

Learning Key Competences in Adult Education

On the way to a fair educational system?

Dr. Gerhard Bisovsky

The Vienna Adult Education Centres
(*Die Wiener Volkshochschulen*)

Contents

- Creation and Implementation of a **Frame Curriculum for Adult Education**
 - Based on the **8 European Key Competences for Lifelong Learning**
 - Effects on the Learner, the Institution and on the System
- **Austrian Academy of Continuing Education**

Outline of presentation

1. Adult Education System
2. Backgrounds for the Development of the Frame Curriculum
3. The White Book I: Frame Curriculum
4. Conclusions & Perspectives
5. The Academy of Continuing Education

The Matthew Effect

- Participation in Formal Adult Education by previous educational attainment:
Low 1.4% Medium 5.2% High 8.5%
- Participation in Non-formal Adult Education by previous educational attainment:
Low 6.5% Medium 16.4% High 30.9%
- Participation in Informal Adult Education by previous educational attainment:
Low 18.4% Medium 34.1% High 55.2% .

Eurostat Labour Force Survey, 2003 Ad-hoc-Module Lifelong Learning. From: EAEA 2006

Adult Education – critical remarks

- Collection of single lectures and courses instead of a programme.
- Complexity: providers, provision
- Not transparent
- One step up?

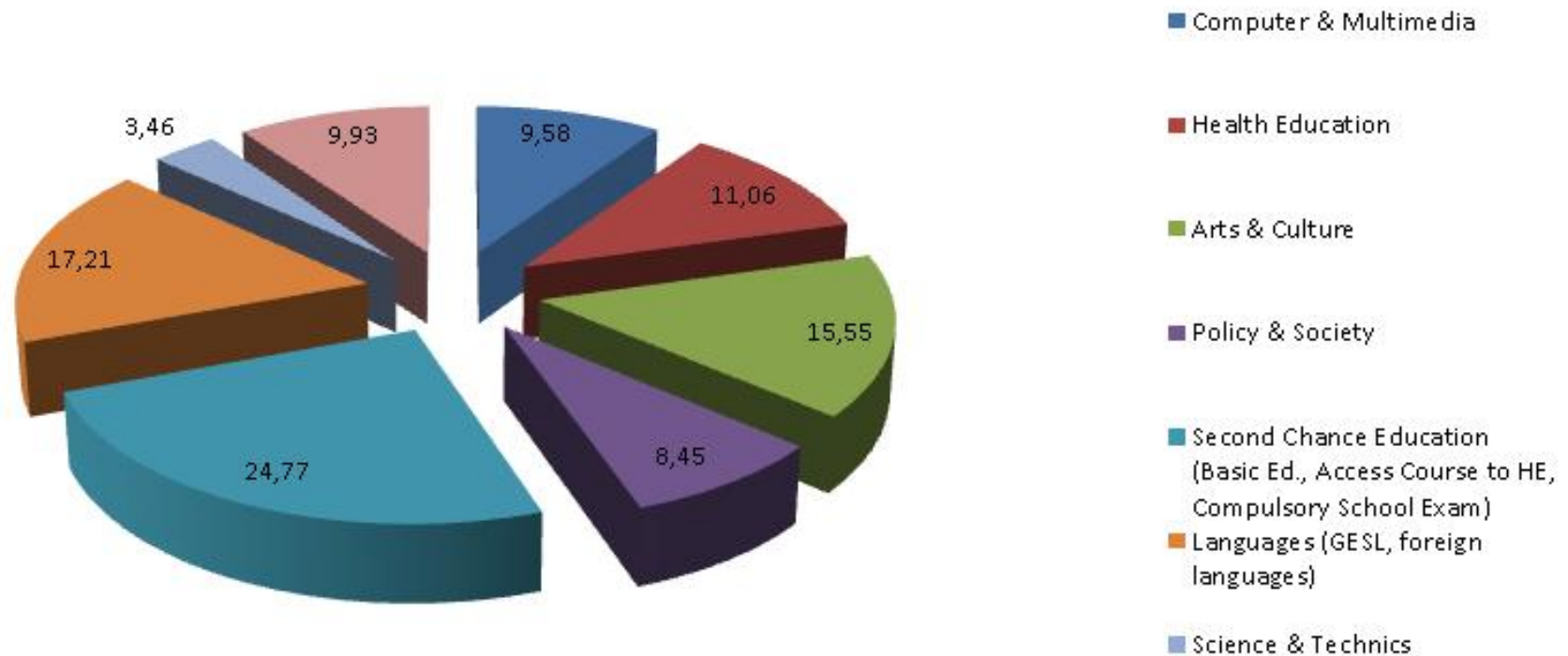
Adult Education – positive Experiences

- Curricula in Open Access
 - HE, Compulsary Education
- „Industrial Certificates“
 - ECDL (syllabus): European Computer Driving Licence
 - EBC*L: European Business Competence* Licence
 - IT Certificates: Cisco, ...
- European Framework of Reference for Languages CEFR

20110515-18 • **One step up!**

Provision

VHS Meidling: Enrollments in Courses and Single Lectures



One step up

- Pathways and progression routes
- Valuing of learning outcomes, non-formal and informal learning
- Integrated set of qualification levels and descriptors (based on learning outcomes) against inconsistencies
- Transparency of systems and qualifications, for individuals, employers and others.

European Commission 2009: Summary Report on the Peer Learning Activity on One Step Up.
Internet: <http://www.ksll.net/PeerLearningActivities/PlaDetails.cfm?id=89>

1. Adult Education System
2. Backgrounds for the Development of the Frame Curriculum
3. The White Book I: Frame Curriculum
4. Conclusions & Perspectives
5. The Academy of Continuing Education

Backgrounds

- Change process of the Vienna Adult Education Centres (*Volkshochschule*)
- EQF/NQF

The Vienna AEC

- From 18 centres to one company/ institution
- Governance
- Transparency
- Programme planning

- To drive the pedagogical way with business-management matters

Vienna AEC: overall aims

- Coherent provision for Vienna's population
 - To reach more people for LLL
 - Standards, Transparency, Accessibility
 - EQF/NQF
- Close gaps in the existing provision
 - Programme planning
 - Governance

Educational Contract with the Municipality of Vienna

- LLL **provision**: needs-oriented, comprehensive, lifelong and lifewide
- Low barrier **access**, socially compliant costs
- Promotion of **key competences** to guarantee a basic provision of adult education in Vienna.
- **Social cohesion**
- **Supplement** to the first path (school)
- Modern methodological and didactical **approaches**

EQF/NQF in Austria

- Three corridors
 - Formal (Schools, Universities, VET: based on occupational groups)
 - non-formal (adult education) with feasibility studies: tourism, building industry, health sector
 - informal
- Consultation process since 2007
- Classification of the formal sector until 2012/2013
- Non-formal 2012/2013f. Informal?

NQF consists of ...

- ... 8 Levels
- Level 6-8 two pillars:
 - higher education
 - Vocational education, general education

	General Education Schools	Vocational Education and Training Schools, enterprises	Higher Education
1		f.e. stacker lift truck driving license	
2	General Secondary School (Hauptschul-Abschluss) ISCED 2	Certificates or partly qualifications Different vocational qualifications	
3		Vocational schools for apprentices Medium-level secondary technical and vocational colleges	
4			
5	School leaving examination (Gymnasium)	School leaving examination Higher technical and vocational colleges	„Short Cycle“ within the first study cycle
6		Master craftsman, engineer	Bachelor (first study cycle)
7		f.e. tax counsellor	Master (second study cycle)
8		f.e. public accountant,	PhD (third study cycle)

Effects of the NQF on non-formal education

- Advantages, challenges
 - Integration of existing qualifications (health sector, Kindergarden, art sector, project management, etc.)
 - Integration of modularized qualifications in different subjects, languages, economy, IT, ...
 - Creation of new and missing provision for qualifications and qualification modules
 - Rise of quality via definition of standards
- Adult education overspans more than the NQF!
- Possible disadvantages, fears
 - Low value of offers not compatible to the NQF
 - Loss of open and low threshold offers
 - Reduction of public expenses

1. Adult Education System
2. Backgrounds for the Development of the Frame Curriculum
3. The White Book I: Frame Curriculum
4. Conclusions & Perspectives
5. The Academy of Continuing Education

European Key Competences for Lifelong Learning

1. Communication in the mother tongue
2. Communication in the foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Interpersonal, intercultural and social competences and civic competence
7. Entrepreneurship and
8. Cultural expression

http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf

Weißbuch Programmplanung

Teil I

http://www.vhs.at/fileadmin/uploads_vhsat/downloads/pdf/Wiener_VHS_Wei%C3%9Fbuch_Programmplanung_Teil_1.pdf

Frame Curriculum

White book on key competences

- Eight European Key Competences for lifelong learning
- References to relevant national and European frames:
 - educational standards (school system)
 - European Framework of Reference for Languages CEFR, CRELL
 - “industrial certificates” like ECDL[®], European Business Competence* Licence, EBC*L, ...
- Based on learning outcomes
- Descriptors: Knowledge, skills, attitudes. Attitudes to be related to specific contexts.

Composition

Each key competence consists of sector competences on a horizontal level

Each key competence is defined by

- attitude
- knowledge
- abilities and skills

Competence: Somebody has the xy competence when s/he knows ... and is able to ... oriented towards ... (attitude)

Examples

Examples for our interpretations of the following key competences

5 Learning to learn

6 „Citizenship“: Social competence and self competence (social and civic competences)

7 „Entrepreneurship“: Sense of initiative and entrepreneurship

5: Learning to learn

Section 1 Time Management	Section 2 Organisation of information	Section 3 Learning in groups/ Group learning	Section 4 Motivation and self-esteem
1.1 determine learning time, deal with milestones	2.1 find information	3.1 to communicate in groups	4.1 to set a goal
1.2 confront with learning tasks	2.2 understand information and construct knowledge	3.2 to contribute to groups	4.2 to overcome obstacles
1.3 efficient use of time	2.3 to use information and knowledge for action	3.3 to accept decisions in groups	4.3 to operate learning competence
		3.4 work together in groups	4.4 self-esteem

6: Social competence and self competence (social and civic competences)

S 1 Political area	S 2 Cultural area	S 3 social area	S 4 personal area
1.1 to orient in a political world	2.1 to realize the complexity of the own cultural identity	3.1 to live human relationships	4.1 self-awareness
1.2 to see needs and interests historical	2.2 to orient in a cultural world	3.2 to act social and self-responsible	4.2 self development
1.3 to understand social systems	2.3 to see the meaning of culture	3.3 to communicate adequate to situations	4.3 self advocacy
1.4 to reflect, criticize and evaluate	2.4 to reflect cultural heritage	3.4 to solve human conflicts	4.4 self fulfillment
1.5 moral sensibility	2.5 to accept the plurality of culture	3.5 to contribute to the health of others	4.5 to subsist healthy
1.6 to act solidarity			4.6 to move
1.7 fair acting			4.7 to relax
1.8 take over social and political responsibility			4.8 to protect oneself
			4.9 well being
			4.10 to care the one health
20110518-18	RPL Turku		4.11 to act autonomous

7 Sense of initiative and entrepreneurship

S 1 Business and commercial competence	S 2 Strategic organisation of enterprises and management competence	S 3 personal and interpersonal competence of entrepreneurs
1.1 to found and to conduct enterprises	2.1 to develop organisations	3.1 to communicate in and for the enterprise
1.2 to employ people and to allocate personal costs	2.2 to manage personal staff	3.2 to work in groups and with groups
1.3 accountancy	2.3 to manage quality	3.3 to plan and to organise tasks
1.4 to calculate costs and prices	2.4 to manage products	3.4 to maintain the own workforce
1.5 to calculate taxes	2.5 think strategically	
1.6 to plan and to direct business processes	2.6 marketing	
1.7 to think and to decide economically	2.7 to evaluate outcomes	
	2.8 to manage information	

The Frame Curriculum - Effects

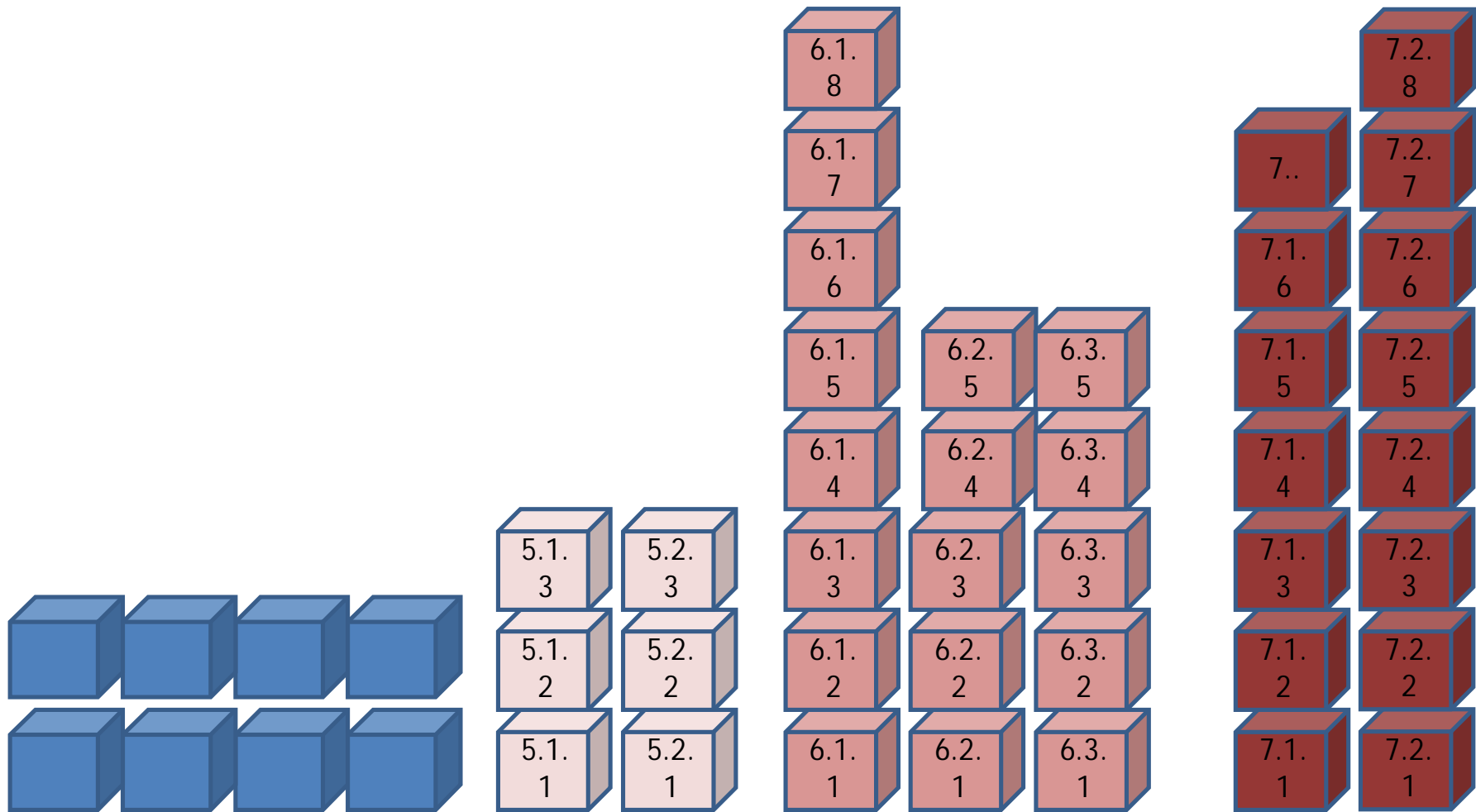
- Modules
- Combination of modules > new provision
- Bundles of competences can lead to (part) qualifications
- Bundles of part qualifications > new qualifications
- A standardized system of educational provision is now implemented
 - Permeability
 - Transparency
 - better communication to learners
 - Programme planning
 - Overview and calibration within the educational institution

Example: Feministic basic studies

- 2 years Master course
- 8 modules
- diploma thesis

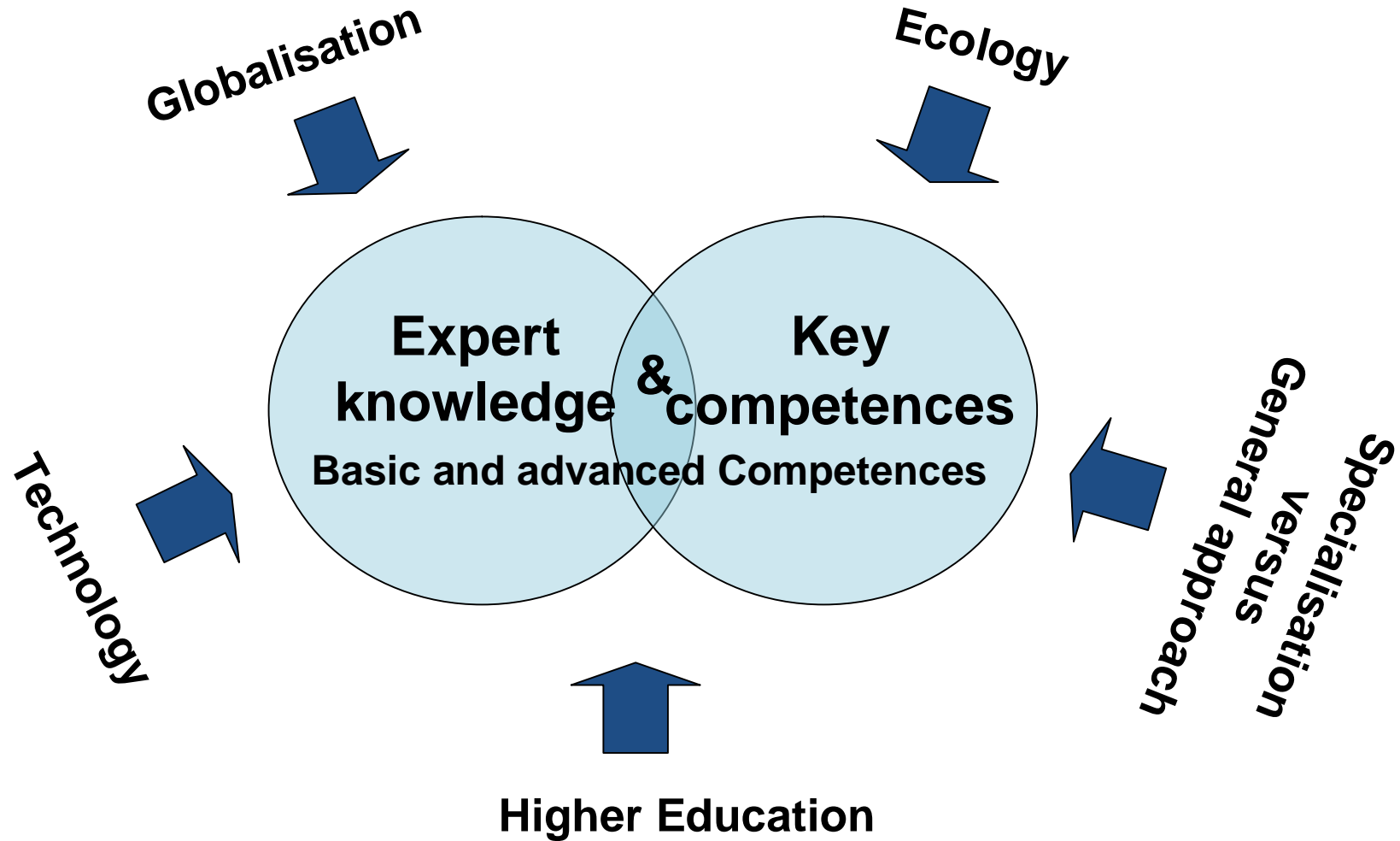
- Specialized contents + sectorial competences
 - Learning to learn (5)
 - Social competence (6)
 - Initiative and entrepreneurship (7)





1. Adult Education System
2. Backgrounds for the Development of the Frame Curriculum
3. The White Book I: Frame Curriculum
4. Conclusions & Perspectives
5. The Academy of Continuing Education

The Meaning of Key Competences



Individuals ...

- ... have experts knowledge
- ... have key competences
- ... lack of certain competences

- ... obtain missing & new competences
- One or more steps up!
- Higher qualification
- HE

Planning process & Coherence

- Needs orientation
 - Individual needs: low threshold strategies
 - Economical & societal needs
- Coherence
 - Institution: local, regional
 - Regions: Institutions
- System
 - Formal & non-formal learning
 - APL: informal learning

Done/ to do

- Frame Curriculum implemented as a planning instrument
 - Common Formulation of Modules > Learning Outcomes
- Vertical structure (8 NQR levels) > national project
- Development of a model: Key Competences & EQF/NQF
- Recognition of prior learning

1. Adult Education System
2. Backgrounds for the Development of the Frame Curriculum
3. The White Book I: Frame Curriculum
4. Conclusions & Perspectives
5. The Academy of Continuing Education

Austrian Academy of Continuing Education

A new approach to recognising

- formally, non-formally and informally
- acquired competences of
- adult educators



Background information

- initiated by major Austrian adult education umbrella organisations and experts
- established in 2007 as an ESF-project, financed by the Ministry of Education, ESF and students
- part of the “Co-operative System of Adult Education”
 - Austrian Conference of Adult Education
 - Non-profit providers of AE
 - Improve Quality & Professionalisation

Reasons for setting up the Academy

- no standardised education for adult educators > standards (curriculum)
- need to recognise already acquired competences > recognition model
- professionalisation of the field
- permeability of the adult education system > pathway to Higher Education (Master Study)



4 target groups

educational managers	teachers/trainers
counsellors	librarians

Curriculum

Model of recognition

Hand in proofs of competences

- f.e. seminar on presentation skills, distance learning programme or a university degree in education.
- informally acquired competences
 - e.g. a written confirmation from the client's employer
 - show competence by writing a paper

Assessment 3 days (obligatory)

- insight in his/her work as an adult educator
- feedback from the trainer and the other participants

Certificate or a diploma

Effects

- Adult Educators
 - Recognition of their professional experience
 - Recognition of already acquired competences
 - Certificate and diploma
- Providers
 - Meaning of quality & standards
 - Training seminars: academy curriculum
- Policy
 - Quality development
 - Governance



Facts up to May 2011

- 1006 registrations
- 695 portfolios evaluated
- 385 certificates and 106 diplomas awarded
- www.wba.or.at

Thank you for your attention!

gerhard.bisovsky@vhs.at

Quality Assurance and Development

- Common QM-System: LQW (learner-oriented quality assessment). <http://www.artset-lqw.de/>
- Learners' feedback
- Teaching units' reflection (observation)
- Interviews with teachers

Volkshochschule Meidling

- Turnover 4,6 Mio Euros 2010
- No of course enrollments 12 300
- No of course units p.a. 43 000
- Course units x participants 470 000
- Teachers (free lancers) ca. 350
- Staff: 54 persons (incl. maintenance, cleaning staff, ...)

Educational area

- Volkshochschule (AEC)
- Vocational schools (office, services, cooks, bakers, dentists assistants, ...)
- Museums (districts museum, heating museum)
- Communication Centre
- Sports Hall
- Concert Hall