

Ekkehard Nuisl and Klaus Pehl

**Portrait Adult Education
Germany**



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Preface

The countries of Europe are growing ever closer together. The European Union is the product of this (economic) integration, which it is itself encouraging. In many areas of life and work, people feel the need to learn more about living and working conditions in other European countries. Above all, they wish to be able to understand their neighbours' situation, to collect new ideas and to explore the possibility of working together more closely. In many cases, international cooperation has already been initiated and financed as a European project.

The role of the German Institute for Adult Education (DIE) in Frankfurt am Main is to provide a bridge between the theory and practice of adult education. It has performed this task now for more than forty years by conducting and promoting research, producing major publications, organizing meetings and conferences, and publishing teaching and learning materials. In addition, the Institute has established the most comprehensive library on adult education in the German-speaking world, provides the most reliable statistics on German continuing education provision (the *Volkshochschul-Statistik*), provides up-to-date and complete literature references for adult education, develops and evaluates inservice training courses, and advises institutions and government education departments. The DIE stands for quality assurance and professionalism in both academic and practical work in German adult education.

Over the past few years, the DIE has expanded its international activities. And one of the tasks which the DIE has undertaken in this field is the dissemination of information in Germany about adult education in neighbouring European countries. In its "*Länderberichte*" series (Country Reports), the DIE therefore publishes brief but informative introductions to the adult education systems in European countries. Reports on Austria, England and Wales, France, Greece, Spain and Switzerland have already appeared. Reports on Denmark and Italy are in preparation. These short exposés have been welcomed both by those concerned with the study of adult education as well as by practitioners in the field, and indeed by those who are seeking to enter adult education for the first time.

The German Institute for Adult Education had received an increasing number of requests for a similar publication on adult education in Germany which could be used by partners outside Germany. As a result, a country report was published in English in 1994 under the title "Adult Education in Germany". The German edition appeared one year later, and an updated French version was finally published in 1998.

The present edition, initially published in German, begins a new series of descriptions of German adult education. It is being produced in a printed version and is also available at any time on the Internet. This will apply not only to the German version but also, as they appear, to the versions in the European working languages of English and French. More direct access to the text will thus be available, and it will be possible to update it more quickly. New data are to be introduced at regular intervals, approximately every two years.

Thought is also being given, in collaboration with European partner institutions in the Consortium of European Research and Development Institutes for Adult Education (ERDI), to creating Internet versions of the other country reports in several languages so that they too can quickly be updated. Furthermore, there are plans to disseminate the country reports in other media, notably on CD-ROM; this will enhance the potential for further work based on the data, graphics and information.

Books (printed versions) are not becoming redundant, but increasingly they will serve a different purpose in certain fields. As a medium of pure information they are lagging behind faster media that are less costly to produce. This applies to the country reports at least, the essential function of which is to convey clear and up-to-date information quickly and precisely.

Information media are always only as valuable as the use made of them by the target audience. The DIE is therefore very interested in finding out from feedback what additional information is needed, and where and how presentation and updating can be improved.

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1 Introduction

The Federal Republic of Germany is in the centre of Europe. This geographical situation has affected not only the history of the country, but also its language, its culture and its political awareness. Influences from the north, south, east and west of Europe are particularly discernible in the field of education and culture. After the reunification of the country (in 1990), Eastern Europe is once more playing a larger part in the cultural and political life of Germany.

Alongside European history and integration, two other cultural and economic factors have had a particular impact in Germany in the last few decades: one is the strong influence of American language and culture since the Second World War, and the other has been the rising number of foreigners (especially Turks) among the population. As in the other developed countries, Germany is changing in the 1990s from an industrialised into an information and service society, with its attendant high unemployment rates, structural crises and redevelopment of regions. These developments are having considerable effects on both vocational training and on the whole of (continuing) education.

The Federal Republic of Germany is a *federal* state. This is of particular importance in the area of education and culture, where state powers are principally vested in the federal states (the *Länder*, often written as *Laender*) and not in the federal government. Common educational aims and activities are agreed in coordinating committees: the Conference of Ministers of Education (KMK), the Federal-*Laender* Commission for Educational Planning and the Promotion of Research (BLK), the Research Council and other national bodies.

Since the accession of the former German Democratic Republic on 3 October 1990, the Federal Republic of Germany has an area of 357,000 square kilometres and, at the end of 1997, a population of 82,057,000. That means a population density of 230 persons per square kilometre. The comparable figure for the whole territory of the European Union is 116. Among the inhabitants are (1997 figures) 7.4 million foreigners, or 9.0% of the total.

The 16 German federal states (*Laender*) vary in size, have a varying population density and differ in the manner in which laws relating to education and culture are framed. Since the unification of Germany in October 1990, a distinction has also been made between "old" and "new" *Laender*, which have different traditions and face different problems. The new *Laender* are Mecklenburg-Western Pomerania, Brandenburg, Saxony-Anhalt, Saxony, and Thuringia. Berlin – a city state and thus a separate *Land* – plays a particular role, since the

union of East and West Berlin brought together an "old" and a "new" part of the city. The ten "old" *Laender* are composed of the city states of Hamburg and Bremen, and the *Laender* Schleswig-Holstein, Lower Saxony, North Rhine-Westphalia, Hesse, Rhineland-Palatinate, Baden-Wuerttemberg, Saarland and Bavaria. The most populous federal state is North Rhine-Westphalia, and the largest in area is Bavaria (see map, Figure 1).



Figure 1 The Federal Republik of Germany

Education has traditionally played a major role in Germany. The many facets of the German concept of "education" demonstrate its close connection with all other social fields and with everyday life. Germany has a well-performing school system, with compulsory school attendance lasting nine years and differentiated types of schools, a well-developed higher education sector with a range of types of higher education institution throughout the country, and a particular scheme of vocational education (the "dual system"), which combines state vocational schools with private apprenticeship contracts. The pre-school sector (for children up to the age of six years) is comparatively underdeveloped in Germany; it is operated (with some public subsidies) largely by churches, local government and charitable organizations. The most recent and – as far as public funding is concerned – the smallest sector of education is continuing education; considerable attention is paid to it politically and in terms of programming, but as yet this has scarcely been reflected in its funding and structure.

In recent years it has become easier to move from one sector of education to another in Germany, and to combine different elements of education in one educational career. It is now possible to gain the *Abitur* (upper secondary leaving examination which grants access to higher education) by a route other than the *Gymnasium* (grammar school), and the *Abitur* is no longer the only means of gaining access to a university. However, it is evident that the various sectors of education are poorly integrated and that their provision and courses pay insufficient attention to each other. Figure 2 on page 10, the Education System of the Federal Republic of Germany, which shows the different parts of the education system in Germany, is thus still an accurate reflection of institutional reality. It should be borne in mind that there are quite profound differences because the *Laender* have sovereignty over educational and cultural affairs, although these are coordinated through the Federal-*Laender* Commission for Educational Planning. In the eastern *Laender*, for example, the *Abitur* can be taken after twelve years, but only after thirteen years in the western *Laender*.

There is no intention of going into the details of the educational policies of the individual *Laender* or responsible bodies. Reference should be made to the literature consulted and to the general overviews and collections of documentation listed in the Appendix. Difficulties over individual terms may be resolved by reference to the glossary contained in the Appendix. Anyone wishing to make contacts is advised to look at the periodicals listed in the Appendix or to write direct to the addresses which are also listed there.

Basic Structure of the German Education System

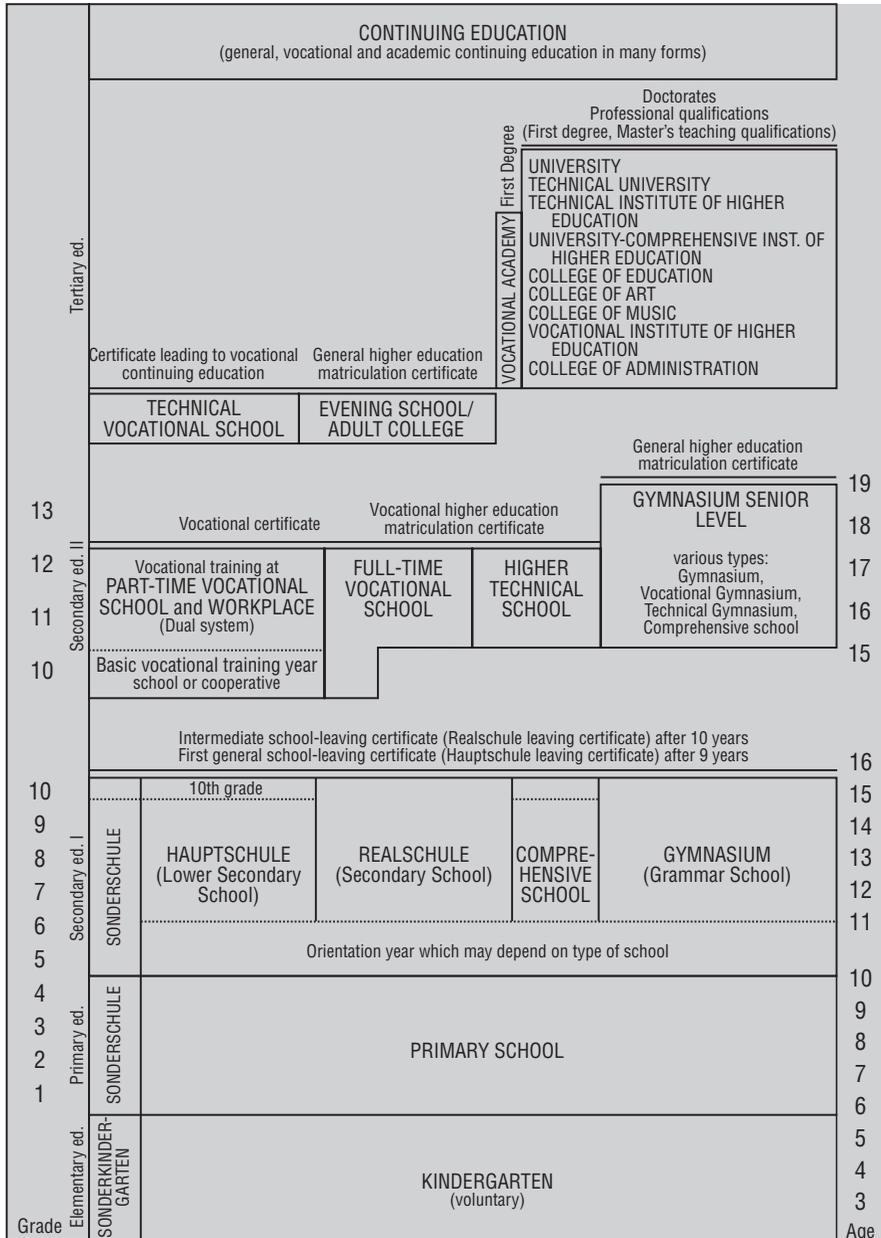


Figure 2 Education System of the Federal Republic of Germany

2 Historical Development

The historical roots of the notion of continuing education lie in the *Enlightenment*, while its social history is that of the struggle of the bourgeoisie against feudalism, and of the proletariat against the bourgeoisie. The aims of the Enlightenment remain a widely accepted purpose of continuing education: "Enlightenment is man's departure from his self-imposed infancy. Infancy is the inability to use one's intelligence without another's guidance. This infancy is self-imposed if its cause lies not in a lack of intelligence but in the want of courageous determination to use it without another's guidance. Sapere aude!" (Immanuel Kant 1784).

In accordance with their respective class interests, the idea of Enlightenment became a goal of organized education for both the bourgeoisie and the proletariat in the 19th century. Thus, in the first half of the 19th century, reading, museum and literary societies were founded which arranged lectures, discussions and group activities. Musical societies, Sunday and evening schools were organized with a bourgeois educational content. Agricultural societies and educational associations of craftsmen sought to enable people to make use of the civil rights which they had yet to win or had already secured. Religious educational institutions date also from this time; the "Catholic Journeymen's Society" led by Adolf Kolping was thus, for example, the origin of the present-day Adolf Kolping Society. In 1871 the liberal bourgeois educational movement came together to set up the "Society for the Propagation of Popular Education". This society undertook many varied activities with the aim of founding new educational societies, establishing public libraries, and expanding the number of public lectures. The movement was given a considerable boost by university extension, which was especially well developed in the United Kingdom, through which academic knowledge was disseminated in accordance with classical ideals of education. This led, in 1899, to the foundation of a "German Empire Society for Popular Courses by Higher Education Teachers", which met in "Popular Higher Education Assemblies" in Vienna, Berlin, Dresden and Frankfurt. In 1913, some 8,000 educational societies were registered members of the "Society for the Propagation of Popular Education". They represented at that time the largest European association of popular education.

Workers' education had distanced itself from bourgeois education very early on. Journeymen and members of the rapidly growing working class saw that liberty, education and prosperity were increasingly becoming the privilege of the bourgeoisie and that education was used not only to achieve freedom from feudal structures, but also to exercise power over the working class. Out of

this grew a need for education which related to the working class and would strengthen the development of the working class movement in the 1850s and '60s. Liberal left-wing elements had already espoused the cause of the workers' movement before Ferdinand Lassalle explicitly contrasted the class consciousness of the proletariat with the bourgeois idea of education. Lassalle founded the "General German Workers' Association" (1863) and put into words the recognition that the political and social aims of the working class should take precedence over "merely" educational activities. This was the beginning of a workers' education that served the emancipation of the working class. Education as a tool in the class war ("knowledge is power") was expanded by trade union and party political organizations up to the First World War.

A third origin of German CE can already be discerned in the 19th century: continuing education in industrial and commercial enterprises, and vocational training in a broader sense. Induction training at the workplace, training for promotion within organizations, and inservice training for managers grew to match the ever larger businesses created by capitalist production methods. Even before the First World War, major concerns such as Krupp had already launched their own educational services, which became an acknowledged part of personnel management and staff development in business. However, these initiatives were restricted to the private realm of the enterprises concerned, and played no part in the debate about education during the Weimar Republic or in the early years of the Federal Republic of Germany.

The First and Second World Wars meant decisive breaks in German AE/CE. Yet more serious were the consequences of the Nazi regime, which still remains a blank in the history of many AE establishments. There is disagreement over the extent to which German AE was interrupted, or did in fact continue in the Weimar Republic and after the Second World War in the form in which it had existed at the turn of the century. The following points are, however, generally accepted.

In the Weimar Republic (1919 – 1933), the value of German AE received greater recognition, but it changed in character. It was mentioned in the Weimar Constitution, and 1918 to 1920 are the years in which a large number of the long-standing community adult education centres (Volkshochschulen) which exist today were founded as independent institutions of liberal popular education.

The approaches adopted in AE were influenced by a number of different movements in the Weimar era. The liberal bourgeois popular education

movement was engaged in a fierce debate between the "old" approach of transmitting knowledge and the "new" approach of focusing education on the individual. This argument particularly involved the community adult education centres, which were united in a national association in 1927. The religious popular education movements, rather than joining the liberal bourgeois line, pursued their own independent developments. The "old" and "new" tendencies agreed in Prerow in 1931 on a compromise, focusing largely on the vocational content of education (the "Prerow Formula").

The workers' movement built up its own institutions and theory of AE under the Weimar Republic, both in association with the socialist party apparatus and with trade unions: the Berlin Trade Union College and the Academy of Labour (both established in 1921) are major examples of this type of development.

Company-based AE led an existence which was largely ignored in public debate in the Weimar Republic, but which gained in importance in many enterprises, especially in the form of induction training and training for promotion.

In the years 1933 to 1945, the National Socialists (Nazis) set out to bring all the different trends in AE into line their political goals. The organizational tool used was the National Socialist association "Strength through Joy", sponsor of the "German Popular Education Organization". It was a slow and obviously difficult process to force conformity on AE; not until 1939 were nationwide guidelines for conformity approved. In the reconstruction of AE after the Second World War, the fascist period was ignored rather than explored, and the debate picked up where discussions during the Weimar era had left off.

After the Second World War, continuing education was encouraged by the victorious allied powers in the western zones of occupation, especially as a means of democratic re-education. This applied particularly to the community adult education centres, federal and *Land* political education centres, residential adult education centres, and foundations (many of these allied to the political parties), while company-based AE, religious and trade union AE returned to the ideas of the Weimar era within their own organizations. AE only became the focus of public discussion again in 1960 with the report of the German Education Committee: "On the Situation and Role of German Adult Education".

This report states that education in the sense of "insight and understanding" is related "to one of the most disputed educational concepts in Euro-

pean intellectual history, for illumination of the consciousness is only another name for what used to be called enlightenment". The essential political significance of the report is that AE was emphasised as an integral part of public education and as a *public responsibility*.

After a further ten years of extensive debate about how the education system should be organized (the term coined by Georg Picht in 1965, the "education disaster", being sometimes used), the decisive turning points on adult education's way to becoming an independent sector of education were the German Education Council's "Structural Plan" of 1970 and the "Overall Education Plan" issued by the Federal-*Laender* Commission in 1973. "The first stage of education is incomplete without complementary AE. The whole field of AE therefore forms part of the education system: inservice education, retraining and AE are part of this sector" (German Education Council 1970, 199 f.).

The use of the term "continuing education" to refer to the concept of "adult education" stressed not only the connections between hitherto unrelated educational activities, but also increased state responsibility and obligations. Notions such as "universal coverage of the population", "quality of provision" and "professionalisation of the teaching staff" were introduced. The Continuing Education Acts which were adopted as a result in the majority of the *Laender* – in accordance with the federal structure of the Federal Republic of Germany and the principle of the subsidiarity of the state – were the expression of the new emphasis.

First, these Acts associated AE with other sectors of education (see Figure 2, Education System of the Federal Republic of Germany, p. 7), particularly vocational education and general school education; secondly, they set it in the context of the social demand for qualifications and interventionist labour market policy; and thirdly, they linked it with societal perspectives. Thereafter, the state sought systematically to regulate and promote AE, a phase which ended in around 1982/83. State commitment to CE then stagnated and suffered some retrenchment. Around 1993, an explicit – but not yet agreed – policy of "privatising" material and political responsibility for continuing education began.

In the German Democratic Republic (GDR), AE/CE naturally developed differently after 1949. On the one hand, it was essentially tied more closely to industrial structures, and on the other, it was drawn more strongly into ideological discussion of the principles underlying "the workers' and peasants' state". In consequence, a highly differentiated system of enterprise-related continuing education institutions was developed, as was a system of socialist transmittal of

knowledge and enlightenment, represented particularly by the Urania Society. Public continuing education establishments such as community adult education centres increasingly concentrated on the second chance to acquire general school-leaving certificates such as the *Abitur*. AE/CE as a pluralist field of education and a separate academic discipline had more or less ceased to exist in the GDR at the time of the 1989 crisis.

The CE structures of the GDR have largely vanished, only a few years after German unification. The transfer of publicly owned enterprises to private ownership, the disappearance of ideologically based educational organizations such as Urania, the rise of numerous commercial educational establishments, and the rapid restructuring of the community adult education centres on the western model have completely altered the landscape of CE in the new *Laender*. Apart from differences of emphasis in provision and in the student body, a great rapprochement between AE/CE in the new *Laender* and the former Federal Republic can already be observed.

Despite the federal system of organization, relatively similar structures of continuing education are to be found in the individual German states today, including the new *Laender*. Through the community adult education centres (*Volkshochschulen, VHS*), which exist in almost every town and village in the Federal Republic, there is everywhere an institutionalised system of continuing education. This embraces both the institutions themselves and their general role as local educational and cultural centres. The continuing education establishments of the major societal organizations, such as the churches, trade unions, commercial and charitable bodies, have a similar nationwide structure. Institutional structures have also grown up in the area of vocational continuing education, through employment promotion measures and training centres within companies.

Traditionally, adult learning in Germany used to be termed "popular education" (*Volksbildung*). This term is seldom used any longer, largely because the expressions "people" (*Volk*) and "popular" were abused by fascism in Germany. After the Second World War, the term "adult education" was principally used. With the coming of the "swing to realism" in AE (which led in the western *Laender* to political and, more particularly, commercial interests taking over AE), the expression "continuing education" became current. It was adopted principally by the state, which used it to indicate a fourth sector of education for which the state was responsible and which included not only AE but also re-training, inservice training and vocational education of persons of adult age. Continuing education then became the general term for the whole field of adult

learning. Continuing education is still defined as it was by the German Education Council in 1970 for West Germany: "a continuation of, or a return to organized learning after the conclusion of an initial phase of education of variable length" (German Education Council, *Strukturplan*, 1970, p. 197).

Over the last twenty years, the term "continuing education" has acquired an increasingly vocational meaning, while the older expression "adult education" has continued to be used for social, general and political education. In fact, "continuing education" and "adult education" are used today synonymously in Germany, the former more with vocational, and the latter more with non-vocational connotations. In what follows, AE and CE are used synonymously.

In order to understand German AE today, it is important to appreciate the role of the state (federal authorities and *Laender*) and the communes (i.e., the local level of government). For the state and the communes, AE is a matter for the people themselves, and for the bodies which provide continuing education, such as churches, trade unions and employers. The state itself ensures that CE organizations and establishments can continue to function effectively within appropriate structures ("plurality"), and that where there are "deficits" (determined by reference to target groups or regions), the state intervenes to offer support ("subsidiarity"). It is also one of the principles of plurality and subsidiarity that the state is responsible for overarching continuing education activities:

- *counselling* of learners (suitable provision for learners' interests) and of teachers (appropriate methodology and provision);
- *information* about existing provision, needs, methods of funding, accommodation and certification;
- *Cupertino* between institutions and educators for joint provision; and
- *coordination* of planned provision in order to prevent both duplication and gaps.

Since the state accepts and encourages plurality, the whole structure of adult education has been allowed to develop freely, and has become widely differentiated. In many fields, it is affected only very indirectly by state regulations or subventions.

3 Legal Bases

AE is governed in Germany by numerous overlapping laws and regulations which sometimes serve differing purposes but leave many areas of AE untouched (cf. Rohlmann 1994; Krug 1994).

AE activities do not have to have state recognition – unlike schools, for instance. An exception to this is distance education, for which a federal Act was passed in 1974 by analogy with consumer protection (cf. Ehmann 1986). AE is not regulated in the Constitution of the Federal Republic of Germany, unlike that of the Weimar Republic. Many *Laender* have, however, explicitly included AE in their *Land* constitutions, as, for example, Bavaria (Article 139: "AE is to be promoted through community adult education centres and other institutions supported by public funds"), North Rhine-Westphalia (Article 17: "AE is to be promoted. Besides the state, communes and community associations, other bodies such as the churches and voluntary societies shall be recognised as sponsors"), and Schleswig-Holstein (Article 9, para. 2: "The promotion of culture and AE, in particular of the library service and community adult education centres, shall be a responsibility of the *Land*, the communes and the community associations"). The new *Laender* also have relevant wordings in their constitutions, as, for example, Brandenburg (Article 33: "Continuing education is to be promoted by the *Land*, the communes and community associations. The right shall be granted to independent sponsors to establish institutions of CE. Every person shall have the right to release for vocational, cultural and political continuing education") and Saxony-Anhalt (Article 30: "Besides the *Land* and the communes, independent bodies shall also be sponsors of vocational training and adult education. The *Land* shall ensure that each person can learn an occupation. Adult education is to be promoted by the *Land*").

Despite the sovereignty of the *Laender* in education, there are laws and legal regulations valid throughout the Federation which are of relevance to CE. The Federation is responsible for *vocational* CE outside schools, the *development* of general principles of academic continuing education in *higher education*, *research* into the *effectiveness of CE* and the opening of new areas of activity through *experimental projects*. The federal laws of relevance to CE are:

- The *Employment Promotion Act*, and latterly the *Social Security Code*, which governs vocational adaptation training, training for promotion to higher grades, retraining and, in certain cases, induction training. Responsibility for implementing the Act lies with the Federal Labour Office in Nuremberg.

- The *Employees' Representation Act*, which governs the paid leave of members of works councils and trade union representatives for purposes of AE, and is of major significance particularly for trade union educational activities, which derive from the historical principles of workers' education; the Federal Staff Representation Act has similar provisions.
- The *Vocational Education Act*, which governs matters of responsibility for vocational inservice training and retraining, and their regulation and implementation. Initial training in craft trades is governed by similar provisions in the "Handicrafts Code". In accordance with these, a range of national training provision is organized, especially for master craftsmen in industries, and for social work (counselling) and industrial security. The Federal Institute of Vocational Education in Berlin (BIBB) is responsible for preparing vocational training regulations.
- The *Federal Student Aid Act*, which grants individuals the legal right to training aid. In CE, this opportunity applies particularly to young people and adults who have completed compulsory education and a vocational training course and would like to take the higher education entrance qualification (*Abitur*) through "second chance education".
- The federal *Basic Higher Education Act* (complemented by the *Higher Education Acts* of the *Laender*), which obliges higher education institutions to provide CE, to work together with other institutions, and to promote the continuing education of their own staffs.
- The federal *Correspondence Courses Act* (see above) complemented by a state accord with the *Laender*, which governs the rights and duties of participants and organizers of distance education and provides for state registration of distance education courses.
- The *Civil Service Acts* of the Federation and the *Laender*, which give public servants the opportunity of regular vocational inservice training. Paid or unpaid special leave is also granted for purposes of continuing education.
- Regulations affecting participation in CE are included in numerous other federal Acts, such as the *Social Security Code*, the *Federal Public Assistance Act*, the *Youth Welfare Act*, the *Treatment of Offenders Act* and some *tax laws*.

The most important laws on AE at *Land* level (and generally) are the *Continuing Education Acts* of the *Laender*, which are not identical but are very similar in their interpretation of the principle of subsidiarity and hence in the way in which they provide for the arrangement of AE. The level of state funds disbursed on this basis differs widely between the *Laender*. Some *Laender* make a grant of less than DM 10.– per teaching hour to recognised AE institutions, others almost DM 20.–. The most important principles for the organization of AE, which are generally contained in all AE Acts, are:

- a secure *institutional structure* of AE, created through institutional support and recognition in accordance with certain criteria of continuous work of proven quality;
- organizational *autonomy*, i.e., separation from societal organizations such as trade unions, employers' associations and churches, and autonomy in syllabus planning and appointment of staff;
- *qualified staff*, and provision for their inservice training;
- *Cupertino* with other commune and *Land* educational institutions; and
- *open access* for all persons and groups in the population.

In some *Laender*, these laws have had a considerable influence on the structure of AE institutions in the twenty and more years for which they have been in force. A high degree of institutionalisation and professionalisation can be observed. This is the case in North Rhine-Westphalia, and also in Bremen and Hesse. At the present time there are AE Acts in force in all *Laender* with the exception of Berlin, Hamburg and Schleswig-Holstein.

In many *Laender*, the AE Act has been supplemented by a law on *educational leave*, sometimes under a different name. Such laws govern the paid leave of employees for participation in educational activities, lay down an individual entitlement usually to one week per year, and have fundamentally influenced the development of a special mode of provision (one- and two-week courses) and the design of their content. The history and content of the laws on educational leave are related to the recommendations of the International Labour Organization (ILO) on educational leave of 1976. All *Laender* have laws on educational leave except Baden-Wuerttemberg, Bavaria, Brandenburg, Mecklenburg-Western Pomerania, Saxony and Thuringia.

Moreover, there are many individual laws and regulations affecting CE in the *Laender*, as there are at federal level. This applies, for instance, to regulations on rural adult education within laws on agriculture, on vocational continuing education within laws on the promotion of the economy, etc.

A legal basis for continuing education is also to be found in *wage and salary agreements* and *individual works agreements*. These are legally binding contracts made between employers and employees which are not subject to regulation by the state. In some employment sectors there are national wage agreements in which rules for employees relating to CE are set down, as well as so-called umbrella wage agreements which provide for the inclusion of regulations concerning continuing education in individual wage agreements. In these agreements it is usually laid down which groups of persons in the enterprises covered by the agreement may take part in specified AE activities, and under what conditions. Some of the regulations in these wage agreements go beyond the provisions of the Employees' Representation Act (cf. Sutter 1989). Regulations on employees' release from work for participation in continuing education also exist in some individual works agreements, particularly among larger companies (in the engineering and chemical industries).

4 Institutions

The institutional structure of AE in the Federal Republic of Germany is exceptionally varied.

First, the *number* of institutions is very high. Those institutions recognised and publicly supported by the state (by the Federation or the *Laender*) number well over 2,000 alone, 1,000 of these being community adult education centres. The AE institutions of industrial and commercial companies, chambers of industry and commerce, and chambers of craft trades, are of a similar order of magnitude. There are in addition numerous private and commercially run AE institutions – in many major cities such as Hamburg, Berlin, Leipzig and Frankfurt am Main, there are between 300 and 600 such institutions alone.

Secondly, AE/CE institutions have a *varied structure*. They differ not only in size, but also according to whether:

- they are *exclusively* responsible for CE or carry out other activities as well;
- their provision is open to *all interested persons* or is limited to a restricted group;
- they are part of a *major societal organization* such as the churches, trade unions and entrepreneurial associations, or are not bound in this way;
- they are governed by *commercial interests* (e.g., distance education institutes), *private social interests* (e.g., church education services), *public interests* (e.g., community adult education centres) or other *organizational interests* (e.g., industrial and commercial companies);
- their *legal status* is private, governed by public law or state-controlled; and
- they offer provision in the whole field of AE or concentrate on *specific areas of provision*.

Besides size and structure, the significance of AE establishments also depends on the degree to which they are legally and politically guaranteed by a *sponsoring body* and can achieve greater influence through links with similar institutions at *Land* or federal level. In this respect the community adult education centres (*Volkshochschulen*) stand out, being able to defend their interests and to show that they are active both at *Land* level (through *Land* Associations of Adult Education) and at federal level (through the German Adult Education Association). The educational services of the Evangelical Church ("German Evangelical Adult Education Association") and of the Catholic Church ("Catholic Fed-

eral Adult Education Association”) also focus their activities through their own institutes (DEAE, with headquarters in Karlsruhe; KBE, with headquarters in Bonn).

The most important AE institutions and groupings are:

- *Trade union AE*, which rests on the tradition of workers’ education in many fields. The two large trade union umbrella organizations, the German Federation of Trade Unions (DGB) and the German Public Employees’ Union (DAG), maintain the largest institutions of vocational continuing education in the Federal Republic. The Vocational Further Education Service of the DGB is divided between several German cities, and the DAG maintains three institutions (Education Service, Academy, Technical Institute). Besides vocational education, the trade union associations and the individual unions also conduct training for works council members and trade union representatives in their education centres, under the terms of the Employees’ Representation Act, and political seminars for trade union members.
- *Company-based AE*, which grew enormously in importance in the 1980s, particularly under the influence of changes in technology and the organization of work. Many large companies, especially in the engineering and chemical industries, have built up their own internal training centres.
- *Community adult education centres (Volkshochschulen)*, which are linked to the liberal bourgeois origins of popular education in their perception of their role and their methods of working. At the time of writing (1998), there are 998 community adult education centres in Germany, covering all parts of the Federal Republic and having a communal and regional role in CE. The provision offered by the community adult education centres embraces the whole range of CE, but includes major elements of foreign language teaching, cultural and general education.
- *Religious AE*, run by the Evangelical and Catholic Churches, and related to the socially committed liberal education movement of the last century, which regained strength in the 1980s. Both churches have their own nationwide network of family education centres, academies, residential and *Land* adult education centres and other educational programmes. In addition, services are provided at federal level (DEAE and KBE). Numerous educational activities are also arranged at parish level.
- *Commercial AE institutions*, whose number and range of provision have grown considerably since the 1980s, with an upsurge – clearly of lim-

ited duration – especially in the new *Laender*. Commercial institutions target those who can pay, particularly in the areas of foreign language teaching and data processing, and take an active part in competing for public funds, notably under the Employment Promotion Act.

- *Institutes of distance education*, which experienced a steep decline following the introduction of the Correspondence Courses Act in 1974, but have since regained a larger section of the market. In the German-speaking area, three major institutes of distance education operate nationwide, and one of these has already established private distance colleges of vocational higher education that are recognised by the state.
- The “*Work and Life*” association (*Arbeit und Leben*, AuL), a cooperative grouping of community adult education centres and trade unions, which is divided into *Land* branches and offers a wide range of political and vocational education.
- *Residential adult education centres* and, in the broader sense, all education centres offering accommodation, which are run by a variety of sponsors but have a particular educational identity, and are grouped together in the “Association of German Education Centres” (AdB). Their programmes mainly offer intensive courses lasting one or two weeks.
- *Chambers* of industry and commerce, and chambers of craft trades and agriculture, which offer a broad range of AE and contribute particularly to the professionalisation and training of the workforce by providing recognition of qualifications.
- *State CE institutions*, i.e., colleges of continuing education sponsored directly by the state, which offer provision for target groups of public employees. The most significant of these are the inservice training courses for teachers run by the *Laender*, but there are also academies for public service employees, etc.
- Educational organizations of the various *sectors of the economy*, which in many cases organize vocational and industrial continuing education, especially in Cupertino with small and medium-sized companies.
- A large number of *voluntary initiatives* and *alternative groups*, which have developed since the late 1970s, are distinct from the major societal organizations and work in specific fields or with specific target groups. In some *Laender* (e.g., North Rhine-Westphalia), they have already organized themselves at *Land* level. There are also smaller *educational organizations* with a specific theme, such as the Germany and Europe Political Education Organization, European and local academies, ecological educational workshops, etc.

- *Higher education institutions*, which have an obligation to AE/CE under the Basic Higher Education Act. Some 30 higher education institutions and vocational higher education institutions now have their own AE/CE centres with differing structures, aims and profiles. Many higher education institutions offer CE in cooperation with CE institutions, trade unions and employers.
- The *foundations of the political parties*, which should also be mentioned, and sometimes maintain their own education centres. These foundations concentrate especially on the provision of political education. An important role is also played by the educational establishments set up by *charitable organizations*, *Land sports associations* and *rural organizations*, which concentrate on different regions and areas of provision.

Table 1 Providers of General and Political Continuing Education in 1994

Sponsoring bodies	% of enrolments	% of volume of continuing education
Community adult education centres	28	27
Private institutes	9	17
Religious institutions	8	4
Associations (excl. occupational assoc.)	8	7
Employers/enterprises	7	6
Non-religious charitable associations	5	5
Higher education institutions	5	8
Academies and academic associations	3	3
Occupational associations	2	1
Trade unions	2	1
Political parties, foundations associated with political parties	2	2
Others (incl. Employers' associations, distance learning institutes, chambers of industry and trades, occupational indemnity associations, Urania)	20	20

Source: BMBF 1996 Continuing Education Reporting System VI

The *media*, too, play a part in CE/AE, especially radio and television, which have an educational role under the terms of the statutes under which they were established after the Second World War. A particularly notable CE activity of the media was the "College of the Air" (*Funkkolleg*), a programme of continu-

ing education devised collectively by broadcasting organizations, ministries of education and community adult education centres which ceased operations in 1998, largely as a result of changes in media programming policy. Overall, the quantity of explicitly educational provision offered by the media has declined since the 1960s, while the proportion of broadcasts with some educational relevance has somewhat increased – but this is chiefly because the concept of education now applied is broader than in the '60s.

All AE institutions sponsored by the groups mentioned above contribute to "pluralistic" German AE. The state intervenes politically by issuing instructions where it holds this to be necessary on particular social or economic grounds. According to the principle of "subsidiarity", the AE institutions are charged with responsibility for carrying out continuing education.

Table 2 Providers of Vocational Continuing Education in 1997

Sponsoring bodies	% of enrolments	% of volume of continuing education
Employers/enterprises	48	29
Private institutes	11	17
Chambers of industry and trades	10	15
Occupational associations	6	6
Academies and academic associations	4	5
Community adult education centres	4	3
Higher education institutions	3	5
Occupational indemnity associations	2	1
Employers' associations	2	3
Trade unions	2	2
Technical colleges	1	2
Others (incl. distance learning institutes, chambers of industry and trades, non-religious charitable associations, political parties/foundations associated with political parties, Urania, associations excl. occupational associations)	9	12

Source: BMBF 2000 Berichtssystem Weiterbildung VII

5 Funding

In accordance with the pluralistic structure of AE in Germany, funding relies on a variety of sources:

- the state (the Federation and the *Laender*) and the communes;
- the (private) economy;
- the sponsoring bodies of AE institutions;
- private households; and
- the Federal Labour Office.

The funding of AE in Germany amounted in the year 1997 to DM 71.2 billion. Exact figures are only available from federal and *Land* authorities, communes and the Federal Labour Office; in other cases, more or less justified estimates are used. Moreover, figures and estimates are based on differing cost bases, some of which include salaries, accommodation, travel, etc., in addition to the direct costs of activities. Comparability is therefore limited. The breakdown of funding is as follows:

Table 3 Expenditure on AE

Expenditure on AE in 1987 ¹ , 1992 and 1997			
Source of expenditure	in DM billions		
	1987	1992	1997
EU funds (ESF, programmes)	–	0,1 ²	0,1 ²
Federation, Laender and communes	3,2	4,3	4,9
of which			
Federation	0,8	0,9	0,9
Laender	1,3	1,5	1,9
Communes	1,1	1,9	2,0
Federal Labour Office	5,6	27,7 ³	19,8
Private economy	10,4	36,5	35,1 ⁴
Private households	5,7	9,8 ⁵	11,2 ²
Sponsoring bodies	0,1	0,1	0,1 ²
Total	25,0	78,5	71,2

1 Old *Laender* only. Source: Arbeitsgruppe Bildungsbericht 1990, p. 429; BMBF 1998, p. 294ff.; DIE, *Volkshochschul-Statistik* 1992

2 Estimate

3 The huge rise between 1987 and 1992 ist attributable to educational activities in the new *Laender* and had already fallen back considerably in 1997

4 BMBF 1998, p. 294 based on data from the German Economic Institute

5 BMBF 1996, p. 316 f.

Some aspects of this overview require further comment.

Expenditure from the *public purse* (federal authorities, *Laender*, communes) on AE/CE amounted in 1997 to 0.41% of the total public sector budget and 0.13% of Gross National Product (GNP). These proportions had not changed since 1992. Public expenditure on AE thus lies well below that on elementary (pre-school) education (1.36% of the total budget; 1.16% in 1992), on higher education (4.11% of the total budget, 3.84% in 1992) and on schools (7.27% of the total budget; 7.00% in 1992). Public expenditure on AE has shown the largest increase of any sector of education since 1975, but in 1997 stood at only DM 60 per head of the population, still well behind that of the other sectors (elementary education DM 119, schools DM 1,067, higher education DM 601). The "public purse" largely funds subventions to activities and institutions (chiefly via the communes and the *Laender*), to experimental activities and training programmes (mostly federal funds), and to programmes for particular target groups. However, expenditure from the "public purse" is supplemented by "hidden" public budgets for AE, i.e., by AE activities under other headings (agriculture, administration, etc.).

Expenditure by the *private sector of the economy* includes direct costs, such as course fees, salaries and wages for staff engaged in continuing education in companies, and also indirect costs, such as the remuneration of employees who are given leave. The reliability of the figures is nonetheless disputed, as few concerns keep accurate costing of their continuing education activities and many figures are estimated. There is agreement that private sector expenditure on continuing education exceeds that of federal, *Land* and commune authorities, but it takes into account many more different types of cost.

Expenditure by *private households* is estimated, there being no systematic way of recording costs. The estimate is based on the statistics of community adult education centres, according to which participants cover about a third of the costs of courses, and on the results of the Continuing Education Behaviour Reporting System, in which sample numbers of participants are recorded.

Expenditure by *sponsoring bodies* is also estimated. In many cases it cannot be clearly separated out, and in others it is not given. There are data from some trade unions on the proportion of costs for trade union AE institutions, but the expenditure of other sponsoring societal organizations, such as churches, foundations and voluntary associations, is not systematically recorded.

Expenditure by the *Federal Labour Office* covers sums spent under the Employment Promotion Act. These are monies paid in by employers and employees in equal proportions and spent under this Act. These promotional funds are disbursed to both private and public AE institutions on the basis of their response to public announcements, and cover contributions to the living costs of learners as well as activity costs.

From the way in which funding is structured it is clear that the role of state funding of AE has to be seen in perspective. A substantial part of the AE activities of the population takes place without any significant state support. This is a reflection of the growing importance of the continuing education market in Germany, to which Federal Labour Office funds make a contribution.

Even in the institutions in which public support plays the largest part (the community adult education centres, in particular), and which see themselves as answerable to the public, there has long been mixed funding, in which state funding is often the smaller part. The "equal thirds" funding of the community adult education centres out of student fees, commune funds, and federal and *Land* funding (traditionally only a statistical average) has increasingly shifted. Income from student fees grew continuously in the late 1980s and now already accounts for an average of almost 40% of community adult education centre budgets. In many *Laender*, in which only modest sums are given to support AE under the relevant Acts, the proportion from student fees is significantly higher (such as in Rhineland-Palatinate, Baden-Wuerttemberg and Bavaria). Taking into account other funding to be sought by adult education centres themselves, in many places the proportion of public funding in an institution's total budget lies well below 50%.

6 Provision

There is no systematic breakdown of AE provision, except for community adult education centres. Provision offered by these centres covers the whole range of continuing education, with the stress on the general rather than the vocational. Particular emphasis is given to language learning facilities and cultural education. An overview of provision in community adult education centres will show how this has changed over time (see Figure 3).

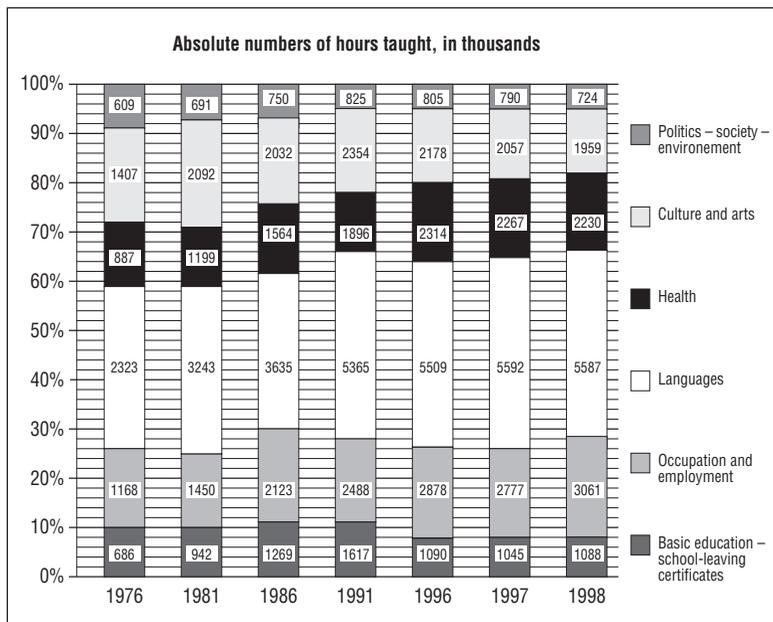


Figure 3 Evolution of Provision in Community Adult Education Centres

Foreign language learning is principally offered by private institutions – as well as by community adult education centres. Approximately half of the total provision for languages is made by commercial language schools, the adult education centres provide one third, and company-based courses and language-learning study tours share a further fifth.

Political education is very varied and covers the whole spectrum of political subject matter. Political education is particularly associated with the foundations linked to political parties, the parties themselves, the trade unions, the community adult education centres and the “Work and Life” association.

The churches also play a role in political education: in 1997, the educational institutions of the Evangelical Church had over 350,000 participants in political education activities, while the Catholic Church had over 450,000.

Continuing education includes inservice training, retraining, prevocational basic education and guidance. *Inservice training* builds on a completed course of education or training, while *retraining* concerns change of occupation. Inservice training accounts for the largest proportion of vocational continuing education. Publicly and privately sponsored vocational schools and colleges play a major role in this, together with professional associations, chambers of industry and commerce and craft trades, the further education services of employers and employees' organizations, and naturally the industrial and commercial companies themselves in which employees are trained. The number of participants in in-company courses is, according to representative sampling (cf. Vocational Education Report 1989), higher than the number in training outside. *Prevocational basic education* and *guidance* are offered particularly by the community adult education centres.

Many vocational qualifications are gained in the Federal Republic of Germany through *inservice training*. This applies to the grades of master craftsman in industries and craft trades, senior positions in nursing, as well as to technician qualifications and specialisms such as time and motion, and training itself. Vocational inservice training plays a significant role throughout junior and middle management and in intermediate specialist qualifications. Persons who are employed in these fields frequently pursue the following path of educational and occupational development: education through the dual system is followed first by employment, then by another phase of continuing education, often part-time while working, and thereafter by employment in a new, higher position.

Besides inservice training courses leading to a recognised examination, there are many vocationally relevant basic education courses offered by commercial providers. Companies also train their staff through uncertificated training in the areas of sales, management and technology.

Types of CE course vary widely. They range from long-term full-time courses (of up to two years), especially for retraining programmes, to two-hour lectures. Vocational education tends to be longer, while political, general and cultural education is shorter. The most typical forms of CE provision are:

- Courses of one to two hours per week outside working hours, in the evening or, for those not working, in the daytime. This type of provision

takes place chiefly in the community adult education centres.

- Seminars of two or three days, frequently arranged at weekends. Most providers offer this type of provision.
- One- to two-week intensive courses of the "educational leave" type. These are offered principally by community adult education centres, other educational centres, companies, and "Work and Life", sometimes with accommodation.

Provision varies not only in content, duration and form of organization but also, significantly, in whether it leads to a qualification (through an examination or various types of certificate). A large part of short-term CE/AE provision is uncertificated, while longer-term activities usually lead to the award of a certificate. There are three usual types of award:

- *State certificates*, which are mostly identical with those awarded by other sectors of the education system (vocational education, general school education, higher education). The delayed acquisition of school leaving certificates forms a large part of this type of award, especially certificates of secondary general education. In terms of equality of opportunity, this is of significant historical and social importance.
- *Certificates particular to continuing education*, which can be gained in specific fields. These are particularly subjects of vocational relevance (languages, information technology, etc.). In many cases, several similar qualifications are offered (such as Cambridge and ICC Certificates in English as a Foreign Language). The community adult education centres, and the chambers of industry and commerce and craft trades, have developed general certificate schemes for continuing education in Germany, the former through a certificate programme operated internationally through the International Certificate Conference.
- *Certificates specific to organizations*, which certificate qualifications of relevance to, and recognised chiefly within, one organization, such as certificates issued by churches and trade unions confirming specific vocational qualifications.

At the present time the types of provision are changing. Various forms are being used, often in combination, to meet the interests and needs of target groups.

In recent years, "informal", "self-directed" and "self-organized" learning activities have gained increasing acceptance in Germany as elsewhere. As from the 1994 survey for the "Continuing Education Reporting System" (BMBF 1999), an attempt has been made to capture this form of learning, at least in the field of vocational continuing education. Questions have been asked about learning from the reading of books and periodicals, from media-based learning, from (self-)organized discussions and much more. Some of the results of this survey are shown in Figure 4.

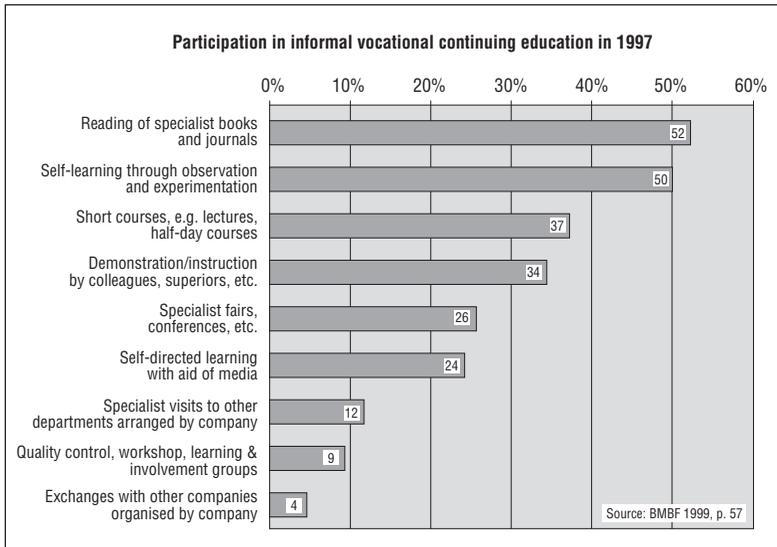


Figure 4 Informal Vocational Continuing Education

Participation in informal vocational continuing education is considerably higher than in organized learning. On average, every third person in employment has such experience, although this varies markedly from occupation to occupation.

It is obviously more difficult to capture individual attempts at learning than teaching which is organized by an institution. Quality control groups set up by companies are, for example, only regarded by half of the staff as learning, while others count them as work. Nonetheless, even though it is hard to measure these efforts, they should be taken into account as elements of continuing education, in accordance with the concept of "lifelong learning". Development and evaluation projects are therefore under way in Germany to analyse and develop both learning at the workplace and learning in the social environment of everyday life.

7 Participation

Since 1979, overviews of AE participation in Germany have been delivered by the "Continuing Education Behaviour Reporting System" conducted by Infratest Social Research for the BMBF; the most recent survey took place in 1997. Participation in continuing education has grown steadily since 1979; in 1979, 23% of the adult population stated that they had taken part in continuing education during the preceding year, in 1991 the figure was 37% (old and new *Laender* together), and in 1997, 48%.

The 48% of the German population aged 19 to 64 in 1997 numbered approximately 24.1 million. Divided into the broad content categories of "vocational education" (see also Table 2, Providers of Vocational Continuing Education 1994, p. 19) and "general and political education" (see also Table 1, Providers of General and Political Continuing Education 1994, p. 24), participation grew as shown in Figure 5.

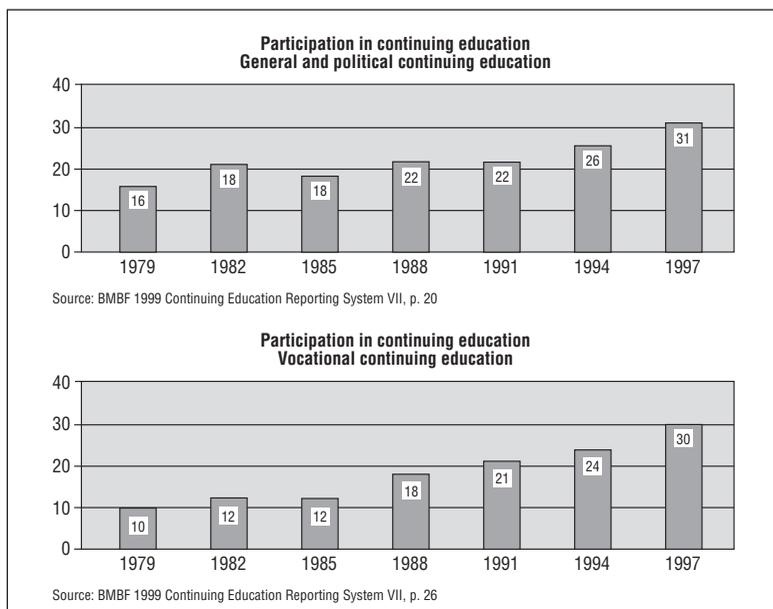


Figure 5 Participation in Continuing Education

A breakdown according to the principal social and demographic characteristics of gender, age and level of formal education, continues to show that it is younger people with higher levels of education who take more part in continuing

education than other population groups. The earlier difference in participation between men and women, determined particularly by the higher levels of occupational activity and general education among men, levelled out in the early 1990s: women now take part increasingly not only in general and political education, but also in vocational provision.

Total participation – as percentages of the population aged 19 to 64 – breaks down into topic areas, as shown in Table 4.

Table 4 Participation Quotas

Participation in continuing education by subject areas 1997	
% of the population aged 19-64 inclusive	
Type of provision/subject area	Participation %
General and political continuing education	31
Languages	8
Health topics	5
Legal issues	3
Practical skills	3
Managing leisure time	3
Sport-related topics	3
Others	3
Bringing up children/schools	2
Natural sciences/technology	2
Art, literature, etc.	2
Environmental protection/ecology	2
Family issues	1
Politics/Europe	1
Vocational continuing education	30
Retraining	2
Occupational advancement	3
Induction training in enterprises	6
Occupational updating	12
Other courses	9
Total participation	48

Source: BMBF 1999 Continuing Education Reporting System VII

Between January 1997 and April 1998, 5,475,000 members of the active population took part in *vocational* CE, 13.3% of the total active population

(1998 Microcensus of the Federal Office of Statistics). Since German unification, the proportion of women participating has reached that of men (both 15.5% in 1991) and increasingly exceeds it (women: 13.7% and men: 13.0% in 1998). Participation in vocational continuing education is well above average among the age group 15 to 35. The proportion of those with higher levels of education is also considerably above the average – only 9.4% of people with a certificate of general secondary education took part in vocational education in 1993, as against 25.6% of those with a university entrance qualification.

The majority of vocational inservice training took place at the workplace (just over half), and a third in special inservice training or retraining centres, while inservice training provided by chambers of industry and commerce or craft trades, vocational schools or institutes of higher education, distance education or other means, was less common (see also Table 2, Providers of Vocational Continuing Education, p. 25).

Half the vocational continuing education activities lasted less than one month (which corresponds to inservice training at the workplace and thus relates particularly to induction training), a quarter lasted from one to six months, and the remainder was divided between those lasting between six months and two years. The most important data can be summarised as follows:

Table 5 Participation in Vocational Continuing Education

Members of active population participating in 1997 and up to April 1998, in thousands	Total	Of whom women
Age in years		
15 – 20	1.080	458
20 – 25	1.019	509
25 – 30	811	349
30 – 35	769	317
35 – 40	580	255
40 – 45	443	207
45 – 50	355	164
50 – 55	226	95
55 -	192	70
Total	5.475	2424
Duration of vocational continuing education		
under 1 month	1.278	535
1 to less 6 month	278	128
6 to less than 12 month	174	96
1 year and longer	3.689	1.648
Total	5.419	2.407

Source: Federal Office of Statistics – Microcensus 1998

In 1997, a total of only 118,000 persons took part in *distance education*. This total was 50,000 fewer than in 1992, since when it has fallen steadily.

Table 6 Participation in Distance Education Courses

Numbers of students participating in distance education courses in thousands	
	Total
1992	171
1993	164
1994	153
1995	142
1996	131
1997	118

Source: BMBF 1999 – Survey of distance education institutes

The following pattern was seen in participation in community adult education centres in 1998:

Table 7 Participation in Community Adult Education Centres (Volkshochschulen)

Enrolments at German community adult education centres in 1998 by subject areas		
Subjects area	Enrolments	
	in 1000	in %
Politics – society – environment	630	9,6
Culture and arts	1.158	17,6
Health	1.911	29,0
Languages	1.836	27,8
Occupation and employment	965	14,6
Basic education – school-leaving certificates	95	1,4
Total	6.594	100

Overall participation in organized CE/AE is increasing and saw a sudden jump in some fields following German unification in 1990 (in commercial subjects, technology and languages). In the 1990s, it has shown a further increase, though at a reduced rate. The pattern of participation continues to be marked by certain features of interest to policy-makers and researchers:

- participation in AE/CE decreases from the age of 40, especially in vocational and vocationally relevant areas;
- participation in AE/CE rises in proportion to the educational level of the participants;
- differences between men and women in participation in AE/CE are only noticeable if no account is taken of differences in patterns of employment brought about by "family breaks" and part-time jobs;
- opportunities for participation are lower in rural areas, where multimedia-based learning and distance education are more important;
- participation is related to social situation as well as to educational background: the worse the situation, the less people take part in continuing education;
- information and counselling have proved to be increasingly decisive factors in participation in CE;
- self-directed learning and workplace learning are catching up with organized learning as a means of participating in continuing education.

The laws on educational leave which apply in 11 of the 16 *Laender* have brought about a change in the social structure of the CE/AE activities which they affect, notably in respect of the preconditions for pursuing education. However, they have not yet made a major quantitative difference, as only between two and four per cent of employees on average make use of their right to educational leave.

8 Staffing

There are no exact figures on how many persons are employed in total in AE institutions in the planning of provision and in teaching itself. Only the German Institute for Adult Education (DIE) regularly publishes statistics on staffing in the community adult education centres. According to these, almost 200,000 people were employed in community adult education centres in 1998:

Table 8 Staffing of Community Adult Education Centres (Volkshochschulen)

Full-time management staff in adult education centres	656
Full-time education staff (posts)	3.600
Part-time/freelance educational staff	189.000
Full-time administrative staff (post)	3.600

Source: Volkshochschul-Statistik 1998

The staffing structure of the community adult education centres has the peculiarity that the teaching is usually carried out by part-time or freelance professional educational staff, while the full-time professional staff are chiefly engaged in planning and resource allocation, and increasingly also in organizational and management tasks.

This relationship is different among other sponsors and institutions: in the field of *company-based training*, for example, a minimal number of part-time staff are involved. In *trade unions, foundations and similar institutions*, there are probably equal numbers of full-time and part-time educational staff. In *state institutions* (higher education, vocational schools, teacher inservice training establishments, etc.), staff are full-time, and teach continuing education as part of their duties. In the *churches*, a small number of full-time staff are supplemented by a larger number of part-timers, and also by a very large number of voluntary, unpaid staff. Among *commercial* institutions of continuing education, full-time and part-time contracts are employed, the part-time staff very probably being in the majority.

The only way to assess the total number of persons employed is to piece together and "interpret" individual data items, among which are the following:

- In 1996/97, approximately 3,400 persons were employed in "second chance education" (evening schools and other specialist adult colleges), and approximately 11,000 in vocational schools.

- Larger institutions of continuing education such as the "International Association", the "Vocational Support Service" of the German Federation of Trade Unions, and the educational institutions of the German Public Employees' Union together employ around 13,500 permanent and 25,000 sessional staff.
- In Hesse, there were 4,273 full-time and 33,390 part-time staff working in CE in 463 establishments in 1989 (survey by Faulstich and Teichler 1990).
- In Bremen, approximately 1,500 full-time and 6,000 part-time staff were divided between 86 establishments in 1993.

Overall, it can be assumed that in the late 1990s, approximately 80,000 persons occupied various full-time positions in teaching, administration and resource management in AE in the Federal Republic of Germany. In addition, there were the part-time freelance staff, especially the teachers, whose total number may have been up to ten times that of the full-timers (between four and eight hundred thousand).

Largely because of the wide differences between institutions and their educational aims, activities and methods, size and facilities, there is as yet no typical occupational profile valid for the whole of AE. Two thirds of the full-time professional educational staff have completed higher education, just over half of them in the fields of education, social sciences and languages. Since there is no practical "training for continuing education professionals" (traineeship, voluntary work, etc.), most full-time professional staff move "sideways" into adult education. Moreover, the proportion who have completed a course of studies specifically in adult education remains extraordinarily low among those employed in continuing education.

The most important points at issue concerning AE/CE staff in Germany are the following:

- the *professionalisation* of educational staff in AE: there is above all a lack of basic training in adult education, of an adequate and effective programme of inservice training, and of a suitable occupational profile;
- inadequate *social security cover* for part-time staff in particular, who earn their living by combining a number of part-time teaching contracts; this group is very numerous especially in publicly supported AE (above all in the community adult education centres);
- *training* of educational staff in organizational matters, for example in public relations, advertising, organizational development, marketing

and financial planning, all aspects which used to appear quite distinct from educational activities;

- *quality assurance* through the training, competence and continuity of educational staff, and by way of appropriate internal organization.
- issues relating to the *enrichment of teaching activities* by the addition of counselling, mediation, tutorial and service functions, to be achieved through closer links between organized and self-directed learning.

The debate about the situation and prospects of the professionalisation of AE/CE in Germany has been reopened through the restructuring of institutions, cutbacks in public funds, increased participation in continuing education, demands for higher quality on the part of participants, and an increase in self-directed learning in the 1990s.

9 Research and Higher Education

Since the early 1970s, when the state declared AE to be an independent fourth sector of education, numerous areas for the study of AE have opened up in German higher education institutions. In some cases, not only have relevant courses of study been offered and research conducted, but a degree course in adult education has also been developed. A first or Master's degree focusing on adult education is offered at many universities. At other higher education institutions, the specialist area of AE/CE is represented. Many higher education institutions offer continuing education in adult education in the form of return to study courses or additional, supplementary or further training (see Table 9, p.42).

The content of courses on "Adult Education and Out-of-School Youth Education" concentrates, according to the "Regulations Governing First Degree Courses in Education" issued by the Conference of Ministers of Education on 20 March 1969, on:

- theory of adult education;
- theory of out-of-school youth education;
- institutions and their organization;
- legal bases; and
- teaching and methodology.

Besides the academic study of AE/CE in universities, there are extra-university research institutions concerned with AE/CE. Notable among them is the German Institute for Adult Education (DIE) in Frankfurt am Main, an institution funded by the Gottfried Wilhelm Leibniz Scientific Association (Wissenschaftsgemeinschaft Gottfried Wilhelm Leibniz, WGL), where developmental research on practically all aspects of AE/CE is conducted by a staff of around 90, who also provide a link between research and practice.

Some departments of *Land* institutes are also quasi-academic institutions of AE - the "*Land* Institute for Schools and Continuing Education" (LSW) in Soest (North Rhine-Westphalia), the "*Falkenstein Educational Institute of the Hesse Land Institute of Education (HELP)*" and the "*Brandenburg Land Institute of Education*" (PLIB) – all of which provide inservice training, and generally also documentation, statistics and a library.

The "Institute for the Teaching of Natural Sciences" (IPN) in Kiel has a particular area of interest that is partly concerned with questions of AE. The "Education Information System" of the "German Institute for International Educational Research (DIPF) in Frankfurt am Main coordinates documentation of

Table 9 Opportunities to Study AE/CE (as in 1995)

University/higher education institution (by location)	Courses offered	Academic staff approx.
BA = First degree course specialising in adult education MA = Master's degree specialising in adult education SP = Special provision for adult education within educational sciences CC = Continuing education course on adult education		
Rhein-Westphalian Technical Higher Education College, Aachen	BA	3
University of Augsburg	BA	2
Otto Friedrich University of Bamberg	BA/CC/SP	2
Humboldt University of Berlin	MA/CC	5
Technical University of Berlin	CC	1
Free University of Berlin	BA/MA	6
University of Bielefeld	BA/CC	2
Ruhr University, Bochum	MA/CC	3
University of Bremen	BA/CC	11
Technical University of Chemnitz	MA/SP	1
University of Cologne	BA	2
University of Dortmund	BA	1
Technical University of Dresden	CC/SP	1
Heinrich Heine University of Düsseldorf	BA	1
Catholic University of Eichstätt	MA/CC/SP	1
University-Comprehensive Institute of Higher Education, Essen	BA	2
Johann Wolfgang Goethe University of Frankfurt am Main	BA	3
College of Education, Freiburg	BA/CC	2
Justus Liebig University of Giessen	BA	2
Distance University-Comprehensive Institute of Higher Education in Hagen	MA	2
Martin Luther University of Halle-Wittenberg	BA	2
University of the Armed Forces, Hamburg	BA	5
University of Hamburg	BA	3
University of Hannover	BA/CC	5
Ruprecht Karl University of Heidelberg	MA/SP	2
Friedrich Schiller University of Jena	MA/SP	2
University of Kaiserslautern	CC/SP	2
University of Koblenz – Landau	BA/SP	2
University of Leipzig	MA/CC	2
College of Education, Ludwigsburg	CC	3
Otto von Guericke University of Magdeburg	MA/CC	1
Johannes Gutenberg University of Mainz	BA/CC	2
Philipps University of Marburg	BA	3
Ludwig Maximilian University of Munich	SP	1
College of Philosophy, Munich	CC	1
Armed Forces College, Munich	BA	4
Westphalian Wilhelm University of Münster	BA	4
Carl von Ossietzky University of Oldenburg	BA/CC	3
University of Paderborn	BA/CC	3
University of Regensburg	BA	3
University of Rostock	SP	1
University of Trier	BA	1
Eberhard Karl University of Tübingen	BA/MA/CC	3
College of Philosophy and Theology, Vallendar	CC	1
Bergische University and Comprehensive Institute of Higher Education, Wuppertal	BA	2
Bavarian Julius Maximilian University of Würzburg	BA	1
Total higher education staff	115	

literature by more than 20 establishments in the field of education, adult education being incorporated largely thanks to material supplied by the DIE. At the University of Kaiserslautern, a continuing education course in adult education has been offered since 1994, building on a similar distance education course run by the Hagen Distance University in the late 1970s and early '80s.

The academic study of adult education has in the last twenty years profited in many ways from developments in neighbouring disciplines. Developments in psychology, sociology, linguistics and languages, and recently also in commercial management, have had a stimulating effect on the study of AE, which has now achieved an independent identity within the science of education.

The constant relationship with other areas of education is maintained through cooperation in the "German Association for Educational Research", in which AE has its own Commission. This has approximately 150 members, who are mostly responsible for AE/CE in higher education institutions. The "Association of University Adult Education" (AUE), which brings together persons and institutions promoting continuing education activities in higher education and has over 200 members, has done much for the growth in importance of AE/CE through its commitment to the study of AE/CE and the opening up of higher education (through access courses, return to study, CE programmes, public information centres, etc.).

The academic study of adult education concentrates on research in the following fields:

- adult teaching and learning (analysis of learning processes, interaction, etc.);
- curricula and teaching (methodology, planning, learning objectives);
- occupational and employment research (qualifications, needs, occupational requirements, etc.);
- target groups and participation (motivation, interests, learning behaviour, student behaviour, etc.);
- institutions (organizational aims, commercial management, Cupertino, professionalism); and
- the history of AE/CE.

Despite its unquestioned successes, the academic study of AE/CE faces above all the difficulty of linking an exceptionally broad field of practice with still insufficient paradigms and theoretical foundations. Methodologically, the study of AE/CE still depends on related disciplines, mainly sociology. The expan-

sion of AE/CE posts in universities and other institutions of higher education took place chiefly in the 1970s and has since stagnated: only at the higher education institutions in the new *Laender* have AE/CE posts been created in recent years.

Basic research into AE/CE was conducted particularly in the 1960s and '70s, when analyses of teaching-learning processes were made, public attitudes to continuing education were investigated, teaching innovations were developed and evaluated, and patterns of participation were illuminated. More recently, AE/CE research has concentrated on smaller projects of relevance to the development and promotion of practice: guidelines for provision, evaluation of learning programmes, analyses of the profiles of educational institutions, research into the destinations of graduates, etc.

10 International Contacts

In the last twenty years, particularly since the fall of the "iron curtain" surrounding Eastern Europe, the international context of German adult education has increased markedly in importance. State agencies are actively supporting vocational education in the countries of Eastern Europe, the educational services of various sectors of the economy are developing their own provision with West and East European partners, and trade unions, foundations and churches are working together in cooperative ventures.

The most important international connections of German AE/CE include:

- UNESCO-CERI (United Nations Educational, Scientific and Cultural Organization – Centre of Educational Research and Innovation): Germany takes part in the international discussion and development of education systems as a whole;
- Council of Europe: the Federal Government, together with the *Laender*, participates particularly in the development of continuing education in foreign languages in Europe;
- ESREA (European Society for Research in the Education of Adults): researchers from the Federal Republic have been actively involved since its foundation in 1990;
- EAEA (European Association for the Education of Adults): the German Adult Education Association (DVV) participates in this association, which covers the European Union;
- ERDI (European Research and Development Institutes for Adult Education): the German Institute for Adult Education (DIE) in Frankfurt am Main is a member of this consortium of 16 European institutions;
- ICAE (International Council for Adult Education): German experts on continuing education collaborate on projects within this association.

In addition to institutionalised international cooperation, there are many specialised contacts and joint projects. Work with neighbouring countries is of growing importance in this context. There are joint projects on the German-Polish border, collaboration with Nordic countries, and cooperation in the developing European regions, such as the Saar-Lorraine-Luxembourg region.

Following the signing and initial implementation of the Maastricht agreements, cooperation between adult education in Germany and in other countries of the European Union has grown. A series of European conferences on adult education was launched in Athens in 1994, to discuss common problems, goals

and tasks. These continued in Dresden (1994), Madrid (1995), Florence (1996), Manchester (1998) and Mainz (1999). The "SOCRATES" and "LEONARDO" programmes of the European Union already contained explicit lines of action concerning continuing education in the period 1995-1999, and their extension from 1999 allows for some expansion. The outcomes of the AE Action carried out under SOCRATES has been evaluated in a complementary European Union project (Nuissl 1999).

11 Trends and Prospects

The Europe-wide discussion of "lifelong learning" has also been taking place in Germany. Through numerous projects, models and programmes, governmental and non-governmental bodies and organizations have attempted to establish links between the different sectors of education, to create opportunities for transfer and access, and to increase and facilitate participation by setting up information and counselling schemes. This work has been associated with efforts to expand the system of certificates and recognition of learning, to align these nationally and to make them compatible with other European systems.

In the context of the debate about lifelong learning, educational and academic discussion has increasingly focused on the learners and learning. Learning at the workplace, learning in the social environment, learning in and through the media, and self-organized and self-directed learning, are the key words of this development. In theoretical discourse, it is often accompanied by new constructivist ways of looking at learning processes and education systems. There is broad agreement among educational policy-makers that the huge growth in popular demand for education cannot be met by institutions (and certainly not by those funded by the state).

Furthermore, the state (Federation, *Laender* and communes) has gradually been withdrawing from the basic funding of continuing education, as it has from other areas of public service. Grants to continuing education institutions have often been "frozen" (i.e., they stagnate) or reduced. With respect to the funding of continuing education activities, the Employment Promotion Act is increasingly restrictive. Company-based continuing education concentrates on staff development and productivity. Major organizations which have supported continuing education institutions up to now (especially churches and trade unions), are struggling with financial problems caused by large drops in membership. Lastly, commercial institutions are obliged to levy higher fees in order to meet state regulations and to fulfil students' demands for quality. Vocational schools, higher education institutions and other state establishments are tending to become more heavily involved in income-generating areas of CE.

Public demand for AE has constantly grown over the last 20 years, and will grow further. The need for AE in languages, information technology and vocational education remains very high. There are also growing needs in fields such as health education, cultural education and prevocational basic education. However, there is an increasing danger that those wanting to enrol will lack the funds to do so, and that the number of those who are unable to pay even modest

fees will rise, while the number of those willing to pay substantially higher fees will also rise – so that the social gap between rich and poor will become even more evident. Greater efforts are now being made to counter such “social exclusion” – here too, Germany is in line with European policy.

In the next few years there is likely to be a restructuring of continuing education institutions and provision. The quality of provision, the inservice training of teaching staff, the question of access to provision, and the relationship between price and performance, will gain yet further significance. The European dimension of continuing education will become more important with regard both to content and to funding.

The question of the degree to which AE/CE should be tied to the requirements of the labour market, and to commercial and occupational interests, will – necessarily – be discussed more fully in the coming years. The smaller the proportion of state funding in AE/CE, the greater is the part played by the interest of the consumers of “education”, i.e., the participants and the companies which may fund them, and the more important is the criterion of “quality”, quality assurance and competitiveness. On the other hand, there is a growing social and individual need for education which makes contemporary world and individual problems comprehensible and manageable. We can expect that continuing education will in the immediate future be given a new political emphasis, and will have to undergo change, integration and development in its educational practice. The European dimension, which gives a perspective of comparative relativity to national developments and shows them up more clearly, will be of major significance in this context. This goes for the continuity of CE, but also for the ever more all-embracing principle of “subsidiarity”.

12 Appendix

12.1 Bibliography

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c) Periodicals in German

DIE Zeitschrift für Erwachsenenbildung: quarterly journal of the German Institute for Adult Education in Frankfurt am Main; deals especially with the relationship between research and practice in adult education.

Erwachsenenbildung: quarterly journal of Catholic adult education; concentrates on fields of work of Catholic education.

forum EB: quarterly journal of Evangelical adult education published by the German Evangelical Adult Education Association (DEAE); concentrates on fields of work of Evangelical adult education.

Wirtschaft und Weiterbildung: bi-monthly, independent commercially published journal on continuing education; adopts a popular scientific approach and is directed at companies and vocational education.

Hessische Blätter für Volksbildung (HBV): quarterly journal of the Hesse Adult Education Association; theoretical journal concerned with the whole field of adult education.

Forum: quarterly journal of the Bavarian Adult Education Association; short reports and news items particularly from community adult education centres and inservice education programmes of the *Land* association.

Literatur- und Forschungsreport Weiterbildung (REPORT): biannual publication of the German Institute for Adult Education (DIE), edited by an academic editorial board; exclusively academic journal and fundamental to the scientific study of adult education; addresses all aspects of AE and AE research, with regular full reviews of all specialist literature and research reports on AE.

Grundlagen der Weiterbildung-Zeitschrift (GdWZ): bi-monthly academic journal specialising in policy, legal aspects and vocational AE; strongly committed to European issues.

d) International Publications

Adult Education and Development: published biannually in English, French and Spanish by the Institute for International Cooperation (IIZ/DVV) in Bonn; concentrates on adult education in the Third World, and increasingly also in Eastern Europe.

Internationales Jahrbuch zur Erwachsenenbildung: published annually, containing contributions on adult education in European countries and other world regions; edited by Joachim H. Knoll, University of Bochum.

Internationale Perspektiven der Erwachsenenbildung: published several times a year by the Institute for International Cooperation (IIZ/DVV) in Bonn, containing studies on adult education in the international context.

Länderberichte zur Erwachsenenbildung: published once or twice a year by the German Institute for Adult Education (DIE) in Frankfurt am Main, containing monographs on adult education in individual European countries.

12.2 Glossary

Active population: made up of those in gainful employment and the unemployed. Those in gainful employment comprise all persons engaged in full-time or part-time gainful employment, while the unemployed comprise all those not in employment who, on the basis of their own statements, are seeking employment, regardless of whether they are registered with a job centre. The number of unemployed persons declared by the Federal Labour Office (q.v.) only includes those seeking employment who are registered with a job centre.

Adult education (AE): the term used since the Second World War to refer to the learning of adults. With the establishment of the "fourth sector of education", it became the term for general, political and non-vocational educational activities, but it is usually used as a synonym for continuing education.

Central Office of Distance Education (*Zentralstelle für den Fernunterricht*): Validation centre for the recognition of distance education provision, located in Co-

logne; without the approval of the Central Office of Distance Education (in accordance with the Correspondence Courses Act), distance education courses may not be offered on the market.

Community adult education centre (*Volkshochschule*, VHS): the central institution of continuing education in well over 1,000 towns, urban localities (communes) and rural districts in Germany; community adult education centres are supported by the state, offer the entire range of continuing education for all sectors of the population, and are united in *Land* associations and in the German Adult Education Association (Deutscher Volkshochschul-Verband, DVV).

Company-based adult/continuing education: educational provision taking place within a company, particularly embracing vocational education, especially in larger companies, but also aspects of general, cultural and political education. Company-based or "in-company" education is distinguished from external ("out-company") education, which offers provision leading to vocational qualifications and open to employees of more than one company.

Conference of Ministers of Education (*Kultusministerkonferenz*): the coordinating committee of the Ministers of Education of the *Laender* in matters of education and culture. The Conference has its own sub-committee for the common regulation of continuing education.

Continuing education: the term used to cover all learning by adults, including adult education in the strict sense, inservice training, retraining and other forms of adult learning; used frequently with the meaning of vocational continuing education.

Cultural education: besides political and general education, this is one of the main areas laid down in the Continuing Education Acts of the *Laender*; it embraces creative activities (music, painting, metalwork, pottery, etc.), health and sports, as well as cultural knowledge (philosophy, psychology, etc.). There are no fixed boundaries between it and political and general education.

Distance education: the term for learning at a distance, through the media, printed texts and documents, usually in association with counselling and phases of socially organized learning. Distance education in Germany is conducted exclusively on a private, commercial basis.

Educational leave: paid release from work for participation in educational activities, an employee's right guaranteed by law in many *Laender* (usually 5 working days per calendar year).

Employment Promotion Act: first promulgated in 1968 and since amended 12 times, chiefly governs vocational inservice training and retraining of employees in areas and employment sectors threatened by unemployment.

Federal Institute of Vocational Education (*Bundesinstitut für Berufsbildung*, BIBB): this institute in Berlin has almost complete sovereignty over federal responsibility for the regulation of vocational education; this includes the recognition of distance education (in association with the Central Office of Distance Education (q.v.) in Cologne, and the development and regulation of vocational continuing education.

- Federal Labour Office (*Bundesanstalt für Arbeit, BA*): located in Nuremberg, responsible for implementing the Employment Promotion Act and administering the social security contributions paid jointly by employers and employees.
- Federal-*Laender* Commission (*Bund-Länder-Kommission*): this Commission for Educational Planning and the Promotion of Research coordinates these matters federally, and mediates between the federal government and the *Laender*.
- Federal states (*Bundesländer*): The 16 states in the Federal Republic of Germany (the German term is usually retained in English and written as *Laender* or *Länder*) have been divided since 1990 into the "old" *Laender* or federal states of the former Federal Republic of Germany, and the "new" *Laender* of the former German Democratic Republic.
- Federalism: refers to the sovereignty of the *Laender* in matters of education and culture, which means that it is possible to achieve only limited uniformity of provision throughout the Federation.
- Freelance (professional) educational staff: those employed in continuing education whose gainful employment is made up of sessional contracts, usually for more than one establishment.
- Full-time (professional) educational staff: those whose principal employment is in continuing education; they may be engaged in either teaching or planning and administration.
- General education: one of three main sectors of education supported by law. General education is to be distinguished particularly from vocational education and embraces all provision not directly leading to vocational qualifications. Political and cultural education are not part of general education, even though the boundaries between them are very fluid. Frequently the expression general education is also used, however, as a general term covering political and cultural education.
- German Federation of Trade Unions (*Deutscher Gewerkschaftsbund, DGB*): umbrella organization of all trade unions other than the German Public Employees Union (q.v.); maintains educational institutions of a mainly political character, but especially the DGB Vocational Education Service.
- German Institute for Adult Education (*Deutsches Institut für Erwachsenenbildung, DIE*): a service institute of the Gottfried Wilhelm Leibniz Scientific Association (*Wissenschaftsgemeinschaft Gottfried Wilhelm Leibniz*) funded by the Federation and the *Laender* to promote adult education research and practice in Germany.
- German Public Employees Union (*Deutsche Angestellten-Gewerkschaft, DAG*): the umbrella organization of civil servants of executive and manual grades, maintains several continuing education organizations (DAG Technical Institute, DAG Academy, DAG joint activities).
- In-company education: see "company-based education".
- Inservice training: the term for vocational continuing education, usually building on previously completed education and training.

Institutions: these are the physical institutions which organize, conduct and take responsibility for continuing education provision. They vary in size, degree of autonomy and aims.

Laender: see "federal states".

Lifelong education: term used in the international discussion of the establishment of adult education as a process that continues throughout life. In practice this means primarily attempting to secure the right to continuing education for all, increasing participation and improving links and opportunities to cross over between the different sectors of education.

Lifelong learning: see "lifelong education".

Part-time (professional) educational staff: those engaged in continuing education on a part-time basis, whose main occupation may lie elsewhere; generally they are engaged to teach on sessional contracts and may exceptionally have planning or administrative responsibilities.

Political education: besides general and cultural education, the third area of adult education supported by law. Political education includes not only civic studies or citizenship education, but also, more generally, provision dealing with social problems and the relationship of the individual to society; courses on the representation of employees' interests within companies are also part of political education. The boundaries between it and general and cultural education are not fixed.

Popular education: the term used for continuing education up to the end of the Second World War; refers particularly to the liberal bourgeois tradition of general education.

Public purse: funding provided by the Federation (federal government), *Laender* (q.v.) or communes (local authorities).

Quality development in AE: term used to indicate efforts made by institutions in adult education to ensure the quality of the organization, planning, conduct and outcomes of education, and to create a task-oriented system to monitor further developments in relation to new demands for service and support.

Retraining: vocational continuing education providing the skills and qualifications required for a new occupation, especially in sectors where workers are threatened by unemployment.

Second chance education: the "second route to education" (*zweiter Bildungsweg*) offers those who have completed lower school-leaving certificates the opportunity subsequently to gain the *Abitur* (higher education entrance qualification); second chance education is frequently organized as an institution of continuing education, or is associated with such institutions (community adult education centres).

Self-directed learning: term used to indicate concentration on the learners' standpoint in academic and policy discussions. There is broad political agreement that the huge increase in public demand for education cannot be met by institutions (q.v.). Learning at the workplace, in the social environment, from and

through the media, and self-organized learning are important components.

Sponsor: refers to a legal entity or organization under the aegis of which an institution of continuing education operates; associations, societies and foundations may be sponsors, for example.

Sponsoring body: see "sponsor".

Subsidiarity: means the role of the state in taking on specific tasks in continuing education only where existing structures fail to fulfil state requirements.

Vocational education: refers to continuing education provision directly aiming at the occupational qualification of participants. This provision ranges from brief introductory training in workplace requirements to long-term certificated vocational education activities.

Volkshochschule (VHS): see community adult education centre.

Voluntary teachers: those teaching in continuing education without paid contracts.

Workers' education: associated with the workers' movement since the middle of the last century, and used today particularly in the context of trade union provision and the federal "Work and Life" association. Workers' education is party-political and interest-based.

12.3 Important Addresses

Institutes (concerned partly or wholly with adult education)

- AGI Adolf-Grimme-Institut
Eduard-Weitsch-Weg 25
45768 Marl
<http://www.grimme-institut.de>
- BIBB Bundesinstitut für Berufsbildung
(Federal Institute of Vocational Education)
Friesdorferstr. 151-153
53175 Bonn
<http://www.bibb.de>
- DIE Deutsches Institut für Erwachsenenbildung
(German Institute for Adult Education)
Hansaallee 150, 60320 Frankfurt am Main
<http://www.die-frankfurt.de>
- DIPF Deutsches Institut für Internationale Pädagogische Forschung
(German Institute for International Educational Research)
Schloss-Strasse 29, 60486 Frankfurt am Main
<http://www.dipf.de>
- HELP Hessisches Landesinstitut für Pädagogik
- Pädagogisches Institut Falkenstein
(Hesse *Land* Institute of Education
- Falkenstein Educational Institute)

- Reichenbachweg 36, 61462 Königstein
<http://www.bildung.hessen.de/anbieter/help/fstein/falkst>
- IIZ Institut für Internationale Zusammenarbeit
des Deutschen Volkshochschul-Verbandes
(Institute for International Cooperation
of the German Adult Education Association)
Obere Wilhelmstr. 32, 53225 Bonn
http://www.dvv-vhs.de/texte/wir/t_iiz.htm
- IAB Institut für Arbeitsmarkt und Berufsbildung
(Institute of Labour Market and Vocational Education Research)
Regensburger Str. 104, 90327 Nuremberg
<http://www.iab.de>
- IPN Institut für Pädagogik der Naturwissenschaften
(Institute for the Teaching of Natural Sciences)
Christian Albrecht University
Olshausenstr. 40 – 60, 24118 Kiel
<http://www.ipn.uni-kiel.de>
- IW Institut der Deutschen Wirtschaft
(German Economic Institute)
Gustav-Heinemann-Ufer 84 – 88, 50968 Cologne
<http://www.iwkoeln.de>
- LSW Landesinstitut für Schule und Weiterbildung
(Land Institute for Schools and Continuing Education)
Paradieser Weg 64, 59494 Soest
<http://www.lsw.nrw.de>
- PLIB Pädagogisches Landesinstitut in Brandenburg
(Brandenburg Land Institute of Education)
P.O. Box, 14961 Ludwigfelde-Struveshof
<http://www.schinkel.rz.uni-potsdam.de/u/PLIB>
- ZFU Zentralstelle für Fernunterricht
(Central Office of Distance Education)
Peter-Welter-Platz 2, 50676 Cologne
<http://www.ZFU.de>

Ministries and Associations

- AGEF Bundesarbeitsgemeinschaft Familienbildung und Beratung e.V.
(Federal Association for Family Education and Counselling)
Hamburger Str. 137, 25337 Elmshorn
<http://www.familienbildung.de>
- AUE Arbeitskreis Universitäre Erwachsenenbildung
(Association of University Education)
c/o Department of Education I, University of Regensburg
93040 Regensburg
<http://www.aww.uni-hamburg.de/htmlseiten/kooperationspartner/aue/html>

- AuL Arbeit und Leben
(Federal Work and Life Association)
Tersteegenstr. 3, 40474 Duesseldorf
<http://www.arbeitundleben.de>
- BMBF Bundesministerium für Bildung, Wissenschaft, Forschung
und Technologie
(Federal Ministry of Education, Science, Research and Technology)
Heinemannstr. 2 – 10, 53175 Bonn
<http://www.bmbf.de>
- DAG Deutsche Angestellten-Gewerkschaft
(German Public Employees Union)
Karl-Muck-Platz 1, 20355 Hamburg
<http://www.dag.de>
- DEAE Deutsche Evangelische Arbeitsgemeinschaft für Erwachsenenbildung
(German Evangelical Adult Education Association)
Emil-von-Behring-Str. 3, 60429 Frankfurt am Main
- DFV Deutscher Fernschul-Verband e.V.
(German Association of Distance Education Colleges)
Ostendstr. 3, 64319 Pfungstadt
- DGB Deutscher Gewerkschaftsbund
(German Federation of Trade Unions)
Hans-Boeckler-Str. 39, 40476 Duesseldorf
<http://www.dgb.de>
- DIHT Deutsche Industrie- und Handelstag
(German Chamber of Industry and Commerce)
Adenauerallee 148, 53113 Bonn
<http://www.ihk.de>
- DVV Deutscher Volkshochschul-Verband e.V.
(German Adult Education Association)
Obere Wilhelmstr. 32, 53225 Bonn
<http://www.dvv-vhs.de>
- KBE Katholische Bundesarbeitsgemeinschaft für Erwachsenenbildung
(Catholic Federal Adult Education Association)
René-Schikele-Str. 10, 53123 Bonn
<http://www.kath.de/kbe>
- KMK Kultusministerkonferenz – AFW
(Conference of Ministers of Education)
Nassesstr. 8, 53113 Bonn
<http://www.kmk.org>

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