

Kapitel 8: Die berufliche Erstausbildung zwischen Wettbewerbsfähigkeit, sozialen Ansprüchen und Lifelong Learning – eine Policy Analyse

Web-Dokument 8.4

OECD-Bewertungen der österreichischen Berufsbildung

Lorenz Lassnigg

OECD Bewertungen der österreichischen Berufsbildung

Stärken	Herausforderungen
<ul style="list-style-type: none"> different <i>progress routes at various levels</i>, avoid deadends and link VET to tertiary education (Berufsreifeprüfung) 	<ul style="list-style-type: none"> quality <i>career guidance</i> based on labour market information not available to all VET students some VET <i>qualifications too narrow</i> for adequate foundation for career & first job <i>structural anomaly in the 9th grade</i>, double transition for apprentices, students spending a year in inappropriate track
<ul style="list-style-type: none"> broad range of needs catered, from <i>safety nets</i> (weak school results, disadvantaged) to <i>high level 5-yr.</i> VET colleges 	<ul style="list-style-type: none"> <i>Überbetriebliche Ausbildung</i> costly, risk reducing incentives for employers to provide apprenticeships
<ul style="list-style-type: none"> well-structured <i>apprenticeships</i> integrate learning in schools and workplace training 	<ul style="list-style-type: none"> <i>quality assurance</i> of apprenticeship training does not guarantee minimum standards provision of basic <i>literacy & numeracy</i> to VET students limited, particularly in dual system
<ul style="list-style-type: none"> strong <i>social partner</i> involvement, effective co-operation between <i>stakeholders</i> 	
<ul style="list-style-type: none"> well prepared <i>teachers</i> (mandatory industry experience); flexible arrangements, part-time in industry; recent reforms? 	
<ul style="list-style-type: none"> upper secondary <i>completion rates</i> high by international standards low <i>youth unemployment</i> rates and smooth <i>transition</i> to first employment 	
Empfehlungen	
<ol style="list-style-type: none"> <i>reform 9th grade</i>, reduce double transitions and ensure that all students are channelled into the right programme and receive appropriate preparation for their apprenticeship or full-time school-based VET course modules, training firm alliances and apprenticeship experiences to counter-balance tendency of employers to create their own separately defined specific qualifications. Make VET provision on school side more flexible to allow for more rational provision. enhance quality and ensure minimum standards in apprenticeship training in firms, effective monitoring and support to firms; self-assessment tools and mandatory quality control (mid-term test or inspection) keep focus of <i>Überbetriebliche Ausbildung</i> on leading young people into regular apprenticeships, redirect resources from such courses to preparing young people for regular apprenticeships ensure good quality career guidance for all; focus preparation of guidance professionals stronger on labour market information and improve availability and presentation of relevant evidence systematic assessment to identify basic skills gaps among VET students, target help at those who need it most; strengthen focus on literacy & numeracy in VET, consider reforming curriculum of vocational schools to this end, use innovative teaching methods 	

Quelle: Hoeckel, (2010) AUSTRIA, S.5-6; Originalformulierungen, gekürzt v. Verf.

Literatur:

Hoeckel, Kathrin (2010). *Learning for Jobs. OECD Reviews of Vocational Education and Training. AUSTRIA*. Paris: OECD.