

# Programs and Providers in Adult Education

Empirical Findings and Reflections focusing on the development of topics and profiles in institutions of adult education and their programs.

Insights form program analyses in institutions of adult education in Germany

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1

- **Theses, according to the work by the expert group on program planning**

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2

## References

- **Referential studies and reflections:**
  - Gieseke/Gorecki 2000; Gieseke/Opelt 2003; Gieseke/Opelt/Stock/Börjesson 2005; Gieseke/Kargul 2005; Käpplinger 2007; von Hippel 2007; Gieseke 2008; Nolda 2010; Nuissl 2010; Schrader 2011; Fleige 2011; Robak 2012b; von Hippel 2013; Robak/Fleige 2012; Robak/Petter 2014; Fleige/Reichart 2014
  - Contributions by Wiltrud Gieseke as well as Aiga von Hippel and Bernd Käpplinger on the first day of our conference
- **According to this:** Empirical studies and theory building in the context of adult education institutions in Germany

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3

## Theses

- Most **institutions and organisations of adult education in Germany** offer a variety of classes from **different areas of study** (forming **program structures** in institutions of adult education) ...

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4

- ... in institutions of adult education that are funded or/and subsidized by public budget, like in *Volkshochschulen* (community education centers) or institutions that are maintained by churches or labour unions **programs / program structures** include
  - Cultural (and intercultural) ed. (including „arts education“)
  - + Health education
  - + (vocational / professional) (key-) qualifications
  - + German as a second language
  - + Foreign languages
  - + Political / civic education
  - + Basic education/ high school diplomas

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5

- How are these kinds of **comprehensive programs** generated? The **development is caused by a vast range of key elements within the planning process:**
  - Learning needs that are either formulated by different social groups or that refer to local living conditions or to labour markets, social and cultural challenges or to learning interests and needs of individuals and that form the given demand for adult education
  - Educational as well as extra-educational missions of the **provider** (such as churches and unions); but also efforts in educational policy
  - Visions and convictions (content, pedagogy, ethics) of the professional program planners in institutions of adult education

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6

- Within the range of institutions of adult education and programs, each institution puts a specific **focus** on particular areas of study and topics.

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7

- The program creates **heterogenous forms of organisations and institutions of adult education** (i.e.: community education centers, academies et cetera; „adjunctive“ organisations of adult education who in principal have a different focus, such as museums; organisations for professional further education within enterprises) ...
- .. And depending on this a specific **learning culture** that suits the very form of the organisation/institution as well as the norms and ethics of the provider (such as churches, unions)

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8

- In order to justify the specific focus in the program structures and in order to define topics for individual classes, **program planners balance the respective key elements of the planning process** (educational needs, provider's missions, professional visions, discourses)

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9

- Moreover,
  - They place observations on urgent/ demanded topics, new scientific discoveries/discourses as well as their own professional interests;
  - They coordinate programs with colleagues within their own and other educational institutions, with the managers of the institutions as well as with cultural and social institutions and initiatives of the civil society and within local communities („Angleichungshandeln“)

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10

- These flexible, repeatedly new processes of decision-making result in programs that reflect **developments of topics over time**. These can be identified through program analyses. Program analyses can focus on emphases and developments in programs either by areas of study, or by providers, or by regional specifics.

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11

- On this basis, **institutions/providers** of adult education develop **specific profiles of topics and forms of institutions**, which bundle and emphasize areas of study and make institutions and providers comparable to each other.

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12

## Examples of recent studies according to this background

1. Robak/Fleige/Sterzik/Seifert/Teichmann/Krueger 2015a,b on developments of topics in „cultural education“ as an area of study in different institutions of (adult) education (a study by order of the Rat für Kulturelle Bildung e.V.)
2. Robak/Petter (2014) on developments of topics specifically in intercultural education (as a subarea of „cultural education“) exemplifying the program structures in the federal state of Niedersachsen

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13

- **Example No I: Developments of topics in „cultural education“ as an area of study in different institutions of (adult) education**

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14

## Background / Key Elements (I)

- New emphasis on „cultural education“ in the cause of current public and political discourses, affecting adult and further education (as well as extracurricular youth education and education in primary and secondary schools)

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15

## Background / Key Elements (II)

- As a consequence, **cultural adult education** is asked to:
  - meet the increasing aesthetic and perceptive needs of individuals as well as the increasing needs for cultural/artistic techniques and practices as well as needs for new experiences and chances for recreation (**open adult education classes**) .
  - secure classes for **qualification and competence** for art educators, artist and cultural managers (**further education classes**)

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16



## Background / Key Elements (III)

- The discourses on cultural and artistic education point out creativity and performance and self-optimization (in job-related and private contexts but also related to lifestyles) as educational goals.

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17

## Program structures and topics in cultural education (I)

- The **program structures and range of topics** in cultural education cover the range of arts (visual and performing arts, music, design and intercultural communication)
  - Community education centers in Germany, them alone, make more than 90.000 offers in these areas per year (cf. Horn/Ambos 2014) – and there are many more.

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18

## Program structures and topics in cultural education (II)

- The **program structures** within this area of study can be analysed by
  - Single arts like Painting, Photographie, Theatre, Playing the guitar or various forms of intercultural dialogue etc..
  - Three **structural categories** which, at the same time, allow for a consideration of the respective methodological approach as well as the form of learning and knowledge that are applied in the classroom (cf. Gieseke/Opelt/Börjesson/Stock 2005 and Gieseke/Kargul 2005): three „**Portals of Participation**“/„**Portals**“ / **Approaches**
    - „**Systematic portal**“
    - „**Creative portal**“
    - „**Communicative**“ and „**Intercultural**“ portal

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19

## Program structures and topics in cultural education (III)

- 1. Systematic portal** = lectures and courses offering knowledge on art, culture as well as the relation of different cultures
  - 2. Creative portal** = being creative, learning about other cultures' practices (cooking, drawing, dancing...)
  - 3. Intercultural portal / understanding and communication** = communicative experience of other cultures and cultural practices: intercultural training, intercultural communication
- **Today also: 4. Transcultural approach** = Perception and Reflection of cultural similarities, explore transcultural identities, culturality and affiliations

The portals/ approaches show the theoretical relation between education and culture and help to analyse the respective concept of art (and intercultural) education

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20

## Sample / Case Studies

- **Umbrella organization of cultural education for children and youths** (Bundesvereinigung Kulturelle Kinder- und Jugendbildung e. V. (BKJ))
- **Institutions of Further Education, Academies**
  - Akademie Remscheid e. V.
  - Bundesakademie für Kulturelle Bildung Wolfenbüttel e. V. (ba)
- **Institutions and umbrella organisations of Public Adult Education**
  - Deutscher Volkshochschul-Verband e. V. (DVV) and two member institutions (*community education centers*)
  - Deutsche Evangelische Arbeitsgemeinschaft für Erwachsenenbildung e. V. (DEAE) and four member institutions (*adult education institutions provided by the Protestant churches, Protestant Adult Education*)

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21

## Research Categories and und Procedure of the Program Analysis

Analysis of **offers/ classes** (both open classes and classes for further education for different target groups) als well as **projects** by

- The **three portals/ approaches** (**systematic, creative und intercultural**); wihin this process: identification of a „**mixed portal/ approach**“ (systematic und creative)
- **Within the portals/ approaches: Program structures** (i.e. Painting, Theatre, Music, Intercultural Training and Communication)

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22

## Research Categories and und Procedure of the Program Analysis

- *Understanding of culture/Educational Goal* (e.g. creativity, self-optimization, semi-professionalization, qualification, creating experiences, conveying knowledge) and
- *Understanding of culture/Function* (e.g. practices/techniques, communication, aesthetic perception, reflection/tolerance)
- Also
  - *Pedagogical setting and learning environment* (e.g. single class, series of classes/course: talk, workshop, congress)
  - *Addresses* (e.g. school teachers, extracurricular teachers, artists).

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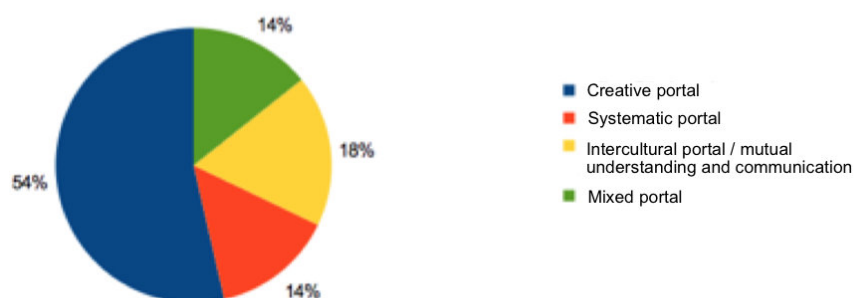
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23

## Selected Results (I): Protestant Adult Education, Member Institution u

Portals

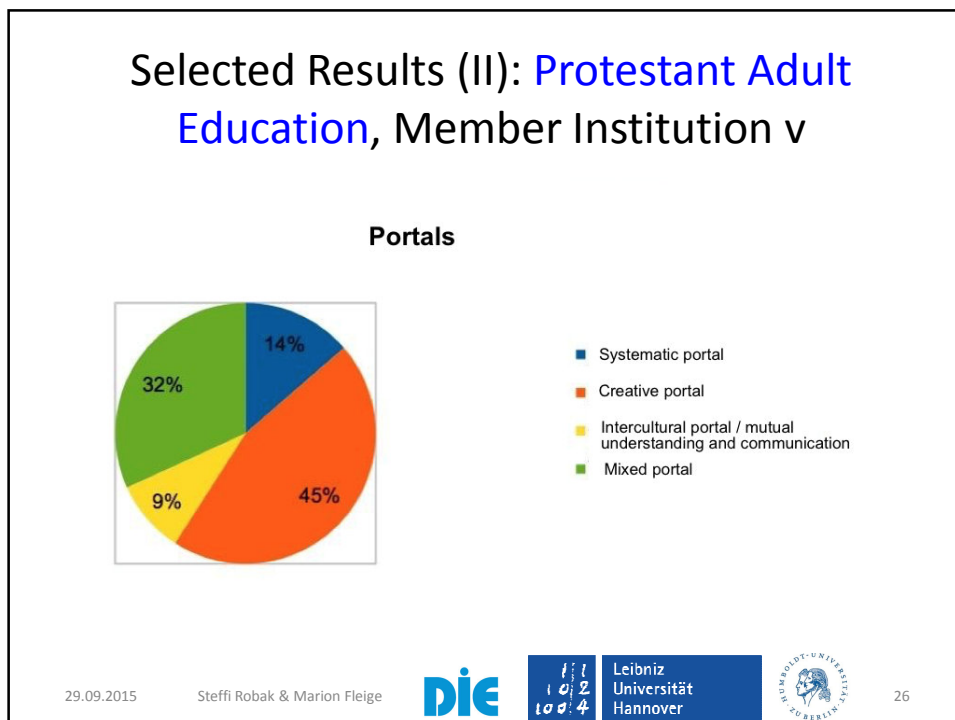
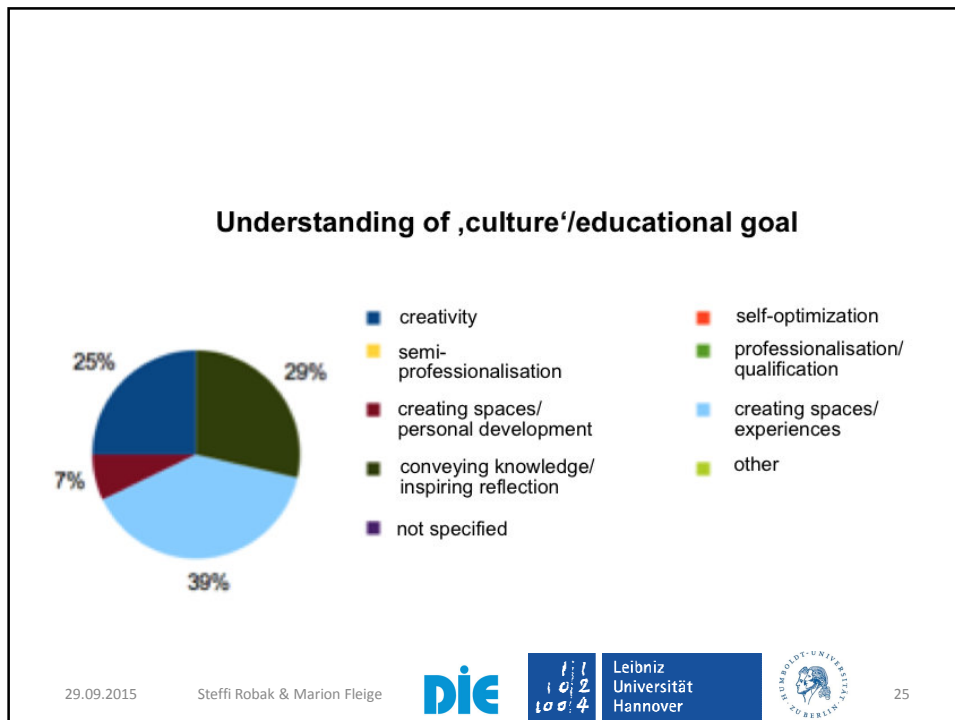


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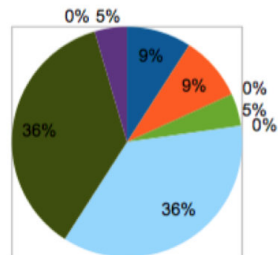
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24



### Understanding of ,culture'/educational goal



- creativity
- self-optimization
- semi-professionalisation
- professionalisation/qualification
- creating spaces/personal development
- creating spaces/experiences
- conveying knowledge/inspiring reflection
- other
- not specified

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27

## Selected Results (III): Academy Wolfenbüttel

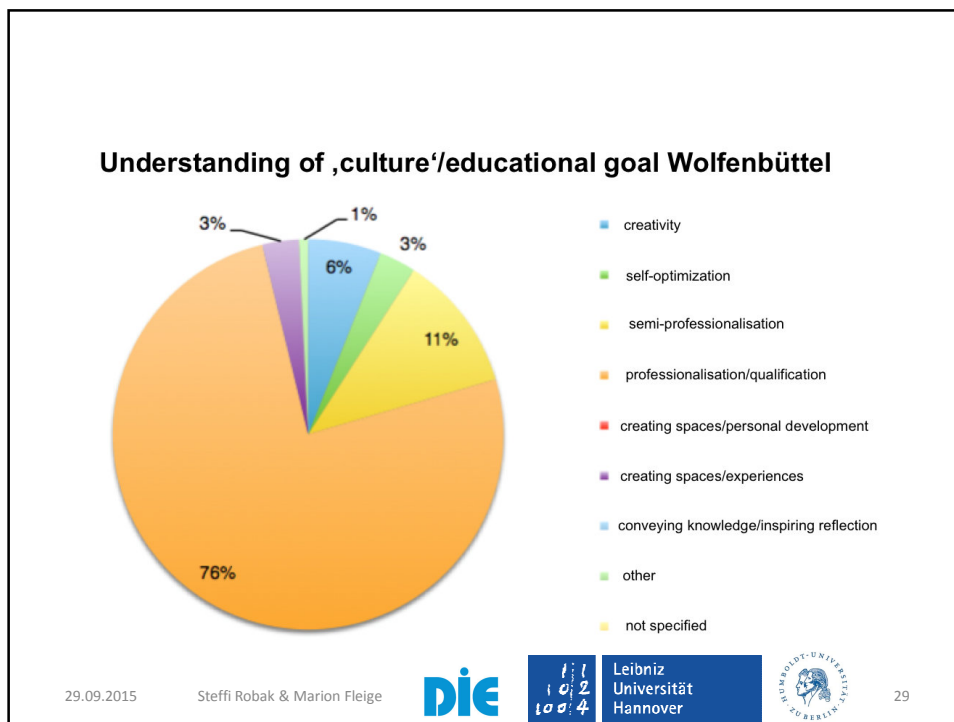
- The topics of the systematic portal / approach range from:
  - 18% Museum
  - 16% Music and singing
  - 12 % Literature/ Creative writing
  - 9% Fine arts
  - 23% Other

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28



**Selected Results (IV): Specific forms of institutions, program structures and program developments by case institutions, Comparison**

**Academy of Wolfenbüttel**

- Dominance of professionalizing and systematic approach as an outstanding attribute of the offers
  - Quota of the category „Mixed approach“ amounts about 50% of all offers
  - offers with intercultural approach of understanding communication are missing
- (Successful) specialisation of organisations

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30

## Public Institutions of Adult Education Institutions

- Are able to react to *individual education interests* and also *social and cultural transformation processes* in a very flexible and day-to-day manner.
- Have a wide understanding of education and creativity, reinforcing cultural participation
  - including the increasing impact of business and semiprofessional context as well as the raising niveau of the private use of creative techniques.

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31

## Public Institutions of Adult Education

- Classes cover a range of differentiated artistic and cultural knowledge (systematic approach) and techniques (creative approach)
  - although the systematic approach could need even greater attention.
- Cultural education is framed by a range of six different areas of study (culture, politics, health, foreign languages, basic education, key competences)
  - Which also implies a wide range of approaches and possible references between areas of study and topics).

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32



- **Example No II: Developments of topics specifically in intercultural education (as a subarea of „cultural education“) exemplifying the program structures in the federal state of Lower Saxony**

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33

## Research Categories

- 1. Systematic portal/ approach - 2. Creative portal/ approach - 3. Intercultural portal/approach of understanding and communication - 4. Transcultural approach of understanding communication**

**Plus:**

**5. Approach of negotiation and reflection** = reflective exploration of interpretive patterns, values and standards: emancipation, democratisation and xenophobia

**6. Special courses for migrants** = language courses, integration, alphabetisation

**7. Interreligious dialogue** = life in plural societies

**8. Intercultural further vocational training**

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34

## Selected Results (I)

1. Special courses for migrants: 627 offers
  - **Language** (German as a foreign language, integration classes, Alpha), social space-related education, personal education
    - Integration and inclusion (cultural practices, construct social space, home)
  
2. Intercultural understanding approach: 520 offers
  - **Foreign language**, personal and political education
    - Understanding by practicing and communicating, constructing social spaces
  
3. Creative approach: 172 offers
  - **Art education** (cooking, dancing)
    - *Cultural practices, physical experiences, social-emotional learning*

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35

## Selected Results (II)

7. Transcultural understanding: 35 offers
  - Personal education (change in cultures, reflecting home), language (e.g. language classes for parents and children)
    - Reflecting affiliations, consequences of migration and hybrid identities
  
8. Reflective approach: 34 offers
  - Personal and political education
    - *Constructing social space and participation, patterns and democracy*

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36

## Selected Results (III): **Specific forms of institutions, program structures and program developments**

### Community Education Centre

- Creative approach (Portal 2) as a very important part – about 15% of all offers (a little less in rural community education centers and public institutions at the federal state level)
- Intercultural approach of understanding and communication (Portal 3; 37%)
- Special courses for migrants (Portal 6; 35%)
- With respect to these courses: focus on the intercultural approach as well as on the creative approach
- The new transcultural approach of understanding and communication holds the largest share and fosters the reflection on people's cultural affiliations, completed by a focus on integration and inclusion

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37

## Selected Results (IV) – **Specific program structures and development of topics within cultural education as an area of study**

- The intercultural-transcultural approach is forming an intermediary structure
- Focussing migrants, growing interest by policy-makers
- Dominance of intercultural paradigm and intercultural understanding
- Individual transcultural elements are visible in the domains
- Processes of changing, hybridity in thematic domains and approaches: **finding similarities and reflecting the self**
- Different profiles, community education centre: **balanced diversification**

➔ ***This area of study is still underdeveloped, growing between the domains and forming new approaches out of individual educational needs***

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38

## Conclusion (I)

### Program analysis informs about

- The development of program structures and topics in the field of cultural and intercultural education
  - also with respect to demands, needs, discourses, visions and concepts of the providers, in educational politics and by the professionals as key factors of the planning process.
- And it does reveal specific developments of programs and topics with respect to the forms and profiles of the institutions and organizations in adult and further education.

## Conclusion (II)

- However, the **concrete and factual interdependencies** and tensions between programs and providers' profiles as well as the concrete impact of discourses and other factors need further attention and detailed qualitative research.

## Conclusion (III)

- In this respect, **international and comparative studies** could help to shape the specific roles of programs, institutions and providers of adult education in different countries, paying attention to different social norms, educational systems and cultural settings.

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43

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44