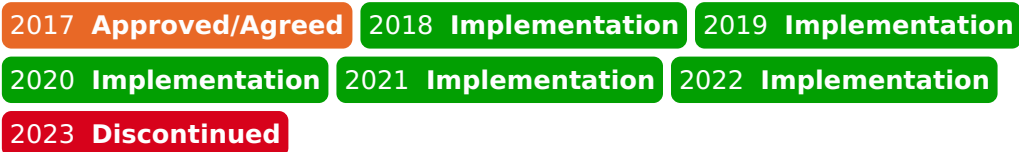


Digitalisation strategy School 4.0. - now we are going digital

POLICY DEVELOPMENT**STRATEGY/ACTION PLAN** AUSTRIA

Timeline

**ID number 27993**

Background

Digitalisation plays an increasing role in both professional and private life. As a result, the development of digital skills in schools and vocational training is becoming increasingly important. However, digital competences do not only include the use and operation of technical devices and applications, but, in particular, diverse methodological and social competences. This includes competent information research as well as critical media use.

Schools are seen as the key to the development of these competences. Teachers are just as much a part of this as the learners and having adequate technical equipment in schools is just as much of a challenge as the development of the necessary competences among teachers.

Objectives

- (a) providing digital and critical thinking competences for learners from primary education onwards;
- (b) providing digital skills for teachers through a new course from the school year 2017/18, supported by establishing a national digital learning centre and future learning labs in colleges, where teachers can experiment with digital tools;
- (c) modernising infrastructure and equipment in schools, including tablet and laptop computers for learners;
- (d) providing digital learning tools, including open education resources.

Description

Since autumn 2017, all new teachers must acquire standardised digital competences, including digital subject-specific didactic, within their initial teacher training programme. They have to prove their competences through a mandatory portfolio, which contains a digital competence check (digi.check), completion of a modular course programme and reflection on one's own teaching activities. To promote the digital skills of teachers already in service, the course programme is also offered through continuing teacher training.

2017 Approved/Agreed
2018 Implementation
2019 Implementation <p>In 2019, no further changes took place.</p>
2020 Implementation <p>In 2020, under the impact of the COVID-19 pandemic, an eight-point plan for digital education was presented by the Ministry of Education in June 2020 to advance the implementation of the digitalisation strategy. Measures within the plan include: a unified digital communication portal for communication between learners, teachers and parents; a reduction of learning platforms used to one per school site; additional teacher training; a quality seal for learning apps; expansion of school IT infrastructure.</p> <p>In addition, the digital school web portal was set up in 2020 to provide information about the measures and developments within the framework of the digitalisation strategy.</p>
2021 Implementation <p>In 2021, the focus of the measures was on equipping learners in the fifth and sixth grades of lower secondary school with digital devices. The implementation measures started in 2020 were continued in the standardisation of digital learning platforms, the further training of teachers and the improvement of the digital infrastructure at schools.</p> <p>Since autumn 2021, it has been possible for the first time to certify learning apps with the Learning Apps seal of approval. App developers can submit their learning apps for certification. An app that meets the criteria of the seal of approval is a digital tool that supports learning in the context of school lessons and independent, interest-based learning by enabling learners to work on, practise, deepen, repeat, structure or apply learning content and pursue their own areas of interest with the help of mobile devices such as smartphones or tablets, regardless of time and place.</p>
2022 Implementation <p>A main focus of the implementation work in 2022 within the framework of the digitisation strategy was measures for quality assurance of learning apps.</p> <p>In 2022, conceptual preparatory work was started on a 'digitisation passport', which is to contribute to the strengthening and standardisation of basic competences in the field of digitisation for VET schools and colleges (BMHS, NQF levels 4 and 5). This initiative is identified as measures in the Austrian National Implementation Plan (NIP).</p>
2023 Discontinued <p>The measure was integrated into the 8-point plan for digital learning and not continued separately.</p>

Bodies responsible

- Federal Ministry of Education, Science and Research (BMBWF)

Target group

Learners

Learners in upper secondary, including apprentices

Education professionals

Teachers

School leaders

Thematic categories

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Acquiring key competences

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

Subsystem

IVET CVET

Further reading

[BMBWF Master plan for digitalisation in education](#)

[Information portal on the digitalisation strategy School 4.0 \(in German only\)](#)

['Learning Apps' seal of approval \[Gütesiegel Learn-Apps\]](#)

Related policy developments

2024 Implementation

8-Point Plan for digital learning

The 8-Point Plan represents a strategic shift from the initial 'School 4.0' approach, which focused primarily on developing digital competencies among teachers and learners.

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Type of development

Strategy/Action
plan

Subsystem

IVET

2024 Implementation

Upskilling in digital production in vocational training institutions

Qualification in the use of digital production tools should be introduced step by step via relevant BMHS curricula, UAS study programmes and other contemporary qualification methods and be designed in a practice-oriented manner.

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Type of development

Practical
measure/Initiative

Subsystem

IVET

2017 Completed

Revising qualifications for industry 4.0

In 2017, an expert group within the Association Industry 4.0 Austria started to reflect on how the qualifications and competences required for industry in the digital age could be developed in initial and continuing education and training.

 AUSTRIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

“ ... ” Cite as

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