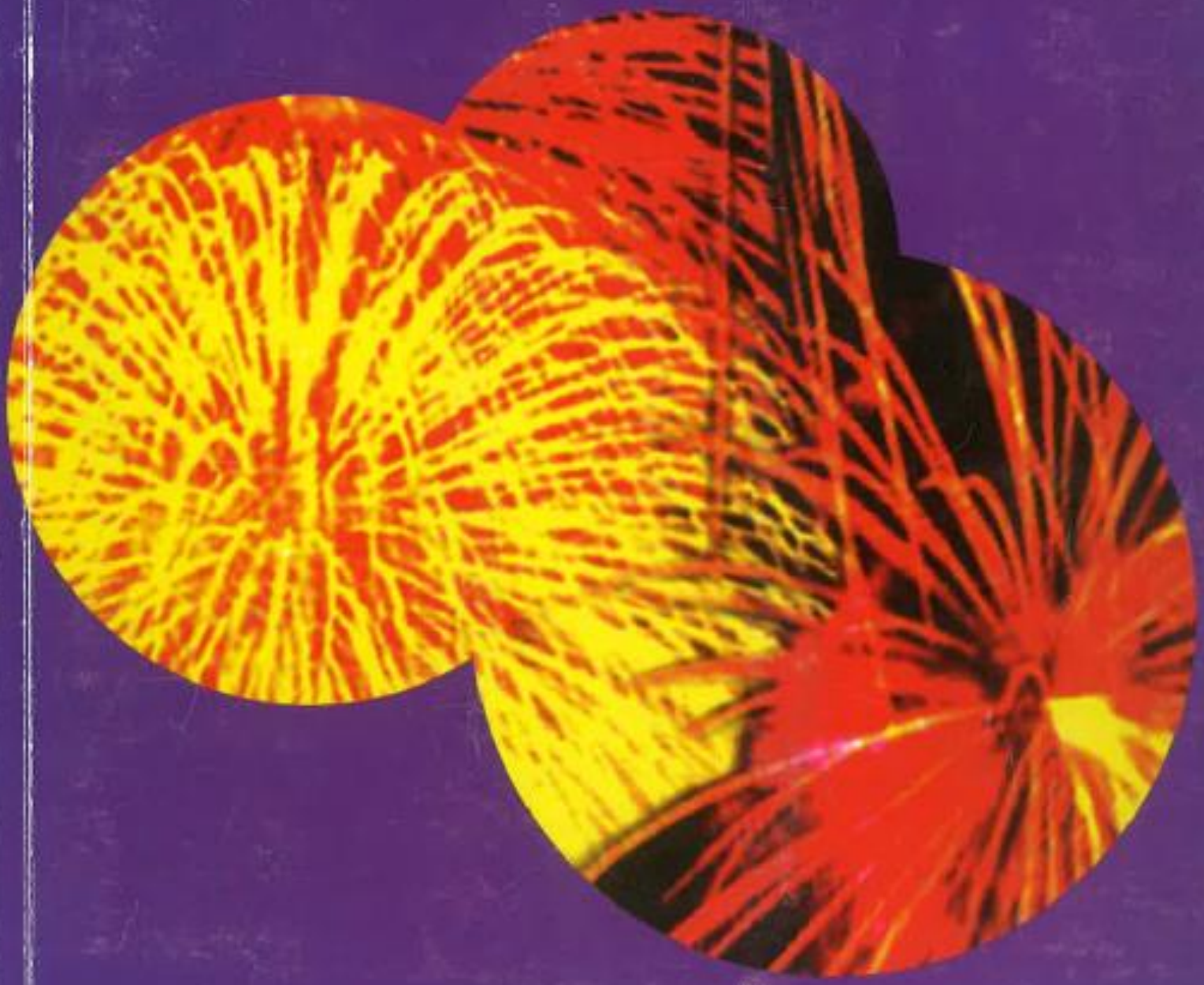
The Adult Learner



The Journal of Adult and Community Education in Ireland 1996

The Adult Learner

The subscription for the 1996 issue of The Adult Learner is
Organisations/Libraries - £10.00
Individuals - £5.00

For more details contact
Aontas, 22 Earlsfort Terrace, Dublin 2.
Tel: (01) 475 4121 Fax: (01) 475 0084

ISSN 0790/8040

Design and Production *Language*

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Editorial Comment

The Adult Learner is a joint publication of the Irish Association of Adult Education Organisers and Aontas, the National Agency for Adult Education in Ireland. Until this year, the journal has, with some exceptions, generally confined itself to issues relating to the development and practice of adult and community education in Ireland, north and south. Now, to mark the European Year of Lifelong Learning, the Adult Learner is delighted to welcome contributions from our European colleagues. We are grateful for a special allocation of funding from the European Year of Lifelong Learning of the European Commission which has made this initiative possible.

During the European Year of Lifelong Learning, four key issues will be addressed. These are:

- changing the way we think about learning, teaching and training
- strengthening the foundation for lifelong learning in initial education and training
- promoting flexible learning pathways for individuals between education, training and work
- focussing on the needs of organisations

In this edition of the Adult Learner, what we have attempted to do is to focus on special initiatives, particularly in the area of disadvantage, which have been started and developed as a direct result of EU funding.

From Portugal, Alfredo Franco describes a community development project which is attempting to revitalise an area of economic and social disadvantage and which seeks to involve the local community directly in the process. There are two contributions from Germany. Brigitte Bosche gives an overview of the development of adult education in Germany while Wolfgang Leumer writes about an initiative which seeks to address the problems of racial tensions and to promote the acceptance of a multi-racial society. Alan Tuckett of NIACE in England discusses the creation of a learning society, which seeks to combat the problems of disadvantage and social exclusion while his fellow countryman, well known author Peter Jarvis, teases out the philosophical concepts implied in the terms, the Learning Society and the Knowledge Society.

Estonia is one of the Baltic states which is coming to terms with the problems posed by the restoration of self government. In their new found freedom, the Estonians contemplate their future and in an interesting piece, Talvi Marja, a professor of adult education in that country, comments on the difficulties being experienced in the move from socialism to capitalism, from a centrally planned economy to the free market system and from totalitarianism to democracy.

Finally from the home country, we have three contributions. Mick Rush describes the aims and objectives of the Dublin Inner City Partnership while Anne Murphy reflects on new initiatives in rural development. During the years 1993-95, a major study of adult education in European countries was carried out. In this edition, Marie Morrissey reports on the more important findings of the Euro Delphi survey with its implications for adult education in Ireland and the comparative European system.

My sincere gratitude to all the contributors, to my colleagues on the Editorial Board and to Celia Gaffney for hours of hard work in preparing copyready manuscripts.

A léitheóirí uaisle, failte romhaibh go léir. Welcome, readers, to the Adult Learner, transnational journal of adult and community education.

Liam Bane, Editor,
College of Commerce, Main Street, Dundrum, Dublin 14.

Creating a learning society where economic prosperity, personal fulfilment and social cohesion go hand in hand

Alan Tuckett

The education and training strategies of industrial Europe were designed, primarily, for an industrial system based on mass production, where a small number of people were needed to plan, design and make decisions about the work process and large numbers were needed to do the work, without asking too many questions. In Britain, this system was reinforced by the needs of a large Empire, where again, small numbers of people were required to tell much larger numbers what to do. The major difference between imperialism and Fordism was that under Fordist industrial production, workers were paid well enough to buy the goods their labour produced. However, there was a clear bargain - if you worked on the shop floor you were paid to hang up your brains when you hung up your hat. In such a system, the difference between vocational and general education is crystal clear and, since labour is needed in large numbers, you secure effective training for changed practices by training new entrants and by formal negotiations with organised labour to secure alterations to agreed ways of working. However, for the majority, education and training stops after schooling and initiation into the labour force.

The Delors White Paper on Competitiveness marked the recognition by the European Union that this system was now outdated and that case is further developed in the 1995 White Paper "Education and Training: Towards A Learning Society". This is not to say, of course, that Fordism is dead. It thrives in many industrial sectors of many States in the European Union. Nevertheless, the critique of European industry by OECD which argued that Europe is twice as old, half as skilled and pays itself twice as much as the countries of the Pacific Rim is widely accepted. In different ways, all industrial societies are working to turn themselves into 'clever countries', to borrow the Australian Prime Minister, Paul Keating's memorable phrase. What is now needed, it is broadly agreed, is a workforce in which everyone is skilled, flexible and adaptable; capable of reacting at speed to changing market circumstances - strong on design, and on short run customisation. This new order is shaped partly by technological change, partly by the globalisation of markets (so that a dress designed in Milan, made in Hong Kong, is marketed with an advertising campaign run from Madison Avenue

on money borrowed in Frankfurt), and exacerbated by an ageing demography, at least in the majority of northern European States. The lesson of this changing economic future is clear. Everyone needs to invest more - individuals, employers, unions and the state.

Individuals

However, many people change more slowly than fashions. If you were taught well that education and training is for other people, it takes more than a change in the prevailing wind to persuade you, after all, that learning can change your life, and offer you increased prosperity. Popular scepticism about the value of education and training is striking, at least in the UK.

NIACE, the national organisation for adult learning, regularly surveys participation rates in education and training by asking a large representative sample of adults about their experience of any kind of informal or formal learning. The evidence is consistent. Participation is affected by social class, by the length of initial education, by age, and ethnicity, as tables 1 to 4 show:

Figure I: Current/Recent Participation by Social Class

	ALL		AB		C1		C2		DE	
Base	4673		963		1262		1089		1358	
Current learning	23		32		32		17		12	
Recent learning (in the last3 years)	17	40	21	53	20	52	16	33	14	26
Some learning (more than 3 years ago)	23		28		21		25		20	
None since initial education	36		19		27		42		53	

Figure 2: Current and Recent Participation by terminal age of Education

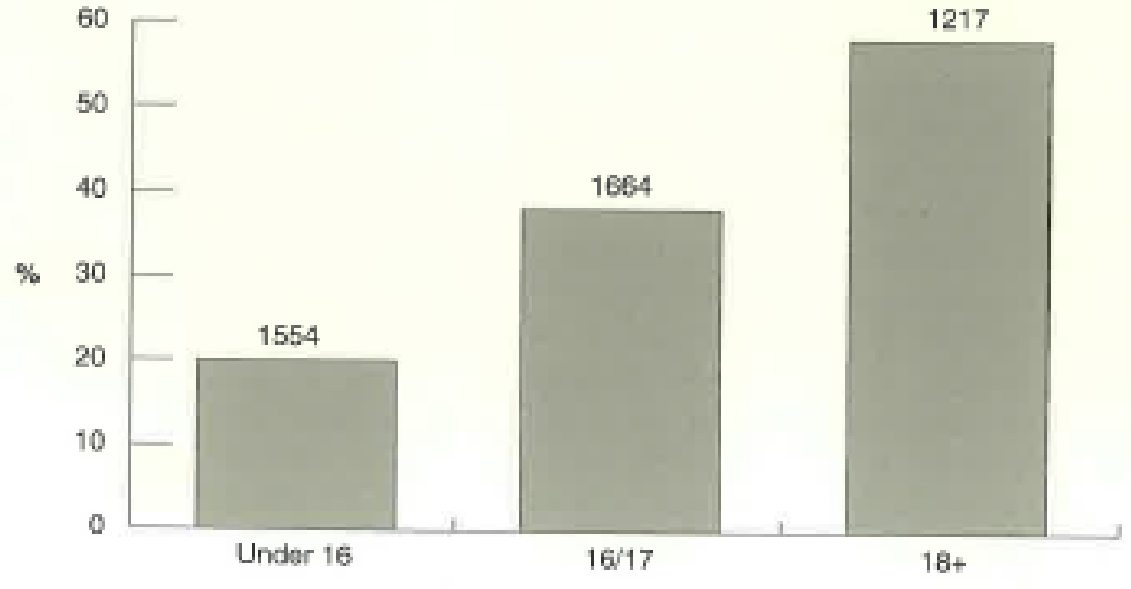


Figure 3: Who participates? - Age

	Percentages			
	Studying now	**In the last 3 years**	**More than 3 years ago**	**Never since school**
17-19	63	23	1	14
20-24	34	31	12	22
25-34	27	21	21	31
35-44	23	20	23	33
45-54	18	18	27	36
55-64	15	10	30	44
65-84	12	7	29	51
65-74	12	7	29	51
75+	10	5	31	53

Figure 4: Who participates? - Minority Ethnic Groups

	Percentages			
	Chinese	**African**	**Carribbean**	**Indian sub-continent**
Studying now	19	36	21	13
In last 3 years	20	24	22	12
More than 3 years ago	10	12	13	6
Never since school	51	28	44	69
Never	5	11	19	62

It is worth noting that adults from ethnic minority groups invest in their own training and education, but get markedly less invested in their development by employers. The NIACE survey also asks people about their future study intentions.

Figure 5: How likely are you to take part in Adult Education Courses (94) any Adult Learning (1996) in the next 3 years

	1994			1996			Labour Market		
	Total	**Men**	**Women**	**Total**	**Men**	**Women**	**SCPR (93)**	**MORI 94**	**1996**
Very likely	15	13	17	20	22	19	36	15	27
Fairly likely	18	16	19	18	17	18	25	20	22
Total	33	29	35	38	39	37	61	35	49
							(48% vocational)		
Not very likely/ Fairly unlikely (SCPR 96)	20	23	18	90	10	90	19	25	10
Not at all likely/ Very unlikely (SCPR 96)	44	44	44	46	44	47	15	36	33
Total	64	67	62	55	54	46	34	61	43
Don't know	3	4	3	7	7	6	4	4	8

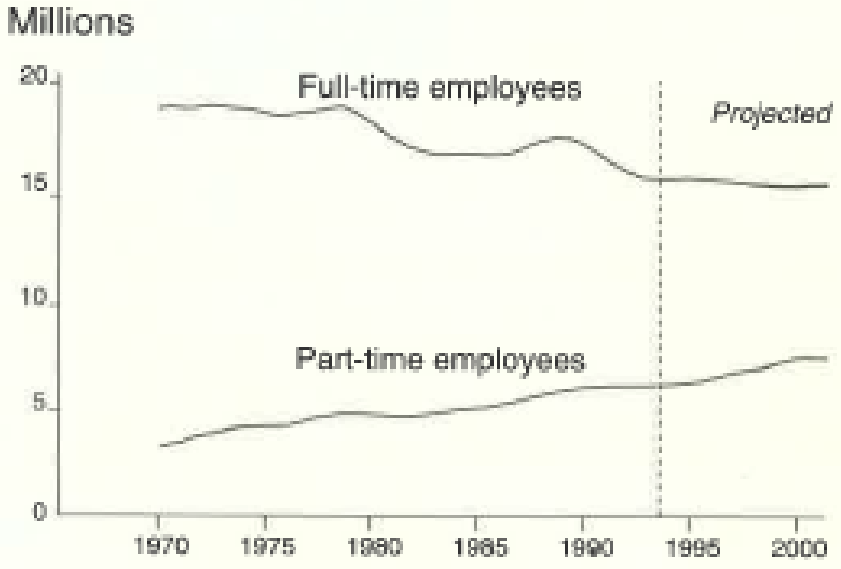
Again, the lesson is clear. People who do not participate in education and training now have little intention of doing so in the future. However, participation rates among adults are rising strikingly. In the UK adults are now a majority in further and in higher education. A tendency is being reinforced - where the educationally privileged, become more privileged and the disadvantaged become more marginalised.

The English writer Will Hutton has described the emergence in the UK of a 30-30-40 society, where only 40% have secure jobs, with holiday, pensions and staff development along the lines of full-time employment under Fordism; where 30% are in the new temporary or part-time jobs, many of which are poorly paid, and for almost all of which you have to make your own arrangements for holidays, sickness, and staff development, and where 30% are excluded.

Employers and Unions

The new economies have led to a decline in the number of very large firms - traditionally the strongest source of investment in human resource development - and to a growth in the number and proportion of part-time and temporary jobs:

Figure 6a: Changes in employment status - Full-time and part-time

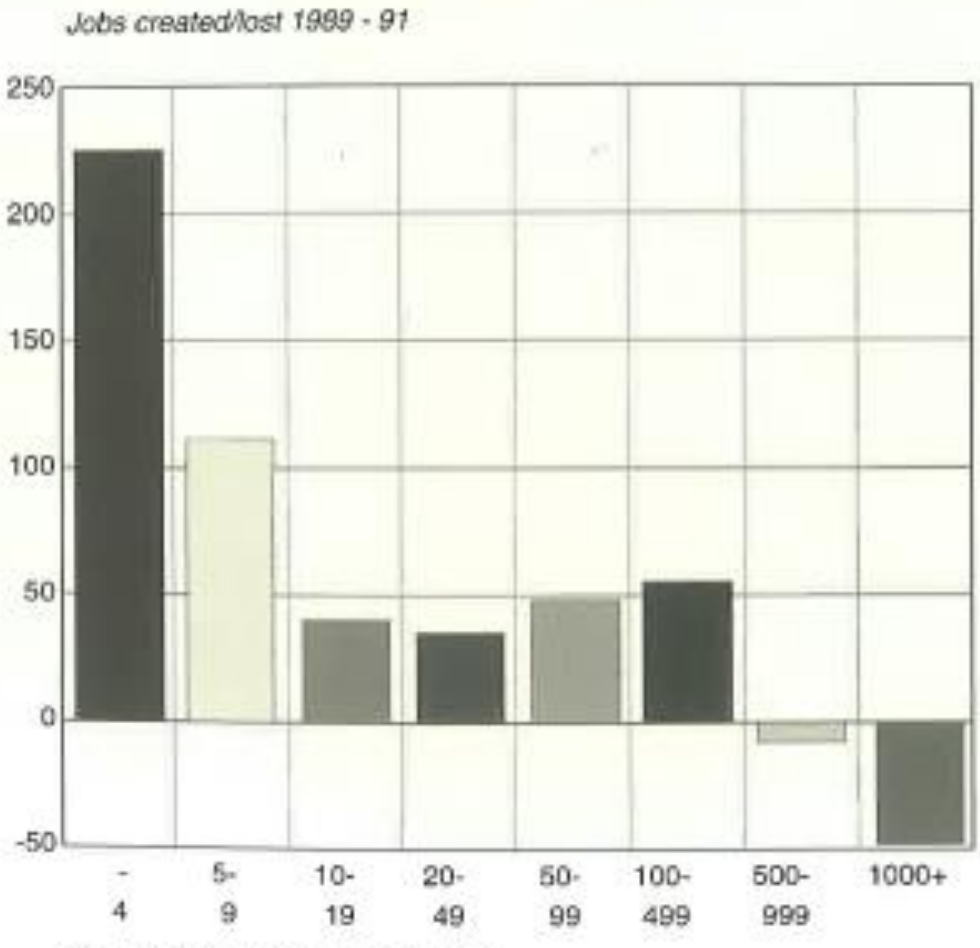


Source: Institute of Employment Research 1994

Figure 6b: Employers' predicted requirements over next 5 years

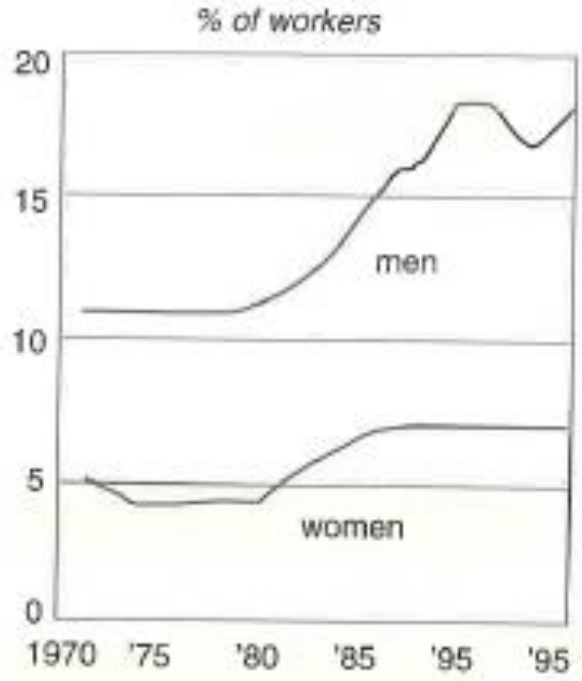
Source: CBI Survey 1994

Figure 6c: Small firms create the new jobs



Source: Labour Market Quarterly Report

Figure 6d: The growth of self-employment



Source: Employment Gazette 1995

There is a consensus that a skilled and flexible workforce is needed, but employers continue to concentrate their investment on full-time core workers (men) and feel little responsibility to invest in the skills development of temporary staff:

Figure 7: Company responsibility for training %

TYPE OF EMPLOYMENT	COMPANY RESPONSIBILITY			
	Full	Part	Nil	n/a
PERSPECTIVE A				
Full-time	95	4	0	1
Part-time	74	11	4	12
PERSPECTIVE B				
Permanent	91	4	0	8
Temporary	33	31	17	19
- fixed term contract	33	24	14	29
- direct temp	34	25	16	25
- agency temp	11	25	39	25
- seasonal	18	25	21	37
- casual	15	20	29	37

Source: CBI Survey 1994

These trends are also uncomfortable for trade unions. Part-time temporary staff are less often organised and their interests may not always be the same as those of their full-time colleagues. Whilst the number of unions making education and training central to collective bargaining strategies is growing, it

is still small. In Britain, too, Conservative governments in the 1980s and 1990s sought to reduce trade union influence on wider social policy as part of a strategy to 'liberalise' markets. Despite this, the movement to give greater priority to education and training was started by the social partners and only later adopted by Government. The original British National Targets for Education and Training, developed by the Confederation of British Industry and endorsed by the Trades Union Congress included all works in its targets. The recent revision of those targets by Government focus on higher level skills - dropping 40 percent of the working population from the formal targets at a stroke. It must be a key task for trade unionists to seek to ensure that everyone at work is included in the pursuit of the learning society

The State

In an increasingly flexible labour market, where the interests of individual enterprises may not coincide with the general interest in securing a highly educated population and where many individuals do not see any immediate advantage in investing in their own education and training, the role of the State in fostering a learning society is critical to economic success.

Taxation, regulation and legislation can all be used as incentives for employers to invest in their staff. Training levies, as in France and National Targets for Education and Training, as in the UK, can have an impact on firms' behaviour. A commitment to expansion, coherent access and progression routes and encouraging close links between education and industry can help shape educational institutions' behaviour, as can the creation of a transparent qualifications structure, so that the qualification I gain in Plymouth, or in Addis Ababa, can enable me to work in Padua or Aberdeen. Telematics, too, can be harnessed to the expansion of the learning society - though here, as elsewhere, there is a danger that new technology exacerbates the gap between the information rich and the information poor.

All these measures can be of use. But more is needed. Above all, governments need to create a climate where individuals and communities develop the confidence to learn and the courage to do so. As the Delors White Paper pointed out, the case for lifelong learning cannot be limited to the narrowly economic. It is important, too, to combat social exclusion, and to foster active critical citizenship. Since Grundvig and the Danish agrarian revolution of the nineteenth century, Nordic societies have taken the view that the most effective educational strategy is not to focus on vocational education as the key priority, but to concentrate on the support of a society of informed citizens. This policy grows from the grassroots and acknowledges the opportunity to act politically and culturally within a society as being equal among human needs to economic opportunities and activities.

It has the merit of inclusion. The danger with too narrow a concentration on the economic is that only paid workers count. Older people in particular, are

easily excluded. Yet, as the Australian economist Duncan Ironside found, the unwaged economy, when priced to take account of the displacement costs, turns out to be roughly the same size as the waged economy - if I stop looking after your child without pay, it costs you to secure childcare. It is also true that in the post-Fordist economy it is difficult to identify clearly what constitutes a vocational curriculum. In 1988 in the UK, the arts and cultural industries earned more than car manufacturers. Employers tell us they seek people who can exercise discrimination, react flexibly, communicate well - exactly the skills general education fosters. What then constitutes vocational study?

The lessons of the 1990s, in the UK at least, suggest that this is not a helpful question. Our experience is that, given the size of the problem in creating a learning society that includes everyone, it is more important to persuade people to study anything at all than to worry too much about what they are doing. Once the habit of learning is acquired, it leaks everywhere. However, to secure a change of culture it is important to work with those forces that most effectively influence popular opinion.

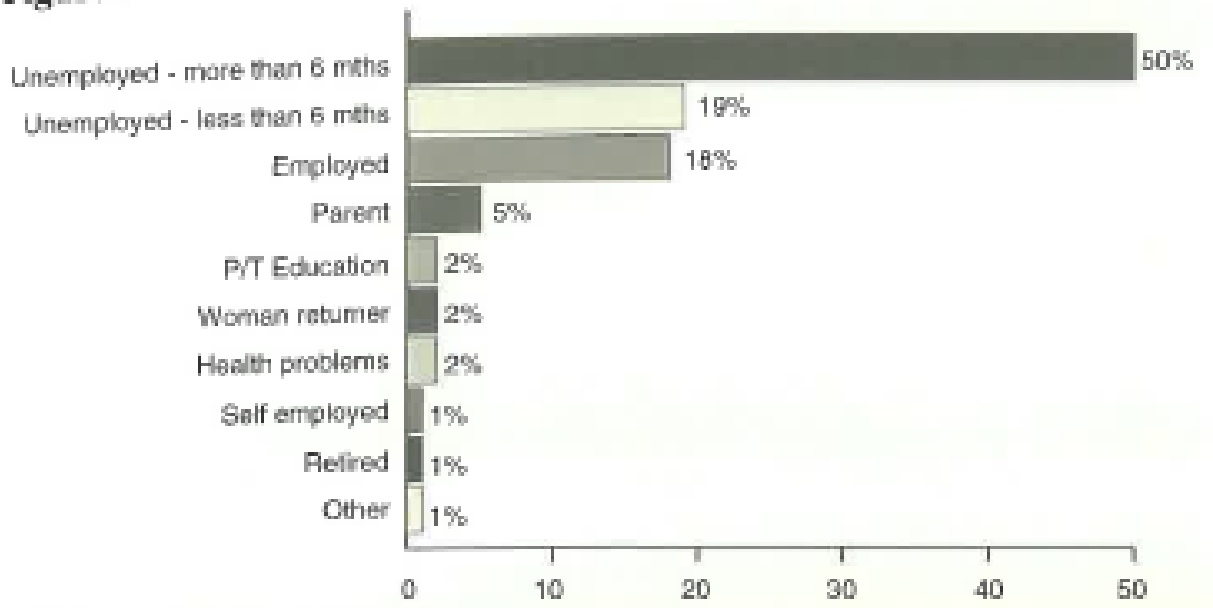
Motivation - Adult Learners' Week

From 1992 an annual week long festival of adult learning has been mounted in the UK. The week seeks to celebrate existing adult learners and, through them, to motivate others to participate. There are 5,000 local events offering people opportunities to try something new. There are regional and national awards for outstanding individuals and groups of adult learners and for organisations with innovative strategies for including under-represented groups. There are television programmes on each of the national and regional channels - highlighting the achievements of learners and encouraging people, in the words of the BBC slogan, to "get yourself a second chance." There are comic sketches, and serious debates; dedicated programmes and items in chat shows. There are programmes on radio, national and local, and 750 press stories are generated; thousands of posters and information guides are circulated; there are Parliamentary receptions and policy conferences; research is published and exhibitions galore are mounted. Each year the campaign is backed by the freephone helpline, staffed by adult guidance specialists from all over the UK. Every unwaged adult receives encouragement to ring the helpline, with their income support payment. It is a large and powerful illustration of the power of convivial and co-operative ways of working and it depends critically on the involvement of broadcasters.

Unlike education and training institutions, broadcasters enjoy trust across the full range of Britain's communities. Television and radio come free at the point of use into your own home. On the whole, the information they offer is trusted and valued, as can be seen from the response to the helplines. Up to 50,000 people phone for advice each year. By contrast with the data about

future study intentions shown above, the success of the helpline in reaching under-represented groups is dramatic:

Figure 8



Base: All Respondents (500)

Callers came from across the age range. Whilst a majority had work-related purpose in phoning, their interests spanned the entire curriculum range. Follow up studies from earlier years show over a half of respondents going on to take up active learning. NIACE, which co-ordinates the WEEK in the UK is convinced that it offers one key plank in the construction of an all-inclusive education and training strategy - and it is an idea being emulated now in a number of other countries.

Guidance

At the heart of the Adult Learners' Week experience is the clear public demand for advice and guidance about what is on offer and how best to choose a course or programme of study that takes into account the availability, prior experience, aspirations and abilities of the potential student. Research in the UK regularly confirms that people at work ask their supervisor for advice on appropriate studies. In the UK, at least, a 1994 study showed that few supervisors feel they have the range of skills or the knowledge to give their staff advice on the full range of personal and staff development strategies on offer. The UK programme, Investors in People, invites firms to take this issue seriously, by building individual development plans, alongside business plans into the core planning strategies of enterprises. Outside the Investor in People companies and outside the paid workforce, access to advice is available on a more haphazard basis. Yet it is clear that if there is no greater waste of scarce resources than to support people on courses inappropriate for their needs. Adult Learners' Week has shown that a majority of the people contacting the helpline do not know where local advice is available. One clear function for the State in the

construction of effective access routes to education and training must be to mount an effective national guidance service, built around a permanent national freephone helpline.

Entitlement

The experience of Britain's largest, and longest running scheme, operated by Ford Motor Company, suggests that by creating an entitlement to learning, it is possible to transform the pattern of participation highlighted at the opening of this article. More than 50% of Ford's employees have taken part in the scheme and 30% do so each year - working class as well as middle class. It is a characteristic of the Ford scheme that participants study anything they want, as long as it is NOT covered by the Company's training scheme. There is a marked shift, for individuals, as well as for the company as a whole, from golf and health studies in the early years, to languages, computer studies, and the pursuit of academic qualifications. Get people started and they will set their own challenges.

European Year of Lifelong Learning

In the light of all this, the launch of the European Year with its eight central themes is welcome and timely. The eight key themes are:

- Designed to stress the importance of:

- High quality education for all
- Vocational training preparing for working life
- Continuing education and training
- Motivating people for lifelong learning
- Improving cooperation between education and business
- Education in keeping business competitive
- The parental role in lifelong learning
- The European dimension in education

As the 1955 European White Paper recognises education for economic prosperity, for personal fulfilment and for social cohesion are, now, one and the same.

In Europe, the task must surely be to construct strategies that work equally effectively for each of the four groups illustrated in the table below, to publicise them during the year and to devise enduring strategies to ensure their implementation in the years ahead.

Extended initial Education **Recent or current adult learning**	**No post-compulsory education** **Recent or current adult learning**
Extended initial Education **No recent or current adult learning**	**No post-compulsory education** **No recent or current adult learning**

Only Connect

The argument of this paper is that the key task for lifelong learning in Europe as a whole, and in its disaggregated communities, is to secure effective participation. Once people have been persuaded to join in there is, of course, a need for clear and flexible progression routes that recognise the complexity of adults' learning journeys. There is a need for people to be able to have the experience, skills and knowledge they bring with them recognised and accredited. There is a need to support the continuation of their commitment to learning and a need to encourage them to push themselves to do their best. Overall, though, these are tasks our education and training system well understands, even if successful delivery cannot always be secured. But in my view, the overarching task is to set ourselves the goals of securing confident and demanding learners across the full range of the communities of Europe. And that is a struggle to be fought as much outside the classrooms and enterprises of Europe, as inside. It is not helped by distinctions between vocational and general, or for that matter between Leonardo and Socrates. Our task is to create an open and welcome system for lifetime learning and to encourage people to try it. After that we can trust them to use it with more creativity and imagination than we can plan for them.

Alan Tuckett is Director of the National Institute of Adult Continuing Education (England and Wales)

Adult Education in Germany - A history as base for the future

Brigitte Bosche

Adult education in Germany has a long tradition and was influenced by a variety of movements. To understand the different trends in the development of adult education, it is necessary to look at the historical and political development in Germany. This report will give a short introduction to the topic.

Historical Development

The Enlightment had the greatest influence on the development of adult education and was for a long time regarded as a general principle for many practitioners involved in Adult Education: "Enlightment 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)

The 19th Century

The social history of adult education has its roots in the struggle of the bourgeoisie against feudalism and of the proletariat against the bourgeoisie. Both movements used the idea of the Enlightment in their organised education. According to this, in the first half of the 19th century, reading, museum and literary societies were founded which arranged discussions, lectures and group activities. The first Sunday and evening schools and religious educational institutions such as the Catholic Journeymen's Society date from this time. 1863 can be seen as the beginning of the womens' movement where women fought for their rights as citizens. They established schools for women of the bourgeoisie. These were the first attempts of women to get a vocational education. The women's' movement also initiated their own education circle in which they discussed literature and art. In 1871 the liberal bourgeois education movement set up the Society for the Propagation of Popular Education. This society initiated different activities to spread the idea of education with the consequence of establishing public libraries, expanding the number of public lectures and founding new educational societies, the number of which grew by 1919 to 8,000 registered societies. At that time this was the largest organisation for popular education in Europe. The workers' education movement realised very early that the idea of education was used by the bourgeois not only to liberate themselves from

feudalism but also to establish a class barrier between themselves and the working class. Education became a question of power ("Knowledge is power"). A workers' movement in the 1850s and 60s grew to respond to growing class consciousness. In 1863 Lasalle founded an organisation called the General German Workers' Association 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 with the aim of emancipation of the working class. (E. Nuissl, 1994, p12).

Another influence on the development of adult education has its roots not in the idea of Enlightment but in the need of the growing industries for vocational training. Further education for managers or induction training at the work place became necessary before the First World War and led to the first company based educational training as part of personnel management, for example in big companies such as Krupp. After the First World War, German society faced big social and psychological changes resulting from the capitulation and inner political tensions. The revolution of November 1919 ended with the proclamation of the Weimar Republic. Monarchy was replaced by a parliamentary democracy. Women in Germany were allowed to vote for the first time in 1919.

The Weimar Republic (1919-1933)

The Weimar Republic (1919-1933) as a democracy was new in its political form for the Germans. Therefore it needed citizens who were able to avail of their rights and discharge their duties. The adult educators at that time saw their work as helping people to act as citizens and to bring about a consciousness of democratic society. The emphasis was on the question: What contribution can education make to the idea of integration if it wants to enable the person to improve his or her own position and at the same time strengthen their ability to act as united people? (Volksgemeinschaft)

In the years of the Weimar Republic, adult education assumed a higher position when it became part of the constitution. It gained influence by establishing the first community adult education centres (Volkshochschule = VHS) throughout the country as independent institutions of liberal popular education. This could only happen with the support of the state and the communes who regarded adult education as part of democracy. In 1927 there were 230 of these community centres (Volkshochschule).

The approaches adopted by adult education were influenced by different movements and organisation in the Weimar era (Hans Tietgens, 1994). In those days, the first theories about adult education were published in which the authors legitimated their arguments for a popular education with a moral

and cultural basis. Unfortunately, with analyses like this, they did not reach the people on the street because these people were much more affected by social and political crises, resulting from high unemployment rates and wide spread poverty.

In addition to this, the two different movements in the bourgeois adult education started a fierce debate between the "old" way of knowledge transmission and the "new" way of education centred on the individual. This debate finally ended in 1931 in a compromise, based largely on the vocational content of education. This was already two years before Hitler came to power. Inner conflicts and debates about education were also splitting the churches and the workers movement which had their own institutions and theories. It is also important to mention that in the liberal popular education movement there were tendencies towards a romantic view of the idea of a united people. Many seminars were concentrated on creating a feeling of a community spirit and in those days of growing political and social tensions a lot of people felt quite happy with this. The parliamentary democracy of Weimar, with their disputes and endless discussions, was too demanding for many of the citizens and deep in their hearts they were looking for someone to clarify the situation. In the last years of the Weimar Republic, the atmosphere was very radical. Right-wing tendencies gained influence, the work in the parliament was getting more and more difficult because the parties could not resolve their disagreements. On the streets, the atmosphere was dominated by disputes between different social movements and in the big cities such as Berlin the police were in action nearly every day. Germany had to cope with very high unemployment rates and severe inner social and political tensions. The work of the Volkschochschulen, who regarded themselves as an institution to learn and live democracy, was very difficult. The failure of adult education in the Weimar Republic can be seen in the inability of the different movements to get over their differences and controversies. At the same time, they were not really prepared for the social and political changes which were already indicated at the end of the 1920s. Finally, adult education in the Weimar Republic created many innovative projects in theory and practice. These educational impulses were rediscovered and re-discussed again only in the 1970s in Western Germany, where they dominated the discussion in adult education.

Adult Education during the Nazi-Regime (1933-1945)

Between 1933 and 1945, Hitler and the National Socialists (Nazis) tried to bring all of adult education into line and to transform its political nature. All was subsumed under the National Socialist Association, "Strength through joy"(Kraftdurch Freude), sponsor of the German Popular Education Organisation. The leisure time of the people was now in the hands of the dictatorial system which controlled them even in this area. It was a slow and obviously difficult process to force conformity on adult education. Not until 1939 were nationwide guide-lines for conformity approved (Nuissl, 1944,

p.13). Many adult educators were sent to prison or to concentration camps, many emigrated. As emigrants they tried to revitalise the idea of adult education by establishing community education centres for emigrants, for example in Paris, Kopenhagen, Stockholm, London and Shanghai (Freie Deutsche Volkshochschulen, H. Feidel-Mertz, 1994 p.42). This work and experience made a major contribution to the re-organisation of adult education after the war.

Reconstruction after the Second World War and the development of Adult Education.

In 1943, the British government initiated a working group for German Educational Reconstruction (GER) with the aim of establishing a democratic education system after the war and a plan for the political re-education of the German people. Belonging to this group also were some emigrated adult educators of the Weimar Republic. After the war, France, England, the USA and Russia agreed to re-establish the community education centres (Volkshochschulen) to support the re-education programme.

In the Soviet zone of Germany (later the GDR) the Volkshochschulen were governed by the state and split in 1946 from the rest of the Volkshochschulen. The educational plans of the Soviets were set up: (1) to educate people for a socialist state. (2) to offer a second chance to acquire general school-leaving certificates for peasants and workers and (3) to organise vocational training. "In consequence, a highly differentiated system of enterprise-related continuing education institutions was developed, as was a system of socialist transmission of knowledge and enlightment, represented particularly by the 'Urania' society. These structures have largely vanished, only a few years after the unification and were replaced by the rapid restructuring of the community adult education centres on the Western model" (Nuissl, 1994 p.14)

In West Germany, all was concentrated on a new beginning and the ideas of Weimar influenced the political and education structure. This time is characterised by Dikau (1980, P34). The dominant idea of a community of people (Volksgemeinschaft) was replaced by emphasising international relations. The idea of a Volksgemeinschaft, which was badly abused by the Nazis, was replaced by stressing an idea of partnership. People did not take a really critical look at the past because of the priority given to the reorganisation and reconstruction of Germany.

After the war, company-based, religious and trade union Adult Education rebuilt their former organisations of the Republic of Weimar. In 1960, Adult Education regained public interest when it was discussed by the German Education Committee and a report was issued on the state and role of

German Adult Education. The essential political significance of the report was that Adult Education was emphasised as an integral part of public education and a public responsibility. (Nuissl, 1994, p.13) In the political debate about adult education, the Structural Plan of the German Education Council for 1970 and the Overall Education Plan of the Federal-Lander Commission of 1973 became very important for further development. "The first stage of education is incomplete without complementary adult education. The whole area of adult education therefore forms part of the education system. Further education, retraining and adult education are part of this sector" (German Education Council 1970, 199f) These discussions led to a development where adult education was associated with other sectors of education, particularly vocational and general school education. Adult education was also discussed as a means of fulfilling the demands for qualifications in the changing labour market.

Legal bases

Adult education in Germany is very diversified and is provided for by a variety of organisations and institutions. Different terms like continuing education (CE) adult education (AE) and further education are frequently used synonymously. The expression 'continuing education' is most current and includes not only adult education but also retraining, further education and vocational training of persons of adult age. (E. Nuissi, 1994 p.7) It can be defined as "a continuation of, or a return to organised learning after the conclusion of a first phase of education of variable length" (German Education Council 1970, p.197).

In order to understand German adult education it is important to appreciate the role of the state, which consists of 16 federal states (Länder). In the domain of education and culture the political responsibility lies within the Länder. In 1994, 12 out of 16 Länder had regulations about adult education in their constitutions. Therefore there are, according to Länder, different laws which I will not explain in detail. Two examples of laws concerning CE will suffice. In Bavaria , Article 139 says: "Adult Education is to be promoted through community adult education centres and other institutions supported by public funds". And in North Rhine-Westphalia, adult education is regulated in Article 17: "Adult Education is to be promoted. Besides the state, communes and community associations, other bodies such as the churches and voluntary societies are recognised as sponsors".

The constitution of the Federal Republic of Germany does not mention adult education explicitly. Despite this heterogeneous structure, the state has some national bodies to co-ordinate common educational aims and activities: the conference of Ministers of Education, the federal-legal regulations valid throughout the Federation which are of relevance to Adult Education and Continuing Education.

Basically the state follows two principles in its regulation of adult education: plurality and subsidiary. "The state itself ensures that continuing education organisations and establishments can continue to function effectively within appropriate structures (plurality), and that where there are 'deficits' (determined by reference to target groups or region), the state intervenes to offer support (subsidiary). It is also one of the principles of plurality and subsidiary that the state is responsible for general continuing education activities (Nuissl, 1994, p.7). On an institutional level, the structure of adult education is exceptionally varied. The number of institutions is very high and is an expression of plurality. There are Community adult education centres (approx. 1050), trade union adult education, company-based adult education, religious adult education, commercial adult education institutions, institutes of distance education, chambers of industry and commerce, the foundations of political parties, state CE institutions, a large number of voluntary and alternative groups, institutions which provide education for women and higher education institutions.

Trends and prospects in the 90s

Germany in the 1990s is characterised by the consequences of unification. The process of unification is a very slow one and communication between the two parts not always easy. The people in the former GDR are confronted with high learning demands because their entire economic and the political system has changed. They have to adapt themselves to the consequences of a free-economic system and a democracy, which sometimes appears not to offer great opportunities for participation. Because of the obvious bankruptcy of the socialist system, people in the western part of Germany did not see a need to have a critical look at their system and life styles. On the contrary, the breakdown served as a legitimising of the system.

Concerning adult education, in the five new federal states (former GDR) there is a huge increase in commercial education establishments which offer mainly vocational training. The educational quality of some of these institutes and organisations was sometimes doubtful and many of them have already vanished from the market. In view of the current economic crisis, the expenditure from the "public purse" (federal authorities, Länder, communes) on AE/CE is declining. The Länder, governed by the Christian Democratic Union Party (CDU), plead for a reduction of public responsibility and approve the free-market economic principle, so that public providers of education compete with private providers. As a consequence, courses can only be offered if they are economically worthwhile. In addition to this, not everyone will be able to pay the fees so that the gap between rich and poor also becomes obvious on the "education market".

It is very difficult to say if there is any progress in AE since 1945. In the 1960s, there was a very critical debate within adult education. They criticised the adjustment of adult education to the "compulsion of modernisation" and

to technocratic tendencies. The debate was called the "realistic turn". It involved an orientation back to the ideals of workers' education with its political and emancipatory education.

In this context, it is very important to mention that, in the 1970s, the womens' movement made a major contribution to emancipatory education with the result that womens' education achieved autonomous status within adult education. Many professions were no longer a domain only for men. They also initiated some institutional changes concerning education. The universities have special posts which deal with female students. At the university of Cologne each year, for example, they launch a special brochure in which all courses concerning women are listed.

Adult education of the 90s' shows hardly anything of the optimism of the late 60s'. Now the situation can be described as follows in the professional field of adult education, discussions about educational aims are more and more replaced by considerations about supply and demand. The times when adult educators wanted to promulgate the ideas of liberation and emancipation seem to be over. In quantity adult education has increased, but this is a reflection of the fact that it co-operates with the health system, that it has become part of the labour market policy and of the leisure market. The number of persons working in the field of adult education has increased. Therefore the professional identity of an adult educator with a specific qualification can no longer be strictly defined.

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European Influence, Local Change

The influence of the European Union on Adult Education and Neighbourhood Development in Ireland

Mick Rush

The EU is having an increasing impact and influence on community development activity and adult education at the neighbourhood level. Local projects at the neighbourhood level can access EU funding in three ways:

1. EU Human Resource Employment Initiatives - HORIZON NOW and YOUTHSTART - directly from the Department of Employment and Enterprise.
2. Area Based partnership Companies
3. FÁS Community Employment Training Budget

The main source of EU funding directly available to local groups is the training budget of £300 per worker available to the sponsors of Community Employment Projects from FÁS. There are 40,000 workers on Community Employment. In the Dublin Inner City Partnership Area, Community Employment is the single largest "Employer" with some 2,700 on Community Employment. The total population of the DICP area is 86,000. The active labour force is 24,000. With 1,400 of the 2,700 having addresses in the inner city, this means that approximately 6% of the active labour force are employed in Community Employment.

Only the training element of Community Employment is EU funded with wages and administrative and production materials coming directly from the Central Exchequer. Where a local project has 15 Community Employment workers, it will have an annual training budget of £4,500. £1,500 will be given directly to the fifteen workers for their Own Time Development, leaving £3000 to be spent on tutors. Many local projects are therefore delivering courses which range from Literacy through Personal Development to Word for Windows to Aromatherapy to Stone Wall building. Furthermore, they are increasingly looking for access to courses delivered free of charge by both state and voluntary bodies.

Although FÁS and the Partnership monitor the implementation of Community Employment projects, the delivery of training is largely down to each local project, once FÁS has approved their training plan. The training plan is a lengthy and fairly complicated document and each Community Employment

Project Supervisor is required to spend time on residential courses before completing it.

Ó Cinnéide and Walsh (1990) identified Community Employment and Community Training Workshops administered by FÁS as the most important sources of finance for community development activity. More recently, the National and Economic Social Forum (1996) has reiterated its concern that the community and voluntary sector are increasingly dependent on Community Employment which could serve to erode their independence and distort the role and nature of their work.

The Area Based Partnership Companies

The Dublin Inner City Partnership, under one of four strategies and measures entitled Targeting Social Development, has a subsection called Tackling Educational Disadvantage and Promotion and Support for New Learning Opportunities. Under this measure, resources will be invested in childcare facilities to encourage pre-school attendance and to meet the needs of unemployed individuals seeking access to opportunities in areas of concentrated unemployment. Significant investment will be committed to undertake an innovative intervention in selected local primary schools in cooperation with management staff and parents. Basic education opportunities will be provided for unemployed adults and the partnership has called for a basic adult education unit to be located in Dublin.

In the Finglas Partnership, 157 people have participated in a Word Power Programme with 43 going on to take their Junior Cert English programme and 18 completing the Leaving Cert. These initiatives are jointly supported by the Partnership and City of Dublin Vocational Education Committee

A potential problem of VEC's involved in partnerships and adult education is that the curriculum tends to reflect the skills of second level delivery agents rather than the needs of adult education.

EU Human Resources Employment Initiatives

There are over 130 projects funded by the EU Human Resources Employment Initiatives - NOW (New Opportunities for Women), Horizon (disadvantaged/disabled) and Youthstart. A large proportion of these are directly concerned with the delivery of vocational education and training and nearly all would involve a training element. Many of these are in areas of new types of work. As always with EU funding, the problem is that individual projects will have to access resources to continue with similar programmes because the funding is supplied on a pilot basis. For local groups to mainstream the programme or duplicate it, it is going to be difficult and will require innovative responses from state agencies.

The human resource initiatives are certainly the biggest financial boost for local groups to develop programmes. The support structures involved aim to enhance the capability of the projects to monitor and evaluate their work in terms of quantifiable and qualitative indicators rather than end with a project assessment which usually passes as evaluation. Applications for the initiative are made directly to the Department of Enterprise and Employment rather than through a state agency with its own agenda, so there is less chance of local groups' aims being distorted or compromised.

The Alliance For Work Forum

At the Alliance For Work Forum, where I work in Dublin's North Inner City, 16 local students have been enrolled on the Adult and Community Education Diploma (Social Entrepreneurs). The course is delivered by the AWF with lecturers from the AWF and the three Dublin universities as well as practitioners in the field. The course is supported by EU Human Resources Employment Initiative HORIZON (disadvantaged) and is mainly lecture based.

Significantly, the students were enrolled in Amiens Street with the administrators from the registrar's department bringing all their equipment out to the AWF. The AWF Horizon Programme is concerned with the development of the social economy as a response to the EU White Paper "Growth Competitiveness and Work (1994)", which suggests that there are a potential three million jobs in this economy throughout Europe in what can only be called a mixed economy of welfare. The social economy is concerned with educational support for children and the creation of employment for adults in the new services which are needed to provide support in the home, the community, in childcare and educational support and in environmental and estate managements. The EU has called for a 'complete overhaul' of employment policies to encourage job creation at the neighbourhood level.

The Diploma for Social Entrepreneurs is an 18 month course with nine twenty-week modules. The students attend two mornings a week and one evening. They are trained in Word-Processing for the purposes of essay writing and attend hourly tutorials on a weekly basis in small groups. The modules are as follows:

- Prior Reading
- Adult Basic education
- Urban Community Development
- Social Policy
- Social Economy
- Organisational Skills (evaluation monitoring)
- Business Planning and Marketing
- French
- Learning Support

While taking cognisance of the theories of Paulo Friere, it is suggested here that resistance to being taught by adults or the encouragement of such resistance by the adult education process has no place in a post industrial society where the circulation of all knowledge becomes so important, and where education rather than job specific training is what will enable people to change jobs and adapt to the uncertainties of life in the age of information.

It is early days in our Horizon programme, but certainly the contribution of adult education to the development of the social economy is crucial and I would welcome Pat Rabbitte's (Adult Learner 1993) call for "The Need to develop an Adult Education System"

The Social Economy

It is arguable that the social economy seeks to build on traditional community development skills and activities.

Furthermore, we would contend that one of the crucial questions for the development of the social economy is the 'gendering' of this economy. If non-paid or low-paid work traditionally carried out by women is to become central to economic growth and job creation, then the social economy offers the opportunity to challenge our traditional acceptance of gender roles and the nature of paid and unpaid work.

The European Commission is concerned with 'changing lifestyles' in relation to the development of the social economy. According to the Commission, the social economy is about change and 'changing behavioural patterns'.

Social Exclusion and Education

Equality is included as one of five key considerations which inform a philosophical rationale for the role of the State in education in Ireland. This idea has been advanced in the recently-published White Paper on Education, *Charting our Education Future.*

The White Paper has been roundly criticised from an adult education perspective by Liam Bane (Adult Learner 1995), who finds the location of Adult and Continuing Education within an overarching framework of further education as clearly threatening:

> *"This further education is a predatory animal and it has ambitions of a colonial nature. It seeks to colonise and aggrandise the hard won territory of adult and community education" (Bane, 1995, p.26)*

Liam Bane concludes his attack on the education White Paper with a call to the Minister 'to engage in a process of empowerment and liberation' and finally by suggesting that people occupy empty classrooms:

> *"Then we can learn and laugh, we can develop and dance, we can create and celebrate, sharing in the ritual and the mysteries of the head and heart and hand. Set us free now."*

Such a suggestion is backed by Chambers who has made the following proclamation:

> *"...to policy makers, practitioners and academics alike to avoid the pitfalls of both Neo-Fabians and neo-liberal ideology, and to adopt in their place an ideology of reversals, a practical pluralism which seeks to dismantle the disabling state and to enable and empower the poor."*

Chambers' vision of the state is one of being an enabler and liberator. However, while the term "empowerment" has gained widespread acceptance, it is suggested here that it may have fascist overtones - people take power! Tangible examples of people being given power would be welcome to support this empowerment concept.

The State will change when society changes.

Whelan (1986, p85) concludes that the expansion of the Irish education system left disturbing inequalities of educational outcomes related to class origins. He suggests (p89)

> *"Rather than contributing to the destruction of class barriers, the educational system has acted to ensure a remarkable stability in the distribution of privilege. One of the paradoxes of a free society is that privileged groups retain the freedom to fight in protection of their privilege."*

Lynch (1989, p123) supports the argument by Whelan that the Irish middle class have used the education system to maintain an unequal distribution in the balance of privilege. She maintains that middle-class hegemony could not have been maintained without a wide political base which was supplied by a newly-established proprietorial peasantry.

Current trends in the nature of the labour market make it very difficult to tackle unemployment without improving the education of those groups who fail to survive the education process. The education process could contribute to creating a level playing field of opportunity for those jobs that do exist. The White Paper on Education (1995, p42) states as an overall aim:

> *"Educational objectives at this level promote the right of each student to full and equal access, participation and benefit from educational provision, in accordance with her/his ability. Whatever their socio-economic background, gender or special educational needs, individual students are encouraged to reach their full potential as they advance through the education system."*

In conclusion, while there may be a willingness to tackle inequality in Irish education, previous expansions have failed to contribute to equality of participation. Social exclusion, resulting from the retention of privilege by powerful middle-class groups, has created a reproductive situation where approximately 25 per cent of the population remain under-qualified to participate in the labour market. Responsibility for this situation is now being placed with the "victims" rather than the perpetrators. Any interventions on behalf of the victims, which primarily focus on "addressing" their inability to compete equally, are in danger of reinforcing false correlations between social class and ability. Such interventions, through family or community outreach, while laudable, will be incremental rather than radical and, by their very necessity, they will expose the social inequality in society generally and in the education system specifically. Radical changes are needed in service delivery as part of the overall debate within the mixed economy of welfare and public service provision.

Finally it is suggested here that adult education could make an important contribution in educating people to move beyond the current situation which was roundly criticised by Looney nearly twenty years ago and unfortunately his criticism remains as valid today as it was then.

> *"In a world where hundreds of people starve every year and many more live in poverty, there may well be reasons why people discarded by the system should be encouraged to think of alternatives ... The absurdity of a system which creates mock factories because it cannot maintain real ones and which runs work experience programmes because young people cannot get experience of work must be manifest."*

The questions posed here are how can adult education help to think up the alternatives and how can it educate people to carry them out. Europe is tentatively helping out with ideas and funding but whether we can respond at national, regional and local and neighbourhood level are questions at the heart of the debate on the social economy.

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Changing attitudes in a development process

Alfredo Franco

This research project has focused on the issue of changes in attitudes regarding integrated rural development. Its general aim is a better understanding of the change process, but more specifically it relates to a model of development which includes individuals involved in a training process within that development. The research therefore is based on individual perceptions of the change process.

The context is the "Serra do Caldeirao" in the South of Portugal. This rural area is the poorest in Portugal and has suffered consistent decrease in population from 1950 until the present time. The reasons for this are the crisis in the agricultural industry, lack of jobs and a consequent very poor quality of life. At present the majority of the population is very old and maintains traditional activities based on subsistence agriculture.

Associagao in LOCO

The 'Associagao in LOCO', where I work, is a non-profit non governmental organisation. Since 1986 it has intervened in this area, attempting to support a process of integrated and participative development. Other economic models of development, which are mainly urban and industrial, have been applied in this area and have created critical problems, which, if they are continued, threaten the culture, environment and economy of this peripheral rural region. In an attempt to combat the destruction of the area, in LOCO is implementing a model of development in which people come first and which actively encourages and supports participative processes.

Because of the lack of an efficient educational and training structure and geographical isolation, most of the population have not achieved knowledge, skills and attitudes required to sustain their society. For this reason, the work of in LOCO is strongly focused on training, specifically targeted at areas of greatest need and at job creation. Training modules by necessity include personal development and integrated development. The training strategy has prioritised training of local development animators whose central role is stimulating the involvement of local people in the change process. However, changing attitudes was recognised to be problematic since, after initial training, new attitudes towards an alternative development model did not last very long. People soon reverted to traditional attitudes and behaviours, thus

weakening the development process. It was in order to understand this process better that this research project was initiated. It was the subject of a thesis for a Masters Degree in Development in the Universidade Nova Lisbon and was entitled "How the Training and Development Process can contribute to the understanding of the process of attitude change in the context of an integrated rural development project".

The Importance of Attitude

The main reason for focussing this research on attitude change was because of the importance of attitudes in determining human behaviour. Because of the speed of social change, people are obliged to change their habits and behaviours in order to survive and to benefit as much as possible from their environment and society. This change in behaviour can only take place when attitudes have previously changed.

The methodology used in the research had a qualitative basis, using a non-directive interview to collect the life stories of participants. This material was analysed in order to identify the bases of attitude formation. Present attitudes as well as past were analysed in an attempt to identify change. An attitude measuring scale based on the Osgood differential semantic scale was used.

The research showed that integrated rural development is a very flexible process based on the characteristics of each region and the perspective of its population. It is not possible to use only one model of development because each region has its own specific needs and resources. However it is possible to identify characteristics of good development and to elicit principles for this flexible type of development. They are as follows:

- Endogenous - the development process is conceived, controlled and decided within the community. This is contrary to exogenous development which is defined outside of the community.

- Auto-sustained - the resources are primarily from the community trying to develop a progressive autonomy. On the contrary a hetero-sustained development is based on resources from the exterior creating a permanent dependence.

- Substainable - the natural resources are used very carefully in order to guarantee its permanence and quality in the future. A contrary model only contemplates immediate problems and needs.

- Integrated - all the sectors of the community are involved. In contrast, sectoral development only includes particular sectors.

- Articulated - when links are made between the different sectors in order to maximise resources and promote communal solutions to

problems. The opposite is a development when individual institutions and people work separately without knowing what the other is doing.

- Participative - the community participates actively in all aspects of the process from conception to evaluation. The opposite is where only specific groups manage the process.

- Local - the development is decentralised and diversified as opposed to centralised large projects which ignore local needs.

- Community based - The development takes account of each community's individual characteristic traditions, potential and resources and uses these to respond to particular needs as opposed to using an imposed model of development.

The Osgood differential Semantic scale we have built is based on the bipolar objectives which characterise this type of development, (endogenous/ exogenous). When we compared the results we came to the conclusion that attitudes towards integrated rural development had changed very much from negative to positive. Based on the analysis of the interview material, we tried to identify the causes of change as well as the conditions in which change can or cannot easily occur.

The Change of Belief

This starts the change of belief which is one of the bases of the formation of attitudes. In the affective process, the base of attitude formation is the affective relationship experienced face to face with a situation, and in the behavioural process, attitudes are conditioned by an adjustment of previous behaviour.

In this research, we have separated two causal origins of change - internal and external. On the internal part, the most important factor is the process of self-training which motivates people to change their attitudes in order to adapt to new ideas about themselves and the world as a result of reflection about their own lives. A personal tendency to improve oneself is also one of the internal factors of change identified.

The external causes identified in this study are diverse. The main one is the influence of people we admire. Life experience is also very important particularly when people critically reflect on it. Also societal changes oblige people to change their attitudes to adapt to new social contexts.

To facilitate the attitude changing process there are also internal and external factors. Internal factors include, self esteem, personal safety, self reliance,

affective equilibrium and personal satisfaction. External factors include access to accurate information, peer support, professional confidence, responsibility and empowerment.

This research has identified factors relating to resistance to change as lack of personal safety or self esteem, negative expectations, personal fears and anxieties, lack of adequate information and change of routine.

In conclusion, we would like to highlight the main aspects of this study, and in particular to emphasise the value of qualitative approaches to research in human and social sciences. In particular, the life story and the qualitative based content analysis creates a natural context where the different aspects of a persons life acquire value and meaning. When told in the first person, the life story is close to the language and experience of the person and thus contains all the richness and complexity of what we really are. This approach gives a person back his/her subjectivity and roots their relationships with their community world and value base.

As to the possible generalisation of the results in qualitative research, we would argue that the objective is not to explain a phenomenon in a hypothetical way but rather to increase understanding on the belief that the social can be known through the personal (Ferrorati 1988).

Attitudes are very complex and are linked for the most part to mental activity. Also they are one of the main determinants of peoples behaviour. And peoples behaviour at different levels and in different contexts determines social development. Therefore personal changes are very close to social changes. This study has focused on personal change in a specific place and context. Now that it is completed it challenges us to work towards a better understanding of the relationship between personal and social change.

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Ad Hock goes to Europe

Ad Hock

I had the great privilege recently to be part of a delegation from Monaghan County Council which visited a secret destination called Belgrade. This was part of an EU funded study tour known as SOHAIRY or the Study of Highrise Apartments in Rural Yugoslavia. Apart from the memorable plane journey, this was a very worthwhile visit - perhaps mission is the correct word - and after an intensive and exhaustive week, we returned laden with a great deal of valuable information and lashings of duty free. The information we collected has since been processed (as indeed has the duty free) and it will form the basis of several new government initiatives, including the NOW - North of Wicklow _ programme and the controversial highrise building development scheduled to begin in Carrickmacross and end in Castleblayney called the LDOC (Looking Down on Cavan).

Networking in Europe

Have you ever noticed how one thing often leads to another? While on this portentous mission in the always exhilarating and often inebriating company of the highrise councillors, who should I run into but Joey Mourn and a group of Donegal fishermen who told me that they were busy networking in Europe. Two days later, it was my good fortune to meet with the two former Brazilian world cup stars, Socrates and Leonardo, both of whom were delighted to meet with me again. These two are now employed by the European Commission on the special youth initiative rather extravagantly titled GUSTFIF or Give up School The Future is Football. After I had autographed two footballs for them, the Brazilian stars begged me to participate in an upcoming conference closely linked with the aforementioned LDOC. This is EDOCS, which is concerned with finding solutions to a growing problem, the Effects of Drink on Civil Servants..

Conferencing in Europe

The conference was held in the palatial surroundings of Le Grand Prefab, an adult education centre twenty miles out on the back road from Bordeaux. It is a most comfortable and user friendly environment, having recently converted to the EU funded state of the art heating system known as LSS (Le Super Ser). En route to the conference, I stopped off at EuroDisney outside Paris to deliver a quick paper on the Progress of Adult Education in Ireland. After several minutes, we were on the road again but not before I had converted the contents of the paper into Eurospeak. The paper headed NPBMT - No Progress but Marks for Trying - will shortly be published in the Euro journal PNRI - Paper Never Refused Ink.

The conference itself was a rather desultory affair but again it was nice to renew old, and some very old, acquaintances such as Euclid, Erasmus, Homer, Mark Killilea, Pele, Medea, Eusebio and Nudie Hughes. There was a wide range of talks to choose from and indeed it was agreed by all that one of the most stimulating and comprehensive talks was given by a young Irish woman studying at Maynooth College, who addressed the conference on the Effects of the Eurovison Song Contest on the Development of Irish Showjumping Arenas.

Much of the conference, as you can imagine, was taken up with a) inventing new European acronyms and b)deciphering existing European acronyms. I literally ran into an Irish MEP rushing out of the conference, who hurriedly informed me that he was on his way to GORLOL - which is not a Croatian placename but translates as Gents on Right Ladies on Left. It was agreed by most delegates that my own contribution to the great acronym debate was deserving of the prize. So be on the lookout for a new Eurointervention to be known officially as GoGHotEL or Getting ones Greedy Hands on the Euro Lolly.

Dining in Europe

That evening we were special guests at the great BSE dinner hosted by a British minister, Douglas Hoggett. We were all vegetarians for the evening and we had sumptuous helpings from the butter mountain and we drank copiously from the wine lake.

It was a pleasant evening with music supplied by a leading British rock band, the Euro Sceptix.

Finally, as I departed from the hall late at night, I shook hands with the two Jacques, De Lors on the way out and Santer on the way in. They were both delighted to see me again and Santer said:

- Ah, you must be Ad Hock
- Ah, must be
- Then, can I have a word with you?
- Certainement
- The word is EFFIT
- EFFIT?
- Yes, EFFIT, the European Fund for International Travel

For the benefit of any European colleagues who may not be aware, Ad Hock is a key figure in adult education in Ireland. His name features in almost all new developments in this area and there are Adult Education Boards established some years ago which are dedicated to him.

The Knowledge Society and the Learning Society

Peter Jarvis

I recently attended the Fourth European Conference on Adult Education in Florence and found that some of our colleagues on the continent were using the term 'the knowledge society' rather than 'the learning society' - although the European Union's own white paper on Education and Training (1995) is called Teaching and Learning: Towards the Learning Society. This raised two questions with me - which I would like to explore in this article.

The term 'knowledge society' is used in the sociological literature in the English language but rarely does it occur in the educational vocabulary, whereas the learning society is used in both sociological and educational literature, so that my first question is whether this is just a matter of translation. Do our continental colleagues mean the same thing when they use the former term as we do when we use the latter? Naturally, there are major problems in translating concepts and meanings rather than just words, but it is important as the countries of Europe draw closer to each other to know that we can really communicate precisely with each other. Even if our continental colleagues do use the former term in the way that we use the latter we must recognise that they do not actually mean the same in English! This led me to my second question - if the two terms have different meanings, how do they relate?

The thesis of this article is that the two concepts have different interpretations of knowledge and, consequently, different approaches to learning. I want to suggest that the knowledge society implies a view of scientific knowledge predominantly reflecting the ideas of modernity, whereas in the learning society, the scientific nature of knowledge is under question reflecting some of the ideas of post-modern thinkers. Implicit in this discussion are different attitudes towards learning itself, although learning is hardly the concern of those sociologists who use the term 'knowledge society'. Finally, it will be suggested that the modernity project has not been replaced by the post-modern, but that the post-modern is something which is emerging from within modernity, and that the emphasis on learning rather than on knowledge or teaching is actually a more accurate reflection of the society in which we live. This conclusion makes it even more important for us in European conferences to understand fully what we mean by the terms that we use. This thesis is examined, firstly, by looking at the nature of knowledge and the knowledge society and then, secondly, the nature of learning and the learning society.

Knowledge and the Knowledge Society

There have been a multitude of books published in recent years about knowledge (Hamilton, 1974, Popper, 1979 Scheler, 1980, White, 1982, Gergan, 1994, inter alia). It would be a book in itself to explore the nature of knowledge, which is not the intention here, except for one significant formulation. As early as 1924, Max Scheler (1980) began to explore knowledge from the perspective of the different speeds by which it changed, or its level of artificiality and relativity. He suggested that there were seven different types of knowledge:

- myth and legend
- knowledge implicit in everyday language
- religious knowledge
- mystical knowledge
- philosophical-methaphysical knowledge
- positive knowledge
- technical knowledge

Scheler made the point that the last two forms of knowledge are most relative and artificial, and by this he meant that they change before they have time to become embedded in a society's culture. He wrote (1980, p. 76) that the recognition and validity of positive knowledge changes from hour to hour. The fact that he wrote this in the 1920s indicates the fact that he would have to regard the level of artificiality of positive and technological knowledge to be even greater today. Contemporary western society, then, has been epitomised as a 'knowledge society' and clearly the emphasis of this society is on these more relative forms of knowledge and Stehr (1994, p.6) regards these forms of society as such since "the constitutive mechanism or the identity of modern society is increasingly driven by 'knowledge'". Stehr goes on to claim that any analysis of modern society should concentrate on the nature and function of the knowledge that is driving these societies and among the suggestions that he makes are that there is:

- a penetration of most spheres of social action, including production by scientific knowledge.
- a displacement, although by no means the elimination, of other forms of knowledge by scientific knowledge, mediated by the growing stratum of and dependence on experts and advisers
- the emergence of science as an intermediary productive force
- the differentiation of new forms of political action
- the development of the production of knowledge
- the change in the power structures - technocracy
- the emergence of knowledge as the basis of social inequality
- the trend to base authority on expertise
- the shift in the nature of social conflict

It is very clear from the nature of this formulation that Stehr is describing a modern society, based upon the premises of the Industrial Revolution and the Enlightenment. For Stehr, knowledge societies are based upon technical rationality and on those forms of knowledge which lead to technological production. His scientific knowledge embraces both of Scheler's artificial forms of knowledge. Clearly he makes no reference to the debate about post-modernity, to which I shall return below. However, the concept of scientific knowledge implicitly contains an idea that the knowledge is fixed, true and valid because it is scientific, an assumption that needs some exploration.

Since the Enlightenment, science has been assumed to be true and valid, an assumption stemming from a faith in empirical research. The knowledge has been tested and validated by empiricism, logic or pragmatic exploration. Consequently, it provides an authority to the scientist and demands a sense of trust from those who are non-scientific (Giddens, 1990). As society has become somewhat more complex, the experts who operate expert and abstract systems have to be trusted by the general public. Indeed, this is a society of experts and in Reich's (1991) study of work, he suggests that of the three main occupational types for the future, the symbolic analysts (those who work with knowledge) will be predominant. His other two groups are service occupations and routine production services and these need scientific knowledge to a much lesser extent, but they are not the driving forces of society.

Indeed, the picture contained in Stehr's work rings true in a great number of ways so that the use of the term 'knowledge society' by our continental colleagues appears understandable. But it is still not the term used in UK and Ireland. There are also other implications of which we need to be cognisant. Among these are the formulation of knowledge itself and the nature of learning implicit in it. This is also evident in the debate about the extent to which western society has reached the end of the period of modernity, and the next section of this article explores these ideas through learning and the learning society.

Learning and the Learning Society

The type of society described in the first section is a picture which reflects some of the points made by Giddens (1990) in Consequences of Modernity, although this present analysis is too brief to be complete. Technical knowledge is changing so fast that Lyotard (1984) actually suggested that it has become narrative, and Foucault (1972) discourse. In their thinking, scientific knowledge has lost some of its status in some way and its validity is now legitimated by its performability - pragmatism. In a sense these post-modernist thinkers are questioning the mystique given to scientific knowledge as truth, so that the idea of trusting the expert, while it might be something of a necessity in this complex world, is a necessary evil rather than anything else. Expertise consists of having practical knowledge rather than a mysterious

knowledge of the truth. Now, there seems to be no single truth in this scientific manner, and even some scientists themselves (Miller, 1995) are beginning to recognise this. This has also resulted in a questioning of the ultimacy of technical rationality - something which educators have recognised since the publication of Schon's (1983) book on the reflective practitioner, a book which has influenced many people's thinking about learning.

If there is no unchanging truth and scientific knowledge is changing all the time, then it seems unwise to endeavour to learn and memorise it as if it were true. Now it is better to reflect upon it and see if it works in practice. Within the practice situation, practitioners might continue to reflect upon what they have previously learned, and apply new knowledge and skills learned from other sources, so that their own practical knowledge and skills are undergoing change all the time. Nothing is now final and everything is in process. Even perceptions about the nature of science may be undergoing some changes. Everything that has been learned might be relative and we are learning from one relative situation to another. We are always learning throughout the whole of our lives and lifelong learning has become an entrenched concept in our vocabulary. Indeed, we live in a society which we are coming to regard as a learning society.

This suggests that knowledge might have become information (or narrative or discourse) and that the only knowledge that we can have with certainty is that which we have acquired from the information with which we are presented, so that our experience, or our biography, is our one certainty in a rapidly changing world. We are increasingly seeing theories of learning beginning from experience (Jarvis, 1992, 1995, inter alia) rather than from what we are taught.

These ideas stem in part from the post-modern scholars and they ring true in this contemporary world, so that it is important to recognise that they have not replaced the interpretations of modernity - but co-exist with them. In other words, the post modern is not actually post modern but late modern, co-existing with the modern, although it might gradually be replacing it.

I started with Scheler's seven forms of knowledge and have not really returned to them but it is perhaps important to note that while Stehr argues that scientific knowledge is displacing the other five forms of knowledge, he is careful not to claim that they are being eliminated, so that, it might well be wise to reflect upon these and to recognise that there may still be validity in these from which we can also learn, even though they are changing less rapidly and do not appear to be keeping abreast with the present trends. This is also part of the same process of lifelong questioning and lifelong learning in the learning society.

Conclusions

However, it is significant that *education permanente* is also a well known one in the educational vocabulary. This indicates that perhaps our continental colleagues do use the terms in similar ways to ourselves, but that they might not always make the same distinction between education and learning, or even teaching and learning, as we do. If the knowledge society and the learning society are capable of different interpretations in English, it is certainly unwise to assume that when these, or any other, educational concepts are translated from one language to another that they will mean the same thing. It is, therefore, incumbent upon all of us to make sure that we really understand what our colleagues actually mean when they do us the honour of speaking to us in our own language since the meanings are really more important than the words.

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Ethnic Minorities in Europe - A Socrates Project

Wolfgang Leumer

In 1995 a project proposal was submitted to the newly created Socrates action programme with the support of the European Association for the Education of Adults. It carries as a working title: Learning to Live in a Multi-Cultural Society. The two European adult education bodies which had already put a lot of work into the preliminary phases of an emerging "European Network" for this project were NIACE and DVV. The Institute for International Cooperation of DVV is the lead agency vis-a-vis the commission. In addition to Socrates, funding was obtained for the one-year project with co-financing from the German Ministry for Education, Science, Research and Technology.

The objective of the network, which goes far beyond a one year only project under Socrates, will be the description and analysis of adult education practice in Europe vis a vis minority groups and migrant populations and the development of a comprehensive programme of action based on recommendations of good adult education practice. Specific objectives include the need to:

- Highlight and share good models of policy and practice
- Facilitate the exchange of information and expertise
- Formulate "Good Practice Guide-lines" in respect of specific concrete areas of work
- Identify specific policies which should be adopted to alleviate and address existing (unmet) and emerging needs

In short, such a network would act as a kind of 'stock exchange' for those engaged in addressing the needs of ethnic minorities and migrant communities. Participants in the network would be trained and improvements in training methodologies would be developed. This would be done in order to have a multiplier effect on network members, who in turn would have to use these skills and new techniques in their own pedagogical and organisational approaches in the respective countries and regions. The network would aim at adding to the quality of ongoing anti-racist educational work and having standards of quality in this field spread all over Europe.

The integration of anti-racist and anti-discrimination practice into the many-faceted approaches of adult education provision, in cultural work, in social work, in vocational training and in advocacy work against social exclusion in

our societies and is the key distinctive feature, which should be enhanced within a European network project. It is not the purpose here to create a new network that has a single purpose. The distinctive characteristic of this network is rather the fact that anti-racist and anti-discriminatory work should be embedded in the broad life-oriented work of adult education providers all over Europe.

Whilst phrases like "Multi-Ethnic" or even "Multi-Cultural" may not be seen as appropriate by some, it cannot be denied that national, ethnic, racial and cultural diversity has become a characteristic feature of European society, particularly in the larger urban agglomerations where most of the newcomers have settled. The recent developments in Central and Eastern Europe with the introduction of market-oriented economies will undoubtedly bring about patterns of unemployment, reduction of social security and marginalisation, which will in turn bring about a higher degree of economically motivated migration to the richer neighbouring countries and so will add to the growth of a multi-ethnic pattern within the European Union.

It is quite clear that ethnic minority and migrant communities have experienced and are experiencing a process of direct and indirect structural discrimination. The overall socio-economic profile of ethnic minority communities and migrant populations depicts this sharply. They face considerably higher levels and longer periods of unemployment, a high percentage of employment in unskilled and semi-skilled jobs, poor housing and general living environment, a higher incidence of poverty and homelessness, a general state of psychological and emotional impoverishment. In addition, they also suffer increasing dissolution of family ties, women having sole responsibility for bringing up their children, men living alone, a higher proportion of men and women 'criminalised' through inappropriate police actions and culturally biased judicial processes, spatial and social segregation from their respective 'host' communities. They also experience higher levels of theft, street crime, youth delinquency, violence and drug abuse, greater incidence of physical and mental illness, a greater proportion of family breakdown and a continual increase in the level of ethnically or racially motivated attacks against them, including murder and arson.

To this bleak socio-economic profile, there is added marginalisation through inadequate mechanisms, whereby ethnic minority and migrant communities can participate in the major institutions of the established societies catering for employment, education, housing and social services. This lack of participation is linked in part to the barriers of language and illiteracy, but also more substantially due to the institutional routinised discrimination which pervades such institutions. This creates a further problem for ethnic and migrant groups by in effect barring them from the democratic decision making processes. This triple difficulty of social, economic and political marginalisation is being passed on to successive generations in the ethnic

minority and migrant communities. A real "syndrome" of exclusion and segregation is in the making.

It is therefore essential to be proactive in beginning to tackle these problems seriously. The combination of social and economic disadvantages and lack of actually exercised political rights is a potentially explosive mixture. Through the creation of a network of interest groups and agencies (governmental and non-governmental) working with and for minority ethnic and migrant populations, we can begin to try and ensure that the problem is not allowed to be marginalized at a national or European level.

The bill to be paid for social unrest and far reaching political disruption of cohesion in society will be great. Failure to treat this problem in a preventive and sensible way will be hazardous. The creation of European citizenship can hardly be envisioned, unless our European society is able to develop integrative and conciliatory forces. Adult education will be paramount in developing and advocating positive educational programmes for both groups of citizens, those that happen to be here and the newcomers that we have invited.

The Strategic Framework for Anti-Racist and Intercultural Adult Education

The Multi-Cultural Network has adopted a strategic framework comprising three key strands around which specific issues will be addressed by different groupings within the network.

STRAND ONE:

Organisational Change and Development Strategies

The overall aim under this strand would be to highlight good practice and organisational "repositioning" in order to ensure that public service organisations (including NGOs) work collaboratively together. Initial areas of focus should include:

- Anti-discriminatory training for managers and front line staff strategies to improve access for specific targeted groups, e.g. young unemployed, single parents.
- Models for effective consultation and participation by and with minority ethnic communities.
- Race equality policies as part of the personnel practices of such organisations.
- Developing more effective marketing provision through use of multi-media techniques.

STRAND TWO:

Equality of opportunity strategies for individuals from ethnic minority communities.

The overall aim under this strand would be to highlight specific initiatives being developed in member states which address particular needs of certain groups within the minority ethnic communities (e.g. older migrants, migrant women, youth unemployment, cultural industries)

Initial areas of focus could include:

- Guidance and counselling strategies
- Vocational training, language and social skills training
- Developing traineeships in areas of governmental and non-governmental administration
- Cultural diversity in expression (developing routes for the accreditation of prior learning)
- Developing systems for the recognition of qualifications gained in non EU countries.

STAND THREE:

Community Development/Capacity Building

The overall aim under this strand would be to highlight good practice and develop curriculum resources which would enable and empower minority ethnic organisations to become more effective and thus enable them to participate in the planning, development and delivery of adult education and training provision. Initial areas of focus could include:

- Management and organisational skills training
- Urban regeneration and community development
- Funding strategies
- Models for effective self organisation

THE SOCRATES PROJECT

'Learning to Live in a Multi-Cultural Society'

The actual Socrates project with the title "Learning to Live in a Multi-Cultural Society" concentrates on Strand One and will try to produce a Manual of Anti-Racist Methods and Materials designed for people responsible for delivering and improving services to black and other minority groups through training and staff development. The operational aim is to provide an overview of methods and materials that can be used in the delivery of training around racism and ethnic diversity. Objectives are: to introduce a variety of training methodologies/approaches; to provide examples of training resources and materials; to identify good training practice and key skills; to provide a representative bibliography/database

At the end of the project in October 1996, we hope to be able to present the outcome in the form of a reader manual, making the results of the network available to a larger European adult education public. In itself such a work presents many challenges which stem from diverse political and sociological backgrounds in member states and which have to do with the fact that, even within the network, much inter-cultural understanding has to be created first before a joint understanding of concepts of racism/anti-racism and intercultural work can be achieved. It is an exciting task and entails a lot of new learning even for those of us who feel quite self-assured in our own national settings. To confront these afresh with a variety of diverse approaches in neighbouring European countries will add to reflective capacities and skills in a larger European framework.

Of course, in the light of more work to be done as depicted by all sub-themes of the above three strands, we are quite sure that after this initial Socrates project, new proposals will be brought forward to the Socrates selection bodies. These fresh proposals will emphasise aspects outlined in the strategic framework which were hitherto not dealt with by the network due to shortage of funding and time.

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Euro-Delphi Survey: A Comparative Analysis of Results

Marie Morrissey

Introduction

The Euro-Delphi Survey is a comparative European project. It consisted of sixteen adult education comparative studies, which sought to identify and analyse the elements of the goals and related policies which will affect the future development of adult education in each of the member states of the EU and in a larger Europe. This project was organised by a European Steering Committee, which consisted of representatives from universities or research centres involved in adult education. In addition, each country that participated had a National Steering Committee. The Delphi Study took place between 1993 and 1995, and the comprehensive surveys were followed by national colloquy and reports and a European colloquy and report. Despite the title of the project, the surveys involved some countries outside the EU, and the following were the sixteen countries that participated: - Ireland, England, Scotland, France, Germany, Italy, Spain, Netherlands, Portugal, Greece, Denmark, Belgium, Catalonia, Czechoslovakia, Estonia and Slovenia. A total of 1745 participants were involved. The purpose therefore of this paper is to select some of the findings that emerged from the Euro Delphi study in relation to Irish adult education and contrast them with some of the comparative European results.

Project Objectives

Three project objectives were recommended by the European Steering Committee:

1. To conduct a comparative Delphi-type study, involving selected samples of experts or key informants in sixteen European countries, regarding their understanding of:
   - adults' learning needs in terms of issues and challenges confronting them.
   - the desired and perceived contribution of the education of adults including innovative practices
   - the shaping of national and European policies in terms of tasks of authorities and coordination of policy and practice.

2. To contribute to the development of models for the comparative study of the education of adults in Europe.

3. To hold informed national debates with the national samples of experts, interested practitioners and policy-makers, based upon national reports.

PROJECT METHODOLOGY

Definition of Delphi Survey Method

Before proceeding, it is first necessary to describe what the Delphi Survey Method means. Delphi is a Socratic method of inquiry and is a symbolic name for the consultation of experts. In research terms, Delphi consists of a systematic and cyclical process of inquiry, analysis, feedback and renewed inquiry. In Delphi methodology, experts receive written questions in a first round, which are analysed by the researchers and feedback in the form of a report is given to the expert panel. A second questionnaire is administered in which some questions are repeated, clarifications are sought and new questions added. While there is no limit to the number of rounds, the typical Delphi is terminated after three rounds and a final report is produced. The central role is played by the participant experts, whose individual opinions and propositions are taken as a basis for common discussion.

An Irish Steering Committee was established to oversee the progress of the study at national level. The members of this committee consisted of representatives of the following fields in adult education: adult basic education; vocational/professional training of adults, employed and unemployed; vocational training within industry; managerial training; training in agriculture and community education. Almost three hundred people in Ireland were invited to form the respondents' panel and were nominated on the basis of their knowledge and expertise in one of the following fields in adult education: vocational training of young people aged 16-25 years; vocational/professional training of adults, employed and unemployed; vocational training within industry; adult basic education and general socio-cultural education, such as liberal and community education. Each member filled at least one of the following functions within adult education: practitioner, commentator, policy maker and research. In addition, the Irish National Steering Committee decided to invite representative groups of adult learners to participate in the project. The data analysis for this country was based on the first one hundred open and closed questionnaires returned.

RESEARCH FINDINGS

Problems and goals

A section of the questionnaire requested the participants to identify the problems they felt confronted them in the 1990s'. Two issues were addressed in this section. Firstly, to what degree can adult education contribute to the solution of major life problems faced by adults? Secondly, what ought to be the major goals of adult education?

In relation to the Irish respondents, the major life problems listed were social

inequalities and stress due to unemployment, poverty and changes in the organisation of labour. Content analysis of the answers to the social inequalities revealed inequality of opportunities for employment, gender inequality, access to educational opportunities and inequalities experienced by disabled persons as the major life problems experienced. However, despite the problems identified, the Irish survey respondents revealed confidence in the ability of adult education to respond to the major life problems. It was felt that adult education could make a significant contribution to alleviate these problems in the areas of access to information, personal identity, inaccessibility of new technologies and to problems pertaining to work-related skills and competitiveness. The comparative findings also indicated that the Irish problems were applicable to the other countries. Therefore, the Irish and European results revealed that adults are confronted with a combination of major life problems. The combined results viewed adult education as having a better than average and, in some cases, a significant contribution to make to the alleviation of major life problems in Europe, both in the areas of the development of knowledge and skills and in personal, social and political development.

Regarding the goals of adult education, those most highly rated were skills related to learning, communications, relationships, as were skills related to effective functioning in a political society and personal development. Mathematics, computing and cultural activities were the lowest rated goals. The European results show that in other countries there is greater innovation in adult education related to increasing the employability of participants than is the case in Ireland.

Policies and Provision

A part of the survey dealt with policies of national and European authorities. Almost two thirds of the Irish respondents indicated that there should be an overall law governing adult education. Fifty per cent considered that support for the adult education sector should come from private and statutory initiatives and interestingly, the same percentage felt that a new general body for Adult Education should be established. Both the Irish and European findings agree that setting financial norms, provision of infrastructure and subsidising are the tasks best fulfilled by authorities.

European Dimension

An important aspect of this study was the extent and nature of transnational cooperation and collaborative exchange which could provide an information base towards the formulation of EU policy on Adult Education. In this country, the level of transnational exchange amongst respondents and their field was remarkably low compared to the rest of Europe. It was felt that issues such as geographical location, cost of exchange and language barriers may be responsible for differences in survey outcomes. Approximately half

the respondents were already involved in European networks. Forty four per cent felt that the EU should exercise policy in the level of basic adult education and second chance education. The Irish results also rated training for the unemployed as an important EU policy area.

Apart from the expressed need for increased funding, especially in areas of unemployment and new technologies, some developments in the European comparative findings were stressed, for example, the promotion of the concept of lifelong learning, not only in terms of action programmes, but also in terms of a better coordination and linkage of different levels and different kinds of provision. The further development of accreditation and transferability of qualifications, especially in the areas of vocational/ professional education, was also mentioned.

Training of Adult Educators

Throughout Europe, there is currently a lot of discussion about the need for training and in-service needs of adult educators. Despite the concern about this issue, it was interesting to note that only two countries, Ireland and Scotland, invited responses to the question on the appropriate training for adult educators. Over half (56%) of the respondents felt that adult education should have a specific qualification in the theories and practice of adult education. Less than a quarter (20%) felt that a primary qualification in this area was necessary, while the same percentage regarded planning, management and evaluation as essential skills for adult educators.

Start Qualifications

The Start Qualification is an issue of current debate in several European countries and it was felt that it should be included in the survey. Start Qualification is related to compulsory basic qualifications for school leavers. This means that all individuals are obliged to obtain a minimum level of qualifications and employers and employees have a responsibility to ensure that this level is obtained before entering the labour market.

Opinions were sought as to the desirability and the chances of the implementation of such a measure. Almost half of the Irish respondents felt that Start Qualifications should be introduced as a policy measure, while almost two thirds believed that this qualification could contribute to the development and employability of individuals. However, over three-quarters felt that the Start Qualifications should not be imposed by sanctions and reservations were expressed regarding the feasibility of its implementation. On the latter point, opinion is divided on who should be responsible for the implementation of such a measure. The comparative European results also indicated that about three quarters of the respondents generally agree with the desirability of the Start Qualification and the majority felt it should be based on a legal framework, without imposing strict sanctions. Public authorities were seen as having the major responsibility in this matter by two-

thirds of respondents, whereas the other one-third felt it was a matter of the employers' responsibility.

Adult Learners Panel

As stated, a panel of twenty four adult learners were invited by the Irish National Steering Committee to participate in the study. Their involvement was based on the fact that it is generally agreed by adult educators that the adult learners, namely the participants, are co-partners with adult educators and agencies in developing adult education.

The adult learners panel consisted of full and part-time adults representing adult vocational/professional education (employed and unemployed), youth education, second chance education, training within industry and socio-cultural education. In addition to contributing to the Symposium discussions, the participants were requested to respond to the following three questions: problems faced by adults, contribution by adult education and the goals of adult education. The results to the questions from the learners panel showed agreement with the respondents panel on problems faced by adults, the contribution by adult education and the goals of adult education.

A second country, Scotland, also invited an adult learners panel to participate in their study. No direct comparison of responses was possible due to the method used to consult with adult learners, which differed from that used with the panellists. However, analysis showed that both learners and panellists rated similar problems very highly on their list of concerns and noted other similar problems being relatively important (Gerver 1995).

Recommendations and Conclusions

In relation to Irish adult education, there were many other interesting findings that were revealed in the Euro-Delphi Survey, but space does not permit comment. However, several recommendations emerged from the survey, some of which are as follows. There is no adult education legislation and no coordinated policy for education and training. Therefore, one of the recommendations was that a comprehensive national policy of adult education is essential in the current education and training context. Another proposal was that the principle of continuing, lifelong learning should be critical in the formation of national education policies. The study also recommended that accreditation issues need to be addressed in a way that gives value to prior experiential learning. While there is no compulsory training for adult educators, the recognition of the increasing importance of adult education was evident and respondents felt that qualifications in adult education were essential. Another recommendation was that the provision of financial support and infrastructure should be a primary responsibility of adult education authorities.

In conclusion, the respondents in all countries are to be complimented for sharing information and viewpoints in a series of questionnaires and meetings. The two previous Irish adult education reports, namely Murphy (1973) and Kenny (1984), and more recent reports during the 1990s', such as the Green and White Papers (Department of Education, 1992, 1995) gave coverage to adult education and resulted in discussions. To date, there seems to have been limited coverage of the Euro-Delphi findings in this country. The results are certainly interesting and do help in providing an information base towards the formulation of EU policy on Adult Education. Hopefully, the findings, recommendations and implications will be debated at national and international levels, particularly during key occasions such as the European Year of Lifelong Learning, and approaching the 1997 UNESCO World Conference on the Education of Adults.

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The Role of Adult Education in the Process of Integration into Europe

Talvi Marja

Background

Estonia is one of the three newly born Baltic States discovered by the world five years ago. In August 1991, after 50 years of occupation, Baltic States gained their independence from the collapsing Soviet Union. Since that time Latvia, Lithuania and Estonia are again on the map of Europe and in 1991, they became members of the United Nations. Today most countries of the world have recognised these States. In May 1993, Estonia became a full member of the Council of Europe (Estonia 1993) and from May 1996 holds the leadership of the Council.

At the beginning of the 1990s, a process experienced never before in the history - a transformation from socialism to capitalism, from centrally planned economy to the free market system, from totalitarianism to democracy, to the free society, to the open world - started in the Baltic States as in all former socialist countries in East and Central Europe. The reforming of all spheres of social life including economy, politics, legislation, social structure and relations, as well as religion, administration, education, culture, foreign relations, military structures began. There were no ready models or established rules to follow. It was obvious that everyone, especially the adult population, had to learn to adapt itself to rapid changes in society. This has resulted in pressures on the people to engage in political, social and economic reconstruction, pressures which demand the ability to adapt to change and to reconstruct personal identity (Grogaard 1996). It was the period when the role of adult education grew essentially.

At present, Estonia is in the middle of a comprehensive process of 'systemic' change, marked by risks and uncertainties. In the centre of political discussion in Estonia today is Hamlet's question - to be or not to be? - which means in translation - to join or not to join the European Union. Top politicians have only one answer to that question - yes! They assure people that integration with the European Union is the only possibility for Estonians to survive, to live peacefully in the neighbourhood of a big and powerful country, to build up an open democratic society. Asking the same question of ordinary people you can have answers which differ essentially from the previous one. People do not seem to be in a hurry to join a new union, having being released from a previous one (Soviet Union). They have not yet forgotten the distresses caused by the dictatorship from Moscow. Why should

Brussels be different? So, today many people prefer to say - no! How to solve the contradiction? By whom? We think this is the right time and place for adult educators to take responsibility and act!

The PHARE project

In April 1995, the Association of Estonian Adult Educators (AEAE) 'Andras' together with the German and Latvian partner associations started a PHARE project - Democratic way of thinking and living as prerequisite for the integration into Europe - supported by the EU.

The main goals of the project are:

- To carry along with different political forces and institutions in Estonia (public, private and non-governmental), education and the media, together with European experts in the process of developing a democratic society and the acceleration of European integration.

- To broaden the basis of democracy in Estonia and to create the opportunity for every person to participate in the decision-making process, especially when it comes to the essential decisions about European integration and NATO

- To build up a network on a local level, integrating local authorities, key persons from different fields of activity, and adult educators, ready to mediate knowledge and skills needed for making decisions

- To develop the democratic way of living as a prerequisite for integration into Europe

- To strengthen the role of non-governmental educational organisations in the process of developing democracy in Estonia (Marja 1996).

The PHARE democracy project was designed as an integral whole, with the aim of creating a structure in every part of Estonia in order to prepare the adult population for integration into the European Union. To put this idea into practice, a great number of undertakings were planned. Several training programmes were developed and study materials distributed, seminars and workshops organised, as well as an international conference - European Integration: a Democratic or a Bureaucratic Process.

The project would not have been successful if a well organised project team had not been built beforehand. In order to train the project team and to negotiate the form and content of the project, three workshops were planned. The participants clarified their understanding of democracy and democratic

mechanisms of decision making and discussed methods of procedure for problem-solving.

A special seminar was organised for local authorities and the following themes were discussed:

- The steps Estonia must take on the way to European Union and its impact on a country and community. Many written materials were distributed - EEA agreement, European Union - your neighbour, Estonia and European Union
- Local democracy and the possibilities to put it into practice. Communications between different levels: state, county, community, city, interest groups, family and the individual person.

As a final chord to the PHARE democracy project in Estonia, an International Conference was held. The main participants were politicians, local authorities, adult educators and experts from three Baltic States - Latvia, Lithuania and Estonia, with European experts from Germany, Finland and Norway. Two of these countries recently held national referenda about integration into the EU. Our special interest was to learn why the citizens of one country (Finland) said yes and another country (Norway) said no!

The conference objectives were set out as follows:

- To forecast the impact of the European integration on the Baltic countries, especially on the level of counties, municipalities and individuals
- To clarify opportunities for people to act as subjects of the integration process and to adapt to changes in the anticipative way on different levels of regulation and to define the role of training in the integration process
- To mediate know how for efficient participation in co-operation programmes between the European Union on the level of state, county and municipality

To make the discussion with politicians and experts at the Conference more efficient, participants in training courses, seminars and workshops were asked to list problems which in their minds ought to be solved and also questions which need to be answered before making any decisions about integration. The following problems were mentioned most frequently:

- The contradiction between the open market economy in Estonia and the regulation of the inner market of the EU
- The weakness of the infrastructure supporting Estonian foreign trade
- The democratic principles for making decisions which influence education and culture and how they are applied in the EU and the Baltic countries

- The possibilities for international co-operation (collaboration between the EU and Baltic countries)
- Opportunities and dangers of European integration (in town and countryside).
- The role of adult education and training in the integration process
- New European projects in education - Socrates, Leonardo, Info 2000, and possibilities of integrating them into the Estonian schooling systems, including adult education
- How to guarantee that talented and successful young people stay in Estonia
- Agreement of vocational training systems in Estonia and the EU
- Motivation of the adult population, making people more active and involving them in the decision making process.

From the problems mentioned above, we concentrated on those most closely linked with adult education. It is possible to project training needs in the context of integration with the EU from three different processes:

- The process of integration as the effect of economic, social, cultural factors which will change the Estonian society even if our country stays out of the EU
- The process of political decision making, in which the Estonian citizens and different interest groups learn the positive and negative consequences of integration with the EU. Only then will a conscious and democratic choice be possible.
- The process of forming the infrastructure of state and municipality, non-governmental and business organisations suitable to respective institutions in the EU (Elenurm 1996)

In the first process, the need for adult training could be specified by scenarios showing the dangers and possibilities in different phases of the integration process affecting our geopolitical, economic and cultural space and also the strong and weak aspects of the ability of Estonia to stand against these dangers and/or to use new possibilities.

As a support for political decision making, the process of training would help to form active persons (subjects) able to understand their interests and to make motivated decisions in alternative situations concerning the European Union. In a developing a system of justice in Estonia, adult education should help individuals to understand their rights and obligations relative to the state. It is not enough to inform people about the nuances of the White Book. They must be aware of the essential political choices, the bases of which are their own values and interests.

The third aspect of adult education and training in the European integration process is aimed at the prepatory work. When the political decision for integration is made, the way "how to go" will be most important for people.

Touching upon the integration into Europe, it is also important to study the experiences of other countries who recently joined or did not join the EU. Learning from their mistakes could help us avoid useless tensions. International co-operation between governmental and non-governmental organisations of the EU members and other countries is also of great importance.

Today in the process of integration into Europe, we are still in a 'melt down' phase where the task of education and training is:

- To disseminate information and to distribute materials about the EU and its member states and also all kinds of agreements between the EU and the Estonian Government
- To emphasise the importance of integration for different levels of social regulation and management (state, region, municipality, organisation, family, individual)
- To change the attitude towards European integration.

The PHARE democracy project - democratic way of thinking and living as a prerequisite for the integration into Europe - has given us the possibility of sharing information with the experts from EU countries and also with colleagues from Latvia and Lithuania. It has helped us to understand the important role of adult education in the long journey to Europe, which is:

- To develop peoples' participation in decision making and to promote the formation of adults as subjects who are capable of evaluating their own interests in the process of integration. In classrooms, seminars and workshops, opinions of different target groups have to be balanced.
- To train professional politicians ready to work in EU systems.
- To provide for the growing importance of languages.

The Baltic States have gone through a rapid process from the recognition of their independence, gradual development into democratic societies and market economies. Estonia is in the middle of a comprehensive and far-reaching process of change. The country has left Communism and is facing Capitalism. Democracy is being built in a tough environment, marked by social and economic uncertainty (Grogaad 1996) This process has not been an easy one, but it has positive aspects - for example national legislation, worked out during the years of independence. We hope that the financial aid, coming from the European Union via several programmes will help us to reach the goal - INTEGRATION INTO EUROPE - by the end of the twentieth century.

1. Elenurm T. (1996) Euroopa integratsiooni toetavate koolitusprogrammide kohandamine Eesti situatsioonile (Adaptation of the training programmes supporting the integration into Europe to the Estonian situation). European Integration: a Democratic of Bureaucratic Process. International PHARE conference, Paide, February 15-17, 1996 ANDRAS, Talinn.

2. Estonia. A reference book. Estonian Encyclopaedia Publishers, Tallinn 1993

3. Grogaard Jens B. 1996. Estonia in the Grip of Change. FAFO report. Falch Hurtgtrykk, Norway

4. Marja T. 1996. Valitsusvaliste haridusorganisatsioonide panus omavalitsusstruktuuride tugevdamisel Eestis ja Latis. (The role of non governmental educational organisations in the process of strengthening local authorities)

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Curvilinear Learning and Rural Development

Anne Murphy

This short article suggests that capacity building programmes for rural development should essentially respond to the specific stage of development in a target area by recognising both the differential impact of social and economic change on rural areas and the capacity of the local population to integrate new learning that will result in the creation of a momentum to drive positive development change.

The approach to rural development in the European Union (EU) is guided by three fundamental principles, namely:

(i) economic and social cohesion in the member states
(ii) adjustment of family and rural economies in Europe to market conditions
(iii) protection of the environment and conservation of natural assets. (1)

Rural communities are being encouraged to contribute to the sustainability of development in their own areas through programmes such as LEADER and INTERREG, and through area-based partnership structures in a participative, "bottom-up" approach to local development. Building the capacity of rural communities to engage in this process is integral to current rural development thinking and activities. LEADER II groups are required to include animation and capacity building activities in their business plans, and funding is available for new groups for the acquisition of skills at pre-development capacity building stages of development.(2) The experience of LEADER 1 and the LEDA programme suggests that capacity building programmes should be based on two fundamental tenets. Firstly there should be a real understanding of the diversities of development contexts, and secondly, there should be a real understanding of the process of change in rural communities and how best to direct that change. For rural communities this demands a learning process which balances situational analysis with future-oriented innovations. It demands an understanding of the present with an intuitive sense of possible futures, an acceptance of change as a constant in a cycle of learning and relearning.

Typologies of Rural Areas

Rural areas and the capacity of the local population to engage in development can be defined in terms of polar scenarios as follows:

1. Rural Areas in a Process of Abandonment

These are areas which have a low level of local will and capacity for self-help. They tend to have few natural or physical resources, suffer from depopulation and an age profile skewed towards the older age group.

Such areas require a high level of external intervention to increase local capacity and to create the means by which they can survive.

2. Lagging Areas with Potential

Such areas possess natural resources which can be exploited but which lack the local capacity to generate change.

These areas require intensive animation and training programmes with both economic and social interventions to build up local capacity and infrastructure, to empower local activists and to mobilise the involvement of local people in the development process.

3. Well-endowed Areas Lacking Know-How

These areas may already have reached a level of development where diversification is necessary to sustain them but the local population may not have the knowledge or organisational structures to exploit their resources. They may have outdated infrastructure and redundant skills.

The capacity building interventions in these areas would include intensive programmes of action-learning facilitated by an external animateur. Gradually supports could fall off as local activists became sufficiently skilled in strategic planning and implementation.

4. Autonomous Developers

Exceptional rural areas have ample indigenous resources and a corps of competent development activists, are capable of economic restructuring when necessary and already have a number of successful development projects.(3)

Recognising the different typologies of rural areas and their differential capacity to engage in development was emphasised in the Report of The Committee on Rural Development Training 1993 (popularly known as the Creedon Report)(4):

> *"...development is a long-term process and different target groups may be at different points in the 'development-learning curve'. There is need to recognise a 'pre-development' phase or condition where some groups/individuals require special support, e.g. to build up their confidence or help them translate crude ideas into practical development projects." (p.6)*

The report recommends that capacity building programmes should make appropriate responses to the education and training needs of rural areas congnizant of the capacity of that area to integrate and apply the learning achieved.

Learning curves and rural change

A model of a continual series of learning curves could be an appropriate one in the context of capacity building interventions in rural development. Changing demands require changing responses. As rural areas change so should the responses offered.

The notion of continual curvilinear learning outlined by Handy in The Empty Raincoat: Making sense of the future(5) suggests that all systems have a curvilinear life-cycle of incline and decline. For a system to survive a second incline or curve needs to be generated before the decline has become so steep that it cannot generate the momentum for an upward curve. A successful system is constantly seeking the optimum stage to begin a second curve even while the first curve is on the incline. The second curve is not a reinvention of the first: it is always different though it builds on and grows out of the first curve.

Curvilinear learning demands an acceptance that old solutions to new problems may not work, that there will be tension between the assumptions of the first curve and the assumptions of the second curve, and that the framers of the first curve must foster and encourage the framers of the second.

Second Curve Discipline and Rural Development

The discipline of second curve learning requires that one always assumes that the system is near the peak of the first curve and that therefore one should be starting to prepare for the second curve.

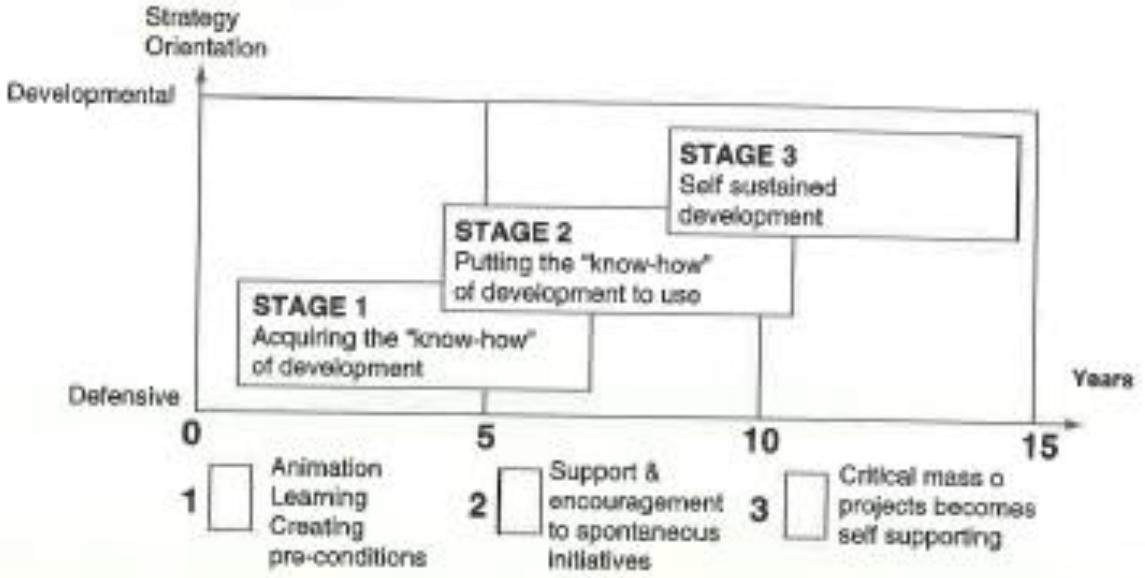
In terms of rural development capacity building, this requires a constant attention to the particular context where interventions are being made and to the impact of those interventions in achieving the desired change. It requires continual monitoring and evaluation together with an adaptability which can recognise the point where a change of approach may be necessary.
The time scale for self-sustainability in rural areas outlined in the Creedon Report recognised a learning curve which is not necessarily strictly linear-progressive but which delineates stages of development learning and application of that learning.

The time scale of development could be as follows:

1. years 1 - 5 Animation, Learning, Creating Pre-conditions
2. Years 5 - 10 Support and encouragement of spontaneous initiatives
3. Years 10 - 15 Critical mass of projects being self-supporting

Diagrammatically (6) the progression is as follows:

MAIN STAGES IN LOCAL DEVELOPMENT STRATEGIES



The Learning Challenge

The Challenge therefore facing community development programmes such as LEADER, LEDA INTERREG and Area-based partnership could be stated as accepting the challenge of curvilinear learning, i.e. recognising the patterns of social and economic change in rural areas, devising interventions which drive the momentum toward the second curve while maintaining the strengths of the first.

1 Outlined in Bulletin of the European Community, Supplement 4/88: The Future of Rural Society

2 Information note on LEADER II issued by Department of Agriculture, Food and Forestry, July 1994.

3 Typologies and capacity building responses outlined here are drawn from the LEDA Manual, Local Economic and Employment Development, November 1995.

4. The Creedon report was drawn up by The Committee on Rural development Training established by Teagasc in 1992. 5

5 Handy, C. The Empty Raincoat: making sense of the future, Arrow Business Books, 1995

6 The diagrammatic representation of the stages of local development was published in the Appendices to the Creedon Report 1993. The acknowledged source for the diagram is given in that context as "Strategies for Local Employment Development", LEDA Magazine, No. 2. 1989, p.2.

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Book Reviews

The REFLECT MOTHER MANUAL: a new approach to adult literacy
by David Archer and Sara Cottingham, published by ACTIONAID, 1996.

This is a 278 page manual in loose-leaf binder format contained within a glossy cover which features three colour photographs on the back with scenes identified as belonging to Africa, Asia and Latin America. Should this initial sight of the manual cause Irish-based adult literacy tutors/adult educators to think of it as only intended for the mythical "Third World" and consequently to venture no further inside, I would urge them to turn at least to pages six and seven before dismissing the manual as not for them.

At this point I declare my bias - based on my experience as an adult educator (although not a literacy tutor), both in this country and in Africa - that we in the developed "North" can learn a lot from methods and approaches initially employed in the less-developed "South". However, with all due deference to experienced literacy workers in Ireland, I suggest that the possible application here at home of the ideas and approaches found in this manual deserves to be given full consideration, and moreover, at only ten pounds a copy, it could prove to be a valuable investment.

The layout of the manual is done clearly and logically, affording users an easy access to the sections of most relevance to them. Some readers may be put off by the clarity and simplicity of the language used, obviously to cater for those whose first language may not be English. Nevertheless the manual's great appeal for me is the simple and straightforward approach it takes throughout, and, in my view, managing to perfectly straddle the two worlds - i.e. of the grassroots practitioner and those whose interest is more theoretical. Therefore the acronym in the title, REFLECT, which stands for Regenerated Freirean Literacy through Empowering Community Techniques, is as complicated as it gets.

In the introduction, the origins of the REFLECT approach are explained and the questions potential users are likely to ask are given an airing. It clarifies the core aim of the manual which is to help users to produce their own facilitator's manuals which are appropriate to the social, economic, political and cultural conditions in which they work. One central principle of the approach is that it resolutely dispenses with the notion of the literacy primer, having identified primers as "the one almost universal feature of adult literacy programmes world-wide" and suggesting that "as most literacy programmes, have failed then perhaps abolishing the primer may be one of the keys to success"

It includes in this criticism "radical" programmes which have sought to employ the conscientization techniques of Paulo Freire, while still using primers. Thus while Freire condemns the "banking" concept of education implicit in the use of primers by which "students are 'filled' with the words the teachers have chosen", some disciples of his have turned his ideas into what has ironically become the traditional approach. The authors of this manual call this psuedo-Freireanism, and urge that his theories have been stripped of their radical potential, due in part to the complexity of his original writings, which perhaps led to some aspects being lost in translation into simpler texts and also because practitioners re-invented the much-criticised primers of old which contained bland phrases such as "*Mary likes animals*" with "*Juma is oppressed by the landowner*". Such primers still put words into people's mouths or minds and are as prescriptive as anything in the bad old banking approach.

The manual succeeds in giving a very brief but incisive critique of Freire pointing up the valuable contribution his theories have made towards education, while highlighting the view that he failed to present an effective literacy methodology. The REFLECT approach, in dispensing with primers of any sort, is an attempt to fuse the central ideas of Freire with other developmental theories, including Gender and Development, but most particularly with those to Participatory Rural Appraisal (PRA), which as the manual explains, has much in common with the Freirean approach.

Similar to Freire, practitioners of PRA start from the premise that communities have within them a wealth of knowledge. What is needed are techniques which enable non literate people to articulate this knowledge. Central to PRA is the idea that visualisation can help participation, hence the use of wide-ranging techniques such as the the construction of maps, matrices, calendars, diagrams and so forth, using whatever materials are available. The images and words evoked from the exercise are the raw material upon which the literacy programme is based. Quoting Andreas Fuglesang, About Understanding: Ideas and Observations on Cross Cultural Understanding (1982), "Western educationalists have been blind to the oldest and truest pedagogical rule: start with what the students know, not with what you know."

Hence as the authors state: "the REFLECT approach is rooted in a faith in people's existing knowledge and beliefs as a starting point". Moreover, building upon this, "it must be the people's own analysis, on the basis of their immediate environment and experience, not someone else's imposed analysis of their problems, international capital or cultural imperialism." An important and additional rationale for this is the degree of motivation and sustained interest it will lead to from the participants, - "to keep participants motivated all this work must be done in a meaningful context. Graphics and associated thematic discussions provide that context."

The evidence for the success of the REFLECT approach to date is drawn from three pilot courses run in three of the continents already mentioned, and which are detailed in the manual. As I waded through the manual, comfortably finding a logical progression from the origins and aims of the approach, through the underlying theoretical foundations, to an explanation of the process, and in finer detail, the basic steps in using the approach, the recurring question was, how applicable is this to the Irish, and most probably within Ireland, to an urban context?

The REFLECT approach has a lot going for it certainly, in that it promises to deliver education for people in a way which is both well-structured and participatory - a blend which has defeated attempts of many well-intentioned educationalists in the past. The strength of the approach lies in its simplicity, and therein, its flexibility to adapt to various situations, even urban as suggested in the final section. The essence of the approach is the production by a 'literacy circle" (adult literacy group) of its own learning materials via the creation of some graphics, which through a facilitator, become the basis of "learner-generated writing". A factor which is of crucial importance is that the emphasis in REFLECT is more on writing than on reading, that people are creating their own reading material. People are no longer on the outside looking in, they are the creators of their own words, taking control of 'the word and world" in a single process.

The selection and guide-lines for facilitators is given the amount of consideration that such a vital part of the approach deserves, and eventually satisfies - provisionally at least - some reservations that I have about the training needs for such an important group. Repeatedly given the caution of not leading discussions or imposing their views upon participants, the most vital skills for facilitators are said to be those of listening. The lingering problem for me vis-a-vis facilitators lies not with the capacity and skills of such individuals but with the wider social problem of reimbursing them. The manual does not touch the issue of whether facilitators should be paid or not, but stresses it as a possible factor that must be built in to one's planning of such a programme in order to assess its sustainability. It does raise the rather interesting issue of voluntarism versus paid workers, especially whereby here in the North it is increasingly true that nothing is done unless it is paid for - and quite rightly so - many will say. Against this is the perspective that some of the more creative and productive initiatives in Irish society are the responsibility of groups of volunteers. The emphasis in the manual on acquiring local people to be facilitators rather than seeking to bring in (and presumably reimburse) outsiders, is surely worth further consideration, since the question of the facilitator's commitment to a local community may be a determining factor in the sustainability of such a programme.

Finally, returning to the question of applicability to the Irish (urban) context, it is fair to describe the authors themselves as being understandably cautions on this aspect. Given that PRA has through its origins and practice to date, an

overwhelmingly rural emphasis, and the lack in urban situations, of "clearly defined communities" this remains a challenge that is worth responding to, and the authors issue an invitation for other adult education programmes - not just literacy - to use the approach and feedback to them the results. Their end note stresses that this is not a blueprint and that for adult educators it is not a question of adopting the approach but rather one of adapting it... to make it appropriate to the conditions in which you are working. My firm conclusion is that it offers valuable insights not just to educators of adults in the South but to those in the North as well. My conclusions about the general applicability of the approach to situations in Irish urban neighbourhoods remain understandably tentative.

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Stephen D. Brookfield, Becoming a Critically Reflective Teacher (San Francisco: Jossey-Bass 1995) 296pp

My eight year old daughter made her First Confession recently. On the five minute car journey home she fell asleep. Apart from this, she made only one other comment about the event. She said she did not like telling her sins to a man she did not know and mentioned two of her uncles as possible alternative candidates. The ceremony was also problematic for the parents as the child-parent relationship was repeatedly defined in terms of obedience and discipline.

I told this story to an adult education class shortly afterwards when we were talking about the different ways in which Kohlbert and Gilligan define human development. The First Confession was a good example of how people (children) are asked to make significant disclosures about themselves without providing a relationship to contextualise the situation. I thought it illustrated Gilligan's critique of the disconnected male way of making meaning. It also, I thought, illustrated in a young child's spontaneous reaction an awareness already of the importance of attending to the relational and contextual.

A student remarked that this was a lucky child to have such a understanding father. After further discussion, it seemed that some students were more inclined to see such stories as illustrations of the insight and understanding with which I parent! It was certainly not my aim as teacher to convey such messages and it was certainly not helpful to students who were trying to negotiate the complex teacher-student relationship without also having to deal with the teacher telling stories which are perceived as illustrations of his "wonderful" parenting! Students' experience of our teaching is an important lens through which we can examine our practice.

The activity of teaching is constantly in need of such critical self-examination as the intended consequences of one's actions are frequently not the actual consequences. If I, through students' projections or through my own unconscious processes, am finding the classroom an arena where sharing personal experiences by the teacher turns me into a "good parent" rather than a good teacher, then something needs to change in the way I teach. I must check more often with students as to how they are experiencing my teaching.

Stephen Brookfield's book encourages and supports with sound theoretical argument and practical suggestions critically reflective teaching. It is not concerned with the generalities of how to teach (as in his previous book The Skillful Teacher) and not so much with how we can teach students to be more critical (as in his book Developing Critical Thinkers). But it is concerned with how we, as teachers of adults, can become more critically reflective of our own teaching. This book is for college teachers by an adult educator who is heavily influenced by both Paulo Freire and Myles Horton. We are familiar with Freire's assertion that "the teacher and student teach and learn" but it is even more interesting to see staff development defined as adult education. Critically reflective teaching happens, he says, when we identify and scrutinise the assumptions which underpin how we work. Being critical involves hunting the taken for granted beliefs about the world and our place in it that seem so obvious to us as not to need stating explicitly. There are two kinds of assumptions: (1) those that mask the ways in which power affects and distorts educational interactions: (2) those that seem to be in our own best interests but that have been designed by more powerful others to work against us in the long term. Classrooms are seen by Brookfield as contested spaces containing the contradictory cross-currents of struggle for material superiority and ideological legitimacy that exist in the world outside.

In the first two chapters, Brookfield examines the concept and process of critical reflection. The clarity with which he presents his arguments encourages the reader to question such commonly held ideas as 'lecturing kills critical thinking" and "good adult education practices are inherently democratic". If discussion groups import into them the inequalities of gender, race, class from society then ways must be found of overcoming these through the agreeing of ground rules for the practice of democratic discourse which correct as much as possible these inequalities. The agreeing of such ground rules for discourse is a crucial and practical part of Brookfield's proposals.

Then Brookfield identifies four lens through which we can examine our practice. These are firstly the lens of our autobiographical reflections, our own experience as learners. Secondly, the lens of our students' perspectives. Then, the invaluable lens of our colleagues perceptions and experiences. And finally, the lens of the literature of critical adult education theory and practice. The book explores each of these lens in turn presenting a case for the importance of each followed by detailed practical methods for use in the classroom. The presentation is systematic,readable and practical.

Brookfield makes much of the importance of keeping in touch with our formative experience as teachers and learners. The most deeply embedded influences on our teaching are from our own experience - a direct response to how we were taught. They last a lifetime. Teachers are usually the successful graduates of the educational system, particularly true of college teachers who, as a result, may not be particularly sensitive to the students who do fail or who navigate the educational system with difficulty. Teaching styles and practices, ways of relating to students can often be traced back to situations in which we felt inspired or demeaned by others. Keeping in touch with how we got to be the kind of teacher we are is a vital journey in self awareness that may prevent us uncritically reproducing habits which may not be in the best interests of our students.

As I indicated earlier, looking at our teaching through students' eyes lead us to see that students sometimes hear us and other times distort what we say. Innocent or inconsequential comments come back to haunt us. Reassurance can be interpreted as coddling. Joking as an insult. Students may give the highest satisfactory rating to teachers who challenge them least. Each chapter outlines a lens through which we can examine our practice. This is followed by a useful and practical chapter on how to do it, e.g. with student journals, participant learning portfolios. All are well described with examples. They are all capable of being adapted, used and experimented with.

The central method Brookfield proposes is that of the critical incident which he outlined in previous works (in Mezirow, Fostering Critical Reflection in Adulthood and Brookfield, The Skillful Teacher). This involves asking people to refer to a particular incident that was significant for them and using this experience as a starting point to help people unearth the assumptions which underpin that experience.

Too few staff groups hold meetings to discuss their own teaching and those that do can find them fraught. Brookfield is good at setting up ground rules for critical conversations about teaching which may be respectful, inclusive and democratic. Conversation groups cannot in and of themselves alter patterns of domination that are embedded in the wider society. However, they can become, with these ground rules, laboratories in which democratic talk is practiced.

Here it seems that the solutions though well thought out, well grounded and tested in practice seem to be too tightly and rigidly structured - too heavily dependent on techniques and following procedures.

The final lens through which we can view our practice is the lens of theory. Most people are familiar with the works that inform the agenda of critically reflective teaching - Freire, Giroux, Habermas, Marx, Adorno and Gramsci.

For busy practitioners with always too little time to read the literature of critical theory and radical teaching practise, a literature that is frequently difficult and impenetrable, Brookfield offers not only encouragement to engage with the theory but more importantly a framework which can guide such reading. I remember reading some examples from Freire as to how to engage critically with difficult material but Brookfield's more systematic approach is useful here. In Brookfield these complex and key ideas are clearly articulated and made accessible.

There are two areas where I find Brookfield's work troubling. The first is the absence of the psychoanalytic with its emphasis on the unconscious. I find that an approach which suggests asking students how they perceive what we are doing is important. But to assume that answers of students, or anyone else, can be taken at face value is risky. We are notoriously more complex than that. And the forces, particularly the unconscious ones, which prevent us seeing the motivations and roots of our own perceptions are not so easily identifiable in a discussion or questionnaire. Seeing things from the point of view of another is useful but surely the insight of critical theory, which Brookfield espouses, points very clearly to the false consciousness and ideological flaws and distortions which underpin all perspectives. Most of the methods and suggestions of Brookfield seem to be excellent at unearthing conscious processes whereas unearthing the unconscious dynamics of group behaviour is not given any space in his work.

Secondly, Brookfield's work is superbly aware of the ways ideologies, injustices and inequalities from the broader society surface in our classroom discussions and teaching practices. And he goes on to outline creative and imaginative ways of identifying and removing these obstructions to democratic participation. Yet, he never raises the question as to how this democratic participation experienced in class can be the start of a process of changing the objective social conditions in society. The first sentence of chapter one asserted, in the tradition of Marx, that we teach to change the world. But this work does not raise again this vital and fundamental question which underpins the entire radical and critical tradition in adult education. The point of education is to transform the world - not just the classroom.

This is a provocative, readable and well thought out encouragement of those practising the art of critical teaching. It makes a significant contribution to the risk of becoming critically reflective teachers.

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New Ideas for Tutor Training in Adult Literacy work
163 pages - Published by National Adult Literacy Agency, Revised Edition, Dublin 1995

This comprehensive resource pack contains a wealth of material which should prove invaluable to trainers of adult literacy tutors. The substantial loose-leaf, ring-binder format is divided into eleven carefully-structured, colour-coded sections which provide a lively mixture of the practical and theoretical aspects of literacy work. Trainers will have ample material with which to guide new tutors from the initial stages of meeting and creating a rapport with students, through specific strategies for handling basic and more extensive knowledge and skills.

One of the most interesting features of the pack is its attention to the process, as well as the content, of literacy work. Guide-lines for an introductory session outline a wide range of games and activities which facilitate the initial, getting-to-know-you stage and include ice-breakers, interviews and trust exercises. Useful background information, including the scale of the literacy problem in Ireland and the role of NALA, provide a useful context for new tutors. The later sections, which suggest practical strategies for working on specific areas such as listening skills, spelling and writing, introduce these topics with activities which encourage trainee tutors to experience and identify some of the some of the barriers to learning which their own students might have encountered. The section on listening skills, for example, begins with a role play which highlights the difference between listening and non-listening. This is followed by a range of activities which model good practice and provide the basis for making explicit the qualities, skills and attitudes which contribute to good listening.

This experiential approach to tutor training is developed in the sections on Adult Learning and Working with Groups. In particular, the central role of the learner is emphasised and trainee tutors are invited to recall their own adult experiences of positive and negative learning situations. This provides a springboard to exploring the relationship between the tutor and the learner, which is followed b a helpful summary of some key features of group dynamics. Other important groupwork issues are also covered, such as managing mixed-ability sessions. Sample work sheets, examples of student's work and case-studies all provide useful examples of ways in which material from a wide range of sources can stimulate learning. Strategies for spelling, reading and writing are introduced with similar student-centred, and sometimes amusing activities; one exercise in writing in Russian, for example, should test participants' staying-power.

All of the material and exercises presented in this resource pack have been tried and tested by experienced literacy practitioners and the credits include a wide range of contributors, both from this country and abroad. The layout, which is well structured and user-friendly, could possibly be enhanced by the

addition of an index. However, as the table of contents is very comprehensive, this is a minor omission.

Although this pack is aimed primarily at experienced literacy practisioners with a role in tutor training, the variety and breadth of material included ensures that there is something here for everyone working in the field.

This resource pack is available from the National Adult Literacy Agency, 76 Lr. Gardiner Street, Dublin1. Price £12.00 plus £4.50 postage.

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For Irish readers of The Adult Learner who are seeking information on European funding for education projects, we recommend the booklet European Funding in Ireland your Guide, which provides details of the funds available and gives names of contact persons and telephone numbers.

This booklet is available from the Department of Enterprise and Employment, 65a Adelaide Road, Dublin 2. Tel. 01-6614444.

The Adult Learner is produced jointly by AONTAS and the Adult Education Organisers Association of Ireland. Now in its twelfth year, it is the only journal which deals exclusively with issues in adult and community education.

To celebrate the European Year of Lifelong Learning, the current issue contains articles from leading academics and practitioners in the field of adult and community education in Ireland and Europe. For this special issue we have received an allocation of funding from the European Year of Lifelong Learning of the European Commission.

The focus of this issue is on adult education projects which highlight themes of current interest in the European Union such as:

- Democracy and Citizenship
- Social Integration
- Combating Exclusion and Poverty
- Research in Adult Education

There are articles from Germany, Portugal, Spain, England, Ireland and there is an article from Estonia where the great debate on whether to seek membership of the European Union is presently in progress.

An Bhliain Eorpach d'Fhoghlaim ar feadh an tSaoil
European Year of Lifelong Learning

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