



OBSERVAL Publications - Austria - 2008

3s research laboratory, Wiedner Hauptstraße 18, 1040 Wien, Austria Tel (+43-1) 585 0915-0, Fax -99, office@3s.co.at, www.3s.co.at

Bauer, Fritz:

Anerkennung informell und non-formal erworbener Kompetenzen für den Beruf:
Perspektiven des oberösterreichischen Pilotprojekts "DU kannst was!"

[Recognition of informally and non-formally acquired competences for the world of work: Perspectives of the Upper Austrian pilot scheme 'YOU can do it!']

In: WISO (Wirtschafts- und sozialpolitische Zeitschrift) No 1 (2008), p. 146-160

Abstract:

In this contribution, the Head of the Education and Culture Department of the Upper Austrian Chamber of Labour reports about a pilot project conducted in Upper Austria that focused on the development and testing of a model tailored to Austrian and Upper Austrian framework conditions to collect, recognise and validate informally and non-formally acquired competences by the example of selected occupations. The project's primary target group are Upper Austrian adults from the group of low- skilled and adult women and men with a migration background.

Anneliese Heilinger

Vom Zertifikat zur Zertifizierung. Überinstitutionelle Qualifizierungskonzepte für
ErwachsenenbildnerInnen.

[From certificate to certification. Trans-institutional concepts for qualifying adult educators]

In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und
Diskurs, 4/2008. Online im Internet: <http://www.erwachsenenbildung.at/magazin/08-4/meb08-4.pdf>

Abstract:

Models of trans-institutional concepts and initiatives for qualifying adult educators in Austria as well as the reasons for developing the Academy of Continuing Education are described in this article. The Academy of Continuing Education is not a training provider but validates informal and non formal learning, recognises qualifications and facilitates permeability between adult education and study programmes at university level.

Krisch, Richard

Bildung ist mehr als Schule - Anmerkungen zur Bildungsdebatte.

[Education is more than school v comments to the debate on education]

<http://www.spektrum.at/publikationen/gfx/2008%20Bildung%20Seeyou.pdf>

Abstract:

The article discusses possibilities of informal learning of young people in the

transition phase from school to labour market. Cooperation between youth work outside school and school is emphasised.

Luomi-Messerer, Karin

Possibilities for enhancing permeability from VET to HE by using the VQTS model.

ECER 2008 Symposium ≈ Innovative Instruments for the Accreditation of Vocational Learning.

Online: http://www.vet-research.net/downloads/ECER08_Vienna.pdf

Abstract:

Recognising prior learning in order to enhance permeability between vocational education and training (VET) and higher education (HE) is included in European-wide educational policies and high on the official agenda in many European countries. The introduction of accreditation of prior learning (APL) is seen as an attempt a) to create new paths in education and training and, in particular, a more flexible transition between VET and HE, b) to reduce redundancies on the interface between VET and HE and c) to shorten the duration of learning in HE. In this paper, some examples of accreditation of vocational learning outcomes in HE in Austria are presented before introducing an instrument, the VQTS model. The introduction of the VQTS model, a method for transparently describing learning outcomes, are followed by an outline of how this approach can also be used in the context of APL to enhance permeability from VET to HE.

Luomi-Messerer, Karin; Lengauer, Sonja; Markowitsch, Jörg

NQR Tourismus: Projekt zur Vorbereitung der Einordnung von Qualifikationen aus dem Bereich Tourismus in den NQR

[NQF Tourism: Project for the preparation of linking qualifications in the field of tourism to the NQF]

Online: http://www.bmukk.gv.at/medienpool/17384/nqr_konf08_2_tourismus.pdf

Accompanying the NQF development process, the Federal Ministry for Education, the Arts and Culture (BMUKK) commissioned a pilot study to test the referencing of selected qualifications from the tourism sector with the NQF grid. This final report summarises the findings obtained through the pilot project. Building on expert discussions within the framework of two workshops and feedback from further experts, levels of selected formally and non-formally acquired qualifications of relevance for the sector were referenced, a possible approach towards referencing qualifications to the NQF tested, and challenges and problems arising from the reference analysed.

Schneeberger, Arthur; Petanowitsch, Alexander; Schlögl, Peter

National Report on the Development and State of the Art of Adult Learning and Education (ALE): Austria.

Prepared for the UNESCO 6th International Conference on Adult Education (CONFINTEA VI), Vienna, May 2008.

Online: <http://www.unesco.org/ui/en/UIILPDF/nesico/confintea/Austria.pdf>

Abstract:

The report provides an overview over adult learning and education in Austria. It includes information about policy, legislation and financing; quality of adult learning and education (provision, participation and achievement); research, innovation and good practices.

Tritscher-Archan, Sabine

NQR in der Praxis - Am Beispiel des Baubereichs.

[NQF in practice v an example from the area of construction]

ibw-Forschungsbericht Nr. 141.

Online:

http://www.ibw.at/component/virtuemart/?page=shop.product_details&flypage=flypage.tpl&product_id=253&category_id=6 Accompanying the NQF development process, the Federal Ministry for Education, the Arts and Culture (BMUKK) commissioned a pilot study to test the referencing of qualifications from the construction sector with the NQF grid. This final report summarises the findings obtained through the pilot project. Building on expert discussions within the framework of three workshops, levels of selected formally and non-formally acquired qualifications of relevance for the sector were referenced, a possible approach towards referencing qualifications to the NQF tested, and challenges and problems arising from the referencing analysed.

Tritscher-Archan, Sabine; Mayr, Thomas (eds.)

VET Policy Report - Austria

Online: [http://www.refernet.at/_TCgi_Images/refernet/20080620164314_VET%20Policy%20Report%20\(EN\)%20-%202008.pdf](http://www.refernet.at/_TCgi_Images/refernet/20080620164314_VET%20Policy%20Report%20(EN)%20-%202008.pdf) Abstract: This report includes the most important information about the national progress in VET towards EU policy goals within the framework of the Copenhagen process and according to the policy priorities defined in the Helsinki Communiqué. One of the seven policy areas identified by education ministers as priorities for national policy design in the VET sector is ≈Lifelong learning through VETΔ: The Austrian education culture is traditionally strongly geared towards the formal IVET sector. Nevertheless, also due to discussions at European level, the theme of recording and validating nonformally and informally acquired skills is increasingly gaining in importance. There are many related local and regional initiatives. At national level, the Academy of Continuing Education (WBA) can be named as an example, where future adult educators can have credits awarded for existing competences to obtain the WBA Certificate or the WBA Diploma.

Auer, Monika; Beyrl, Xaver; Öhlmann, Gabriele Haben die Erfassung, Bewertung und Zertifizierung informell erworbener und bisher nicht sichtbarer Kompetenzen für die langfristigen Lebenschancen der Menschen Bedeutung? **[Is the recording, assessment and certification of informally acquired competences that are to date not visible important for the people's long-term life opportunities?]** Online:

<http://www.kompetenzprofil.at/pdfs/studie.pdf>, application/pdf Abstract: Regarding the course modules "competence profile" and "assessment centre" provided by the Linz Adult Education Centre and the connected recording, assessment and certification of informally acquired competences that are to date not visible, the question arose in how far these provisions are important for the people's long-term life opportunities. This issue was examined in the present study.

Biffl, Gudrun Erwachsenenbildung : Schlüssel für die Erhaltung der Wettbewerbsfähigkeit Österreichs. **[Adult education : The key to maintenance of Austria's competitiveness.]** In: Magazin erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs, No 2 (2007), p. 14-24. Online: <http://erwachsenenbildung.at/magazin/072/meb07-2.pdf> Fast technological changes have led to requirements in the world of work undergoing continuous changes. At the same time, employment fluctuation is on the increase and companies no longer invest sufficiently in their staff's CVET. In this situation, the development of an adult learning system is absolutely vital. Such a system is based on three supporting pillars: an institutional, a financial, and a qualification-related basis. The institutional framework ensures

that institutional actors in the field of VET and CVET are involved into the planning and implementation of a lifelong learning system. This aim can be achieved by establishing an advisory council on adult learning or a federal office for CVET, which also houses a federal accreditation agency. The financial framework has to be designed in a way that both individual learning opportunities are guaranteed within the individual life's horizon and that social and business-related educational policy objectives are met. The latter include maintenance of the region's economic competitiveness as well as safeguarding a high qualification level of a mature, post-industrial society, which is important from the viewpoint of democracy. The adjustment of qualifications should be effected within an international qualifications framework (European Qualifications Framework or EQF), in which nationally recognised vocational and technical skills and qualifications are classified and hence made transparent to all sides.

bm:ukk/ibw

New OECD Activity on Recognition of Non-Formal and Informal Learning (RNFIL) - Country Background Report Austria

Abstract:

The report covers contextual factors (demographic change, internationalisation, new ICT, economic developments and skills shortage and social developments); institutional arrangements (political and legal framework, governance and the role of government, resources); technical arrangements (qualifications, qualification systems, qualification frameworks, credit accumulation and transfer, assessment methods and procedures); stakeholder behaviour (characteristics of stakeholders, access, participation, incentives and disincentives); and case studies on benefits and barriers.

Chisholm, Lynne Das Lernkontinuum und Kompetenzorientierung: neue Schnittmengen zwischen der allgemeinen und der beruflichen Bildung. [**The learning continuum and a focus on competence: new intersections between general and vocational education and training.**]

Online: http://www.bwpat.de/ATspezial/chisholm_atspezial.shtml Abstract: Binary oppositions secure symbolic and concrete boundaries. Education in first modernity delivers a classic example, yet the challenges of second modernity demand synergies across education and training terrains and in this context, overcoming the fault-line between general and vocational education and training plays a key role. This contribution looks at the 'fuzzy boundaries' that emerge when the learning continuum (formal - non-formal - informal) is explicitly taken into account and explores the relationship between 'thinking' and 'doing'. Transnational youth work and non-formal youth training offer an exemplar of the intersections that arise thereby.

Csanyi, Gottfried S. et al. Blackbox Lernprozess und informelle Lernszenarien [**Blackbox learning process and informal learning scenarios**] Vortrag: 12. Europäische Jahrestagung "Gesellschaft für Medien in der Wissenschaft", Hamburg, Deutschland; 12.09.2007 - 14.09.2007; in: "Studieren neu erfinden - Hochschule neu denken", Medien in der Wissenschaft. Münster: Waxmann Verlag GmbH Abstract: The authors analyse possibilities of informal learning at a Technical University and describe informal learning scenarios such as studying in the library, virtual group work or cooperating in the ≈Informatik Forum.

Eilinger, Anneliese: Eine Vision wird wahr: Weiterbildungsakademie Österreich [**A vision comes true: CVET Academy Austria.**] In: Die Österreichische Volkshochschule, No 224 (2007), p. 11-1 Abstract: The CVET Academy Austria (wba) was set up under the auspices of the Association of Austrian Adult Learning Institutions in a three-year project. It took up its work in February

2007 with the aim to train and qualify the skills of adult educators in accordance with previously developed standards. This article describes the way from the development of the concept to implementation in reality.

Holzer, Daniela Kompetenzorientierung. Dokumentation des Workshops vom 5.-6.10.2007, Bundesinstitut für Erwachsenenbildung, Strobl [Competence orientation. Documentation of the Workshop at the Bundesinstitut für Erwachsenenbildung, Strobl, 5.-6.10.2007] Online: <http://l3lab.erwachsenenbildung.at/wp-content/uploads/kompetenzorientierung-doku-ohne-thesenpapiere.pdf>

Abstract:

The report summarises the discussions at the workshop and also refers to the issue papers prepared by experts. The topics presented and discussed include projects in the fields of competences and competence orientation, definition of competence(s), chances and risks of competence orientation, visions and pragmatic approaches, future challenges and activities.

Kumpfmüller, Bernd; Morgan, Hildegund

Erkennen und Anerkennen : informelle Kompetenzen und Lebenslanges Lernen.
Individuelle Standortbestimmung - regionale Aspekte V Chancengleichheit
[**Realise and recognise: Informal competences and lifelong learning: individual stocktaking - regional aspects - equality of opportunity**]

Linz: Edition pro mente.

Abstract:

In this study, the two researchers examine a topic that is becoming increasingly important also across the EU, viz.: the valuation of knowledge and skills acquired via non-conventional training and CVET paths, and their usability on the labour market. The authors' arguments are illustrated by giving examples of relevant projects.

Danube University Krems (ed.)

Leitlinien einer kohärenten LLL-Strategie für Österreich bis 2010.

[**Guidelines for a coherent strategy for lifelong learning until 2010 in Austria**]

Online: http://erwachsenenbildung.at/services/publikationen/sonstige/leitlinien_III-strategie_endversion_2007.PDF

Abstract:

In autumn 2005, the Ministry of Education commissioned the Danube University Krems to develop a proposal for a coherent lifelong learning strategy for Austria. In a three-day workshop, a small group of experts met and worked out a substantial proposal for a lifelong learning strategy. The expert team also welcomed any advances in recognition of non-formal and informal learning, either through individual competence portfolios or by a national system of recognition.

Nagy, Andrea

Nicht formales Lernen in der europäischen Jugendbildung: eine Studie am Beispiel der "Summer School of Non-Formal Learning" in Estland 2005

[**Non-formal learning in European youth education: A study on the basis of the example Summer School of Non-Formal Learning in Estonia in 2005.**]

Innsbruck: Universität Innsbruck, 2007, 194 p.

This diploma thesis combines theoretical references and the political inclusion of non-

formal learning with the practice pursued by the Summer School of Non-Formal Learning in Estonia 2005.

Preißer, Rüdiger

Methoden und Verfahren der Kompetenzbilanzierung im deutschsprachigen Raum.

[Methods and procedures of competence balancing in the German-speaking countries.]

Online:

http://www.oeibf.at/_TCgi_Images/oeibf/20080212131347_oeibf_Kompetenzbilanzierung_2007_08_30.pdf

Abstract:

Within the framework of project activities conducted on behalf of the provincial government of Carinthia (with ESF funding), the Austrian Institute for Research on Vocational Training (öibf) took comprehensive stock of available information about the topic of CET in that province. Thus one detailed report is dedicated to the very topical theme of validating competences acquired outside educational processes in the narrower sense of the word (e.g. on the job, in voluntary work, etc.).

Schlögl, Peter; Neubauer, Barbara

Lebenslanges Lernen in Kärnten: Sonderauswertung des Mikrozensus 2003 ad hoc Moduls LLL für das Bundesland Kärnten

[Lifelong learning in Carinthia: Special evaluation of the 2003 microcensus ad-hoc module LLL for the province of Carinthia.]

Online:

http://www.oeibf.at/_TCgi_Images/oeibf/20080212131146_oeibf_LLL%20in%20Ktn.pdf

Abstract:

Within the framework of project activities conducted on behalf of the provincial government of Carinthia (with ESF funding), the Austrian Institute for Research on Vocational Training (öibf) took comprehensive stock of available information about the topic of CET in that province. Thus it was possible, by means of a special evaluation of the microcensus special survey on the topic of lifelong learning by Statistics Austria, to evaluate specific findings for Carinthia, which is a starting point for identifying changes in CET participation.

Schneeberger, Arthur; Schlögl, Peter; Neubauer, Barbara

Praxis der Anerkennung von nicht-formalem und informellem Lernen in Österreich und deren Relevanz für einen künftigen NQR

[The recognition practice of non-formal and informal learning in Austria and its relevance for a future NQF.]

In: Entwicklung eines Nationalen Qualifikationsrahmens für Österreich : Vertiefende Analysen., p. 75-93. Online:

http://www.bmwf.gv.at/uploads/tx_bmwfcontent/NQR_Studien-Endbericht_Dez07.pdf

Abstract:

Within the framework of scientific support for the development of a National Qualifications Framework (NQF), ten practical examples of quantitative relevance for Austria were examined in connection with the recognition of non-formal and informal learning to find out what a possible allocation to a future NQF might look like. In this publication, these approaches to assess non-formal and informal learning are assigned to a typology that provides for three types, with overlaps possible in the

allocation of the practical examples. A differentiation is made between formal, summative and formative recognition processes.

Sozialpartner Austria; Beirat für Wirtschafts- und Sozialfragen:

Chance Bildung : Konzepte der österreichischen Sozialpartner zum lebensbegleitenden Lernen als Beitrag zur Lissabon-Strategie.

[Learning as an opportunity : Concepts for lifelong learning presented by the Austrian social partners as a contribution to the Lisbon Strategy.] Online:

http://www.sozialpartner.at/sozialpartner/ChanceBildung_20071003.pdf Abstract: Austrian social partners bear a considerable and concrete co-responsibility for vocational and continuing training in Austria, particularly for CVET. This country requires a holistic and networked orientation of general education, vocational and continuing training from a perspective of lifelong learning. Therefore, in this joint position paper, Austrian social partners are defining guidelines for a comprehensive and consistent lifelong learning strategy.

Ziegler Ute Kompetenzentwicklung in der Weiterbildung: Erfassung und Feststellung informell erworbener Kompetenzen. **[Competence development in CVET: Surveying and identifying informally acquired competences.]** Graz: Universität Graz, 2007, 98 p. Abstract: This diploma thesis deals with differing measuring methods aiming at comparability statuses of competences. The methods of competence certification require a degree of transparency and accuracy as well as credibility, all of which factors are to be confirmed by certification.

Zürcher, Reinhard Informelles Lernen und der Erwerb von Kompetenzen: Theoretische, didaktische und politische Aspekte. **[Informal learning and the acquisition of competences: Theoretical, didactic and political aspects.]** Bundesministerium für Unterricht, Kunst und Kultur, bmukk: Materialien zur Erwachsenenbildung No 2 (2007);

Online:

http://www.erwachsenenbildung.at/services/publikationen/materialien_zur_eb/nr2_2007_informelles_lernen.pdf

Abstract: Current educational policy themes of recent years include strategies to facilitate and implement lifelong learning and the discourse in connection with the development of the European and national qualifications frameworks. Catchwords such as "education pathways without blind alleys", permeability, transparency and learning outcomes, as well as the discussion about the orientation towards and the description of learning outcomes, about the definition of descriptors suited for that purpose, and about the extension of the term of education and places of learning merely serve to outline the complexity of contents. From the viewpoint of adult learning, concepts such as competences, the acquisition of competences, non-formal and informal learning are increasingly becoming interesting and the subject of considerations and research projects. This study provides a first overview and introduction to these fields and additionally offers comprehensive and detailed provisions for further analysis and information.