



ECVET system for no borders in the Green Economy sector
 supporting Employability, Adaptability and European Mobility in VET systems and Labour Market

WORKING PAPER - AT
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ECoVET

ECVET SYSTEM FOR NO BORDERS IN THE GREEN ECONOMY SECTOR, SUPPORTING EMPLOYABILITY, ADAPTABILITY AND EUROPEAN MOBILITY IN VET SYSTEMS AND LABOUR MARKET

Working Paper

Project Start-up Workshop 1st Transnational Meeting

Dear Partners,

This working paper is meant to represent a guide, in occasion of the first start-up transnational workshop, for the deepening of the main questions tackled in the relative LLP -Leonardo da Vinci TOI Project "ECoVET".

Following an initial descriptive synthesis of the project reference framework, we hereby underline some general considerations on the reference context of the Transfer of Innovation we are going to realize with our proposal and some specific considerations on the theme of implementation of ECVET System in each partner country.

In order to guide the project start-up phase, in few deepening boxes and grids we have pointed out specific themes or questions in order to capture and concentrate the attention of participants partners who are called to contribute both through the general presentation of national VET systems and context, and presenting discussion matters or witnesses of experiences in relation to the implementation of the ECVET system in each context. With the questions below, our main purpose is to start sharing and to realize the situation of ECVET System implementation in Vocational Education and Training Systems in the partner countries.

In order to make partners participation more profitable and to give strength to each contribution to this delicate start-up phase of the project it would be, therefore, opportune that each partner should prepare:

- a Power Point presentation reporting a synthesis of the answers and explanations of this working paper questions (in English) – **which should be presented by partners in the first transnational workshop**
- the related script of the output, using boxes and grids of this format – **which can be produced in final version soon after the first transnational meeting.**

In this way we hope it will be possible right since this first meeting, to acquire all concrete and shareable results in order to guarantee the maximum future project functionality.

Thank you for your cooperation!

REFERENCE FRAMEWORK

The ECoVET project proposes the application and development of the ECVET system in the green economy sector. Specifically, since this is a "Transfer of Innovation" (TOI) project, the goal of the project is to use the methodology and tools developed within the project NETWORK - previously funded by the European Commission under the Lifelong Learning Programme, Leonardo da Vinci sub-program, Call EACEA/14/08 "Projects to test and develop the credit system for vocational education and training (ECVET)" - in order to adapt and transfer them into a different sectoral contexts of experimentation and in order to support the transparency and sharing at European level of the peculiarities of a professional profile working in the field of the green economy: the regional profile of Tuscany: technical education and training for design and development of energy-saving systems)

The project, therefore, intends:

- to compare the qualifications of the identified sector existing in the partner countries, focusing our attention on the equivalent regional profile;
- to identify parts of the educational pathways and qualifications which are "ECVET-compatible" and therefore able to dialogue with each other;
- to identify processes and protocols of understanding suitable to facilitate the mutual recognition
- to propose to competent bodies (key actors of VET systems and related systems of transparency and certification of qualifications), and in particular in Tuscany with whom the national partnership have shared the ECoVET planning phase, any changes and / or implementations to be taken on the basis of European experiences .

This for the benefit of the commissioning transparency of competences and qualifications and above all of employability in a the European labour market, in the specific sector and in the contexts identified.

From this emerges the primary importance, especially in the phase of setting up and organising the work among the partners, of acquiring a common reference framework, through the collection, organisation and sharing of indispensable background information.

From this information must begin the construction and application of common instruments for the definition, actuation, validation and recognition of modular training paths, already existing in the partner countries, within the ECVET system (including among these also the processes of support, validation and recognition of Life Long Learning and Life Wide Learning training experiences) with the double purpose of facilitating mobility in the various training phases and situations and of allowing the "accumulation" of tendentially recognisable credits, to improve employability and mobility, in the entire Community.

1. What is the general structure of Vocational and Technical Education and Training systems in your country? Can you explain it?(you can also provide

information in the form of graphs with synthetic explanations in the grid below)

On an operational level, the partners are called upon to elaborate a description of the **VET training systems**, with a focus on pathways that can be related the selected sector (Green Economy) and wherever possible the indication of the connected EQF levels, which can be recognised in the Partner countries.

The double purpose of this analysis should be kept in mind: on the one hand to attempt to establish a comparative framework that identifies elements/levels that are homogeneous or functional analogy in a comparison among the Partner countries; on the other hand to attempt to identify and describe the “transversal” elements” (training beyond compulsory education; non-formal/informal learning; processes of acquiring experience on the job; Life Wide Learning; etc.) which for their very nature lead to exclusive reference to competence and performance frameworks.

The description should preferably be in the form of outline(s) and/or organisational chart(s), eventually accompanied by captions or brief illustrations of specific points.

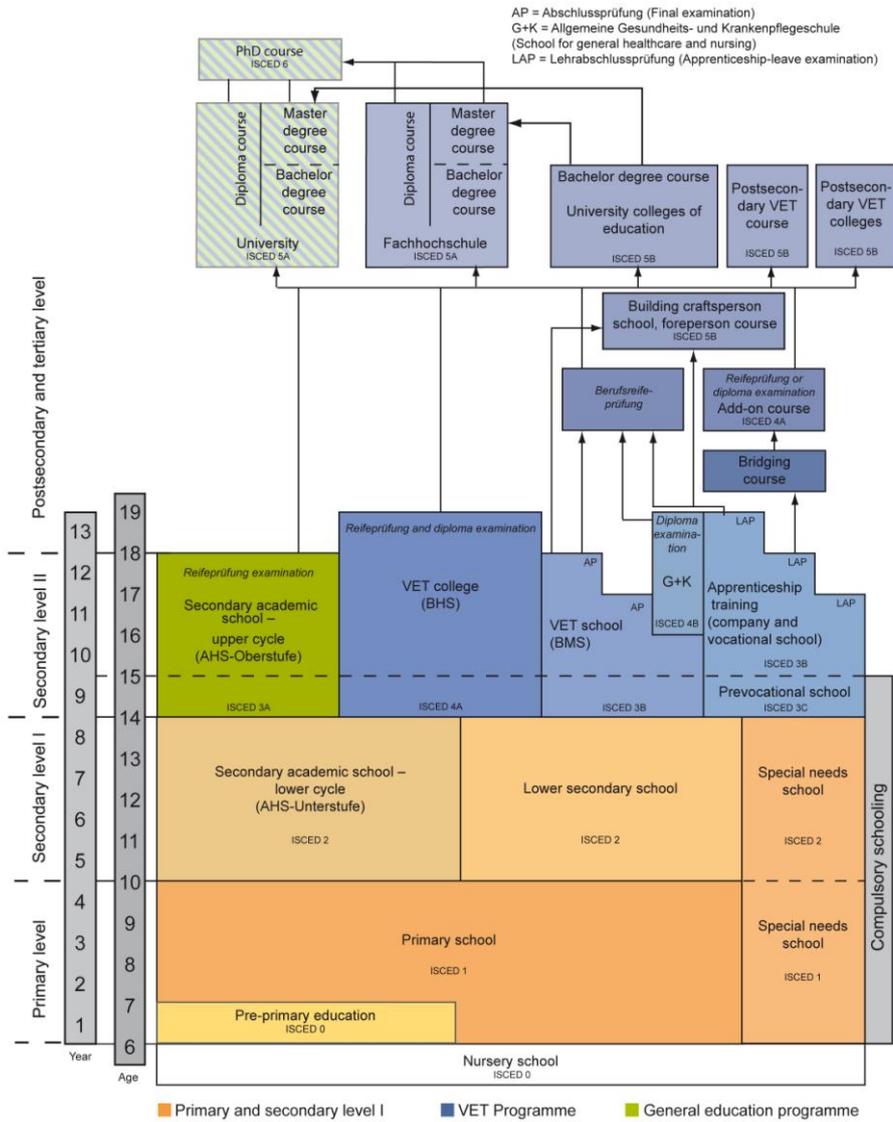
To facilitate the synthesis and subsequent comparison of the information supplied by each partner country, we request that you follow the outline below.

For a synthetic overview we suggest you to consult the Eurydice database inserting specific in-depth information through the consultation of studies or databases available on a national level.

Synthetic outline of VET training systems (vocational education and training)

Country: Austria, Reference year: 2013-2014

Fig. 1: The Austrian Educational System



Source: Weiß, Tritscher, Groll 2011

General organisation of the VET system and Certification System

In Austria compulsory schooling starts at the age of six and lasts for nine years. For every child, it starts at primary level with four-year primary school. This school type is a comprehensive school which provides general education and is completed with the primary school certificate. Children with special educational needs can either attend a special needs school that is tailored to their needs or primary school classes that are run in an integrative (inclusive) scheme.

At the age of ten, when children transfer to lower secondary level, the first differentiation into three school types takes place: pupils can change to lower secondary school (Hauptschule), new secondary school (Neue Mittelschule, NMS) or the lower cycle of academic secondary school (Unterstufe der allgemeinbildenden höheren Schule, AHS-Unterstufe). Pupils with special pedagogical support needs can attend the fifth to eighth grade at a special needs school. Lower secondary school, NMS and the lower cycle of AHS are general education schools and last for four years. New secondary school has been run as a pilot since the school year 2008/2009 and is a joint school of 10- to 14-year-olds. From the school year 2012/2013 it is gradually being introduced as a regular school type. From the school year 2015/2016, all the first years of lower secondary schools will be converted to NMSs. Lower secondary schools will expire by the school year 2018/2019. The lower cycle of AHS will also be offered in the future but these schools can be turned into new secondary schools on a voluntary basis. The change from primary school to lower secondary school, new secondary school or the lower cycle of AHS requires a positive final certificate of the fourth grade of primary school; for entry to the lower cycle of AHS, additional performance requirements (such as certain marks in the main subjects) need to be met.

Competent bodies and structures

a) Federal Level

The federal level is responsible for legislation and execution of all matters pertaining to compulsory education, teaching and curricula, private schools, 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). It also includes teacher training and in-service training establishments.

The Federal Ministry for Education and Women 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, Forestry, Environment and Water Management), the maintenance of General Compulsory Schools (Allgemeinbildende Pflichtschulen), of Intermediate Schools for Agriculture and Forestry and of Part-Time Compulsory Vocational Schools for Agriculture and Forestry (Berufsschulen).

Teachers in all schools are paid by the federal as well as the provincial government. In general teachers are not obliged for continuous education, in some cases for VET teachers 15 hours/year are compulsory.

b) Regional Level

At the regional level, federal administration is provided by separate federal authorities, i.e. the so-called Province School Boards (Landesschulräte) and District School Boards (Bezirksschulräte). All of Austria's nine provinces have installed a Province School Board, which is called Municipal School Board (Stadtschulrat) in Vienna. The Province School Boards is made up of a president (province governor), a collegiate board and an office.

The Province School Board 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 provincial laws provide for an

executive president to be appointed by the Province School Boards and acting for the president. Most Province School Boards 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 Province School 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 Province School Inspectors (Landesschulinspektoren), the Office Director (Amtsdirktor), who is the highest civil servant in the Province School Board and, occasionally, students' representatives.

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 Part-Time Compulsory Vocational Schools (Berufsschulen). Almost all matters pertaining to the maintenance of General Compulsory Schools (AllgemeinbildendePflichtschulen) with the exception of staffing, have been assigned by province legislation to the local communities or community associations. The provinces themselves are in charge of maintaining establishments of Vocational Compulsory Schools (BerufsbildendePflichtschulen) and Schools of Agriculture and Forestry.

Legal Framework/Reference Regulations

In Austria school as well as other educational matters are regulated in several laws. The most important of these are:

Schools

- School Education Act (Schulunterrichtsgesetz), das den Unterricht regelt
- School Organisation Act (Schulorganisationsgesetz): regelt die Organisation der Schulen und die Schulinspektion organization of school administration and school inspection
- Schulzeitgesetz regelt die zeitlichen Bestimmungen in Schulen– temporal processes in schools
- Leistungsbeurteilungsverordnung – regulation for assessment in general and VET schools and colleges
- Examination regulations for upper general schools (Prüfungsordnung)
- Examination regulations for for VET schools (Prüfungsordnung)

Apprenticeship Training

- Vocational Training Act – regulation for apprenticeship training

Universities for Applied Sciences

- Law on Fachhochschule degree programm (Fachhochschul-Studiengesetz)

Universities

- University Act
- University Studies Act

Secondary and Post-Secondary Non-Tertiary Education

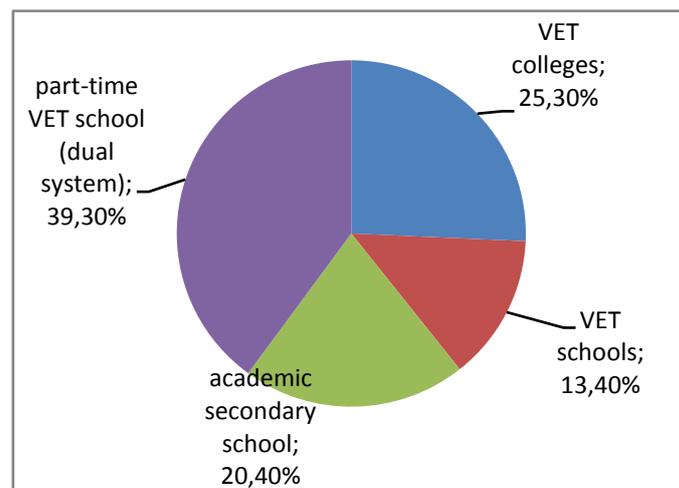
Structure

The final year of compulsory schooling corresponds to the first year of the upper secondary level. At this point, the school system's differentiation increases. As well as the four-year upper cycle of academic secondary school (AHS-Oberstufe) and the one-year prevocational school (PolytechnischeSchule, PTS), there is a choice between the following VET pathways at this point, which lead to different qualification levels:

- VET schools (berufsbildende mittlere Schulen or BMSs),
- VET colleges (berufsbildende höhere Schulen or BHSs),
- Schools for general healthcare and nursing (from year 11 onwards), and
- Dual VET (apprenticeship, Lehre, Lehrlingsausbildung – from year 10).

This diversity of pathways reveals the special importance of VET in Austria. Another indication of this is the high attractiveness of VET, which manifests itself in high participant figures. Some 80% of young people in the tenth grade attend a VET pathway (fig. 2). Some 40% complete an apprenticeship, the remainder opt for one of the available VET schools and colleges.

Fig. 2: Share of learners in the tenth grade by educational programmes, school year 2010/11 (in %)



Source: Statistics Austria, ibw calculations

VET schools (berufsbildendemittlereSchulen, BMSs, 14-18 years, ISCED 3B)

Students at BMS acquire VET qualifications entitling them to immediately exercise relevant occupations and giving them access to specific regulated professional activities. Depending on its specialist focus, BMS lasts between one and four years and is completed with a final exam. Following completion of additional exams, such as Berufsreifeprüfung or attendance of add-on courses, graduates have access to programmes in the post-secondary and HE areas. BMS also offers the prerequisite for a later activity as entrepreneur.

VET colleges (berufsbildende höhere Schulen, BHSs, 14-19 years, ISCED 4A)

Five-year BHS (which is offered both as a day form and evening form for people in employment) provides in-depth general education and high-quality specialist training which combines theory and practice. Graduates are awarded general access to the higher education sector, acquire the qualification for senior occupations and obtain access to regulated professions. BHSs are completed with the upper secondary school-leaving exam (Reife- und Diplomprüfung), viz. a double qualification. BHS also provides the basis for later self-employment. The high level of education and training at BHSs is also reflected in their recognition at the European level. The inclusion of BHS in Annex II of Directive 2005/36/EC on the recognition of professional qualifications confirms that graduates of BHS programmes acquire professional qualifications for which they need to complete programmes at the post-secondary level in the majority of the other member states. A reduction of the study duration at a Fachhochschule can be achieved based on the competences acquired by BHS graduates who want to continue their studies.

Post-secondary VET courses (Kollegs)

Kollegs are a special BHS form. Their main target group are graduates of academic secondary schools, i.e. people who have no IVET qualification. Therefore post-secondary VET courses represent entry to VET for this group. The prerequisite for admission to post-secondary VET courses is successful completion of a certificate of secondary education (Reifeprüfung). Post-secondary VET courses are offered in a two-year day-time form with a modular design or a mostly three-year evening form; they are completed with a diploma examination (Diplomprüfung). In this way, graduates acquire the qualification for senior occupations (depending on the specialisation of the respective post-secondary VET course; their specialisations are identical to those of the BHS main form) and are given access to regulated trades.

At BHSs and Kollegs, teachers of general-education subjects, occupation-related theory and occupation-related practice teach with a specific focus on the school's particular specialisation (such as business, technology, tourism). The qualifications these teachers need to prove are an HE degree, professional practice at a school, and often practical experience in the respective economic sector. Teachers of practical subjects need to prove a final certificate from a university of education (Pädagogische Hochschule) or alternatively a master craftsman certificate plus professional experience.

General Program of VET Schools

The educational objectives and content of VET schools and colleges are laid down in framework curricula. They are regulated by the Federal Ministry for Education and Women. Initiatives towards curricular reforms and/or the introduction of new subjects or area specialisations are launched by the educational institutions themselves or the Federal Ministry for Education and Women. Whereas the contents of VET college curricula are newly designed every ten years, this is only done every 15 years in case of VET schools. In so-called curriculum committees, teachers and Federal Ministry for Education and Women experts work together with representatives of the economy to develop draft curricula for the respective subjects. As well as a number of other institutions, the social partners also receive the drafts to issue their statements. In the implementation of the framework curricula, schools are entitled to change the number of lessons of individual subjects autonomously or develop their own focuses, taking account of (regional) economic requirements.

In 2004 educational standards were introduced in the VET school sector: these are learning outcomes which are derived from the curricula, formulated in a specific wording, focus on final qualifications and describe the learners' increase in competences as desired by the end of the training. In addition, educational standards contain key learning contents and competences, which are formulated based on examples for classroom use. In this respect, educational standards make a significant contribution towards supporting competence-oriented teaching design in the VET sector. But the objectives of teaching are still specified in the decreed curricula. Thanks to the introduction of educational standards, a pronounced trend towards output orientation has been launched in VET. The new curricula of VET schools and colleges are now being gradually designed in a competence-oriented manner.

The acquisition of vocational skills, competences and qualifications, as well as a well-founded general education, is at

the centre of VET programmes at BMHSs. In this way, graduates can enter working life directly or opt for a wide range of CET and higher qualification programmes.

To be admitted to a BMHS it is necessary to furnish proof of successful completion of the eighth school year. Depending on previous qualifications the envisaged school type (BMS or BHS), and the available school places, previous performances and/or an admission exam represent additional selection criteria. The major characteristics of BMHSs include the following:

- Differentiation: In accordance with their abilities and interests, pupils can select from among a variety of specialist areas and training focuses. Schools have the autonomy to change the number of hours of individual subjects within a certain range, offer new subjects, or specify training focuses and area specialisations.
- VET content and methodology: BMHS curricula provide for a combination of general education and intensive specialisation training in theory and practice, with BMS putting more emphasis on practical elements. Action-oriented teaching is a key basic principle at BMHSs; the work in workshops, laboratories, kitchens, practice firms, etc. and mandatory work placements in business constitute part of training.
- Curriculum development: The objectives and content of education and training at BMHSs are laid down in framework curricula. They are regulated by the Federal Ministry for Education and Woman. In the implementation of the framework curricula, schools are entitled to change the number of lessons of individual subjects autonomously or develop their own focuses, taking account of (regional) economic requirements.
- Key skills: Entrepreneurial competence is both an interdisciplinary principle and the subject of special focuses. Depending on the school type, up to three foreign languages, but at least one, are compulsory. The foreign language is also used increasingly as the working language. Computer literacy and skills are a *conditio sine qua non* in all BMHS forms; a number of programmes and focuses target the information and communication technology sector.
- Business projects: When working on projects or diploma theses with specific tasks from the business sphere or technology (also as a part of final exams), students gather fundamental subject-related experiences and learn to apply project management methods. They test their key skills and set up initial contacts for their later entry into the world of work.
- Teaching staff with business experience: For a number of subjects, BMHS teachers are required to prove subject-relevant business practice.

Schools for general healthcare and nursing (Schulen für allgemeine Gesundheits- und Krankenpflege or GuK, ISCED 4B)

GuK schools hold a special position among VET schools and colleges. Students need to have completed ten years of school before being allowed to attend these courses. GuK schools must be set up at hospitals or in connection with hospitals. At least half of the entire training time of 4,600 hours needs to be dedicated to practical training and at least a third to theoretical instruction. Students are entitled to a monthly remuneration, which the school provider is obliged to pay. After preparing a written subject-specific piece of work (Fachbereichsarbeit) and taking a diploma exam at the end of their training, graduates are entitled to hold the occupational title 'Qualified nurse' (female title: 'DiplomiereteGesundheits- und Krankenschwester'/male title: 'DiplomierterGesundheits- und Krankenpfleger'). Teachers at GuK schools must be graduates of these schools, prove professional practice and have a specialist qualification acquired at the tertiary level.

In the non-medical health professions (such as healthcare and nursing occupations, paramedical services, emergency medical occupations) programmes are designed within the framework of training regulations which are based on the laws regulating the respective occupations. The training regulations are elaborated by the Austrian Federal Ministry for Health with the involvement of experts and interest representations and adopted by the Health Minister. Based on these regulations, the curricula for the various programmes are drawn up by the Austrian Federal Health Institute on behalf of Federal Ministry for Health; they have the status of recommendations.

Apprenticeship training (dual system, ISCED 3B)

At the end of compulsory schooling, some 40% of young people take up dual training in one of the approximately 206 (as at October 2012) legally recognised apprenticeships. Their apprenticeship diploma represents a full professional qualification. The prerequisite for taking up an apprenticeship is the successful completion of nine years of compulsory schooling. Most apprentices complete compulsory schooling by attending a one-year prevocational school after lower secondary level and then start an apprenticeship. Depending on the occupation, training lasts between two and four years, but as a rule three years. The apprenticeship period can be reduced for those who have already acquired either apprenticeship or school qualifications in the same or a similar specialist field (be it in Austria or abroad). In 2011 some 128,000 young people were in an apprenticeship. Traditionally, this form of VET is firmly established in particular in the crafts, trades and services, where around half of all apprentices are trained. In commerce, industry and in the tourism and leisure industry sector, apprenticeship training is also widespread.

Apprenticeship training takes place at two places of learning: in the training company and at part-time vocational school (therefore the term 'dual' system). Company-based training, for which the Federal Ministry for Science, Research and Economy is responsible, comprises about 80% of the apprenticeship time. The apprentice is involved in the production or service-provision process and acquires the necessary skills under real-life conditions of working life.

General Prerequisites

For every apprenticeship occupation, there exists a training regulation (Ausbildungsordnung), which is valid across Austria and includes the in-company curriculum or job profile (Berufsbild). This is a type of curriculum for the company-based part of training and lays down the minimum knowledge and skills to be taught to apprentices by companies. The competence profile or activity description (Berufsprofil), which is also specified in the training regulation, formulates in a learning outcome-oriented manner the competences apprentices should have acquired by the end of their training. The social partners are essentially in charge of taking decisions about what in-company curriculum and/or competence profile an apprenticeship occupation is based on and they exert a decisive impact on the structure and content of apprenticeship training via their work in advisory councils.

In-company training is largely funded by the companies themselves. Young people receive apprenticeship remuneration from their employer; this is usually regulated in the (sector- or company-specific) collective agreement. There are a number of public subsidies available to support training companies, however.

The IVET trainer is responsible for planning and carrying out the training. He/she must have certain subject-specific and teaching qualifications which are proven in the course of the IVET trainer examination or a 40-hour trainer course with a vocationally-specific interview. In-company training is largely funded by the companies themselves. Young people are paid an apprenticeship remuneration by their employer. There are a number of public subsidies available to support training companies, however.

As well as company-based training, the apprentice is obliged to attend part-time vocational school. Its task is to impart fundamental theoretical occupation-related knowledge, support and complement company-based training, and expand general education. The curriculum of part-time vocational school is prepared based on the training regulation of the respective apprenticeship occupation by the Federal Ministry for Education and Women. The federal provinces provide the funding for vocational school (teachers, school maintenance). But the federal government refunds 50% of the costs for teaching staff to the provinces.

Teachers at part-time vocational schools either need to prove a degree from a university of education or a subject-specific university course or completion of a VET programme plus three years of professional practice.

Certification in Apprenticeship Training

At the end of the apprenticeship period, every apprentice can sit for an apprenticeship-leave examination

(Lehrabschlussprüfung, LAP). This exam aims to determine whether the candidate himself/herself is able to appropriately carry out the activities necessary for the occupation. The LAP comprises a practical and a theory examination. The theory exam can be waived if the exam candidate can prove successful completion of the final grade of part-time vocational school. The exam committee comprises employer and employee representatives. The apprenticeship qualification can also be acquired via a so-called exceptional admission. For that purpose, relevant periods of professional practice and attendance of relevant course events are credited as a replacement for formal apprenticeship training.

VET at post-secondary, non-tertiary level

In Austria, IVET programmes at this education level are provided within the framework of post-secondary VET colleges (Akademien) (ISCED 5B). The number of post-secondary VET colleges is greatly declining because more and more of them are being transformed into Fachhochschulen, i.e. tertiary sector educational institutions. But some programmes, mainly in the healthcare and social sphere, are (still) offered at post-secondary VET colleges. Attendance of a post-secondary VET college requires HE entrance qualifications.

Tertiary education

Selection

VET establishments at tertiary level include universities, universities of applied sciences, and universities of education. Attendance of these institutions requires HE entrance qualifications. These can be obtained by positive completion of

- the upper secondary school-leaving exam (Reifeprüfung) of an academic secondary school (AHS),
- the upper secondary school-leaving exam (Reife- und Diplomprüfung) of a VET college (BHS),
- Berufsmaturaprüfung,
- Studienberechtigungsprüfung

In addition, access requirements can be met on certain conditions by people with relevant professional qualifications (such as an apprenticeship diploma) and, as a rule, after taking specific additional exams, without taking the above-mentioned exams.

The exam and certificate Berufsmaturaprüfung (BRP), which provides access to all HE study programmes, is open to graduates of specific vocational programmes at intermediate qualification level (such as apprenticeship graduates, graduates of three- and four-year VET schools). The content of the exam is oriented towards the curriculum of an upper secondary school which provides HE entrance qualifications (AHS or BHS) and comprises four partial exams: German, mathematics, one modern language, and a specialisation from vocational practice or from IVET. Partial exams can also be taken in a modular form. Some of these exams can be replaced by already obtained certificates (such as language certificates). For the individual exams, preparatory courses are offered at CET institutions for a fee, attendance of these is not compulsory though. However, participants in such courses can apply for grants. In addition, candidates have to pay exam fees. For apprentices who prepare for the BRP exam parallel to their training or already complete a partial exam during apprenticeship, costs for preparatory courses, exam material and the exam itself will be borne by the state.

In contrast to the BRP, the Studienberechtigungsprüfung (SBP) exam and certificate opens up access to a specific area of specialisation in post-secondary and tertiary institutions. It requires applicants to furnish proof of previous knowledge acquired through job-specific programmes or non-occupational pathways in relation to their desired study course. Should they not be able to prove such previous knowledge, they can take additional exams.

Structure

Universities of applied sciences (Fachhochschulen or FHSs, ISCED 5B)

Fachhochschule courses, which are offered both in a day form and on a part-time basis in an evening form, serve to provide an academically founded VET qualification. These are bachelor and master courses - as well as diploma study courses, which are expiring -, where a period of work placement is a mandatory part of the curriculum. The courses are completed with an academic thesis followed by a final exam. Successful completion of an FH master programme or diploma study course entitles graduates to access subject-related PhD courses - or doctoral courses (which are expiring) - at university. To be entitled to exercise their profession, FH lecturers require a subject-specific academic qualification in the form of a master and/or PhD degree and specialist professional practice. Minimum requirements for FH professors are a PhD/doctor's degree and a habilitation. Another precondition is proof of didactical skills.

Universities of education (Pädagogische Hochschulen, PHs, ISCED 5B)

Universities of education aim to train compulsory school teachers in a three-year bachelor course. These PH courses focus on imparting knowledge and skills related to teaching and didactics as well as their application in school life. Students are obliged to complete periods of work placement at selected schools of the chosen school form or at specific training establishments in order to collect teaching experience. Based on a PH degree and depending on their selected subject and credit transfer options they can take up a master course at an FH or university. Teaching staff at PHs need a subject-specific university qualification or a PH qualification. In addition, teaching practice for the respective school type where the individual wants to teach at PH is required. program

The initiative to set up new courses at universities of applied sciences (Fachhochschule) and modify existing training contents often comes from the economy. The study plan, which is elaborated by a development team, must be subjected to a needs and acceptance analysis. In this process, the economy's quantitative demand for students is determined and the developed training and qualification profile is evaluated by potential employers. Programmes are authorised for a maximum of five years. During that time it is possible to make necessary adaptations by submitting change applications. Upon expiration of the five years, an application for reaccreditation is required. As well as another needs and acceptance examination it also comprises an evaluation report which is based on a peer review. In this way it is also possible to ensure a matching of qualification requirements and VET programmes.

University (ISCED 5A)

Students at university can enrol for general education and vocational subjects. Vocational programmes mainly exist in the technical, medical and business fields and in teacher training for upper secondary schools. University students can complete three-year bachelor courses and, on that basis, master courses of at least two years' duration. Graduates of master and (expiring) diploma courses have the possibility to obtain a PhD or (expiring) doctoral degree (ISCED 6). To be entitled to exercise their profession, university lecturers require a subject-specific academic qualification in the form of a master and/or PhD degree. Minimum requirements for university professors are a PhD/doctor's degree and a habilitation. program

CVET university courses (Universitätslehrgänge) (ISCED 5A)

Universities provide CVET and higher qualification in CVET university courses both for postgraduates and for non-HE graduates who fulfil other access requirements (e.g. professional practice). These courses lead to a master degree (for example MSc., LL.M., etc.), or to the title 'Akademische/r...' ('Graduate...') if the curriculum awards at least 60 ECTS points. Participants have to pay a fee, which takes into account actual course costs. The events are mostly held in the evening or on weekends. Very frequently, these courses also comprise e-learning elements. program

Continuing Education and Programmes for Young School Leavers and Adults

Young people who do not find a company-based apprenticeship post have the option to complete an apprenticeship within the framework of supra-company training (überbetriebliche Ausbildung, ÜBA). Originally conceived as a transition for finding a foothold in the first labour market (that is, the regular apprenticeship market), ÜBA was enshrined as an equivalent element of the dual IVET system in 2008 as part of the 'youth employment package', which was developed by the social partners and the federal government. The 'training guarantee up to the age of 18 years' as envisaged in this package enables all compulsory school graduates who do not have a place at an upper secondary school or cannot find a company-based apprenticeship place to learn an apprenticeship at a training

centre ('training workshop') financed by AMS. The school-based part of apprenticeship training is provided at the regular part-time vocational school. ÜBA apprentices complete their training with the LAP.

To address the heterogeneous group of persons interested in completing dual training, inclusive IVET (Integrative Berufsausbildung, IBA) was introduced in 2003. Inclusive IVET mainly targets young people with special pedagogical support needs at the end of compulsory schooling, young people without any, or with a negative, lower secondary school qualification, as well as those who cannot complete an apprenticeship without special support. IBA can be implemented in two variants: either the training is completed over an apprenticeship period that is prolonged by up to two years, or it is restricted to partial areas of an apprenticeship, in which case its duration can be one to three years, depending on the training contents. Young people who are trained over a prolonged period are obliged to attend part-time vocational school. Also when being trained with the objective to obtain partial qualifications, they are obliged to attend vocational school depending on the specified training objectives. The training relationship is accompanied by the 'vocational training assistance' (Berufsausbildungsassistenz), which has the task of advising and supporting the training companies and young people before and during the training. It also acts as a contact point for all parties involved and takes over coordination of training. In case of a prolonged apprenticeship, IBA is completed with the LAP, in case of partial qualifications the leaving exam covers the knowledge and skills acquired during the last twelve weeks of training. The attained level is determined by professional experts and a member of the vocational training assistance.

Other: VET outside schools and HE institutions

As well as qualifications from schools and HE institutions, there are many qualifications which also build on legal bases (service legislation, regulations, directives, etc.) which are acquired outside these educational establishments. Responsibility for these qualifications rests with the federal government, provincial and municipal governments. Some of these qualifications are trained in special school-based pathways (such as part-time industrial master and building craftsperson schools), others taught directly at institutions of the future employer (such as the Security Academy of the Federal Ministry of the Interior). For some qualifications there is no formal training – they are awarded based on successful completion of an exam by a certifying authority (such as the master craftsperson qualification or the certified financial accountant diploma).

The acquisition of these qualifications is frequently connected with costs which must be covered by the qualification applicant. But there are also labour market policy programmes in place which promote the training of employees (such as the educational leave scheme, or skills development under the ESF) and job-seekers (such as labour foundations, the New Skills scheme). In the following there are examples of some important qualifications which are acquired outside schools and HE institutions.

Part-time industrial master schools (Werkmeisterschulen) and building craftsperson schools (Bauhandwerkerschulen) (ISCED 5B)

These special forms of VET school (BMS) have curricula governed by public law but are offered at not-for-profit adult learning establishments. They enable students to acquire higher professional qualifications after completing IVET programmes in technical/commercial fields. They last for two years and are completed with a final examination before an exam committee. Graduates are entitled to train apprentices and, following four years of relevant activity, to exercise a relevant trade in a self-employed capacity. Relevant courses can be taught by teachers of VET schools and colleges (BMHSs). Qualified experts (such as holders of the master craftsperson qualification and holders of the 'Ingenieur' degree) can also teach these courses.

Police force

Training for the police force is held at the Security Academy, the training and research centre of the Federal Ministry of the Interior. It comprises basic police training (PGA), programmes to become an official in charge, and courses for executive officials. PGA comprises 19 months of theoretical and five months of practical training at a police station. The training programmes for officials in charge and executive officials are CET programmes for the police force and are a prerequisite for advancement to a managerial position in the police force.

Master craftsperson examination (Meisterprüfung) and qualifying examination (Befähigungsprüfung)

People aged 18 or over are entitled to take the master craftsperson examination or the qualifying examination. Both exams are part of continuing vocational education and training, but are mostly taken with the aim of becoming self-employed. The master craftsperson exam and the qualifying exam must be completed before engaging in a regulated occupation and are laid down in the Austrian Trade, Commerce and Industry Regulation Act (Gewerbeordnung). The master craftsperson exam must be taken by all those who want to become self-employed in the skilled crafts, the qualifying exam is mandatory for all the other regulated trades. Both exams usually consist of five modules, which can be taken individually at the master craftspersons examination authorities. Specific preparatory courses are mainly provided by the CET institutions of the social partners. Following submission of the required module certificates, applicants are awarded a master craftsperson certificate or qualifying certificate. On certain conditions, holders of these qualifications are also admitted to a bachelor course at a university of applied sciences.

Civil engineering exam (Ziviltechnikerprüfung)

Civil engineers carry out the planning, consultancy and preparation of expert opinions for specific specialist areas (such as construction and surveying, geology, etc.). To be able to take the civil engineering examination, which is laid down in the Austrian Civil Engineers' Act (Ziviltechnikergesetz), candidates need to prove a degree from a relevant study programme at a university or university of applied sciences plus three years' professional experience. The exam is held by the competent provincial government. The exam subjects comprise professional and administrative legislation as well as the regulations valid for the specialist area and business administration. Preparatory courses at

specialist providers are available as exam preparation.

Specialist exam for certified financial accountants

The specialist exam for certified financial accountants is laid down in the Austrian Financial Accounting Act (Bilanzbuchhaltungsgesetz). People are admitted to the exam if they can prove at least three years of specialist activity in the field of accounting. The exam comprises an oral and a written part and must be taken before the Parity Commission for Financial Accounting Professions, which comprises representatives of the Economic Chamber and of the Chamber of Public Accountants and Tax Advisors. The exam covers mainly in-depth knowledge and skills in the field of accounting (such as personnel accounting, cost accounting) and legal knowledge. Credits can be obtained for previous qualifications. For self-employment, holders of this qualification still require relevant authorisations according to the Trade, Commerce and Industry Regulation Act. Preparatory courses are offered by different CET institutions.

Adult learning

Adult education or adult learning, which in Austria is often understood as synonymous with CET, designates comprehensive learning by adults in educational establishments and in their working environment. Adult education comprises both CVET and general adult education. CVET primarily aims to deepen and extend vocational competences and skills and/or obtain qualifications. Furthermore, skills training and qualification measures as an instrument of active labour market policies can be summarised under this term. The main reasons for participation in CVET are the following: the employee's preservation of gainful employment, improvement of his/her professional position, and/or reintegration into the labour market. General adult education mainly focuses on expanding knowledge and enhancing awareness, without primarily professional reasons being behind it.

Depending on the type of institution and the defined objective of CET, it can be oriented towards the acquisition of a formal qualification. Many courses and programmes do not lead to any legally regulated qualification, however. This form of CET takes place in non-state CET institutions, for instance those run by the social partners, religious communities and associations. It can be geared to CVET and aim at strengthening or securing the employees' professional position. But it can also relate to general adult education and thus primarily serve to expand knowledge and enhance awareness. Specific figures and data on participation in such CET programmes are not available.

The key characteristics of CET programmes which do not lead to any legally regulated qualification are the following:

- Institutions/providers: This form of CET is provided by non-state (commercial and not-for-profit) institutions. In Austria there is a dense network of education and training institutions of the large non-profit providers that have joined forces in the Austrian Conference of Adult Education Institutions or KEBÖ. The events held by these institutions range from individual lectures to courses with a curricular structure.
- Status: The lack of data on the motivation to take part in general adult education measures has the result that the status of CET programmes which do not lead to legally regulated qualifications can only be specified imprecisely. Adults have a huge range of motivations to engage in education and training activities. Frequently it is difficult to distinguish between job-related and non-professional motives, all of which are relevant. In the fields of IT and foreign languages, for example, job-related and other expectations often overlap. It can, however, be assumed that a large portion of this form of CET is due to personal learning interest. Seen from that perspective, this form of CET is particularly important in the education landscape.
- Curricula: The curricula are developed by the CET institutions. In most cases, the course material is elaborated by the course leaders themselves.

The funding of CET depends on what type of programme is attended. In most cases, the costs of CET are borne by the participants and/or companies. There are, however, a series of measures (such as the educational leave) and financial subsidies (e.g. in the form of grants and tax relief) for which participants and companies can apply in order to obtain (partial) coverage of expenses for job-related CET. All these initiatives aim to serve as incentives to take part in CET in order to improve the companies' economic situation and strengthen the CET participants' position in the labour market.

Teaching staff in CET measures are mainly active as trainers, coaches, seminar or course leaders. In principle, no qualifications are specified as mandatory for these people. It goes without saying that they boast relevant know-how in the subject they teach. In many cases these are individuals who exercise a profession and impart relevant specialisations. Commercial and technical courses, for example, are taught by practitioners from the economy, language classes by native speakers, etc. Didactical skills are not required, but people with teaching practice are preferred.

VET Pathways and certifications available in relation to the GREEN ECONOMY sector

In 2012 a major milestone in the development of the National Qualifications Framework (NQF) in Austria was achieved: the referencing report, which had been prepared jointly by the Federal Ministry for Education and Women and the Federal Ministry of Science, Research and Economy and presents the connections between the levels of the Austrian NQF with those of the EQF, was sent to the European Commission.

The Austrian NQF will comprise eight levels, with qualifications assigned to Levels 6 to 8 based on different sentences describing them. Whereas qualifications of the Bologna architecture acquired at higher education (HE) institutions (these are: bachelor, master and PhD) are classified according to the Dublin descriptors, assignment of all the other qualifications builds on the EQF descriptors. Levels 1 to 5, which are also characterised by the EQF descriptors, will comprise qualifications from all educational contexts.

With the NQF, an instrument will be available in Austria which aims to portray all qualifications independent of where they have been acquired. The NQF must merely be understood as a transparency instrument, meaning that it will not have any regulating effect.

In the course of the NQF development, attention was increasingly directed towards non-formal qualifications, which will be made more visible. It is also planned to take informally acquired competences into account, and in this respect appropriate credit transfer methods still need to be developed and tested.

The development of the NQF in Austria has made a major contribution to introducing output and learning outcome orientation in curricula development.

So far, in Austria VET Schools on Secondary and Post Secondary, Non Tertiary Level as well as Qualifications within the Continuing Education and Training and Apprenticeship Training are not allocated to the NQF. All Bachelor degrees can be found on level 6, all Master degrees are allocated to level 7 and PhD to level 8.

VET Pathways and certifications available in relation to the GREEN ECONOMY on Secondary and Post Secondary, Non-Tertiary Level:

Apprenticeship Training:

- Reprocessing and recycling expert specialising in waste (3 years)
- Reprocessing and recycling expert specialising in waste water (3 years)
- Craftsman in biomass and bioenergy (“try”, “approach”)

VET schools with technical background (3-4 years)

- Chemical Technology and Environmental Engineering (4 years) (Chem. Technologie + Umwelttechnik)

VET schools with agricultural background (3-4 years)

- Renewable Energy Sources (Erneuerbare Energien) (4 years)
- Ecology, Economy and Design (Öko, Wirtschaft und Design) (3 years)
- Ecology Landscape Gardening and Nature Animation (Ökologische Gartengestaltung und Naturanimation) (3 years)
- Ecological Living Environment (Ökologischer Lebensraum) (3 years)

VET colleges with technical background (5 years)

- Chemical operating and environmental Technology (chem. Betriebs- und Umwelttechnik)
- Plastic- and Environmental Technology (Kunststoff- und Umwelttechnik)
- Metallurgy and Environmental Engineering (Metallurgie und Umwelttechnik)
- Technical Chemistry and Environmental Engineering (Techn. Chemie und Umwelttechnik)
- Environmental and Process Engineering (Umwelt- und Verfahrenstechnik)
- Environmental Engineering (technical and agricultural) (Umwelttechnik)
- Environmental Engineering – Environmental Management (4 years) (Umwelttechnik – Umweltschutzmanagement)

VET colleges with agricultural background (5 years)

- Ecology in Nutrition (Ernährungsökologie)
- Information and Environmental Management (Informations- und Umweltmanagement)
- Environmental Engineering (Umwelttechnik)

VET Pathways and certifications available in relation to the GREEN ECONOMY on Tertiary Level:**Universities for Applied Sciences:****Bachelor Degree (mainly 3 years)**

- Bioengineering
- Biotechnology
- Energy and Environmental Management
- Energy, Transport and Environmental Management
- Sustainable Food Management
- Environmental, Process & Energy Engineering
- Urban Renewable Energy Technologies
- Transport and Environment
- Eco-energy Engineering

Master Degree (mainly 2 years)

- Biomedical Informatics
- Bionik in Energy Systems
- Biotechnology
- Biotechnical Quality Management
- Bioprocess Technology
- Energy Economy and Energy Technics
- Energy and Transport Management
- Environmental Management and Ecotoxicology
- Environmental, Process & Energy Engineering
- Eco-Energy Engineering

Universities:**Bachelor Degree (mainly 3 years)**

- Ecology and Biological Resource Management

Master Degree (mainly 2 years)

- Ecology and Ecosystems
- Environmental Sciences
- Biotechnology
- Ecology and Biological Resource Management

International master programs

- Organic Agricultural Systems and Agroecology (AgrEco-Organic) und Organic Agricultural Systems and Agroecology (EUR-Organic)
- Natural Resources Management and Ecological Engineering (NARMEE)
- Environmental Sciences – Soil, Water and Biodiversity (ENVEURO)
- Sustainability in Agriculture, Food Production and Food Technology in the Danube Region

VET Pathways and certifications available in relation to the GREEN ECONOMY within Continuing**Education and Training (examples):**

- Energy Pass (Energieausweis) (short term – 20 hours)
- Bike Academy (Fahrradakademie) (short term – 96 hours)
- Waste Management Officer (Abfallbeauftragter) (short term 48 hours)
- Environmental Officer (Umweltmanagementbeauftragte/r) (8 hours)

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TRANSFER OF INNOVATION, MULTILATERAL PROJECTS, LEONARDO DA VINCI - LIFELONG LEARNING PROGRAMME (2007-2013)
AGREEMENT n° 2013-1-IT1-LEO05-04065 cod. CUP: G63D13000380006

The Austrian ECVET approach

In Austria the first document which appeared on ECVET and VET was published in 2008. On behalf of the Federal Ministry for Education a feasibility study was prepared by ibw with the title “Implementation of ECVET within IVET” (initial vocational education and training). In this report ECVET was discussed as a possibility in transnational mobility as well as support in validation/recognition of learning performance.

In the next three years (2009 – 2012) the Austrian ECVET strategy focused only on transnational mobility. For the Austrian government the importance of ECVET consisted in supporting the mobility of learners and workers. ECVET credits played no role at that stage. Then in 2011 some more activities concerning ECVET were conducted on behalf of the Federal Ministry for Education: The guidelines for ECVET were published and a specialist website with information about ECVET and documents went online: www.ecvet-info.at. The National Agency for Lifelong Learning in Austria also became involved in the ECVET process by establishing a contact point for people interested in ECVET. The “ECVET experts” project was also initiated. Within this project some national experts were nominated to support the ECVET process in Austria, especially at the regional level. In detail, these experts provide consulting and guidance for institutions (schools etc.) of the formal educational system that work on concrete curricula or mobility for learners or workers. This project is supervised by the Federal Ministry for Education and Women’s Affairs.

In 2013 the Austrian government’s strategy concerning ECVET changed. Now the focus is on permeability and transfer of learning outcomes within the Austrian education system. Another aim is to use ECVET points according to ECTS. In addition some projects were started to explore ECVET in the non-formal sector. These projects focus on the interface between CVET and other educational contexts. Another important field of research is the interface between VET colleges and tertiary education. Since 2008 (within the Lifelong Learning Programme LLP) many projects have been launched in Austria about ECVET which deal with the practical implementation of ECVET in some VET sectors. In Erasmus+ there is also a strong focus on ECVET projects and on using ECVET tools in the transfer of mobility.

In 2013 a national working group was set up with relevant stakeholders, mainly from the ministries and social partners. This working group had its first meeting in February 2014 (11/02/2014).

Content of the current Austrian ECVET strategy:

The Austrian ECVET strategy follows the following principles:

- Developing learning outcomes within curricula or educational standards
- Increasing the efficiency of mobility for learners and the quality of mobility and placements in VET
- Increasing permeability within the national VET system, e. g. the interfaces between VET colleges and the tertiary sector
- Enhancing recognition of formally, non-formally and informally acquired learning outcomes under the motto “optimisation of learning periods”
- Increasing employability in the Austrian and European labour markets

In Austria learning outcomes are seen as the key elements for implementing ECVET in the formal, non-formal and informal education system. ECVET credit points are not a postulated requirement for developing curricula or mobility. Where credit points are allocated, they should refer to the estimated amount of work to achieve the respective qualification. In analogy to the ECVET Recommendation of the European Parliament, one year of a fulltime pathway corresponds with 60 ECVET credit points. In accordance with the ECTS system, in Austrian VET pathways 1 ECVET credit point comprises 25-30 hours of workload per week.

In the practical mobility procedure the following documents should be signed by the sending as well as the receiving institution/enterprise:

- memorandum of understanding
- learning agreement

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- personal transcript

3. Elements to assess the conditions at system level

| Condition | Elements to measure the condition | PRESENT | IMPLEMENTATI ON IN PROGRESS | STILL ABSENT |
|---------------------|---|---------|-----------------------------------|-----------------|
| TECHNICALITY | T.1. Existence and/or degree of presence of training offer expressed in learning outcomes. | X | | |
| | T.2. Existence and/or degree of presence of units defined in terms of learning outcomes expressed in knowledge, skills, and competence (KSC). | | X | |
| | T.3. Existence and/or degree of presence of evaluation / certification based on the main activities related to a given profession and attesting skills and competences. | X | | |
| | T.4. Existence and/or degree of presence of evaluation based on knowledge. | | X | |
| | T.5. Availability and/or degree of availability of procedures of the acknowledgement of prior learning used by academic system. | X | | |
| | T.6. Availability and/or degree of availability of credit transfer system | X | | |
| FLEXIBILITY | F.1. Availability and/or degree of availability of Curricula defined in units. | | X | |
| | F.2. Existence and/or degree of presence of training offer organized in modules. | X | | |
| | F.3. Existence and/or degree of presence of individualized pathways in place or developed. | X | | |
| | F.4. Existence and/or degree of presence of process of continuous evaluation in training centres rather than final evaluation (central examination system). | X | | |
| AUTONOMY | A.1. Existence and/or degree of presence of standards (profile, required competences) defined by awarding body. | X | | |
| | A.2. Defining training content and curricula. | X | | |
| | A.3. Participation and/or degree of participation of training centres in defining standards. | X | | |
| | A.4. Participation and/or degree of participation of training centres in defining content or methods of training. | X | | |
| | A.5. Participation and/or degree of participation of training centres in defining and implementing evaluation. | X | | |

| Condition | Elements to measure the condition | PRESENT | IMPLEMENTATI ON IN PROGRESS | STILL ABSENT |
|---------------------|---|---------|-----------------------------------|-----------------|
| | A.6. Availability and/or degree of possibility of generating financial resources by training centres. | X | | |
| | A.7. Availability and/or degree of availability of resources allocated by regional, national, sectorial structures, etc. | X | | |
| | A.8. Possibility and/or degree of possibility of concluding agreements on international cooperation by training centres. | X | | |
| PERMEABILITY | P.1. Existence and/or degree of presence of initiatives of several bodies in promoting mobility. | X | | |
| | P.2. Availability and/or degree of availability of stakeholders in the area of mobility. | X | | |
| | P.3. Availability and/or degree of availability of using placement (periods) abroad. | X | | |
| | P.4. Existence and/or degree of presence of foreign languages, European Citizenship, intercultural modules included in vocational and education training. | X | | |
| | P.5. Existence and/or degree of presence of cooperation networks. | X | | |
| | P.6. Possibilities of validation of learning outcomes acquired abroad. | X | | |
| | P.7. Availability and/or degree of availability of process of mutual recognition. | X | | |

Source: Elaboration from ECVET Connexions "Study on the feasibility of an ECVET system for apprentices (test phase) – Final Report" 2007;

4. Do you have any experience directly or indirectly known by you or your institutions concerning the application of ECVET device in the Vocational Education system in your country? If you have, can you describe them shortly?

To date ECVET has not been implemented within the formal, non-formal or informal VET system. However, several Austrian projects, most of them funded by the EU within LLP or Erasmus+, deal with ECVET and mobility. For example IFA – Internationaler Fachkräfteaustausch (International Young Workers Exchange), an association that encourages the mobility of apprentices, workers and learners, uses the memorandum of understanding and the learning agreement issued by the Federal Ministry for Education and Women's Affairs.