

Andrea Egger-Riedmüller (Ed.)

CROSSING BORDERS AND FORMING NETWORKS

COSTS AND BENEFITS FOR ADULT EDUCATION



Documentation of the
45th "Salzburg Talks for Principals in Adult Education"

Educational Work and Research Unit of the
Association of Austrian Adult Education Centres

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The full text in all languages is available on the homepage of the Association of Austrian Adult Education Centres: <http://www.vhs.or.at>

Correction
on page 15, last paragraph, line 4 should read:
Christian Stifter (Austria) mentions the book "Kritik der Warenästhetik"
(Criticism of Commodities Esthetics)

Österreichische



Volkshochschulen

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Documentation of the 45th Talks for Principals in Adult Education organised by the Association of Austrian Adult Education Centres from July 7 to July 12, 2002, at Eugendorf near Salzburg.

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CROSSING BORDERS AND FORMING NETWORKS COSTS AND BENEFITS FOR ADULT EDUCATION

45th Salzburg Talks for Principals in Adult Education

INTRODUCTION

There are different motives, interests and occasions in adult education to "join forces" with others. Many regional and international groupings and networks are starting to cooperate. Shared facilities and different resources lead to partnerships of convenience. Projects with the same or similar objectives lead to cooperations. All these activities aim at overcoming the limits of isolated actions and reaping the benefits of joint actions.

Demands on network partners, alliances and other forms of cooperation are high. What is needed is a well-balanced give-and-take, and a constructive approach to competitors. Respect for others and their achievements, open discussions and the determination to act for the benefit of all are necessary requirements and the basis for constructive work.

The "Salzburg Talks 2002", which took place within the framework of a European project, revolved around theoretical and practical models, the limits and critical problems, the success and positive surprises, and the mutual benefits when joining forces in adult education.

Like in past years, the Salzburg Talks were moderated by the organizing team, *Anneliese Heilinger*, *Hubert Hummer* and *Ewald Presker*. Six keynote speeches held in the plenary, 15 papers delivered by the participants in smaller parallel groups, one workshop and various country reports formed the programme and have been documented in a shortened version for this brochure.

PROGRAMME

Sunday, July 7

6.00 p.m. dinner

8.00 p.m. (plenum)

- **Opening** of the 45th Salzburg Talks
Michael Ludwig, Member of the Provincial Government, Vicepresident of the Association of Austrian Adult Education Centres, Wien/Vienna
- **"The Austrian adult education centres and their role within the Austrian adult education landscape"**
Wilhelm Filla, Secretary General of the Association of Austrian Adult Education Centres, Wien/Vienna
- Organisational remarks

Monday, July 8

9.00 a.m. (plenum)

- **"Crossing borders – without limits?"**
Werner Lenz, Professor and Head of Adult Education Department at the Institute of Educational Science at the University of Graz, Austria
Plenary discussion

1.00 p.m. Departure

- Excursion to one of the most scenic and popular sights of Austria, the Giant Ice Caves in the Province of Salzburg

9.00 p.m.

▪ **Reports from individual countries**

- **"Adult education in China"**
Guests from China, Beijing Academy of Educational Sciences

Tuesday, July 9

9.00 a.m.

- **Presentation of papers by participants:**
At intervals of approximately 75 minutes, papers entered by participants are presented and discussed in two parallel groups.
The groups are moderated by *Anneliese Heiling*, *Hubert Hummer* und *Ewald Presker*. The schedule permits participants to change groups after each presentation.

"Local networks for the integration of immigrants"

Ulrich Aengenvoort, German Association of Adult Education Centres, Deutschland/Germany

"E-learning and its significance for Life-long Learning in Japan"

Kenji Miwa, Ochanomizu University, Japan/Japan

BREAK 10.15 – 10.45

"Refugee/immigrants education"

Bo Kristiansen, The workers' education organisation of Denmark (AOF), Dänemark/Denmark

"The significance of international cooperation for the creation and development of a regional adult education network in Lithuania"

Vilija Lukošūnienė, Lithuanian Association of Adult Education, Litauen/Lithuania

3.00 p.m. (until 6.00 p.m.)

▪ **Presentation of papers by participants:**

At intervals of approximately 75 minutes, papers entered by participants are presented and discussed in two parallel groups.

"Networking as a professional resource for action" <i>Wolfgang Jütte</i> , Danube University Krems, Österreich/Austria	"International Networking of a Heimvolkshochschule (example: workers' academy)" <i>Kari Kinnunen</i> , College of Higher Classical Education, Finnland/Finland
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Break 4.15 – 4.45

"Network and resource pools – network cooperation of a regional adult education centre – chances and limits" <i>Mechthild Tillmann</i> , Rhein-Sieg Adult Education Centre, Deutschland/Germany	"The educational networks: chances for students, tutors and managers" <i>Radosveta Drakeva</i> , Znanie Association, Bulgarien/Bulgaria
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8.00 p.m.

▪ **Reports from individual countries**, in parallel groups.

The following reports are submitted:

"Report on illiteracy trends in Switzerland" <i>Peter Wirth</i> , Vocational Training Bureau of the Canton St. Gallen, Schweiz/Switzerland
"Development in partnership – aspects of regional educational projects" <i>Tatjana Moukhlaeva</i> , St. Petersburg University, Russland/Russia
"A cultural contribution" <i>Ilona Bartošová</i> , Language School of Praha, Tschechische Republik/Czech Republic
"Adult education in Russia – system and current projects" <i>Olga Agapova</i> , Institute of International Cooperation of the German Association of Adult Education Centres, Project Office for Russland/Russia

Wednesday, July 10

9.00 a.m.

- There is a workshop all morning, in addition two presentations by participants lasting 75 minutes each.

Workshop: "Transnational project management" <i>Holger Bienzle</i> , Sokrates Office Vienna, Österreich/Austria	"EU projects on further training of the Hoyerswerda adult education centre" <i>Ute Grun</i> , Hoyerswerda Adult Education Centre, Deutschland/Germany
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BREAK 10.15 – 10.45

Workshop: continued	"Scientific support of the BMBF programme 'learning regions – promotion of networks'" <i>Ingrid Ambos und Stephanie Conein</i> , German Institute of Adult Education, Deutschland/Germany
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2.45 p.m. (plenum)

- **"Invisible and visible education 'networks' in Europe and on an international scale"**
Monika Oels, European Commission, Brussels, Belgien/Belgium
- **"Austrian experience with Grundtvig-projects"**
Holger Bienzle, Sokrates Office Vienna, Österreich/Austria
- **"From competence to qualification"** EU project on the certification of not formally acquired qualifications, led by the Linz Adult Education Centre
Leander Duschl, Linz Adult Education Centre, Österreich/Austria

4.30 p.m. Departure

- Trip to the City of Salzburg
- **6.00 p.m.** Guided tour through the city
- Evening in Salzburg (no fixed programme)

Thursday, July 11

9.00 a.m.

- **Presentation of papers by participants:**
At intervals of approximately 75 minutes, papers entered by participants are presented and discussed in two and three parallel groups.

"Grenzen-Los, Grenzen-Loos, Sans-Frontières" – the current situation and future outlook of trans-border political history education in the border region of Belgium, Germany and the Netherlands
Herbert Ruland, Adult Education Centre of the Eastern Cantons, Belgien/Belgium

"Networks of political history education – without adult education centres?"
Jörg Wollenberg, University of Bremen, Deutschland/Germany

BREAK 10.15 – 10.45

"Basic pedagogical qualification for trainers in adult education"
Wolfgang Klier, Adult Education Centre of Köln, Deutschland/Germany

"Regional development and cooperation in further education"
Heinz Hüser, Regional Institute of Further Education, Deutschland/Germany

"Network without a net"
The international cooperation project "History of adult education in Central Europe"
Wilhelm Filla, Association of Austrian Adult Education Centres, Österreich/Austria

3.00 p.m. (plenum)

- **"The region is shaped by networks of continuing education"**
Heinz H. Meyer, Project Manager at the Adolf Grimme Institute, Marl, Germany
Concluding remarks
- **End of conference**

6.30 p.m. Dinner

8.00 p.m.

- Social gathering with music and dance

Friday, July 13

- Departure

OPENING

Michael Ludwig, Member of the Provincial Government and Vice President of the Association of Austrian Adult Education Centres, highlights in his opening speech the historical-political dimension as well as the topical theme of this year's "Salzburg Talks". At a time when, due to political frontiers, it was still a problem to bring together participants from all over Europe, the Salzburg Talks were already a big success. As early as in the fifties the idea of a Europe overcoming national borders was being emphasized.

In the meantime the borders in Europe have changed decisively. A united Europe – which also implies a Europe without national conflicts – can be understood as a process that has not yet been completed. It is not only the politicians who have to take on responsibility for this process, but it is also the task of the Adult Education Centres and of other educational institutions to promote it. In doing so it will be very important to overcome the Euro-centric conception of the world.

For *Michael Ludwig*, overcoming borders also means to transgress the borderlines of one's own organisation and of the self-perception of one's profession, an example of which is the cooperation between adult education institutions and universities. Reflecting on joint projects and overcoming the spirit of competition are to be objectives of the next few decades. However, at a time when the distribution of resources is an ever-growing problem, achieving these objectives will also be a venture. Nevertheless, synergy effects can be expected and it is especially in this respect that *Michael Ludwig* considers this year's theme of the "Salzburg Talks" to be highly relevant.

Michael Ludwig expressed his satisfaction that the *Salzburg Talks 2002* and their special theme were submitted for promotion within the SOKRATES Programme under the heading of "Supporting Measures", and are being supported by the European Commission.

INSIGHTS INTO THE HOST COUNTRY

It is a cherished tradition that at the opening on the eve of the Salzburg Talks the host country Austria provides the participants with an insight into and an overview of the Austrian adult education system, respectively of current trends and developments taking place.

Wilhelm Filla

The Austrian Adult Education Centres and their role within the Austrian adult education landscape

Wilhelm Filla, Secretary General of the organizer of the "Talks" – the Association of Austrian Adult Education Centres – points out that these centres are the oldest and biggest adult education institution in Austria. The first Adult Education Centre, which still exists under the name of *Wiener Volksbildungsverein*, was founded on January 22, 1887.

Ever since its foundation this association has developed continuously as far as human resources, contents and legal status are concerned. Around the year 1900, three adult education centres existed in Vienna, and in the year 1985, when the centres were counted methodically accurately for the first time, their number had risen to 259. At present there are 293 centres throughout the country. They look back on an institutional expansion process of more than 100 years, which was interrupted only once, in the years of the National Socialist regime. In contrast thereto, most of the other non-profit adult education institutions did not develop before 1945, the only exception being the public lending libraries. Along with the institutional expansion, the scope of programmes and the number of participants increased tremendously. Compared to 1950, the number of courses had risen to 48,174 in the year 2001 – an increase by 12.5 times, and the number of participants had gone up to 500,000 – an increase by about 5.5 times.

In Austria there are ten major non-profit adult education institutions – including the Association of Public Libraries –, which are united under one umbrella organisation – the Conference of Austrian Adult Education (KEBÖ). The relationship of the Austrian Adult Education Centres with the other institutions is one of competition and institutionalised cooperation. They all "compete" for participants, public funds, qualified teachers and attention by the public. In recent times they all endeavoured to offer a

maximum range of services. Institutions for vocational training offer more and more languages and personality training, whereas the Adult Education Centres increasingly provide job-related programmes. Nevertheless, cooperation among the institutions works well, both as regards representation of educational-political interests and individual cooperation projects. One example of this cooperation is that the Association of Residential Education Centres, the Association of Public Libraries, The Association of Adult Education Centres and the Institute for the Promotion of Economy have been awarding the TV Prize of Austrian People's Education since 1967/68 and this year it was the fifth time that they awarded the Radio Prize of Adult Education. In both cases the Association of Austrian Education Centres is in charge of organizing the awards.

As to some characteristics that have marked the development since the nineties, *Filla* points out the following:

- the number of participants has stagnated on a high level, while at the same time the programme has been expanded continuously;
- there has been a clear shift as to the programme offered and the activity profile.

Alongside a marked increase of course fees (which became necessary to offset a decline of public funding), an ever keener competition in the adult education market (according to plausible estimates there are some 2,500 providers, with schools and universities becoming competitors more and more often) and in connection with focussing on quality, *Filla* highlights some reasons for these trends.

As to the changes in programme and activities of the adult education centres an increase of education activities which helps people to get on in their jobs, especially in second chance education and in the field of "business and administration" (mainly computer and telecommunications courses), can be observed. The area of "creativity and leisure", which still some years ago used to attract the highest number of participants, has fallen below 20%. Health education has taken first place, accounting for 30%, and languages have remained fairly constant at 25% for the last few years (in Vienna some 60 languages are being taught). There has been a dramatic decrease in the area of "Natural Sciences and Technology". *Filla* goes on to say that the *Volks-hochschule* gains public prestige by a lot of new activities which, however, tie up a considerable number of staff and financial resources and have no impact on the statistics in the traditional sense. Some examples of such projects are: media workshops where radio programmes are produced; comprehensive qualification of long-term unemployed persons and procuring employment for them in repair shops; projects of integration pedagogy or educational counselling. In addition to that, new institutions are being

established, respectively enlarged, such as the Archive of Austrian Adult Education Centres or the publishing company "Edition Volkshochschule" of the *Verband Wiener Volksbildung* (Vienna Association of People's Education). A modified system of collecting statistical data is to reflect this development in figures as from 2002/03. This will give the adult education centres a pioneering role. Another objective is to acquire statistics transnationally, thus making adult education systems comparable. Adult education activities should be made quantifiable, easy to comprehend and comparable.

Filla underlines the rapidly developing internationalisation of adult education, which leads to profound, sustainable changes:

- due to discussion processes throughout Europe which, in contrast to earlier international declarations, are financially supported, and
- with the help of European projects, in most cases structured and organised as networks and striving for the implementation of their results.

Filla quotes Johannes Rau, the Federal President of Germany, who, in his welcome address at the 11th German Adult Education Convention in Hamburg, said that in view of the hardly surveyable structure of adult education with its wide variety of institutions, focuses and levels (local, regional, national, European), safe, reliable, structuring and easily discernible marking poles are needed and the adult education centres which exist in a number of European countries fulfil this requirement. In addition to these centres there are similar institutions in several other countries. All of them put together form more and more of a network in European adult education. It is particularly the national associations of the adult education centres that are confronted with important, additional tasks:

- starting up, monitoring, documenting and analysing transnational cooperation projects and educational activities, and
- mediating between the local, regional, national and international levels.

National associations of adult education should therefore be strengthened.

For quite some time a new social structure has been developing worldwide which is analysed by the eminent sociologist Manuel Castells to be an informational capitalism with a network structure. According to *Filla*, the adult education centres would already now be well equipped for this emerging type of society due to their low degree of hierarchy and their network structure; however, what needs to be done is to solve the additional problems of coordination and harmonization and to overcome the particularism that still prevails in places.

KEY NOTE SPEECH

Werner Lenz

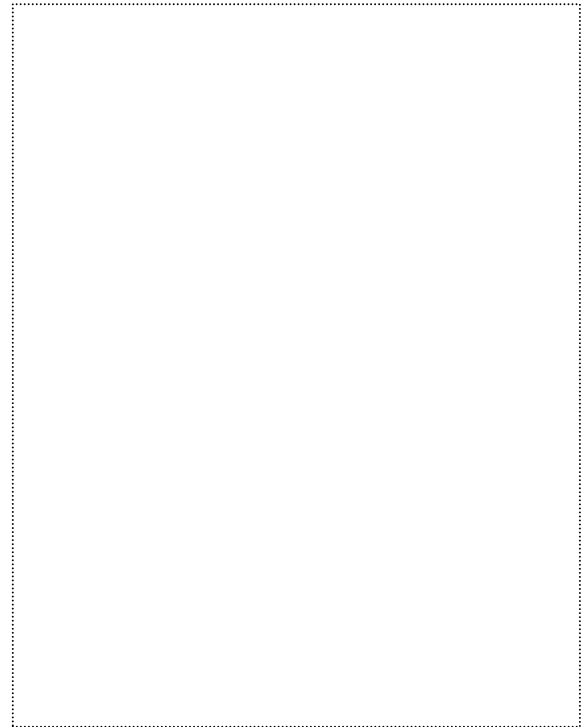
Crossing Borders – without Limits?

Boundaries of subject and profession

The transformation of the diploma studies of pedagogy into a Bachelor's Degree (6 semesters) plus a Master's Degree for further education (4 semesters) as a consequence of the Bologna Resolution is to take effect through the new study regulation in autumn 2003. The objective of the diploma/Master's course is a broad and scientifically well-founded professional preparation also providing for competence in adult education. The course leading to a doctor's degree (4 semesters) is to promote junior scientists and is seen as a contribution to specialization and research in adult education.

Currently the latter course is mainly taken up by people who are already under employment. Job opportunities after concluding the studies are for example: working as a pedagogical assistant or official advisor in an adult education institution; taking part in scientific projects; organizing vocational and in-company training; coordinating tasks of the middle and higher management of education institutions; developing and carrying out projects in the social sector; further education of unemployed people; working in the political, cultural or media sector, in consulting agencies and computer companies.

What does this have to do with "boundaries", asks *Werner Lenz*, Professor and Head of Department of Adult Education at the University of Graz. The answers he gives are that it is not easy to define the boundaries of a subject clearly. Also with a view to possi-



Werner Lenz: "Crossing Borders – without Limits?"

ble fields of profession, the teachers are required to offer integrative and interdisciplinary outlooks. Moreover, it is not possible to train students for a clearly definable job profile in adult education.

Nowadays students no longer aim at acquiring education, much rather do they want to stock up their social capital (standards, values, principles) and their human capital (knowledge, skills, competences), they want to network, which enables them to keep up a life in prosperity. And these are the qualifications requested of the "new human beings" in Europe: a sound general education, three to five foreign languages, having finished their studies and professional training in as short a time as possible, being cosmopolitan, experienced, mobile, young, dynamic, flexible and prepared to continue to learn at all times. In such programmes valuing opposition, self-determination and emancipation hardly plays a role any more. Against the background of a drastic change of the labour market situation (the sprinter as opposed to the marathon runner), job experience has to be complemented continuously by further education and training. Thus further education and training is increasingly becoming an integral part of working life. To give only one example, at Mercedes in Stuttgart 90% of further education and training take place in the company. If learning becomes more and more part of our work, we have to ask ourselves, what will happen to education?

Borders

Borders that were to prevent trespasses, assaults and raids and were to secure territories, are a recurrent element of the history of Mankind. The Limes – border fortifications of the Roman Empire, and the Chinese Wall are but two outstanding examples of achievements that were to bring about a separation of people. The borderlines between Mexico and the US, between North and South Korea are modern examples of the current separation of ideologies, ways of life and opportunities in life. Along this line a "fortress Europe" is developing by closing borders to refugees and migrants.

People want to create effects, leave traces, design and develop – people want to change and improve what exists, they want to gain advantages, to cross borders. Change is an accompanying element of human existence. In European history borders were crossed by discoverers, inventors, adventurers and seekers. Progress has always been the driving force for Europeans. Moving on from where one stands, getting to know the world means to cross borders, to subjugate and to mission other countries and nations. We – the Europeans – are the descendants of people who, throughout history, did cross borders and we have to be aware of that.

We are faced with a new world order setting new borders. In the background of global networks, a powerful economic triad has formed: the US – Japan together with some states in South-East Asia – Western Europe. When talking of education and networks this has to be reflected as well. The creation of a uniform globe should be contrasted by respecting and minding differences. This would be the task of educational and cultural work. Minor nations and cultures, such as the aborigines, resist global education and the standardization connected with the new learning technologies, because they fear this might in the end lead to the loss of their culture. Moreover it can be claimed – according to *Lenz* – that the concept of education has come to an end, since in the German speaking countries it is essentially marked by the middle class. It can no longer be said for sure who is educated. "Nobody is uneducated."

Nobody is uneducated? This statement implies several democratic elements, because it is non-discriminatory, it does not rate certain educational contents higher than others and certain institutions do not rule who is educated and who is not. All in all this aims at a stronger recognition of learning that takes place outside institutions, of further education and of adult education. What needs to be seen, however, is that at the same time the funds are being redistributed.

European educational policy – abolishing borders?

A key statement of the memorandum on "Lifelong Learning" says: Modern life brings about better chances and opportunities for the individual, but it also entails higher risks and insecurity. People are more or less forced to act as individualists. This change is to be promoted by lifelong education and training. One way of reacting to this change is to provide a high-quality basic education, which is necessary but will not be sufficient for a lifetime. In Austria, for example, this is not the case, which is problematic since people with a good basic education are more likely to engage in further education.

The EU proposes three objectives for lifelong learning; active citizenship, employability and social solidarity. How can this be achieved? By a new basic education for all, foreign languages, social skills, entrepreneurial spirit, technical abilities and learning how to learn. All these abilities cannot be made up for in adult education, they can only be complemented and expanded, the basis, however, is laid at school. Yet learning does not only take place in institutions (formal learning); this is why in the meantime steps have been taken toward recognizing non-formal and informal learning. However, the gap between the education systems has not been bridged yet, there is no such thing as a US "ladder for education" in Europe.

Another fundamental requirement of the EU consists in making the needs of the individual the centre of attention. So far educational needs have not been considered sufficiently. It will be the task of the educators to establish a balance between their ideas and the ideas of the people who wish to educate themselves. Another demand raised by the EU is to bring learning closer to the place where people live, to set up learning centres and to organize a regional cooperation with schools, universities and the business sector. The role of the teacher will change, making him/her more of a counsellor, monitor, mediator, who supports the learning process and the learners. The demand for informing, counselling and attending to the learners will increase. This is why training and further education of adult educators has to be regarded as a key factor for bringing about this change.

Pedagogical border crossing

Learning and education for the present and for the future: What is to be taught, respectively learnt? Complexity, change (perception of what is permanent and what is changing) culture (respecting one's own culture and foreign cultures) organisation (living in large organisations and being trained for smaller organisations) leadership (only taught to senior management so far), context (learning individual items but seeing them in context). What then is to be given special attention in educational work? Considering how relevant basic education is for further education – according to *Lenz* – the following quotes illustrate the situation: "Those who have, will be given more" or "Where there are pigeons, more pigeons will come". These quotes address the ever widening gap between those who can afford education and those who can not.

What is education? In education – as *Lenz* puts it – it is not only the intellect that matters, but emotions are involved as well. Maybe education also means to feel butterflies in your head. Michel de Montaigne already asked himself how people benefit from what they are offered. "Any knowledge will be detrimental for those who do not know about what is good." What is the use of what we are doing? Are we not simply employed to repair a system, do we not only offer short distance runners a glass of water or administer them an injection? To illustrate his personal "educational theory" of crossing and respecting borders, *Lenz* quotes Hölderlin: "May Man examine everything, the Gods say, so that, invigorated he may learn to thank for everything and may he comprehend the freedom to go wherever he wishes." It is our task to help people to come to terms with this. It is a chance and at the same time a risk to design one's individual life.

Discussion

In the discussion that follows *Jörg Wollenberg* (Germany) refers to the philosophical statements. He raises the question whether this philosophical way of looking at things does not mean to try to escape, thus ignoring that injustice has to be fought against.

In his answer *Werner Lenz* points out that philosophy is the basis of fighting, it is the way toward taking action.

Also *Stefan Vater* (Austria) refers critically to the Hölderlin quote. He points to the individualistic attitude reflected in the quotes: "Those who have, will be given more" and "Where there are pigeons, more pigeons will come", which do not consider social background and its consequences. He also questions the term 'leadership' and in contrast thereto emphasizes the criticism of social conditions.

Lenz replies that leadership and analysing social conditions are not a contradiction and that graduates are increasingly entrusted with leadership tasks that have to be fulfilled not only from an economic point of view but also call for an analysis of prevailing conditions. He does not see individualism as being separated from, but much rather as being embedded in the basis of society.

Amos Avny (Israel) underlines the ambivalence of borders, which should not only be perceived as something negative, but also as something constructive in the context of existing differences.

Bo Kristiansen (Denmark) claims that adult education cannot be isolated from political reality, but it has to be understood that a job in adult education is also a political job.

Referring to the quote "Where there are pigeons, more pigeons will come", *Christian Stifter* (Austria) mentions the book "Kritik der wahren Ästhetik" (Criticism of True Esthetics) by Wolfgang Fritz Haug, which deals with the functioning of modern capitalism. At the end of the book there is a description of a picture illustrating the topic: St. Mark's Square in Venice with thousands of pigeons. The first picture describes the perspective from the ground with thousands of pigeons picking up their feed. Seen from a metaperspective the pigeons form the Coca Cola trademark, which the pigeons, however, are not aware of. As *Stifter* says, it is exactly this structure that can be seen as describing social conditions.

CONTRIBUTIONS BY PARTICIPANTS

The typical character of the “Salzburg Talks” is, to a large extent, created by the active contributions of the international participants. In the run-up to the conference, already upon registration, participants had to indicate the topic of their presentation. They present for discussion their ideas, their experience, theory and practice from their institutions and/or their countries against the background of the theme of the conference.

In the following you will find the abridged and summarised versions of the speakers’ presentations – given simultaneously in two or three parallel rooms (participants could change groups after 90 minutes) – each followed by an outline of the ensuing discussion.

Kenji Miwa

E-Learning and its Importance for Lifelong Learning in Japan

Lifelong Learning and the Information Society

Kenji Miwa, Professor of Lifelong Learning at the Ochanomizu University/Tokyo, reports that the concept of lifelong learning (*shogai gakushu*) has been used in Japan since the 1980s. Along with this concept, three important guidelines were introduced, i. e. overcoming society’s strong orientation to certificates, taking into consideration change (information processing and internationalisation), and transforming the education process into a system of lifelong learning. The Japanese Ministry of Culture has set two objectives in this respect: On the one hand, lifelong learning evaluates systems – including the education system – that have been different so far. It provides a concept for developing a society learning throughout its life. On the other hand, lifelong learning is learning that takes place at any stage of life.

The Ministry of Culture defines the system of a lifelong learning society and the role of lifelong learning as a system based on the initiative of the individual, which means that learning that takes place on a national and a community level is being promoted indirectly, but is not being organised by the administration. Moreover, improvement and dissemination of information is considered a task of lifelong learning, since the lifelong learning society is at the same time an information society.

The Project "E-Japan" and E-learning

In November 2000, the Japanese Government passed a fundamental law on IT and in January 2001 an "E-Japan Project" was launched for developing the IT project. It is the objective of the "E-Japan Project" to develop the IT system not only in elementary, secondary and upper secondary schools and at universities, but also in companies. E-learning – a market segment experiencing continuous growth in Japan – encompasses various possibilities of distance learning through IT, such as Internet, e-mail, etc. E-learning also stands for learning through web-based training (WBT), TV conferences, the virtual university (VU), digital television (BS digital), etc. The concept of "web-based training" is defined as a self-study process with the support of multimedia material. E-learning is being developed further not only at elementary, secondary and upper secondary schools, but also at universities, in adult education and in further training and education.

E-learning at Japanese Universities

- LAN network: As early as 1999, 84.8% of the universities had LAN within the campus system.
- Transmitting lectures to other universities: The Waseda University, a famous private university in Tokyo, developed a system called "digital campus consortium" in 1999. The Waseda University Learning Square transmits parts of the lectures via satellite and students of other universities can log in and take part in the lectures. They can even engage in discussions with the teachers via BBS on the Internet.
- Space Collaboration System (SCS): The SCS – a network of universities using satellite transmission – has been in place since 1996 and is being used by 120 universities.
- The idea of the virtual university: Since April 2000, research on the virtual university, as it is called, has been taking place at the Centre for the Development of Media Education. This centre is currently looking into US universities where students can do MBA courses and take the MBA degree via distance learning.

Citizen Centres and the Media

In 1996 there were 18,545 citizen centres in Japan, employing some 55,000 staff. On a local level these citizen centres play an important role as community centres and offer primarily general education, sports, hobbies, family education and political education, both for adolescents and for adults. Job-related further education is hardly provided for

at these centres. Nevertheless each citizen centre is equipped with several computers and thus all citizens have access to information offered in lifelong learning.

Another initiative is the network that has been set up by the Ministry of Culture to support the exchange of educational information via satellite. With the help of el-net, open college people who are interested can listen to public lecture series taking place at universities, by attending via the computer in citizen centres, libraries, etc.

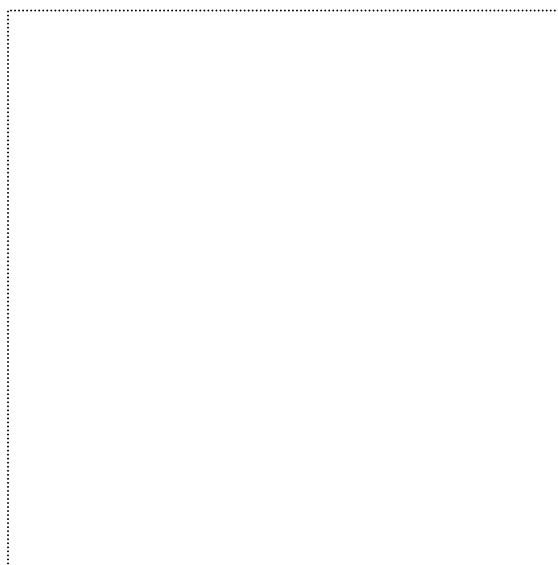
As regards general tasks for the future, *Miwa* mentions the increasing systematisation of the IT sector, further developing computer literacy, promoting individual use of computers and direct communication and the standardisation of IT projects. *Miwa* specially emphasises the individuality of the user and mentions a project that involves persons with special physical needs. In the course of this project these people were able to establish new contacts, a fact *Miwa* sees as an important contribution to disarming the frequent criticism that computers lead to the user's isolation.

Discussion

Asked for additional information by *Barbara Loer* (Germany) and *Hubert Hummer* (Austria), *Kenji Miwa* explained the structure and function of the Japanese citizen centres. They were only partly similar to the Austrian and German adult education centres, since they provided only for general education, hobby and culture programmes, but they did not offer job-related further training and education. *Miwa* would rather compare them to socio-cultural centres, given the eminent role they played on the community level. Citizen centres were public educational institutions funded by the communities. The Ministry's idea to introduce satellite programmes in the citizen centres aimed at raising the number of IT users in Japan. At present about two thirds of the Japanese population used the Internet and in the year 2000 almost 40% of all families had a computer of their own.

The next part of the discussion revolved around advantages and disadvantages of e-learning. *Amos Avny* (Israel) believed that e-learning could, on the one hand, provide information, but on the other hand it could not facilitate an intellectual discourse. *Barbara Loer* referred to a recent survey conducted with users of e-learning and IT in Germany. The typical user is male with an educational level above average. Germany does not expect to see similar growth rates in this business. *Barbara Loer* also criticized the fact that social competence was decreasing. In that context *Horst Quante* (Germany) commented on recent developments which have gone back to integrating human and communicative aspects (tutors, regular meetings).

Miwa admitted that in Japan, too, there are discussions on the pros and cons. He felt that the argument of isolation was only partly relevant and that one should not overlook the new perspectives and opportunities that were being created. Asked how e-learning and computers were being financed in citizen centres and schools, *Miwa* explained that e-learning was funded by the private sector and that computers in state schools and in citizen centres were paid for by the communities. In a final contribution *Horst Quante* claimed that e-learning was often said to be a cost-effective variant of learning, which was, however, not true and was often left out in political discussions.



Kenji Miwa describes how Japan manages IT and e-learning.

Horst Quante (left) and
Ulrich Aengenvoort (both from Germany)
use the break for a discussion.



Ulrich Aengenvoort

Local Networks for the Integration of Immigrants

The aim of the German Immigration Act is to facilitate immigration for the purpose of seeking employment and improve the integration of foreigners with permanent residence in Germany, which according to *Ulrich Aengenvoort*, Head of the German Association of Adult Education Centres, officially underlines the undisputed truth that Germany needs immigrants. The control of immigration and the integration of immigrants are among the major political tasks for the coming decades. On the one hand, the national labour market is not capable of satisfying the demand for skilled labour in some sectors, on the other hand, there is no question of a general shortage of labour, given an unemployment figure of approximately 3.9 million.

Immigration into Germany

Some 7.3 million foreigners live in Germany, which corresponds to approximately 9% of the population. The EU average is almost 5%. Since the 50s "repatriates" have come to Germany from Eastern and Central Europe and since 1992/93 "late repatriates" (formerly resettled Germans) – approximately 2.3 million in 2000. More and more accompanying family members (primarily from the successor states of the former Soviet Union) do not speak German. To native Germans these immigrants appear foreign, often having wrong ideas about Germany and frustrated by the conditions encountered. Integration proves difficult, especially of young people, many of whom increasingly fail to get adequate schooling and training and are thus socially marginalized. As far as education is concerned, the ratio of unskilled to skilled immigrants is 7:1.

Regional Networks in Integration Work

For several years, the Federal Government has taken various measures in response to undesirable developments arising and is determined to overcome impediments to integration. The German Association of Adult Education Centres (DVV) is participating in two major programmes. For almost ten years, the DVV has been involved in integration efforts under the East-West integration project. The project work relates to the living environment and is based on three principles: providing social information and practical aid, offering meeting places for the new citizens and the established residents as well as PR work to inform the local residents. In the past few years, cooperation networks have been included in the project. We proceed on the assumption that *integration* in

cities and communities *can only be successful if recourse is had to time-tested networks and local experience.*

After this description of the basic situation *Aengenvoort* introduces a project workshop series for integration efforts, which has been carried out by the Federal Office of Administration in cooperation with the DVV for one and a half years. Its aim is to enable the network participants to use their own resources. As a rule, the work of the network coordinator is supported within the scope of start-up funding. The workshops are designed to encourage employees working for local government, associations, resettler organisations and others actively participating in integration work to establish a local network working with resettlers.

Aims of the Workshops

- identify and overcome impediments to the formation of networks,
- gain potential networkers for participation,
- create a sustainable network culture,
- identify common measures and
- make better use of available resources.

The project workshop series has met with an overwhelming response locally. Among the regular participants are not only mayors and county councillors but also members of the Bundestag and representatives of state ministries. Adult education centres visibly assume a particular responsibility in integration work and are proving to be an ideal platform where various players can meet locally.

Factors of Success in the Implementation of Networks

The players understand networks as the chance to avoid double work, bundle resources and increase work efficiency through improved cooperation, which – according to *Aengenvoort* – is easier said than done. To develop and secure a network locally in cooperation with other partners is a great challenge. The partners have to determine the value and the significance of what they can offer, which, in some cases, can also mean giving something up for the benefit of someone else. What is important is that the so-called exchange values are made apparent: what advantages can I gain from one network in exchange for resources and support given on my part (give and take). The prerequisite is that each party has something that may be of value for the others. According to *Aengenvoort* some basic characteristics of functioning network structures have taken shape in practical work.

Some Details

Previous bodies: Networks can frequently be founded on existing structures.

Analysis of the initial situation: Who has so far been involved in integration work? What about the supply? Does it meet the demand? What are the existing problems in coordinating the various measures?

Specification of targets and structures: The targets and structures must be specified in concrete terms, e. g. in rules of procedure. The benefits of working in the network for all participants, the frequency and form of meetings, decision-making mechanisms, the distribution of work, the allocation of resources in terms of personnel and time as well as the information flow within the network are factors that need to be defined and laid down in writing.

Early development of mechanisms for conflict resolution: Immediately upon setting to work, a binding agreement should be achieved as to how the network is to deal with conflicts.

Create publicity: The regional media basically have a positive attitude vis-à-vis innovative, new forms of work, especially when resources are optimised and synergies are utilised.

Problems and strategies of problem solution: In the project workshop series an interim report analysed the problems identified by the participants themselves when establishing networks. Most frequently mentioned were competitive thinking, firm obligations, decision-making structures and funding.

Aengenvoort comments: The involvement of resettlers in networks still poses a problem. Among the reasons accounting for the reservations of those concerned are differences in language, culture and expectations as well as a different fundamental understanding of the concepts of state, democracy and law. In order to achieve participation it is necessary to establish personal contacts, not to appear as an institution. The project workshop is a low-cost and highly efficient means of improving the integration of immigrants locally.

Discussion

In response to a question *Aengenvoort* stated that the new statutory regulations had for the first time created a legal claim to language courses for foreigners. The regulations provided for 600 hours of language training, in addition to 30 hours of orientation and introduction into society. The Federal Republic supported every participant with a grant of 2.05 euros per hour, so the costs for each could amount to 0.5 to 1 euro.

Christine Teuschler (Austria) and *Peter Wirth* (Switzerland) asked about possible sanctions – if a certain language proficiency is not achieved – and about examination levels. *Aengenvoort* explained that there were aptitude tests for the allocation to the individual modules and that interim and final tests (A1, A2) were planned. Adult education centres thus played a significant role in social developments and were important cooperation partners locally.

Gerd Matzky (Germany) further reported on good experience in the field of socio-educational care (support of an additional teacher for each language course).

Aengenvoort remarked that promotion of this project by the Federal Republic was at first doubtful but now seemed to be secured for the next few years. In any case, this meant an important boost for the DVV's skills and reputation.

Heinz Meyer (Germany) asked why the discussion regarding networks had flared up especially in the past few years in the context of changing concepts of society.

Bo Kristiansen (Denmark) thought that the term "network" was frequently used as a token term. A distinction should be made between cooperation and network. For him the process of democratisation resulting from the cooperation with one's competitors was of prime importance.

Herbert Ruland (Belgium) criticized the preferential treatment of a certain target group when carrying out integration measures in Germany.

Wilhelm Filla (Austria) drew attention to the situation in Austria. An "integration package" was adopted by a majority decision in the Austrian parliament, focusing on language training for migrants. The duration of language courses was fixed at 100 hours, of which approximately one half was paid for by the government. Instead of an explicit examination a determination of language skills was scheduled, for which the respective teacher of the course was responsible. In the event of failing to pass after four years, the person concerned might be deported – though this was rather theoretical.

Bo Kristiansen

Refugee/Immigrant Education

Flygtninge/indvandrers undervisning

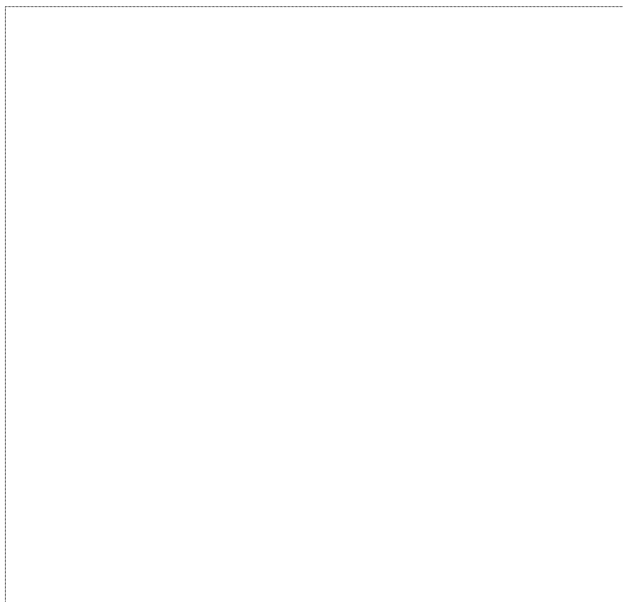
After presenting an impressive overview of the current situation and the developments in Denmark and their impact on adult education, ranging from drastic cuts in public funding of adult education to no funding at all, *Bo Kristiansen* of the "Workers' education organisation of Denmark" talks about his organisation's educational work with refugees and immigrants.

AOF Daghøjskole has taught refugees/immigrants from 1996 onwards.

The refugee/immigrant team now includes 1 consultant, 1 secretary and 8 teachers.

During the year 12 courses were held, 8 of them running for a period of 6 months. The participants are refugees/immigrants, with moderate school backgrounds and limited command and understanding of the Danish language and culture.

The intention is to help the refugees/immigrants enter the labour market, to know and understand the Danish culture and language, and to be responsible for their own social situation.



The participants of the "Guidance Courses" have attended 4 weeks of personal guidance towards new courses or special or technical education.

The participants of the courses "New possibilities 1, 2 and 3" have been examined as to their command of spoken Danish, and are divided into classes according to results.

Bo Kristiansen (Denmark), *Gerd Matzky* and *Ulrich Aengenvoort* (both from Germany). Kristiansen (left) is particularly involved in development work with people who lack basic skills.

The participants of the "Arabic Guides" courses are Arab men, who are trained to be tutors, trend-setters and "community guides" in the home area.

The pupils of these courses receive unemployment benefit through their unions or the social security system.

"Further education in the home area" has been attended by Danes and others, who have lost their union membership, and therefore are dependent on the social security based unemployment benefit. Being supported economically by their unions or social security, the pupils must attend the courses between 20 and 30 hours a week.

The courses are marketed by AOF Daghøjskole Aarhus and are financed by means from the Labour Market Ministry, the unions and other relevant funds.

Training adult educators of Refugees and Immigrants

To understand and teach refugees/immigrants is a challenge of social, psychological and pedagogic methods, cultural and historical knowledge, personal patience and strength of will.

The background of teachers in AOF's refugee/immigrant team: employment officers, masters of arts, teachers educated in a teachers' training college and bachelors of commerce.

AOF Day High School – Teaching Refugees/Immigrants

The demand of activation due to the unemployment benefit system has given AOF Daghøjskole and other further education organisations the possibility for specialisation in (inter alia) refugee/immigrant courses.

The main lessons the courses seek to convey to participants are:

- take responsibility for your own life;
- make claims to your own life;
- get knowledge about Danish culture, tradition and society structure;
- maintain tools for integration – and for your personal development;
- learn and practice the Danish language;
- improve the opportunities for finding employment;
- participate actively.

Against this background, the teachers' tasks are: to provide information and to train specific skills; to be a consultant and adviser; to be aware of possibilities; to cross borders; to make demands.

In order to fulfil these tasks, the teachers need personal information, the definition of a common purpose and frequent possibilities for the exchange of experiences and the discussion of curricula and methods.

The target group for AOF Daghøjskole is mainly people who receive unemployment benefit, either from their unions or from the social security system.

The majority of AOF Daghøjskole's students are union members receiving unemployment benefit in the activation period. Only one course has as its target group learners who receive social benefit.

Motivation and Information for Persons Drawing Social Security Benefit: in Aarhus Vest

Purpose: Activation courses are held to inform and motivate people who have been unemployed for a long period about possibilities for education, job creation programmes and supported job training systems.

The courses are held locally and are based on programmes maintained by the local social security department and the local public job centre. Cooperation amongst the social security department caseworkers and the teachers is essential. On completing the course, every participant has worked out a realistic action programme, which is binding on the social security department and the participants.

Target Group: The target group is Danes and refugees/immigrants older than 25.

Characteristics:

- a long absence from labour market – many have not had any kind of occupation for more than 5 years;
- lack of qualifications or outdated qualifications;
- lack of Danish language – and general social knowledge;
- no knowledge of possibilities and demands of the labour market;
- unfinished courses, job creation programmes, etc.

The target group must be at the labour market's disposal. Due to many years of inactivity, motivation and self-respect is low, which makes it hard to believe in one's capabilities.

Basic concept of the course: "Your story" – "Qualifications" – "Preparing the next step" – "Next step = Finish and present the individual action programme".

Danish and Job Training for Refugees/Immigrants in Aarhus Vest

Aim: The aim is to improve the participants' connection to the labour market and to Danish society in general.

Target Group: Adult male refugees/immigrants who have lost their connection to the labour market. This is due to a lack of education, outdated education, unemployment, and/or physical/psychological problems.

Recruitment and Participation – Process Description: The participants are employed at a company manufacturing metals. The company acts as a school for learning and training skills.

Danish lessons are given by two teachers belonging to *AOF Specialundervisning, AOF Fritid og Kultur, Aarhus*. The subjects provide training in spoken and written Danish, as well as focusing on knowledge about the labour market, educational systems and Danish society in general. Teaching is based on the book "This is My Country" and other easy-to-read texts of relevance.

There is no set period for joining the project – but the typical period is approximately one year.

Aim: The project "New Possibilities" consists of several courses. The main goal is integration of refugees/immigrants living in the Aarhus community. All of the participants draw union unemployment benefit, and have or have had a connection to the labour market. The aim is to integrate and reunite the participants with the labour market, to make them responsible for their own situation and for their future connection to the labour market, to help them find better opportunities, improve their knowledge about Danish society and their command of spoken and written Danish.

On finishing the course, every participant has worked out a new action programme, including job and educational aspects.

Before joining one of the "New Possibilities" courses, participants are offered a 4-week motivation course. This is done to map skills, knowledge and command of the Danish language. "New Possibilities" will in future include job rotation courses, for instance affecting home help.

Target Group: Refugees/immigrants drawing union unemployment benefit or social security benefit. Minimum 9 months of unemployment.

Process Description: The first courses were very "school-like", and were focused more on technical skills than on general knowledge. The participants enjoy learning and training technical skills, but find it difficult to structure and be responsible for free and open learning situations including discussions.

Based on these experiences, the courses of spring 1998 will be subdivided into different themes, integrating the different subjects as tools for learning.

All the themes have as their background integration, responsibility for one's own life situation and living in Denmark.

The Significance of International Cooperation for the Formation and Development of a Regional Network of Adult Education in Lithuania

The Lithuanian Association of Adult Education (LAAE) is an umbrella organisation presently comprising 180 individual and 24 institutional members in the whole country. The association, which was founded in 1992, is an NGO and a non-profit organisation. In the past ten years, the LAAE has co-founded ten regional information centres of adult education and one adult education centre. The aims of the LAAE are the representation of the interests of educators of adults in Lithuania and abroad and/or the increase of their qualifications, the dissemination of the ideas of adult education and lifelong learning among politicians and in society, as well as the strengthening of NGOs and their cooperation with state authorities. These aims are to be achieved by means of seminars, conferences, courses and publications. The LAAE participates in numerous national and international projects, and the participation in international projects in particular offers an opportunity to become integrated into international networks.

In Lithuania's first years of independence (since 1990), there were just single isolated elements of adult education there, and to speak about a "system of adult education" was far from reality. The experience gained in the Scandinavian countries and in Germany was among the reasons for the formation of the LAAE. The Institute of International Cooperation of the German Association of Adult Education Centres (IIZ/DVV, since 1992) and the Nordens Folkliga Akademi (NFA, since 1993) in Sweden have been our partners for many years.

Regional Network

With the help of these two partner institutions and in cooperation with state authorities (the Ministry of Education, the district and county administrations) regional information centres of adult education were set up from 1993 to 1996. Today, there are ten such centres, which are in close contact with local institutions of adult education, the LAAE and among themselves. Thus, an information network was created in Lithuania which collects and disseminates information on local and supra-regional adult education, increases the qualification of educators of adults through seminars and training courses, intensifies cooperation and has an impact on the policy of adult education. The regional information centres are important for the exchange of opinion and experience

on a local level and constitute an important source of information on adult education in Lithuania and abroad. Furthermore, they represent the regions' interests, thus creating the LAAE's link to the basis. All projects, both national and international ones, are carried out with the help of the regional information centres: sometimes they only act as consultants, sometimes the principals and volunteers actively participate. This network allows for innovations on a national level, for instance, the consultation process on the 2001 Memorandum on Lifelong Learning.

Looking into the Future

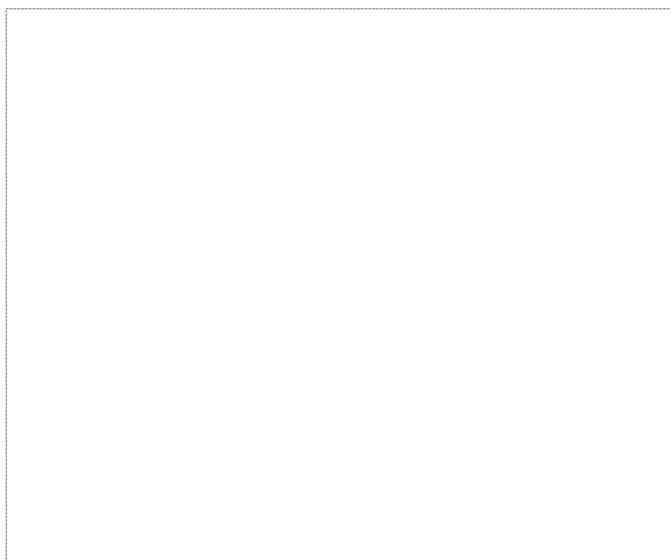
The existing network of regional information centres in Lithuania came into existence with the help of international cooperation, the latter being extremely important for the future development of the network. The knowledge-based society that is being formed needs people and institutions capable of informing and consulting those seeking advice. This strengthens the information centres and gives them new tasks. They are to become information establishments of lifelong learning and be informed about educational opportunities in the region, in the country as well as on a supra-regional and international level. The information centres are planned to become the consulting agencies of the institutions of adult education in the process of integration into the European Union and participate as an active partner in education policy in the region. Internationally, the LAAE remains a network partner in Europe and continues to seek the exchange of experience and cooperation.

Discussion

At the request of *Ronald Wilson* (United Kingdom) concerning the adult education centre set up in Lithuania, *Vilija Lukošūnienė* explained that this adult education centre was founded in 1996. A colleague went to an adult education centre in Germany with a programme of the DVV and brought back this idea to Lithuania. Several trips to Scandinavia followed, which explains why this adult education centre in Lithuania was modelled on German and Scandinavian examples. The National Museum of Ethnology in Lithuania acted as its cofounder, and the adult education centre was located on its premises. Until last year, only summer courses and summer classes were held. Despite bad conditions, demand was extremely high. Thanks to the help of a German foundation the building was renovated and rebuilt to meet the needs of the handicapped.

Katja Dovžak (Slovenia) asked about funding and personnel and also about the problem of unemployment in Lithuania, to which *Lukošūnienė* replied that the LAAE was an

NGO comprising a president, a council of 13 people, with members being named on a regional level, a board of seven members and an office with three employees (*Lukošūnienė* herself, the president of the board and one accountant). The salaries were funded by projects. *Lukošūnienė* explained that the unemployment rate in Lithuania was approximately 11 to 12%, and that more than 20% failed to finish elementary school every year, which – together with rising unemployment – were huge problems. There were programmes for the unemployed by the Ministry of Social Affairs and Labour, such as last year's project of "social businesses". Currently, however, such businesses had to operate without a legal basis in Lithuania (unlike in Germany). In the meantime this project had developed into a new one continuing to pursue the idea of these "social businesses", concluded *Lukošūnienė*.



Vilija Lukošūnienė (right) reports on Lithuania, in particular on the benefits of international networking – next to her is *Olga Agopova* (Russia).

Wolfgang Jütte

Networking as a Professional Resource for Action

Networking is a topical issue which is based on the well-established use of personal contacts. To entertain a variety of social contacts has always been the prerequisite for successful professional action in continuing education. In the professional context of continuing education, however, the issue of "networking" has acquired a new quality since the scope and necessity of a network of professional contacts seem to have increased. This may be attributed to a change in working conditions, such as more flexible labour conditions, people changing jobs more frequently and increased project work. In his presentation *Wolfgang Jütte*, the Head of Continuing Education Research at the University of Krems, deals with the necessity of creating awareness of the structures of relationships and using imagination regarding the analysis of networks in order to be able better to read the constellations of relationships in continuing education and not to lose one's way in the close weave of relationships and "have everything under control".

Social Networks in Continuing Education

The "concept of networking" is en vogue. Establishing social ties makes resources more easily accessible. In our daily work we frequently try to establish ties which may be of benefit to us. Professionalism means building up a pool of professional ties. "Invisible" networks of knowledge and experts are created to which we can resort in case of need. Networking *is* work – an active process – which does not come about automatically. If social ties are regarded as resources for action we encounter the theory of social capital coined by sociologists such as Pierre Bourdieu, James S. Coleman or Robert D. Putnam. Due to existing ties, the players obtain specific advantages which depend on the respective quality of the ties. "Trusting relationships" are a prerequisite for cooperation. Distrust and fear of competition are an impediment to cooperation. Cooperative actions are always risky because the actions of one who trusts are "open" and "unprotected". Trust is essential for reaching one's aims. Niklas Luhmann in general understands trust as the reduction of complexity. As regards working relationships, people at first maintain formalised ties, with the functional context being in the foreground and not the personal one. On the other hand, informal ties are characterised by the fact that these interactions are organised voluntarily, mostly are not very structured

and are dependent on people. If formal interactions fail to yield the performance required, they are compensated for by informal ties.

Besides distinguishing between formal and informal ties, network research also makes a distinction between "strong" and "weak" ties. "Strong ties", such as friendships, are characterised by a high degree of inertia. "Weak ties", such as the ones maintained with acquaintances, rather serve the purpose of obtaining information and making work easier. Communicative informal ties are more of a resource for innovation. In the vernacular of network analysis, the complexity of ties is referred to as "multiplexity". Ties serve the purpose of information exchange, the acquisition of material resources, political mobilisation, exerting power, solidarity, making comparisons, support, and personal assistance in professional crises. In relation to content, we can make a distinction between information ties, exchange ties, power ties, support ties, friendship ties, etc.

Networking as the Creation of Communicative Contexts

In continuing education, processes of planning in particular are, to a great extent, communicative processes. "Networking" is understood as a process of establishing ties between people and groups which requires a certain basic attitude, with the ability to communicate and the management of ties being important. It also includes the ability to communicate intensively and to stimulate and encourage communication processes. Working on one's ties requires a great deal of initiative and active behaviour, often exceeding the regular requirements and opportunities in one's job and encountering limits. The everyday relevance of the concept of social capital is limited by the restricted capacity of those concerned for maintaining ties.

Personal Networks and Perfunctory Organisational Structures

Personal networks constitute an organisational answer to the complexity of the needs of the working population. A multitude of networks is necessary for rendering services. Delicate or lacking institutional resources are substituted for by resources in personal and social networks.

According to Wegener, social ties have an impact on success in one's work. "Networking" can be considered as an answer to an insecure working environment characterised by delicate working conditions. Proceeding on the assumption that one should know more about the communication behaviour of adult educators, *Jütte* asks: how can their

“network level” be measured? In what personal networks do they work? What is the effect of the structure of these relationships on work and services in continuing education? According to *Jütte* the analysis of work contact networks calls for new approaches and adequate methods. What is required is analyses of the working environment, ethnographical research approaches investigating individual networks of resources and interpersonal communication at the workplace, and field studies yielding findings on factual exchange relations in continuing education.

Discussion

The ensuing round of discussion was lively. *Wilhelm Filla* (Austria) thought that the theory could also be applied to history. The adult education centres of the inter-war period formed a dense network with the intellectual and scientific community in the city, constituting a great potential for recruiting other scientists, intellectuals, etc. The good reputation of institutions was a further requirement. In his opinion, the issues of networks would be central for adult education centres in the future.

Alfred Lang (Austria) criticised the focus of networking on the level of personal relations. He thought that a limitation on personal ties involved problems; to him networking on an institutional level would be important.

Stephanie Conein (Germany) expressed the view that in Germany it was always the same institutions which were awarded projects. Especially personal relations would often hamper networks as they exclude institutional relations. Subsequently, *Christian Stifter* (Austria) asked on what specific concept of network the speaker had proceeded, as relations did not constitute networks *a priori*.

In response, *Jütte* replied that he was not concerned with the organisational form but the concept of network analysis. It was not the individual players who mattered but the relationship between two points – as a heuristic concept.

Heinz Meyer (Germany) stressed that a distinction needs to be made between networks, associations, allies, etc. Networks did not have a centre, no hierarchy, knew no losers (win-win situation). Networks could not be implanted into other organisations but rather were described in terms of chaos theory. They responded to changes in a split second (unlike organisations). Problems occurred when the means of organisations were used (rationally and calculably). Networks were clearly based on trust and not on control, which must be considered if networks were to be taken seriously and expected to be useful. Associations, on the other hand, set up boundaries against others.

Christine Teuschler (Austria) pointed out that irrespective of the structure of networks the actual players were always people – a fact that should be taken more into account in the practice of working with networks.

Hans-Georg Müller (Germany) criticised the highly complex description of what to his mind was the rather banal and self-explanatory content of personal relations.

Amos Avny (Israel) also emphasised the significance of relations among people. *Bernard Godding* (United Kingdom), on the other hand, stated that networks operated on different levels and that messages were often filtered. To him, the Internet offered more advantages.

At the close of his presentation, *Wolfgang Jütte* stated that a distinction should be made between relations and interaction: Relations were qualified whereas interactions related to frequency.



Wolfgang Jütte of the Krems Danube University is sitting next to *Ute Grun* (Germany) – centre. He explains the importance of personal relations when cooperating in adult education.

Kari Kinnunen

International Networking of a Residential Adult Education Centre (Example: Workers' Academy)

Adult Education in Finland and the Role of the Workers' Academy

In the ranking of adult education among all European countries Finland occupies the first place. 75% of all Finish adults make use of continuing education services every year. This is the highest proportion of participants in Europe. According to *Kinnunen*, Finland has also seen a marked trend towards vocational adult education in the past 20 years. Yet we have to stress that the North European countries have more extensive general adult education with a longer tradition in comparison with Central Europe. The residential adult education centres are representatives of free adult education, have a tradition of more than 100 years and are private organisations characterised by the ideological diversity of their private exponents.

The Workers' Academy, of which the principal is *Kari Kinnunen*, is made up of the original "Academy" and the "Humanities Polytechnic" and has 8,000 participants per year. It is one of approximately 90 residential adult education centres and is conducted as a "boarding school". 50% of the Academy's finances are subsidised by the state, as laid down by law. With regard to the formation of networks, its 100 year-long tradition was more of a burden than a benefit, remarked *Kinnunen*. The Workers' Academy, however, maintains close and successful ties to social science institutions and universities.

Social and educational developments in the promotion of networks:

- Finland as a consensus society since the 60s,
- equal opportunities for all social groups,
- political cooperation: pragmatism,
- weakened interest in ideologies, especially since the 80s,
- autonomy of organisations of adult education (note: in Finland, however, there is a tendency to speak out against the autonomy of institutes of adult education),
- statutory deregulation,
- limited resources of small schools,
- promotion of networks on the part of the national administration, the EU and other international organisations,

- improvement through new technologies (note: Finland is among the most technology-friendly countries in Europe, and so young participants are recruited for adult education),
- excellent language skills of students.

Finland has a population of 5 million. The institutions of learning and/or schools are therefore not very big, which results in problems such as a limited freedom of choice of subjects, lack of quality assurance, etc. These are also reasons accounting for networking, emphasised *Kinnunen*. Finland is a consensus society, i. e. the tensions among the social groups have become smaller. In practical life, the differences between the political parties are minor. The price Finland had to pay was a significant weakening of ideologies since the 80s. Another expression of the consensus society is that in Finland poverty is equally distributed among the social groups. However, the poverty rate in Finland was the lowest in all of Europe, said *Kinnunen*.

Networks

- National networks give new impulses for international networks. The close cooperation of the Workers' Academy with universities leads to its recognition in the system of universities. An example: graduates of the Academy's courses (8 months) receive 20 credits. This cooperation can be called a symbiotic network and yields economic and educational advantages.
- There are intensive language courses with an integrated European qualification system (7,000-8,000 educational units per year with 7-10 full-time tutors and other part-time teachers).
- Close cooperation with European trade unions and various European universities is pursued within the scope of language training (note: 50% of the Academy's curriculum).
- The Humanities Polytechnic leans towards European universities and is part of various national networks. (note: the Academy holds a 10% share in the Humanities Polytechnic, and a maximum of cooperation is practised; students at the Polytechnic receive 140 credits).
- The Workers' Academy is integrated into North European, European and global networks; it is subsidised by the National School Board, the Nordic Council of Ministers and the EU via Socrates, Minerva and Leonardo.
- The entire educational staff participates in organisational matters.

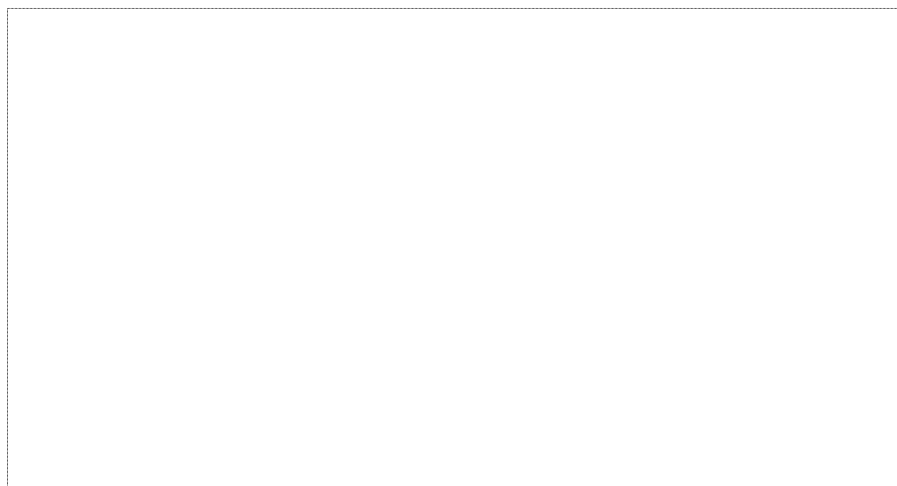
- Moreover, the Academy's focus on democracy, active citizenship, tolerance, anti-racism, peace education, the welfare society and modern education stimulates the formation of networks.

Discussion

A lively discussion about Finland's adult education and the Workers' Academy followed.



Discussions continue after the presentation. *Heinz Hüser* (Germany) and *Kari Kinnunen* (Finland) – right.



Christine Teuschler (Austria), Detlef Rademeier (Germany), Anna Mària Szalafai-Klementz (Hungary), Helga and Wolfgang Klier (Germany), from left to right.

Mechthild Tillmann

Network and Resource Pools – Network Cooperation of a Regional Adult Education Centre – Opportunities and Limits

Pursuant to the new Act on Further Education of the German *Bundesland* North Rhine-Westphalia, providers and facilities of adult education receiving financial aid from the *Bundesland* are instructed to cooperate not only at the level of adult education centres but also with other promoters and facilities, i. e. with small and medium-sized enterprises.

In principle, subject-oriented networks require intensive preparatory work, personal trust and public relations and marketing. Opportunities for the productive use of resources are, however, often contradictory to competitive thinking and the fear of too much personal or institutional power of an involved partner. Political measures for financial consolidation require projects which include various partners and provide the best possible benefit for the people of a region.

Against this background of conflict, *Mechthild Tillmann*, Head of the Adult Education Centre Rhein-Sieg in Siegburg in Germany, provided examples of networked education work in the fields of health education, basic qualifications for foreign language teachers and for teachers in adult education.

Health education, taking adipositas (obesity) as an example

With the help of several promoters, a project for health promotion was installed, with adult education centres, the Kreissportbund (district sports union), colleges of higher professional training, the German Red Cross, and many others as participants. The subject agreed upon by all institutions was to be practice-oriented and capable of being put into operation. Medical doctors, pharmacists, health insurance companies, the general public and, above all, politicians were to be included in the project. The responsibilities are presently being defined and allocated to those interested.

Training teachers together

The problems encountered when establishing an overarching network finally resulted in two regional cooperations involving exclusively adult education centres. Within a radius of 100 km, two methods for the qualification of part-time personnel at adult education centres were combined. As a consequence, two models, which were either specifically tailored to the requirements of foreign language teachers or, generally, to those of

adult education course leaders were checked. Both courses have a modular set-up and have a duration of one year. Class teaching, a course folder and final examination complement the concept. Co-ordination of the course with participants from various adult education centres and communication with the Association of Adult Education Centres of North Rhine-Westphalia follow the annual rotation principle. Full-time educators who received special instruction are in charge of the individual modules.

The demand for training courses is high and the feedback is excellent. Reasons could be that the measures comply with identical parameters and that all adult education centres speak the same language.

The demand for qualification meets the increasing pressure for comparable quality standards, and course leaders are upgraded in their qualification. The communication among course leaders works smoothly and culminates in self-organised monthly meetings where didactic or methodological issues are discussed. In other words, a network has resulted in a micro-network. And finally, the "VHS" label at the *Bundesland* level has acquired a much better image. Corporate identity has established itself not only at the local and regional, but also at the *Bundesland* level.

Tillmann stresses the idea of regarding competitors as "complementors" and to enter with them into "co-opetition". Successful cooperation and allocation on the market may induce a promising impetus among educational institutions and their competitors such as enterprises and associations.

Discussion

Ingrid Trummer (Austria) asked if course leaders attended the further education courses voluntarily and if they were given more classes to teach. *Tillmann* was of the opinion that propaganda was more important than mandatory participation and that the certificate would certainly enhance the status of teaching at an adult education centre.

Beate Netrval (Austria) then reported about a successful "lecturer course" in Carinthia.

Barbara Loer (Germany) reported on a quality management system at an adult education centre in Bremen which defines qualifications required of course leaders. A slight motivating pressure should be applied. It was sensible for adult education centres to choose regionally different routes to reach the goal. All new course leaders should be induced to organise introductory events, which would in the end also serve the purpose of promoting adult education courses.

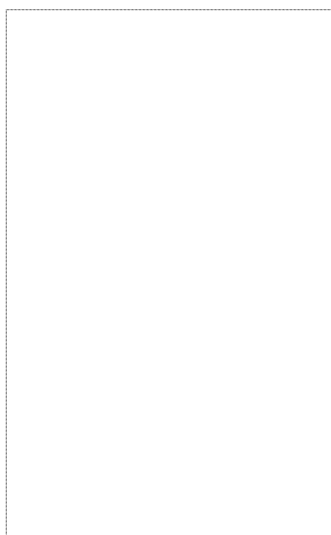
Wilhelm Filla (Austria) asked about the social and professional background of language course leaders. *Tillmann* replied that the number of trained teachers was relatively small, but that many teachers signed up for basic qualification courses.

As to the question of *Heinz Meyer* (Germany) regarding political support, *Tillmann* commented that the project was not tied to any local facilities. *Gerhard Meck* (Germany) referred to the situation in Brandenburg, where support by the *Bundesland* is granted only on the assurance of cooperative work.

Horst Quante (Germany) was of the opinion that a top-down approach like the one in Brandenburg would lead to disintegration. For him it was not clear who would be finally responsible for such developments in a democracy. He assumed that publicly promoted adult education in the regions would have to make do with leftovers such as illiteracy and second chance courses. Anything with money-making prospects would be privatised. That was his vision of the future. For this reason, he advocated local learning centres that could be controlled jointly.

Gerhard Meck thought that cooperation would only serve as a performance benchmark but that institutions could decide freely how and with whom they would co-operate. His experience in recent years had been that adult education centres were regarded rather as competence centres (capable of controlling partnerships). The free providers were leaner in staff and were generally interested in boosting their profile, which in turn strengthened the confidence in adult education centres, a development that he had actually witnessed.

Volker Otto (Germany) did not share *Meck's* positive view as, in his opinion, there were noticeable interventions by the state to systematise cooperations, etc.



Mechthild Tillmann ended the discussion by announcing a seven-day seminar 2003 (Leonardo) with English as the seminar language.

Mechthild Tillmann presents many practical examples of working in a network in adult education.

Radosveta Drakeva

The Educational Networks: Chances for Students, Tutors and Managers

Some New Trends in the Adult Education Structure in Bulgaria

Adult Education in Bulgaria is a matter of discussion both for official institutions (Ministry of Labour and Social Policy, Ministry of Education and the National Employment Services), and organisations from the “third sector” – NGOs, educational and training institutions, employers and trade unions.

The classical model of the Bulgarian educational system keeps very close links between the obtained knowledge and skills, and their certification. As a rule, in the formal education system each proposed educational programme or vocational qualification leads to both obtaining a degree, and a qualification certificate. After starting working, the further education and qualification of the employees was believed to be a task of the companies.

In the last ten years the situation has changed significantly – because of the restructuring of the economy roles have changed: more and more people need either a new qualification, which cannot be obtained in the company, or additional education in skills and knowledge which were not offered during their time at school (such as IT skills, social skills or foreign language competencies).

The structure of the adult education system in Bulgaria has also changed to respond to the updated needs – in parallel with the traditional “evening schools” which are a part of the formal vocational system, now there are a number of educational organisations (private or NGOs) which provide various non-formal education programmes:

- Centres for Foreign Languages
- IT Competencies Centres
- Vocational Training Providers – focused mainly on new qualifications for the unemployed and licensed by the National Employment Service or by the National Agency for Vocational Education and Training.

The adult education providers work in close collaboration with the national and regional employment services, the trade unions and the social partners for offering educational programmes which will be adequate to the needs of the unemployed.

The Position of Znanie Association in the Adult Education System

Znanie Association – Sofia, Bulgaria is a non-profit making organisation, established in 1990. It is a typical provider of non-formal education services, whose activities aim to respond to the needs for additional adult education.

The Bulgarian name of the organisation “*znanie*” means “knowledge”, and it is a part of a network of more than 20 knowledge-spreading societies, which covers most of the regional centres in the country. The *Znanie* societies in the regional centres are united in a Federation of the Societies for Spreading Knowledge, which does not have administrative functions, but promotes some common programmes or activities.

Znanie Association: Main Priorities, Target Groups and Activities

The main priorities of *Znanie Association – Sofia* are: education and training, analysis and consulting services, teacher training.

The activities of the Association aim to promote access to out-of-school education and life-long qualification of various groups of adults: people with low qualification, long-time unemployed, young people without qualification, people with disabilities, minorities, socially excluded people.

Being an independent non-profit making organisation, *Znanie Association* works with more than 200 lecturers, experts and specialists. The Managing Board of the Association includes 11 experts; 22 full-time employees, 50 part-time tutors and about 40 volunteers are involved in the activities of the Association and its departments.

Znanie Association offers a wide range of programmes for IT skills and foreign language competencies: In 1999 *Znanie Association* established a special department – *Znanie Centre for Vocational Training* – for providing continuing vocational qualification for adults.

The International Cooperation as One of the Main Priorities of Znanie Association

In the last few years *Znanie Association* and its departments has taken part in the implementation of various projects for vocational training of unemployed and administrative staff in partnership with Bulgarian, foreign and international training organisations. Working in partnership with institutions from the UK, Germany, Spain, Portugal, Greece, Italy, and the Czech Republic, we have the chance to share good practices and find ways for common decisions for similar problems, thus helping the people from our country to feel more involved in European activities and be more confident entering our common European home. From the very beginning of its activities *Znanie Association* has worked in very close collaboration with the German Adult Education Associa-

tion. Several projects – “*European standards in quality of light industry products*”, “*Women in Business*”, “*Ecological Tourism in the Koprivshtitza Region*” were implemented in partnership with experts from Germany, and the activities opened the doors to knowing better the European standards and priorities. Amongst the most successful Znanie Association international projects in the field of adult education in the last years were also:

- *Improving the Professional Skills of Foreign Language Teachers* – a Leonardo da Vinci Mobility project in cooperation with Management International and Dorset International College – UK, for in-service teacher training of the teachers of English as a foreign language in the Association;
- *JOYFLL – Join Your Grandchildren in Learning a Foreign Language* – a Socrates – Lingua 1 programme for motivating the people from the “third generation” to learn foreign languages, with partners from Greece, Portugal and Spain;
- *MNEMOSYNE* – a Culture 2000 Project for emphasising the importance and value of local cultural heritage and creating business activities for disadvantaged groups based on cultural heritage preservation;
- *Training and Employment* – a PHARE SMAEP project for vocational qualification of the people discharged from the steel and mining industry, in agrobusiness, public utility services, and wood protection and preservation, and encouraging employment in the municipality of Pirdop;
- In September 2002 we expect to start our participation in three *Socrates – Grundtvig Learning Partnerships* with partners from the UK and Italy, focused on education for people in small towns and disadvantaged groups.

Drakeva appreciates the great potential of the international cooperation not only in the area of exchanging good practices and creative ideas; the shared goals, curricula, approaches and training materials are also of great importance because they make the learners more confident about the quality of the obtained qualification.

Drakeva goes on to say that international cooperation is a real chance for the managers of adult education, the teachers and, of course, for the learners themselves.

COUNTRY REPORTS

The second and third day of the seminar has an optional evening programme, the so-called *country reports*. Following the tradition of the Salzburg Talks, participants have the opportunity during evening hours to present issues and discuss subjects that are not directly connected with the theme of the Talks. The political situation of a country, current social developments may be dealt with, special projects, or the adult education system of a country in general.

On the occasion of a visit by a delegation of six adult educators from China, one evening programme was devoted solely to China and its adult education system. The report from China can be considered a rarity and is therefore presented verbatim in this documentation. The reports from Switzerland, the United Kingdom, Russia and the Czech Republic are given in an abridged version.

Olga Agapova, Tatjana Moukhlaeva

Adult Education in Russia

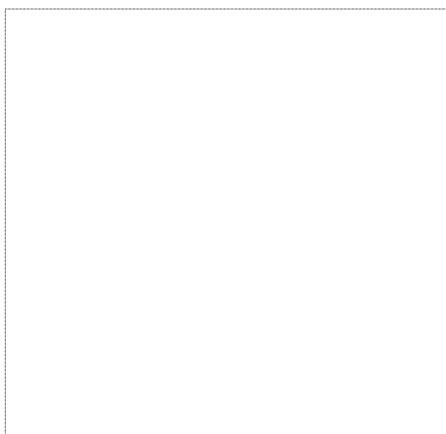
Olga Agapova, Deputy Manager of the International Institute for Cooperation of the Association of German Adult Education Centres – Project Office for Russia, and *Tatjana Moukhlaeva*, engaged in teacher training at the St. Petersburg University and as a scientist at the University's Institute of Adult Education and at an Adult Education Centre, presented a joint report.

Agapova reports on the structure of adult education in Russia. Trends she has recognised in recent years are an increase in the provision, and generally higher prices in the education sector. NGOs organise continuing education programmes for other NGOs, and adult education has now also started to penetrate rural regions. There is easier access to information and communication technologies and there is a more democratic approach to cooperation. In spite of these partly positive developments, there is still no law and no national concept on adult education and, with a few exceptions, there is no public funding. In addition to the organisational problems such as lack of materials, contacts and information, the instability of organisations and the fact that customer focus has become an absolute must, adult education in Russia is also con-

fronted with a lack of public awareness. In concluding, *Agapova* presents projects from various regions.

Moukhlaeva reported on cooperations in regional education projects. Cooperations in regional adult education – according to *Moukhlaeva* – are, however, relatively poorly developed. It seems thus to have some relevance in her opinion to trace the effects of cooperations, and she asks, among other things, the following questions: What is required for cooperations to develop? Is it conceivable that subjective or personal factors can disturb cooperations to such an extent that they fail to develop despite a full range of positive objective factors? Which groups in adult education are most interested in cooperations?

The list of questions is far from exhaustive.

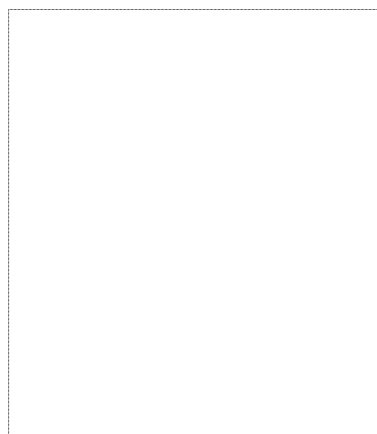


Olga Agapova and Tatjana Moukhlaeva (right) report on Russia.

Ilona Bartošová

A Cultural Contribution from the Czech Republic

Ilona Bartošová from the National Language School in Prague presents a video on the culture of the Czech Republic.

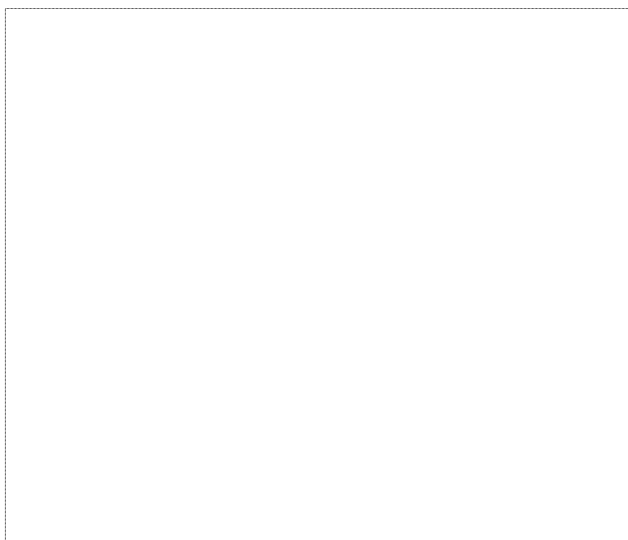


Ilona Bartošová provides a cultural contribution from the Czech Republic.

Ronald Wilson

Aspects of Political Education Presented on the Occasion of the Constitutional Amendment in the United Kingdom, taking Scotland as an example.

Ronald Wilson, nestor of adult education in Great Britain, reports in his contribution on the constitutional amendment in the United Kingdom, taking Scotland as an example. He starts with the historical development of the two kingdoms of Scotland and England. After 1603 they were ruled by a dual monarchy and were politically united in 1707 by the Treaty of Union, with the seat of both parliaments being in London-Westminster. Centuries of English domination and Scottish demands for "Home Rule for Scotland" followed, according to *Wilson*. The Scottish Covenant, drawn up in the middle of the twentieth century, finally led to the Scottish Constitutional Convention (SCC) in 1989, which was mandated to prepare a constitution for Scotland. In addition to "A Claim of Right", the SCC Committee recommended a working plan divided into three parts: Elaboration of a draft for a Scottish parliament, mobilisation of the public opinion and negotiations with the government of the United Kingdom. Such a programme, according to *Wilson*, is equivalent to an act of political adult education. The elections in 1997 resulted in an overwhelming majority for the Labour Party and, in the referenda carried out thereafter, 74.3% of the votes were for the establishment of a parliament in Scotland. The election to the first democratic parliament for Scotland (the first in Great Britain with proportional representation) took place in May 1999.



Wilson claimed that if not all factors had been mobilised for this final goal, this change would never have come about so smoothly.

Ronald Wilson reports on developments in the United Kingdom.

Peter Wirth

A Report on Illiteracy Trends in Switzerland

In his introduction, *Peter Wirth*, Director of Adult Education at the Department of Vocational Training in the Canton of St. Gallen, Switzerland, refers to findings of an OECD study on the reading competency (literacy) of adult persons. According to this study, 9% of the Swiss population have a rather low level of literacy.

Peter Wirth goes on to define "illiteracy" as the inability of people to apply basic skills to written information after having attended school for nine years. In order to create political awareness of the prevention and avoidance of illiteracy, a broad-based, stepped-up political discussion is imperative.

Peter Wirth then analyses causes and effects of illiteracy and stresses that urgent harmonised measures to fight illiteracy among schoolchildren and adults need to be taken. In addition, matching strategies in the fields of economic, employment, social, integration, and cultural policy have to be developed to combat illiteracy. These strategies have then to be co-ordinated with the education sector, in order to create professional instruments for preventing and fighting illiteracy.

Shi Long

Adult Education in China

Context of adult education development in China

Profile of China against which adult education has evolved

	Status	Notes
Foundation of P. R. China	1949	
Total population	1.27 billion	
On-job population	700 million	
Nationalities	56	Han ranks first
Provincial level administrative areas	35	
Territory area	9.6 million square kilometres	
Opening up and reform policy	Launched in 1978	
Average growth rate of national economy	8.3%	1996-2000
GDP per capita	848 US Dollars	2000
Entry into WTO	Dec. 11 th , 2001	

Profile of Education in China

Category	Status	Notes
Number of schools	1.49 million	2000
Enrolment of Students	321 million	2000
Compulsory education	9 years	Population aged 15 and above have received 8 years of education on the average in 2000.
Enrolment rate of primary school children	99.1%	The calculation is based on local policy for school age and schooling
Transition rate of primary graduates	94.89%	1996-2000
Gross enrolment of lower secondary school children	88.6%	1996-2000
Transition rate of lower secondary graduates	51.1%	1996-2000
Gross enrolment rate of upper secondary school children	42%	1996-2000
Gross enrolment rate for higher education	11%	1996-2000

*Source: China Education Statistic Almanac, People's Education Press, 1990-1999, 1991-2000
Education Statistic Report, Development and Planning Department, Ministry of Education, Volume 1, 2001.*

Educational System of China

The educational system falls into 4 parts, namely, basic education, vocational education, higher education and adult education.

- *Basic education* – refers to pre-school education and regular primary and secondary education. Primary education is 6 years schooling, while secondary education covers lower secondary and upper secondary, 3 years respectively.

- *Vocational education* – is based on secondary vocational and technical education at upper secondary level and embraces regular secondary specialized school, technical schools (for training skilled workers), vocational high school, and a great variety of short-term vocational and technical training courses. Enrolment in secondary vocational technical schools constitutes 56.47% of total enrolment of secondary schools (1999).
- *Higher education* – refers to post-secondary undergraduate and postgraduate programmes, among them, the post-secondary Da Zhuan programme lasts 2-3 years, the bachelor programme 4 years, with the exception of medicine and a few engineering programmes lasting 5 years.

Adult education in China – an Important Component of the National Education System

Review of Development of Adult Education

In China, Adult Education is a relatively evolving concept. Adult education may be traced back to as early as around 500 BC, when Confucius (551-479 B.C.) put forward the idea that “everybody should be educated regardless of his or her age, sex, trade” A similar saying to “One is never too old to learn”, it also reveals the origin of the idea of adult education.

Since the foundation of the People’s Republic of China, adult education in China has undergone several phase of development as follows:

- The first-generation leaders of China initiated Chinese adult education in March 1950, when Chairman Mao Zedong announced at the National Worker and Farmers Education Conference, “Education should open the door to workers and farmers”. That set the solemn task that Chinese people should carry out spare-time education for workers and farmers.
- Based on the achievements made by the first-generation leaders, the second-generation leaders paid great attention to resuming and developing adult education after the ten-year Cultural Revolution. In 1977, the late comrade Deng Xiaoping pointed out, “Education should walk forward on two legs. With regard to higher education, the college is one leg, and the other leg is all varieties of study-work and leisure-time programmes.”
- The third-generation leaders of China continue to put emphasis on adult education. Jiang Zemin said at the 14th National Congress, “Economic construction must depend on science and technology and the improvement of the labourer’s quality”.

He pinpointed that great efforts should be made to develop human resources, to turn the heavy population burden into primary human resources. In May 2001, the Chinese Central Government convened the "National Conference on 2001-2005 Cadres Education and Training Planning", which further stimulates the teaching staff of cadres' education all over China to make even greater progress in adult education.

Conceptualization of Adult Education

In history, adult education was once called leisure time education, farmer-worker education, regarded as a "continuation, supplement and extension of formal education". As economy and society develops, as well as being impacted by international education development, China's conceptualization for adult education has changed radically.

Today, adult education is recognized as

- a. an important component of the national education system;
- b. targeted at all adults in society;
- c. aiming at meeting citizens' ever-increasing educational demand and elevating their ethnic and intellectual quality;
- e. encompassing:
 - in-service training for workers, farmers, managers, professionals and other people;
 - second chance education for school-leavers;
 - basic and occupational education for employees who have not finished secondary or higher education or reached certain professional qualifications yet;
 - Continuing education for those who have received higher education and pursue further study;
 - A variety of socio-cultural education programmes and leisure education programmes for adults.

Adult Education System and Structure

Governmental Administration

The Ministry of Education, the highest education authority in China, is responsible for overall planning, comprehensive coordination and macro control of adult education.

In the educational authority at provincial, autonomous region and municipal level (municipalities directly under central government), there are departments responsible

for development and planning, macro guidance, supervision and inspection of adult education.

Cooperation of Non-governmental Agencies

Apart from governance by the Ministry of Education and the local educational authority, many non-governmental agencies are actively engaged in adult education, for instance, the National Trade Union, the National Federation of Women, and the Youth League, encouraging and ensuring employees, women, and young people to participate in adult learning. Besides, several umbrella organization, mostly NGOs, such as the China Association for Elderly Education, the China Association for Employees' Education and Occupational Training, the China Association for Continuing Education Projects, etc. have been actively involved in adult education development.

Spectrum of Adult Education Programmes

The diversity of adult educational activities has resulted in diversification in the forms, levels and patterns of adult education programmes:

- In terms of levels, it includes adult literacy, primary education, secondary education, higher education and continuing education;
- In terms of venue, it includes formal adult education, workplace-based adult education, community adult education and rural adult education;
- In terms of learning outcomes, it includes diploma adult education (in which graduates are granted a diploma) and non-diploma adult education (in which graduates obtain a training certificate rather than a diploma at the end of training). Among them, non-diploma education covers on-the-job training, job-transferring training, postgraduate continuing education. It should be noted that adult education in China puts an equal premium on diploma education and non-diploma training, diploma and vocational qualification certificate;
- In terms of the nature of educational activities, it includes basic knowledge and skills education, vocational and technical education;
- In terms of education provision, it includes independent adult schools, adult education institutions affiliated to regular institutions such as adult education colleges, night universities, self-taught examination programmes, correspondence school, training courses for in-service training or remedial study;
- In terms of learning approach, it includes TV and radio education, correspondence education, self-taught education and E-learning, etc.

Adult Education Research

Research networks have been formed at national and provincial/municipal levels that embrace independent adult education research institutions, adult education research institution affiliated to Higher Education Institutions (HEIs), and other non-governmental and academic bodies.

Besides, there are more than 100 journals and newspapers focusing on adult education. The China Adult Education Development Forum was held on a regular basis.

Beijing Academy of Educational Sciences (BAES) is a professional research institution that provides educational research and advisory services for policy-makers, administration departments and adult education institutions. The adult and vocational research institute of BAES is responsible for policy-making consultation and research programmes. BAES successfully organized the 6th "China Education Development Forum" in 2001.

International Exchange and Cooperation

It should be noted that BAES has developed cooperative projects on community college and adult vocational training, etc., jointly with partners from countries such as the US and Australia. It has also extensively developed theoretical and practical study on lifelong learning. In cooperation with the National Commission of UNESCO for the People's Republic of China, the American Association for Adult and Continuing Education and the Socrates programme of the European Commission, BAES successfully organized the "International Conference on Lifelong Learning" in Beijing in July, 2001 with 200 participants from over 30 countries.

Achievements in Adult Education

Two decades after opening up and reform have seen the rapidest development of adult education in China. Adult education has elevated citizens' professional quality, and trained various specialized talents, which have all made a considerable contribution to economic construction and social development.

Major Achievements

Adult Literacy has made Unprecedented Progress

Adult literacy eradication is a significant task that concerns the basic quality of nationals and is in the interest of the common people. China has basically achieved the goal of eradicating youth and adult illiteracy by 2002. The illiteracy rate decreased

from 18.5% in 1978 to below 5% in 2000 while the illiteracy rate of the overall population decreased from 22.2% to 15% in 2000.

Rural Adult Education

In China, 80% of the population resides in rural areas. Development and betterment of the rural adult education system has a decisive influence on the establishment of life-long education in China. Thanks to government's support, by 2001, 93% of counties, 94% of townships and 64% of administrative villages had set up their own rural literacy and technological schools. A nationwide education and training network has been formed that comprises vocational education and adult education centres, townships adult schools and rural literacy and technical schools.

Employees' Education, In-Service Training, Continuation Education

With employees' education, in-service training, continuation education, hundreds of millions of employees and farmers have undergone various forms of education or training. Through scores of years' efforts, in-service training and continuing education have become the centrepiece of adult education in China.

Formal Adult Higher Education and Secondary Adult Education Programmes

Formal adult higher education and secondary adult education programmes have created a new platform for training adult talents. A new structure with regular HEIs and adult HEIs complementing each other have enjoyed coordinated development. The last 2 decades have seen 8.5 million students graduating from 2-3 year or 4 year under programmes and 35 million labourers undergoing various kinds of high-level on-the-job training and continuing education.

Schools and Universities run by Social Forces Developed Rapidly and Schooling System Reform made a Great Breakthrough.

The Chinese government encourages and supports multi-forms of schooling by social forces. According to a statistical survey in 2000, schools and universities run by social forces, of various types and at various levels, amounted to over 54,300 with an enrolment of 7 million students. Among them, most are adult education and vocational training institutions. The education provided by society is becoming a new growth point of the country's educational development.

Experiences and Characteristics

Adult Literacy Education

The large number of adult literacy and technical schools have become rural bases for disseminating knowledge and skills, extending technological expertise. After fulfilment of the task of wiping out youth and adult illiteracy, adult education has shifted from literacy education to post-literacy technical training, citizenship education and socio-cultural education.

Success in rural adult education should be attributed to the following experiences:

- Institutional establishment
- Strengthening supervision and inspection
- Integrated planning of primary education, literacy education and post-literacy education
- Educational content relevant to trainees' work and life
- Flexible teaching approach responsive to local geography and personal needs, etc.
- Multi-channel sources for funding
- Evaluation and assessment on a regular basis
- Motivation/awarding mechanism

Self-taught Examination System

As an innovative education mode in the context of social development in China, the self-taught examination system was initiated in the 1980s. It combines self-directed learning, self-made choice of tutoring institution and national accredited examination and has been well received for its flexibility, cost-effectiveness and accessibility.

- Open to all the potential applicants: without restriction on qualification, recruitment plan or entrance examination, anybody, even a convict, is allowed to take the exam.
- Open to all potential resources: all members of society, regardless of schools, universities and colleges, social bodies, or individuals are allowed to participate in tutoring. For the time being, about 50% of regular HEIs are involved in tutoring provision for self-taught examination, with active participation by adult HEIs.
- Open to all trades: with flexible curricular design, it takes into account of the ever-changing demand for trades. Some disciplines were started at the behest of trade unions.

- Open learning approach: relying mostly on individual learning, the learner may also resort to lectures, correspondence, radio, TV, videotape, etc., for tutoring.

To date, self-taught examination programmes have accepted 104 million applicants, turned out 2.9 million tertiary graduates and 401, 500 secondary graduates.

Among other higher education programmes, the self-taught examination programme enjoys the least state input, least educational expenses and good social credit. It has more and more become the best choice of continuing the education of the common people. Qualifications and diplomas obtained via the self-taught examination programme have been recognized as equal to formal education in many foreign universities and colleges.

Latest Developments in Adult Education

The Chinese government attaches great importance to the role of adult education in the transitional period and in the modernisation drive. It has been studying approaches and forms for the provision of adult education and seeking new growth points for adult education development.

To Accelerate Establishment of a Lifelong Education System and Advance Toward a Lifelong Learning Society

To build a lifelong education system as well as building a learning society is not only a world trend but also an important aspect of China's national strategy of invigorating the country through science and technology. Thus it is considered as a prominent task and theme of adult education reform and development.

To further enlarge community education the pilot Action Scheme for Invigorating Education in the 21st Century formulated by the Ministry of Education set the objective of "Developing a community education pilot, to build a lifelong education system and elevate nationals' quality". In the document, "Enlarging community education pilot" was put forward as a key task during the Tenth Five Year Plan.

Community education started in China 20 years ago. Focusing on adult education, the community education pilot launched by the Ministry of Education aims at promoting community members' morals, occupational skills and life quality. It organized a great variety of education and training programmes and attempted to foster such learning organisations as "learning family", "learning institution" and to create a favourable environment in which "everybody is a learner".

To Improve the Modern Distance Education System and Build a Networking Platform For Lifelong Learning

The Chinese government attaches great importance to modern long distance education as a strategy to balance development between eastern and western regions and aspires to achieve leapfrogging development through long distance education.

To Accelerate Regulation, Marketing and Internationalisation of Adult Education with China's Accession to the WTO

China's accession to the WTO brings another opening up and reform drive following that of 1978. The time is now ripe for the reform and development of adult education. Great efforts have been made to accelerate regulation, marketing and internationalisation of adult education. The newly revised *Regulation for Joint Venture Schools* will be released very shortly. Governments at different levels are formulating their *Action Scheme for Education after China's Entry to the WTO* for their own area or region.

Chief Objective and Tasks for Adult Education during "Tenth-Five"

The "Tenth Five-Year Plan for Economic and Social Development" has set an overall goal of educational development in China for 2001-2006 as "to develop vigorously vocational education and training, develop adult education and other continuing education and eventually build a lifelong education system accessible to every member of society."

Task 1. To strengthen in-service training and continuing education, integrate post-service training into vocational education, hence form a lifelong training system aiming at improvement of labourers' quality and occupational skills

Task 2. To take the all-round promotion of quality-oriented education as a core task of educational reform in the 21st century.

Task 3. To develop adult schools, training institutions run by trades and enterprises, and 3-level adult education networks (county, township and village levels) as well as various forms of community education programmes .



All participants have come to listen to the optional evening programme. *Wang Yan* reports on adult education in China and acts as interpreter for *Shi Long* and *Guan Qingz* (2 from the right) from Chinese into English, the seminar interpreters translate into German. *Anneliese Heilingner* acts as moderator.

Main Problems of Adult Education in China

- Lack of legislative backing without any law for adult education.
- The operational mechanism of adult education does not accommodate the socialist market economy: a operational mechanism oriented toward market demand has to be developed.
- Adult education lags behind with regard to training form, training approach, evaluative system.
- Diploma is overvalued.
- Theories and professionalism are far from adequate.

Conclusion

It is undoubtedly a most challenging cause but also a most vigorous cause to provide 700 million population with adult education in China. As I mentioned before, the overall development of adult education in China still lags behind and is still confronted with obstacles rising from historical factors. To achieve the goal of meeting all adults' diversified educational needs and boosting economic and social development, there is a long way to go.

In the course of intensifying opening up and reform, China has placed much value on the experiences gained by European colleagues as well as other countries in the world.

The Chinese guests express their hope for further cooperation.

TRANSNATIONAL ISSUES

Transnationality and networking in EU projects headed the agenda on the third day of the Talks.

In the morning, a *workshop* was held which dealt with the management of EU projects, experience with EU projects, the opportunities they offer and help structures which might prove useful for the projects; simultaneously two *specific EU projects* and their results were presented.

Holger Bienzle

Workshop: Transnational Project Management

At the beginning of the workshop *Holger Bienzle*, representative of the Socrates National Agency in Vienna and responsible for adult education and the Grundtvig programme, asked the workshop participants about their previous experience in the implementation of EU projects in adult education.

Positive experience includes the opportunity to open up new contents, to obtain stimuli for innovations, to experience cooperation with new partners, and to maintain a new culture of cooperation, e. g. with southern countries. EU projects are a "gate to the world". Positive experience is further enhanced if prior debates and discussions are held. Negative experience includes problems with advance financing and national co-financing, complicated application procedures, the issue of exploitability after the end of the project, the contradiction between extremely short application periods and the exceedingly long period required for formulation, a lack of transparency concerning the curtailing of funds, long delays in approvals, unclear resources, a focus such that large institutions are favoured, no subsidies for research projects with historical focus, failure to consider certain changes - such as when one partner withdraws from the project and time is needed to find a new partner -, project means are not suitable for increasing basic funding.

Holger Bienzle summarised three core issues:

- frequent negative experience with the *implementation of these programmes*,
- problems regarding *application*, also in relation to the chances of success,

- issues concerning the specific project implementation, handling and project management.

Project Management

Bienzle recommended taking into account the organisational framework conditions in particular before the start of the project and presented a tool for transnational project management specially developed for EU projects, in particular Socrates projects, namely the "Survival Kit".

This guideline for coordinators of EU projects was itself the result of a project and was developed by experienced Comenius coordinators and Socrates project managers from Great Britain, Finland and Austria. At the heart of the "Survival Kit" there is the project coordinator, who occupies a key role in EU projects. *Bienzle*, however, equally emphasised the necessity to build teams in the sense of a participatory approach. The "Survival Kit" is structured along the lines of the individual project phases ranging from project planning to project organisation, team building and project meetings up to evaluation and dissemination, and furthermore contains a separate section on contractual and financial management. At the end of his presentation, *Bienzle* referred to the website www.sokrates.at/survivalkit with the "Survival Kit" to download.

Discussion

In the discussion *Amos Avny* (Israel) pointed to his previous experience with research and development projects in which there was always a precise definition of aims and objectives, and spoke in favour of somebody being personally responsible for the implementation of a project. *Bienzle* stated that it was necessary to specify the project objectives already in one's application. Often projects lacked clearness and objectives and activities were mixed up.

In *Wilhelm Filla's* (Austria) opinion the skills of project management were promising and essential. He stressed how important it was to effect a long-term change in awareness at the basis, but was also aware of financial problems. *Bienzle*, too, sensed a vague rejection of EU projects. The Survival Kit constituted an attempt to rid people of their fears by providing aid and assistance and ensuring surveyability.

Bernard Godding (United Kingdom) missed any evaluation of the project's success, which had to be seen in connection with the shortage of funds – a fundamental deficiency. *Bienzle* said that projects were regularly measured by their results but that in the meantime an awareness had been created of the relevance of the process and of

continuing success in learning. In application information meetings, he always recommended that one should focus on the process and process evaluation but beyond that keep the scope of the project rather modest.

Specific EU Projects

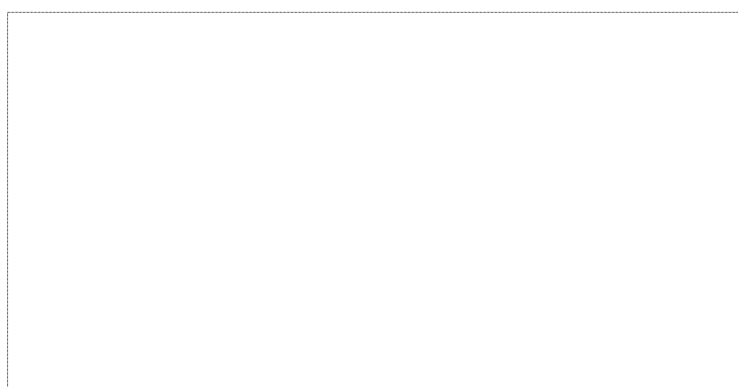
In the second part of the workshop, possible plans and cooperations within the scope of Grundtvig were discussed.

Participants introduced ideas and specific plans for EU projects, and *Holger Bienzle* and *Monika Oels* from the European Commission gave recommendations on application procedures. There were discussions of education policy relating to the issues mentioned above.

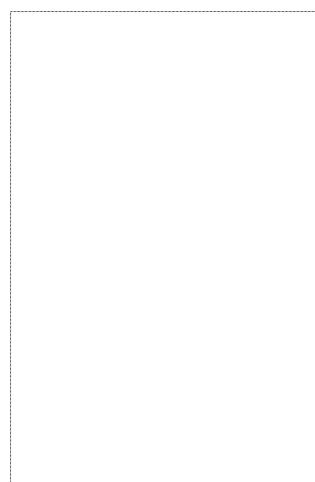
More specifically, the following issues were addressed: non-formal education, education counselling for migrant children and training for foreign correspondence clerks in Central and Eastern European countries and subsequently foreign language skills in general, illiteracy/promotion of literacy/general education as a fundamental problem in Europe, the "Salzburg Talks" in various countries, but for educators, and an Alpine-Adriatic adult education centre.

Discussion

Not only were there intense discussions on the subjects in question in the plenary, but there were also workshops in small groups organised on subsequent days. Ideas for projects were discussed there.



Radosova Drakeva (Bulgaria), *Monika Oels* of the European Commission (centre) and *Stefan Vater* (Austria).



Holger Bienzle of the Vienna Socrates office is in charge of the morning workshop.

Ute Grun

EU Projects of the Adult Education Centre Hoyerswerda for Vocational Further Education

After some introductory remarks on the town Hoyerswerda in Saxony and on the environment and the self-perception of the Adult Education Centre Hoyerswerda, *Ute Grun* reports that in the region of Hoyerswerda, in former times a centre of mining and processing brown coal, a lot of enterprises had to close down and consequently the unemployment rate rose to about 25%. So as to offer the great number of unemployed people a wider spectrum of opportunities, the Adult Education Centre Hoyerswerda opted, according to *Grun*, for a new way "through Europe" and since 1995 has been cooperating in a number of most varied projects with twelve other partner institutions in eight European countries. These projects were supported financially by the European Commission. It is the objective of these projects to qualify the participants, thus raising their employability, because by taking part in European further education projects these people demonstrate not only interest and the willingness to work, but also a high degree of flexibility. Since 1995 more than 350 persons have taken part in various European projects (Socrates, Leonardo da Vinci). According to *Grun*, one step after the other has been taken and an infinite variety of approaches has been used to get into the work which the participants as former GDR residents were hardly accustomed to. The projects received financial support and expert counselling mainly from the Carl Duisburg Society.

Partnership Projects

One of the most popular programmes with the highest participation rate over the years is a further education programme for language trainers and language lecturers in the area of "methodology of the English language". The partner institution in this case is the Bay Language School in Ireland. The project was made possible thanks to the Socrates Programme, Lingua, Action B. *Ute Grun* explains that one drawback, however, is the fact that a short time ago applying for the programme centrally was stopped, which meant that the number of participants dropped, although the Adult Education Centre of Hoyerswerda acts as service centre for helping with the application procedure. In the category Socrates Lingua, Action E, the Adult Education Centre Hoyerswerda cooperates with a large number of training institutions in the region. This programme offers apprentices the possibility to do part of their training abroad. For this purpose

certain items of the curriculum were harmonised with the European partner institutions, enabling pupils of either institution involved to work on a certain project theme while abroad. Examples are a project in cooperation with a Finish education centre and the project "Irish Seafood" realised together with the Bay Language School in Ireland.

In the course of time the Leonardo da Vinci programme also helped to address the most varied lines of occupation in the region. Projects were offered in the fields of administration, hotel and catering trade, gardening and landscape design, tourism, etc. In Finland the top-quality technical equipment of the partner institution could be used for further training in communications technology, and in Italy and Ireland projects combining language courses with on-the-job training were carried out. The idea was to meet the requirements of the region in order to get a maximum of participants.

The Adult Education Centre Hoyerswerda is also active in the Grundtvig programme. So far three pilot projects have taken place, specially dealing with the preservation of old traditions. British and Finish partners were involved in the project "From raw material to finished product – old craftsmanship in its tradition" and a video film and a booklet were the result of the joint efforts. In the meantime the video and the booklet are being used as teaching material in several schools. What was particularly important in this project was the traditions of the region and the support by the Sorban population. A similar project was developed around the topic "Living and working in historical buildings". In addition to all that, further education for lecturers takes place in the partner institutions to give all lecturers the possibility of individual further education.

Finally. *Grun* emphasises that new project ideas which carry on the "European idea" are constantly being developed. A fine example of cooperation is the fact that in the course of these project activities Huittinen in Finland and Hoyerswerda have become twin towns.

Ingrid Ambos, Stephanie Conein

Scientific Support of the BMBF Programme "Learning Regions – Promotion of Networks"

The report of *Ingrid Ambos* and *Stephanie Conein*, members of the scientific staff of the German Institute of Adult Education, deals with the scientific guidance of the BMBF programme (BMBF = Bundesministerium für Bildung und Forschung / Federal Ministry of Education and Research) "Learning Regions – Promotion of Networks".

Learning regions

Since mid-2001, the Learning Regions programme has promoted the launching and extension of networks overarching educational sectors and institutions. Within these networks, innovative measures in the field of lifelong learning are to be developed and implemented. This programme is the core of the action programme of the Federal Government "Lifelong Learning for All" – a contribution to the European Memorandum on Lifelong Learning. The programme is financed not only by the Federal Government but also by the European Social Fund and is implemented in cooperation with the *Bundesländer* governments. In this context, the term *region* is defined pragmatically and openly, relating to both space and function. Starting points are the demand and the prospective development of a region. It is assumed that the regional level is the most suitable level for establishing a new way of learning. The strategy is based on a joint responsibility for networking and cooperation. Networks thus offer lasting ties between different providers from different fields, between supply and demand.

Promotion of networks

So far, 83 networks have been promoted in their planning and implementation phases. Promotion is degressive, in other words it is gradually reduced. The networks have to file extensive applications. The German Aviation and Aerospace Centre (DLR) as project owner supports the applicants via the Internet and workshops. Scientific guidance and support is also provided.

Scientific guidance

Scientific guidance consists of an extensive multi-stage programme lasting for several years. A separate network has been set up in the form of an interdisciplinary consortium consisting of

- the German Institute of Adult Education (DIE), dealing mainly with continuing education and issues of educational policy,
- the Department of Business Education and In-service Training and Further Training at the Gerhard Mercator University in Duisburg, focusing on interdisciplinary issues of networking and cooperation,
- general education and educational research at the Ludwig Maximilian University in Munich, working especially on target-group-related issues, and
- the German Institute of Economic Research (DIW) in Berlin, which studies the impact of the programme on the labour market and career prospects.

The Federal Ministry of Education and Research has commissioned the consortium to evaluate the programme. The consortium, however, acts only at the network level. It has no influence on decisions concerning funding.

Sectors of evaluation

The programme evaluation concentrates on five sectors that are derived from the programme objectives and the definition of tasks, and that structure the content of the analysis:

- cooperation and networking of relevant players,
- profiling and development of the regional educational landscape,
- addressees and target groups of network activities,
- regional labour market situation, employment situation and effects,
- transfer potentials.

In module 1, the networks are documented and conceptually specified. Types are formed and selection criteria for the steering committee are established on the basis of expert dialogues and evaluations of the minutes of meetings. In module 2, implemented networks and innovative measures are analysed by a breadth analysis (monitoring of programme process of all networks and analysis of employment effects) and by a depth analysis (12 case studies of networks in the implementation stage). In module 3, non- (i. e. no longer) promoted networks are analysed.

Discussion

Christine Teuschler (Austria), *Regina Siewert* (Germany), *Ingrid Gappisch* (Liechtenstein) and *Gerd Matzky* (Germany) asked about the demand situation in the regions, the networking of contents and the competition. *Ingrid Ambos* and *Stephanie Conein*

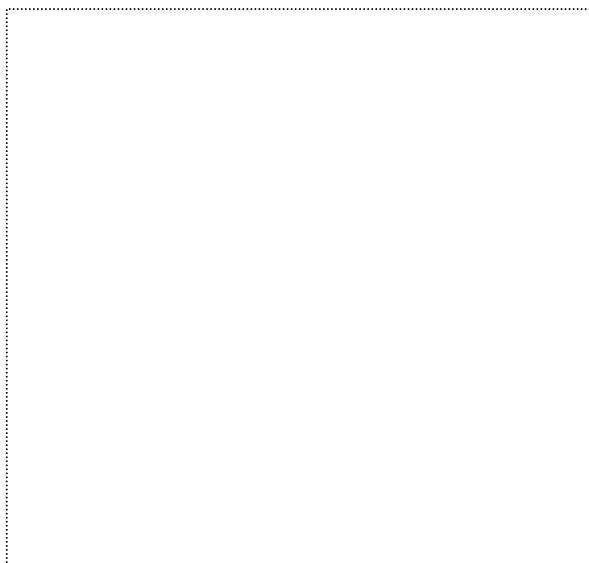
replied that an idea often originated from an individual, but that profiles were also developed by regions, starting with incentive meetings, with group pressure often stimulating people into action.

Peter Wirth (Switzerland) mentioned that the term *network* was used here for what he would call *organisation*.

Gerd Matzky critically remarked that a one-year planning phase would have to be guaranteed and that the procedure seemed to be too chaotic. *Alfred Lang* (Austria) commented that in his experience it was always the project member who had to take the blame. *Ambos* responded that networks could also submit outline projects and that the *Bundesländer* were involved in the selection of projects. Only thereafter were networks asked to submit their detailed applications.

Ingrid Gappisch commented that the (im)possibility of reaching uninterested sectors of the population was the sore point of all adult education organisations.

Heinz Meyer (Germany) regarded this project as an experiment to establish a new way of marketing by combining different provisions. It remained to be seen whether the Ministry would finally succeed in passing on genuine experiences, or whether only add-on strategies would be applied. He stressed the relevance of remuneration seen from the position of the participants, which could also be regarded as a political issue. In this context, *Alfred Lang* referred to the issue of "educational accounts". Knowing that there is money waiting to be spent, such accounts could provide a certain incentive.



Stephanie Conein (left) and *Ingrid Ambos*, both from the German Institute of Adult Education, discuss the scientific support of networks.

EUROPEAN NETWORKS

Wednesday afternoon was also devoted to the European dimension in relation to the issues of cross-border networking and cooperation. Topics ranged from the level of the European Commission in Brussels to specific EU projects.

Monika Oels

Invisible and Visible Education "Networks" in Europe and on an International Scale

At the beginning, *Monika Oels* as the representative of the European Commission in Brussels reported that the Directorate-General for Education and Culture had for several months been responsible for lifelong learning (the previous focus was on vocational training). Furthermore, she mentioned important players and resolutions adopted in international continuing education, specifically: the UN, in particular UNESCO (Jomtien/Dakar 2000 follow-up), CONFINTEA V 1997 Hamburg follow-up, Sofia 2000 (for Europe), G8 resolutions of Genoa and Canada 2002, UN World Summit at Johannesburg. As regards the G8 resolutions, *Oels* pointed out that since Genoa also education policies had been adopted which were generally formulated also to cover adults, but the emphasis of the action plans had always been on schooling. The UN World Summit in Johannesburg was held with the title "Sustainable Development", with this concept comprising education as a central issue. In her opinion adult education must be made visible, also on a global level.

Subsequently, *Oels* gave a short overview of institutions and bodies of the EU and enumerated the principles of the EU, namely gender-mainstreaming, fighting racism and xenophobia, equal opportunities for people with disabilities or other disadvantaged groups, social and economic balance, sustainability and inter-cultural dialogue.

As the basis of the EU's education policy she mentioned the following focuses:

- improve access to education and promote the achievement of the highest level of knowledge possible (European mobility programmes such as Socrates, Erasmus, Grundtvig),

- improve quality and innovation in education in the EU (Socrates, initiative of the European Quality Forum, etc.).

The objectives report submitted by the Council and the Commission in 2002 specifies the improvement of the quality and efficiency of education and vocational training systems, making access to all education and vocational training systems easier and opening up education and vocational training systems for non-European countries ("open to the world", as quoted by *Oels*).

With regard to the issue "EU and continuing education" *Oels* enumerated several programmes, such as education of consumers, development policy, lifelong learning, national action plans in the fields of employment and social policy or EFQM and emphasised that grants and subsidies were available from various institutions (e. g. "Daphne" for the fight against violence against women, "Enlarge" as the programme for Eastern Europe). She emphasised that not only in the Directorate-General but also in the respective national Ministries of Education grants and subsidies could be obtained. The subsidies for the European Year of People with Disabilities, for example, are allocated on a national level (in most cases to the respective Ministry of Labour). Ultimately, *Oels* pointed to further current programmes and the EU Memorandum on Lifelong Learning. In her opinion, adult education centres (e. g. with the programme of the learning regions) are relevant institutions in bringing learning closer to people.

Holger Bienzle at various points reported on previous experience with Grundtvig projects on a national level.

Discussion

Heinz Meyer (Germany) asked Monika Oels about the difference between her job as the head of an adult education centre in Berlin and her work for the European Commission. To her, Europe was a challenge. She suggested a symposium on European education policy, as there were some 130 programmes of adult education available in the European Commission.

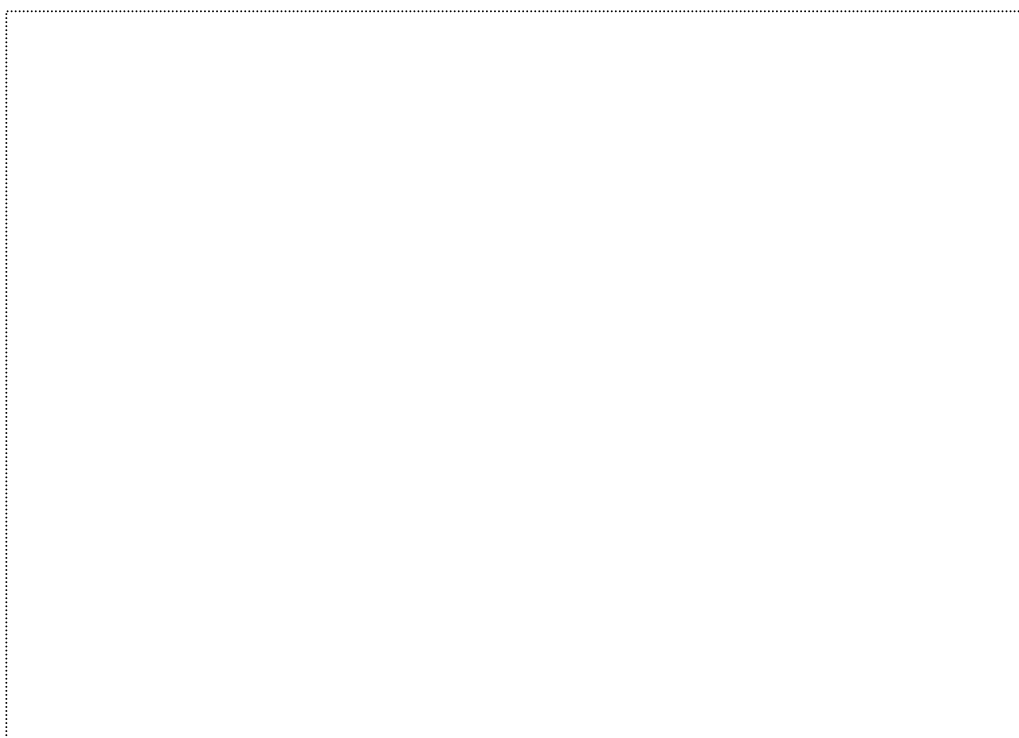
Jörg Wollenberg (Germany) enquired about educational objectives and whether there was a more recent declaration of intent of the EU to prevent the reduction of education to vocational skills. *Oels* said that it was a disadvantage of professionalisation that the learner-focused approach was being pushed into the background.

Barbara Loer (Germany) asked whether there was an EU member state which did not treat vocational qualification and continuing education as synonyms. To *Oels*, Germany

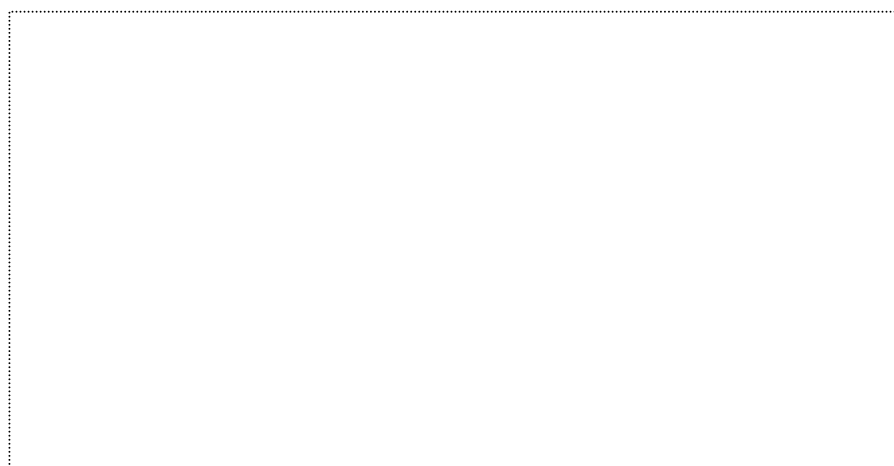
was a pioneer in this respect. In France there were attempts to separate these spheres, the trend was also changing in Southern Europe.

In Northern Europe, adult education was currently being curtailed. *Oels* expressed the opinion that these reductions should be made visible on a European level, because it was the same ministries which cut the funds for adult education and at the same time work out papers on a European level.

Stefan Vater (Austria) was critical towards the optimism of this attitude.



Monika Oels on EU Programmes and their approach to networking. *Hubert Hummer* acts as moderator.



Eszter Bojárski (Hungary), *Ute Grun* (Germany) and *Elena-Adriana Cimpean* (Romania) (from left to right).

Leander Duschl

From Competence to Qualification

Leander Duschl of the adult education centre in Linz presents an EU project for the *certification of not formally acquired qualifications*. The Linz Adult Education Centre acts as project co-ordinator. The objective of this project is the development of instruments and methods for the evaluation, recognition and certification of abilities, knowledge and competences that have been acquired by experimental methods of learning, self-directed learning, or informal training. Three competences are being assessed: communicative competence, social competence and management competence. All future-oriented competence areas or key qualifications, which have so far not been sustainably established in traditional systems of education and training, are thus addressed. The target group for these instruments and methods are adults who want to have their abilities, knowledge and competences that were often acquired in an unorthodox way, recognised, certified, and put to use. The project runs from March 2001 to the end of 2002. The project partners are:

- Adult education College Charlottenburg–Wilmerdsdorf, Germany,
- TYÖVÄEN AKATEMIA – workers' academy, Kauniainen, Finland,
- Goldsmiths' College of Goldsmiths' University of London, United Kingdom,
- Human Resources Institute of the Steel Group DUNAFERR, Dunaujvaros, Hungary,
- As a sleeping partner: the Swiss Association of Continuing Education (SVEB), Zurich, Switzerland.

All methods and models for the recognition and validation of informally acquired competences, developed separately by the project partners, are currently being tested.



The Linz Adult Education Centre is represented with the EU project "From Competence to Qualification" – *Leander Duschl* (left) and *Hubert Hummer*.

The Austrian model

The Linz Adult Education Centre was allocated the sections "communicative competence" and "social competence". Extensive studies in the form of secondary analyses were carried out and detailed descriptions were made, ranging from definition of terms to observable and demonstrable performance criteria and forming the written basis for the establishment of a model.

Target groups were in particular persons doing honorary work, and the model was tested on labour representatives and trainers in Catholic adult education. The concrete information and activation work consisted of:

personal interviews with heads of department and staff superiors,

- written information for the target group,
- two info-evenings for prospective participants.

Model testing was phased into: portfolio workshops, group assessment, evaluation and feedback, counselling, certification.

Portfolio

In three workshops, participants are guided in the preparation of their portfolio. The preparatory phase is concluded with a final meeting. Work documents and consequently the portfolio preparation are subdivided into three parts: career, analysis of potential, personal profile.

- Career: All stages of formal and continuing education and of "informally" acquired abilities and competences are established and recorded.
- Analysis of potentials: Individual tasks and activities with respect to applied and/or acquired abilities and competences are analysed, followed by a self-assessment.
- Personal profile: The established abilities and competences are condensed into a few competences. Selection and assessment are left to the participants.

Thereafter, reflection on and evaluation of the whole process. Two instructors are in charge of the portfolio workshops which take place every two weeks and comprise four teaching units and two additional units for the final meeting. The finished portfolios are assessed by the instructors.

Assessment

The group assessment was developed following the Assessment Centre Method (AC method). With this method, participants are subjected to a psychological test procedure (up to three days), employment interviews, group discussions, role playing, case

studies and other tasks in practice-related situations. The behaviour of the participants (observable performance) is assessed simultaneously by several observers according to previously defined requirements. The assessment contains the following dimensions of social competence: ability to cooperate and communicate, teamwork, ability and willingness to resolve conflicts, and self competence.

Discussion

Hubert Hummer (Austria), director of the project-coordinating institution, added that this project had been started with a clear focus on image, public relations work, products and results, which may in future be realised and utilised. With a great deal of work having been outsourced, there would be no financial gain from this project.

Leander Duschl stressed the importance of regular evaluation. The partners had concentrated on different areas as regards content (e. g. Hungary on management). He also mentioned that there was going to be a follow-up project: a new subject area, "intellectual competence" would be added, with the Stuttgart Adult Education Centre and the Further Education Centre in South Tyrol as new partners.

Holger Bienzle (Austria) explained that co-ordinators of the projects who also developed the projects hold the copyrights. However, copyrights tend to vary greatly throughout Europe.

Hubert Hummer mentioned that he was searching for other educational institutions to participate in a certification body. He entrusted a lawyer with finding out to what extent findings can be passed on via a licensing procedure. *Ingrid Schöll* (Germany) also mentioned that she was trying to find ways of certification of informal learning.

FURTHER CONTRIBUTIONS BY PARTICIPANTS

Herbert Ruland

Grenzen-Los, Grenzen-Loos, Sans-Frontières – the Current Situation and Future Outlook of Trans-border Political History Education in the Border Region of Belgium, Germany and the Netherlands.

Herbert Ruland, who is in charge of workers', social and contemporary history at the Adult Education Centre of the Eastern Cantons, reports on the study group "Grenzen-Los", dealing with political history education and drawing on experience gained in border regions.

This project is carried out by religious, municipal and other continuing education facilities in the border region of Belgium, Germany and the Netherlands. Participating institutions are, among others, the Adult Education Centre Aachen (Germany), the Adult Education Centre of the Eastern Cantons in Eupen (Belgium), the Euregio parish of the Protestant Church, the Dutch parishes, the Christian-Jewish Forum and the Euregional Youth Leisure Institution (EFI).

The study group was set up in 1994, before the "commemoration hype", as *Ruland* calls it, that was to be expected on May 8, 1995 (50 years after the end of German fascism, after the end of the war and the German capitulation – or, as seen in Belgium and the Netherlands, the liberation of the land from fascism). At that time *Ruland* added, a certain "let this be considered finished once and for all" mentality was feared. One of the first activities of the study group was thus a joint excursion on May 7, 1997 of Belgians, Germans and Dutchmen to places of resistance and persecution.

Excursions and guided tours are integral parts of our common activities. Contemporary and social history walks through the Aachen forest provide an experience and some explanation of the German-Belgian border region and its turbulent history in the past 200 years. In a special "round trip seminar", participants deal with historical events at the German-Belgian border. Speakers from all the three countries involved participate in these round trips. As a result of these projects, the "Grenzen-los" study group produced euregional further training courses for teachers of contemporary history in the three border region. These courses have been held since 1998 and are now being subsidised by the state and the regions. Subjects of such further training courses have been, among others: "The time of National Socialism and World War II as a common

history in the border region of Belgium, the Netherlands and Germany”, “Historic landmarks – experienced history in the border region of Belgium, the Netherlands and Germany”, “Escape routes – escapes and refugee destinies in the border region of Belgium, the Netherlands and Germany during Nazi Germany and today”. Other activities of the study group concern the organisation of euregional events commemorating the liberation of the Auschwitz concentration camp on January 27 and the announcement of a school competition.

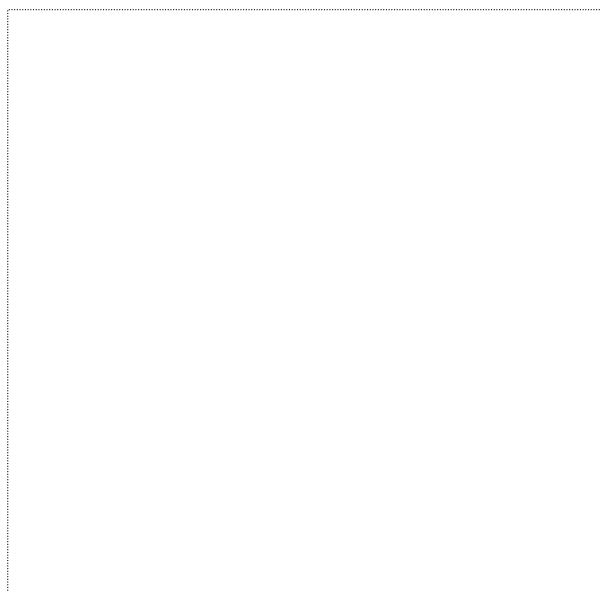
Herbert Ruland stresses again that talks with contemporary witnesses and the confrontation with their spoken and written reports are an integral part of the work of “Grenzen-los”. Of decisive importance is also the euregional i. e. border-crossing aspect. In the future, other projects such as “(Eu)Regionale 2008”, the “Euregional alliance against the Right”, and “Learning region” are planned.

Discussion

In the time reserved for discussion, *Christine Teuschler* (Austria) mentioned that Burgenland showed great interest in reminiscence and commemoration work and would also like to work across borders. So far there had been only individual initiatives in the Burgenland on the life in a border region.

Alfred Lang (Austria) then referred to a heated discussion triggered in Austria some time ago by the right-wing radical Rudolf Burger. It revolved around the meaningfulness of a Holocaust commemoration. He had called it “Holocaust folklore” and had been severely criticised for that.

Herbert Ruland advocates cross-border commemoration of history.



Jörg Wollenberg

Networks of Historical-Political Significance – without Adult Education Centres?

Jörg Wollenberg, for many years principal of the Bielefeld and Nürnberg adult education centres as well as professor emeritus for political further education at the University of Bremen, introduced a project in his presentation focusing on the re-discovery of the task of critical education and used the example of commemorative days such as November 9, January 27, and May 8 to illustrate this point. To *Wollenberg* this was a necessary task of adult education, especially against the background of attempts to minimize the horrors of the Nazi regime. The project carried out in 2001 comprised a series of events such as presentations, exhibitions and excursions. The US American artist Yardená Youner, for example, used a letter written by lieutenant Albert Gayner to his wife after the liberation of the concentration camp of Kaufering IV from which she developed the exhibition project "A letter to Debbie". In addition, speakers who had not been to Germany since WWII, such as Benjamin Jacobs, were invited to Germany. Within this series of events, in which Jan Philipp Reemtsma also participated, a visit to the Neuengamme concentration camp memorial took place. All in all, the project was characterized by the combination of "oral history", philosophical-historical considerations and works of art.

These events in particular aim at creating and strengthening initiatives on a local level, forming a network and extending one's own sphere of activities through cooperation with cultural and education institutions. To emphasize this point, *Wollenberg* enumerated the large number of partners cooperating with the University of Bremen: State Centre for Political Education, Edition Temmen publishers, State Institute for Schools, Education and Science Trade Union, IG Metall metalworkers' union, Bremen Chamber of Labour, Jewish Community of Bremen, The Bremen State Archives, Marxist Evening School, Neuengamme concentration camp memorial, Educational Centre for the Environment and Culture at the Heinrich-Böll Foundation etc.

At the same time *Wollenberg* criticized adult education centres for not having participated in this project and said that it had been difficult to initiate such a project from a university. In his view, adult education centres would have seemed ideal partners.

Discussion

This criticism, which was also reflected in the title of his presentation, initiated the discussion. *Regina Siewert* (Germany) commented that she had not been informed of this project and asked why no cooperation had been achieved with adult education centres. The reasons why it was difficult to hold such events at adult education centres basically were the relatively low demand in connection with the pressure of the market on adult education centres but also the intensive workload. *Jörg Wollenberg* answered that in Austria it was possible to execute such projects.

Apart from staff-related decisions, *Barbara Loer* (Germany) identified two fundamental problems: on the one hand, an adult education centre needed network partners with similar objectives and, on the other hand, adult education centres straddled between their public mandate and marketable offers and had to fulfil both requirements, which is the reason why contracts at the community level were dependent on profitable areas for funding. She continued by saying that with regard to this specific project the problem was not so much funding but the structures. Her adult education centre, for example, focused on immigration and basic education. Furthermore, all adult education centres were in turmoil as regards political education. Yet she thought it was important to participate in such projects.

Wilhelm Filla (Austria) remarked that he had been President of the Society for Political Education for more than ten years. Every year approximately 150 to 200 projects were subsidized, with remarkably many applications being made by Catholic adult education institutes. Adult education centres only made little use of these grants. He explained that this was due to the reputation of adult education centres which, with few exceptions, were not identified with political education.



In this respect Wollenberg referred to the 70s and 80s, when adult education centres still considered political education their focus.

Jörg Wollenberg criticizes the way we deal with history.

Helga Klier, Wolfgang Klier

Basic Qualifications in Adult Education for Educators in Continuing Education

Helga and Wolfgang Klier have been active in adult education for many years and actively participate in the training course for obtaining the basic qualifications for the educators of adults, which they presented. They emphasized the growing relevance of quality, quality assurance and quality development in continuing education and presented a project for ensuring and promoting standards of quality with regard to the personal, social and technical skills of educators at German adult education centres.

Plan Recognized Nationwide

In 1998, the Regional Association of Adult Education Centres in North Rhine-Westphalia was asked by the Ministry of Schools and Continuing Education, Science and Research of the Bundesland of North Rhine-Westphalia to develop a modern training concept for the qualification of educators at adult education centres to contribute to the optimisation of the programmes and structures of continuing education and the certificates of which are recognized in all Germany. The concept of the training course "basic qualifications in adult education for educators in continuing education" follows the framework plan of the German Institute of Adult Education and was prepared in joint cooperation between the Committee for Continuing Education, the team of the authors (consisting of academics and educators at adult education centres) and a development group set up for the project. Since 2000, trainers have had the opportunity to acquire the certificate of "basic qualifications in adult education for educators in continuing education" at numerous locations in North Rhine-Westphalia.

This qualification course teaches participants personal, social, didactic, institutional and community skills. It comprises 60 units, broken down into six modules. The prerequisites for acquiring the certificate are: participation in all modules, preparation of a seminar folder, execution of various written assignments and attending classes as guest students with written reports. The primary target group are educators with up to two years of practical experience in adult education.

The modules are:

Module 1: Adult education centre as a place of learning and scope of duties

Module 2: Teaching and learning in adult education

Module 3: Communication and consulting with colleagues

Module 4: Learning in groups

Module 5: Moderate – Present – Visualise

Module 6: Quality development and accompanying educational counselling

The curriculum reflects a broad spectrum of methods, a cross-disciplinary approach, networking of content and flexibility of modules in terms of time and content. Great value is attached to constant feedback from the trainers on the specific execution of the seminars. The results are presented and discussed at regular regional conferences at least once a year, in which the graduates should take part. They serve the purpose of an exchange of opinion with colleagues and improvement of methodical skills or training regarding specific issues. Seminar materials are further developed, follow-up and additional modules are created, cooperation and networking between the participating institutions are ensured (joint planning and execution of courses, coordination and cooperation concerning the use of trainers in practice).

Helga and Wolfgang Klier pointed out that the content of this course system was also of benefit for full-time educators with regard to their skills of planning and counselling. The principals of adult education centres, full-time educators and those in charge of continuing education, play a key role in spreading and establishing the course system at adult education centres. It is important that these groups are well informed. This enhances the effectiveness of counselling, and an important marketing effect with regard to the overall project was also achieved, concluded *Helga and Wolfgang Klier*.

Discussion

In the discussion questions are asked for details of the course and its execution.

Heinz Hüser

Regional Development and Cooperation in Continuing Education

Continuing Education in North Rhine-Westphalia

Heinz Hüser, Head of Section at the "State Institute for Qualification" (Soest), first describes the developments in the German Bundesland of North Rhine-Westphalia, illustrating the changes in adult education.

The Department of Continuing Education at the State Institute for Schools and Continuing Education (Soest) and the State Institute for International Vocational Training in Solingen were combined into the new *State Institute for Qualification* (with two locations in Soest and Solingen). The new Institute supports the Ministry of Employment and Social Affairs, Qualification and Technology (in NRW) by preparing and elaborating drafts for central issues of (further) education. It ensures the implementation of the concepts in the regions by giving its support to developing, carrying out and evaluating projects as well as to the transfer of results to the players involved in (further) education. The services it offers also include centralized continuing education programmes and decentralized guidance of the employees in continuing education institutes. The modernization of continuing education was promoted by an amendment to the Act on Continuing Education which, among other clauses, provided for *an obligation to cooperate*. The responsibility for general and vocational continuing education was transferred to the Ministry of Employment and Social Affairs, Qualification and Technology. Reiner Hammelrath, Head of the Association of North Rhine-Westphalian Adult Education Centres, calls this process of change a shift of paradigms and specifically refers to *the changed orientation from supply to demand*.

Hüser illustrates this process of change by citing regional examples.

Evaluation of Continuing Education in NRW and its Framework

The Act on the Modernization of Continuing Education (1999) provides for a series of instruments for regional cooperation within the scope of continuing education. In this respect, the intensive involvement of the recipients and users is of prime importance. This concerns individuals, businesses and other organizations. A stronger demand-orientation is of central importance. For many, this is something new and unusual and requires a development process in the establishments of continuing education, said Hüser. Cooperation is based on Section 5 of the Act on Continuing Education, on the

one hand, and the new instrument of the "regional conference" (Section 21 of the Act), on the other hand. The aim of these regional conferences is to support the re-structuring process in continuing education, to serve the review of the efficiency of the Act and to secure offers of continuing education and their promotion. The draft "Framework Plan for the Political Sphere of (Further) Education" (as the integration of the fields of vocational continuing education, general continuing education, vocational primary education) clearly goes beyond the Act on Continuing Education. With the aim of "improving the regional cooperation and transparency of the providers of vocational and general continuing education" a call is made for establishing links, cooperation and transparency.

Continuing Education and Regions

Since the 90s a "regional view" has increasingly been taken of continuing education; "regionalization" is regarded as a strategy of improving the effect of educational and labour-market programmes with limited resources and increasing pressure to take action and of increasing the demand-orientation of establishments of continuing education. Continuing education is expected to become the driving force behind social and regional developments as is called for by the coalition agreement in NRW, and numerous examples show that this is being achieved. Various model projects funded by the Federation or the states support this development, such as the programme "Learning Region – Promotion of Networks".

Some Examples

Subsequently *Heinz Hüser* mentioned cooperation projects in which case networking was to everybody's profit. The language sections of the 13 adult education centres of the Emscher-Lippe region (northern Ruhr area, approx. 1.3m inhabitants) merged into one regional network in order to be able to provide, among other things, common forms of PR work (common course programme "Languages Open up Doors", Website www.sprachen-lernen-nrw.de). They worked together in providing "tailor-made services" for businesses, unified the services they offered in the entire region and coordinated the continuing education of educators.

The innovation project brought about a different quality of cooperation, and it became clear that new requirements would be demanded from all participants (cf. project report):

- willingness to put one's cards on the table,
- willingness critically to reflect (upon oneself) as regards one's work,

- bundling of resources and abandoning parish-pump thinking,
- transparent dissemination of information to all participants in a project,
- acceptance of different working styles and time budgets,
- recognition of the skills of others,
- willingness to work a limited amount of extra time in order to profit in the long run.

It thus becomes evident, also for other projects: establishing networks and opening up require a new form of working together.

Hüser talked about a project dealing with “the second path of education” and vocational and business orientation in which a close regional association of adult education centres and other institutions, chambers and businesses was formed which are targeted and involved as the ones to “consult” and give stimuli, as practical training supervisors and potential employers and/or trainers of young adults. This creates new regional alliances which (should) play an important role also during implementation and critical supervision and beyond, said *Hüser*.

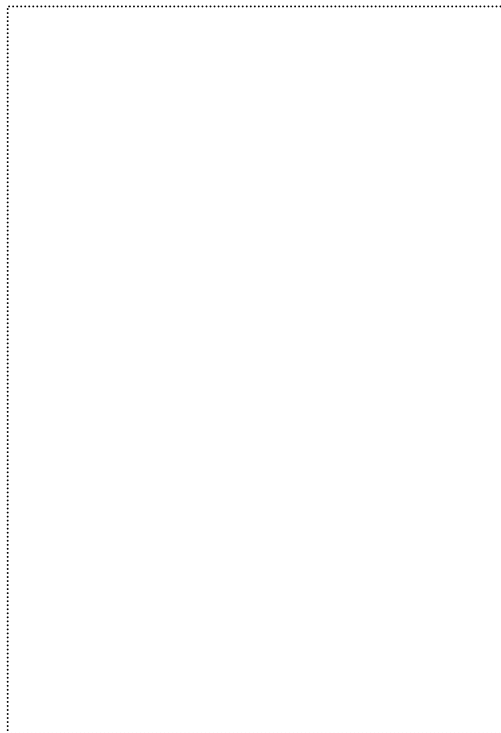
The third example illustrates regional and participation-oriented labour-market and structural policies in NRW. The appeal went out to all regions to work out regional development plans, with the participation of representatives of the business world, trade unions, labour administration, welfare institutions and additional (public) institutions. The aim is to achieve an extensive involvement of all regional players. Support is provided by the 30 regional secretariats as the service and transfer authority, where resources are provided for the operational work on site. Thus the regions will be taking their future into their own hands: with regard to the dialogue among the decision-making players, a common pool of strengths and weaknesses, the determination of guidelines for regional development and intensive cooperation in the relevant structural environment.

Education Must Reach out to the People

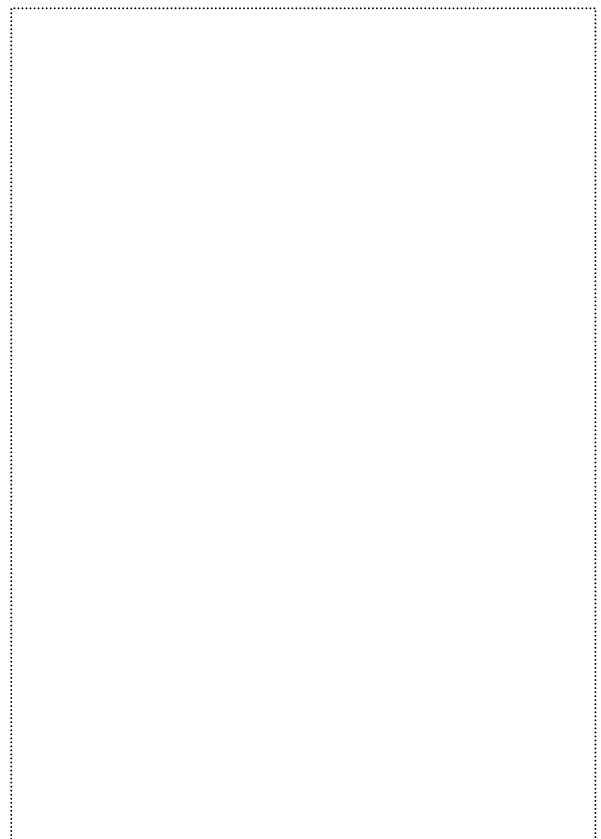
Continuing education in NRW is undergoing radical changes. New regional alliances are called for. The new State Institute in NRW is a symbol for the opening of the institutions in the sense of a stronger demand-orientation of continuing education, concluded *Hüser*. His entire presentation revolved around one appeal: *education must reach out to the people*.

Discussion

Participants split into seven groups to discuss the points raised by *Hüser*. This resulted in some questions to the speaker but also examples from Great Britain, Hungary, Germany and Slovenia were given. There were debates, lively at some points, on the issues of “diversity from below and/or pressure to cooperate from above”, “new partners in education through new cooperations” and “denouncing” the term adult education centre as a “marketing strategy”.



Heinz Hüser (Germany) submits documentation for his presentation.



Andrea Egger-Riedmüller (left) – rapporteur – and *Ingrid Gappisch* (Liechtenstein) collect written documentation.

Wilhelm Filla

Network without a Net

The International Cooperation Project "History of Adult Education in Central Europe"

Wilhelm Filla (Austria) reported on how interested and committed adult educators try to make a *cross-border* assessment of the history of adult education.

Establishment of International Conferences

Without the commitment of certain individuals the following would not have happened: At the beginning of the 80s, a circle of friends – made up mostly of retired adult educators from Germany, Austria and Switzerland, plus *Ronald Wilson* from the United Kingdom, – got together for an exchange of ideas that was also inspired by history. This later on became the "Working Group for the Assessment of the Sources in Adult Education – Germany-Austria-Switzerland", which regularly organizes annual conferences at various venues in the three participating countries. For a long time, contemporary witnesses dominated the scene. Today, participants and speakers are often people with practical experience in adult education who work academically, and sometimes also academics dealing with adult education. The core issues are adult education centres.

There are publications available on all the conferences that have so far taken place and also painstaking documentation on the first 20 conferences (compiled by the Austrian Archives for Adult Education Centres). Inspired by the conferences, the *Association for the History of Adult Education Centres* was founded in 1987, which established the Austrian Archives for Adult Education Centres. *Christian Stifter*, Director of the Archives, is also the editor of the journal "Tracing the Tracks – Journal for the History of Adult Education and Popularisation of Science" – already in its eighth year of existence.

Somewhat later than the "working group", in fact completely independent of it and with a different goal, the "International Conference on the History of Adult Education" was set up, which took place for the first time in Oxford in 1986 and has since been convened every two years. The participants from all the continents are primarily academics working at universities. Conference proceedings are available for these conferences. At the fifth of these conferences (1994) the plan was "born" to organise a permanent conference for Central Europe on the history of adult education.

"Central European Conference"

The aim of a permanent conference on the history of adult education for the countries of Central, Eastern and South-eastern Europe was to deal with comparative research and its presentation at the conferences as well as an epoch-specific procedure, starting with the Age of Enlightenment. The conferences were to take place annually at changing venues, and the organisers were responsible for setting up a kind of committee to prepare and manage the conference. On an institutional level, the Universities of Graz (Elke Gruber) and Maribor (Jurij Jug, Jana Bezenšek, Jože Lipnik) as well as the Educational Work and Research Unit of the Association of Austrian Adult Education Centres (VÖV/*Wilhelm Filla*) participated, the latter as project manager.

The name "Symposium on the History of Adult Education in Central Europe" was to symbolize the academic character of the conferences and the concept of "Central Europe" was to avoid any reminiscence of the Central European ideology that was virulent in the 90s. What was so special about the conferences was that the participants were at the same time the speakers and did not charge any fees. From the points of view of sociology and adult education it was relevant that the conferences were held with a minimum of expenditure and did not have any contractual basis. In fact, a network of organizers was formed. The organisational and conceptual core group consisting of Bezenšek, *Filla*, Gruber, Jug and Lipnik were joined by Heribert Hinzen, Head of the DVV-IIZ-project bureau in Budapest, Hungary, and Mihály Sarí, University of Debrecen and later on University of Pécs.

Thanks to a pinpointed publication grant of the Ministry of Education, the VÖV was able to agree to the publication of a series, covering the results of the first conferences. Subsequently, these publications were also translated into Hungarian and Slovenian. All in all, four volumes were published in German, comprising the results of the first four epoch-specific symposia. Two volumes each were published in Slovenian and Hungarian.

So far, 8 symposia have been held, in Slovenia, Austria, Hungary and Poland.

Taking Stock

At first glance it seems astonishing – according to *Filla* – that a circle of participants (with a highly stable core) coming from seven to ten countries has been meeting for the past eight years in order to assess the history of adult education in these countries. As well as guests from Korea and the USA, participants have come from the following

countries: Germany, Croatia, Austria, Slovakia, Slovenia, the Czech Republic, Hungary and once from Serbia. At a closer glance three main reasons for participation can be identified (Elke Gruber at the "21st Conference"):

- strong interest of some of the so-called countries-in-transition after the socio-political change in becoming aware of their own historical identity under the new circumstances,
- creation of a "history of adult education in the Central European area" on the epoch-specific assessment of history,
- installation of a research network and the stronger awareness of the history of adult education in the consciousness of adult educators.

In the opinion of *Filla* the increase of the circle of participants to approximately 40 and of the participating countries to up to ten, also creating a sensitivity for the history of adult education and the assessment of history, can be regarded as a success. A cross-border network had been formed and maintained, however, without any legal and financial foundations, in other words, a "network without a net". However, no systematic and methodically funded comparative research with regard to parallels and differences between institutions, people, educational offers, funding modalities, educational theories and ideologies that encompasses several countries has so far been initiated. Publication has also proved to be difficult. The highly divergent academic standards, the bad translation of several contributions, a lack of time and resources have finally forced the VÖV to refrain from further publication. Time will show what course this project will take, concluded *Filla*. Despite all the criticism one should not fail to see that this project is unique in adult education in Central Europe. Valuable material has been prepared and presented which is worth being utilized for ongoing work in various countries.

Discussion

In the discussion specific comments are made relating to the presentation, and general questions regarding the sources in historical analysis and research are asked.

Heinz Meyer

The Region is Shaped by Networks of Continuing Education and Culture

Heinz Meyer of the Adolf Grimme Institute, Germany, gives the concluding lecture at the "Salzburg Talks". He considers networks in a region to be of utmost importance, moreover, they form a new creative force which should not be neglected.

Meyer builds on the term "structural change" and asks:

- How can the term "structural change" be made more concrete, i. e. more manageable, and how can it be translated into practical steps?
- Which new competences are required, which are already available? Are they compatible?
- Should innovative projects be integrated into existing structures or should alternative structures, e. g. networks, be set up?
- In which ways and where can ideas, changes and movements be communicated?
- Can (cultural and educational) organisations, can regions really learn?
- Are overarching or integrating concepts at all possible?

He reports of the regional initiative "Fluss, Stadt, Land" ("River, town, country") which was started in 2000. The initiative aims at actively contributing to the process of change, with endogenous development impulses and strategies and concepts of regionalised structural policy being safeguarded and further developed. The overarching element of this conception is *water*. The region around the Emscher and Lippe has Germany's densest waterway network. These waterways (rivers, canals, harbours, gates), according to *Meyer*, are not only mere reflections of the industrial past but represent an enormous potential for promising developments and thus a successful structural change of the region. The initiative "Eine Region gestaltet den Wandel" ("A region shapes its own change") focuses on projects with topics such as "Stadt ans Wasser", "Sport, Freizeit und Tourismus am und auf dem Kanal" and "Naturerleben" ("Town and the water", "Sport, leisure and tourism at and on the canal" and "Experiencing nature"). Such projects should lead to developments that are oriented on service and leisure industries, cultural life and urbanity. The area around Emscher and Lippe can be turned into a cultural region if existing potentials are utilised and the future has its own identity.

Art, science and culture should have an equal standing in this process and dialogue between the general public and city planners must be promoted. To mention just some individual project: "New landscapes on fallow land, coal tips and landfills", "New uses of old locations", "The new banks of the Lippe and Emsche Rivers" and culture_media_space". The project "culture_media_space" accompanies, supports and designs the structural change at the Emscher and Lippe, for instance through a decentralised festival of video art, the art of sound, and computer artetc. The aim is to promote social discussion processes by offering attractions with aesthetic appeal, and to change the working method of museums and other institutions of art and culture through networking, marketing and tapping of new target groups. This, according to *Meyer*, leads to new possibilities for a rehabilitation of the region, such as interaction between (media) art and business, a change of perspectives, synergy effects and image improvement of the region.

In this connection, *Meyer* points at the possibilities of cultural education which he regards as prerequisites for the extension of communicative competence. Cultural education also makes people aware of socio-cultural interrelations and promotes creativity in art and design. Thus cultural education must not be limited by leisure activity offers. Cultural education, he thinks, should also include creation culture(s), such as modern teaching and cooperation cultures. The project "culture_media_space" may be taken as a model for the two dimensions of cultural education (content and subject on the one hand and activity on the other).

Meyer demands that more redundancy should be accepted in education and culture, as functionality and efficiency of educational and cultural systems are only guaranteed by their many relationships and the capability of the individual elements to enter into specifically required configurations. In *Mayer's* interpretation, a redundant structure offers more options for all players, a diverse provision for users of education and culture, and mutual learning processes; as a result, in a worst case scenario, internal disturbances and external interventions would not severely impact the individual elements of the system.

Discussion

Jörg Wollenberg (Germany) thinks that "sport" and "IG-Chemie" should also be incorporated in this region. *Heinz Meyer* mentions the planned cooperations, e. g. with the football club Schalke 04.

Ronald Wilson (United Kingdom) reported that similar developments were taking place in the region around Manchester, which has a structure similar to the region around the Emscher and Lippe. *Meyer* added that grants should be given and that attempts were made to win additional communities.

In this context, *Hubert Hummer* (Austria) referred to the developments in the city of Linz as a city of innovation and culture, showing a mixture of attractive mass culture events and elitist events, a development from which adult education centres definitely profited.

Wollenberg thought it important to mention that the principle of democracy must be upheld in such projects. What he missed was the fighting potential. In his opinion, such a concept cannot be realised without a retrospective view on workers' strikes and anti-fascist activities. In concluding, *Meyer* mentioned that the old prejudice of media art being shrill and garish still prevailed and no doubt influenced the response of the general public. An attempt was being made to directly approach young people, for instance in schools.

Heinz-H. Meyer (Germany) on
"A region shapes its own change".



Some prefer to work outdoors. *Regina Siewert* (Germany), *Inga Galvane* (Lithuania), *Volker Otto* (Germany) and *Amos Avny* (Israel) – from left to right.

SUMMARY AND PREVIEW

At the conclusion of the "Salzburg Talks" there was much praise – and only little criticism – for the meeting. In addition, participants made suggestions for future events and certain issues of adult education were again emphasized.

Volker Otto (Germany) characterised this year's country reports as highly informative and said that they were well integrated into the context of the meeting. He suggested that the topics of the country reports should be integrated even more and in particular those countries where new developments were taking place should be invited. In general, he was of the opinion that the consequences of new learning would be worth more extensive treatment. Speakers readily gave presentations on the changes of the knowledge-based society, but more thought should be given to the effects.

Amos Avny (Israel) stated that the *problems* in education and apprenticeship were not sufficiently treated and he would have liked more debates on this issue. He suggested allocating more time next year to group discussions and maybe also for teams.

Ronald Wilson conveyed his thanks to the VÖV. He belonged to the past of adult education, but also the past seemed to him an important basis from which to look into the future.

Ingrid Schöll (Germany) noted a leap in quality. Rarely before had she seen so much concern for an issue such as basic education in so many different countries. She thought that the working atmosphere at the "Salzburg Talks" had been very positive.

Herbert Ruland (Belgium), on the contrary, did not share the euphoric outlook for the future. To him European democracy contained an immense danger which had a massive impact on adult education.

Finally, *Wolfgang Klier* (Germany) remarked that the "Salzburg Talks" always gave him a strong feeling of what it means to work in adult education. *Radosveta Drakeva* (Bulgaria) agreed with this statement. She valued in particular the cooperation with like-minded colleagues and the working atmosphere.

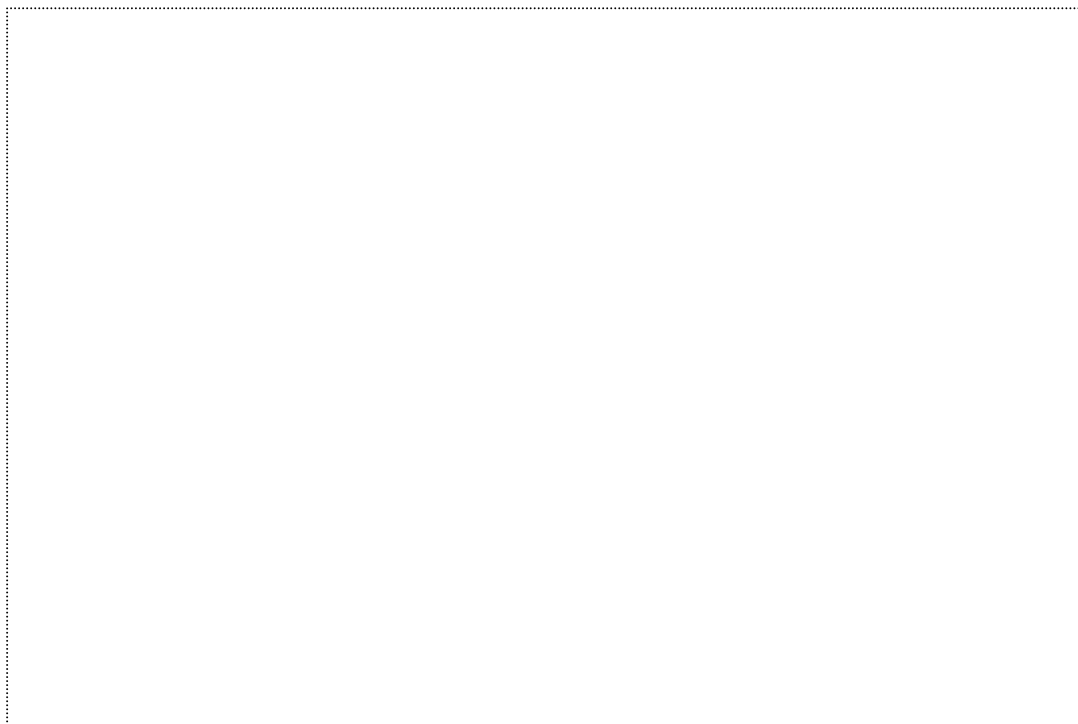
(For a more detailed evaluation of the written feedback by the participants see the annex.)

After these concluding remarks, the team of organizers thanked all participants and in particular the European Commission for its great contribution to the high quality of the conference through the generous subsidies granted to this year's "Salzburg Talks" – which had for the first time been submitted as an EU project.

The Association of Austrian Adult Education Centres invited the participants to round off the conference and end it on a pleasant note in the evening with music and informal talks.



Ewald Presker (member of the steering committee) introduces the cultural programme on the last evening.



"On with the dance!" – a joyful conclusion to the 2002 "Salzburg Talks".

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Vilija Lukošūnienė, Projektkoordinatorin an der Assoziation der Erwachsenenbildung, Mitglied des Beirates der LAEB / *Project co-ordinator at the Association of Adult Education, Member of the LAEB Advisory Council*, Vilnius – LITAUEN/LITHUANIA

Ville Marjomäki, Direktor der Heimvolkshochschule Lahti, Vorsitzender im Verband Finnischer Heimvolkshochschulen und im Verband Finnischer Freier Bildungsorganisationen / *Director of Lahti Folk High School, Chairman of the Finnish Association of Folk High Schools and of the Finnish Association of Free Educational Institutions*, Lahti – FINNLAND/FINLAND

Gerd Matzky, Leiter der Volkshochschule Ostvorpommern Anklam, Leiter des Netzwerkes „Lernende Region“ / *Director of Ostvorpommern Anklam Adult Education Centre*, Anklam – DEUTSCHLAND/GERMANY

Gerhard Meck, Leiter der Kultur und Museen der Landeshauptstadt Potsdam / *In charge of culture and museums in the city of Potsdam*, Potsdam – DEUTSCHLAND/GERMANY

Heinz Hermann Meyer, Projektleiter im Adolf Grimme Institut / *Project Manager at the Adolf Grimme Institute*, Marl – DEUTSCHLAND/GERMANY

Kenji Miwa, Universitätsprofessor für Lebenslanges Lernen / *Professor for Lifelong Learning*, Tokyo – JAPAN/JAPAN

Tatiana Moukhlaeva, Leitendes Mitglied der Lehrerbildung an der Universität St. Petersburg und Forschungswissenschaftlerin am Institut für Erwachsenenbildung, Abteilungsleiterin an der Volkshochschule St. Petersburg / *Senior teacher at the University of Teachers' Training St. Petersburg, scientist at the Institute of Adult Education, head of department of the Public School for Adults St. Petersburg*, St. Petersburg – RUSSLAND/RUSSIA

Hans-Georg Müller, Vorsitzender des Landesverbandes Sachsen-Anhalt Urania / *Chairperson of the Sachsen Anhalt Regional Association of Urania*, Magdeburg – DEUTSCHLAND/GERMANY

Beate Netrval, Leiterin der Volkshochschule Villach, Mitglied des Pädagogischen Ausschusses des Verbandes Österreichischer Volkshochschulen / *Director of Villach Adult Education Centre*, Villach – ÖSTERREICH/AUSTRIA

Volker Otto, Verbandsdirektor des Deutschen Volkshochschul-Verbandes a. D., Ehrenmitglied des Verbandes Österreichischer Volkshochschulen und des Österreichischen Volkshochschularchivs, Lehrbeauftragter an der Friedrich-Schiller-Universität Jena und der Eberhard-Karls-Universität Tübingen / *Former director of the German Association of Adult Education Centres, lecturer at the Friedrich-Schiller-University Jena and the Eberhard-Karls-University Tübingen*, Leipzig – DEUTSCHLAND/GERMANY

Zhu Qunjun, Professor an der Akademie für Bildungswissenschaften in Beijing / *Professor at the Beijing Academy of Educational Sciences*, Beijing – CHINA/CHINA

Horst Quante, Direktor der Volkshochschule Schaumburg und Bundessprecher regionaler Volkshochschulen des Deutschen Volkshochschul-Verbandes / *Director of the Schaumburg Adult Education Centre and spokesperson for regional adult education centres of the German Association of Adult Education Centres*, Stadthagen – DEUTSCHLAND/GERMANY

Guan Qingzhi, Direktor des Instituts für Berufs- und Erwachsenenbildung der Akademie für Bildungswissenschaften in Beijing / *Director of the Adult and Vocational Education Institute of the Beijing Academy of Educational Sciences*, Beijing – CHINA/CHINA

Detlef Rademeier, Geschäftsführer des Urania-Landesverbandes Sachsen-Anhalt / *Manager of the Urania Regional Association of Sachsen-Anhalt*, Magdeburg – DEUTSCHLAND/GERMANY

Veikko Rantilä, Leiter der Heimvolkshochschule Kunta-ala opisto / *Director of Kunta-ala opisto Folk High School*, Karjaa – FINNLAND/FINLAND

Herbert Ruland, Fachleiter für Arbeiter-, Sozial- und Zeitgeschichte (ASG) an der VHS der Ostkantone / *Head of the Department of Workers', Social, and Contemporary History (ASG) at the Ostkantone Adult Education Centre*, Eupen – BELGIEN/BELGIUM

Ingrid Schöll, Volkshochschuldirektor des Stadtverbandes Saarbrücken / *Director of Stadtverband Saarbrücken Adult Education Centres*, Saarbrücken – DEUTSCHLAND/GERMANY

Regina Siewert, Leiterin der Volkshochschule Hamburg Region West / *Director of Hamburg Region West Adult Education Centre*, Hamburg – DEUTSCHLAND/GERMANY

Ondrej Sporka, Leiter des Sekretariats der Bildungsakademie vzdelávania / *Director of the Office of the Slovakian Academy of Education Akadémia vzdelávania*, Bratislava – SLOWAKISCHE REPUBLIK/SLOVAC REPUBLIC

Sylvia Stančíková, Programmmanager an der Bildungsakademie Bratislava / *Manager of programmes at the Academy of Education Bratislava*, Bratislava – SLOWAKISCHE REPUBLIK/SLOVAC REPUBLIC

Christian H. Stifter, Direktor des Österreichischen Volkshochschularchivs / *Director of the Austrian Archive for Adult Education*, Wien – ÖSTERREICH/AUSTRIA

Gerhild Strappler, Leiterin der Volkshochschule Bludenz / *Director of Bludenz Adult Education Centre*, Bludenz – ÖSTERREICH/AUSTRIA

Anna Mária Szalafai-Klementz, Dozentin, pädagogische Mitarbeiterin an der Dunaújvároser Fachhochschule / *Teacher, consultant at the Advanced College of Dunaújváros*, Dunaújváros – UNGARN/HUNGARY

Christine Teuschler, Geschäftsführerin der Burgenländischen Volkshochschulen / *Managing director of the Adult Education Centres of Burgenland*, Eisenstadt – ÖSTERREICH/AUSTRIA

Mechthild Tillmann, Direktorin der Rhein-Sieg Volkshochschule / *Director of the Rhein-Sieg Adult Education Centre*, Siegburg – DEUTSCHLAND/GERMANY

Ingrid Trummer, Direktorin der Volkshochschule Floridsdorf / *Director of the Floridsdorf Adult Education Centre*, Wien – ÖSTERREICH/AUSTRIA

Stefan Vater, Pädagogisch-wissenschaftlicher Mitarbeiter des Verbandes Österreichischer Volkshochschulen / *Consultant in educational sociology at the Association of Austrian Adult Education Centres*, Wien – ÖSTERREICH/AUSTRIA

Ronald Haig Wilson, Ehrenmitglied des britischen VHS-Verbandes „Educational Centres Association“ (ECA); ab 1958 Volkshochschulleiter in der kommunalen Erwachsenenbildung Mittel- und Nordenglands; zuletzt (1964-1980) hauptamtlicher Direktor der städtischen Zentralvolkshochschule Manchester; seit 1980 i. R. / *Honorary member of the British Educational Centres Association (ECA); 1958-1964 director of a municipal adult education centre; 1964-1980 director of the Manchester Adult Education Centre; retired since 1980*, Cheshire – VEREINIGTES KÖNIGREICH/UNITED KINGDOM

Peter Wirth, Leiter der Fachstelle Weiterbildung im Amt für Berufsbildung des Kantons St. Gallen / *Director of Adult Education at the Department of Vocational Training in the Canton of St. Gallen*, St. Gallen – SCHWEIZ/SWITZERLAND

Jörg Wollenberg, Universitätsprofessor für politische Weiterbildung (em.); ehemaliger Direktor der Volkshochschule in Bielefeld und Nürnberg / *Former Professor of Further Education, former director of the Bielefeld and Nürnberg Adult Education Centres*, Bremen – DEUTSCHLAND/GERMANY

Wang Yan, Programmleiter, Abteilung für gemeinsame Forschung und Austauschprogramme, Akademie der Bildungswissenschaft in Beijing / *Programme Officer, Division for Collaborative Research and Exchange, Beijing Academy of Educational Sciences*, Beijing – CHINA/CHINA

PRESENTERS

Holger Bienzle, Grundtvig-Programmmanager / *Manager of Grundtvig programmes*, Wien – ÖSTERREICH/AUSTRIA

Werner Lenz, Professor der Universität Graz, Institut für Erziehungswissenschaften und Bildungswissenschaften, Abteilung Weiterbildung / *Professor and Head of the Adult Education Department of the Institute of Educational Science at the University of Graz*, Graz – ÖSTERREICH/AUSTRIA

Michael Ludwig, Vizepräsident des Verbandes Österreichischer Volkshochschulen / *Vice-President of the Association of Austrian Adult Education Centres*, Wien – ÖSTERREICH/ AUSTRIA

Monika Oels, Nationale Expertin bei der Europäischen Kommission / *Detached national expert of the European Commission*, Brüssel – BELGIEN/BELGIUM

CHAIRING THE TALKS

Anneliese Heilinger, Pädagogisch-wissenschaftliche Mitarbeiterin des Verbandes Österreichischer Volkshochschulen / *Consultant for educational science at the Association of Austrian Adult Education Centres*, Wien – ÖSTERREICH/AUSTRIA

Hubert Hummer, Direktor der Volkshochschule Linz, pädagogischer Referent des Verbandes Österreichischer Volkshochschulen, Vorsitzender des Verbandes Oberösterreichischer Volkshochschulen / *Director of the Linz Adult Education Centre, head of the Educational Committee of the Association of Austrian Adult Education Centres*, Linz – ÖSTERREICH/AUSTRIA

Ewald Presker, Direktor des Bundesgymnasiums für Berufstätige / *Director of the Federal Secondary Evening School for Working Adults*, Graz – ÖSTERREICH/AUSTRIA

INTERPRETERS

Gerhild Heissel, Salzburg – ÖSTERREICH/AUSTRIA

Silvia Stöcklöcker, Wien – ÖSTERREICH/AUSTRIA

Martin Kaltenbacher, Wien – ÖSTERREICH/AUSTRIA

DOKUMENTATION

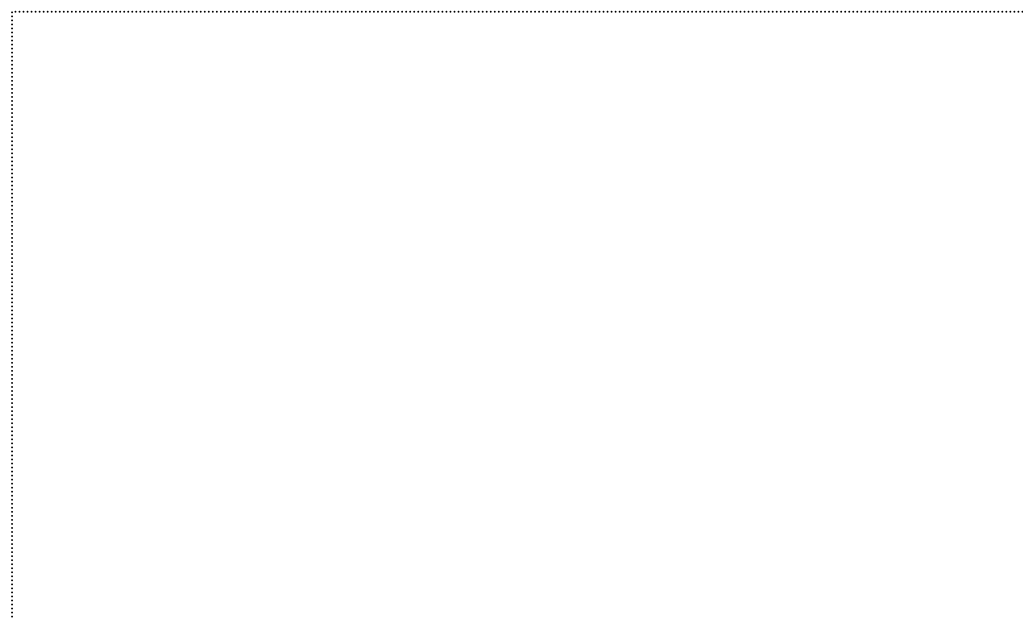
Andrea Egger-Riedmüller, Sprachenreferentin des Verbandes Österreichischer Volkshochschulen / *Language Consultant at the Association of Austrian Adult Education Centres*, Wien – ÖSTERREICH/AUSTRIA

TECHNICAL ASSISTANCE

Ivo Stoynov, Kongresstechnik GmbH, Wien – ÖSTERREICH/AUSTRIA

CONFERENCE SUPPORT

Brigitte Fischer, Sekretärin des Verbandes Österreichischer Volkshochschulen / *Assistant at the Association of Austrian Adult Education Centres*, Wien – ÖSTERREICH/AUSTRIA



Walking up to the Giant Ice Caves (province of Salzburg) in sweltering heat, and meeting with a wintry chill inside. The proud participants have managed the climb. The first up front: left, *Ingrid Gappisch* (Liechtenstein), *Brigitte Fischer* (seminar office) and *Peter Wirth* (Switzerland).

ANNEX

Feedback (the attached questionnaire) and Evaluation

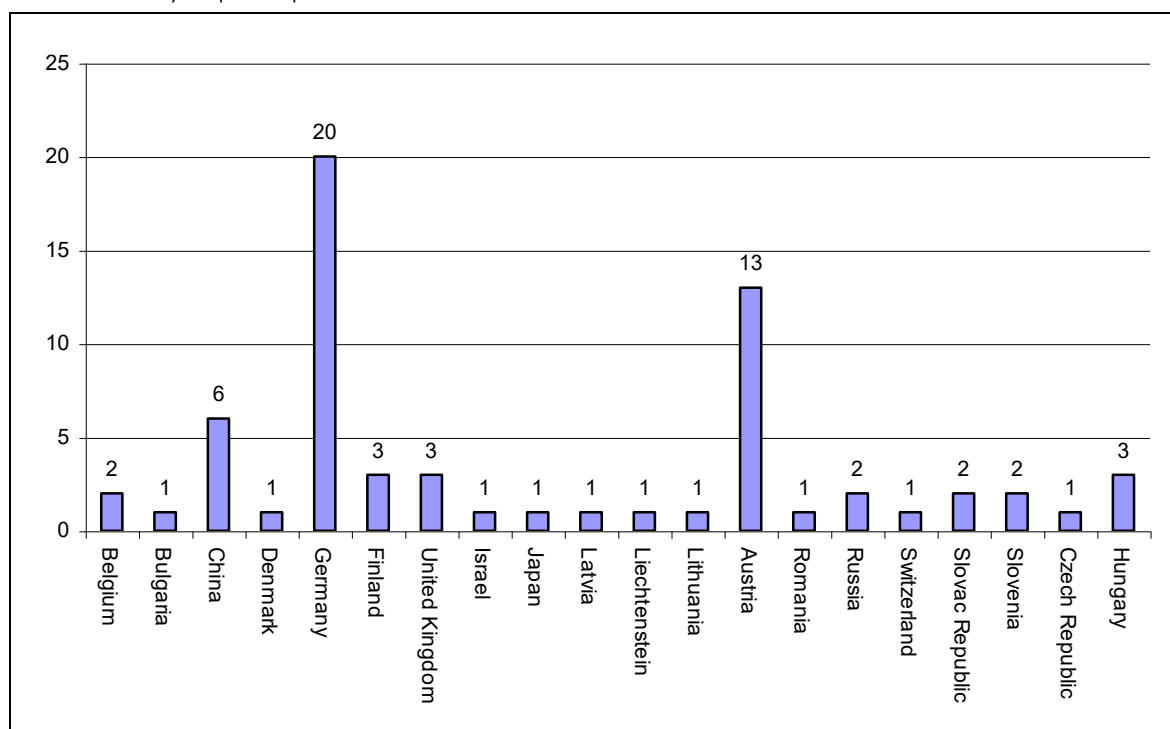


EVALUATION of the 45th Salzburg Talks for Principals in Adult Education

Crossing Borders – Forming Networks Benefits and Costs for Adult Education

A total of 66 people (31 women, 35 men) from **20 countries** participated in the Salzburg Talks 2002.

Internationality of participation:



Evaluation of questionnaires¹

Summary:

The feedback to the "Salzburg Talks" was very good. The fulfilment of the participants' expectations was rated as "very good" to "good". The atmosphere was conceived as very "open" and "stimulating". The main purpose of the Talks was to make new contacts and find project partners and to discuss ideas for one's own work with expert colleagues.

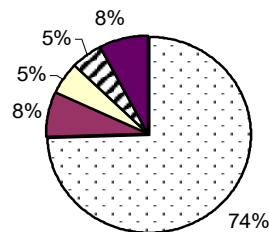
¹ The following evaluation results refer to the 39 questionnaires that were returned.

The evaluation was carried out by means of questionnaires of which 59% (39 questionnaires) were returned.

Some details regarding evaluation:

As expected, the participants were primarily active in fields of management.

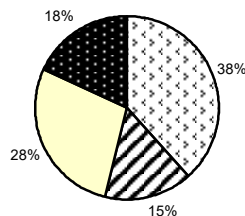
Fields of activity of participants:



- ☐ Management
- ☒ Project management
- ☐ Training
- ☒ Research
- ☒ No response

79% of the participants learned about the Talks through mailings and invitations sent out by the VÖV, a further 14% received recommendations from colleagues. The question on repeated participation yielded interesting results. The largest portion – 38% of participants – were attending the "Salzburg Talks" for the first time.

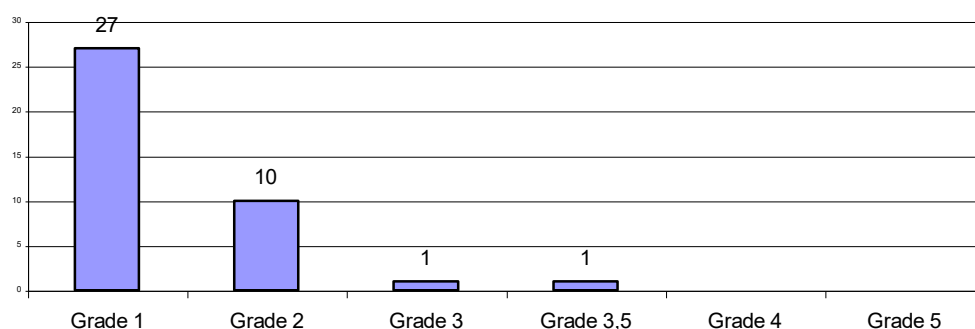
Number of participations



- ☒ for the first time
- ☒ 2-4 times
- ☐ 4-6 times
- ☒ 7 and more

An **overall evaluation** of the "Salzburg Talks", carried out on the basis of the system of grading used in Austrian schools (grades 1 to 5, 1 = the top grade) yielded an excellent result with **an average grade of 1.4**.

Overall evaluation by participants:



When asked more specifically about the usefulness of participation from various perspectives, as regards **specific memories** of previous Salzburg Talks most people gave qualitative evaluations of “**COUNTRY REPORTS**” and “**CONTACTS**” with international colleagues

As regards **specific expectations** of the seminar, the following areas (often qualitatively bundled) were particularly emphasized:

cooperation	impulse
intensification of networks	contacts

The **fulfilment of these expectations** (also on the basis of the system of grading used in Austrian schools) received a grade of **1.59** on the average.

This positive grade given to the fulfilment of expectations of an international seminar was intensified by the positive rating of the fulfilment of the opportunity to make contacts, find project partners. 54% were able to make several contacts, 21% at least one.

According to their responses, the participants primarily profited from:

(project) ideas	suggestions	contacts	information
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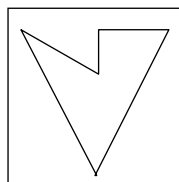
The overall **atmosphere prevailing at the Salzburg Talks** was characterized as positive and was rated with the following positive attributes.

exciting	curious	awakening creating net- works	encouraging	activating
focusing	communicative		relaxing	exalting
surveyable	establishing roots	constructive	friendly	beautiful
pleasant atmosphere for discussions		intelligent	supportive	
relaxed	intensive working environment	excellent	harmonious	open-minded
industrious	open	collegial	open	nice personal atmosphere
pleasant	extremely pleasant	affable	stimulating	great
every day more dense	good	very good	good energy	
considerate management team		hearty	well-meaning	considerate
friendly	laid-back	amusing	good	harmonious
tolerant	cosy	motivated	informal	positive environment
very good	relaxed	hospitable	cooperative	constructive
amicable	well chosen	competent	active	creative
future-oriented		focused	nice	loose and very serious, when needed

(highlighted attributes are those which were most frequently mentioned)

Opportunity actively to participate

The opportunity actively to participate was characterized as excellent (50%) or as sufficient by 95% of the participants, 74% said that opportunities for communication among participants were very good.



45th Salzburg Talks
for Principals in Adult Education

Questionnaire

1) In which country do you work?	Field of work/function
2) How did you learn about the Salzburg Talks?	<input type="checkbox"/> Internet <input type="checkbox"/> journal <input type="checkbox"/> colleagues told me about the Salzburg Talks <input type="checkbox"/> from programme/invitation of the VÖV <input type="checkbox"/> EAEA information material <input type="checkbox"/> other source, i. e.
3) What is your overall assessment of the "Salzburg Talks 2002"?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> (1 : excellent, 5: not satisfactory)
4) How often have you participated in the "Salzburg Talks"?	<input type="checkbox"/> for the first time this year <input type="checkbox"/> 2 - 4 times <input type="checkbox"/> 4 – 6 times <input type="checkbox"/> more often Year when you first participated (if you still remember):
5) What themes, country reports, presentations, meetings, of the past years do you remember as having been particularly positive and productive?	

6) Which benefits do you derive from your participation in the Salzburg Talks? (multiple markings possible)	<input type="checkbox"/> Interesting discussions on relevant issues of adult education <input type="checkbox"/> Getting to know adult educators from different countries <input type="checkbox"/> Formation of networks, search for project partners, and developing cooperations <input type="checkbox"/> Meeting interesting persons in beautiful surroundings <input type="checkbox"/> Thought starters from country reports <input type="checkbox"/> Other:
7) What impact do you expect from an international seminar on your work in particular?	
8) How many concrete cooperations were started through contacts at the "Salzburg Talks"? <input type="checkbox"/> none <input type="checkbox"/> one <input type="checkbox"/> several Please mention concrete examples, if possible:	
9) To what degree do the "Salzburg Talks" meet your expectations mentioned under (7)? (1: highest possible,, 5: not at all) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
10) How would you describe the atmosphere at the "Salzburg Talks"?	
11) How do you judge the possibility to make active contributions to the seminar? <input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> insufficient How do you judge the communication amongst participants? <input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> insufficient Further comments:	

12) What do you take home from the “Salzburg Talks”?
13) What themes would you propose for further “Salzburg Talks”?
14) What about the date of the “Salzburg Talks”?
<input type="checkbox"/> good <input type="checkbox"/> bad Would you prefer/suggest a different date?
15) The seminar is
<input type="checkbox"/> too long <input type="checkbox"/> too short <input type="checkbox"/> just right
16) What are your hopes and expectations for the “Salzburg Talks”?
17) Further comments:
<i>In concluding, some statistical questions:</i> Gender <input type="checkbox"/> female <input type="checkbox"/> male Age <input type="checkbox"/> not yet 39 <input type="checkbox"/> between 40 and 49 <input type="checkbox"/> between 50 and 59 <input type="checkbox"/> above 60 Means of transport <input type="checkbox"/> own car <input type="checkbox"/> in other participant's car <input type="checkbox"/> plane <input type="checkbox"/> train <input type="checkbox"/> other

Thank you for answering the questions.

PRESS REACTIONS

Item on the "Salzburg Talks" in Radio Salzburg:
Programme: **Papageno**,
broadcast on June 11, 2002, from 5.00 to 5.30 p.m.

The item on the "Salzburg Talks" lasted 4.5 minutes and was based on an interview conducted by *Karin Buttenhauser* with *Anneliese Heilinger* (VÖV) and one participant of the "Salzburg Talks", *Bo Kristiansen*, from Denmark.

Moderator:

Besides universities and schools, adult education is the third major pillar of public education. The largest and most traditional organizations of this kind in Austria are adult education centres, with 293 centres all over Austria. Since the post-war period, the Association of Austrian Adult Education Centres has organised the so-called "Salzburg Talks" once a year, which take place or more appropriately, "have taken place" this year for the 45th time, as tonight this international conference at Eugendorf near Salzburg will come to an end. *Karin Buttenhauser* reports:

Approximately 60 participants from 20 countries took part in this year's Salzburg Talks in Eugendorf. All of them people who are active in their countries as educators of adults. The conference languages were English and German, and this year's general topic was: "Crossing Borders – Forming Networks". In this sector a lot is currently happening. The exchange of information and experience is very exciting, says *Anneliese Heilinger* from the Association of Austrian Adult Education Centres:

Heilinger:

First of all, almost every participant introduces one project either in a presentation or during discussion – an *incredible* abundance. Second, projects are created. The ground is prepared for new projects, people say, "Listen, I heard you are doing something, can I join in?" or "I have an idea, who wants to be involved?".

Buttenhauser:

Bo Kristiansen from Denmark pursues a specific project. As an employee of the Education Centre of Aarhus he has found important partners at Eugendorf to take up a substantial problem of education concerning all of Europe.

Kristiansen:

An alarming survey was conducted by the OECD, which found that many people in Austria and all over Europe lacked certain basic skills. An example: People can read, we all can, but can we understand what we read? It looks as if many people cannot understand what they read.

Buttenhauser:

This so-called secondary illiteracy also has to do with the fact that the language and content of texts have undergone big changes in Europe over the past few decades, and many people who went to school some time ago simply can't follow any more. The main objective of the project, involving several European countries, is to stir people up, especially politicians.

Kristiansen:

People have always thought, and many continue to do so, that this is an individual problem. "It's a problem for me that I'm stupid", they say. But that's a problem for all of Europe, that's a problem for society! To me as an educator of adults, it is very important that I never forget that. It is my responsibility to tell politicians, "Hey pal, look at that. You have to accept that this is a social problem". Politicians don't like that because it costs money, but the figures presented by the OECD are really alarming.

Buttenhauser:

To attach great importance to the value of adult education is a common aim of all participants of the Salzburg Talks. Anneliese *Heilingner* on the situation in Austria:

Austria has a very long tradition of adult education – and not only because I come from the adult education centres can I say: This is the oldest institution dating back to the past century, we have to say today. But there are at least ten large institutions of adult education which are spread all over Austria and are decentralized, which are accessible for everybody and which have no conventional restrictions, no restrictions whatsoever.

Although I have to admit that the public and political interest is currently very small.

Moderator:

This year, the Salzburg Talks were for the first time subsidized as an EU project, which made it possible for the organizers to publish comprehensive written documentation of the presentations and discussions. These conference proceedings may be obtained at the Austrian adult education centres.

