

Educational Paths

in Austria 2022/23



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Vienna, 2022



Legal notice

Publisher, editor and media owner:

Federal Ministry of Education, Science and Research

Minoritenplatz 5

1010 Vienna, Austria

+43 1 531 20-0

www.bmbwf.gv.at

Photo: iStock/Sadeugra, page 5: BMBWF/Andy Wenzel

Layout: BKA Design & Grafik

Print: Print Alliance HAV Produktions GmbH, 2540 Bad Vöslau

44th edition

Vienna, 2022

Contents

Introduction	5
The Austrian Education System	6
Elementary Educational Institutions	8
Primary School	13
Compulsory Secondary School	19
Integrative School/School of Special Needs	23
Pre-Vocational School	25
Academic Secondary School	29
Vocational School	32
School of Intermediate Vocational Education	36
College of Higher Vocational Education	41
Leaving Examinations at Academic Secondary Schools and Colleges of Higher Vocational Education	47
Education until 18	51
Post-Secondary VET Course/Add-on Course	54
Worldwide Teaching	57
Higher Education	60
University	63
University of Applied Sciences	64
University College of Teacher Education	65
Private Higher Education Institution and Private University	68

Erasmus+	69
Adult Education	72
School Psychology Counselling Service	76
Psychological Student Counselling	82
Further Service Points in the BMBWF and in the Federal Provinces	85

Introduction

The brochure “Educational Paths in Austria 2022/23” provides a compact overview of the entire Austrian education system, covering an informative spectrum from elementary education to adult education.

One important new feature is the introduction of “Basic Digital Education” as a compulsory subject in the Lower Cycle of Academic Secondary School and in Compulsory Secondary School. As of the 2022/23 school year, it will give students in the 5th to 7th grades the tools to deal with and interact in the digital world in a competent, independent and critical manner.

In challenging times, it is particularly important that all those who are active in the education sector are able to rely on good framework conditions for support and — above all — that social aspects are given special attention. This is why the Federal Ministry of Education, Science and Research (BMBWF) is enhancing all its support measures in the area of school psychology. Information and contacts as well as related links are available in the address section of this brochure.

And there’s good news for students: from September 2022, not only will the student financial support be increased, but the living circumstances of students will also be taken into account in the calculation with much greater flexibility.

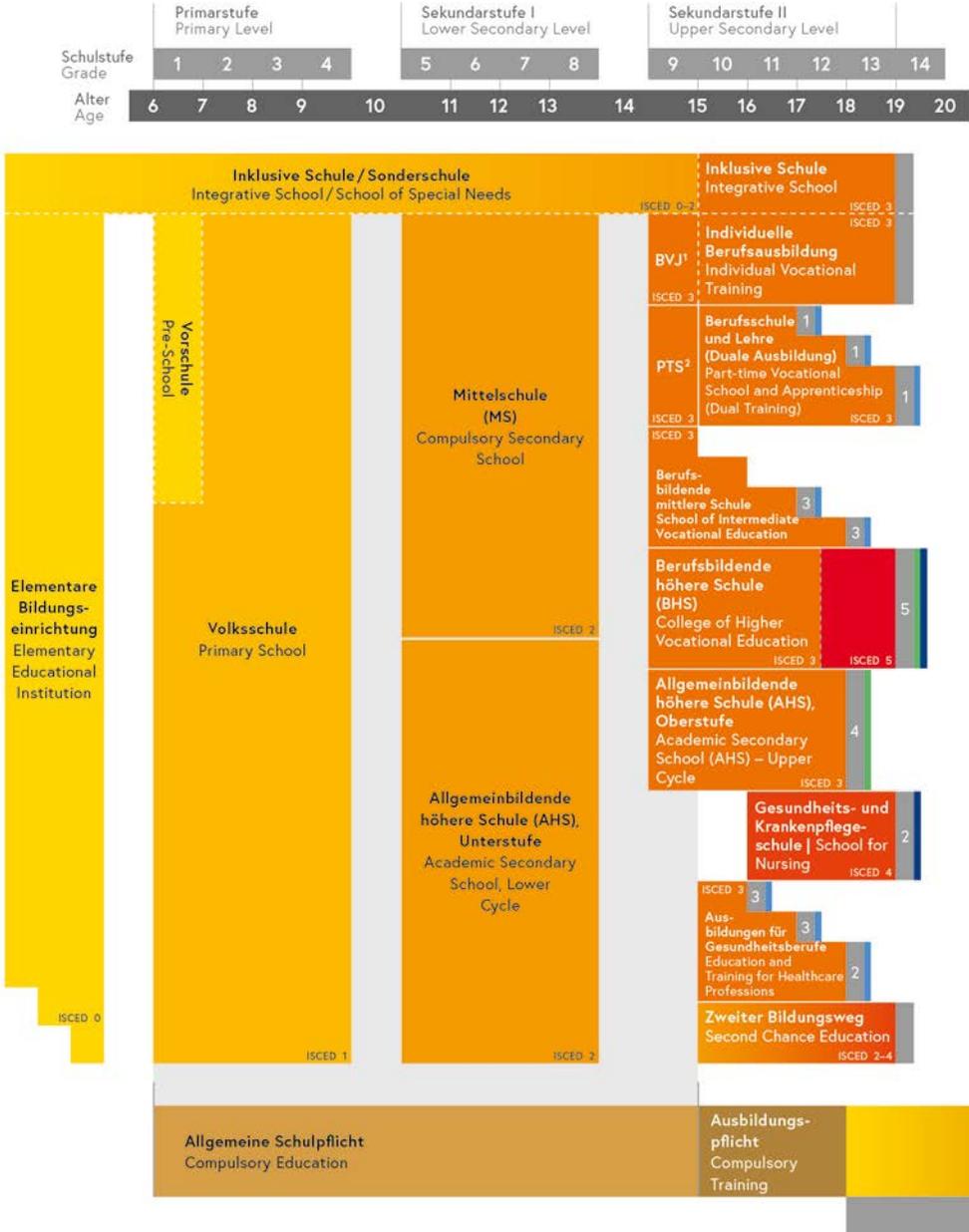
I wish you all the best for the new school and academic year. Stay healthy and confident!

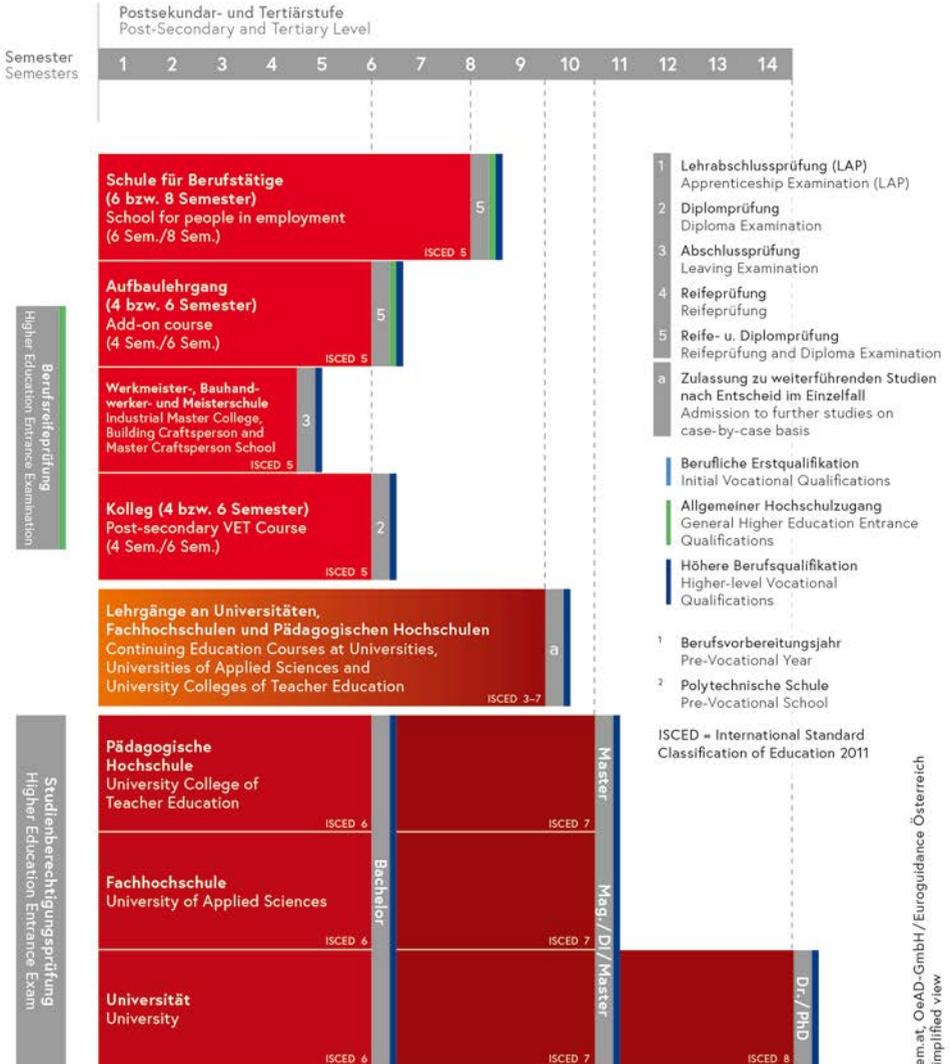


Ao. Univ.-Prof. Dr. Martin Polaschek
Federal Minister of Education, Science and Research



Das österreichische Bildungssystem / The Austrian Education System







Elementary Educational Institutions

Elementary Educational Institutions

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

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

Training

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

The university course in “Elementary Education” provides people with relevant prior training with a lateral entry opportunity into the elementary education profession in the sense of qualifying as a “group-leading elementary teacher”. It is offered at several University Colleges of Teacher Education.

As of the 2022/23 academic year, at University Colleges of Teacher Education, building upon completed/relevant training as an elementary teacher, a professionally, academically and practically orientated qualification as an “integrative elementary teacher” can be obtained as part of the university course “Integrative Elementary Education”, including a qualification to practise this profession upon completion.

One way to work as an educational assistant in an elementary educational institution is to train at a vocational school for educational assistant professions. The educational assistant supports the teacher leading the group in the educational work and also carries out housekeeping activities. The vocational school course lasts for three years and concludes with a Leaving Examination.

Registration

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

Half-day, Non-contributory Compulsory Attendance

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

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

Compulsory attendance applies throughout the entire kindergarten year with the exception of school holidays regulated by provincial legislation, a holiday amounting to five weeks, illness of the child or of the legal guardian or extraordinary circumstances.

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

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

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

Early Language Support

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



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> Themen > Elementarpädagogik

Primary School

Compulsory Education

All children permanently residing in Austria are required to attend school for nine years. Children reaching the age of 6 prior to 1 September or on 1 September of a given year are required to attend school from September of the respective year onwards and must be registered at a primary school by their parents or legal guardians.¹ Primary school has 4 classes. Generally, pupils attend primary school between the ages of 6 and 10.

Pupil enrolment guarantees the child a school place, preferably at the school where the enrolment takes place, or at a nearby school if too many pupils are registered at a particular school. The school place is allocated by the school or by the Board of Education in charge.

Readiness for School

During the enrolment process, a decision will be made about whether your child is ready for school. The school management can use a new and additional method to do this. This so-called **school entrance screening** identifies your child's level of development and, if necessary, enables schools and parents to provide the best possible **support** even before the child starts school.

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

Information received from the child's kindergarten is also taken into account. A child is deemed to be ready for school if they can follow the lessons in the first grade well, without being overwhelmed. If a child is required to attend school, but is not yet ready for school, then they can be admitted to the Pre-School Stage.

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

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

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

German Language Support in Austrian Schools

The aim of the German language support model for pupils with insufficient knowledge of German is to provide early and intensive learning of German as the language of instruction. This is to ensure that the pupils can follow regular lessons and move into their appropriate class as quickly as possible.

1 Support at Three Different Levels of Intensity

The German language skills of children and young people are assessed when they are admitted to school using the standardised MIKA-D test procedure (a measuring instrument for analysing competence in German). The MIKA-D result decides which kind of support future pupils will receive.

There are three support options available:

- a. Attending a **German support class**: Pupils with little or no knowledge of German as the teaching language attend German support classes (=MIKA-D result: insufficient). They receive 15 (primary level) or 20 hours (from secondary level 1) per week of intensive German support in special German support classes. To integrate and consolidate language skills, the pupils will, to a lesser extent, also take part in regular classes (e.g. exercise and sport) as well as school trips and projects. The German language skills of the pupils are reassessed at the end of each semester using the MIKA-D tool and, if necessary, pupils are moved to a different support format.
- b. Attendance of a **German support course** alongside regular classes: Pupils already have some German language skills, but cannot yet follow the regular classes without intensive support (MIKA-D result: poor). Pupils will attend regular classes for most subjects and will also receive 6 hours of German support per week. At the end of the semester, the pupil's language skills are assessed again using MIKA-D and, if necessary, pupils are moved to a different support format.
- c. Attending regular classes, with further **German language support** as needed. The pupils are already able to follow regular classes (MIKA-D result: sufficient). Depending on their individual support needs and the organisational requirements at the school, pupils will continue to receive (integrative or additional) support in German as the teaching language.

2 Admission as an Extraordinary or Ordinary Pupil

If pupils are being provided with support in a **German support class** or as part of a **German support course**, they are registered as “extraordinary pupils”. Depending on the MIKA-D result at the end of each semester or **at the latest after four semesters**, pupils are moved to “ordinary” status. “Ordinary” pupils attend regular classes as described in 1c.

3 Testing of German Skills Using a Standardised Test Method

For purposes of transparency and objectification in the admission and classification of (extra)ordinary pupils, **MIKA-D** is used throughout Austria in primary and secondary school as a uniform and standardised instrument.

4 Assessment and Advancement

We do not assess the performance of pupils in **German support classes**. At the end of the school year, pupils in the German support classes will receive confirmation that they have attended the German support class. If their MIKA-D result is “sufficient” at the end of the school year, they can attend the next school grade if the class or school committee agrees.

For pupils who attend **German support courses**, assessment of the individual subjects, taking into account the pupil’s German skills, is only possible once the pupil has fulfilled the basic requirements of the subject. Pupils can advance to the next school grade if their certificate shows a positive assessment in all compulsory subjects. Any advancements in the event of a “fail” will be regulated in the same way as for “ordinary” pupils.

Ordinary pupils are assessed in the normal way – i.e. without taking their German skills into account. These pupils can advance to the next level with a positive assessment in all subjects or with a “fail” under certain conditions.

Performance Evaluation

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



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Die Schularten

Compulsory Secondary School

Objective of Compulsory Secondary School

All primary school pupils can attend a compulsory secondary school after successfully completing primary school. All 10 to 14-year-olds have to attend this school. Pupils generally attend compulsory secondary school for 4 years.

The aim of compulsory secondary school is to encourage every student as individually as possible, in the interests of equal opportunities. In general, the students are taught together in the class for all subjects. In German, mathematics and English (as the modern foreign language) as well as in compulsory subjects (the focus of which is decided by the individual school), teachers have a variety of educational measures at their disposal for providing students with the best possible support. This includes **team teaching, flexible group formation as well as remedial and advanced courses.**

Compulsory Secondary School Curriculum

Children's potential and talents are the top priorities of the compulsory secondary school curriculum. **Educational guidance and counselling establish** an optimal basis for a later decision on future learning and career paths.

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

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

Other priorities can also be set independently by the school.

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

Performance Evaluation and Further Educational and Career Paths

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

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

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

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

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



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Integrative School/ School of Special Needs

Special Educational Needs

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

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

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

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

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



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Pre-Vocational School

Preparations for Working Life

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

The 32 hours of teaching per week are intended to impart **basic professional knowledge and skills** in order to obtain the best possible qualifications for dual training² and a transfer to secondary schooling. Each school can independently adapt the number of hours per week spent studying the general compulsory subjects and the compulsory elective subject to fit the interests of the pupils and the regional economic structures.

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

Career Choice Competence

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

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

2 See “Vocational School” chapter

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

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

Specialisms

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

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

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

The teaching year is divided into three phases. It begins with an orientation phase (4 to 8 weeks) and an optional focus phase (maximum duration until

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

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

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

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



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Academic Secondary School

In-Depth General Education

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

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

To enter the 1st grade of an academic secondary school, the following is required:

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

Forms of Academic Secondary School

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

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

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

Special School Forms

- Aufbaugymnasium (structured secondary school) and Aufbaurealgymnasium (specialist structured secondary school) (Especially for pupils with a compulsory school leaving certificate, in order to give them a university entrance qualification.)
- Gymnasium, Realgymnasium and Wirtschaftskundliches Realgymnasium for people in employment
- Academic secondary school with musical and sporting focus by aptitude test
- Academic secondary school for linguistic minorities (Slovenian, Croatian, Hungarian)
- Werkschulheim (a Realgymnasium with additional training in an apprenticeship five years)
- Gymnasien and Realgymnasien with a focus on foreign language teaching (further information from the education authorities)

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



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> Themen > Schule > Schulpraxis > Die Zentralmatura



Vocational School

Dual Training

Vocational school is one of the two places of learning for **dual training (apprenticeship)**. You can begin this dual training programme after **completing compulsory education**. The practical training aspect takes place within a company or in a training facility; young people sign an **apprenticeship contract** or **training contract**.

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

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

Lessons at vocational school are offered:

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

Skilled Trades

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

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

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

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

- Master craftsman examination for a craft, with parts of the examination omitted

- Aptitude test for another regulated trade
- Vocational Reifeprüfung in order to access further studies

Vocational Matura/Apprenticeship with Reifeprüfung

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

Individual Vocational Training

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

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



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School of Intermediate Vocational Education

Vocational Training

Pupils can also attend a school of intermediate vocational education (BMS) after successfully completing the 8th grade of school. They attend this school for **between one and four years**. Schools of intermediate vocational education with a training period of one or two years provide basic professional training, and those with a training period of three to four years and a Leaving Examination result in **completed vocational training**.

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

An aptitude exam is compulsory if you want to attend a school of intermediate vocational education that has a focus on sports or the arts.

Training in a Variety of Fields

- **Specialist technical, commercial and arts and crafts schools**
(three to four years)

Subjects: structural engineering, sculpture, gunsmith, chemistry, chemical technology, wood turner, electronics and technical computer science, electrical engineering, flight technology, building services engineering, glass technology and design, wood industry, information technology, ceramics and furnace construction, basket and furniture weaving, leather design, painting and design, mechanical engineering, mechatronics, media design and digital print production, precision technology and watchmaking, stone technology and stone design, bowed and stringed instrument manufacture, carpentry, gilding and type design, weaving

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

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

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

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

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

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

Further vocational training

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

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

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



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www.abc.berufsbildendeschulen.at

www.sozialministerium.at

College of Higher Vocational Education

Another option after successfully completing the 8th grade of school is to attend a college of higher vocational education (BHS) – which lasts **five years**.

Colleges of higher vocational education impart:

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

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

Admission

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

There is an aptitude test at educational institutions for elementary education, educational institutions for social education as well as at colleges of higher vocational education with a focus on sports or the arts.

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

Training in a Variety of Fields

- **Higher technical and commercial school**

Subjects: art and design, aviation technology, structural engineering, biomedical and health technology, chemical engineering, electronics and technical information technology, electrical engineering, flight technology, building services engineering, graphic and communication design, computer science, information technology, interior architecture and wood technologies, plastics technology, food technology, medicine, life science and sport, mechanical engineering, mechatronics, media engineer and print management, metallic materials technology, metallurgy and environmental technology, industrial engineer

- **Higher educational institution for**

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

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

Specialisations and focus points at the school's discretion

- **Higher educational institution for tourism**

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

- **Commercial academy**

Training for high-level professions in all branches of business and administration. Training focus: Information technology and information and communication technology – e-business, management, controlling and accounting, finance and risk management, controlling, business practice and taxes, entrepreneurship and management, international economy, communication management and marketing, logistics management, quality management and integrated management systems, ecologically orientated corporate management, management for ... (at school's discretion)

Special training courses:

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

- **Higher Educational Institution for Commercial Professions**
 Training to become a qualified specialist in business, administration – especially in the social, health and cultural sectors – as well as in the hotel, catering and nutrition sectors
 Fields: culture and congress management, environment and economy, social management and communication and media design
- **Higher agricultural and forestry educational institution**
 Training to become a qualified specialist in agriculture and forestry
 Fields: agriculture and food, viticulture and fruit growing, horticulture, gardening and landscaping, forestry, agricultural engineering, food and biotechnology, environmental and resource management, information technology in agriculture
- **Educational Institution for Elementary Education**
 Training as an elementary teacher
 Additional training opportunity: after-school teacher
- **Educational Institution for Social Education**
 Training to become a social education worker in after-school care centres and socio-educational institutions for children and young people and in extracurricular youth work

Entitlements after Completing a Course at a College of Higher Vocational Education

- **Studies** at universities, universities of applied sciences and university colleges of teacher education
- **Recognition** of relevant knowledge at Austrian universities of applied sciences and universities
- Access to legally **regulated professions** according to the Trade Regulation Act (Gewerbeordnung)
- Access to a regulated profession in another **EU member state**, for which the successful completion of a college or university education of (up to) four years is required for admission to the profession
- Application for the **qualification designation** of “Engineer” from the Federal Ministry for Labour and Social Affairs or from the Federal Ministry for Agriculture, Forestry, Regions and Water Management for graduates of most of the higher technical educational institutions, the commercial academy for digital business and higher agricultural and forestry educational institutions
- Exemption from the **Business Venture Examination**

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



www.bmbwf.gv.at

> Themen > Schule > Das österreichische Schulsystem >
Die Schularten

> Themen > Schule > Schulpraxis > Die Zentralmatura

www.berufsbildendeschulen.at

Leaving Examinations at Academic Secondary Schools and Colleges of Higher Vocational Education

Centralised Matura

Completion of the standardised, competence-based Reifeprüfung or Reifeprüfung and Diploma Examination (Centralised Matura) represents the successful completion of attendance at an academic secondary school or a college of higher vocational education.

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

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

Exam Basis

The exam consists of three independent sections:

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

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

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

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

Written Examination

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

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

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

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

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

Oral Exam

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

Higher Education Entrance Examination

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



www.bmbwf.gv.at

> Themen > Schule > Schulpraxis > Die Zentralmatura

www.bmbf.gv.at/ahs

www.diplomarbeiten-bbs.at

www.ahs-vwa.at/schueler

Education until 18



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

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

- **Attending a secondary school**
Academic secondary school, school of intermediate vocational education, vocational secondary school, General School of Nursing, School for Social Care Professions, College for Medical Assistance Professions
- **Apprenticeships**
This includes apprenticeships, extended apprenticeships, partial qualifications and inter-company training
- **Training in a healthcare profession**
Dental assistant, medical masseur, massage therapist, care assistant, paramedic, emergency paramedic
- **Training in a social care profession**
Graduate social worker, specialist social worker and home help
- **Participation in a recognised course that prepares participants for further schooling or training**
An outlook plan or support plan drafted by a Youth Coaching facility or the Public Employment Service (AMS) must be available that documents the benefit of this service for the young person

- **Participation in a language course for young people who need special support with the German language**
Exclusively attending a language course is only permitted if this is included in the outlook plan or support plan
- **Participating in a service for young people who require support that makes integrating young people into the labour market easier**
- **Participation in services and programmes of extracurricular youth work that makes integrating young people into the labour market easier**
An outlook plan or support plan must be prepared alongside this
- **Attending schools or training programmes abroad**
These must be at least equivalent to comparable Austrian schools or training programmes, or not offered in Austria, and this must not put the young people at a disadvantage
- **Participation in commissioned or non-commissioned officer training**
Participation in a training service or an employment relationship with the armed forces



www.ausbildungbis18.at
www.koordinationsstelle.at
www.neba.at/jugendcoaching



Post-Secondary VET Course/ Add-on Course

Post-Secondary VET Courses

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

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

- Post-secondary VET courses at **technical and commercial educational institutions**: structural engineering; chemical engineers; design; electronics and technical computer science; electrical engineering; renewable energy, environment and sustainability; building services engineering; graphic and communication design; computer science; interior architecture and wood technology; mechanical engineering; mechatronics; media engineers and print management; furnace development; optometry; business engineers
- Post-secondary VET courses at **vocational schools of social and service industries**: tourism, economic professions, fashion, art and design
- Post-secondary VET courses at **commercial academies**: entrepreneurship and management; finance and risk management; management, controlling and accounting; international trade; digital business; communication and media informatics
- Post-secondary VET courses at **educational institutions for elementary education** or **educational institutions for social education**

Add-on Courses

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

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

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



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Die Schularten

www.berufsbildendeschulen.at

Worldwide Teaching



International Mobility Programmes for Students and Teachers around the World

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

The Foreign Language Assistant Programme

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

Culture and Language

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



www.bmbwf.gv.at

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

www.weltweitunterrichten.at

Higher Education

University

University of Applied Sciences

University College of Teacher Education

Private Higher Education Institution and

Private University

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

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

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

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

Bachelor, Diploma, Master and Doctoral Programmes

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

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

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

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

University

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

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

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

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

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

There are currently 22 public universities and 17 private universities in Austria (as of June 2022).



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Universitäten

www.studienwahl.at

www.studiversum.at

University of Applied Sciences

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

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

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



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> Themen > Hochschule & Universität > Hochschulsystem >
Fachhochschulen

www.studienwahl.at

www.studiversum.at

University College of Teacher Education

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

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

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

Professional Induction for all Graduates of a Teacher Training Course

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

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

The Various Teacher Training Courses

Primary Level Teaching Qualification

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

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

Secondary Level General Education Teaching Qualification

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

The “Secondary Level General Education” teacher training course is a four-year Bachelor degree (240 ECTS-AP), followed by a two-year Master degree (120 ECTS-AP).

Secondary Level Vocational Education Teaching Qualification

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

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

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

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



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

www.studienwahl.at

www.studiversum.at

Private Higher Education Institution and Private University

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

Currently (as of June 2022), there are **17 private universities** in Austria, but as yet no private higher education institution according to the new legal provisions (only in force since 1 January 2021). The courses offered at private universities range from social sciences and economics, law, medicine and theology to art and music.



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Privatuniversitäten

www.studienwahl.at

www.studiversum.at

Erasmus+

Discovering Europe and the World

Erasmus+ is the most successful and most popular programme of the European Union. It has already defined an entire generation. For over 35 years, Erasmus+ has enabled people from across Europe and beyond to gather life-enriching experience and acquire valuable skills. The EU will provide over 26 billion euros for Erasmus+ until 2027. The aim is for this to reach more than ten million people.

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

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

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

Learners improve their technical, linguistic, social and intercultural skills through an overseas experience or a cross-border project. The programme promotes the **exchange of knowledge and experience** regarding pedagogic

methods, and additionally creates greater awareness of a common Europe and a deeper understanding of social, linguistic and cultural diversity.

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

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



www.bmbwf.gv.at

> Themen > EU/Internationales > Erasmus+

www.erasmusplus.at



Adult Education

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

Schools for People in Employment and Tertiary Continuing Education

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

Organisations

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

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

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

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

Courses

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

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

For the examination for the compulsory school leaving qualification, examinations are to be taken in a maximum of six competence fields (four compulsory subjects and two out of four elective subjects); a maximum of five exams can be taken as part of recognised courses in preparation for the compulsory school leaving exam. The traditional forms of external exams for the completion of certificates of the compulsory secondary school remain in place.



www.bmbwf.gv.at

> Themen > Erwachsenenbildung

www.erwachsenenbildung.at

School Psychology Counselling Service

New courage? Fresh ideas? Security?

School Psychology
Counselling can help!



0800 211 320

Telephone
hotline

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

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

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

How does the counselling process work?

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

Nationwide telephone hotline (free & confidential): 0800 211320

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

School Psychology in the BMBWF and in the Federal Provinces

Burgenland

Board of Education for Burgenland

Kernausteig 3, 7000 Eisenstadt

+43 2682 710-1015

schulpsychologie-burgenland@bildung-bgld.gv.at

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

Carinthia

Board of Education for Carinthia

Kaufmangasse 8, 9020 Klagenfurt

+43 50534 14001

abteilung4@bildung-ktn.gv.at

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

Lower Austria

Board of Education for Lower Austria

Rennbahnstraße 29, 3109 St. Pölten

+43 2742 280-4720

psy.stpoelten-stadt@bildung-noe.gv.at

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

Upper Austria

Board of Education for Upper Austria

Sonnensteinstraße 20, 4040 Linz

+43 732 7071-2321

schulpsychologie@bildung-ooe.gv.at

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

Salzburg

Board of Education for Salzburg

Mozartplatz 8–10/III, 5020 Salzburg

+43 662 8083-5002

schulpsychologie@bildung-sbg.gv.at

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

Styria

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Körblergasse 23, 8011 Graz

+43 5 0248 345-450

schulpsychologie@bildung-stmk.gv.at

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

Tyrol

Board of Education for Tyrol

Südtiroler Platz 10–12/5, 6020 Innsbruck

+43 512 9012-9262

schulpsy@tsn.at

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

Vorarlberg

Board of Education for Vorarlberg

Josef-Wolf-Platz 2, 6700 Bludenz

+43 5552 63863-242

schulpsychologie@bildung-vbg.gv.at

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

Vienna

Board of Education for Vienna

Wipplingerstraße 28, 1010 Wien

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schulpsychologie@bildung-wien.gv.at

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

Federal Ministry of Education, Science and Research

(Zentrale Lehranstalten)

Freyung 1, 1010 Wien

+43 1 53120-2584

schulpsychologie@bmbwf.gv.at

www.schulpsychologie.at



Contact details for all school psychology counselling centres in Austria's districts

www.schulpsychologie.at > Beratungsstellen finden

Information about Student and Educational Counselling

www.schulpsychologie.at/schuelerberatung

Psychological Student Counselling

The Psychological Student Counselling Service – the Central Point of Contact for Psychological Counselling and Support, as well as Advice on Choosing a Course of Study for Students

- Psychological counselling for study-related and psychological problems
- In special situations: crisis and relief talks and further mediation to special institutions to treat experiences of escape and violence
- Psychodiagnostics for work and performance problems related to studying
- Study choice advice for decisions on career and study choices
- Individual and group settings
- Chat and online counselling (also in English)
- Short-term psychotherapy

The Psychological Student Counselling Service (PSB) has existed for more than 50 years. It offers students and prospective students advice and psychological support in choosing a course and psychological support for personal and study-related problems. The service is free of charge and is available at six counselling centres in Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt. It is also available online at www.studierendenberatung.at, and is primarily offered by psychologists, most of whom have received training in psychotherapy.

How does the counselling process work?

Contact is by telephone, email, video call or chat at www.studierendenberatung.at. If more comprehensive advice or psychological support is required, an appointment will be made for a more in-depth consultation. This can be provided in person at one of the six counselling centres or by telephone or online.



Contact details of the counselling centres

www.studierendenberatung.at

Further Service Points in the BMBWF and in the Federal Provinces

School Info in the BMBWF and in the Federal Provinces

Federal Ministry of Education, Science and Research

Hotline 0810 205220

schulinfo@bmbwf.gv.at

www.bmbwf.gv.at > Themen > Schule > Beratungsangebote > Schulinfo

Burgenland

Board of Education for Burgenland

Kernausteig 3, 7000 Eisenstadt

+43 2682 710-1121

elisabeth.jakubiec@bildung-bgld.gv.at

www.bildung-bgld.gv.at

Carinthia

Board of Education for Carinthia

10.-Oktober-Straße 24, 9010 Klagenfurt

+43 5 0534-12200

christoph.kathollnig@bildung-ktn.gv.at

www.bildung-ktn.gv.at

Lower Austria

Board of Education for Lower Austria

Rennbahnstraße 29, 3109 St. Pölten

+43 2742 280-4444

susanne.schiller@bildung-noe.gv.at

christina.ueberbacher@bildung-noe.gv.at

www.bildung-noe.gv.at

Upper Austria

Board of Education for Upper Austria

Sonnensteinstraße 20, 4040 Linz

+43 732 7071-2281 and -2271

schulservice@bildung-ooe.gv.at

www.bildung-ooe.gv.at

Salzburg

Board of Education for Salzburg

Mozartplatz 8–10, 5020 Salzburg

+43 662 8083-1059 and -1060

schulservice@bildung-sbg.gv.at

www.bildung-sbg.gv.at

Styria

Board of Education for Styria

Körblergasse 23, 8011 Graz

+43 5 0248 345-198 and -451

alexandra.ettinger@bildung-stmk.gv.at

thomas.pfingstner@bildung-stmk.gv.at

www.bildung-stmk.gv.at

Tyrol

Board of Education for Tyrol

Heiligegeiststraße 7, 6020 Innsbruck

+43 512 9012-9167

office@bildung-tirol.gv.at

www.bildung-tirol.gv.at

Vorarlberg

Board of Education for Vorarlberg

Bahnhofstraße 12, 6901 Bregenz

+43 5574 44 449

christine.gmeiner@bildung-vbg.gv.at

www.bildung-vbg.gv.at

Vienna

Board of Education for Vienna

Wipplingerstraße 28, 1010 Wien

+43 1 52525-7700

bildungsberatung@bildung-wien.gv.at

www.bildung-wien.gv.at

Points of Contact for Elementary Education in the Federal Provinces

Burgenland

Office of the Burgenland Provincial Government
Abteilung 7 – Bildung, Kultur und Wissenschaft
Europaplatz 1, 7000 Eisenstadt
+43 57 600-2082
post.a7@bgld.gv.at

Referat Kindergarten
+43 57 600-2495
post.a7-bildung@bgld.gv.at

Carinthia

Office of the Carinthian Provincial Government
Abteilung 6 – Bildung und Sport
Mießtaler Straße 1, 9021 Klagenfurt am Wörthersee
+43 50 536-16002
abt6.kinderbetreuung@ktn.gv.at

Lower Austria

Office of the Lower Austrian Provincial Government
Abteilung Kindergärten
Landhausplatz 1, 3109 St. Pölten
+43 2742 9005-13242
post.k5@noel.gv.at

Upper Austria

Office of the Upper Austrian Provincial Government

Abteilung Präs/7 – Elementarpädagogik

Bahnhofplatz 1, 4021 Linz

+43 732 7720-DW

bd-ooe.post@bildung-ooe.gv.at

Salzburg

Office of the Salzburg Provincial Government

Abteilung 2 – Kultur, Bildung, Gesellschaft und Sport

Gstättengasse 10, 5020 Salzburg

+43 662 8042-2575

kultur-bildung@salzburg.gv.at

Referat 2/01 – Elementarbildung und Kinderbetreuung

+43 662 8042-5415 or -2698

kinder@salzburg.gv.at

Styria

Office of the Styrian Provincial Government

Abteilung 6 – Bildung und Gesellschaft

Karmeliterplatz 2, 8010 Graz

+43 316 877-2099

abteilung6@stmk.gv.at

Referat Kinderbildung und -betreuung

Karmeliterplatz 2, 8010 Graz

+43 316 877-5499

fa6e@stmk.gv.at

Tyrol

Office of the Tyrolean Provincial Government

Abteilung Gesellschaft und Arbeit

Meinhardstraße 16, 6020 Innsbruck

+43 512 508-807804

gesellschaft.arbeit@tirol.gv.at

Elementarbildung

Heiligegeiststraße 7, 6020 Innsbruck

+43 512 508-7882

ga.elementarbildung@tirol.gv.at

Vorarlberg

Office of the Vorarlberg Provincial Government

Abteilung Elementarpädagogik, Schule und Gesellschaft

Landhaus, 6900 Bregenz

+43 5574 511-22105

bildung.gesellschaft@vorarlberg.at

Vienna

City of Vienna – MA 10 (Kindergärten)

Thomas-Klestil-Platz 11, 1030 Wien

+43 1 277 55 55

post@ma10.wien.gv.at

MA 11 (Kinder- und Jugendhilfe)

Rüdengasse 11, 1030 Wien

+43 1 4000-8011

post@ma11.wien.gv.at

Information on the University and College Sector

Austrian Students' Association (ÖH)

The ÖH is the legal representative of all students in Austria. As such, it offers a comprehensive range of advice and services that covers all areas of student life. This includes, in particular, providing advice to students and prospective foreign students in various languages.

www.oeh.ac.at

OeAD – Agency for Education and Internationalisation

The OeAD is Austria's Agency for Education and Internationalisation. As such, it implements the international Erasmus+ and European Solidarity Corps programmes, the EU programmes for stays abroad and international cooperation. This means the OeAD offers a comprehensive range of information, especially when it comes to entry, residence, studies and scholarships.

www.oead.at

www.studyinaustria.at

Stipendium.at – the Student Financial Support Authorities

In Austria, the Student Financial Support Authority with its six grant offices in Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt is responsible for financial support during your studies. For this, however, certain requirements must be met and certain deadlines observed.

www.stipendium.at

Overview of the Courses on Offer in Austria

An overview of which fields you can study at the 73 Higher Education Institutions in Austria can be found on the following websites:

www.studienwahl.at

www.studiversum.at

www.studienplattform.at

Ombudsman for Students

If you have any questions, problems or complaints about studying at an Austrian Higher Education Institution, the ombudsman for students is available to provide advice and support. You can contact them directly via their website www.hochschulombudsmann.at

Advice Centres for Career Guidance

Career guidance

“ibobb-Information: Information, advice and guidance for education and work”
portal: [portal: portal.ibobb.at](http://portal.ibobb.at)

Career information centres

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

www.ams.at/berufsinformation

www.wifi.at/karriere/bildungsberatung

Advice Centres for Adult Education

Educational guidance for adults

Information and addresses of educational guidance centres at
www.erwachsenenbildung.at or www.bib-atlas.at

Broschüre erhältlich unter
pubshop.bmbwf.gv.at

auch in folgenden Sprachen:

Albanisch

Arabisch

Bosnisch/Kroatisch/Serbisch

Dari

Deutsch

Polnisch

Rumänisch

Russisch

Slowenisch

Türkisch

Ungarisch

Sonderedition für ukrainische Familien:
Erhältlich in Ukrainisch und Englisch