

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: AUSTRIA [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

Krötzl Gerhard, Austrian Federal Ministry of Education, Science and Research

Härtel Peter, Austrian Association for Education and Economics

2. What are the key aims your country has for participating in this symposium?

Since the OECD project Career Guidance Policies from 2000 at the latest, Austria participates intensively in international and European exchanges. Since 2003 in Toronto, Austria participated in all international ICCDPP Symposia, most recently in 2017 Seoul, South Korea.

In conjunction with its strong commitment to the European Union, Lifelong Learning programs and the ELGPN European Lifelong Guidance Policy Network, Austria has gained decisive momentum in

Country paper

politics and practice through its participation in the International ICCDPP Symposia. Above all, the view beyond the continent of Europe - USA, Canada, Australia, New Zealand, Asia - is of great value.

The Austrian participation in the symposium Norway should sharpen the view for current and future challenges in career development, career guidance, public policy and suggestions for new approaches, but also provide reinforcement for current and planned processes.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

Even though the good economy in Austria is leading to increasing employment and falling unemployment, there is a growing awareness that deep reaching developments in society, the economy, companies, technology are increasing and that new approaches to career development are needed.

This is not seen and addressed in the same way in all sectors of society and in all sectors of the economy.

On the whole, however, there is an increased effort to positively shape changes and challenges in society, business and technology through active measures and activities in various ways, so also by career development policies.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Education in a comprehensive sense for offensive shape of technological and media change
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2	Demographic development – increasing life expectancy, working lifetime, workforce, Youth
3	Interculturality and integration
4	Change of life perspectives, lifestyles, modes of work in different generations
5	Social cohesion and beneficial developments for all walks of life and regions

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Different issues require different services and measures from different actors at different levels to address these political, social, economic and technological challenges.

As a federal state, the national, provincial and municipal levels are essential in Austria.

Actors at national level are responsible in particular for legislative and for government, public employment services, social partners of employers and employees, educational institutions, social associations, NGOs, etc. for measures and offers.

Current examples of action at national level are:

- In its government program 2017 - 2022, the Federal Government has adopted measures that promote career development from early school education, with support for orientation and potential development from the 3rd grade on, intensified at the 7th grade, with particular attention to the choice between full-time school education and dual training in companies, as well as at the end of the upper secondary school career development for choices in tertiary education and working life.
- In the tertiary education sector, there are plans for a greater orientation of offers on societal needs. Technical training (MINT - STEM) should be accelerated, especially in the sector of Universities of Applied Sciences. For researchers career perspectives should be improved.
- As part of the government's digitization strategy, numerous measures are planned to strengthen the link between training and professional and economic application, including the connection with the promotion of self-employed entrepreneurial activity.
- In the context of labor market developments and ensuring the demand for skilled labor workforce, measures for career guidance in cooperation between business and schools are at prior position
- Compulsory education up to 18 and a training guarantee of up to 25 should ensure even better integration of young people and young adults into sustainable career developments and avoid Early School Leaving and NEET, also in connection with the measure "Youth Coaching" as a preventive instrument in prior phases of youth career pathways
- Specific measures exist for older employees, for women and women returning after family phases, for immigrants and refugees and for persons with special physical or mental needs.
- Many of these measures are implemented together with the PES, with educational institutions and NGOs.

In addition, strategies and programs of measures of the social partners exist, currently with January 2019 a new program from the Austrian Economic Chamber "We educate future" with 5 priority lighthouse initiatives and 20 complementary measures.

Beside many additional offers for career development and caareer guidance the "BIC - Berufs- Informations-Computer" (Occupation Information Computer) is a huge virtual tool for information, orientation and advice, for huindreds of professions and occupation, in many languages, also e.g. for migrants and refugees

Companies are involved strongly into career development activities. The Austrian Adult Education Report 2018 shows that the majority of occupational further training take place is in or by companies, and that the main motivation for participation of adults in further training is continuing professional development

The Camber of Labour also offers, as the Economic Chamber does so, a wide range of career advice and career development services.

A variety of measures are also located at regional and local level, ensuring close contact to users and clients and their needs and demands.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

The core objectives of career development programs and services are divided into the areas in which they take place or for which legal or strategic foundations exist.

In the education sector, the lifelong guidance strategy is part of the lifelong learning strategy. The first goal of this strategy is "Implementation of the basic competences in all curricula: If as many education measures as possible should be consciously arranged and acquired important basic competences of self-responsible educational and professional decisions". That means "Career Management Skills" as basis of independent career development processes at all levels.

For the initial school education sector, legal foundations are set in the teaching objectives and curricula. The obligatory task of vocational orientation is regulated in school based on binding curricula.

Initial vocational training takes place both in full-time schools and in legally regulated dual training apprenticeship programs. This lays the foundations for career development processes leading to qualified further training and development programs. The National Qualification Framework supports to compare acquired qualifications from different areas, which is essential for individual career pathways as well as for employers to estimate competences and qualifications of applicants in a proper way.

For the labour market policy there are programs and offers for both employees and the unemployed. A key element of labour market policy relates to education and skills: "promoting vocational education and training to adapt the skills of the workforce to the needs and demands of the market". This also includes a specific digitization strategy in order to be able to meet the deep reaching changes in the world of work and in professions in a future-orientated way.

There are also career development programs and offers that address social challenges. These include programs targeted to integrate people with physical or mental problems into the labour market and programs for people with migrant background. It is also a goal of several programs to keep older people in the work process longer, to reintegrate people after family phases and to enable the unemployed, especially the long-term unemployed, to re-enter the labour market

7. What groups of people can access career development programmes and services and what groups are excluded?

Since the implementation of the Austrian Lifelong Guidance Strategy in 2006, one of the five strategic goals has been to widen access to guidance services and career development programs and, above all, to provide access to such programs and services to those who have not had access to them at this time.

This can be noticed in national and provincial government programs, in National lifelong learning strategies, labor market policies and social programs, and is also included in some chapters of the current government program.

Particular efforts have been made to develop and implement programs for young people, for early school leavers, for NEETS, for low-skilled people and persons with migrant background.

It can be stated that currently no group in Austria is excluded of programs and offers, except asylum seekers without a valid decision.

In practice, however, there are certain difficulties in reaching with offers for career development those with low basic educational skills, persons with a migrant background, especially women, especially in rural areas, as well as persons who have been unemployed for a long time. The more factors of risk are combined at a single person the more is the probability of possible exclusion given.

However, efforts continue to be made in these areas, in particular with programs co-financed by the European Social Fund.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

There are numerous studies, surveys, evaluations of the results, effects of actions on career development programs and services and opinions and feedback of users and clients, in all education sectors, in the employment services, in relevant projects.

Many of the participating authorities, institutions, project promoters etc. use these evaluations and studies as an opportunity and source to develop and improve their services.

A consistent strategy to use the "Voice of users" as a guideline for a sustainable shaping, development, improvement and implementation of further measures of career development programs and offers is not noticeable.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

There exist legal foundations for career orientation and career guidance in the sectors education, labor market and social affairs, but not a common framework for ethical principles.

The balance between individual interests and the needs of the labor market and society have various expressions in the different sectors.

Some professional associations for career guidance and career development use own developed ethical concepts and principles for their work.

In many cases, results from European projects are also used as a basis for ethical principles, but these are generally more an orientation but not a binding basis



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

We regard career development in a broad sense as a task to shape personal careers from early youth to elder age, then the following ministries are currently responsible at national level in Austria, always in conjunction with Parliament's fundamental legislative responsibility

In a general sense, the ministries of education, economics, labor and social affairs share responsibility for the "Lifelong Learning LL: 2020 Strategy" and career development.

Due to changes in the specific responsibilities of ministries in recent years, the situation is today

- Federal Ministry of Education, Science and Research

Has responsibility especially for school education, tertiary education, as well as, shared with other ministries and with the countries, for early childhood education, vocational training, adult education. Career development is regulated by law and curriculum in many of these areas

- Federal Ministry of Labour, Social Affairs, Health and Consumer Protection

responsible for the Public Employment Service, for the programme "AusBildung bis 18" ("Education until 18"), but also for health education and counseling

- Federal Ministry for Digital and Economic Affairs

Co-responsibility with the Ministry of Education for dual apprenticeship training and other vocational and entrepreneurial education issues, especially the digitization strategy

- Federal Ministry of Austria for Sustainability and Tourism

Responsibility for higher education in agriculture and forest economy

- Within the Federal Chancellery:

Families and Youth

Support of youth and families in career planning

- Women's Affairs and Equality

Special question of gender and women in career guidance

Due to the federal structure of the Republic of Austria, these agendas are in many ways also at provincial level, and sometimes at the municipality level

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

There is not the "one" career development system in Austria

But there is a variety of communication, cooperation and coordination at national, regional, local and sectoral level

Some of these co-co-co procedures are legally based or contractually regulated, others are based on agreement and commitment

Examples of binding procedures at the national level are the „Federal Vocational Training Advisory Board“ (Bundesberufsbildungsbeirat), the „National Qualifications Framework Coordinating Office“ or the regulation of vocational orientation in the school sector.

An example of a committed board ist the „National Forum for Lifelong Guidance“, existing since 17 years.

Depending on the specific focus, the Lead has either the Ministry of Education, or Economy (Digitization and Location), or Social Affairs

For the Lifelong Learning Strategy, including Lifelong Guidance, the Ministry of Education has the Lead,

the Ministry of Social Affairs has the Lead for the Labour Market Program,

the Economic (Digitization) Ministry the Lead for the Digitalization Strategy

Career development measures in the field of education are linked in many ways with industry and business, both in terms of basic provisions at national level and above all in concrete measures at regional and local level in cooperation between school and business

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The key challenge is to keep convincing in changing political responsibilities how important career development programs are in shared responsibility and cooperation, the main obstacles are practical political processes and resources

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Cooperation in career development activities between educational institutions at all levels, between social partners of employers and employees, between PES, NGOs and other organizations is an essential element of culture in Austrian society.

This is reflected both in formal bodies at federal and state level, and above all in lively cooperation at regional and local level between educational institutions, companies and intermediaries.

Describing this in detail would go too far, but that is a feature of Austrian culture cooperation in career development, which can be described as exemplary

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

The professionalisation of career development workers is carried out according to the requirements of the sector

In education, it is usually additional training to the profession of teacher,

in the Public Employment Service there are high qualified trainings for persons engaged in guidance, counseling and placement,

in adult education, there are qualification offers and training courses for people who are especially active in career development

A special tool in Austria is the "Weiterbildungsakademie WBA", an institution that certifies non-formally and informally acquired competencies. A competence area in the WBA is also "Beratung – Guidance“ which is specifically concerned to career development.

There exist offers on master level for advice and orientation at Austrian Universities, but not in regular study programmes

However, counseling and career development in Austria is not an explicitly recognized subject at tertiary level

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Different types of professions are involved in career development in different sectors.

In school sector, the curriculum-based instruction for vocational orientation and career guidance is carried out by teachers who are trained in subjects and receive additional training for career orientation.

In addition, teachers with training for individual career guidance counseling are active.

In addition, there is the function of career orientation coordination, which is responsible for the proper interaction of all functions inside and outside.

Each of these functions has its own additional training, which is often combined.

In addition, in the school administration work psychologists who are responsible for training and job-related diagnostics in all Austria regions and who are responsible for special challenges, mental and physical needs and for diagnosis as base for subsidies.

Psychologists are also working in the tertiary and university sector and labour market services, who are responsible for career guidance and career development.

Social workers are working in various fields, but normally they don't have career development as their core task.

Additional, "other types of professionals" offer career development services in Austria, as "professional training" does not exist for career development as a basic education or study course.

This may have the advantage of incorporating a variety of professional and professional experiences into career development services,

however, for Austria, the question arises as to whether the profession for career guidance and career development should not be developed more strongly at all levels



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

In the education sector, the key innovations were the following

- Introduction of compulsory education to 18 - this means that no one is allowed to remain without education until the age of 18 regardless of the 9-year compulsory education - whether at school, in a dual apprenticeship in companies or in a labour market policy measure
- Training Guarantee up to 25 - this means that each young adult who does not have completed education will have state-funded qualification programs available
- In the governance for education, the biggest change since over 50 years has been implemented since the beginning of 2019. The education and quality control is shifted from the centralized national level to the regional level in so-called "educational regions", which also includes the responsibility for career orientation, educational career, career management skills. Effects of this can not yet be evaluated

The social partners for employers and employees offer many opportunities for career and career guidance since many years.

- In particular, the economic chambers have invested heavily in recent years in so-called „Talent Centers“, where intellectual and practical skills can be tested and tested in order to make the right sustainable career decisions.

- In addition, the Ministry of Education is preparing measures to ensure comprehensive testing of young people at the transition from lower to upper secondary school. The process is still in progress

In cooperation with the labor market service with the economy, the crisis after 2008 was used for common qualification programmes

- The goal was to terminate as few employees as possible and instead to use the time for higher qualification measures and courses. This contributed to the fact that employment development in Austria was relatively better than in other European countries and that the economic growth from 2016 on could be used immediately with better qualified employees.

In the area of social affairs the following activities are important innovations

- The offer of youth coaching, which was implemented since 2013 with the aim of avoiding pre-emptive early school leaving and NEET with the target to contribute to sustainable, successful transition processes between initial school education and further training and occupational career development.

• A special challenge was the migration situation beginning 2015 with the need to develop a lot of innovative services and offers in language training, assessment of foreign gained qualification and integrate refugees in labour market and society

- A complicating factor here is that most of the migrants are in the capital city of Vienna, but job opportunities tend to exist in western federal states in Austria

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

For all national political projects and initiatives on career development programs and services, evaluation and assessment processes are planned. This is the case in particular for all programs co-financed by European funding, such as the European Social Fund.

Programs and projects funded by the European Social Fund have a fundamental ambition to innovate and develop something new. In current programs, this applies particularly to near-the-workplace qualification of persons with low basic education, with a migrant background and with physical and mental impairments.

A central element of national planning is digitization, and this also applies to career development, both in the way programs and services are offered, in contents and topics of qualification, and in dealing with communication, administration and coordination in general

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

The next phase will be to continue and to make effective the innovative and new developments described in point 16.

Especially should be mentioned the new governance in the education sector, which must be structured and effectively implemented.

In general, there is the challenge of digitization, which covers all areas of life and work.

The new Name of the former Ministry of Economic Affairs – now Austrian Federal Ministry of Digital and Economic Affairs - is a signal for this, including all measures on career development, career management skills, entrepreneurship education and support

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

Efforts have been made, both in the education sector and in the employment sector, to strengthen and develop the training and continuing education of career development and career guidance practitioners and implement new approaches, both methodologically and in content.

It should be noted, however, that the profession of practitioners in career development and career guidance in Austria does not have the same qualitative and professional status as in other countries, such as Scandinavian, Saxon, North American or Australia and New Zealand.

Qualified institutions such as the IBW – Institut für Bildungsforschung der Wirtschaft (IBW Austria – Research & Development in VET), the ÖIBF (Austrian Institute for Research on Vocational Training), the Volkswirtschaftliche Gesellschaft (Austrian Association for Education and Economics), etc. deal intensively with this topic.

However, it would be necessary to establish career development and career guidance as a multidisciplinary research and study subject at university level.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

In the context of Conference topics, Austria is particularly interested in discussing the following questions as well

- What role do different VET models - school, dual apprenticeship, work-based training, etc. – play in terms of successful career development programs and services?
- Which formats of training, further education and professionalization of practitioners in career development and career guidance are the most effective and most qualitative?

- How do Nations deal with the challenges of today's and tomorrow's challenges by changing the world of work, technology, skill needs and digitalization?