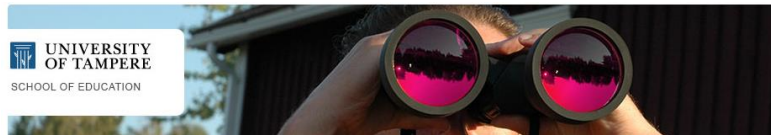


Comparative political perspectives of adult education – subsuming to qualification & competence strategies or searching for new missions?



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agenda

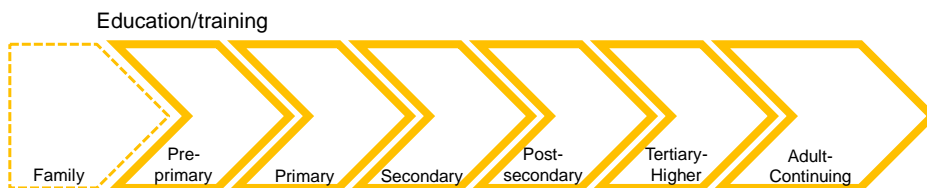
- ‚unended work in progress‘, question:
- how should the **NQF** be considered/used for the development of **non-vocational (NV) AE** in a strategy for **Lifelong Learning**?
 - can the NQF help for development of NVAE
- based on **comparative review of experience about NQF and NVAE** (policy documents, academic literature, search 2012 to be updated...)
- **main question at the background: how can NVAE be developed and supported?**

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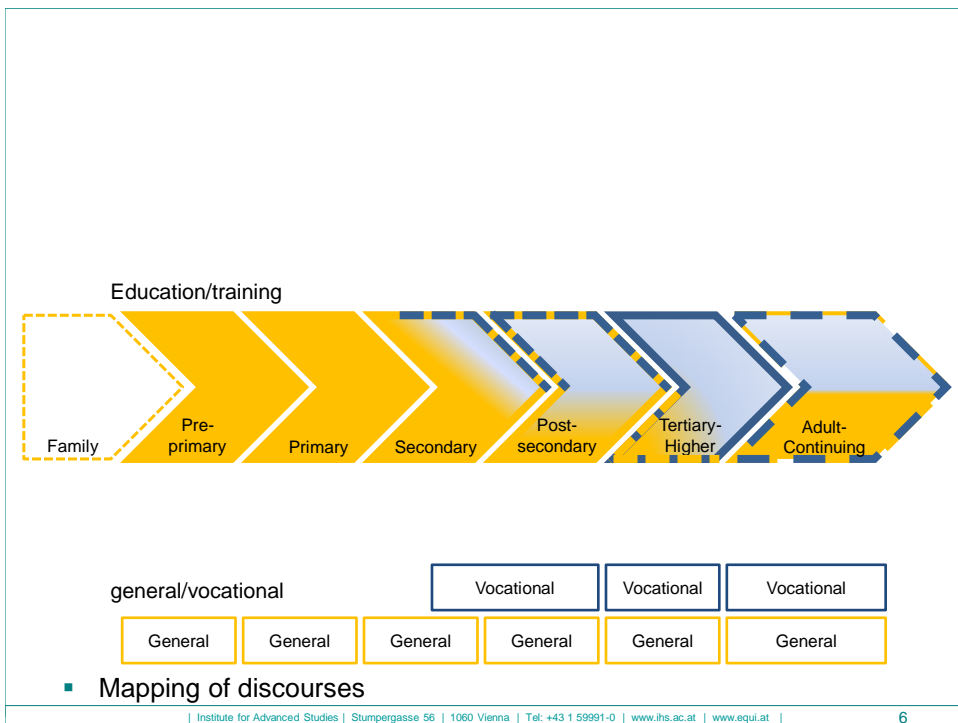
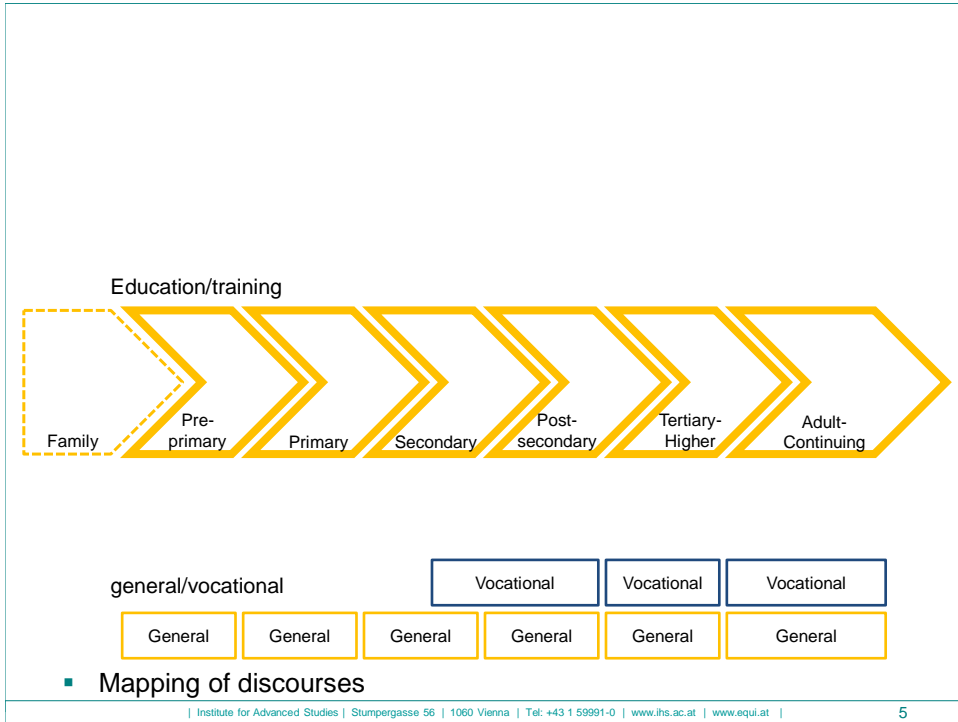
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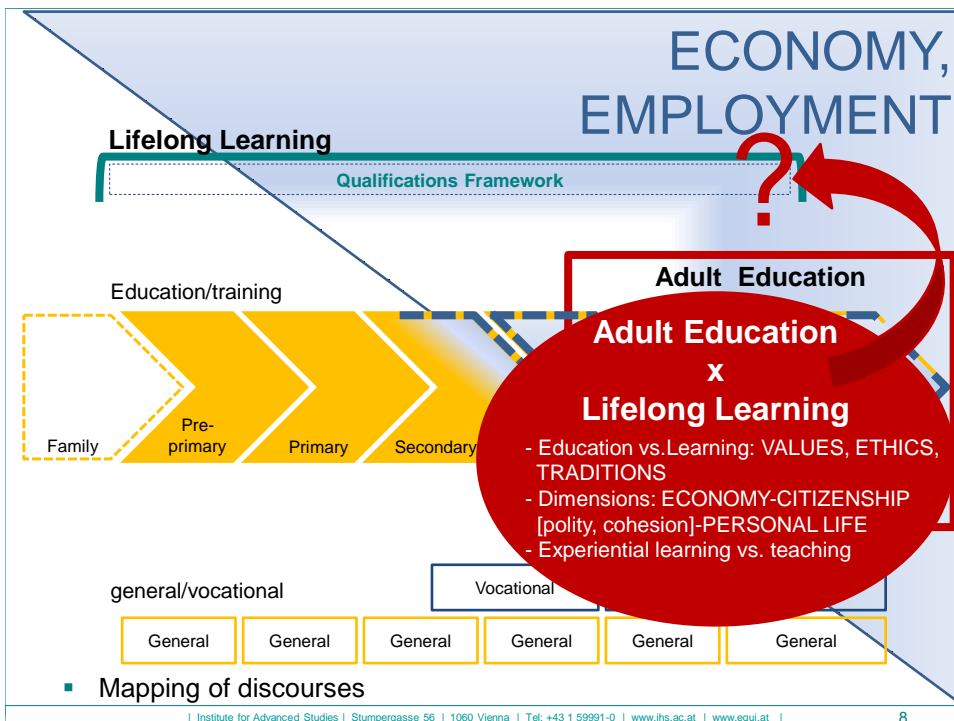
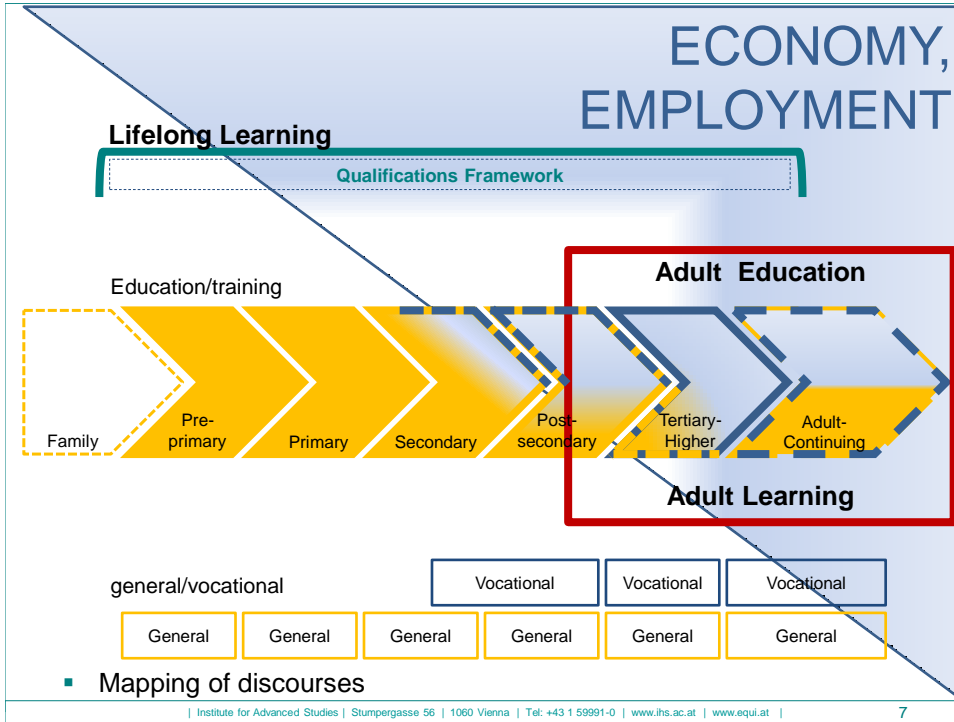
...search found 2 discourses, not one

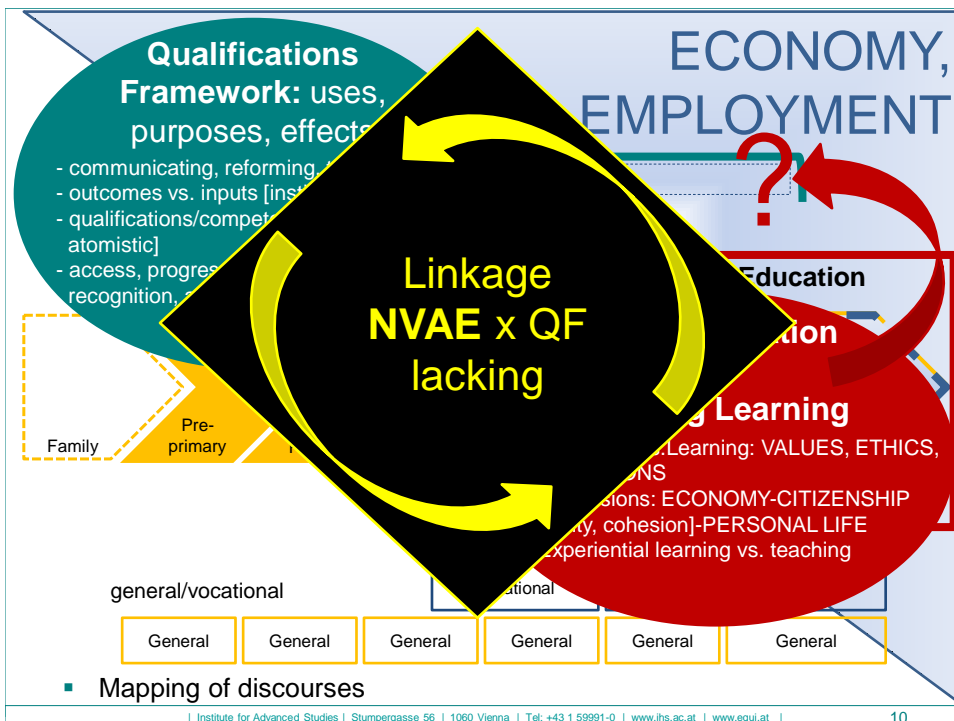
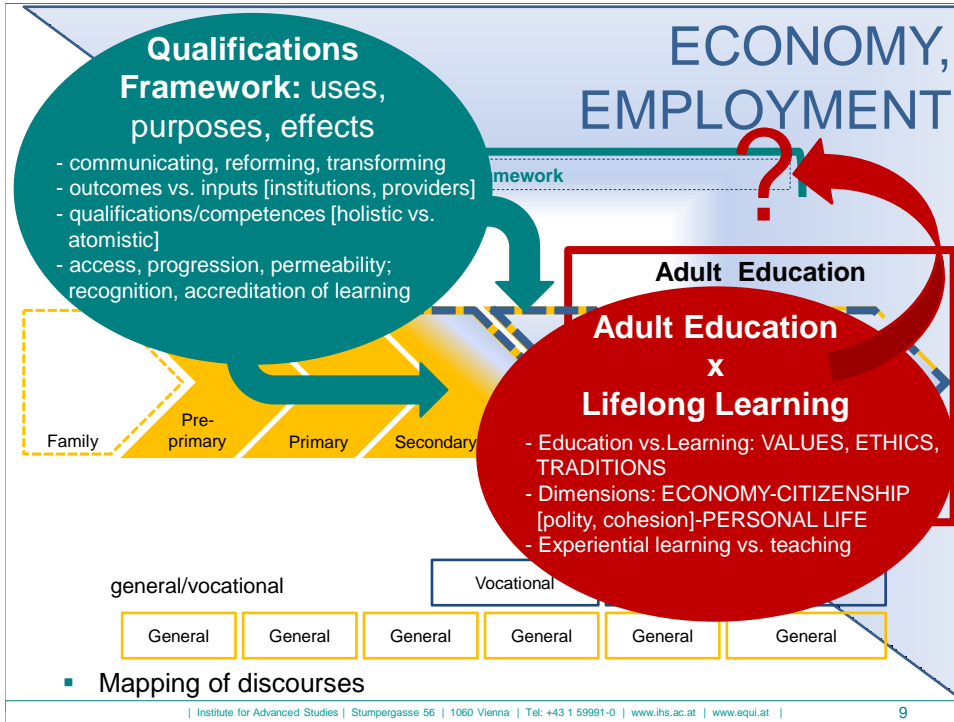
- basically, the review did not find material about NQF and NVAE
 - generally little material about NVAE
- 2 distinct bodies of literature: {NQF and LLL} and {LLL and NVAE}
 - NQF and LLL; advocacy and critical academic literature, adult learning only partly covered
 - LLL and NVAE: LLL utilitaristic, economised, rather undermines NVAE
- main linkage NQF adult learning: recognition
 - effects under question and ambiguous



- Mapping of discourses







why should QF relate to NVAE?

- purposes of QF:
 - directly
 - relate education/training (supply) to skills/employment needs (demand)*
 - relate elements on supply side (programmes, modules, etc.) to levels and to each other*
 - recognise, validate informal learning*
 - indirectly:
 - relate qualifications to learning outcomes*
 - Induce new modes of competence based education/training/learning*

- is any of these purposes relevant for NVAE?

what are the purposes of NVAE?

- **Topics:** social, cultural, political matters, also literacy, language, IT
- **Key competences**
 - (6) **interpersonal, intercultural, social, civic** competence(s)
 - (8) **cultural** expression
- Examples of **initiatives:** ‘adult learning for active citizenship’; ‘citizenship in action’
- **NGOs campaigning** for environmental protection; multiculturalism; social justice; women’s empowerment
- **NGO-services:** individuals with a disability, literacy provision, cultural development, community development
- **Country** examples: study circles, community learning, citizenship...

Topics of NVAE (Eurydice 2007, p.35-36) I

▪ Overarching topics

- **social issues** (including ageing, crime, environment, health, heritage, parenting and poverty)
- **cultural matters** (arts, crafts, cuisine, dance, languages, literature, media, music, theatre)
- **political matters** (community development, current affairs, democratic participation, history, international relations, law)
- **Further fundamental topics**
 - Literacy learning*
 - Language learning: general foreign language learning; Language learning for immigrants*
 - Information and communication technology (ICTs)*

▪ Key competences 6 and 8

- **6 KC:** '*interpersonal, intercultural and social competences, civic competence*'.
'all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence 'equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation'.
- **8 KC:** '*cultural expression*'
'appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts'.

Topics of NVAE (Eurydice 2007, p.35-36) II

▪ Initiatives (examples)

- 2001, adult **learning for active citizenship**
- 2004 '**Citizenship in Action**': funding of civil society, faith based, youth and cultural organisations, trade unions and family associations that promote active citizenship (learning for interculturalism, civic participation), significance for community-based non-governmental and civil society groups and organisations throughout Europe.

▪ Non-governmental organisations (types and services)

- education providers;
- **campaigning NGOs** promote ideological aims
 - environmental protection;*
 - multiculturalism;*
 - social justice;*
 - women's empowerment;*
- services to NGO- members or targeted education service delivery
 - individuals with a disability,*
 - literacy provision,*
 - cultural development,*
 - community development*

Topics of NVAE (Eurydice 2007, p.35-36) III

▪ Country practices mentioned

– Nordic countries, Germany:

explicitly recognise the role of non-formal NVAE in developing active and participatory citizenship and social capital and strengthening social inclusion and social cohesion;

study circles: challenges of the local communities in which the study circles are located

– Finland, liberal education:

the main mission of non-formal NVAE is to promote democratic values, active citizenship and social cohesion; achievement of personal growth, maturity and independence, understanding of social and human relations

– France

movement inspired by Christian, working-class and/or social principles: making education available to all, promoting citizenship and emancipating people through access to knowledge and culture

– Greece:

parenting skills and volunteer responses to emergencies

– United Kingdom (Scotland), Community Learning and Development (CLD):

*community-based adult learning, community capacity building and youth work outside of formal institutions. **Community education** encompasses formal and informal learning opportunities, core skills including adult literacy, numeracy, information and communication technology.*

what are the purposes of NVAE?

▪ Topics: social, cultural, political matters, also literacy, language, IT

▪ Key competences

– (6) **interpersonal, intercultural, social, civic** competence(s)

– (8) **cultural** expression

purposes of QF:

direct

-supply-demand

-levels, systematic

-recognise, validate

▪ Examples of **initiatives**: 'adult learning for active citizenship'; 'citizenship in action'

indirect

▪ **NGOs campaigning** for environmental protection; multiculturalism; social justice; women's empowerment

-learning outcomes

-competence based

education

▪ **NGO-services**: individuals with a disability, literacy provision, cultural development, community development

do they fit to NVAE?

▪ **Country** examples: study circles, community learning, citizenship...

what are the purposes of NVAE?

- **Topics:** social, cultural, political matters, also literacy, language, IT
 - **Key competences**
 - (6) **interpersonal, intercultural, social, civic** competence(s)
 - (8) **cultural** expression
 - **Examples of initiatives:** 'citizenship in action'; citizenship';
 - **NGOs campaigning for social justice; women's empowerment;** multiculturalism;
 - learning outcomes
 - competence based education
 - **NGO-services:** individuals with a disability, literacy provision, cultural development, community development
 - **Country examples:** study circles, community learning, citizenship...
- purposes of QF:**
direct
 -supply-demand
 -levels, systematic
 -recognise, validate
- indirect**
 do they fit to NVAE?
- They do not fit

...so, what can we expect from NQF as support to NVAE?

- what can we expect in general?
 - not easy to see...
- on the negative side:
 - shaping the discourse, taking energy from explicit developing NVAE
 - subsuming NVAE under the instrumental logic of learning outcomes
- recent development in EU discourses/rhetorics/policies
 - key qualifications were seen by some as broader approach than NQF...
research about citizenship
 - ...however recent developments strongly in direction of measurement
- ...then, why should it help NVAE?

turning the question around

- what is NVAE? how can we distinguish it from other forms of AE?
shall we distinguish NVAE?
- most observers/stakeholders rather **support subsuming** NVAE into some kind of overarching hybrid AE
 - commercial interests: small demand for NVAE, vocational AE could raise funds available for NVAE
- **counter position:** because of strong trend towards vocational AE NV would be ‚crowded out‘, if subsumed under one umbrella
- ...starting with the separate purposes of economic, social, political and cultural aspects of AE
 - purposes commonly agreed as being important
 - however, also quite commonly agreed that the economic purposes are so much predominating, and that the others are on decline, and without similar support

purposes NVAE


purposes NVAE

- **Topics:** social, cultural, political matters, also literacy, language, IT
- Key competences **overall characteristic: kind of ,subversive‘**
 - (6) **interpersonal, intercultural, social, civic** competence(s)
 - (8) **cultural** expression
- Examples of **initiatives:** ‘adult learning for active citizenship’;
‘citizenship in action’
 - catering for those ,in the shadow‘**
 - politically outside of mainstream**
- **NGOs campaigning** for environmental protection; multiculturalism;
social justice; women’s empowerment
 - conflict loaden, something ,to fight for‘**
- **NGO-services:** individuals with a disability, literacy provision,
cultural development, community development
- **Country** examples: study circles, community learning, citizenship...

need for a (new) mission for NVAE?

- **strong impression:** the overall discourse of AE and LLL is overwhelmed by the various functional (economic) imperatives related to technology and globalisation
- **social aspects** are subsumed under the functional discourse in a double way (increasing manpower/skill needs and employment as main integration mechanism)
 - key topic skills demand > however, skills and employment not enough for social integration/inclusion
- citizenship and democracy are strongly under contest under globalisation (‘market, corporations over state’)
 - key topic post-democracy, civil society
- AE reacts **not ,subversively‘ but opportunistically**, by
 - subsuming the problematic aspects under the mainstream of skills demand
by displaying functional aspects of NVAE
 - and subsuming democracy under the market
by comemrcialising services

need for a (new) mission for NVAE?

- ‚subversive‘ purposes of NVAE are key for society...
- ...and need an institutional base...
- ...means also s
- ... however, to other conditions than the commercialised market and the new-public-management-oriented outcome guided policies can provide...
- ...if we go back the purposes

...what could the mission of NVAE be?

...what can NVAE provide to those purposes?

- **Topics:** social, cultural, political matters, also literacy, language, IT
- Key competences **...my proposal for an answer:**
 - (6) **interpersonal, intercultural, social, civic** competence(s)
 - (8) **cultural** expression
- Examples of **initiatives:** ‘adult learning for active citizenship’;
‘citizenship in action’ **support transdisciplinary knowledge production**
- **NGOs campaigning** for environmental protection; multiculturalism; social justice; women’s empowerment
- **NGO-services:** individuals with a disability, literacy provision, cultural development, community development
- **Country** examples: study circles, community learning, citizenship...

**...what could the mission of NVAE be?
...what can NVAE provide to those purposes?**

...my proposal for an answer:

support transdisciplinary

knowledge production

- .what might this mean?

...some arguments and rationales...

- ...knowledge and knowledge production is an important, contradictory and contested ingredient in societal practice...
 - (economic, political, social ... practices)
- ...it was at the roots of AE (‘Aufklärung’ vs. unjustified beliefs; university extension - Volkshochschule: science to the people)...
- ...however, enlightenment has run into conflict (‘Dialektik der Aufklärung’, knowledge as element in power and dominance, ‘reflexive modernisation’, etc.)...
- ...thus NVAE lost this clear mission and various anti-movements developed (somehow diversion of subversivity...)...
- ...now new (contested) approach to knowledge and knowledge production arises, somehow combining democracy with knowledge production: Transdisciplinarity as ‘involvement of users in science’...

...all these purposes need knowledge...

- **Topics:** social, cultural, political matters, also literacy, language, IT
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...all these purposes need knowledge...

- ...and not only distribution and passive 'acquisition' but active participation, co-construction, etc. what is meant by transdisciplinarity...
- ...however, transdisciplinarity is difficult to achieve, needs room and resources...
 - science is somehow reluctant, and also under pressure and 'rationalisation'
 - the economy provides room (innovation, technological development, etc.)
- ...the public spaces where NVAE is situated (politics and policy, social and community development, environment, etc.) do not provide these spaces...
 - policy development is rather shaded away from the public
- ...so this could be a mission of NVAE institutions, which is quite arguable and clear ...**seems to me!**

WHAT DO YOU THINK?

The End



Material

