

FINAL VERSION

Report AUSTRIA

to the Symposium

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

**ICCDPP - International Center of Career Development and Policy
International Symposium in cooperation with**

***Skills Norway – Kompetanse NORGE
17th – 20th of June 2019 Tromsø / Norway***

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Austrian Association for Education and Economics**

***On behalf of
Austrian Federal Ministry of Education, Science and Research***

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

With Support from:
Bliem Wolfgang, ibw Austria - Research & Development in VET



Background of the Symposium and this Report

The history of this "9. International ICCDPP Symposium" goes back 20 years.

In 1999, the 1st International meeting took place in Canada, with 14 participating countries. It gave the initiative for preparation of the OECD project "Career Guidance Policies", which took place from 2000 to 2003 and in which Austria participated actively.

To disseminate the results of this OECD project, the 3rd International Symposium was held in Toronto in 2003, organized by OECD, in cooperation with European Commission, World Bank, IAEVG, in which Austria participated.

Since then, Austria has been actively involved in all following Symposia - 2006/2007/2009/2011/2015/2017/2019.

These were and are not just "participations", these are always active preparations, drafting of country papers, reflection of the resulting synthesis papers, interactive participation in the symposia, presentations in working groups and in plenary and in thematic panels.

The key messages from the work in the symposia and the resulting action plans at the national level were consistently brought into the discourse in Austria.

In connection with the manifold European and international contacts, cooperations, projects and networks with OECD, with ELGPN-European Lifelong Guidance Policy Network, with accompanying projects on Lifelong Learning Strategy for Austria with neighboring countries, with regional events, involving international experts out of ELGPN etc. many things were not created in Austria like that.

The Lifelong Guidance National Forum, the National Strategy for Lifelong Guidance 2006, whose five key strategic messages have already anticipated much of the 2008 European resolution, and the LLL: 2020 strategy have built on insights and experience from international contacts.

These contacts should be continued and actively used.

The international symposium 2019 was and is such an occasion from which once more experience and insights should be derived.

Peter Härtel

Wien, Graz 17th September 2019

Agenda

Monday June 17 th		
19.00-21.00	Welcoming dinner and flag handover Welcoming addresses	<ul style="list-style-type: none"> • Gina Lund, Director General, Skills Norway • Lynne Bezanson, Executive Director, The Canadian Career Development Foundation • Roar Sollied, Executive Councillor for Education, Troms County
Tuesday June 18 th		
09.00-09.45	Opening session	<ul style="list-style-type: none"> • Gina Lund, Director General, Skills Norway • Tom Erlend Skaug, Norwegian State Secretary, Ministry of Education and Research • Lynne Bezanson, The Canadian Career Development Foundation
09.45-10.00	Introduction to the symposium	<ul style="list-style-type: none"> • Ingjerd Espolin Gaarder, Skills Norway • Rie Thomsen, Professor, Aarhus University, Denmark • Tristram Hooley, Professor II, Inland Norway University of the Applied Sciences
10.00-10.45	Keynote speech	<ul style="list-style-type: none"> • Anthony Mann, Head of the OECD VET and Adult Learning team
10.45-11.05	Break	
11.05-11.20	Overview of Symposium process	
Theme #1	Context and challenges for career development policy	
11.20- 11.50	Catalyst speech	<ul style="list-style-type: none"> • Dr. Gideon Arulmani, Director, The Promise Foundation, India
11.50-12.10	Synthesis	<ul style="list-style-type: none"> • Erik Hagaseth Haug, Inland Norway University of Applied Sciences • Hannah Owens Svenningsen, Norwegian University of Science and Technology
12.10-13.00	Table discussion 1	In mixed groups
	Feedback from the tables	
13.00-14.00	Lunch	
14.00-14.15	Insight: The Norwegian example	<ul style="list-style-type: none"> • Ingjerd Espolin Gaarder, Skills Norway • Tonje Gravås, Skills Norway
Theme #2	Aims for, and access to, career development	
14.15-14.40	Catalyst speech	<ul style="list-style-type: none"> • Letshego Mokeki, Director, Career Development Services - Programmes, Department of Higher Education and Training, South-Africa
14.40-15.00	Synthesis	<ul style="list-style-type: none"> • John McCarthy, ICCDPP, France • Tibor Bors Borbély-Pecze, King Sigismund Applied University, Hungary
15.00-15.20	Break	
15.20-16.30	Table discussion 2	In mixed groups
	Feedback from the tables	
16.30-16.50	Observations from the day	
17.30-22.30	Social programme	Trip to Sommaroy by bus

Wednesday June 19th		
09.00-09.10	Welcome day 2	
09.10-10.10	Panel Discussion - International Organisations	Moderator: Spencer Niles, The College of William and Mary, USA
	Panel 1	Anthony Mann, OECD
	Panel 2	Helmut Zelloth, ETF
	Panel 3	Pedro Moreno Da Fonseca , CEDEFOP
	Panel 4	Alison Crabb, European Commission
	Panel 5	Katerina Ananiadou, UNESCO
10.10-10.55	Keynote speech	Bjørn Heinemann, Partner at InFuture, Norway
10.55-11.15	Break	
Theme #3	Integrating career development into wider society	
11.15-11.40	Catalyst speech	Teija Felt, Ministry of Employment and the Economy, Finland
11.40-12.00	Synthesis	<ul style="list-style-type: none"> • Lynne Bezanson, Executive Director, The Canadian Career Development Foundation • Ingrid Bårdsdatter Bakke, Inland Norway University of Applied Sciences
12.00-13.00	Table discussion 3	In mixed groups
	Feedback from the tables	
13.00-14.00	Lunch	
14.00-14.20	Insight: Nordic developments	<ul style="list-style-type: none"> • Rie Thomsen, Professor, Aarhus University, Denmark • Jaana Kettunen, Finnish Institute for Educational Research at the University of Jyväskylä
Theme #4	Leading innovative change for the future	
14.20-14.45	Catalyst speech	Lisa Taylor, President, Challenge Factory and the Centre for Career Innovation, Canada
14.45-15.05	Synthesis	<ul style="list-style-type: none"> • Raimo Vuorinen, Finnish Institute for Educational Research at the University of Jyväskylä • Jaana Kettunen, Finnish Institute for Educational Research at the University of Jyväskylä
15.05-15.25	Break	
15.25-16.40	Table discussion 4	In mixed groups
	Feedback from the tables	
16.40-17.00	Observations from the day	
19.30-23.00	Social programme	Symposium dinner
Thursday June 20th		
09.00-09.10	Welcome day 3	
09.10-09.40	Communiqué - presentation	• Tristram Hooley, Professor II, Inland Norway University of the Applied Sciences
09.40-10.40	Action plan - inspiration session	
10.40-11.00	Break	
11.00-12.00	Mooving forward – Action Plan	In country teams
12.00-12.30	Looking into the future ICCDPP	<ul style="list-style-type: none"> • John McCarthy, ICCDPP, France • Lynne Bezanson, Executive Director, The Canadian Career Development Foundation
12.30-13.00	Closing session	<ul style="list-style-type: none"> • Ingjerd Espolin Gaarder, Skills Norway • Lynne Bezanson, Executive Director, The Canadian Career Development Foundation
13.00-14.00	Lunch	

Symposium data - participants, process, results

Participating

Only invited persons and organizations participate in the ICCDPP Symposium

It invites governments as well as people who have previously held lead functions on behalf of governments within ICCDPP Symposia.

The invited countries are invited to form "country teams" that can include government officials, NGOs, researchers, etc.

For Austria, in turn, Gerhard Krötzl, BMBWF, and Peter Härtel, VGÖ, were invited.

At the request of the BMBWF, Peter Härtel took on the role of the "Austria Country Team" on site with the support of the BMBWF and the IBW.

In total, about 160 representatives of 33 nations from 6 continents took part in the ICCDPP Symposium 2019. Thus, this symposium was the most-attended ICCDPP symposium so far.

The following countries were represented:



Additionally the following international organisations were represented:

- CEDEFOP
- European Commission
- European Training Foundation
- OECD
- UNESCO

Process of the Symposium

The process

INTERNATIONAL
SYMPOSIUM
NORWAY 2019



A common outcome of the Symposium is the

Communiqué 2019 (see Annex)

Core content of the Communiqué are the following recommendations

RECOMMENDATIONS

Addressing a changing context

1. Develop a cross-sectoral strategy for career development¹ and embed it into wider skills, education, employment and social policies.
2. Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice.
3. Create mechanisms for sharing and learning from international policy and practice.
4. Ensure that career development programmes and services develop citizens' ability to manage their own careers.

Improving access

5. Increase awareness of, and access to, career development programmes and services.
6. Recognise the diversity of users of career development programmes and services and ensure that provision recognises this diversity.

Integrating career development into society

7. Establish mechanisms to support co-ordination and co-operation between government departments and agencies with responsibility for career development and associated fields.
8. Empower citizens to shape career development programmes and services.
9. Develop and resource a national body to support consultation and co-ordination in career development.

Supporting innovation

10. Provide resources to support innovation and space for piloting new career development programmes and services.
11. Adopt an integrated and transformative multi-channel approach to the delivery of career development programmes and services.
12. Ensure that career development professionals are highly trained and supported to continue to innovate and develop their practice.

In the following, comments, notes, explanations and other aspects regarding the recommendations from the point of view of Austria are formulated

Remarks from the point of view from AUSTRIA

Concerning the RECOMMENDATIONS

In the

Communiqué 2019 ICCDPP Symposium

Addressing a changing context

1. Develop a cross-sectoral strategy for career development¹ and embed it into wider skills, education, employment and social policies.

Austria: A cross-sector lifelong guidance strategy was developed in Austria in 2006² and first reported to the European Commission in 2007. The cornerstones of this strategy since 2011 have been cross-cutting elements of the Lifelong Learning Strategy for Austria LLL: 2020³.

The further procedure from 2020 is currently open

For some years, the term "IBOBB - Information, Counseling and Orientation for Education and Career" used in Austria since participating in the OECD project "Career Guidance Policies" 2000-2003 has been the "umbrella brand" for "Guidance"⁴, but is also used regionally for cross-sectoral approaches (eg IBOBB Café Graz)⁵.

2. Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice.

Austria: There are numerous research reports, evaluations and individual references on career development, also in the context of counseling - IBOBB., E.g.

- AMS research network <https://www.ams-forschungsnetzwerk.at/>
- Statistics Austria
https://statistik.at/web_de/statistiken/menschen_und_gesellschaft/arbeitsmarkt/index.html
- IBW <https://www.ibw.at/>
- ÖIBF <http://www.oeibf.at/>
- Economic Research Institute <https://www.wifo.ac.at/>
- Institute for Higher Studies <https://www.ihs.ac.at/de/>

However, there is no overall, comprehensive presentation of career developments in Austria.

There are occasional evidences on the relationship between measures such as counseling and accompaniment and the resulting effects on career development, for example in project evaluations in the ESF program, etc.

¹ The activity described as 'career development' in this Communiqué is also known by other terms such as career guidance and lifelong guidance in different countries.

² <http://www.forschungsnetzwerk.at/downloadpub/arbeitsprogramm%202010-bildung%20und%20bildungsziele.pdf>

³ <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf>

⁴ <https://bildung.bmbwf.gv.at/schulen/bo/index1.html>

⁵ <https://www.graz.at/cms/beitrag/10254711/7745582/>

3. Create mechanisms for sharing and learning from international policy and practice.

Since Austria's active participation in the OECD project "Career Guidance Policies", there has been a regular and structured exchange at federal level concerning international access, examples and developments between all relevant bodies such as ministries, social partners employers and employees, AMS, research institutes, practitioner associations, etc.

The informal working group for the interactive preparation of the National Report Austria on "Career Guidance Policies" (IBOBB Information, Guidance and Orientation for Education and Occupation), established in 2001, subsequently developed into the "Austrian National Forum Lifelong Guidance", which has been operating since 17 Years exists.

Furthermore, various possibilities of European programs and international cooperation were used for exchange.

Austria was significantly involved in the development and implementation of the ELGPN – European Lifelong Guidance Policy Network through the Joint Actions Project "European Guidance Policies" 2004-2006. From 2006 until its dissolution in 2015, Austria was responsible for several Action Lines, Working Packages and Policy Review Groups with. Their results were regularly reflected in Austria and incorporated into the national design.

As part of European cross-sectional projects, regional multiplier symposia were held, which dealt with the key topics "Career Management Skills", "Access", "Quality and Evidence" and "Communication, Cooperation, Coordination" in 4 Austrian large regions within 4 years⁵. For this purpose, the European experts, who accompanied the topics in the ELGPN scientifically, were invited as key speakers, i.e. Peter Plant, DK, Deirdre Hughes, GB, Fusun Akkok, TK, Ronald Sultana, MT and others.

Through this, over several years running series of events formed a cross-sectoral "Guidance Community", which subsequently organizes meetings and exchanges in different constellations and partnerships⁷.

The annual nationwide symposia of EUROGUIDANCE, always with European participation, in which focal points are taken up and presented and developed in key speeches and workshops, also play a key role here. Extensive documentation is available⁸.

4. Ensure that career development programmes and services develop citizens' ability to manage their own careers.

The Austrian Lifelong Guidance Strategy from 2006 defines as

Main Focus 1

Implementation of basic skills in all curricula

Detailed content:

In as many educational measures as possible, development and acquisition of important basic competences should be conscious intended for making of self-responsible educational and professional decisions.

These basic skills are above all:

⁸ Siehe z.B. <https://bildung.erasmusplus.at/de/policy-support/euroguidance/veranstaltungen/>

- ability to self-reflection (esp. In terms of skills, interests, performance, wishes)
- Decision-making ability (including the ability to design decision-making processes and dealing with multidimensional, sometimes contradictory decision-making principles)
- Information research and evaluation
- Ability to define and track your own goals

This describes what is now usually defined as “career management skills”⁹.

The new version of all curricula in a competence-oriented form, which has already been implemented for a large part of the vocational education system¹⁰, takes this into account, as does the competence orientation in the design of curricula for assignment to the legally based National Qualifications Framework Austria¹¹.

Improving access

5. Increase awareness of, and access to, career development programmes and services.

This aspect will be addressed, in particular, by relevant project calls under the European Social Fund programme, paying particular attention to disadvantaged groups¹².

6. Recognise the diversity of users of career development programmes and services and ensure that provision recognises this diversity.

The mentioned calls are generally open and are used by a variety of institutions with different priorities¹³.

Integrating career development into society

7. Establish mechanisms to support co-ordination and co-operation between government departments and agencies with responsibility for career development and associated fields.

The National Forum Lifelong Guidance Austria, which exists for 17 years, is such a „mechanism“ in which representatives of all relevant ministries, social partners, research institutions, AMS, practitioner associations, etc. participate. In conjunction with overarching symposia – such as Euroguidance – there is a regular exchange, which primarily involves elements of communication, supports cooperation, and provides case-by-case approaches to coordination¹⁴.

8. Empower citizens to shape career development programmes and services.

This approach is addressed with the programmatic objective of the Lifelong Guidance Strategy - Priority 1 (see point 4), "Career Management Skills" is an element of all relevant curricula addressed¹⁵.

⁹ See e.g.: https://erwachsenenbildung.at/magazin/10-09/meb10-9_08_kroetzl.pdf

¹⁰ Vgl. z.B. http://www.schulpsychologie.at/guidance/WP1_Austria.pdf

¹¹ <http://www.forschungsnetzwerk.at/downloadpub/arbeitsprogramm%202010-bildung%20und%20bildungsziele.pdf> S.50

¹² See e.g.: <https://www.esf.at/projekte/>

¹³ https://www.esf.at/wp-content/uploads/2018/07/ESF-OP-2014-2020_-Juni-2018.pdf

¹⁴ <https://erwachsenenbildung.at/themen/bildungsberatung/governance/llg-forum.php>

¹⁵ <https://bildung.erasmusplus.at/de/aktuelles/artikel/2018/11/euroguidance-fachtagung-lifelong-guidance-in-einem-dynamischen-arbeitsmarkt-am-8-november-2018/>

9. Develop and resource a national body to support consultation and co-ordination in career development.

The National Forum Lifelong Guidance exists since 17 years. The term "career development" encompasses more than the term "lifelong guidance" as used here. In recent years, however, the term "career development" has been extended to include regular information and exchange on findings from ICCDPP and other international and European encounters. applied mutatis mutandis, also in view of ever more open career paths.

Supporting innovation

10. Provide resources to support innovation and space for piloting new career development programmes and services.

Always open question of budgeting

11. Adopt an integrated and transformative multi-channel approach to the delivery of career development programmes and services.

Element of the strategies for digitization¹⁶¹⁷.

12. Ensure that career development professionals are highly trained and supported to continue to innovate and develop their practice.

Professionalization challenge for IBOBB and Career Development professionals.

There are high-quality programs at the institutional level, such as in the AMS, in institutions such as WIFI and BFI, in the continuing education academy WBA, in education for educational counselors, career guidance teachers and career orientation coordinators.

There are offers of master courses, but not as a study in the "Bologna system".

¹⁶ <https://erwachsenenbildung.at/themen/bildungsberatung/governance/llg-forum.php>

¹⁷

¹⁷ https://bmbwf.gv.at/fileadmin/user_upload/Aussendung/Masterplan_Digitalisierung/Masterplan_Digitalisierung_Presseinformation.pdf

Short summary Peter Härtel

Reported to and accepted as reflection by Austrian Federal Ministry for Education, Science and Research

- In the past two decades, since taking part in the OECD project "Career Guidance Policies" and the resulting feedback, for example in the "Country Note" of 2003, Austria has almost completely taken up all recommendations, references, etc.
- Through its involvement in European and international programmes such as ELGPN, LLL projects, Erasmus +, ESF, OECD projects, ICCDPP, etc., Austria has made sustained efforts to derive benefits for national and regional developments.
- In particular, Austria has succeeded in developing a cooperative attitude at the federal level, involving all relevant stakeholders, maintaining regular exchanges and making deductions and suggestions for political decisions which also take effect, for example in curricula developments, in project calls and in relevant budget decisions.
- In addition to cooperation at the national level, in a federal state such as Austria, it is particularly important that initiatives at the level of the provinces "Länder" also emerge; in some provinces, independent strategies and programmes have been developed for lifelong guidance and career development

Open points, challenges

- The development of an independent, multidisciplinary academic profession on "Career Development and Lifelong Guidance" in Austria is still pending - there are only approaches to this, but no comprehensive overall understanding - this must be developed.
- How Career Development and Lifelong Guidance evolve in times of changing values needs to be reflected - attitudes of generations are changing, conditions of "career" processes are changing as well as methods, procedures and processes to deal with them.
- It should be encouraged a comprehensive discussion on these issues, which can quickly lead to necessary steps, including all ongoing developments that are running at all levels of education, labor market, social inclusion.

ANNEX I

ICCDPP 2019 Communiqué 2019

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

Summary

Career is the individual's path through life, learning and work. How people live their lives, build their skills, care for their families and work in the labour market has implications for society and the economy. Because of this governments, societies, employers and educational organisations have an interest in supporting people to build good, productive and meaningful careers. Citizens who can effectively manage their careers are better placed to respond to changes in the labour market, develop their skills and contribute to society and the economy.

The issue of how governments can support citizens to build fulfilling careers was the focus of the ninth International Symposium for Career Development and Public Policy in Tromsø, Norway on 17th-20th June 2019.

During the Symposium representatives from 33 countries and from UNESCO, the OECD, European Commission, European Training Foundation and the European Centre for the Development of Vocational Training, dialogued and identified a range of effective policies and practices. These discussions are summarised in this Communiqué.

RECOMMENDATIONS

Addressing a changing context

1. Develop a cross-sectoral strategy for career development¹ and embed it into wider skills, education, employment and social policies.
2. Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice.
3. Create mechanisms for sharing and learning from international policy and practice.
4. Ensure that career development programmes and services develop citizens' ability to manage their own careers.

Improving access

5. Increase awareness of, and access to, career development programmes and services.
6. Recognise the diversity of users of career development programmes and services and ensure that provision recognises this diversity.

Integrating career development into society

7. Establish mechanisms to support co-ordination and co-operation between government departments and agencies with responsibility for career development and associated fields.
8. Empower citizens to shape career development programmes and services.
9. Develop and resource a national body to support consultation and co-ordination in career development.

Supporting innovation

10. Provide resources to support innovation and space for piloting new career development programmes and services.
11. Adopt an integrated and transformative multi-channel approach to the delivery of career development programmes and services.
12. Ensure that career development professionals are highly trained and supported to continue to innovate and develop their practice.

¹ The activity described as 'career development' in this Communiqué is also known by other terms such as career guidance and lifelong guidance in different countries. ICCDPP 2019 COMMUNIQUÉ 3

Introduction

Career is the individual's path through life, learning and work. How people live their lives, build their skills, care for their families and work in the labour market has implications for society. The path that individuals take through their lives makes a difference to the organisations in which they work and the societies in which they live.

The future is not fixed but is rather dependent on individual and collective decisions and actions. Moving to take up a new job, set up a new business, share parental leave, reduce the hours you spend in paid work, enroll in adult learning or leave school are all career decisions that have a profound impact on individual wellbeing and livelihood as well as on wider society. Because of this governments, societies, employers and educational organisations have an interest in supporting people to build good, productive and meaningful careers.

Many governments have developed a range of policies, programmes and services to help individuals, families and communities to learn about education and work, make successful transitions and develop and manage their careers. These career development interventions can be provided in the education system, in employment services and in workplaces and communities. The activities which comprise career development programmes are diverse and can be funded and delivered in a variety of ways.

Career development links with a wide range of wider policy agendas. Most notably it contributes to:

- economic policy by increasing the efficiency of the labour market and improving the signalling of the skills and labour that the economy needs;
- educational policy by helping citizens to understand educational pathways and consider how they will deploy the skills and knowledge that they acquire in the education system across the rest of their lives; and
- social policy by equalising access to information and opportunities and helping citizens to build a critical understanding of the education system and the labour market.

The issue of how governments can support citizens to build fulfilling careers was the focus of the ninth International Symposium for Career Development and Public Policy in Tromsø, Norway on 17th-20th June 2019. The Symposium was organised and funded by Skills Norway with the support of the International Centre for Career Development and Public Policy (ICCDPP). It was attended by 160 delegates representing 33 countries, and representatives of the Organisation for Economic Co-operation and Development (OECD), UNESCO, the European Commission (EC), the European Training Foundation (ETF) and the European Centre for the Development of Vocational Training (Cedefop).

In advance of the Symposium, participants submitted country papers and four thematic syntheses were prepared which addressed the:

1. context and challenges for career development policy;
 2. aims for, and access to, career development programmes and services;
 3. integration of career development policies, programmes and services into wider society;
- and
4. leadership, innovation and change for the future.

These syntheses are available on the Symposium website² and provide an evidence base for participating countries and international organisations. During the Symposium representatives from countries and international organisations discussed the four themes, shared perspectives and identified a range of effective policies and practices. These discussions are summarised in this Communiqué. It draws together international good practice and makes a series of recommendations which countries can draw on and adapt to their own cultural and political contexts.

² See <https://www.kompetansenorge.no/iccdpp2019/key-outcomes/synthesis-papers/>.

Theme #1 Context and challenges for career development policy

There are a range of political, social, economic and technological issues that are impacting on people's lives and careers. These include automation, conflict, demographic changes such as an aging population, digitalisation, environmental change, the 'gig economy', globalisation and growing migration, political instability, social inequality, urbanisation, the growth of unregulated and unreliable sources of information (including career information) and a range of other issues.

These issues shape people's careers, opening new opportunities and posing new challenges. For many people building a personal response to such changes will require the development of new skills, attitudes and capabilities including new career management skills. These issues are also likely to be challenging for organisations to negotiate whilst successfully recruiting, retaining and developing staff.

Career development policies, programmes and services can empower individuals by supporting them to explore the labour market, analyse changes and build responses to these changes that enhance resilience and ensure their livelihoods. It can support employers by strengthening the links between education and employment, addressing skills needs and smoothing labour market transitions. It can also serve to enhance equality and social inclusion by providing useful information and access to networks for the disadvantaged.

Most countries participating in the symposium reported that their government recognised the value of career development as a part of public policy and was currently increasing public investment in the field.

RECOMMENDATIONS FOR COUNTRIES

1. Develop a cross-sectoral strategy for career development and embed it into wider skills, education, employment and social policies. Career development policy is typically characterised by the involvement of multiple ministries, jurisdictions and stakeholders. Establishing a strategy which draws on evidence and international learning and makes explicit connections to wider skills, education, employment and social policies can enhance the effectiveness of policies and programmes.
2. Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice. There is a substantial evidence base on career development interventions that can be used to inform both policy and practice. Governments should seek to make use of this and to contribute to it through supporting, funding and commissioning research and evaluation. It is also critical that practitioners are engaged in the creation and use of evidence and theory in their day-to-day practice.

ICCDPP 2019 COMMUNIQUÉ 5

3. Create mechanisms for sharing and learning from international policy and practice. Career development is an international field of practice, policy and research. It is important that countries continue to dialogue with others to facilitate learning. This may take the form of regional collaborations, cross-border benchmarking, the commissioning of international evidence reviews and engagement with international organisations including the ICCDPP.
4. Ensure that career development programmes and services develop citizens' ability to manage their own careers. Career development is a lifelong activity through which citizens shape their

engagement in life, learning and work. It is not just about making decisions during key points of transition. Career development programmes and services should empower citizens and support them to develop their own careers. Countries should identify what career relevant skills and knowledge (career management skills) are valuable in their context and embed them in the education system and wider skills development policies.

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

Career development supports the achievement of a broad range of social policy goals. For young people, such goals include reducing early school leaving, engaging young people with vocational and higher education, supporting successful transitions to education, training, and employment and empowering young people to pursue fulfilling careers and ensure their livelihoods.

For adults, they concern upskilling and reskilling, lifelong learning, employment and employability, and managing multiple work transitions. For employers, they concern addressing skills shortages and workforce adaptability. For education systems, they can improve the retention, performance, and progression of students. For vulnerable groups in society, they address social justice through education and workforce participation.

Despite these high expectations, in many countries, access to career development programmes and services is limited with many individuals e.g. working people, people living in rural areas and disadvantaged adults, often struggling to access support. For others, particularly those engaged in unwanted and unexpected labour market transitions, the need for career development programmes and services is acute, but access can often be limited.

RECOMMENDATIONS FOR COUNTRIES

5. Increase awareness of, and access to, career development programmes and services. Career development should start early and continue throughout life. Access to career development programmes and services is underpinned by citizens' understanding of the concept of career, recognition of the possibility of developing their career and awareness of the opportunities offered by professional career development programmes and services. Countries should increase citizens' understanding of career as something they have a right to, audit citizens' demand for career development support and increase the availability of career development support across the course.

ICCDPP 2019 COMMUNIQUÉ

6. Recognise the diversity of users of career development programmes and services and ensure that provision recognises this diversity. Career development programmes and services are utilised and experienced differently by different groups of citizens e.g. young people in and out of education, workers with a varying range of skills, those transitioning in the labour market, refugees, ethnic and religious minorities and people with disabilities. Consequently, it is important that the design and organisation of such programmes and services recognises the diversity of these users and addresses questions of access and quality for each of these groups

Theme #3 Integrating career development into wider society

Career development is a complex activity which requires the co-operation of a wide range of actors. Within government there is a need to co-ordinate the activities of multiple ministries, whilst outside of government employers, trade unions, educators and citizens all have a stake in the policies, programmes and services provided. A key challenge for career development policy is to find ways to ensure that all of these diverse actors can work together effectively.

RECOMMENDATIONS FOR COUNTRIES

7. Establish mechanisms to support co-ordination and co-operation between government departments and agencies with responsibility for career development and associated programmes and services. Career development typically crosses multiple ministries and government agencies. Given this it is important to establish co-operation mechanisms within government, across ministries, departments and agencies and jurisdictional levels.

8. Empower citizens to shape career development programmes and services. The people who use and benefit from career development programmes and services should be central to defining what these include and how they work. This should include gathering regular feedback and satisfaction surveys but should go beyond 'consultation' and 'feedback' to include involving citizens in the design and development of programmes and services. developing their career and awareness of the opportunities offered by professional career development programmes and services. Countries should increase citizen's understanding of career as something that they have a right to, audit citizens' demands for career development support and increase the availability of career development support across the life course.

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9. Develop and resource a national body to support consultation and co-ordination in career development. The creation of formal structures which allow for dialogue and co-operation between different actors and stakeholders in the career development field underpins effective policy. This should include representatives of government, employers, trade unions, education, career development providers, the career development profession and users of programmes and services.

Theme #4 Leading innovative change for the future

Career development policy and practice continues to move and develop in response to the changing context. It is important that policymakers understand the possibilities offered by a range of innovations and consider how they can best be applied in context.

As well as focusing on the area to innovate in, successful innovation requires careful implementation planning from governments. The movement from idea to innovation to implementation does not just happen, it needs to be led and managed, funded and resourced.

RECOMMENDATIONS FOR COUNTRIES

10. Provide resources to support innovation and space for piloting new career development programmes and services. Governments need to provide career development programmes and services with the funding and opportunities to undertake bold experiments by piloting new ideas and evaluating their impact carefully.
11. Adopt an integrated and transformative multi-channel approach to the delivery of career development programmes and services. Citizens want to be able to access career development programmes and services through a variety of different modes and approaches. Effective career development programmes and services use digital and analogue technologies and integrate them with face-to-face approaches to delivery. Such an integrated multi-channel approach has the potential to transform career development programmes and services in ways that enhance both access and quality.
12. Ensure that career development professionals are highly trained and supported to continue to innovate and develop their practice. Effective career development is dependent on highly qualified professionals with access to continuing professional development. Governments should support the profession to continue to innovate, make use of new technologies, research and theories, and deal with the future as it unfolds.

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ANNEX II Austrian Country Paper

Country paper: AUSTRIA

In preparation for the Symposium

Leading career development services into an uncertain future:

Ensuring access, integration and innovation

**ICCDPP - International Center of Career Development and Policy
International Symposium in cooperation with**

***Skills Norway – Kompetanse NORGE
June 2019 Tromsø***

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The symposium will focus on these four themes:



Theme #1 Context and challenges for career development policy

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

Theme #3 Integrating career development into wider society

Theme #4 Leading innovative change for the future

Themes and Topics according the Symposium Programme

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

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

In conjunction with its strong commitment to the European Union, Lifelong Learning programs and the ELGPN European Lifelong Guidance Policy Network, Austria has gained decisive momentum in politics and practice through its participation in the International ICCDPP Symposia. Above all, the view beyond the continent of Europe - USA, Canada, Australia, New Zealand, Asia - is of great value.

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

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

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

- X Growing
- Shrinking
- Staying about the same

Comment

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

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

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

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

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

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

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

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

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

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

Current examples of action at national level are:

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

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

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

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

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

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

Theme #2 - Aims for, and access to, career development In your country...

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Theme #3 – Integrating career development into wider society. In your country...

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

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

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

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

- Federal Ministry of Education, Science and Research

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

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

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

- Federal Ministry for Digital and Economic Affairs

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

- Federal Ministry of Austria for Sustainability and Tourism

Responsibility for higher education in agriculture and forest economy

- Within the Federal Chancellery:

Families and Youth

Support of youth and families in career planning

- Women's Affairs and Equality

Special question of gender and women in career guidance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The professionalisation of career development workers is carried out according to the requirements of the sector. In education, it is usually additional training to the profession of teacher,

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

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

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

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

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

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

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

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

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

In addition, there is the function of career orientation coordination, which is responsible for the proper interaction of all functions inside and outside. Each of these functions has its own additional training, which is often combined.

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

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

Social workers are working in various fields, but normally they don't have career development as their core task. Additional, "other types of professionals" offer career development services in Austria, as "professional training" does not exist for career development as a basic education or study course.

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

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

Theme #4 - Leading innovative change for the future.

In your country...

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

In the education sector, the key innovations were the following

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

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

- In particular, the economic chambers have invested heavily in recent years in so-called „Talent Centers“, where intellectual and practical skills can be tested and tested in order to make the right sustainable career decisions.
- In addition, the Ministry of Education is preparing measures to ensure comprehensive testing of young people at the transition from lower to upper secondary school. The process is still in progress

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

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

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

- A special challenge was the migration situation beginning 2015 with the need to develop a lot of innovative services and offers in language training, assessment of foreign gained qualification and integrate refugees in labour market and society
- A complicating factor here is that most of the migrants are in the capital city of Vienna, but job opportunities tend to exist in western federal states in Austria

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Final reflections

20. Is there anything else that you could like to address through participating in this symposium? In the context of Conference topics, Austria is particularly interested in discussing the following questions as well

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

- What role do different VET models - school, dual apprenticeship, work-based training, etc. – play in terms of successful career development programs and services?
- Which formats of training, further education and professionalization of practitioners in career development and career guidance are the most effective and most qualitative?
- How do Nations deal with the challenges of today's and tomorrow's challenges by changing the world of work, technology, skill needs and digitalization?



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