

Papers on

➤ **New trends in professional formation and updating in occupations associated with adult learning**

CVU-Stork

FormationQuestions&Issues2.doc

New Learning Pathways	Formation and development...	3.4.2003
17.2.2003	12-20 s - review, analysis	Slut 31.3.2003

“New learning pathways for adults”

“New trends in professional formation and updating in occupations associated with adult learning Denmark”

Questions and issues

Introductory remarks

In Denmark the theme of formation and development in occupations associated with adult learning is characterized – on one hand – by the fact that we have only recently established an education proper for people working with adult education and adult learning.

For many years the only existing education in the field was a rather short basic introductory course of adult pedagogy, designed for people working with general non formal adult education in the “evening schools” who had no other pedagogical qualification. The course was a compulsory qualification for employment in this sector.

It is probably characteristic that even this was regarded as an unnecessary interference of the public authorities in the “free choice of teachers” for adult education organizations, and in 1990 when the law about leisure time education was changed into the law on support for “folkeoplysning” (popular enlightenment, liberal adult education) the provision was taken out the law, leaving it to the schools themselves to assure that their teachers had the necessary qualifications. Other parts of liberal adult education like the folk high schools have never had any regulation of the qualifications of teachers.

So, at a time when appr. 2 million adults participated in adult education every year, there were no formal qualification and virtually only few and scarce educational opportunities for people who wanted to acquire skills and knowledge in the field.

Almost the same situation existed in the academic world. Denmark had just one professor of adult pedagogy in the former Royal School of Educational Studies (Danmarks Lærerhøjskole) (now Danish University of Education), whose primary function for many years was connected to the basic introductory course of adult pedagogy mentioned above. It wasn't until the 1980'es that adult pedagogy became a proper study subject in one or two universities, especially at Roskilde University Centre.

On the other hand, during recent years a growing number of people in non teacher occupations who “work or deal with” adults have felt a need for adult education competence. In these cases the occupations may be associated with adult learning, but often they would generally “have to do” with adults in different contexts. These groups attended increasingly in the adult educators’ educational opportunities that were established to meet the requirement from the field.

Furthermore a discussion is from a Danish perspective is somewhat hampered by the fact that the concept of learning itself has only recently made its way into the Danish vocabulary in the late 90’es. Adult learning is highly institutionalised, and focus of academic and other studies has been to a very high extent on teaching and tuition. It is characteristic that a government initiative in the early 1990’ies was about lifelong and recurrent *education* and the result was a system for further education for adults. Although the concept of lifelong learning is now generally accepted, it would seem that what is adopted in adult education policies is lifelong education – and only to very limited extent the wider notion of lifelong learning.

In the annex a number of details are given concerning

ANNEX A Education of teachers

ANNEX B Research in adult education

Who are the professionals?

- *What occupations are associated with adult learning?*

From a Danish point of view it seems reasonable to distinguish between the following groups of occupations:

1. People who work professionally with institutionalised adult education

Since adult learning is institutionalized to very high extent this group is the most central in a number of respects: They take care of by far the greater part of the educational activity, they are the main target group of teacher training and development measures, they are the focus of policy initiatives. A substantial part of people who work in private educational organizations would also count to this group.

2. People who work in institutional adult education on a part time or free lance or side line basis

The whole sector of general, non formal adult education, organized by local evening schools, is based on teachers and instructors working side line with adult education.

3. People who occasionally educate/train/instruct adults and/or with educational planning in organizations, enterprises etc. as part of their ordinary occupation in organizations, enterprises etc.

Education being still more important in all parts of society a large group of people are occupied with adult education and training as a part of their occupation in organizations or enterprises. Both organizations (as trade unions) and larger enterprises have education or personnel departments which carry out various educational and/or educational guidance and counselling activities for members, shop stewards and staff respectively (education consultants)

4. People working with counselling of adults

The staff which counsels adults about vocational, educational or career questions in the employment services and the social security system often attend adult pedagogy courses to perform properly in their interaction with their clients. ¹

5. People dealing with the public as a significant aspect of other professional occupation (e.g. social and health staff, police officers, teachers (in relation to co-operation between parents and teachers), librarians etc.)

It is becoming still more common that people in different public service sectors who are dealing with the public, i.e. users, clients etc. need adult pedagogical competence to perform their work.

6. People in voluntary associations (e.g. youth organizations) who have functions as leaders, instructors etc. in relation to other adult leaders or members

Denmark has a substantial sector of organizations, which establish youth activities (sport, scouting etc) with voluntary adult leaders, instructors, coaches etc. There are a total of 15.000 such local or-

¹ Until now counselling and guidance in connection with educational courses has been taken care of by teachers as a part time job. Presently a reform of the counselling system is being considered in Parliament. The proposal implies that school counselling will be moved from the institutions to local guidance centres with professional full time counsellors.

ganizations in Denmark. These organizations have only a very limited professional staff, and most of the leadership and training functions are taken care of by voluntary leaders.

7. People in voluntary mostly social organization who need adult pedagogy either in relation to their "work" as volunteers in relation to users or clients or in organizational work, e.g. training of volunteers.

Furthermore the sector of voluntary social work is based on thousands of people who work together with various groups of needing adults. Both the leaders and the rank and file members in the voluntary organization need adult pedagogy in their interaction with the voluntary members and the "users" respectively.

- *Are there new occupations associated with adult learning? If so what are they?*

None of the groups mentioned above can be characterized as new – although it would probably be regarded as "new" that some of the groups see themselves as dealing with adult learning.

Since the theme of learning in the work place is mentioned so often in relation to lifelong learning it seems reasonable to add that the roles as coach or mentor in production groups in modern production life do not seem yet to be established in relation to adult education, identifiable in curriculum or otherwise in policy measures in the field.

- *Is there any statistical evidence of the numbers involved?*

There is extremely little statistical evidence about teachers in general and virtually none which could illustrate this theme.

- *What are the ways in which individuals may enter an occupation associated with adult learning?*

The picture of how people enter occupations associated with adult learning is of course extremely differentiated as it will have appeared from the categories mentioned above. There is in fact only one common denominator: Almost none has taken an education intending to take up work as adult educators, since we have until recently had no such education.

A great many have trained as educators – teachers for the primary or upper secondary school system – and then entered into adult education at some point of their career. This would be the case for most of the teachers of the formal institutionalised part of adult education (formal general adult education, labour market training, Danish as a 2. language, Preparatory (basic) adult education) and for many teachers working in the non formal parts (folk high schools, day folk high schools etc.) as well.

In the sector of vocational education and training teachers with practical skills as for instance skilled workers traditionally play an important part. There is a tendency that new teachers in this field have a formal qualification from higher education.

People from the various groups of occupations for which adult learning is a more or less important part of another job or a side line job will usually be recruited for work with adult learning because of talent or interest or both. It seems reasonable to assume that this holds good for the vast majority of people working with adult learning, since the groups are of substantial size.

Roles and occupational profiles

- *What are the different roles of those people associated with adult learning?*

Ordinary, traditional teaching constitutes probably by far the greater part of the work of occupations associated with adult learning.

Closely connected to the traditional teacher's role is the role of a counsellor or guide in a number of contexts.

Individual educational counselling plays an important role in many educations where teachers do the counselling beside their teacher activity. (In Denmark most of the educational and vocational counselling has taken place in the educational institutions until now. A reform of the counselling system is underway which will establish new institutions for counselling outside the educational institutions.)

Counselling would also be the key word for the adult learning functions performed by people from many of the others occupations associated with adult learning. This would be the case for professional counsellors in the employment service system and in the social security system as well as for example nurses (counselling patients), teachers (counselling parents) etc.

Educational planning – aiming both at individuals and at education programmes – is a function of increasing importance in the education system as well as in organizations and enterprises. Closely connected to this is work with establishing education projects, development work etc.

In the various types of voluntary organizations mentoring and coaching of fellow-leaders and members would be the predominant role although traditional teaching activities would also take place there.

- *How are these roles changing? What new roles are emerging?*

Difficult question! On one hand it may be suspected that the teacher's role is rather resistant to changes. On the other hand there is probably a trend which gradually moves the teacher in the direction of a more "learning-facilitating", individual counselling role.

Furthermore teachers in some sectors would, to a wider extent than before, fill the roles of "project makers", involved in the planning of educational courses e.g. for special groups etc.

- *Are there formal occupational profiles? If so what are they, who determines the occupational profiles and how are they updated?*

Policy measures

- *Who is responsible for the occupations associated with adult learning?*

As far as the public education system is concerned the general responsibility lies with the Ministry of Education and with the local authorities which run the educational activities.

Responsibility in relation to the many other occupations lies with the organizations, enterprises etc.

- *Have there been measures to increase the professionalism of teachers and trainers?*

and

- *Have there been reforms in the initial or continuing educations of professionals associated with adult learning? If so what are the aims and impact of these reforms?*

The Danish adult education system has been characterized by a very high degree of professionalization in the sense that most teachers have been paid for their adult education work. The system of education proper has had no voluntary sector.

On the other hand – as it has been mentioned – the educational opportunities for people who want to work with adult learning have until recently been rather scarce. The introduction of different formal educations for adult educators at a diploma- and master level can be regarded as a measure aiming at offering people who work with adult learning an independent professional profile. These educational offers have been in great demand during the first years, but it is still a little premature to judge any effect or impact on adult education of the development.

The establishment of centres for higher education, which implies the merging of different types of typically rather small profession-oriented education institutions (teacher training colleges, nursing schools etc.), is aimed at strengthening the professions by giving them resources for research, development work which the small institutions normally wouldn't be able cope with. Since a number of centres for higher education have a special focus on adult education this will eventually spin off on the professionalism of adult educators.

Thus – parallel to the institutional reform – a reform of the medium cycle higher educations is introduced which is aimed at integrating them more in a general system of academic qualifications. This has implications for the basic professional educations as well as for further education programmes. In this context a pedagogical diploma programme is established comprising the education of adult educators.

- *Have other policy changes impacted on the roles of those responsible for adult learning? What changes and in what ways?*

Within the teaching sector proper various measures aiming at attracting students who would normally not participate create important challenges to the teachers, among them a necessity to establishing new teacher-student relationships with implications for the teacher's role. In this context it is often necessary to establish a good coherence both between educational activities in the general and the vocational sector and between educational activities and the work place of the participants. Thus some teachers must take on tasks in unaccustomed environments in order to fit things together properly. This would be the case for instance in Preparatory adult education (basic education in reading, writing and numeracy).

Furthermore the introduction of a strategy for learning and ICT (see below) potentially contains a radical shift in the role of the teacher (and students). Until now this sector is not very important in Danish adult education in terms of participation.

- *Are there ongoing or planned reviews in this area? If so who is undertaking this work?*

The Danish University of Education has recently made an extensive study of teacher qualifications in general adult education ("Fokus på voksenlæreren" (Focus upon the teacher of adults) with a summary in English, Undervisningsministeriet 2002), and the Department for vocational education and training in the Ministry of Education has continuing development work about teaching in that part of the education system which comprises adults as well as young students.

Some of the centres for higher and further education have knowledge centres for adult education. These centres also have ongoing work in the field of the teachers' profession.

Unfortunately there is no specification at hand.

Initial training

- *How are people responsible for adult learning trained at an initial level?*

Generally there is no formal qualification specifically for working with adult education. The various parts of adult education proper go about qualifications in different ways.

In general upper secondary education for adult the qualifications are the same as in the youth education system (university degree + a general pedagogical course). In vocational training and education teachers must complete a special vocationally oriented pedagogical course during their first years of employment.

In a number of adult education provisions (special education for adults, Danish as a 2. language, Preparatory adult education) there are compulsory further education courses with emphasis on the special teaching problems of the respective education. Teachers must normally be qualified for participating in these courses by a previous training for teacher.

Similarly teachers working with student counselling are offered courses with emphasis on the specific functions of guidance and counselling as a further education supplementing their original educational qualifications.

In relation to work in other parts of the adult education system – and for other types of work with adult learning – a number of different courses are offered. They are normally not compulsory. Two types can be distinguished: A short introductory general basic course of adult pedagogy - and an adult educator's education.

The former builds historically on a mandatory course, which was a condition for working in the field of general non formal adult education years ago. It has proven its viability in that it continues long after the demand was suspended in 1990. This course has for many years been an important way of qualifying in adult pedagogy for groups outside the adult education system, as well.

The latter was originally established in order to fill the qualifications gap that existed before in the light of the volume of adult education, which takes place in Denmark. It is now integrated in the system of further education for adults.

The education as adult educator is now integrated in the further education system for adults at the diploma level as a module of the so-called Pedagogical Diploma-programme.

- *How long does this training last?*

The duration of the educational opportunities mentioned above are obviously quite different since they serve different purposes. The introductory course may be organized in very different ways, but would normally be 120-150 lessons over 6-12 months.

The compulsory supplementary programmes for teachers in Preparatory adult education, special education for adults, and in Danish as a 2. language comprise 50 – 120 lessons organized over a period.

The adult educator programme is defined as a one year full time study, normally organized over two years with part time study.

- *What is the curriculum?*

It would obviously take us too far to even briefly describe the contents of the different courses and educations.

Summarizing two types can be identified: The supplementary compulsory courses for special education for adults etc. focus on the special aspects of the respective teaching. The others are relatively general and include introduction of and work with general adult pedagogical considerations – obviously in very different ways since the courses have quite different volume. (See appendix.)

- *How is it assessed?*

???

The students are assessed during the courses and with a final exam. The programme is not necessarily assessed, but may be at some time in which case it will be done the Danish Evaluation Centre, EVA, which has this function in relation to all parts of the Danish education system.

- *Who is responsible for the training?*

The overall responsibility for the mandatory educational offers is with the Ministry of Education.

The course plans for the general basic course of adult pedagogy are varied according to the special learning needs of the participants. The content of the adult educators education is prescribed by the Ministry of Education, since it is part of the formal educational system.

- *Where does it take place?*

Generally speaking the educational offers are relatively accessible for participants. A number of course organizers contribute to the offer, both educational institutions, e.g. centres for higher education, and semi-independent organizers, among them Centres of adult pedagogy.

- *How is it funded?*

The basic introductory general course of adult pedagogy is paid exclusively by the participants with no public funding.

The Ministry of Education provides part of the funding for the greater part of the educational activities, which are part of the system of Open education. That implies that in most cases the participants (or their employers) contribute substantially to the financing.

- *Have new initial training the trainer programmes been introduced?*

The measures described above are the newest initiatives in the field.

- *Are there programmes to train work-based trainers?*

Not to my knowledge.

Continuing professional development

- *What continuing professional development opportunities are there for teachers and trainers in adult learning?*

Concerning continuing professional development it is necessary to distinguish between at least four different types of activity:

1. Day-to-day development which takes place in projects at the institutional level
2. Various further education/training with a character of short courses
3. Formal further education at diploma-level
4. Formal further education at the level of a master's degree.

Measured by quantity the two first types are by far the most important. Unfortunately there is little specified information available as to the details of this activity, and it is constituted by a variety of different activities which cannot be summarized in a meaningful way.

- *How long does continuing professional development last?*

The two formal further education provisions are prescribed to one year full time study and normally organized as part time studies over two years.

- *What is the curriculum?*

In the appendix there are examples of the course descriptions.

- *How is it assessed?*

In both formal further educations students are assessed in exams at the finalization of the course. Assessment of the programme is not planned at this time, but it will eventually be performed by the Danish Evaluation Institute, EVA, which covers the whole of the education system.

- *Who is responsible for continuing professional development?*
- *Where does it take place?*

The educations are carried through by a number of different providers including centres for higher education (CVU) and the universities respectively. The Ministry of Education is responsible for the curriculum of the courses.

- *How is it funded?*

They are funded under the Act on Open Education which implies a substantial participants fee (appr. 40.000 DKK / 5.500 €).

- *What measures are being taken to train teachers and trainers in supporting those who do not traditionally participate in education and training?*

It seems – on one hand - fair to say that there is a substantial focus in adult education on attracting groups who traditionally don't participate in education and training. On the other hand, teacher training is seen at most as one instrument among others, which can be used to secure a higher participation from these groups. Thus there is no clear evidence in the curricula of the various educations for adult educators of a specific concentration on this aspect of adult education. One may, however, presume that the actual practice of the educations will be characterized by the focus mentioned above.

Information and communications technologies

- *Are there programmes and measures to train those responsible for adult learning in the use of ICT for learning and e-learning?*

In 2001 the Ministry of Education introduced "Denmark's strategy for education, learning and IT" (see www.it-strategi.uvm.dk which has English pages).

There has for a number of years been a programme for teachers about the use of ICT in learning and e-learning which is designed for teachers in primary and lower secondary school ("School ICT License"). This programme is presently being further developed aiming at teachers of general adult education² and teachers working with Danish as a second language.

- *How many are being trained and where are they working?*

There is no information available as to the participation of people working in adult education.

- *What is the curriculum and what are the aims of the programmes?*

See appendix

- *What support measures are available?*

???

- *What funding is available?*

The funding comes partly from the Ministry of Education and mostly from local government who are employers of the teachers.

- *Who is responsible for the programmes and measures?*

The basic course of teaching with ICT is designed by the Ministry of Education, and the concrete courses are carried through by centres for higher education, CVU.

² In General formal adult education one of the relatively few Danish initiatives about virtual teaching has been established.

Qualification, status and recognition

- *What formal qualifications are available for those working in adult learning? Are these qualifications mandatory?*

As mentioned above people working in adult education/with adult learning are offered formal qualification on a diploma and a masters level. These qualifications are not mandatory. Within a foreseeable future they will probably be in the formal education system.

Besides there are formal and mandatory qualifications for work in general adult education at the upper secondary level – this qualification is not specialized in adult pedagogy. In vocational training and education for adults there are formal mandatory qualifications, parts of which are specifically about adult education.

- *What is the status of working in adult learning? Is this status changing?*

To my knowledge there is no documentation as to the status of people working in adult education specifically.

- *How does the pay of people working in adult learning compare with other teachers and trainers?*

Generally teachers working in adult education are remunerated at the same level as others teachers as far as the public educational provision is concerned.

- *Are there occupational progression routes? If so to what new occupational roles?*

??

Research

- *What research is taking place into the professional development of occupations associated with adult learning?*

Key themes of adult education research would be learning processes, competence and qualifications and lifelong learning.

In the annex there is a presentation of research activities of some the universities.

- *Who is undertaking this research?*

Research is mainly a task of the universities.

Furthermore, some of the centers for higher education (CVU) carry out research and development work, which is one of their functions, meant to strengthen their work in basic and further professional education.

- *What are the aims?*

I'm afraid that it is not meaningful to summarize aims of the research activities beyond the very general notion of acquiring a better basis for training of adult educators.

- *How is it funded?*

Research-programmes are funded partly out of the ordinary budgets of the universities, to some extent by the research councils, and to a wide extent by project money from e.g. the Ministry of Education.

ANNEX A: Education of teachers

Contents

1. Overview of education of teachers in Denmark
2. Overview over adult education and qualification of teachers/trainers in different areas
3. General basic course of adult pedagogy
4. Adult education educator
5. The Department of Educational Research at Roskilde University Center
6. Centre for the Interdisciplinary Study of Learning (VCL) at Aalborg University
7. The Course School ICT

1. Overview of education of teachers in Denmark

Education	Educational institutions	Aim of education
Initial teacher education		
Teacher training	Teacher training colleges	Primary and lower secondary
(Gymnasielærer?)	Universities	Upper secondary + further
Vocational teacher training	The Danish Institute for Educational Training of Vocational Teachers 1)	Vocational upper secondary education, labour market training
Further education		
Diploma studies in ae	Centres for higher education	Generally adult education
Master studies in ae	Universities	Generally adult education
Education for teachers in special education	University (audiologoped)	Teaching in this field
	Various initiators	
Education for teachers in Danish as a 2. language	Various initiators	Teaching in this field
Education for teachers in Preparatory adult education	University (audiologoped)	Teaching in this field
	Various initiators	

1)The Danish Institute for Educational Training of Vocational Teachers, DEL, is a national institution responsible for qualifying postgraduate teacher training for vocational teachers professional pedagogic in-service and further training of teachers and leading staff at business colleges, technical colleges, labour market training centres etc.

2. Overview over adult education and qualification of teachers/trainers in different areas

Adult education area	Formal qualification	Normal qualification
General non-qualifying ae	None	Couldn't be defined
Special education	Teacher training + special course / or audiologoped	= Formal
Day folk high schools	None	University degree or teacher training
Folk high schools	None	University degree or teacher training
Preparatory ae	Teacher training + special course	= formal
Danish as a second language	University degree or teacher training + special course	= formal
General qualifying ae lower secondary level	None	Teacher training
General qualifying ae upper secondary level	University degree + pedagogical course	= formal
Production schools	None	Subject matter qualification + special pedagogical course or teacher training
Labour market training	Subject matter qualification + special pedagogical course	= formal
Adult vocational education	Subject matter qualification + special pedagogical course	= formal

3. General basic course of adult pedagogy

Aiming at giving teachers in general non-formal adult education the necessary pedagogical background a general basic course of adult pedagogy is offered. This course is often used by other professionals, who need adult pedagogical competence at a basic level.

From the course description

"You will learn how to teach engaged and varied so that your teaching builds upon the background, needs and life experience of the adult learner.

Among other things you will learn how to

- Choose content, methods and teaching methodologies departing from aims and framework of the education
- Assess the background of the participants and learning processes of the adults
- Plan, organize, carry through and evaluate the teaching
- Cooperate about planning and carrying through education
- Assess and choose the role of the teacher"

The course normally is organized with 120 lessons.

Supplementary elements to this course are offered.

The general basic course of adult pedagogy may function as a basis for entrance into the Adult educator education – a more profound and formal education.

4. Adult education educator

A number of different adult educator educations are offered in various context. They are all approved as part of the system of further education for adults.

One example which may illustrate this education could be the adult educator education of the trade union movement, which is established in cooperation between the Danish national association of trade unions and the Centre for further education Greater Copenhagen.

From the course description:

" The first part focuses on development of education for adults, including background of the participants, different learning processes, the role of the teacher, the interaction in the classroom and analysis of aims and attitudes in different educational frameworks, offered to adults. Furthermore education planning aiming at development of competence.

The aims are that the participants acquire the following competences:

- Knowledge of various adult education systems, their political background, traditions, purpose and conditions. Especially the participants are to be able to reflect about the special conditions and tradition of the educations of the trade union movement and the role of the teacher in trade union education.
- Knowledge of the conditions of different groups of adults for participating in education – and in that context ability to reflect about his own role and function as an educator.
- Ability to make systematic observation of education and production of pedagogically substantiated educational courses.

- Insight in different pedagogical movements, including their view of development, political basis and societal importance. Especially the participants must be able to relate themselves reflecting to the general purpose, tasks and pedagogical basis of trade union education.
- Ability to plan differentiated courses of education which take into account both participants' backgrounds, purpose, aim, organization of learning environment as well as evaluation
- Study competence to independently initiate and carry through his own learning process, and especially to seek out knowledge, to analyze critically, and to express himself professionally and in a structured manner
- Ability to work with net learning

The second part gives room for further absorption with fields of the participants' own choice. The focus is especially on pedagogical development work, insight in processes of change, and counselling work.

The aims are that the participants acquire the following competences

- Ability to plan, taking into account development needs of own organization
- Ability to organize independent work plans for development work
- Ability to participate professionally in relations of cooperation
- Ability to analyze, assess and put into perspective a complex adult education problem

The course corresponds to 1 year full time study and is organized over 18 months with concentrated periods of class room work and net learning sequences, combined with practice and independent written papers. "

5. The Department of Educational Research at Roskilde University Center

Educational Studies has been a central research field in Roskilde University since the foundation in 1972. Today the Department of Educational Research is a full range university department of research, degree programmes and a large doctoral programme, with a comprehensive activity of commissioned research.

The educational profile of the university was and is that of interdisciplinarity, problem-orientation and project work. Thus the understanding and reflection of learning and knowledge formation, its societal background and implications should ideally be implicit in all research and

teaching in the university. As a formalized research field, however, Educational Studies at Roskilde has faced its ups and downs: Originally a strong scientific priority as basis of degrees in education, psychology and social work, in the 1980'ies it was de-built as part of government strategies.

In 1990 the Open University Degree Programme in Adult Education was established - in collaboration with the Royal Danish School of Educational Studies and Copenhagen University, followed a few years later by the Masters' Degree in Educational Studies, an expanding Phd. programme and involvement in European research networks (q.v.).

Degree Programme in Educational Studies

The degree programme in educational studies with special reference to adult education, comprise the bachelor and the masters levels of the study, which in combination with another subject offered by the university, form the graduate level of the academic degrees offered by RUC.

The study programme is designed to last 18 months, and it consists of three modules, each lasting six months, i.e. one Danish semester.

The bachelor module on "Socialization and Development of Personality" introduces learning from the perspective of the learner. Learning is defined as not only the result of formalized, institutionalized processes, but as something that happens in informal settings too.

The graduate/master's module A on "Education and Society" focusses on societal, social, cultural and political preconditions for the establishing, development and design of education.

The graduate/master's module B on the "Planning and Implementation of Education" deals with planning, implementation and administration of educational practices, and their premises and reasons.

The programme is based on project work and active participation.

Website: <http://www.ped.ruc.dk/eng/>

Master programme

Thematic Focus A: Education and Society

The focus here is on an historical and theoretical understanding of the relations among socialization, education and society and its institutions, including adult education and popular enlightenment.

It provides insight into state and private initiatives within the field of education and their economic, political, and social backgrounds, including the labour market and theory of qualifica-

tion. Basic acquaintance with societal and cultural contexts of education may be obtained. Knowledge of Danish and European traditions of education in relation to the history of educational programmes and their current developments should be acquired.

The perspective is here shifted to the social and cultural institutions and organizations where learning and experiencing processes occur, with a focus on their embedment in a societal context. We seek to determine the more specific social, cultural and historical functions of these institutions, and raise fundamental questions about the form and function of child-raising and educational procedures.

We take a closer look at how the interests of the state, labour market and the political parties and organizations are articulated with the educational system. This includes looking at how the historical origins and built-in dynamics of these institutions play a part in relation to the educational system.

The challenge here is at the same time to see the ways of functioning - societally and culturally - of institutions in interplay with the influence on education of the other societal and cultural contexts. For example, one can consider how cultural institutions and processes in family and communities influence educational programmes in different ways.

This perspective involves societal forces and dynamics, including power relations as they condition structures and daily life. Use is made of law texts, economic theory and statistics, requiring knowledge of quantitative methods and other tools from the social sciences.

There is a seminar series. It provides a broad thematized introduction to education in its societal context, with a point of departure in the problems with which project groups are working.

Examples of projects:

The Concept of Qualification - a Field of Tensions in the Crossfire between the Demands of the Labour Market and the Needs of Individual Human Beings: A Field of Potential Opposition?

Popular Enlightenment - out of the Classroom. Grundtvig and Distance Teaching.

It's us what's got Denmark, ain't it!". A Project on the Limitations of Open-Mindedness in the Copenhagen Workers' District of Vesterbro.

Education as a Field of Battle. Societal Development and Education in South Africa, 1953-85.

Scratching the Surface. Prison Teaching (Caught) between Punishment and Education.

Education or Reproduction of Tradition in Nepal? Education in Times of Unrest - between Tradition and Modernity.

Open University

Studies in Adult Education

The programme comprises three modules with the following headlines:

Education and learning

Educational sociology

Educational planning

Each module is designed to last one year on the basis of part/half time participation. Each module is completed by a formal examination of the basis of a project report.

By 1998 a number of 350 adult students participate, and a similar number have completed it in the period from 1990 to 98.

The open university programme in adult education, whose Danish colloquial name is "VPÅ", approximately: "ad.ed.open", is problem oriented and project organised. This organization facilitates the the communication and cooperation between participants with varied backgrounds, approaching and developing a theoretical and academic study of problems the field.

Participants represent a broad variety of professions and practises, and the average age is around 40. 85% are women.

6. Centre for the Interdisciplinary Study of Learning (VCL)

The Centre for the Interdisciplinary Study of Learning (VCL) undertakes research and continued education within the area of learning processes. VCL was established in 1998 supported by the Danish Ministry of Education. The Centre is a cross-faculty unit responsible to the Dean of the Faculty of the Humanities. It co-operates with research environments and educations from Aalborg University as a whole.

The academic and educational profile is described in a number of interdisciplinary focus areas such as:

Learning theory

Intercultural learning

Organisational and institutional learning

Learning through information and communication technology

Didactics and teaching methodology

Assessment of learning and education.

The focus areas provide the professional elements of the VCL activities, such as e.g. masters programme and Ph.D. scholarships, but they are also to be seen as subjects for co-operation with other academic environments engaged in learning processes and education at the University.

A master's course in learning processes is also established at VCL The course is available as part-time study of one year's work load spread over two years, ie four semesters on half time. Students of year 2000 and 2001 have taken up the course. Furthermore VCL offers and develops continued education within its area. In the developing phase of both master's course and continued education VCL established advisory boards of people representing both public and private sectors.

The teaching activities of the Centre for the Interdisciplinary Study of Learning include study programmes at doctoral and master level and also in-service training courses.

The Centre has its own Ph.D.-programme with a substantial number of scholarships and students. As part of the Ph.D.-programme the VCL regularly arranges seminars which are open also to ph.d.-students from other institutions.

VCL has established a master degree programme in learning processes. The programme includes one year of study activity, but it is organised as part-time study over two years. The first 80 students started in February 2000 and in February 2001 90 students were ready for take off.

VCL develops and arranges different kinds of in-service training within the field of learning processes. This includes both open courses and seminars offered by the centre and courses organised in collaboration with specific users.

The Centre for University Teaching and Learning (PUC) is a separate unit within the VCL. The PUC is a resource and development centre for the staff and students of Aalborg University. The main tasks are in-service training of teaching staff and educational development. The PUC organises courses and workshops on different aspects of university teaching and carries out evaluation and development projects. The PUC also participates in national and international networks on staff development.

Besides teaching in the VCL's own study programmes, VCL staff also contribute to other study programmes within all three faculties.

Website of the The Centre for the Interdisciplinary Study of Learning (VCL)
<http://www.vcl.auc.dk/>

7. The Course School ICT

Contents

Pedagogical themes

- Information search
- Process oriented working methods
- Communication and co-operation
- Work with images
- Calculation with numbers and diagrams
- Information in databases
- On screen presentation
- Working methods with ict
- Work with subject programmes
- School development

ICT workmanship

- Internet and world wide web
- Text processing
- Conferences, e-mail, chat, and communities ³
- Spread sheets
- Image handling
- Desk top publishing programmes
- Information search in databases
- Presentation programmes
- Web editing programmes

³ Virtually all Danish schools are connected with a special communication system, the Sector Net which contains among other things the "SkoleKom" (**school communication**) which is an e-mail- and conference system. (<http://www.uni-c.dk/generelt/english/index.html> - with English pages.)

ANNEX B Research in adult education

Contents

1. The Danish University of Education
2. Centre for the Interdisciplinary Study of Learning (VCL) at Aalborg University
3. The Department of Educational Research at Roskilde University Center

1. The Danish University of Education

"The Danish University of Education is committed to empirical research, surveys and documentation of educational practice with a view to shedding light on the effects of current educational policy.

Current priority research areas

- The relationship between education and society with particular focus on educational policy – nationally and internationally, currently and historically – and the special circumstances pertaining to further educational provision for adults.
- A cultural perspective on learning and education with particular focus on cultural encounters in education and thus on intercultural and multicultural education.
- Competence development in a lifelong perspective with special consideration of the special needs of adult learners. Competence assessment and vocational training form an integral part of this field of study.
- Liberal education with particular focus on ethical and political education.
- Subject didactics covering the entire field of education with a view to exploring the relations between subject and pedagogy, and with particular focus on the following areas: ICT and media, environmental and health education, natural science, mathematics and Danish.
- Pedagogy for special educational needs, including special education and social education.
- The qualification of teachers, educators and managers in the education sector and educational institutions, including the college sector, with particular focus on the pedagogical implications of professional development.
- The development of educational research methodology, including methods for evaluation and assessment, with the aim of strengthening quantitative research methods and statistical analysis and of establishing a methodological foundation to integrate qualitative and quantitative educational research methodology.

Research is further organised in research programmes, which reflect high-priority research areas. The programmes are established in an inter-departmental framework and in collaboration with external research environments. Each programme is managed by a research programme leader.

The Danish University of Education currently has four research programmes:

Youth and Adult Competence Development

Professional Development and Leadership

ICT and Media in an Educational Perspective

Environmental and Health Education”

Web site of The Danish University of Education www.dpu.dk (with English pages).

2. Centre for the Interdisciplinary Study of Learning (VCL) at Aalborg University

The Centre for the Interdisciplinary Study of Learning (VCL) undertakes research and continued education within the area of learning processes. VCL was established in 1998 supported by the Danish Ministry of Education. The Centre is a cross-faculty unit responsible to the Dean of the Faculty of the Humanities. It co-operates with research environments and educations from Aalborg University as a whole.

The academic and educational profile is described in a number of interdisciplinary focus areas such as:

Learning theory

Intercultural learning

Organisational and institutional learning

Learning through information and communication technology

Didactics and teaching methodology

Assessment of learning and education.

The focus areas provide the professional elements of the VCL activities, such as e.g. masters programme and Ph.D. scholarships, but they are also to be seen as subjects for co-operation with other academic environments engaged in learning processes and education at the University.

VCL has its own research programme with a considerable number of Ph.D. scholarships. In connection with the research programme a number of open seminars are arranged for Ph.D. students from other institutions.

A substantial part of the research done at VCL consists of Ph.D. projects. But it also includes long-term collective research projects, smaller commissioned projects and individual research.

A master's course in learning processes is also established at VCL. The course is available as part-time study of one year's work load spread over two years, ie four semesters on half time. Students of year 2000 and 2001 have taken up the course. Furthermore VCL offers and develops continued education within its area. In the developing phase of both master's course and continued education VCL established advisory boards of people representing both public and private sectors.

The members of the VCL staff are teaching at educations of the three faculties of Aalborg University.

The Centre for University Teaching and Training (PUC) is organised as a centre unit within VCL. Its main activity is the improvement of teaching skills and courses at Aalborg University.

VCL emphasises co-operating with both internal and external partners.

Website of the The Centre for the Interdisciplinary Study of Learning (VCL)

<http://www.vcl.auc.dk/>

3. The Department of Educational Research at Roskilde University Center

Research Profile and Development Strategy

(...) Historically speaking adult and continuing education is the field of special expertise of the department. The adult profile is evident in the current major projects concerning "Adult Life and Learning"/The Life History Project, and "Human Resources in Work-Life" / Democracy in the Workplace. Today it comprises a life long learning approach to all domains of learning (...)

Paradoxically the present volume and specific profile of the department owes its strengths largely to the fact that during the 80'ies staff upheld the research profile (and indeed the posts) mainly by external funding. Thus the 70'ies tradition of participatory and societally en-

gaged research was upheld and qualified in collaboration with research partners concerned with educational reform and modern strategies of learning.

Especially the growing field of adult and vocational education provided ample opportunity for critical, interdisciplinary research projects. Co-operation with the trade union movement was followed by development of training programmes for vocational education, trade union training and critical evaluation studies. Theoretically the continental traditions of critical theory and experience based learning prevailed.

Graduate School in Lifelong Learning

The Graduate School in Lifelong Learning is an interdisciplinary research milieu in educational studies.

Up to 1998 the programme held appr. 30 ph.d. students, research fellows as well as students funded by other sources. As a rule allocation takes place in August/September. By September 1998 the programme expands its volume to appr. 50 students, and the programme is accordingly revised.

In the autumn term of 1998 two types of seminar series are offered: One for "beginners" and one for the experiences ph.d.students. The former offers introduction to educational research, methodology and study planning. The latter offers thematized seminars on central issues in educational research - e.g. work and labour, learning environment, etc.

The programme is directed by a steering committee consisting and associate prof., dr. Kirsten Weber (head of programme), associate profesor Birger Steen Nielsen, and two representatives of the students: Steen Baagøe Nielsen and Pia Deleuran. Professor Henning Salling Olesen takes part in the direction of the programme with a special view to international relations and to the development of an educational center of excellence.

Adult Education Research Group

The Adult Education Research Group is an autonomous research unit within the Department of Educational Research (Department X).

The group comprise 24 researchers, a number of research assistants, and a secretariat. All members are fully integrated in the department, but are simultaneously organized in a number of fractions, covering specific research areas or activities. (...)

The group, however, also take part in other activities, from large scale research projects funded by the research councils to smaller evaluation and counselling assignments. The group

participates in a number of international networks of adult education research, e.g. ESREA (European Association for the Research into the Education of Adults).

Website: <http://www.evu.ruc.dk/eng/>

Web site of Department of Educational Research at Roskilde University Centre:

<http://www.educ.ruc.dk/eng/>