

Appendix 1
Country Name: **Austria**

Country team (names, positions, email addresses, telephone numbers):

Sabine Fritz, Pädagogische Hochschule, Institut 4 Allgemeinbildende Schulen: Sek. I und II - Fort- und Weiterbildung , sabine.fritz@phst.at, 0043 316 80671408

Rudolf Götz, ÖSB Consulting GmbH, Senior Expert, rudolf.goetz@oesb.at 0043 133168 3133

Peter Härtel, Styrian Association for Education and Economics, Managing director, ph@stvg.com, 0043 676 84 17 17 11

Michaela Marterer, Styrian Association for Education and Economics, Deputy managing director, mm@stvg.com, 0043 676 84 17 17 14

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
Geography <i>Austria, officially the Republic of Austria is a country of roughly 8.3 million people in Central Europe. The territory of Austria covers 83,872 sqkm (32,383 sq mi). Austria is a parliamentary representative democracy, composed of nine federal states. The capital - with a population 1.6 million is Vienna. Austria has a nominal per capita GDP of \$43,570. The country in 2008 was ranked 14th in the world for its HDI. Austria has been a member of the UNO since 1955, joined the European Union in 1995, and is a founder of the OECD. Austria adopted the European currency, the euro, in 1999. German, Austria's official language, is spoken by 88.6% of the population— followed by Turkish (2.3%), Serbian (2.2%), Croatian (1.6%), Hungarian (0.5%), and Bosnian (0.4%). The Austrian federal states of Carinthia and Styria are home to a significant indigenous Slovene speaking minority with around 14,000 members, the east-most state, Burgenland, about 20,000 Austrian citizens speak Hungarian and 30,000 speak Croatian. Since 1994 the Roma-Sinti (gypsies) are an officially recognised ethnic minority in Austria.</i>	
Career service provision At school: 1st offer is a curriculum based subject “Vocational Orientation” on the seventh and eight grade. On the ninth grade there exists a unique school type with the core task to prepare young people for successful access to the next phases of education and career, especially to the so called “Dual Education” - apprenticeship training. 2nd offer is a system of school counsellors 3rd offer is a service of school psychologists,	

Tertiary level: At all places of universities in Austria exist so called “Career Centres”

In Austria the “**Labour Market Service**” has the legal mandate for this topic under the responsibility of the Federal Ministry for Social Affairs, the main task is effective placement of unemployed into job in combination with offers and measures for qualification and training,

For **special demands** exists additional offers and measures, e.g. for persons with disabilities, for women returning to the workforce migrants.

Detailed information: National Report “Career Guidance Policies Austria” <http://www.oecd.org/dataoecd/47/46/2505725.pdf> and in the Country Note Austria of the OECD.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
LLG as a integral part of the new national LLL Strategy In July a National Strategy for Lifelong Guidance in Austria was decided by the federal council of ministers – lifelong guidance is one of the five key strategic lines, and it is addressed in some of the action lines, esp. at the points of interface and transition between education system and the world of work	Insufficient relationship between resources – finances, manpower... - and needs and demands in several sectors of LLG e.g. school, need for improvement in several areas of guidance and counselling, professionalization and quality assurance	
Strength 2	Weakness 2	
Ongoing effective process of co-operation and co-ordination at national level – national forum for LLG - and at regional and local level – continuous measures and events for dissemination, combined with growing understanding between various sectors and services	Less professionalization of practitioners in several sectors of LLG	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	
Strength 1	Weakness 1
LLL Strategy – in July 2011 an Austrian National Strategy for Lifelong Learning was decided by an legal act of the federal council of ministers, Lifelong Guidance is an integral part of this strategy, as an key strategic line, covering all action lines, visions, objectives and measures in the field of Lifelong Learning	The Strategy must be realized – this is the main challenge for the next years - Guidance in the field of PES sometimes is focussed only on placement, process orientation of LLG services should be improved
Strength 2	Weakness 2
In Co-operation of the Austrian Federal Ministry for Education, Arts and Culture together with other ministries – science, social affairs, economics – and the social partner, with pedagogical universities etc. a process of professionalization and quality improvement was initiated and is running in all Austrian provinces. An example is the nationwide network for LLG in the field of adult	Lacks on integrated approaches at interfaces education – secondary, tertiary, labour market

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	
Strength 1	Weakness 1
New approaches for professionalization at pedagogical colleges – network within all Pedagogical Universities concerning education and training for teachers and professionals in the areas of guidance and counselling, common processes of training and education of counsellors	No standardized model for guidance practitioners in several sectors of LLL
Strength 2	Weakness 2
Interaction between sectors and areas of LLG in regional meetings, improvement of co-operation, especially within the “co-operative system of adult education” in Austria, with the approach of accreditation and certification of competencies independent of the way how the competencies are gained	No sufficient education for LLG practitioners at academic level

Theme 4: Evidence-based practice; evidence-based policies	
Strength 1	Weakness 1
development of a consistent strategy for career development, especially career guidance, within a national LLL strategy, according to the national employment and labour policy approaches combined with nation wide activities to transfer good practice in career guidance / career development at regional and local level	no consistent documentation indicators and benchmarks in the field of career development and public policies, except some positive examples in several areas (school statistics / public employment service / large institutions for adult education etc
Strength 2	Weakness 2
nation wide activities for support of existing and implementing of new networks and platforms of relevant stakeholders and institutions concerning to the tasks of career development, carrier guidance etc. supported by surveys and analyses about national service and activities in the area of career guidance and career development, based on OECD and EU categories and policy fields, as a base for strategy development, governmental programs, budget and finances, at national, regional, local and institutional level	No calculation about the relation between investment and benefit in LLG

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4 x</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3x 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1x 2 3 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1x 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	
<p>In Austria the most important high level key public policy is the new National Strategy for Lifelong Learning in Austria LLL:2020, decided in July 2011 by the Council of Ministers, including the key strategic line “Lifelong Guidance” as one of five key strategic lines, crossover all ten action lines, from elementary education to learning processes in later phases of life</p> <p>In principle this issue is linked to all other themes of LLL and LLG, but, esp., in priority to elementary education, to the transition points at the end of initial education and at further training</p>	
Linked most closely to Theme ...	

3&4
<p>High-level key public policy/practice initiative 2</p> <p>Nation wide network for guidance and counselling in adult education – in Austria as a federal republic there exist quite different systems and services and guidance and counselling at provincial level. A nation wide programme sets up a common network for guidance in the area of adult education, with common principles, criteria and standards. Referring to the evaluation of the first phase now in the second phase a quality improvement process is running.</p>
<p>Linked most closely to Theme ...</p> <p>3&4</p>
<p>High-level key public policy/practice initiative 3</p> <p>Education guarantee for Youth – the national governmental programme Austria for the actual period contains an objective “Education guarantee for Youth until 18”. Concerning to this objective a range of activities were set up, also connected to the Early School Leavers Strategy with the focus at the European Benchmark. Counselling, coaching and case management for youth are key elements of this policy.</p>
<p>Linked most closely to Theme ...</p> <p>3&4</p>

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<p><i>Our Vision:</i> <i>to find an integrative approach, covering all aspects of LLL and LLG in a comprehensive way – combining variety and common understanding of a service within an Lifelong Learning Process</i></p>	