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Accumulating, transferring and validating learning (EN)

CEDEFOP Theme 8

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Theme 8: Accumulating, transferring and validating learning

Austrian Country Report for CEDEFOP



Theme 8: Accumulating, transferring and validating learning - Austrian Country Report for CEDEFOP

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0801 General background

In Austria, the principle of mobility and progression (“permeability”) between vocational and general education and also between different types of vocational education and training (VET) plays an important role. Numerous measures provide mobility within education and training at a horizontal as well as a vertical level.¹ (See also 080301) The decoupling of training and examination is also a central principle within the Austrian educational system.

As compared with other countries, the recognition of non-formal and informal learning has a subordinate status; the vocational education system is heavily oriented on initial education and training. What must be emphasized here is that training in the dual system is already largely based on learning by experience and the completion of an apprenticeship within the dual system or a vocational school carries great weight in the labour market (for details, see theme 4).² Nonetheless, various ministries and institutions have a number of measures and initiatives for identifying and, in part, formally recognizing competences that have been acquired through non-formal and informal learning. Some of these measures and initiatives have been in place for quite some time now. However, there is no common framework and the public does not perceive them as components of a whole.

In some of the measures introduced in this report, formal as well as non-formal and informal learning are accounted for simultaneously. For this reason, they are cited several times, although each time, focus is on a different aspect.

Regulated occupations play an important role in the Austrian labour market. The regulated occupations are associated with entitlements and salary schemes. The regulated professions are connected with entitlements, pay is not anchored by law but instead, based on collective contracts (see also 0803). In the public area, especially, salary structures are based on formal qualifications. Access to the so-called *liberal professions* (such as, physicians, architects, lawyers, chartered public accountants, and tax consultants³) also requires specialized training. Access to the regulated occupations occurs through training in a dual system, in a vocational or academic secondary school, or in the tertiary area. There are many internal training programmes in the public services.

The formal VET system covers a majority of the occupations and trades in Austria. Degrees granting permission to perform regulated occupations and trades are nationally recognized. In recent years, Austria has developed a series of programmes for certifying vocational skills and knowledge. Nonetheless, these certifications vary in status on the labour market.⁴

Presently there is neither a national framework for qualifications nor regional subsystems. Sector regulations are present in certain areas, for example, in the health care system. Thus, for health care, specific entitlements are tied to certain continuing training and education. Along with health care, the public realm also has sectoral

¹ BMBWK 2005a

² Markowitsch/ Jonach 2005, Wallner 2002

³ Bundeskomitee Freie Berufe Österreichs, undated.

⁴ Wallner 2002, 24



subsystems (for example, in domestic security and national defense), and, in part, also the *liberal professions*. These subsystems have developed within the specific sectors and are not integrated at a higher level.

0802 Policy development on accumulating, transferring and validating learning

The recognition of acquired skills and knowledge is seen as a “central principle of life-long learning” by the BMBWK (*Federal Ministry for Education, Science and Culture*).⁵ The decoupling of training and examination plays a special role in this context. Evidence of this are the legally mandated opportunities to sit numerous examinations in the formal system as an external candidate. Access to examinations without participating in prior education or training is, in part, also possible at the university level (see 080302). Presently, there is no higher level strategy for the recognition of competences in which all existing initiatives and opportunities are accounted for. It remains to be seen whether any measures will be taken in this area in the course of development of a national framework for qualifications.

Mobility and progression within the formal educational areas, as well as between the informal and non-formal areas and the formal system should be increased. Among the more recent changes pertaining to the latter is the amendment to the *Gewerbeordnung (Trade, Commerce, and Industry Regulation Act)* from 2002, which enables access to regulated crafts and trades for those who do not have the corresponding training, by taking into consideration other forms of proof of competence.⁶ The opportunity to obtain a dual qualification within the initial vocational training (vocational qualification and university-entrance diploma), has been improved, for example, with the introduction of the *Berufsreifepfprüfung (VET diploma granting access to tertiary education)*.⁷

Questions of recognition of non-formal and informal learning are also addressed, in part, indirectly, in the current implementation of the modularization of vocational training in the dual system and the creation of modular vocational degrees.⁸

A lively discussion is underway among the individual actors, primarily at the level of the maintaining organizations (*Trägervereine*) of pilot projects on the theme of recognition and identification of competences. This discussion ensues primarily at

⁵ BMBWK 2005b, 13

⁶ Wallner 2002, 45

⁷ BMBWK 2005b, 13, introduced in 1997, this provides higher education entrance qualifications for graduates of 3–4 year school-based VET programmes (including those in the health sector) and apprenticeships as well as external candidates.

⁸ Archan 2005, 85. The legal basis for the modularization was created with the BAG amendment in 2006. A modular apprenticeship trade has a maximum training period of four years and comprises, e.g., a two-year basic module, which can be developed with various main modules lasting 1.5 years. In addition, it is possible to also select a special module.. The first modular trade “Energie- und Gebäudetechnik” will begin in spring 2007 (BMWA 2006).



conferences. Involved here, are, along with the representatives of the maintaining organizations, also research institutes, the *Public Employment Service (AMS)*, the social partners, and several ministries (*BMWA - Federal Ministry of Economics and Labour*, *BMBWK - Federal Ministry for Education, Science and Culture*, and *BMSG - Federal Ministry of Social Security, Generations and Consumer Protection*).

The various measures for increasing mobility and progression, such as the *Berufsreifepfprüfung* or the *ausnahmsweise Zulassung zur Lebrabschlussprüfung (exceptional admission to the apprenticeship examination)* (see 080302) are conceived at the level of the responsible ministries (BMBWK, BMWA) in cooperation with the lobbies and implemented by the individual institutions of academic and vocational education.

Initiatives promoting a practical implementation and realisation of the identification of informal learning without a transfer into the formal educational system come from adult education facilities that support a bottom-up approach. There are, however, also top-down initiatives from the BMSG, such as the certification of competences acquired in family work or in volunteer work. The initiatives are, in part, situated at a regional level, e.g., the project *Kompetenzbilanz (competence statement)* in Tyrol (see 0807).

Important actors on the part of the government are the BMBWK, the BMWA, and the BMSG. The organizations responsible for the individual initiatives belong to the social partners, federal states, and communes.

In the Austrian interim report on the achieved progress in implementation of the EU working programme “General and Vocational Education 2010,” specified as measures for the recognition of non-formal and informal learning were the *ausnahmsweise Zulassung zur Lebrabschlussprüfung (exceptional admission to the apprenticeship examination)*, the entitlement to carry the title of “engineer” after graduation from certain vocational schools and long-term relevant practice, and the *Berufsreifepfprüfung (VET diploma)*. In addition to the points cited, other measures to increase mobility and progression have been implemented, such as, the possibility to sit various examinations as an external candidate. Also mentioned in the interim report was general educational and vocational counselling.⁹ A permanent working group on vocational and educational counselling was set up at the BMBWK in 2005, which is meant to coordinate the development of a multifarious system in cooperation with other adult education facilities, the *Labour Market Service*, and organizations of the social partners.¹⁰

080201 Impact of cooperation at EU-level on policy development for accumulating, transferring and validating learning

⁹ BMBWK 2005a, 27

¹⁰ BMBWK 2005a, 22



Work on programmes for the validation of non-formal and informal learning is promoted mainly by EU-financed projects in the context of the ESF, Leonardo da Vinci, and EQUAL programmes.¹¹ Co-financing occurs through the appropriate ministry in charge. Ideas of developing a national qualifications framework (NQF) have emerged from the considerations for the development of a European qualifications framework (EQF), and also in connection with the discussion of the European credit transfer system in VET (ECVET).¹²

In the context of the consultation process for the EQF, statements have been gathered from relevant actors in various sectors (ministries, social partners, education providers, etc.). The BMBWK acts as coordinator. The BMBWK is also the main actor in connection with the development of a national qualifications framework. In a corresponding working group, representatives from education, labour, and the labour market will also be included along with the BMBWK.

0803 Legal, administrative and institutional framework for accumulating, transferring and validating learning

The most important laws pertaining to the Austrian qualifications system are the *Berufsausbildungsgesetz (Vocational Training Act)* and the *Gewerbeordnung (Trade, Commerce, and Industry Regulation Act)*. A number of occupations, for example, in the health care and public sectors, are regulated in separate laws.

__ Access to the labour market

In the *Trade, Commerce, and Industry Regulation Act*, a distinction is made between activities that require certification of competence and activities that are so-called “freie Gewerbe” (free trades and crafts). As a rule, an examination or a training programme with an examination must be presented as proof of competence (*Meisterprüfung [mastercraftsperson examination]* or *Befähigungsprüfung [qualifying examination]*). Following an amendment from 2002, a qualifying examination can also be issued on an individual basis based on presentation of job references, course attendance records, or similar documents. The qualifying examination can also be limited to certain aspects of the trade or occupation.¹³

The *Vocational Training Act* regulates training in the dual system. Graduates of an apprenticeship are entitled to use the title of skilled worker and can practice the corresponding occupation. Those who have not completed an apprenticeship yet have

¹¹ Junge 2005, 24

¹² BMBWK 2005a, 22

¹³ Wallner 2002, 45ff; Junge 2005, 26



long-term experience in the respective trade or occupation can also sit the apprenticeship examination.¹⁴

Degrees from a *Berufsbildende Mittlere Schule* (intermediate technical and vocational school) or a *Berufsbildende Höhere Schule* (higher technical and vocational school) are also bound with occupational entitlements that are likewise regulated in the *Trade, Commerce, and Industry Regulation Act* and in the *Vocational Training Act*.¹⁵

__ Mobility between different sectors

Regulated in Art. 28 of the *Vocational Training Act* is the mobility between various sectors: graduates of an *Allgemeinbildende Höhere Schule* (academic secondary school), intermediate technical and vocational school, higher technical and vocational school, or an apprenticeship in the dual system, can complete a shortened apprenticeship in a different sector.¹⁶

__ Allocation to specific salary levels

Salaries and wages are not legally anchored but are regulated in collective contracts whereby the training and type of activity are decisive in the allocation to specific wage groups.

080301 Legal framework for accumulating and transferring learning within education and training from formal ⇔ formal

__ Between general or academic education and VET and/or vice versa

On the basis of Art. 28 of the *Vocational Training Act*, graduates of an *academic secondary school* can participate in an apprenticeship whereby this is shortened by one year. Also in cases where a degree has not been completed at an *academic secondary school*, it is possible to attain permission on an individual basis to shorten the apprenticeship time based on presentation of school records of the years completed.¹⁷

Also, based on the *Schulorganisationsgesetzes* (School Organisation Act), and since the enactment of the new syllabus, graduates of one-year *Polytechnische Schule* (pre-vocational schools), have the opportunity to transfer to the second class of an *intermediate technical and vocational school* if the schools offer instruction in the same or a similar vocational field.¹⁸

¹⁴ Wallner 2002, 43f; Beidernikl/Paier 2003 (Thema 4) 39, 68ff

¹⁵ Beidernikl/Paier 2003 (Thema 4,) 65ff

¹⁶ BMWA, undated; BMWA 2002

¹⁷ BMWA, undated

¹⁸ Admission conditions at the BMHS, BMBWK 2002, 49



Art. 4 of the currently valid version of the *Verordnung über die ExternistInnenprüfungen* (Ordinance on examinations as an external candidate) provides for those who want to sit a *Reifeprüfung* (certificate of secondary education granting access to tertiary education) as an external candidate at an academic secondary school or higher technical and vocational school to do so under certain circumstances, and to receive credit for previously completed school years or individual courses completed at schools that lead to a *Reifeprüfung*.¹⁹

___ Between different types of IVET (horizontal between sectors, vertical between education levels)

The transfer from an intermediate technical and vocational school to the next level of a higher technical and vocational school in the same vocational field is regulated in Art.31 of the *Schulunterrichtsgesetz* (School Instruction Act). This school transfer requires adequate scholastic achievement.²⁰

According to the Vocational Training Act, graduates of a higher technical and vocational school, intermediate technical and vocational school, or an apprenticeship within the dual system can complete a further apprenticeship, and in this case, the apprenticeship will be shortened by one year. Individual courses can be credited if a transfer from a vocational school takes place before training in an apprenticeship is completed.²¹

Additionally anchored in the Vocational Training Act is the opportunity for double-apprenticeships, in which the training in two training occupations within one firm is possible.²² In addition, the completion of an apprenticeship examination in one area can directly replace one in another, related area.²³

In Art. 4 / 2 of the Ordinance on examinations as an external candidate provisions are made for taking a *Berufsreifeprüfung* or parts of a *Studienberechtigungsprüfung* (special university entrance examination) as an external candidate, and for obtaining credit, under certain circumstances, for previously completed school years or individual subjects at schools that lead to a *Reifeprüfung*.²⁴

___ From IVET into higher education

Article 12 Section 2.6 of the *Fachhochschul-Studiengesetzes* (Fachhochschule Studies Act, FHStG) provides for a “shortening of the duration of the course of study” at the Fachhochschule (universities of applied sciences) through “recognition of proven skills and knowledge.” Based on the principle of “equality of acquired skills and knowledge,” these skills and knowledge can be credited to individual subjects or parts

¹⁹ Credit transfer for individual subjects, *Verordnung über die Externistenprüfungen*, undated

²⁰ *Schulunterrichtsgesetz* 2006

²¹ BMWA, undated

²² BMWA, undated, Beidernikl/Paier 2003 (Theme 4), 70

²³ For examples, see *ibw* 2006, 79ff

²⁴ *Externistenprüfungsverordnung* 1997; BMBWK 2005d



of a *Fachhochschule* course of study; in some cases a supplementary examination is necessary. This would allow a shortening of the duration of the course of study.²⁵

Likewise anchored in the *Fachhochschule Studies Act* (Art. 12 Sec. 2.7) is the possibility to begin a *Fachhochschule* course of study without a *Reifeprüfung*, but with a record of a “relevant vocational qualification” (such as, a degree from an apprenticeship or an intermediate technical and vocational school, or another qualification). The law also stipulates that candidates may have to sit supplementary examinations depending on the competences necessary for a degree programme.²⁶

The *Studienberechtigungsprüfung* (special university entrance examination), which is obtained as permission to enter a specific field of study, is regulated in the *Studienberechtigungs-gesetz* (Study Qualification Act). For admission to the special university entrance examination, among other things, a record of a “successful vocational or non-vocational qualification for the desired field of study” must be provided.²⁷

The *Berufsreifeprüfung* enables several groups of people to obtain the right to study in all fields of study at universities and *Fachhochschule*. Included are those who have successfully completed an apprenticeship in the dual system, a three-year intermediate technical and vocational school, a general vocational qualification examination in accordance with Art. 7 of the Agriculture and Forestry Vocational Training Act, a school of nursing, or the school for healthcare and nursing, a minimum thirty-month-long school for medical-technical service, a mastercraftsperson examination, a qualifying examination, or an agriculture and forestry *Meisterprüfung* (“master” examination). The possibility to credit examinations completed in a different context for individual areas of the examination or the entire *Berufsreifeprüfung* is anchored in the *Bundesgesetz für die Berufsreifeprüfung* (Federal Act on the *Berufsreifeprüfung*).²⁸

___ From IVET to CVT (if in the formal system)

Art. 5 *Schulunterrichtsgesetz für Berufstätige* (School Instruction Act for the Employed) *SchUG-B* grants people in employment who attend a vocational or general school the right to shorten the duration of their education by receiving credit for parts of a previously completed education.²⁹

Taking the *Berufsreifeprüfung* also provides access to colleges and academies presenting a tertiary offer in the non-university area. According to the *Bundesgesetz für die Berufsreifeprüfung*, examinations sat in a different context can be credited towards individual subject areas or the entire *Berufsreifeprüfung*.³⁰

²⁵ Fachhochschul-Studiengesetz 2006; Beidernikl/Paier 2003 (Theme 4), 66

²⁶ Fachhochschul-Studiengesetz 2006

²⁷ Studienberechtigungs-gesetz 2001; see also Junge 2005, 27 and Schneeberger/Petanovitsch 2004 (Theme 5), 21

²⁸ Beidernikl/Paier 2003 (Thema 4), 85; Schneeberger/Petanovitsch 2004 (Theme 5), 17; Junge 2005, 27;

Externistenprüfungsverordnung 1997; BMBWK undated.a; BMBWK 2005d

²⁹ Schulunterrichtsgesetz für Berufstätige, 1997

³⁰ Externistenprüfungsverordnung, 1997; BMBWK undated, a; BMBWK 2005d; Junge 2005, 27.



The 2002 amendment to the Trade, Commerce, and Industry Regulation Act introduced the modular system for the *mastercraftsperson examination*, which offers a variety of possibilities to credit skills and knowledge gained in school and in dual-system education to the individual modules.³¹

The entrance to CVET university courses is regulated in the *Universitätsgesetz* (University Studies Act) 2002. Here, access is granted to people who do not have a *Reifeprüfung* but have relevant vocational training and long-term practice.³²

___ From CVT to higher education

The *Fachhochschule* Studies Act Art. 12 Sec.2 .6 provides for the possibility of “recognition of proven skills and knowledge” to shorten the duration of the course of study. If the course content of a completed continuing education course is identical with that of an academic course, then accreditation is possible.³³

080302 Legal framework for accumulating, transferring and validating learning from non-formal/informal ⇒ formal

___ Access to education and training programmes

In both vocational and general education, it is possible to advance a school year in the secondary level II. This measure is regulated in Art. 26 of the *School Instruction Act*.³⁴

According to the *Schulunterrichtsgesetz für Berufstätige (SchUG – B)*, entry at a higher level of an academic secondary school or higher technical and vocational school for people in employment is possible upon completion of an entry examination.³⁵

The *Fachhochschule Studies Act* enables those with “relevant vocational qualifications” to begin a course of study at a university of applied sciences, even without a *Reifeprüfung*. If the training objective of a study programme demands, then supplementary examinations are necessary. Special university level preparatory courses are offered for these examinations.³⁶

The *Studies Qualification Act* allows limited access to courses of study at universities, universities of applied science, academies, and colleges without a *Reifeprüfung* for those who have the *Studienberechtigungsprüfung*. Here, too, CVET university courses are offered for preparation for the *Studienberechtigungsprüfung*. Attendance at these CVET university courses is not mandatory.³⁷

³¹ Wallner 2002, 46 f

³² Universitätsgesetz 2002

³³ Fachhochschul-Studiengesetz 2006

³⁴ Schulunterrichtsgesetz 2006

³⁵ Schulunterrichtsgesetz für Berufstätige 1997

³⁶ Fachhochschul-Studiengesetz 2006

³⁷ Studienberechtigungsengesetz 2001



The *University Studies Act* (Art. 70) regulates access to CVET university courses. In addition to people with an academic degree, also those without an academic degree are able to participate if they are able to render a “proof of the requirements present in a CVET university course curriculum.”³⁸

__ Admission to exams to acquire formal qualifications /certificates/ diplomas

There are a number of possibilities to sit examinations as an external candidate:

The *Vocational Training Act* (Art.23, Sec. 5) allows for exceptional admission to the apprenticeship examination for persons who have acquired their proficiencies in a formal education. Those who have a record of a degree in a similar occupation, can sit an additional examination regulated in Art. 27 Vocational Training Act to receive a second apprentice degree. The apprenticeship centres decide on the exceptional admission to the apprenticeship examination.³⁹

Art. 42 School Instruction Act⁴⁰ provides for the opportunity to sit examinations on individual subjects and scholastic levels through to the *Reifeprüfung, Reife- und Diplomprüfung, Diplomprüfung* (certificates and diploma of secondary education granting access to tertiary education), and final examinations as an external candidate. The *Berufsreifeprüfung*, with which the general qualification for higher education is attained, is among the examinations that can be sat as an external candidate. The latter is, additionally, regulated in the *Bundesgesetz über die Berufsreifeprüfung*.⁴¹ It is also possible for external candidates to complete parts of the *Studienberechtigungsprüfung*.

The admission to the *Ausbilderprüfung* (instructor/trainer exam) is regulated in Art. 29c of the *Vocational Training Act*. The only formal requirement for admission is proof of “legal capacity”; proof of formal qualifications is not required.

The 2002 amendment to the Trade, Commerce, and Industry Regulation Act led to the innovation that all persons over the age of eighteen can be admitted to a mastercraftsperson examination, and proof of completed vocational training is no longer necessary.⁴²

At the university level, the opportunity is available, in part, to sit *Fachprüfungen* (individual examinations about the material in a curriculum or in a subject defined in a curriculum) or *kommissionelle Gesamtprüfungen* (comprehensive examination before a commission), without having previously attended the corresponding courses. Taking a *Fachprüfung* or *kommissionelle Gesamtprüfung* is possible based on individual curricula, there is no generally applicable regulation or corresponding law.⁴³

³⁸ Universitätsgesetz 2002

³⁹ BMWA undated; Wallner 2002, 43 f; Junge 2005, 25; Beidernikl/ Paier 2003 (Thema 4), 39

⁴⁰ Schulunterrichtsgesetz 2006

⁴¹ Bundesgesetz über die Berufsreifeprüfung 2005

⁴² Wallner 2002, 47

⁴³ Information from “Student info point,” University of Vienna



In addition, there are certain international certifications recognized in the labour market that are not awarded on the basis of an accreditation process. In demand in this area are, primarily, IT- and language certificates, but also increasingly certification in the area of management. In part, such certification can replace parts of examinations in the formal system. For example, a language certificate can be credited toward the *Berufsreifeprüfung* if it attests to a certain level of competence. In the areas of accounting and management accounting there are training courses at adult education facilities run under the auspices of the social partners that can be completed with an accredited diploma and are considered a *Befähigungsnachweis* (qualifying examination) in keeping with the Trade, Commerce, and Industry Regulation Act.⁴⁴

___ Access to other forms of validation or transfer of learning in order to obtain a formal qualification (partial or full)

In addition to acquiring the qualifying examination through relevant training, the Trade, Commerce, and Industry Regulation Act also allows for its acquisition through completion of a training programme in a related occupation along with long-term experience in the trade or occupation for which the proof of competence is sought. This is the case, for example, in the areas of accounting, real estate, and management consultancy.⁴⁵ An individual qualifying examination can be attained through presentation of job references, confirmation of course attendance, or similar documents. In this, the restriction of individual competence to a segment of an occupation is possible, for example, in the area of massage a restriction to classical massage.⁴⁶

080303 Institutional bodies involved in the administrative framework for transferring, accumulating and validating learning

The legal guidelines for accumulating, transferring, and validating learning are worked out by the ministries (BMBWK, BMWA), whereby the relevant lobbies are often included at an informal level. The latter have largely provided the impetus for creating or changing legal regulations. Implementation occurs at the level of the responsible organizations (schools, *Fachhochschulen*, universities, providers of adult education, Federal Chamber of Commerce). Here, too, advice is offered by all participating institutions.

At the level of the individual projects for identification of competences, the maintaining organizations of the initiatives are responsible for planning and implementation. As a rule, they also offer appropriate counselling and guidance. For initiatives from the part of the ministry (BMSG), the conception of the project occurs, in part, in the ministry, while various initiatives, organizations, or advice centres are trusted with implementation. This is the case, for example, in the area of family competences. (See also 0807).

⁴⁴ Wallner 2002, 52ff; Markowitsch/Jonach 2005, 11f

⁴⁵ Austrian Chamber of Commerce (WKO) 2003

⁴⁶ Austrian Chamber of Commerce (WKO) 2003



Various measures for recognition of competences are developed decentrally in the individual institutional bodies. In Austria, no priority is given to the implementation of a higher-level institutional body for recognition of non-formal and informal learning, because, among other reasons, there is a strong orientation on the initial training and education and vocational training degrees are strongly anchored in the system. Additionally, the education in a dual system, with 38 percent,⁴⁷ comprises a large portion of the employed population and is oriented to a great degree on in-company learning by doing. For this reason, the necessity to create a system of recognition of competences is not as pressing as it is in other countries.⁴⁸

Table 1

Institutional bodies involved in the administrative framework for transferring, accumulating and validating learning

Measure	Law/Act	Responsible Ministry	Site responsible for implementation
formal → formal			
Shortened apprenticeship	Vocational Training Act	BMWA	Austrian Chamber of Commerce Apprenticeship Centres, vocational schools
Transfer from a pre-vocational school into an intermediate technical and vocational school	School Organisation Act	BMBWK	Pre-vocational schools, medium-level technical and vocational school
Accreditation of formally acquired competences to an examination as an external candidate (e.g., <i>Externistenmatura</i> , <i>Berufsreifepprüfung</i> , <i>Studienberechtigungsprüfung</i>)	<i>Verordnung über die Externistenprüfungen</i> (Ordinance on examinations as an external candidate)	BMBWK	Institutions of adult education, public upper secondary schools, central examination commission
Transfer from an intermediate technical and vocational school to a higher technical and vocational school	School Instruction Act	BMBWK	Intermediate technical and vocational school, higher technical and vocational school
Double apprenticeship	Vocational Training Act	BMWA	Austrian Chamber of Commerce Apprenticeship Centres

⁴⁷ Statistik Austria 2006, 26

⁴⁸ Markowitsch/ Jonach 2005

Shortening of the period of study for a <i>Fachhochschule</i> programme through “recognition of proven skills and knowledge.”	<i>Fachhochschule</i> Studies Act	BMBWK	<i>Fachhochschule</i>
Access to <i>Fachhochschule</i> studies without a <i>Reifeprüfung</i> through a record of “job-related vocational qualifications”	<i>Fachhochschule</i> Studies Act	BMBWK	<i>Fachhochschule</i>
Access to university studies through the <i>Studienberechtigungsprüfung</i> (special university entrance examination)	<i>Studienberechtigungs-gesetz</i> (Special university entrance examination act)	BMBWK	University, <i>Fachhochschule</i>
Access to university studies through the <i>Berufsreifeprüfung</i> (VET diploma)	<i>Bundesgesetz über die Berufsreifeprüfung</i> (Federal VET diploma act)	BMBWK	University, <i>Fachhochschule</i>
Shortened study period at a college for people in employment through accreditation of prior education and training	<i>Schulunterrichtsgesetz für Berufstätige</i> (School instruction act for people in employment)	BMBWK	College for People in Employment
Accreditation of prior learning to a module of the mastercraftsperson examination	Trade, Commerce, and Industry Regulation Act	BMWA	<i>Meisterprüfungs-stelle</i> (mastercraftsperson examination centres) of the Austrian Chamber of Commerce
Access to CVET university courses based on vocational training and practice	Universities Act 2002	BMBWK	University
non-formal/ informal → formal			
Advancing a school year	School Instruction Act	BMBWK	Academic secondary schools, VET schools
Entry at a higher level at a college for people in employment based on an entry examination	<i>Schulunterrichtsgesetz für Berufstätige</i> (School instruction act for people in employment)	BMBWK	College for people in employment
Access to the <i>Fachhochschule</i> based on “relevant vocational qualifications” and without a <i>Reifeprüfung</i>	<i>Fachhochschule</i> Studies Act	BMBWK	<i>Fachhochschule</i>

<i>Studienberechtigungsprüfung</i> (special university entrance examination)	Study Qualification Act	BMBWK	University
Access to CVET university courses based on occupational training and practice	Universities act 2002	BMBWK	University
Exceptional admission to the apprenticeship examination	Vocational Training Act	BMWA	Apprenticeship Centres
Access to <i>Ausbilderprüfung</i> (IVET trainer examination) examination)	Vocational Training Act	BMWA	Mastercraftsperson examination Centres
Access to mastercraftsperson examination	Trade, Commerce, and Industry Regulation Act	BMWA	Mastercraftsperson examination Centres
Taking <i>Fachprüfungen</i> (subject examinations) or <i>kommissionellen Gesamtprüfungen</i> (comprehensive examinations before a commission) without visiting a university training course	No law, regulated individually in curricula		University department or institute
Certifications valid in the labour market	No law		Certifying institutions
Individual qualifying examination	Trade, Commerce, and Industry Regulation Act	BMWA	Regional administration offices

0804 Implementation of and practices for accumulation, validation and transfer of learning

There is no charter or document of principles on accumulating, transferring, and validating learning in Austria. Among the fundamental principles of the Austrian educational policies with respect to life long learning strategies, the following can be considered especially relevant for accumulating, transferring, and validating learning:⁴⁹

- ___ mobility, progression, and connectivity of all educational and training courses
- ___ equal opportunity and assurance of standards through national compulsory programmes and outlines of trades and professions;
- ___ legal possibilities and promotion for achieving all school-leaving qualifications and qualifications from an apprenticeship via second chance education for adults;

⁴⁹ BMBWK 2005a, 16



- ___ promotion of a broad diversity in training opportunities after graduation from compulsory schooling to accommodate all of the abilities and interests of young adults; and
- ___ regular coordination of the dual and fulltime school systems' vocational education with the social partners based on relevant work in research and development.

080401 Implementation of and practices for accumulation, validation and transfer of learning within formal education and training

- ___ Between general education and VET and vice versa

Graduates of an academic secondary school can, generally, shorten the duration of an apprenticeship by one-year. It is also possible to credit individual years of schooling from an academic secondary school toward the apprenticeship in certain training occupations, which is decided on in each case by the appropriate Apprenticeship Centre set up under the auspices of the provincial Chambers of Commerce.⁵⁰

Graduates of a pre-vocational school can enter the second year of an intermediate technical and vocational school if the schools have the same specialist area, that is, if the same or similar subjects are offered for graduation.⁵¹

In taking an examination as an external candidate it is possible to credit previously completed school years, completed schools, or individual subjects.⁵²

- ___ Between different types of IVET (horizontal between sectors, vertical between education levels)

Transfer from an intermediate technical and vocational school to the next class of a higher technical and vocational school is possible if the schools specialize in the same area of training and the individual has demonstrated sufficient school achievement.⁵³

Graduates of a vocational school as well as those who have completed one apprenticeship can generally shorten an additional apprenticeship by one year. It is also possible to credit parts of an intermediate technical and vocational school or a higher technical and vocational school toward the apprenticeship in certain apprenticeship trades and occupations.⁵⁴

With a double-apprenticeship, two similar apprenticeships can be completed within one training firm if the firm and the person in training fulfil stipulated requirements. The training occurs in both of the trades/occupations simultaneously, the duration of

⁵⁰ BMWA, undated; BMWA 2002

⁵¹ BMBWK 2002, 49

⁵² Externistenprüfungsverordnung 1997

⁵³ Schulunterrichtsgesetz 2006

⁵⁴ BMWA, undated



the entire apprenticeship period comprises half of the total duration of the individual apprenticeship periods plus one year, however, a maximum total of four years. The completion of a apprenticeship examination in a certain apprenticeship trade or occupation can also replace the entire apprenticeship period, or the apprenticeship examination in one or more related apprentice occupations.⁵⁵

__ From IVET into higher education

It is possible to receive credit for individual subjects or parts of study programmes with or without examining the skills and knowledge at a *Fachhochschule* if the student is able to demonstrate the “equivalence of acquired skills and knowledge.” The credit transfer usually occurs on an individual basis. For *Fachhochschule* study programmes aimed at certain target groups, however, special regulations are in place for people in employment who have graduated certain schools. These agreements are set forth in a *Fachhochschule* managing body’s application for accreditation of an individual *Fachhochschule* course.⁵⁶

Access to the relevant *Fachhochschule* course of study can also be granted without a school-leaving examination with a record of “job-related vocational qualifications,” for example, in the form of vocational training and practice. In part, in such cases it is necessary to sit supplementary examinations before beginning the course of study or during the first year. As a rule, either adult education facilities or the *Fachhochschule* offer courses to prepare for these examinations.⁵⁷

The *Studienberechtigungsprüfung* provides access to a specific course of study. For the admission to the examination, among other things, a person must be at least 22 years old, or 20 if a minimum of four years of education have been achieved in the completion of an apprenticeship, an intermediate technical and vocational school, or additional educational courses of study. The examination consists of an essay on a general theme and a total of four mandatory subjects and electives, whereby the choice of subjects must correspond with the planned course of study. Credit for previously completed examinations is possible.⁵⁸

The *Berufsreifeprüfung* can be sat to obtain unrestricted access to courses of study at *Fachhochschule*, academies, and universities. Four examinations must be completed, in German, mathematics, a modern foreign language, and a subject of vocational practice, whereby the examination candidate can choose the order for completing the individual subjects and the time of the examination. Parts of the *Berufsreifeprüfung* can be waived. It is possible to credit, for example, final examinations sat in continuing education courses in adult education that are recognized as being equivalent, partial examinations of an (external candidate-) *Reifeprüfung* at a secondary school, and certain language certificates. It is also possible to transfer credit for a subject examination by presenting an equivalent certificate, such as

⁵⁵ BMWA undated; Beidernikl/ Paier (Thema 4), 70; ibw 2006

⁵⁶ Fachhochschulrat 2005a

⁵⁷ Fachhochschul-Studiengesetz 2006; Beidernikl/ Paier 2003 (Thema 4), 66

⁵⁸ Studienberechtigungssetzung 2001



Werkmeisterprüfung (foreperson's examination), a mastercraftsperson examination, or a qualifying examination.⁵⁹

Recently, there have also been a series of innovative models developed for cooperation between *vocational schools* and institutes of adult education pertaining to the *Berufsreifeprüfung*. *vocational schools* can take over part of the preparation in the context of German and English courses for the *Berufsreifeprüfung*. Individual *vocational schools* also cooperate with secondary academic schools in the preparation for the *Berufsreifeprüfung*. In addition, individual projects have developed special forms for combining apprenticeships and the *Berufsreifeprüfung*.⁶⁰

A training project in the technical field in Upper Austria that combines an apprenticeship and *Reifeprüfung* at a higher technical and vocational school has been underway since 2003: Theoretical training takes place at a vocational school and also at a technology and innovation centre where young people prepare for the *Reifeprüfung*. Practical training occurs in training firms. After three and a half years, apprentices can sit the examination for completion of an apprenticeship, as usual, and after five years they can sit the *Reifeprüfung* as external candidates at a higher technical and vocational school.

___ From IVET to CVT (if in the formal system)

Those who would like to pursue a degree from a college for people in employment through second chance education have the opportunity to shorten the duration of their course of study through “admission to an advanced semester” if they have appropriate prior training. This can occur through an entry examination, a record of completed subjects and completed examinations as an external candidate, or a display of appropriate achievement in the context of instruction.⁶¹

In addition to access to higher education, the *Berufsreifeprüfung* also enables unrestricted access to non-university programmes at the tertiary level, such as vocational colleges and academies.⁶²

Those who have completed a relevant apprenticeship or have attained qualifications through education at a school or university or an appropriate CVT course, can receive credit for individual parts of modules or modules of a mastercraftsperson examination.⁶³

Access to CVET university courses is also open to those without a *Reifeprüfung* who have relevant vocational training. An additional requirement is long-term professional practice.⁶⁴

___ Within CVT (transfer to other sectors)

⁵⁹ Beidernikl/ Paier 2003 (Thema 4), 85; Junge 2005, 27; BMBWK undated a

⁶⁰ Klimmer/ Schlögl 2005, 17ff

⁶¹ Schulunterrichtsgesetz für Berufstätige 1997

⁶² BMBWK undated a; Junge 2005, 27

⁶³ Wallner 2002, 46 f

⁶⁴ Universitätsgesetz 2002

In Austria there are only a few formal offers in the area of CVT. Most programmes can be found in non-regulated area.

__ From CVT to higher education

At *Fachhochschulen*, it is possible to transfer credits for a subject if the corresponding skills and knowledge have been acquired in CVT and records can be provided. The credit transfer is at the discretion of the responsible party, usually the lecturer or the course administration. In some circumstances, an examination on course content will be required. Credit transfers occur, as a rule, for basic subjects taught in the first year.⁶⁵

The actors involved have already been cited in 80303.

0805 Transferring and validating learning from non-formal/informal ⇔ formal - Implementation and practices

__ Access to education and training programmes

It is possible for a student to advance an extra school year and thereby enter in the year after the immediately preceding one based on his or her exceptional achievement and ability if there is no likelihood that this will impose excessive demands. Under certain circumstances, an assessment examination is required.⁶⁶

Those who would like to attend an *academic secondary school* or a *secondary vocational school* on a part-time basis while working, can enter in a later school year by sitting an entry examination.⁶⁷

For those without a *Reifeprüfung*, other subject-related vocational qualifications, in addition to the formal training paths of an apprenticeship or *intermediate vocational school*, can be recognized as entry requirements for a *Fachhochschule* course of study. If required by the aim of the course, then these students must sit supplementary examinations. This can take place either prior to admission to the course of study or within a certain period of time, but in any case, before the start of the second year of studies. The supplementary examinations can be sat at adult education facilities, at State organized CVT, at private *foreperson's schools* that are publicly certified, or at institutes that offer *Fachhochschule* courses of study.⁶⁸

⁶⁵ Fachhochschul-Studiengesetz 2006

⁶⁶ Schulunterrichtsgesetz 2006

⁶⁷ Schulunterrichtsgesetz für Berufstätige 1997

⁶⁸ Fachhochschul-Studiengesetz 2006



With the *Studienberechtigungsprüfung*, it is possible to gain restricted admission to study for courses at universities, academies, and colleges, that is, the examination permits only the study of a certain subject or combination of subjects. Therefore, one must declare the chosen course of study in advance. Additionally, proof of successful vocational or non-vocational preliminary training for this course of study is necessary, or corresponding supplementary examinations must be sat. The examinations comprise a test of German and from one to three mandatory subjects and electives that correspond with the chosen course of study. Courses are offered for the preparation for the examinations, although attendance in these courses is not mandatory. There is a limited possibility to transfer credit for examination modules.⁶⁹

Along with graduates from various courses of study at the university, also persons with relevant non-university training and professional experience are allowed access to *CVET university courses*. There are no designated supplementary examinations for persons who have not graduated from a course of study.⁷⁰

___ Admission to exams to acquire qualifications/certificates/diplomas

In addition to those who have completed an entire apprenticeship, also those who are at least 18 years old and have acquired the corresponding vocational skills and knowledge in another form, for example, in practice or in courses, and can provide records of such (exceptional admission to the apprenticeship examination), are able to sit the examination for completion of an apprenticeship. They must bring the appropriate application to the Apprenticeship Centre of the Chamber of Commerce and sit the written and oral apprenticeship examination.⁷¹

It is possible to sit the *Reifeprüfung* or examinations on individual subjects or school years as an external candidate. The examinations take place at the corresponding schools or at specially set-up examination commissions. Records of a certain number of completed years of school, or a graduation from a school is required for entry to the exams. Examination preparation occurs independently, course attendance is not mandatory. The candidates can select the date and order of the individual examination modules.⁷²

The *Ausbilderprüfung* (IVET trainer examination) is open to people over the age of 18. Registration for the examination takes place at the Mastercraftsperson examination Centres of the Chamber of Commerce. Examples taken from practical training are discussed in the oral examination.⁷³

Access to the *Meisterprüfung* (mastercraftsperson examination) is open to all persons over the age of 18. This examination consists of five modules, whereby credit can be applied for individual modules for prior skills and knowledge from a related apprenticeship or education. The examinations are offered at specific times at the

⁶⁹ BMBWK undated.b

⁷⁰ Universitätsgesetz 2002

⁷¹ Wallner 2002, 43f; Junge 2005, 25; Beidernikl/ Paier 2003 (Thema 4), 39

⁷² Schulunterrichtsgesetz 2006

⁷³ BMWA undated, 118f; Der Ausbilder undated

Mastercraftsperson's examination Centres of the Chambers of Commerce in each federal province.⁷⁴

According to the requirements of the syllabus, it is possible to sit university course examinations, subject examinations (individual examinations on the material of a subject defined in the syllabus or curriculum) or a *kommissionelle Gesamtprüfungen* (comprehensive examination before a commission) without previously attending a course. For subject examinations or comprehensive examinations before a commission it is not necessary to sit parts of the examination that are already covered by other examinations. Attendance is mandatory in courses that have an examination-character.⁷⁵

In the area of internationally marketable certifications, some transfer into the formal system is possible. For example, credits for language certification in which qualifications are certified at a sufficient level can be applied to the *Berufsreifeprüfung* or the *Studienberechtigungsprüfung*.⁷⁶

___ Access to other forms of validating and transferring learning

Access to regulated trades and crafts requires a qualifying examination. One possibility is to supply records of vocational practice in combination with training in a similar job. Another possibility is to attain an individual qualifying examination by providing job references, course attendance certificates, or similar documents to the regional administrative authority.⁷⁷

080501 Sector initiatives for transfer and validation of learning from non-formal/informal ⇔ formal

In 2004, the healthcare and social service sector achieved an agreement in accordance with Art. 15a B-VG between the federal State and the provinces with regard to occupations in the social service field. This agreement should, among other things, regulate creation of a modular training system, harmonization of job profiles and descriptions, mobility and progression between the individual vocational groups, and uniform recognition of training programmes.⁷⁸ The recognition of skills and knowledge acquired in the non-formal and informal contexts is a medium- to long-term goal of the healthcare and social service sector.⁷⁹

Greater inclusion of competences acquired in informal learning processes has been discussed across sectors in connection with the modularization of apprenticeship training in the dual system.

⁷⁴ Wallner 2002, 47

⁷⁵ Information from "Student info point," University of Vienna

⁷⁶ Wallner 2002, 52ff, Markowitsch/ Jonach 2005, 11ff

⁷⁷ Wirtschaftskammer Österreichs 2003

⁷⁸ BMSG 2004

⁷⁹ Riegler undated, 52

080502 Profile of users/candidates for transfer and validation from non-formal/informal ⇔ formal

There is no comprehensive overview of the utilization of the described measures, the description of individual statistics and evaluations, however, can highlight various user groups.

The percentage of persons who sat and passed the apprenticeship examination by way of an exceptional admission to the apprenticeship examination was 8.6 percent in 1990, in 1995 it was 14.5 percent, and by 2001 the percentage had levelled off at 14.3 percent (7,277 of a total 50,770). In 2002, the share reached 14 percent, of whom three-quarters were adults pursuing their first degree. One quarter aspired to acquire a so-called supplementary examination.⁸⁰

In terms of access to courses of study at the *Fachhochschule*, in the period from 1994 to 2004, the percentage of students who entered in ways other than through the *Reifeprüfung* from an *academic secondary school* or *higher technical and vocational school* rose from 13 percent to 16 percent. It is possible to discern various developments within this group. Whereas the percentage of persons with a *Berufsreifeprüfung* (2004/05: 3.74 percent) or *Studienberechtigungsprüfung* (2004/05: 1.58 percent) rose slightly overall, the percentage of graduates from an *intermediate technical and vocational school* (2004/05: 0.82 percent), an *apprenticeship* in the dual system (2004/05: 2.32 percent), or a *foreperson school* (2004/05: 0.16 percent) dropped.⁸¹ The percentage of those who began a course at the university after the *Studienberechtigungsprüfung*, *Berufsreifeprüfung*, or another second-chance education scheme, was 3.4 percent in 2005.⁸²

An evaluation of the *Kompetenzbilanz* (competence statement) of the *Zukunftszentrum Tirol* ("Centre for the Future") is presented here as an example of the initiatives for identifying competences (see 0807). The participants in the evaluation were, on average, 36 years old. 67 percent were female, and 85 percent employed. The participants had relatively advanced degrees: a third had a university or *Fachhochschule* degree, 22 percent had a *Reifeprüfung*, 13 percent had a degree from an intermediate technical and vocational school, and 13 percent had graduated from an apprenticeship.⁸³

The reasons for their participation in the schemes differed according to the focus of the programme. For example, main motives cited for completing the *Berufsreifeprüfung* were: the desire to learn something new, to make up for something that had been neglected, and to attain better professional qualifications and access to higher education.⁸⁴

⁸⁰ Junge 2005, 26; Schneeberger/ Petanovitsch 2004 (Thema 5), 12

⁸¹ Fachhochschulrat 2005b

⁸² BMBWK 2005b

⁸³ Triebel 2005, 19ff

⁸⁴ Klimmer/ Schlögl 1999, 6

Those who completed a *Studienberechtigungsprüfung* cited the desire for academic education and training combined with an important motive, the possibility to achieve a professional goal. In addition to professional and prestige motives, other important factors were curiosity and filling the time during a career break (leave of absence, maternity leave, unemployment).⁸⁵

The participants in the *Kompetenzbilanz* (competence statement) at the *Zukunftszentrum Tirol* aspired to form a clear picture of their competences, find new goals for their lives and careers, develop in their jobs, gain self assurance, and reorient themselves career-wise.⁸⁶

080503 Barriers to accumulation, transfer and validation of learning

The distribution of competences among the various ministries presents a possible barrier to the development of initiatives. The separation of vocational and general education continues in the competences of the ministries, although there are overlaps here: General adult education is located in the BMBWK, Additionally, educational schemes for adults are also financially supported by other ministries and serve to implement their respective political areas:

- ___ The BMWA is largely responsible for CVET. Main concentrations are vocational qualification as an employment policy method and the promotion of in-company vocational training and continuing training.
- ___ The BMSG focuses on the following areas: vocational integration of people with handicaps, parent education and family counselling, life-long learning in the sense of educational programs for senior citizens and educational programs for voluntary work..
- ___ The Federal Ministry for Agriculture and Forestry (BMLFUW) as well as the Federal Ministry of Health and Women (BMGF) take measures in the area of adult education related to their own special area.

Other possible barriers to accumulating, transferring, and validating learning are the lack of a uniform strategy and, in conjunction with that, a higher-level coordinating institution.

Austria does not have as great a need to recognize non-formal and informal learning as compared with other European countries. In part, this situation is due to the fact that in-company experience-based learning takes place largely as part of the dual system training scheme.⁸⁷ Also, the percentage of employed people with only a compulsory school degree (ISCED 0-2) is relatively low at 16 percent. The percentage of people with an apprenticeship degree is much higher at 38 percent (figures from 2004).⁸⁸

⁸⁵ Birke et al 2001, 121ff

⁸⁶ Triebel 2005, 30f

⁸⁷ Junge 2005, 24

⁸⁸ Statistik Austria 2006



In previous documents, labour and industry lobbies were described as remaining sceptical toward the recognition of non-formal and informal learning.⁸⁹ They feared an undermining of the dual system and a weakening of the career concept through its disassembly into modules.⁹⁰ However, it is possible to ascertain from the currently available statement on the EQF consultation process, that the attitude of the lobbies, while definitely critical with regard to certain points, is basically positive.

The lack of an overview might present a barrier for potential users. The possibilities for transfer of formally acquired competences and recognition of informally or non-formally acquired competences could be perceived as separate, individual schemes and not as a comprehensive whole. For example, while the homepage www.erwachsenenbildung.at lists various projects for identifying competences that do not entail any formal degree, it does not list the available opportunities provided for by law for sitting various examinations in the formal educational system, including those that do not require preliminary training.

0806 Transfer and validation of learning for VET teachers and trainers

__ IVET teachers

Teachers in the formal educational system must have various forms of training. In addition, a portion of the teaching staff at vocational schools must have long-term professional experience in addition to the corresponding training (depending on the subject area and school, this can be graduation from an apprenticeship, a *Reifeprüfung*, or a course of study at a university or teacher training college). For several of the teachers, training at the Vocational Teacher Training Colleges accompanies the first few years of teaching praxis.⁹¹

__ IVET trainers

The IVET trainer examination is necessary for authorization to train apprentices in a firm. Required for admission to the examination is “legal capacity” (must be over the age of 18); no record of formal qualifications is required.

An exemption from the IVET trainer examination is possible upon presenting a record of certain examinations (among them are various subject examinations, competence examinations, mastercraftsperson examinations, and the entrepreneurial examination). Those who trained apprentices in the time from 1 January 1970 to 1 July 1979 for a total of at least three years, are not required to sit a trainer’s examination or to attend a trainer’s course.⁹²

__ CVT teachers

⁸⁹ Junge 2005, 24

⁹⁰ Archan 2005, 83f

⁹¹ Archan/ Henkel/ Wallner 2004 (Thema 6), 18ff

⁹² Archan/ Henkel/ Wallner 2004 (Thema 6), 45ff; Ausbildung in Lehrbetrieb undated; Der Ausbilder undated; Gleichhaltungsantrag Ausbilderprüfung undated



The continuing education programmes at a scholastic level are special forms of intermediate technical and vocational schools and higher technical and vocational schools. Therefore, teachers have the same requirements with regard to non-formal, informal, and formal qualifications as teachers in the corresponding form of IVET. Teachers in CVET university courses, as a rule, have extensive experience in their field and an appropriate degree.⁹³

__ CVT trainers

There are no legal regulations in terms of required training for carrying out training courses and coaching in the numerous adult education facilities in Austria, or in one's own company. In general, trainers and coaches are expected to bring to the job professional know-how and rhetorical skills. Thus, numerous native speakers and students work in the field of foreign languages, whereas trainers in the computer field are mainly specialists with professional experience. The completion of appropriate courses of study or "training the trainer" courses is possible but not compulsory.⁹⁴

0807 Innovative methods for accumulating, transferring and validation of learning

Identifying Competences:

In the projects for identifying competences described in the following (*KOMPAZ*, *Kompetenzbilanz*, *Kompetenzportfolio*), in part, established methods (Swiss Qualifications Handbook CH-Q System of Managing Competencies) were applied, in part, new methods were developed (*Kompetenzbilanz Tirol*, *Quali-Box*, *Freiwilligenarbeit*, *Familienarbeit*). Depending on the actors, the initiatives are bottom-up or top-down.

In Austria, there are several pilot projects carrying out the identification of non-formally and informally acquired competences. These projects have various structures for financial support (provinces, Chamber of Labour, Chamber of Commerce, ESF, BMBWK, BMSG) and a variety of methodological approaches. The actors in the individual projects exchange experiences in the context of workshops and conferences. Currently, the individual initiatives are oriented mainly toward career planning for specific target groups and identifying prior non-formal and informal learning. Some of the projects have contemplated possibilities for transferring records of competences into formally recognized degrees. Modularization of the formal educational system would be useful in this. In connection with the pilot projects, but also the developments with regard to EQF and NQF, a discussion is taking place that is oriented quite heavily on learning results, there is also a debate on modularization in vocational training (see also 080701).

⁹³ Archan/ Henkel/ Wallner 2004 (Thema 6), 60ff

⁹⁴ Archan/ Henkel/ Wallner 2004 (Thema 6), 64ff

- *Kompetenzanerkennungszentrum (KOMPAZ) der Volksbochschule Linz* (Centre for the recognition of competences at the *Volksbochschule Linz*): The *Volksbochschule Linz* (adult education centre) has carried out an EU project for identifying, recognizing, and certifying social and communicative competences since 2001. A competence recognition centre was founded in 2004. The centre offers workshops for identifying non-formally and informally acquired competences. The “Swiss Qualifications Handbook” CH-Q System of Managing Competencies is used for methodological orientation and the Austrian trainers are also trained in Switzerland. The results of competence identification are compiled in a certificate using a competence profile created by means of the portfolio method. After completing the programme at the assessment centre, participants can obtain a *Volkshochschul*-certificate on social competences.⁹⁵

- *Kompetenzbilanz des Zukunftszentrum Tirol* (competence statement of competences at the *Zukunftszentrum Tirol*): In Tyrol it is possible to visit workshops at the *Zukunftszentrum* to survey non-formally and informally acquired competences. Key here is a process of reflection on personal and career development. The competence statement that results from this process is intended mainly for the participants’ use only.⁹⁶

- *Kompetenzportfolio der Österreichischen Volksbildungswerke* (Austrian *Volksbildungswerke* competence portfolio): Competences gained through voluntary work can be identified through the competence portfolio of the *Volksbildungswerke*. After an approximately two hour consultation with one of the certified portfolio guides, a competence record is put together that is oriented toward applications for concrete job offers.⁹⁷

- Record of familial competences, BMSG: The record of familial competences, which can be traced back to an initiative by the BMSG, is also produced using the portfolio method. Competences gained in the family should be applied as potentially useful skills and knowledge to facilitate a return to the job market.⁹⁸

- *Quali-Box, BIFO Vorarlberg*: The project “*Quali-Box*” from *BIFO* (Career and education information of the Austrian Chamber of Commerce and the province of Vorarlberg) also deserves mention in this context. It was developed in the framework of an ESF project, in part, in cooperation with the project team of “Swiss Qualifications Handbook.” It comprises several brochures with exercises for participants to determine their own interests, abilities, and qualifications. Those interested can work independently on the examples and information in the brochures. The *Quali-Box* is meant to help people judge their own abilities more accurately.⁹⁹

- EQUAL project “*qualifikation stärkt,*” *Integrationshaus Wien*: From 2002 to 2005, the project “*qualifikation stärkt*” (“qualification strengthens”) was carried out by a

⁹⁵ Kompetenzprofil undated

⁹⁶ Zukunftszentrum Tirol undated

⁹⁷ Das Kompetenz-Portfolio für Ehrenamtliche, undated

⁹⁸ Familienkompetenzen - Schlüssel für mehr Erfolg im Beruf 2005

⁹⁹ BIFO Berufs- und Bildungsinformation Vorarlberg 2006

Viennese EQUAL development partnership. Part of the project was the development of a language and qualification portfolio for immigrants through the *Verein Projekt Integrationsbaus* and, through *abz.austria*, to support immigrants with degrees that are not recognized in Austria. The material that was developed for trainers, course leaders, and counsellors can be ordered as a CD-ROM or downloaded online.¹⁰⁰

— EQUAL project “*Berufsbilder und Ausbildungen in den Gesundheits- und sozialen Diensten*” (Job profiles and training programmes in health care and social services): Running at the same time was the EQUAL project “*Berufsbilder und Ausbildungen in den Gesundheits- und sozialen Diensten.*” The project was sponsored by the ESF and BMWA and was implemented by a research institute and several NGOs. Further cooperation partners were the ÖGB (Austrian Trade Union Federation), WKO (Austrian Federal Economic Chamber), and AMS (Labour Market Service). The fourth module of the project was dedicated to testing out an instrument for creating a competence statement, whereby networking with the already existing initiatives (*KOMPAZ, Kompetenz-Portfolio Freiwillige, Kompetenzbilanz Tirol, Familienkompetenzen*) greatly influenced the work. In 2004, a course was carried out with employees in the healthcare and social service sector, “*Arbeit mit der Kompetenzbilanz*” (“Work with the competence statement”).¹⁰¹

— Network “*bewusst kompetent!*”: This network is a joint effort of five EQUAL development partnerships whose aim is to develop and test new possibilities for qualification acquisition for disadvantaged people. Sensitizing job seekers and also those offering jobs to non-formally or informally acquired competences is meant to open or facilitate access to the labour market and educational opportunities.¹⁰²

— Leonardo Project EBIFF: In the context of the Leonardo da Vinci project EBIFF - European passport on professional education in early intervention (European passport on professional education in early intervention) an education pass was developed to assess the competences of professionals in the area of interdisciplinary early support and family guidance. The evaluation of non-formal and informal learning is supported by an online self-assessment tool.¹⁰³

— Leonardo Project VQTS: The goal of the Leonardo da Vinci project VQTS (Vocational Qualification Transfer System) is to facilitate international transfer of vocational qualifications through the development of a competence matrix, which allows identification of acquired competences and a competence profile in a specific qualifications area. Currently, the procedure focuses on formal vocational training, however, the approach also allows for identification of informally acquired competences.¹⁰⁴

Further Leonardo projects:

¹⁰⁰ qualifikation stärkt, undated

¹⁰¹ *Berufsbilder und Ausbildungen in den Gesundheits- und Sozialen Diensten* 2005

¹⁰² *bewusst kompetent!* undated

¹⁰³ EBIFF, undated

¹⁰⁴ VQTS undated

In the context of other projects coordinated by Austrian institutes, innovative methods and models have and will be developed, for example, a certification model with standards for CVT in the area of media (Euro Media Standards), online certification of entrepreneurial qualifications (Your Future – Your Profit) and a European “skills card” for trained Innovation Managers (ORGANIC).¹⁰⁵

Measures for people with learning difficulties:

A crucial factor for implementing the partial qualification in the context of integrative VET was the lack of possibilities for transferring and validating learning. The partial qualification could also be seen as an anticipation of modular apprenticeship training. With this measure, young people who would otherwise be unable to complete an entire apprenticeship programme are able to achieve a partial qualification limited to certain parts of the job profile of an apprenticeship trade or occupation. After a completed partial qualification, entry in a regular apprenticeship is possible, whereby credit is transferred for the proficiencies acquired in the partial qualification. Integrative VET is regulated in the Vocational Training Act.¹⁰⁶

The transfer and validation system’s influence on formal education:

In Austria, the transfer and validation system does not influence formal education and training; instead, the reverse occurs. In the course of developing and discussing modularization and orientation on learning results in the context of quality assurance through educational standards, new possibilities for transfer and validation open up.¹⁰⁷

080701 Research on innovative methods on accumulation, transfer and validation of learning

A study on modularization of apprenticeship training in the dual system was created under commission from the BMWA in 2005 (Archan 2005). It describes possibilities for modularization of in-company and school-based training and presents trends in the apprenticeship field. The greater inclusion of informally acquired competences is also discussed in this context.

A further study commissioned by the BMWA highlights the mobility and progression of the Austrian training system from apprenticeship to post-secondary education (Klimmer/ Schlögl 2005). The study also presents innovative models for the combination of apprenticeship and university or academy access nationally and internationally.

An overview offering expertise on “certification of in-company continuing education achievements in the context of national and international developments” was also worked out under commission from the BMWA in 2005 (Markowitsch/ Jonach 2005).

¹⁰⁵ Euro Media Standards 2004; Your Future- Your Profit undated; ORGANIC 2005

¹⁰⁶ Integrative Berufsausbildung undated; siehe auch Beidernikl/ Paier 2003 (Thema 4), 77ff

¹⁰⁷ Archan 2005, 83; QIBB undated



Another current study describes the relevance of European approaches to recognition of non-formal and informal learning for Austria (Schneeberger/ Petanovitsch 2005).

In 2004, the Lower Austrian Labour Market Service commissioned a survey on the acceptance of certificates recording social and communicative competences (Krenn/ Papouschek/ Vogt 2004).

A study on the certification of acquired vocational qualifications with suggestions for implementation in Austria is available from 2002 (Wallner 2002).

0808 Raising awareness on accumulation, transfer and validation of learning

An information platform for the entire country from the BMBWK can be found at: www.erwachsenenbildung.at. Links to many of the projects described in 0807 can be found here. The distribution of information on validation of informal learning is, additionally, carried out by the institutions and project organizers who offer the service in their regions. Yet at the current time, what remains missing is a higher level platform providing an overview of all the initiatives and measures described in this report.

0809 Transfer and validation of learning for guidance and counselling practitioners

The job of educational and career counsellor is not regulated in Austria; training is regulated in individual cases only. The decision to admit people without formal qualifications into this field is therefore necessary in many cases for facilities offering such services.

At vocational schools and colleges, the training and further education of educational and career counsellors is regulated by the BMBWK. Specially trained teachers are active in this area. The BMBWK is in the process of developing a framework curriculum for this training.

The training for educational and career counsellors within the Austrian Labour Market Service is regulated in-house. The minimum requirement for participation in the forty-week programme is a *Reifeprüfung*.

Educational and career counsellors also receive in-house training in the industrial and labour unions and many have diploma degrees in psychology, education, or social work.

Certificates for educational and career counselling can also be acquired through CVT or CVET university courses. In this way, counsellors and workers can also be active in this field. The *Bundesinstitut für Erwachsenenbildung St. Wolfgang (bifeb)* (Federal



institute for adult education) offers a practical CVT programme for educational counsellors already working in the field; there is also appropriate further education at the *Wirtschaftsförderungsinstitut (WIFI)* in Vienna.¹⁰⁸

In addition to educational and career counsellors, counselling and guidance on the validation and transfer of learning is also offered by institutions active in such areas, for example, in the recognition of non-formally and informally acquired competences. Included among these institutions are the Apprenticeship Centres of the Chambers of Commerce for the apprenticeship examination as an external candidate and the organizing institutions of the individual pilot projects. Information and links to the counselling centres are on the ministries' homepages. Counselling is also available at the Labour Market Services and from various adult education providers.

0810 Financing

The individual institutions involved with transfer and validation serve to maintain the institutional framework and personnel, among other things. The development of new methods in pilot projects and research is financed in many cases through EU initiatives, such as the ESF funded EQUAL-Projects, Leonardo-Projects, or by the European Fund for Regional Development, and in many cases is co-financed by the ministries (BMBWK, BMSG). Depending on who is maintaining the project, there is also support from the municipal and provincial levels. In part, the ministries also set up their own initiatives.

The effects of transfer and validation of learning on costs in formal education and training are difficult to estimate since there are no separate institutions for accumulation, transfer, and validation of learning and the corresponding programmes are tied into the formal system. No separate statistical survey with regard to the costs is available.

The example of the *apprenticeship examination* via exceptional permission should make clear how difficult it is to arrange a calculation of the occurring costs. The candidates must pay an 82 EURO examination fee and a 25 EURO processing fee. The costs that arise from the examination are, however, different for each training trade or occupation as the expenses and duration of the examinations differ greatly. Also, the number of candidates influences the actually incurred costs. If there are a lot of candidates, the proportional costs for the examinations are reduced. In some occupations there are extra examinations scheduled because of the high number of candidates from second chance education, for example, for professional motor vehicle drivers.

¹⁰⁸ Archan/ Mayr 2006, 62f



0811 Transfer and Validation of Learning beyond National Borders

The possibility for recognition of formal degrees completed abroad has always been available.

For those who have completed an apprenticeship in Germany, Hungary, or South Tyrol, many vocational degrees are considered equivalent, which means that the examination certificates are automatically recognized as equal. For Germany, that applies to 324 apprenticeship trades and occupations and 26 mastercraftsperson examinations, for Hungary, it is 23 apprenticeship trades and occupations, and for South Tyrol, 177. For the remaining trades and occupations, it is necessary to apply for a grant of equivalence of the *Lehrabschlussprüfung* (apprenticeship examination) at the BMBWK.¹⁰⁹

In addition, validation of foreign school diplomas and training received abroad is also possible. The recognition of a foreign degree as completion of a regular Austrian course of study (UniStG Art.90 Sec.1 University Studies Act 2002) is called “*Nostrifikation*” (validation). In the university area, the Austrian Information Centre (ENIC NARIC AUSTRIA) is responsible for validation. In addition to completed training and education, credit can also be given for individual parts of an apprenticeship, job-related training, or university study.¹¹⁰

The *School Instruction Act* provides the opportunity for pupils to attend a school abroad for up to one year and subsequently continue the school year in Austria or enter the next school year without having to sit an examination.¹¹¹

At the tertiary level, mobility is even more strongly promoted. The introduction of ECTS has facilitated the mechanisms for credit transfer in this area. Quality assurance in implementing ECTS at the level of individual institutions is guaranteed through awarding the ECTS seal on the basis of specific criteria. In Austria, the *Technische Universität Graz* and the *Fachhochschule Vorarlberg* carry this seal.¹¹²

Europass documents with data banks are available on the Internet. There is quite a great interest in the Europass in Austria. Awareness of the programme can be interpreted from the number of hits on the website. Since the online publication of www.europass-info.at, visitor numbers have risen steadily. The website meanwhile records 1,100 visitors daily. Since the site's existence, the Europass CV has been downloaded approximately 10,000 times in German and 2,500 times in English (figures from 02/2006). Within one month, the following hit counts were recorded for the individual Europass overview pages:

¹⁰⁹ Gleichhaltung von Lehrabschlussprüfungen undated

¹¹⁰ Aus- und Weiterbildung/ Abschlüsse undated

¹¹¹ BMBWK 2006

¹¹² BMBWK 2005c, 30

CV	6,587 requests
Language Passport	1,193 requests
Europass general	1,051 requests
Europass Mobility	605 requests
Certificate Supplement	463 requests
Diploma Supplement	312 requests

To obtain the Europass Mobility, the applicant must register online at www.europass-mobilitaet.at. After registration, sending and host organizations and interns can enter their data. Statistics on registration have gathered since 2003, and have recorded a steady increase:

575 registrations
1,000 registrations
1,333 registrations
1,350 registrations (until and including 30 June)

Certificate supplements have been developed in the context of the Europass initiative in order to increase the transparency of vocational qualifications; the complete list of certificate supplements in German and English is also available online at: www.zeugnisinfo.at

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Annex:
Theme 8: Accumulating, transferring and validating
learning – Detailed thematic structure

Theme 8: Accumulating, transferring and validating¹ learning

The educational and occupational mobility of citizens is one of the priorities of current European policies. The European Employment Strategy stresses the need to increase participation in the labour market, employment rates and to promote social inclusion. The Lisbon objectives stress that: “Individuals must update and complement their knowledge, competencies and skills throughout life through participation in lifelong learning²”.

The Council has reached agreement on a number of issues such as “guidance throughout life; principles for the identification and validation of non-formal and informal learning; ... and the Europass single framework for the transparency of qualifications and competencies.³”

All these initiatives highlight the need to allow to people to move between, e.g.:

- a) education and training environments within a country;
- b) education and training environments across national boundaries;
- c) different jobs or occupational fields within a country
- d) different jobs or occupational fields across national boundaries
- e) education/training and work and vice versa

Mobility can be **vertical**:

- a) progressing to a higher level of education and training
- b) getting a better job/position

horizontal:

- a) transferring from one educational or training pathway or environment into another
- b) moving from one municipality/region/country to another but keeping a similar job

or **diagonal** (doing both at the same time).

For education and training, this implies giving people credit for their learning irrespective of the way, the environment (e.g. within the formal education or training system, at the workplace, in volunteer work, in their spare time, with the family) or the place (municipality, region, country). For this purpose, tacit knowledge and skills need to be made visible and valued. This implies that people get access to information and guidance about the possibilities to have their non-formal or informal competences validated.

As regards certificates or qualifications acquired within the formal education and training system, municipalities/regions/countries usually either have

- some form of legal regulations stipulating labour market rights and/or progression to further learning (including credit transfer systems) or

¹ Please note: while the term validation may be used differently in the Member States, in this context it is to be understood in the meaning used in the doc 9600/04 EDUC 118 SOC 253 on “Common European Principles for the identification and validation of non-formal and informal learning”.

² Commission of the European Communities (2005), PROGRESS TOWARDS THE LISBON OBJECTIVES IN EDUCATION AND TRAINING, SEC (2005) 419, page 5

³ Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (December 2004), page 1.

- have developed qualification frameworks to match learning outcomes, educational levels and occupational tasks or positions

The national situation depends on the individual country's traditions in education and training, specific features of the labour market (e.g. is there a high number of regulated professions and trades, does collective bargaining play a big role or is the labour market mostly deregulated).

The EU directives on recognition of professional qualifications⁴ prescribes procedures for citizens' access to regulated professions and trades and relevant entitlements across national boundaries. As for non regulated occupations and educational opportunities, different approaches apply, e.g. legally regulated recognition procedures, bilateral or sectoral agreements, agreements within mobility initiatives, trust or decision at the discretion of the receiving body.

Getting credit for learning that does not result in a formal certificate or diploma is still a challenging issue in many countries. In the follow-up to the report on the concrete future objectives of European Education and training systems (March 2001), the detailed work programme adopted by the Council in 2002, called for the development of ways to officially validate non-formal learning experiences. In May 2004, agreement was achieved on Common European Principles for the identification and validation of non-formal and informal learning (Council conclusions). This process was specifically encouraged in the Priorities at a National level listed in the Maastricht Communiqué⁵.

The review of National Practice in the 2004 European Inventory identified that whilst some countries have developed systems or mechanisms to identify and validate non-formally or informally acquired knowledge and skills and competences, others are still in the planning stage.

Please note the definitions of the terms formal, non-formal and informal learning at EU-level, as the meaning in your own country might be different:

a) formal learning:

“learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective”.

b) non-formal learning:

“learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective”.

c) informal learning:

“learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or “incidental”/random)”.

⁴ 12 directives to be merged into one, see common position of Council and European Parliament published in December 2004.

⁵ Op.Cit. pages 2 & 3.

In this theme we group the latter two together so, pragmatically speaking, non-formal and informal learning **is what people learn outside the formal education and training system in a specific country.**

Validation of non-formal and informal learning can take several forms; e.g.

- it can ease the access to education. This can be through
 - giving people access to further and/or higher education by ;
 - allowing them to transfer (at least some of) their previously acquired knowledge and skills to a pathway at a similar or higher level; or
 - allowing them to demonstrate or prove that they already know relevant parts of the curriculum and therefore can be exempted from it;
 - it can provide the basis for formal recognition of knowledge and skills (e.g. by the issuing of a certificate);
- it can provide access to a (better paid or more secure) job; or
- it can give social recognition.

In the best of cases, it gives all these at the same time.

Please note: in the following template we are primarily interested in getting information on policy initiatives, (be they) at (regional, sectoral or) national level, which have a general impact on identification, accumulation, validation and transfer of learning in your country. We are less interested in specific schemes that only benefit a limited number of people

In your work on this theme, you may want to draw on related surveys and studies:

- European Inventory project on the Validation of non-formal and informal learning (end of 2004/beginning of 2005, by ECOTEC on behalf of the European Commission - DG Education and Culture) (see <http://ecotec.com/europeaninventory2004/2004.html>)
- Questionnaire on Recognition, Validation and Certification of Non-formal and Informal Learning by UNESCO Institute for Education in Hamburg (2004)⁶

Besides, you may also want to consult Cedefop's virtual community on non-formal and informal learning and the appropriate pages of the European Training Village.

⁶ UNESCO INSTITUTE FOR EDUCATION (UIE): Letter to the national UNESCO commissions on "Recognition, Validation and Accreditation of Non-Formal and Informal Learning." Hamburg, 6 May 2004

NB please note that the structure of this template follows, as far as possible, the overall structure of the database, i.e. the 11 themes.

0801 General background	<p>In this data island we ask about status of formal qualifications and the value of non-formal and informal learning in your country?</p> <p>In some countries FORMAL CERTIFICATES AND QUALIFICATIONS (issued by competent authorities – see your theme 4 description) are a PREREQUISITE to access further education and training programmes or specific occupations and form a basis for labour market rights and salaries. In others, LEARNING OUTSIDE THE FORMAL SYSTEM can form a basis to re-access learning, to be exempted from part of an education and training programme or reduce its duration, have skills officially recognised, or get access to the labour market.</p> <p>Please provide a general outline of the situation in your country explaining the underlying principles:</p> <ul style="list-style-type: none"> - what is your country’s tradition as regards mobility within education and training (horizontal and/or vertical, between general and VET) or into/within the labour market? - in what way do labour market features influence education and training in your country? Is the labour market e.g. regulated or deregulated? Is there a high/low number of regulated professions and trades where specific training is a prerequisite to access? Do collective agreements define the access to certain occupations? - to what extent does the formal education and training system cover the occupational fields in your country? To what extent does it provide qualifications that are (automatically) recognised on the labour market (explain if there is a coherent system or grid of qualifications at different competence levels; e.g. a national qualification framework; or if there are sub-systems in different regions or in different sectors)
0802 Policy development on accumulating, transferring and validating learning	<p>What are currently the main policies relevant to accumulating, transferring and validating learning in your country? In what way are educational policies coherent with employment policies in this respect? Where does policy development take place (e.g. at government, regional or sector level? Are they top down, bottom-up, mixed approaches?). Who are the key actors in policy development (government bodies, social partners, NGOs, a combination of many)?</p> <p>Please fill in the attached table if possible , including both public and private sector (e.g. social partners, private</p>

	enterprises). If there is a difference between sectors, please specify. Please inform on a national policy approach (if it exists) which, within the framework of LifeLong Learning, links guidance and counselling, identification, transfer and validation of learning, and access to further learning opportunities.
080201 Impact of cooperation at EU-level on policy development for accumulating, transferring and validating learning	In what ways, if at all, do EU-level initiatives contribute to shaping the policies in your country? Here we mean for instance Council conclusions of May 2004 on “Common principles for the identification and validation of non-formal and informal learning” and the proposals being prepared by the Commission on a “European Qualifications Framework” and a “European credit transfer system in VET”? What actions, if any, have been taken to encourage a social dialogue for policy development at national/regional level which is in line with the common principles?
0803 Legal, administrative and institutional framework for accumulating, transferring and validating learning	What, if any, are the legal regulations that form the basis for your country’s qualifications system? What, if any, are the legal regulations or mechanisms that define, e.g.: <ul style="list-style-type: none"> • access to the labour market/specific occupations/exercise of labour market rights; • mobility between different sectors; • allocation to specific salary levels; This means for the transition from <ol style="list-style-type: none"> a) FORMAL education and training into the labour market; b) NON-FORMAL/INFORMAL education and training into the labour market. If possible, please provide your information in a table.
080301 Legal framework for accumulating and transferring learning within education and training from FORMAL ⇔ FORMAL	What, if any, legal regulations exist within the formal education and training system for accumulation and transfer of (partial) qualifications e.g. <ul style="list-style-type: none"> • between general education and VET and/or vice versa; • between different types of IVET (horizontal between sectors, vertical between education levels) • from IVET into higher education; • from IVET to CVT (if in the formal system); • from CVT to higher education If there are no specific regulations, please say so. Please be brief and refer to the explanations in themes 4 or 5 where applicable
080302	What, if any, legal regulations exist for accumulating, transferring and validating learning from NON-

<p>Legal framework for accumulating, transferring and validating learning from NON-FORMAL/INFORMAL ⇒ FORMAL</p>	<p>FORMAL/INFORMAL ⇒ FORMAL? e.g.:</p> <ul style="list-style-type: none"> • access to education and training programmes; • admission to exams to acquire formal qualifications/certificates/diplomas; • access to other forms of validation or transfer of learning in order to obtain a formal qualification (partial or full). <p>Please describe those briefly. If there are no specific regulations, please say so.</p>
<p>080303 Bodies involved in the administrative framework for the transferring, accumulating and validating learning</p>	<p>Please explain which bodies are involved and at what level in transferring, accumulating and validating learning in your country? What are their roles? Explain if they have other tasks like e.g. guidance and counselling. Has there been a move towards (de)centralisation in this respect in recent years? Are there separate bodies for transfer from e.g.:</p> <ul style="list-style-type: none"> • formal ⇒ formal (between different sub-systems); • non-formal/informal ⇒ formal; • across specific economic sectors? <p>Please provide the information in a table if possible. If no such systems exist, please say so and, if possible, explain why. Please avoid referring to measures not yet implemented.</p>
<p>0804 Implementation of and practices for accumulation, validation and transfer of learning</p>	<p>What are the principles underlying the implementation of accumulation, transfer and validation of learning in your country; to what extent are they in line with the Common European Principles for the identification and validation of non-formal and informal learning? Please specify for the following principles:</p> <ul style="list-style-type: none"> • equal access and fair treatment for all individuals (individual entitlements); • obligations (responsibilities, approaches, quality assurance mechanisms) of stakeholders; • fair, transparent processes and procedures for identification and validation of non-formal and informal learning (confidence and trust); • credibility and legitimacy. <p>When were these initiated and, if implemented, how are they managed and monitored? (if different from 0803030) If no such initiatives exist, please say so.</p>
<p>080401 Implementation of and practices for accumulation,</p>	<p>What are the mechanisms/tools/methods/practices for de facto accumulation and transfer of (partial) qualifications</p>

<p>validation and transfer of learning WITHIN FORMAL education and training -</p>	<ul style="list-style-type: none"> • between general education and VET and/or vice versa; • between different types of IVET (horizontal between sectors, vertical between education levels) • from IVET into higher education; • from IVET to CVT (if in the formal system); • within CVT (transfer to other sectors); • from CVT to higher education. <p>(For example, modular system with credit points; testing; exemption from training modules/subject to reduce duration of a programme, direct access to specific exams). Who are the actors involved (if different from 080303) and what are their roles (e.g. monitoring)? If applicable, please make a table. Please be brief and refer to the explanations in themes 4 and 5 where applicable. If no such initiatives exist, please say so.</p>
<p>0805 Transferring and validating learning from NON-FORMAL/INFORMAL ⇒ FORMAL - Implementation and practices</p>	<p>What, if any, are the mechanisms/tools/methods/practices for de facto transfer and validation of knowledge and skills education and training from NON-FORMAL/INFORMAL ⇒ FORMAL as regards, e.g.</p> <ul style="list-style-type: none"> • access to education and training programmes; • admission to exams to acquire qualifications/certificates/diplomas; • access to other forms of validation, transfer of learning <p>(e.g. traditional testing; competence-based testing methods; exemption of training modules/subject areas to reduce duration of a programme)</p>
<p>080501 Sector initiatives for transfer and validation of learning from NON-FORMAL/INFORMAL ⇒ FORMAL</p>	<p>In which sectors are initiatives on validation of informal and non-formal learning frequent? These could be e.g. “new” professions where formal qualifications are not yet available, or in professions undergoing a transition phase.</p>
<p>080502 Profile of users/candidates for transfer and validation from NON-FORMAL/INFORMAL ⇒ FORMAL</p>	<p>What quantitative and qualitative information exists on people wishing to use validation initiatives? Are they e.g. young people, unemployed, women returners, people wanting to change career, professionals, volunteers, etc.? What are the dominant reasons/purposes for them to wish to have their learning validated? Are these e.g. social status, wish for a better job, higher salary, access to education/training or simply a hope of increased respect?</p>

	If no information is available yet, please say so, and if possible, explain why.
080503 Barriers to accumulation, transfer and validation of learning	<p>What are the most important barriers to implement mechanisms/initiatives for</p> <ul style="list-style-type: none"> • accumulation and transfer of learning within the formal education and training system • transfer and validation of NON-FORMAL/INFORMAL learning? <p>If there are none, please say so.</p> <p>What are the most important barriers for individuals to benefit from the opportunities/practices on offer</p> <ul style="list-style-type: none"> • within the formal education and training system? • to have NON-FORMAL/INFORMAL learning transferred/validated? <p>If there are none, please say so.</p>
0806 Transfer and validation of learning for VET teachers and trainers	<p>Please describe existing possibilities in your country for people to enter the teaching/training profession without having obtained formal qualifications. These could be e.g. (re)training schemes or recognition of informal or non formal learning (e.g. professional qualifications in the relevant occupational field, work-experience in the relevant field).</p> <p>Please sub-structure the information as follows where applicable: IVET teachers, IVET trainers, CVT teachers, CVT trainers (see theme 6).</p>
0807 Innovative methods for accumulating, transferring and validation of learning	<p>What initiatives, if any, are there to develop new methods to validate learning (e.g. competence-based testing; observing performance)? Are these initiatives bottom-up or top-down?</p> <p>In what way, if at all, do the transfer and validation opportunities help to provide access to and promote new ways of learning? Here we could think of e.g. schemes for people with learning difficulties, targeted measures for marginalised groups, new methods in adult education?</p> <p>In what way, if at all, do transfer and validation schemes influence formal education and training in terms of organisational structure (e.g. modules) or focus (e.g. emphasis on learning outcomes)?</p>
080701 Research on innovative methods on accumulation, transfer and validation of learning	<p>Please give some examples of relevant research at national, regional and local level in your country currently carried out or research/projects in cooperation with other countries: provide brief info on themes and institutions or networks involved</p>
0808 Raising awareness on accumulation, transfer and validation of learning	<p>What dissemination strategies/measures, if any, are in place to inform</p> <ol style="list-style-type: none"> a) citizens, and in particular non-traditional learners/disadvantaged groups, and low skilled b) employers, training providers, public service administration personnel, social partner organisations, civil

	<p>society organisations etc</p> <p>ON</p> <ul style="list-style-type: none"> • the opportunities available to accumulate, transfer and have learning validated • the potential value/benefits of accumulating, transferring and validating learning • institutions/bodies to assist them <p>If there are none, please say so.</p>
0809 Transfer and validation of learning for guidance and counselling practitioners	<p>Please describe any existing possibilities in your countries for people to enter the guidance and counselling profession without having obtained formal qualifications (if required). These could be e.g. (re)training schemes or recognition of informal or non formal learning.</p> <p>How do they inform other people (students, people already in the labour market, the unemployed etc.) about existing possibilities for validation of non formal or informal learning?</p>
0810 Financing	<p>Who provides the funding/covers the costs in the transfer and validation of learning, e.g. for.:</p> <ul style="list-style-type: none"> • institutional/administrative framework and personnel; • validation tools/methods, procedures; • pilot projects; • research. <p>What impact does transfer and validation of learning have on the costs/expenses incurred by formal education and training?</p>
0811 Transferring and validating learning across national boundaries	<p>What provisions and mechanisms are there to transfer/validate knowledge/skills/qualifications acquired abroad, e.g. for</p> <ul style="list-style-type: none"> • the validation/recognition of learning (formal, non-formal or informal) of new citizens (incoming) (beyond the EU directives on recognition of professional qualifications; provisions for transfer and validation of skills from third countries) • young people from your country who spend time abroad for educational purposes (outgoing). <p>To what extent/ in what way, if at all, is learning abroad within mainstream education and training programmes valued?</p> <p>To what extent are the Europass (see www.europass.cedefop.eu.int) tools known and used in your country?</p>

Table for 0802:

Responsible actors	what people already have	what they want to get
	formal qualifications ⇒	other formal qualifications
	informal or non-formal learning ⇒	formal qualifications (access, decreased study time, partial qualifications or full qualifications)