

Zur Situation von gering Qualifizierten in Österreich.

Ausgewählte Fallbeispiele zur Anerkennung von Kompetenzen und Höherqualifizierung

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"Zeig, was du kannst!"

Von der Kompetenzermittlung und Kompetenzdarstellung mit
Fokus auf MigrantInnen und gering Qualifizierte

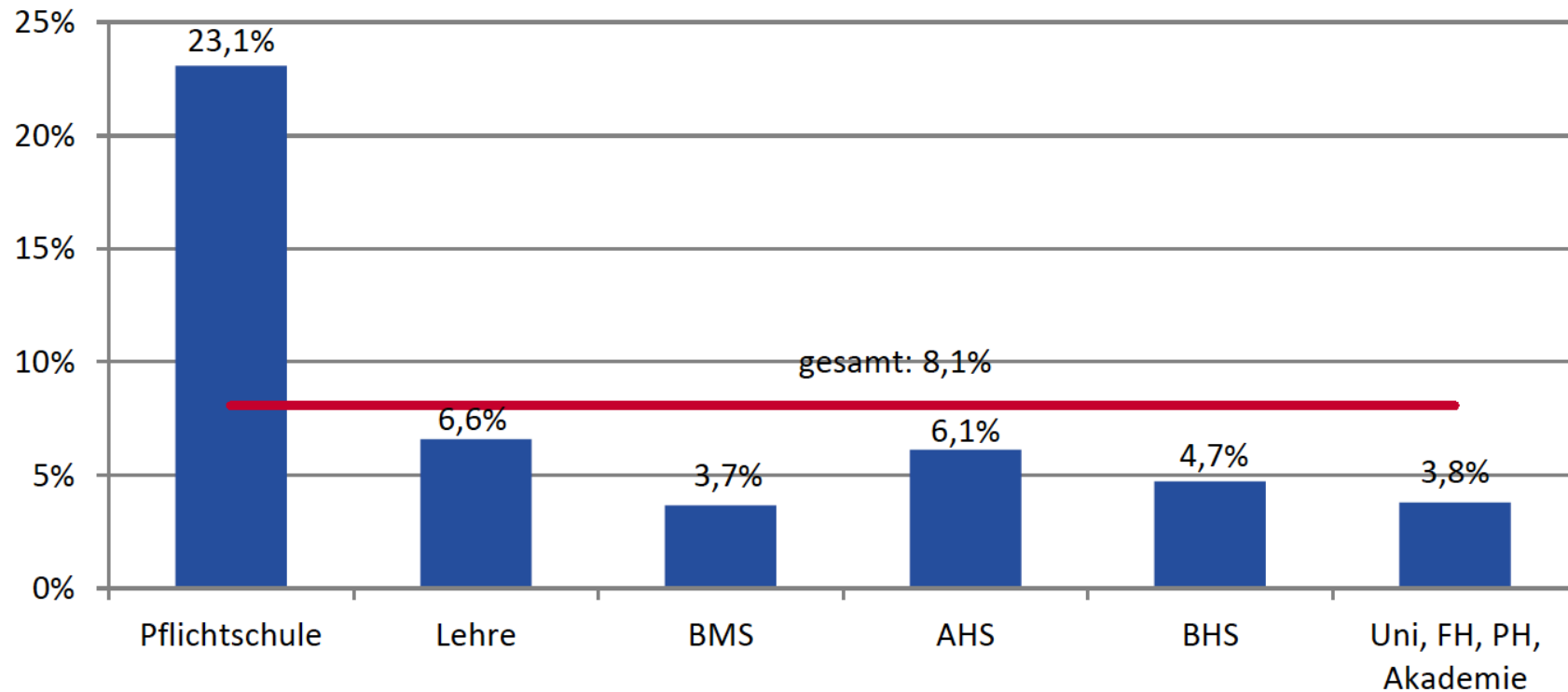
Wien, 5. Oktober 2016



Begriffsklärung – gering Qualifizierte

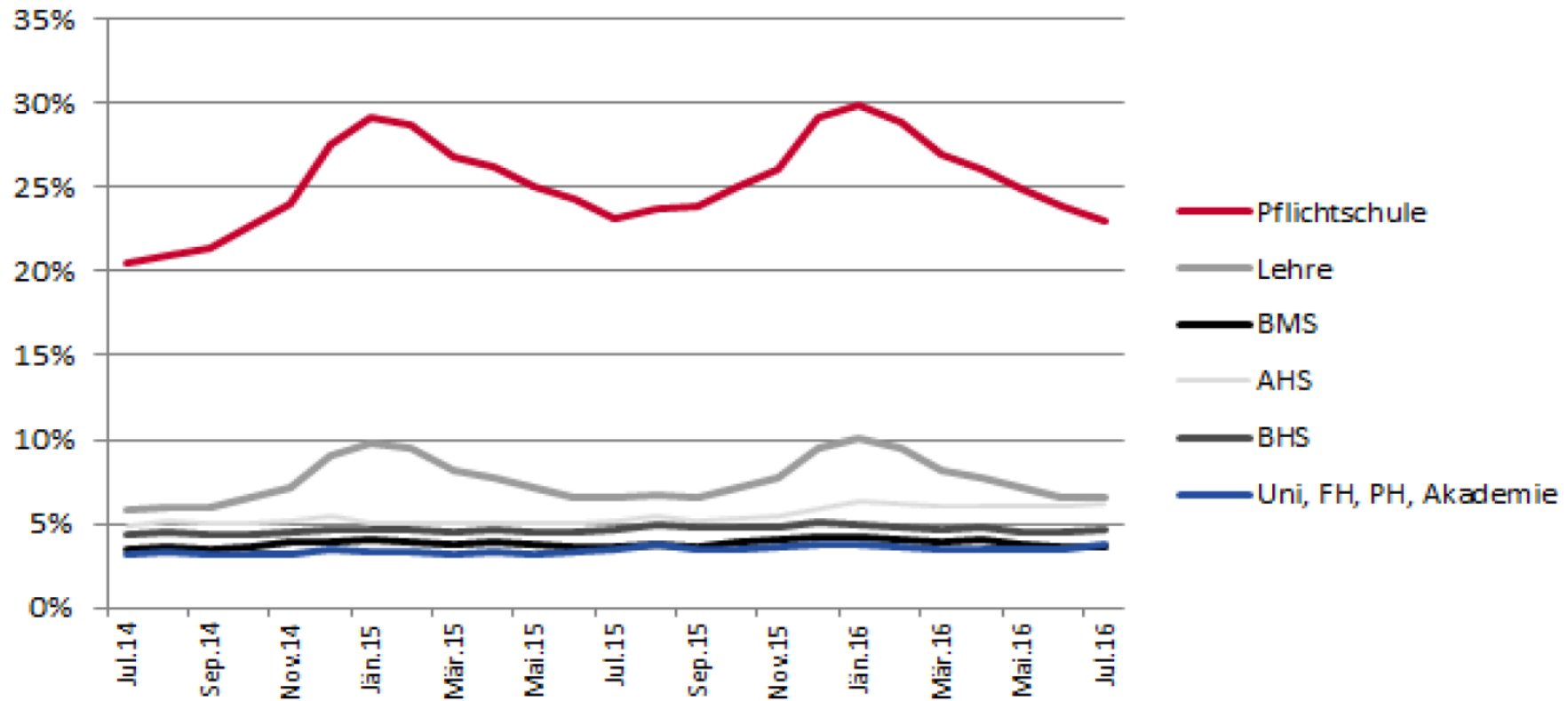
- erreichte Niveau der formalen beruflichen Ausbildung und bezeichnet Personen ohne Berufsabschluss bzw. Berufsausbildung (Solga 2002, Ambos 2005)
- Schlussabschluss als zentrales Definitionsmerkmal, wobei damit Personen mit ausschließlich bzw. ohne Pflichtschulabschluss (Mörth, Ortner, Gusenbauer 2005)
- tatsächliche ausgeübte Tätigkeit berücksichtigt (Gutschow 2008)

Arbeitslosigkeit nach Bildungsniveau (Stand: Juni 2016)



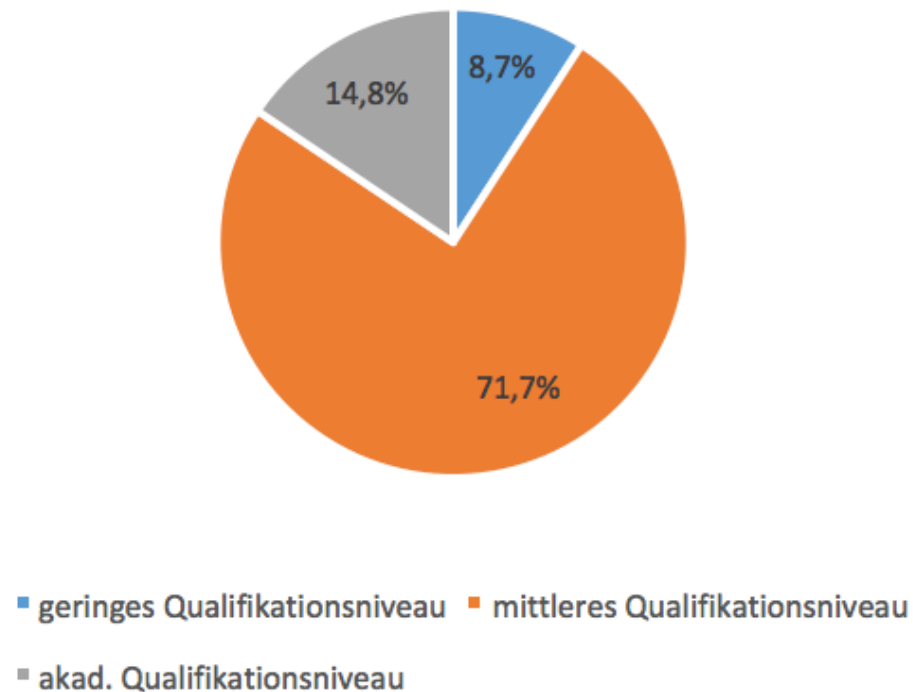
Quelle: AMS

Arbeitslosenrisiko nach Bildungsniveau (Stand: Juni 2016)



Quelle: AMS

Beschäftigungsverhältnisse nach Qualifikationsniveau (Stand: 2013)



Quelle: Fink et al. 2014, 61

Prognosen zur unselbständigen Beschäftigungsentwicklung (bis 2020)

	Beschäftigungsniveau		Veränderung 2013-2020	
	2013	2020	Absolut	in % pro Jahr
Berufe mit Leitungsfunktion und Berufe mit militärischem Charakter (<i>Skill-Level 0</i>)	162.900	182.900	19.900	1,7
Akademische Ausbildung (<i>Skill-Level 4</i>)	502.300	595.000	92.700	2,4
Mittlere Qualifikation (<i>Skill-Level 2+ 3</i>)	2.429.500	2.546.200	116.700	0,7
maximal Pflichtschule (<i>Skill-Level 1</i>)	295.500	289.200	-6.800	-0,3
Insgesamt	3.390.700	3.613.300	222.600	0,9

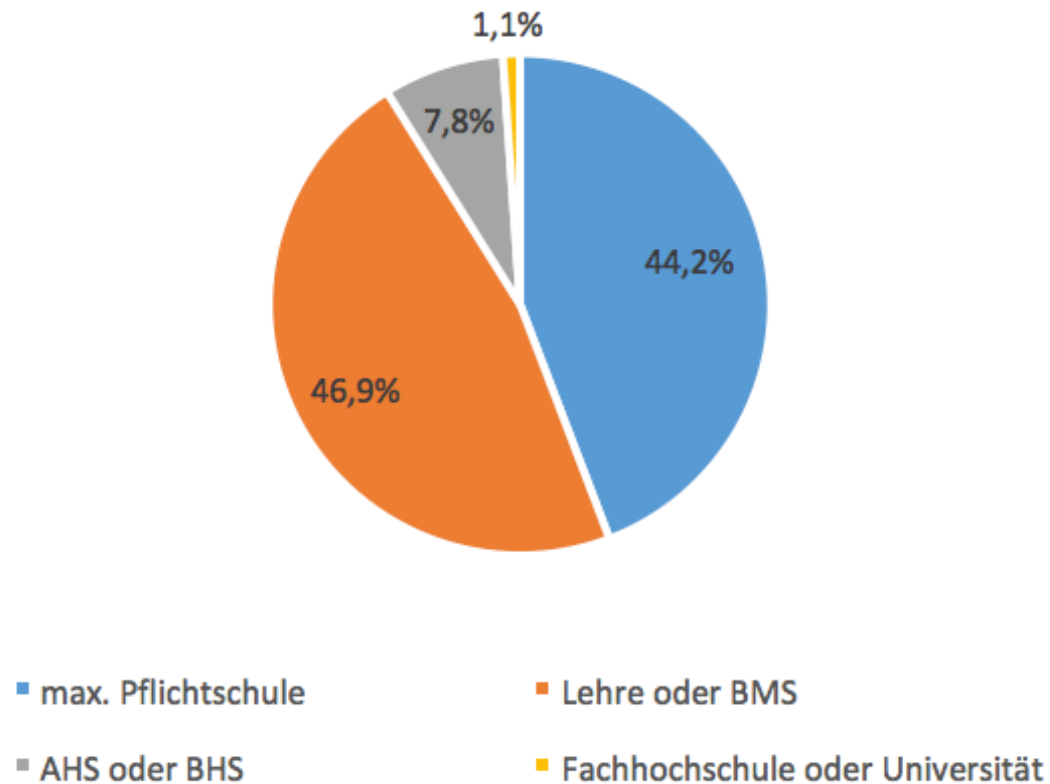
Quelle: Fink et al. 2014, 62

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Quelle: Fink et al. 2014, 62

Hilfsarbeitskräfte nach höchstem Bildungsabschluss (Stand 2013)



Quelle: Fink et al. 2014, 63

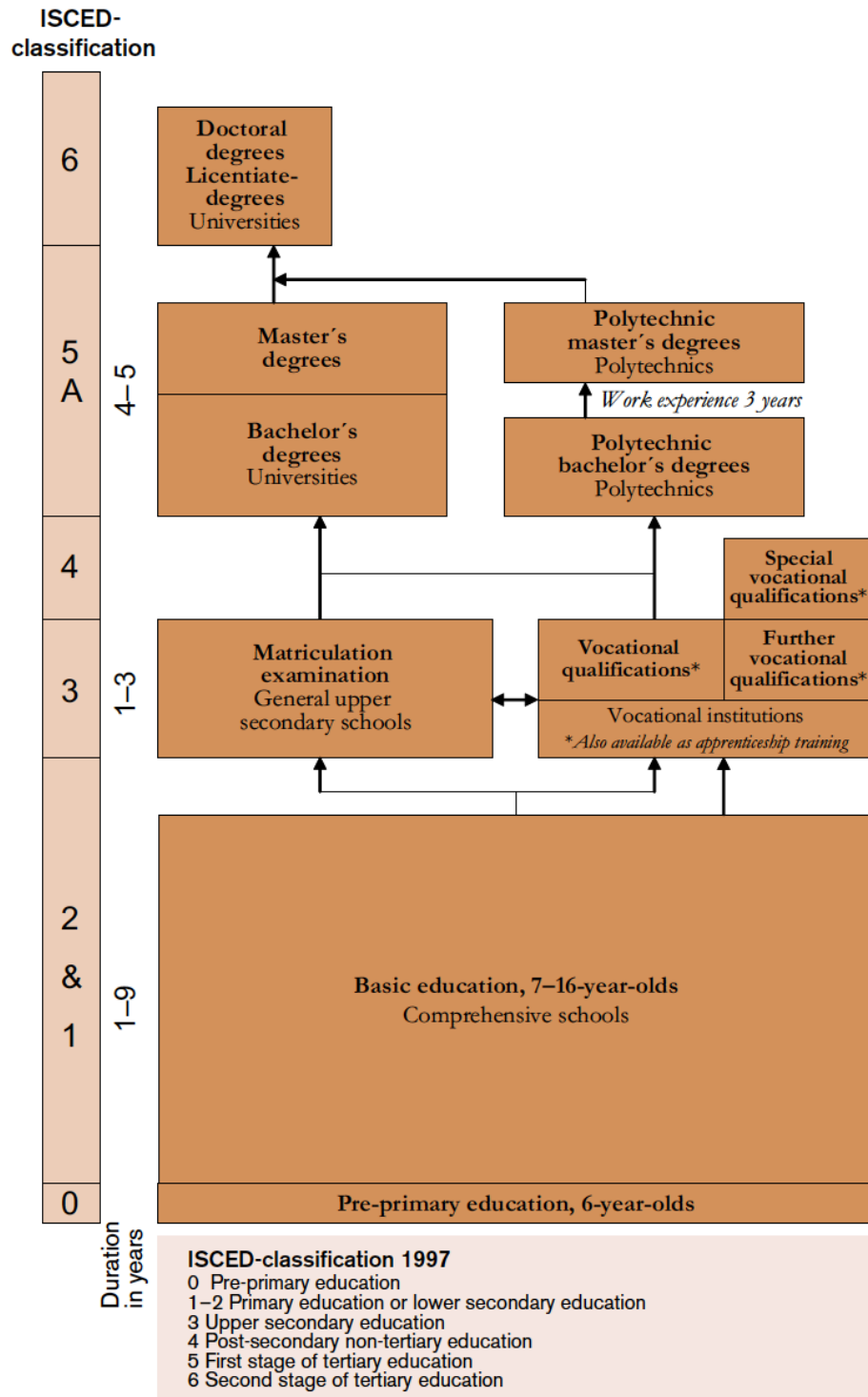
Kompetenzbasierte Qualifikationen

(Näyttötutkinnot)

Ab 1994 Umstellung der Berufs- und Erwachsenenbildung auf kompetenzbasierte Qualifikationen (lernergebnisorientiert und mit klaren Assessmentkriterien) für:

- Berufliche Grundqualifikationen (52): Sekundarstufe II, berufliche Grundlagen
- Weiterbildende Qualifikationen (190): FacharbeiterInnen; mind. 3 Jahre Berufserfahrung
- Qualifikationen für Berufsspezialisierung (132): höchstes Niveau, mind. 5 Jahre Berufserfahrung

Finnisches Bildungssystem



Quelle: www.oph.fi

Beispiel für kompetenzbasierte Qualifikation

Requirements for Vocational Qualifications

VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE, PRACTICAL NURSE 2010

Study Programme/Specialisation in
Customer Services And Information Management
Emergency Care
Rehabilitation
Children's And Youth Care And Education
Mental Health And Substance Abuse Welfare Work
Nursing And Care
Oral And Dental Care
Care For The Disabled
Care For The Elderly

	INTRODUCTION	7		
1	OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE (PRACTICAL NURSE)	8	4.6	Study Programme or Specialisation in Mental Health and Substance Abuse Welfare Work 122
	1.1 Objectives of the Vocational Qualification in Social and Health Care	8	4.6.1	Mental Health and Substance Abuse Welfare Work 123
	1.2 The structure of the Vocational Qualification in Social and Health Care	14	4.7	Study Programme or Specialisation in Nursing and Care 131
	1.3 Key competences for lifelong learning	17	4.7.1	Clinical nursing and care 131
	1.4 Eligibility for further studies	20	4.8	Study Programme or Specialisation in Oral and Dental Care 142
2	IMPLEMENTATION OF NATIONAL REQUIREMENTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	21	4.8.1	Oral and Dental Care 142
	2.1 Design and contents of the curriculum	21	4.9	Study Programme or Specialisation in Care for the Disabled 152
	2.1.1 Common part of the curriculum	22	4.9.1	Care for the Disabled 152
	2.1.2 Qualification specific part of the curriculum	22	4.10	Study Programme or Specialisation in Care for the Elderly 163
	2.1.3 Individual study plan	23	4.10.1	Care for the Elderly 163
3	COMPLETING A VOCATIONAL QUALIFICATION AS A COMPETENCE-BASED QUALIFICATION	24	4.11	Optional modules for all 175
	3.1 General on competence-based qualification system	24	4.11.1	Modules from Vocational Qualification in Social and Health Care 175
	3.2 Arranging competence-based qualifications	24	4.11.1.1	Accident and emergency nursing 175
	3.3 Completing a competence-based qualification	25	4.11.1.2	Perioperative nursing 176
	3.4 Requirements of competence-based qualifications	25	4.11.1.3	Home care and nursing of the elderly 177
	3.5 Individualisation in competence-based qualifications	26	4.11.2	Modules from vocational upper secondary qualifications 186
	3.6 Assessment of vocational skills in a competence-based qualification	26	4.11.3	Module from further vocational qualifications 187
	3.7 Certificates	27	4.11.4	Module from specialist vocational qualifications 188
	3.8 Preparatory training for competence-based qualifications	28	4.11.5	Module from polytechnic degrees 189
4	VOCATIONAL MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE	29	4.11.6	Locally offered modules 189
	4.1 Compulsory modules for all	29	4.12	Other optional modules in vocational upper secondary education and training 190
	4.1.1 Support and guidance of growth	29	4.12.1	Entrepreneurship 190
	4.1.2 Nursing and care	37	4.12.2	Workplace Instructor Training 195
	4.1.3 Rehabilitation support	49	4.12.3	In-depth and enhancing vocational modules 198
	4.2 Study Programme or Specialisation in Customer Services and Information Management	57	4.12.4	Core subjects 198
	4.2.1 Customer Service and Information Management	57	4.12.5	General upper secondary studies 198
	4.3 Study Programme or Specialisation in Emergency Care	66	4.13	Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification) 199
	4.3.1 Working in an Emergency Care Service	66	4.13.1	Business Operations 199
	4.3.2 Accident and emergency nursing	79	4.13.2	Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications) 203
	4.3.3 Perioperative nursing	88	4.13.3	Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training 205
	4.4 Study Programme or Specialisation in Rehabilitation	96	4.13.4	Another study programme or specialisation in the Vocational Qualification in Social and Health Care 205
	4.4.1 Rehabilitation	96	4.13.5	Plaster casts and different support techniques in immobilisation 205
	4.5 Study Programme or Specialisation in Children's and Youth Care and Education	109	4.14	Final Project in curriculum-based vocational education and training 216
	4.5.1 Children's and Youth Care and Education	109		

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
Paying attention to health, safety and ability to function	The student or candidate as a team member, assesses the client or patient's resources with him/her and supports him/her in promoting health and well-being.	assesses the client or patient's resources with him/her and supports him/her in promoting health and well-being.	assesses the client or patient's resources with him/her and supports him/her in promoting health and well-being, unprompted and in many ways.
Working with nursing and care in different settings (tending to vital functions, different diseases, pharmacotherapy, preparing, assisting or performing treatments and examinations, pain relief, nutrition, aid-devices, cleanliness, acting as primary nurse, psychosocial support, support in different social problems, taking multi-culturalism into account, providing terminal care, choosing equipment and materials)	monitors the client or patient's vital functions and recognises nursing needs, on the basis of which is able to tend to the client or patient, with the support of his/her team.	monitors the client or patient's vital functions and recognises nursing needs, on the basis of which is able to tend to the client or patient, as a team member.	monitors the client or patient's vital functions and recognises nursing needs, on the basis of which is able to tend to the client or patient holistically.
	supported by his/her team, carries out nursing and care of client or patients suffering from the most common medical-surgical diseases, infections, neurological diseases, cancer and skin diseases as well as memory disorders.	as a team member, carries out nursing and care of client or patients suffering from the most common medical-surgical diseases, infections, neurological diseases, cancer and skin diseases as well as memory disorders.	carries out nursing and care of client or patients suffering from the most common medical-surgical diseases, infections, neurological diseases, cancer and skin diseases as well as memory disorders.
	as a team member, helps and supports clients or patients to manage their daily activities independently.	helps and supports clients or patients to manage their daily activities independently, pursuant to a rehabilitative approach.	helps, supports and guides clients or patients to manage their daily activities independently, pursuant to a rehabilitative approach.

Kompetenzbasierte Qualifikationen

(Näyttötutkinnot)

- Kompetenzprüfungen am Arbeitsplatz
- Rd. 100.000 TeilnehmerInnen / Jahr > rd. ein Drittel schließt Kompetenzprüfungen für Qualifikationen ab
- Durchlässigkeit Berufsbildung – Hochschulbildung

Informationen zu Qualifikationen auf EN:

http://www.oph.fi/english/curricula_and_qualifications/vocational_upper_secondary_education

Career Pathway Bridges (USA)

Begriff an technischem College Wisconsin geprägt;
Verwendung v.a. an Community Colleges.

- Ermittlung der vorhandenen Kompetenzen
- Kombination aus Grundkompetenzen und beruflichen Inhalten
- Neue und adaptierte Lehrpläne mit „Brücken“ zu weiterführender Ausbildung
- Erwerb von *credentials* für College
- Unterstützung der Lernenden durch umfassende Beratungsangebote
- Kontakt zu lokalen Unternehmen

Minnesota FastTRAC Adult Career Pathways



Quelle: Minnesota State Colleges and Universities, Minnesota Department of Employment and Economic Development, Minnesota Department of Education (2011)

Conclusio

- Gemeinsames Vermitteln von Grund- und beruflichen Kompetenzen
- Einbeziehen von Anforderungen des regionalen Arbeitsmarktes
- Übergang zu post-sekundärer Aus- und Weiterbildung unterstützen (Durchlässigkeit)
- Anerkennen von non-formal und informell erworbenen Kompetenzen

Vielen Dank für Ihre Aufmerksamkeit!

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