses etc., and if course participation can be documented. The maximum tax allowance has been fixed at EUR 2,000 per day and training activity.

Moreover, a 6%-deductible for educational measures has been introduced which is interesting for companies writing low profits or losses, especially for start-ups.

Federal Ministry of Economics and Labour

7.10. Main Areas of Specialisation

In recent years, the further education courses most sought after by the over-15-year-old population have been those focusing on languages and IT, in addition to specialist vocational know-how (cf. table 5-7, see [7.17.](#)).

Data on classes attended at Volkshochschulen (adult education centres) in 2005/06 provide information on preferences in adult education according to topics: there were 172,000 participants in health-related and physical activity courses; approx. 120,000 participants in language courses and 34,000 in "creativity and culture"; approx. 30,000 participants took "vocational guidance", 22,000 were in "basic skills and second-chance education"; and approx. 4,400 took "science, technology and environmental" courses, all offered by adult education centres throughout Austria in 2005/06.

The first CVTS-3 results published at the end of 2007 provide data on in-service training: the share of those who participated in courses accounted for 33 per cent of all employed in the economic sector (in companies with more than 10 employees), which is an increase of 2 percentage points over 1999 (Statistik Austria). The courses that were most frequently chosen were on the themes of "technology and production", "personal skills, personal development and working life", "sales and marketing", and "accounting, management and secretarial" (cf. table 4 and 5, see [7.17.](#)).

Since 1997, it has been possible to acquire the European Computer Driving Licence (ECDL) in Austria. Initially, working adults were the primary target group of this offer, but in the meanwhile other population groups have started making use of this educational possibility, particularly young people who are still in school, senior citizens and self-employed persons. More than 340,000 participants (or 4 per cent of Austrians) have taken up the ECDL, and 200,000 (2.5 per cent) have already obtained the certificate. Preparatory courses and tests can be taken at 320 test centres in Austria.

Federal Ministry of Economics and Labour

Konferenz der Erwachsenenbildung Österreichs

7.11. Teaching Methods

The wide variety of teaching methods applied in adult education makes it difficult to classify them. The introduction of new forms of learning favoured by new information and communication technologies, the increase in distance learning offers with tutorial support, the growing flexibility and accessibility of educational programmes, the introduction of modular training programmes – all these are developments which are becoming increasingly significant for the adult education sector.

The [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) offer modular programmes for working adults. The way in which classes are organised depends on the chosen subjects of study. Sometimes instruction is interdisciplinary in nature or based on project work etc. Lab and workshop classes are usually small and emphasise practical skills. The fact that working adults do not have a lot of time to spare is always taken into account, which is why, for example, distance learning elements have been integrated into training programmes.

There is an e-learning community in Austria which is connected through its own internet portal (<http://www.virtual-learning.at>, <http://www.learnabit.com>). Furthermore, there is an institution associated with the "Berufsförderungsinstitut" (Vocational Training Institute) which offers computer- and web-based training, mainly in IT-related subjects. "WIFIs" (Institutes of Business Promotion) also offer e-learning programmes, which consist of three stages: First there is an introductory phase at a "WIFI" institute, followed by a self-study phase during which coaches are available online or on the telephone, should students need advice. The final phase is marked by group exercises, presentations, role play, and other appropriate training techniques.

The Federal Ministry for Education, the Arts and Culture promotes the development of new forms of teaching and learning (eLearning, eTutoring, blended learning, etc.) as well as an increase of such programmes for "second chance" education, for women and educationally disadvantaged groups.

A number of universities and higher education institutions use digital media and tools to impart knowledge and information under the Blended Learning Strategy chosen by the institutions. Studies are offered as a balanced mix of face-to-face teaching and computer-based, guided self-study lessons. e-tutoring is of increasing importance for education and implementation – with tutors forming a technically and socially competent link between students and professors.

Thanks to a cooperation agreement between Linz University and the open University of Hagen (Germany), there are distance learning programmes for working adults, who use new media for their studies. See: <http://www.fernstudien.jku.at/willkommen.html>.

At Linz University, the entire law degree programme is offered on a multimedia basis. See: <http://www.linzer.rechtsstudien.at/>

The majority of continuing education courses are courses providing continuing education for university graduates and are taken almost exclusively by working adults. Although it is important that teachers and students meet face to face in these courses, the use of new media to transmit and work with the materials is indispensable.

The e-teaching/e-learning community in the tertiary sector has been rooted in the network "New media forum in teaching - Austria", which offers access to selected materials through its platform. See: <http://fnm-austria.at>.

Weiterbildung an Universitäten

Federal Ministry for Education, the Arts and Culture

University of Linz

7.12. Trainers

In Austria's adult education sector, the educational backgrounds and qualifications of teachers differ considerably and largely depend on the type of provider these work for. Teachers in the public secondary and tertiary (adult) sectors have to fulfil the same requirements as their colleagues in the initial training sector (see chapter 8.). In the non-profit and commercial sectors, institutions often recruit specialists with a high level of practical experience (and not necessarily a degree) as teachers. These are usually hired on a freelance basis, the majority of dependently employed personnel in the non-profit and commercial sectors being administrative staff.

All major providers of adult education as well as several universities and other institutions offer courses for teaching staff which focus on teaching methodology. The St. Wolfgang Federal Institute for Adult Education (see 7.3.) provides training and in-service training for teachers of all types of adult education institutions, and it is also a platform for linkage and new developments in the qualification and professionalisation of trainers in adult education.

This also applies to the Weiterbildungsakademie (wba, CVET Academy). Since 1 February 2007, the newly created CVET Academy has served to make an essential contribution to increasing and assuring the qualifications and quality of trainers in adult education. The CVET Academy offers people active in adult education the possibility to have credits awarded and obtain a widely recognised professional or practical certificate and diploma (2 levels). Competences already acquired are recognised in a special recognition procedure, and any competences adult educators still lack can be acquired in different educational establishments. Subsequently, further training and education pathways at universities are open to students, in the framework of which the competences acquired under the CVET certificates are recognised and the period of study is shortened. The Danube University Krems will start a master's degree programme in LLL in the summer term 2008.

Substantive improvements are expected for the future because the Pädagogische Akademien have been upgraded to [Pädagogische Hochschulen](#), which may also offer non-degree courses for trainers in adult education.

National Report on the Development and State of the Art of Adult Learning and Education (ALE)
Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFITEA VI)

University for Continuing Education Krems

7.13. Learner Assessment / Progression

Quality assurance in the adult education sector has been an important issue in Austria for years. There are various approaches to this topic, including the adoption of generally recognised international quality assurance standards, the application of criteria and processes outlined by the provinces or the providers themselves, course evaluations by participants and self-evaluation by teachers and adult education providers. Many educational institutions have already applied quality assurance systems (ISO, EFQM standards, EQW, etc.). Some educational associations have developed their own methods for promoting quality assurance.

The Austrian Quality Assurance Agency AQA is a service institution for quality assurance and evaluation at universities and [Fachhochschulen](#) that was set up in 2004 following a joint initiative of the then Austrian Conference of Rectors, now re-named “Universities Austria” (“Österreichische Universitätenkonferenz”), the Fachhochschule Conference, the Association of Private Universities, the Austrian Union of Students ([österreichische Hochschülerinnen- und Hochschülerschaft](#)), and the Federal Ministry of Science and Research.

The province of Upper Austria has developed a quality seal which is tied to a partial refund of course fees granted by the province government. Quality assurance in Austria’s adult education sector is primarily input-oriented. At the moment the evaluation of the “output” of adult education is mainly limited to programmes developed by the [Arbeitsmarktservice](#) (Labour Market Service). In the future, however, the development of output-oriented evaluation will probably also be promoted in other areas. Owing to an increasing variety of providers and growing participation in adult training courses, the evaluation of course results will have to be emphasised more strongly in the future. It is in everybody’s interest to develop an effective national strategy for promoting quality assurance in the adult education sector, as this is a prerequisite for consumer protection on the education market.

In the field of second-chance education, adult students are assessed on the same basis as students in the initial-training sector. In other areas of further education, usually no tests are taken but, in part, course certificates or certificates of attendance are issued.

Training courses which lead to officially recognised professional qualifications are generally accompanied by exams. At vocational schools for working adults, students are formally assessed every semester on the basis of their active participation in class and their oral, written and/or practical performance. At the end of a semester, students may take an oral exam on all topics covered that semester if they so wish (e.g. to improve their grades) or if their teachers think this is necessary. Such an exam can only be taken once every semester. If a student fails a semester exam or is not assessed at all, s/he has the possibility to take the same oral exam the following semester. Tests and written exams are designed by the individual subject teachers. Suggestions for the design of [Reifeprüfungen](#) (matriculation examinations) and/or [Diplomprüfungen](#) (diploma examinations) have to be submitted to the [Landesschulrat](#) (province school board).

For performance assessment at universities and Fachhochschulen, refer to chapter [6.13.](#)

Qualitätsentwicklung und -sicherung in der Erwachsenenbildung in Österreich - Wohin geht der Weg?

Austrian Agency for Quality Assurance AQA

7.14. Certification

The majority of courses and educational possibilities are provided by institutions which do not award any official certificates or degrees (non-formal education). Nevertheless, courses leading up to education certificates, especially those promoting skill-upgrading and/or the "second-chance" acquisition of education certificates, are of increasing importance in adult education..

Adults can acquire the following certificates and qualifications within the framework of second-chance education: [Berufsreifeprüfung](#) (special matriculation examination), [Studienberechtigungsprüfung](#) (special entrance examination leading to limited access to higher education institutions), [Reifeprüfung](#) (matriculation examination) for "external" students, and "Beamten-Aufstiegsprüfung" (an exam which leads to the same grading in civil service salary schemes as the Reifeprüfung, but which does not lead to university entrance qualifications).

Successful participants of courses at "WIFIs" (Institutes of Business Promotion), for example, are usually awarded certificates, many of which are recognised within the business community. Vocational certificates acquired at "Berufsförderungsinstitute" (Vocational Training Institutes), to give another example, are tailored to meet labour market demands. In many cases, course participation at these institutes is directly subsidised by the [Arbeitsmarktservice](#) (Labour Market Service).

Upon successful completion of regular or special-type [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) students are issued a final report. [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) end with a specialised Diplomprüfung (diploma examination) and a general Reifeprüfung (matriculation examination) ([Reife- und Diplomprüfung](#)), which entitles graduates to take up higher-education studies.

The completion of master craftsman classes/schools and foremen's schools/courses for adults leads to officially recognised vocational qualifications ("Befähigungsnachweis") and to the qualifications required to work as a trainer of apprentices in enterprises.

Programmes for adults at higher-level secondary schools end with Reife- und Diplomprüfung (matriculation and diploma examinations), which are public exams held in front of a board of examiners. The exams consist of written, graphic and/or practical as well as oral parts.

In order to complete [Kolleg](#) courses, students have to take a Diplomprüfung (diploma examination) in all subjects which were not part of their previous higher-level secondary schooling.

For certification at universities and [Fachhochschulen](#), refer to chapter [6.15.](#)

[Abschlussorientierte Höherqualifizierung unter Berücksichtigung der Bildungsbiografie. Die Österreichische Berufsreifeprüfung](#)

[Studienberechtigungsprüfung](#)

[School Education Act for Working Adults](#)

7.15. Education/Employment Links

Adult learning often takes place at work: Company-based in-house training activities and courses provided by production or parent companies are skill-upgrading measures which have become more and more important in recent years. Informal on-the-job training is also to be seen as a highly significant source of know-how.

All business enterprises in Austria are members of the Economic Chambers. The funding of these public-law corporations is regulated by legal provisions. The various provinces' Economic Chambers run Institutes of Business Promotion ("WIFIs") as educational service centres. These promote skill-upgrading among the Austrian workforce and offer training and advice to entrepreneurs. The BFI ("Berufsförderungsinstitut", Vocational Training Institute) is closely associated with labour representations and offers various forms of continuing vocational training (cf. [7.5.1.](#)).

The Rural Further Education Centres offer advice to persons who work in areas related to agriculture or forestry (and to their families), as well as various educational possibilities to support them in all aspects of their economic existence. Training methods and schedules offered by the Rural Further Education Centres are tailored to the needs of this specific professional group (cf. [7.5.1.](#)).

For decades, the Austrian business sector (Economic Chambers, individual enterprises etc.) has supported the "Volkswirtschaftliche Gesellschaften" (Societies for the Study of Political Economy), which serve as regional information hubs for businesses, schools and adult education institutions. These societies are of particular importance when it comes to the further training of teachers.

In addition to traditional fields of action, the business and trade associations started to become active in the [Fachhochschule](#) sector in the mid-90s. Via their Institutes of Business Promotion ("WIFIs"), the Economic Chambers, sometimes in cooperation with other organisations, run Fachhochschule institutions (non-university tertiary education institutions with a strong vocational and technical orientation) in the provinces.

A new approach that is currently being promoted is the development of regional "education clusters", i.e. voluntary cooperation projects of businesses and educational institutions. A number of education clusters have already been created. To provide a supraregional information platform for the various education clusters, the Austrian Federal Economic Chamber has set up a central office ("Bildungscluster-Büro") with the support of the Federal Ministry for Education, the Arts and Culture and the Federal Ministry of Science and Research.

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Economics and Labour

Federal Ministry of Science and Research

Federal Act on the Promotion of Adult Education and Public Libraries

7.16. Private Education

Next to public education institutions (secondary schools, universities, non-profit organisations), non-public organisations are also becoming increasingly significant (e.g. private providers of [Fachhochschule](#) programmes for working adults, numerous private continuing training courses etc.). The 1999 University Accreditation Act ("Universitäts-Akkreditierungsgesetz") has created a legal base for the accreditation of private providers on the university education market. For detailed information, refer to chapter [6.17.](#)

Most institutions (even the non-profit organisations) charge fees to cover their course costs. The extent to which course fees cover actual costs varies and is usually not declared.

The exact number of education providers operating for profit in Austria is unknown. The same applies to non-profit organisations. Experts assume that there are between 1,700 and 1,800 enterprises or non-profit establishments which regularly or occasionally offer educational activities. In addition to traditional educational institutions, there are also consulting companies, groups of coaches and individuals who provide educational services actively or on demand.

According to the 2005 results of CVTS-3 (Continuing Vocational Training Survey – 3) published in 2007, for-profit organisations provide the by far largest share of in-service training activities promoted by Austrian employers (see table 3, [7.17.](#)).

CEDEFOP Theme 5: Continuing Vocational Education and Training

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

7.17. Statistics

TABLE 1:

Organisers of general and vocational adult education by livelihood of participants in courses in 2002/2003, per cent

Organiser of courses	Gainfully employed	Un- employed	Managing a household	Special leave	Retired	Total
In-house, manufacturer/supplier, parent/holding of company	32.6	6.4	4.1	17.9	3.4	26.1
Private education provider	14.9	12.0	12.8	14.6	11.3	15.5
Other providers	12.8	14.1	23.0	16.9	22.6	14.7
Employers' associations, WIFI etc.	11.9	12.1	6.4	5.2	3.8	10.3
Employees' associations, BFI etc.	6.2	35.2	11.6	13.2	3.5	6.9
LFI (Rural Further Education Centre)	2.0	-	3.4	0.3	11.0	2.4
VWG-Volkswirtschaftliche Gesellschaft (Economic Society)	0.2	-	1.1	-	0.4	0.2
VHS-Volkshochschulen (Adult Education Centres); public providers	6.6	10.2	19.6	9.3	31.3	9.0
Caritas. Red Cross	4.3	4.6	8.4	9.5	5.5	4.6
Bildungswerk (Adult Learning Centres)	1.4	1.9	1.8	3.2	3.1	1.5
Schools with public-law status	3.3	2.7	3.8	2.1	2.4	4.0
University, Higher Education Institution	2.7	0.5	3.5	4.8	1.6	3.4
Fachhochschule	1.2	0.3	0.6	3.1	0.1	1.4
Total	100.1	100.0	100.1	100.1	100.0	100.0
Number of participants in 1,000	1,095.1	49.4	57.3	17.1	96.5	1,436.5

Source: Statistik Austria, MC June 2003

TABLE 2:**Attendance of short seminars and courses of providers organised in the Austrian Conference of Adult Education Institutions (KEBÖ) by type of event, working year 2006**

Association	Short seminars	Courses
Total	1.405,218	1.597,384
RÖBW	298,374	104,211
BVÖ ¹⁾	-	-
FORUM	414,312	144,728
VÖV	76,218	463,209
LFI	331,409	117,365
VÖGB	119,635	96,926
WIFI ²⁾	-	292,344
ARGE BHÖ	136,481	151,417
BFI	-	197,670
VG-Ö	28,789	29,514

¹⁾ Registered users; not included in the total attendance number.

²⁾ Participation in short seminars included.

ARGE BHÖ = Arbeitsgemeinschaft der Bildungshäuser Österreichs (Joint Austrian Adult Learning Centres), BFI = Berufsförderungsinstitut Österreich (Austrian Vocational Training Institutes), BVÖ = Büchereiverband Österreichs (Austrian Library Association), FORUM = Forum Katholischer Erwachsenenbildung in Österreich (Forum of Catholic Adult Education in Austria), LFI = Ländliches Fortbildungsinstitut (Rural Further Education Centre), RÖBW = Ring Österreichischer Bildungswerke (Austrian Association of Bildungswerke), VG-Ö = Volkswirtschaftliche Gesellschaft Österreich - Verband für Bildungswesen (Austrian Economic Society/Association for Education), VÖGB = Verband Österreichischer Gewerkschaftlicher Bildung (Association of Austrian Trade Union Education), VÖV = Verband Österreichischer Volkshochschulen (Association of Austrian Adult Education Centres), WIFI = Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich (Business Promotion Institute of the Austrian Economic Chamber).

Source: Konferenz der Erwachsenenbildung Österreichs (KEBÖ, Austrian Conference of Adult Education Institutions). – Prepared on: 03/01/2008.

TABLE 3:

Distribution of external continuing training sessions financed by the company by provider category,
(Companies with 10 or more employees)

Education provider	1999	2005	Difference (rank)
Private for-profit providers of education	37	42	5
Public and private schools, Fachhochschulen and universities	4	6	2
Educational institutes of employees' organisations	2	3	1
Other	8	9	-1
Public education providers (e.g. VHS)	4	3	-1
Educational institutes of employers' organisations	19	17	-2
Manufacturing companies, suppliers, parent company, partner company	25	20	-5
Total	99	100	-

Source: Statistik Austria, CVTS-3; Eurostat, CVTS-2 [Data 1999, 2002, p. 91]

Table 4:

Selected indicators on in-house training by comparison 1999 – 2005; per cent
(Companies with 10 or more employees)

Industry, Employee size category	Share of companies with continuing training courses		Share of persons attending courses		Share of total continuing training costs in personnel costs	
	1999	2005	1999	2005	1999	2005
Manufacturing industries (sections C-F)	71.6	69.2	26.1	29.9	1.1	1.1
Services (sections G-K, O)	70.7	66.4	35.8	35.2	1.6	1.6
10-49 employees	66.2	63.3	24.1	23.8	1.0	0.7
50-249 employees	89.7	85.6	28.6	28.1	1.2	1.2
250 and more employees	96.4	97.9	37.0	42.0	1.6	1.9
Total	71.1	67.3	31.5	33.3	1.3	1.4

Source: Statistik Austria, CVTS-2 and CVTS-3

TABLE 5:**Course attendance hours by thematic fields
(Companies with 10 or more employees)**

Subjects	1999	2005	Difference (rank)
Personal skills, personal development and working life	7	14	7
Technology and production	15	19	4
Environmental protection, health, safety	3	6	3
Personal services	2	5	3
Sales and marketing	14	14	0
Languages (foreign languages and mother tongue)	5	4	-1
IT and EDP applications	16	11	-5
Accounting, management, secretarial	21	14	-7
Other thematic fields	16	12	-4
Total (rounded)	100	100	0

Source: Statistik Austria, CVTS-2 and CVTS-3

TABLE 6:**Training field and duration of the course last attended* in the past 12 month by
gender, June 2003; gainfully employed participants; per cent**

Training field	Male		Female		Total	
	in 1,000	Ø duration in hours	in 1,000	Ø duration in hours	in 1,000	Ø duration in hours
Social sciences, business and law	104.5	49	83.5	55	187.9	51
Computer operation	80.1	36	62.7	34	142.8	35
Engineering, manufacturing, construction	71.9	70	16.7	47	88.5	66
Services	62.6	56	28.3	42	90.9	52
Health and welfare	48.2	44	65.0	48	113.2	47
General education courses	28.2	47	28.1	28	56.4	37
Foreign languages	16.0	66	15.6	47	31.7	57
Agriculture	14.5	66	5.1	41	19.6	60
Humanities and arts	12.7	52	13.0	49	25.7	50
Education	11.2	33	20.2	61	31.4	51
Information technology	10.6	73	5.1	31	15.7	59
Exact and natural sciences	1.8	60	1.7	17	3.4	39
Mathematics and statistics	0.8	57	0.5	12	1.2	39
Life sciences	0.1	30	1.3	12	1.4	14
Total	463.6	52	374.2	45	810.8	49

* Attendance in specialised courses *primarily* for vocational reasons

Source: Statistik Austria, Microcensus, June 2003

Table 7:**Thematic continuing training interests, June 2003, per cent**

Field of interest (first mention)	Gainfully employed				Resident population 15+ 2,557,400
	Male 955,900	Female 764,700	Gender- related difference	Total 1,720,600	
Vocational specialisation	29.4	19.9	9.5	25.2	19.3
Foreign languages	10.8	18.0	-7.2	14.0	15.9
EDP	17.5	12.1	5.4	15.1	14.7
Health, nutrition	4.3	19.3	-15.0	11.0	13.7
Self-development	7.3	11.0	-3.7	8.9	8.0
Sport	6.9	2.5	4.4	4.9	5.0
Other	3.5	3.2	0.3	3.4	4.5
Art, music	2.9	3.8	-0.9	3.3	4.3
Technology	7.0	0.2	6.8	3.9	3.4
Communication, conflict resolution	2.2	2.3	-0.1	2.2	1.9
Management, business administration	3.1	1.2	1.9	2.3	1.8
History, culture	0.7	0.9	-0.2	0.8	1.5
Education, family	0.2	1.5	-1.3	0.8	1.3
Ecology, environmental protection	1.4	0.8	0.6	1.1	1.3
Mathematics, natural science	1.0	0.5	0.5	0.8	1.0
Justice and law	0.9	0.9	0.0	0.9	0.8
Religion, philosophy	0.3	0.7	-0.4	0.5	0.7
Equality, women's issues	0.0	0.8	-0.8	0.4	0.5
International policy, globalisation	0.7	0.3	0.4	0.5	0.5
Total	100.1	99.9	0.2	100.0	100.0

Source: Statistik Austria 2004; own calculations

TABLE 8:**Participation in formal and non-formal training of 25 to 64-year-olds in the past 12 months, June 2003, per cent**

Classification characteristic	Total	Male	Female	Difference M-F
FORMAL EDUCATION				
Compulsory school	9.6	10.0	9.4	-0.6
Apprenticeship	22.7	23.5	21.5	-2.0
BMS (medium-level vocational school)	30.9	32.5	30.1	-2.4
AHS (academic secondary school)	45.0	47.1	43.1	-4.0
BHS (higher-level vocational school)	44.3	42.4	46.5	4.1
Hochschulv. LA (post secondary college)	59.4	58.9	59.6	0.7
University, higher education institution, Fachhochschule	51.0	47.4	55.6	8.2
AGE IN YEARS				
25 – 29	41.7	42.5	41.0	-1.5
30 – 34	33.8	36.1	31.6	-4.5
35 – 39	31.1	32.5	29.7	-2.8
40 – 44	30.9	31.0	30.7	-0.3
45 – 49	27.7	28.4	27.0	-1.4
50 – 54	21.3	21.9	20.7	-1.2
55 – 59	16.2	16.7	15.8	-0.9
60 – 64	9.0	8.7	9.2	0.5
NATIONALITY				
Austria	27.9	29.0	26.9	-2.1
Former Yugoslavia	12.2	12.1	12.2	0.1
Turkey	15.3	14.6	16.1	1.5
Other	30.1	29.5	30.6	1.1
LIVELIHOOD				
Gainfully employed	31.8	30.9	32.9	2.0
Unemployed	24.8	18.6	31.8	13.2
Managing a household	14.9	-	14.9	-
Special leave	17.7	-	17.8	-
Retired	9.1	8.0	10.1	2.1
Total	27.2	28.1	26.3	-1.8

Source: Statistik Austria, Microcensus June 2003 (N=4,454,100)

TABLE 9:**Population (15+ years) by nationality and highest level of education attained, 2006, per cent**

Nationality	Compuls. School	Apprenticeship	BMS	Higher school	Univers., Higher edu. inst.	Post second. coll.	Total	Total abs.
Total								
Austria	27.0	36.4	13.5	13.8	7.1	2.2	100.0	6,207.4
Non-Austria	36.8	26.0	6.9	15.9	13.1	1.3	100.0	644.2
EU 25	11.1	27.7	9.0	25.3	24.7	2.2	100.0	201.2
<i>Of which EU 15</i>	<i>11.2</i>	<i>25.6</i>	<i>10.0</i>	<i>20.9</i>	<i>30.0</i>	<i>2.1</i>	<i>100.0</i>	<i>130.8</i>
Form. Yugoslavia	47.5	33.5	5.7	10.2	2.1	1.0	100.0	238.8
Turkey	73.9	14.7	3.8	5.8	1.4	0.4	100.0	84.2
Other	32.7	15.9	7.8	18.4	23.8	1.3	100.0	120.0
Total	27.9	35.4	12.9	14.0	7.7	2.1	100.0	6,851.7
Male								
Austria	19.8	47.4	8.8	14.0	8.8	1.2	100.0	2,975.4
Non-Austria	32.2	34.5	5.4	13.0	13.9	1.0	100.0	320.0
EU 25	9.2	35.1	6.6	19.9	28.5	0.8	100.0	95.8
<i>Of which EU 15</i>	<i>9.2</i>	<i>27.1</i>	<i>6.8</i>	<i>19.5</i>	<i>36.7</i>	<i>0.9</i>	<i>100.0</i>	<i>66.3</i>
Form. Yugoslavia	40.0	43.1	4.5	9.0	2.3	1.2	100.0	125.1
Turkey	64.0	24.3	4.4	5.5	1.1	0.7	100.0	43.6
Other	29.8	22.2	6.3	15.9	24.9	1.1	100.0	55.4
Total	21.0	46.1	8.4	13.9	9.3	1.2	100.0	3,295.4
Female								
Austria	33.5	26.4	17.8	13.6	5.6	3.2	100.0	3,232.0
Non-Austria	41.4	17.6	8.3	18.8	12.3	1.7	100.0	324.2
EU 25	12.8	21.2	11.3	30.3	21.2	3.4	100.0	105.4
<i>Of which EU 15</i>	<i>13.5</i>	<i>24.0</i>	<i>13.5</i>	<i>22.5</i>	<i>23.1</i>	<i>3.4</i>	<i>100.0</i>	<i>64.5</i>
Form. Yugoslavia	55.8	22.9	6.9	11.6	2.0	0.7	100.0	113.7
Turkey	84.7	4.7	3.0	6.2	1.5	0.0	100.0	40.5
Other	35.3	10.5	9.1	20.6	22.9	1.6	100.0	64.5
Total	34.2	25.6	16.9	14.1	6.2	3.0	100.0	3,556.2

Source: Statistik Austria, Microcensus Labour Force Survey 2006, own calculations

Statistical Guide 2008: Key facts and figures about schools and adult education in Austria

Konferenz der Erwachsenenbildung Österreichs

8. TEACHERS AND EDUCATION STAFF

A distinction must be made between teaching staff at kindergartens (nursery schools), at primary and secondary schools, and at institutions of higher education.

Nursery school teachers are not considered to be teachers as such in Austria. Their educational institutions, the *Bildungsanstalten für Kindergartenpädagogik*, together with *Bildungsanstalten für Sozialpädagogik*, are described in chapter 5. Chapter 8 only deals with the in-service training of nursery school teachers under 8.2.10.1. Educators - as far as they are employed in schools - are mentioned under 8.2.6.2.

8.1. Initial Training of Teachers

School teacher training in Austria is provided by two separate sectors. Compulsory school and special school teachers are trained at [Pädagogische Hochschule](#) (formerly Pädagogische Akademien (training institutes for general compulsory school teachers)) or private providers and granted higher education status. Persons who want to work as teachers at [Allgemein bildende höhere Schulen](#) (academic secondary schools) or to teach general-education subjects at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) or at [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) receive their training at universities.

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Teacher Education Act 2005

8.1.1. Historical Overview

Please refer to the sub-sections which follow.

Institutions of post-secondary education

Institutions of post-secondary education

Institutions of post-secondary education

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Hochschule für Agrar- und Umweltpädagogik Wien

Federal Ministry for Education, the Arts and Culture

Teacher Education Act 2005

University Act 2002

School Traineeship Act

Teacher Education Act 2005

Act on Federal Schools for Agriculture and Forestry

8.1.1.1. Initial training of general compulsory school teachers

Institutions for the training of teachers of [Allgemein bildende Pflichtschulen](#) (general compulsory schools), i.e. Pädagogische Akademien (training institutes for general compulsory school teachers), were established on the basis of the School Acts of 1962 and replaced the teacher-training institutions that had been organised at secondary school level.

The training of primary school teachers, initially two years, was extended to three years in 1985, giving all study courses at Pädagogischen Akademien a uniform length of three years and making them consistent with the European Union concept of higher education (non-university tertiary educational institution).

Since 1 October 2007, [Pädagogische Hochschulen](#) have been in place. These are now responsible for the initial training of future teachers at Volksschule and Vorschulstufe, at Hauptschule, at Allgemeine Sonderschule, and at Polytechnische Schule.

8.1.1.2. Teachers at Allgemein bildende höhere Schulen (academic secondary schools)

Training courses at universities for teachers of [Allgemein bildende höhere Schulen](#) have been continually expanded to include pedagogic and didactic classes and traineeship periods, some of which will be compulsory for the student beginner in the future.

From 1937 until the late 1970s/early 1980s, teacher training at universities was governed by the "Prüfungsvorschrift für das Lehramt an Mittelschulen", a statutory regulation pertaining to secondary school teacher training and examination (Federal Law Gazette No. 271/1937).

University programmes leading to secondary school teacher accreditation in most cases required combined studies in two subjects and concluded with a "Hausarbeit" (basic academic paper) and a "Lehramtsprüfung" (examination qualifying candidates for the teaching profession). Until 1966, when university studies were reformed by the "Allgemeines Hochschul-Studiengesetz" (General University Studies Act), university programmes for prospective teachers did not lead to the conferment of academic degrees.

University-level teacher training focused on subject-matter competence. Within the framework of university studies, there was very little pedagogical and teaching-methodology training, and no practical training at schools whatsoever.

After graduation, prospective teachers had to complete one year of practical training at schools ("introduction to practical teaching") according to the "Prüfungsvorschrift für das Lehramt an Mittelschulen" (Federal Law Gazette No. 271/1937, Section B).

From the late 1970s/early 1980s onwards (not all Austrian universities required the same amount of time to implement reform measures) until approximately 2000, university-level teacher training was governed by a complex of legal provisions which included the "Allgemeines Hochschul-Studiengesetz" (General University Studies Act, Federal Law Gazette No. 177/1966), individual acts pertaining to specific fields of studies (national framework legislation), the "Studienordnungen" (ordinances outlining national framework provisions for individual academic disciplines) and "Studienpläne" (local curricula implementing the relevant "Studienordnungen").

University programmes for teachers, which continued to be based on combined studies in two subjects, were turned into fully-fledged diploma programmes leading to the conferment of academic degrees. Teaching methodology and pedagogical aspects started to be given more emphasis, and practical school-based training was integrated into university programmes leading to secondary school teacher accreditation.

The one-year introduction to practical teaching ("Probejahr") continued to exist until 1988, when it was replaced by a differently organised one-year school traineeship ([Unterrichtspraktikum](#)), based on pertinent legislation ("Unterrichtspraktikumsgesetz", Federal Law Gazette 145/1988).

As of approximately 2000 (once more, Austrian universities required different amounts of time for reform implementation), university-level teacher training has been governed by the "Universitäts-Studiengesetz" (University Studies Act, Federal Law Gazette No. 48/1997) providing national framework legislation and by the relevant "Studienpläne", i.e. local curricular provisions (subject to partial autonomy). The pertinent study reform radically reduced the number of legal provisions governing university-level teacher training by abolishing all previous acts pertaining to specific fields of studies as well as the "Studienordnungen" (ordinances outlining national framework provisions for individual university disciplines).

This reform gave even more emphasis to pedagogical aspects, teaching methodology and school-based practical training.

Since 2004, university-level teacher training has been organised according to principles of the "Universitätsgesetz" (Universities Act, Federal Law Gazette No. 120/2002) (national framework legislation). This latest reform has thus far not brought about any changes in the contents of university-level teacher training.

8.1.1.3. Initial training of teachers in the vocational education sector

In 1964, a Vocational Teacher Training School for on-the-job training of teachers was established. Optional at first, this training and the pertaining "Lehramtsprüfung" became compulsory for teachers aspiring tenure from 1970 onwards.

In addition, the Vocational Teacher Training Institutes, as laid down in the "Schulorganisationsgesetz" (School Organisation Act) of 1962, had i.a. the task of preparing students for the "Lehramtsprüfungen" (duration: 2 semesters). From 1968 onward, separate courses leading up to the "Lehramtsprüfung"

were established for vocational school teachers. In addition, teacher training for certain subjects at vocational schools was taken over. From 1969, training courses for shorthand and phonotyping teachers were established.

The growing number of training courses and the necessity to extend the training periods led to the foundation of new Berufspädagogische Akademien (training institutes for vocational school teachers) (5th Amendment to the School Organisation Act) in 1976. Vocational Teacher Training Schools and courses at the Vocational Teacher Training Institutes were closed down. The Berufspädagogische Akademie in Vienna offers training courses for all practical training areas at [Berufsbildende mittlere Schulen](#) and [Berufsbildende höhere Schulen](#) (technical and vocational schools and colleges) and for all subjects at Berufsschulen. The Berufspädagogischen Akademien in Graz, Innsbruck, and Linz do not offer training courses for all types of qualification.

Since 1 October 2007, [Pädagogische Hochschulen](#) have been in place. These are now responsible for the initial training of teachers for [Berufsschule](#) and teachers in the specialist departments of nutrition, information and communication, fashion and design, and industry and trade at berufsbildende mittlere Schule and berufsbildende höhere Schule.

8.1.1.4. Initial teacher training for agricultural and forestry schools and colleges

From 1954 onward, the training of agricultural teachers and consultants was institutionalised within the framework of the Federal Seminar in Vienna. Until 1966, courses of varying duration (depending on the student's background) were offered. In 1966, these courses were given a legislative basis by the "Land- und forstwirtschaftliches Bundesschulgesetz" (Act on Federal Agricultural and Forestry Schools). The former "Agricultural and Forestry Teacher Training School" was converted, in analogy to the Berufspädagogischen Akademien, to a "Land- und forstwirtschaftliche Berufspädagogische Akademie (training institute for teachers at higher-level secondary schools for agriculture and forestry). Since 1989, two-year training courses have been offered for graduates of technical colleges for agriculture and forestry. One-semester courses are offered for graduates of the University of Agriculture, Forestry, and Renewable Natural Resources.

Since 1974, the Federal Ministry for Education, the Arts and Culture has been the responsible authority for educational aspects of training programmes for teachers at schools of agriculture and forestry.

The 1999 "Akademien-Studiengesetz" (Academies Studies Act) introduced six-semester training programmes, which have been implemented since 1 September 2001.

In 2001, the public "Land- und forstwirtschaftliche berufspädagogische Akademie" and the public "Land- und forstwirtschaftliches berufspädagogisches Institut" in Vienna (Wien-Ober-St. Veit) merged to form Agrarpädagogische Akademie (Agrarian Teacher and Consultant Training College).

Since 1 October 2007, the study courses for the initial training of teachers for agricultural [Berufsschule](#) and agricultural [Fachschule](#) and for the area of agriculture and environmental studies at höhere land- und forstwirtschaftliche Schule have been offered by the University College of Agricultural and Environmental Teacher Training (Hochschule für Agrar- und Umweltpädagogik, predecessor institution: "Agrarpädagogische Akademie").

8.1.1.5. Certification studies for teachers of Catholic / Protestant / Orthodox / Old Catholic / Islamic / Jewish religious education at compulsory schools

As from 1 October 2007, the Religious Teacher Education Academies and Religious Teacher Education Institutes have been incorporated into the Pädagogische Hochschule.

Some former institutions (e.g. Islamic Religious Teacher Education Academy, Jewish Religious Teacher Education Academy, Religious Teacher Education Academy of the Diocese Gurk-Klagenfurt) are no longer listed as “private teacher education colleges” but as “private degree programmes”.

Study courses for teachers of Catholic/Protestant/Orthodox/Old Catholic/Islamic/Jewish Religious Education at compulsory schools are now offered by private [Pädagogische Hochschulen](#). Furthermore, private degree programmes for the training of teachers of Catholic/Protestant/Orthodox/Old Catholic/Islamic/Jewish Religious Education at compulsory schools may also be offered.

Recognition as an educational institution or private study course is granted for a limited period only (twofold duration of the study course at maximum). Afterwards a new decision for extension must be issued.

8.1.1.6. Training of teaching staff in tertiary education

For information on the training of teaching staff in tertiary education see [8.1.4.3.](#) and [8.2.10.3.](#)

8.1.2. Ongoing Debates and Future Developments

Please refer to the sub-sections which follow.

Federal Ministry for Education, the Arts and Culture

Interkulturelles Zentrum

8.1.2.1. University Colleges of Teacher Education - Pädagogische Hochschulen

The new modular curricula implemented by the founding curricular committee upon the launch of the [Pädagogische Hochschule](#) in October 2007 are constantly adapted to changing conditions.

A new in-service training series for teachers at Pädagogische Hochschule was created by the Education Ministry. This series, entitled "Train the Teacher", will be launched at the beginning of June 2008 with a three-day event on the theme "migration and school" for social scientists from all Austrian Pädagogische Hochschulen.

8.1.2.2. Teaching staff in tertiary education

For information on future developments in the training of teaching staff in tertiary education see **8.2.10.3.**

8.1.3. Specific Legislative Framework

Please refer to the sub-sections which follow.

8.1.3.1. Initial training for general compulsory school teachers at University Colleges of Teacher Education - Pädagogische Hochschulen

Initial training of compulsory school teachers is based on the following acts and ordinances (not all are mentioned):

- Act on University Colleges of Teacher Education 2005: "Hochschulgesetz 2005" and the related ordinances (ordinance on curricula, ordinance on admission, ordinance on schools periods)
- School Organisation Act for practice primary schools and practice general secondary schools integrated in the programmes of study of [Pädagogische Hochschulen](#)
- Educational Documentation Act

8.1.3.2. Initial training of academic secondary school teachers (for Allgemein bildende höhere Schulen)

Federal Ministry for Education, the Arts and Culture

[University Act 2002](#)

[School Traineeship Act](#)

The historic development of pertinent legislation is outlined in section **8.1.1.2.** The current legal framework is described in the following:

Provisions governing university-level teacher training:

- University Studies Act (expiring): "Universitäts-Studiengesetz" (Federal Law Gazette No. 48/1997);
- Universities Act: "Universitätsgesetz" (Federal Law Gazette No. 120/2002) providing national framework legislation and individual universities' and arts universities' curricula governing programmes leading to secondary school teacher accreditation (subject-based training and teaching methodology), including pedagogical and school-based training (related provisions being in part subject to autonomous decisions on part of the universities).

Provisions governing "Unterrichtspraktikum"

- School Traineeship Act: "[Unterrichtspraktikums](#)gesetz" (Federal Law Gazette No. 145/1988) governing the one-year school traineeships for graduates of secondary school teacher accreditation programmes.
- Educational-policy decisions concerning school traineeships fall within the competence of the Federal Ministry for Education, the Arts and Culture (framework legislation) and, under partial autonomy regulations, also within the competence of the provincial school authorities (curricular design of school traineeship programmes, which also include theoretical instruction).

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

8.1.3.3. Legislative framework for the training of university teachers

For information on relevant legal provisions see [8.2.5.8.](#)

8.1.4. Institutions, Level and Models of Training

Please refer to the sub-sections which follow.

8.1.4.1. Pädagogische Hochschule

Since 1 October 2007, [Pädagogische Hochschulen](#) have been in place. They are the result of a merger of Pädagogische Akademien, Berufspädagogische Akademien run by federal authorities, Religious Teacher Education Academies and Religious Teacher Education Institutes.

In addition to public Pädagogische Hochschulen, there are private university colleges of teacher education. Furthermore, study courses offered by private providers may be approved (recognition by decree for the twofold duration of the study course at maximum).

Various study courses are offered by these institutions (Pädagogische Hochschule and private degree programmes).

- The public Pädagogische Hochschulen (i.e. federal institutions) and some private Pädagogische Hochschulen (not run by the federal authorities) provide for the initial training of
 - Compulsory school teachers (except lower cycle of academic secondary school) at [Volksschule](#) and [Vorschulstufe](#)
 - Teachers at [Hauptschule](#), Allgemeine [Sonderschule](#) and [Polytechnische Schule](#) (predecessor institution: Pädagogische Akademie)

However, not every Pädagogische Hochschule offers all study courses (depending on offerings and demand of a particular PH).

- The public Pädagogische Hochschulen in Upper Austria, Styria, Tyrol and Vienna offer study courses for the initial training of teachers at the following vocational schools:
 - Teacher accreditation for [Berufsschule](#)
 - Teacher accreditation in the specialised branch of nutrition at [Berufsbildende mittlere Schule](#) or [Berufsbildende höhere Schule](#)
 - Teacher accreditation in the specialised branch of information and communication at [berufsbildende mittlere Schule](#) or [berufsbildende höhere Schule](#) (predecessor institution: federal Berufspädagogische Akademie)
 - Teacher accreditation in the specialised branch of fashion and design at [berufsbildende mittlere Schule](#) or [berufsbildende höhere Schule](#) (Vienna Pädagogische Hochschule only)
 - Teacher accreditation in the specialised branch of industry and trade at [berufsbildende mittlere Schule](#) or [berufsbildende höhere Schule](#) (predecessor institutions: federal Berufspädagogische Akademien)
- Study courses for the initial training of teachers for agricultural Berufsschule and Fachschule institutions and for the specialised branch of agriculture and environmental studies at higher-level schools for agriculture and forestry are offered by the University College of Agricultural and Environmental Teacher Training (predecessor institution: "Agrarpädagogische Akademie").
- Study courses for the initial training of teachers of religious education at compulsory schools:
 - Private Pädagogische Hochschulen offer study courses for teacher accreditation in
 - Catholic
 - Protestant
 - Orthodox and
 - Old Catholic religious education.
 - Private providers offer
 - Study courses for teacher accreditation in Catholic religious education at compulsory schools
 - Study courses for teacher accreditation in Islamic religious education at compulsory schools
 - Study courses for teacher accreditation in Jewish religious education at compulsory schools.

8.1.4.1.1. Locations / Pädagogische Hochschule institutions and private study courses

The Act on University Colleges of Teacher Education 2005 provides for the following public University Colleges of Teacher Education:

- Pädagogische Hochschule Kärnten (Carinthia)
- Pädagogische Hochschule Niederösterreich (Lower Austria)
- Pädagogische Hochschule Oberösterreich (Upper Austria)
- Pädagogische Hochschule Salzburg
- Pädagogische Hochschule Tirol (Tyrol)
- Pädagogische Hochschule Vorarlberg
- Pädagogische Hochschule Wien (Vienna)
- Hochschule für Agrar- und Umweltpädagogik Wien (Vienna University College of Agricultural and Environmental Teacher Training)

In addition to public Pädagogische Hochschulen, private university colleges of teacher education or study courses offered by private providers may be recognised. Upon application for recognition or expiry of the recognition, the responsible member of the government (i.e. the Federal Minister for Education, the Arts and Culture) will issue a decree concerning the recognition.

There are the following private [Pädagogische Hochschulen](#) (PH) or private degree programmes (study courses):

- Church-run PH in Vienna
- Church-run PH "Edith Stein", Innsbruck
- Church-run PH of the Diocese Graz-Seckau, Graz
- Private PH of the Diocese Linz
- Foundation Private PH Burgenland, Eisenstadt
- Catholic PH Institution Carinthia, Klagenfurt
- Study course for "Teacher accreditation in Islamic Religious Education at compulsory schools" of the Islamic Religious Community, Vienna
- Study course for "Teacher accreditation in Jewish Religious Education at compulsory schools" of the Beth Chabad Association, Vienna

The study courses offered last six semesters (three years) and culminate in the academic degree of Bachelor of Education ("Bed") (see § 38 "Hochschulgesetz 2005").

Institutions of post-secondary education

Federal Ministry for Education, the Arts and Culture

Hochschule für Agrar- und Umweltpädagogik Wien

Katholische Pädagogische Hochschuleinrichtung Kärnten

Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau

Kirchliche Pädagogische Hochschule Edith Stein

Kirchliche Pädagogische Hochschule Wien/Krems

Private Pädagogische Hochschule der Diözese Linz

Privater Studiengang für das Lehramt für Islamische Religion an Pflichtschulen - IRPA

Privater Studiengang für das Lehramt Jüdische Religion an Pflichtschulen - Lauder Chabad

Pädagogische Hochschule Kärnten

Pädagogische Hochschule Niederösterreich

Pädagogische Hochschule Oberösterreich

Pädagogische Hochschule Salzburg

Pädagogische Hochschule Steiermark

Pädagogische Hochschule Tirol

Pädagogische Hochschule Vorarlberg

Pädagogische Hochschule Wien

Stiftung Private Pädagogische Hochschule Burgenland

Federal Ministry of Science and Research

Teacher Education Act 2005

University Act 2002

8.1.4.2. Initial training of academic secondary school teachers (for Allgemein bildende höhere Schulen)

Teachers for [Allgemein bildende höhere Schulen](#) (academic secondary schools) and for general-education subjects at [Berufsbildende mittlere Schulen](#) (medium-level vocational schools) and [Berufsbildende höhere Schulen](#) (higher-level vocational schools) are trained at universities.

About 84% of the study time is devoted to scientific, subject-related contents, 10% to methodology and 6% to pedagogics and practical training

8.1.4.3. Initial training of teaching staff in tertiary education

In Austria, there is no special initial training for teaching staff employed in the tertiary education sector. Initial training is acquired on the job, and based on the standard qualifications in research and teaching.

8.1.5. Admission Requirements

Please refer to the sub-sections which follow.

8.1.5.1. Admission requirements for Pädagogische Hochschule

[Law on Hochschule Study Entitlement](#)

Please refer to the sub-sections which follow.

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Education Documentation Act](#)

[Teacher Education Act 2005](#)

[School Organisation Act](#)

8.1.5.1.1. Admission requirements for certification studies for teachers at general compulsory schools

Admission requirements include the successful passing of the [Reifeprüfung](#), [Berufsreifeprüfung](#) or [Studienberechtigungsprüfung](#).

Admission to the study courses is subject to special aptitude requirements.

8.1.5.1.2. Admission requirements for certification studies for teachers at technical and vocational schools

Admission requirements include the successful passing of the [Reifeprüfung](#), [Berufsreifeprüfung](#) or [Studienberechtigungsprüfung](#).

Admission to the study courses is subject to special aptitude requirements.

In addition to the completed vocational training, several years of relevant work experience are a prerequisite for accreditation as a teacher at [Berufsschule](#) and for the specialised theoretical and practical area at vocational schools. Berufsschule teachers and teachers in the technico-commercial area only qualify for the training if they have been employed with the provincial school authority.

8.1.5.1.3. Admission requirements to study courses for teachers at agricultural Berufsschule and Fachschule and for the area of agriculture and environmental studies at höhere land- und forstwirtschaftliche Schule

Admitted are students who have completed höhere land- und forstwirtschaftliche Schule or persons with similar qualifications and graduates from university degree programmes (e.g. University of Agriculture, Forestry, and Renewable Natural Resources).

Admission to the study courses is subject to special aptitude requirements.

8.1.5.1.4. Admission requirements to study courses for teachers of religious education at general compulsory schools

Admission requirements include the successful passing of the [Reifeprüfung](#), [Berufsreifeprüfung](#) or [Studienberechtigungsprüfung](#).

Admission to the study courses is subject to special aptitude requirements.

8.1.5.2. University training for academic secondary school teachers (for Allgemein bildende höhere Schulen)

Prerequisites for admission to the programme for teachers at [Allgemein bildende höhere Schulen](#) are Reifeprüfung (matriculation examination) completed at a Allgemein bildende höhere Schule (academic secondary school) or [Reife- und Diplomprüfung](#) (matriculation and diploma examination) taken at [Berufsbildende höhere Schule](#) (secondary technical and vocational colleges) after at least twelve years of schooling, unless the student skipped one or several years, or [Berufsreifeprüfung](#) (special type of matriculation examination allowing unlimited access to university), or the

[Studienberechtigungsprüfung](#) (university entrance examination). In some cases, candidates may have to complete additional exams in order to be admitted (for certain subjects).

8.1.5.3. Admission requirements to training for teaching staff in tertiary education

For information see [8.1.4.3.](#) and [8.2.5.8.](#)

8.1.6. Curriculum, Special Skills, Specialisation

Please refer to the sub-sections which follow.

8.1.6.1. Curriculum of Pädagogische Hochschule

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Die Pädagogische Hochschule \(Hochschulgesetz 2005\)](#)

[Teacher Education Act 2005](#)

[Act on School Education for Ethnic Minorities in Burgenland](#)

[Minority Schooling Act for Carinthia](#)

The Hochschule Curricular Ordinance provides the basis for the curricular commission to define the curricula for public [Pädagogische Hochschulen](#) according to § 42 "Hochschulgesetz" (Act on University Colleges of Teacher Education) (see also [8.2.10.2.2.](#)).

The commission prepares the curricula, the rules governing exams and competency profile for degree programmes (180 ECTS credit points), Hochschule continuing education courses (60-90 ECTS credit points), Hochschule continuing education courses with internationally common master's degrees (120 ECTS credit points or more) (these may currently only be offered as continuing education by PH as legal entities) and for any continuing education courses associated with a workload of more than 30 ECTS credit points.

The curricula of all study programmes are broken down into modules (= units of study of limited duration to acquire certifiable partial competences/qualifications), some of which are interdisciplinary.

Curricular provision may further be made for additional courses to the extent of 30 ECTS credit points at maximum covering all areas of study or for in-service teacher training and continued education courses in the case of non-degree programmes.

The 30 ECTS quota may be exceeded where additional courses in minority languages are offered pursuant to the Act on School Education for Ethnic Minorities in Carinthia (Minderheiten-Schulgesetz für Kärnten, Federal Law Gazette No. 101/1959) and the Act on School Education for Ethnic Minorities in Burgenland (Minderheiten-Schulgesetz für das Burgenland, Federal Law Gazette No. 641/1994).

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

8.1.6.1.1. Curriculum for teachers at general compulsory schools

There are courses of study which last at least six semesters (three years) and involve a workload of 180 ECTS credit points (for detailed designations of the study courses see also **8.1.4.1.**). The curricula of six-semester programmes leading to teacher accreditation at [Volksschule](#), [Hauptschule](#), [Sonderschule](#) or [Polytechnische Schule](#) include courses carrying the assigned number of ECTS credit points in the areas of study listed below.

Areas of study to be provided	ECTS credit points
Human sciences	39
Specialisations and Teaching Methodologies	84
School-based practical studies and school- and work-based practical studies leading to Polytechnische Schule teacher accreditation	36
Complimentary studies	12
Bachelor's paper	9

8.1.6.1.2. Curriculum for study courses for teachers at technical and vocational schools

There are courses of study which last at least six semesters (three years) and involve a workload of 180 ECTS credit points (for detailed designations of the study courses see also **8.1.4.1.**).

The curricula in technical and vocational schooling take account of the particular conditions, the high degree of differentiation in the theoretical and practical initial, in-service and continued training of teachers and the specific approaches of vocational teacher education.

The curricula of six-semester programmes leading to teacher accreditation at Berufsschule and for the specialised branches of industry and trade, fashion and design, nutrition, and information and

communication at [Berufsbildende mittlere Schule](#) or [Berufsbildende höhere Schule](#) must provide for courses carrying the assigned number of ECTS credit points in the areas of study listed below.

Areas of study to be provided	ECTS credit points
Human sciences	39
Specialisations	54
Teaching Methodologies	26
School-based practical studies	33
Complimentary studies	16
Work experience	3
Bachelor's paper	9

Curricula of six-semester study courses for holders of a teaching contract deviate from paragraph 1 in that they provide for the following courses carrying the assigned number of ECTS credit points in the areas of study listed below.

Areas of study to be provided	ECTS credit points
Human sciences	39
Specialisations	28
Teaching Methodologies	26
School-based practical studies	18
Complimentary studies	18
Monitored teaching service	24
Work experience	18
Bachelor's paper	9

The 1st and 2nd semesters and the 5th and 6th semesters are part time, while the 3rd and 4th semester are full-time course of study.

8.1.6.1.3. Curriculum for study courses for teachers at agricultural Berufsschule and Fachschule and for the area of agriculture and environmental studies at höhere land- und forstwirtschaftliche Schule

There are courses of study which last at least six semesters (three years) and involve a workload of 180 ECTS credit points.

The curricula of six-semester programmes leading to teacher accreditation at agricultural [Berufsschule](#) and [Fachschule](#) and for the area of agriculture and environmental studies at [Höhere land- und forstwirtschaftliche Lehranstalt](#) must provide for courses carrying the assigned number of ECTS credit points in the areas of study listed below.

Areas of study to be provided	ECTS credit points
Human sciences	39
Specialisations	50
Teaching Methodologies	26
School-based practical studies	36
Complimentary studies	20
Bachelor's paper	9

The curricula and all areas of study are to be designed that the “qualifications for agricultural and forestry consultancy and support services” can be acquired pursuant to § 38(4) “Hochschulgesetz 2005”.

The curricula of six-semester programmes leading to teacher accreditation for practical subjects in environmental studies at berufsbildende mittlere Schule or berufsbildende höhere Schule must provide for courses carrying the assigned number of ECTS credit points in the areas of study listed below.

Areas of study to be provided	ECTS credit points
Human sciences	39
Specialisations	54
Teaching Methodologies	23
School-based practical studies	36
Complimentary studies	16
Work experience	3
Bachelor's paper	9

The curricula and all areas of study are to be designed that the “qualifications for agricultural and forestry consultancy and support services” can be acquired pursuant to § 38(4) “Hochschulgesetz 2005”.

8.1.6.1.4. Curriculum for study courses for teachers of Catholic / Protestant / Orthodox / Old Catholic / Islamic / Jewish religious education of compulsory schools

There are courses of study which last at least six semesters (three years) and involve a workload of 180 ECTS credit points (for detailed designations of the study courses see also **8.1.4.1.**).

The curricula of six-semester programmes leading to teacher accreditation in religious instruction at compulsory schools are issued in the framework of private [Pädagogische Hochschulen](#) or private degree programmes, meeting the principles and quality requirements in compliance with the provisions of the Hochschule Curricular Ordinance.

8.1.6.2. Curricula, branches of study and specialisation possibilities in the initial training for academic secondary school teachers (for Allgemein bildende höhere Schulen)

According to pertinent legislation, university programmes leading to teacher accreditation for teachers at [Allgemein bildende höhere Schulen](#) (academic secondary schools) are to provide academic and/or artistic training which will prepare students for their future teaching careers in higher-level secondary schools by endowing them with the necessary theoretical know-how in the fields of subject-matter competence (in two teaching subjects), teaching methodology and pedagogy, as well as through practical school-based training ([Schulpraktikum](#)) (cf. University Studies Act, Addendum 1).

University-level teacher training takes the form of diploma programmes. There are no related bachelor programmes. Doctoral studies may be taken up after completion of a diploma programme.

Diploma programmes for prospective teachers require a minimum of nine semesters. They consist of two stages of study, the first taking at least four, and the second at least five semesters.

Successful completion of these programmes leads to the conferment of a master's degree ("Magister" / "Magistra").

Students following university programmes leading to secondary school teacher accreditation are required to complete pedagogical and school-based practical training in combination with teaching-methodology and subject-matter instruction in two of the following subjects:

- Humanities: Bosnian/Croatian/Serbian, Czech, English, French, German, Greek, History/Social Studies/Civics Education, Hungarian, Italian, Latin, Psychology/Philosophy, Russian, Slovene, Spanish
- Natural sciences: Biology/Environmental Science, Biology and Sustainable Product Management, Chemistry, Computer Sciences, Descriptive Geometry, Domestic Science and Nutrition, Geography/Economic Theory, Mathematics, Physical Education, Physics
- Theological subjects: Catholic Theology, Protestant Theology
- Artistic subjects: Music, Musical Instruments

Studies related to these groups of subjects are governed by subject- and location-specific curricula ("Studienpläne"). In addition to compulsory classes, these also include electives which allow students to specialise in certain areas.

Required semester hours:

For subjects in the field of humanities:	60 - 80 semester hours
For natural science subjects:	80 - 120 semester hours
For theological subjects:	90 - 110 semester hours
For artistic subjects:	90 - 140 semester hours

Around 20% to 25% of these hours are devoted to teaching methodology and pedagogy, and approximately 75% to 80% to subject-matter instruction.

There are 12 weeks of practical school-based training within the framework of university studies.

In addition, students may have to spend a varying amount of time on interdisciplinary and extramural activities (involving different classes), self-study etc.

For more detailed information (locations, universities, arts universities, available study programmes, curricula etc.) please refer to <http://www.portal.ac.at>, the "Austrian Academic Portal".

8.1.6.3. Curriculum for university training of teachers at technical and vocational schools

Teachers of general education subjects at medium-level and higher-level technical and vocational schools: Academic training in two subject matters and (in some cases) pedagogy

- Duration: at least 9 semesters
- 2 parts: 4 semesters academic training in the respective subjects, 5 semesters academic training in the respective subjects and methodology/subject-matter methodology, educational science and 12 weeks of "[Schulpraktikum](#)" (4 weeks introductory phase and 8 weeks practical training).

Business studies at medium- and secondary technical and vocational colleges (pedagogy for business studies):

- Duration: at least 9 semesters
- 2 parts: 4 semesters academic training in the subject area, 5 semesters academic training in the subject area and educational science, methodology/subject-matter methodology, and 1 semester of "[Schulpraktikum](#)".

8.1.7. Evaluation, Certificates

Graduates from the University Colleges of Teacher Education ([Pädagogische Hochschule](#)) are awarded the degree of bachelor of education in addition to qualified teacher status for the respective type of school (qualification to teach the respective subjects).

8.1.7.1. Teacher Training at University Colleges of Teacher Education - Evaluation and Certificates

Successful completion of the course of study is to be evidenced by the passing of exams and the issuing of certificates (see curricula and rules governing exams at the [Pädagogische Hochschulen](#) and degree programmes). Students are deemed to have completed the course of study at [Pädagogische Hochschule](#) if they have enrolled in all compulsory classes and after having passed all exams prescribed by the curriculum.

The Rektor of [Pädagogische Hochschule](#) shall, acting ex-officio, give graduates from teacher accreditation programmes (see degree programmes) written notice of the award of the academic degree of Bachelor of Education (BEd) upon successful completion of all examinations prescribed by the curriculum and acceptance of the bachelor's paper.

Generally, the qualification to teach is obtained according to the degree programme.

- Study course for teacher accreditation at [Volksschule](#) and for [Vorschulstufe](#): Generally, the qualification to teach the subjects taught at [Volksschule](#) (except religious instruction) and any [Vorschulstufe](#) fields of learning is acquired.

- Study course for teacher accreditation at [Hauptschule](#): Teachers must qualify to teach at least two subjects (subject teacher system). The subject teachers teach their subjects in various classes, and for subjects with ability grouping in various ability groups.
- Study course for teacher accreditation at [Polytechnische Schule](#): Teachers must qualify to teach at least two subjects (subject teacher system) in the Polytechnische Schule curriculum or for a specialised branch of Polytechnische Schule (total of 7 specialised branches, 1 specialised branch comprises 13-16 compulsory subjects). The subject teachers teach their subjects in various classes, and for subjects with ability grouping in various ability groups.
- Study course for teacher accreditation at Allgemeine [Sonderschule](#): Generally, the qualification to teach children with learning disabilities at Allgemeine Sonderschule or in inclusive classes of Volksschule or secondary level I (Hauptschule or lower cycle of academic secondary school) is acquired.

Any courses of study that are offered last at least six semesters (three years) and culminate in a Bachelor of Education (BEd) degree (see § 38 "Hochschulgesetz 2005").

- Courses of study leading to teacher accreditation at [Berufsschule](#) and for the specialised branches of technical and vocational schools: Study courses leading to teacher accreditation for Berufsschule and for the specialised branches of nutrition, information and communication, fashion and design (Pädagogische Hochschule Vienna only) and industry and trade at berufsbildende mittlere Schule or berufsbildende höhere Schule are offered by several public Pädagogische Hochschulen (PH Upper Austria, PH Styria, PH Tyrol, PH Vienna). Generally, the qualification to teach (after successful completion of the study course) in the specialised branch or group of branches is acquired.
- Courses of study leading to teacher accreditation at agricultural Berufsschule and Fachschule and for the specialised branch of agriculture and environmental studies at höhere land- und forstwirtschaftliche Schule: These have been offered by the University College of Agricultural and Environmental Teacher Training in Vienna. Students generally acquire the qualification to teach (after successful completion of the study course) in the selected branches at agricultural Berufsschule and [Fachschule](#) and for the specialised branch of agriculture and environmental studies at [Höhere land- und forstwirtschaftliche Lehranstalt](#).
- Courses of study leading to teacher accreditation in Catholic/Protestant/Orthodox/Old Catholic/Islamic/Jewish Religious Education at compulsory schools: These courses of study are offered by individual private Pädagogische Hochschulen and individual private degree programmes. Generally, the qualification to teach religious education at compulsory schools is acquired.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Academic Degrees

Academic Degrees

Federal Ministry of Science and Research

Teacher Education Act 2005

8.1.7.2. Assessment in initial training courses for higher-level secondary school teachers

Universities and arts universities provide training for teachers at [Allgemein bildende höhere Schulen](#) (academic secondary schools) and for teachers of general-education subjects at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges).

All compulsory and elective classes which are completed in the course of university-level teacher training are assessed individually, based on oral exams, written exams, tests, presentations, academic papers etc.

The curricula for some subjects, however, stipulate that students must complete exams during which they are tested on defined subject areas which incorporate knowledge acquired in several different university classes ("Fachprüfungen").

Both stages of study within secondary school teacher accreditation programmes conclude with diploma examinations (Diplomprüfung). In most cases, the first Diplomprüfung is not an actual, separate exam, but is made up of all the individual exams taken during the first stage of study. To complete the second Diplomprüfung, however, all candidates are required to take a separate exam in front of a board of examiners.

Towards the end of the second stage of study (prior to the final parts of the second diploma examination) students have to submit a diploma thesis (Diplomarbeit).

Graduation from a diploma-studies course (upon passing the first and second Diplomprüfung (diploma examinations)) confers upon the student the academic title of "Magister" / "Magistra" (master's degree). A one-year traineeship period at a school ("[Unterrichtspraktikum](#)") and participation in specific courses are prerequisites for employment at a school.

Participation in this "Unterrichtspraktikum" is only possible after graduation. Responsibility for the "Unterrichtspraktikum" and the accompanying courses does not lie with the universities, but with the school authorities and/or the [Pädagogischen Hochschulen](#).

8.1.7.3. Assessment of teaching staff in tertiary education

See [8.2.9](#). The assessment is made on the job, and based on the standard qualifications in research and teaching.

8.1.8. Alternative Training Pathways

Alternative training forms, structures

For general information please refer to [4.17.](#). The following section contains additional information on certain alternative training forms for teachers.

8.1.8.1. Training for academic secondary school teachers

There are no alternative training pathways to the university/arts university training for academic secondary school teachers (for [Allgemein bildende höhere Schulen](#)) and for teachers of general-education subjects at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and at [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges). There are no structural alternatives to secondary school teacher accreditation programmes and the [Unterrichtspraktikum](#) (one-year school traineeship).

The following exams, however, may count towards secondary school teacher accreditation programmes at universities:

A "Lehramtsprüfung" (examination qualifying candidates for the teaching profession) for [Hauptschule](#) (general secondary school) or [Polytechnische Schule](#) (pre-vocational school) taken at [Pädagogische Hochschule](#) may take the place of the first stage of study at university (four semesters). In some cases, however, graduates of Pädagogische Akademien may have to take some of the university exams which make up the first stage of study (up to 30%) in order to be admitted to the second stage of study.

All courses and exams completed at officially recognised Austrian and non-Austrian institutions of post-secondary education, if their contents and earned credits (ECTS) can be regarded as equivalent to corresponding university courses/exams.

8.1.8.2. Alternative training pathways for teaching staff in tertiary education

See [8.1.4.3.](#) and [8.2.10.3.](#)

8.2. Conditions of Service of Teachers

One must differentiate between kindergarten (nursery school) teachers, primary and secondary school teachers, as well as university teachers, respectively.

8.2.1. Historical Overview

Please refer to the sub-sections which follow.

[Universitätsgesetz 2002](#)

[Civil Service Code](#)

[Service Code for Province-employed Teachers](#)

[Service Code for Province Teachers employed under Private-law Contracts 1966](#)

[Act on Staff employed by Private-law Contract](#)

[Private Employees' Act](#)

[Industrial Constitution](#)

[Civil Service Code](#)

[University Act 2002](#)

[Act on Staff employed by Private-law Contract](#)

8.2.1.1. Conditions of service for primary and secondary school teachers

The 1979 "Beamtendienstrechtsgesetz" (Public Service Code), which took effect on 1 January 1980, harmonised the service codes for all federal employees (including federal teaching staff employed under public law). Since 1 September 1984, province teachers under public-law contract at compulsory schools are governed by the 1984 "Landeslehrerdienstrechtsgesetz" (Province Teacher Service Code). However, federal or province teachers employed under private law are governed by the provisions of the 1948 "Vertragsbedienstetengesetz" (Act on Contract Staff) and by the 1966 "Landesvertragslehrergesetz" (Act on Province Contract Teachers) respectively.

8.2.1.2. Conditions of service for university teachers

Development of staff at universities in different forms of employment and categories of service, in particular in the light of service-law developments

Under the former service regulations governing university teachers, employment was based on service contracts under public law, staff therefore had civil-servant status. The resulting staff structure was found to impede mobility. Following the scheme of the Civil Service Code, academic staff was categorised by "[Verwendungsgruppen](#)" (employment groups); the established posts available had to be shown annually in the Federal Plan of Established Posts.

In addition to [Universitätsassistenten](#) who were civil servants (first for a limited period of four years, then on a provisional basis and finally with permanent tenure), and [Vertragsassistenten](#), who were federal staff employed under private law contracts, separate [Verwendungsgruppen](#) (employment groups) existed for associate professors, university professors and federal teaching staff at universities, who were employed under public-law contracts alongside corresponding private-law arrangements.

It was felt that this staff structure could no longer adequately meet the requirements of modern universities, given its inherent tendency towards ever more rigid structures. Prompt response to the need for a staff reform was impeded by planning and funding decisions taken outside the immediate sphere of influence of the universities.

In order to prepare universities for the full legal capacity they were to be granted, the 2001 amendment to the Service Code implemented as a first step a modern, performance-linked and contract-based service law for university teaching staff.

It was aimed at

- securing and further expanding the attractiveness of Austria as a business location,
- improving the opportunities of young university graduates to start a career in academic (artistic) professions,
- facilitating mobility between the professional fields,
- renewing the next generation of young academics within a foreseeable timeframe and by an adequate extent.

The new service law model was characterised by a shift to contract-based employment and all-inclusive remuneration, dispensing with the former biennial increments. It was open to staff entering horizontally from other careers, as well as to former university teachers by way of time-limited service contracts. The new staff structure was based on the "three-pillar-model".

Pillar 1, a public-law training contract for academic (art) staff or research (art) fellows and trainees was created for new entrants for a later career as university teacher. This contract was limited to four years without there being a possibility of extension.

After that phase, candidates could apply for the post of a contract assistant, if they had acquired a doctoral degree or equivalent artistic qualifications (pillar 2).

The cornerstone of the new staff structure is "pillar 3", i.e. contract-based employment of a "Vertragsprofessor" (service contract for a limited period of time), a "Universitätsprofessor" (unlimited service contract), or a staff scientist (unlimited service contract for persons required on a permanent basis to assist in research and teaching).

Balanced transitional provisions have been created for existing university teachers serving on the basis of public-law and private-law contracts.

The 2002 Universitätsgesetz (2002 University Act), which took effect on 1 January 2004, further pursued these developments and granted universities, being federal institutions, maximum autonomy in staffing matters.

Excluding those civil servants who are assigned to universities by the federal government for service, universities as employers with full legal capacity employ staff under the Angestelltengesetz (Salaried Employees Act) unless stipulated otherwise by law. In contrast to the Federal Service Code, this law allows a more flexible design of employment contracts between the universities and their employees. The contents of the employment contract are now directly determined by the university. Moreover, the 2002 Universitätsgesetz (2002 University Act) determines in a rudimentary fashion only the different employment profiles according to organisational criteria. The necessary differentiations between the various employment categories are made by the collective agreement that needs to be agreed between the umbrella organisation of the universities and the civil servants' trade union. The possibility of a tenure track is provided for, but not guaranteed.

Freedom of scholarship, the arts and teaching are ensured by law. Every academic, regardless of status or age, is entitled to pursue their research autonomously and to carry out supported or commissioned research projects.

University employees, like other employees, are subject to the Labour Relations Act. Their interests are represented by works councils.

It is no longer possible for universities to create new federal employment contracts under public or private law.

Existing federal staff continue to serve at universities, however. A specific transitional provision which has been in force since 1 January 2004 takes account of the need to integrate this group into the overall framework of the new staff structure: for civil servants, one major requirement imposed was to preserve their status with regard to service regulations and remuneration law to safeguard their constitutionally guaranteed rights (upholding the principle of legitimate expectations). Accordingly, former civil servants retain their public-law contracts with the federal government, whilst being assigned for service to a university as imposed by law. The provisions on federal service and remuneration continue to apply unchanged, i.e. all their rights and duties arising from the civil-service status are retained.

Staff agencies which are designed as fully-fledged first-instance employment authorities have been created as a counterpart to the universities role as employers for new staff that is linked to autonomy. The university rector ([Rektor](#)) heads the "office" of a university and has employment authority in all staffing matters concerning civil servants at a university.

According to the provisions of the 2002 Universitätsgesetz (2002 University Act), federal contract staff are directly transferred to employment with the respective university which replaces the federal government as the employer. Since the provisions of the 1948 Vertragsbedienstetengesetz (1948

Contract Staff Act) continue to be in force in a dynamised fashion, the legal framework of the public service regulations for federal contract staff are retained as substantive part of their employment contracts. The universities take over the rights and duties of the federal government vis-à-vis this group.

As far as federal apprentices and academic (art) staff as well as trainees are concerned, the university takes over the federal responsibility to provide such training. The latter group in particular remains in a federal public-law training relationship pending the duration of their appointments. The 2002 Universitätsgesetz (2002 University Act) has abolished these federal training contracts. The universities now decide autonomously whether they integrate research fellows or trainees in the first phase of their careers before attaining a doctoral degree in a career scheme or employ them under an employment contract or support them by a grant.

The special legal relation with the federal government continues to exist for tutors, student assistants, demonstrators, adjunct faculty and visiting professors until their appointment has terminated. These groups are not specifically determined by the 2002 Universitätsgesetz (2002 University Act). This allows universities to select the legal form of staff profiles under labour law which best meets their needs.

In 2006 some 19 per cent of all staff members working at universities in a main or second job had an employment contract with the federal government, 70 per cent had an employment contract with their university, 6 per cent were in a training relationship and approx. 5 per cent of the staff had another kind of employment contract (freelance contract for service, etc.).

Unlike the previous organisational law, the 2002 "Universitätsgesetz" (Universities Act) does not provide for a strong future differentiation by categories among the academic and art staff. For newly recruited staff, the 2002 Universities Act, which fully entered into force in 2004, distinguishes only between [Universitätsprofessoren](#) (university professors) on the one hand, and academic and art staff for research, the arts and teaching. The latter group would roughly correspond to the middle-level academic staff from the doctoral level, but also covers temporary lecturers and students performing auxiliary functions during their diploma or Magister (master) studies. Lecturers are specifically mentioned as a subset of university academic and art staff.

8.2.2. Ongoing Debates and future developments

Since 2007 there has been general agreement between the umbrella organisation of the universities and the Austrian Civil-Servants Trade Union on a collective agreement that is to cover staff at all universities, but has not taken effect yet.

At 16 per cent, the share of women among university professors in Austria's universities is comparatively low as compared to the European average. The Federal Ministry for Science and Research therefore encourages the universities' efforts to improve this share by providing additional financial incentives.

[Materialien zur Förderung von Frauen in der Wissenschaft](#)

8.2.3. Specific Legislative Framework

Please refer to the sub-sections which follow.

8.2.3.1. Primary and secondary school teachers

Austria has federal and province teachers. Province teachers, who fall within the authority of the individual provinces, work at [Allgemein bildende Pflichtschulen](#) (general compulsory schools), i.e. [Volksschulen](#) (primary schools), [Hauptschulen](#) (general secondary schools), [Polytechnische Schulen](#) (pre-vocational schools) and [Sonderschulen](#) (special schools), which cover years 1 to 9 (or ages 6-15), and at [Berufsschulen](#) (part-time compulsory vocational schools; subsequent to year 9).

The competent authorities are the province government; additionally in some provinces the [Landesschulrat](#) (province school board), in Vienna the [Stadtschulrat](#) (municipal school board).

Federal teachers teach at secondary schools ([Allgemein bildende höhere Schulen](#) (academic secondary schools) = years 5 to 12 or ages 10-18, [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) = years 9-12 or ages 15-18 and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) = years 9-13 or ages 15-19. Here, a two-tier hierarchy applies. The first-instance authority is the "Landesschulrat" (province school board) or the "Stadtschulrat" (municipal school board) for Vienna. The supreme authority lies with the Federal Minister for Education, the Arts and Culture.

Service regulations for province teachers are based on the "Landeslehrerdienstrecht" (Province Teacher Service Code) and the "Landesvertragslehrergesetz" (Province Contract Teacher Code) which makes the "Vertragsbedienstetengesetz" (Act on Contract Staff) applicable to province teachers. The competent authority is laid down by the individual provinces in the "Landeslehrer-Diensthoheitsgesetz" (Province Teacher Service Authority Act) concerning matters within provincial authority.

Service regulations for federal teachers are based on the "Beamten-Dienstrechtsgesetz" (Civil-Servants Service Code), the "Bundeslehrer-Lehrerverpflichtungsgesetz" (Federal Teaching Assignment Act), and the "Vertragsbedienstetengesetz" (Act on Contract Staff).

Payment regulations for both federal and province teachers are contained in the Remuneration Act and the Act on Contract Staff.

The current organisational structure of the in-service and continued training of teachers was established on 1 October 2007 (conversion of further-training institutes for teachers to [Pädagogische](#)

[Hochschule](#)) on the basis of the "Hochschulgesetz 2005" (Act on University Colleges of Teacher Education 2005).

The in-service and continued training of teachers is organised in continuing education courses and Hochschule continuing education courses pursuant to the Hochschulgesetz 2005.

They are directly subordinated to the Landesschulräte (province school board), and, in the second instance, to the Federal Ministry for Education, the Arts and Culture.

The University College of Agricultural and Environmental Teacher Training ("Hochschule für Agrar- und Umweltpädagogik") reports to the Federal Ministry for Education, the Arts and Culture in educational matters, and to the Federal Ministry for Agriculture, Forestry, Environment and Water Management in financial matters.

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Federal Ministry for Education, the Arts and Culture

Hochschule für Agrar- und Umweltpädagogik Wien

Landesschulrat für Burgenland

Landesschulrat für Kärnten

Landesschulrat für Niederösterreich

Landesschulrat für Oberösterreich

Landesschulrat für Salzburg

Landesschulrat für Steiermark

Landesschulrat für Tirol

Landesschulrat für Vorarlberg

Stadtschulrat für Wien

[Civil Service Code](#)

[Act on the Teaching Assignment of Federal Teachers](#)

[Emoluments Act 1956](#)

[Teacher Education Act 2005](#)

[Province Teacher Service Authority Act](#)

[Service Code for Province-employed Teachers](#)

[Service Code for Province Teachers employed under Private-law Contracts 1966](#)

[Act on Staff employed by Private-law Contract](#)

8.2.3.2. University staff

In 2001, an amendment to the service code for university staff comprehensively and radically reformed traditional employment patterns. Public-law service contracts were abolished, and new service contracts were only to be concluded under the "Vertragsbediensteten-Gesetz" (Act on Contract Staff). Since early 2004, when the 2002 "Universitätsgesetz" (Universities Act) came into force, newly recruited university staff members have been employed under private-law employment contracts (following collective agreements).

[Universitätsprofessoren](#) (university professors) are responsible for academic research and/or the advancement and appreciation of the arts, as well as for teaching in their discipline, attending to students and young academics/artists, and for contributing to organisational, administrative and evaluation measures. They enter into a limited or non-limited service contract with the university. They work full time or part time. They are appointed by the [Rektor](#) (rector) after an appointment procedure.

[Industrial Constitution](#)

[University Act 2002](#)

[Act on Staff employed by Private-law Contract](#)

8.2.4. Planning Policy

No information available.

8.2.5. Entry to the Profession

In Austria, all citizens of EU member states (and of states which have concluded agreements on free movement with the EU) are free to work as school teachers or school heads under private-law or public-law agreements (civil-service status).

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Service Code for Province-employed Teachers

Service Code for Province Teachers employed under Private-law Contracts 1966

School Traineeship Act

School Traineeship Act

Industrial Constitution

University Act 2002

8.2.5.1. Compulsory school teachers

Compulsory school ([Allgemein bildende Pflichtschulen](#)) teachers are employed by the federal provinces (province teacher; for compulsory schools). Teachers are public servants.

Teachers are initially employed on the basis of a contract (contract for a certain number of hours; contract of limited duration for a "full teaching post"; unlimited contract).

These contracts are governed by a separate law "Landesvertragslehrergesetz" (Service Code for Province Teachers employed under Private-law Contracts).

After a few years of teaching practice the teachers may apply for a conversion of their contract into a civil-service status agreement based on the Service code for Province Teachers.

This may be approved upon submission of a satisfactory evaluation and if continued employment seems secured. (see [8.2.6.1.](#))

8.2.5.2. Teachers at Allgemein bildende höhere Schulen (academic secondary schools)

Unterrichtspraktikum (school traineeship)

Upon completion of secondary school teacher accreditation programmes at university, graduates have to complete a one-year training phase during which they have to acquire practical teaching experience at schools and undergo further theoretical training in order to fully qualify for the teaching profession.

8.2.5.3. Teachers at Berufsbildende Pflichtschulen / Berufsschulen (compulsory vocational schools)

Posts are offered by the employer (= province).

Completed vocational training and work experience in the respective area are prerequisites for a teaching contract. Therefore, in most cases, students do their educational studies on-the-job within a specific period of time. The teaching diploma is a prerequisite for permanent employment (and better grading in the hierarchy).

8.2.5.4. Teachers of general-education subjects at Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium- and higher-level vocational schools)

Prerequisite for employment: teaching diploma at university and completed Unterrichtspraktikum (one-year traineeship in teaching practice) and specific courses in school laws, subject-matter methodology etc.

Although a prerequisite for employment, the Unterrichtspraktikum will not guarantee employment. Vacancies are advertised. Applications must be addressed to the responsible [Landesschulrat](#) (province school board) or the private school provider (for schools directly administered by the ministries to the competent ministry).

Initially, employment is contract-based (for a limited or unlimited duration).

8.2.5.5. Teachers of business studies at Berufsbildenden mittlere Schulen and Berufsbildende höhere Schulen (medium- and higher-level vocational schools)

Prerequisite for employment: teaching diploma at university and 2 years of pertinent working background

Teachers of technical theory at "technisch-gewerbliche Schulen" (technical schools for different specialisations in industry and trade) and of law etc. at Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium- and higher-level vocational schools)

Vacancies are advertised. Applications must be addressed to the responsible province school board (Landesschulrat), or the private school provider (for schools directly administered by the ministries to the competent ministry).

Initially, employment is contract-based (limited or unlimited duration).

Work experience (four years) is a prerequisite for a teaching contract. Therefore students must do their educational studies on-the-job within a specific period of time as a prerequisite for permanent employment.

8.2.5.6. Teachers of nutrition and home economics at Berufsbildende mittlere Schulen and Berufsbildende höhere Schulen (medium- and higher-level vocational schools)

Prerequisite for employment: teaching diploma at university and 1 year of pertinent working background

(professional experience will be part of phase 1 as of 1999)

Vacancies are advertised. Initially, employment is contract-based (limited or unlimited duration).

8.2.5.7. Teachers at schools of agriculture and forestry

Prerequisite for employment: teaching diploma or bachelor of education programme (BEd)

Vacancies are advertised by the school provider (by the Federal Ministry for Agriculture, Forestry, Environment and Water Management in the case of schools directly administered by the Ministry).

8.2.5.8. Universities

Academic and artistic staff engaged in research, teaching, and the advancement and appreciation of the arts at a university must be appropriately qualified for the employment envisaged (§ 100 Universitätsgesetz 2002, University Act 2002). Vacant positions are publicly advertised. The university charters and the collective agreements grant sufficient scope for designing and differentiating the contractual terms of these employment contracts. Positions solely involving teaching duties, and with low teaching loads (lectureships) may be filled without advertising.

Fellowship grants: The status of research fellow applies to the period between the diploma and/or master studies and doctoral studies as well as post-doctorate studies. See chapter **6.11.2.**

University professors: are appointed by the rector after an appointment procedure (§ 98 Universitätsgesetz 2002, University Act 2002) and are vested with an authorisation to teach ("venia docendi") upon entering into an employment contract for their particular subject. Fast-track appointment procedures are admissible for appointments of less than two years (§ 99 Universitätsgesetz 2002, University Act 2002).

The acquisition of the *venia docendi* by habilitation does not alter an existing employment contract with the university (§ 103, paragraph 11, Universitätsgesetz 2002, University Act 2002).

"Privatdozenten" (assistant lecturers) are persons who were awarded the authorisation to teach (*venia docendi*) by the university on the basis of their academic or artistic credentials; an employment contract with the university is not created, however.

Professors emeritus and retired university professors do not hold an active employment contract with the university. They are, however, entitled to continue exercise their authorisation to teach at the university at which they were employed, to hold lectures and courses and to administer examinations.

8.2.6. Professional Status

Please refer to the sub-sections which follow.

Private Employees' Act

Industrial Constitution

Civil Service Code

Federal Finance Bill

Service Code for Province-employed Teachers

Service Code for Province Teachers employed under Private-law Contracts 1966

Act on Staff employed by Private-law Contract

8.2.6.1. Primary and secondary school teachers

In general, school teachers are initially employed via a service contract (limited or unlimited duration) based on the "Vertragsbedienstetengesetz" (Act on Contract Staff) (in the case of province teachers the "Landesvertragslehrergesetz" (Province Contract Teachers Act)) in a private-law employment relationship. A limited contract should be the exception rather than the rule. It is used in particular for teachers substituting for absent colleagues. Employment based on the Act on Contract Staff or the Province Contract Teachers Act may be compared to that based on the "Angestelltengesetz" (Salaried Employees Act) in which employer and employee are equal contract partners.

In contrast, civil-service status relates the employer (the federal authorities for federal teachers and the province for province teachers) to the employee (teacher) not in an equal, but in a "sovereign" legal relationship.

Therefore, the service of teachers is not based on a (private law) contract, but on an administrative decision (originating in public law). The establishment of a civil-service relationship is also called "appointment".

Initially, the civil-service status is provisional in character. It may therefore be terminated – such as the service contract – subject to the legally prescribed notice periods.

Recruitment by private-law service contract and appointment to civil-service status require the availability of an established post. Established posts at the federal level are laid down in the annual "Bundesfinanzgesetz" (Federal Finance Bill) (plan of established posts), at the provincial level in the annual provincial budget.

General prerequisites for a private-law service post include Austrian citizenship or citizenship of a EU member state (or of any other state with which Austria has agreed on free movement of workers within the framework of European Integration), as well as the personal and professional aptitude of the applicant.

Proof of professional aptitude is in particular the successful completion of the required training (as a rule, the successful completion of the respective Diplomprüfung für das Lehramt (examination qualifying candidates for the teaching profession) at university or bachelor of education programme (BEd)) as well as – if required – evidence of working practice (working practice after the educational studies is required for vocational schools i.a. for graduates of business education science and of teacher training for domestic and food sciences). In addition, a maximum age of 40 years applies to the establishment of civil-service status ("appointment").

Upon application of the civil servant (teacher), the civil-service status becomes definitive (= tenured), upon fulfilment of all prerequisites and six years of service in a provisional service relationship (this period may be shortened by deducting from it previous working years, especially when performed under contractual employment).

A definitive civil-service status may only be terminated by the employer for the reasons exhaustively enumerated in the law ("Beamtendienstrechtsgesetz" (Civil Service Code), "Landeslehrerdienstrechtsgesetz" (Province Teacher Service Code)), while the employee's right to terminate employment is uncurtailed.

8.2.6.1.1. Coaching teachers

At [Allgemein bildenden höheren Schulen](#) (academic secondary schools), at [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and at [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) there are coaching teachers for the general subjects. They initiate trainee teachers in practical teaching and submit their assessment of trainee teachers at the end of the school year to the headmaster. Coaching teachers are remunerated for their activities according to the Emoluments Act.

Emoluments Act 1956

8.2.6.2. Educators

Educators work in all-day schools. These are schools which offer schooling at primary level and secondary level I, as well as afternoon care. The afternoon part consists of subject-related time for study (e.g. to complete assignments), individual time for study (e.g. for repetition) and leisure time. Educators are involved in designing afternoon hours, giving due regard to the requirements of leisure-time education. The Bildungsanstalten für Sozialpädagogik (training schools for educators), which have the objective of training educators, are described in Chapter 5.

8.2.6.3. University teachers

On the professional status of university teachers, see chapters 8.2.1.2. and 8.2.3.2.

8.2.7. Replacement Measures

Measures in the event of temporary or medium-term absences of teachers

If a teacher is temporarily absent from school, his/her lessons are distributed among other teachers at the same school. (The lessons may also be given by the school head instead.) If a teacher is absent for a longer period of time (usually after two weeks, at the latest), one or more colleague(s) take(s) over his/her classes until s/he returns. Alternatively, a substitute teacher may be hired during a teacher's absence.

8.2.8. Supporting Measures for Teachers

Please refer to the sub-sections which follow.

Ökonomische Bewertung der Struktur und Effizienz des österreichischen Bildungswesens und seiner Verwaltung

Federal Ministry for Education, the Arts and Culture

Service Code for Province-employed Teachers

8.2.8.1. Supporting measures for primary and secondary school teachers

Support is available for new teachers and all teachers through superiors, other teachers, educational psychologists, etc.

Teachers suffering from burnout syndrome are supported by their employers through counselling services provided by educational psychologists and through specially trained teachers with coaching and advisory functions.

Moreover, the University Colleges of Teacher Education ([Pädagogische Hochschule](#)) offer individual and group supervision sessions for teachers. Teachers with civil-service status also have the possibility to reduce their teaching assignments for a period of up to two years (conditioned on a partial reduction of their salaries).

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

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

School heads have been given an important role in the area of personnel development and in optimising the utilisation of resources. Teaching teams are to identify with their new tasks and to contribute towards optimising the utilisation of resources in the interest of location- and quality-oriented school development. The redefined responsibilities of the school inspectorate include controlling as well as assistance in the development of support structures and of regional educational plans.

8.2.8.2. Supporting measures for teaching staff in tertiary education

see [8.2.10.3.](#)

8.2.9. Evaluation of Teachers

The teaching, academic and/or artistic performance of university professors ([Universitätsprofessoren](#)), assistant lecturers ([Universitätsdozenten](#)) and other academic and art staff have to be evaluated regularly, at least once every five years. Detailed regulations are laid down in the individual universities' statutes. For more information please refer to chapter [9.](#)

8.2.10. In-service Training

A distinction must be made between the further training of primary and secondary school teachers and university teachers.

Kindergarten teachers are not considered to be teachers as such in Austria. However, in-service and continued training for Kindergarten teachers is also provided by Pädagogische Hochschule (University Colleges of Teacher Education). Please refer to **8.2.10.1.**

8.2.10.1. In-service training for kindergarten teachers

Continuous further training activities safeguard the quality of education and childcare in the kindergarten sector. The close cooperation of provinces, municipalities and other kindergarten providers, and the direct information exchange between politicians and responsible persons in the kindergarten sector (during open days etc.) are also aimed at quality assurance and improvement.

In-service training for [kindergarten](#) teachers is mandatory in almost all of the provinces. The amount of time which has to be devoted to further training varies, however, and ranges from three to five days per year.

In-service training activities are offered by:

- those units within the province governments' further-education departments responsible for kindergarten teachers;
- kindergarten providers (e.g. charitable organisations like "Caritas", municipalities, dioceses);
- [Pädagogische Hochschulen](#) (University Colleges of Teacher Education)

As a rule, further-training activities are financed by the institutions offering them. Contributory fees may, however, be charged.

The reasoning behind mandatory annual further training activities is that, to get through professional life, schooling and initial vocational training alone are not enough, as the social environment in which children grow up is permanently changing. In-service training is to complement and increase kindergarten teachers' professional qualifications and to keep them on an up-to-date level so they can cope with the challenges they are faced with in their work with children, parents and kindergarten providers. Furthermore, continuing training is supposed to encourage kindergarten teachers to analyse their own expectations and those expressed by children, parents, employers etc., to enable them to fulfil them where possible and to critically reflect on recent developments and trends.

In short, in-service training for kindergarten staff is to be seen as:

- a quality assurance and development measure which guarantees high professional standards in all institutions of childcare;
- further education which focuses on various subject areas and shows kindergarten teachers new ways of presenting theoretical and practical contents;
- a source of motivation and impetus designed to meet the individual needs of kindergarten teachers and assistants.

8.2.10.2. In-service training for primary and secondary school teachers

In Austria, in-service training already started, to a limited extent, in the interwar period. Since 1948 it has been organised on a national scale.

8.2.10.2.1. Historical overview

In analogy to the existing Pädagogische Institut (further training institute for teachers) at [Allgemein bildende Pflichtschulen](#) (general compulsory schools), the first Vocational Teacher Training Institute ("Berufspädagogisches Institut – BPI") for the in-service training of teachers at technical and vocational schools was founded in Vienna in 1966. From 1968/69 onwards, the BPI held all in-service training activities organised to that date by the Ministry of Education.

Since 1977, these institutions have i.a. been responsible for initial teacher training for technical theory (since 1980 also for teachers of law, civics and political education), since 1978 for that of vocational school teachers and teachers of practical training.

In the 7th Amendment to the School Organisation Act (1983) in-service training of teachers was restructured. The "BPIs" were integrated into the Pädagogische Institute as "Departments of teachers at [Berufsschulen](#) (part-time compulsory vocational school)" and "Departments of teachers at vocational schools".

This organisational structure had been in place since 1982 and remained until incorporation of the institutes into Pädagogische Hochschule.

The programmes were usually designed for specific target groups (teachers of one school type or of one specific subject), but sometimes interdisciplinary seminars were offered that were open to all teachers (secondary academic schools, Berufsschule, medium and higher-level technical and vocational schools).

INSET activities focus on the following areas (updated on an ongoing basis):

- technical theory in the relevant field
- teaching methodology (general, related to a subject matter)
- school law
- school management
- school development
- school autonomy
- environment
- new technologies

Pädagogische Institute (further training institutes for teachers) were also responsible for the training of new teachers who had acquired the technical knowledge at university but did not hold a teaching diploma.

8.2.10.2.2. Current situation in in-service and continued training and education

Federal Ministry for Education, the Arts and Culture

Teacher Education Act 2005

Service Code for Province-employed Teachers

Since 1 October 2007, Pädagogische Hochschulen have been in place. These are now responsible for the in-service and continued education and training of compulsory school teachers, vocational school teachers and teachers at [Allgemein bildende höhere Schule](#).

- Educational mandate (general):

In-service and continued education and training (the following sentence applies only to public [Pädagogische Hochschule](#)) (based on the "Hochschulgesetz 2005" (Act on University Colleges of Teacher Education 2005)):

- In-service training in all vocational fields of education must be provided to teachers based on content-related requirements set out by the respective member of government or authorised Landeschulräte according to regional needs, in addition to other in-service and continued education offers.
- In particular, in-service and continued education and training in general educational matters concerning assistance at school to children and young people must be offered and organised.

- Mandate for in-service and continued education and training:

Since 2001, all teachers subject to the Province Teacher Service Code are obliged to attend 15 hours of INSET activities.

In-service training activities are normally only compulsory if vital school-related innovations occur; otherwise, seminar participation is voluntary. These regulations continue to apply.

- Legal (other) bases:

The Hochschule Curricular Ordinance provides the basis for the curricular commission to define the curricula for public Pädagogische Hochschulen according to § 42 "Hochschulgesetz" (Act on University Colleges of Teacher Education) (see also [8.1.6.1.](#)).

The commission prepares the curricula, the rules governing exams and competency profile for Hochschule continuing education courses (60-90 ECTS credit points), Hochschule continuing education courses with internationally common master's degrees (120 ECTS credit points or more) (these may currently only be offered as continuing education by PH as legal entities) and for any continuing education courses associated with a workload of more than 30 ECTS credit points.

The curricula of all study programmes are broken down into modules (= units of study of limited duration to acquire certifiable partial competences/qualifications), some of which are interdisciplinary.

The curricula in technical and vocational schooling take account of the particular conditions, the high degree of differentiation in the theoretical and practical initial, in-service and continued training of teachers and the specific approaches of vocational teacher education.

- In-service and continued training offers may include:
 - Add-on courses of study (following courses leading to teacher accreditation) to obtain an additional teaching certificate (specific subjects) comprise at least 30 ECTS credit points and take account of any working practice. Such offers typically are designed for compulsory school teachers in the framework of Hauptschule training who wish to teach a further subject at compulsory schools. This offer is, for example, for teachers who have successfully completed Hauptschule teacher training leading to teacher accreditation and who then wish to teach a further subject.
 - Continuing education courses/Hochschule continuing education courses to enlarge one's competences (e.g. school librarian's training). Furthermore, courses/seminars etc. may be organised to inform teachers about vital school-related innovations or provide other further training.
- Further personal education may be accomplished through:
 - Add-on courses following a completed teacher's diploma programme to obtain another teacher accreditation are degree programmes taking account of successfully completed teacher's diploma programmes; these culminate in a Bachelor of Education (BEd). The curricula must be designed according to the above paragraph to offer credit only to the extent that subjects and requirements ensure coverage of the difference between the completed study and the add-on bachelor's programme.
 - Add-on courses following programmes leading to teacher accreditation at Polytechnische Schule (for teachers who have successfully completed Hauptschule accreditation training): The Hochschule Curricular Ordinance lays down that the curricula of six-semester programmes for teacher accreditation at Polytechnische Schule are designed that credit concerning Hauptschule accreditation can only be transferred to the extent of 120 ECTS credit points.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

8.2.10.2.3. Institutions and responsibilities for in-service and continued training of teachers

University Act 2002

As the Pädagogische Institute, Religious Teacher Education Academies and Religious Teacher Education Institutes have been incorporated into the [Pädagogische Hochschule](#) since 1 October 2007, the number of institutions/locations has decreased. Please refer to section [8.1.4.1.1.](#) for a detailed list of locations.

- Initial, in-service and continued education and training of teachers for teacher accreditation at [Volksschule](#) and [Vorschulstufe](#), [Hauptschule](#), [Sonderschule](#) and [Polytechnische Schule](#) is offered by the Pädagogische Hochschule. As the Pädagogischen Institute have been incorporated into Pädagogische Hochschulen, the latter are now also responsible for the in-service and continued education and training of other teachers (academic secondary school, medium and higher-level technical and vocational schools).
- Initial training of teachers for [Berufsschule](#) and for specialised branches at technical and vocational schools is offered by several public Pädagogische Hochschulen (PH Upper Austria, PH Styria, PH Tyrol and PH Vienna) (formerly within the scope of "Pädagogische Akademie" (training institutes for general compulsory school teachers)). In-service and continued education and training of teachers for Berufsschule and for specialised branches at technical and vocational schools is offered by public Pädagogische Hochschulen (formerly within the scope of "Pädagogische Institute").
- Initial, in-service and continued education and training of teachers for agricultural Berufsschule and [Fachschule](#) and for the specialised branch of agriculture and environmental studies at [Höhere land- und forstwirtschaftliche Lehranstalt](#) are offered by the University College of Agricultural and Environmental Teacher Training (predecessor institution: "Agrarpädagogische Akademie").
- Initial, in-service and continued education and training of religious education teachers at general compulsory schools are offered by private Pädagogische Hochschule or institutions that are run by private providers (predecessor institution: Religious Teacher Education Academy, Religious Teacher Education Institute).

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

8.2.10.3. In-service training for university teachers

Although there is a general obligation for all university teaching staff to engage in professional further training, specific provisions or institutionalised training courses for the in-service training of university teachers do not exist. Under the 2002 "Universitätsgesetz" (Universities Act), universities are to promote the professional further training of their staff. Universities are held to design and finance professional further training programmes.

The in-service training programmes offered must be commensurate with staff activity profiles and the universities' objectives, principles and responsibilities. The range of in-service and further training for academic and non-academic university staff is expanded on an ongoing basis and includes general measures as well as offerings tailored to specific needs and target groups. All topics and work areas are covered, such as personal development, IT, language courses and project management, practice, presentations and public relations work, are covered.

The academic staff and lecturers of most universities are increasingly being offered opportunities to participate in teaching methodology training, in the form of systematically structured training courses which have been developed in cooperation with the "Austrian Society of Didactics in Higher Education".

University teachers may attend further training activities at home or abroad. Universities encourage participation in national and international conferences, congresses and courses to enable employees to engage in professional further training. Many universities sponsor mobility measures for their employees by means of mobility programmes and assistance or through international liaison bureaus or international offices.

A number of universities aims at personnel development measures which take account of aspects of quality assurance and quality management. (cf. Chapter 9.)

8.2.11. Salaries

Please refer to the sub-sections which follow.

Federal Ministry of Finance

Federal Ministry of Social Affairs and Consumer Protection

Federal Act on the Compensation for Examination Activities at Schools

Emoluments Act 1956

Industrial Constitution

University Act 2002

8.2.11.1. Primary and secondary school teachers

Teacher salaries are regulated in the pertaining law "Gehaltsgesetz" (Emoluments Act). Depending on their training and type of service at the individual schools, teachers with civil-service status are remunerated according to a total of six [Verwendungsgruppen](#) (remuneration groups) (L 3, L 2b 1, L 2a 1, L 2a 2, L 1, L PH).

In the case of contract teachers the [Verwendungsgruppen](#) are replaced by (the same number of) [Entlohnungsgruppen](#) (pay groups) (I 3 to I ph).

The types of professional qualifications as below result in the following grading:

- Teachers without [Reifeprüfung](#) (matriculation examination): L 3 or I 3
- Teachers with a Reifeprüfung and, normally, a teaching certificate: L 2b 1 or I 2b 1
- Teachers with Reifeprüfung and completed University College of Teacher Education ([Pädagogische Hochschule](#)): L 2a 1 and L 2a 2 or I 2a 1 and I 2a 2
- University graduates: L 1 or I 1
- University graduates with special qualifications for initial and in-service training for teachers: L PH or I ph.

In case of a special qualification the law also allows for individual grading.

The above-mentioned Verwendungsgruppen and Entlohnungsgruppen are sub-divided into salary grades, with the teachers advancing by one point every two years (time-linked increments). Thus, the salary of tenured teachers and contract teachers depends on the Verwendungsgruppe or Entlohnungsgruppe and the salary grade.

Teachers are assigned to a salary grade when they enter service. The grade is based on their "increment key-date". This is calculated by accounting for prior working years as a teacher since the age of 18. Some periods count in their entirety towards this date (e.g. employment at another [Gebietskörperschaft](#) (territorial entity), time spent acquiring the required working practice and the minimum extent of required training), others up to 3 years count half. Previous working experience of up to five years may be credited on a case-by-case decision for advancing, if these periods are important for the success of his or her subsequent work as a civil servant.

The basic salary may – depending on the type of service – be upgraded by one or several of the below examples of allowances:

Allowance for school heads: Service allowances depend on the importance and size of the school, the relevant service group and salary grade. They are determined pursuant to § 57 of the 1956 "Gehaltsgesetz" (Remuneration Act) and range from EUR 47.2 to EUR 1,097.2.

§ 59 b Gehaltsgesetz (Remuneration Act) provides for an allowance of EUR 54.9 to EUR 82.2 for subject coordinators for the subjects German, Mathematics or modern foreign languages and for differentiated instruction e.g. at [Hauptschulen](#) (general secondary schools).

Allowance for practice schools: the allowance corresponds to the difference between the actual Verwendungsgruppe or Entlohnungsgruppe to the subsequent Verwendungsgruppe or Entlohnungsgruppe. Thus, teachers belonging to Verwendungsgruppe L 2a 2 get the salary of Verwendungsgruppe L 1.

If a teacher's work exceeds the extent of his prescribed number of hours he/she is entitled to corresponding remuneration for overtime.

In addition, secondary school teachers are in particular entitled to separate compensation for certain examinations specified in the "Prüfungstaxengesetz" (act on examinations charges) ranging from EUR 2.5 to EUR 245.9 (as of 1 September 2007).

Current estimates for the above are shown below (as of 1 January 2008):

Example:

A teacher at Hauptschule (general secondary school) with ten service years (L 2a 2) and additional 3.5 years counting towards the increment date (period from age of 18 until completion of study course at Pädagogische Akademie) is graded in salary grade 6.

Gross salary (salary grade 6):	2,099.9 euro
Allowance for ability grouping instruction:	54.9 euro
+ two weekly extra-work activities:	260.4 euro
Total:	2,415.2 euro

Hauptschule (general secondary school) teacher L 2a 2 with 30 service years and additional 3.5 years counting towards the increment date (16th salary grade):

Gross salary (salary grade 16):	3,550.3 euro
Allowance for ability grouping instruction:	54.9 euro
+ two weekly extra-work activities:	440.2 euro
Total:	4,045.4 euro

Teacher in "Verwendungsgruppe L 1" with two service years and 5.5 years counting towards the increment date:

Gross salary (salary grade 4):	2,126.5 euro
+ one weekly extra-work activity	131.8 euro
Total:	2,258.34 euro

Teacher in "Verwendungsgruppe L 1" with 28 service years and 5.5 years counting towards the increment date:

Gross salary (salary grade 16):	4,055.0 euro
+ one weekly extra-work activity:	251.4 euro
Total:	4,306.4 euro

The totals quoted are monthly gross salaries. From these, wage tax and social security rates will be deducted. Such deductions may amount to up to one third of the gross salary.

8.2.11.2. Collective agreements at universities

Since the beginning of 2007 there has been general agreement between the umbrella organisation of the universities and the Austrian Civil-Servants Trade Union on a collective agreement that is to cover staff at all universities, but has not taken effect yet.

Salaries of new employees are currently governed by the transitional personnel arrangements according to the Universities Act 2002.

8.2.12. Working Time and Holidays

Please refer to the sub-sections which follow.

[Act on the Teaching Assignment of Federal Teachers](#)

[Service Code for Province-employed Teachers](#)

[School Periods Act 1985](#)

8.2.12.1. Primary and secondary school teachers

The mandatory teaching load at the federal level is regulated by a pertaining law "Bundeslehrer-Lehrverpflichtungsgesetz" (Act on the Teaching Assignment of Federal Teachers), for teachers at the provincial level it is regulated in the pertaining provisions of the law governing their service ("Landeslehrer-Dienstrechtsgesetz" (Service Code for Province-employed Teachers)), (annual working time model).

For teachers at the federal level, the subjects a teacher teaches count – depending on their subject group – towards the compulsory teaching load of 20 hours per week. The group a subject belongs to is laid down in the "Bundeslehrer-Lehrverpflichtungsgesetz" or in the pertaining curriculum. Subjects belong to one of six groups designated with the numerals I to VI. Subjects of group I count as 1.167 units, those of group VI as 0.75 units per classroom hour towards the compulsory teaching load of 20 hours per week.

Province-employed teachers at [Allgemein bildende Pflichtschulen](#) (general compulsory schools) are governed by an annual working time regime according to which every province-employed teacher has to work the same number of hours during a (school) year as a comparable public servant in general administration.

The annual standard covers three different areas of activity:

- Area A: teaching load including supervisory duties;
- Area B: preparation and follow-up, corrections;
- Area C: hours spent on other activities.

To meet the teaching load, 720 to 792 unit hours (20 to 22 weekly units) must be taught in the course of a school year. 600 to 660 hours are spent on planning and follow-up work after classes. The remaining 330 to 470 hours to meet the annual standard are used to participate in conferences, stay in contact with parents or guardians, administrative work, and possibly taking part in school events (e.g. sports weeks). The times of performance are laid down by the timetable and fixed hours at which the teacher is at school; other than that, non-instruction working hours may be organised at the teacher's discretion.

Federal teachers and province-employed teachers at part-time compulsory vocational schools perform auxiliary tasks (e.g. maintenance of IT workstations and running the school library) which count towards the compulsory teaching load. This reduces the number of hours actually spent teaching in a classroom. Some non-teaching activities, e.g. duties as a class head teacher or custodian (*Kustos*), are remunerated separately or may count towards the compulsory teaching load. In part, remuneration for these services is already included in teachers' basic salaries.

Under certain (exceptional) circumstances teachers may temporarily be assigned to subjects for which they have no official teaching qualifications.

Circumstances permitting, teachers have the possibility of reducing their compulsory teaching load by half. This kind of reduction may be granted up to the point of retirement. If a workload reduction is requested by a teacher wishing to look after his/her child, it should be granted (up until the child in question starts school).

There is a further possibility of reducing the compulsory teaching load by one or several hours a week for a period of up to ten years for activities within the framework of the teacher's specialist field or for other school-related activities at the cultural, social, religious, athletic or scientific levels.

Moreover, teachers may be exempted from their teaching assignments for the duration of one school year (sabbatical) while receiving a reduced salary. A leave of absence may be taken for up to ten school years. Tenured teachers may have their compulsory teaching load reduced by up to 50% on medical grounds for a period of up to two years, if they accept a partial salary reduction. See also **8.2.8.1.**

Teachers are entitled to sick-care leave of up to six school days in one school year (under special circumstances up to 12 school days), if they are obviously prevented from performing service due to necessary attendance to a sick or injured close relative living in their household.

Teachers are further entitled to request special duty roster arrangements (e.g. change of duties, making up hours at alternative times), a reduction in weekly service hours (pro-rata pay reduction) or leave of absence for terminal care of a close relative (family hospice care leave) for a period of time not to exceed three months.

For information on school heads' working hours see **8.3.2.**

Holidays and leaves for school teachers

Teachers are entitled to recreational leave during the school holidays, unless special obligations arise (substituting for the school head, holding examinations). Service calls during holidays are only permissible for important official reasons and for the shortest possible period of time.

Special leave (with full salary) may be granted to a teacher for important personal or family reasons or for another special purpose, unless prohibited by other urgent requirements. In addition, teachers may take sabbatical leave unless prohibited by urgent official reasons. For the duration of sabbatical leave, the salary is suspended.

Upon birth of a child, teachers are entitled to take parental leave of up to two years. They may postpone up to three months of parental leave and use them up at a later point (until the child has reached seven years of age). Fathers and mothers may take turns in taking parental leave (two alternations are allowed). A right to part-time employment exists for a time span of up to four years and until the child has reached the age of 7, if parental leave was not used in the first and second year after the child was born.

8.2.12.2. Academic university staff

For academic university staff, special legal arrangements or collective agreement provisions are required. The 2002 Universitätsgesetz (2002 University Act) contains special provisions for this group to the effect that working hours that deviate from the provisions of the Arbeitszeitgesetz (Working Time Act) and the Arbeitsruhegesetz (Rest Periods Act) may be allowed if such becomes necessary by academic or artistic activity. Deviating clauses from the Rest Periods Act are equally required for general university staff, if deemed indispensable to maintain research and artistic activities (e.g. for events, test operations).

8.2.13. Promotion, Advancement

As a rule, a teaching career at [Allgemein bildende Pflichtschulen](#) (general compulsory schools) starts after completion of the six-semester training at the University Colleges of Teacher Training (Pädagogische Hochschulen). Teachers at vocational compulsory schools, in addition to the completion of Diplomprüfung für das Lehramt (examination qualifying candidates for the teaching profession) at university or bachelor of education degree programmes (BEd) taken at University Colleges of Teacher Education (after an abridged 2-semester study course), must also have to have a period of working practice (up to six years at maximum).

A teaching career at general and [Berufsbildende mittlere Schulen](#) (medium-level technical and vocational schools) and [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) requires in most cases a completed teacher's course at a university and/or for technical schools a pertinent university degree. In some disciplines (artistic subjects, workshop teachers, teachers of domestic science and dietetics) no university degree is required.

Working at a school requires teachers - in addition to their teaching and educational duties - to fulfil various connected duties (e.g. administration of teaching aids, administrative tasks of a form teacher ([Klassenvorstand](#)), general administrative tasks, workshop supervision).

With federal teachers and vocational school (province-employed) teachers, these activities are credited towards the teaching assignment or remunerated in addition to the salary.

An annual standard model has been implemented for province-employed teachers. This annual model includes administrative activities without separate remuneration.

Depending on the above-mentioned training, civil-service teachers are ranked according to [Verwendungsgruppen](#) (remuneration group), contract teachers according to [Entlohnungsgruppen](#) (pay group), as follows:

"Verwendungsgruppen (Entlohnungsgruppen)"

- L 3 (I 3)
- L 2b1 (I 2b1)
- L 2a1 (I 2a1)
- L 2a2 (I 2a2)
- L 1 (I 1)
- L PH (I ph)

Teachers at compulsory schools are primarily ranked in "Verwendungsgruppe L 2" or "Entlohnungsgruppe I 2", teachers at secondary schools predominantly in "Verwendungsgruppe L 1" or "Entlohnungsgruppe I 1". Teachers working in teacher training or in-service training are ranked in "Verwendungsgruppe LPH" or "Entlohnungsgruppe lph".

The following career options for teachers exist:

- head master;
- inspectorate ([Fachinspektor](#) (subject inspector), [Bezirksschulinspektor](#) (district school inspector), [Berufsschulinspektor](#) (school inspector for compulsory vocational schools) and [Landesschulinspektor](#) (province school inspector)).

In addition, teachers may be transferred to an office within the school administration. See [8.3.2.](#)

[Emoluments Act 1956](#)

8.2.14. Transfers

Depending on the established post for which a teacher was recruited, the teacher must be assigned to a school (or schools, if the need arises). Province teachers may also be assigned to the reserve teacher corps. For administrative reasons, a teacher may be temporarily assigned to another serving post. If the assignment occurs without the teacher's approval, certain temporal and factual restrictions apply (particular attention must be paid to the personal, family and social situation of the teacher).

A transfer (i.e. permanent assignment to another post) if ex officio in nature (i.e. without the teacher's approval) may only be effected for important official reasons, and the authority is held to consider the personal, family and social situation of the teacher. The teacher may object to the intended transfer and appeal against the decision or institute legal action.

School-linked posts are the established post of the head, and possibly also of the deputy head, of the department head, the subject head or the head of education. However, starting from 1 September 2008 school-linked posts will no longer be assigned.

Anyone occupying a school-linked post may only be transferred to another school under certain circumstances (laid down exhaustively in the "Beamten dienstrechtsgesetz" (Civil Service Code) or the "Landeslehrer dienstrechtsgesetz" (Province Teacher Service Code); in particular, if the post is no longer school-linked or altogether withdrawn).

Civil Service Code

Province Teacher Service Authority Act

Service Code for Province-employed Teachers

8.2.15. Dismissal

Please refer to the sub-sections which follow.

8.2.15.1. Primary and secondary school teachers

Given the nature of teacher training (especially for teachers of higher-level schools) a career change is basically possible.

Apart from retirement, the teaching service may be terminated by the teacher and by the employer (federal authorities or province).

Service may be terminated in a number of ways:

Dismissal for lack of results or upon a disciplinary decision, resignation from office, voluntary termination, a teacher may also be dismissed and barred from further service due to a prison sentence of more than one year

8.2.15.2. Universities

Comprehensive dismissal protection provisions apply to research or artistic staff members at universities, in order to protect them against interference with their individual basic right to the freedom of research and teaching as well as the freedom of artistic creation, the conveyance of art, and its teaching.

8.2.16. Retirement and Pensions

Please refer to the sub-sections which follow.

Civil Service Code

Service Code for Province-employed Teachers

Act on Staff employed by Private-law Contract

8.2.16.1. Primary and secondary school teachers

Civil-service status is not terminated by retirement, but only altered in its legal implications. Tenured teachers having completed 58 years of age as per the key date of 1 January 2006 may retire prematurely as per two standard key dates (at the end of February and end of July), with a pro-rata reduction of their pension benefits. (This minimum age is to be raised to 60, the new age requirements being gradually implemented as of 1 January 2004). Upon application, tenured teachers are entitled to retire at the end of the month in which they complete 61.5 years of age. (This minimum age is going to be increased to 65. Gradual implementation began on 1 January 2004 and shall be concluded by 2017; as per the key date 1 January 2006, the relevant age has been 62).

At the end of the year in which a tenured teacher completes his/her 65th year, he/she shall ex lege enter retirement. Tenured teachers having reached 61.5 years of age may also enter retirement upon official initiative for important official reasons. (This minimum age is also going to be increased to 65 by 2017).

If they have acquired sufficiently long periods of insurance (35 contribution years or 37.5 insurance years, including substitute periods; the number of insurance years depends on the contract teachers' year of birth), contract teachers may retire upon reaching 62 years of age (men) or 57 years of age (women) as per the key date 1 January 2006. (These age requirements are going to be lifted to 65 and 60 years respectively and shall be gradually implemented by 2014, starting on 1 January 2004.) In case of shorter insurance periods, a right to a pension payment arises if the teacher has acquired 15 insurance years (contribution years and substitute periods) in the past 30 years, or 15 contribution years (no substitute periods) during the entire insurance history.

In the period from 2024 to 2033 the pension age for female teachers will be gradually increased from 60 to 65 years of age, as is already applicable to male teachers.

Both tenured and contract teachers may retire prematurely for health reasons. Moreover, a gradual retirement model is available from age 56.5 at the earliest. (This minimum age is going to be increased to 60. Gradual implementation began on 1 January 2004 and shall be concluded by 2017). According to this model, teachers may collect bonus times during years of full-time assignment and then work reduced hours in the pre-retirement.

8.2.16.2. Retirement of teaching staff in tertiary education

See **8.2.5.8.**

8.3. School Administrative and/or Management Staff

Please refer to the sub-sections which follow.

8.3.1. Recruiting and appointment requirements

Vacant posts for "Schulleiter" are subject to open competition. The candidates submit their applications through official channels to the responsible administration ("Dienstbehörde"). The diploma and basic training required are the same qualifications as those required to teach in the school concerned.

For federal teachers (teachers at general secondary higher schools, teachers at intermediate and higher technical and vocational schools) the collegiate boards of the [Landesschulräte](#) / [Stadtschulrat](#) for Vienna select a three-candidate shortlist from the applications received which is binding for the minister.

The school community committee or the school forum ([Schulforum](#)) as well as the teaching staff representative body have the right to submit a commented statement on the applications received. While not binding on the board, these comments still form an important basis for decision-making.

The Federal Minister for Education, the Arts and Culture selects one candidate from the three-candidate shortlist received and proposes that candidate to the Federal President for appointment.

School heads are appointed for an initial term of four years. This limited appointment becomes permanent, unless the education authorities and the school community committee / school forum unanimously agree on the incumbent's unfitness to fulfil his or her functions. The person concerned may appeal against such statement to a panel of experts who must present an expert opinion within ten weeks.

For province teachers (teachers at compulsory schools) the province administrations ("offices of the province governments") are responsible for selection and appointment. According to the "Landeslehrerdienstrechtsgesetz" (Province Teacher Service Code), the province school boards / municipal board for Vienna have the right to submit three-candidate shortlists.

The school forum/school community committee has a right to comment. Similar to federal teachers, this right must be exercised within three weeks. Again, appointment is for four years initially. Then it is transformed into permanent appointment, unless the school authorities and the school forum / school community committee unanimously agree on the incumbent's lacking capability to fulfil his or her duties.

Federal Ministry for Education, the Arts and Culture

Civil Service Code

Federal School Inspection Act

Service Code for Province-employed Teachers

School Education Act 1986

8.3.2. Conditions of service

The school head is the person teachers and other staff (administrative staff, caretakers etc.) at a school directly report to. He/she is responsible for the running of the school and the liaison between the school, the pupils and the parents, in the case of [Berufsschulen](#) (part-time compulsory vocational school) also extramural teachers. The school head has to advise teachers in their teaching and educational work and to regularly monitor the instruction given and the performance of the pupils ("Schulunterrichtsgesetz" (School Education Act)). Further duties of the school head are laid down in the "Beamtendienstrecht" (Civil Service Code) and the "Landeslehrerdienstrechtsgesetz" (Province Teacher Service Code).

Responsibilities of a school head

He/she runs the school, liaises with the school authorities and advises teachers on their teaching and educational work. School heads may inspect instruction being given in the classrooms at any time, in order to satisfy themselves of the quality of teaching. In addition to managing the school, school heads are to establish and foster links between their school and parents/guardians, and – in the case of [Berufsschulen](#) (part-time compulsory vocational school) – the relationship between school and the apprenticing company or business.

The school head is responsible for implementing laws and other legal regulations as well as instructions issued by the educational authorities. The school head prepares the meetings of the school partners and is responsible for executing the decisions adopted at these meetings. School heads allocate the annual budget granted to the school and prepare the school's annual financial statements.

School heads have a say in the recruitment of teachers. They must prepare a plan to project the future demand and development of human resources in their school. Further, they may submit an expert opinion with regard to the suitability of teachers who have applied to be assigned to their school.

At a few large schools, the school head is assisted by a permanent deputy, at all others, by a teacher of his/her school (administrator), and not by an officially appointed deputy.

The compulsory teaching load of school heads depends on the school size. As a matter of principle, the head must be at the school during instruction hours. In smaller schools, notably in compulsory education, school heads have a partial teaching assignment, the scope of which depends on the number of classes at the relevant school.

If a school under federal administration uses the possibility to set up an institution of partial legal capacity at the school, the school head is most often appointed executive manager.

School heads' official titles

In lower and upper secondary federal schools ("Bundesschulen"): "Direktor/in"

In compulsory education:

At primary schools: "Volksschuldirektor/in"

At general secondary schools: "Hauptschuldirektor/in"

At special schools: "Sonderschuldirektor/in"

At pre-vocational schools: "Direktor/in der [Polytechnischen Schule](#) "

Note: The suffix "-in" denotes the female form.

For federal teachers (teachers at general secondary higher schools, teachers at intermediate and higher technical and vocational schools) the collegiate boards of the "Landesschulrat" / "Stadtschulrat" for Vienna select a three-candidate shortlist from the applications received which is binding for the minister.

The "Schulleiter" post is a permanent one. Permanent means established teaching posts that are - to all probabilities - permanently linked to a defined school. Holders of permanent posts have a right to be employed at the school and may be transferred from one school to another under the conditions which are exhaustively set out in the Civil Service Code ("Beamten-Dienstrechtsgesetz") and the Service Code for Province Teachers ("Landeslehrer-Dienstrechtsgesetz").

Department heads

Departments heads exist in technical vocational schools, in schools of agriculture and forestry, and in teacher and supervisory staff training institutions. Depending on the school type, they exercise different functions.

In technical and vocational schools, in schools of agriculture and forestry, department heads are in charge of a specialist department installed at the school. They report to the school head. At the [Bildungsanstalten für Kindergartenpädagogik](#) (training schools for nursery school teachers) and the [Bildungsanstalten für Sozialpädagogik](#) (training school for educators), which also belong to the teacher and supervisory staff training institutions, the department heads are responsible for the practice schools, practice kindergartens, practice day-boarding schools and practice day-care centres affiliated to these institutions. The extent of the remaining teaching load they must complete depends on the size of the department or practice institutions (in both cases on the number of classes).

Subject heads

Subject heads are installed at technical and vocational schools which are not divided into departments. They are in charge of the theoretical and practical vocational subjects. Like department heads, they must fulfil a residual teaching assignment which depends on the size of the school.

Department heads and subject heads are subordinate to the school head, but act as immediate superiors for the teaching staff. Since both positions are management-level functions, the same appointment procedures as for school heads apply. See also **8.3.1.**

Construction yard managers/workshop managers

At the Berufsbildende mittlere Schulen (medium-level technical and vocational school) and the Berufsbildende höhere Schulen (secondary technical and vocational college) construction yard managers and workshop managers are responsible for the direction of construction yards and workshops which give practical vocational training to students. Their duties include the running of day-to-day operations, the organisation of workshop training and the procurement of the required materials. They are subordinate to the school head. They do not act as superiors for teachers and do not carry out management-level functions. Workshop and construction yard managers have a residual teaching assignment.

Further training for school heads

Several training seminars are offered during the phase of pre-qualification and as in-service events after appointment (e.g. school management course, "in-service further education"). The main topics are: conflict management, communication and staff management, observation of teaching work, advising and evaluation of teachers, educational law, administration and organisation of schools, school development.

Civil Service Code

Act on the Teaching Assignment of Federal Teachers

Act on Federal Schools for Agriculture and Forestry

Service Code for Province-employed Teachers

School Organisation Act

School Education Act 1986

8.4. Staff involved in Monitoring Educational Quality

Please refer to the sub-sections which follow.

8.4.1. Requirements for Appointment as an Inspector

To qualify for appointment as school inspectors, candidates must hold teaching qualifications for the relevant school types and have to have successfully completed several years of service as teachers (at the relevant types of schools).

8.4.2. Conditions of service

First and foremost, school heads are responsible for monitoring and inspection. They are the immediate superiors of all teachers at a school and are, under school legislation, charged with advising teachers in their educational work, and must regularly satisfy themselves of the quality of teaching and the performance of pupils.

The school inspectorate is established by the "Bundes-Schulaufsichtsgesetz" (Federal School Inspection Act). It is exercised by school inspection officials ([Landesschulinspektoren](#) (province school inspectors), [Bezirksschulinspektoren](#) (district school inspectors), [Fachinspektoren](#) (subject inspectors)) and also by teachers upon whom inspection duties have been conferred. Individual school inspection officials are usually appointed for specific school types (e.g. academic secondary schools, medium- and secondary technical and vocational colleges, general compulsory schools, compulsory vocational schools) and, as a rule, are either responsible for an entire province (Landesschulinspektor) or a political district (Bezirksschulinspektor or [Berufsschulinspektor](#)).

If the necessity arises, teaching quality at those schools which report directly to the Federal Minister may be inspected by ministerial authorities.

The details on the implementation of school inspections are laid down in the "Allgemeine Weisung über die Durchführung der Schulinspektion" (General Directive on the Implementation of School Inspection) (school inspection mandate). The principles enumerated apply both to public and to private schools.

School inspectors look into the quality of teaching and the implementation of administrative tasks. As a general rule, the school head and the teachers visited should be previously informed about an intended school inspection, without however thwarting the purpose of the exercise. For this reason, a decision on whether or not to give preliminary notice of a visit of a school inspector will be taken on a case-by-case basis. The school inspection ends with a meeting of the inspectors and the inspected teachers, which the school head may attend. This meeting is mainly advisory in nature. Not only the detected shortcomings should be emphasised, but also encouraging aspects.

It is the predominant task of school inspectors to monitor the instruction given and its success, but also other school-related activities of the school head and the teaching staff, as well as the space and equipment situation of the school and school hygiene. School inspectors serve to observe, monitor and advise teachers and school heads. Any flaws detected which would require action by the school authority must be promptly reported to the competent official of the school authority.

Offering advice to schools, and evaluating school activities, as well as regional educational planning, have also become some of the core tasks of the school inspectorate, while the teaching is increasingly monitored by school heads.

In addition to guidance provided by the school inspection officials, the educational work at Austria's schools is scientifically monitored and evaluated by the Federal Institute for Educational Research, Innovation and Development of the Austrian School System ("BIFIE") .

Remuneration

Members of the school inspectorate are entitled to a fixed remuneration which is determined by the [Verwendungsgruppe](#) and a fixed salary bracket, plus a non-pensionable allowance amounting to 3.5% of their salary. This covers all extra work (temporal and qualitative) of school and subject inspectors.

For information on quality assurance in the tertiary education sector see chapters [2.](#) and [6.](#)

Ökonomische Bewertung der Struktur und Effizienz des österreichischen Bildungswesens und seiner Verwaltung

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

School Inspection Mandate

Federal School Inspection Act

School Education Act 1986

8.5. Educational Staff responsible for Support and Guidance

Tertiary sector

At universities, adjunct faculty and student assistants offer professional support for studying and research.

For information on the tertiary education sector, see **6.16.4.**

8.6. Other Educational Staff or Staff working with Schools

Please refer to the sub-sections which follow.

8.6.1. Other Staff in primary and secondary schools

Within the framework of the federal school administration, administrative staff is recruited at the federal school authorities in the provinces (e.g. [Landesschulrat](#) (province school board) for Lower Austria, [Stadtschulrat](#) (municipal school board) for Vienna, and/or [Bezirksschulrat](#) (district school board)), at federal schools and at institutions of initial and further training of teachers, as well as at institutions of youth education in the nine provinces.

Owing to the distribution of competences laid down in the Constitution administrative staff at [Allgemein bildende Pflichtschulen](#) (general compulsory schools) and [Berufsbildende Pflichtschulen](#) (part-time compulsory vocational schools), ([Volksschulen](#) (primary school), [Hauptschulen](#) (general secondary school) and [Sonderschulen](#) (special school), [Polytechnische Schulen](#) (pre-vocational school) and [Berufsschulen](#) (part-time compulsory vocational school)) is not recruited by the federal authorities.

Administrative staff comprises group [Verwendungsgruppe](#) (remuneration group) A officials (general administration officials – requirement: university degree), group B officials (general administration officials – requirement: [Reifeprüfung](#) (matriculation examination) at a secondary academic school or alternative requirements), group C officials (general administration officials – requirement: four-year working background at a domestic [Gebietskörperschaft](#) (territorial entities), i.e. the federal authorities, the provinces and the local authorities, and the required training for group C = civil-service examination), group D officials (general administration officials – requirement: knowledge and skills required for this group = concerns secretarial staff, typists, telephone operators, etc.) and group E officials (general administration officials, doing auxiliary work as porters and auxiliary clerks).

The federal school administration offices in the provinces employ staff of the groups quoted. The school authorities also include the school-psychology counselling service with regional district offices. These offices recruit group A officials (general administration officials – requirement: university major in psychology).

General and technical and vocational secondary federal schools and colleges and teacher training colleges – with the exception of the school physician, with whom a service agreement pursuant to the Austrian Civil Code is entered into – only employ group C, D, P4 and P5 officials, with secretarial staff (C) and typists (D) working in the headmaster's office, school wardens (D), as well as auxiliary and cleaning staff (P4 and P5).

At [Berufsbildende höhere Schulen](#) (secondary technical and vocational colleges) group B officials are used for administrative or accounting tasks. In the workshop areas, schools employ staff with [Reife- und Diplomprüfung](#) (matriculation and diploma examination) taken at a [Berufsbildende höhere Schule](#).

In addition, schools employ skilled workers who have completed a pertaining vocational training (groups P3-P1), since the nature of these schools offers various uses such as inventory administration, laboratory work, cooks etc.

The above reference to groups "Verwendungsgruppen" A to E and P1 to P5 concerns the grading of employees with a civil-service status within the federal authorities. The status presupposes an appointment by the state as sovereign. These employees are called civil servants. Rights and duties of civil servants are laid down in the "Beamtendienstrechtsgesetz" (Civil Service Code).

The federal authorities also employ persons on a private-law basis. These employees are called contract staff. Their rights and duties are regulated by a pertaining law. Legal disputes concerning this law are settled in the labour tribunals.

The grading characteristics are the same as in the case of civil servants, but their remuneration groups [Entlohnungsgruppen](#) (pay groups) are designated with small letters, i.e. a - e and p1 - p5. From the social-law point of view, the groups differ in as much as the grades "Entlohnungsgruppen" a - e designate salary earners, the grades "Entlohnungsgruppen" p1 - p5 wage earners.

Public tenders for established posts for contract staff usually apply the same employment requirements as for civil servants.

The 1994 "Besoldungsreformgesetz" (Remuneration Reform Act), Federal Law Gazette No. 550/1994, which entered into force on 1 January 1995, created a new service and remuneration code for civil servants. The new provisions are based on an evaluation of all posts by internationally accepted standards and using the experiences gained by other government administrations.

A new remuneration group "General administrative service" ("Allgemeiner Verwaltungsdienst") condenses the previous 10 "Verwendungsgruppen" groups (A-E or P1-P5) into a integrated system of 7 "Verwendungsgruppen" groups (A1 to A7).

new (formerly)

- A1 (A)
- A2 (B)
- A3 (C, P1)
- A4, all other P3 (skilled workers having completed apprenticeship training); D (specific employments)
- A5 all other D, all other P3 (skilled workers having passed a civil-service advancement examination)
- A6 (P4)
- A7 (E, P5)

To account for leading functions, the "Verwendungsgruppe"

- A1 comprises 9 "Funktionsgruppen"
- A2 comprises 8 "Funktionsgruppen"
- A3 comprises 8 "Funktionsgruppen"
- A4 comprises 2 "Funktionsgruppen"
- A5 comprises 2 "Funktionsgruppen"

The remuneration consists of a salary component for the corresponding "Verwendungsgruppe" and a function-related component according to the corresponding "Funktionsgruppe", if applicable.

Salaries for the functions of "Verwendungsgruppe" A1 of the "Funktionsgruppe" 7,8 and 9 are fixed salaries. The function-holders are appointed for 5 years, their re-appointment is possible.

Civil servants may opt into the new system.

On 1 January 1999, the Vertragsbedienstetenreformgesetz BGBl. Nr. 10/99 (Contract Staff Reform Act) created a new Service and Remuneration Code for federal contract staff. Similar to the 1994 Besoldungsreformgesetz (Remuneration Reform Act) for civil servants, the new system is based on the assessment of all posts. The former remuneration scheme I was replaced by remuneration scheme v (contract staff in administrative service). The former remuneration scheme II was replaced by remuneration scheme h (contract staff in manual occupations).

The remuneration schemes v and h consist of five remuneration groups each. These new remuneration groups correspond to the former remuneration schemes I and II as follows:

- | • New | Old |
|-------|-----|
| • v1 | a |
| • v2 | b |
| • v3 | c |
| • v4 | d |
| • v5 | e |
| • h1 | p1 |
| • h2 | p2 |
| • h3 | p3 |
| • h4 | p4 |
| • h5 | p5 |

Every remuneration group comprises a guaranteed standard career based on successive promotions, which covers 21 remuneration levels. Similar to civil servants in general administrative service, contract staff occupying special functions are entitled to a function-related allowance in addition to their standard career salary. The amount of this allowance depends on the function holder's assessment group within each remuneration group. The following assessment groups exist within the remuneration groups:

- v1 seven assessment groups (v1/1 to v1/7)
- v2 six assessment groups (v2/1 to v2/6)
- v3 five assessment groups (v3/2 to v3/5)
- v4 two assessment groups (v4/2 to v4/3)
- h1 four assessment groups (h1/1 to h1/4) and
- h2 three assessment groups (h2/1 to h 2/3).

Similar to the provisions applying to civil servants in general administrative service, appointment to higher-level management functions is limited to 5 years. This refers to the functions in the assessment groups v1/5 to v1/7. Re-appointments are again for a limited term, however, these posts do not be newly advertised.

Contract staff categorised in assessment groups v1/5 to v1/7 are entitled to a fixed monthly salary, which is an all-inclusive remuneration.

Federal Ministry for Education, the Arts and Culture

Landesschulrat für Burgenland

Landesschulrat für Kärnten

Landesschulrat für Niederösterreich

Landesschulrat für Oberösterreich

Landesschulrat für Salzburg

Landesschulrat für Steiermark

Landesschulrat für Tirol

Landesschulrat für Vorarlberg

Stadtschulrat für Wien

General Civil Code of Austria

Private Employees' Act

Industrial Constitution

Civil Service Code

Act on Staff employed by Private-law Contract

8.6.2. General University Staff

The general university staff includes administrative, technical, library and nursing staff as well as physicians exclusively fulfilling their tasks in a public hospital. They must have the required professional qualifications. They are employed by the university, and work part time or full time.

For more information see [8.2.1.2.](#) and [8.2.11.2.](#).

8.7. Statistics

Please refer to the sub-sections which follow.

8.7.1. Pädagogische Hochschule

Due to a change in the system (PH online), no current data are available on [Pädagogische Hochschule](#), which would have been of limited significance at any rate because of a lack of comparability with the figures gathered from predecessor institutions.

8.7.2. University staff in 1990, 1995, 2000 and 2005 to 2007 ¹

[Bildung in Zahlen 2007/08](#)

[Statistisches Taschenbuch 2007](#)

[Statistisches Taschenbuch 2008](#)

Personnel ²	1990	1995	2000	2004	2005	2006	2007
Total	13,609.0	16,144.5	17,015.1	19,587.2	21,410.0	22,363.2	22,820.2
University academic and art staff. total	7,893.0	9,401.5	9,413.4	10,996.5	10,643.2	11,284.1	11,343.4
Professors	1,732.0	1,854.0	1,627.0	2,070.0	2,005.9	1,999.1.1	1,967.2
University assistants and other academic and artistic staff	6,161.0	7,547.5	7,786.4	8,926.5	8,637.4	9,285.0	9,376.2
Of which university lecturers	no data	no data	2,322.0	2,924.3	3,123.5	3,094.8	3,079.7
General university staff, total	5,716.0	6,743.0	7,601.7	8,590.7	10,766.8	11,079.1	11,476.7

¹ 1990 and 1995 budgeted positions, from 2000 full-time equivalents. 1990 to 2004 key dates each 31

December or 1 January. 2005 key dates 15 October 2004 and 31 December 2004. 2006 key date: 15 October 2005. 2007 key date: 31 December 2006.

² Staff in assignments which prior to UG 2002 (Universities Act) were tied to an employment contract with the federal government ("Verwendungen" 11, 14, 16, 21, 23, 40 to 70 according to 1 Z 2.6 "Bildungsdokumentationsverordnung Universitäten", Ordinance on educational documentation/universities). As of 2006 Krems University for Further Education and Training included.

Source: 1990 and 1995 Stellenplan des Bundes, 2000 personnel file of the Federal Ministry for Education, Science and Culture, 2004 personnel information system of the federal government, 2005 and 2007 data reported by the universities

Source: www.bmwf.gv.at/unidata Statistical Yearbook 2007

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

Traditionally, there have been two forms of evaluation in the Austrian education sector: self-reflection, more or less professional, on educational measures by those engaged in educational practice; monitoring and supervision of schools, headmasters and teachers by the official bodies of the school inspectorate.

On a different level, there are approaches aimed at having the efficiency of the system of education or some of its subsystems scientifically evaluated by institutions or persons specifically established or trained for this task. Systematic evaluation using scientific methods is especially found in the area of school experiments and politically induced innovation and reform. However, Austrian schools until very recently were not subject to external evaluation such as a systematic assessment of educational results (performance tests). Only very recently were initial ideas to assess the performance of pupils raised in conjunction with the introduction of educational standards.

On the whole, the developments in connection with the evaluation of the education system – especially schooling – are in a phase of considerable change.

9.1. Historical Overview

Please refer to the sub-sections which follow.

9.1.1. Primary and Secondary Schools

Until the early 1970s, the overriding form of evaluation in the Austrian school system was the examination of the degree of compliance of school operations and instruction with the law, a task conducted by the school inspectorate.

The beginning of systematic, scientifically-founded evaluation coincides with a period of major efforts to reform the system of education in the 1970s. The need to evaluate results systematically arose with the launching of a multitude of school experiments aimed at educational reform. In 1971, these school experiments were given a legal basis, and institutions for the "scientific preparation, guidance, monitoring and analysis of school experiments" were envisaged. A centre for school experiments and school development later called Centre for School Development ("Zentrum für Schulentwicklung", ZSE) was founded, which served as support and evaluation agency for schools and reported to the Ministry of Education. There was a department for Evaluation and Education in Graz, which mainly focused on the evaluation of school experiments and innovation in schooling.

In September 2006, a new institution was founded to take account of the increased requirements as to quality development and evaluation: the Federal Institute for Educational Research, Innovation and Development of the Educational Sector ("Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Bildungswesens") (BIFIE). Headquartered in Salzburg, the new institute also absorbed the former centre for school development (<http://www.bifie.at>). "bifie" presently has three centres:

- Headquartered in Salzburg, the centre for national and international assessments conducts all international large-scale studies (PISA, PIRLS, etc.) and national school performance assessment programmes in connection with educational standards.
- A centre in Vienna deals with preparing measures of quality development for schools. Currently the main focus is on elaborating and implementing educational standards for years 4 and 8 of general and academic schools.
- A third centre in Graz mainly deals with scientific projects in educational research and evaluation. It plans and conducts the majority of evaluation projects concerning innovation in schools. The bifie in Graz now assumes the responsibilities of evaluation and school research, which were formerly vested in the centre for school development, albeit in an extended form.

Bildungsforschung in Österreich 2007

Educational Monitoring, Comparative Studies and Innovation: From evidence-based governance to practice

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

School Inspection Mandate

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008)

9.1.2. Universities

The first steps towards evaluation in the higher education sector were taken in the 1960s, particularly in the field of "measure evaluation". The 1966 General University Studies Act ("Allgemeines Hochschul-Studiengesetz") obliged the Federal Minister for Education to submit a "Higher Education Report" on implemented measures (i.a.) to parliament. The 1975 University Organisation Act ("Universitäts-Organisationsgesetz") introduced progress reports by university department heads as an instrument of performance evaluation. These reports included data on teaching and research-related performance and had to be submitted to the Federal Ministry for Education.

Under the 1993 University Organisation Act, evaluation was defined in terms of an information system designed to monitor university performance (teaching and research) and to safeguard the quality of university-governing measures implemented by university bodies and by organs on a supra-university level.

The 1993 University Organisation Act provided for two obligatory instruments of continuous performance evaluation, i.e. student course evaluation and the above-mentioned progress reports by university department heads. If the necessity arose, these mechanisms could be complemented by additional performance and measure evaluation.

The 1993 University Organisation Act and the Decree on Evaluation ("Evaluierungsverordnung – EvalVO") established a comprehensive reporting system which provided insights into the different evaluation activities at individual universities. There were three types of related reports, i.e. the rectors' reports to the senates, the deans' reports and the department heads' progress reports (published by the rector ([Rektor](#))).

All in all, these reports showed that Austrian universities were working on the development of comprehensive concepts for quality assurance and that related organisational measures were being implemented (e.g. making evaluation a responsibility of vice-rectorates, establishing evaluation task forces, developing pertinent statutory regulations and evaluation guidelines etc.). As a logical consequence, universities have been given autonomous competence in the field of quality management and evaluation under the 2002 Universities Act.

Universitäten und Hochschulen in Österreich. Reformen 2001

Universitätsbericht 2005

Universitätsbericht 2008

Federal Ministry of Science and Research

University Act 2002

9.1.3. Fachhochschule

Evaluation has been an integral part of quality assurance in the [Fachhochschule](#) sector ever since this branch of tertiary education came into being.

FH Council

9.1.4. Private Universities

The market for private providers of universities in Austria was opened in 1999 on the legal basis of the University Accreditation Act ("Universitäts-Akkreditierungsgesetz", UniAkkG). This Federal Act regulates the state accreditation of private educational institutions as private universities. It provides for the principles of the accreditation procedure and the composition of the Accreditation Council ("Akkreditierungsrat", ÖAR) that is responsible for the procedure, and it further sets forth the requirements for and effects of the accreditation as a private university.

Private Universities in Austria

Austrian Accreditation Council

University Accreditation Act

9.2. Ongoing Debates and future developments

Please refer to the sub-sections which follow.

9.2.1. Primary and Secondary Schools

Developments in recent years, such as the results of international performance studies, have shown that quality assurance systems which mainly focus on input monitoring no longer meet practical requirements. Approaches centring on the evaluation of output have increasingly come to the fore also in Austrian schools as well. This is especially reflected by two tendencies:

- Educational standards are currently being developed for years 4 and 8; they will lay down the competences pupils need to have in the subjects German, mathematics and their first foreign language. Test procedures will serve to review at regular intervals whether schools achieve these educational standards, and the results will then be returned to the schools. These tests will thus also serve as instruments to evaluate the performance of the schools.
- A second development tendency prevailing at present is to re-define the role of the school inspectorate, strengthening its role as an external agency for quality monitoring of schools.

With regard to quality development, the Ministry for Education plans to lead schools gradually towards (compulsory) self-evaluation.

Bildungsentwicklung in Österreich 2004 - 2007

Bildungsforschung in Österreich 2007

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

School Inspection Mandate

9.2.2. Tertiary Education

The development of quality management systems at the universities and the implementation of the "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" throughout tertiary education are the most pressing issues in terms of evaluation and quality assurance.

Die Qualifikationsstruktur der österreichischen Bevölkerung im Wandel

Quantitative Entwicklungstendenzen der österreichischen Universitäten und Fachhochschulen 1975-2025

Universitätsbericht 2005

Universitätsbericht 2008

9.3. Administrative and Legislative Framework

Please refer to the sub-sections which follow.

9.3.1. Primary and Secondary Schools

The "Bundesschulaufsichtsgesetz" (Federal School Inspection Act) is the legislative framework which governs the tasks of the school inspectorate; these tasks are specified in detail in the implementing laws issued by the provinces, and in the "Allgemeine Weisung über die Durchführung der Schulinspektion" (General Instruction on the Implementation of School Inspection) decreed by the Federal Ministry for Education, Science and Culture. The instruction stipulates: "School inspection relates to a close monitoring of the state of teaching (including school events), the realisation of a school community, the handling of administrative tasks, the provision of the necessary space and equipment for the delivery of instruction, and compliance with those professional duties laid down in the service code which arise from the practical implementation of tasks required by school legislation."

The role and responsibilities of the school inspectorate are currently in transition, as described above. Discussions currently focus on separating of the roles of inspection (monitoring) and coordination/support (regional educational management).

Legal regulations concerning other forms of evaluation and quality assurance, which especially also include the educational standards that are currently being developed, self-evaluation of schools and monitoring of the educational system are currently being prepared.

"BIFIE" as a central institute for evaluation of schools was legally embodied as a public service institute at the beginning of 2008 ("Bifie" Act 2008)

Educational Monitoring, Comparative Studies and Innovation: From evidence-based governance to practice

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

School Inspection Mandate

Federal School Inspection Act

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008)

9.3.2. Tertiary Education

Quality management systems for performance and quality assurance.

Bericht des Fachhochschulrates 2006

Private Universities in Austria

Federal Ministry of Science and Research

FH Council

Federal Ministry of Science and Research

Austrian Accreditation Council

University Act 2002

Universities of Applied Sciences Studies Act

University Accreditation Act

9.3.2.1. Universities

The 2002 Universities Act ("Universitätsgesetz") turned universities into completely autonomous institutions and introduced new mechanisms of supervision and cooperation (e.g. performance agreements, performance reports, intellectual capital reports, evaluation, global budgets including formula-based budget shares etc.). As far as evaluation is concerned, the Act obliges universities to set up their own quality management systems. Accordingly, it is primarily the universities' responsibility to establish institutional mechanisms and structures which safeguard and promote teaching as well as research quality

http://www.bmwf.gv.at/submenue/wissenschaft/national/gesetze/organisationsrecht/ug_2002/

English

http://www.reko.ac.at/upload/UG_2002_Englisch.pdf?PHPSESSID=8d3147f472bc7f6d928b6ac1b214d718

Universities evaluate the entire spectrum of their services. The specific areas which must be evaluated are laid down in the performance agreements concluded between the individual universities and the Federal Ministry for Education, Science and Culture. The performance of academic and artistic staff has to be assessed every five years (at least). Evaluation has to be subject-oriented, follow

international standards and comply with statutory provisions of the individual universities. The results of evaluation processes are to provide the various university bodies with a basis for decision-making. Students' evaluation of teaching quality is a relevant factor in connection with performance agreements.

9.3.2.2. Fachhochschulen

Under the Federal Act on [Fachhochschule](#) Studies as amended, ensuring evaluations is a prerequisite for the accreditation of Fachhochschule study programmes. The Fachhochschule Council determines the specific objectives of evaluation instruments, methodological principles and areas of evaluation, publication modes, and how evaluation results are to be reacted to. In order to ensure uniform national standards with respect to evaluation methods and the comparability of evaluation reports, the Fachhochschule Council published its most recent guidelines in 2006 (<http://www.fhr.ac.at>). According to the Federal Act on Fachhochschule Studies, teaching quality is also to be safeguarded through student course evaluation.

9.3.2.3. Private universities

Private universities in Austria are subject to state recognition in the form of accreditation or re-accreditation by the Accreditation Council ("Akkreditierungsrat", ÖAR), as regulated by the University Accreditation Act ("Universitäts-Akkreditierungsgesetz", UniAkkG) 1999. The Accreditation Council has the following statutory tasks:

- Accreditation of private universities along with their degree programmes
- Accreditation of degree programmes of private universities already accredited
- Extension of accreditation of private universities along with their degree programmes
- Supervision of accredited private universities

Accreditation, or the extension of an accreditation, covers a specific institution and the degree programmes as a whole offered by it. The Accreditation Council screens the applications for accreditation of private universities or for degree programmes to be offered by private universities that have already been accredited. It issues recommendations to be approved by the Federal Minister for Science and Research. Private universities are accredited for a limited period of time, extensions are equally granted for a limited period only. Private universities report to the Accreditation Council. The latter's rights of supervision range from the right to obtain information to the right to withdraw an accreditation in case of non-compliance with one of the requirements for accreditation for an uninterrupted period of six months or if studying does on longer take place.

9.4. Evaluation of Schools / Institutions

Please refer to the sub-sections which follow.

9.4.1. Internal Evaluation

Please refer to the sub-sections which follow.

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

Federal School Inspection Act

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008)

9.4.1.1. Self-evaluation of primary and secondary schools

As emphasised at the beginning, the educational institutions are evaluated by means of self-evaluation as well as through inspection procedures performed by the school inspectorate.

Several areas have been further developed in the past few years, but have not yet been codified. The standards are either currently being developed or have been implemented on an informal and/or voluntary basis:

- Self-evaluation of schools is supported by an Internet-based support system of the Federal Ministry for Education (Q.I.S.).
- Educational standards for the external evaluation of schools as well as competence tests for German, mathematics and English are currently being developed; they are used periodically with defined random samples of schools to check on the educational output.
- Under various pilot projects, externally planned school quality surveys are being conducted; the results will be reported back to participating schools and should provide an impetus for effective school development measures.
- There are several reform initiatives to re-structure the school inspectorate and carry out effective quality inspections of schools in individual provinces.

Four development initiatives are described in detail below as examples:

9.4.1.1.1. Institutional self-evaluation

New trends in school development aim at evaluating not only the scholastic achievement of pupils in accordance with the legal requirements, but also the ability and readiness of school staff (management, teachers) to plan and evaluate teaching and educational processes, and to promote the social organisation at school as well as school life as a whole. In this context, the Q.I.S. project is particularly important.

With the Quality-In-Schools (Q.I.S.) project, the Ministry for Education, the Arts and Culture wants to encourage and support schools in critically appraising, monitoring and further developing their own quality. The joint and systematic study of quality issues by the school partners is to become an integral part of school culture in the future. Q.I.S. defines a broad framework which is to embrace as many of the on-going initiatives in the field of school development (at regional and school level) as possible.

This development centres around the school development programme. This programme contains the school's mission statement, it takes stock of the status quo, and defines specific aims and measures to be taken in the different quality areas. The school development programme is an agreement for a defined period of time which has internal and external effect: as guidance for educational action and as information for the general public, as a planning instrument and as a yardstick by which to measure school development.

(Self-)evaluation is therefore inseparably linked to the school development programme. Self-evaluation is needed to be able to assess the overall situation and the implementation and effectiveness of the measures taken: at reasonable intervals, individually and together, using practical methods. Personal data remain confidential and are not disclosed. Achievements and scopes for improvement become apparent, a common basis for further development is created.

Q.I.S. is an invitation as well as a service proposal. In 1999, the Ministry for Education made available text-based material on the Internet at <http://www.qis.at> (Guideline, Standard Procedures, Questionnaires, Open Methods, Presentation Materials). The Quality Network QN (<http://www.qis.at/start.htm>) provides up-to-date information, it enables an exchange of experiences and offers a platform for debate and presentation.

All activities are voluntary; they have not yet found their way into legislation. However, they should also be seen in the context of the new curriculum for secondary level I (Curriculum 2000) (<http://www.gemeinsamlernen.at/>), as well as the new service instructions for the school inspectorate (<http://www.schulaufsicht.at/>). Supporting measures will be taken in the fields of school inspection and further education of teachers.

Currently, experts are working on the development of an educational policy instrument which will provide a basis for medium- and long-term planning ("system monitoring").

9.4.1.1.2. Quality Initiative for Vocational Education and Training (QIBB)

Quality assurance and improvement is an issue which has been pursued for a long time now by technical and vocational schools and within the school inspectorate. The essential feature of QIBB (<http://www.qibb.at>) is the integration of all quality activities into one comprehensive quality management system which systematically ensures and improves quality in teaching and administration through recognised methods. QIBB is a common framework for a quality network integrating all school areas of vocational education.

QIBB covers all organisational levels, i.e. schools, the school inspectorate in the areas of "Landesschulräte" and the "Stadtschulrat" for Vienna and the Division for Vocational Education and Training (all eight departments) of the Federal Ministry for Education, the Arts and Culture. QIBB sees itself as a "common umbrella" for all quality initiatives by the various school areas in vocational education and training. QIBB supports the development of common strategies while leaving sufficient leeway for the specific requirements of individual school areas and schools.

QIBB is geared to quality management systems for educational institutions that are recognised at both the national and international level. In particular, QIBB takes account of the CQAF – Common Quality Assurance Framework, which was developed at European level in connection with the Copenhagen process.

QIBB Mission Statement

QIBB centres on the common mission statement valid for VET throughout Austria. The specific missions for the school areas build on the Austrian mission statement and can be complemented by school-based criteria. The QIBB mission focuses on four fields of action in the educational and administrative processes:

- teaching and learning
- quality
- business and society
- internationality.

These serve to derive concrete quality targets which are assembled in a quality matrix (Q-matrix).

Evaluation

Evaluation is used to review and assess process output. This is done both by self-evaluation and external evaluation. Primarily, agreed key processes are evaluated on the basis of defined main indicators. For self-evaluation, a range of centrally accessible evaluation instruments for quantitative and qualitative indicators are provided. These take into account generally recognised principles, such as usefulness, feasibility, objectiveness and accuracy. The instruments (questionnaires, descriptive statistical data, interview guidelines) are made available as Internet applications which include pre-defined standard evaluations. Data are grouped according to reasonable working and organisational units (e.g. for a class, a department, etc.). Data are not assessed at the personal level. If a school uses the instruments for self-evaluation, the right of disposal over the evaluation results lies

exclusively with the school. The same applies analogously for self-evaluation within the school inspectorate and the Federal Ministry for Education.

9.4.1.1.3. School quality surveys ("Schule BEWUSST")

Empirical school quality surveys are currently administered in the form of various pilot projects which use defined indicators and try to report the results back to the schools in a form understandable in practice. One such project is "Schule BEWUSST" which is being conducted in the province of Styria.

In November 2005 a survey was conducted in 177 classes at 69 Hauptschulen (general secondary schools) concerning key aspects of school and instruction quality. The survey among pupils yielded the following dimensions:

- School environment: school ecology, spatial school environment, quality of learning and living environment, school for students
- School class environment: class community of students, class leadership
- Instruction quality: structuring of school operations and instruction, instruction based on encouragement, teacher-centred/subject-based instruction
- Emotion and motivation: school fun, school anxiety, comfort, pressure, willingness to learn
- Non-standard behaviours: violation of standards, aggression and violence towards people, vandalism and use of force on inanimate objects

The results for each class were reported back to the teachers in the form of graphical profiles and verbal interpretations. Comparative values were represented for all classes involved and "fair comparisons" were made with schools having similar compositions of pupils.

The central objective of the project is to examine whether and to what extent these diagnostic data about the quality of class and school environments support the self-evaluation of schools and serve to improve school and instruction quality at the respective schools. This is thus a first step towards evidence-based school development.

9.4.1.1.4. Educational standards

Educational standards for years 4 and 8 are currently being developed on behalf of the Federal Ministry for Education. They will define modern basic education, promote its implementation and enable it to be critically assessed (<http://www.bifie.at/content/view/64/66/>). The standards will show to what extent the schools comply with their core responsibility of teaching those competences that are generally regarded as necessary. They aim to provide a framework for school autonomy and strengthen accountability by setting benchmarks.

Educational standards lay down the competences and essential topics pupils must have acquired by a certain year. They concentrate on essential areas of a subject and describe expected learning results, defining basic subject competences which are important for further school training or vocational education. Educational standards express a normative expectation which the school should aim to achieve.

The educational standards will be tested for several years in a pilot phase II (starting in school year 2004/05) in 140 selected schools in all provinces. Objectives for the school inspectorate, school heads, teaching staff and the public will be publicised in all provinces.

Once pilot phase II has been evaluated and feedback provided, the necessary legal regulations for reviewing the educational standards for years 4 and 8 will be announced.

Review of standards

Standard review will then be conducted annually for a random portion of pupils in years 4 and 8.

The standards will be reviewed by means of testing procedures. First procedures were tested in 2005 in the subject area mathematics in year 8.

In the course of the pilot phase II, trial tests were run in the years mentioned and in all subjects and gradually optimised. Initial testing at federal level will follow after completion of the pilot phase.

Data management and disclosure

Specifically trained teachers will conduct the test administration. Data gathered in the test procedure will be made available to (individual) students, teachers and school heads (classes). Results of the standard tests will not be compiled as a national or regional ranking of schools, but rather will serve as a basis for educational action (school development).

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

9.4.1.1.5. Self-evaluation in primary and secondary education

Although the Austrian education system does not require schools to conduct mandatory self-evaluation, more and more schools are making use of tools such as Q.I.S. (www.qis.at) to review their own practice and as an instrument of quality assurance and development. Self-evaluation projects in schools often serve to review the effects of educational reform, but also to document the quality of what the school offers in competition with other schools.

9.4.1.2. Self-evaluation in Tertiary Education

Please refer to the sub-sections which follow.

9.4.1.2.1. Universities

Universities must apply subject-specific international standards to build quality management systems and conduct evaluation. Related procedures, the areas which are to be evaluated, evaluation periods, etc. have to be laid down in the individual universities' statutes.

9.4.1.2.2. Fachhochschule

In the [Fachhochschule](#) sector, the choice of internal evaluation instruments is up to the providers of Fachhochschule study programmes (with the exception of student course evaluation, which is compulsory). However, the Guidelines issued by the Fachhochschule Council touch upon internal evaluation (self-evaluation) of Fachhochschule study programmes in that recommendations are given as to how evaluations should be carried out. Internal evaluation is part of a standardised process. Reference is made to the fact that a documented and implemented management system must exist and minimum requirements of internal evaluation are listed.

[Bericht des Fachhochschulrates 2006](#)

[FH Council](#)

9.4.1.2.3. Private Universities

Internal evaluations must be performed within the quality management system of a private university. The private universities themselves define the quality management system and choose the methodical instruments for evaluation, taking account of internationally common models, in particular, the European standards and guidelines for internal quality assurance within higher education institutions. Particular importance should be attached to including students in the internal quality management of an institution. The existence of an implemented quality management system in respect of research and teaching is one of the prerequisites for (re-)accreditation by the Accreditation Council.

[Private Universities in Austria](#)

[Austrian Accreditation Council](#)

9.4.2. External Evaluation

A differentiation between monitoring and inspection at school level and at university level is to be made.

Federal Ministry for Education, the Arts and Culture

Federal School Inspection Act

School Education Act 1986

9.4.2.1. Primary and secondary schools

First and foremost, school heads are responsible for monitoring and inspection. They are the immediate superiors of all teachers at a school and are, under school legislation, charged with advising teachers in their educational work, and must regularly satisfy themselves of the quality of teaching and the performance of pupils.

The school inspectorate is established by the "Bundes-Schulaufsichtsgesetz" (Federal School Inspection Act). It is exercised by school inspection officials ([Landesschulinspektoren](#), [Bezirksschulinspektoren](#), [Fachinspektoren](#)) and also by teachers upon whom inspection duties have been conferred. These persons are affiliated to the federal school authorities in the provinces ([Bezirksschulräte](#) (district school board), [Landesschulräte](#) (province school board)). The school inspectorate primarily works at the level of the administrative districts and the provinces. There is no central and permanently established school inspectorate operated by the Federal Ministry for Education, the Arts and Culture. However, the minister may, under the provisions of the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), which allows to conduct school inspections in specific instances, satisfy him/herself of the quality of education at schools through ministerial agents.

9.4.2.1.1. Functions of the school inspectorate

The province and district school authorities are the main bodies responsible for evaluating the standard school system. The duties of the school inspectorate encompass statutory, subject-related and service-related supervision. It is further in charge of examining legal compliance in all school-provision matters (e.g. construction of schools, but not the remuneration of teachers) by the communities and provinces as providing bodies.

The school inspection bodies will also monitor and supervise one or several teachers, the headmaster, or an entire school. The inspection of teachers is particularly called for during their first years of service. Both the teachers and the headmaster are to be notified of the outcome of an inspection. The most important task of school inspection is that of counselling. A verbatim report is to be drafted, if necessary, on the contents of counselling, especially if serious shortcomings were detected or a teacher failed in his/her work.

School inspectors will not interfere with the latitude teachers enjoy when it comes to the educational, methodological or didactic approaches they choose. The curriculum, framed in very general terms, leaves a considerable scope for teachers to emphasise particular subject-matters, and to select methods and contents at their discretion.

According to the provisions of the above-mentioned instruction, the main outcome of school inspection is the counselling of teachers and of the headmaster. Counselling is not only to identify shortcomings, but first and foremost to encourage and stimulate teachers and to foster an exchange of experiences. Hence, positive aspects of classroom work should be underscored. Instructions may be given, if necessary.

In terms of substance, the instruction emphasises counselling and coordination, rather than supervision. It is consistent with general efforts being undertaken in initial and in-service training of teachers to strengthen professional self-evaluation skills, and to make teachers more aware of the responsibilities they face in their own educational work.

Apart from the school inspectorate, it is the headmaster's task to guide teachers in their teaching and educational activities and to monitor the progress of classroom instruction and pupils' achievements on a regular basis. The headmaster ensures compliance with school laws and regulations and is responsible for keeping all official files, documents and records. (<http://www.edumoodle.at/schulleiter/>)

Austria is following the international debate on the re-definition of the role of school inspectors and headmasters carefully and will adopt its outcome into decision-making processes.

In addition to statutory, subject-related and service-related supervision and evaluation by the school inspectorate, other socio-scientific forms of external evaluation of school performance, such as central performance tests, school quality surveys and centralised final examinations, have become more important (see above). However, at present they still have as little basis in law as school self-evaluation.

School Inspection Mandate

Federal School Inspection Act

9.4.2.1.2. Evaluation at regional and local level

Up to the current day, the provinces and districts (with the exception of the school inspectorate) hardly maintain any institutions in charge of scientifically evaluating, monitoring and guiding school experiments and school development projects. Often, teachers with special scientific qualifications will be assigned to monitor school experiments and school development projects scientifically for a limited period of time. The regional teacher training institutions (University Colleges of Teacher Education [Pädagogische Hochschule](#)) are involved in certain functions in educational evaluation and research, which they have been assigned with in addition to their primary tasks.

The pilot projects to integrate children with special educational needs in mainstream education were an example of full-scale regionalisation of scientific guidance and monitoring of school experiments in the 1990s. Every province appointed a qualified expert who could monitor these pilot schemes scientifically and who could provide guidance to the local teachers. The school experiments to integrate children with special educational needs in mainstream education are a model of cooperation between the central and the provincial authorities when it comes to an evaluation of the school system: In the scientific monitoring of the school experiments, the representatives from the provinces joined to form an all-Austrian project group which was coordinated by ministry officials and by the Centre for School Development and which was in charge of supra-regional evaluation of the school experiment.

The provinces will address their particular requirements and needs to the competent federal institution (the Centre for School Development / BIFIE <http://www.bifie.at/>), which will survey and analyse data and then take over an advisory function for the provinces. Examples are the experiments on the re-organisation of the secondary level in Vienna and Styria, which, at the request of these two provinces, were and still are being monitored and evaluated by a chapter of the Centre for School Development.

Bildungsforschung in Österreich 2007

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

Teacher Education Act 2005

9.4.2.1.3. Evaluation at national level

No general distinction is made between the evaluation at the national level between primary and secondary education, since both areas have the same tasks and responsibilities. The most important institution of evaluation in this context is the Bifie, or, more specifically, its centres in Salzburg and Graz, which were created for these purposes. The centres are involved in different projects of evaluation, school development, scientific monitoring of school experiments, and in educational planning. As part of large-scale structural reform measures and evaluation projects, the former Centre

for School Development issued a number of publications on evaluation, which were taken up in the international debate on the educational impact of school reform projects. Examples are, for instance, the evaluation of comprehensive-schooling pilot schemes, the assessment of early foreign-language training at pre-primary level, the reform of foreign-language instruction, the evaluation of increased school autonomy (*Schulautonomie*), school development monitoring, projects that foster critical thinking, problems of performance assessment, problem analysis and solution for evaluation and quality in education.

Supra-regional evaluation is still of great importance for school reform projects of a national scope.

Bildungsforschung in Österreich 2007

Bildungsentwicklung in Österreich 2004 - 2007

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008)

9.4.2.2. Evaluation in tertiary education

Please refer to the sub-sections which follow.

9.4.2.2.1. Universities

Universities are free to decide on their individual approach to external evaluation. External evaluation is to take place at the instigation of the university council and of the rectorate. Universities may seek assistance in evaluation from the Austrian Agency for Quality Assurance (AQA)

(<http://www.aqa.ac.at/>).

The agency was founded in 2003 as a non-profit association and started its activities in 2004. Its members are the Austrian Conference of Rectors, the Austrian National Union of Students *Österreichischen Hochschülerinnen- und Hochschülerschaft*, the Austrian Conference of *Fachhochschule* institutions, the Federal Ministry of Education, the Arts and Culture, as well as a representative of the private universities. After the transformation of the *Pädagogische Akademie* (teacher training institutes) into University Colleges of Teacher Education (*Pädagogische Hochschulen*) their future umbrella organisation will equally be included. A scientific advisory council of international experts has been installed in addition to the standard bodies of an association. AQA is funded by membership fees, proceeds from activities carried out by the association (jobs commissioned by universities, Fachhochschulen etc.), public and private grants, donations etc.

The general university-related tasks of the Agency for Quality Assurance are:

- the development of internationally comparable standards and of evaluation and quality assurance procedures;
- coordination of external evaluations in teaching, research, development and the development of the arts, as well as administration and organisation;
- development and certification of quality assurance processes;
- information, counselling, further education and networking.

The AQA <http://www.aqa.ac.at/> has developed a method for external monitoring and appraisal of institutional quality management for public universities. The procedure is running simultaneously with the first round of performance agreements from 2007 to 2009 and is a core element of the reform process of the Austrian universities. 10 universities in various performance areas are taking part in the pilot project that is funded by the Federal Ministry of Science and Research. The quality-assured methods thus developed will be transferable to other universities.

As the universities have advanced their quality management systems to varying degrees, the method offers three possible modules:

- Advice and monitoring in individual performance areas
- Exemplary appraisal of individual performance areas
- Certification of the QM system of a university.

The AQA is engaged in current thematic evaluations, programme evaluations, and the evaluation of quality management processes at universities as well as benchmarking procedures.

[Universitätsbericht 2008](#)

[Universitätsgesetz 2002](#)

[Federal Ministry of Science and Research](#)

[Austrian Agency for Quality Assurance AQA](#)

[University Act 2002](#)

9.4.2.2.2. Fachhochschule sector

Since 2004, AQA has been organising the evaluation of the Fachhochschule sector.

In the [Fachhochschule](#) sector, external evaluation is carried out by "review teams" based on self-evaluation reports. At least one members of the review team must be familiar with the Austrian Fachhochschule sector; at least one member must have experience in organising evaluation processes. There are two forms of evaluation: the evaluation of Fachhochschule institutions and the evaluation of Fachhochschule study programmes. To be able to carry out these tasks, the review team members must have different additional qualifications.

The evaluation of Fachhochschule institutions is carried out by review teams which each consist of three persons and one assistant. The team must be composed of at least one person occupying an academic-management function at a subject-related university outside of Austria, and a person exercising management functions in business or non-profit organisations. Aspects that are subjected to evaluation include strategy, organisation, quality management, human resources development, study offer, students, applied research and development, resources, infrastructure, finance, internationalisation, communication and cooperations.

Review teams responsible for evaluating study programmes each consist of one expert in the relevant field of studies, and one expert for the practical/professional aspects of the field and one member who is qualified to assess the didactic design of curricula. The evaluated areas include educational objectives, teaching quality, students, organisation, quality assurance, human resources, infrastructure and applied research and development.

A summary of the resulting evaluation reports is published. In the course of a follow-up process, the evaluated institutions and study programmes have to submit annual reports to the Fachhochschule Council outlining the measures that have been taken to bring about improvement. The review teams are also informed on these measures.

For the future, it is planned to systematically involve students more closely in the evaluation of the Fachhochschule sector.

Bericht des Fachhochschulrates 2006

Fachhochschulen - Made in Austria

Austrian Agency for Quality Assurance AQA

FH Council

9.4.2.2.3. Private universities

Pursuant to § 4(4) subparagraph 3 Accreditation Act (“UniAkkG”), the accredited private university shall submit to the Accreditation Council annual reports containing results of evaluation procedures in respect of the quality of research and teaching (if evaluations are performed annually; otherwise at least every second year). Such evaluations must be performed within the quality management system of the private university. The results of evaluation procedures must be used to improve research and teaching on an ongoing basis. During the initial period of accreditation, one of these evaluations (at the latest after two years) must be performed by external experts.

The external evaluation must cover research and teaching. It must take account of the internationally common model (European standards and guidelines) and include all quality-relevant processes. The results and follow-up action of the external evaluation procedure performed by the private university are essential criteria for re-accreditation.

Private Universities in Austria

Austrian Accreditation Council

9.5. Evaluation of the Education System

Please refer to the sub-sections which follow.

9.5.1. Primary and Secondary Schools

Until just a few years ago, there was no systematic evaluation of the national school system in Austria. Some differentiated school statistics are available, but they are purely descriptive and are not evaluated systematically as regards content related to the same questions.

Individual national studies in the past few years have dealt with special topics such as teachers' and students' sentiment, or what effects the expanded autonomy prescribed by law has had on teachers and pupils. There is still no ongoing system evaluation in the sense of monitoring.

First elements of evaluation of the national system of education were only introduced in the wake of international performance comparison studies (TIMSS, PISA) published in the past decade and OECD projects based on international indicators for education systems. In the light of these developments, researchers at universities and at the bifie have developed ideas and designs for a constant monitoring of systems of education, the results of which are to be published in national education reports and serve as a basis for developing educational policy quality in the sense of evidence-based policy.

A first national education report that documents these approaches and efforts is currently being prepared and will be published at the end of 2008.

Educational Monitoring, Comparative Studies and Innovation: From evidence-based governance to practice

Das Befinden von Kindern und Jugendlichen in der österreichischen Schule

LehrerIn 2000

Schulstatistik

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

9.5.2. Tertiary Education

Evaluation activities affecting several universities may take place at the instigation of the Federal Minister for Education, Science and Culture, and henceforth the Federal Ministry of Science and Research, the university councils and the rectorates of the involved universities. In future, the Austrian Agency for Quality Assurance may be assigned a part in this process.

At intervals of up to three years, the Federal Minister has to submit a university report to the National Council (beginning in 2005). This report has to explicitly address universities' past, present and future orientation, the advancement of junior academics, the development of personnel structures and the situation of Austrian students. The universities' performance reports serve as a foundation for the Minister's university report. Thus, they form part of the university monitoring instruments available to legislators at regular intervals.

In addition to its important advisory function, the Science Council (www.wissenschaftsrat.ac.at), an advisory body in all university issues, is responsible for monitoring and analysing the Austrian university and academic system against the background of European and international trends, and for drafting proposals concerning the further development of the Austrian university sector.

All competences pertaining to external quality assurance in the [Fachhochschule](#) sector are vested in the Fachhochschule Council, which is the responsible accreditation authority. To achieve re-accreditation, all providers of study programmes have to submit evaluation reports in addition to their formal applications (evaluation as an instrument of ex post facto quality assurance). The Fachhochschule Council ensures that all external evaluation measures implemented in Austria are more or less similar in order to guarantee comparability. In the context of study programme evaluation, this similarity is supposed to enable one review team to evaluate several related study programmes at the same time.

In 2002/2003, the structure and development of the Austrian Fachhochschule sector as a whole were evaluated.

In 2007, the AQA, the Fachhochschule Council and the ENQA underwent external evaluation by three international panels of experts. It was checked to what extent and how the European Standards and Guidelines for external quality assurance agencies and the ENQA Membership Criteria were met. The evaluations showed that the agencies complied with the international criteria.

[Bericht des Akkreditierungsrates 2006](#)

[Bericht des Fachhochschulrates 2006](#)

[Fachhochschulen - Made in Austria](#)

[Private Universities in Austria](#)

[Universitätsbericht 2008](#)

[Federal Ministry of Science and Research](#)

Austrian Agency for Quality Assurance AQA

Austrian Accreditation Council

FH Council

Austrian Science Board

9.6. System Research into Education linked to Evaluation of Education

Please refer to the sub-sections which follow.

9.6.1. Research on Education

Research on education in Austria is documented in an annual publication called "Bildungsforschung in Österreich". Its most recent edition is "Bildungsforschung in Österreich 2006". The latest six editions of this publication are available online at the following address: <http://opac.bibvb.ac.at/2bflb>

Bildungsforschung in Österreich 2007

9.6.2. Participation in International Organisations' Educational Research Activities

Bildungsforschung in Österreich 2007

Austria takes part in IEA research projects (PIRLS 2006, TIMSS 2007), the results of which are to be used at the national level for quality-assurance measures. As early as in 1995, Austrian schools participated in the TIMSS study, which was designed to survey pupils' competence in mathematics and science. Austria's results for secondary level II were rather poor (at primary level and secondary level I Austria ranked in the upper third in terms of results achieved). After a first analysis it was decided to adopt measures to improve the status quo.

A pilot project (IMST² Innovation in Mathematics, Science and Technology Teaching) was launched in the school year 2000/2001 after a comprehensive secondary analysis which largely confirmed the results of the international comparative survey. Owing to the successful project concept and the vivid interest of the participating schools, this project was extended to cover the following three school years (2004). The follow-up project IMST3 (2004-2006) extended the target group by the entire secondary level I, and IMST3 Plus (2007-09) will additionally include primary school.

Moreover, necessary measures have been introduced also at the structural level: Regional networks (professional exchange of experiences of teachers; good practice); national centres for subject-matter didactics (involved e.g. in the development of science-based know-how, subject-specific upgrading of teachers' educational qualifications); installation of middle-level management at the regional and local levels. For further information please refer to <http://imst.uni-klu.ac.at/>.

Austria participates actively in the activities of Network 12 (information and documentation) of the EERA (European Educational Research Association) and the annual European Conferences on Educational Research (ECER). In this context, the PERINE database was developed (<http://www.perine.org>). It helps educational researchers find information on relevant research topics, educational research institutions and on research projects carried out by their colleagues in their own and other European countries. PERINE thus makes a contribution to the creation of a European Research Area (ERA). The database stores information on educational research institutions and research focuses in the participating countries, educational management, European citizenship, competencies as well as lifelong learning, and contains brief descriptions of related web sites. The PERINE database in 13 languages can be accessed via the Internet. Eight European countries (Austria, Denmark, Germany, Hungary, Italy, Lithuania, Switzerland, the UK) co-operate in the project.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9.6.3. Studies within the framework of OECD

Austria has recently concentrated on OECD activities described below.

National Report on the Development and State of the Art of Adult Learning and Education (ALE)
Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI)

Adult Learning in Austria: Country Background Report of the OECD Thematic Review on Adult Learning

Qualitätsentwicklung und -sicherung in der Erwachsenenbildung in Österreich - Wohin geht der Weg?

Österreichischer Hintergrundbericht zur OECD-Länderprüfung "Starting Strong"

9.6.3.1. Thematic country reviews

As regards thematic reviews, Austria participated in the following OECD country reviews in the past few years:

- Early Childhood Education and Care ("Starting Strong")
- Career Information, Guidance and Counselling
- Attracting, Developing and Retaining Effective Teachers to Improve Teaching and Learning in Schools
- Financing Adult Learning
- Challenges regarding Adult Learning

There are Austrian background reports and review reports by the OECD on all these country reviews. Both can be downloaded from the OECD website: <http://www.oecd.org/edu>; reports on other OECD countries and Country Notes can also be found here.

The findings of all these investigations will serve the purpose of establishing an integrated system of lifelong learning in Austria.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9.6.3.2. OECD Projects

Austria is currently also participating in the OECD projects "Improving School Leadership", "Recognition of Non-formal and Informal Learning" and "The Social Outcomes of Learning".

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9.6.3.3. Educational indicators

The latest editions of the publications "Education at a Glance" and "Education Policy Analysis" were published in autumn 2006. They contain international comparative representations of the education systems of member states:

<http://www.oecdbookshop.org/>

9.6.3.4. PISA

PISA (Programme for International Student Assessment) is an internationally standardised assessment of pupils' reading, mathematics and scientific literacy, as well as their cross-disciplinary skills in applying knowledge acquired in school in life.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9.6.3.5. Schooling for tomorrow

Schooling for Tomorrow: based on forward-looking school models, this activity deals with important social trends (information society, changes in the social environment of schools, emergence of private-sector knowledge providers, informal knowledge acquisition, etc.) and investigates their effects on the school system by developing scenarios.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

9.6.4. EU programmes and EU projects

Research projects are also carried out within the EU Programme "Improving Human Research Potential & the Socio-Economic Knowledge Base" in cooperation with other EU countries.

These projects are for their overwhelming part funded by the Federal Ministry for Education, the Arts and Culture. They are implemented by university departments or teams of researchers, by other research institutions, and partly by the Centre for School Development, now BIFIE.

The EU process "The Open Method of Coordination in Education and Training" contains considerable research and development potential and requirements by setting out the following specific strategic objectives for the coming years (2010): improve quality and efficiency of education and vocational training in the EU, accessibility of systems and social inclusion of all, and openness of all educational and vocational training systems towards the world.

Furthermore, critical problem areas of school development have been analysed in the framework of large surveys, e.g. recurring surveys conducted by a polling institute concerning opinions and problem awareness of educational matters by the population (satisfaction with the offers, standing of teaching profession, knowledge about important developments in education, etc.), which may include individual issues of central interest in current educational debate.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007

CEDEFOP Theme 5: Continuing Vocational Education and Training

EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report

Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Ministry for Education, the Arts and Culture

Federal Ministry of Science and Research

9.6.5. Educational Research at National Level

The Federal Institute for Educational Research, Innovation and Development of the Austrian School System ("BIFIE") was transformed into an independent entity effective 1 January 2008. It bundles the tasks that were performed by a number of smaller organisational units in the past few years (centre for school development, working group on educational standards, centre for comparative educational research, etc.). The work is now managed and carried out in several locations in Austria. Current projects deals with the development of standards, the first national educational report (planned for December 2008) and international assessments. The tasks performed by BIFIE can be outlined as follows:

- Applied educational research
- Educational monitoring
- Quality development
- National educational reporting on a regular basis

BIFIE will further provide evidence-based advice to policy makers in the field of education in Austria.

A wide area of educational research concerns issues such as economics in education (development of models, projection of student figures, funding of schools and the educational system, cost analyses), new media and technologies, lifelong learning and quality assurance, as well as the evaluation of various school-linked priorities.

Bildungsforschung in Österreich 2007

Educational Monitoring, Comparative Studies and Innovation: From evidence-based governance to practice

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008)

9.6.6. Educational Research in Tertiary Education

Educational research in tertiary education is conducted by specialised university departments, the educational-research institutes run by the social partners and external research institutes (e.g. Institute for Higher Studies, Institute for Demography at the Academy of Sciences).

Education and Science in Austria, Statistics 2006

9.7. Statistics

In 2006 and 2007, institutional and cross-university evaluations were performed, e.g. all faculties of one university were evaluated externally and an external evaluation across the whole university was performed as well.

In 2007, 8 out of 194 [Fachhochschule](#) study programmes and four Fachhochschule institutions were evaluated and re-accredited. The total number of institutions running Fachhochschule study programmes is 18.

In 2007, two private universities and 19 new study courses at existing private universities were accredited and two private universities were re-accredited. All in all there are 12 private universities offering 144 degree programmes.

[Bildung in Zahlen 2007/08](#)

[Quantitative Entwicklungstendenzen der österreichischen Universitäten und Fachhochschulen 1975-2025](#)

[Statistisches Taschenbuch 2007](#)

[Statistisches Taschenbuch 2008](#)

10. SPECIAL EDUCATIONAL SUPPORT

Please refer to the sub-sections which follow.

10.1. Historical Overview

A distinction is to be made between special education, inclusion of students with disabilities in school and university and support for the gifted and talented.

Bildungsentwicklung in Österreich 2004 - 2007

School Organisation Act

School Education Act 1986

10.1.1. Special Schools

In Austria, the system of formal education for children whose education proves difficult for physical, mental or psychological reasons has evolved into a differentiated special school system catering to children with special needs with appropriate programmes. The oldest institutions are the Institute for the Deaf and Dumb (founded in 1779), today Federal Institute for the Education of the Deaf, and the Institute for the Blind in Vienna (founded in 1804), today Federal Institute for the Blind. Schools for mentally disabled children were established around the turn of the century. The all-encompassing school reform of 1962 created a legal basis for differentiated special schooling for those with special educational needs.

The following types of [Sonderschulen](#) (special schools) exist:

- General Sonderschule (for children with learning difficulties and impaired performance)
- Sonderschule for physically disabled children
- Sonderschule for speech impaired children
- Sonderschule for hearing impaired children
- Sonderschule for deaf children
- Sonderschule for sight-impaired children
- Sonderschule for blind children
- Special educational schools (for maladjusted children)
- Sonderschule for severely disabled children with increased special pedagogical needs

10.1.2. Instruction in Hospitals

Classes or teaching courses may, if warranted on medical grounds, be installed in hospitals and similar institutions based on the curriculum of [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school), [Polytechnische Schule](#) (pre-vocational school) or Sonderschule (special school). "Therapeutic schools" may be installed if the number of such classes or courses is sufficiently high.

10.1.3. Inclusion

Around 1984 social changes gave rise to a new paradigm that found parents of children with special needs but also parents of other children calling for alternatives to education in Sonderschulen. A number of highly committed teachers offered to support parents by implementing pilot projects to integrate children with special educational needs into the regular system (inclusive education). After initial hesitation, Austrian school authorities began to support these pilot projects, as integration of the disabled became a political objective of all political parties. In 1984, the Austrian National Council of Disabled Persons, the Federal Ministry for Social Administration and the Austrian Youth Council stipulated the following guidelines:

Children with special educational needs are to be admitted to [Kindergarten](#). Additional human resources and supportive measures have to be provided. Initiatives by parent associations towards integration are to be supported.

Vorschulklassen (pre-school classes) have to be offered for mentally disabled children and multiply impaired children.

Circumstances permitting, disabled children should live within their family unit.

If type and scope of a child's disability require additional supportive measures, their delivery is based on the principle that the assistance comes to the child. Special school teachers may work in ordinary compulsory schools to provide this assistance. Furthermore, there has to be sufficient assistant staff for the care of a disabled child.

Sonderschulen (special schools) may not remain isolated institutions. All forms of contact, activities and cooperation among special schools and ordinary schools are to be encouraged.

During the entire education process, disabled children, their parents and teachers will need to be supported by specialised services (supervision, counsellors and therapists).

Special learning materials will need to be made available for disabled children at no cost.

No child may be deterred from attending an appropriate educational institution because of lack of transportation. For children unable to utilise public transportation, transport to their school will need to be provided by special transportation services for the disabled.

For disabled adolescents who are unable to receive apprenticeship training in a company or a sheltered workshop, appropriate positions have to be created, taking into consideration the projected development of the job market.

These demands initiated two main processes in the Austrian school system: the joint education of disabled and non-disabled children, and the development of education programmes for severely disabled children.

All affected groups (parents, school authorities, politicians and the media) worked together to develop related reform measures.

Although the individual groups represented vastly contradictory points of view, an open dialogue was maintained at all times, resulting within ten years in one of the most extensive internal school reforms in the history of education in Austria. The time line was as follows:

1984

The first integration class is established in Oberwart, Burgenland, according to § 7, "Schulorganisationsgesetz" (School Organisation Act).

1985 - 1988

Consolidation of parent initiatives begins, first symposia on integration take place, and further integration classes are established in the provinces of Styria, Tyrol and Vienna according to § 7, School Organisation Act. A ministerial team with representatives of the responsible authorities, parents, persons concerned and experts is installed. The Centre for School Development (ZSE) in Graz undertakes the first evaluation of pilot projects.

In 1986, a decree on disabled children at Austrian schools ("Körperbehinderte oder sinnesbehinderte Kinder im Schulwesen") provides a regulatory framework for the integration of physically and mentally disabled children in the Austrian education system.

1988

A legal foundation for inclusive pilot projects and a structural framework for the execution of these pilot projects by the then Federal Ministry for Education and Art is created with § 131a, School Organisation Act, as part of the 11th amendment to the School Organisation Act. The number of classes involved in such projects is limited to 10% of all special school classes in a province.

Establishment of scientific advisory programmes in all provinces

1991

The 10% limitation clause is extended to 20%, since the number of classes involved in inclusive pilot projects is rapidly rising in a number of provinces.

The Centre for School Development (ZSE) in Graz heads a nation-wide evaluation effort of pilot projects in cooperation with the responsible scientific advisors.

1992

Discussion in the school reform commission

1993

The transfer of integration efforts into mainstream schools (only primary schools) begins with the 15th amendment to the School Organisation Act. Inclusive pilot projects at secondary level I continue.

1996

The transfer of integration efforts into mainstream schools is extended to secondary level I with the 17th amendment to the School Organisation Act. Inclusive pilot projects are expanded to include the 9th grade, e.g. at [Polytechnische Schule](#) (pre-vocational school).

Integration of mentally and physically disabled children at secondary level II, i.e. in the upper cycles of [Allgemein bildende höhere Schule](#) (academic secondary school), [Berufsbildende mittlere Schule](#) (medium-level technical and vocational school) and [Berufsbildende höhere Schule](#) (secondary technical and vocational college), is incorporated in Austrian law.

1998

The subject "Vocational Orientation" is legally incorporated as a [Verbindliche Übung](#) (compulsory exercise) in grades 7 and 8, and a "Berufsvorbereitungsjahr" (preparatory vocational year enabling pupils to assess their aptitude for a profession) becomes mandatory at [Sonderschulen](#) (special schools).

2001

The special directive of the Minister for Social Security and Generations for the promotion of job opportunities for disabled people is implemented. "Clearingstellen" (clearing services) are established to ease transition between schooling and professional life and to assist disabled and disadvantaged adolescents in finding appropriate professions.

2003

Modification of the "Berufsausbildungsgesetz" (Vocational Training Act):

- Provision for extension of the period of apprenticeship training
- Provision for apprenticeship training leading to partial vocational qualifications

[Individuelle Förderung im System Schule](#)

[Qualität in der Sonderpädagogik: Ein Forschungs- und Entwicklungsprojekt](#)

[Federal Ministry of Social Affairs and Consumer Protection](#)

[Vocational Training Act](#)

[School Organisation Act](#)

10.1.4. Support for the Gifted and Talented

The 1962 School Organisation Act of the Republic of Austria ("Schulorganisationsgesetz") set the initial course for the support of gifted pupils. Section 2 states: "The Austrian school is tasked with contributing to youth developing their talents [...] through instruction that suits their stage of development and educational pathway."

This section was further underlined by section 17 School Organisation Act of the Republic of Austria ("SchUG 1974") in 1974: "The teacher shall guide [...] every pupil towards his/her best possible performance according to his/her abilities."

Also in 1974, an opportunity for especially gifted students to skip grades was established, though only at secondary level I to start with. Since the 18th amendment to the School Organisation Act in 1998 grades can also be skipped in primary schools. Legal stipulations (Amendment to the School Organisation Act, Federal Law Gazette 1998/133) provide that up to the age of 18 or 19 gifted pupils who qualify may skip grades up to three times over the time they are in school. (www.begabtenzentrum.at)

Optional Subjects

The 11th amendment to the School Organisation Act (1988) has changed the legal basis, having a positive impact on the situation of support for talent and gifted students in Austria.

Section 6(4), last sentence stipulates: "Furthermore, the curricula can also provide for other subjects to be selected as optional subjects (including optional subjects for especially gifted and interested pupils with corresponding requirements) and optional exercises as well as remedial instruction."

An addition in section 39 requires [Allgemein bildende höhere Schulen](#) (academic secondary schools) to organise voluntary subjects for especially gifted and interested pupils:

Section 39(3): "The curriculum of the forms of academic secondary schools mentioned in this section 36 shall offer foreign languages and geometric drawing as optional subjects (insofar as they are not compulsory subjects), shorthand and typing as well as optional subjects for especially gifted and interested pupils with corresponding requirements. Instruction in elective compulsory subjects shall further be offered in the form of optional subjects to those pupils who did not choose the respective subject as elective compulsory subject as long as it has been ensured that all pupils who selected it can attend this elective compulsory subject, the number of pupils in this group does not exceed 15 and the choice of the optional subject does not entail extra cost."

[School Organisation Act](#)

[School Education Act 1986](#)

10.2. Ongoing Debates and future developments

Please refer to the sub-section which follow.

10.2.1. Inclusion of Children with Disabilities in School

Legal enactment is sought of inclusive education at the grade 9 level.

10.2.2. Support for the Gifted and Talented

In this field, in-service education and continuing training of teachers takes place in the form of conferences and meetings as well as courses, diploma courses, seminars and lectures held at [Pädagogische Hochschulen](#) (University Colleges of Teacher Education) and at universities in order to promote teaching methods that meet the needs of gifted and talented students.

In line with their partial legal capacity, some of the Pädagogischen Hochschulen (University Colleges of Teacher Education) offer diploma and master's degree programmes. Implementing international standards or in-service education and continuing training of teachers with regard to quality criteria in the support of the gifted and school development is another goal currently pursued.

Within an international panel of experts for gifted education, the özbF took over the management and coordination of joint work. The members of iPEGE (International Panel of Experts for Gifted Education) are from Austria, Germany and Switzerland and represent eight institutions: PH Central Switzerland, PH North Western Switzerland, University of Rostock, University of Trier, University of Erfurt, PH Karlsruhe, PH (University College of Teacher Education) Styria and özbF.

The international working group aims to develop standards for a tertiary education of persons who deal with gifted students in teaching and education. Furthermore, iPEGE works on a post-graduate master's degree programme to be offered in cooperation, which will be open to interested parties from across Europe.

It is a medium-term objective of iPEGE to establish international coordination for research projects with a direct relation to educational contents concerning gifted education. The members of iPEGE inform one another of current developments in research and educational policy concerning gifted education and positions and statements on fundamental issues that have been worked out.

<http://www.begabtenzentrum.at>
(<http://www.bmukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>)

10.3. Definition and Diagnosis of the Target Group(s)

Please refer to the sub-sections which follow.

10.3.1. Special Educational Needs

Special education is targeted at pupils who have been assessed and recognised to be children with special educational needs ([Sonderpädagogischer Förderbedarf](#)). Special educational needs are established if a child is physically or mentally disabled and, as a result, lacks the ability to follow the curricula of [Volksschulen](#) (primary schools), [Hauptschulen](#) (general secondary schools) or [Polytechnische Schulen](#) (pre-vocational schools) without special educational assistance.

10.3.2. Support of the Gifted and Talented

The Austrian education system fundamentally secures education of the gifted and talented through differentiation in general education and vocational education, elective compulsory subjects, optional subjects and optional exercises ([Unverbindliche Übungen](#)), and a differentiation of curricular core contents and optional topics ("extended contents"), as well as through school autonomy provisions ([Schulautonomie](#)) enabling individual school profiles.

Based on this framework, parents are able to choose the right type of school for their children according to their talents, while teachers are allowed to foster pupils individually according to their talents, interests and inclinations.

<http://www.bmukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>

<http://www.begabtenzentrum.at/>

For more information on special furtherance measures for gifted and talented pupils see [10.5.3.](#)

10.4. Financial Support for Pupils' Families

Like all pupils in Austria, pupils with special needs are eligible for support through the following programmes: Free transportation (against a nominal fee) and free school books

Additional financial assistance is available for families with disabled children depending on the degree of impairment and necessary care (classes 1-7, 50 to 180 hours of care, respectively). As of January 2002, one parent has the right to 30 months of parental leave, or 36 months if both parents share childcare. Parents are financially supported by the Ministry of Social Affairs and are entitled to return to their jobs after parental leave. Families with children with special needs ([sonderpädagogischem Förderbedarf](#)) qualify for increased financial assistance.

Financial aids available for families with disabled children also cover additional costs such as disabled equipment, therapies, early childhood intervention, travel costs and additional costs for day care. These costs are covered by health offices, organisations for the welfare of the disabled and insurance companies.

Parents profit from lower costs for public transportation (e.g. price reductions for bus and train tickets). In some provinces, parents can seek assistance for special expenditures (costs that are regularly incurred for a disabled family member, such as additional heating costs, insurance payments, rent etc.)

Federal Ministry of Social Affairs and Consumer Protection

10.5. Special Provision within Mainstream Education

This section contains information on the inclusion of students with disabilities in primary and secondary schools as well as in tertiary education.

Support of children with special educational needs

Parents / guardians of a child with special educational needs ([Sonderpädagogischer Förderbedarf](#)) may choose to have their child educated at a [Sonderschule](#) (special school) or, alternatively, in an inclusive setting at a [Volksschule](#) (primary school) or [Hauptschule](#) (general secondary school) or in the lower cycle of an [Allgemein bildende höhere Schule](#) (academic secondary school). The [Bezirksschulrat](#) (district school board) is responsible with regard to advising parents/guardians regarding educational facilities providing adequate arrangements for their child. If parents choose an inclusive type of schooling, the [Bezirksschulrat](#) (district school board) will inform them which of the regular schools closest to their neighbourhood offer a suitable programme.

Federal legislation does not stipulate a maximum number of pupils with special needs in integration classes. The number of disabled children in one class is stipulated in the individual provinces' implementing legislation according to the type and degree of disability.

Special education measures have to be coordinated on a regional level to ensure a smooth integration process in schools. This coordination is supervised by the [Bezirksschulräte](#) (district school boards) and [Sonderpädagogische Zentren](#) (expert advisory panels on special education) which are usually set up in [Sonderschulen](#) (special schools). Their responsibilities include the provision of expert opinions to enable the [Bezirksschulräte](#) to determine special educational needs, and the transfer of special education competences, warranting the quality of special education, counselling, supporting teachers and parents, and supplying material and human resources to support [Allgemein bildende Pflichtschulen](#) (general compulsory schools) in fostering children with special needs.

Inclusion of university students with disabilities and chronically ill university students

Since 1993 representatives for disabled and chronically ill university students have been assigned the task of facilitating the integration process for disabled and chronically ill students at Vienna University, Vienna University of Technology, and the universities of Graz, Innsbruck, Salzburg and Klagenfurt. Representatives for disabled and chronically ill students provide orientation for graduates of higher-level secondary schools, information on study grants and other forms of financial assistance available to students, such as disabled transportation services or facilities for the disabled at the respective university. Students with special needs are strongly advised to contact the representative for disabled and chronically ill students before deciding on a course of study since not every course may be appropriate. Universities with representatives are working towards the creation of an appropriate environment for disabled students and are active participants in all developments concerning "Disability and university". Among others, their tasks include counselling teachers and advising building experts on accessibility issues and facility management.

UNIABILITY (the special interest group of disabled students in Austria) is an association of representatives for disabled and chronically ill students, members of the Austrian National Union of

Students () devoted to disability issues, and members working on projects pertaining to university life of the disabled.

Reading facilities for the visually impaired and blind with special assistance available have been installed at the universities of Vienna, Graz, Innsbruck, Salzburg and Klagenfurt, and at the Vienna University of Technology.

Further measures of assistance for affected students are elaborated in section **10.5.3.**

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006

Vienna University of Technology

University of Graz

University of Innsbruck

University of Klagenfurt

University of Salzburg

University of Vienna

School Organisation Act

Students Support Act 1992

10.5.1. Specific Legislative Framework

This section contains information on the inclusion of students with disabilities in primary and secondary schools, as well as information on support for the gifted and talented.

Federal Ministry for Education, the Arts and Culture

School Organisation Act

Compulsory Schooling Act 1985

School Education Act 1986

10.5.1.1. Inclusion of pupils with special educational needs

In 1993, the 15th "Schulorganisationsnovelle" (15th amendment to the School Organisation Act) legally incorporated integration in [Volksschulen](#) (primary schools). § 9 (2), "Schulorganisationsgesetz" (School Organisation Act), stipulates the following: Volksschule (primary school) has to offer inclusive primary education in the [Vorschulstufe](#) (pre-school classes) and in the first four grades for all pupils, giving special consideration to the social integration of disabled children. Educational objectives of the corresponding [Sonderschule](#) (special school) need to be taken into consideration in the education of children with special needs.

Integration in [Hauptschule](#) (general secondary school) and the lower cycle of [Allgemein bildende höhere Schule](#) (academic secondary school) (i.e. secondary level I) was legally incorporated in 1996 with the 17th "Schulorganisationsnovelle" (17th amendment to the School Organisation Act). In consideration of the social integration principle, pupils with special educational needs have to receive schooling according to the educational objectives of special schools, geared towards meeting educational objectives of Hauptschule (general secondary school) and Allgemein bildende höhere Schule (academic secondary school), respectively (depending on pupils' abilities).

Furthermore, the integration of pupils with special educational needs in [Polytechnische Schulen](#) (pre-vocational schools) can take place via school pilot projects.

10.5.1.2. Support for the gifted and talented

The decree "Better Support" issued by the Federal Ministry for Education, the Arts and Culture, provides for a "mandatory location-based educational support concept starting in the school year 2005/2006". Educational support of pupils is a fundamental educational mandate of schools and a basic principle of any instruction.

In 2007 the decree "Initiative 25+: Individualisation of Instruction" was issued to all schools in Austria. The decree "centres on the personality and learning abilities of individual students" and emphasises individualisation, which forms a basis for the support of the gifted and talented. "By individualisation we mean all didactic and learning/teaching organisation measures which start from the basis that learning is a very personal individual activity of each pupil himself or herself. The aim is to support and challenge students according to their personalities, abilities and potentials. Particular importance is attached to monitoring progress, planning instruction, preparing assignments and providing feedback on performance."

(<http://www.bmukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>)

<http://www.begabtenzentrum.at/>

Skipping of grades/early schooling:

The "Schulunterrichtsgesetz" (School Education Act) regulates the skipping of grades for especially gifted and talented pupils, who may skip one grade in primary school, one grade at secondary level I and another one at secondary level II (§ 26). A pupil capable of participating in classes at a level two

grades beyond the present level because of his/her outstanding performance and talents is to be admitted to a level two grades beyond the present level in the corresponding type of school. However, admission to a level two grades beyond the present level is permissible only, if there is no danger of the pupil being overwhelmed in a physical or mental way. In case of doubt, the pupil will be asked to take an aptitude test and, if deemed necessary, undergo psychological and medical evaluation.

In schools with ability grouping, a pupil is required to rank in the top groups in all compulsory subjects taught in ability groups and he must be expected to successfully perform in the top ability groups of a level two grades higher than the present one.

Considerations whether a pupil will profit from skipping a grade should include factors such as personality and emotional and social development.

The "School Package II" ensured that children may complete their schooling according to their abilities and needs, including in a shorter period of time.

Especially gifted and talented pupils will further be allowed to skip or bypass grades at specified "interfaces" (School Education Act §26a), such as, for example:

- from grade 3 Gymnasium (i.e. [Allgemein bildende höhere Schule](#)) (academic secondary school) to grade 5 Gymnasium
- from grade 3 Volksschule (primary school) to grade 1 Gymnasium
- from grade 3 Hauptschule (general secondary school) to grade 2 HAK (secondary commercial school).

This provision is meant to enable pupils to take up their university studies earlier than scheduled.

Furthermore, the period of dispensation for children who have not yet reached compulsory school age has been extended, allowing them to enter Volksschule (primary school) earlier, i.e. if they reach the age of 6 before the following 1 March (previously between 1 September until 31 December).

<http://www.bmukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>

<http://www.begabtenzentrum.at/>

10.5.2. General Objectives

This section contains information on educational objectives concerning students with special needs, as well as information on support for the gifted and talented.

10.5.2.1. Children with special needs

In the education of children with special needs ([Sonderpädagogischer Förderbedarf](#)), educational staff must consider the objectives of the relevant types of [Sonderschule](#) (special schools), which are geared

towards meeting the educational objectives of **Volksschule** (primary school) or **Hauptschule** (general secondary school) or **Polytechnische Schule** (pre-vocational school), depending on the student's age and abilities.

Integrated education of disabled and non-disabled children can help overcome inequalities due to segregation, such as exclusion from the neighbourhood community, stigmatisation and fewer job opportunities.

10.5.2.2. Support for the gifted and talented

The Austrian education system fundamentally secures education of the gifted and talented through differentiation in general education and vocational education, elective compulsory subjects, optional subjects and optional exercises (**Unverbindliche Übungen**), and a differentiation of curricular core contents and optional topics ("extended contents"), as well as through school autonomy provisions (**Schulautonomie**) enabling individual school profiles.

Based on this framework, parents are able to choose the right type of school for their children according to their talents, while teachers are allowed to foster pupils individually according to their talents, interests and inclinations.

(<http://www.bmukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>)

<http://www.begabtenzentrum.at>

For more information on special furtherance measures for gifted and talented pupils see **10.5.3.2.**

10.5.3. Specific Support Measures

This section provides information on support measures for students with special needs, support for gifted and talented children within and outside the classroom, support measures for university students with disabilities, the further development of sign language and other initiatives.

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006

Weiterbildung an Universitäten

Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme

Federal Ministry for Education, the Arts and Culture

Federal Ministry for Education, the Arts and Culture

Vienna University of Technology

University of Graz

University of Innsbruck

University of Klagenfurt

University of Linz

University of Vienna

FH Joanneum University of Applied Sciences

University of Graz

University of Klagenfurt

University of Innsbruck

University of Linz

School Education Act 1986

10.5.3.1. Students with special needs in mainstream education

As in special schools, the inclusion of students with special needs ([Sonderpädagogischer Förderbedarf](#)) in mainstream schools must take account of the fact that pupils have multiple and different capabilities and interests, which surface during classes in various ways according to the level of their personal development. Teachers and parents have to recognise these differences, pay attention to their effects and utilise them as starting points for the development of individual and differentiating teaching and learning approaches.

To cater to the different disabilities and pupils' individual needs, the application of multi-fold approaches is one of the vital prerequisites for fostering children with special needs.

Special teaching and learning materials are utilised depending on the specific type of disability.

Individualisation is an important didactic approach implemented by way of "individual remedial programmes".

An additional teacher assists in integration classes with several children with different disabilities.

Auxiliary staff members have to be available to assist severely disabled pupils.

Instruction principles which are especially important with regard to the support of students with special needs are described in **10.6.8.** Teaching Methods and Materials.

10.5.3.2. Support for the gifted and talented – enrichment measures

In Austria, gifted pupils are given educational support by means of activities within and outside classroom instruction.

Many measures to support talented or gifted pupils in Austrian schools are taken without breaking up the class unit. Teachers instruct the pupils according to their interests and talents, pursuing individual and differentiated teaching and learning approaches, e.g. enrichment in the sense of offering additional teaching materials, or subdivision of the class into several groups (differentiated approach).

On behalf of the Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture, a best practice data base has been created. Furthermore, a digital teaching materials pool is available on the website of özbf (www.begabtenzentrum.at).

Outside classroom instruction, gifted pupils can participate in talent development courses and summer academies.

Furthermore, students may take part in Olympic games and other pupil competitions at the regional, the national and the international level.

The Education Ministry also organises "Junior Alpbach", an annual event within the Alpbach Technology Forum (Tyrol), where pupils are given an opportunity to discuss recent achievements in science.

(<http://www.bmuukk.gv.at/schulen/unterricht/ba/ansprechpartner.xml>)

(www.begabtenzentrum.at)

Another measure to support gifted and talented pupils in Austria and establish a culture of recognition for special talents is the programme "Schüler/innen an die Unis" (secondary school students at university). Exceptionally gifted and talented secondary school pupils are offered the possibility of attending university classes while they are still in secondary education. They will be credited for such classes when they enrol at university. At a pupil's request, permission to be absent from individual lessons for important reasons may (also) be granted by the [Klassenvorstand](#) (class head teacher), or for a longer period by the Schulleiter/in (school head) or Abteilungsvorstand (department head) (School Education Act § 45 Section 4).

10.5.3.3. Integrated Studies

The joint university institute "integrated study, i3s3" at Linz University is an nation-wide cooperative of the universities of Linz, Vienna, Graz, Innsbruck and Klagenfurt, and the Vienna University of Technology which supports blind and visually impaired (print disabled) students and graduates in their research and development efforts in the field of specialised information technologies (for blind and visually impaired persons).

This institute also offers unique support measures to disabled students combining scientific research and practical application. Services include:

Guidance and preparation services for prospective students: information days, special information materials, orientation and mobility on university campuses

Counselling services and support of students: preparation of all materials for teaching and learning (books, lecture notes, slides, notes on the blackboard); cooperation with publishers and authors to get access to digital versions of materials; arrangement of special examination conditions and, if necessary, technical equipment (assistive technologies): Braille displays, speech input/output, screen enlargers, tactile images; education and further training in the use of assistive technologies

Integration into professional life: career and job information, training of job search skills, traineeships in Austria and abroad

10.5.3.4. Research Center for Sign Language and Communication of the Hearing Impaired (FZGS) at Klagenfurt University

This research centre was established at Klagenfurt University in 1996 in the wake of intensive academic research work in the field of sign language undertaken at the Department of Linguistics and Computer Linguistics at Klagenfurt University since 1990.

Research

Research is a core competence of the FZGS. Tasks include publications, creation of training programmes, development of teaching materials including multi-media applications and participation in national and international projects.

Teaching

Each semester, the centre offers courses in Austrian sign language on beginner and intermediate levels. Other classes include lectures on sign language and on the history and culture of the hearing impaired.

Austrian sign language (ÖGS) is taught exclusively by hearing-impaired sign language teachers who have received their training at the research centre within a curriculum developed exclusively for their profession.

Other research and teaching activities focus on multimedia applications, especially because of the visual nature of sign language (video demonstrations) and the demands the age of information technology places on students. Currently the following CD-ROMS are available: Österreichischer

Gebärdensprachkurs (Course on Austrian sign language), part 1 (part 2 is being developed), and vocabulary training programmes.

Plans are under way within the framework of i3s3 cooperation to develop and to implement a structure for hearing impaired and deaf students together with the Department of Translation Studies at the University of Graz, similar to the one already available for print disabled and blind students.

Projects

Sign-IT is part of the programme "New media in teaching at universities and [Fachhochschulen](#)". It is an integrated media package for Austrian sign language students and interpreters developed by the Department of Translation Studies at the University of Graz, the Research Center for Sign Language and Communication of the Hearing Impaired, and the Multimedia Learning Centre of Joanneum Fachhochschule, which coordinated the project. The project (i.a.) centres around a database of signs in Austrian sign language developed by the Research Center for Sign Language.

10.5.3.5. Internet project: "bidok" (integration of people with disabilities & documentation)

BIDOK: bidok ("behindertenintegration – dokumentation") <http://bidok.uibk.ac.at> is a digital full-text library with free access at the Department of Education at Innsbruck University aiming to establish an internet-library on inclusive education. Currently the library consists of about 1,000 texts of special interest to scientists, university teachers and others. bidok is an important tool for disabled students and is growing in importance for distance learning. bidok also serves as information resource for the public, for people affected by disability or those involved in special needs education.

10.5.3.6. European Union support

"Universitätslehrgänge" (non-degree university programmes) as part of Objective 3 ESF tender: development of e-learning based, modular "Universitätslehrgänge" with the theme "Web design without barriers" (<http://www.integriert-studieren.jku.at/>) and training for teachers of sign language.

EU projects

TESTLAB (TEsting Systems using Telematics for Library Access for Blind and visually handicapped readers)

ALO – Austrian Literature Online: development of a virtual library accessible for disabled people and for the provision of teaching and study materials for disabled students

META-E – METADATA ENGINE (IST, EU): digitalisation of documents and automated generation of meta data, OCR (Optical Character Recognition) for fonts used in old European literature, search engine for SGML/XML documents; support of efficient digitalisation for disabled people (<http://www.integriert-studieren.jku.at/>)

books2you (IST, EU): distance library system based on digitalisation of documents and access to a virtual library (<http://www.integriert-studieren.jku.at/>)

WORKABLE: traineeships for disabled students in Austria and abroad to ease their integration into the job market (<http://www.integriert-studieren.jku.at/>)

SMILE – A Sign Language and Multimedia based Interactive Language Course for Deaf for the Training of European written Languages

INTEGER / EUMIE (European Masters in Inclusive Education): EU – Socrates/Minerva project for the development of a master's study programme leading to the vocational qualification of a so-called "Inclusive Pedagogue" in different fields (schools, further and higher education, universities, kindergartens etc.) (<http://integer.pa-linz.ac.at/integerneu.htm>)

HERN (Higher Education Research Network): carries out research on the changes within European educational systems brought about by EU enlargement and new technologies, and on their impact on people with disabilities (<http://www.integriert-studieren.jku.at/>)

ECDL-PD (EU – Leonardo da Vinci): European Computer Driving Licence for People with Disabilities, organised as part of the ECDL-Austria initiative of the Austrian Computer Society (OCG) aiming at adapting the ECDL[®] certificate to the needs of people with disabilities and utilising this internationally widespread certificate to support the integration of disabled people. (<http://www.ecdl.at/themen/barrierefrei.html>)

Internet as a Potential Source of New Employment Possibilities for the Deaf, Leonardo projects

ICC (International Computer Camps): international computer camps for visually impaired (partially sighted) and blind students providing the opportunity to learn about modern information technology, accessibility and special equipment for visually impaired people, to prepare them for university and provide them with the possibility for international and intercultural exchange. Since 1993, more than 1,000 visually impaired and blind participants from more than 35 nations have attended international computer camps. (<http://www.icc-camp.info/>)

10.5.3.7. Useful links for students with disabilities

Homepage for all print-disabled workplaces (in German): <http://www.ub.tuwien.ac.at/vip/index.html>
Homepage of the online guide for disabled students, "sowieso" (in German): <http://info.tuwien.ac.at/uniability/sowieso/>

i3s3: <http://www.integriert-studieren.jku.at/>

FZGS: <http://www.uni-klu.ac.at/fzgs>

bidok: <http://bidok.uibk.ac.at>

Sign-IT: <http://www.sign-it.at>

10.6. Separate Special Provision

Depending on local requirements, [Sonderschulen](#) (special schools) may be installed as independent schools or, alternatively, special school classes may be run at mainstream [Volksschulen](#) (primary schools), [Hauptschulen](#) (general secondary schools) or [Polytechnische Schulen](#) (pre-vocational schools), as well as at special schools of different types. Special school is divided into eight grades, or nine, if [Polytechnische Schule](#) (pre-vocational school) or [Berufsvorbereitungsjahr](#) (preparatory vocational year enabling students to find out their aptitude for a profession) are included.

For the various types of Sonderschule (special schools) see [10.1.1.](#)

10.6.1. Specific Legislative Framework

If a child is assessed to be in need of special education ([Sonderpädagogischer Förderbedarf](#)), parents/guardians may choose to have their child educated at a [Sonderschule](#) (special school) or in an inclusive setting at a [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school) or in the lower cycle of an [Allgemein bildende höhere Schule](#) (academic secondary school), depending on the child's disability or impairment.

To meet individual needs of disabled children, special school curricula may be adapted accordingly. This is to ensure that education is appropriate for individual abilities. Classes in Sonderschulen (special schools) may cooperate with classes of Volksschulen (primary schools). The extent and type of cooperation have to be settled by all teaching staff involved in such projects.

School Organisation Act

School Education Act 1986

10.6.2. General Objectives

[Sonderschule](#) (special school) in its different specialisations is to assist physically and/or mentally disabled children with special educational needs in a way that is geared to their handicap, to convey educational contents corresponding to the curricula of [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school) or [Polytechnische Schule](#) (pre-vocational school), and to facilitate pupils' later integration in working life. Sonderschulen (special schools) which are run according to the curriculum of Hauptschule may also enable pupils to move on to a secondary medium- or higher-level school, depending on their interests, talents, gifts and capabilities.

For specific educational objectives, see the different curricula.

10.6.3. Geographical Accessibility

Education for special needs children is offered all over Austria by [Sonderschulen](#) (special schools), by specialised institutions (e.g. institutes for mentally and physically disabled children) and by mainstream schools with inclusive settings.

10.6.4. Admission Requirements and Choice of School

Special educational needs are a prerequisite for admission to a [Sonderschule](#) (special school). These are established if a child is disabled physically or mentally and, as a result, lacks the ability to follow classes without special educational assistance ([Sonderpädagogischer Förderbedarf](#)).

It is important to note that parents may choose between special schooling provided at a [Volksschule](#) (primary school), at a school type of secondary level I with suitable remedial programmes or at a [Sonderschule](#) (special school).

The [Bezirksschulrat](#) (district school board) must counsel parents on the most appropriate career for their child, with due respect of the principle of schooling near home (e.g. at the nearest [Volksschule](#)).

The district school board must respect parents' wishes and become active in searching for adequate arrangements (grouping, deployment of teachers etc.).

Children of compulsory school age with special educational needs are entitled to complete the period of compulsory schooling at an appropriate special school/special school class or at a [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school) or in the lower cycle of an [Allgemein bildende höhere Schule](#) (academic secondary school) which caters to their special educational needs.

Compulsory Schooling Act 1985

10.6.5. Age Levels and Grouping of Pupils

In the current special school system, children are as a general rule grouped in classes according to age and type of disability.

See also [10.6.9.](#)

10.6.6. Organisation of the School Year

Weekly lessons in compulsory subjects and exercises and total weekly hours (for all eight grades) of "Allgemeine [Sonderschule](#)" (general special school)

A. Timetable for Primary Level I and II (Grade 1 to 4)

Grade and Weekly Lessons					
Compulsory subjects	1st	2nd	3rd	4th	Total
Religion	2	2	2	2	
Local geography, history and biology ("Sachunterricht")	3	3	3	3	
German, reading, writing	5	5	6	6	
Mathematics	3	3	4	4	
Music	2	2	1	1	
Art	2	2	2	2	
Technical shop/Textile shop	2	2	2	2	
Physical activity and sport	3	3	3	3	
Compulsory exercises					
Modern foreign language	-	-	x	x	
Road safety	x	x	x	x	
Total number of weekly lessons	20-23	20-23	22-25	22-25	90
Remedial instruction	1	1	1	1	

B. Timetable for Secondary Level I (Grade 5 to 8)

1. Authorisation for determination according to the principle of school autonomy

Grade and Weekly Lessons					
Compulsory subjects	5th	6th	7th	8th	Sum total
Religion	2	2	2	2	8
German					13-21
History and social studies					3-9
Geography and economics					4-11
Mathematics					12-20
Geometric drawing					1-3
Biology and environmental education					4-11
Chemistry					1-3
Physics					1-8
Music					4-10
Art					4-11
Technical shop/Textile shop					4-11
Nutrition and housekeeping					2-6
Physical activity and sport					9-12
Compulsory exercises					
Modern foreign language					4-8
Vocational guidance		0-1	0-1	1-2	1-4
Total number of weekly lessons	25-31	26-31	28-32	28-32	111
Remedial instruction	2	2	2	2	

2. Timetable without school-based determination according to school autonomy

Grade and Weekly Lessons					
Compulsory subjects	5th	6th	7th	8th	Sum total
Religion	2	2	2	2	8
German	5	5	5	5	20
History and social education	-	2	1	1	4
Geography and economics	1	1	2	2	6
Mathematics	5	5	5	4	19
Geometric drawing	-	-	-	1	1
Biology and environmental education	1	2	2	2	7
Chemistry	-	-	-	1	1
Physics	-	1	1	1	3
Music	1	1	1	1	4
Art	1	1	1	1	4
Technical shop/Textile shop	3	3	3	3	12
Nutrition and housekeeping	1,5	1,5	1,5	1,5	6
Physical activity and sport	3	3	3	3	12
Compulsory exercises					
Modern foreign language	1	1	1	1	4
Vocational guidance	-	-	x	x	
Total number of weekly lessons	24.5	28.5	28.5	29.5	111
Remedial instruction	2	2	2	2	

10.6.7. Curriculum, Subjects

Curricula for the different types of [Sonderschule](#) (special schools) are to be issued with due consideration of the educational abilities of pupils. They are to incorporate provisions governing the curricula for [Volksschule](#) (primary school), [Hauptschule](#) (general secondary school) or [Polytechnische Schule](#) (pre-vocational school). In line with pupils' handicaps, additional subjects as well as therapeutic and functional exercises are to be provided. Separate curricula exist for the general form of Sonderschule (for children with learning difficulties), for Sonderschulen for severely (mentally) disabled children with increased special educational needs, and for blind and deaf children.

Where separate Sonderschule curricula exist, these curricula must contain a clause allowing pupils to be taught according to the curricula of mainstream Volksschulen, Hauptschulen or Polytechnische Schulen in those subjects in which they are likely to reach the educational aims without being overtaxed.

New curricula will come into force for the general form of Sonderschule, the Sonderschule for deaf children and the Sonderschule for blind children as of the 2008/09 academic year. Taking into consideration specific special needs, all three types were adapted as much as possible to the curricula for Volksschule and Hauptschule (time tables, age levels, subjects) to increase useability in integration classes, in addition to meeting current educational requirements.

These three types also have a separate curriculum for the "Berufsvorbereitungsjahr" (preparatory vocational year enabling pupils to assess their aptitude for an occupation) which may be introduced at a school as required.

10.6.8. Teaching Methods and Materials

Pupils have multiple and different capabilities and interests, which surface during classes in various ways according to the level of their personal development. Teachers and parents have to recognise these differences, pay attention to their effects and utilise them as starting points for the development of individual and differentiating teaching and learning approaches.

To cater to the different disabilities and pupils' individual needs, the application of multi-fold approaches is one of the vital prerequisites for fostering children with special needs.

Special teaching and learning materials are utilised depending on the specific type of disability.

Individualisation is an important didactic approach implemented by way of "individual remedial programmes".

An additional teacher assists in integration classes with several children with different disabilities.

Auxiliary staff members have to be available to assist severely disabled pupils.

The following teaching principles are of major significance:

- Child-orientation and respect of individual educational backgrounds
- Social learning
- Real-life orientation, demonstration and intelligibility
- Concentration of education
- Adequacy and appropriateness
- Activation and motivation
- Differentiation and individualisation
- Special learning aids
- Monitoring and securing results
- Therapeutic and functional exercises.

The ability to use and to evaluate information and communications technologies opens new perspectives for pupils with special educational needs and offers further opportunities for their development, future role in society and professional life.

10.6.9. Progression of Pupils

Performance assessment and evaluation are based on the same criteria as stipulated for other [Allgemein bildende Pflichtschulen](#) (general compulsory schools) in the "Schulunterrichtsgesetz" (School Education Act) and in the "Leistungsbeurteilungsverordnung" (ordinance on evaluating student performance).

Children with special pedagogical needs ([Sonderpädagogischer Förderbedarf](#)) may be graded, taught and assessed according to different curricula, both in [Sonderschulen](#) (special schools) and in inclusive

settings at other schools. The various curricula followed are indicated in additional clauses in pupils' report cards.

In inclusive classes, special needs children may remain in their classes even if assessment of their performance is negative. This is to heed the principle of social integration.

The school inspection authorities for special education evaluate and assure the quality of special education provision in accordance with their mandates.

School Education Act 1986

10.6.10. Educational / Vocational Guidance, Education / Employment Links

An amendment to the "Schulorganisationsgesetz" (School Organisation Act) passed in the summer of 1998 established "Vocational Orientation" as a compulsory exercise ([Verbindliche Übung](#)) for grades 7 and 8 in the curriculum of Allgemeine [Sonderschule](#) (general special school).

This compulsory exercise is to encourage adolescents to reflect on their personal development, their interests and outlooks and to plan their careers. "Vocational Orientation" also provides insights into practical life of various professions and conveys the necessary tools to pupils to decide on their personal vocation.

Classes are to foster interest in professional life but also to remedy misconceptions. Curricular objectives include development of "ego strength" (self-competence), acquisition of knowledge about working life and an analysis thereof (subject and method competence).

Another instrument to prepare adolescents with special educational needs is the "Berufsvorbereitungsjahr" (preparatory vocational year enabling students to find out their aptitude for a profession) in grade 9 of Sonderschule (special school). This measure was also part of the amendment of 1998. Pupils are to develop necessary skills to plan their personal and professional future, to familiarise themselves with various aspects of employment, both from employer and employee viewpoints. They are to be endowed with the capability and motivation to apply for jobs and training programmes, on their own or with help, and to enrol in training programmes and further education courses.

General knowledge and personal skills of adolescents are to be expanded and their personal development is to be fostered, in particular to help them develop a professional attitude.

The curriculum is based on the individual aptitude of pupils. Its targets include:

- development of creativity and the capacity to act appropriately in personal and professional settings (self-competence, social competence and subject competence)
- fostering evaluation and decision-making abilities
- application of theory and practical skills, even in unfamiliar situations
- acquisition of long-term utilisable trans-sectoral professional qualifications

- preparing students for mobility and lifelong learning.

The preparatory vocational year is to convey basic abilities, skills and knowledge which are to facilitate pupils' later integration into the job market, regardless of what type of career they choose to pursue.

In order to prepare themselves for professional life, pupils may also participate in pilot projects of inclusive care run at vocationally oriented schools, especially at [Polytechnische Schulen](#) (pre-vocational schools) and, in some cases, at *berufsbildende Schulen* (vocational schools), e.g. for agriculture and for home economics. In classes with an inclusive setting at pre-vocational schools, curricular contents for the preparatory vocational year are applied either partially or in full.

From the seventh grade, career counsellors in schools and clearing services have a significant function in providing adolescents with career orientation. A counselling network including the school and other services is to open up extensive synergies for career preparation and orientation for pupils with special educational needs.

Pupils of the "Bundesinstitut für Gehörlosenbildung" (federal institution for education of the deaf) have the option of attending integration classes at a *Modelfachschule* (medium-level vocational fashion school) or a *Malerfachschule* (medium-level secondary school for industrial and commercial painting).

Pupils of the "Bundes-Blindenerziehungsinstitut" (Federal Institute for the Education of the Blind) are able to train in one the following fields: *Handelsschule* (commercial school), telecommunications course and training leading to qualifications as massage practitioners.

School Organisation Act

10.6.11. Certification

The provisions on certification for [Allgemein bildende Pflichtschulen](#) (general compulsory schools) as laid down in the "Zeugnisverordnung" (ordinance on certification) also apply to [Sonderschulen](#) (special schools).

Additional clauses in the reports will indicate whether children with special educational needs were taught according to different curricula or in different curricular grades.

10.6.12. Private Education

There are a few [Sonderschulen](#) (special schools) in Austria operated by religious organisations, trusts, associations or private persons.

10.7. Special Measures for Children / Pupils of Immigrants

Pupils whose mother tongue is a language other than German are not taught in separate schools or classes but are educated alongside Austrian pupils. see also [4.10.2.2.](#)

Pupils are admitted to school according to their age. Pupils whose competence in the German language is not yet sufficient to follow classes held in German are admitted as so-called ex-matricular pupils for a maximum period of two years. This is the case for six-year-olds as well as for "late comers" (pupils older than 6) who already went to school in their country of origin. The performance of ex-matricular pupils is not necessarily graded during this period but pupils can nevertheless move up to the next year. By no means should these pupils be placed in special needs classes, even if their competence in German is still insufficient.

Curricula for German as a second language (GSL) have been developed for compulsory schools (primary schools ([Volksschulen](#)), general secondary schools ([Hauptschulen](#)), special schools ([Sonderschulen](#)) and pre-vocational schools ([Polytechnische Schulen](#))) and for the lower cycle (years 1-4) of academic secondary schools ([Allgemein bildende höhere Schulen](#)) (lower cycle, upper cycle) and at commercial intermediate and higher-level schools, where they are called "Instruction-Accompanying Language Training German".

Depending on local circumstances, schools are free to offer GSL in parallel or supplementary classes or integrated into the general schedule. This means that a team of two teachers (the class teacher or subject teacher, plus the assistant teacher) works with the whole class. Ex-matricular pupils in compulsory schools may have up to twelve GSL lessons per week, ex-matricular pupils in primary and special schools may have a maximum of five GSL lessons per week, in general secondary and pre-vocational schools the maximum number of GSL lessons is six per week. In all other school types, the number of lessons per week is laid down by the individual schools themselves (under school autonomy provisions). Since the school year 2006/07 primary schools have additionally offered "language development classes".

Curricula for mother tongue instruction have been developed for compulsory schools (primary schools, general secondary schools, special schools, pre-vocational schools) and academic secondary schools (lower cycle and upper cycle). There are no separate curricula for each language, but one curriculum that can be used as a basis for all the languages offered.

Children's mother tongues may be taught as optional subjects or optional exercises ([Unverbindliche Übungen](#)), either in separate (afternoon) classes or integrated into the general schedule, with the teacher (native speaker of the language) working alongside the class or subject teacher. The number of lessons at general compulsory schools may vary from two to six hours per week. Mother tongue instruction is part of the mainstream school system, and teachers are employed by the Austrian school authorities like all other teachers.

Currently, instruction is being offered in the following languages: Albanian, Arabic, Bulgarian, Bosnian, Chechenyan, Chinese, Croatian, Farsi, French, Hungarian, Italian, Macedonian, Pashto, Polish, Portuguese, Romanian, Romany, Russian, Serbian, Slovak, Spanish and Turkish.

It is desirable, though not a prerequisite, for GSL teachers to have special training in this field. While some GSL teachers have additional competence in the field of language teaching, others are not sufficiently qualified to teach GSL.

Each of the nine province school boards ([Landesschulräte](#)) has established school counselling centres for immigrants. In addition, local school counselling centres offer information and support to teachers, parents and pupils; frequently, these operate in close cooperation with non-educational local institutions.

Assessment is mainly based on each pupil's regular, active participation in the course of the school year. Written tests are taken into account, but should not play a decisive role. Each pupil's individual progress should be considered in the grading process.

Social benefits for pupils include schoolbooks at a low cost (parents/guardians pay 10% of the total cost) and public transportation to school (parents/guardians pay EUR 19.60 per school year). In the case of asylum-seeking pupils, the company "European Homecare" carries the expenses for schoolbooks and transportation.

Federal Ministry for Education, the Arts and Culture

Interkulturelles Zentrum

School Education Act 1986

10.8. Statistics

Figures for 2006/07

Special schools:

- Pupils: 13,158

Integration in [Volksschulen](#) (primary schools):

- 5,592 pupils (1.6%)

Integration in [Hauptschulen](#) (general secondary schools):

- 8,149 pupils (3.2%)

Integration in [Polytechnische Schulen](#) (pre-vocational schools) (currently a school experiment):

- 586 pupils (2.8%)

Source: 2006/07 Austrian School Statistics, Key Figures by the Federal Ministry for Education, the Arts and Culture

[Schulstatistik](#)

[Statistical Guide 2008: Key facts and figures about schools and adult education in Austria](#)

11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

The fundamental tasks of Austrian schools are outlined in the 1962 "Schulorganisationsgesetz" (School Organisation Act) – see sections 11.1.1. and 11.5.

Guideline for European Education in school

The administrative decree of 1978 on "Civics Education in School" is the "guideline" for European Education. According to this decree, one of the major objectives of civics education is to promote pan-European thinking. Another objective is to foster open-mindedness based on an understanding of the existential problems of humankind.

European Education has gained a new and broader importance, as the voting age has been reduced to sixteen. In particular the teaching of competences (work process knowledge, judgemental competence, action competence and general cognitive competence) to develop political literacy has become especially important.

Based on this educational principle, the curricula of all school types define the process of European Integration and Austria's role in the European Union as topics which are to be extensively dealt with. Students are also to be endowed with an understanding of the tasks of military defence and security policy.

European Education (and also Development Education) aims to endow students with political competences in order to:

- stir their interest and create awareness
- develop a long-term awareness of European and global interrelations
- enable students to continue their education in these issues independently
- allow students to identify their own opportunities and scope for action
- identify risks and problems and encourage students to approach them in a responsible manner.

Various approaches serve to implement these objectives:

- Teaching basic knowledge and having students acquire basic knowledge on their own, based on the structures and functioning of respective topics
- Teaching knowledge and awareness on the basis of historical background and developments
- Addressing current topics/developments and working on them
- Developing own ideas/perspectives (especially through project work).

Implementation of European Education in school practice

A ministerial decree issued yearly by the Federal Ministry for Education on the occasion of Europe Day on May 9th informs schools about important issues and current developments within the European

Union. Furthermore, a growing mailing list of teachers who are specifically interested in the subject are being informed separately by e-mail.

The Ministry is in close contact with a number of NGO's working in "European Affairs" and supports their work. Exhibitions, lectures, information campaigns etc. are organised and implemented in cooperation with these NGO's. European thematic foci organised in the form of school competitions, campaign weeks, seminars, etc. are dealt with in close cooperation with the European Commission Representation and the European Parliament Office in Austria. Students are expected to engage actively with the respective topic.

Apart from the courses provided by teacher training institutions, the Ministry itself has organised two-day intensive seminars for teachers covering EU topics (basic EU courses). Part of these courses consists in excursions to the EU institutions in Brussels. The Ministry has also organised in-service training events on current topics of special interest.

Since the previous academic year, intensive EU courses entitled "You and the EU" have been held in cooperation with a European NGO engaged in youth matters for student representatives. This target group is considered to be particularly important because of their function as multipliers in their peer groups and in view of the new voting right for 16-year-olds and the elections to the European Parliament due to take place in 2009.

Information materials

The Federal Ministry itself does not produce information material on the EU. In certain cases, however, it supports the production of related materials. Generally speaking, the Ministry is to be seen as an information interface and provider of expert knowledge rather than as a producer of information materials. The homepage of the Ministry for Education makes reference to a number of information resources on European Education as well as issues concerning related policies.

<http://www.bmukk.gv.at/europa/index.xml>

<http://www.bmukk.gv.at/schulen/unterricht/prinz/europaerziehung.xml>

The National Unit for Austria of EURYDICE, the information network on education in Europe, (<http://eacea.ec.europa.eu/portal/page/portal/Eurydice>), is based at the Federal Ministry for Education, the Arts and Culture. It contributes to the work of the Network and ensures that the output (publications, EURYBASE database) reaches target groups in Austria.

Federal Ministry for Education, the Arts and Culture

School Organisation Act

11.1. Historical Overview

Please refer to the sub-sections which follow.

11.1.1. The European and International Dimension in school

The basic legislation on education in Austria, the "Schulorganisationsgesetz" (School Organisation Act) outlines the fundamental tasks of Austrian schools (§2):

"They (young people) are to be led to independent judgement and social understanding, to appreciate the political and ideological thinking of others, to participate in the business and cultural life of Austria, Europe and the entire world, and to contribute to the common cause of mankind in a love of freedom and peace."

The administrative decree of 1978 on Civics Education in School was the starting point for European Education, which has added a European and international dimension to all subjects taught in schools. A curriculum revision in 2004 established Civics Education as a subject in its own right in many types of school (see Civics Education in the curricula).

School Organisation Act

11.1.2. The European and International Dimension in Science, Research and at Universities

The development of academic disciplines must be seen within an international context. Already the 1993 University Organisation Act considered the promotion of international cooperation in the fields of academic research and teaching to be one of the basic tasks of the universities. Since 1990 various developments have intensified the international orientation of Austrian universities, such as Austria's integration into the European Economic Area (1994) and the European Union (1995). This has made it possible for Austrian scientists, researchers and students to fully participate in mobility programmes as well as in European research programmes. The opening of the Central and Eastern European countries in 1989 has led to an intensification of contacts in this area.

All Austrian universities ([Universitäten](#)) and [Fachhochschule](#) institutions have established international relations offices which promote international cooperation activities (e.g. the administration of university cooperation and mobility programmes). Most universities have appointed vice-rectors in charge of these tasks.

The "Österreichischer Austauschdienst" (Austrian Exchange Service, ÖAD) has served since 1961 as all-Austrian coordinating centre for all universities, Fachhochschule and other educational institutions. The national agency which is responsible for the implementation of European educational programmes also forms part of the ÖAD.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007

Higher Education in Austria

Internationale Mobilität und ausländische Studierende

Federal Ministry of Science and Research

11.2. Ongoing Debates and future developments

The major reform activities in connection with internationalisation efforts mainly aim at implementing the objectives of the Bologna Process in the tertiary education sector. In 2005, a statement was prepared setting out Austria's position on reform of the doctoral degree programmes under the Bologna Process.

National statement: <http://www.reko.ac.at/upload/Positionspapier.pdf>

Salzburg Principles:

http://www.eua.be/fileadmin/user_upload/files/EUA1_documents/Salzburg_Conclusions.1108990538850.pdf

Doctoral degree programmes are the Third Cycle in higher education under the Bologna Process, forming an interface between the European Higher Education Area (EHEA) and the European Research Area (ERA).

At the Bergen summit the European ministers responsible for higher education adopted the overarching framework for doctoral programmes in Europe, such as a duration of 3 to 4 years fulltime, defining doctoral candidates as early-stage researchers, transparent supervision and assessment, and the imparting of transferable skills and competences for an enlarged labour market. Ministers adopted the further implementation in London in 2007.

Pursuant to the 2002 University Organisation Amendment Act (Federal Law Gazette I No. 74/2006), doctoral programmes in Austria since June 2006 have been study programmes at university lasting a minimum of 3 years, without reference to ECTS credit points, for which students can enrol following a diploma or master's programme and which end with the granting of a doctoral or Ph.D. degree.

Doctoral programmes with a workload of at least 120 ECTS credit points must be completed by 30 September 2017. As from the academic year 2009/10, admission to doctoral programmes with a minimum duration of less than three years will no longer be permitted.

In 2007 the Recommendations by Universities Austria on New-Style Doctoral Studies were published:

(http://www.uniko.ac.at/upload/Universities_Austria.Recommendations.doctoral_studies.March08.pdf).

A forward-looking and competitive design in the European context also requires universities to provide attractive conditions for researchers, including granting doctoral candidates the status of early-stage researchers.

Universities can set a clear signal in this respect by implementing the Recommendations of the European Charter for Researchers and the Code of Conduct for their Recruitment (<http://europa.eu.int/eracareers/europeancharter>).

The European Charter for Researchers is a catalogue of general principles and requirements defining the roles, responsibilities and entitlements of researchers and their employers or funding

organisations. The Code of Conduct for the Recruitment of Researchers formulates a number of general principles and requirements for the filling of positions and provision of funds. The doctoral programmes are also affected by this Charter and the Code of Conduct.

With the amendments concerning doctoral programmes under the 2002 University Organisation Act taking force in 2006, the starting point for the establishment of Bologna-compliant doctoral programmes has been set. Universities are currently working on the new curricula. The ministry responsible for science, together with the national working group, is supporting these efforts.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007

Federal Ministry of Science and Research

Universities Austria UNIKO

University Act 2002

11.3. National Policy Guidelines / Specific Legislative Framework

Austria has already adopted most of the legal framework for the attainment of the objectives of the Bologna Declaration. Cf. section **6.3.2.6.11.2.** The provisions are as follows:

- Introduction of a new system of easily comparable degrees: the amendment to the University Studies Evidence Decree (Universitäts-Studienevidenzverordnung) of 2002 introduced the compulsory Diploma Supplement.
- Introduction of the three level study system (bachelor's degree – master's degree – doctoral programmes): based on an amendment to the Universities Studies Act (UniStG) of 1999, bachelor's and master's degree programmes at universities have been introduced. Since the amendment to the University of Applied Sciences Study Act (FHStG) of 2002, bachelor's and master's degree programmes may also be offered by Fachhochschule institutions.
- Introduction of credit system similar to ECTS, also taking account of informal and non-formal learning as far as possible: both the UniStG 1997 and the amendment to the FHStG of 2002 provide for the compulsory assignment of ECTS credits for courses within the curricula.
- Promotion of student mobility as regards access to studies and educational offers and relevant services: in addition to supporting socially needy students (assistance), a large number of grants are available to provide funding for the mobility of students and post-graduate candidates (e.g. Erasmus grants, grants awarded by universities on an autonomous basis, CEEPUS grants, actions Austria/Czech Republic, Austria/Slovakia, Austria/Hungary, post-graduate grants for studying in non-German speaking countries).
- Promotion of mobility among university teachers: new legislation governing the employment of university teachers provides for a number of measures designed to promote and facilitate teaching and research abroad. An employment contract can be extended for a period of four years during which the teacher gets leave for such measures. Experience abroad has also become a prerequisite for the appointment of university teachers.
- Promotion of European cooperation for quality assurance regarding the preparation of comparable criteria and methods: in 2004, the Austrian Quality Assurance Agency AQA was established for the entire higher education sector. This independent agency supports universities and Fachhochschule institutions with the development of quality assurance processes, it coordinates evaluation procedures and contributes to developing standards and procedures of quality assurance at the European level. Austria is a member of EQAR (European Quality Assurance Register in Higher Education) that was newly founded in 2008, and an observer with the Register Committee (see also Chapter 9: **9.2.2.**, **9.4.2.2.**, **9.5.2.**)
- Promotion of the European dimension in the higher education sector: this includes, among other things, the development of curricula for modules and courses with "European" contents, which are offered by partner institutions in various countries and can culminate in a jointly offered qualification. Because of the high demand from abroad and thanks to the Erasmus Mundus programme, these actions show a growing tendency. Five universities and a Pädagogische Hochschule (University College of Teacher Education) participated in the Tuning Project. The Fachhochschule conference further set up an "international affairs committee" for the Fachhochschule sector.

The "Hochschulgesetz 2005" (Federal Act on the Organisation of University Colleges of Teacher Education) has provided the legal framework to transform the former teacher training academies into Pädagogische Hochschulen (University Colleges of Teacher Education), which now offer bachelor's degree programmes (BEd) with 180 credits.

(http://www.bmwf.gv.at/submenue/service/recht/universitaetsgesetz_2002/, Text of the law in English:
http://www.ris.bka.gv.at/erv/erv_2002_1_120.pdf)

The "Forum Internationales" (http://www.uniko.ac.at/foren_arbeitsgruppen/foren/international/) of Universities Austria serves as a platform for discussion and exchange of information and cooperates with the vice-rectors for international affairs at the universities concerning all concrete measures in the field of internationalisation.

In the past, the academic recognition of periods of studies, examinations and degrees was regulated by law. Now, it is the task of the universities to establish curricula within their autonomous sphere of competence. This means that also questions of recognition are solved by the universities themselves. Therefore the present focus is on the collection of reliable information on universities in other states and to disseminate this information to all universities. This is the function of "NARIC Austria" http://www.bmwf.gv.at/submenue/service/studieren_in_oesterreich/enic_naric_austria/ (National Academic Recognition Information Centre) and as part of a European network. [Fachhochschulen](#) as well as private universities participate in this information system.

Under the Lisbon Recognition Convention the bilateral agreements on the recognition of studies are to be replaced by a multilateral system of recognition of qualifications concerning higher education in the European region. Austria is actively involved in the elaboration of implementation recommendations so that the present recognition system can be used to improve academic mobility. The existing bilateral agreements were updated only in those cases where the high rate of student mobility seemed to justify it. The new approach of establishing bilateral contacts at the national level is to jointly elaborate recommendations on recognition matters for universities.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007

Universitätsgesetz 2002

Federal Ministry of Science and Research

Austrian Agency for Quality Assurance AQA

Universities Austria UNIKO

FH Council

Universities of Applied Sciences Studies Act

Teacher Education Act 2005

Students Support Act 1992

University Act 2002

Act on Staff employed by Private-law Contract

11.4. National Programmes and Initiatives

Programmes and initiatives in Austria

The Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture, has launched a number of pilot projects as a model for schools to ensure effective and continuous cooperation in intercultural encounters that go beyond loosely-knit ties, and to encourage transnational cooperation.

Following conflict resolution, non-violence and human rights, global learning has been selected as a new focal theme addressed by the Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture.

Euro-Mediterranean School Forum

Against the backdrop of the Barcelona process and the European Year of Intercultural Dialogue a long-term school partnership project has been initiated with Mediterranean partner countries. Its objective is to promote mutual respect and understanding, impart knowledge about other countries and cultures and intensify intercultural and interreligious relationships. The project is being conducted in close cooperation with the Anna Lindh Euro Mediterranean Foundation of Dialogue between cultures.

Global Learning

Global learning is understood as an educational response to the processes of globalisation. It is thus a very topical and broad concept. It tries to enable learners to find out and reflect on their own location in the complexity of worldwide society, and to grasp the causes and interrelationships of social and economic developments. Further, students are expected to draw conclusions for themselves and their actions. Related seminars and events on Global Learning have been initiated and supported for several years by the Federal Ministry for Education, Science and Culture now reorganised as the Federal Ministry for Education, the Arts and Culture, in cooperation with NGOs. Materials and concepts for in-service training of teachers have been prepared. All activities take place in the context of European and international developments in this field.

Strategy Group

The strategy group on Global Learning has been in place since 2003 and aims to strengthen global learning in Austria in terms of quality and structures. It has been mandated by the Ministry for Education to develop a National Strategy on Global Learning, inviting all stakeholders to make an input. The group sees itself as an overarching working group acting across organisations and institutions which deals with programmes, projects and actions in the field of global learning with due regard for the international discourse. The actions and programmes are to address all fields of Austrian education.

The initiative by the Ministry for Education to elaborate a National Strategy was sparked by the peer reviews made under the North-South Centre of the Council of Europe in Austria in 2006 and the report on Global Education in Austria.

Global Education Weeks

Education Weeks have been held in Austria by the Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture, in collaboration with NGOs since 1999 (see also: www.globaleducationweek.at).

The North-South Centre of the Council of Europe in Lisbon aims to strengthen global learning through information exchange, establishing networks and coordinating activities at European level, and to further develop thematic contents. Austria, together with Germany and Slovakia, took part in the Europe-wide 2005 Education Week.

Peer Reviews

In 2006, the North-South Centre of the Council of Europe in Austria presented a peer review concerning Global Education in Austria. The report provides a general overview of the activities concerning Global Education performed in Austria and contains recommendations for continued promotion of GE. It particularly recommends developing a National Strategy which should be prepared on the broadest possible basis. The strategy group has been instructed accordingly by the Ministry for Education.

Programmes and Initiatives in Higher Education

Austria is very actively involved in the implementation of the Bologna Process. The department of "Universities, Universities of Applied Sciences" within the Federal Ministry of Science and Research serves as a national Bologna follow-up contact point.

A monitoring process was installed in order to guarantee the implementation of the objectives under the Bologna Declaration at higher education institutions in Austria. A first pertinent report was published in early 2002. In May 2007 the fourth progress report on the implementation of the Bologna Declaration in Austria became available. It covers the period from 2000 through 2006 and examines the Fachhochschule sector and teacher training institutions, in addition to universities. With a view to disseminating relevant information in Austria, a website providing information on Austrian and European developments (<http://www.bologna.at>) was installed.

A team consisting of five Bologna experts provides advice to higher education institutions throughout Austria (universities, Fachhochschule institutions, [Pädagogische Hochschulen](#) (University Colleges of Teacher Education)); in addition, all [Universitäten](#) (universities), Fachhochschule institutions and a major part of the Pädagogischen Hochschulen (University Colleges of Teacher Education) and private universities have appointed a Bologna coordinator.

Information disseminated via print publications, advertisements, conferences, flyers and websites aims to increase awareness of the importance of internationalisation among students, new undergraduates, graduates and scientists alike. The Austrian Exchange Service (ÖAD) has enlarged its grants database. The Austrian database for grants and research funding available at www.grants.at is the

most comprehensive source of related information in Austria. The Austrian Exchange Service website (<http://www.oead.ac.at>) and the Researchers' Mobility Portal Austria (www.researchinaustria.info) provide all kinds of information on international mobility, student grants, cooperation projects, publications, and the like.

In addition, Austria has been promoted as a university and research location at international level on various occasions in order to create/strengthen the interest of foreign institutions of higher education in cooperation with Austrian universities and [Fachhochschule](#) institutions.

Grants for students and graduates of Austrian institutions of higher education

Studies abroad are promoted on the one hand under the "Studienförderungsgesetz" (Student Support Act). Under this act needy students are supported up to four semesters. On the other hand, universities have financial means of their own to support mobility programmes by awarding grants to students and graduates. The universities themselves award these grants exclusively on the basis of the quality of the projects for short-term academic work or other studies abroad and joint study activities.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Science and Research](#)

[Students Support Act 1992](#)

11.4.1. Bilateral Programmes and Initiatives

Please refer to the sub-sections which follow.

[Federal Ministry for Education, the Arts and Culture](#)

[Federal Ministry of Science and Research](#)

[Federal Ministry for Education, the Arts and Culture](#)

[KulturKontakt Austria KKA](#)

[Federal Ministry of Science and Research](#)

11.4.1.1. Bilateral Education Policy

Owing to the strong international interdependence of business, politics and culture, multi-lateral cooperation is gaining increasing importance. Multilateral activities are no longer the exclusive preserve of traditional international fora and institutions, but have taken on new forms such as geostrategic networks and regional cooperation projects.

A dynamic bilateral educational policy is instrumental for the development and sound functioning of these networks and active regional cooperation. It builds confidence by strengthening friendships and strategic intergovernmental contacts, defining common interests and harmonised approaches.

Regular diplomatic visits by the ministers responsible for education form the top-most level in bilateral educational policy. Personal encounters create a platform for an exchange of experience and for decision-making at the highest level and pave the way for cooperations.

Cultural agreements are a time-honoured instrument of bilateral educational policy. As state treaties, they create scope for cooperation in education, science, art and culture. The implementing programmes are re-negotiated at regular intervals. These programmes specify the areas of cooperation (e.g. exchange of experts, in-service training of teachers for German as a foreign language, exchange of lecturers; information on grants and scholarships available to students; school partnerships; textbook comparisons in history, geography and culture; activities of educational coordinators and of teachers delegated by Austria to educational institutions abroad; cooperations in technical and vocational training etc.)

Cultural agreements are particularly valued by the EU accession countries as a strategy of rapprochement with the European Union.

Less rigid forms of agreement on joint projects such as Memoranda of Understanding, Letters of Intent, etc., which do not have a statutory character have been established in the past few years. They are often of central importance as an expression of a political willingness to cooperate in clearly-defined areas.

11.4.1.2. Bilateral Cooperation and Initiatives of the Austrian Ministry of Education

The merits of bilateral policies lie in the high degree of intensity and the very specific outcomes that can be obtained by cooperation between two partner countries. These subsequently are incorporated in the regional and multilateral context.

At the geopolitical level, Austria has engaged in intense cooperation with the Asian region in recent years via bilateral contacts, which are handled through in the post-secondary area two large networks, the EURASIA-PACIFIC UNINET (<http://www.eurasiapacific.net/>) and the ASEA-UNINET (<http://www.uibk.ac.at/asea-uninet/>) and are permanently expanded. The partner countries in Austria have shown a vivid interest in the Austrian system of vocational training as is reflected by several visits from delegations and projects being initiated.

Austria has been able to sustainably strengthen its bilateral relations with Israel. The teacher project "National Socialism and Holocaust, Remembrance Today" (<http://www.erinnern.at>) was initiated by the Austrian Federal Ministry for Education and developed in cooperation with the Israeli Holocaust Research and Memorial site Yad Vashem. This further education model has triggered a far-reaching resonance on the international scene and is widely recognised as a best-practice model.

The Austrian Ministry for Education has supported educational reform in the Russian Federation through project partnerships and exchanges and secondments of experts on themes such as quality development and quality assurance in the pre-university sector, intercultural learning and conflict management, German as a foreign language, twinning at school level and school management. Current efforts focus on Northwest Russia and St. Petersburg. In addition, the Austrian Federal Ministry for Education is involved in the development and implementation of regional educational projects for the Caucasus region.

Another focus of international activities which the Austrian Ministry for Education has engaged in in recent years is the continuation and strengthening of pre-university educational cooperation with the countries in Eastern and South-Eastern Europe: Albania, Bosnia-Herzegovina, Croatia, Macedonia, Serbia, Montenegro, Kosovo; Moldova, the Russian Federation and the Ukraine.

KulturKontaktAustria (<http://www.kulturkontakt.or.at/KulturKontakt.aspx>) is an association which has been in charge of operationalising educational programmes in this region since 1994. KulturkontaktAustria is a competence centre for cultural education, cultural dialogue and educational cooperation at pre-university level. Cultural dialogue with the countries of Eastern and South-Eastern Europe is a prime focus of activity.

KulturKontaktAustria has set up 12 "k-education project offices" at which Austrian educational co-ordinators oversee the local implementation of programmes on behalf of the Austrian Ministry for Education (<http://www.k-education.at>). For information on KulturKontakt see **11.4.2.2.1.**

11.4.1.3. Bilateral Initiatives in the area of the Federal Ministry of Science and Research

Cooperation with other geographic, economic and cultural areas is also fostered in parallel to the dynamic trend within the European Union. Generally, as far as their participation in university networks is concerned, Austrian universities have a strong regional focus on Central, Eastern and South-Eastern Europe, Asia (primarily China, Thailand), as well as on neighbourhood regions (e.g. Alpe Adria). Several focal centres have been established, such as the Centres for Italian and Canadian Studies and a special focus on France at Innsbruck University, and the Centre for Chinese Studies at Salzburg University.

These bilateral programmes include summer schools (bilateral language courses organised by Austria together with Central, Eastern and South-Eastern European countries), CEEPUS (Central European Exchange Programme for University Studies, see **11.6.2.2.**),

ASEA UNINET (<http://www.uibk.ac.at/asea-uninet/>), the Eurasia-Pacific Education Network, and individual cooperation projects with universities in the United States.

Austria has entered into a number of scientific and technical cooperation agreements and other similar agreements with individual states, such as Bulgaria, China, France, the UK; Israel, Italy, Croatia, Poland, Romania, the Russian Federation, Slovakia, Slovenia, Spain, the Czech Republic, Ukraine and Hungary. The object of these agreements is to intensify scientific cooperation by promoting the mobility of researchers working on bilateral scientific projects.

In addition to continuing its participation at the International Institute for Educational Innovation in St. Petersburg (multi-lateral involvement of the British Council, Finland, the Netherlands, the Russian Federation), the Austrian Federal Ministry for Education supports educational reform in the Russian Federation (in the form of strategic partnerships with international donors such as the Open Society Institute, the Soros Foundation and the Eurasia Fund) by delegating experts and providing consultancy in the Russian regions.

11.4.2. Multilateral Programmes and Initiatives

Please refer to the sub-sections which follow.

11.4.2.1. Austria's Participation in the European Union's Lifelong Learning Programme

[Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme](#)

The Lifelong Learning Programme (LLP) is the European Union's central instrument in the field of education policy. Superseding the previous EU programmes “Leonard da Vinci” and “Socrates”, the new programme generation will run from 2007 to 2013. It comprises actions to promote general and vocational education and aims to contribute to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs as well as greater social cohesion.

Programme structure

The new Lifelong Learning Programme comprises four sectoral programmes: Comenius (school education), Erasmus (higher education), Leonardo Da Vinci (vocational training) and Grundvlg (adult education) and is completed by a transversal programme focusing on policy cooperation, languages, information and communication technology and dissemination and exploitation of results, as well as a Jean Monnet programme.

Situated within the Austrian Exchange Service, the National Agency for the Lifelong Learning Programme is responsible for Community actions to promote general and vocational education at national level.

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

11.4.2.1.1. Comenius

European school partnerships

In terms of submitted applications, school projects, school development projects and language projects decreased somewhat in numbers as compared to the previous year. In the 2007 application round, 320 projects for European school partnerships were submitted, of which 191 were granted.

Language assistants

In 2007, 16 persons and 76 institutions had applied. Based on the budget available, 7 Austrian assistants were placed in schools abroad. 24 Austrian schools employed assistants from other countries participating in the programme. An increasing number of the assistants assigned to Austrian schools in this past school year were again from Eastern and South-Eastern European countries. Generally the assistants have not only assisted with language instruction but have been assigned to as wide an array of actions as possible within the whole school operations.

Educational staff in schools

In 2007, 399 persons had applied for a grant for in-service training courses. After careful examination of the applications, 308 people received grants. The majority of applicants had chosen English or French as target languages. In the field of general training, school management courses predominated.

Contact Seminars and Preparatory Visits:

A total of 52 applications were submitted in 2007, of which 34 were for Preparatory Visits and 18 for Contact Seminars, and 46 applicants finally received grants that enabled them to participate in these seminars and visits.

Multilateral projects:

36 projects out of 129 proposals that were submitted centrally in Brussels were granted funding by the European Commission. 30 institutions from Austria have cooperated within these projects.

Networks

Of 16 project proposals submitted EU wide, five were approved. One project under the title "School and the World of Work" will be coordinated by an Austrian institution, the Styrian Association for Education and Economics (Steirische Volkswirtschaftliche Gesellschaft).

eTwinning

Since September 2007 the eTwinning project has been running as part of Comenius. The synergies arising with the classical Comenius school partnerships have been frequently and widely used. The number of Austrian eTwinning schools rose by more than 17 per cent from September to December 2007.

In the period from 1 September 2006 to 31 December 2007, a total of 157 Austrian schools registered for the first time with www.etwinning.net. Furthermore, Austrian schools formed 90 new eTwinning partnerships in the same period. Thus far, more than 350 Austrian schools have registered with eTwinning. These schools may collaborate with more than 34,000 schools in other European countries via www.etwinning.net.

11.4.2.1.2. Erasmus

Erasmus University Charter (EUC):

In the academic year 2006/07, 87 Austrian institutions had an Erasmus University Charter (EUC), permitting them to participate in all mobility and project cooperation activities under Erasmus.

73 Austrian higher education institutions participated in the 2007 round of applications ending on 28 February for an Erasmus University Charter (in the 2007/08 academic year). Of these, 23 applied for a Standard EUC and 50 for an Extended EUC. All 73 institutions were awarded their EUC. Two institutions were granted an EUC for a period of one year and were to re-apply in November 2007 for a new Erasmus University Charter.

In the round of applications ending on 30 November 2007 for an Erasmus University Charter in the academic year 2008/09, twelve Austrian schools participated, of which four applied for a Standard EUC and eight for an Extended EUC.

Study periods:

For years now, Austria with its growth rate has been amongst the leaders of all countries participating in the Erasmus programme in terms of outgoing student mobility. In the academic year 2006/07, 4,139 students (preliminary figures) from Austrian higher education institutions completed an Erasmus study period, which again marked an increase over the previous year. Six students with disabilities received a special grant and successfully completed a study period under Erasmus.

Student placements:

Starting with the academic year 2007/08, Erasmus students from higher education institutions were able to take part in placements lasting three to twelve months in another Member State (under Leonardo da Vinci until 31 December 2006). The placements may be in enterprises, training centres, research centres or other organisations.

By December 2007, a total of 143 students had been appointed to an Erasmus student placement in the academic year 2007/08. Funds were budgeted for 800 such places. The placements may still be completed up to September 2008.

Teaching staff mobility:

In the academic year 2006/07, 772 teaching staff from 58 institutions completed an Erasmus teaching period, which again marks a considerable increase over the previous academic year.

Mobility programme and training for general and non-teaching staff:

Since the academic year 2007/08, general and non-teaching staff from higher education institutions has been offered the possibility to complete a supported educational period (one to six weeks) abroad within an activity at a higher education institution. On the whole, 53 universities applied for 264 mobility places under the Staff Training scheme (STT) in 2007/08.

Erasmus Mundus

Since the launch of the EU's educational programme Erasmus Mundus in 2004, the European Commission approved a total of 103 master's degree programmes (action 1), seven of which with Austrian participation:

University of Agriculture, Forestry and Renewable Natural Resources Vienna (European Master in Animal Breeding and Genetics + Master of Science in European Forestry + IMHS/International Master in Horticultural Sciences);

University of Vienna (European Master in Global Studies + European Master in Law and Economics);

University of Linz (Master of Industrial Mathematics);

Vienna University of Technology (European Master's Programme in Computational Logic).

Austrian higher education institutions participated in four (of 30) action 3 projects (partnerships) and in 6 (of 33) action 4 projects (enhancement of attractivity).

The current programme will expire on 31 December 2008. The new generation "Erasmus Mundus II" is being prepared.

Erasmus Intensive Programmes:

Starting from the 2007 application round, the administration of the intensive programmes has been transferred to the respective National Agencies. In Austria, 28 applications were received in 2007, of which 27 were granted. This means that Austria, behind France, was the second most successful participating country in the academic year 2007/08.

Multilateral projects:

In the 2007 application round, four multilateral projects coordinated by Austrian institutions were granted funding.

Networks:

In 2007 no network was coordinated by Austria.

Erasmus E-Government:

The Web-based Erasmus online databases enable users to perform all administrative steps concerning a student mobility studies period (SMS) or a student mobility placement (SMP) under Erasmus. In 2007 the respective databases were massively expanded and adapted to the requirements of the new Lifelong Learning programme. In addition to the previous Erasmus Online (now called SMS Online), a new database to manage student mobility placements (SMP Online) has been developed. Furthermore an upgrade of the existing database for teaching staff mobility to an overall solution for all forms of staff mobility has been successfully tackled.

11.4.2.1.3. Leonardo da Vinci

Mobility

With the 2007 application round (performance period from June 2007 to May 2009) more than 1,650 people will be mobile through Leonardo da Vinci: in the Initial Vocational Training (IVT) segment, 1,215 people have received a placement place abroad. 172 people will have an opportunity to explore employment and work abroad under the People in the Labour Market (PLM) segment. Finally 269 professionals in vocational education and training under VETPRO (Vocational Education and Training for Professionals) will get an opportunity to get to know education systems in other countries.

Mobility of Individuals - The Leonardo da Vinci Placement

Leonardo da Vinci offers individuals an opportunity to complete a job-related placement in another EU Member State.

Leonardo da Vinci mobility projects – breakdown by action

	Projects in 2007*	Trainees resulting from projects
Initial Vocational Training	51	1,215 persons
People in the Labour Market	10	172 persons
Professionals in vocational education and training	16	269 persons
Total	77	1,656 persons

As of: 31 Dec 2007

* The project phase for mobility projects is two years, e.g., the mobility placements submitted in the 2007 application round can be completed from June 2007 to May 2009.

More than 1,000 students and more than 200 apprentices have spent periods as trainees in initial vocation training in another EU country.

As regards the persons in the labour market who have completed a Leonardo placement, 110 were graduates and some 60 were people who had already been in the labour market and have undertaken continuous professional development.

Development of Innovation Projects

Under projects for development of innovation, new solutions are to be found to help several countries and/or sectors to cope with a common challenge which is not yet addressed at European level.

Multilateral development of innovation projects in VET are implemented by partner institutions from a minimum of three eligible countries, and the duration of the projects is 24 months.

In the 2007 application round for actions centrally managed in the European Commission, 32 innovation development projects were granted funding.

Transfer of Innovation Projects

Transfer of innovation projects focus on the identification of one (or more) innovative solution(s) for adaptation and implementation in some target countries and/or sectors.

Multilateral projects for transnational transfer of innovation in VET require that partner institutions from a minimum of three eligible countries cooperate in a project which may last for up to 24 months.

In the 2007 application round, eleven transfer of innovation projects in Austria were granted funding.

Networks

Multilateral networks deal with the following tasks: to assemble, pool and build on European expertise and innovatory approaches in VET, to improve the analysis and anticipation of skills requirements and to disseminate the project results.

A network must consist of partner institutions from a minimum of three eligible countries. The project duration of networks is up to 36 months.

In the 2007 application round for actions centrally handled in the European Commission, seven Leonardo da Vinci networks Europe-wide were granted funding.

A total of 14 Austrian partner institutions have cooperated under central Leonardo da Vinci projects.

11.4.2.1.4. Grundtvig

Learning partnerships

As far as learning partnerships are concerned, the National Agency for Austria concentrates on providing content-related support in the course of project implementation. Of a total of 122 applications received by 30 March 2007, 62 projects were approved.

Mobility of individuals

In 2007 a total of 81 applications for in-service training grants were submitted, of which 51 were granted funding after thorough examination.

Preparatory visits and contact seminars

Contact seminars allow interested individuals to find suitable partners and prepare an application. Preparatory visits are subsidised to enable potential project partners to meet and complete the joint partnership application. 17 persons received this subsidy in 2007.

Multilateral Projects

Europe-wide 62 projects were granted funding by the deadline for applications (30 March 2007), of which six were coordinated by Austrian institutions.

Networks

Europe-wide two projects were granted funding by the deadline for applications (30 March 2007).

Arion and Cedefop Study Visits:

The study visit action is one of the key actions of the transversal programme. The action combines, according to the principle of lifelong learning, the former Arion study visits under Socrates II for educational decision-makers and the Cedefop study visits of the Leonardo da Vinci mobility programme for those responsible for vocational education and training. Participants should represent all areas of the education and vocational training system and should act as multipliers of the knowledge gained.

In 2007 there were two calls for applications, and in the first round of applications participants in the field of general education (Arion) were still separate from those in the field of vocational training (Cedefop).

Arion Study Visits by October 2007

Outgoing (Austrians in other EU Member States)

Within the period granted (closing date: 30 April 2007), 42 applications from knowledge specialists in education were received by the National Agency. For 19 of these, Austria approved grant aid from EU funds.

Incoming (study visits to Austria):

Austria organised the following Arion seminars in the programme year 2006/07:

- Salzburg Province School Board: Education inspired by music, 21 to 25 May 2007
- Salzburg Province School Board: Small schools in Europe, 19 to 24 March 2007
- Salzburg Province School Board: Enrichment Programs for gifted children in Salzburg, 12 to 16 March 2007
- Vienna Municipal School Board: Bilingualism in Austrian education, 16 to 20 March 2007
- Vienna Municipal School Board: The Austrian school system in comparison, 21 to 25 May 2007
- Vienna Municipal School Board: Latest developments in the upper cycle of Vienna's academic secondary schools, 3 to 9 December 2006
- Styria Province School Board: Best-practice projects for vocational orientation at secondary levels I and II in Styrian education, 16 to 20 October 2006
- Tyrol Province School Board: Educational Leadership, 5 to 9 March 2007

Cedefop Study Visits by October 2007

Cedefop study visit "Promoting and ensuring quality in the long term"

Mechanisms for quality assurance in vocational education and training

5 to 7 November 2007, Graz

Cedefop study visit "Initial Vocational Training in Agriculture and Forestry", 7 to 9 May 2007, Linz

The New Lifelong Learning Study Visits (starting from October 2007)

The first joint round of applications for education and vocational training specialists was held as per 15 October 2007. It was coordinated by Cedefop Thessaloniki. Applications were processed online for the first time.

As regards Austria, 49 decision-makers from the various areas of education and vocational training applied for grants. The selection committee appointed 39 candidates to the selection list, who have been assigned to study visits by Cedefop Thessaloniki and will complete mobility projects in the period from 1 March to 30 June 2008.

11.4.2.1.5. Euroguidance Austria

The National Resource Centre for Vocational Guidance contributes to European mobility within the framework of the EUROGUIDANCE network by developing and disseminating information materials related to career guidance. EUROGUIDANCE continuously updates and promotes the further development of PLOTEUS, the "Portal on Learning Opportunities" (www.europa.eu/ploteus), and supports the website www.bildungssystem.at providing a structural description of the Austrian education system.

EUROGUIDANCE Austria coordinated a total of two events that were attended by 160 participants in 2007.

Educational and vocational guidance – a different angle, Vienna, 21 June 2007

The seminar "Bildungs- & Berufsberatung – Eine andere Sichtweise" (Educational and vocational guidance – a different angle) held in Vienna on 21 June dealt with labour market perspectives of people with special needs. The seminar was a follow-up to the Thematic Monitoring Conference "The Voice of Users in Guidance" held in Slovenia in May. It focused on three target groups who took part in the various workshops: people with migrational background, people with disabilities, and prisoners and released convicts.

Cross Border, Vienna, 12 to 13 November 2007

EUROGUIDANCE Austria, in conjunction with EUROGUIDANCE Czech Republic and EUROGUIDANCE Slovak Republic, organised a two-day cross-border seminar which took place in Vienna on 12 and 13 November 2007. The thematic focus was educational and vocational guidance in the tertiary sector.

Once more, there were numerous synergies between EUROGUIDANCE Austria and the Lifelong Learning programme in 2007, as the former supported innovative ideas for vocational guidance projects, provided counselling services and promoted the dissemination of project results.

11.4.2.1.6. Europass

On 15 December 2004, a resolution by the European Parliament and Council laid the foundation stone for the creation of the EUROPASS, which was introduced on 1 January 2005. In addition to establishing a standardised framework to promote transparency of capabilities and skills, the EUROPASS initiative also aims to facilitate transnational and cross-sectoral occupational mobility.

A portfolio of five documents, the EUROPASS enables all European citizens to clearly show their skills and competences acquired in school or at university and in the framework of study or training periods abroad. 31 European countries participate in this initiative.

To be precise, the EUROPASS consists of the following five transparency instruments:

- EUROPASS Curriculum Vitae (CV)
- EUROPASS Mobility
- EUROPASS Language Passport
- EUROPASS Diploma Supplement
- EUROPASS Certificate Supplement.

A main thematic focus of work in 2007 was on business enterprises. A first translation into practice of the cooperation projects can be found at www.europass.at/referenzen. Furthermore, a survey on the Europass portfolio was conducted among the various stakeholders to obtain feedback about the use of Europass documents, and the results were presented in Europass information seminars.

The Austrian Europass Centre was especially active within the NEC (national Europass centre) network and participated in the Europass Mobility working group. Furthermore, cooperation with other national Europass centres was increased and intensified by attending one another's information seminars.

The Website <http://www.europass.at> is an important platform with information for Europass users. The number of visits to the website rose considerably again in 2007 (currently some 26,000 visits per month). The European Europass portal registered an average number of 18,000 visits per day in September 2007.

The document template for the Europass CV has been retrieved 108,000 times since the launch of the Austrian website in 2005. In 2007 the template was downloaded approx. 5,360 times a month. From the European Europass portal, the template for the Europass CV was downloaded 998,000 times in 2007. Of a total of 3,603 Europass Mobility documents, 1,791 were issued in 2007.

Of particular interest is the database <http://www.zeugnisinfo.at>, which is integrated into the Europass website and provides information on Austrian certificates in German and English. Currently 1,200 certificate supplements are available online. On the initiative of the European Commission, all Member States should develop similar webpages that can be accessed via the European Europass website (<http://europass.cedefop.europa.eu>).

The national EUROPASS centre (NEC) is available to answer questions concerning these five instruments. Further information can be found at the website www.europass.at.

11.4.2.2. Other programmes and initiatives with a European dimension

Please refer to the sub-sections which follow.

11.4.2.2.1. KulturKontakt Austria

KulturKontakt Austria KKA

(see **11.4.1.2.**)

In 2004, the department for educational cooperation in the association KulturKontakt Austria supported more than 200 educational projects. It did so in an effort to foster Austria's cooperation with the transitional countries with a view to redesigning the education systems in these countries.

In order to ensure sustainability, the association targets its activities at key players in the field of education: teacher trainers and multipliers, school heads and inspectors, regional and central school administrators as well as teachers from selected schools.

A wide range of topics was designed to promote mutual understanding (history teaching, intercultural learning), Civil Society (political education, democracy and participation), economic development and the labour market (vocational training and life-long learning, esp. in the fields of economy, tourism and agriculture), system development (administrative reform and financing, education management and quality assurance) and the acquisition of new key competencies (introduction of new forms of teaching and learning such as project-based teaching; eLearning; new models of in-service teacher training, etc.).

Tailored programmes cover curriculum development, the design of teaching aids, in-service training as well as initiatives for quality assurance and -development and educational management.

A number of regional projects promote the exchange of experience and cooperation between partner countries in key areas of educational reform; e.g. "ECO-Net" – a network of training firms in Southeast Europe which aims at promoting entrepreneurship and business training in a practice-oriented way; "European School Development - Managing the Challenges of Autonomy" – a cooperation of experts from five countries in the development of training modules for school management/school development (Comenius).

From 2002 onwards, placement of Austrian teachers abroad has increasingly taken into account the importance of South Eastern Europe for an enlarged European Education Area. 23 Austrian teachers are currently working at pilot schools in Albania, Bulgaria, the Czech Republic Hungary, Serbia, Slovakia and the Ukraine.

In the cultural field, KulturKontakt Austria has established many contacts in 22 Central, Eastern and South Eastern European countries, collaborating with artists and art institutions from Estonia and Albania, the Czech Republic and the Ukraine to the three Caucasian countries. (<http://www.kulturkontakt.or.at>)

Die Pädagogische Hochschule (Hochschulgesetz 2005)

Education Documentation Act

Teacher Education Act 2005

School Organisation Act

11.4.2.2.2. Task Force Education and Youth

As regards regional activities, Austria's ongoing commitment to support education reform in South Eastern Europe since 1999 is especially worth mentioning. The Federal Ministry for Education, the Arts and Culture, presided over the 1999-founded "Task Force Education and Youth" under the Stability Pact for Southeast Europe for a period of eight years.

The Task Force Education and Youth emerged from an initiative started under Austria's presidency of the EU Council in 1998 (Enhanced Graz Process). In this TF, representatives of European ministries of education, international institutions and the Civil Society work together (within the framework of the Stability Pact for Southeast Europe) in supporting regional cooperation in South Eastern Europe with regard to the European process of stabilisation and association.

A Memorandum of Understanding signed by all ministers of education from South Eastern European countries (and Moldova) in 2003, which had been initiated by the Task Force, reaffirmed the commitment undertaken to further regional cooperation and a European dimension in education reform (Lisbon process). Since 2003, cooperation has taken place within the institutionalised policy network of the "Education Reform Initiative of South Eastern Europe, ERI SEE" (currently chaired by Croatia and co-chaired by the Task Force and Montenegro), which was founded at the initiative of the Task Force.

Against the backdrop of the forthcoming phasing out of the Stability Pact and the establishment of the Regional Cooperation Councils (RCC) as a superseding structure in 2008, and in an effort to meet the current European trends in the Lisbon and Bologna processes, the Task Force in 2007 initiated a revision of the Nicosia Memorandum of Understanding, which was expanded to include research. The new document was widely seconded and was signed by ministers responsible for education, universities and research in South Eastern Europe at the Standing Conference of the European Ministers of Education held in Istanbul in May 2007.

The new Memorandum laid down new common priorities of reform and tools for implementation in the fields of education, science and research and is to increase regional cooperation in South Eastern Europe on a systematic basis. In this context, it was further stated that international cooperation with the region is to follow the principle "From Assistance to Cooperation" in the medium term, where classical development work will gradually make the transition from into cooperation in partnership.

In order to enable a smooth transfer of tasks previously taken care of by Austria to the region and the new structure under the RCC, Austria handed over the chair of the Education and Youth Task Force to the previous co-chair Romania through a bilateral memorandum of understanding. In the future, Austria will act as co-chair, thus remaining closely involved in the region.

Task Force on Fostering & Building Human Capital

When the RCC was established as a regionally led and partly regionally funded cooperation structure in 2008, and as the region decided that education, universities and research should be made a priority of the RCC under the heading Fostering and Building Human Capital, it was also necessary to ensure that the tasks previously performed by the Education and Youth Task Force were continued, especially also with a view to implementing the Istanbul Memorandum.

Thus, the founding of a new Task Force on "Fostering & Building Human Capital" was initiated, supported by the region. This TF will promote coordination and coherence between education and research, do the preliminary work for the Regional Cooperation Council, and support the respective lines of action within this priority area. The first meeting of the RCC Board scheduled for April 2008 will decide on the mandate to be vested in the Task Force. Austria will be integrated in the management of the new structure as co-chair, along with Romania (chair) and Croatia (co-chair).

The Task Force will function as a platform for dialogue and exchange of information among the sectors involved as well as within the "knowledge triangle" made up of education, research and innovation. To this end, higher-level public officials and experts will meet on a regular basis.

11.4.2.2.3. Education Reform Initiative of South Eastern Europe (ERI SEE)

Currently, the initiative, whose Board consists of representatives from education ministries across SEE and the Chair of the Education and Youth Task Force, receives financial support from Austria, Croatia, the Netherlands, Norway, Romania and Switzerland. However, the members from the region have increasingly assumed the costs of individual activities under the initiative or in connection with their representatives' participation in the meetings of the board.

Besides the supporting countries, the initiative's advisory board involves representatives from the Council of Europe, the European Training Foundation, the European University Association (EUA), the OECD and of KulturKontakt Austria. The representation of the Stability Pact for Southeast Europe will end shortly due to the developments with the RCC outlined above.

Since 2004 ERI SEE has established itself as a regional institution for cooperation at political and expert level under the auspices of the region and the Task Force. It aims to ensure a sustainable regional/European partnership to foster education reform processes. The ERI SEE Secretariat is located in Zagreb.

ERI SEE operates on the basis of annual plans whose thematic focus is defined by the representatives of the SEE region and the Task Force.

The thematic areas for 2008 are as follows:

- Lifelong learning
- European Qualification Framework – National Qualification Frameworks in SEE countries
- Quality education and equity in education
- The "knowledge triangle": education, research and innovation.

11.4.2.2.4. Central European Cooperation in Education (CECE)

Regional conferences at public official level between Austria, the Czech Republic, Hungary, Slovakia and Slovenia have been held on a regular basis since as early as 1997. Their objective is a close cooperation among neighbours in education matters and, in particular, addition to the implementation of joint projects, an exchange of expert knowledge and good practice at administrative level in all fields of lifelong learning (e.g. quality development, decentralisation and funding of education systems, implementation of the working programme 2010, cooperation in higher education and vocational education, preparation of national qualifications frameworks, etc.).

Because of EU enlargement in 2004 and the accession of Austria's neighbours as EU member states, the areas of cooperation have increasingly expanded from regional cooperation to an intensified cooperation in terms of content and organisation at EU level, especially with the implementation of the Work Programme for General and Vocational Education 2010, but also as part of the preparation for Austria's EU presidency in 2006. In the framework of CECE a solid and reliable partnership has evolved over the years, which discusses both regional and international issues and looks for common ways to further enhance the systems of education.

In February 2004, a Joint Memorandum of Understanding was signed within the framework of a ministerial conference attended by Austria, Hungary, Slovakia and Slovenia, which created a more binding basis for intensified cooperation in terms of organisation and contents.

As this Memorandum had expired, a new Memorandum of Understanding was signed on 12 April 2007 in order to adapt cooperation between the five neighbouring states of the region to the changing conditions. In addition to restructuring the cooperation among the CECE countries at the various institutional and administrative levels, the memorandum aims at strengthening the network of CECE countries to facilitate and promote their work at European and international level.

Joint conferences, seminars and workshops for experts will serve the purpose of "learning from one another" and, not the least, generate financial synergies: joint research projects and an exchange of expert knowledge will ensure an improved utilisation of the limited knowledge resources available in all countries involved and indicate new approaches.

11.4.2.3. Austria's Cooperation with the Council of Europe

In the period from 2007 to 2010, Austria's cooperation with the Council of Europe in the field of education has mainly concentrated on education for democratic citizenship and human rights, language policies, the teaching of history intercultural learning.

Austria takes part in the Council's transnational cooperation projects in the field of education and in the following Education Committee programmes: 2007 – 2010 participation in the programmes of the Education Committee:

- Education for democratic citizenship and human rights
- Policies and practices for teaching sociocultural diversity
- Language Policies for democratic citizenship and social inclusion
- Educational of Roma children in Europe
- Holocaust remembrance and prevention of crimes against humanity

The European Year on the theme "All Different - All Equal" launched in December 2006 compared the importance of adults' and young adults' political and cultural participation in their day-to-day environment with social exclusion.

Political Education Awareness Days 2008 (www.politik-lernen.at)

Pestalozzi Seminars: Under the Council of Europe Pestalozzi education programme for education professionals (<http://www.coe.int>), approx. 20 European teachers are invited to participate in annual Austrian seminars organised in cooperation with the Council of Europe, and Austrian teachers apply for places in workshops in other Council of Europe member states.

2008 Seminars: "Hermann Langbein" with contemporary witnesses in Linz; "Plurilingualism" at the Council of Europe's European Centre for Modern Languages in Graz in March 2008; "Religious Diversity in the Classroom" at Burg Schlaining, October 2008.

Language policy cooperation with the Council of Europe:

2008–2011 Programme of the European Centre for Modern Languages (www.ecml.at): Evaluation of learners based on the European Qualifications Framework (EQF), continuity in language learning taking account of the language portfolio, language learning taking account of content, plurilingualism.

As early as in 2004, the "Austrian Centre of Competence in Modern Languages" was founded in Graz (<http://www.sprachen.ac.at/>). It is to promote innovation in the field of language teaching and learning,

and to implement new approaches resulting from its cooperation with the European Centre for Modern Languages in Austria.

Cooperation projects with the Language Policy Division of the Council of Europe in Strasbourg, the European Commission and numerous partner institutions ensure the pan-European effect of these efforts. <http://www.sprachen.ac.at/>

11.4.2.3.1. Europe at School

<http://www.europe-at-school.org/> , <http://www.europa-macht-schule.at/>

The European Competition, in which young people from all over Austria have been participating since 1959, is a joint initiative of the Council of Europe and the European Union. Every year approximately 700,000 to 800,000 young people from 32 European countries participate. In Austria, this initiative has been supported since 1959 by organising annual project competitions involving around 4,000 young people at all kinds of schools.

The theme of the year 2008 was “sich auseinandersetzen – sich zusammensetzen – interkultureller Dialog” (addressing issues – getting together – intercultural dialogue) referring to the European Year of Intercultural Dialogue celebrated in 2008.

Engaging with these issues through the medium of art helps to foster mutual understanding between people with different cultural, social, national or ethnic backgrounds. Common creative thinking and doing arouses people's mutual interest in one other, trains people to interact with one another in a constructive manner and sharpens people's perception of themselves and others.

A focus is placed on the implementation of teaching projects. In accordance with the above topics, projects are to be developed and implemented jointly with young students depending on school types and age levels. The projects should take into account areas of special interest to students; likewise they should allow for interdisciplinary work and invite the involvement of the school community and environment.

“One Minute for Europe” was introduced as a new category to give young people an opportunity of succinctly presenting a statement on Europe in a medium which can be handled easily, such as cartoon animation, GIF animation, Flash animation or a video clip.

11.4.3. Austria's Cooperation with UNESCO in the education sector

Please refer to the sub-sections which follow.

Federal Ministry for Education, the Arts and Culture

11.4.3.1. 2008 International Year of Languages

At the 33rd session of the General Conference of UNESCO in the autumn of 2005, the Austrian motion for a resolution to proclaim 2008 an international year of languages was adopted and the Year of Languages was proclaimed by the United Nations in May 2007. A working group of language experts jointly established by the Federal Ministry for Education, the Arts and Culture and the Austrian Commission for UNESCO revised the draft action plan for the International Year submitted by UNESCO. Preparatory work for the activities within the year of languages began in 2007.

11.4.3.2. Intercultural Dialogue

In 2006 the Federal Ministry for Education launched the school project “Euromed School Forum 2+2” to make a contribution to the European Year of Intercultural Dialogue in 2008. The objective of the project is to achieve cooperation between schools in EU member states and MEDA countries. The project has been coordinated by the Intercultural Centre (IC) and supported by the Anna Lindh Euro-Mediterranean Foundation in Alexandria. The Austrian Commission for UNESCO made contact with schools from Austria, Denmark, Hungary, the Netherlands, Turkey, Israel and Lebanon as well as Jordan. During the first contact seminar that was held in Vienna for the teaching staff of the participating schools in May 2007, one of the priorities was the formation of project teams, besides getting to know each other and the elaboration of possible project themes in workshops. 5 project groups consisting of representatives from two EU member states and two MEDA countries will carry out joint projects until 2009 and meet in person on several occasions. 4 Austrian UNESCO associated schools will take part.

2006 saw the kick-off of the “ACES – Academy of Central European Schools” network launched by the ERSTE Foundation, which has also been coordinated by the Intercultural Centre. Schools were invited to hand in cross-border partner projects in a competition on the theme “European Values”. Finally 22 projects by 54 schools from Croatia, Austria, Romania, Slovakia, Slovenia, Serbia, the Czech Republic and Hungary were selected, whose implementation was assisted and funded for a period of one year. The pilot phase was concluded by a big event in Vienna in November 2007. Among the winning schools was BRG 21 Ödenburgstraße which cooperated with a school in Bratislava. An international jury of education experts and artists awarded prizes to the two most successful projects, i.e., a Hungarian-Croatian and a Romanian-Slovenian cooperation project. The second round of ACES began at the beginning of 2008 and also encompassed Albania, Bosnia and Herzegovina, Macedonia and Montenegro.

11.4.3.3. World Heritage and Cultural Education

World Heritage Education

Mandated by the Federal Ministry for Education, the Arts and Science, the Austrian Commission for UNESCO first published a separate teaching brochure for teachers about the Austrian World Heritage sites. The brochure has been designed as an independent publication, but may also be used to supplement the UNESCO Teachers' Resource Kit “World Heritage in Young Hands”. The brochure was presented at the annual conference concerning World Heritage sites held on 27 September 2007

in Graz. In addition to a general chapter about the World Heritage Convention, each of the eight Austrian World Heritage sites is presented on the basis of the criteria on which they were included in the World Heritage List, and their universal importance is discussed. Specific examples and narratives illustrate the unique nature of these sites. The brochure also aims to establish cross-links to World Heritage sites in other countries to highlight the global dimension of the World Heritage List. Also included in the brochure are tips on how to use the information in class and references for further materials, contacts and links, as well as eight colour slides. Schools may order it from the Austrian Commission for UNESCO, and the brochure can further be downloaded from Commission's homepage (www.unesco.at).

Cultural Education

Following the UNESCO World Conference on Arts Education in Lisbon in 2006, the Austrian Commission for UNESCO acted as a driving force behind the launching of an Austrian discussion process dealing with the role of cultural education in Austria in 2007. The critical debate examined the relevance to Austria of the requirements under the UNESCO Road Map on Arts Education that had been adopted at the World Conference. The Austrian Commission for UNESCO organised a round table on 10 October, which was attended by 22 cultural-education practitioners from Austria, including the "Rektor" of the Academy of Fine Arts in Vienna, representatives of the University of Applied Arts in Vienna, the University of Art and Industrial Design in Linz, the Institute for Music Education at the University of Music and Performing Arts Vienna, the Federal Association of Austrian Art and Crafts Teachers (BÖKWE), the Federal Association for School, Youth and Amateur Theatre, EDUCULT and Kulturkontakt Austria. There was consensus that it would be desirable for the Austrian discussion to refer to the Road Map but that it had to be adapted for the European situation. A German translation of the Road Map which has been provided by the Austrian Commission for UNESCO will help disseminate the document in Austria. Serving as an information hub, the Austrian Commission for UNESCO has also supported cultural-education practitioners in promoting relevant activities in Austria.

To promote cultural education in Austria, the national school project "Cultural Heritage/Tradition with a future" (organised by the Ministry for Education and the Austrian Commission for UNESCO) was started for the third time in 2006/07. The aim is to encourage children and young people to engage with monument protection, cultural traditions and ways of life as part of cultural education projects.

11.4.3.4. Education for Sustainable Development

Awards for UN Decade projects in Austria

In September 2005 an advisory board of experts for the UN Decade on "Education for Sustainable Development" was set up at the Austrian Commission for UNESCO. It consists of members coming from the responsible ministries (the Federal Ministry for Education, Science and Culture now reorganised as the Federal Ministry for Education, the Arts and Culture and the Federal Ministry for Agriculture and Forestry, the Environment and Water Management), ADA, the universities and NGOs. Its tasks include the promotion of a broad Austrian discourse, providing impetus and creating public awareness. As a measure to enhance awareness during the Decade, the advisory board decided to call for nominations and award the best Austrian UN Decade projects with a prize. Submissions are processed by the Education Map (www.bildungslandkarte.at), which was founded by the Agricultural Ministry and is managed by the forum for environmental education. A jury from the Austrian Commission for UNESCO awarded 26 official UN Decade projects with a prize in 2007. Prizes are awarded twice a year, along with the international Decade logo. The certificates are presented to the

recipients in a public ceremony jointly organised by the Ministry for Education and the Agricultural Ministry. The project owners range from NGOs, schools and individuals to provincial administrations.

From 22 to 25 May 2007 the Federal Ministry for Education, the Arts and Culture and the Austrian Commission for UNESCO held a second international in-service training seminar for teachers. It dealt with the topic of "Living Sustainability" and took place in Schlaining (Burgenland), again organised and coordinated by the Südwind Agency. 33 teachers from Austria, France, Germany, Poland, Finland, Slovenia, Hungary, Croatia and Latvia attended the seminar. The methodological and didactical framework covered content-related input, discussions and possibilities of methodological implementation. One of the foci of the seminar was creativity and a diversity of thematic approaches. Experts from Austria, the UK, Jordan and Switzerland were invited to give lectures and workshops illustrating the manifold facets of sustainability.

11.4.3.5. UNESCO Associated Schools

The currently 56 Austrian UNESCO Associated Schools play a vital role as partners for the implementation of UNESCO goals. The Austrian Commission for UNESCO coordinates the network of schools, which is part of the international UNESCO Associated Schools Project Network (with currently 7,900 schools in 176 countries), encompassing all types from elementary to vocational schools.

The Austrian Commission for UNESCO publishes two annual newsletters (FORUM-UNESCO schools Austria); the 2006 and 2007 issues featured "sustainable development" and "culture of diversity". An annual meeting allows representatives of UNESCO Associated Schools to exchange experiences and participate in further training activities. The 2007 topic was "Discovery of Intangible Cultural Heritage".

Following the 2005 annual meeting, in the framework of which the German educationalist dealing with sustainability, Otto Herz, gave a guest lecture on "What kind of school will the world need in the future", the schools decided to make "Social Learning" a focus of their activities. On 26 April 2007 the UNESCO Associated Schools decided to hold a common Netday, a national day of action via the Internet, in Austria, and teachers and students exchanged experiences relating to sustainability projects (overcoming poverty, equality between men and women). Furthermore, a number of schools awarded students with "Moral courage certificates" for their exceptional commitment to social learning.

11.4.3.6. Youth Advisory Council of the Austrian Commission for UNESCO

An independent body founded in 2006, the Youth Advisory Council of the Austrian Commission for UNESCO, which deals with the interests and concerns of young people, organised a free-card/e-card competition in 2007. Young people throughout Austria were invited to design a postcard, including text, on the topics of "equal opportunities", "fairness" and "respect". The Viennese Youth Centre Association, which is a member of the Advisory Council, was a cooperation partner and published the call for submissions via its Website <http://www.jugendzentren.at>. A jury from the Austrian Commission for UNESCO awarded the six best of 133 designs with a prize. The winning postcards can be downloaded from the website of the Austrian Commission for UNESCO, and two designs were printed as postcards and distributed in an Austria-wide campaign in the autumn of 2007.

11.4.3.7. General Conference of UNESCO (Paris 2007)

In the 34th session of the UNESCO General Conference, which adopts the programme and budget for UNESCO on a biennial basis, Austria submitted a draft resolution to strengthen the network of UNESCO Associated Schools. This draft was seconded by numerous countries and adopted with slight modifications. Two further resolutions co-initiated by Austria on the UN Decade for Sustainable Development were successfully brought.

Igor Mitschka (Chair of the Youth Advisory Council of the Austrian Commission for UNESCO, and a member of COOL Schools Association) and Valerie Baumgartner (COOL Schools Association) were Austria's delegates to this year's UNESCO Youth Forum (12-13 October). The annual Youth Forum has been held in the run-up to the General Conference since 1999. 261 young people from more than 116 countries discussed the topics of education and economic development and the contribution of science and technology to sustainable development in workshops and plenary sessions. The discussions focused especially on young people's full participation in decision-making processes, non-formal education, accessibility to education and the phenomenon of brain drain. Another thematic focus was on education and knowledge dissemination as well as access to technology.

11.5. European/ International Dimension through the National Curriculum

I. Pan-European thinking as a principle of the Austrian School Organisation Act (“Schulorganisationsgesetz”)

Section 2 (1) The responsibilities of Austrian schools

Section 2 of the School Organisation Act outlines the general responsibilities of all Austrian schools. This is of particular importance with respect to the Austrian School Education Act (“Schulunterrichtsgesetz”), as all aspects of instruction, education and internal school organisation are based on the schooling objectives outlined in this section.

According to section 2 of the School Organisation Act, schools are to endow pupils with the ability to think for themselves; to foster open-mindedness towards other people's political opinions and world views; to put young people in the position to participate in Austrian, European and global cultural life, to uphold fundamental human values like peace and freedom, and to contribute to the fulfilment of joint human responsibilities.

II. Administrative decree on “Civics Education in Schools”

According to the administrative decree on “Civics Education in Schools”, Austrian schools can only perform the comprehensive tasks set forth in section 2 of the School Organisation Act if they make appropriate provisions for the civics education of their pupils and students. Civics education is a prerequisite for both individual development and the development of society as a whole. In times characterised by growing complexity in all spheres of life, civics education contributes proactively towards shaping society and translating democratic principles into practice. A major concern of civics education is to endow students with a democratically inspired conception of Austria, to promote pan-European thinking and open-mindedness which is based on an understanding of the existential problems of humankind.

III. The European dimension in individual curricula

1. The European dimension as laid down in general curricular objectives and in the general didactic principles:

Volksschule (Primary School)

Young people are encouraged to become healthy, industrious, loyal and responsible members of society and citizens of the democratic federal republic of Austria as a member state of the European Union. They are to be guided towards independent judgement and social understanding, and led to appreciate the political and ideological thinking of others, to participate in the business and cultural life of Austria, Europe and the entire world, and to contribute to the common cause of mankind in a love of freedom and peace. (...)

Intercultural learning aims to enhance the mutual understanding and esteem of pupils, enabling them to appreciate things they have in common with others and thus reduce prejudice. Based on experiences gained in classroom and extramural activities with people from other European countries, especially from a neighbouring state to the pupils' province, the intercultural learning activities are intended to stimulate European awareness and cosmopolitanism.

Hauptschule (general secondary school) / **Allgemein bildende höhere Schule** (academic secondary school)

According to the guiding principles of Hauptschule and Allgemein bildende höhere Schule curricula, education processes have to be seen against the background of rapid social change, particularly in the fields of culture, science, business, technology, ecology and law. As European integration and economic internationalisation progress, intercultural interaction is of growing significance. Fostering open-mindedness by dealing with regional, Austrian and European identities is of particular importance in this context. Mutual respect and acceptance are important educational objectives and form an integral part of intercultural learning.

Handelsschule (commercial secondary schools)

Learning about the historic, cultural, economic and social aspects of the European Union and its member states, and to be made aware of the significance of the cooperation of European Union member states with other European states and the rest of the world. Educational task: education towards thinking and acting in a European way.

Fachschulen for social occupations

The following issues are to be given particular importance in all appropriate subjects: civics education, awareness of the "European dimension", health and environmental awareness, media education, fostering a cooperative attitude as well as social conscience and action.

Höhere land- und forstwirtschaftliche Lehranstalt (higher-level secondary schools for agriculture and forestry)

Graduates should be familiar with important historic, cultural, economic and social aspects of the European Union and its member states, understand the significance of the cooperation of European Union member states with other European states and the rest of the world.

Handelsakademie (Higher-level secondary schools for Business Administration): education towards thinking and acting in a European way

[Bildungsanstalten für Kindergartenpädagogik](#) (kindergarten teacher training colleges): education towards thinking and acting in a European way.

2. The European dimension as laid down in curricula provisions pertaining to the subjects “Civics Education”, “History and Social Studies” and “Geography and Economics”

The curricula (e.g. in geography and history) will always take account of the current status of integration.

The current curriculum for grade 8 in "Geography and Economics", for example, includes the European and international dimension. Topics include:

- A common Europe – a diverse Europe:
 - Understanding European diversity – landscape, culture, people and economy
 - Targeted compilation of information on selected regions and states and its structured evaluation
 - Recognising that some current and future problems can only be solved at the supranational level in order to promote readiness to deal with pan-European issues
 - Central and peripheral areas in the global economy
 - Understanding the importance of selected states and regions for world politics and the world economy
 - Recognising development gaps between regions and studying interpretations of their causes; promoting the readiness to assess and support measures of development cooperation
 - Living in a multi-faceted world:
 - Becoming aware of the different cultural, social and political set-ups in the different regions of the world
 - Promoting the readiness to deal with “the Other” without prejudices
 - Living in “one world” – globalisation:
 - Increasing interdependence of the world economy and its impact on society
 - The importance of the “new powers” such as multi-national companies, international organisations and other global players
 - Raising awareness about human responsibility for “one Earth”
 - Understanding the importance of new forms of career selection, initial and further training in the light of global economic and technological change

[School Organisation Act](#)

11.5.1. Pre-primary Education

Providers of kindergartens (provinces, municipalities, private providers) in most locations currently offer measures for early training of children if a lack of comprehension of the language of instruction is diagnosed when a child's linguistic abilities are assessed about one year before entering primary school. The federal government supports this measure with a "language ticket": a certain amount is paid to a [kindergarten](#) provider for every child receiving 120 hours of language training. Language training is always integrated into the regular kindergarten routine in a playful way, either by a second staff member or a kindergarten teacher with linguistic skills (no instruction in the narrower sense!). This is monitored and evaluated on a scientific basis.

Resources and support are offered to kindergarten teachers on the website www.sprachbaum.at. The current political debate focuses on children of migrant families, who are to be given special support to improve their language skills before entry into primary school.

Owing to regional conditions, the composition of kindergarten groups may vary considerably in terms of cultural/ethnic backgrounds. Kindergarten teachers always have to take this fact into account, which is why they are prepared for multicultural settings during their training and in-service training. A few kindergartens participate in EU programmes (e.g. SOCRATES).

Kindergartens further encourage early foreign language learning in a playful way, which is well accepted by parents and children. This is also done in a form suitable for children and integrated into the daily kindergarten routine.

Österreichischer Hintergrundbericht zur OECD-Länderprüfung "Starting Strong"

Provincial Kindergarten Education Act (of the 9 provinces)

11.5.2. Primary Education

Foreign language instruction at primary level ([Grundschule](#)) is to awaken and deepen children's interest in foreign languages, to lay an early foundation for communicative competence in a foreign language and to put pupils into the position to interact with people of other cultures/languages in an open-minded, unbiased manner. Learning a foreign language is also supposed to help pupils see themselves as part of a bigger (particularly European) community. The curriculum at primary level thus clearly addresses European objectives and caters to the demands of a multilingual society at a very early stage. From grades 1 to 4, the following languages may be taught in the form of [Verbindliche Übungen](#) (compulsory exercises): English, French, Italian, Croatian, Slovak, Slovene, Czech or Hungarian. Foreign language instruction is supposed to allow children to familiarise themselves with a second language in a relaxed atmosphere and through teaching methods that fit their young age. Foreign languages are taught as of grade 1 of Grundschule (instruction being integrated into different subjects).

See also **11.5.** (The European dimension as laid down in general curricula objectives).

11.5.3. Secondary and Post-Secondary Non Tertiary Education

Secondary education level

Lower secondary schools (grades 5 to 8) ([Hauptschule](#), [Allgemein bildende höhere Schule](#) /lower level)

- Compulsory subject “History and Social Studies” (grade 6 to 8)
- Curriculum: Europe and its Integration

Pre-vocational year ([Polytechnische Schule](#))

- Compulsory subject “Civics Education and Economics” (grade 9)
- Curriculum: Austria and the European Union

Academic secondary school/upper level ([Allgemein bildende höhere Schule](#))

- Compulsory Subject “History and Social Studies / Civics Education” (grades 9 to 12)
- Curriculum: Austria as a part of European and global development in the 20th and 21st centuries (major power, small-state orientation after 1918, history since 1945; political and economic integration; international politics etc.); the political and legal systems of Austria and the European Union and an international comparison of political systems (introduction to the constitution, political system, government and jurisdiction, social partnership, comprehensive national defence, the European Union, Council of Europe, democracy models etc.); European integration efforts and globalisation processes – opportunities and conflict potentials (gain/loss of democracy, global actors, regionalisation etc.)

Vocational schools for apprentices ([Berufsschule](#))

- Compulsory subject “Civics Education” (2 to 4 years)
- Curriculum: Austria in the community of nations: Austria in the European Union , international relations, international organisations

Secondary school for engineering, arts and crafts (grades 9 to 11 or 12) ([Fachschule](#))

- Compulsory Subject “Economics, Legal Studies and Civics Education” (grades 11 and 12)
- Curriculum: The international position of Austria ; intergovernmental organisations

or

- Compulsory Subject “Civics Education and Law (grades 10 and 11)
- Curriculum: Austria and Europe

Secondary school for occupations in the business sector (grades 9 to 11) ([Handelsschule](#))

- Compulsory Subject “Civics Education and Law” (grade 11)
- Curriculum: European law

or

- Compulsory Subject “Contemporary History and Civics Education” (grade 10)

- Curriculum: Ways to European integration

Three-year secondary school (Fachschule) for occupations in the business sector (grades 9 to 11)

- Compulsory subject "Civics Education and Law" (grade 11)
- Curriculum: International law: International relations and organisations

Three-year secondary school (Fachschule) for occupations in the social services sector (grades 9 to 11)

- Compulsory Subject "Civics Education and Law" (grades 9, 10 and 11)
- Curriculum: International law: The European Union and international organisations

Higher-level technical and vocational schools for trades and engineering (and for art and crafts) (grades 9 to 13) ([Berufsbildende höhere Schulen](#))

- Compulsory subject "History and Civics Education" (grades 12 and 13)
- Curriculum: The political dimension of European integration

and

- Compulsory subject "Economics and Law" (grade 13, or grades 12 and 13)
- Curriculum: European integration; introduction to European law

Secondary Colleges for Occupations in the Service Industries Management (grades 9 to 13) ([Höhere Lehranstalten für wirtschaftliche Berufe](#))

- Compulsory subject "Education and law" (grades 12 and 13)
- Curriculum: International law: International relations and organisations

Higher-level secondary schools for Business Administration (grades 9 to 13) ([Handelsakademie](#)) - new curriculum 2004

- Compulsory subject "Civics Education and Law" (grade 12)
- Educational tasks: update and broaden knowledge of Austrian and European law, being able to implement such knowledge in practice, knowing your rights and duties as (Union) citizens in the public and social domains and exercising such rights and duties responsibly.
- Curriculum: European law, basic structures of the European Union, principles governing European law and its implementation, collective security in Europe, reform and further development of the European Union;
- Compulsory subject "(Business and Social) History" (grades 11 and 12)
- Educational tasks: being able to present Austria's historical development in the synchronous and diachronous contexts of time and space (European competency)
- Curriculum; the division of Europe, the formation of blocks, European integration, the Council of Europe, the European Union, OSCE, political and social developments in the European countries; wars in South-East Europe; additional content of the curriculum: the international community.

Secondary Colleges for Agriculture and Forestry (grades 9 to 13) [Höheren land- und forstwirtschaftlichen Lehranstalten](#)) - new curriculum 2004

- Compulsory subject "History and Civics Education" (usually grades 12 -13)
- Curriculum: The United Nations and international organisations, European unification, the political dimension of European integration

[Bildungsanstalt für Kindergartenpädagogik](#) (grades 9 – 13) – new curriculum 2004

- Compulsory subject "History, Social Studies and Civics Education" (grades 9, 10, 11 and 13)
- Curriculum: integration in the European Union and in other supra-national organisations, Austrian and European identity.

11.5.4. Tertiary Education

There is no central survey on "European" contents and topics in the curricula because the elaboration of curricula falls within the autonomous sphere of competence of the universities. In the [Fachhochschule](#) sector there are a number of specialised study programmes in European economy and business management, international business management, international business relations or international logistics management. The University Centre for Further Education and Training in Krems, a postgraduate institution, as well as other universities offer programmes with a European and international focus (e.g. EURO-JUS European Law Studies, European Health Manager).

In order to promote student mobility, curricula must be designed in such a manner as to facilitate student transfer from one university to another.

This has led to the introduction of the ECTS system within the framework of the respective curricula.

Furthermore, curricula have been developed for modules, courses and study programmes with a European dimension which are jointly offered by institutions of higher education in different countries and which lead to a joint degree, the so-called double degree programmes.

In this context it is important to determine in advance which parts of the study programme have to be completed by the students at the partner institutions.

[Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007](#)

[Federal Ministry of Science and Research](#)

11.5.5. Continuing Education and Training for Young School Leavers and Adults

Please refer to the chapter on adult education [7.](#)

11.5.6. Teachers and Education Staff

Exchange of teaching assistants under bilateral programmes and the EU's Lifelong Learning programme and scholarships for in-service training of teachers

For more than fifty years the Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture, has been organising exchange programmes

for foreign language teaching assistants on the basis of bilateral agreements, currently with Croatia, Belgium, France, Great Britain, Italy, Spain, the Netherlands, the Republic of Ireland and Russia. Under these programmes Austrian students and teachers assist staff at schools in the above-mentioned countries as "native speakers" in foreign-language instruction; conversely, Croatian, Belgian, English, French, Irish, Italian, Russian, Slovenian, Spanish and Swiss students and students from the USA are employed as foreign-language teaching assistants at Austrian schools.

Austrian schools have the additional possibility of employing foreign-language teaching assistants from all the EU member states and the associated countries for at least three months or a whole school year under Action Comenius 2.2 of the EU's Lifelong Learning programme. These teaching assistants receive EU scholarships, which means that no costs accrue to schools employing these prospective foreign-language teachers. The range of work of these EU assistants at Austrian schools is more comprehensive than that of assistants doing their work under bilateral exchange programmes and goes beyond foreign-language instruction. The Comenius assistants offer schools interesting possibilities for implementing the "European dimension" in daily school life.

Similarly, prospective Austrian foreign-language teachers may apply as Comenius teaching assistants for foreign languages in various EU countries.

In addition, Austrian foreign-language teachers in active service have a possibility of applying for EU scholarships under the Comenius programme, these scholarships are intended to cover part of the travel and tuition expenses incurred in connection with attending an in-service training course abroad. There are also nationally funded programmes for teachers in active service to teach several weeks or up to one year abroad.

Federal Ministry for Education, the Arts and Culture

11.6. Mobility and Exchange

Please refer to the sub-sections which follow. Information on student and teacher mobility under ERASMUS can be found in 11.4.2.1.2..

11.6.1. Mobility and Exchange of Pupils / Students

Please refer to the subsections which follow.

Federal Ministry for Education, the Arts and Culture

Interkulturelles Zentrum

Ordinance on School Events 1995

11.6.1.1. Mobility and exchange for primary and secondary school pupils

In the past ten years, the exchange of pupils and young people, international school projects and youth encounters experienced a boom, occasioned by the internationalisation of business, higher mobility through better technical and new communication technologies.

Growing international and intercultural contacts and encounters require not only an internationalisation of education, but also intercultural learning: developing an awareness of one's own culture alongside an understanding of cultural diversity and plurality, putting one's own culture and ethnocentrism in a relative perspective, overcoming fear of what is alien, and developing behavioural competence in intercultural settings.

The Federal Ministry for Education, Science and Culture, now reorganised as the Federal Ministry for Education, the Arts and Culture, has installed a coordination and service desk for teachers, parents and pupils interested in school partnerships and exchange programmes, offering a wide range of different possibilities for international liaison.

Exchange of school classes

Under the Austrian "Schulveranstaltungsverordnung" (Decree on School Events), a certain number of days may be devoted to several-day school events: from grade 5 to grade 8 several-day events may be organised for a maximum duration of 28 calendar days; from grade 9 to grade 12/13, a total of 6 calendar days may be reserved for such purposes each year. As a prerequisite, 70% of the pupils concerned must attend.

Should the number of days allocated for school events prove insufficient, the first-instance school authorities are empowered to concede up to 15 additional calendar days within the limit of the financial and human resources available, particularly for participation in European Community programmes.

The [Schulgemeinschaftsausschuss](#) (school community committee), or as the case may be the [Klassenforum](#) (class forum) or [Schulforum](#) (school forum), decide on the objectives, contents, duration of several-day school events and adopt the necessary implementation regulations. Schools decide independently which type of event they will organise (e.g. sports weeks, project weeks, student exchange programmes).

Many schools conduct student exchange programmes, aimed at an enhancement of foreign-language skills, with countries whose languages are taught in Austria. Austrian students attend school in a hosting country in a counterpart class and live with families, then the partner students visit their Austrian colleagues. For lack of matching partners, this type of programme is often staged on a unilateral basis.

School-class exchange programmes are also organised under the heading of "total immersion weeks", where Austrian students go abroad for an entire week to implement a project they previously prepared in Austria and live with guest families.

School Links

A growing number of Austrian schools liaise with schools abroad for a longer period of time (a year or more) with a view to an exchange of information (e.g. on culture, or special subjects such as environmental protection). The Intercultural Centre acts as a mediator for school links and provides information, counselling, and guidance to interested teachers.

Interest in school links and pupils exchange programmes with countries of the western Balkans has been growing since 2000. One such pilot project is the network established for the period 2007/2008 between partners within the EU, on the one hand, and UNESCO associated schools in the southern and eastern Mediterranean countries, on the other.

Most international exchange programmes are run as project weeks, with a focus on the educational quality of international school contacts. Visits, sightseeing programmes, joint sports events and the like are to gradually give way to joint classroom activities within the framework of intercultural learning.

The European Educational Projects for [Kindergarten](#), [Volksschule](#) (primary schools), [Hauptschule](#) (general secondary schools), [Allgemein bildende höhere Schule](#) (academic secondary schools) and [Berufsbildende höhere Schule](#) (secondary technical and vocational colleges) run under COMENIUS, which are supported and advised by the National Agency for the Lifelong Learning Programme, are of particular importance.

School projects are pupil-centred, with pupils actively contributing to planning, organisation and implementation. School-development projects centre on schools, where the school as institution is the centre of attention. There is some leeway for mobility of teachers and, to a limited extent, of pupils. Foreign-language projects are enhanced by joint projects for foreign-language acquisition, including two weeks of pupil exchange activities.

Individual exchanges during school time

The Federal Ministry for Education, the Arts and Culture, cooperates with different organisations offering a range of programmes under which pupils aged 15 - 18 may attend school in a foreign country for some time (3 months, one semester, one year). Foreign-language schooling from at least 5

months up to a maximum of one year substitutes for successful attendance of school in Austria (no requirement to take examinations).

The following programmes are available in Austria:

- In the international or whole-year programme, pupils may attend a higher-level secondary school for one school year in one of 55 countries in Europe or the rest of the world. Participants will be accommodated by families in these countries.
- In the semester programme, Austrian pupils may attend school between January and July, or between July and January, in a country of the southern hemisphere and stay with guest families in the host country.
- In the trimester programme, Austrian pupils attend school in another European country and live with a family. In return, foreign pupils will come to Austria for the same purpose.

The Federal Ministry for Education, the Arts and Culture, grants financial assistance to participants whose families are not able to bear the full cost of an exchange programme.

Language-learning holidays

Many pupils spend two or three weeks in the UK, Ireland, France, Spain or Italy during the holidays to improve their language skills. During that time, they enrol in a language-learning course in the host country. They live either on a campus or as paying guests with families. These forms of one-on-one exchange are run by private organisations.

11.6.1.2. Mobility and exchange for students

Since 1992/93 Austria has very successfully participated in the Erasmus programme. Some 47,000 outgoing students have already benefitted from the possibility of completing a 3 to 12-month study period at an Erasmus partner university, for which they are credited within their degree programmes.

Since the former EU educational programmes Socrates (education) and Leonardo da Vinci (VET) expired at the end of 2006, Erasmus has been continued under the new Lifelong Learning Programme of the EU. Now Erasmus students from higher education institutions are also able to take part in placements lasting three to twelve months. The placements may be in enterprises, research centres or other organisations.

Teachers and non-teaching staff from higher education institutions have also been offered the possibility to complete a supported educational period abroad within an activity at a higher education institution.

11.6.2. Mobility and Exchange of Teaching and Academic Staff

Please refer to the sub-sections which follow.

EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report

Internationale Mobilität und ausländische Studierende

Federal Ministry of Science and Research

Students Support Act 1992

University Act 2002

11.6.2.1. Austrian teachers at schools abroad

Some 190 Austrian teachers work as aid teachers at schools abroad, conveying knowledge about Austria.

The majority teaches at the six Austrian schools abroad: the St. George College in Istanbul, the Instituto Austriaco Guatemalteco in Guatemala City, the Austrian school in Budapest, the Austro-Hungarian School in Budapest, the Austrian school in Prague and the school in Shkodra, Albania, that is currently being established.

Austrian aid teachers moreover work at German schools worldwide and at European schools.

The bilingual school project in neighbouring Slovakia, the Czech Republic and Hungary is another field of work for Austrian teachers. In this cooperation model between countries in transition and Austria, the Federal Ministry for Education, the Arts and Culture, assigns native teachers for German and subject-matter instruction in German to three bilingual schools.

Moreover, teacher placement programmes have emerged in recent years which are organised in cooperation with institutions in the host countries, the UK, Italy and the USA, to give Austrian teachers an opportunity to work in another country for a longer period of time.

11.6.2.2. Mobility and Exchange of University Teachers, Scientists and Researchers

The guiding principles of the 2002 Universities Act underline the importance of national and international mobility of students, graduates and academic and artistic university staff.

Studies abroad are promoted on the one hand under the "Studienförderungsgesetz" (Student Support Act). Under this act needy students are supported up to four semesters. On the other hand, universities have financial means of their own to support mobility programmes by awarding grants to students and graduates. The universities themselves award these grants exclusively on the basis of the quality of the projects for short-term scientific work or other studies abroad and joint study activities.

The Federal Ministry for Education, Science and Culture, henceforth the Federal Ministry of Science and Research, only awards scholarships for the postgraduate training of graduates from Austrian universities and [Fachhochschule](#) study programmes (Master or PhD programmes in non-German speaking countries). For information, see www.grants.at

After a thorough evaluation, the “Action Programme Austria-Hungary, Education and Science Cooperation” as well as similar action programmes with Slovakia and the Czech Republic have been considerably expanded. Now the focus is on the support of individuals. The new orientation of these programmes has led to an extension of the respective inter-governmental agreements. Within the framework of these programmes, the cooperation of Austrian universities and Fachhochschule institutions with institutions of higher education in the neighbouring states can also be logistically and financially supported in the years ahead.

Austrian and Central and Eastern European universities cooperate in a variety of fields and this cooperation has been financially supported for many years by the Federal Ministry for Education, Science and Culture, henceforth the Federal Ministry of Science and Research.

CEEPUS (<http://www.ceepus.info>) has been able to expand its important role in regional cooperation, in particular through the participation of the CEEPUS countries in EU educational programmes. Regional cooperation among Central and Eastern European countries cannot be replaced by cooperation at the European level. Many historical, cultural, economic and ecological issues are to be jointly handled particularly at the regional level. Within the framework of CEEPUS, “joint degrees” and “double degrees” will be a priority as of 2005. Integration of South-Eastern Europe has been achieved through the accession of Bosnia-Herzegovina in 2007.

The cooperation activities with the countries of South-Eastern Europe are pooled in the Task Force Education and Youth of the Stability Pact for South Eastern Europe, a product of the so-called Graz Process. The Graz Process resulted from an event on educational cooperation for peace, stability and democracy in South-Eastern Europe during Austria's EU presidency. Since 1999 strategies and working programmes have been implemented under Austrian chairmanship within the Stability Pact (<http://www.see-educoop.net/>). Examples for the individual cooperation of universities are the cooperation of the University of Graz with the University in Shkoder / Albania as well as activities of the University of Vienna in Sarajevo/Bosnia and Tirana/Albania.

Moreover, Austrian universities and Fachhochschule institutions have, with the support of the Federal Ministry for Education, Science and Culture, henceforth the Federal Ministry of Science and Research, established contacts with Central Asia and the People's Republic of China. The EURASIA-Pacific-Uninet is a university network integrating many Austrian universities and Fachhochschule programmes. Since 2000, summer schools have been organised in Austria and China, with the aim of both furthering the cooperation of university teachers and promoting contacts between students in the fields of economics, law, languages and culture.

For promotion of the mobility of researchers in the framework of bilateral scientific-technical cooperation agreements, see **11.4.1.3.**

The Federal Ministry for Education, Science and Culture, henceforth the Federal Ministry of Science and Research, awards grants to foreign students, graduates and young academics within the framework of the following programmes: Ernst Mach grants for graduates for academic work in Austria and Franz Werfel grants, two-year research grants for young university teachers whose research focus is on Austrian literature, for further education and training in Austria, and Richard Plaschka scholarships for university teacher whose work focuses on Austrian history.

Applications for these grants have to be submitted online at www.scholarship.at. The selection is made by a scientific board in Austria. In the academic year 2004/05 more than 250 grants were awarded to students, graduates and scientists from more than 30 countries within the framework of the above grant programmes.

The “Researcher Mobility Portal Austria” has been established and is tailored to the needs of Austrian and non-Austrian researchers (<http://www.researchinaustria.info>).

11.7. Statistics

Please refer to the sub-sections which follow.

Statistisches Taschenbuch 2007

Statistisches Taschenbuch 2008

11.7.1. Student Mobility

For years, the numbers of outgoing ERASMUS students have been growing steadily.

In the academic year of 2004/2005, 3,786 students from Austrian higher education institutions studied abroad under Erasmus exchange agreements or under conditions similar to those of Erasmus students. By 2006/2007, this number had grown to 4,139 (preliminary figures).

Austria has participated in the Erasmus programme since 1992. Since the programme start, aprox. 42,400 students took the opportunity to study at a higher education institution in another EU Member State. 4,573 students are expected to complete a study period in a European higher education institution abroad in the academic year 2007/08.

Important factors for success are: the intensive information activities by the National Agency; quality assurance through comprehensive preparation and follow-up of mobility activities; additional funding (at national level and, in part, at regional and municipal level); institutionalised cooperation with the higher education institutions, and the further development of electronic means to simplify the administration.

Outgoing figures for 2006/2007 (preliminary figures)

Spain	718
France	494
Italy	437
United Kingdom	351
Sweden	349
Finland	222
Germany	254
Netherlands	212
Ireland	144
Norway	99
Switzerland*	107
Denmark	130
Belgium	80
Portugal	84
Czech Republic	82
Poland	73
Greece	42
Hungary	44
Turkey	33
Slovenia	40
Iceland	25
Lithuania	18
Malta	11
Estonia	18
Latvia	8
Slovakia	5
Bulgaria	8
Romania	14
Cyprus	2
Luxembourg	0
Liechtenstein	0
Total	4,139

* Switzerland does not participate in the Erasmus programme at present, however, study periods in Switzerland are still possible under conditions similar to those of Erasmus.

Student mobility at universities under mobility programmes

Winter semesters 2004 to 2006

University	Incoming			Outgoing		
	2004 WS	2005 WS	2006 WS	2004 WS	2005 WS	2006 WS
University of Vienna	581	789	801	1.041	925	1.015
University of Graz	283	293	322	386	369	338
University of Innsbruck	271	248	257	470	458	388
University of Medicine Vienna	29	39	40	25	42	39
University of Medicine Graz	13	12	26	18	16	23
University of Medicine Innsbruck	13	10	8	28	32	25
University of Salzburg	204	194	201	142	175	177
Vienna University of Technology	304	308	371	238	219	198
Technical University Graz	147	166	186	182	169	174
Leoben University of Mining and Metallurgy	43	40	27	45	19	10
University of Agriculture, Forestry and Renewable Natural Resources Vienna	127	153	181	85	113	101
University of Veterinary Medicine Vienna	17	22	33	12	14	36
Vienna University of Economics and Business Administration	336	385	405	388	346	428
University of Linz	159	159	164	201	174	138
University of Klagenfurt	79	85	84	63	69	96
University of Applied Arts in Vienna	19	16	19	48	29	53
University of Music and Performing Arts Vienna	37	49	48	30	32	20
University of Music and Dramatic Arts "Mozarteum" Salzburg	9	13	19	9	18	10
University of Music and Dramatic Arts Graz	8	10	15	13	6	12
University of Art and Industrial Design Linz	12	15	19	8	20	17
Academy of Fine Arts Vienna	35	31	29	16	22	19
Total	2,723	3,028	3,246	3,326	3,114	3,147

Source: www.bmwf.gv.at/unidata

Student mobility in Fachhochschul programmes

Broken down by subjects within the framework of the mobility programme. Winter semesters 2004 to 2006

Discipline	Incoming			Outgoing		
	2004 WS	2005 WS	2006 WS	2004 WS	2005 WS	2006 WS
Design, art	22	28	35	47	83	69
Social studies	43	69	66	87	130	168
Technical, engineering sciences	115	143	213	469	429	432
Economics	499	690	880	1.018	1.238	1.332
Total	679	930	1.194	1.621	1.880	2.001

Source: www.bmwf.gv.at/unidata

Statistisches Taschenbuch 2007

Statistisches Taschenbuch 2008

Federal Ministry of Science and Research

11.7.2. Teacher mobility

In the academic year 2006/2007, 772 teachers taught abroad under Erasmus exchange agreements. Since the academic year 2000/2001, 4,357 teachers from Austrian higher education institutions have completed an Erasmus teaching period.

Since 2001/2002, Erasmus teacher mobility has been subject to decentralised administration carried out by the different Austrian institutions of higher education (i.e. universities, Fachhochschule institutions, Pädagogische Hochschulen, Akademien für Sozialarbeit, paramedical colleges). A grant agreement is negotiated between the sending institution and the Austrian National Lifelong Learning Agency. Teachers are autonomously selected and nominated by the individual institutions.

Teacher mobility by host country 2000-2007

Host country	00/01	01/02	02/03	03/04	04/05	05/06	06/07	GESAMT
Belgium	11	12	16	21	19	15	20	114
Bulgaria	-	10	7	6	9	7	15	54
Denmark	6	7	1	5	14	12	11	56
Germany	65	76	96	90	82	102	93	604
Estonia	3	6	8	5	5	7	8	42
Finland	29	45	38	45	49	57	58	321
France	22	31	28	32	32	35	32	212
Greece	18	17	22	14	24	20	18	133
Ireland	8	12	17	18	12	18	15	100
Iceland	4	3	3	3	3	2	4	22
Italy	44	37	38	50	46	61	57	333
Latvia	1	2	2	12	10	13	8	48
Liechtenstein	1	1	6	1	1	1	-	11
Lithuania	6	9	15	11	18	21	31	111
Luxembourg	1	4	1	3	1	1	3	14
Malta	2	1	2	1	2	3	1	12
Netherlands	19	17	21	16	18	16	20	127
Norway	9	16	16	14	22	14	22	113
Poland	13	16	16	29	25	32	29	160
Portugal	15	20	25	18	28	25	31	162
Romania	9	19	17	24	24	24	31	148
Sweden	21	24	23	23	12	31	22	156
Slovakia	6	5	6	4	5	10	18	54
Slovenia	13	15	15	11	19	20	29	122
Spain	28	43	45	53	48	55	74	346
Czech Rep.	26	30	33	42	40	46	40	257
Turkey					15	21	20	56
Hungary	26	29	27	27	31	33	24	197
United Kingdom	29	40	53	45	32	32	36	267
Cyprus	-	-	1	-	1	1	2	5
TOTAL	435	547	598	623	647	735	772	4,357

* Preliminary figures for 2006/07

GLOSSARY

Allgemein bildende höhere Schule (*Allgemein bildenden höheren Schulen, Allgemein bildende höhere Schulen, Allgemein bildenden höheren Schule, Allgemein bildender höherer Schulen,*) : Allgemeinbildende höhere Schulen are academic secondary schools, they impart a comprehensive and in-depth general education, and lead to university entrance qualifications. The education culminates in a Reifeprüfung. Academic secondary schools consist of a lower and an upper cycle (four years each, long form). They start after the fourth grade of primary (elementary) school and cover eight years (grades 5 - 12). The Oberstufenrealgymnasium is a special upper-cycle form starting after grade 8 and covers four years (grades 9 to 12), and a 1-year transitional grade may be set up.

Allgemein bildende Pflichtschule (*Allgemein bildenden Pflichtschule, Allgemein bildenden Pflichtschulen, Allgemein bildende Pflichtschulen, Allgemein bildender Pflichtschulen,*) : Allgemeinbildende Pflichtschulen are general compulsory schools, covering primary schools (preceded by pre-school if necessary), secondary general schools (Hauptschule), special schools, and the pre-vocational schools (Polytechnische Schulen).

Allgemeine Universitätsreife (*Allgemeinen Universitätsreife*) : A “general university entrance qualification” means the successful completion of a Reifeprüfung at a higher-level school conferring the right to be admitted to a degree programme at a university or Fachhochschule institution. The Reifeprüfung may be substituted by the Berufsreifeprüfung (working students’ university entrance examination) or Studienberechtigungsprüfung.

Alternativer Pflichtgegenstand (*Alternative Pflichtgegenstände, Alternativen Pflichtgegenstände, Alternativer Pflichtgegenstände, Alternativen Pflichtgegenständen, Alternative Pflichtgegenstände*) : Alternative compulsory subjects are elective subjects, affording students a choice of one out of several subjects proposed. The selected subject is then evaluated as a compulsory subject.

Arbeitsmarktservice : The Labour Market Service is entrusted with implementing the federal (government) labour market policies. It is a service institution under public law and endowed with a separate legal entity.

Bachelorgrad (*Bachelorgrade, Bachelorgrades*) : Upon completion of all prescribed courses, studies and examinations within a bachelor’s degree programme at a university, Fachhochschule or Pädagogische Hochschule, a bachelor’s degree will be awarded.

Bachelorprüfung (*Bachelorprüfungen*) : To obtain a bachelor’s degree from a university, Fachhochschule or Pädagogische Hochschule, students must pass the prescribed bachelor’s examination.

Berufsbildende höhere Schule (*Berufsbildenden höheren Schulen, Berufsbildende höhere Schulen, Berufsbildenden höheren Schule, Berufsbildender höherer Schulen*) : Higher-level technical and vocational schools are secondary schools (secondary level II), they start after grade 8 (except for one special form) and cover 5 years (grades 9 - 12). Higher-level technical and vocational schools impart a higher-level general and vocational education which qualifies students to exercise a higher-level occupation in the fields of engineering, trade, arts and crafts, commerce, domestic science and others, and at the same time lead to university-entrance qualifications. The education culminates in a “Reife- und Diplomprüfung”.

Berufsbildende mittlere Schule (*Berufsbildenden mittleren Schulen, Berufsbildende mittlere Schulen, Berufsbildender mittlerer Schulen, Berufsbildenden mittleren Schule*) : Medium-level technical and vocational schools are secondary schools (secondary level II), they start after grade 8 and cover one to four years, depending on the type (grades 9, 10, 11 and 12). Medium-level technical and vocational schools, i.e., mainly Fachschule and business schools, are to impart the basic specialist knowledge and skills which qualify students to directly exercise an occupation in the fields of engineering, trade, arts and crafts, commerce or domestic science, or in any other business-related or social area. At the same time, they are to enhance and promote the students’ general background in a way which is consistent with their future occupation. Education in most of these school types culminates in a final school-leaving examination.

Berufsbildende Pflichtschule (*Berufsbildenden Pflichtschulen, Berufsbildende Pflichtschulen, Berufsbildenden Pflichtschule, Berufsbildender Pflichtschulen*) : Berufsbildende Pflichtschulen are Berufsschulen (see also „Berufsschule“). They have the task of providing supplementary specialised instruction and offering persons who have to complete compulsory vocational schooling basic theoretical knowledge, promoting and complementing their company-based training, and to increase their general education. Apprentices must, in addition to their training in a company, attend the Berufsschule (compulsory attendance).

Berufsreifeprüfung (*Berufsreifeprüfungen*) : The Berufsreifeprüfung is a four-part examination for external students, successful completion of which confers all entitlements associated with a Reifeprüfung at a higher secondary school.

Berufsschule (*Berufsschulen*) : Berufsschulen are part-time compulsory vocational schools (see also “Berufsbildende Pflichtschule”). There are three different types: all-year schools (at least one full day and two half-days of instruction per week), course-type schools (courses of a duration of at least 8 weeks, within school grades equivalent to half a year of apprenticeship employment, courses of a duration of at least 4 weeks) and seasonal schools concentrating instruction in a specific season.

Berufsschulinspektor (*Berufsschulinspektoren, Berufsschulinspektors*) : School inspectors for compulsory vocational schools are public officials of the school inspectorate and exercise school inspection over compulsory vocational schools (for one federal province as a whole or in part). For tasks, cf. “Bezirksschulinspektor”.

Bezirksschulinspektor (*Bezirksschulinspektoren, Bezirksschulinspektors*) : District school inspectors are public officials of the school inspectorate and exercise school inspection over general compulsory schools (for one district or several political districts). School inspection comprises tasks across schools (participation in the management, planning and organisation, organisational and staff development, quality assurance, advice, conflict management), as well as the inspection of individual schools and teaching staff.

Bezirksschulrat (*Bezirksschulräte, Bezirksschulräten, Bezirksschulrats, Bezirksschulrates*) : The district school board is the first-instance school authority for general compulsory schools within a political district. In Vienna, it is the municipal school board (Stadtschulrat) that is the relevant authority.

Bildungsanstalt für Kindergartenpädagogik (*Bildungsanstalten für Kindergartenpädagogik*) : Training schools for nursery school teachers. as higher-level institutions for the training of teachers and educators, are higher schools, they start after grade eight and cover five years (grades 9 - 13). The training schools for nursery school teachers impart the professional attitude, knowledge and skills required to fulfil the educational tasks of kindergarten education, and at the same time lead to university entrance qualifications. The education culminates in a “Reife- und Diplomprüfung”, and in the case of child care workers in a diploma examination for kindergarten and day-care centres.

Bildungsanstalt für Sozialpädagogik (*Bildungsanstalten für Sozialpädagogik*) : Training schools for educators are higher-level institutions for the training of educators, they start after grade eight and cover five years (grades 9 - 13). The training schools for educators are to train students to become educators who are qualified to fulfil the educational tasks at day-boarding schools, day-care centres, minding institutions for children and young people and in the attendant part at schools with all-day instruction as well as in non-school youth work, on account of their professional attitudes, knowledge and skills. Moreover, they are to lead students to university-entrance qualifications. The education culminates in a “Reife- und Diplomprüfung”.

Diplomgrad (*Diplomgrade, Diplomgrades*) : Upon completion of all prescribed courses, studies and examinations within a diploma programme at a university or Fachhochschule, a diploma degree will be awarded.

Dissertation (*Dissertationen*) : The approbation of a doctoral thesis is a prerequisite for obtaining a doctorate at a university. This academic paper, unlike diploma and master's dissertations, serves to demonstrate students' ability to master academic topics independently.

Doktorgrad (*Doktorgrade, Doktorgrades*) : Upon completion of all prescribed courses, studies and examinations within a doctoral programme at a university, the corresponding doctoral degree will be awarded.

Duales System (*Dualen Systems, Duale System, Dualen System*) : Parallel to practical training in a company, apprentices must undergo specialised vocational training at a Berufsschule (dual system).

Entlohnungsgruppe (*Entlohnungsgruppen*) : Contract staff (including teachers employed under a private-law contract) are classified according to pay groups (Entlohnungsgruppe).

Fachhochschule (*Fachhochschulen*) : Fachhochschulen are university-level higher education institutions that have been authorised by the Fachhochschule Council to run bachelor's, master's and diploma programmes as well as continuing education courses.

Fachhochschulrat (*Fachhochschulrates*) : The Fachhochschule Council is an autonomous governmental agency responsible for the accreditation of Fachhochschule study courses and for conferring the designation of "Fachhochschule".

Fachhochschul-Studiengang (*Fachhochschul-Studiengänge, Fachhochschul-Studienganges, Fachhochschul-Studiengängen*) : Fachhochschule study courses are bachelor's, master's or diploma programmes at Fachhochschule institutions which provide academic or artistic vocational training. The main aims are: to ensure a practice-oriented training at university-level; to convey skills required to solve the tasks of a given occupation or profession that meet the state of the art and practical requirements; to promote the permeability of the educational system and professional flexibility of graduates.

Fachinspektor (*Fachinspektors, Fachinspektoren*) : Subject inspectors are teachers entrusted with the function of school inspection for individual subjects in one or several provinces. Subject inspectors for religious instruction are appointed by the church. See "Bezirksschulinspektor"

Fachkoordinator (*Fachkoordinators, Fachkoordinatoren*) : Subject co-ordinators co-ordinate the work of teachers in subjects with ability grouping. Ability groups exist at secondary general schools and Polytechnische Schule only, for German, Mathematics and Modern Foreign Language, and at Berufsschulen in one, two or several compulsory subjects in business management and special theory. Subject co-ordinators are responsible for creating a uniform system of grading, upgrading or downgrading, and for the organisation of remedial instruction. At schools with a special focus on music education or on sports, there are also subject co-ordinators who co-ordinate the work of teachers in those fields.

Fachschule (*Fachschulen*) : Fachschulen are medium-level secondary schools (medium-level technical and vocational schools, secondary level II), cover study courses of one to four years and provide an education with a trade, technical, arts and crafts, agriculture and forestry orientation, as well as training for domestic science and social occupations. See also "Berufsbildende mittlere Schule".

Gebietskörperschaft (*Gebietskörperschaften*) : Territorial entities are public corporations and encompass all persons with a territorial affiliation to a given area (with regard to domicile, residence). The Federation, the provinces and the local communities are territorial entities.

Grundschule (*Grundschulen*) : Grundschule covers primary levels I and II of primary school or special school.

Handelsakademie (*Handelsakademien*) : Handelsakademien are a form of secondary school (medium-level technical and vocational schools, secondary level II), they cover a five-year study course and provide higher-level commercial training for all branches of business and industry; moreover, they lead to university-entrance qualifications. See also "Berufsbildende höhere Schule".

Hauptschule (*Hauptschulen*) : Hauptschule is a general secondary school for pupils aged 10 to 14; general secondary schools exist alongside the upper cycle of primary school (very rare), the upper cycle of special school, and the lower cycle of secondary academic school. The curriculum for Hauptschule is exactly the same as that for the lower cycle of allgemein bildende höhere Schule. This

is to enable Hauptschule pupils under certain circumstances (basically an appropriate performance assessment in compulsory subjects or successful completion of an admission examination) to switch over to a allgemein bildende höhere Schule in each grade, or after successful completion of Hauptschule to be admitted to the upper cycle of allgemein bildende höhere Schule or the first year of a berufsbildende mittlere Schule or berufsbildende höhere Schule.

Häuslicher Unterricht (*Häusliche Unterricht, Häuslichen Unterricht, Häuslichen Unterrichtes, Häuslichen Unterrichts*) : Compulsory schooling may be accomplished by private tuition (with the exception of the pre-vocational year), if private tuition is at least equivalent to that offered at a corresponding school.

Höhere land- und forstwirtschaftliche Lehranstalt (*Höhere land- und forstwirtschaftlichen Lehranstalten, Höheren land- und forstwirtschaftlichen Lehranstalten, Höhere land- und forstwirtschaftliche Lehranstalten, Höherer land- und forstwirtschaftlicher Lehranstalten, höheren land- und forstwirtschaftlichen Lehranstalt, höherer land- und forstwirtschaftlicher Lehranstalt,*) : The Höhere land- und forstwirtschaftliche Lehranstalt is a higher-level secondary school for agriculture and forestry (higher-level technical and vocational school, secondary level II), it starts after grade 8, covers five years (grades 9 - 13) and leads to university entrance qualifications. The higher-level schools for agriculture and forestry are to impart a general and vocational training which qualifies students to engage in higher-level occupations in agriculture and forestry. The education culminates in a "Reife- und Diplomprüfung".

Höhere Lehranstalt für wirtschaftliche Berufe (*Höheren Lehranstalten für wirtschaftliche Berufe, Höhere Lehranstalten für wirtschaftliche Berufe, Höherer Lehranstalten für wirtschaftliche Berufe, höheren Lehranstalt für wirtschaftliche Berufe, höherer Lehranstalt für wirtschaftliche Berufe*) : The Höhere Lehranstalt für wirtschaftliche Berufe is a higher-level secondary school for business occupations (higher-level technical and vocational school, secondary level II), training lasts for five years and leads to university entrance qualifications. The Höhere Lehranstalt für wirtschaftliche Berufe provides a higher-level education for higher-level occupations in business, government administration, nutrition, tourism and culture. The education culminates in a "Reife- und Diplomprüfung".

Höhere technische und gewerbliche Lehranstalt (*Höheren technischen und gewerblichen Lehranstalten, Höhere technische und gewerbliche Lehranstalten, Höherer technischer und gewerblicher Lehranstalten*) : Höhere technische und gewerbliche Lehranstalten are higher-level secondary schools (higher-level technical and vocational schools, secondary level II), cover five years of training and lead to a university entrance qualifications. The Höhere technische und gewerbliche Lehranstalten convey a higher-level technical education for different specialisations in industry and trade. The education culminates in a "Reife- und Diplomprüfung".

Kindergarten (*Kindergärten, Kindergartens*) : Kindergarten is an institution for educating and minding children aged three to six. It is to support and complement education given within the family according to social, moral and religious values and to promote childhood development, education and the free development of children's personalities in play and social interaction. Kindergarten is to support children in attaining maturity for school education, without imposing any pressure of performance or school-like instruction. Kindergartens are educational institutions run on a half-day or full day basis (not overnight). Attendance is optional.

Klassenforum (*Klassenforums, Klassenforen*) : At primary school level, Hauptschule and Sonderschule each class is to install a class forum which discusses and partly decides on matters affecting the entire class. The class forum is made up of the parents of all pupils and of the class teacher or head teacher.

Klassenvorstand (*Klassenvorstände, Klassenvorstandes, Klassenvorstands*) : At schools with a subject-teacher system, the head teacher accomplishes the tasks performed by the class teacher: co-operation with other teachers, co-ordination of educational work, matching classroom work to the performance of the class and the ability of pupils, guidance on educational matters, liaison between school and parents, performing necessary organisational tasks and maintaining all official documents and files. At higher-level technical and vocational schools, head teachers are called Jahrgangsvorstände.

Kolleg (Kollegs) : Kollegs are special types of higher-level technical and vocational schools which provide the education of any higher-level technical and vocational school as a complement for graduates of other higher-level schools in three or four-semester training courses, and lead to a final diploma examination.

Kustos (Kustoden) : A custodian is a teacher who is responsible for the provision of teaching aids and other facilities at school in line with pedagogical principles, as well as for their procurement, replacement, completion and, in some cases, maintenance. He/she shall also make proposals as to the development of the equipment for which they are responsible.

Landesschulinspektor (Landesschulinspektors, Landesschulinspektoren) : Province school inspectors are officials responsible for school inspection at one or several types of schools and departments or forms of schools within a province or in several provinces. School inspection comprises tasks across schools (participation in the management, planning and organisation, organisational and staff development, quality assurance, advice, conflict management), as well as the inspection of individual schools and teaching staff.

Landesschulrat (Landesschulräte, Landesschulräten, Landesschulrates, Landesschulrats) : The province school board is the educational authority of the first instance for compulsory vocational schools, medium and higher-level secondary schools, training institutes for higher social occupations and teacher training institutes within a province. The province school board is the educational authority of the second instance for general compulsory schools within a province. In Vienna, it is called municipal school board for Vienna, acting at the same time as a district school board.

Mastergrad (Mastergrade, Mastergrades) : Upon completion of all prescribed courses, studies and examinations within a master's programme at a university, the corresponding master's degree will be awarded. A master's degree will further be awarded upon completion of a continuing education course at a university, a continuing study course at a Fachhochschule or a Hochschule study course at a Pädagogische Hochschule.

Oberstufenrealgymnasium (Oberstufenrealgymnasien, Oberstufenrealgymnasiums) : The Oberstufenrealgymnasium is a special type of upper-cycle academic secondary higher school (secondary level II), it starts after grade 8 and covers four years (grades 9 - 12), however, a transitional year may be set up. See also "allgemein bildende höhere Schule".

Öffentlichkeitsrecht (Öffentlichkeitsrechtes, Öffentlichkeitsrechts) : Private (non-public) schools are granted public-law status, provided that they meet certain requirements concerning the provider and educational achievements, if they carry an officially regulated designation and thus have an equivalent public-sector counterpart. Private schools enjoying public-law status are subject to the same statutory provisions as the corresponding public institutions. Certificates issued by these schools have the evidentiary value of public documents and the same legal effects as any certificates by similar public institutions.

Organisationsstatut (Organisationsstatutes, Organisationsstatuts) : Private schools which do not have a public-sector counterpart are called schools with an organisational charter (Organisationsstatut). In a charter, these schools lay down their own curriculum, their house rules and the required training of teachers at these schools. The charter is subject to official approval if public-law status is aspired to, which is to be granted to these schools under certain requirements.

Österreichische Fachhochschulkonferenz (Österreichischen Fachhochschulkonferenz) : Association of all Fachhochschule providers to co-ordinate overarching issues pertaining to Fachhochschule training and to represent the interests of the Fachhochschule sector externally.

Österreichische Hochschülerinnen- und Hochschülerschaft (Österreichischen Hochschülerinnen- und Hochschülerschaft, österreichische Hochschülerinnen- und Hochschülerschaft, österreichischen Hochschülerinnen- und Hochschülerschaft) : A public corporation, the Austrian National Union of Students represents the interests of students at universities, Fachhochschule, private universities and Pädagogische Hochschule.

Österreichische Qualitätssicherungsagentur (*Österreichischen Qualitätssicherungsagentur*) : The Austrian Quality Assurance Agency is an independent institution for quality assurance, evaluation and certification in the entire higher education sector.

Österreichische Universitätenkonferenz (*Österreichischen Universitätenkonferenz*) : Association of all universities to co-ordinate overarching issues pertaining to universities and to represent the interests of the university sector externally.

Österreichischer Akkreditierungsrat (*Österreichischen Akkreditierungsrates*) : Autonomous governmental agency for the accreditation of educational institutions as private universities and of the programmes offered by them.

Österreichischer Wissenschaftsrat (*Österreichischen Wissenschaftsrates*) : The Science Council is a central advisory body for state bodies and universities in all matters pertaining to universities and their further development.

Pädagogische Hochschule (*Pädagogische Hochschulen, Pädagogischen Hochschule, Pädagogischen Hochschulen*) : University Colleges of Teacher Education are state-accredited higher-education institutions maintained by the state or private sector. They offer bachelor's programmes for the training of compulsory school teachers and continuing education courses for teachers.

Polytechnische Schule (*Polytechnischen Schule, Polytechnische Schulen, Polytechnischer Schulen, Polytechnischen Schulen*) : The pre-vocational school (Polytechnische Schule) following grade 8 covers one year of secondary education (grade 9). It enhances the education of pupils in the last (ninth) grade of compulsory education with a view to practical life and a future occupation. It prepares pupils for career decisions through adequate vocational guidance and imparts basic vocational education and training.

Privatuniversität (*Privatuniversitäten*) : Private universities are higher-education institutions not maintained by the state which have been authorised by the Accreditation Council to run higher-education study programmes.

Promotion (*Promotionen*) : The Promotion is the ceremony during which a doctor's degree is conferred at a university.

Reife- und Diplomprüfung (*Reife- und Diplomprüfungen*) : The higher-level technical and vocational schools and the training schools for nursery school teachers as well as the training school for educators lead to the Reife- und Diplomprüfung.

Reifeprüfung (*Reifeprüfungen*) : Academic secondary schools, higher-level technical and vocational schools, training institutes for nursery school teachers and educators, and higher-level schools for agriculture and forestry lead to the matriculation examination. The passing of the matriculation examination is an entitlement to take up studies at a university or higher education institution.

Rektor (*Rektoren, Rektors*) : The Rektor is the monocratic governing body at a university, Fachhochschule or Pädagogische Hochschule.

Rigorosum (*Rigorosen, Rigorosums*) : The passing of a Rigorosum examination is a prerequisite for obtaining a doctorate at a university.

Schulautonomie : The concept of school autonomy relates to educational contents, budgetary management and school legislation (in particular, school-autonomous thresholds for opening new classes or dividing classes, curricular provisions and issues concerning school periods) and implies a co-determination in the creation of the framework of teaching, learning and co-existence at the local school level. School autonomy is to enable a degree of plurality and local or regional independence through curricular autonomy, in due respect of the comparability of qualifications and entitlements.

Schulfähigkeit : Children who are mentally and physically capable of undergoing compulsory schooling are deemed fit for schooling (*Schulfähigkeit*). Pupils who are unfit for schooling must be exempted from school attendance as long as the unfitness persists.

Schulforum (*Schulforums, Schulforen*) : A "school forum" is set up at all primary schools, secondary general schools and special schools which are not run according to the curriculum of the pre-vocational year, to strengthen and promote the school community. The school forum decides on matters pertaining to school events, school-related events, career counselling at school, as well as health care and hygiene, which go beyond the level of the individual class. It further provides advice primarily on important issues in education and teaching. The school forum is made up of the class teachers and the parents.

Schulgemeinschaftsausschuss

(*SGA, Schulgemeinschaftsausschüsse, Schulgemeinschaftsausschusses, Schulgemeinschaftsausschüssen*) : A school community committee (Schulgemeinschaftsausschuss) is set up at "Polytechnische Schulen" (pre-vocational schools), compulsory vocational schools and medium and higher-level schools to promote and strengthen the school community. The school community committee is made up of the headmaster (without a right to vote), as well as three representatives of teachers, pupils and parents each. The school community committee decides on specific matters (similar to the Schulforum existing at Volksschule, Hauptschule, Sonderschule), e.g., school events lasting several days, the adoption of house rules, autonomous curricular provisions) and provides advice primarily on important issues in education and teaching.

Schulpraktikum (*Schulpraktika, Schulpraktikums*) : The curriculum of Pädagogische Hochschule includes, among other things, mandatory practical training for all study courses.

Schulreife : School readiness exists if one may assume that a child will be able to follow instruction at the first age level without being overtaxed physically or mentally. Children who have attained statutory school age but who are not deemed ready for school education are admitted to the pre-school stage.

Senat (*Senate, Senates*) : The Senate is a university's highest collegial body. It is the university's central body of autonomy and primarily responsible for academic and artistic matters.

Sonderpädagogischer Förderbedarf (*Sonderpädagogische Förderbedarf, Sonderpädagogischen Förderbedarfs, Sonderpädagogischen Förderbedarfes, Sonderpädagogischen Förderbedarf, sonderpädagogischem Förderbedarf*) : Children who are considered fit for schooling, but are unable to follow instruction at a primary school, secondary general school or the pre-vocational year without special educational assistance on account of physical or mental disability, must have a special educational need diagnosed by the district school board (at the request of parents / guardians, the school head or ex officio). Children with special educational needs who are subject to compulsory schooling are entitled to comply with compulsory schooling by attending a Sonderschule or a Volksschule, Hauptschule or lower cycle of an allgemein bildende höhere Schule that meets the special educational needs (as far as such schools exist and the route to/from school is reasonable).

Sonderpädagogisches Zentrum (*Sonderpädagogische Zentrum, Sonderpädagogischen Zentrums, Sonderpädagogischen Zentrum, Sonderpädagogische Zentren, Sonderpädagogischen Zentren, Sonderpäda*) : Sonderpädagogische Zentren are special schools which have been entrusted with providing and co-ordinating special educational measures for other school types, in order to ensure the best possible instruction of children with special pedagogical needs within the standard school system.

Sonderschule (*Sonderschulen*) : Special school and its different types cover primary and secondary education (grades 1 to 8 or 9); they are to promote physically or mentally handicapped children in a way that is consistent with their particular handicap, and to convey, if possible, an education which corresponds to that of a primary school, secondary general school or the pre-vocational school, and to prepare pupils for taking up working life and a career.

Sponsion : The Sponsion is the solemn ceremony during which a diploma degree is conferred at university.

Stadtschulrat (*Stadtschulrates*) : In Vienna, the province school board is called municipal school board for Vienna, it also fulfils the functions of a district school board.

Studienberechtigungsprüfung (*Studienberechtigungsprüfungen*) : The entrance examination for working students is a special form of Allgemeine Universitätsreife for those who wish to take up

studies without the full university entrance examination. It applies to a specific course of study or groups of studies.

Studienkommission (*Studienkommissionen*) : The Study Commission is the highest collegial body of a Pädagogische Hochschule for academic matters.

Universität (*Universitäten*) : Universities are state-maintained higher-education institutions at the highest academic or artistic level which run bachelor's, master's, diploma and doctoral programmes.

Universitätsassistent (*Universitätsassistenten*) : Assistant lecturers (*Universitätsassistenten*) are members of the university teaching staff who do not have submitted a post-doctoral thesis ("Habilitation"); they are endowed with a course-linked authority to teach.

Universitätsdozent (*Universitätsdozenten*) : University lectures having submitted their post-doctoral thesis, being endowed with a full authority to teach.

Universitätsprofessor (*Universitätsprofessoren, Universitätsprofessors*) : A university professor has full authority to teach the subject he or she represents.

Unterrichtspraktikum (*Unterrichtspraktikums, Unterrichtspraktika*) : During a one-year traineeship in teaching practice, graduates of university teacher training courses are initiated in the practice of teaching for medium and higher-level schools.

Unverbindliche Übung (*Unverbindliche Übungen, Unverbindlichen Übungen, Unverbindlicher Übungen, Unverbindlichen Übung*) : An optional exercise (*Unverbindliche Übung*) is a class for which students must register at the beginning of the school year, but for which there is no assessment.

Verbindliche Übung (*Verbindliche Übungen, Verbindlichen Übungen, Verbindlicher Übungen, Verbindlichen Übung*) : A compulsory exercise (*Verbindliche Übung*) is a class which all students of a schools must attend, unless they are exempted. Compulsory exercises are not assessed.

Verwendungsgruppe (*Verwendungsgruppen*) : Public officials, especially teachers employed under public-law contracts, are classified according to remuneration groups (*Verwendungsgruppe*).

Volksschule (*Volksschulen*) : Primary school is the general compulsory school for pupils aged six to ten in the lower cycle, and for pupils aged ten to fourteen in the upper cycle. The upper cycle is practically without significance today.

Vorschulstufe (*Vorschulstufen*) : The pre-school stage is part of primary level I of Volksschule. Children who have attained statutory school age but are not yet ready for school are admitted to the pre-school stage. Children whose early admission to Volksschule has been revoked may be registered to attend the pre-school stage.

Wiederholungsprüfung (*Wiederholungsprüfungen*) : Pupils having been assessed with an Insufficient in the end-of-year report in one or two compulsory subjects may - with the exception of elementary schools and special schools run according to the class teacher principle - undergo examination resits (*Wiederholungsprüfungen*) in those subjects, in which they were rated Insufficient.

LEGISLATION

Act Governing the Statutory Recognition of Religious Communities (Imperial Act) : 20/05/1874, I No. 19/1998, RGBl. No. 68/1874; BGBl., <http://www.ris.bka.gv.at>

As Article 15 of the Basic Law of 21 December 1867 about the general rights of nationals did not define the recognition by the law of churches and religious societies, this law defined in detail how such status could be achieved. Recognition may be granted by virtue of the law or by decree. Such recognition bestows a religious community with all rights which are granted under the law to churches and religious communities that are recognised by statute. This act is continued as Federal Act on the Legal Personality of Religious Creeds, BGBl. I 19/1998.

Act on Federal Schools for Agriculture and Forestry (Federal Law) : 14/07/1966, I No. 113/2006, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the school organisation of the federal secondary schools for agriculture and forestry.

Act on Life and Health Protection for Federal Employees (Federal Law) : 01/06/1999, I No. 53/2007, BGBl., <http://www.ris.bka.gv.at>

The Act provides for life and health protection to be ensured for employees on duty at federal posts and the required protection of morality at work taking account of the age and gender of employees, and the way of monitoring of the pertaining rules.

Act on Private Schools for Agriculture and Forestry (Federal Law) : 29/04/1975, 318/1975, BGBl., <http://www.ris.bka.gv.at>

Provisions governing private higher-level secondary schools for agriculture and forestry, the private institutions for the initial and in-service training of teachers at forestry and agriculture schools, and for the private Fachschulen training forestry staff; provisions governing the subsidisation of private Berufsschulen and Fachschulen for agriculture and forestry.

Act on School Education for Ethnic Minorities in Burgenland (Federal Law) : 20/08/1994, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the Croatian and Hungarian minorities and the language of ethnic minorities in Burgenland, in particular the right, under certain circumstances (basically a minimum number of registrations), to learn the Croat or Hungarian language as compulsory subject or to use the Croat or Hungarian language as the language of instruction in Burgenland.

Act on Staff employed by Private-law Contract (Federal Law) : 17/03/1948, I No. 96/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing Federal employment under private-law contracts (including in particular teaching staff).

Act on the Accession of Austria to the European Union (Treaty) : 24/06/1994, 680/1996, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the conditions of accession to the European Union for the Kingdom of Norway, the Republic of Austria, the Republic of Finland and the Kingdom of Sweden, and the alignment of the founding treaties of the European Union.

Act on the Teaching Assignment of Federal Teachers (Federal Law) : 15/07/1965, I No. 96/2007, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing the teaching assignment of Federal teachers employed under public-law contract Federal teachers at schools (with the exception of universities, fine-arts colleges (now fine-arts universities) and the Academy of Fine Arts) and at boarding homes. Furthermore, provisions governing the compulsory teaching loads of school heads, department heads and subject heads; auxiliary tasks counting towards the compulsory teaching load; and subjects belonging to subject groups.

Act on Vocational Training for Agriculture and Forestry - Federal Basic Act on Berufsschulen for Agriculture and Forestry (Federal Law) : 17/05/1990, I No. 82/2008, BGBl., <http://www.ris.bka.gv.at>

Legal provisions governing the initial training of farm and forestry workers and own family workers.

Basic Act on the Maintenance of Compulsory Schools (Federal Law) : 13/07/1955, I No. 91/2005, BGBl., <http://www.ris.bka.gv.at>

Principles for provincial legislation in the field of the establishment, maintenance and discontinuation of districts (geographical catchment areas of schools) for public compulsory schools and public boarding homes primarily designed for compulsory school pupils.

Basic Federal Act governing Berufsschulen for Agriculture and Forestry (Federal Law) : 29/04/1975, I No. 91/2005, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the principles of provincial legislation concerning some matters of Berufsschulen for agriculture and forestry (fundamental school education for occupations in agriculture and forestry, in particular function, compulsory schooling, compulsory subjects).

Basic Federal Act on Fachschulen for Agriculture and Forestry (Federal Law) : 29/04/1975, I No. 91/2005, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the principles of provincial legislation concerning some matters of education at Fachschulen for Agriculture and Forestry (in particular function, form of organisation, admission requirements, length, compulsory subjects).

Basic Law on the General Rights of Nationals (Constitutional Law) : 21/12/1867, RGBl. no. 142/1867, <http://www.ris.bka.gv.at>

Legislation on the fundamental rights of citizens, above all the principle of equality, freedom of conscience and creed, freedom of knowledge and its teaching, and the right to found establishments for instruction and education if proof of one's qualification is furnished in legally acceptable manner.

Civil Service Code (Federal Law) : 27/06/1979, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing the tasks and responsibilities of all staff employed by the Federation under public-law contract (civil servants, including university professors, teachers and school oversight organs): employment relationship, training, assignment of tasks, duties of service, rights, performance evaluation for civil servants, disciplinary code, appointment and tenure-tack position requirements.

Compulsory Schooling Act 1985 (Federal Law) : 08/02/1985, I No. 113/2006, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing general full-time compulsory schooling of children residing permanently in Austria, and the compulsory schooling of pupils in an apprenticeship or training relationship at part-time vocational Berufsschulen.

Concordate (Treaty) : 05/06/1933, 609/1996, BGBl., <http://www.ris.bka.gv.at>

The Concordat governs the relationship between the Holy See and the Austrian State. The Republic of Austria ensures to the Roman Catholic Church in its different rites the free exercise of its spiritual power and the free and public exercise of their religious belief. The Austrian State recognises the right of the Catholic Church to issue laws, decrees and orders within its purview, it will not impede or prevent the exercise of such right. The Catholic Church in Austria is a public-law entity.

Curricula for Berufsschule (Ordinance) : 26/04/1976, II No. 234/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Curricular provisions (especially educational objectives, didactic principles, contents of teaching, weekly number of lessons) for the instruction of students at part-time compulsory vocational schools, providing supplementary specialised instruction and offering persons who have to complete compulsory vocational schooling basic theoretic knowledge, promoting and complementing their company-based training, and strengthening their general education.

Curricula for Hauptschule (Ordinance) : 01/09/2000, II No. 290/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Curricular provisions (especially educational objectives, didactic principles, contents of teaching, weekly number of lessons) for the instruction of pupils at general secondary schools, providing a basic general education and enabling pupils to embark on working life or progress to a medium or higher-level school.

Curricula for Polytechnische Schule (Ordinance) : 22/08/2006, II No. 308/2006, BGBl., <http://www.ris.bka.gv.at>

Curricular provisions (especially educational objectives, didactic principles, contents of teaching, weekly number of lessons) for the instruction of pupils at Polytechnische Schule, promoting their general education especially with a view to work and occupation, preparing pupils for career decisions through vocational guidance and teaching basic vocational knowledge.

Curricula for Volksschule and Sonderschule (Ordinance) : 01/09/2000, II No. 137/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Curricular provisions (especially educational objectives, didactic principles, contents of teaching, weekly number of lessons) for the instruction of children attending Vorschulstufe. They are to be supported in attaining school readiness, thereby taking account of the social inclusion of disabled children. Curricular provisions for the instruction of children in grades 1 to 4, providing for the joint elementary education of all pupils, in due respect of the social inclusion of disabled children. Curricular provisions (especially educational objectives, didactic principles, contents of teaching, weekly number of lessons) for the instruction of physically and mentally disabled children attending Sonderschule who are to be supported in a way that is consistent with their disability.

Declaration of Independence (State Law) : 01/05/1945, 1/1945, StGBL. No. 1/1945, <http://www.ris.bka.gv.at>

Proclamation of Austria's independence; re-establishment of the democratic Republic of Austria in the spirit of the Constitution of 1920; the annexation imposed upon the Austrian people in 1938 is declared null and void.

Education Documentation Act (Federal Law) : 22/11/2002, I No. 24/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing the use of data on pupils and students (according to the Data Protection Law) by the educational establishments in the field of schooling, education and health care covered by this Act in order to enable these institutions to fulfil their statutory tasks in the field of school and higher education administration, students' support and representation matters. It provides for the keeping of overall student records for statistics/planning and control purposes only, and the use of data from the records of educational establishments for the purposes of the Federal Statistics on the Education and Training System and the National Educational Attainment Register maintained by Statistik Austria.

Emoluments Act 1956 (Federal Law) : 29/02/1956, I No. 96/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the remuneration, allowances and remuneration schemes for all federal civil servants in active service (including university teaching staff, school teachers, heads of educational establishments and school inspection officials).

European Convention for the Protection of Human Rights and Fundamental Freedoms (Federal constitutional Law) : 04/11/1950, III No. 179/2002, BGBl., <http://www.ris.bka.gv.at>

Provisions safeguarding the fundamental rights and freedoms laid down in the Convention for every person in Austria.

External Legal Relations of the Jewish Religious Community (Imperial Law, Federal Law) : 21/03/1890, 505/1994, RGBL. BGBl., <http://www.ris.bka.gv.at>

Provisions governing the external legal relations of the Jewish religious community; delimitation of the competences of the state organs of educational administration.

Federal Act governing the legal personality of religious denominations (Federal Law) : 09/01/1998, I No. 19/1998, BGBl., <http://www.ris.bka.gv.at>

The law is applied to pending administrative procedures arising under the Law on the Statutory Recognition of Religious Communities. Under this law, religious groups being endowed with legal personality are entitled to carry the designation "state-registered religious groups". Proof is to be submitted that this community has a minimum number of members who are neither members of any other religious group as defined by this federal law, nor of any officially recognised church or religious community.

Federal Act on Financial Contributions to the Jewish Religious Community (Federal Law) : 26/10/1960, 317/1996, BGBl., <http://www.ris.bka.gv.at>

The law governs the financial contributions by the Republic of Austria to the Jewish religious community in compliance with the State's obligations under the Austrian State Treaty of 1955 (Article 26).

Federal Act on Schools for the Initial Training of Physical Education Teachers and Sports Instructors (*Federal Law*) : 06/02/1974, I No. 91/2005, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

These medium-level secondary schools (established and maintained by the federation as far as they are public) carry the designation of "Bundesanstalten für Leibeserziehung" (federal institutions for physical education) and offer courses lasting one to eight semesters. In order to be admitted to a federal institute for physical education, candidates must have completed the first eight years of compulsory schooling and pass an aptitude test. There are initial training courses for sports instructors, physical education teachers at schools, and trainers and instructors for various kinds of sports.

Federal Act on the Compensation for certain teaching and education activities within the competence of the Federal Ministry of Education, the Arts and Sports and the Federal Ministry of Agriculture and Forestry (Contract Teachers Law) (*Federal law*) : 15/12/1987, I No. 71/2007, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing the compensation of contract teachers who are employed at the various types of schools according to the school laws; this Act covers, among other things, the compensation for distance instruction at schools for working adults and Pädagogische Hochschule.

Federal Act on the Compensation for Examination Activities at Schools (*Federal Law*) : 23/06/1976, I No. 104/2004, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions concerning the examination charges due to federal civil servants (federal teachers) and provincial teachers who act as examiners or members of examination boards with entrance, aptitude or final exams at schools.

Federal Act on the Establishment of the Federal Institute for Educational Research, Innovation and Development of the Austrian Educational Sector (BIFIE Act 2008) (*Federal Law*) : 05/12/2007, I No. 25/2008, BGBl., <http://www.ris.bka.gv.at>

This Institute has been established to conduct studies in the field of applied educational research, to monitor the school system, to provide information for educational policy decisions, and to monitor and implement educational policy actions as a legal entity under public law. Its tasks and activities span the whole range of the school system, apart from kindergarten, day-care centres, universities and Fachhochschule.

Federal Act on the Promotion of Adult Education and Public Libraries (*Federal Law*) : 21/03/1973, I No. 71/2003, BGBl., <http://www.ris.bka.gv.at>

Provisions on the obligation of the state to promote adult education and to award government subsidies for the purpose of continuous further education (development of individual talents, acquisition of knowledge, skills and of the capability and readiness to judge and to act responsibly). Listing of adult education institutions eligible to receive grants.

Federal Act on the University for Further Education Krems (*Federal Act*) : 08/04/1994, I No. 22/2004, BGBl., <http://www.ris.bka.gv.at>

As a university centre for further education and training, the Donau-Universität Krems is a body corporate under public law and an establishment of higher education for post-graduate further education and training.

Federal Constitutional Law (*Constitutional Law*) : 01/10/1920, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>

Legal bases of the Republic of Austria; central provisions governing the division of competences in legislation and execution between the federation and the provinces (including in the field of schooling), the highest executive authorities, federal school authorities, and the federal legislative procedure.

Federal Finance Bill (*Federal Law*) : annually, annually, pertinent annual Federal Legal Gazette, <http://www.ris.bka.gv.at>

At the proposal of the Federal Minister of Finance, Parliament adopts the entire Federal budget through the annual Federal Finance Bill. The Federal Finance Bill also specifies amounts appropriated in detail.

Federal Law Governing Special Allied Health Professions (Federal Law) : 31/07/1992, I No. 57/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for the following special allied health professions: physiotherapists, biomedical scientists, radiological technologists, dieticians, occupational therapists, logopedics and orthoptists; job descriptions and field of activities, vocational title; professional entitlement and duties; education and training, examination, further education and training, penal provisions.

Federal Law on 'Berufsreifeprüfung' examinations (Federal Law) : 11/07/1997, I No. 91/2005, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Persons without a "Reifeprüfung" (who have successfully completed their end-of-apprenticeship examination or agricultural or forestry apprenticeship certification exams, a master craftsman examination acc. to § 20 Austrian Industrial Code, a qualification examination acc. to § 22 Austrian Industrial Code, an agricultural or forestry master examination or an intermediate-level school of at least three years' duration, a nursing school, or a school for the medico-technical professions of at least 30 months' duration) may sit for the "Berufsreifeprüfung", the successful passing of which carries the entitlements of a "Reifeprüfung" from a secondary higher school (enrolment at a "Kolleg", academy, "Fachhochschule" study course, science and arts university).

Federal Law on cardiotechnicians (Federal Law) : 10/04/2008, I No. 57/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for certified cardiology technicians/perfusionists: professional entitlement; practice of the profession; professional duties; job description and field of activities; initial training and examination; penal provisions.

Federal Law on clinical and therapeutic masseurs (Federal Law) : 10/04/2008, I No. 57/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for clinical and therapeutic masseurs: professional entitlement; practice of the profession; professional duties; job description and field of activities; initial training and examination; penal provisions; special qualifications.

Federal Law on clinical assistants and health care support workers: "MTF-SHD-G" (Federal Law) : 01/09/1997, I No. 108/1997, BGBl., <http://www.ris.bka.gv.at>

Regulations for medico-technical and paramedical professions (surgical aides, laboratory aides, autopsy aides, medical practice aides, occupational therapy aides, disinfection aides): professional entitlement; practice of the profession; professional duties; job description and field of activities; initial training and examination; penal provisions.

Federal Law on emergency medical technicians (Federal Law) : 10/04/2008, I No. 57/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for emergency medical technicians (ambulance staff with basic paramedical skills, ambulance staff with emergency medical competences): professional entitlement; practice of the profession; professional duties; job description and field of activities; initial training and examination; penal provisions; general and special emergency qualifications.

Federal Law on Midwifery (Federal Law Gazette) (Federal Law) : 28/04/1994, I No. 102/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for the profession of a midwife: vocational title, job description and field of activities, professional entitlements and duties, education and training, examination, further education and training, Austrian Midwifery Board, penal provisions.

Federal Law on nursing professions (Federal Law) : 20/10/2007, I No. 57/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations for the health care and nursing professions (higher-level health care and nursing: certificated health care workers and nurses, certificated paediatric nurses, psychiatric health care workers and nurses, nursing auxiliaries): professional entitlement; practice of the profession; professional duties; job description and field of activities; initial training and examination; penal provisions; special training, in-service training and continued education.

Federal Law on the External Legal Relations of the Greek-Oriental Church in Austria (Orthodox Act) (Federal Law) : 29/12/1992, 505/1994, BGBl., <http://www.ris.bka.gv.at>

The Greek-Oriental (Orthodox) Church is recognised by law; the provisions under the Law Regarding the External Legal Relations of the Protestant Church also apply mutatis mutandis to the Greek-Oriental Church, especially with regard to religious instruction and youth education, taking account of the particular structure, number of members and competence of the state-recognised institutions of this Church in Austria.

Federal Law on the External Relations of the Oriental Orthodox Churches in Austria (Federal Law) : 25/04/2003, I No. 20/2003, BGBl., <http://www.ris.bka.gv.at>

Federal Law on the External Relations of the Oriental Orthodox Churches in Austria. The law governs the external relationships of the Armenian Apostolic Church in Austria; the Coptic Orthodox Church in Austria, and the Syrian Orthodox Church in Austria; provisions on religious instruction are analogous to the Orthodox Act.

Federal Law on the Religious Education of Children 1985 (Federal Law) : 05/01/1985, I No. 191/1999, BGBl., <http://www.ris.bka.gv.at>

Parents are free to decide on the religious education of a child, if they are responsible for their care and education. Children having completed fourteen years of age may decide for themselves which religious denomination they want to adhere to.

Federal Law Regarding the External Legal Relations of the Protestant Church (Federal Law) : 06/07/1961, 318/1996, BGBl., <http://www.ris.bka.gv.at>

Federal Law 1961 succeeding the 1861 Protestant Patent that governs the external legal relations of the Protestant Church based on a convention (agreed between the church and the state) and determines in particular that the tri-partite Protestant church (Protestant Church A.C., Protestant Church H.C., and the amalgamated Protestant Church A.C. and H.C) is recognised by law and enjoys the status of a public-law entity.

Federal Ministries' Act 1986 (Federal Law) : 13/02/1986, I No. 4/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the number, designation, establishment and scope of competence of federal ministries.

Federal School Inspection Act (Federal Law) : 25/07/1962, I No. 25/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the competence of federal authorities in the administration and supervision of school education (federal school authorities), as well as the organisational set-up of federal school authorities in the provinces and political districts.

Federal Staff Representation Act (Federal Law) : 10/03/1967, I No. 53/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing staff representation at the Federal establishments; staff representatives shall secure and promote the professional, economic, social, cultural and health interests of public staff.

Forestry Act 1975 (Federal Law) : 03/07/1975, I No. 55/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing forestry; organisation of the Fachschulen for forestry.

General Civil Code of Austria (Federal Law) : 01/06/1811, I No. 100/2008, BGBl., <http://www.ris.bka.gv.at>

Code which lays down the rights and obligations of the State's residents under private law.

General Social Insurance (Federal Law) : 09/09/1955, I No 92/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing general social insurance, in particular for people employed in Austria. All students enjoy accident insurance coverage with regard to their activities as students. The costs of such insurance are borne by a special Equalization Fund for families ("Familienlastenausgleichsfonds") and by a statutory accident insurer ("Allgemeine Unfallversicherungsanstalt").

Industrial Code 1994 (Federal Law) : 18/03/1994, I No. 68/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing all activities which are exercised as trades and not prohibited by law; criteria for an activity qualifying as a trade: self-employment (exercised at one's own cost and risk), on a continual basis and with the intention to gain a profit or any other economic benefit.

Industrial Constitution (Federal Law) : 14/12/1973, I No. 77/2007, BGBl., <http://www.ris.bka.gv.at>
Codification of industrial law in the form of an Austrian Labour Code on "collective law" (including collective agreements) and "works constitution".

Labour Market Promotion Act (Federal Law) : 12/12/1968, I No. 82/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the legal bases of the Labour Market Administration: the tasks (placement, promotion, career counselling, employment policies consistent with the requirements of social and economic policy) and organisation of the Labour Market Administration.

Law on Ethnic Groups (Federal Law) : 07/07/1976, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>

Ethnic groups in Austria and their members enjoy protection by the law; the preservation of ethnic groups and their continued existence are safeguarded; their languages and traditions shall be respected.

Law on Hochschule Study Entitlement (Federal Law) : 07/05/2008, I No. 71/2008, BGBl., <http://www.ris.bka.gv.at>

The law provides for the procedure and examination conferring entitlement to take up bachelor's degree studies at University Colleges of Teacher Education (mainly regulations on admission and examination procedures, examination areas and requirements, recognition of examinations, examination boards, and certificates).

Law on the Recognition of Followers of Islam as Religious Society (Imperial Law, Federal Law) : 15/07/1912, 164/1988, RGBL. BGBl., <http://www.ris.bka.gv.at>

The law regarding the recognition of members of the Islamic Religious Community stipulates that the external religious relationships of the followers of Islam shall be governed by way of ordinance according to the principles of self-rule and self-determination, always however under the supervision of the state.

Minority Schooling Act for Carinthia (Federal Law) : 19/03/1959, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>

Regulations governing the implementation of the schooling provisions for ethnic minorities as laid down in the Austrian State Treaty with regard to the federal province of Carinthia, in particular the right of every pupil to learn the Slovene language as a compulsory subject or to be taught in the Slovene language at Volksschule or Hauptschule in certain regions (municipalities in which instruction was bilingual in the academic year 1958/59).

Ordinance on Performance Evaluation (Ordinance) : 24/06/1974, II No. 35/1997, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Ordinance providing for the evaluation of pupil performance based on performance assessments, whose forms and possibilities are also defined. Detailed provisions refer to pupils' continuous participation in classroom activities, oral examinations, oral exercises, school tests, quizzes, dictations, and practical/graphic performance assessments; furthermore, there are provisions covering the principles of performance assessment, assessment grades, evaluation of behaviour at school, end-of-year performance evaluation (regarding the right to appeal against certain decisions, see School Education Act) and the possibilities of later exams and determination exams.

Ordinance on School Events 1995 (Ordinance) : 01/09/1995, II No. 498/1995, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Rules governing the function, type, number, planning and school-autonomous implementation of school events to complement lessons according to the curriculum.

Ordinance on School Rules (Ordinance) : 24/06/1974, II No. 181/2005, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Contains detailed regulations on the conduct of students at school, at school events and school-related events, on measures for student safety and to facilitate orderly school operations. In particular,

students, teachers and legal guardians are given the opportunity to establish Agreed Codes of Conduct which will complement school rules.

Ordinance on the Islamic Community in Austria (Ordinance) : 30/08/1988, 466/1988, BGBl., <http://www.ris.bka.gv.at>

Ordinance based on the Islamic Law, especially concerning the designation and constitution of the Islamic Community in Austria.

Private Employees' Act (Federal Law) : 11/05/1921, I No. 35/2006, BGBl., <http://www.ris.bka.gv.at>
Provisions governing the service contract of persons employed under private law

Private Schools Act (Federal Law) : 25/07/1962, I No. 71/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the establishment and running of private schools - with the exception of schools for agriculture and forestry - and on the granting of public-law status, as well as the granting of subsidies to private schools.

Province Teacher Service Authority Act (Provincial Laws) : *Provincial Legal Gazettes in the provinces*, <http://www.ris.bka.gv.at>

Provisions governing the competence of authorities in the different provinces as service authority for teachers at primary schools, secondary general schools, special schools and Polytechnische Schulen as well as Berufsschulen who are employed by a province under public-law contracts "civil service employment", and vis-à-vis persons entitled to pension or retirement payments arising under such employment relation.

Provincial Kindergarten Education Act (of the 9 provinces) (Provincial Laws) : *Provincial Legal Gazettes in the provinces*, <http://www.ris.bka.gv.at>

Provisions governing kindergartens and day-care centres; kindergartens are half or full-day institutions (no overnight care) which are to complement the education of children aged three to six in addition to the education provided within the family on a voluntary basis; special kindergartens are provided for physically and mentally disabled children; day-care centres are minding institutions which take care of pupils of general compulsory schools during instruction-free time.

Provincial Laws governing Berufsschulen and Fachschulen for Agriculture and Forestry (Provincial Laws) : *Provincial Legal Gazettes in the provinces*, <http://www.ris.bka.gv.at>

Implementing statutes of the individual provinces on the Basic Federal Act for Berufsschulen for agriculture and forestry and on the Basic Federal Act for Fachschulen for agriculture and forestry.

Pupils' Representation Act (Federal Law) : 16/05/1990, 284/1990, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the establishment of pupils' representative bodies at the supra-institutional level.

Religious Instruction Act (Federal Law) : 13/07/1949, 256/1993, BGBl., <http://www.ris.bka.gv.at>

Provisions concerning religious instruction for all pupils who are members of a legally recognised church or religious community as a compulsory subject at public schools and schools enjoying public-sector status; religious education provided, conducted and directly supervised by the church or religious society; state school inspection as regards organisation and school-disciplinary matters, and the legal status of religion teachers. To ensure the basic rights of freedom of conscience and creed, the law also provides for an entitlement to withdraw from religious instruction.

School Education Act 1986 (Federal Law) : 25/08/1986, I No. 28/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing the internal organisation of schooling in the schools this law applies to, in particular: admission to school; school instruction regulations; educational work and pupil assessment; progression, repeating of grades, maximum duration of attendance; final exams; internal school regulations; tasks of teachers; school and pupils, school and legal guardians, procedures (among other things, right to appeal against certain decisions of the school, e.g. of the school head, conference, examination board, especially any decision by the conference of class teachers that a pupil may not move up to the next year or failed to complete the final year of the school type attended).

School Education Act for Working Adults (Federal Law) : 27/03/1997, I No. 90/2006, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

The 1997 Act is a special law governing the internal organisation of schools for working adults that is tailored to the specific needs of adults concerning instruction and education.

School Inspection Mandate (General Directive) : 17/12/1999, 12802/3-III/A/99, *Erlass des Bundesministeriums für Unterricht und kulturelle Angelegenheiten*, <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Officials of the school inspectorate and teachers entrusted with school supervisory functions (school oversight organs) act in multiple ways within the framework of school inspection: school inspections shall be conducted in due respect of educational principles, and the principles of partnership shall be implemented in line with the requirements of effective supervision.

School Organisation Act (Federal Law) : 25/07/1962, I No. 26/2008, BGBl., <http://www.ris.bka.gv.at>
Provisions governing the external organisation of public-sector general and vocational compulsory schools, medium and higher-level schools and teacher and supervisory-staff training establishments (except higher education and art academies as well as schools for agriculture and forestry), and in particular: the schools' tasks; structuring according to level and contents; general accessibility; freedom from tuition fees; curricula; pilot school projects (especially the introduction of pilot schemes to develop secondary level I), structure of the individual types of schools; admission requirements; forms of organisation, and the setting of the number of pupils per class.

School Periods Act 1985 (Federal Law) : 08/02/1985, I No. 29/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provisions governing school periods and instruction-free periods (holidays) within the statutory school year, as well as the division of the instruction year into semesters, of the school time within the school day, and on the duration of lessons and breaks.

School Traineeship Act (Federal Law) : 25/02/1988, I No. 71/2007, BGBl., <http://www.ris.bka.gv.at>
Provisions governing traineeship of graduates of teacher-training study programmes leading to teacher accreditation and diploma programmes (humanities, science, Catholic theology, protestant theology), initiation of graduates into practical teaching at medium and higher-level secondary schools, and provision of opportunities for graduates to test their aptitudes for the teaching profession.

School/Church Law (Imperial Law) : 25/05/1868, 48, RGBL. No. 48, <http://www.ris.bka.gv.at>
This law contains fundamental provisions on the relationship between school and church, especially the principle of state sovereignty over teaching and the principle of interconfessionality of public schooling.

Schooling Allowance Act 1983 (Federal Law) : 19/07/1983, I No. 24/2007, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>
Provisions governing the requirements in order to be eligible for school and boarding home allowances and the calculation of the amount of grants.

Service Code for Province Teachers employed under Private-law Contracts 1966 (Federal Law) : 14/07/1966, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>
Service code and provisions on the remuneration of province teachers employed under private-law contracts at primary schools, secondary general schools, special schools and Polytechnische Schulen and at Berufsschulen with the exception of Berufsschulen for agriculture and forestry.

Service Code for Province-employed Teachers (Federal Law) : 27/06/1984, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>
Service code for teachers employed by a province on the basis of public-law contracts and persons entitled to pension (retirement) payments arising from such employment relationship, particularly dealing with employment relationship, service, duties, annual standard as working time (except Berufsschule teaching staff), rights, performance assessment and disciplinary law, safety and health protection of teachers, and appointment requirements.

State Treaty of Saint-Germain (1919), State Treaty of Vienna (1955) (Federal constitutional Law) : 10/09/1919, 152/1955, *Staatsgesetzblatt no. 303/1920, Bundesgesetzblatt no. 152/1955*, <http://www.ris.bka.gv.at>

State treaty of 1919: provided inter alia for the protection of minorities; embodiment of the major rights to education for linguistic minorities; State treaty of 1955: provisions governing the re-establishment of

an independent and democratic Austria between the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, the United States of America and France on the one hand, and Austria on the other, especially with regard to the rights of the Slovene and Croat minorities.

Students Support Act 1992 (Federal Act) : I No. 46/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the granting of study grants and other supporting measures in order to provide a sound financial backing for students and to avoid the need for side-line employment.

Teacher Education Act 2005 (Federal Law) : 01/03/2006, I No. 71/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Reform of initial compulsory teacher education and restructuring of the courses of study leading to teacher accreditation and diploma programmes (now degree programmes) for teachers of general compulsory schools and VET teachers by transforming Pädagogische Akademien, Berufspädagogische Akademien and Pädagogische Institute into Pädagogische Hochschule. This includes the awarding of bachelor-level degrees. Pädagogische Hochschulen are recognised post-secondary educational institutions pursuant to § 51(2) subpara 1 Universities Act. Their main tasks are to prepare, provide and conduct vocationally-oriented courses on a sound academic basis in initial, in-service and continued training for professional educational areas, particularly for the teaching profession. At any rate, all public Pädagogische Hochschulen will offer degree programmes leading to teacher accreditation at Volksschule and Hauptschule, and for teacher accreditation at Sonderschule and Polytechnische Schule as well as in vocational education and training as necessary. Vocationally-oriented academic research is also mandatory. The Act further covers Hochschule bodies, internal structure, design of the degree programmes, students' rights and obligations, and academic degrees.

Teachers' Duty of Supervision, Supervising Decree : 28/07/2005, 15/2005, RS (Rundschreiben), <http://www.ris.bka.gv.at>; <http://www.bmukk.gv.at>

Provides for the duty of supervision of the students at school by teachers, this further applies to all school events and school-related events in and outside the school buildings and grounds as far as necessary according to the age and maturity of students.

Treaty governing questions of education (State Treaty) : 09/07/1962, 289/1972, BGBl., <http://www.ris.bka.gv.at>

Agreement on issues pertaining to education between the Holy See and the Republic of Austria, in particular the right of the church to provide religious instruction for Catholic students at all public schools and schools enjoying public-sector status, and the right of the church to provide, conduct and directly supervise religious instruction (cf. Religious Instruction Act).

Union of Students Act 1998 (Federal Act) : 01/10/2007, I No. 47/2007, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the tasks of the Austrian Union of Students (as a self-governing body): representation of the interests of its members and the material and non-material promotion of its members (students); technical support for students and counselling for prospective students. Provisions governing the set-up and organisation of student representative bodies at universities, universities of Applied Sciences, private universities and colleges.

Universities of Applied Sciences Studies Act (Federal Act) : 28/05/1993, I No. 110/2003, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmwf.gv.at/submenue/english/science/>

Provisions governing the official recognition of study programmes as "Fachhochschule" study programmes and conferral of the designation "Fachhochschule" (University of Applied Sciences) as university-level study programmes that provide a sound scientifically-based education with regard to certain fields of academic professions. Aims and guiding principles, access, academic degrees, tasks of the "Fachhochschule" Council, provider.

University Accreditation Act (Federal Act) : 20/08/1999, I No. 2/2008, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmwf.gv.at/submenue/english/science/>

This act governs the official accreditation of private educational institutions as private universities and the recognition of their study programmes as university-level study programmes. Aims and guiding principles, tasks of the Accreditation Council, provider.

University Act 2002 (Federal Law) : 01/10/2002, I No. 74/2006, BGBl., <http://www.ris.bka.gv.at>; <http://www.bmwf.gv.at/submenue/english/science/>

Under the Universities Act, the currently 21 Austrian universities were granted full autonomy. They have the status of legal entities under public law. The state, represented by the Ministry, still plays a statutory supervisory role and is the partner for the performance agreement with each university. Contracts, business transactions and recruitment will be managed by the universities on their own account. The senior bodies of the universities will be the university council, the rectorate and the senate.

Vocational Training Act (Federal Law) : 26/03/1969, I No. 82/2008, BGBl., <http://www.ris.bka.gv.at>

Provisions governing the vocational training of apprentices; listing of apprenticeable trades, authorised apprenticeship trainers, apprenticeship relationship and contract, period of apprenticeship, training regulations, pre-apprenticeship phase (to better include disadvantaged youths with placement impediments); subsidies for company-based apprenticeship training and training of apprentices at interworks training centres; crediting of school education for apprenticeship training.

Youth Welfare Act 1989 (Federal Law) : 15/03/1989, I No. 41/2007, BGBl., <http://www.ris.bka.gv.at>

Public youth welfare assists mothers, expectant mothers, babies and their parents (maternity and infant welfare) and is to encourage and safeguard the development of minors by offering assistance in their care and education and provide educational measures (youth care).

INSTITUTIONS

FH Council

Liechtensteinstraße 22 A
1090 Wien
Tel: +43 (0)1 3195034 0
E-mail: office@fhr.ac.at
Website: <http://www.fhr.ac.at>

Academy of Fine Arts Vienna

Schillerplatz 3
1010 Wien
Tel: +43 (0)1 58816 0
E-mail: info@akbild.ac.at
Website: <http://www.akbild.ac.at>

Austrian Accreditation Council

Palais Harrach
Freyung 3
1010 Wien
Tel: +43 (0)1 53120 5673
E-mail: elisabeth.fiorioli@bmwf.gv.at
Website: <http://www.akkreditierungsrat.at>

Austrian Agency for Quality Assurance AQA

Wickenburggasse 26
1080 Wien
Tel: +43 (0)1 3194450 0
E-mail: office@aqi.ac.at
Website: <http://www.aqi.ac.at>

Austrian Association of Universities of Applied Sciences FHK

Bösendorferstraße 4/11
1010 Wien
Tel: +43 (0)1 890 6345 10
E-mail: office@fhk.ac.at
Website: <http://www.fhk.ac.at>

Austrian National Union of Students

Taubstummengasse 7-9
1040 Wien
Tel: +43 (0)1 3108880 0
E-mail: oei@oei.ac.at
Website: <http://www.oei.ac.at/>

Austrian Science Board

Liechtensteinstraße 22 A
1090 Wien
Tel: +43 (0)1 3194999 0
E-mail: office@wissenschaftsrat.ac.at
Website: <http://www.wissenschaftsrat.ac.at>

BIFIE, Federal Institute for Educational Research, Innovation and Development of the Austrian School System

Alpenstraße 121
5020 Salzburg
Tel: +43 (0)662 620088
E-mail: office@bifie.at
Website: <http://www.bifie.at>

Burgenländische Landesregierung

Europaplatz 1
7000 Eisenstadt
Tel: +43 (0)57 600 0
E-mail: post.buergerservice@bgld.gv.at
Website: <http://www.burgenland.at>

Campus 02 University of Applied Sciences Business Studies

Körblergasse 126
8021 Graz
Tel: +43 (0)316 6002 0
E-mail: info@campus02.at
Website: <http://www.campus02.at>

Carinthia University of Applied Sciences

Villacher Straße 1
9800 Spittal
Tel: +43 (0)5 90500 0
E-mail: info@fh-kaernten.at
Website: <http://www.fh-kaernten.at>

Fachhochschul-Studiengang Militärische Führung

Burgplatz 1
2700 Wr. Neustadt
Tel: +43 (0)2622 381 2105
E-mail: milak.inst1@bmlv.gv.at
Website: <http://www.miles.ac.at>

Federal Chancellery

Ballhausplatz 2
1014 Wien
Tel: +43 (0)1 53115 0
E-mail: buergerservice@bka.gv.at
Website: <http://www.austria.gv.at>

Federal Ministry for Education, the Arts and Culture

Minoritenplatz 5
1014 Wien
Tel: +43 (0)1 53120 0
E-mail: ministerium@bmukk.gv.at
Website: <http://www.bmukk.gv.at>

Federal Ministry for Health, Family and Youth

Radetzkystraße 2
1030 Wien
Tel: +43 (0)1 71100 0
E-mail: buergerservice@bmfgf.gv.at
Website: <http://bmfgf.gv.at>

Federal Ministry of Agriculture, Forestry, Environment and Water Management

Stubenring 1
1010 Wien
Tel: +43 (0)1 71100 0
E-mail: office@lebensministerium.at
Website: <http://www.lebensministerium.at>

Federal Ministry of Economics and Labour

Stubenring 1
1011 Wien
Tel: +43 (0)1 71100 0

E-mail: service@bmwa.gv.at
Website: <http://www.bmwa.gv.at>

Federal Ministry of Finance

Hintere Zollamtsstraße 2b
1030 Wien
Tel: +43 (0)1 51433 0
E-mail: buergerservice@bmf.gv.at
Website: <https://www.bmf.gv.at/>

Federal Ministry of Science and Research

Minoritenplatz 5
1014 Wien
Tel: +43 (0)1 53120 0
E-mail: infoservice@bmwf.gv.at
Website: <http://www.bmwf.gv.at>

Federal Ministry of Social Affairs and Consumer Protection

Stubenring 1
1010 Wien
Tel: +43 (0)1 71100 0
E-mail: briefkasten@bmsk.gv.at
Website: <http://www.bmsk.gv.at>

Ferdinand Porsche Fernfachhochschul-Studiengänge

Lothringer Straße 4
1040 Wien
Tel: +43 (0)1 505 77 78
E-mail: office@fernfh.at
Website: <http://www.fernfh.at>

FH Campus Wien University of Applied Sciences

Daumegasse 3/1
1100 Wien
Tel: +43 (0)1 6066877 100
E-mail: office@fh-campuswien.ac.at
Website: <http://www.fh-campuswien.ac.at>

FH Joanneum University of Applied Sciences

Alte Poststraße 149
8020 Graz
Tel: +43 (0)316 5453 0
E-mail: info@fh-joanneum.at
Website: <http://www.fh-joanneum.at>

FH Kufstein Tirol University of Applied Sciences

Andreas Hofer Straße 7
6330 Kufstein
Tel: +43 (0)5372 718 19
E-mail: info@fh-kufstein.ac.at
Website: <http://www.fh-kufstein.ac.at>

FHG - Zentrum für Gesundheitsberufe Tirol

Innrain 98
6020 Innsbruck
Tel: +43 (0)50 8648 4700
E-mail: info@fhg-tirol.ac.at
Website: <http://www.fhg-tirol.ac.at>

FHWien University of Applied Sciences of WKW

Währinger Gürtel 97

1180 Wien
Tel: +43 (0)1 47677 5744
E-mail: service-center@fh-wien.ac.at
Website: <http://www.fh-wien.ac.at>

Graz University of Technology

Rechbauerstraße 12
8010 Graz
Tel: +43 (0)316 873 0
E-mail: info@tugraz.at
Website: <http://www.tugraz.at>

Hochschule für Agrar- und Umweltpädagogik Wien

Angermayergasse 1
1130 Wien
Tel: +43 (0)1 8772266-0
E-mail: sekretariat@agrarumweltpaedagogik.ac.at
Website: <http://www.agrarumweltpaedagogik.ac.at>

IMC - University of Applied Sciences Krems

Piaristengasse 1
3500 Krems
Tel: +43 (0)2732 802 0
E-mail: office@fh-krems.ac.at
Website: <http://www.imc-krems.ac.at>

Interkulturelles Zentrum

Bacherplatz 10
1050 Wien
Tel: +43 (0)1 586 75 44
E-mail: iz@iz.or.at
Website: <http://www.iz.or.at>

Kärntner Landesregierung

Arnulfplatz 1
9020 Klagenfurt
Tel: +43 (0)50 536 53000
E-mail: servicestelle@ktn.gv.at
Website: <http://www.ktn.gv.at>
Kontaktformular auf Homepage

Katholische Pädagogische Hochschuleinrichtung Kärnten

Tarviserstraße 30
9020 Klagenfurt
Tel: +43 (0)463 5877-2221
E-mail: kphe@kath-kirche-kaernten.at
Website: <http://www.kphe-kaernten.at>

Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau

Georgigasse 85-89
8020 Graz
Tel: +43 (0)316 581670-22
E-mail: office@kphgraz.at
Website: <http://www.kphgraz.at>

Kirchliche Pädagogische Hochschule Edith Stein

Rennweg 12
6020 Innsbruck
Tel: +43 (0)512 561763-10
E-mail: info@kph-es.at
Website: <http://www.kph-es.at>

Kirchliche Pädagogische Hochschule Wien/Krems

Singerstraße 7/4
1010 Wien
Tel: +43 (0)1 51552 3084
E-mail: office@kphvie.at
Website: <http://www.kphvie.at>

Konferenz der Erwachsenenbildung Österreichs

Kaunitzgasse 2
1060 Wien
Tel: +43 (0)1 5863703 0
E-mail: info@bfi.at
Website: <http://erwachsenenbildung.at/grundlagen/organisation/keboe.php>

KulturKontakt Austria KKA

Universitätsstraße 5
1010 Wien
Tel: +43 (0)1 5238765 0
E-mail: office@kulturkontakt.or.at
Website: <http://www.kulturkontakt.or.at>

Landesschulrat für Burgenland

Kernausteig 3
7001 Eisenstadt
Tel: +43 (0)2682 710
E-mail: office@lsr-bgld.gv.at
Website: <http://www.lsr-bgld.gv.at>

Landesschulrat für Kärnten

10. Oktober-Straße 24
9010 Klagenfurt
Tel: +43 (0)463 5812 0
E-mail: office@lsr-ktn.gv.at
Website: <http://www.lsr-ktn.gv.at>

Landesschulrat für Niederösterreich

Rennbahnstraße 29
3109 St. Pölten
Tel: +43 (0)2742 280
E-mail: office@lsr-noe.gv.at
Website: <http://www.lsr-noe.gv.at>

Landesschulrat für Oberösterreich

Sonnensteinstraße 29
4040 Linz
Tel: +43 (0)732 7071
E-mail: lsr@lsr-ooe.gv.at
Website: <http://www.lsr-ooe.gv.at>

Landesschulrat für Salzburg

Mozartplatz 8-10
5010 Salzburg
Tel: +43 (0)662 8083
E-mail: lsr-sbg@lsr.salzburg.at
Website: <http://www.landesschulrat.salzburg.at>

Landesschulrat für Steiermark

Körblergasse 23
8011 Graz
Tel: +43 (0)316 345 0

E-mail: lsr@lsr-stmk.gv.at
Website: <http://www.lsr-stmk.gv.at>

Landesschulrat für Tirol

Innrain 1
6020 Innsbruck
Tel: +43 (0)512 520 33
E-mail: office@lsr-t.gv.at
Website: <http://www.lsr-t.gv.at>

Landesschulrat für Vorarlberg

Bahnhofstraße 12
6901 Bregenz
Tel: +43 (0)5574 4960
E-mail: office.lsr@lsr-vbg.gv.at
Website: <http://www.lsr-vbg.gv.at>

Lauder Business School

Hofzeile 18-20
1190 Wien
Tel: +43 (0)1 3691818
E-mail: office@lbs.ac.at
Website: <http://www.lbs.ac.at>

MCI - Management Center Innsbruck, Internationale Fachhochschulgesellschaft mbH

Universitätsstraße 15
6020 Innsbruck
Tel: +43 (0)512 2070 0
E-mail: office@mci.edu
Website: <http://www.mci.edu>

Niederösterreichische Landesregierung

Landhausplatz 1
3109 St. Pölten
Tel: +43 (0)2742 9005 0
E-mail: post.landnoe@noel.gv.at
Website: <http://www.noel.gv.at>

Oberösterreichische Landesregierung

Klosterstraße 7
4021 Linz
Tel: +43 (0)732 7720 0
E-mail: post@ooe.gv.at
Website: <http://www.land-oberoesterreich.gv.at>

Pädagogische Hochschule Kärnten

Hubertusstraße 1
9020 Klagenfurt
Tel: +43 (0)463 508508
E-mail: office@ph-kaernten.ac.at
Website: <http://www.ph-kaernten.ac.at>

Pädagogische Hochschule Niederösterreich

Mühlgasse 67
2500 Baden
Tel: +43 (0)2252 88570
E-mail: office@ph-noe.ac.at
Website: <http://www.ph-noe.ac.at>

Pädagogische Hochschule Oberösterreich

Kaplanhofstraße 40

4020 Linz
Tel: +43 (0)732 7470-0
E-mail: office@ph-ooe.at
Website: <http://www.ph-ooe.at>

Pädagogische Hochschule Salzburg

Akademiestraße 23
5020 Salzburg
Tel: +43 (0)662 6388-0
E-mail: office@phsalzburg.at
Website: <http://www.phsalzburg.at>

Pädagogische Hochschule Steiermark

Hasnerplatz 12
8010 Graz
Tel: +43 (0)316 8067-0
E-mail: office@phst.at
Website: <http://www.phst.at>

Pädagogische Hochschule Tirol

Pastorstraße 7
6010 Innsbruck
Tel: +43 (0)512 59923
E-mail: office@ph-tirol.ac.at
Website: <http://www.ph-tirol.ac.at>

Pädagogische Hochschule Vorarlberg

Liechtensteinerstraße 33-37
6800 Feldkirch
Tel: +43 (0)5522 31199-500
E-mail: office@ph-vorarlberg.ac.at
Website: <http://www.ph-vorarlberg.ac.at>

Pädagogische Hochschule Wien

Grenzackerstraße 18
1100 Wien
Tel: +43 (0)1 60118-0
E-mail: office@phwien.ac.at
Website: <http://www.phwien.ac.at>

Private Pädagogische Hochschule der Diözese Linz

Salesianumweg 3
4020 Linz
Tel: +43 (0)732 772666
E-mail: office@ph-linz.at
Website: <http://www.phdl.at>

Privater Studiengang für das Lehramt für Islamische Religion an Pflichtschulen - IRPA

Neustiftgasse 117 A
1070 Wien
Tel: +43 (0)1 786322 41
E-mail: irpa@chello.at
Website: <http://www.irpa.ac.at>

Privater Studiengang für das Lehramt Jüdische Religion an Pflichtschulen - Lauder Chabad

Rabbiner-Schneerson-Platz 1 / Augarten
1020 Wien
Tel: +43 (0)1 3341818
E-mail: office@lauderchabad.at
Website: <http://www.lauderchabad.at>

Salzburg University of Applied Sciences

Urstein Süd 1
5412 Puch / Salzburg
Tel: +43 (0)50 2211 0
E-mail: info@fh-salzburg.ac.at
Website: <http://www.fh-salzburg.ac.at>

Salzburger Landesregierung

Postfach 527
5010 Salzburg
Tel: +43 (0)662 8042 0
E-mail: internet@salzburg.gv.at
Website: <http://www.salzburg.gv.at>

Schloss Hofen Zentrum für Wissenschaft und Weiterbildung

Hoferstraße 26
6911 Lochau
Tel: +43 (0)5574 4930 0
E-mail: info@schlosshofen.at
Website: <http://www.schlosshofen.at>

St. Pölten University of Applied Sciences

Matthias Corvinus-Straße 15
3100 St. Pölten
Tel: +43 (0)2742 313 228 0
E-mail: office@fhstp.ac.at
Website: <http://www.fhstp.ac.at>

Stadtschulrat für Wien

Wipplingerstraße 28
1010 Wien
Tel: +43 (0)1 525 25
E-mail: office@ssr-wien.gv.at
Website: <http://www.ssr-wien.gv.at>

Steiermärkische Landesregierung

8011 Graz-Burg
Tel: +43 (0)316 877 0
E-mail: post@stmk.gv.at
Website: <http://www.verwaltung.steiermark.at>

Stiftung Private Pädagogische Hochschule Burgenland

Thomas Alva Edison-Straße 1
7000 Eisenstadt
Tel: +43 (0)590 1030-0
E-mail: office@ph-burgenland.at
Website: <http://www.ph-burgenland.at>

Tiroler Landesregierung

Eduard-Wallnöfer-Platz 3
Neues Landhaus
6020 Innsbruck
Tel: +43 (0)512 508
E-mail: post@tirol.gv.at
Website: <http://www.tirol.gv.at>

Universities Austria UNIKO

Liechtensteinstraße 22
1090 Wien
Tel: +43 (0)1 3105656 0
E-mail: office@uniko.ac.at

Website: <http://www.reko.ac.at>

University for Continuing Education Krems

Dr.-Karl-Dorrek-Straße 30

3500 Krems

Tel: +43 (0)2732 893 2000

E-mail: info@donau-uni.ac.at

Website: <http://www.donau-uni.ac.at>

University Mozarteum Salzburg

Mirabellplatz 1

5020 Salzburg

Tel: +43 (0)662 6198 0

E-mail: presse@moz.ac.at

Website: <http://www.moz.ac.at>

University of Applied Arts Vienna

Oskar Kokoschka-Platz 2

1010 Wien

Tel: +43 (0)1 71133 0

E-mail: pr@uni-ak.ac.at

Website: <http://www.dieangewandte.at>

University of Applied Sciences bfi Vienna

Wohlmuthstraße 22

1020 Wien

Tel: +43 (0)1 7201286 0

E-mail: info@fh-vie.ac.at

Website: <http://www.fh-vie.ac.at>

University of Applied Sciences Burgenland

Campus 1

7000 Eisenstadt

Tel: +43 (0)5 9010 609 0

E-mail: office@fh-burgenland.at

Website: <http://www.fh-burgenland.at>

University of Applied Sciences Technikum Wien

Höchstädtplatz 5

1200 Wien

Tel: +43 (0)1 3334077 0

E-mail: info@technikum-wien.at

Website: <http://www.technikum-wien.at>

University of Applied Sciences Wiener Neustadt

Johannes Gutenberg-Straße 3

2700 Wiener Neustadt

Tel: +43 (0)2622 89084 0

E-mail: office@fhwn.ac.at

Website: <http://www.fhwn.ac.at>

University of Art and Design Linz

Hauptplatz 8

4010 Linz

Tel: +43 (0)732 7898 0

E-mail: studien.office@ufg.ac.at

Website: <http://www.ufg.ac.at>

University of Graz

Universitätsplatz 3

8010 Graz

Tel: +43 (0)316 380 0
E-mail: www@uni-graz.at
Website: <http://www.uni-graz.at>

University of Innsbruck

Christoph-Probst-Platz
Innrain 52
6020 Innsbruck
Tel: +43 (0)512 507 0
E-mail: fakultaetenservicestelle@uibk.ac.at
Website: <http://www.uibk.ac.at>

University of Klagenfurt

Universitätsstraße 65-67
9020 Klagenfurt
Tel: +43 (0)463 2700 9200
E-mail: uni@uni-klu.ac.at
Website: <http://www.uni-klu.ac.at>

University of Linz

Altenbergerstraße 69
4040 Linz
Tel: +43 (0)732 2468 0
E-mail: bdr@jku.at
Website: <http://www.uni-linz.ac.at>

University of Mining

Franz-Josef-Straße 18
8700 Leoben
Tel: +43 (0)3842 402
E-mail: office@unileoben.ac.at
Website: <http://www.unileoben.ac.at>

University of Music and Dramatic Arts Graz

Leonhardstraße 15
8010 Graz
Tel: +43 (0)316 389
E-mail: info@kug.ac.at
Website: <http://www.kug.ac.at>

University of Music and Performing Arts Vienna

Anton-von-Webern-Platz 1
1030 Wien
Tel: +43 (0)1 71155
E-mail: feedback@mdw.ac.at
Website: <http://www.mdw.ac.at>

University of Natural Resources and Applied Life Sciences, Vienna

Gregor Mendel-Straße 33
1180 Wien
Tel: +43 (0)1 47654 0
E-mail: zib@boku.ac.at
Website: <http://www.boku.ac.at>

University of Salzburg

Kapitelgasse 4-6
5020 Salzburg
Tel: +43 (0)662 8044 0
E-mail: uni.service@sbg.ac.at
Website: <http://www.uni-salzburg.at>

University of Veterinary Medicine Vienna

Veterinärplatz 1
1210 Wien
Tel: +43 (0)1 25077 0
E-mail: public.relations@vu-wien.ac.at
Website: <http://www.vu-wien.ac.at>

University of Vienna

Dr.-Karl-Lueger-Ring 1
1010 Wien
Tel: +43 (0)1 4277 0
E-mail: public@univie.ac.at
Website: <http://www.univie.ac.at>

Upper Austria University of Applied Sciences

Franz-Fritsch-Straße 11/Top3
4600 Wels
Tel: +43 (0)7242 44808 0
E-mail: info@fh-ooe.at
Website: <http://www.fh-ooe.at>

Vienna University of Economics and Business Administration

Augasse 2-6
1090 Wien
Tel: +43 (0)1 31336 0
E-mail: wu-web@wu-wien.ac.at
Website: <http://www.wu-wien.ac.at>

Vienna University of Technology

Karlsplatz 13
1040 Wien
Tel: +43 (0)1 58801 0
E-mail: pr@tuwien.ac.at
Website: <http://www.tuwien.ac.at>

Vorarlberg University of Applied Sciences

Hochschulstraße 1
6850 Dornbirn
Tel: +43 (0)5572 792 0
E-mail: info@fhv.at
Website: <http://www.fhv.at>

Vorarlberger Landesregierung

Landhaus
6901 Bregenz
Tel: +43 (0)5574 511 0
E-mail: land@vorarlberg.at
Website: <http://www.vorarlberg.gv.at>

Wiener Landesregierung

Rathaus
1082 Wien
Tel: +43 (0)1 4000
E-mail: wien.at@magwien.gv.at
Website: <http://www.wien.gv.at>

BIBLIOGRAPHY

ABC der Berufsbildenden Schulen 2009 : Schulische Berufsausbildungen ab 14 Jahren (inkl. Kollegs, Schulen für Berufstätige) / Andrea Gintenstorfer; Mathias Maissner. - 38 - Wien : Bundesministerium für Unterricht, Kunst und Kultur, 2009.

<http://www.abc.berufsbildendeschulen.at> (12/03/2009)

Verzeichnis aller berufsbildenden mittleren und höheren Schulen und Berufsschulen in Österreich plus Informationsteil. Eine Internetversion mit allen Lehrberufen und den Informationen der Broschüre steht unter <http://www.abc.berufsbildendeschulen.at> zur Verfügung.

Abschlussorientierte Höherqualifizierung unter Berücksichtigung der Bildungsbiografie. Die Österreichische Berufsreifeprüfung / Peter Schlögl; Susanne Klimmer. - 2/2002 - Wien : GdWZ, 2001.

Aktuelle Entwicklungen bei den Teilnehmer/innen- und Absolventen/innenzahlen bei der Berufsreife- und Studienberechtigungsprüfung / Peter Schlögl; Susanne Klimmer; Christian Gary. - Wien, 2001.

Auf dem Weg zu einer besseren Schule : Evaluation der Schulautonomie in Österreich / Helmut Bachmann; Manfred Iby; Augustin Kern; Dietmar Osinger; Edwin Radnitzky; Werner Specht. - Wien - Innsbruck : Studienverlag, 1996. - p.232 p. - (Bildungsforschung des Bundesministeriums für Unterricht und kulturelle Angelegenheiten ; 11)

Die Studie liefert Einblick in die Kräfte und Wirkungen einer wichtigen Schulreforminitiative in Österreich (Auswirkungen der 14. SchOG-Novelle). Um dem komplexen Thema Schulautonomie gerecht zu werden, wurde ein multiperspektivischer Forschungsansatz gewählt. Neben österreichweit repräsentativen empirischen Erhebungen wurden Interviews, Analysen von Dokumenten und Fallstudien durchgeführt.

Bericht des Akkreditierungsrates 2006. - Wien : Österreichischer Akkreditierungsrat, 2007.
<http://www.akkreditierungsrat.at/cont/de/downloads.aspx#WeitereTexte> (09/03/2009)

Bericht des Fachhochschulrates 2006 : FHR - Jahresbericht 2006. - Wien : Fachhochschulrat, 2006.

Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007 : Berichtszeitraum 2000-2006. - Wien : Bundesministerium für Wissenschaft und Forschung, 2007. - (Monitoring Report 2007)

http://www.bmwf.gv.at/submenue/euinternationales/bolognaprozess/monitoring_report_2007
(06/03/2009)

Mit der Novelle 1999 zum Universitäts-Studiengesetz, dem Universitätsgesetz 2002 sowie der Änderung des Fachhochschul-Studiengesetzes im Jahr 2002 und dem Bundesgesetz über die Organisation der Pädagogischen Hochschulen und ihre Studien (Hochschulgesetz 2005) wurde die Rechtsgrundlage für die Einführung von Bachelor- und Masterstudien, die Anwendung des ECTS, des Diplomzusatzes (Diploma Supplement), die Einrichtung von gemeinsamen Studienprogrammen verschiedener Universitäten / joint degree-Programmen und aufgewerteten PhD-ähnlichen Doktoratsprogrammen geschaffen. Das Bundesministerium für Wissenschaft und Forschung begleitet die Umsetzung der Ziele des Bologna-Prozesses auf nationaler Ebene mit einem eigenen Monitoringprojekt, dessen Ergebnisse periodisch im vorliegenden "Monitoring Report" veröffentlicht werden. Der nun vorliegende vierte Bericht bildet den Zeitraum 2005 bis 2006 ab.

Bildung in Freiheit. Die Erwachsenenbildung in Österreich nach 1945 / Walter Göhring. - Wien, 1983.

Bildung in Zahlen 2007/08 : Schlüsselindikatoren und Analysen; Tabellenband. - Wien : Statistik Austria, 2009.

ISBN 978-3-902587-87-9; 978-3-902587-88-6

http://www.statistik.at/web_de/dynamic/statistiken/bildung_und_kultur/formales_bildungswesen/publikationen?id=5&webcat=128&nodel=285&frag=3&listid=128 (12/03/2009)

Bildung in Zahlen 2007/08 gibt einen Einblick in die Bildungssituation in Österreich. Ergebnisse und Kenngrößen aus verschiedenen Statistiken werden von der Statistik Austria in Form von Texten, Tabellen und Grafiken dargestellt und bieten Informationen zu unterschiedlichen Bildungsbereichen wie Schul- und Hochschulwesen, Erwachsenenbildung, Bildungsverläufe, den Bildungsstand und staatliche Bildungsausgaben. In dem Band Schlüsselindikatoren und Analysen werden ausgewählte Bildungsindikatoren mit kurzen analytischen Hintergrundtexten, die einen umfassenden Überblick über die Bildungssituation in Österreich verschaffen, grafisch aufbereitet dargestellt. Der Tabellenband beinhaltet, ergänzend zum Band „Schlüsselindikatoren und Analysen“, in Tabellenform Detailinformationen zum Schul- und Hochschulwesen sowie Eckdaten zum Bildungsstand der Wohnbevölkerung und zu den staatlichen Bildungsausgaben. Diese Publikation der Statistik Austria bietet einen Überblick über das gesamte formale Bildungswesen in einer Broschüre und ersetzt seit dem Berichtsjahr 2006/07 die früher in eigenen Reihen erschienenen Druckschriften „Schulwesen in Österreich“ und „Hochschulstatistik“.

Bildung und Wissenschaft in Österreich : Statistiken 2006 = Education and Science in Austria, Statistics 2006. - 2 - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2006.

<http://www.bmukk.gv.at/schulen/bw/ueberblick/grunddaten.xml> (03/03/2009)

The second edition of the brochure "Bildung und Wissenschaft in Österreich 2006 / Education and Science in Austria 2006" provides a survey of educational institutions, new entrants, pupils, students, graduates and Austria's research performance. It is thus a useful source of information for all those interested in education and research.

Bildungsentwicklung in Österreich 2004 - 2007 : Development of Education in Austria 2004 - 2007 / Christine Stromberger; Stefan Polzer ; Barbara Mitterauer. - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Bundesministerium für Wissenschaft und Forschung, 2008.

http://www.bmukk.gv.at/schulen/bw/ueberblick/bildungsentwicklung_04_07.xml;

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/euinternationales/bildungsentwicklung_in_oesterreich (03/03/2009)

Die Publikation behandelt in zwei Teilen (A und B) die Bildungsentwicklung in Österreich von 2004 - 2007 und informiert über den aktuellen Stand von Reformen sowie über Neuerungen und Projekte in allen Teilbereichen des österreichischen Bildungswesens. Teil A befasst sich mit der Organisation und Struktur des Bildungswesens, Teil B berichtet über Entwicklungen im Bildungswesen. Schwerpunkte der Entwicklung liegen im Bereich der generellen Qualitätssteigerung der schulischen und beruflichen Bildungseinrichtungen, in der Stärkung von Integration, in der Modernisierung der Universitäten, der Motivation von Erwachsenen zur Weiterbildung und in der Erhöhung der internationalen Mobilität.

Bildungsforschung in Österreich 2007 / Elfriede Tajalli. - Wien : Bundesministerium für Unterricht, Kunst und Kultur, 2008.

<http://www.bmukk.gv.at/schulen/schubf/bf/bildungsforschungsdok.xml>; <http://opac.bibvb.ac.at/2bflb> (03/03/2009)

Die vorliegende 22. Publikation österreichischer Bildungsforschungsprojekte erstreckt sich auf den Erhebungszeitraum 2007. Die 98 Projektbeschreibungen (44 abgeschlossene Projekte, 54 laufende Projekte) sind im Wesentlichen mit dem von den Projektleitern und Projektleiterinnen jeweils verfassten Originaltext übernommen worden. Die Beschlagwortung erfolgte mit den Deskriptoren des "Europäischen Thesaurus Bildungswesen", Europarat/EURYDICE 1998.

Bildungsmonitoring, Vergleichsstudien und Innovationen : Von evidenzbasierter Steuerung zur Praxis = Educational Monitoring, Comparative Studies and Innovation: From evidence-based governance to practice. - Berlin : BWV, 2008. - p.206 p. - (Schulentwicklung ; 39)

ISBN 978-3-8305-1550-0

<http://www.bildung-brandenburg.de/4720.html> (11/03/2009)

From 25th to 28th September 2007, more than 80 representatives of the scientific community, the education authorities, and school practice in Germany, Austria and Switzerland met in Potsdam to discuss the development and implementation of educational innovations. The seminar focused on questions of knowledge transfer - from the findings of evaluation and monitoring activities to implementation in schools and classroom practice. The selection of articles from the seminar's documentation contains the country-specific reports prepared for the seminar, selected presentations and a general report on the seminar and its outcomes. Three main outcomes can be identified: 1. Empirical educational research is a prerequisite for quality improvement in all areas of education 2. The importance of networks and supraregional cooperation is growing 3. It is becoming increasingly important for the methods and objectives of innovative educational concepts to be properly

communicated. Research findings must not only be disseminated to policy makers and used to generate policy-relevant knowledge, but also communicated to practitioners in schools.

Bildungspolitik in der Zweiten Republik / Hermann Schnell. - Wien, Zürich, 1993.

CEDEFOP Theme 5: Continuing Vocational Education and Training = CEDEFOP Theme 5: Continuing Vocational Education and Training / Arthur Schneeberger; Alexander Petanovitsch. - Wien : Institut für Bildungsforschung der Wirtschaft (ibw), 2004.
<http://www.ibw.at> (06/03/2009)

Das Befinden von Kindern und Jugendlichen in der österreichischen Schule : Befragung 2005 / Ferdinand Eder. - Wien : Bundesministerium für Unterricht, Kunst und Kultur: Studienverlag, 2007. - (Bildungsforschung ; 20)

<http://www.bmukk.gv.at/schulen/sb/befindlichkeitsstudie.xml> (12/03/2009)

Mit der Studie "Das Befinden von Kindern und Jugendlichen in der österreichischen Schule, Befragung 2005", in der Reihe Bildungsforschung liefert das Bundesministerium für Unterricht, Kunst und Kultur einen Beitrag zur kontinuierlichen Erhebung von Qualitätsdaten im Schulbereich. Die Erhebung wurde in allen Schularten ab der 4. Schulstufe durchgeführt, darüber hinaus wurden besonders belastete Schüler/innen interviewt. Die Befindlichkeitsstudie zeichnet ein realistisches Bild von Schule aus Sicht der Schüler/innen und macht erfolgreiche Ergebnisse ebenso wie bestehenden Veränderungsbedarf sichtbar.

Das österreichische Hochschulsystem = Higher Education in Austria / Heinz Kasparovsky; Ingrid Wadsack. - 3/2007 - Wien : Bundesministerium für Wissenschaft und Forschung, 2007.

ISBN 3-85456->

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/enic_naric_austria/einzelpublikationen (06/03/2009)

Das österreichische Schulrecht / Felix Jonak ; Leo Kövesi. - 11 - Wien : ÖBV Österreichischer Bundesverlag, 2007. - p.1616 p.

ISBN 978-3-209-05955-0

„Das österreichische Schulrecht“ bietet die kommentierte Wiedergabe der Gesetze und Verordnungen des Bundes sowie Verweise auf die einschlägigen Vorschriften der Länder für das gesamte Schulwesen. Ferner enthält die 11. Auflage die Gesetze betreffend die Pädagogische Hochschule.

Determinanten des Studienerfolges : Studie im Auftrag des BMBWK / Frank Landler; René Dell'mour. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2001.

Die Bedeutung von Bildung im Spannungsfeld zwischen Staat, Markt und Gesellschaft : Kurzstudie / Julia Bock-Schappelwein; Martin Falk. - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Österreichisches Institut für Wirtschaftsforschung, 2009.

http://www.bmukk.gv.at/schulen/sb/bildung_spannungsfeld.xml (12/03/2009)

Dieser Beitrag liefert einen Überblick über den Stand der Literatur und Datenbestand zum Zusammenhang zwischen Bildung und Investitionen, Einkommenssituation, Arbeitsmarktintegration, soziale Inklusion und gesellschaftliche Faktoren an der Schnittstelle zwischen Staat, Markt und Gesellschaft.

Die Berufsreifeprüfung - Höherqualifizierung für den beruflichen Aufstieg oder für den Umstieg? : Eine Status-quo-Erhebung / Susanne Klimmer; Peter Schlögl; Barbara Neubauer. - 3/2006 - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2006. - p.123 p. - (Materialien zur Erwachsenenbildung)

<http://erwachsenenbildung.at/services/publikationen.php> (12/03/2009)

Im Jahr 1999 wurde eine Evaluation zur Berufsreifeprüfung als erste Implementationsanalyse in Auftrag gegeben und vom Österreichischen Institut für Berufsbildungsforschung (öibf) und dem Institut für Bildungsforschung der Wirtschaft (ibw) durchgeführt. Dieselben Institute wurden mit der Durchführung der vorliegenden Evaluation beauftragt, die mit dem Hauptaugenmerk auf die TeilnehmerInnen und AbsolventInnen als Status-quo-Erhebung eine wichtige Grundlage für Prozesse der Reflexion und der kontinuierlichen Weiterentwicklung darstellt. Sie bezieht sich auf Datenmaterial bis 2005 und wurde im Mai 2006 fertig gestellt.

Die Pädagogische Hochschule (Hochschulgesetz 2005) : Kommentierte Ausgabe des Hochschulgesetzes 2005 einschließlich der Verordnungen, besonderer Berücksichtigung der privaten Hochschulen sowie Wiedergabe der verfassungsrechtlichen Grundlagen und der wesentlichen Bestimmungen in anderen Gesetzen / Felix Jonak ; Gerhard Münster. - 2., erw. Aufl - Innsbruck : Innverl. + Gatt, 2007. - p.342 p.
ISBN 978-3-9501975-3-2

Die Qualifikationsstruktur der österreichischen Bevölkerung im Wandel : Analyse und Computersimulation des Schulsystems und der Qualifikationsstruktur der Bevölkerung 1971-2025 / Frank Landler. - Wien : Verlag der Österreichischen Akademie der Wissenschaften, 2008. - p.237 p.
ISBN 978-3-7001-4008-5

Although the training and professional qualifications of the Austrian population has improved immensely during the last thirty years, Austria still does not number among the leading nations of the world with regard to either the structure of qualification within the population or the underlying education system. Through this period, the majority of the progress in qualification was due to the female population. Only with the establishment of the "Fachhochschulen" (i.e., universities of applied sciences or polytechnics) was there a noticeable increase in the proportion of male graduates. Nevertheless, it should be mentioned that the enormous increase in women's participation in education has been characterised by a rather restricted choice of institutions and fields of study. With a corresponding delay, the qualification structure of the population as a whole has improved as well.

Dokumentation Hochschulrecht / Heinz Kasparovsky. - Wien : Bundesministerium für Wissenschaft und Forschung, 2007. - (Österreichisches Hochschulrecht ; 1)
ISBN 3-85456-465-1 ; ISSN 1010-6189

http://www.bmwf.gv.at/wissenschaft/national/gesetze/doku_hochschulrecht (06/03/2009)

Die vorliegende Broschüre stellt ein Gerüst für die Arbeit mit den Rechtsvorschriften im Bereich des Hochschulwesens und der Forschung dar. Sie will nicht die aktuellen Texte selbst präsentieren, sondern den Zugang hierzu durch möglichst vollständige, exakte und aktuelle Quellenangaben erleichtern. Das Werk ist in sieben Sachgruppen (I bis VII) gegliedert, wobei die internationalen Abkommen wegen ihrer Querbezüge eine eigene Sachgruppe bilden.

Empfehlungen für gelungene schulische Tagesbetreuung / Andreas Schatzl. - Wien : Bundesministerium für Unterricht, Kunst und Kultur, 2007. - p.83 p.
<http://pubshop.bmukk.gv.at/detail.aspx?id=49> (12/03/2009)

Die vorliegende Broschüre ist eine Handreichung für Eltern von Kindern aller Schulstufen, die eine ganztägige Schulform besuchen. Sie besteht vor allem aus Empfehlungen, wie die Qualität in der schulischen Tagesbetreuung gesichert bzw. verbessert werden kann. Die Broschüre bietet auch eine Orientierungshilfe sowie Anregungen für Schulen und Schulerhalter. Schulische Tagesbetreuung muss Teil eines pädagogischen Gesamtkonzeptes des jeweiligen Schulstandortes sein, das alle an der Schule Tätigen mittragen und im Sinne einer lernenden Organisation weiterentwickeln.

Entwicklung und Stand der Erwachsenenbildung in Österreich : Länderbericht für die UNESCO 6th International Conference on Adult Education (CONFINTEA VI) = National Report on the Development and State of the Art of Adult Learning and Education (ALE) Austria: Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI) / Arthur Schneeberger (ibw); Alexander Petanovitsch (ibw); Peter Schlögl (öibf). - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Abteilung Erwachsenenbildung V/8, 2008. - p.63 p. - (Materialien zur Erwachsenenbildung ; 1/2008)
ISBN 978-3-85031-114-4

<http://erwachsenenbildung.at/services/publikationen.php>;

<http://www.unesco.org/en/confinteavi/national-reports/europe-and-north-america> (09/03/2009)

National Report on the Development and State of the Art of Adult Learning and Education (ALE) in Austria prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI). The Sixth International Conference on Adult Education (CONFINTEA VI; 19-22 May 2009, Belem, Brazil) will provide an important platform for policy dialogue and advocacy on adult learning and non-formal education at the global level. It will build on the holistic understanding of adult learning and non-formal education established by CONFINTEA V twelve years ago. The conference is being organized by UNESCO's Institute for Lifelong Learning.

Erwachsenenbildung in Österreich : Länderhintergrundbericht zur Länderprüfung der OECD über Erwachsenebildung = Adult Learning in Austria: Country Background Report of the OECD Thematic

Review on Adult Learning / Arthur Schneeberger (ibw); Peter Schlögl (öibf). - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur; Österreichisches Institut für Berufsbildungsforschung (öibf); Institut für Bildungsforschung der Wirtschaft (ibw), 2004. - (Materialien zur Erwachsenenbildung ; 1/2004)

ISBN 3-85031-051-5

<http://erwachsenenbildung.at/services/publikationen.php>;

http://www.oecd.org/LongAbstract/0,3425,en_2649_39263238_25603760_70246_119663_1_1,00.html (09/03/2009)

The main purpose of the thematic review on adult learning is to understand adults' access and participation in education and training and to enhance policies and approaches to increase incentives for adults to undertake learning activities in OECD countries.

EURO Student III 2005-2008: Die sozialen und wirtschaftlichen Rahmenbedingungen des Studiums im europäischen Hochschulraum : Synopsis of Indicators. Abschlussbericht = EURO Student III 2005-2008: Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. Final Report. - Hannover : HIS Hochschulinformationssystem, 2008.

ISBN 978-3-7639-3662-5

<http://www.eurostudent.eu/publications> (09/03/2009)

The purpose of this report is to provide comparative data on the so-called 'social dimension' of higher education in Europe. It is the product of a network of academics and representatives of ministries responsible for higher education in twenty-three countries, who have contributed over the past three years to the EUROSTUDENT project. The report closes with policy considerations based on the preceding analysis. This is the third round of a continually developing project. The next EUROSTUDENT report is planned for 2011.

Fachhochschulen - Made in Austria : Review des neuen Hochschulsektors / Lorenz Lassnigg; Martin Unger. - Wien : Lit-Verlag, Münster, 2006. - p.248 p. - (Arbeit - Bildung - Weiterbildung ; 4)

ISBN 3-8258-7575-x

<http://www.equi.at/de/publikationen/2006/Fachhochschulen+%96+Made+in+Austria.%0D%0AReview+des+neuen+Hochschulsektors> (10/03/2009)

Das Buch fasst die Ergebnisse der Evaluierung des Aufbauprozesses des österreichischen Fachhochschulsektors zusammen. Die Studie umfasst neben einer Standortbestimmung der österreichischen Fachhochschulen die gezielte Analyse von Stärken und Schwächen in Themenbereichen, die für das FH-Konzept von zentraler Bedeutung sind. Die Methodik ist an das Review-Verfahren angelehnt und es wurden vielfältige quantitative und qualitative Erhebungs- und Feedbackverfahren angewandt.

Führung akademischer Grade : Empfehlung = Academic Degrees / Heinz Kasparovsky. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur (ENIC NARIC AUSTRIA), 2007.

http://www.bmwf.gv.at/submenue/wissenschaft/international/enic_naric_austria/anerkennungswesen (03/03/2009)

Gender Kompetenz & Gender Mainstreaming : Kriterienkatalog für Schulen. - Wien : Bundesministerium für Unterricht, Kunst und Kultur, 2008.

<http://www.bmukk.gv.at/gekos> (12/03/2009)

Im Rahmen des BMUKK-Projekts GeKoS – Gender Kompetenz-Schulen und seiner Vorläuferprojekte wurden Kriterien für die verschiedenen Ebenen ausformuliert. Der Kriterienkatalog ist als Unterstützung für Schulen gedacht, die sich mit Gleichstellung und Geschlechtergerechtigkeit in Schule und Unterricht auseinandersetzen bzw. darauf hinarbeiten wollen.

Hochschulplanungsprognose 2005 / Frank Landler; René Dell'mour. - Wien : Österreichische Akademie der Wissenschaften, 2005.

Hochschulstatistik. - Wien : Statistik Austria, 2006.

ISBN 978-3-902587-00-8

Individuelle Förderung im System Schule : Strategien für die Weiterentwicklung von Qualität in der Sonderpädagogik / Werner Specht; Andrea Seel; Elisabeth Stanzel-Tischler; David Wohlfahrt; die Mitglieder der Arbeitsgruppen des Projekts QSP. - Graz : Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Bildungswesens (bifie), 2007. - (bifie report)

ISBN 978-3-85031-094-9

<http://www.bifie.at/publist-07-09-01> (12/03/2009)

Bei den Darstellungen in dieser Publikation handelt es sich um die Endergebnisse des Projekts "Qualität in der Sonderpädagogik", das in den Jahren 2004-2006 mit Unterstützung des Bundesministeriums von einer Projektgruppe des Zentrums für Schulentwicklung (heute: Bifie) und der Pädagogischen Akademie der Diözese Graz-Seckau (heute KPH Graz) durchgeführt wurde.

Internationale Mobilität und ausländische Studierende : Ergebnisse der Studierenden-Sozialerhebung 2006 / Martin Unger; Angela Wroblewski. - Wien : Bundesministerium für Wissenschaft und Forschung; Institut für Höhere Studien (IHS), 2007. - p.340 p.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/universitaetswesen/internationale_mobilitaet_und_auslaendische_studierende (12/03/2009)

Kindertagesheimstatistik 2007/2008. - Wien : Statistik Österreich; Bundesministerium für Gesundheit, Familie und Jugend, 2008.

ISBN 978-3-902587-58-9

http://www.statistik.at/web_de/services/publikationen/5/index.html (09/03/2009)

Mit dieser Publikation setzt die Statistik Austria eine seit 1972 bestehende Reihe fort. Als Konsequenz des Bundesstatistikgesetzes 2000 erscheint diese Publikation im direkten Auftrag des Bundesministeriums für Gesundheit, Familie und Jugend. Die aktuelle Struktur der österreichischen Kindertagesheime (Krippen, Kindergärten, Horte und altersgemischte Betreuungseinrichtungen) ist das Hauptthema der Publikation. Trends werden mittels Zeitreihen der Betreuungseinrichtungen für Bundesländer sichtbar gemacht.

Kodex Schulgesetze / Gerhard Münster; Werner Doralt. - 9 - Wien, 2008. - p.856 p. - (Kodex des Österreichischen Rechts)

ISBN 978-3-7007-3763-6

Der Kodex Schulgesetze in der 9. Auflage mit dem Stand 1.2.2008 berücksichtigt insbesondere die neuen Schulgesetze 2008: Mit der Novelle zum Schulorganisationsgesetz Modellversuche "Neue Mittelschule", den Novellen zum Bildungsdokumentationsgesetz, Schulunterrichtsgesetz, Schulzeitgesetz und dem neuen "BIFIE-Gesetz 2008", sowie den aktuellen Novellen (ua SchBeihG, UPG, FLAG, ASVG, Aufnahmeverfahren, PrüfungsVO), sowie den aktuellen Rundschreiben und Durchführungserlassen des Bundesministeriums für Unterricht, Kunst und Kultur. Im Anhang: Wiener Schulgesetz.

Kommentar zum Lehrplan der Volksschule / Wilhelm Wolf. - Wien : öbv & hpt., - p.804 p.

ISBN 978-3-209-04047-3

Der Kommentar zum Volksschullehrplan, von führenden Expertinnen und Experten verfasst, zeugt von der eigenständigen Entwicklung der Grundschule in Österreich und kann als Unterrichtshandbuch angesehen werden.

LehrerIn 2000 : Arbeitszeit, Zufriedenheit, Beanspruchungen und Gesundheit der LehrerInnen in Österreich. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur; Bundesministerium für öffentliche Leistung und Sport; Gewerkschaft Öffentlicher Dienst, 2000.

<http://www.bmukk.gv.at/schulen/sb/lehrerin2000.xml> (12/03/2009)

Materialien zur Förderung von Frauen in der Wissenschaft : Wirkungsanalyse frauenfördernder Maßnahmen im bm:bwk / Angela Wroblewski; Michaela Gindl; Andrea Leitner; Ada Pellert; Birgit Woitech ; Laura Negele; Sybille Reidl; Lorenz Lassnigg; Wolfgang Polt. - Wien : Verlag Österreich, 2007. - p.504 p. - (Materialien zur Förderung von Frauen in der Wissenschaft ; 21)

ISBN 978-3-85224-133-3

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/gleichstellung_frauenfoerd/materialienfoerderung_von_frauen (09/03/2009)

Relevante Fragestellungen zur Beurteilung der Situation von Frauen in Wissenschaft und Forschung werden regelmäßig in der Reihe "Materialien zur Förderung von Frauen in Wissenschaft und Forschung" veröffentlicht. Das Bundesministerium für Wissenschaft und Forschung initiiert Studien und trägt damit zu einem spezifischen Wissens- und Kompetenzaufbau bei. Seit über 10 Jahren fördert das Wissenschafts-/Bildungsministerium Programme und Projekte, um den Zugang von Frauen in die Wissenschaft und die Position von Wissenschaftlerinnen zu verbessern. Die vorliegende Studie untersucht diese Aktivitäten, dokumentiert die Verläufe und zieht Bilanz. Die Studie wird vom Institut für Höhere Studien (IHS) in Kooperation mit dem Interuniversitären Institut für Interdisziplinäre Forschung und Fortbildung (IFF) und Joanneum Research Wien (JR) durchgeführt.

Materialien zur sozialen Lage der Studierenden 2007 / Eduard Galler; Lotte Redl; Martin Unger; Angela Wroblewski ; Georg Fochler; Somi Ghassemi; Regina Gottwald; Marina Kolb; Gerhard Paulinger; Gabriele Pessl; Peter M. Steiner; Gülay Ates. - Wien : Bundesministerium für Wissenschaft und Forschung, 2007.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/universitaetswesen/studierendensozialerhebung/2007 (09/03/2009)

Die "Materialien zur sozialen Lage der Studierenden 2007" - zuletzt wurden die Materialien im Jahr 2003 vorgelegt - liefern eine umfassende Darstellung der Entwicklungen in der Studienförderung in den letzten Jahren, und sie beinhalten die zentralen Ergebnisse der vom Institut für Höhere Studien (IHS) durchgeführten "Studierenden-Sozialerhebung 2006".

Ökonomische Bewertung der Struktur und Effizienz des österreichischen Bildungswesens und seiner Verwaltung / Lorenz Lassnigg; Bernhard Felderer; Iain Paterson; Herman Kuschej; Nikolaus Graf. - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Institut für Höhere Studien (IHS), 2007.

<http://www.bmukk.gv.at/schulen/sb/oekbew.xml> (12/03/2009)

Basierend auf dem Status-quo der bildungsökonomischen Forschung und Theoriebildung wurde ein Review der Effizienz des österreichischen Bildungswesens mit besonderem Schwerpunkt auf dem Schulwesen durchgeführt. Eine wesentliche Fragestellung betrifft die Effizienz des bestehenden Governance-Systems.

Österreich - Konkret : Daten und Fakten. - Wien : Bundespressedienst, 2007.

http://www.bundeskanzleramt.at/site/cob__15718/3431/default.aspx;

<http://www.austria.gv.at/site/3431/default.aspx> (03/03/2009)

Österreich, Tatsachen und Zahlen. - Wien : Bundesministerium für europäische und internationale Angelegenheiten, 2008.

<http://www.bmeia.gv.at/aussenministerium/oesterreich/tatsachen-und-zahlen.html> (03/03/2009)

Österreichischer Bericht 2007 über die Umsetzung des EU-Arbeitsprogramms "Allgemeine und berufliche Bildung 2010" : Berichtszeitraum Mai 2005 - April 2007 = Austrian National Report 2007 on the Implementation of the Education and Training 2010 Work Programme. - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Bundesministerium für Wissenschaft und Forschung, 2007.

http://www.bmukk.gv.at/europa/bildung/abb2010/abb2010_zwb.xml (09/03/2009)

Nach dem nationalen Bericht 2005 wurde zum zweiten Mal ein österreichischer Fortschrittsbericht über die Umsetzung der gemeinsamen europäischen Ziele im nationalen Bildungssystem erstellt. Der nationale Bericht 2007 ist ein Policy-Report, in dem die prioritären bildungspolitischen Ziele zur Umsetzung des Arbeitsprogramms 2010 dargestellt sind und über bereits erfolgreiche Maßnahmen, aber auch künftige Herausforderungen berichtet wird. Der erste Teil des Berichts stellt den derzeitigen Stand der Arbeiten bei der Entwicklung einer kohärenten Strategie für Lebenslanges Lernen in Österreich dar. Der zweite Teil gibt eine Darstellung übergreifender Maßnahmen, die alle Bildungsbereiche betreffen. Der dritten Teil ist konkreten Maßnahmen zur Erreichung der gemeinsamen europäischen Ziele in den einzelnen Sektoren des Bildungssystems gewidmet.

Österreichischer Forschungs- und Technologiebericht 2008 : Lagebericht gem. § 8 (1) FOG über die aus Bundesmitteln geförderte Forschung, Technologie und Innovation in Österreich. - Wien : Bundesministerium für Wissenschaft und Forschung; Bundesministerium für Verkehr, Innovation und Technologie; Bundesministerium für Wirtschaft und Arbeit, 2008.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/forschung/berichte/forschungs_und_technologieberichte (03/03/2009)

Österreichischer Hintergrundbericht zur OECD-Länderprüfung "Starting Strong" / Österreichisches Institut für Jugendforschung. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2005. - p.126 p.

http://www.oeij.at/site/article_list.siteswift?so=site_article_list&do=site_article_list&c=gotopage&d=24 (03/03/2009)

Postsekundäre Bildungseinrichtungen = Institutions of post-secondary education / Heinz Kasparovsky; Margit Geyer ; Österreichischer Austauschdienst; Nationalagentur Lebenslanges Lernen

Österreich. - Wien : Bundesministerium für Wissenschaft und Forschung (ENIC NARIC AUSTRIA), 2008.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/enic_naric_austria/einzelpublikationen (09/03/2009)

This present brochure gives a survey of all post-secondary educational institutions tendered in Austria. All mentioned and assigned institutions within facilitate academic recognition of studies between partner establishments. This considerably enhances the promotion of permeability between varying lines of the Austrian educational system. Among the aspect of permeability even the European level is located: All contemplated institutions are eligible to participate in the action Erasmus, imbedded in the EU Programme for Lifelong Learning.

Privatuniversitäten in Österreich : Ein Leitfaden zur Akkreditierung = Private Universities in Austria. - Wien : Österreichischer Akkreditierungsrat, 2001.

Qualität in der Sonderpädagogik: Ein Forschungs- und Entwicklungsprojekt : Forschungsansatz, Ergebnisse, Schlussfolgerungen / Werner Specht; Lisa Gross-Pirchegger; Andrea Seel; Elisabeth Stanzel-Tischler; David Wohlhart. - Graz : Bundesministerium für Bildung, Wissenschaft und Kultur; Zentrum für Schulentwicklung, Abt. Evaluation und Schulforschung, 2006. - p.99 p. - (ZSE-Report ; 70) ISBN 3-85031-075-2

<http://pubshop.bmukk.gv.at/detail.aspx?id=243> (12/03/2009)

Stellungnahmen von 160 Expertinnen und Experten aus dem Bereich der Sonderpädagogik zu ihren Sichtweisen der Sonderpädagogik in Österreich wurden problemzentriert aufbereitet und ausgewertet. Der Bericht liefert in zusammenfassender Form eine Bilanz der Sonderpädagogik nach 12 Jahren gesetzlicher Integration und zeichnet eine „Landkarte“ der Stärken, Schwächen und Entwicklungspotentiale des sonderpädagogischen Bereichs der österreichischen Schule. Auf dieser Grundlage werden Thesen der Projektgruppe zu möglichen Ansätzen für Veränderungen und Verbesserungen vorgestellt.

Qualitätsentwicklung und -sicherung in der Erwachsenenbildung in Österreich - Wohin geht der Weg? : Darstellung der Ergebnisse des Projektes "INSI - QUEB" / Elke Gruber; Peter Schlögl; et al. - 1/2007 - Wien : Bundesministerium für Unterricht, Kunst und Kultur; Abteilung Erwachsenenbildung V/8, 2007. - (Materialien zur Erwachsenenbildung) ISBN 978-3-85031-091-8

<http://erwachsenenbildung.at/services/publikationen.php> (09/03/2009)

Qualitätssicherung und Qualitätsentwicklung setzen in allen Sektoren des Bildungswesens – Schule, Hochschule, berufliche/ betriebliche Bildung und Erwachsenenbildung – kontinuierliche Bemühungen und konkrete Maßnahmen voraus. In diesem Zusammenhang wurde das Projekt "INSI-QUEB – Instrumente zur Sicherung der Qualität und Transparenz in der Erwachsenenbildung in Österreich" 2003–2004 in Kooperation von drei Institutionen, dem Österreichischen Institut für Berufsbildungsforschung (öibf), dem Institut für Bildungsforschung der Wirtschaft (ibw) und der Abteilung Erwachsenen- und Berufsbildung der Universität Klagenfurt (eb:bb) mit Mitteln des früheren Bundesministeriums für Bildung, Wissenschaft und Kultur (bm:bwk), nunmehr Bundesministerium für Unterricht, Kunst und Kultur (BMUKK) und des Europäischen Sozialfonds (ESF) durchgeführt, dessen Ergebnisse nun im vorliegenden Bericht umfassend und detailreich dargestellt werden.

Quantitative Entwicklungstendenzen der österreichischen Universitäten und Fachhochschulen 1975-2025 / Frank Landler; René Dell'mour. - Wien : Österreichische Akademie der Wissenschaften, 2006.

Schulautonomie in Österreich = School Autonomy in Austria / Peter Posch; Herbert Altrichter; Michael Sertl. - Klagenfurt : Bundesministerium für Unterricht und Kunst, 1993. - p.320 p. - (Bildungsforschung ; 1) ISBN 3900922284

Schulautonomie konkret = School Autonomy in Practice / Herbert Altrichter; Annemarie Hagenhofer; Hubert Jungwirth. - Wien : Bundesministerium für Unterricht und Kunst, 1993. - p.48. - (Beiträge zur pädagogischen Diskussion ; 3) ISBN 3900922470

Schulrecht kurz gefasst / Rochel Brezovich. - 7 - Linz : Trauner Verlag, 2006. - p.216 p.

ISBN 978-3-85499-021-5

Schulstatistik : Standard-Dokumentation. Metainformationen. - Wien : Statistik Austria, 2008.

http://www.statistik.at/web_de/statistiken/bildung_und_kultur/formales_bildungswesen/schulen_schulbesuch/dokumentationen.html (09/03/2009)

Die Schulstatistik stellt auf Rechtsgrundlage des Bildungsdokumentationsgesetzes die Situation der schulischen Ausbildung in Österreich regional gegliedert dar und bildet somit eine wichtige Entscheidungshilfe für die Bildungspolitik. Die Sammlung von einzelnen Daten für jede Schülerin und jeden Schüler samt eindeutigem Personenidentifikator (Sozialversicherungsnummer) ermöglicht erstmals für Österreich eine Analyse von individuellen und kollektiven Bildungskarrieren. Zusätzlich zu den eigenen schulstatistischen Publikationen fließen die Daten in internationale Bildungsstatistiken der OECD, der UNESCO und von Eurostat ein.

Soziale Lage gesundheitlich beeinträchtigter Studierender 2006 / Angela Wroblewski; Martin Unger; Roswitha Schilder ; Elisa Kahlhammer. - Wien : Bundesministerium für Wissenschaft und Forschung, 2007.

[http://www.bmwf.gv.at/submenue/presse_und_news/news_details/cHash/d66a16e392/article/soziale-lage-gesundheitlich-beeintraechtiger-studierender/newsback/34/?tx_ttnews\[pointer\]=12](http://www.bmwf.gv.at/submenue/presse_und_news/news_details/cHash/d66a16e392/article/soziale-lage-gesundheitlich-beeintraechtiger-studierender/newsback/34/?tx_ttnews[pointer]=12) (09/03/2009)

Der vorliegende Bericht enthält eine detaillierte Beschreibung der Situation von Studierenden mit gesundheitlichen Beeinträchtigungen. Es wird auf der einen Seite auf Basis einer repräsentativen Befragung von Studierenden an Universitäten und Fachhochschulen in Österreich eine quantitative Analyse durchgeführt. Auf der anderen Seite erfolgt eine qualitative Erhebung unter Studierenden mit gesundheitlichen Beeinträchtigungen, die sich auch auf das Studium auswirken. Diese Interviews erlauben einen tiefergehenden Einblick in die Rahmenbedingungen für das Studium und bieten auch die Möglichkeit, Zusammenhängen zwischen unterschiedlichen Faktoren detaillierter nachzugehen.

Statistisches Jahrbuch Österreichs. - 57 - Wien : Statistik Austria, 2007. - p.604 p.

ISBN 3-902479-88-4

http://www.statistik.at/web_de/services/stat_jahrbuch/index.html (12/03/2009)

Das Statistische Jahrbuch Österreichs enthält als umfassendes Nachschlagewerk der amtlichen Statistik grundlegende nationale Informationen über die demographischen, sozialen und wirtschaftlichen Strukturen und Entwicklungen Österreichs. Der angeschlossene internationale Teil ermöglicht auf vielen Gebieten Vergleiche mit europäischen und außereuropäischen Staaten. Die tabellarischen Darstellungen werden in vielen Fällen durch Grafiken ergänzt, die einen raschen und anschaulichen Überblick über Verteilungen und Tendenzen erlauben.

Statistisches Taschenbuch 2007. - Wien : Bundesministerium für Wissenschaft und Forschung, 2007.

Neben dem Tabellenprogramm enthält das Statistische Taschenbuch 2007 erstmals auch Zahlen zu den akkreditierten Privatuniversitäten, deren gesetzliche Basis 1999 mit dem Universitäts-Akkreditierungsgesetz geschaffen wurde. Die Hauptergebnisse der StudentInnenheimerhebung 2006 werden ebenso präsentiert wie Übersichten zur Entwicklung von Berufsreifeprüfung und Studienberechtigungsprüfung.

Statistisches Taschenbuch 2008. - Wien : Bundesministerium für Wissenschaft und Forschung, 2008.

<http://www.bmwf.gv.at/unidata> (11/03/2009)

Das Statistische Taschenbuch 2008 liefert ein "statistisches Porträt" des gesamten österreichischen Hochschulektors mit den aktuellen Daten zu den Universitäten und Fachhochschulen, akkreditierten Privatuniversitäten und übrigen tertiären Bildungseinrichtungen sowie zum Bildungswesen allgemein. Durch die Wissensbilanzen der Universitäten hat sich der Datenbestand verbreitert. Daher wurden in einem eigenen Kapitel Kennzahlen und Indikatoren für die einzelnen Universitäten, wie Erfolgsquote, durchschnittliche Studiendauer, prüfungsaktive Studierende, Betreuungsrelation, Gender-Monitoring u.a., zusammengestellt. Eine Vielzahl an Tabellen ist "interaktiv" mit dem Datawarehouse Hochschulbereich "unidata" (www.bmwf.gv.at/unidata) verknüpft. Dadurch können die Benutzer/innen über die publizierten Statistiken hinaus via Internet eigene Auswertungen, Zeitreihendarstellungen, weitere Merkmalsausprägungen oder Excel-Tabellen etc. abfragen.

Studienberechtigungsprüfung : Studieren ohne Matura. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2000.

Studieren in Österreich : Infos und mehr für Studierende - ein Service der HochschülerInnenschaft. - Wien : Österreichische HochschülerInnenschaft, 2008.

http://www.oeh.ac.at/quicklinks/downloads_bestellen (11/03/2009)

Diese Broschüre soll den Einstieg für ausländische Studierende in das Studium in Österreich erleichtern und verschafft einen Überblick zu Fragen des Studierens, Wohnens, Arbeitens und Lebens in Österreich.

Titel in Österreich : Der Leitfaden in der Praxis / Heinz Kasparovsky. - 3 - Wien : Austrian Standards plus GmbH, 2008. - p.96 p.

ISBN 978-3-85402-105-6

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/enic_naric_austria/einzelpublikationen (09/03/2009)

Die bereits 3., aktualisierte Auflage von "Titel in Österreich" gibt eine tabellarische Übersicht über an die 900 in Österreich durch Rechtsvorschriften geregelte Titel.

Universitäten / Hochschulen - Studium und Beruf. - 32 - Wien : Bundesministerium für Wissenschaft und Forschung; Arbeitsmarktservice Österreich, 2007.

ISBN 978-3-85224-134-0

Universitäten im Wettbewerb : Zur Neustrukturierung der österreichischen Universitäten / Stefan Titscher; et al. - München/Mering, 2000.

ISBN 3-87988-515-X

Universitäten und Hochschulen in Österreich. Reformen 2001. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2001.

Universitätsbericht 2005. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2005. - 1; 2,.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/universitaetswesen/hochschul_und_universitaetsberichte/2005 (09/03/2009)

Der Universitätsbericht 2005 ist der erste Bericht auf Basis von § 11 Universitätsgesetz 2002 an den Nationalrat und löst seinen Vorgänger – den Hochschulbericht (zwölf Berichte seit 1969, zuletzt 2002) – ab.

Universitätsbericht 2008. - 2 - Wien : Bundesministerium für Wissenschaft und Forschung, 2008. - p.336 p.

http://www.bmwf.gv.at/submenue/publikationen_und_materialien/wissenschaft/universitaetswesen/hochschul_und_universitaetsberichte/2008 (03/03/2009)

Das Universitätsgesetz 2002 hat die Universitäten zur Erfüllung ihrer Aufgaben mit einer weitreichenden institutionellen Autonomie ausgestattet und gleichzeitig neue Finanzierungs- und Steuerungsinstrumente vorgesehen. Das neue Instrumentarium - Leistungsvereinbarung und Formelbudget - ist im Berichtszeitraum des vorliegenden Berichts erstmals zur Anwendung gekommen.

Universitätsgesetz 2002 / Heinz Kasparovsky; Christine Perle. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2006. - (Österreichisches Hochschulrecht ; 14)

ISBN 3-85456-482-7 ; ISSN 1010-6189

Ursachen und Bedingungen, Bewertungen und Wirkungen des Studienabbruchs / Franz Kolland. - Wien, 2001.

Vorgeschichte, Gründung und Anfänge der KEBÖ / Hans Altenhuber. - Wien, 2002.

Weiterbildung an Universitäten. - Wien : Bundesministerium für Bildung, Wissenschaft und Kultur, 2002.

Wissenschaft in Österreich 2008 : Statistiken = Science in Austria 2008: Statistics. - Wien : Bundesministerium für Wissenschaft und Forschung, 2008.

http://eportal.bmbwk.gv.at/portal/page?_pageid=93,543581&_dad=portal&_schema=PORTAL (12/03/2009)

The booklet "Wissenschaft in Österreich 2008 / Science in Austria 2008" provides an overview of Austrian higher education institutions and presents basic data on the educational system as a whole, as well as on first-year students and graduates at Austria's universities and Fachhochschulen (universities of applied sciences). Additionally, this booklet offers vital information on teachers and research staff and their wide range of achievements. More detailed statistical information is available from the website www.bmwf.gv.at/unidata.

Zahlenspiegel 2008 : Statistiken im Bereich Schule und Erwachsenenbildung in Österreich = Statistical Guide 2008: Key facts and figures about schools and adult education in Austria. - Wien : Bundesministerium für Unterricht, Kunst und Kultur, 2008.

<http://www.bmukk.gv.at/schulen/bw/ueberblick/grunddaten.xml> (03/03/2009)

The "Statistical Guide 2008" provides figures and facts in the fields of schools, universities and adult education. The clear presentation of essential statistical key data and indicators from the field of education makes the present publication a valuable basis for all persons interested in education. The "Statistical Guide 2008" continues the series of publications initiated last year by the Austrian Ministry of Education, the Arts and Culture, which proves to be a useful bilingual source of information and statistics about the Austrian system of school and adult education. Unless other sources are indicated, data are based on a survey conducted in accordance with the Education Documentation Act and have been provided by Statistics Austria.