



 Bundesministerium
Bildung, Wissenschaft
und Forschung

Initiative for Adult Education (IAE) and Curriculum Basic Education

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Content

Part I - Initiative for Adult Education

(Ingrid Kemper)

Background information, Legal basis, aims, how it works, involved groups, programme parts, development and improvements.

Part II - Curriculum Basic Education

(Friederike Weber)

Prospect consultancy.

Background Information - Working-Age Population in Austria

Population in Austria*	8,9 M
0-19 years in %	19,3 %
20-64 years in %	61,6 %
65 and more years	19,2 %

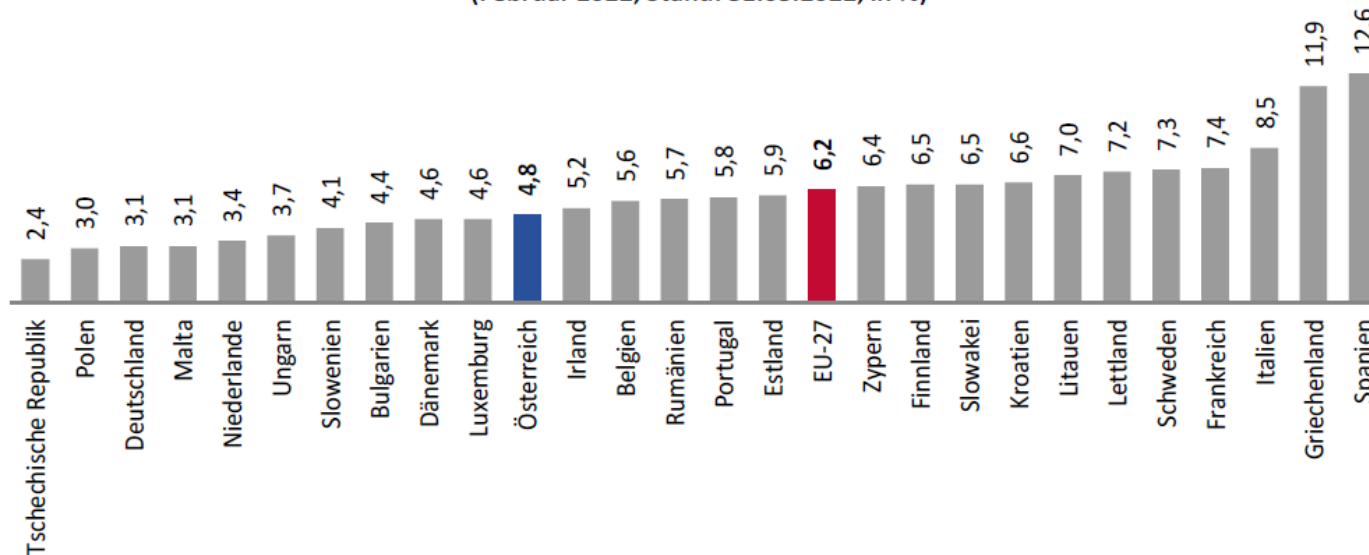
Labour Market**

Working population over 15 years	4,6 M
Labour force participation rate 15-64 years in %	77,2 %
Part-time job rate	29,4 %

* 2020, Source: *Statistic Austria 2022*, ** 2021, Source: *Statistic Austria 2022*

Background Information – Unemployment Rate in Austria, Feb 22

Saisonbereinigte Arbeitslosenquoten im EU-Vergleich
(Februar 2022; Stand: 31.03.2022; in %)



* Source: Public Employment Service Austria (AMS Statistik, Mar 2022)

Background Information - Educational Needs

Austria has 9 million inhabitants.

- 1 million (17%) have poor reading skills (PIAAC, 2013).
- 250.000 need basic education (IHS).
- 220.000 need a second chance at lower secondary level (IHS).
- 3.700 leave compulsory school each year without graduation (Statistic Austria).

Initiative for Adult Education – Legal Basis

- Funding instrument for low-skilled adults aged 15 and older that promotes basic educational qualifications.
- Agreement between the federal republic and the 9 provinces.
- Operates on the basis of a special act of legislature (15 a-Agreement) with a defined and increasing budget since 2012, a defined target group, programme parts and standards.
- Decisions are made in the steering group, a committee of representatives of all involved partners (Ministry of Education, Science and Research and the provinces) and the Social Partners (Austrian Chamber of Commerce, Austrian Chamber of Labour, Austrian Labour Union, Austrian Chamber of Agriculture).
- ESF co-financed programme parts must comply with ESF criteria. Details are regulated in the programming document and in the funding rules of the provinces and must be complied with.

Initiative for Adult Education – Aims

- Comprehensive and regionally balanced educational offer in Austria.
- Access to the programme areas of basic education and of compulsory school-leaving qualifications for everyone.
- High quality education and high-quality training programmes that meet the needs of the target groups.
- Courses are meant to enable participants to take part in public life and to provide them with further perspectives (further trainings, access to the labour market).
- Gender equality.

Initiative for Adult Education – How it Works

Accreditation

Educational institutions design and plan educational offers and submit them to our central office for accreditation. An expert group decides about the accreditation.

Funding
Decision

Most educational institutions apply for funding by the IAE. The accreditation is a precondition for the funding decision. The steering group decides about the funding.

Implementation
of Courses

In funded courses, attendance is free of charge for all participants.

Monitoring

Educational institutions have to do the documentation on the participants in a monitoring data base.

Initiative for Adult Education – Programme Part Basic Education

Target Group

Teenagers and adults living in Austria in need of basic skills, irrespective of origin, language or potential graduations.

Subjects

- German language skills.
- Basic skills in a further foreign language.
- Mathematics.
- Digital skills.
- Learning competence.

100 - 400 teaching units/offer

- ✓ Small learning groups: max. 10 participants/group
- ✓ Individual learning
- ✓ Includes counselling/coaching

Initiative for Adult Education – Programme Part Compulsory School-Leaving Qualification

Target Group

Teenagers and adults living in Austria without a graduation at lower secondary level.

Subjects

- German, communications and society.
- English, globality and transculturality.
- Mathematics.
- Vocational orientation.

Two further competencies.

(creativity, health & social, further language, nature & technology).

1.000 - 1.180 teaching
units/offer

- ✓ Max. 20
participants/group
- ✓ Includes
counselling/coaching

Development – Periods and Increasing Demand

2008 – 2011

Prearrangement according to government programme (negotiations, concept development, quality standards, structure & procedures)

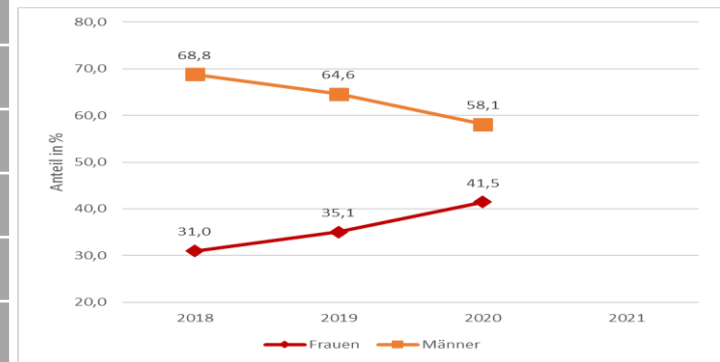
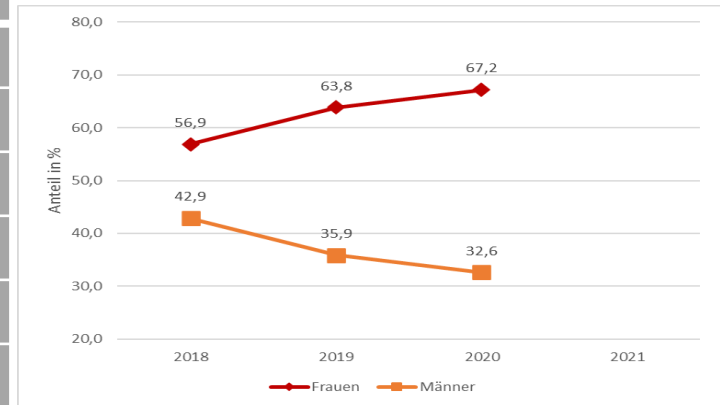
	2012 – 2014	2015 – 2017	2018 -2021 extended until 2023*
	1 st programme period	2 nd programme period	3 rd programme period
	€ 54 mio	€ 75 mio (esf for basic skills)	€ 111,5 + 55,8 mio* (esf for both programme areas)
	117 accreditations	147 accreditations	198 accreditations

Development – Participations and Graduations

	2012-2014	2015-2017	2018-2021
Basic Education			
Participations	16.540	23.901	27.489
Successful course participation	11.122	18.746	21.972
School-Leaving Qualification			
Participations	5.874	7.252	7.911
Full graduation	2.020	3.602	4.852

Development – Gender, Migration Background, Age

Participants in %	2018	2019	2020
Basic Education			
Female	56,9	63,8	67,2
Male	42,9	35,9	32,6
Migration background	88,9	87,9	86,3
No migration background	8,2	9,4	10,7
No classification	2,9	2,8	3,0
School-Leaving Qualification			
Female	31,0	35,1	41,5
Male in %	68,8	64,6	58,1
Migration background	84,9	82,6	81,4
No migration background	10,8	12,5	12,9
No classification	4,3	4,9	5,8



Initiative for Adult Education, Austria



Age group in %	2018	2019	2020
Basic Education			
15 – 18	19,0	17,6	19,1
19 – 25	24,6	20,3	17,9
26 – 35	24,3	24,2	23,5
36 – 45	16,7	17,8	18,1
46 - 55	10,2	13,0	13,0
56 – 65	3,9	5,2	6,3
66+	0,9	1,6	1,9
School Leaving Qualification			
15 – 18	38,5	40,8	42,0
19 – 25	42,1	37,1	34,5
26 – 35	15,2	16,4	16,5
36 – 45	3,1	4,3	5,8
46 - 55	0,5	0,5	0,8
56 – 65	0,0	0,1	0,1
66+	0,0	0,0	0,0

Initiative for Adult Education – Innovations and Future

2019:

Basic Education Curriculum with defined levels of learning outcomes for each subject with a defined testing period and a predefined certificate.

2021:

Online trainings for trainers in basic education 2021 und 2022.

2022:

Qualification profile for trainers in courses for basic skills.

Final version of the Basic Education Curriculum.

2023:

Preparing the next period (new accreditation & data base, Homepage...).

Aims

Transparent and learning outcomes oriented description of basic education goals to

- booster basic education as stand-alone learning opportunity
- enhance the potential for further perspectives
- support the transition in opportunities for continuing education and training

Development process

- **Initial development** Autumn 2018 to Spring 2019 accompanied by sub-working group
- As of September 2019 **pilot phase**
- **Revision** based on feedback from educational institutions and in collaboration with trainers and experts

General structure of competence fields and levels

Overall descriptor	Written communication				
Words, sentences and writing of exts					
	<ul style="list-style-type: none"> - Translate spoken, tone-true word perceived single-tones in graphic signs - Articulate clearly hard and soft consonants, hear the difference and translate into the correspondent graphic signs - Declaration of one's own person in simple forms (e.g., first- and second name, address and date of birth) 	-	-	-	-

Exemplary concretizations respectively descriptions of learning goals to clarify the level

Subfield

Concretizations are **exemplary facultative** and not exhaustive obligatory

The learning outcomes

General descriptor	Concretisation respectively description of learning goals
are constant across all levels	vary according to level

Material for **defining the learning outcomes**: specialist literature, concepts of educational institutions, existing descriptions of learning outcomes for basic education or literacy, Common European Framework of Reference for Languages, DigComp, school curricula, Alpha descriptors in CEFRL (LASLLIAM) as well as suggestions of experts/trainers

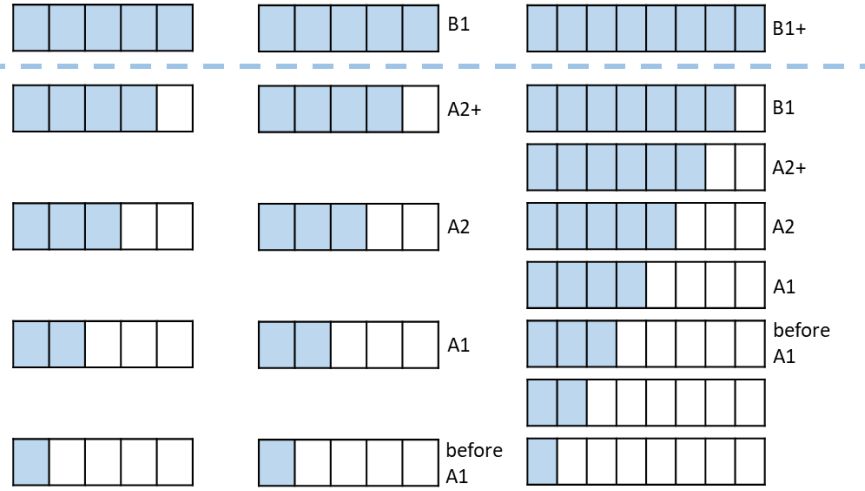
Competence levels of the curriculum

- For all competence fields – except for learning competence (no levels) and for German as second language (8 levels) – **5 levels** were defined.
- Levels 1 to 3 (except for German as second language) essential for fundamental orientation in everyday life and participation.
- With the penultimate level a standard is obtained that offers an **adequate basis** for entrance in a **course for Compulsory-School-Leaving Qualifikation (PSA)**.
- **Top level is comparable** with the competence level at the **end of lower secondary level**.
- Corresponding to individual learning needs different standards within and between the competence areas are combinable.
- In the composition of groups there is no need for a division according to levels. **Mixed groups with internal differentiation are possible**

Competence levels

Comparable with competences at the end of secondary level I

Sufficient basis for entrance in a PSA course



- German as second-respectively as predominate language
- Mathematical competence
- Digital competence
- Further language
- German as second language

Competence levels

Comparable with competences at the end of secondary level I

Sufficient basis for entrance in a PSA course

Competence levels are for orientation– no prerequisites or entitlements associated with it, for instance:

- Graduation at level 4 is no prerequisite for a PSA course but someone with a correspondent certificate brings along the correspondent competence for entrance
- Level 5 does not replace a positive completion of the 8. school level or the completion of compulsory school

- German as second- respectively as predominate language
- Further language
- German as second language
- Mathematical competence
- Digital competence

German as second language

- The first levels are a selection of descriptors of the European Council -project „Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants“
- Level 3 and 4 address standards before A1 and A1 of CEFR
- Grey labeled are those areas which only relate to learners with a literacy need

Written communication								
Descriptor	LASLLIAM 1	LASLLIAM 2	LASLLIAM 3 / before A1	LASLLIAM 4 / A1	A2	A2+	B1	B1+
Creative writing	-	-	-	-	-	-	-	-
functional writing / writing of reports and essays	-	-	-	-	-	-	-	-
Technical literacy - Writing	-	-	-	-	-	-	-	-
Technical literacy - awareness of speech and writing	-	-	-	-	-	-	-	-

Supporting materials

- **Observation- and assessment sheet** as support for the ongoing and final learning assessment
- **Leaving certificate** with obtained levels in those fields which were focused on in the course
- **Portfolio** for the summary of obtained learning outcomes as well as the presentation of additional competences

Initiative for Adult Education, Austria



Thank you for listening!

For more information please contact our homepage

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