

**“Past and future missions and policies
of liberal adult education”**

**„Aufgaben und Methoden
der nicht auf berufliche Ausbildung orientierten
Erwachsenenbildung”**

Lorenz Lassnigg
 (lassnigg@ihs.ac.at; www.equi.at)
 Reflexionsworkshop
“erwachsenenbildung”
 July 1st 2015, VÖV, Vienna



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agenda / main questions

- I.
should non vocational / liberal / popular /... / AE be treated as separate field or amalgamated with vocational / economic / employment oriented AE? how is this related to 'missions'?
 - what can we learn from Nordic (and Anglo-saxon) experience in this respect?

- II.
would the 'mode 2' (transdisciplinary) knowledge production be a potential mission for AE?
 - what could this mean for institutions, e.g., involvement of universities (their 'third mission')?

- III.
how could this path of thinking be related to the 'competence/' discourses?
 - can the 'qualifications framework' and...
 - 'recognition of skills' approaches contribute to this kind of AE?

material

- Project: Analysen und Szenarien für Einsatz und Wirkungen des NQR in der allgemeinen Erwachsenenbildung
 - Lassnigg, Lorenz (2013), ‚Zuerst das Fressen...?‘ Politische Probleme mit ökonomischen Annahmen in der Erwachsenenbildung., in: Österreichisches Volkshochschularchiv/ Spurensuche. Zeitschrift für Geschichte der Erwachsenenbildung und Wissenschaftspopularisierung, 22. Jg., H. 1-4, S. 24-45.
<http://www.equi.at/dateien/urania-LANG.pdf>
 - Lassnigg, Lorenz (2013), Erwachsenen-Bildung und LLL: eine Agenda für die ‚Wissengesellschaft?‘, in: Die Österreichische Volkshochschule. Magazin für Erwachsenenbildung, 64. Jg., Nr. 250., S. 16-19
<http://www.equi.at/dateien/vhs250-EB.pdf>
 - Lassnigg, Lorenz (2014), Die österreichische LLL-Strategie im Prozess ihrer Umsetzung. Gut Ding braucht Weile., in: Weiterbildung, Heft 2, April 2014, S. 38-43.
<http://www.equi.at/dateien/LLL-2014.pdf>

agenda / the presentation

- the main argument across the three questions
- some illustrations, more detailed points

the main argument across the three questions

the main argument across the three questions preliminary remark 1

- preliminary remark 1: focus of reasoning is on the political level
 - how to support non-vocational adult education

non-vocational



the main argument across the three questions preliminary remark 2

- preliminary remark 1: focus of reasoning is on the political level
 - how to support non-vocational adult education

- preliminary remark 2: concepts/definitions
 - adult education is strongly differentiated in complex ways...
 - ...this might have many virtues in terms of division of labour, provision, flexibility...

- HOWEVER**
 - ...has disadvantages in terms of policy:
 - conceptual dispute as a discursive strategy to take the energy from substantial issues...
 - ...therefore clarification of common purposes is important

the main argument across the three questions

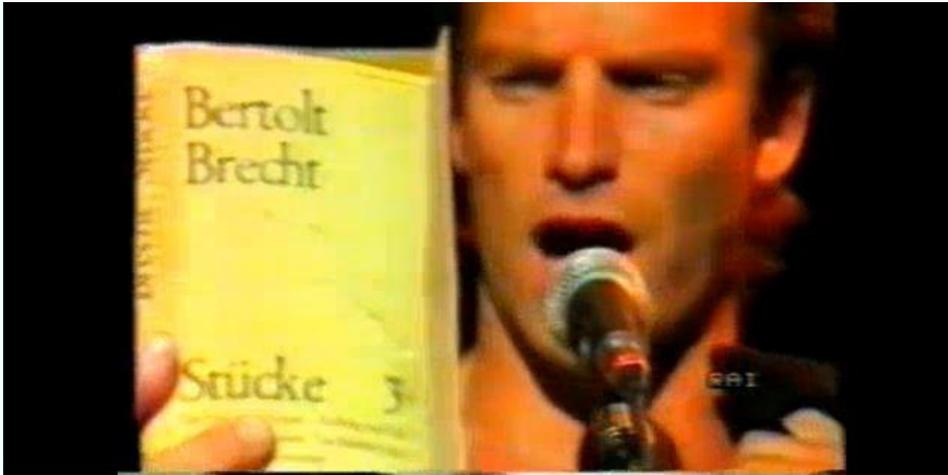
I. NVAE separate or amalgamated?

- main trend towards amalgamation...
 - ...in Austria (& Germany) the main trend for decades has been to promote a view/practice of adult education as a comprehensive sector...
 - ...this view hopes to strengthen non-vocational adult education (NVAE) *by bundling forces in promotion, transfer of resources, ...etc.*
 - ...however, this hope is useless on several grounds
- ...but strong arguments in favour of separation: non-economic purposes are undermined/weakened by...
 - ...strong and deep pull towards economisation ...
 - ...problematic, unclear purposes of NVAE...
 - ...commercialised governance/provision...
 - ...(potential) subversivity of much of NVAEs purposes
 - ...competition for scarce public resources *(between/within fields)*

the main argument across the three questions

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- ...but strong arguments in favour of separation: non-economic purposes are undermined/weakened by...
 - ...strong and deep pull towards economisation ***Denn die einen sind im Dunkeln***
 - ...problematic, unclear purposes of NVAE... ***und die andern sind im Licht***
 - ...commercialised governance/provision...
 - ...**(potential) subversivity of much of NVAEs** ***und man siehet die im Lichte***
 - ...competition for scarce public resources ***die im Dunkeln sieht man nicht.*** *(between/within fields)*

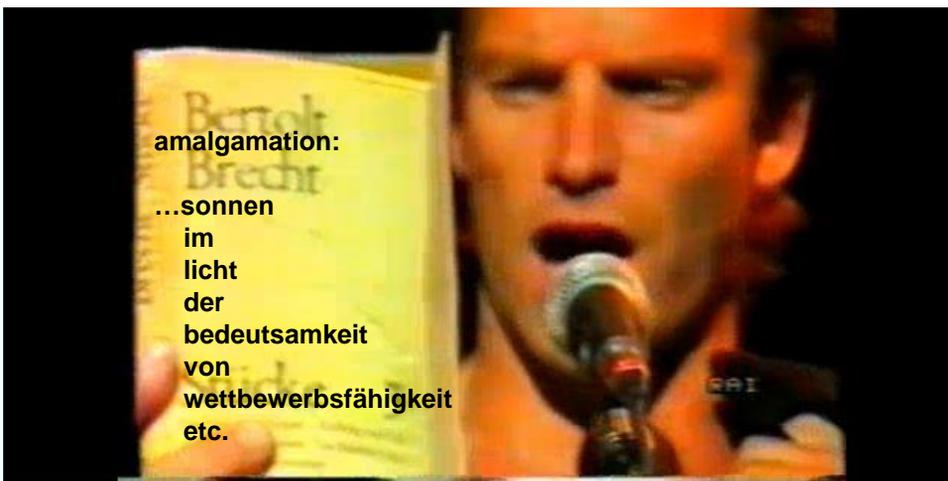


Gianna Nannini, Sting e Jack Bruce: Die im Dunkeln sieht man nicht <https://www.youtube.com/watch?v=EyUZU-WN0oI>

die im Dunkeln sieht man nicht.

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amalgamation:
...sonnen
im
licht
der
bedeutsamkeit
von
wettbewerbsfähigkeit
etc.

Gianna Nannini, Sting e Jack Bruce: Die im Dunkeln sieht man nicht <https://www.youtube.com/watch?v=EyUZU-WN0oI>

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the main argument across the three questions II. transdisciplinarity, reflexivity as mission?

- ...as a field separate from economic/vocational purposes, NVAE is still diverse...
- ...commonly accepted purposes ,beyond human capital': support of political participation, social inclusion & individual development...
- ...which also open up different sub-fields, which might compete among each other...
- ...so a common ,mission' might help to ground common strategies...
- ...the proposal is to find this common ground in transdisciplinary knowledge production and support of reflexivity

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- **...the proposal is to find this common ground in transdisciplinary knowledge production and support of reflexivity**

...example...

We need to
infuse the
culture and
practice of
science with a
new set of social
possibilities



**The Public Value
of Science**
Or how to ensure that science
really matters

James Wilsdon
Brian Wynne
Jack Stilgoe

<http://www.demos.co.uk/files/publicvalueofscience.pdf>

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transdisciplinarity, reflexivity what does it basically mean?

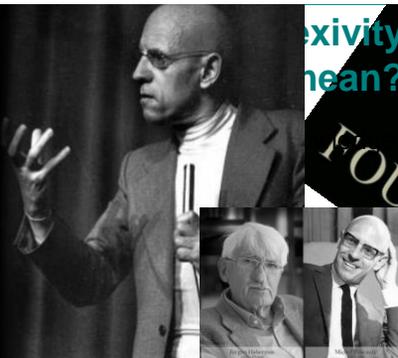
- ...related to ‚modernity/modernisation‘ and knowledge society/economy
- main point: ‚Dialektik der Aufklärung‘, knowledge production is in fact ambivalent, productive and destructive
 - there is no simple equation like knowledge = progress
- reflexivity basically means that both sides must be considered, not only one-sided the productive one
 - means some control of knowledge production by society
includes also dangers (as everything)
- transdisciplinarity basically means kinds of cooperative knowledge production by scientists/researchers and applicants/practicians
 - still disputed concept, however, in a general sense quite plausible and useful

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There is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations.

Michel Foucault



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There is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations.

...the threshold of writing, as the sacralizing mark of the intellectual, has disappeared. And it has become possible to develop lateral connections across different forms of knowledge and from one focus of politicization to another.

Michel Foucault (1984)

- **transdisciplinarity basically means kinds of cooperative knowledge production by scientists/researchers and applicants/practicians**
 - still disputed concept, however, in a general sense quite plausible and useful



the main argument across the three questions

III. relation of NVAE to competence/y [C]?

- ...the C-discourse is very complex, however at political level it is strongly tied to initial education and to qualifications (QF...), thus to the economic and vocational purposes...
 - ...a main point of the political C-discourse is related to 'outcome orientation' which has originally explicitly aimed at the weakening of the educational professionalism/institutions...
- ...for NVAE the relationship between the pedagogical and the political dimension of Cs poses a key question...
 - as the field is commonly weak, and outcomes are particularly difficult
- ...which has quite difficult answers...
 - ...basically, the two dimensions pull in opposing directions (learning vs. assessment, professionalism vs. control, etc.), with the political side being problematic/dangerous for the purposes of NVAE...
 - ...however, including also seductive aspects, in particular the aspect of accreditation/recognition of previously acquired competenc(i)es
- ...overall, the outcome-orientation seems incongruous and in the longer run also rather detrimental than supportive for NVAE

amalgamation automatically includes NVAE into C-discourse and QF

**...mitgehangen,
mitgefangen...**

**...cling together,
swing together...**

amalgamation aut
int

Mitgefangen, Mitgehungen



...cling together,
swing together

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European politics/policy...

- ...diverse and complex approaches...
- ...with a well established focus on economic purposes and vocational education...
 - ...Qualification Framework EQF as key political artefact...
- ...however, the non vocational purposes being also regularly mentioned...
 - ...Key Competences EKC as key political artefact
- ...were seen as a wider and alternative approach, however, streamlined towards outcome orientation more recently
 - this might be seen as a ‚prove‘ for the consequences of amalgamation

illustrations, detailed points

illustrations, detailed points overview

- concepts, purposes and structures > Anja
- vocational / non vocational: substitution or complementarity?
> some evidence
- politics-policies-mission(s) > some evidence and reflections
- pedagogy vs. policy/politics > reflections

illustrations, detailed points 1

- concepts, purposes and structures > Anja
 - purposes? conceptual, discursive ‚economisation‘? differences
environment, civil society, informal learning
 - difficult to grasp...does comparative view help? Sweden as example...
*‚opportunism‘ towards the ‚sunny side‘ and the ‚education gospel‘
provision structure, institutions, associations and study circles*
 - are strong institutions helpful/needed?
*formal institutions as a basic foundation? (sweden)
outreach to whom, target groups*
 - complexity and diversity: how to cope?
‚modelling‘ and abstractification vs. opening up / going into the field ? (report)

purposes (Ziele von EB-Politik)

- Wirtschaftlich, sozial, politisch, kulturell

<p>Kulturell</p> <p>Treiber: Individualisierung, Diversity</p> <ul style="list-style-type: none"> ▪ Geschlechter („work-life-balance“) ▪ Altersstruktur („ageing society“) ▪ Migration (Integration, „multikulturell“) ▪ Wertewandel 	<p>Politisch</p> <p>Treiber: Europa, Wettbewerbsfähigkeit</p> <ul style="list-style-type: none"> ▪ Liberalisierung („Neo-Liberalismus“) ▪ „Europäisches Sozialmodell“ ▪ „Workfare“ - Welfare ▪ Innovationspolitik
<p>Wirtschaftlich</p> <p>Treiber: Globalisierung, Technologie</p> <ul style="list-style-type: none"> ▪ Strukturwandel (De-industrialisierung) ▪ „Flexibilität“ (mobil, prekär ...) ▪ Wissen, „Kompetenzen“ (upgrade) ▪ Halbwertszeit, „Humankapital“ 	<p>Sozial</p> <p>Treiber: Entsolidarisierung, Verteilung</p> <ul style="list-style-type: none"> ▪ Insider – Outsider (x/y Gesellschaft) ▪ Equity – Efficiency (Trade-off?) ▪ Verteilungsziele, Grundsicherung ▪ „Sozialkapital“

adult education traditions (Hans G. Schuetze)

Trad. Humanistische Bildung

Teilhabe an Wissenschaft/Kultur
Kulturell, non-utilitaristisch
„Lernen um sich zu bilden“
Selbstverwirklichung, Urteils- und Kritikfähigkeit, Teilhabe am kulturellen Leben

Humankapital
„Lernen für einen sich wandelnden
Arbeitsmarkt“; Weiterbildung und Entwicklung von beruflichen Qualifikationen
Abschlüsse und Verwertung, Ausbildung und Interessenpolitik
Berufsbildung

Bildung für politische Teilhabe

(Arbeiterbildung II)

Liberal-postmodern
„Lernmöglichkeiten für alle die lernen wollen und können“
Beseitigung von Zugangsbarrieren

Sozialpolitisch-emanzipatorisch
„Lernen für alle“:
Schwerpunkt auf egalitären Bildungs- und Lebenschancen; aktive Einbeziehung
(Arbeiterbildung I)
Bildung für Lebenshilfe

political missions related to purposes and traditions

Verantwortung/Solidarität, umfassende kulturelle Teilhabe

individuell-kollektive Verteilung und Wahrnehmung von Rechten und Pflichten (starke soziale Unterschiede)

“Motivierung/Mobilisierung”

- öffentliche Medien (ORF)
- Zivilgesellschaft, informelles Lernen
- Pensionisten

Koordination und Machtverteilung

- **Governance:** Beteiligung; Intermediäre Organisationen (Räte)
- **Finanzierung:** Ansprüche; Individualförderung; Infrastruktur (Personal)
- **“Chancengleichheit”**
- **“Politische Bildung”**

Humankapital
„Lernen für einen sich wandelnden
Arbeitsmarkt“
von berufl.

Bedarf (kurz/mittel/langfristig)

- Höherqualifizierung
- Demografie (Frauen, Ältere, Migration)

“Marktversagen”

(Angebot + Nachfrageseite)

Soziale Integration

Bekämpfung von Ausgrenzung
- Migration, Ältere, ESL+DropOuts

“Sicherheit”

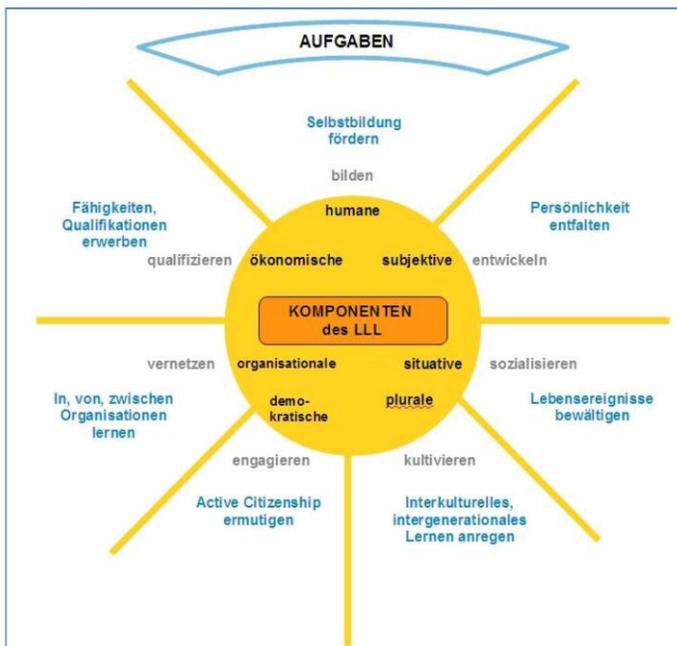
Flexicurity,
aktive AMP
+ Einkommenssicherung + Flexibilität

Arbeitsmarktausbildung als integraler

Teil von LLL, Erweiterung in Breite&Tiefe

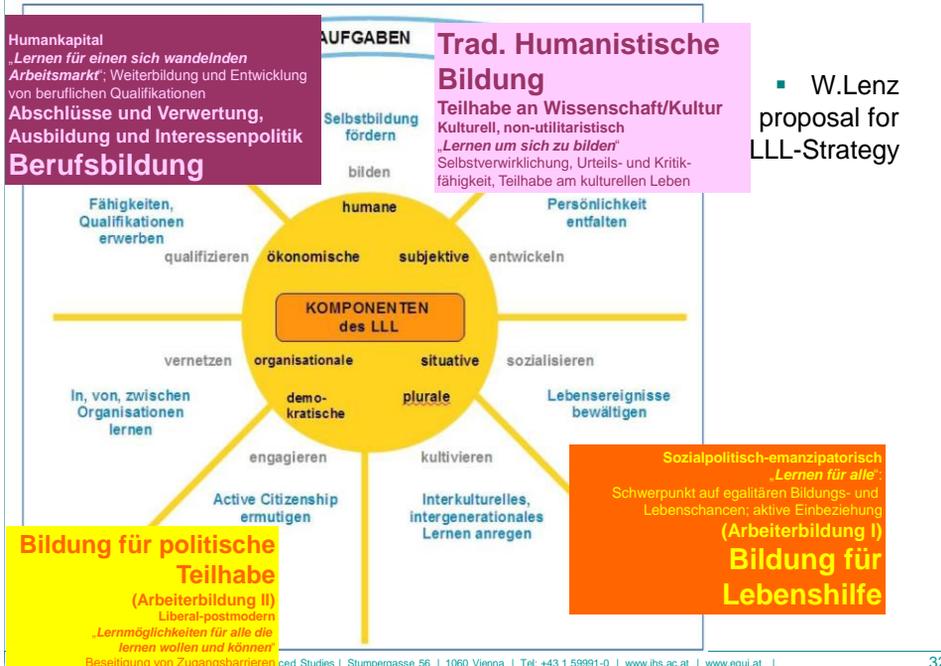
“Aufsuchende Unterstützung und Förderung”

Die sieben Aufgaben eines neuen Bildungskonzepts und die sieben Komponenten des lebenslangen Lernens. Darstellung der Verbindung zueinander bzw. Gesamtüberblick.



W.Lenz proposal for LLL-Strategy

Die sieben Aufgaben eines neuen Bildungskonzepts und die sieben Komponenten des lebenslangen Lernens. Darstellung der Verbindung zueinander bzw. Gesamtüberblick.



W.Lenz proposal for LLL-Strategy

alternative scenarios

- competition on the market, commodity, active citizens, adaptation
- liberal adult education (Anglo-Saxon), neo-humanistic culture, identity, community, therapy, healing
- oppositional, radical education, critical, re-constructivist, reflective

- Salo, Petri (2005) On the futures of popular adult education in the era of lifelong learning. Paper presented at Nordic Conference on Adult Education, 13-14 May 2005

alternative scenarios

- competition on the market, commodity, active citizens, adaptation
 - *The organizations within popular education are forced to face and cope with the fact that nothing can anymore be taken for granted. They have to continuously re-negotiate and re-sell their services and products, primarily on the local educational market [...].*
This scenario (re)reflects both the essentialistic and the progressivistic philosophy of folk enlightenment. Active citizenship can be understood as an up-dated and "late modernized version" of civic education of the pre-industrial times. Scientific knowledge communicated by experts has been replaced with really useful knowledge available on the market (still defined and produced by someone). Socialization of the man is furthered, not through work in industry but through knowledge work in the post-industrial society.

Salo, Petri (2005) On the futures of popular adult education in the era of lifelong learning. Paper presented at Nordic Conference on Adult Education, 13-14 May 2005, p.2

alternative scenarios

- liberal adult education (Anglo-Saxon), neo-humanistic culture, identity, community, therapy, healing
 - *One important aspect of it is the capacity of the individuals to effectively cope with the information and knowledge available. Besides a need of communities with strong common value-systems, functioning at times as a safe havens for the individuals, emphasis is placed on exploration and restoration of the identities, life histories and life styles of the individuals. Popular education has a strong restorative and therapeutic function rather than an educational or an intermediary function. Different kinds of healing and restorative experiences and techniques are put on the front. They are supposed improve the individuals' ability to confront and cope with the complexities and insecurities on all levels and spheres of human and societal life.*

Salo, Petri (2005) On the futures of popular adult education in the era of lifelong learning. Paper presented at Nordic Conference on Adult Education, 13-14 May 2005, p.2-3

alternative scenarios

- oppositional, radical education, critical, re-constructivist, reflective
 - *reinvention of social engagement and the political aspects of the everyday life. Further, it implies a restoration of the edifying and the value rational mission of popular education, by which popular education is able to constitute a serious alternative to mainstream adult education. Reconstructivity, based at least partly on deliberative discourses and communicative rationality, form as a basis for critical education and radical democracy. The critical aspect implies, besides an ongoing critical and reciprocal reflections on the activities oneself is involved in, a critical reflection on the prerequisites of democracy as well as different kinds of social and societal practices and reforms. Reconstructivity can be looked at as based on a knowledge sociological view in reality. When reality, especially the social aspects of it, is understood as social construction it naturally becomes an open subject for reflections, dialogues and negotiations.*

Salo, Petri (2005) On the futures of popular adult education in the era of lifelong learning. Paper presented at Nordic Conference on Adult Education, 13-14 May 2005, p.3

adult education traditions (Hans G. Schuetze)

(1) competition on the market

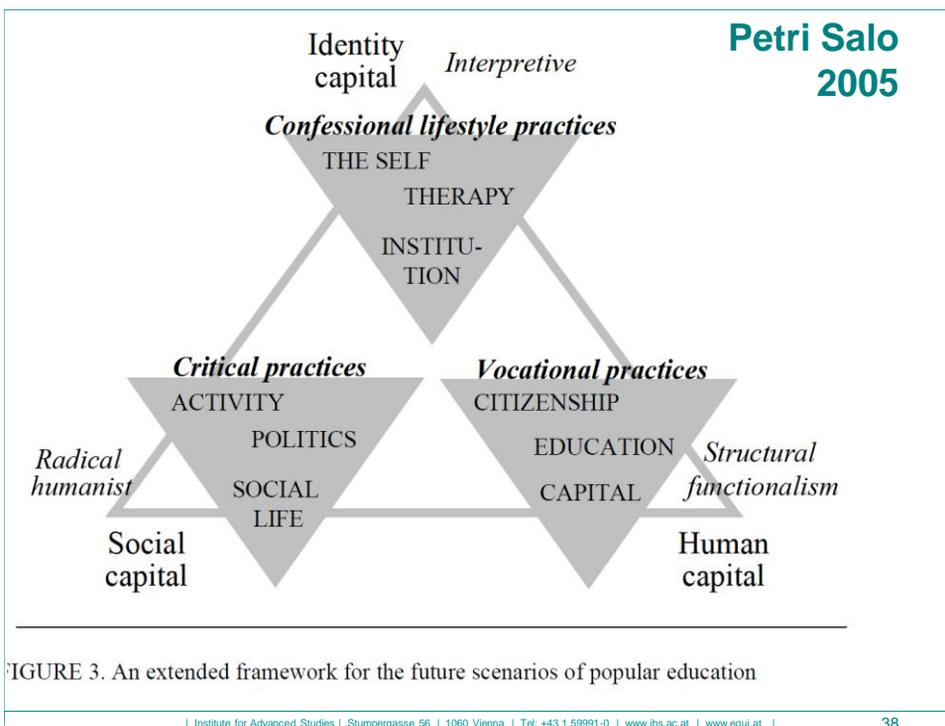
(2) liberal adult education (Anglo-Saxon), neo-humanistic culture, identity, community, therapy, healing

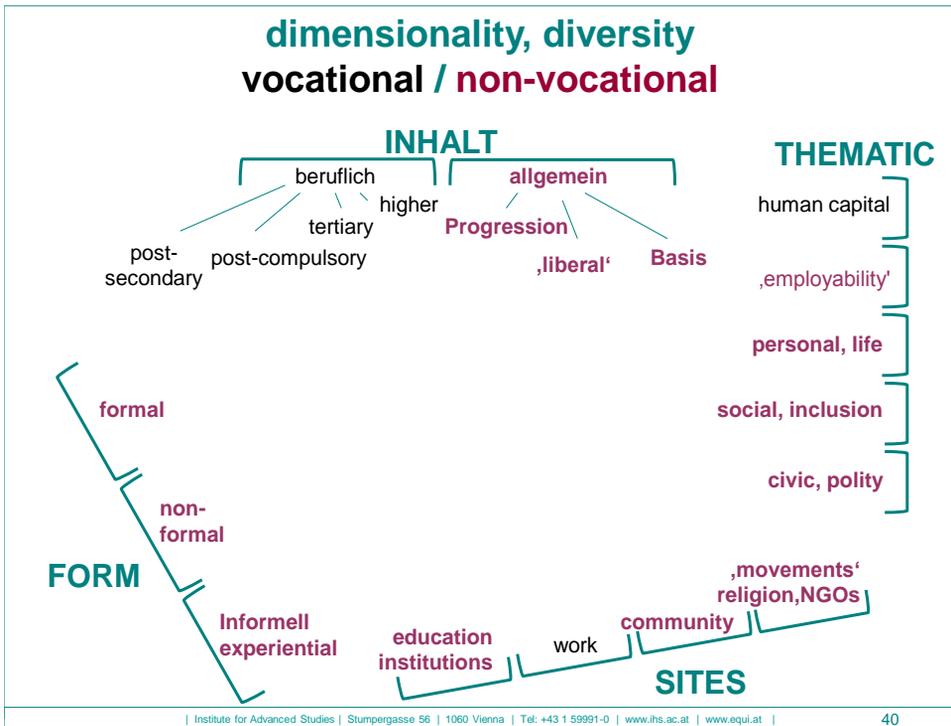
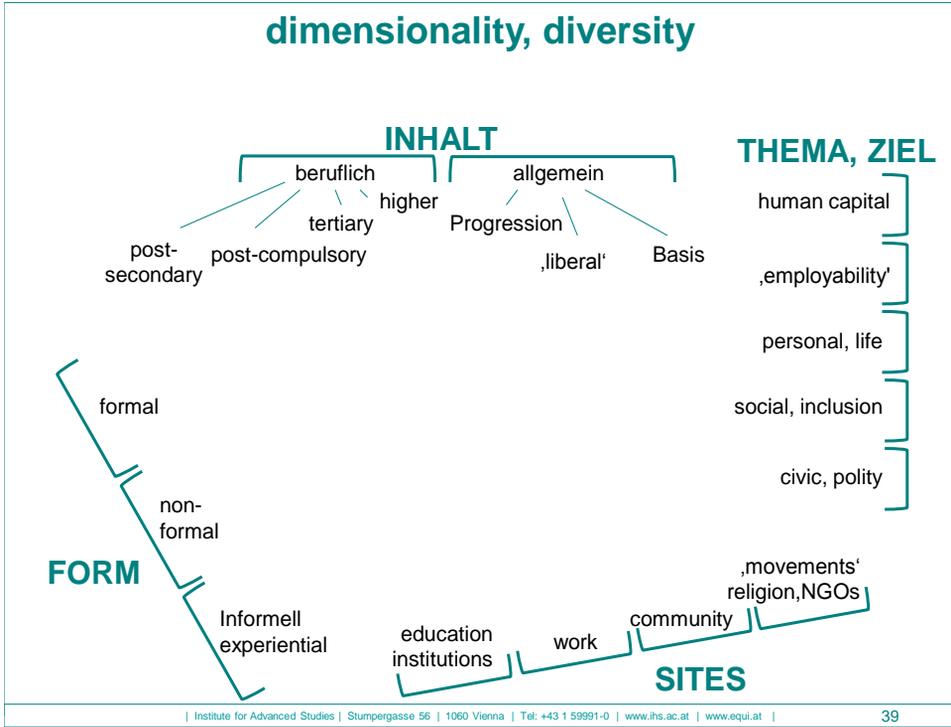
(3) oppositional, radical education, critical, re-constructivist, reflective

Bildung für politische Teilhabe
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 von beruflichen Qualifikationen
 Abschlüsse, Zertifikate,
 Ausbildungsstellen, Interessenpolitik
 Berufsbildung

Bildung für politische Teilhabe
 (Weiterbildung II)
 Liberal-postmodern
 Möglichkeiten für alle die
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 Beseitigung von Zugangsbarrieren
 Sozialpolitisch-orientiert

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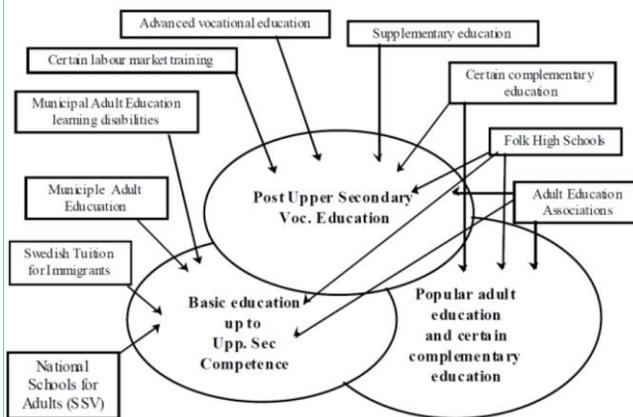


Sweden as example structure, provision

Abbildung 2: Struktur der Erwachsenenbildung in Schweden

**example
Sweden '01**

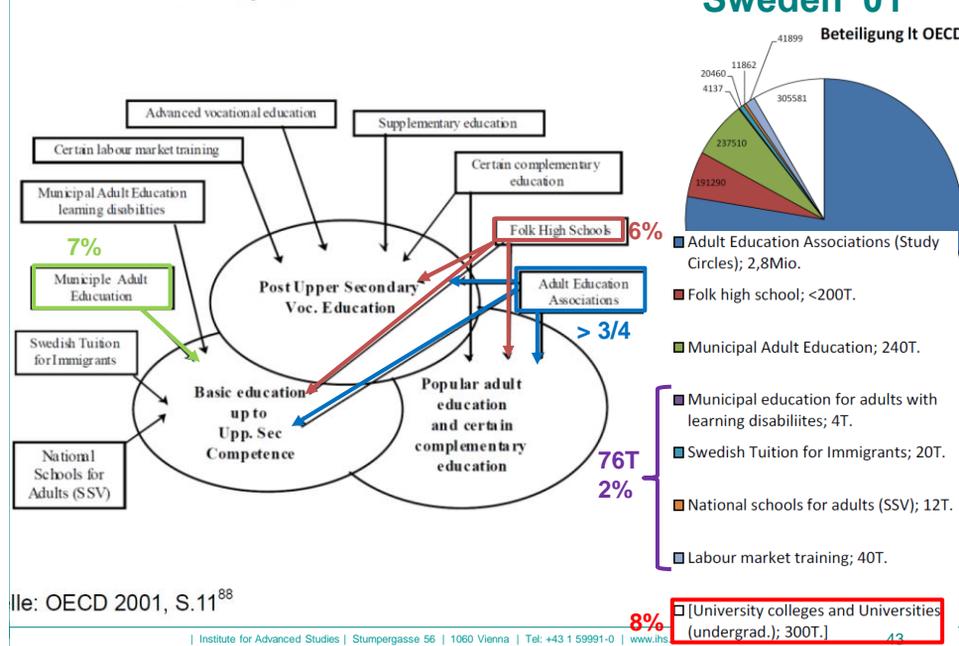
Abbildung 1: Adult education according to levels and functions



Quelle: OECD 2001, S.11⁸⁸

Bildung 2: Struktur der Erwachsenenbildung in S

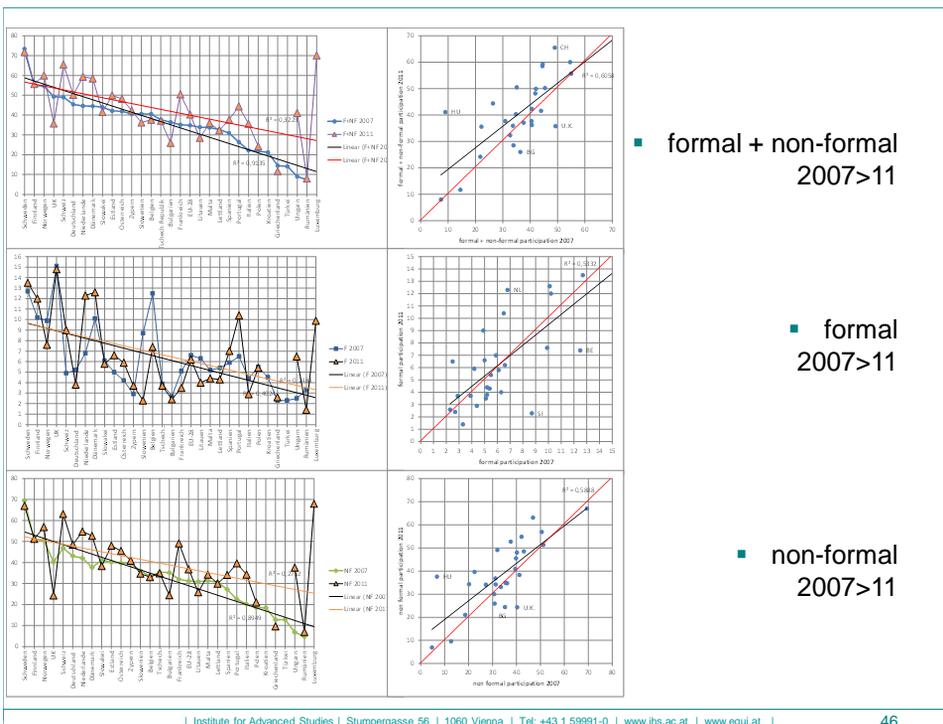
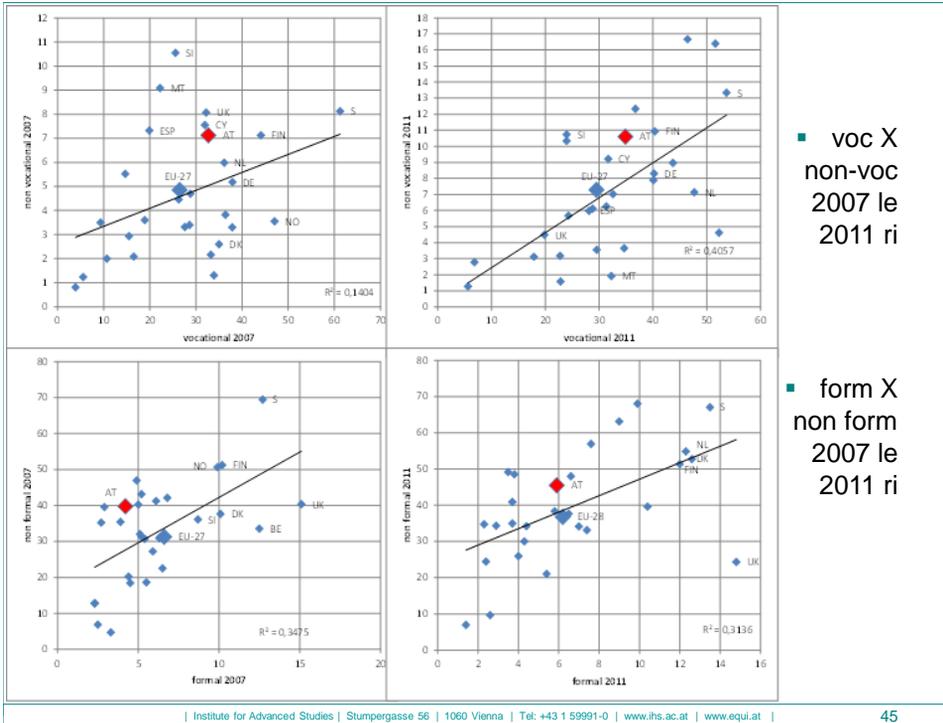
Figure 1: Adult education according to levels and functions



illustrations, detailed points 2

- vocational / non vocational: substitution or complementarity?
 - quantitative illustrations not so depressing new
 - qualitative analysis nordic conf
- comparisons 2007-11 AdultEducationSurvey-AES
 - formal / non-formal
 - vocational / non-vocational

See: “Comparative political perspectives of adult education – subsuming to qualification & competence strategies or searching for new missions?” in der 6th Nordic Conference on Adult Education and Learning “Adult Education and the Planetary Condition” 25.-27.3.2015, Tampere, Finland. Paper: <http://www.equi.at/dateien/nordic-15.pdf>
Presentation: <http://www.equi.at/dateien/nordic-conf-15pdf.pdf>



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.*

summary: 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...

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...

Denn die einen sind im Dunkeln

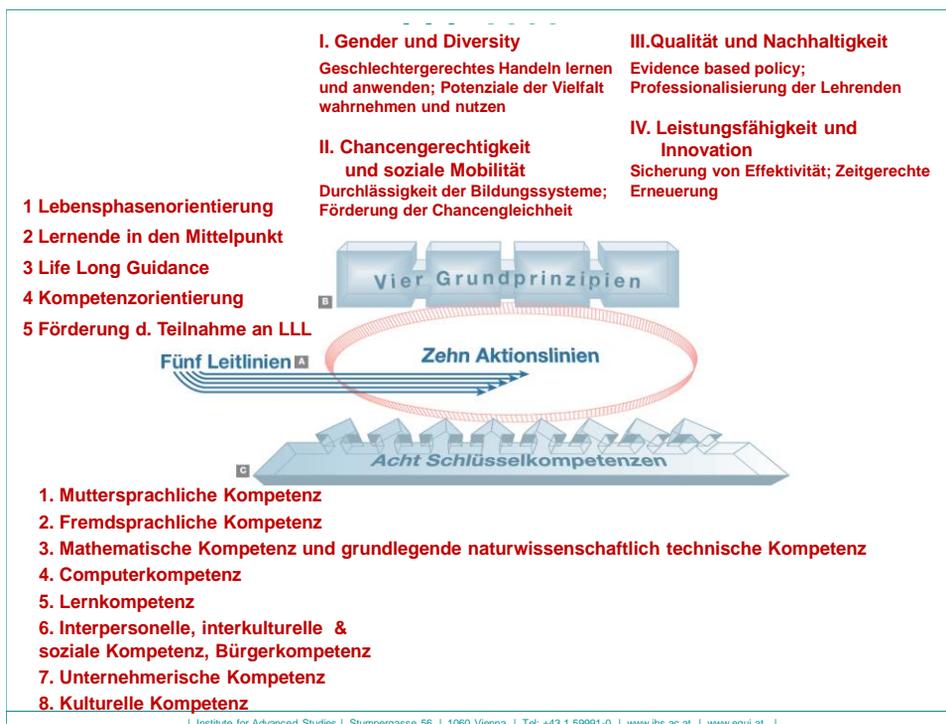
und die andern sind im Licht

und man siehet die im Lichte

die im Dunkeln sieht man nicht.

illustrations, detailed points 3

- politics-policies-mission(s)
 - Austrian LLL-strategy, some key observations > how NVAE disappeared
structural shortcomings, conceptual issues, competition...
 - scenarios, proposals...
 - approaches: community development/education, learning regions



<p>1 Lebensphasenorientierung</p> <p>2 Lernende in den Mittelpunkt</p> <p>3 Life Long Guidance</p> <p>4 Kompetenzorientierung</p> <p>5 Förderung d. Teilnahme an LLL</p>	<p>I. Gender und Diversity Geschlechtergerechtes Handeln lernen und anwenden; Potenziale der Vielfalt wahrnehmen und nutzen</p>	<p>III. Qualität und Nachhaltigkeit Evidence based policy; Professionalisierung der Lehrenden</p>
	<p>II. Chancengerechtigkeit und soziale Mobilität Durchlässigkeit der Bildungssysteme; Förderung der Chancengleichheit</p>	<p>IV. Leistungsfähigkeit und Innovation Sicherung von Effektivität; Zeitgerechte Erneuerung</p>

<p>Fünf Leitlinien</p> <p>1. Muttersprachliche Kompetenz</p> <p>2. Fremdsprachliche Kompetenz</p> <p>3. Mathematische Kompetenz und grundlegende</p> <p>4. Computerkompetenz</p> <p>5. Lernkompetenz</p> <p>6. Interpersonelle, interkulturelle & soziale Kompetenz, Bürgerkompetenz</p> <p>7. Unternehmerische Kompetenz</p> <p>8. Kulturelle Kompetenz</p>	<p>1. Stärkung der vorschulischen Bildung und Erziehung als längerfristige Grundvoraussetzung</p> <p>2. Grundbildung und Chancengerechtigkeit im Schul- und Erstausbildungswesen</p> <p>3. Kostenloses Nachholen von grundlegenden Abschlüssen, Grundkompetenzen im Erwachsenenalter</p> <p>4. Ausbau von alternativen Übergangssystemen ins Berufsleben für Jugendliche</p> <p>5. Maßnahmen zur Neuorientierung in Bildung und Beruf und Berücksichtigung von Work-Life-Balance</p> <p>6. „Community-Education“ mittels kommunaler Einrichtungen und der organisierten Zivilgesellschaft</p> <p>7. Förderung lernfreundlicher Arbeitsumgebungen</p> <p>8. Weiterbildung zur Sicherung der Beschäftigungs- und Wettbewerbsfähigkeit</p> <p>9. Bereicherung der Lebensqualität durch Bildung in der nachberuflichen Lebensphase</p> <p>10. Verfahren zur Anerkennung non-formal und informell erworbener Kenntnisse und Kompetenzen</p>
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<p>URSPRÜNGLICHE FORMULIERUNG AL8 war:</p> <p>5.2.9 Ausbau nicht-formaler Bildungsangebote in der beruflichen Weiterbildung und in der allgemeinen Erwachsenenbildung</p> <p>8. Kulturelle Kompetenz</p>	<p>1. Stärkung der vorschulischen Bildung und Erziehung als längerfristige Grundvoraussetzung</p> <p>2. Grundbildung und Chancengerechtigkeit im Schul- und Erstausbildungswesen</p> <p>3. Kostenloses Nachholen von grundlegenden Abschlüssen, Grundkompetenzen im Erwachsenenalter</p> <p>4. Ausbau von alternativen Übergangssystemen ins Berufsleben für Jugendliche</p> <p>5. Maßnahmen zur Neuorientierung in Bildung und Beruf und Berücksichtigung von Work-Life-Balance</p> <p>6. „Community-Education“ mittels kommunaler Einrichtungen und der organisierten Zivilgesellschaft</p> <p>7. Förderung lernfreundlicher Arbeitsumgebungen</p> <p>8. Weiterbildung zur Sicherung der Beschäftigungs- und Wettbewerbsfähigkeit</p> <p>9. Bereicherung der Lebensqualität durch Bildung in der nachberuflichen Lebensphase</p> <p>10. Verfahren zur Anerkennung non-formal und informell erworbener Kenntnisse und Kompetenzen</p>
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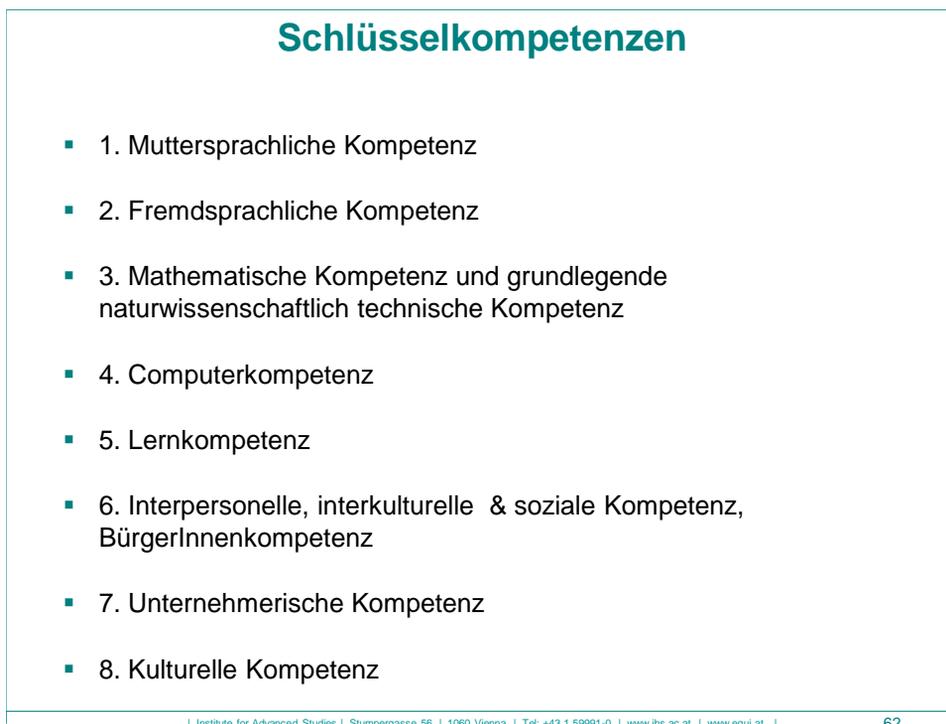
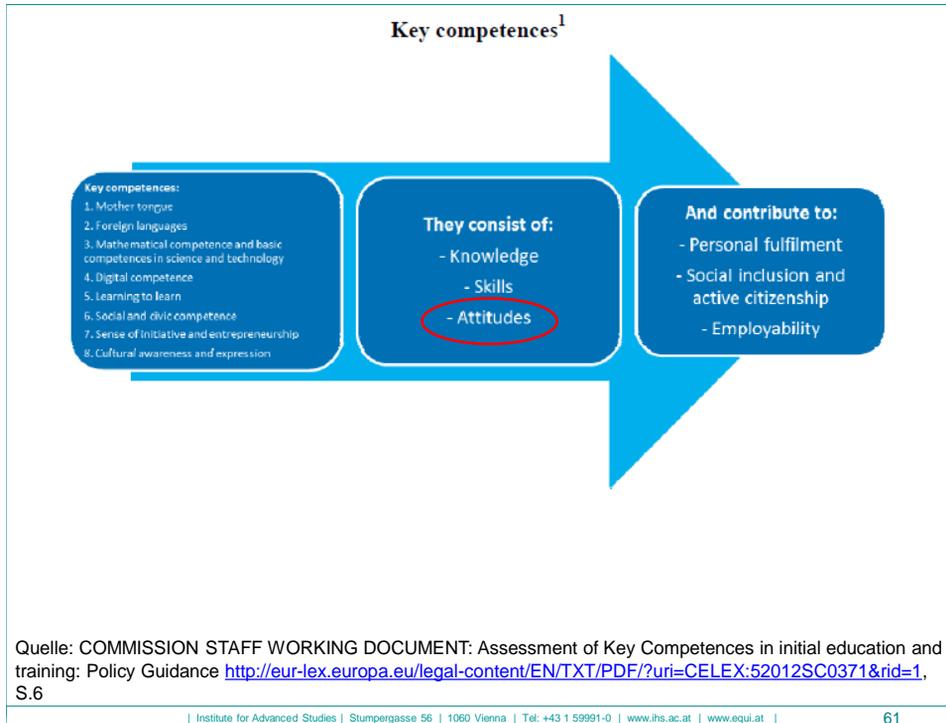
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illustrations, detailed points 4

- pedagogy vs. policy/politics

Zwei Linien von LLL-Politik

- Komplexe EU-Politik lässt sich nicht nur auf wirtschaftliche Aspekte einengen
- Qualifikationsrahmen und Schlüsselkompetenzen als tendenziell unterschiedliche Zugänge...
Vgl. die Beiträge im European Educational Research Journal Vol.7, No.3, 2008
- ...aber Überprüfung/Aassessment von Lernergebnissen wird ausgedehnt auf Schlüsselkompetenzen
 - Rethinking education
http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_de.htm
 - COMMISSION STAFF WORKING DOCUMENT: Assessment of Key Competences in initial education and training: Policy Guidance
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0371&rid=1>
- ...von KSC (Knowledge, Skills, Competences) zu **Attitudes**
 - Dublin Descriptors, auch neue EU-Dokumente (s.o.)



Assessment

- Was nicht gemessen wird, spielt keine Rolle...
- ...daher wird jetzt starker Druck auf Messung der Schlüsselkompetenzen gemacht...
- ...auch Kritik an den Leistungserhebungen, dass nichtkognitive Kompetenzen wichtigere wirtschaftliche Bedeutung haben als die bisher gemessenen...
 - Z.B. H.Levin in: Matthias von Davier, Eugenio Gonzales, Irwin Kirsch, Kentaro Yamamoto, Editors. 2013. The Role of International Large-Scale Assessments: Perspectives from Technology, Economy, and Educational Research. Dordrecht-Heidelberg-London-New York: Springer. Rez. www.equi.at/dateien/rez-meb23.pdf
- ...als Konsequenz sollten auch diese gemessen werden > Overkill an Messungen???!
 - Messungen ziehen Messungen nach sich...

Key competences¹

Assessment: Betrachtungsebenen wichtig

Quelle: COMMISSION STAFF WORKING DOCUMENT: Assessment of Key Competences in initial education and training: Policy Guidance <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0371&rid=1>, S.6-7



Table 2: Assessment and evaluation

Context	Function	Uses
System	International comparisons; National standards; Accountability.	Policy development, system monitoring
Institution	Monitoring against national standards; Internal quality assurance; Developing internal policies and procedures.	Feed into national data-gathering processes; Feedback to tutors, trainers, teachers, learners, parents.
Learner	Monitor achievement against national standards and curriculum objectives; diagnose strengths and weaknesses; track progress.	Feedback to learner on progress; feedback to tutors and teachers on success of teaching approach.

‘Taylorismus der Seele’ (H.G.Zilian)

- **Social and civic competences**
 - Social competence covers 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.

- **Sense of initiative and entrepreneurship**
 - Sense of initiative and entrepreneurship refers to an individual's turning of ideas into action. It includes creativity, innovation, risk-taking and ethical values, as well as the ability to plan and manage projects in order to achieve objectives.

- **Cultural awareness and expression**
 - This refers to the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. It includes an appreciation of the importance of this creative expression.

Quelle: COMMISSION STAFF WORKING DOCUMENT: Assessment of Key Competences in initial education and training: Policy Guidance <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0371&rid=1>,

S.52

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conclusions mission

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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 commercialising 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
- 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
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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?

Material

