

## **OBSERVAL Publications – Austria – 2009/2010**

### **2009**

Egger-Subotitsch, Andrea/Sturm, René (Eds.) (2009):

Kompetenzen im Brennpunkt von Arbeitsmarkt und Bildung. [Competences in the focus of labour market and education] In: AMS report 66. Wien: Communicatio, 2009. Online: [http://www.forschungsnetzwerk.at/downloadpub/AMS\\_report66\\_egger-sturm2009.pdf](http://www.forschungsnetzwerk.at/downloadpub/AMS_report66_egger-sturm2009.pdf) (03.08.2010)

Experts agree that social competences are important for generally coping with life and especially for practising a profession. It has become clear that success in the working life comes not only from formal education but also from professional experience connecting subject-related and social competences. It is not yet clear where (school, university, family, private life, working place, etc.) and, in particular, how social competences are acquired. Experts debate the issue of measuring and recognizing these informally acquired competences. Finally, they are interested in methods for enhancing the acquisition of social skills in companies or organisations. This report addresses various issues related to this context:

\_\_\_ John Erpenbeck, a German academic, explains the status quo in research on competences, competence balances and competence management.

\_\_\_ Wolfgang Kellner discusses three basic theses on competence orientation.

\_\_\_ Social scientist Manfred Krenn uses results from a survey in companies from Lower Austria to examine the meaning and significance of non-subject-related aspects in personnel selection.

\_\_\_ Psychologist Andrea Egger-Subotitsch and social scientist Thomas Kreiml present major results of studies on management competences gained through research done through the Leonardo da Vinci project 'Strategic Competencies'.

\_\_\_ Social scientist Marie Jelenko provides an overview of the national and European qualifications frameworks.

Erler, Ingolf (2009):

Die Allgemeine Erwachsenenbildung und der Nationale Qualifikationsrahmen. Modellprojekt zur BürgerInnenkompetenz. [Non-vocational adult education and the National Qualifications Framework. Pilot project focussing on civic competences] ÖIEB, Wien. Online: [http://www.oieb.at/upload/3458\\_NQR\\_Bericht.pdf](http://www.oieb.at/upload/3458_NQR_Bericht.pdf) (29.07.2010)

This pilot project examined the relationship between adult education and the Austrian NQF and particularly explored the possibilities of classifying offers of non-vocational

adult learning to the NQF. The project also looked at the role of key competences, such as civic competences, in this context.

Kellner, Wolfgang (2009):

Erzählen, Übersetzen, Beschreiben. – methodische Annäherungen an den Kompetenzerwerb im freiwilligen Engagement. [Narrating, translating, describing – methodical approaches to competence acquisition in voluntary work.] In: Landeszentrale für politische Bildung Baden-Württemberg (Hrsg.): Grenzen-Los! Freiwilliges Engagement in Deutschland, Österreich und der Schweiz, Stuttgart 2009, S. 104 – 107. Online:

[http://msplhs15.bon.at/~admin87/ring/kompetenzentwicklung/Kellner\\_Grenzenlos-Beitrag.pdf](http://msplhs15.bon.at/~admin87/ring/kompetenzentwicklung/Kellner_Grenzenlos-Beitrag.pdf) (29.07.2010)

In a first step, the author sketches development and improvement of the 'portfolio for volunteers'. The instruments and the portfolio process are described in a second step; the third step shows important experiences, problems and aspects for future development. 'Narrating', 'translating' and 'describing' are regarded as central elements in the portfolio process.

Prokopp, Monika (2009):

Anerkennung von non-formalem und informellem Lernen für Personen mit geringer formaler Qualifikation in Österreich. [Recognition of non-formal and informal learning for persons with low formal qualifications in Austria]. Wien (Dissertation)

This dissertation makes the basic assumption that because learning also takes place in other contexts, the individual's formal qualification obtained in the educational system does not necessarily mirror the person's actual competence. More equal opportunities should result from recognising competences acquired outside the educational system. The dissertation seeks to develop the elements of a system of – or measures for – accrediting competence that can benefit people in Austria with low formal qualification. The author describes the target group in Austria and analyses various stakeholder interests; she then evaluates relevant Austrian initiatives, projects and practices as to whether they meet the requirements for programmes of competence recognition and for CET programmes for people with low formal qualification. This stocktaking is complemented by three case studies analysed with the same criteria. The conclusions refer to the creation of a suitable framework and some points of contact with current educational policy developments. Relevant literature and statistical data are used to support the basic assumption and to answer the central research topic. Interviews with experts and practitioners provided material for the three case studies.

Prokopp, Monika & Luomi-Messerer, Karin (2009):

Permeability between vocational education and training and higher education: An example of good practice from Austria. In: Tutschner, Roland/Wittig, Wolfgang/Rami, Justin (eds.): Accreditation of Vocational Learning Outcomes: Perspectives for a European Transfer. ITB Forschungsberichte No 43. p. 11-33. Online: <http://elib.suub.uni-bremen.de/ip/docs/00010612.pdf> (03.08.2010)

This article presents an example in higher education (HE) of good practice for accrediting the learning outcomes from (initial) vocational education and training (VET). The wider framework of this practice is explained with a brief description of Austria's education and training system. The example is set in the field of electrical engineering; therefore, the relevant economic sector and target group is also described. The article presents some general possibilities for and barriers to accreditation of prior learning in Austria and provides a detailed description of accrediting vocational learning outcomes in the electronics degree programme at the University of Applied Sciences Technikum Wien. The conclusion comments on how the described practices relate to concepts such as employability, efficiency and conformity with general European Union policies.

Schlögl, Peter (2009):

Konzept einer Teil-Strategie für die Integration von Lernergebnissen des nicht formalen Lernens in einen künftigen nationalen Qualifikationsrahmen. [Idea for of a sub-strategy for the integration of learning outcomes from non-formal learning into the future national qualifications framework] Endfassung. Im Auftrag des Bundesministeriums für Unterricht, Kunst und Kultur. Öibf (Hg.), Wien, September 2009.

In 2009, a thematic working group proposed a strategy paper related to the integration of non-formally acquired learning outcomes into the Austrian NQF. They suggested setting up 'bodies responsible for qualifications' (Qualifikationsverantwortliche Stellen) to regulate qualifications that are valid sectorally and/or nationally but do not have an equivalent in the formal education system. This proposal's core elements have been included in the national NQF strategy presented at the end of 2009 that identifies the conclusions, decisions and activities for developing the NQF following the consultation process.

Spiel, Christiane; Finsterwald, Monika; Schober, Barbara (2009):

Anerkennung non-formalen und informellen Lernens an Universitäten. Projektbericht. [Recognition of non-formal and informal learning in universities. Project report]. In: Westphal, Elisabeth & Friedrich, Margret (2009): Anerkennung von non-formalem und informellem Lernen an Universitäten. Graz, Leykam.

This study discusses the political framework, various definitions and the perspective of selection processes at universities and prepares the ground for recommendations for APEL (accreditation of prior experiential learning) in universities. These recommendations include: the receiving institution should grant recognition; the students' and graduates' profiles should reflect and relate to the universities' aims and tasks; the underlying philosophy of competence assessment should be made transparent; and theoretical and educational quality criteria should be met. This study sketches the recognition procedure and gives further recommendations (for example, concerning the European perspective, the role of the European University Association, application of validation also for modules within a study course). The main challenge is seen in combining the complexity of the task and the efficient handling of the process.

Westphal, Elisabeth; Friedrich, Margret (2009):

Anerkennung von non-formalem und informellem Lernen an Universitäten [Recognition of non-formal and informal learning in universities.] – Graz : Leykam Verlag.

In their capacity as public institutions of the tertiary education sector, universities were for many years exclusively occupied with granting educational certificates in the field of formal learning. This book deals with forms of learning that are today termed non-formal and informal learning – forms of learning that mostly take place outside classic educational institutions. It analyses various elements, principles and practices of recognition of such qualifications as well as necessary framework conditions for universities.

Hammerer, Marika; Schneeberger, Arthur (2010):

Guidance und Kompetenzbilanzierung : Konzepte, Beispiele und Einschätzungen. In: Magazin erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs, No 9 (2010), 167 p. Vienna: BMUKK, bifeb, 2010 (ISSN: 1993-6818) [http://erwachsenenbildung.at/magazin/10\\_09/meb10-9.pdf](http://erwachsenenbildung.at/magazin/10_09/meb10-9.pdf) (02.08.2010)

Because of increased focus on guidance and competence portfolios, this Issue 9 of the online magazine on adult education 'erwachsenenbildung.at' presents Austrian approaches of educational counselling and career guidance for adults, competence recognition and balancing procedures, as well as educational policy strategies.

Fleischer, Eva (2010):

Kompetenzfeststellung ist gut, aber nicht ausreichend. Join in a Job! – ein integrativer Beratungsansatz für Jugendliche mit Migrationshintergrund. [Competence recognition is good but not enough! Join in a Job! – an integrative counselling approach for young people with migration background.] Online: [http://erwachsenenbildung.at/magazin/10\\_09/meb10-9\\_03\\_fleischer.pdf](http://erwachsenenbildung.at/magazin/10_09/meb10-9_03_fleischer.pdf) (29.07.2010)

Recognizing competences that young people with migration background can bring into the labour market is not widespread among potential employers and the youth themselves. In addition, the young people are often stereotypically ascribed specific deficits and needs. The method 'Join in a Job!' offers tools for career counselling that are customised to the target group's actual needs. These instruments for describing competences are integrated in a counselling process including several steps. The text describes creating and orientating the methods as well as particular elements of the methodology.

Kovacs, Gabriella (2010):

... weil ich WERTvoll bin! Kompetenzmanagement für Menschen mit Migrationshintergrund. [Because I'm VALUable! Competence management for persons with migration background.] In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 9, 2010. Wien. Online: [http://erwachsenenbildung.at/magazin/10\\_09/meb10-9\\_13\\_kovacs.pdf](http://erwachsenenbildung.at/magazin/10_09/meb10-9_13_kovacs.pdf) (29.07.2010)

A lack of possibilities to transfer 'imported' qualifications into the labour market is one of the major barriers for equal participation in secure jobs for persons with migration background. In addition, de-qualification affects many immigrants. Since September 2008, the Migrare – Center for Migrants Upper Austria – has applied the 'competence profile according to CH-Q for unemployed persons with migration background'. The CH-Q model connects resource-oriented competence management with a positive approach. Experiences from the first year confirm, on an individual and a political, labour-market political level, this programme's importance for the target group 'unemployed persons with migration background'.

Monika Prokopp (2010):

Was bringt Kompetenzanerkennung – und wem? Ein Standpunkt. [What's competence recognition good for – and who profits?] In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 9, 2010. Wien. Online: <http://www.erwachsenenbildung.at/magazin/10-9/meb10-9.pdf>. (03.08.2010)

Is competence recognition a tool of the 'unemployment industry' that provides subsistence for unemployed, trainers, researchers and employees of the 'Public Employment Service' and 'canalises' people in courses and jobs to keep them from climbing the barricades? Alternatively, can competence recognition not only contribute to people's qualification but also to their empowerment and their critical and innovative abilities? The first part of this text presents expectations in systems or measures of recognition of non-formal and informal learning and considers economic, society-related and individual aspects. These expectations are questioned in the second part and set in a wider context. The text ends with a plea to keep this context in mind and to contribute to empowerment.

Schildberger, Elke (2010):

Kompetenzmanagement im Trend. Das Kompetenzprofil nach CH-Q an der Volkshochschule Linz. [Competence management as a trend. The competence profile according to CH-Q at the Adult Education Centre Linz.] In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 9, 2010. Online: <http://www.erwachsenenbildung.at/magazin/10-9/meb10-9.pdf>. (29.07.2010)

It always seemed obvious: the key to good jobs and careers are qualifications and competences of many kinds – acquired in school leaving examination, studies or courses and proven with the corresponding certificate. This is still the case today, but there have been fundamental changes in the last years. Innovation in educational policies throughout Europe – for example, connected with the EQF and NQF – have contributed to increasing awareness that there are other ways of competence acquisition apart from classical education. Studies indicate that people informally acquire up to 70% of their competences. This leads to the question how these informally acquired competences can be made visible and utilisable. Adult Education Centre Linz was one of the first institutions in Austria dealing with this question and developing a method of competence recognition. Currently, the 'competence profile' according to CH-Q is applied at the competence recognition centre of Adult Education Centre Linz and partner institutions all over Austria.

Steiner, Petra (2010):

Die Weiterbildungsakademie Österreich (wba). Erfahrungen und Zugänge zu Beratung und Kompetenzanerkennung für ErwachsenenbildnerInnen. [Weiterbildungsakademie Österreich (wba – Academy of Continuing Education). Experiences and approaches to counselling and competence recognition for adult educators.] In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 9, 2010. Wien. Online: <http://www.erwachsenenbildung.at/magazin/10-9/meb10-9.pdf>. (29.07.2010)

This text provides information about the work of the 'Weiterbildungsakademie Österreich' (wba, Academy of Continuing Education), the process of competence recognition and the counselling of wba-students. Detailed descriptions are provided of

competence requirements for the wba-diploma in 'counselling'. Next, the publication provides a sketch on characteristics – such as the 'virtuality' of the academy, recognition of competences acquired informally – and general conditions of counselling and competence recognition at the wba; this includes different adult education 'cultures' within the student group and professionalisation tendencies in adult education. Resulting challenges are discussed from the view of wba-staff as well as from the view of wba-students. Finally, a short outlook on the near future of the wba is presented.

Reinhard Zürcher (2010):

Kompetenz – eine Annäherung in fünf Schritten. [Competence – an approach in five steps.] In: MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 9, 2010. Wien. Online: <http://www.erwachsenenbildung.at/magazin/10-9/meb10-9.pdf> (29.07.2010)

Dealing with the term 'competence' and its use in research and practice might lead to the impression of a 'shoreless ocean'. This text seeks to provide some 'landmarks' that can clarify terminology and structures of our knowledge of competence. Examples are taken from adult education, schools and continuing vocational training. The text discusses the problem of standardising competences as opposed to individualised learning. The competence balance is described as a qualitative instrument of competence recognition that also plays a role in educational and vocational guidance and counselling.

Dokumentation der bib-efonet-Konferenz zum Thema Kompetenzerfassung in der Bildungs- und Berufsberatung. Vienna: ÖSB Consulting GmbH, 2009 [Documentation of the bib-efonet conference on the recording and definition of competences in educational counselling and career guidance.] <http://www.bib-efonet.at/infobeitrag.php?id=802> (03.08.2010)

The meeting on 27 and 28 April 2009 in Linz (Upper Austria) focused on informal learning, competences, approaches and instruments for the recording and definition of competences, validation and certification of competences, a National Qualifications Framework for Austria (NQF) and European Qualifications Framework (EQF). Experts from Switzerland, Germany and Austria dealt with these issues theoretically, reported approaches and experiences in their own countries and abroad, and presented a wide range of instruments for the recording and definition of competences.