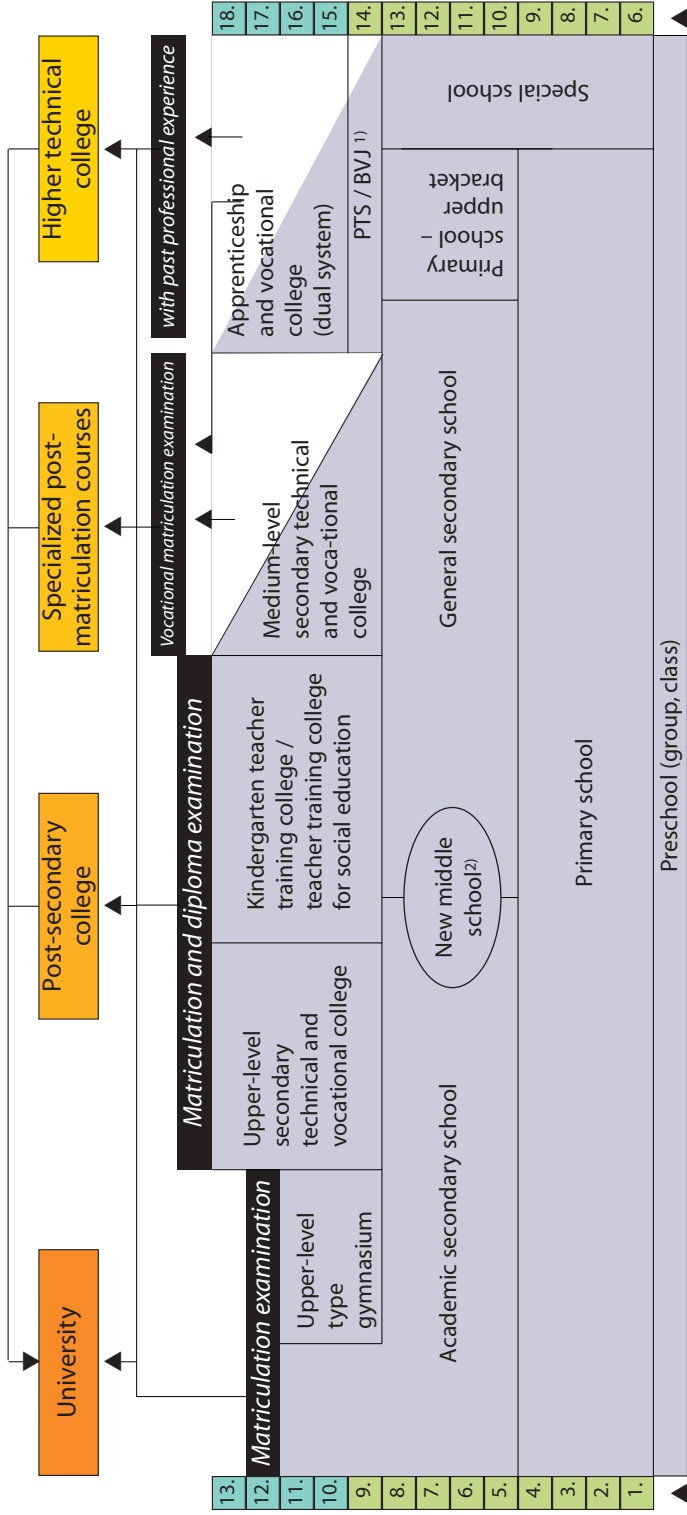


EDUCATIONAL PSYCHOLOGY
EDUCATIONAL COUNSELLING

WE KNOW THE WAY FORWARD



Educational Opportunities *in Austria*



Compulsory schooling ¹⁾ polytechnic school / Career preparation year ²⁾ Model test

Year

Age

Compulsory education

School attendance is compulsory for all children who are permanent residents of Austria. Compulsory schooling starts on September 1 following a child's sixth birthday and lasts nine school years. Compulsory schooling means attending the types of school listed below:

- In the *first four school years*

a Grundschule/Volksschule (primary school) or Sonderschule (special school);

- in the *fifth to eighth school years*

a Hauptschule (general secondary school), allgemeinbildende höhere Schule (academic secondary school), Volksschuloberstufe (primary school - upper bracket) or Sonderschuloberstufe (special school - upper bracket);

- in the *ninth school year*

a Polytechnische Schule (polytechnic school), continued attendance at Volksschule (primary school), Hauptschule (general secondary school), or Sonderschule (special school), or attendance/continued attendance at a medium- or higher-level school.

Grundschule (primary school) (ages 6 to 10)

All school-age children have to be registered by their parents or guardians at the primary school in the district where they live.

- Depending on the capabilities and needs of the child, he or she may require up to three years to master the material on the curriculum for grades 1 and 2. The following options are available: children who in the opinion of the school principal or class teacher will need three years for the first two grades (and in some cases nursery school) will either be put into classes with children in first grade or first and second grade, or they will be put into separate nursery school classes at the beginning of or in the course of the first year.

- *Early admission:* Children who are not yet of school age, but will reach the age of seven by 1 March the following calendar year and are not overtaxed by the requirements of the first grade, may be admitted to the first grade early provided their parents submit such a request (ruling in force since 1.9.2006).

- Starting in the school year 1998/99, the first grade curriculum will include required classes in a modern language, however without a grading requirement. After a transitional period ending with the school year 2003/04, required classes in "modern languages" are now compulsory in all primary school classes from first grade on.

- *Transfer:* in the fourth grade, parents or guardians are informed and advised about the recommended further educational opportunities for the pupil, based on his or her interests and past achievements. Successful completion of fourth grade is the requirement for admission to a *Hauptschule* (general secondary school).

Please refer to section 2 for conditions for admission to an *allgemeinbildende höhere Schule* (academic secondary school).

Visit www.schulpsychologie.at/hsoderahs for information on educational options after primary school.

Hauptschule (general secondary school) (ages 10 to 14)

The Hauptschule (general secondary school) is incorporated in a community and is relatively flexible in meeting the different needs of students (depending on region, individual interests, talents, etc.).

- In German, mathematics and modern languages, the children are streamed according to their ability such that the individual needs of students can be met. In these classes instruction is mainly given in small groups. The top stream must meet the requirements of the *allgemeinbildende höhere Schule* (academic secondary school).

- Additional tutoring is offered in all required subjects, and students frequently take advantage of this possibility for subjects in which they are grouped by ability.

- Within certain limits, each school can adjust the courses it offers to suit its specific situation. It may even be entitled to issue autonomous curricula. In this way a school may develop its own special profile or priorities (e.g. languages, music, art and design, sports, science, ecology, computer science, etc.).

- In addition, there are special types of general secondary school with a sports or music and arts bias.

In the third and fourth forms, particular attention is paid to preparing pupils for working life. This is accomplished by means of required "career orientation" classes, through job-sampling days, and on excursions and field trips. If a student has reached a certain level of achievement at a *Hauptschule* (general secondary school) he or she may be transferred directly to *allgemeinbildende höhere Schule* (academic secondary school) or to *berufsbildende mittlere and höhere Schule* (medium and higher-level secondary technical and vocational college).

Integration of children with special educational needs in primary schools, general secondary schools and the first grade of academic secondary schools:

Integrative instruction and integrative counselling offer children and young people with and without disabilities the opportunity of learning together. Children with special educational needs can be integrated in primary school and general secondary school grades and in the lowest grade of academic secondary schools. School trials in integrative instruction may be held at polytechnic schools.

Sonderschule (special school) (ages 6 to 15)

Special schools comprise eight grades, or nine if polytechnic schools or a career preparation year are taken into account. With the approval of the school authorities and the consent of the school financiers, students can attend a special school for up to twelve years. Austrian special schools comprise ten different branches. Students receive a basic education from specially trained teachers who use methods tailored to meet the child's individual requirements; this schooling is designed to prepare the student for career training or further education.

The following types of special school exist, each with different curricula:

Special schools with their own curricula:

Allgemeine Sonderschule (general-purpose special school) (for

children with learning disabilities); special schools for blind and deaf children and children with serious handicaps.

● Special schools using the curriculum of a *Volksschule* (primary school), *Hauptschule* (general secondary school), *Polytechnische Schule* (polytechnic school) or other type of special school:

● special schools for the physically handicapped, for children with speech impairments, for the visually handicapped, for the hard-of-hearing, and reform schools as well as hospital schools.

● The class in “career orientation in the 7th and 8th grades” was introduced as a compulsory subject at special schools in 1998. This required class is designed to help young people critically examine their personal development, their inclinations, interests and career aspirations, to give them an insight into everyday working life, and to open up possibilities for them to choose their own personal career paths.

● The “career preparation year” in the ninth grade of special schools is yet another means of preparing young people with special educational needs for working and professional life. This is designed to enable students to develop their own personal perspectives for their lives and jobs by means of general education and career oriented classes.

Polytechnische Schule (polytechnic school) (ages 14 to 15)

Polytechnic schools can be attended after the eighth school grade and comprise only one grade. In the ninth, or a voluntary tenth school year, students are pre-pared for later life and especially for a career with more in-depth general education classes, career orientation and basic vocational training. An orientation period at the start of the school year and career orientation as the basic goal of all courses create numerous opportunities for students to become familiar with working life. A programme of company visits and job-sampling days at companies, non-school institutions and workshops is designed to help students select their vocation.

Basic vocational training is offered in various trades (elective subjects). These correspond to a wide variety of careers in trade and industry, and enable students to acquire basic abilities, skills and knowledge (key qualifications). Students’ individual talents and learning abilities are encouraged by means of practical, career-oriented learning. The curriculum of required subjects is broken down into core and non-core areas, and capable students are able to acquire additional qualifications.

Depending on his or her vocational interests and inclinations, each student selects one of seven subject areas:

- METAL
- ELECTRICAL
- WOOD
- CONSTRUCTION
- COMMERCE/CLERICAL
- SERVICES
- TOURISM

In addition to, or instead of, these subject areas, autonomous curricula make it possible for each school to offer new subjects such as information technology or mechatronics with special consideration for regional career opportunities and the interests of its students.

A more in-depth general education is offered in required general education subjects (religion, career orientation and life skills, political education and economics, German, modern languages (English), mathematics, physical education and sports, natural history, ecology and health). German, mathematics and English are taught in streamed classes and/or in career-oriented groups. Thanks to the fact that tuition in elective subjects totals 14 periods per week, and in required subjects 18 periods per week, students acquire the basic vocational knowledge and skills to give them the best possible qualifications for entering into apprenticeships or transferring to more advanced schools. Autonomous school curricula make it possible to adjust the total number of periods per week both in elective subjects and in required subjects to suit regional circumstances and the students' interests.

The curriculum at polytechnic schools also allows for a broad spectrum of voluntary interest- and performance-oriented subjects, special interest groups and remedial courses.

A network of polytechnic schools is maintained throughout Austria, and depending on local circumstances they are run either as independent schools or in organizational units together with academic secondary schools.

Students who pass the final examination at a polytechnic school are also entitled to transfer to the second grade of a medium-level secondary vocational college of the same type with at least 15 hours/week in their selected area of specialization, or to the first grade of a higher-level vocational college without taking an entrance examination.

Model test *Neue Mittelschule* (New Middle School)

The goal of model tests with the *Neue Mittelschule* (NMS) (new middle school) is to provide a joint school for all 10- to 14-year olds that is open to all students who have completed the fourth grade in primary school.

Apart from eliminating separation of children into different educational avenues too early on, a central feature of the NMS is broad implementation of a new learning culture based on individualization and inner differentiation. This means that every child and his/her individual capabilities and talents can be challenged and nurtured. Children are given sufficient time and assistance to learn the material at their own speed, and they also have additional resources at their disposal to help develop their particular talents actively.

Instruction at the NMS follows the curriculum for the lower level (5th to 8th grade) of the AHS (academic secondary school) and is designed by teachers from *Hauptschule* (general secondary school) and AHS working together in teams. Successful completion of NMS entitled students – depending on their educational goals – to attend a more advanced middle school or upper school.

Model tests with the New Middle School are regulated by § 7a of the Public School Law, which ensures that schooling started at a New Middle School can also be completed. Additional model plans can be submitted by the provincial school boards/the City of Vienna school board until the 2011/12 school year, so that additional locations may be added.

**Further information is also available on the Internet at:
www.neuemittelschule.at.**

The academic secondary school comprises a four-year lower level and a four-year upper level terminating in the *Reifeprüfung* (matriculation exam).

The matriculation exam is an entrance exam for university, higher technical college, post-secondary college and academies (students may be required to sit additional examinations in some subjects) as well as for the civil service.

Admission to the first year: successful completion of the fourth year of *Volksschule* (primary school) with "very good" or "good" marks in German, reading and mathematics, or a statement from the primary school conference that in spite of a "satisfactory" grade in these required subjects, the student's overall achievement will probably meet the requirements of academic secondary school; or an entrance examination.

Admission to higher form

From a Hauptschule (general secondary school):

Yearly report showing "excellent achievement" or the remark that in the subsequent year at *Hauptschule* (general secondary school) the student would be eligible to attend the top achievement group in the subjects German, modern languages and mathematics. "Satisfactory" is the minimum requirement for other required subjects: or an entrance examination.

After the fourth form:

Yearly report for the top achievement group (or "very good" or "good" or "satisfactory" marks by conference resolution in the second achievement group), with "satisfactory" as the minimum requirement for other required subjects; or an entrance examination.

From other types of schools:

If required, placement or entrance examinations in individual subjects.

Types of academic secondary schools

(Only the most important curricular differences are described below.)

● **Lower level (forms 1 to 4):**

Forms 1 and 2: identical curricula for all types; one modern language (first to eighth form).

Forms 3 and 4: **Gymnasium:** Latin or alternatively a second modern language; **Realgymnasium:** descriptive geometry, more mathematics, natural sciences; technical or textile handicrafts; **Wirtschaftskundliches Realgymnasium:** more chemistry; technical or textile handicrafts.

● **Upper level (forms 5 to 8):**

Gymnasium:

Latin (continuation of lower level Latin or commencement of an

abbreviated course); starting in the fifth form, Greek or a second modern language (start or continuation with third year).

Realgymnasium:

More mathematics; starting in the fifth form, Latin (Latin studies started in the lower level of *Gymnasium* may be continued) or a second modern language; in addition, descriptive geometry or more biology and environmental science, chemistry, physics.

Wirtschaftskundliches Realgymnasium (home-economics type):

Starting in the fifth form, a second modern language or Latin. In addition to that: home economics and nutrition, more geography and economics, psychology and philosophy (including practical courses).

Oberstufenrealgymnasium (separate upper-level type):

In addition to the eight-year types of academic secondary school, there is a separate upper-level type (in some cases with a transition stage).

This type of school is identifiable by: admission after the eighth grade (fifth to eighth form); starting in the fifth form, a second modern language or Latin. In addition, instrumental music or fine arts and handicraft, or descriptive geometry and more mathematics or more biology and environmental science, chemistry, physics (and mathematics).

For all types: in the sixth (seventh) to eighth form, elective subjects must be chosen for six (*Gymnasium*, *Oberstufenrealgymnasium*), eight (*Realgymnasium*) or ten (*wirtschaftskundliches Realgymnasium*) periods a week. However, the number of periods may be changed autonomously by each school (minimum 4 periods, maximum 10 periods).

Within certain limits, in both lower and upper levels each school can adjust the courses it offers to suit its specific situation. It may even be entitled to issue autonomous curricula. In this way a school may develop its own special profile or priorities (e.g. languages, music, art and design, sports, science, ecology, computer science, etc.).

Special types:

● *Allgemeinbildende höhere Schulen* (academic secondary schools) with an arts or sports bias and aptitude test

– Sports bias either from the first form (*Realgymnasium*, with a special focus on sports training; eight years) or from the fifth form (*Oberstufenrealgymnasium*, with a special focus on sports training; four years)

– Music bias: either from the first form (*Gymnasium* or *Realgymnasium*, with a special focus on arts education, eight years; *Realgymnasium*, with a special focus on arts education for music students; nine years) or from the fifth form (*Oberstufenrealgymnasium*, with a special focus on arts education, four years; *Oberstufenrealgymnasium*, with a special focus on arts education for music students, five years)

● *Aufbaugymnasium* (language bias) and *Aufbaurealgymnasium* (science bias) (in some cases with transition stage; fifth to eighth form):

● *Gymnasium, Realgymnasium and Wirtschaftskundliches Realgymnasium für Berufstätige* (science, mathematics or home-economics bias and schools for working people): evening or long-distance classes, duration eight semesters. Age of admission: on reaching age 17 no later than the calendar year of admission

● *AHS für sprachliche Minderheiten* (academic secondary school for language minorities – Slovenian, Croatian, Hungarian)

● *Werkschulheim* (trades and crafts bias): Academic secondary school offering training in a trade or craft, currently for carpentry, mechatronics and electronics (first to ninth grade); located in Ebnau/Salzburg and the Vienna Evangelical Gymnasium.

● *Gymnasium and Realgymnasium* with extensive foreign language instruction (in some cases pilot projects), e.g.: *Theresianum, Europagymnasium, Realgymnasium* with four required foreign languages (details available from provincial school boards).

Information about other special types of school run as pilot projects (e.g. with a special focus on computer science, natural science or competitive athletics) and academic secondary schools with boarding facilities (both public and private) may be obtained from the various Landesschulrate (provincial school boards).

Further information is also available on the Internet at:
www.bmukk.gv.at/schulen/bw/abs/abs.xml

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COMPULSORY VOCATIONAL SCHOOLS (BERUFSBILDENDE PFLICHTSCHULEN)

In extra-occupational comprehensive courses, compulsory vocational schools teach apprentices basic theory while they train in their trade. They supplement and enhance in-company training and general education. The number of school years is determined by the length of training required in a given trade or occupation. The period of training may last from two to four years depending on the apprenticeship, though the norm is three years. Instruction at a vocational school may be *organized* in any of the following ways: *throughout the year*, i.e. at least one full school day or at least two half school days per week; this may either be *based on the apprenticeship*, i.e. at least eight weeks solid, or by *time of year*, i.e. an instruction block for a specific period of the year. The wide variety of organizational forms is the result of an agreement between industry and the school authorities and takes the requirements of individual sectors and regions into account. Close co-operation between all those involved in vocational training at different centres of learning is one of the key factors behind the success of the dual system. A modern vocational training requires close links between theory and practice, between tuition at a vocational school and industrial practice.

There are currently more than *250 recognized trades* in the following categories: Construction – office, administration, organization – chemistry – printing, photography, graphics, paper processing – electrical engineering, electronics – catering – health and

hygiene - trade – wood, glass, ceramics – information and communications technologies – food, beverage and tobacco – metallurgy and mechanical engineering – textiles, fashion, leather – animals and plants – transportation and ware-housing.

Once an apprentice has achieved the educational objective of the final class of vo-cational school, the final apprentice examination consists only of a practical part. Apprentices who wish for example to take a university degree after taking their final apprentice examination may do so after passing a *Berufsreifeprüfung* (vocational matriculation examination) consisting of four parts (German, mathematics, a modern language, special subject). Three parts of this examination can generally be taken during the apprenticeship (after the student turns 17) and the final part when the student has turned 19. Apprentices have the option of attending preparatory courses at no cost.

Integrated vocational training is offered both as an apprenticeship with an extended period of training (extension for one or at most two years) and as career training, which leads to partial qualifications. With the partial qualification option, the student has the possibility of undergoing a specially-tailored training in which the individual skills and aptitude and the individual needs of the student can be met. The training location is the company or special independent training institutions as well as vocational colleges (obligation or right to attend a vocational college).

For information on the vocational matriculation examination, visit: www.bmukk.gv.at/berufsmatura

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MEDIUM-LEVEL SECONDARY TECHNICAL AND VOCATIONAL COLLEGES (BERUFSBILDENDE MITTLERE SCHULEN)

Students attend *berufsbildende mittlere Schulen (BMS)* for one to four years. Students at such colleges with a one- or two-year curriculum receive partial vocational training, whilst those at colleges with a three- or four-year curriculum receive full vocational training.

Admission

To be accepted, students must have completed eighth grade at *Volksschule* (primary school), *Hauptschule* (general secondary school), or *allgemeinbildende höhere Schule* (academic secondary school) (not including Latin, descriptive geometry and core required subjects).

To gain admission to a *berufsbildende mittlere Schule* (medium-level secondary technical and vocational college) with a three-year curriculum or longer, students from the fourth grade of a *Hauptschule* (general secondary school) must also pass an entrance examination in German, English or mathematics if they were in the lowest achievement group in the relevant subject. This entrance examination is not required if the student has successfully completed a polytechnic school. Students wishing to enter a secondary technical or vocational college focusing on arts or sports must pass an aptitude test.

Entitlements

The *Trades Act* and supplementary regulations determine the general and specific requirements that must be met in order to practise a regulated trade independently (trades and controlled crafts) Graduates of three or more year courses at medium-level secondary technical and vocational colleges may be given credit for relevant subject knowledge and abilities and proven knowledge when taking the prescribed examinations in the form of alternatives (e.g. commerce examination, trade examination, master's examination).

After completing at least a three-year curriculum at a medium-level secondary technical and vocational college, students can take continuation courses (three years) to pass the *Reife-* and *Diplomprüfung* (matriculation and diploma exam). There are also special types of technical post matriculation courses for graduates of some four-year schools.

The most important types of medium-level secondary technical and vocational colleges

● *Technische, gewerbliche and kunstgewerbliche Fachschulen* (medium-level industrial, trade and crafts colleges; mostly four-year courses). Main subject areas: Chemistry, design, textile engineering; construction engineering, electrical engineering / electronics, computer engineering / information technology, mechanical engineering / mechatronics; timber engineering, departments offering arts or crafts training.

● *Handelsschule* (medium-level secondary commercial college; three-year courses): training in occupations in all branches of business and administration. Main subject areas: information technology, officemanagement; salesmanagement, subjects offered autonomously by schools. Four-year special types for athletes.

● Other commercial colleges: two- or three-year clerical and electronic data processing colleges, and three-year training courses for schools for computer science specialists.

● *Fachschule für wirtschaftliche Berufe* (medium-level secondary college for occupations in the food and beverage industry; three-year courses): training in occupations in the food and beverage industry and tourism, with a focus on subjects such as a second modern language, IT support, health and social affairs, nutrition, subjects offered autonomously by schools.

● *Wirtschaftsschule* (medium-level secondary home-economics college; one- or two-year courses): preparatory vocational qualification for ca-reers in social services, health, nutrition, business and tourism.

● *Fashion school* (three-year courses): Training as a specialist in fashion and clothing trades. Main subject areas: clothing manufacture, fashion atelier, fashion design, fashion marketing.

● *Hotelfachschule, Tourismusfachschule, Gastgewerbefachschule* (medium-level secondary colleges for hotel management, tourism, catering; three-year courses): training in hotel and restaurant management, in spa resort management and tourism. Main subject areas include: catering, sports, foreign languages.

● *Fachschule für Sozialberufe* (medium-level secondary college for social workers): three-year *Fachschule für Sozialberufe* (school

for social workers), *Schule für Sozialdienste* (school for social services, two years). Other schools for social workers (admission to students who have turned 17 or 19 only) with the following specializations: geriatric work, family services, working with the handicapped, companion to the handicapped; graduation at the specialist level (2–3 years) or diploma level (3–4.5 years); also for employed persons.

● *Land- und forstwirtschaftliche Fachschulen* (medium-level secondary ag-ricultural and forestry colleges; length of training between two and four school years): Training courses for skilled agricultural workers. Main subject areas include: agriculture, country housekeeping, nutrition and health management, health and social vocations, etc.

Further information is available from the agricultural college section of the provin-cial governments.

● *Schulen für Gesundheits- und Krankenpflege* (schools for health and nursing services, age of admission 16 or 17): The schools and courses in this area are established with the approval of the Austrian Ministry of Health, Family and Women's Affairs, or in co-operation with hospitals.

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MEDIUM-LEVEL SECONDARY TECHNICAL AND VOCATIONAL COLLEGES (BERUFSBILDENDE MITTLERE SCHULEN)

In addition to providing in-depth general education, over a period of five years *berufsbildende höhere Schulen* (BHS) give students an advanced vocational training, culminating in a Reife- or Diplomprüfung (matriculation or diploma exam). This entitles them to admission to university, higher technical colleges and post-secondary colleges. Universities and higher technical colleges are required by law to give students credit for specialized knowledge acquired by BHS graduates.

Once they have worked in their field for three years, graduates of most *höhere technische* and *höhere Land- und forstwirtschaftliche Lehranstalten* (higher-level secondary industrial, agricultural and forestry colleges) may apply to the Federal Ministry of Economics and Labour or the Federal Ministry of Agriculture, Forestry, Environment and Water Management for authorization to use the professional title of "Ingenieur".

Admission

Students wishing to be admitted to *berufsbildende höhere Schulen* (higher-level secondary technical and vocational colleges) must have completed fourth grade at *Hauptschule* (general secondary school), fourth or a higher grade at *allgemeinbildende höhere Schule* (academic secondary school) or ninth grade at a polytechnic school (not including Latin, descriptive geometry and core required subjects). Students from the fourth grade of a *Hauptschule* (general secondary school) must also pass an entrance test in German, English or mathematics if they were in the lowest achievement group in any of these subjects or were graded as "adequate" in the second achievement group; students who achieved "satisfactory" in the second achievement group may be admitted if they have a conference resolution.

Admission tests must be taken for higher-level secondary technical and vocational colleges with an artistic bias and schools for kindergarten and social pedagogy.

Entitlements

Completion of occupational training courses also entitles students to admission to the various trades (and to independent practice of regulated trades) as stipulated by the Trades Act (see also qualifications from medium-level secondary technical and vocational colleges). In each case, the regulations on occupational qualifications specify any examinations that must be taken and the duration of specialised vocational activities that must be completed.

At the European level, directive 2005/36/EG provides for admission to a regulated occupation in another member state requiring successful completion of a college or university curriculum of (up to) four years for entry into that occupation.

The most important higher-level secondary technical and vocational colleges:

- *Höhere technische and gewerbliche Lehranstalten* (higher-level secondary industrial and trade colleges): training in industrial, trades and arts occupations. Main subject areas: construction engineering, interior design and woodworking, electrical engineering, electronics, mechanical engineering, mechatronics, materials engineering, media technology and management, information technology, chemistry, chemical engineering, food technology, electronic data processing and organization, industrial engineering, factory management, art and design: college-specific specializations.

- *Höhere Lehranstalt für Mode, für künstlerische Gestaltung, für Produktmanagement und Präsentation, Modedesign und Produktgestaltung* (higher-level secondary college for fashion, artistic design, product management and presentation, fashion design and product design): training as a qualified specialist in the fashion industry and the garment industry. Main subject areas include: fashion design, fashion marketing, clothing technology, fashion-graphic design

- *Höhere Lehranstalt für Tourismus* (higher-level secondary college for tourism): training of qualified specialists for the tourism industry. Main subject areas include a third modern language, hotel management, tourism management, hotel and event management, tourism and recreation management, college-specific specializations

- *Handelsakademie* (higher-level secondary commercial college): training for senior positions in all branches of business and administration. Main subject areas include: international business and marketing, controlling and accounting, entrepreneurship and management, multimedia and web design, network management, software development, digital business, transport management; controlling and accounting, international business with foreign language(s) and culture, entrepreneurship and management; information management and information technology, logistics management and forwarding industry, autonomous curricula of core subjects / industries.

● *Höhere Lehranstalt für wirtschaftliche Berufe* (higher-level secondary college for occupations in the food and beverage industry): training of qualified specialists in the food and beverage industry and tourism. Main subject areas/industries include: international communication in business, cultural tourism, nutrition and business management, foreign languages, media technology, environmental economics; cultural and congress management, communications and media design, social administration: college-specific specializations.

● *Höhere Lehranstalt für Land- und Forstwirtschaft*: (higher-level secondary college for agriculture and forestry): training for qualified specialists in agriculture, forestry and food industry. Main subject areas: Agriculture and food industry, horticulture, wine and fruit growing, forestry, agricultural engineering, food technology. Main subject areas include: Project and regional management, environmental engineering, business management, agricultural quality management, nutritional ecology, agricultural marketing, agricultural management, operations and production management.

● *Bildungsanstalt für Kindergartenpädagogik* (kindergarten teacher-training college) Training for kindergarten teachers eligible for additional training as non-teaching supervisory staff at child day care centres and in-depth training in early education.

● *Bildungsanstalten für Sozialpädagogik* (teacher-training colleges for social education) Training for non-teaching supervisory staff or social education worker (at day care centres for children and young people and out-of-school youth work centres).

Further information is also available on the Internet at:
www.berufsbildendeschulen.at

6

EDUCATIONAL COURSES AFTER MATRICULATION

The qualification for admission to the educational courses described in this section is either *Reifeprüfung* (matriculation exam), *Berufsreifeprüfung* (vocational matriculation examination) or an entrance examination. However, some post matriculation courses, and technical universities also have special forms or admission rules for students graduating after four-year vocational courses in their specialized subjects.

For general assistance on selecting a course of study, visit:
<http://key2success.schulpsychologie.at>

Kollegs (specialised post matriculation courses)

These are two-year full-time (or two to three-year part-time) advanced level vocational courses equivalent to higher-level technical and vocational colleges.

Main subject areas: construction engineering, chemistry, chemical engineering, design, electronics, electrical engineering, electronic data processing and organization, computer science, information

technology, interior design and wood technology, kindergarten pedagogy, communication and media design, cultural and congress management, plastics and environmental engineering, mechanical engineering, media technology and media management, fashion, optometry, social pedagogy, tourism and recreation industry, industrial engineering, information systems; post matriculation courses at commercial colleges (in many instances with core subject areas).

Post-secondary colleges

● *Training 1:* Public and private post-secondary colleges train teachers for positions at primary schools (including pre-school), general secondary schools and special schools, as well as poly-technic colleges. To be admitted, students must have passed a matriculation examination, vocational matriculation examination or entrance examination. (Students must meet special aptitude criteria to be admitted to a course of study.)

● *Training 2:* Some public post-secondary colleges train teachers for positions at vocational colleges, for technical/trade areas of specialization, for the specializations of design and nutrition, and to teach information and communication at BMS or BHS colleges. Admission requirements: see above. (In addition to vocational training, professional experience in the relevant area is required for students to be admitted to positions in vocational colleges and to teach theory and practice at vocational education colleges. Vocational college teachers and teachers of technical/trade subjects are only trained once they have received an appointment from the school authorities in the relevant province.)

● *Training 3:* The college of agricultural and environmental pedagogy offers training for positions at agricultural and forestry vocational colleges and technical colleges as well as for positions in agriculture and environmental studies at higher agricultural and forestry colleges. Entrance requirements: Graduates of higher agricultural and forestry colleges or individuals with equivalent qualifications and graduates of university courses (e.g. at the University of Natural Resources and Applied Life Sciences) will be accepted.

● *Training 4:* Private pedagogic colleges and several private institutions train religious instruction teachers (Catholic, Evangelical, Old Catholic, Orthodox, Eastern Orthodox, Islamic, Jewish) at compulsory schools; see above for entrance requirements.

The courses offered for training (courses of study, leading to a Bachelor of Education, minimum duration of study three years) vary depending on the pedagogic college/institution. On successful completion of the courses, students are qualified to teach. Further education (also for teachers at AHS or BMHS) is also offered at pedagogic colleges.

Further information is also available on the Internet at:
www.bmukk.gv.at/schulen/bw/leb/ph.xml

Technical university courses

Scientifically grounded vocational training with a strong practical orientation (usually one semester of vocational experience).

The following types of courses are currently offered:

- *Diplomstudien* (diploma courses): generally last 8 semesters (4 years) and conclude with the academic title of "Mag. (FH)" or "Dipl.-Ing.(FH)". Diploma courses are gradually being replaced by Bachelor's courses or continuation study on Master's courses.

- *Bachelorstudien* (bachelor's degrees): generally last 6 semesters (3 years) and conclude with the academic title of "Bachelor". In some subjects, particularly in the area of social work and health services, graduating also entitles you to practise the relevant vocation (e.g. social worker, physiotherapist).

- *Masterstudien* (master's degrees): are a continuation of bachelor's courses, and are designed primarily for the purpose of obtaining an additional scientific grounding; they generally last 4 semesters (2 years) and conclude with the academic title of "Master".

- Austrian technical universities currently offer training courses in the fields of design - art, technology, engineering, social sciences, economics, military/national defence, natural sciences and health-care science. Technical university courses are also open to students with relevant vocational qualifications without matriculation (usually with an admission examination).

Further information is also available on the Internet at:
www.fhr.ac.at

University courses

- *Diplomstudien* (diploma courses):

Such courses are designed primarily to provide a well-grounded scientific or artistic vocational training, and generally last eight to eleven semesters. Graduates obtain a diploma degree (e.g., Master, Dipl.Ing.). (Exception: a degree in medicine can be concluded only with a doctorate.) A diploma course consists of two or three course sections, each of which is concluded with a diploma examination. Degree courses are available in human and cultural sciences, engineering, arts, teaching for secondary school teachers (with two subjects in each case), medicine, natural science, law, sociology and economics, and theology.

- *Bachelor's and Master's courses:*

In line with the international harmonization of higher education systems ("Bologna Process"), instead of offering continuous diploma courses, universities are increasingly offering the Bachelor's course of study of three to four years (normally three) and continuation studies to the Master's level of one to two (normally two) years. The Bachelor's degree itself serves as a scientific or artistic career training and qualification in the relevant area and leads to the award of the academic title of "Bachelor".

- *Doctoral courses:*

These courses follow on from diploma degrees, Master's degrees at universities or technical universities, and serve mainly to deepen degree courses enabling graduates to carry out independent scientific work. Successful conclusion entitles the graduate to use the relevant doctoral title. These courses last two to three years.

Further information is also available on the Internet at:
www.studienwahl.at

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ADULT EDUCATION

Schools for part-time students and tertiary education

Adults who have already embarked upon careers or have concluded their vocational training have the possibility of obtaining relevant educational qualifications as part-time students taking evening classes. Part-time students can choose between academic secondary schools and medium- and higher-level secondary technical and vocational colleges, consolidation courses, specialised post matriculation courses and post-secondary colleges. Universities and technical universities also offer further education courses: the latter also offer technical university courses for part-time students.

Adult education

Academic and vocational courses and programmes are offered by institutes of adult education sponsored by the Ministry of Education, such as colleges of further education, vocational colleges, institutes for economic development, denominational institutions and a number of other regional non-profit institutions for adult education.

One of the main purposes of adult education is to allow students to gain qualifications not obtained earlier by taking adult classes in the form of “second-chance education”. Institutions offering adult education give interested students the opportunity of attending courses in preparation for the matriculation examination, the school-leaving certificate, the university entrance examination or the vocational matriculation examination (in some instances examinations may be taken in stages).

Further information is also available on the Internet at:
www.erwachsenenbildung.at

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EDUCATIONAL COUNSELLING

The following institutions and individuals can provide assistance to those seeking to make decisions regarding education:

- *Educational psychology counselling*: There are 77 counselling offices in Austria (regional offices listed below).
- *Student and educationalist counsellors*: Suitably trained teachers are available at every school from fifth grade on.
- *School information and service agencies* offered by all provincial school boards.
- *Vocational information centres*: Established by the Labour Market Service or the Austrian Federal Economic Chamber in all the Austrian provinces.
- *Educational counselling for adults*: Information and the addresses of educational counselling agencies can be found on the Internet at **www.erwachsenenbildung.at** and **www.bib-atlas.at**

Federal Ministry of Education, Art and Culture
Department V/4 (educational psychology & counselling,
psychological counselling for students)
Freyung 1, 1014 Vienna

School information hotline:
0810/205220 (local call rate throughout Austria)

E-mail: schulpsychologie@bmukk.gv.at
schulinfo@bmukk.gv.at

Internet: www.schulpsychologie.at
www.bmukk.gv.at/schulinfo

Educational psychology counselling by provincial school boards (municipal school boards) for Vienna

Burgenland
Kernausteig 3, 7001 EISENSTADT, Tel.: 02682/710-131

Carinthia
Kaufmanngasse 8, 9020 KLAGENFURT, Tel.: 0463/566 59

Lower Austria
Rennbahnstrasse 29, 3109 ST. PÖLTEN, Tel.: 02742/280-4702

Upper Austria
Sonnensteinstrasse 20, 4041 LINZ, Tel.: 0732/7071-2321

Salzburg
Aignerstrasse 8, 5026 SALZBURG, 0662/8083-4221

Styria
Körblergasse 23, 8015 GRAZ, Tel.: 0316/345-199

Tirol
Müllerstrasse 7, 6020 INNSBRUCK, Tel.: 0512/57 65 61

Vorarlberg
Bahnhofstrasse 12, 6900 BREGENZ, Tel.: 05574/4960-210

Vienna
Wipplingerstrasse 28, 1013 VIENNA, Tel.: 01/52525-77505