

Austrian Project: Reviews and scenarios about the utilisation and impact of NQFs upon non-vocational adult education (NVAE)

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Input:

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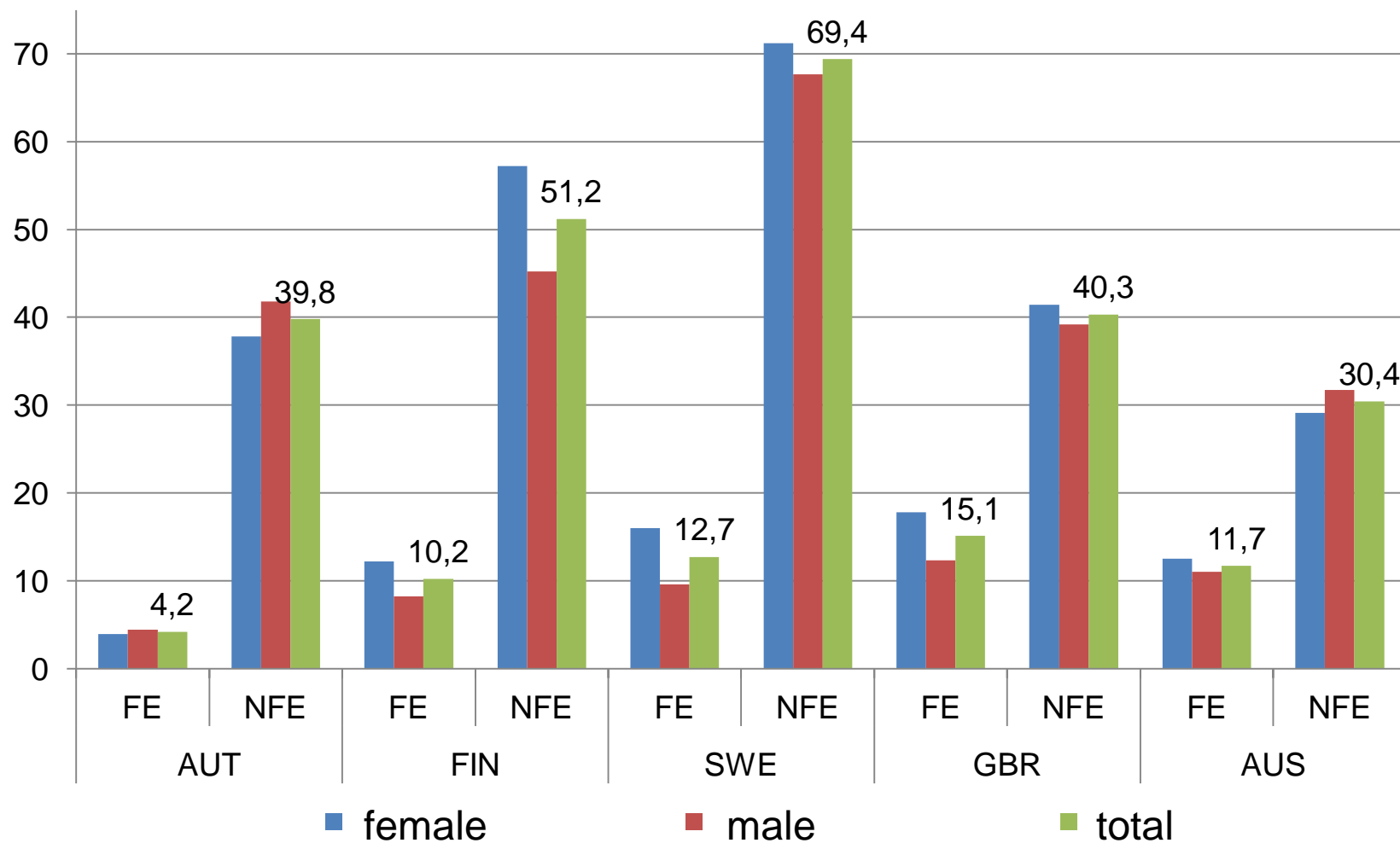
Basic ideas

- how should NVAE be considered in a strategy for the improvement of lifelong learning, and which position could the NQF could have in this course?
- the broader conditions of the development and support of NVAE are taken as a point of departure
- Two basic problems are considered important:
 - First, the tendency that lifelong learning policy is very much determined by economic, employment, and vocational goals and objectives might basically lead to a kind of crowding out NVAE;
 - secondly, given this tendency, the application of the QF to NVAE might reinforce the priorities in favour of economic and vocational goals also within NVAE,
 - and thus might even further undermine the non-vocational missions within this sector.
- a basic hypothesis: if the NQF should be productively used in NVAE, it must be embedded in a much broader strategy of the development of this sector. If this strategy would not exist, the impact would be rather deteriorating than helpful. **To identify main elements of such a broader strategy is a main goal of the project.**

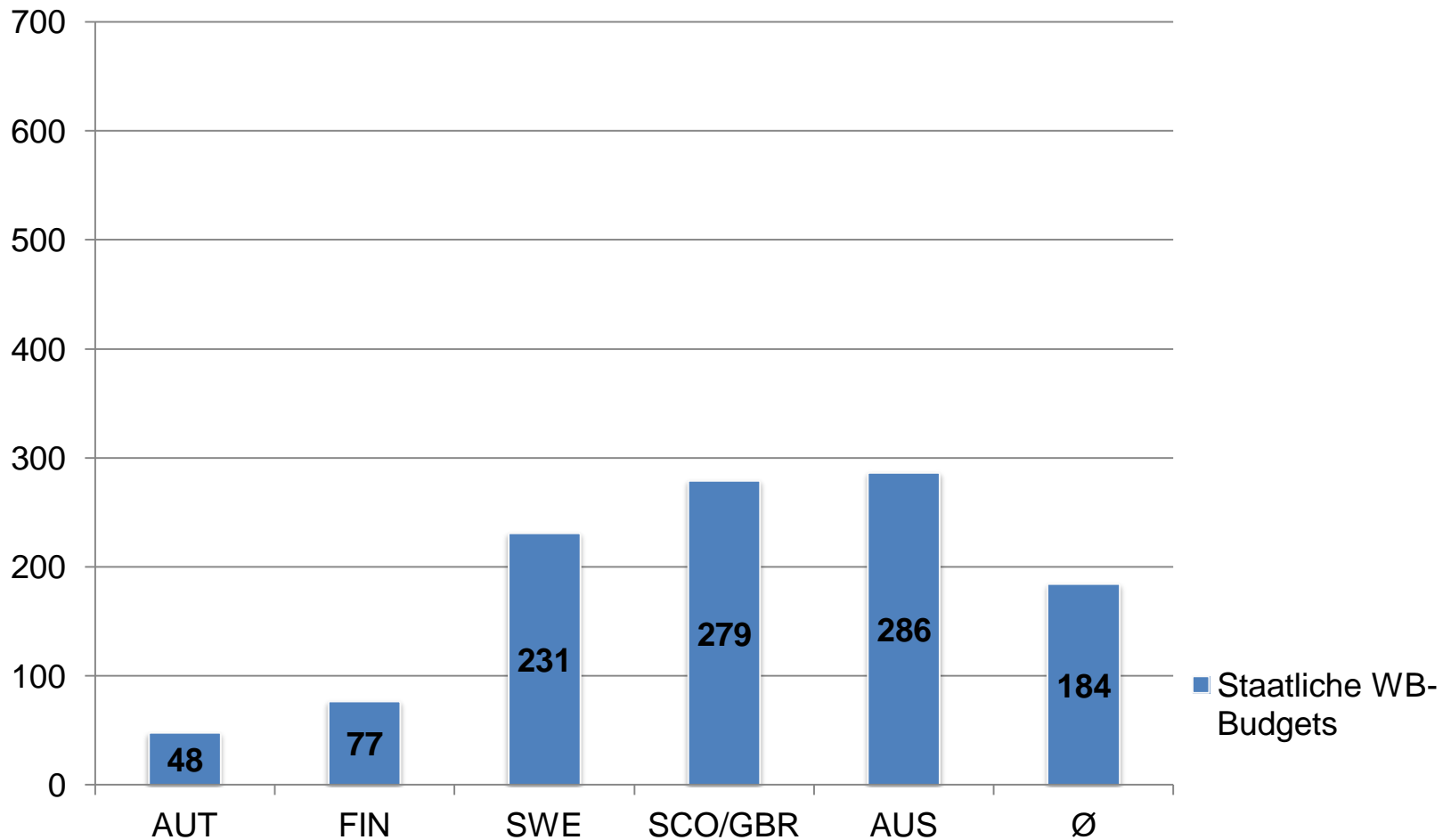
Questions

- What are the main forms of NVAE in the different countries? How do they contribute to lifelong learning?
- What are the main institutional and otherwise preconditions and elements of a strong participation in NVAE?
- Which kinds of support are necessary for a high participation and strong framework of NVAE?
- Questions concerning the potential impact of the NQF:
 - Which kinds and forms of impact of the NQF on NVAE are expected and found in the research literature?
 - Which role does/might the QF play more concretely in the broader environment of lifelong learning in different countries?
 - How is NVAE related to the NQF in various countries?

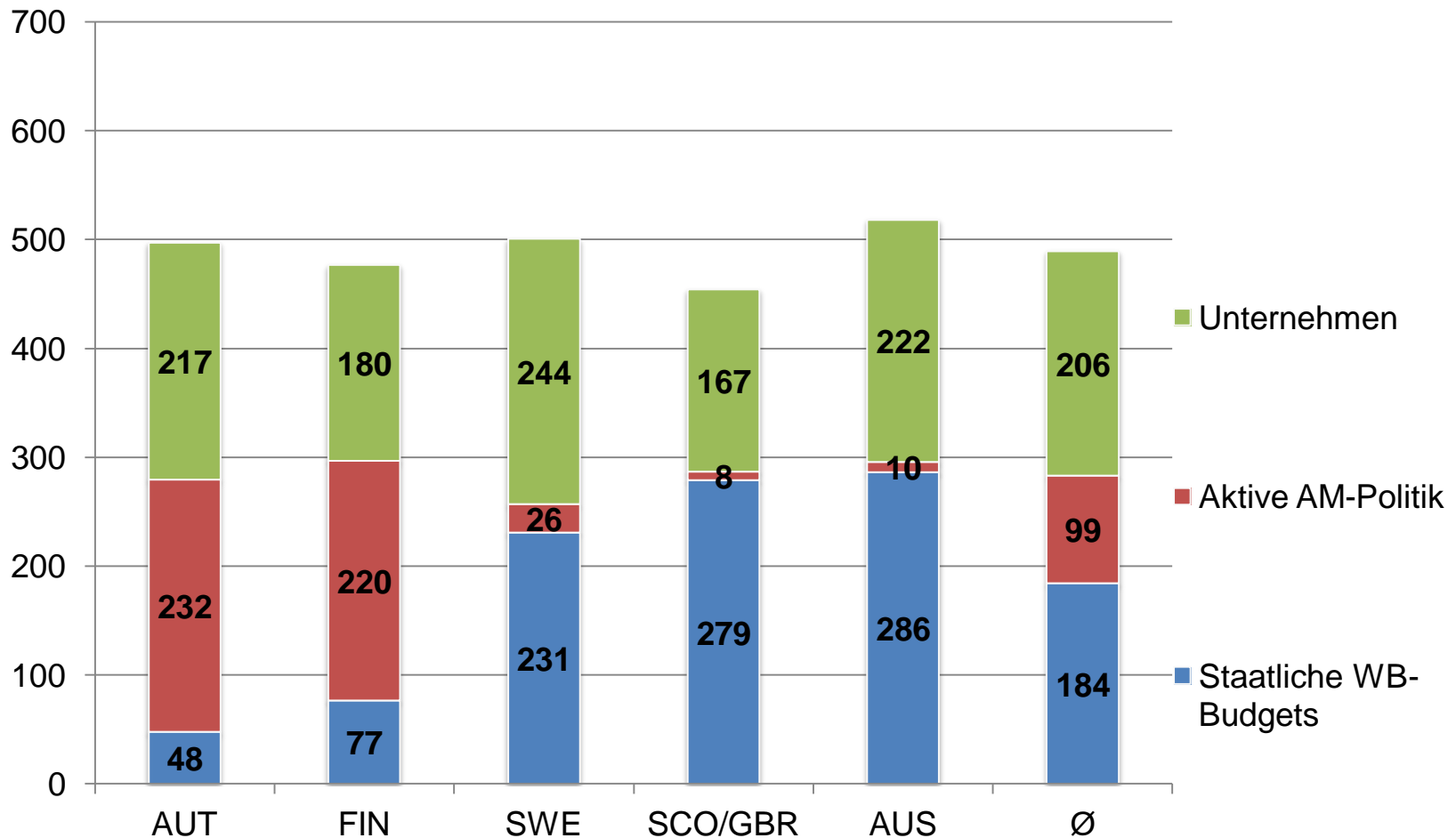
Participation of adults in Education (25-64), AES, % formal and nonformal Educ, 12 Months



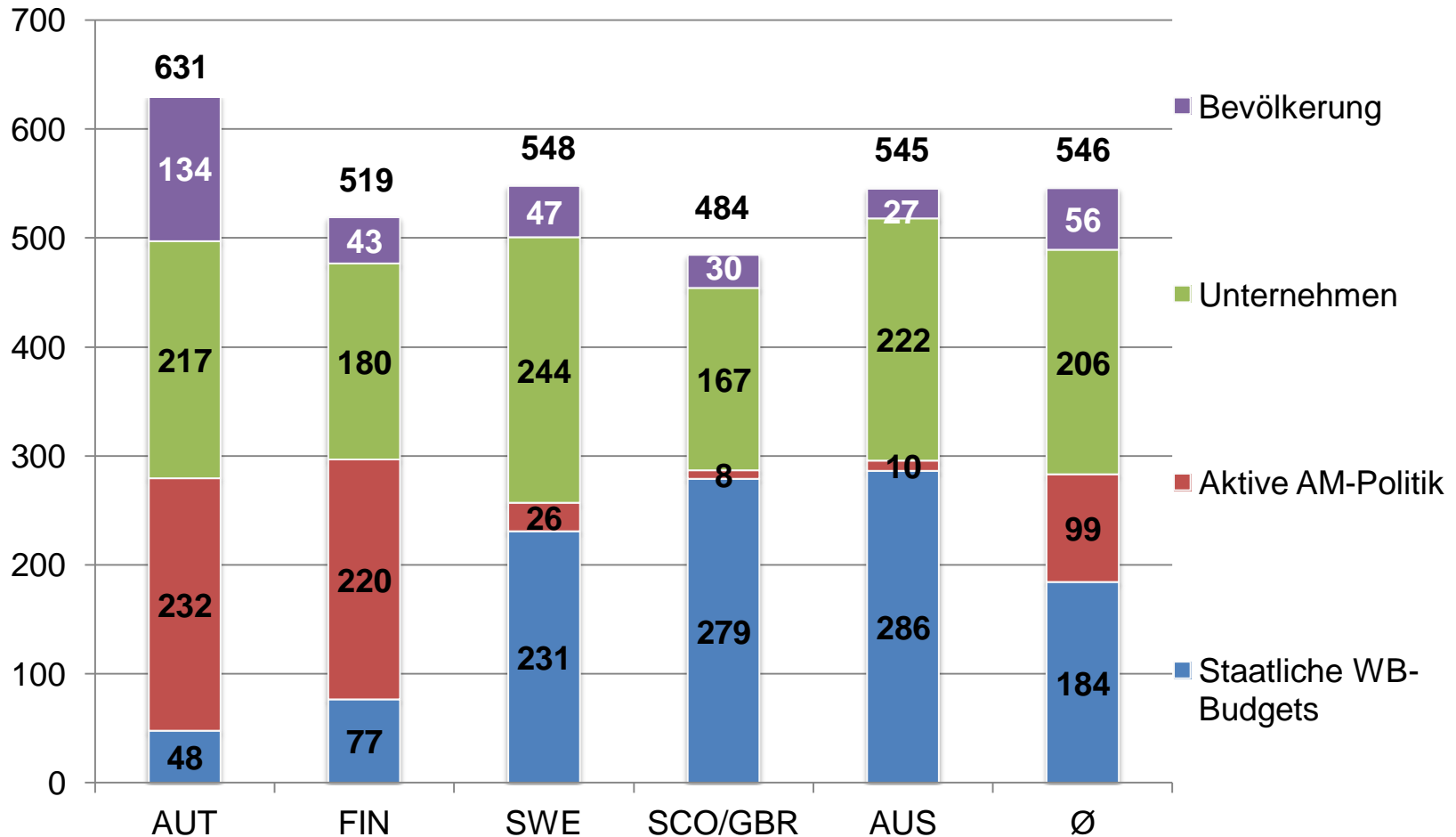
Financing per capita (25-64), state contribution



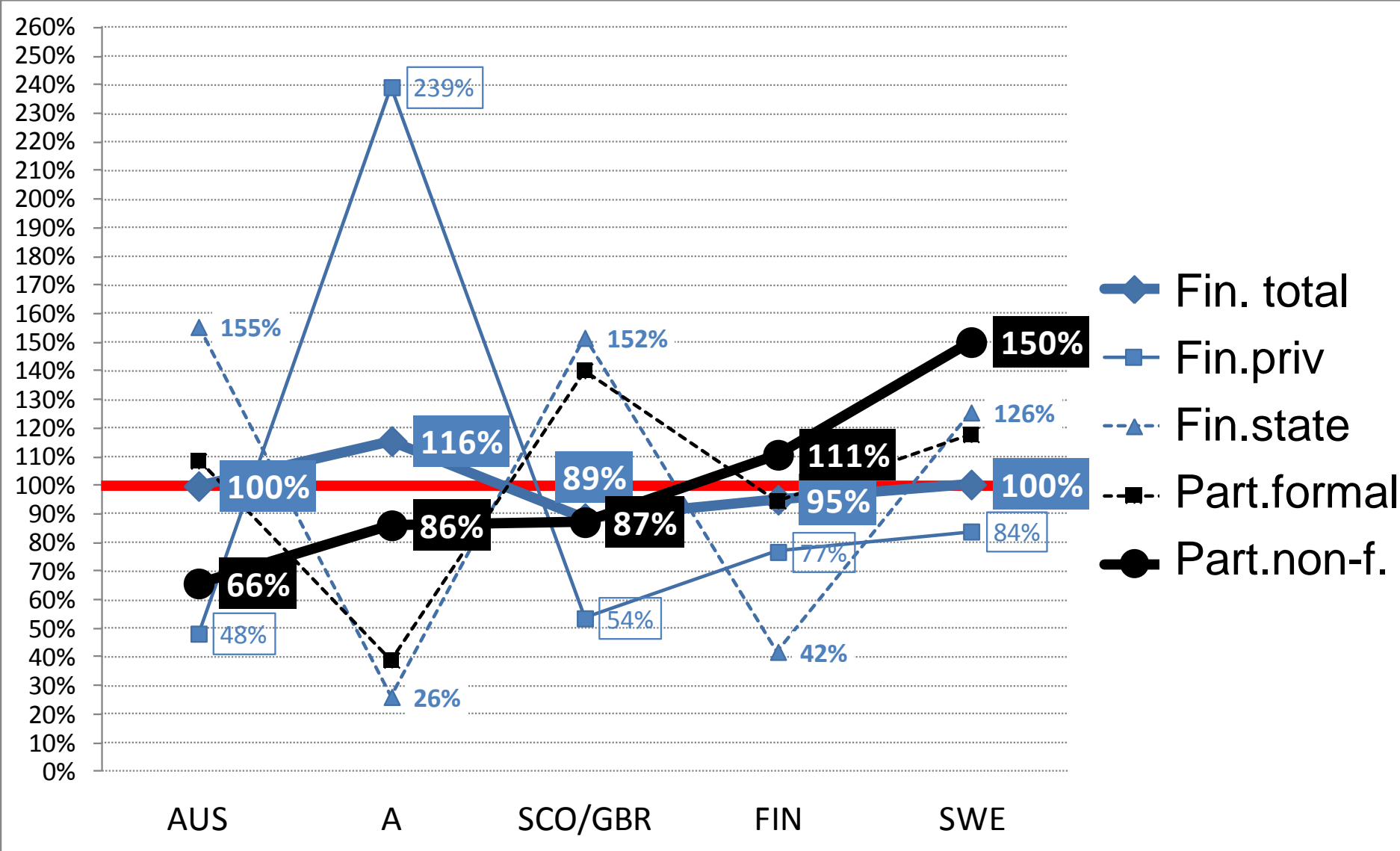
Financing per capita (25-64), state + LMP + companies contribution



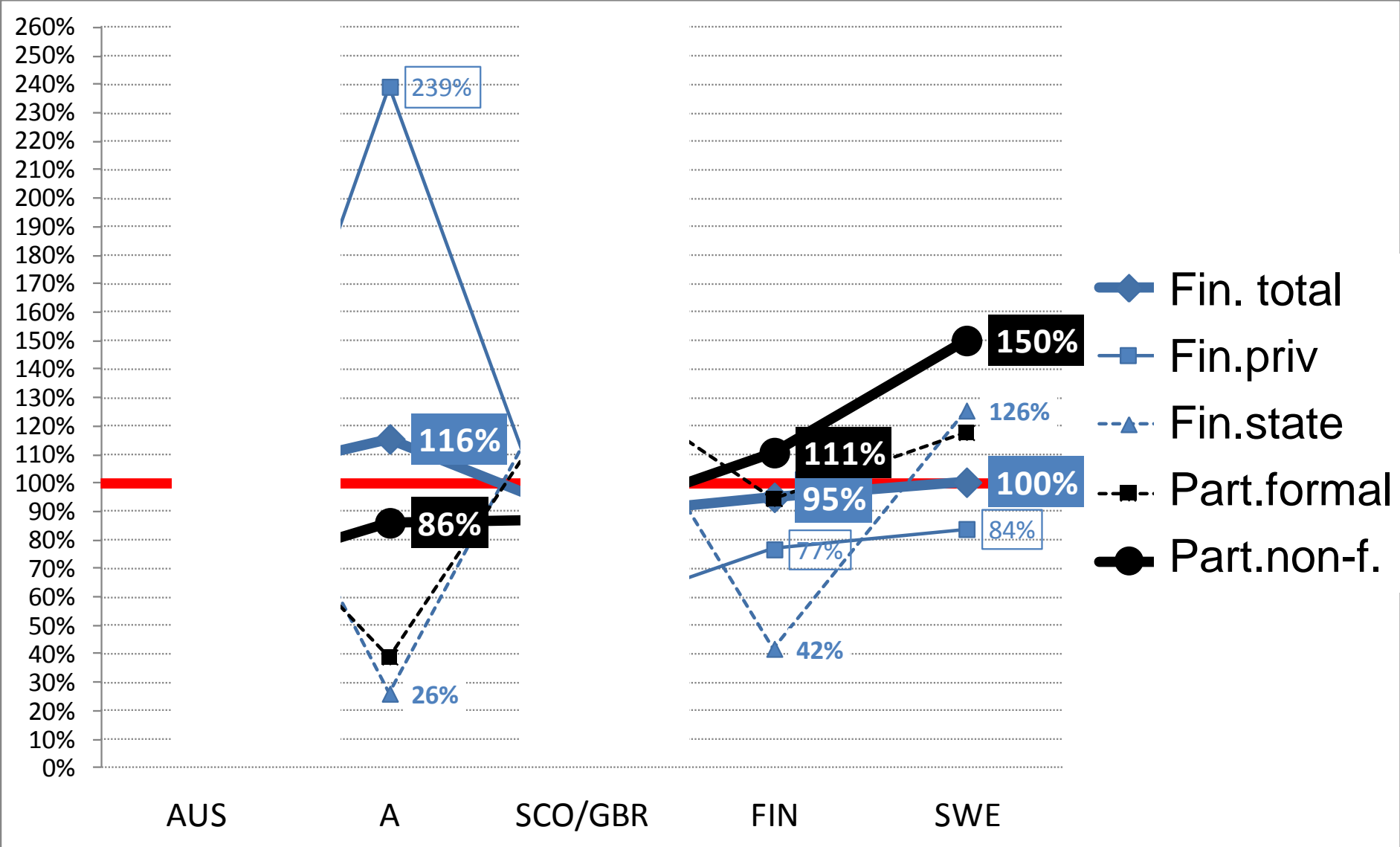
Financing per capita (25-64), state + LMP + companies+ individuals



Financing and participation compared to average of countries



Financing and participation compared to average of countries



Preliminary findings (1)

- No evidence about NVAE and QF
- LLL is compromising core ideas/missions of NVAE: personal, social, and democratic ideals and contents
- QF: advocacy research; core idea ‚provider capture‘ and (relative) weakening of providers, market exposure; what does this mean if providers are in fact already weak?
- Basic issue: how to strengthen NVAE? Is this possible by the market, or must strong institutions be built/supported primarily?

Preliminary findings (2)

- How does this relationship market-institutions look like in Nordic countries?
- Building strong institutions seems to be the lesson from the Nordic countries
- there is much reference to ‘historical traditions’ as an explanation, suggesting that without that the current state could not have been reached
- it seems however, that it was rather during the 1960s (e.g., in Sweden) that the strong system of communal adult education has been built up backed by strong political support.
- the market would work very differently if it is applied to a strong system, as compared to a weak one.

Some preliminary questions/ideas about specific countries

- Liberal adult education seems to be under pressure also in the Nordic countries. How do they counter this pressure, and does the QF play a role in this?
- The analysis of the recent programmes and strategies in Sweden (knowledge lift) and Finland (development of liberal adult education, KEHO; strategy for low educated people, NOSTE?) seems particularly interesting. The evaluations of knowledge lift seem not very encouraging in terms of results?
- There seems to be a strong emphasis on the recognition of prior learning, however, this seems to have been established independently from and before the QF came up? Here the research literature seems much more sceptical than political promises suggest?

More questions to you

(Is there a literature in English to them?)

- Proportion of Non-vocational Adult Education (NVAE) in Nordic countries?
- Main reasons for higher participation in NVAE in Nordic Countries?
- Role of Qualifications Frameworks-policies for NVAE?
 - descriptive
 - evaluative

The End



Material

