

Sustainable Learning in the Community

*Raising Awareness of Older People's Competencies
and Identifying new Opportunities for Learning and
Engagement*



National Report – Austria

“Realizing new potential for learning and engagement of older people - Overview of existing material and consultations with older learners”

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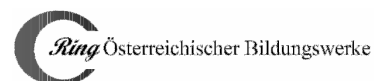


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1 Introduction

In Austria the target group of older people is usually addressed in the life-long learning discussion, in discussions on older employees in the labour market and debates on older people's voluntary engagement.

This report is a deliverable of the SLIC-project, a European project financed by the DG Education and Culture aiming at developing a workshop for older people in which older people are empowered to become active citizens, in which links between community development, volunteering and life-long learning are created, in which older learners' and volunteers' self-confidence is improved and in which the transition between working life and retirement and the wish to continue working and being active is addressed.

In order to develop such a workshop (SLIC-workshop), this report gathered tools and instruments (N=18) for workshops with older people (workshop designs, skills profiles, action plans, and certificates). Older people from Austria (N=21) were also consulted about the practicability and usefulness of a workshop and their experiences with being an active citizen and an active learner in their current life phase. The results are summarized in this report.

Two Austrian organisations are involved in the development of the SLIC-workshop: The Research Institute of the Red Cross¹ and the Circle of Austrian Adult Education Associations². Both organisations have a long tradition of working with older people and volunteers in Austria.

1.1 Relevance of SLIC for the involved organisations

The following section shows how a workshop for older people can be relevant for organisations working with older people or older volunteers.

FRK

The Research Institute of the Red Cross (FRK) has a long tradition in working with older people. The FRK conducted several projects assisting older people to develop and turn their own project ideas into practice (Plan60, Plan60 Wien-West etc.). The Red Cross (Vienna Branch) is divided into five district offices ("Bezirksstelle") and also has a fair number of older newcomers in these districts who are interested in volunteering for the Red Cross but do not exactly know in which area. The SLIC workshops could be used in three ways:

- *Permanent offer for newcomers in the Red Cross*

The SLIC workshops could be implemented as a permanent offer to older volunteers in the Red Cross (Vienna Branch). Very often the Red Cross is confronted with older people who are interested in volunteering, but do not exactly know in which field. They are open-minded

¹ German: Forschungsinstitut des Roten Kreuzes (abbr.: FRK)

² German: Ring Österreichischer Bildungswerke (abbr.: RÖBW)

and have no concrete idea of an area in which they want to help.³ Every other week there is an informational evening in the Viennese Red Cross (for all 5 district offices) informing newcomers about the possibilities of volunteer work in the Red Cross. Champions of each area, e.g. health and social services, blood donation etc. are present and present their field of volunteering. Newcomers who do not exactly know which capacities they have, could be referred to the SLIC workshop to find out in which area their skills fit best.

- *Permanent offer for already active volunteers*

Many older people have been volunteers in the Red Cross for a long time. Some of them have only been active in one area of volunteering, e.g. as a paramedic in the 3rd district of Vienna. When volunteering in this area is not possible any more – because of physical impairments – then a “re-orientation” might be useful. These volunteers could – in one of the SLIC workshops – visualize their skills and become active in a different area of interest. The SLIC workshops could help them in this process of re-orientation in voluntary work.

- *Part of existing initiatives of older volunteers*

Older people have the possibility to implement own project ideas in some departments of the Red Cross. There is a biking groups, a traveling group and older people who help other older people with household chores in the district office Wien-West. The SLIC workshops could be integrated into one of these already existing projects in the Red Cross.

RÖBW

The Circle of Austrian Adult Education Associations is a national umbrella organization for voluntary educational and cultural work. RÖBW's volunteers manage about 1,000 local educational organizations (especially in rural areas) and more than 2,000 local cultural associations. There are centres of the RÖBW in eight of the nine Federal States in Austria with full time employees for supporting and counselling the volunteers.

The RÖBW was one of the first voluntary organizations to deal with the question of informal learning in volunteering, the assessment of these experiences and possible consequences of paid work in a systematic way. The RÖBW has been working with tools and methods to assess voluntary experience for over seven years – especially with the “Competence Portfolio for Volunteers”.

For the RÖBW the SLIC project is a further step in developing tools and methods to assess especially informal learning as an offer for the special target group of older people. The local educational organizations will implement the SLIC competence workshop. Therefore the national umbrella organization will train full time employed adult educators from the centres of the RÖBW in the Federal States – and they will send trainers to local organizations for

³ Others have specific ideas in which area of the Red Cross they want to volunteer, e.g. the ambulance services or visiting services etc. These groups might not be interested in participating in a workshop in which their competences are mapped.

piloting the workshop. On the long run older people should be trained for leading the competence workshop.

1.2 Target groups

FRK

The target groups of the Viennese Red Cross are active older people who are active in all fields of volunteering in the Red Cross: ambulance services, health- and social services, catastrophe management, administration, research, migration etc. Many older people volunteer in one of these areas and others want to set-up their own projects, e.g. like a biking group. These champions of active older people in the Red Cross (Vienna Branch) are the primary target group of the SLIC workshops. In a second step the FRK attempts to reaching disadvantaged groups in the general population.

A second target group are active older people who want to help in a different area of volunteering, e.g. a paramedic who has been active for 35 years and now – due to physical impairments – wants to re-orient his/her area of volunteering.

The third target group are open-minded volunteers who approach the Red Cross and have not made up their mind yet in which field they would like to volunteer – the SLIC workshops could be a useful guidance for them.

RÖBW

Older people are one of the main target group of RÖBW's voluntary educational and cultural work. Other target groups are parents, immigrants, young people, volunteers, handicapped persons, and the unemployed. Themes are among others: communal and regional development, active citizenship and political education, health education and wellness, promoting creativity, European Union (globalisation, cross-border contacts), family / partnership / education / personality, vocational training and key skills, information and communication technology.

Because RÖBW's voluntary educational and cultural work especially takes place in little villages in rural areas in Austria the target group of older people are relatively small and heterogeneous. This means that at the moment no contact with the special target group of older people was established. The implementing of the SLIC competence workshop will potentially bring out a special target group which is interested in participating.

2 Theoretical framework and current political discussions

2.1 Current political discussions on the learning of older people in the community in Austria

In general three decentralized areas can be differentiated in which older people are considered in political discussions in Austria:

- (1) Learning and education of older people including life-long learning (“Seniorenbildung und Lebenslanges Lernen”)
- (2) Older employees (including health transition to retirement etc.) (“ältere ArbeitnehmerInnen”)
- (3) Engagement of older people – voluntary work (“Ehrenamt und Freiwilligkeit”)

Each of these three areas is briefly introduced here.

2.1.1 Life-long learning discussion and senior education

In the course of the micro census 2003 a study on life-long learning was performed by the Statistik Austria (Hammer, Moser, & Klapfer, 2004). It contains detailed empirical data on learning in Austria. One of the results is that further education decreases with age, only 12,6% of older men and 12,4% of older women participate in further education courses. If people over 60 years participate in non-formal learning activities then they take advantage of private courses (Hammer, Moser, & Klapfer, 2004, p. 30). In the informal learning sector the passive consumption of (TV and radio) broadcasts on education is dominant for people over the age of 45 years and increases with age (81% for the 65-year-olds) in comparison to other informal learning activities which are dominant before the age of 45 years, e.g. reading, transfer of know-how with colleagues, internet learning etc. In comparison to Northern Europe the percentage of learning activity in older people is decreasing in Austria, while in Scandinavia it is not (Schutti, 2006).

2.1.1.1 Strategy of the Federal Ministries on life-long learning and older people

Three Ministries in Austria have divisions for seniors or life-long learning (Federal Ministry for Education, the Arts and Culture (abbr.: bm:ukk), Federal Ministry of Social Affairs and Consumer Protection (abbr.: BMSK), and Federal Ministry of Agriculture, Forestry, Environment and Water Management (abbr.: “Lebensministerium”). The bm:ukk rather focuses on learning and education of older people in their retirement age, than employability or volunteering. The department in the BMSK that is responsible for seniors’ learning has also been responsible for volunteering for many years, so older volunteers have also been a subject of the Ministry’s work. The “Lebensministerium” works on the theme of life-long learning in connection with sustainable development.

The most important results of the studies and documents on learning and education of older people commissioned by the Federal Ministries shall be presented shortly in the following section. All these documents can be seen as “pioneer studies” in this field and form the basis for political discussions in Austria.

The BMSK commissioned a study on education in old age from 2002 until 2004 which was published and carried out by a renowned Austrian sociologist in 2005 (Kolland, 2005). The authors for the first time gathered Austrian projects on life-long learning for seniors (N=12) in the study, apart from other data, and assessed them with quality criteria. The study ends with concrete recommendations to foster life-long learning services and offers in Austria.

Based on the International Year of Older Persons in 1999 the former Federal Ministry of Environment, Youth and Family published a report on the living situation of older people in Austria, called “Seniorenbericht” (Amann et al., 2000). Renowned researchers from different disciplines gave a detailed overview on demographic variables, living situation, learning and many other themes.

The bm:ukk commissioned a study on informal learning and acquisition of competences in the year 2007 (Zürcher, 2007). It is a relevant contribution to the life-long learning strategy in Austria and contains (etymologic) definitions of different types of learning and education, social settings of learning, an historical overview on learning and education in Austria, learning strategies for people with lower educational background, and a detailed analysis of competences, competence profiles, and measurement of acquired competences.

In close cooperation with the Institute for Adult Education⁴ the BMSK presented a report on perspectives of adult and further education in old age in 2007 (Heidecker & Hechl, 2007). Based on the fact that more than 34% of the Austrian population will be older than 60 years until 2030, the report contains strategies for life-long learning, social inclusion, equal opportunities, anti-discrimination and civil engagement. It ends with concrete propositions for action in this field, a glossary and a collection of relevant material on the topic.

The BMSK, division on Seniors’ Policy, also co-initiated a platform called “Learning in the 3rd and 4th age of life” in 2004. Several actors take part in the activities of the platform, e.g. networking, workshops “Ageing-Education-Learning”⁵, dealing with one’s own age, best practice models in education and learning of older people etc. (BifEB, 2006). Participants of the platform include practitioners, researchers, and politicians. It is one of the only sustainable initiatives bringing different actors in Austria together.

In the course of a project on education and learning 2006/2007 a qualitative literature analysis was carried out (Simon, 2007). It concluded with several interesting facts: Education in old age has individual and societal benefits. Older people assert different values to learning, (1) the “continuers” are those who have been learning their whole life, (2) those “people catching up” are older people who have not had the possibility to learn when they

⁴ Institut für Erwachsenenbildung www.bifeb.at

⁵ The original title of the workshops is „Altern-Bildung-Lernen“ – for documentation of previous workshops visit www.bifeb.at.

were young and are catching up now and (3) the “Distanced” are those who feel learning is a burden and cannot connect anything positive to learning. There will be more participation in learning in the near future. Older people need both homogenous and inter-generational groups in order to learn.

The Federal Ministry of Agriculture, Forestry, Environment and Water Management underlines the importance of maintaining a life course perspective when discussing life-long learning and that measures to foster learning in old age have to be set when people are very young (Schutti, 2006).

2.1.1.2 Learning and training offers for older people

According to the “Vienna Healthy Ageing Profile” (Hübel, 2007) published by the City of Vienna in 2007 older people have lower educational backgrounds than younger people. Over 40.000 men and 36.000 women between 30 and 49 years have a university degree while only 28.000 men and 16.500 women over the age of 50 dispose of a university degree. Informal learning is carried out mainly by studying literature, learning on the computer, broadcasts on television and visiting libraries and lectures.

In the context of health promotion for older people several authors have published on the intersection between life-long-learning and health promotion (Amann et al., 2005; EURAG Österreich, -; Hlawaty, 2003; Kurz, 2003; Rosenmayr, 2004). The key message is that participation, learning and staying mentally fit enhances the health status of older people.

Considered from a meso-perspective there are a number of Austrian organisations who offer life-long learning services, projects, courses etc. to older people.

In 2007 a Third Age University was founded in the City of Graz. The University of Graz – Center for Continuing Education – offers the so-called “Montagsakademie” (Monday’s Academy) for all adults and especially disadvantaged older learners to visit or download.⁶ Secondly, institutions like the “Volkshochschulen” or institutions with a religious denomination have good access to older people and there are a number of senior-specific initiatives including life-long learning projects in Austria from these types of organisations. Since 2001 “LIMA” (Quality of life in old age) by the Catholic Educational Network⁷ has been going on with a focus on learning when getting older. It uses memory trainings (Mnemo-techniques, concentration and attentiveness exercises) for older people. The project “Frauenherbst” (Women’s Autumn) by the Catholic Women’s Movement⁸ is also one of the Austrian initiatives for older women, their wellbeing and a reflection over their own aging process.

⁶ For more information see also: <http://www.uni-graz.at/montagsakademie/> 2008-04-29

⁷ For more details visit: <http://www.bildungswerk.at> 2008-05-29

⁸ Frauenherbst is a holistic project for older women in churches which carry out seminars on age-relevant topics. For more details visit <http://www.kfb.at> 2008-04-29

There are also institutions who are likely to participate in life-long learning discussions and offer trainings already.

Senior organisations (Österreichischer Seniorenbund ÖSB, Pensionistenverband Österreich PVÖ) have direct contact to older people from the community and they offer activities for social inclusion of seniors. There are also some initiatives to connect activities for seniors with mobile care (Red Cross, Hilfswerk). This possibility of “home visit counselling” or “mobile counselling” is not widespread yet. Also, for some educational organisations, e.g. WIFI⁹, BFI¹⁰, this is complicated because of their image as organisations targeting at the labour market. It is hard to attract seniors to these organisations (Kolland, 2005, p. 62).

Political discussions on life-long learning are also led by the social partners in Austria¹¹ (Sozialpartner Austria, 2007). Although the social partners discuss about life-long learning there is no special mention of older learners in the documentation of the discussion results. All measures and recommendations are focussed around younger and employed people in Austria. Older learners are not part of the life-long learning discussions.

2.1.2 Older employees including health transition to retirement

Further education of older employees is also discussed in the Austrian political discourse on life-long learning. Learning and employment were traditionally separated – education and learning were performed in school (during the first life phase) and during working life/employment skills and know-how which had been learned before were meant to be applied. Nowadays because of social changes in employment and career definitions, these issues cannot be separated any more: Learning has become an integral part of working life (throughout the second and third life phase). (Morschhäuser, 2003)

This also concerns older employees. Life-long learning while still employed is discussed in the framework of active age-management, increasing productivity in older employees, or helping older people stay in the labour market until they reach legal retirement age. Further education and training in the Austrian labour market is not especially targeted at older employees, there are mostly general trainings.

There are a number of initiatives and projects in the context of workplace health promotion with a special focus on older employees in Austria (see www.healthproelderly.com/database).

Also some articles and reports have been published on health promotion for older workforce in Austrian organisations (Dietscher, Hübel, & Nowak, 2006; Gansinger, 2002; Karazman, 1995; Karazman, Kloimüller, Geissler, & Karazman-Morawetz, 1999, 2000; Pochobradsky,

⁹ WIFI is an institution preparing adults for the labour market in Austria.

¹⁰ BFI is one of the largest institutions in Austria offering adult education.

¹¹ Wirtschaftskammer Österreich, Bundesarbeiterkammer, Österreichischer Gewerkschaftsbund, Landwirtschaftskammer Österreich

1995; Schierl, 1995; Spicker, 2003; Wolf, 2004, 2005). Older employees and their health status have been the focus of research and practice for more than ten years in Austria. Several publications discuss the needs of older employees which arise due to physical impairments or mental reasons like stress at the workplace. Life-long learning/informal learning only plays a periphery role in this discourse.

Most initiatives focus on older people and employability, not their retirement phase.

There have also been some initiatives in Austria trying to bring older managers together in networks, as in the Austrian Taskmanagement Group (ATMG) or the Austrian Senior Experts Pool (ASEP) which is part of ATMG (Hübel, 2007).

For a **comprehensive and detailed overview** of Austrian initiatives for older employees see the practical handbook by (Mosberger, Muralter, & Zdrahal-Urbaneck, 2007).

2.1.3 Engagement of older people – voluntary work

There is no volunteering law in Austria, which means that volunteers do not have a legal status in Austria (Strümpel, Grilz-Wolf, & Kellner, 2004). There are, however, some laws which touch volunteers in associations¹². In 2001 following the International Year of Volunteers a “Volunteers Manifesto” was produced (BMSG, 2002) which contains concerns of volunteers, e.g. training, recognition etc.

The AVE project gives an overview on voluntary work in Austria (Strümpel, Grilz-Wolf, & Kellner, 2004). According to a survey from 2000 more than 36% of the Austrian population over the age of 60 is active in volunteering, while the rate of non-volunteers in this age group is 64%. This is the only age group with a very low number of volunteers (all other age groups have percentages between 53% and 61%). (Badelt & Hollerweger, 2001)

There are some initiatives in Austria for older volunteers.

UN-International Year of Volunteers 2001 – Working Groups

In the course of the UN-International Year of Volunteers in 2001 the BMSG initiated eight different working groups on volunteering. All working groups met in June 2002 for a final “enquete” and a “Volunteer’s Manifesto” was presented stressing seven key elements (Bundesministerium für soziale Sicherheit und Generationen, 2001):

- Volunteering requires recognition
- Volunteering requires training
- Volunteering requires a legal basis
- Volunteering requires cooperation
- Volunteering requires platforms
- Volunteering requires support

¹² Sanitätsgesetz, Landesfeuerwehrgesetz, Vereinsgesetz

- Volunteering requires publicity

This initiative was followed up by the Austrian Counsel of Volunteer Work in 2003 (see below).

“Bürgerbüros”

Nevertheless, the area of voluntary work of older people in Austria has experienced the greatest setback compared to the two other areas discussed above. There are no volunteer centres or “Bürgerbüros” in Austria and no systematic attempts to activate older people. Many “Bürgerbüros” which went well in former times have now closed. Only a few Federal States still have “Bürgerbüros”. Organisations, like the Red Cross or GEFAS Styria, which had been active with acquiring older volunteers in the past, are now passive or not financed any more. Successful projects like Plan60¹³ cannot be continued and volunteers have to organise themselves without help from the organisations (see also results of the group discussions below).

Volunteering web and volunteering pass

Volunteering issues are summarized and published in the “Freiwilligenweb”¹⁴ (the “volunteering web”), a website on volunteering issues in Austria by the BMSG.

There have been efforts to certify voluntary experience with the so-called “Freiwilligenpass”, a booklet including voluntary engagement and the skills acquired in each activity. Now, seven years after the development of the booklet, it is clear that it is not used in Austria. Voluntary organizations did not assess it as a practical thing to have¹⁵.

Austrian Counsel of Volunteer Work¹⁶

The Austrian Counsel of Volunteer Work has the task of counselling the BMSG in volunteering issues. It was initiated in the year 2003, has 46 member organizations (political organizations, civil organizations, economic and scientific members), and meets regularly once a year. It aims at reducing barriers for voluntary work and gives practical recommendations for future engagement of Austrian citizens of all age groups.

Only recently an initiative called “Wiener Plattform für FreiwilligenkoordinatorInnen” (Platform for coordinators of volunteers in Vienna) has been founded for networking reasons.

Volunteering issues and older people are very strongly connected in Austria due to the fact that the BMSG is responsible for both volunteering and older people. Still, there is a lack of systematic implementation – there are a lot of single initiatives and funding resources are rare.

¹³ “Plan60 – Health promotion for older people in urban areas” For more information see: http://ottakring.vhs.at/cgi-bin/TCgi.cgi?target=home&P_Kat=34 2008-05-29

¹⁴ www.freiwilligenweb.at/cms

¹⁵ See interview protocol with Red Cross human resource management in Vienna (from Feb., 4th 2008)

¹⁶ Österreichischer Rat für Freiwilligenarbeit

2.1.4 Conclusions on the political discussions in Austria

There have been several initiatives, programmes and projects in the last twenty years in Austria, supporting learning and volunteering of older people. However, there is a lack of political commitment and strategic, long-term planning and support for these initiatives. While the topic is definitely addressed in Austria, there are few action plans.

The biggest issue policies in Austria face seem to be unclear responsibilities for older people and their role in society (Schutti, 2006). As already evident from the remarks above, stakeholders working with older people in Austria are not tied up in one institution. There are several public, private and civil society organisations who work with older people in different (community) settings and who have the role and responsibility of activating older people as a societal goal (“civil engagement”, “active citizenship” etc.). On the other hand there are stakeholders who activate older people on their own behalf, e.g. retirement homes or senior centres, who conduct projects for older people to keep them healthy and active. But these target groups are empowered in the setting of these homes/centres and not for societal goals. Short: The question of responsibility for this age group is unclear.

2.2 Theoretical framework of SLIC

The SLIC project is embedded in three “theoretical concepts”, namely volunteering, active ageing and empowerment/participation. These concepts lie behind the SLIC workshops as well as the idea of designing a workshop for older volunteers for them to realize their own ideas and plan their own retirement phase. The underlying theoretical assumptions for the three concepts are introduced here.

2.2.1 Volunteering and civil society

In the context of the civil society we live in, volunteering is a key issue in making citizens participate in social processes (active citizenship). Volunteer work is defined as being voluntary, involving no remuneration, having a certain duration and/or regularity, not being for one’s own good or for that of one’s own family and taking place in the context of an organisation¹⁷. (Strümpel, Grilz-Wolf, & Kellner, 2004)

The SLIC workshops will be realized with older volunteers in both Austrian organisations (FRK and RÖBW) who both share this definition of voluntary work and have a long tradition of working with volunteers.

2.2.2 Active ageing and life-long-learning

In the SLIC workshops it is aimed at empowering older people to become or stay active and at encouraging them to develop their skills and competences through formal and informal learning opportunities. An important issue for older people is staying active after retirement.

¹⁷ Taking place in an organisation is handled differently in different contexts.

SLIC addresses the transition between working life and retirement and the wish to continue leading an active life. The WHO defines “active ageing” as “...the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age.”(WHO, 2002, p. 12) SLIC will provide these opportunities for older people in the course of the SLIC workshops. It will especially focus on active learners who then will be trained to lead the workshops for disadvantaged learners from the community.

2.2.3 Empowerment and participation

The main aim of SLIC is empowering older people (with strategies of life-long learning) to lead an active life and to participate in societal life. One way of doing so is assisting people to put their own ideas into practice (empowerment). The SLIC workshops are meant to be “active workshops”, with older people participating in all activities. Social participation is defined as: “Participation can range from consultation to structural participation in which lay people are the driving force of initiatives. Such structural participation in civil society is seen as a crucial element of social capital by most theorists. One important component of measures of social capital is the extent to which people participate in social and civil activities.” (Baum & Ziersch, 2003) Older people will be empowered to be the driving force of their own ideas.

3 Research phase: Tools and instruments

In order to identify the skills and the engagement potential of older people 18 tools were found in German speaking countries (which are relevant to SLIC). For the Austrian situation also German and Swiss tools were considered if they were relevant for the SLIC purposes.

The 18 tools found differ in quality, scope and target groups. Some instruments aim at compiling experiences from formal and informal learning (from working life, private life, volunteering etc.) for employment purposes and re-entering working life in old age, some other instruments aim at collecting competences for engagement in retirement, volunteering and leisure time. The latter are by far fewer than those targeting at working life.

There are few tools specifically targeted at older learners and even fewer tools targeted at older learners who do not want to re-enter the labour market.

Yet, there is a common scheme in most of the tools: The degree of self-assessment is high and the degree of counselling in the tools is high as well. This is hardly convertible into practice with older people without a trainer since most older people have not learned to assess themselves and their experiences (through low educational background in the post-war generations etc.). Most instruments have a theoretical foundation, e.g. informal learning strategies, and a number of competences which are addressed, e.g. social, technical, personal competences, formal and informal competences etc. All instruments belong to a specific organisation and most have been published in some way. In Austria there is no national standard as to which instruments are nationally valid. Most organisations have their own tools or invent new ones.

3.1 Search strategy

The main (research) question in the following section was: Which instruments (skills profiles, action plans, certificates and workshop designs) on life-long-learning of older people can be found in Austria?¹⁸

The research team included different sources in its search strategy. All websites, publications and previous projects were screened for relevant tools and instruments.

- (Brief) literature search including the German handbook of competence measurement (Erpenbeck & von Rosenstiel, 2003), an Austrian study on informal learning (Kolland, 2005) and several political papers (Heidecker & Hechl, 2007; Sozialpartner Austria, 2007).
- Websites of relevant organizations in Austria offering adult education and counseling, e.g. <http://www.wifi.at/DE/Default.aspx>, <http://www.weiterbildung.at/>
- Google keyword search in German (google Austria, google scholar)

¹⁸ Instruments from Germany and Switzerland were also included in the research since there are no other German speaking countries in the SLIC consortium. Therefore relevant instruments from other German speaking countries were added to the list of tools.

- “instruments” AND “older people” AND “competences”
 - “portfolio” AND “older people” AND “qualification”
 - “instruments” AND “retirement preparation”
 - [and other combinations]
- Website of the Federal Ministry of Social Affairs and Consumer Protection and listed links, e.g. <http://www.bifeb.at>, <http://www.erwachsenenbildung.at>, <http://www.lisa-net.info>, http://ec.europa.eu/education/index_de.html, <http://www.lebensspuren.net/>, <http://www.phedw.at/geragogik/>,
 - Previous projects on life-long-learning and related topics from Austria
 - “Assessing Voluntary Experience – AVE” on volunteering, paper by (Strümpel, Riepl, & Kellner, 2005)
 - “Plan60” on empowerment of older people in Vienna (Oberzaucher, Stadler-Vida, Rappauer, Grundböck, & Pabst, 2006)
 - Three EQUAL Development Partnerships from Austria: (1) EP “Berufsbilder und Ausbildungen in den Gesundheits- und Sozialen Diensten” Module 4, (2) EP plan:b, Module “Frauen Forum Initiative”, (3) EP Reframe, Module KORA+
 - Websites listed in the Austrian Volunteering Web: <http://www.freiwilligenweb.at/>.

No sources were deliberately excluded from the search.

3.2 Overview of tools and instruments

In the following section all relevant tools from Austria will be described briefly. The graph below demonstrates the four types of tools searched for (in red) and their connection to the SLIC-workshop.

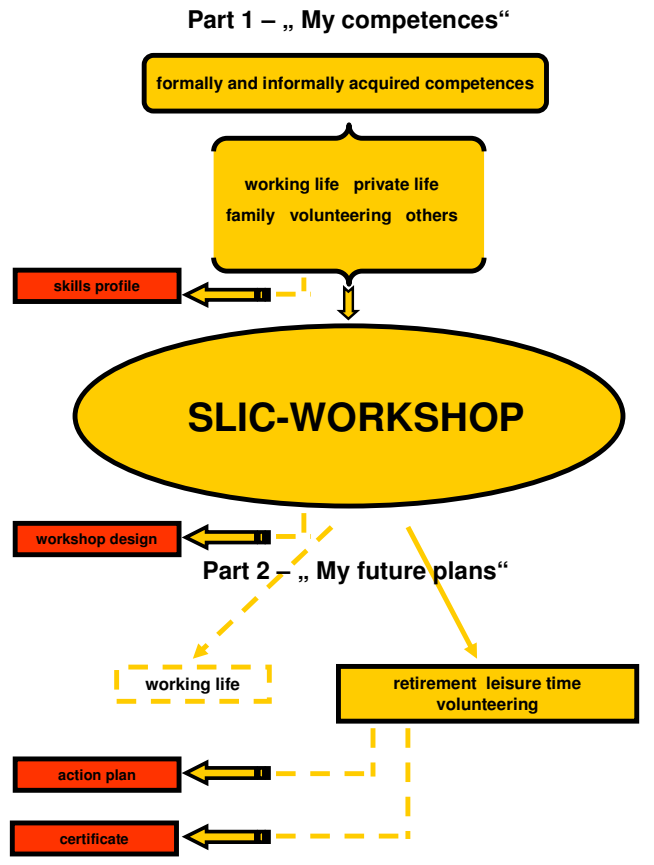


Chart 1: Demonstration of tool types

All in all elements of seven different tools will be recommended in this section as basic tools for the SLIC workshops

- Quali-Box¹⁹
- ProfilPass²⁰
- Kompetenzbilanz für berufstätige Mütter und Väter, an Weiterbildung Interessierte und BerufsrückkehrerInnen²¹
- KOMPAZ²²
- Plan60 Empowerment Courses
- „Zum alten Eisen? Zu neuen Ufern!“ Retirement preparation course
- Kompetenzportfolio²³

¹⁹ Link to the instrument: www.bifo.at/text/qualibox

²⁰ Link to the instrument: www.profilpass.de

²¹ Link to the instrument: www.dji.de

²² Link to the instrument: www.kompetenzprofil.at

²³ Link to the instrument: www.kompetenz-portfolio.at

3.2.1 Examples for workshop designs

A

“Plan60” empowerment courses

The Austrian project “Plan60” aimed at empowering older people to realize their own voluntary project ideas, e.g. forming a biking group, volunteering in a museum, etc. For this reason older champions were trained in empowerment courses to be able to implement their ideas and win others for them (Oberzaucher, Stadler-Vida, Rappauer, Grundböck, & Pabst, 2006). The empowerment courses also helped older people set first steps into putting their idea into practice (action plan). The whole empowerment course package was €150. These courses were held in ten workshops over three months²⁴ and contained four elements:

- Concept for the empowerment course
- Skills of the trainers
- General requirements for participating in the empowerment courses
- Accompanying measures

The empowerment course concept starts with the definition of what constitutes the success of a course. Then there are four phases of an empowerment course:

Introductory Phase (workshop 1)

Elements: getting to know the group, the trainers, the place, the empowerment course concept, mutual agreements, first introduction of all participants, motivation, expectations and formation of groups.

Individual Orientation (workshop 2-4)

Elements: taking into account one’s biography (travelling back), personal resources, not realized plans, ideas not acted out, personal living situation of participants today, images of aging, dimensions of the 3rd age from a societal perspective, putting own ideas into practice: Which idea would they like to implement or join in the frame of the empowerment courses?

Working Phase (workshop 5-9)

Elements: working on own ideas, formation of groups, basic know-how of working in teams, basic understanding of project management, setting goals, communication and conflicts, marketing own ideas, if necessary experts answer questions on legal issues or financing.

Reflection Phase (workshop 10)

Elements: presentation of projects, reflecting the empowerment course, action plan for the future, certificate of the course, closing of the group processes.

²⁴ It is recommended to offer empowerment courses at the same place, the same time, and the same day of the week over three months. Each workshop was supported by a team protocol which seemed professional and also helped “sell” ideas to potential partners in the community, like a museum.

It is recommended that the size of a group does not extend 8 participants for 1 trainer. If there are more participants it would be helpful to have a second trainer, possibly one man and one woman (Oberzaucher, Stadler-Vida, Rappauer, Grundböck, & Pabst, 2006, p. 25).

Required skills of trainers are experience in leading and supporting groups, knowledge of concepts and conflict management, and own experiences with project management. As soft skills trainers should be able to cope with awkward themes like death and illness, should respect people's biography and have the ability to switch between distance and closeness to the participants.

B

Kompetenzanerkennung (KOMPAZ) by the Volkshochschule Linz



The KOMPAZ workshops have been used with older people (between 50 and 59 years old²⁵) and were evaluated in 2007 (Auer, Beyrl, & Öhlmann, 2007). 19% of the 346 participants in the KOMPAZ workshops were older people. The VHS Linz as an executing organisation has been carrying out KOMPAZ workshops since 2002. The workshops work with 50% self-assessment and 50% external assessment by an expert in working out a personal profile of one's (informal) competences. The KOMPAZ workshop participation is 320 € per person.

Four workshops (5 units each) are held with participants but working at home is also a vital element of the KOMPAZ design. It can be described as a personal reflection phase rather than a group process. Older people have to be well organized and self-assessment is one of the most important elements of KOMPAZ²⁶.

In Workshop 1 one's personal background and development is addressed. In the group the KOMPAZ concept is introduced, participants get to know each other and first exercises called "securing evidence" (from past experiences) are performed. It is the goal of this first workshop to activate people in so far that they are able to trace their own biography and skills (acquired formally and informally) in a home exercise following the first meeting. (Auer, Beyrl, & Öhlmann, 2007)

In Workshop 2 results of the home exercise are discussed and strengths and weaknesses are addressed. In Workshop 3 an action plan is developed and in Workshop 4 a reflection with the group is offered as well as a certificate.

C

"Zum alten Eisen? Zu neuen Ufern! Pensionsvorbereitung als Baustein zu einem gesunden Älterwerden" by the Austrian Red Cross

²⁵ Status: 2006

²⁶ KOMPAZ is originally designed to help people re-integrate into the labour market. Therefore the design is self-centred and not oriented around group processes.

This course was designed as a retirement preparation course for people one year before retirement (Gröschel & Huppmann, 2004). It is designed to take place on two days (13 hours) or as a sequence of 5x2-3 hours. Participants are limited to 10-18 people per course. It is aimed at supporting older people in their active planning of their life and finding meaning in their retirement phase.

The themes of the course are divided in eight sections:

Section 1: Opening the course

Section 2: Introduction to the topic (expectations and insecurities concerning the 3rd age)

Section 3: Economic and legal issues concerning retirement

Section 4: Physical and mental changes in the course of ageing

Section 5: Lifestyle and prevention (nutrition, fitness, stress etc.)

Section 6: Possible social and emotional crises released through the transition from working life to retirement

Section 7: Health and meaningfulness

Section 8: Closing the course

For the SLIC workshop all topics mentioned could be of interest. Especially the ideas on 3rd age could be of use for an introduction for the SLIC workshop.

In **Section 6** a mutual brainstorming is done on flipcharts about actual changes from working life to retirement for the participants (changing roles, changing self-image, changing integration in formal institutions etc.). Then personal crises are addressed and a number of personal questions is collected and compiled for the person to reflect on his/her understanding of retirement, like: What is my current role in the family? How can the relationship to my children and grandchildren be described? Do I have friends? Am I open to create new relationships? What did my job mean to me? What was especially important to me about it? What are my current interests and dreams? Then a presentation is given on active retirement by one of the trainers and 15 rules of active ageing are presented.

In **Section 7** the question is addressed which activities are meaningful to older people. The trainer gives a short input on “people are social beings” and how social wellbeing affects health. Then the effects of voluntary engagement in old age are presented by using facts from empirical studies. In a last input by the trainer regional or organisational possibilities of engagement are shown. This could be a first step towards an action plan.

3.2.2 Examples for skills profiles

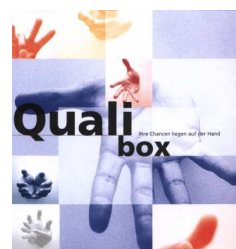
A

Quali-Box by the Berufs- und Bildungsinformation Vorarlberg (BIFO)

The Quali-Box was developed by the Austrian institute BIFO and has been in use since 1999 (Mathis, 2000). It is an instrument consisting of six modules. If only one or more modules are used is entirely up to the user depending on which information the user needs regarding his/her competences. All modules can be used together or one can be used as a single tool.

The goals of the Quali-Box are:

- recognizing one's own strengths and weaknesses and getting to know oneself
- realistic self-assessment of one's own (practical) know-how
- assisting tool for raising awareness of one's own competences



The Quali-Box considers formal and informal learning, especially household chores, child raising, family, relationships, sports and fitness, personal development, gardening, volunteering, caring, technical know-how, and trading (Module 5). The Quali-Box is sold for 22 €.

The six modules of the Quali-Box are:

Module 1 – My way

Module 2 – Discovering new things – Learning

Module 3 – Taking a close look at school and further education

Module 4 – Knowledge and competences from working life

Module 5 – Qualifications off the job

Module 6 – My qualifications and looking ahead

For the SLIC-workshops a skills profile can be used following Module 4 and 5.

Module 4 – Knowledge and competences from working life

This module contains exercises/activities on know-how and competences a person gained during his/her working life.

Module 5 – Qualifications off the job

In this module know-how which was gained apart from know-how from working life is worked on, like family work, leisure time, volunteering etc.

(1) The first step of this module is to help people remember their qualifications acquired in household chores, child education, family life, sports, personal learning experiences, gardening, nature and animals, money, volunteering, caring for and supporting others, technical activities and hobbies. For this reason a chart was developed for people to tick which skills they think they have. One example is the example of gardening as a skill – plants: water plants, bushes, berries, herbs, vegetables, fruits etc.

(2) The second step is grouping the individual skills in

- Technical qualifications (gardening, repairing equipment, etc.)
- Social qualifications (listening, taking over responsibility etc.)
- Other personal qualifications (being able to work in a structured way, flexible personality etc.)

(3) A third step is finding out how these qualifications can be used for future plans (working life or private life).

(4) The fourth step is summarizing the 3-5 main skills from this module and defining which of them the person wants to use in the future.

B

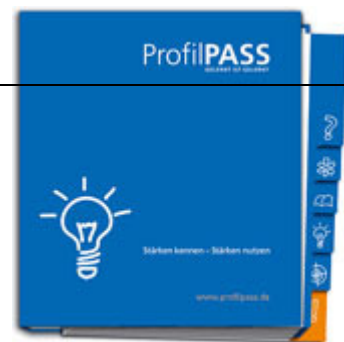
ProfilPass by Deutsches Institut für Erwachsenenbildung (DIE)

The ProfilPass has been tested (also with older people) in Germany and has been available since 2006. 15.000 ProfilPasses have been disseminated until 2006. The ProfilPass was tested with 50-57 year old long-term unemployed people for them to find new ideas how to re-integrate into the labour market. The evaluation showed positive effects of the skills profile (Bundesministerium für Bildung und Forschung, 2006). More generally speaking, the goal of the ProfilPass, developed by the German Institute for Adult Education, is to develop a comprehensive overview of diverse personal competences with adults.

The ProfilPass costs 27,90 €. Formal and informal competences are acknowledged.

The ProfilPASS-Folder is structured in 5 sections:

- Section 1 – My life – an overview
- Section 2 – My fields of activity – a documentation
- Section 3 – My competences – a conclusion
- Section 4 – My goals and next steps
- Section 5 – ProfilPASS Plus



For SLIC section 1 and 2 have been chosen as stimulating for the skills profile tool. Section 5 is considered further below.

Section 1 – My life – an overview

The first section is meant to create a biographical-like overview of a person's life. Different fields of activity are identified as the example below shows.

My life: school, education, household and family work, gap year or alternative service, hobbies, working life, special life events, and political and social engagement (active citizenship).

| | | |
|-------------------|----------------------|---|
| Mein Leben | Schule | Berufsausbildung |
| | Haushalt und Familie | Wehrdienst, Zivildienst, Freiwilliges Jahr |

Chart 2: Example of a first skills profile from the ProfilPass

Section 2 – My fields of activity – a documentation

In a second step all skills are looked at in more detail. Each person assesses his or her own skills based on specific questions:

Which fields of activity are especially important for me? Which skills are connected to my activities? How do I assess these skills?

Each person (1) names the skill, (2) describes the skill, (3) puts it in a nutshell, and (4) assesses it.

| 4 steps | [fill in] |
|---------------------------------|--|
| (1) Name the skill | e.g. caring for someone |
| (2) Describe the skill | I did..., I was part of... |
| (3) Put it in a nutshell | Now I know..., Now I can do..., I learned about..., I am able to... |
| (4) Assess it | <p>Level A: I can do it with a written instruction or with someone helping me.</p> <p>Level B: I can do it on my own, independently.</p> <p>Level C1: I can do it on my own, also in a different context.</p> <p>Level C2: I can do it on my own, also in a different context, and I can teach someone about it.</p> |

Table 1: Assessing skills in 4 steps

C



Kompetenzbilanz für berufstätige Mütter und Väter, an Weiterbildung Interessierte und BerufsrückkehrerInnen by Deutsches Jugendinstitut München (DJM)

The goals of this instrument are to give a direction for one’s individual position in one’s own biography, to work on a personal skills profile, to increase self-esteem by seeing one’s own informal competences (especially those skills from family work) which are not visible at first sight. Its focus is on social competences and informally acquired competences (Erler, Gerzer-Sass, Nußhart, & Sass, 2003).

The „Kompetenzbilanz“ is a folder with the following elements:

- My life story as a learning story
- The family as a place of learning
- Personal skills profile
- Making use of social competences in working life

This tool works with the mind mapping technique! The advantages of this technique are the direct visualisation of experiences and that participants do not have to write down their competences in essays etc. It is a creative tool. (Erler, Gerzer-Sass, Nußhart, & Sass, 2000)

The chart below shows the family as a place of learning and an exemplary mind map. In the middle the theme (e.g. family) of the mind map is stated and then the participants draw lines with important factors determining the main theme, e.g. household chores, parents (in-law), partnership, child education etc. These determinants can then be branched out again, e.g. washing, cooking, gardening.

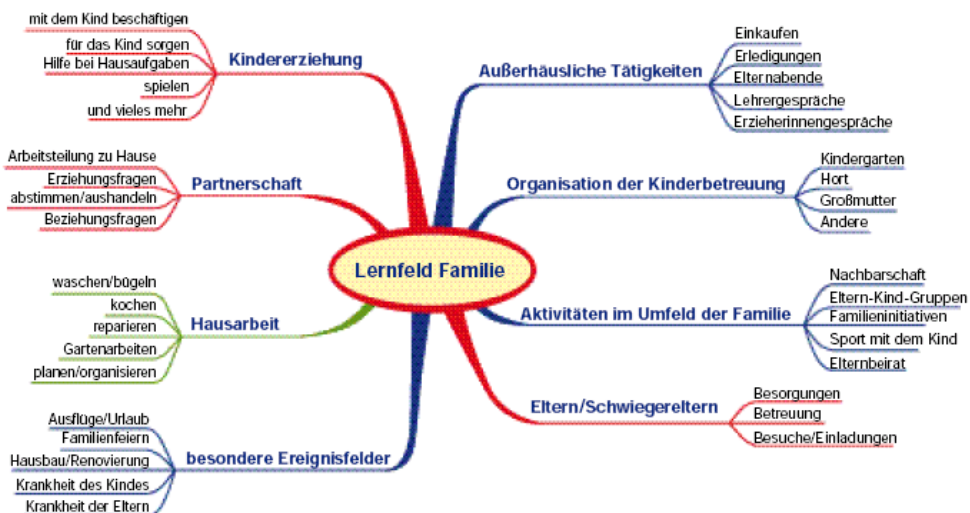


Chart 3: Example of a mind map (Learning in the family) from (Erler, Gerzer-Sass, Nußhart, & Sass, 2000)

It is crucial to know what the skills profile is for (**function of the skills profile**). This instrument suggests finishing the personal skills profile by summarizing its use in a table with four thoughts: I want to use my skills profile for (...), I need to take these steps (...), I will get respective support for this from (...), I will do this at (...).

| Mein Kompetenzprofil will ich nutzen für... | Dazu sind folgende Schritte notwendig... | Unterstützung hierzu hole ich mir bei... | Bis wann erledigt... |
|---|--|--|----------------------|
| | | | |

Chart 4: How to use my skills profile from (Erlar, Gerzer-Sass, Nußhart, & Sass, 2000)

3.2.3 Examples for action plans



A

Kompetenzanerkennung (KOMPAS) by the Volkshochschule Linz

The KOMPAS workshops are aimed at people aged 45 plus, people in changeover situations in the labour market (e.g. work returners) and people who are generally interested in skills profiling. The workshop offers the possibility to profile one's own (informal) skills and competences in two modules: skills profile workshops (self-assessment phase) and assessment centre (external assessment phase).

The KOMPAS workshops have been used with older people (between 50 and 59 years old²⁷) and were evaluated in 2007 (Auer, Beyrl, & Öhlmann, 2007). The workshops work with 50% self-assessment and 50% external assessment by an expert in working out a personal profile of one's (informal) competences.

For the SLIC courses especially Workshop 3 ("From an aim to a concrete strategy") is interesting. In Workshop 3 a strategy (similar to an action plan) is worked on and individual goals are set for future engagement. Participants then go home and make concrete plans to reach their goals (homework). In the next workshop the results are presented to the whole group. The main questions of Workshop 3 are:

²⁷ Status: 2006

- Where do I want to go (with my future engagement or employment plans)?
- What are hindering factors for my future engagement or employment plans?
- What do I still need to reach my goals?

The methods of work are a concept and an action plan.

B

Quali-Box by the Berufs- und Bildungsinformation Vorarlberg (BIFO)

As already mentioned above the Quali-Box was developed by the Austrian institute BIFO and has been in use since 1999 (Mathis, 2000). It is an instrument consisting of six modules. Following Module 6 “My qualifications and looking ahead” an action plan can be derived.

After having won an overview of one’s competences and skills, it is important to look into the future and make a decision on future plans. The Quali-Box works with (1) setting goals, (2) identifying uncertainties, and (3) action plan in small steps.

When setting concrete goals for future engagement it is crucial to identify the current position older people are in: “I know my goals, how to reach them and where I am going.”, “I know what I am heading for but I need more information.”, “It got an interesting overview but there is nothing that really suits me.”, “One thing or the other sounds good to me but I still can’t make use of it now”.

3.2.4 Examples for certificates

A

Kompetenz-Portfolio by the Circle of Austrian Adult Education Associations

The Kompetenz-Portfolio is more than just a certificate, it is a portfolio of as the name already indicates. It consists of five pages. On the first page the name of the participant and the kind of voluntary experience of the person is mentioned as well as duration and scope. On the second page learning activities are stated which had an impact on voluntary work, e.g. management of an association or the participation in a course on creativity. The third page contains a portrait of a person’s voluntary engagement: My way into volunteering, my experiences, future plans etc. Page four lists technical, social and personal competences of the person and page five gives an overview of an action plan.

B

ProfilPass by Deutsches Institut für Erwachsenenbildung (DIE)

The ProfilPASS-Folder is structured in 5 sections. Section 5 is a good example for a certificate.

The ProfilPASS Plus offers room for all kinds of certificates, confirmation of participation, and other proofs of formal and informal skills and competences. In the ProfilPASS Plus a person can systematically collect these documents.

Documents which are considered and explained to participants are:

- Diploma and leaving certificates
- Job references
- Accreditations
- Job applications
- Volunteering
- Further education
- Fotos
- Competence proofs
- Curriculum Vitae
- Internships
- etc.



4 Consultations with older learners

All in all five interviews were held with older learners in Austria and three group discussions were carried out. In sum, 21 older learners were consulted in Austria. One group discussion with older people was carried out by the FRK (with older people around 60 years) and two were held by the RÖBW (with older people around 80 years). All interviews and group discussions were performed in German, taped and then transliterated according to common rules of transcription. All consultations with older learners took place between April, 7th and June, 2nd 2008. The average duration of the consultations was 83 minutes. All consultations were chaired by one member of the SLIC consortium. All in all five male learners and 16 female learners were consulted. All older people were active learners, active volunteers or champions. No disadvantaged learners or migrants were interviewed since we wanted to draw from the experiences of people with a lot of learning experience. All consultations took place in our own organizations, which means the own setting of volunteering, with the exception of two group discussion which took place in the community setting.

The target group of older volunteers was reached through gatekeepers in the voluntary organizations, strategic marketing of group discussions at informational events, events for newcomers in volunteering with informational material and a flyer. Also, telephone calls and email distribution of the invitation to a group discussion were carried out. Information on content, date and reasons for acquiring especially this group of learners were made evident.

All questions from the semi-structured interview guide were asked (see Annex 7.3).

4.1 Results of the consultations

From the interviews and group discussions with older people in Austria results can be summarized in the following five sections. All consultations are cited with Int. 1-8 in the following.

- **Design of the SLIC-workshop**

In the group of 60 year old people the design of 6 hours per workshop with an intensive lunch break between morning and afternoon session were highly valued (Int. 2, 4 and 5). For the 60 years olds it is also a topic to come to the workshop with a partner or spouse and to be able to plan active engagement together.

In the group of 80 year old people not more than 4 hours per workshop were approved of (Int. 7 and 8).

Workshops should not take place on two days in a row, but have one or one and a half week in between (Int. 2, 4, 7 and 8). The topic of having people reflect or work on a topic between the workshops was agreed on in all interviews to be possible and useful (Int. 1, 3, 7 and 8). It was stated that it should not be expected of older people to write something. It might be possible to write down keywords and it should stay open whether people would like to use a computer for this task or paper and pencil (Int. 3). One interviewee described possible difficulties with a homework task as follows: The willingness of older people depends on the motivation of the person – one might be honestly interested in becoming an active citizen or

volunteer and do the homework task willingly and another might only participate and listen to the workshop without any concrete ambitions to become active (Int. 1).

For the design of the workshop it is also crucial to have time for informal contact with the trainer (Int. 5). The design should also contain a balance between concentrating on a topic and creative working. Breaks and also “active breaks” would be cherished and valued (Int. 2). The workshop should not have more than 8 participants.

One statement of an older person is to make clear in the beginning that there is no exam (Int. 3) to the workshop. Another interesting idea was to organize (quarterly) volunteering exhibitions as an alternative to the workshop to reach more people (Int. 1).

- **Contents of the SLIC-workshop (incl. the tools)**

General statements on the contents

The contents of the workshop should consider three aims of people participating: One aim of older people is to meet new and like-minded people, the second is to see something new, to become a part of something adventurous, and the third aim is to plan own ideas (self-fulfillment) (Int. 1).

Dealing with learning and engagement was an interesting topic for participants (Int. 7 and 8). 12 participants (80 years and older) had a “broken” relationship to learning. When looking back into their own lives they realized that there was no time and no possibility for learning when they were young, especially in rural areas. It should be possible to disseminate a positive and constructive image of learning in the workshop towards personal development and challenges in old age²⁸. Training younger people in life-long learning was seen as a fruitful thing older people would like to commit to in the future of the workshops (as trainers). Being the experts in a field was highly valued.

Statements on the tools

The tools (skills profile, action plan and certificate) should be simple, questions should not be too complicated, and no massive overview of skills should be given – this might be too much for someone with a lower educational background. It is also important to consider the degree of exhaustion of older people and not expect people to be able to write texts. Older people are far away from learning and the educational system. From a practical point of view tools should be in two colors, with bigger letters and with space between the lines for older people to feel comfortable. Tools should not be targeted at the labor market but at engagement during retirement. Organizations working with volunteers (and being dependent on funding) should be careful not to use high quality paper etc. because this is not necessary. If using mind maps as tools for skills profiles they need to be renamed to make the idea more understandable (Int. 2).

- Skills profile

It was mentioned to have a short description of the tool in the beginning of a skills profile (Int. 2) and that skills profiles should not be too complicated (Int.1). For older people who are

²⁸ New aims of the SLIC-workshop might have to be worded.

already active together or in a group it could be useful to compile a skills profile for the whole group (Int. 7 and 8) since individual experiences might not vary (enough). It is crucial to consider the degree of self-assessment when developing a skills profile. This task might need the help of the trainer.

- **Action plan**

All in all an action plan was seen as a useful tool in four interviews (Int. 1, 4, 5 and 6). One interviewee said that it would be interesting for him to look at his own strengths and weaknesses, to reflect on this new phase in his life and the possibilities it bears for him. He said that he needed someone who is able to show him the palette of possibilities for his future and help him with an action plan (Int. 5).

An action plan with defined goals and how to reach them including contact details was demanded in Interview 6. An action plan on people's own projects was considered too much for the SLIC-workshop, but an action plan on how to become an active citizen and which steps to take was seen as very useful (Int. 1).

In the consultations with 80-year old people it became evident that action plans – directed at the future – have to look differently than for 60-year old learners (Int. 7 and 8). Their perspective into the future differs from the perspective of younger older people. Looking back and motivating others for their activities are the main themes for 80-year olds. The 60-year old interviewees stated that they see an action plan as a useful tool.

- **Certificate**

By dropping the term “certificate” in the interviews different reactions were observed. If certificate meant “grading” and “assessing” then older people did not want to receive a certificate at the end of the workshop (Int. 4 and 5). If a certificate is a verification of participation or a summary of work some said that they would like to have one (Int. 5 and 6). A certificate in the sense of a recommendation of what the person is suitable for was also mentioned as a possibility. A final personal counseling interview would also be a good idea to end the workshop (Int. 5). One person mentioned taking home something like an organizational chart – one page summary of possible activities in the Red Cross (Int. 6). Another idea was to create a “module folder” with a standardized description in the beginning and possible module pages depending on the field of interest of the older person (Int. 2).

Another interviewed person said that it was generally impossible to certify someone in two days (Int. 2).

Certificates are only useful if people want to show it to someone, especially as a group or a unit of volunteers which works together with other institutions (Int. 7 and 8).

- **Name and leader of the SLIC-workshop**

It was difficult to think of a creative name for the workshops. Finally we agreed on two possibilities: “Orientierungshilfe für freiwilliges Engagement” (Orientation in voluntary engagement) and “Neues im Roten Kreuz entdecken” (Discovering new fields in the Red Cross).

The leader or trainer should possess important social competences, like being respectful towards older people, being able to listen and showing the willingness for confidential and private conversation (not in front of the whole group). Other competences like being competent, humorous, relaxed, experienced, interested, and entertaining were also mentioned (Int. 3, 7 and 8).

The trainer should also have a trainer's background, should be able to moderate groups, stick to the time plan, have a clear structure of the workshop, and help people with the action plan (Int. 1, 5 and 6).

The leader should speak clear German and not use complicated language or technical terms (Int. 2) and also offer the possibility to be contacted between the workshops (via telephone or email) (Int. 3). Terms used to describe the 3rd age, learning experiences or other topic relevant terms need to be "translated" into the language of older people.

Since the effort of moderating groups of older people is high it is recommended to have two trainers.

- **Future plans of older people**

All interviewees from Austria want to stay active in the future.

Four older people mentioned that they want to stay active in the Red Cross in the future (Int. 2, Int. 4, Int. 5, Int. 6). One interviewee wants to set up a group of older people who help other older people with technical difficulties in their houses in Vienna. He wants to motivate others for his idea of a "repairing network". One interviewee mentioned doing sports as an alternative to volunteering in an organization. Another would like to leave organized volunteering soon and set up his own private project (Int. 1). Some older people want to stay active as groups or projects (Int. 7 and 8).

- **Motivating others to become active**

The best way to motivate older people to become active citizens or active learners seems to be personal relationships. Telling people about the possibilities of active ageing and working for a voluntary organization is the best marketing tool (Int. 1, 5 and 6). Staying in contact with older people on a personal level and abstaining from emails and other electronic messages is addressed as the best method. "Real people in contact with other real people" is the key message of active learners to the SLIC-workshops. Older people who have led a positive and good life could also be motivated to "donate time" and "give something back to society" when they are old (Int. 4). Visiting older, isolated people at home and then offering activities for whole groups could also help to reduce barriers for older people since they then know someone already and are less shy to participate (Int. 3).

5 Key recommendation for the SLIC-workshops

Generally all three groups of older people should be addressed in the workshop:

- those who want to meet new people (enhancing social networks)
- those who want to get to know something new (enforce curiosity in volunteering issues and life-long learning)
- those who want to implement own (voluntary) ideas (empowerment and participation).

5.1 Recommendations tackling the content of the workshops

From the Austrian consultations and research of relevant tools we recommend having an **introductory session** in the beginning of the workshop: getting to know the group, the trainers, the place, mutual agreements, and the concept of volunteering or active ageing. It is recommended to do a mutual brainstorming on the transition from working life to retirement and the respective changes for participants. Like this a common level of understanding is created – “We are all in a similar situation”. A common ground can also be set by talking about common expectations of joining a workshop like the SLIC-workshop and why people want to become active at this stage of their life. The transition to retirement could be one example for setting a common ground.

Then in a second step a summary of one’s skills and experiences should be the key issue: people’s biography, personal resources, ideas, living situation, skills and competences. This section could be called “**securing evidence**” or “**travelling back**”. It is important to include both informally and formally acquired skills with a well thought of tool, e.g. an adaptation of the Quali-Box or the ProfilPass. If a list of skills is produced it is necessary to assess or prioritize them, e.g. with the 4-step system from the ProfilPass. A mind-mapping technique could also be used to travel back. This is a more creative way of mapping skills and older people would not have to write whole texts. This section needs to be well moderated by the trainer(s).

The third session could be about setting goals and looking ahead and could be called “**Action Plan**”. In the beginning of this session the homework task should be collected and discussed. People will have different levels of clarity about their future steps. Forming groups and discussing individual problems and uncertainties could be useful at this stage. The trainer should give an input on the possibilities of active ageing, life-long learning and future engagement in the organization or the community of the participating older people.

In a last session “**Closing the workshop**” the final action plans should be presented, the certificate (if available) should be explained and handed out and the group processes should be closed. Possibilities of future contact with the trainer or other participants should be made explicit.

5.2 Recommendations tackling the methods and tools of the workshops (skills profile, action plan and certificate)

From the results of the Austrian consultations we recommend using simple tools for workshops with older people. It has to be taken into consideration that older people are not a homogenous group and that 60-year olds and 80 year-olds do not have the same needs. Designing and developing action plans with 80 year-olds has to take their current phase of life into account, since people think about calming down and withdrawing from active volunteering etc. A certificate in the sense of a grade or an assessment is not meaningful to older people. As a summary of work or a recommendation is it seen as useful and professional, especially if groups of older people work together with organizations from the community, e.g. a museum, a senior organization etc. Skills profiles are interesting to older people, given that a certain degree of self-assessment and external assessment is possible in the workshop. Only self-assessment of one's own skills without help from a trainer or a personal consultation with a trainer is a difficult task for older people. It should not be expected, especially of disadvantaged learners, to be able to write texts about themselves. The mind-mapping technique could be a useful tool to avoid long writing processes.

5.3 Suggestions for a workshop design (draft script for the workshop)

There should not be more than 8 participants per workshop. Two trainers should be there to lead the group. A workshop could have the following structure:

DAY 1

| Target group 60+ | Target group 80+ | Topic |
|---------------------------------------|---------------------------------------|--|
| 9.00 am – 12.00 am (active breaks) | 9.00 am – 11.00 am (active breaks) | (1) <i>Introductory session</i> (2) <i>“Travelling back” – skills profile</i> |
| 12.00 am – 1 pm | 11.00 am – 12.00 am | <i>lunch break</i> |
| 1 pm – 4 pm (active breaks) | 12.00 am – 2.00 pm (active breaks) | (2) <i>“Travelling back” – skills profile</i> <i>Explanation of the homework task</i> |

(1 – 1,5 weeks in between)

Homework task: Setting goals for my own active ageing etc. Answering the questions:

- Where do I want to go (with my future engagement)?
- What are hindering factors for my future engagement?
- What do I still need to reach my goals?

DAY 2

| Target group 60+ | Target group 80+ | Topic |
|---------------------------------------|---------------------------------------|--|
| 9.00 am – 12.00 am (active breaks) | 9.00 am – 11.00 am (active breaks) | (3) Action Plan |
| 12.00 am – 1 pm | 11.00 am – 12.00 am | lunch break |
| 1 pm – 4 pm (active breaks) | 12.00 am – 2.00 pm (active breaks) | (3) Action Plan (4) Closing the workshop – certificate |

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6.1 List of charts and tables

Charts

Chart 1: Demonstration of tool types

Chart 2: Example of a first skills profile from the ProfilPass

Chart 3: Example of a mind map (Learning in the family) from (Erlar, Gerzer-Sass, Nußhart, & Sass, 2000)

Chart 4: How to use my skills profile from (Erlar, Gerzer-Sass, Nußhart, & Sass, 2000)

Tables

Table 1: Assessing skills in 4 steps

Table 2: List of Austrian, German and Swiss tools relevant for the SLIC-workshop

7 Annexes

7.1 List of interviewed persons and focus groups

| Interview/Focus group No. | Organisation | Type of consultation* | No. of participants | Date | Duration |
|---------------------------|--------------|-----------------------|---------------------|------------|----------|
| 1 | FRK | Interview | 1 | 07.04.2008 | 67 min. |
| 2 | FRK | Group discussion | 4 | 15.04.2008 | 75 min. |
| 3 | FRK | Interview | 1 | 28.04.2008 | 58 min. |
| 4 | FRK | Interview | 1 | 29.04.2008 | 26 min. |
| 5 | FRK | Interview | 1 | 07.05.2008 | 33 min. |
| 6 | FRK | Interview | 1 | 08.05.2008 | 48 min. |
| 7 | RÖBW | Group discussion | 6 | 21.05.2008 | 180 min. |
| 8 | RÖBW | Group discussion | 6 | 02.06.2008 | 180 min. |

* interview or group discussion

7.2 Interview Guide

My name is [insert name]. I belong to a group of people who are working in an international project financed by the European Commission. The project is called SLIC-Sustainable learning in the community. We would like to offer people over 50 years of age an opportunity to find out about their own past learning experiences, and their potential for future engagement and learning.

To help us develop our project to suit the needs of older people, we would like to ask you some questions, since you have been active in [insert field of engagement] and you have collected a lot of experience. Would you be willing to help us develop this new offer in our organization by answering our questions?

We would like to begin with a few questions about yourself and your activities.

1. What made you such an active person? What keeps you active?
2. What would you like to do in the future? Which personal projects do you have in mind, like setting up a business, gardening, taking care of grandson etc.?
3. What can we learn from you? How could we motivate others to become active citizens?

We are thinking of developing a 2-day workshop for older people, where they can think about their past learning experiences, their skills and possible future activities, like learning or being active in the community.

I have some questions concerning this workshop specifically.

4. How do you feel about spending some time thinking about what you have achieved over the years? Would workshops with like-minded people, over 2 days, be a useful way of doing this?
5. Would you be interested in participating in such a 2-day workshop?
6. Do you have any idea what you would like to do in such a workshop? Which activities would you like to participate in? Which topics are you interested in? (Give examples of activities, this can be very specific per organization)
7. What would you like to take home with you after the workshop? (If participants cannot answer this, we should mention examples: - an action plan, - a personal skills profile, - a certificate.) It is our intention to offer a certificate in the end of the workshop. What would you do with the certificate or the other results? Would you like to receive one? Would you be able to spend some time between the 2 workshops to reflect on what you have learnt at the first workshop?
8. How much time would you invest in the actual workshop? (2x6 hour workshop, time before and after the workshop, time in-between)? From your own experiences what ideas or practical ways of doing things can you share with us?
9. What would you expect from a person leading the workshop?
10. Do you have an idea how to name such a workshop?

Thank you for your time. We will inform you when the first workshop will take place (Dec. 2008-March 2009). We would be very happy to keep you up-to-date with the SLIC project and grateful if we could ask you for additional help in case of need until then.

7.3 List of tools

Table 2: List of Austrian, German and Swiss tools relevant for the SLIC-workshop

| Nr. | Name of the instrument | Organisation | Source | Type of the instrument | Short abstract |
|-----|---|--|---|------------------------|--|
| 1 | Quali-box | Berufs- und Bildungsinformation BFI Vorarlberg | Mathis, Klaus (2000): Quali-Box – Ein Selbstarbeitsinstrument der Berufs- und Bildungsberatung. In: Grundlagen der Weiterbildung (GdWZ). – 11 (2000), H. 3, S. 144-148. | 2,3,5 | Die aus sechs Modulen bestehende Quali-Box der Berufs- und Bildungsinformation Vorarlberg ermöglicht, mit Hilfe von Übungen und Beispielen die eigenen Qualifikationen besser zu erkennen und weitere Bildungsschritte zu planen. Die Quali-Box hilft beim gezielten Bewusstmachen der eigenen Fähigkeiten und Kenntnisse, die man sich im Laufe des Lebens angeeignet hat. Dazu zählen fachliche, soziale und sonstige persönliche Fähigkeiten und Kenntnisse. Jedes Modul beschäftigt sich mit einem bestimmten Thema. (Modul 1 - Mein Weg, Modul 2 - Neues entdecken und lernen, Modul 3 - Schule und Weiterbildung unter der Lupe, Modul 4 - Wissen und Fähigkeiten aus beruflichen Tätigkeiten, Modul 5 - Qualifikationen abseits vom Job, Modul 6 - Meine Qualifikation und der Blick nach vorne.) Die einzelnen Module können unabhängig der anderen Module und in beliebiger Reihenfolge (Ausnahme Modul 6 wird als letztes Modul behandelt) bearbeitet werden. Zusätzlich befindet sich am Schluss der Quali-Box eine Ablagekarte, die als eine Art Dokumentenmappe fungieren soll. |
| 2 | Kompetenz-Portfolio der Volksbildungswerke | RÖBW - Ring Österreichischer Bildungswerke | Kellner, Wolfgang (2005): Partizipation und Kompetenz, Kontinuität und Wandel – 50 Jahre Ring Österreichischer Bildungswerke. In: Kultur und Bildung; Die Zeitschrift des Burgenländischen Volksbildungswerkes, Nr. 3-4. Kellner, Wolfgang (2004): Informelles Lernen im Freiwilligen Engagement: Der Weg zum Kompetenz-Portfolio für Freiwillige. In: Grundlagen der Weiterbildung, 1/2004. | 2, 3, 4, 5 | Das Kompetenz-Portfolio für Ehrenamtliche ist ein systematischer Weg zum Bewusstmachen und zur Präsentation der eigenen Fähigkeiten und Kenntnisse, die man sich im Rahmen einer ehrenamtlichen Tätigkeit angeeignet hat. Diese Kenntnisse und Fähigkeiten sind den meisten ehrenamtlich Engagierten und ihren Organisationen zu wenig bewusst. Sie werden daher für die Bewerbungen und die persönliche Weiterbildungsplanung viel zu wenig genutzt. Mittels dem Kompetenz-Portfolio und einem Kompetenz-Workshop werden die bei der freiwilligen Tätigkeit erworbenen Fähigkeiten erkundet, bewertet und dokumentiert. Nach der Erstellung des Portfolios besteht die Möglichkeit, gemeinsam mit dem/der Portfolio-BegleiterIn, einen Kompetenznachweis z.B. für Bewerbungen zu erstellen. |
| 3 | Kompetenzbilanz Tirol | Zukunftszentrum Tirol | Lang – von Wins, T. & Triebel, C. (2005). Die Kompetenzbilanz – ein Verfahren zur Förderung eigenverantwortlichen Handelns? Gruppendynamik und Organisationsberatung. 36, 173-188. | 1, 2, 3 | Die Kompetenzbilanz wurde 2003 entwickelt und ist mittlerweile ein etabliertes Coachingverfahren zur Standortbestimmung und Laufbahnbearbeitung von Personen, die sich in beruflichen Umbruchsituationen befinden oder sich aus anderen Gründen dafür interessieren, die eigenen Kompetenzen zu erkennen. Es werden die sozialen und persönlichen Ressourcen aufgearbeitet, was dazu beiträgt, persönliche Werte und Ziele zu identifizieren. Das beeinflusst auch nachhaltig die persönliche Anpassungsfähigkeit der TeilnehmerInnen. Personen, die bereits für sich eine Kompetenzbilanz gemacht haben, sind danach in der Lage eigenverantwortlicher zu handeln als zuvor. Die Kompetenzbilanz wird vom Land Tirol finanziell gefördert. Der Kostenanteil für die |

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|---|--|---|---|---------------|--|
| | | | | | TeilnehmerInnen beträgt 190,00 Euro. |
| 4 | KOMPAZ Kompetenzanerkennung | VHS Linz | Erler, Wolfgang (2003): Die Kompetenzbilanz. In: Straka, Gerald A. (Hrsg.): Zertifizierung non formell und informell erworbener beruflicher Kompetenzen. Waxmann. | 1, 2, 3, 4, 5 | In sechs, teils begleitet und teils selbstständig zu erbringenden Schritten, werden Kompetenzen erfasst, nutzbar gemacht und mittels eines Zertifikats bestätigt. Um diese Kompetenzen erfassbar und nutzbar zu machen, setzt die VHS Linz das international erprobte Kompetenzprofil nach dem Schweizer CH-Q (Chance Qualifikation) Programm im Rahmen eines Kompetenzanerkennungszentrum seit 2002 um. Die KursteilnehmerInnen analysieren und erarbeiten mittels Selbst- und Fremdeinschätzung ihr individuelles Kompetenzprofil. Es werden mittels Assessmentcenter persönliche, soziale und kommunikative Kompetenzen erhoben. Es handelt sich wiederum um eine Portfolioarbeit, die über die traditionell erworbenen Bildungs- und Berufsabschlüsse hinaus geht und sich auf die gesamten Fähigkeiten und Kompetenzen, die man sich in allen biografischen Phasen des Lebens angeeignet hat, zu beziehen. Am Schluss des Kurses erhält man ein Zertifikat, das Auskunft über die bisher erworbenen formellen und informellen Kompetenzen gibt. Die Teilnahmekosten betragen 320,00 Euro pro Person. |
| 5 | Österreichischer Freiwilligenpass | Bundesministerium für Soziale Sicherheit, Generationen und Konsumentenschutz | www.freiwilligenweb.at | 4 | Der österreichische Freiwilligenpass ist ein Dokument, mit dem Österreich seinen Freiwilligen "Danke" sagen möchte und in der Öffentlichkeit ihren besonderen Wert für die Gesellschaft zeigen will. Damit soll freiwilliges Engagement auch zu mehr Erfolg im Beruf führen. Ausgestellt kann der Freiwilligenpass auf Wunsch des/der Freiwilligen von jeder Freiwilligenorganisation werden, die im Freiwilligenweb registriert ist. Möchte der/die Freiwillige sein/ihr Engagement auch für berufliche Zwecke, beispielsweise für die Bewerbung detaillierter dokumentieren lassen, so steht dafür der Nachweis über Freiwilligenarbeit zu Verfügung. Der Freiwilligenpass sowie der Freiwilligenarbeitsnachweis können online kostenlos unter www.freiwilligenweb.at bestellt werden. |
| 6 | Checklist Weiterbildung - Mein optimaler Kurs | ÖIBF - Österreichisches Institut für Berufsbildungsforschung, bm:ukk - Bundesministerium für Unterricht, Kunst und Kultur | http://www.checklist-weiterbildung.at/ | 3,4,5 | Mit Hilfe der „Checklist Weiterbildung“ hat man die Möglichkeit für sich selbst die wichtigsten Fragen auf dem Weg zu seiner/ihrer optimalen Weiterbildung abzuklären. Dabei stellt man sich beispielsweise folgende Fragen: • Welche Ziele verfolge ich? • Welchen Nutzen verfolge ich? • Erfülle ich die Teilnahmevoraussetzungen? Sämtliche Fragen der Checklist der Weiterbildung sollen für eine klare Selbsteinschätzung sorgen, die einem bei der Auswahl der geeigneten Bildungsangebote helfen soll. |
| 7 | Europass | Leonardo da Vinci Nationalagentur Österreich | www.europass.at | 2,4 | Im Laufe des Lebens eignet man sich zahlreiche formelle und informelle Kompetenzen an. Der Europass bietet die Möglichkeit im In- und Ausland erworbene Kompetenzen, |

| | | | | | |
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| | | | | | <p>Bildungsabschnitte und Lernerfahrungen übersichtlich zu dokumentieren.</p> <p>Es werden die erworbenen Kompetenzen sichtbar und nachweisbar gemacht. Der Pass besteht aus 5 Dokumenten, und zwar dem Lebenslauf, Sprachenpass, Mobilitätsnachweis, Zeugniserläuterung und dem Diplomzusatz.</p> <p>Er kann in insgesamt 31 Ländern verwendet werden, dazu zählen die 25 Mitgliedsstaaten der Europäischen Union, die EFTA/EWR-Staaten Island, Liechtenstein und Norwegen und Bulgarien, Rumänien und Türkei.</p> <p>Der Europass ist seit 1. Jänner 2005 einsetzbar und wurde vom Europäischen Parlament und vom Europäischen Rat genehmigt.</p> <p>In Österreich kümmert sich die als Nationales Europass Zentrum (NEC) nominierte Leonardo da Vinci Nationalagentur um die Verbreitung des Europasses.</p> |
| 8 | ProfilPASS | DIE - Deutsches Institut für Erwachsenenbildung | http://www.profilpass-online.de/ | 1, 2, 3, 4, 5 | <p>Der ProfilPASS ist ein Weiterbildungspass, der in Deutschland nach einer Erprobungsphase seit Mai 2006 erhältlich ist. Er kann für viele Anwendungsgebiete verwendet werden, auch für das Ehrenamt.</p> <p>Die Ermittlung und die Dokumentation der eigenen Kompetenzen und Fähigkeiten, erworben beispielsweise im Beruf, während der Ausbildung, im Ehrenamt, bei der Familienarbeit oder in der Freizeit kann mit Hilfe dieses Instrumentes erfolgen.</p> <p>Beim ProfilPASS wird eine professionelle Begleitung in Form einer Beratung oder eines Kursangebotes empfohlen, da ein geschulter Blick von außen zu einer besseren Wahrnehmung des eigenen Handelns und der damit verbundenen Fähigkeiten und Kompetenzen führt.</p> <p>Der ProfilPASS-Ordner und die professionelle Begleitung bilden gemeinsam das ProfilPASS-System.</p> <p>Dieses Instrument ist völlig individuell einsetzbar und muss demnach nicht auf einmal durchgearbeitet werden. Man kann sich beispielsweise nur auf bestimmte Tätigkeitsfelder konzentrieren und je nach Bedarf zu einem späteren Zeitpunkt fortsetzen.</p> <p>Der ProfilPASS kostet 27,90 Euro.</p> |
| 9 | KompetenzPASS Südtirol | Deutsche und Ladinische Berufsbildung / Autonome Provinz Bozen Südtirol | | 1, 2, 3, 4, 5 | <p>Der Südtiroler KompetenzenPASS ist ein persönliches Dokument zur Bestimmung des eigenen schulischen und beruflichen Standorts. Der Pass besteht aus 6 Kapiteln und hilft dabei, sich die eigenen Kompetenzen bewusst und nachweisbar zu machen. Das Kapitel 4 beschäftigt sich mit dem Ehrenamt und freiwilliger Tätigkeit.</p> <p>Der Pass kann immer wieder ergänzt werden, bleibt in persönlichen Besitz und ermöglicht so den gezielten Zugriff auf Daten für berufliche und persönliche Weichenstellungen (z.B. Bewerbungen oder Laufbahnplanung).</p> |
| 10 | Sprachen- und Qualifikationsportfolio | Wiener Integrationshaus | Plutzer, Verena, Haslinger, Ilse (2005): Sprachen- und Qualifikationsportfolio für MigrantInnen und Flüchtlinge. Wien: Verein Projekt | 1, 2, 3, 4, 5 | <p>Das Sprachen- und Qualifikationsportfolio für MigrantInnen und Flüchtlinge wurde im EQUAL EP „Qualifikation stärkt“ 2005 im Wiener Integrationshaus entwickelt. Es werden in ca. 60 Arbeitsblättern die informell und formell erworbenen Kompetenzen dargestellt, um für die zukünftige berufliche Laufbahn seine eigenen Fähigkeiten und Kompetenzen auch zielgerecht einsetzen zu können.</p> |

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| | | | Integrationshaus. | | Das Portfolio sieht MigrantInnen nicht als Defizitaspekte sondern als Personen, die vielfältige Kompetenzen aufweisen. Es ist somit ein gutes Instrument um sich der eigenen Kompetenzen bewusst zu werden und somit auch zur Stärkung des Selbstbewusstseins beiträgt. Es richtet sich primär auf die informell erworbenen Kompetenzen und nicht auf jene, die in formal externen Anerkennungsverfahren zertifiziert werden und ist somit ein wichtiger Beitrag zu einer Neubewertung des Lernens im Erwachsenenalter. |
| 11 | IESKO | Institut für Organisation und Personal der Universität Bern | Häni, Elisabeth (2002): Qualifikationen aus der unbezahlten Arbeit (er-)kennen. | 2 | So genannte Schlüsselkompetenzen wie beispielsweise Organisationsfähigkeit, Kommunikationsfähigkeit, Belastbarkeit oder Verantwortungsbereitschaft gewinnen immer mehr an Bedeutung. Nur Fachwissen alleine reicht nicht mehr aus. Auch die informell erworbenen Kompetenzen werden demnach für die ArbeitgeberInnen immer wichtiger. Um die Schlüsselkompetenzen sichtbar und in irgendeiner Weise messbar zu machen, braucht man bestimmte Instrumente, die möglichst wenig Aufwand mit sich bringen, aber dennoch zuverlässige Ergebnisse liefert. Ein solch ein Instrument ist unter anderem IESKO. IESKO dient als Hilfsmittel für ein strukturiertes Vorbereiten, Planen Durchführen und Auswerten von Bewerbungsgesprächen und für Stellenbeschreibungen. Es bezieht die gesamte Lebens- und Arbeitssituation von BewerberInnen wie beispielsweise Kompetenzen erworben im Rahmen der Familien-, Haus- und Freiwilligenarbeit oder aufgrund einer Freizeitaktivität, etc. |
| 12 | Plan 60 - Empowermentkurse und Kompetenztrainings | Forschungsinstitut des Wiener Roten Kreuzes | Oberzauchner, N.; Stadler-Vida, M.; Rappauer, A.; Pabst, B. (2006): Anleitung zum (Un-)Ruhestand. Ein Handbuch zur Planung und Umsetzung eines Gesundheitsförderungsprogramms für ältere Menschen. Ein Ergebnis des Modellprojektes Plan60. Wien: Forschungsinstitut des Wiener Roten Kreuzes. | 1, 4, 5 | Bei den Empowermentkursen war der Ansatzpunkt der, dass man mit der Mobilisation der Gesundheitsressourcen und anderer Potenziale versucht hat, die sozialen, körperlichen und geistigen Krankheitsbelastungen zu verringern bzw. überhaupt zu verhindern. Es wurde versucht ein unterstützendes Umfeld zu schaffen und Strukturen zu fördern, die älteren Menschen dabei helfen sollen, selbstbestimmt und freiwillig in der Gesellschaft zu leben und diese auch mitzugestalten, um so eine Verlängerung der in guter Gesundheit verbrachten Jahre zu erreichen. Bei den Empowermentkursen war demnach die Grundidee, relevante Informationen für solche Initiativen zu entwickeln - basierend auf den Lebenswelten und Biografien der TeilnehmerInnen. |
| 13 | Kompetenzbilanz für berufstätige Mütter und Väter, an Weiterbildung Interessierte und BerufsrückkehrerInnen | Deutsches Jugendinstitut München | Erler, W.; Gerzer-Sass, A.; Nußhart, C.; Sass, J. (2003): Die Kompetenzbilanz – Ein Instrument zur Selbsteinschätzung und beruflichen Entwicklung. In: Erpenbeck, J.; Rosenstiel, L. (Hrsg.): Handbuch Kompetenzmessung. Erkennen, | 2, 3, 5 | Mit diesem Instrument können in der Familie erworbene Qualifikationspotenziale für die betriebliche Personalentwicklung und die berufliche Weiterbildung sichtbar und nutzbar gemacht werden. Die Kompetenzbilanz stellt eine wesentliche Hilfe für die betriebliche Personalarbeit zu Verfügung, um die in der Familienarbeit erworbenen Kompetenzen von MitarbeiterInnen zu erkennen und diese auch als Leistungspotenzial anzusehen. Es wird somit auch eine bessere Verbindung von Beruf und Familie geschaffen und die gerechte Aufteilung von Familien- und Erwerbsarbeit zwischen Frauen und Männer gefördert. Die Kompetenzbilanz richtet ihr Anwendungsgebiet auf den persönlichen Lebensbereich und auf Erfahrungen aus der Familienarbeit aus. Das berufsfachliche Lernen wird bei diesem Instrument nicht bearbeitet. Anhand von Übungen, die durch Beispiele erklärt werden, wird |

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| | | | verstehen und bewerten von Kompetenzen in der betrieblichen, pädagogischen und psychologischen Praxis. Stuttgart: Schäffer-Poeschl. | | man die vielfältigen Erfahrungen und Kompetenzen entdecken, die man im Laufe des Lebens und vor allem in der Familie erworben hat. |
| 14 | Equal Entwicklungspartnerschaft „Berufsbilder“ Modul 4 | Österreichische Caritaszentrale, kifas gGmbH, KAB Institut für Fortbildung und angewandte Sozialethik gGmbH | www.berufsbilder.org | 1, 2, 3, 5 | Im Rahmen eines europäischen Projektes (1999 – 2001) wurde zusammen mit der Katholischen Arbeitnehmer Bewegung (KAB) Süddeutschlands und des Deutschen Jugendinstituts (DJI) ein Instrument zur Erfassung von informell erworbenen Kompetenzen entwickelt. Hierbei handelt es sich um eine Kompetenzbilanz, die sich zuerst vor allem an Mütter und Väter richtet mit dem Ziel, die in der Familienarbeit erworbenen Kompetenzen und Fähigkeiten zu erfassen und zu bewerten und sie dadurch für die Arbeitswelt nutzbar zu machen. Als Projektziel wurde die Erprobung der Kompetenzbilanz als Instrument zur Entwicklung von Berufsbildern im Bereich der Sozialbetreuungsberufe festgelegt und zusätzlich noch die Durchführung eines Trainings zur richtigen Anwendung der Kompetenzbilanz. |
| 15 | Equal Entwicklungspartnerschaft plan:b, Modul “Frauen Forum Initiativ” | Burgenländische Volkshochschulen | www.vhs.burgenland.at | 1, 2, 3, 4, 5 | Am 25. September 2005 war der Startschuss für die Workshopreihe „Ich als Chance – Meine Kompetenzen feststellen und nutzen“. Dabei zielte man auf die Stärkung des Selbstbewusstseins und der Eigeninitiative der TeilnehmerInnen ab. Vorhandene Kompetenzen, erlernte und erworbene Fähigkeiten werden dokumentiert, Wissen und Stärken erkannt und Ziele klar formuliert. Am Ende der Workshopreihe erhalten die TeilnehmerInnen einen Kompetenznachweis. Darüber hinaus haben Frauen die Möglichkeit ein Assessmentcenter zu besuchen und durch dieses Testverfahren auch eine formelle Anerkennung ihrer Kenntnisse und Kompetenzen zu erhalten. |
| 16 | Equal Entwicklungspartnerschaft reframe, Modul KORA+ | VF-Q Gesellschaft für Frauen und Qualifikation mbH | www.vorarlberg.at/pdf/vorhangauf_05_2007.pdf | 1,2,3 | Das Modul KORA richtet sich an berufstätige Frauen zwischen 25 und 50 Jahren, die ihre berufliche Situation ändern wollen oder müssen und an Unternehmen. Es hat die Form einer Workshopreihe, die einen tief greifenden, selbstreflektierenden Prozess bei den TeilnehmerInnen hervorrufen soll, sowie die individuellen Fähigkeiten und Erfahrungen sichtbar machen und stärken soll. Es geht demnach darum die Vielzahl an verborgenen, im Laufe des Lebens erworbenen, informellen Kompetenzen zu erfassen und nutzbar zu machen. |
| 17 | BBJ - Qualifizierungspass | BBJ SERVIS gGmbH für Jugendhilfe | www.bbj.de | 2, 4, 5 | Der Qualifizierungspass gibt die Möglichkeit, berufliche Qualifikationen und Erfahrungen, die innerhalb und außerhalb traditioneller Aus- und Weiterbildung gemacht werden, zu dokumentieren und zu sammeln. Dabei zählen nicht nur formale Bildungswege, sondern auch Sprachkenntnisse, Arbeits- und Bildungserfahrungen, die z.B. durch Auslandsaufhalte oder ehrenamtliche Tätigkeiten erworben wurden und für den angestrebten Berufsabschluss verwertbar sind. Der Qualifizierungspass hat die Form einer gebundenen Mappe mit flexiblen Innenseiten für die Zertifikate und Nachweisblätter, die man sich nach dem Anmelden und dem Erhalt eines |

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| | | | | | <p>Passwortes downloaden kann und am Computer bearbeiten kann.</p> <p>Der Pass besteht aus persönlichen Daten, aus den Stationen schulische Vorbildung und Arbeits- und Bildungserfahrungen, sowie aus Modulzertifikaten aus der Nachqualifizierung bzw. der beruflichen Weiterbildung.</p> <p>Es zählen dabei nicht nur die formalen Bildungswege, sondern auch Sprachkenntnisse, Arbeits- und Bildungserfahrungen, die beispielsweise durch Auslandsaufenthalte oder ehrenamtliche Tätigkeiten erworben wurden und für den angestrebten Berufsabschluss erworben wurden.</p> <p>Der Qualifizierungspass kann auf der Homepage bestellt werden und kostet 25,00 Euro.</p> |
| 18 | Job Navigator IG Metall | IG Metall | www.igmetall.jobnavigator.org/ | 2,3,5 | <p>Der Job-Navigator der IG Metall hilft dabei die beruflichen Ziele, Fähigkeiten und Perspektiven zu finden.</p> <p>Der Navigator besteht aus einem persönlichen Kompetenzhandbuch, mit dem man die eigenen beruflichen Fähigkeiten selbst erfassen und bewerten kann. Zusätzlich hat man noch die Möglichkeit eine individuelle Potenzialanalyse, die von externen ExpertInnen erstellt wird, zu nützen, sowie ein Beratungsservice und eine Weiterbildungscheckliste in Anspruch zu nehmen. Darüber hinaus gibt es noch eine Fülle von Informationen rund um Arbeit und Beruf.</p> |