

## Chapters on adult education in a selection of Regional dossiers

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### North Frisian in Germany

#### Adult education

High unemployment, the demand for greater mobility, a rapidly changing employment market, and continuing developments in technology, information and communications systems provide a need for adult education and further training.

#### *structure and language courses*

Schleswig-Holstein proves an exception in Germany as it has no law pertaining explicitly to adult education. Thus reference has to be made to § 9 of the constitution, which guarantees the right to adult education. The law "Bildungsfreistellungs- und Qualifizierungsgesetz" of June 7<sup>th</sup>, 1990 also recognizes the right to adult education and the institutions offering such education. All employees in Schleswig-Holstein are, for example, entitled to up to five days paid leave p.a. to participate in adult education courses. It is, however, possible that this law may be changed in the near future.

Adult education is provided by the "Volkshochschulen" (centres of adult education) and the "Kulturring" (cultural associations) although the latter are restricted to the former Duchy of Schleswig. The "Volkshochschulen" are either run by the local municipality, or they are private organizations recognized by the state (eingetragener Verein). They are principally financed by the "Land", the local district, the municipality, and by participants' fees. A "Kulturring" is an organization consisting of the various cultural institutions in a municipality or an independent cultural organisation.

The training sector (Berufsorientierte Weiterbildung an Volkshochschulen) offers a wide range of courses (e.g. computers, commerce, languages, and social work) with the possibility of gaining further qualifications.

In the education sector it is possible to gain the school-leaving certificate for intermediate and secondary modern schools as well as acquiring the right to attend a Fachhochschule.

Another means of adult education are the evening classes at grammar school (Abendgymnasium) leading to a higher school-leaving certificate.

People who are over the age of 19 and who have been working for at least three years or who already have a professional qualification, and who have the school-leaving certificate for the secondary modern school (Realschulabschluss) or similar can attend evening classes at a grammar school. The courses usually last three, at the most four years and end with an examination for the school-leaving certificate for grammar schools (Abiturprüfung). There are three schools offering such courses in Flensburg, Kiel and Lübeck. In the school year 2005/06 there were 349 pupils attending such classes. Frisian is not used in any of the courses.

#### Frisian courses

Frisian courses are held by Frisian associations, the Volkshochschulen, the Kulturring, and private individuals. In the winter of 2005/06 some 180 people took part in 17 language courses of which five were run by Frisian associations, eight by Volkshochschulen, two by Kulturring (partly in conjunction with the Danish evening school), and two by private individuals.

In addition to the courses mentioned here, the Friisk Foriining holds each autumn a week's "Frisian Autumn High School" (Friisk Harfsthuuchschölj) in which young and old take part together in sundry activities solely through the medium of Frisian.

#### *language use*

German is generally used in all courses except in language courses where the target language may also be the medium.

#### *statistics*

In Schleswig-Holstein there are 156 centres of adult education, of which 12 are situated in North Frisia. Some 450,000 people attended a large variety of courses in Schleswig-Holstein in 2005 of whom 14,966 (3,3%) were enrolled in North Frisia. There are 33 "Kulturringen" in the "Kreis Nordfriesland".

#### **Reference:**

Walker, A. G. H. (2006). *North Frisian: The North Frisian language in education in Germany*. 2<sup>nd</sup> edition Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## **German in Belgium**

### **Adult education**

#### *Target group*

Adult education in the German-speaking Community aims at people with no degree as well as people with a degree of secondary and/or higher education interested in reorienting or deepening their skills.

#### *Structure*

The German-speaking Community, which has the lowest unemployment rate within Belgium (6.8% while the average Belgian unemployment rate was 12.6% in October 2003), offers a wide range of adult education. Besides a number of private institutions that offer language education there are five institutions of *schulische Weiterbildung* controlled by the German-speaking Community: they offer a program that covers housekeeping as well as foreign languages, accounting and informatics. The language of instruction in all these institutions is German. There is a special program that aims at vocational training of personnel in the agricultural sector intended for independent farmers and people working in the agricultural industry. There is also a job center (*Arbeitsamt*) in the German-speaking Community that offers guidance, socio-professional training programs and re-training to unemployed people. Recently the government (with help from the European Social Fund) started the so-called WIB Project (*Weiterbildung-Information-Beratung*, meaning training- information-counseling) that should help people to find training courses and job opportunities within the *Euregio Maas-Rhein* (comprising the Belgian provinces of Limburg and Liège, the Dutch province of Limburg, the German region of Aachen and the German-speaking Community of Belgium, cf. [www.euregio-mr.org](http://www.euregio-mr.org)) and/or the Großregion (another *Euregio* that covers Saarland and Rhineland- Palatinate in Germany, Lorraine in France, the Grand- Duchy of Luxembourg and the French and German-speaking Communities in Belgium, cf. [www.grossregion.net](http://www.grossregion.net)).

#### **Reference:**

Darquennes, J. (2004). *German: The German language in education in Belgium*. Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## Slovene in Austria

### Adult education

Adult education in Austria is not governed by the State, but is instead the responsibility of the individual *Länder* and municipalities. The national Adult Education Promotion Act (EB-FG; *Erwachsenenbildungs-Förderungsgesetz*), a voluntary commitment on the part of the national government, does not affect the right of the *Länder* to take decisions. Under the EB-FG, financial support must be provided, but the law does not specify the level of support.<sup>32</sup> Financial resources are available in almost all *Länder* to support individuals taking part in adult education, and these are provided in the form of subsidies for course fees. The national government's responsibilities for adult education are split between a number of ministries, depending on the form of adult education in question. General adult education, schools for working people, and adult education at universities or *Fachhochschulen* are, however, the responsibility of the Federal Ministry of Education, Science and Culture (bm:bwk). Interest groups and religious denominations show firm commitment to adult education and are very active at this level. On the whole, there is a general lack of effective coordination in this field of education, both on an organisational and a financial level.

Adult education in Slovene is very much left to the voluntary sector. There is a wide range of organisations and institutions (predominantly church institutions) offering courses in adult education at different levels, which are not aimed at formal qualification. Activities in this field organized by Slovene organisations and by the Church have a long tradition. As secondary education in Slovene was only introduced in the second half of the last century, for a long time these courses were the only possibility of further education in Slovene. According to the needs and interests of their members, Slovene cultural associations organize lectures, courses, seminars and workshops on different topics (e.g. culture, agriculture, literature, health, foreign language courses), where Slovene is frequently a medium of instruction. Some of these cultural organisations have also built their own infrastructures to house such courses and cultural activities. The two central Slovene cultural organisations, *Slovenska prosvetna zveza* (SPZ) and *Krcšanska kulturna zveza* (KKZ), organize adult education courses on a regional level, especially seminars for managers of local cultural organisations. Both organisations also run Slovene language classes.

The Catholic Church runs a special Slovene adult education centre, *Bildungshaus Sodalitas* which offers a wide range of courses, from topics related to church life, arts and handicrafts to scientific lectures on topics such as contemporary history and literature, as well as Slovene and other language courses. The educational activities on offer are organised either internally by the centre itself or externally by other organisations. One of the main guiding principles behind this particular centre, is to contribute to the preservation of Slovene language and identity in Carinthia through educational activities in the Slovene language. However, on average only about one third of the educational activities organised in the centre are held in the Slovene language. One explanation for this could be the fact that if adult participants have not had Slovene as the medium of instruction throughout their schooling, they may not be as familiar in Slovene with the specialist vocabulary needed for specific topics such as health or science, as they would be in German. In the period from September 2001 until the end of August 2002 181 of the activities of the centre were held in German, 89 in Slovene, 7 were bilingual and 21 were language courses.<sup>33</sup> [Source of information: MMag. Daniel Sturm, Izobra evalni referent/Bildungsreferent, Bildungshaus Sodalitas.]

Although the social structure within the Slovene community in Carinthia has undergone fundamental changes in the last fifteen years, there is still a comparatively high percentage of the Slovene population working in agriculture. The adult education organisation *kmec6a izobraževalna skupnost* (KIS) has specialized in courses related to this field.

As economic relations between the Republic of Slovenia and Carinthia have become closer, there is a growing demand for Slovene language courses for the German-speaking population. These courses are mainly organized by the above-mentioned organisations. In addition to the voluntary sector, other Austrian adult education centres offer evening classes at different levels. While most of these courses lead to a fairly advanced level, there is regrettably a considerable lack of courses at the highest level. Learners wishing to deepen their knowledge of Slovene tend also to frequent Slovene language courses at Klagenfurt University, initially organized for students. This trend was more popular in the past when it was possible to attend lectures and courses without registering as a student, before student fees were introduced at Austrian universities.

Until very recently, hardly any teaching materials for the Slovene language in adult education were available, and teachers had to rely on their own initiative. In recent years, books and manuals for teachers in adult classes using modern communicative methods of language learning have been produced in Slovenia. Nevertheless, teachers are forced to adapt these materials for the specific situation in Carinthia, as the original target group was not people living in the bilingual region.

**Reference:**

McLaughlin, E. & B. Busch (2005). *Slovene: The Slovene language in education in Austria*. 2<sup>nd</sup> edition Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## **Slovene in Italy**

### **Adult education**

The formal system of adult education in Italy is regulated by a dual system. Competent for formal adult education are local centres for continuing education, which organize courses of various levels for adults who have not completed compulsory education (elementary school, junior secondary school and first year of senior secondary school). There are no local centres for continuing education with Slovene as a language of instruction. At the higher education level, some schools organise evening classes for obtaining a diploma intended for employed adults. Senior secondary schools with Slovene as the language of instruction do not offer evening classes.

Vocational training falls under the jurisdiction of state administration. Vocational training institutions receive funds for organising various vocational and supplemental courses from the regional government as well as from the European Fund. The Slovene regional institution for vocational education offers a selection of Slovene language courses at various levels in the Trieste, Gorizia and Udine provinces. The analysis, which was conducted in 2000 by SLORI on the occasion of the 20th anniversary of this institution, takes account of almost 400 completed courses, over 6,000 students and almost 500 lecturers. Within the scope of activities of public universities, third age university and the university of the free years, Slovene language courses are offered (for non-Slovene speakers) but Slovene is not the language of instruction. Private language schools offer courses in Slovene at all levels. Optional and non formal education is less structured and mostly left up to the private initiative of individual organisations and associations.

**Reference:**

Bogatec, N. (2004). *Slovene: The Slovene language in education in Italy*. 2<sup>nd</sup> edition Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## German in Italy (S Tirol)

### Adult education

There are many courses in South Tyrol in further German language education. In the brochure “Zeit für Weiterbildung” [Time for Advanced Education], published annually by the provincial office for advanced education. There are now no fewer than 41 education organisations offering more than 2,000 courses in total in the areas of professional education, Zweiter Bildungsweg – [adult education], languages, leisure activities, art, culture, health themes and social issues. The German courses offered are directed at native speakers (especially those wishing to learn technical vocabulary) and people who would like to acquire German as a second language or as a foreign language.

### Reference:

Pircher, K., U. Huber, H. Taschler & T. L. Prader (2002). *German: The German language in education in South Tyrol (Italy) 2<sup>nd</sup> edition*. Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## Frisian in the Netherlands

### Adult education

#### *structure and language courses*

The two ROCs, Friesland College and ROC Friese Poort, both also provide various adult education courses. The vocational training sector includes MBO and other forms of apprenticeship learning. The courses are offered at four different levels.

The adult-education sector consists of four departments and is meant for those who have passed the age limit (eighteen) for compulsory education. These are:

- general secondary education courses (HAVO and VWO courses);
- courses directed towards operating in society, including language skills (including Frisian for those living in Fryslân), arithmetic, and social skills;
- Dutch as a second language (for immigrants); and
- other courses aimed at self-development.

Special attention should be given to the activities of the Afûk. The Afûk offers evening classes to adult students of Frisian (both first and second-language students) and also produces teaching and learning materials. Afûk courses are subsidised by the province of Fryslân and by a number of municipalities. Around one thousand people attend Afûk-language classes each year. The Afûk also provides courses for distance learning. For this purpose teaching and learning materials are digitalised within the project Edufrysk. The lessons and materials are downloadable from their website.

The Folkshegeskoalle Schylgeralân is a cultural college that offers informal education to adults covering a broad spectrum of subjects, including activities concerning the Frisian language and culture. An intensive language learning course of two weeks is scheduled annually, which is organised in collaboration with Afûk.

#### *language use*

Frisian can be used as an element of a literacy course. Most courses make little use of Frisian in their programmes (Noordermeer & Renkema, 1995). Specific teaching material has been developed for the teaching and learning of basic skills in Frisian, which takes the first language of

adult native speakers of Frisian into account. In general the position of Frisian in adult education is marginal.

#### *statistics*

In 2006, 886 people took a Frisian course at the Afûk for oral skills, and 67 took a course for Frisian writing skills. 246 students got a certificate.

#### **Reference:**

Riemersma, A. (2007). *Frisian: The Frisian language in education in the Netherlands*. 4<sup>th</sup> edition. Ljouwert/Leeuwarden: Mercator Research Centre – ISSN 1570-1239 (Regional dossiers series).

## **Welsh in the UK**

### **Adult Education**

#### *National Organisation of Sector*

The National Assembly for Wales, the Further Education Funding Council and the Welsh Language Board are all responsible for Welsh for Adults at a national level. The post of the national officer for Welsh for Adults is funded by the ELWa, the National Council for Education and Training for Wales and the officer is based at the Education and Training Department of the Welsh Language Board. The officer co-ordinates the Welsh for Adults committees which have a strategic overview of the field nationally. There are six committees in all with responsibility for strategic planning, training, qualifications and assessment, research, learning resources and materials, Welsh in the workplace and marketing and sponsorship. The officer is responsible for disseminating information to the Welsh for Adults Consortia which co-ordinate the provision of courses on a local level, and dealing with requests with regards to learning Welsh from the general public.

The Welsh for Adults committees are task groups which were established by the Welsh Language Board in consultation with course providers to examine different aspects of the field. The main body is the Consultative Committee, which has responsibility for the overview of the five sub-committees. The sub-committees are Strategy and Training; Welsh in the Workplace; Research; Marketing and Sponsorship, and Resources. The most productive of all the groups have been the Strategic and Training Subcommittee and the Welsh in the Workplace Subcommittee. In 2000 the Strategy and Training Subcommittee drafted a strategic development plan, which was submitted to the National Assembly for Wales in August 1999. The strategy drew a positive response from various Assembly Members. The Subcommittee also developed a Welsh for Adults PGCE module which was duly validated by the University of Wales, Newport in the summer of 1999. The Welsh in the Workplace Subcommittee has recently published guidelines for employers. The document contains models of practice for businesses wanting to develop the Welsh language skills of their employees; it also includes details of case studies, and examples of good practice.

#### *instruction material*

There are a variety of resources available for people wanting to learn Welsh. For complete beginners, there are teach-yourself books and tapes; dictionaries; CD-ROMs; videos of T.V. programmes, and a taped radio series. It is also possible to learn Welsh through the Internet or via a correspondence course – there is an excellent range of materials and distance learning courses to choose from.

People want to learn Welsh for a wide variety of reasons. In many cases adults seek to rediscover a language that they may have spoken as children, some may not have been taught Welsh at school, whilst others have an empathy with Wales and its heritage which can only be fully appreciated by understanding the language. Increasingly Welsh is a pre-requisite for many



jobs in Wales as organisations and businesses appreciate the advantages of communicating with their clients and customers bilingually.

#### *the Welsh for Adults Consortia*

There are eight Welsh for Adults Consortia with responsibility for co-ordinating the provision of Welsh language classes locally. The Consortia are funded by ELWa via the colleges. The main aim is to meet local educational needs by ensuring that there are classes offered in every single area. In most cases, the learning route is mapped out for learners of all language levels.

Providers also organise additional courses which range from residential and summer courses to revision sessions for examination students. Sometimes organisers work in partnership in order to offer training courses for new and experienced tutors, and seek to work in conjunction with the other relevant didactic organisations in view to provide the best service possible, to appoint course moderators and organise moderating meetings.

#### *statistics*

There is a rapidly increasing demand for Welsh classes for adults at all levels in Wales. According to the Funding Council's figures, there were 23,634 enrolments on Welsh learning courses during 1999/2000. The corresponding figure for 1998/1999 was 21,500. In 1993, 13,000 enrolled for Welsh classes, therefore there has been a dramatic increase in numbers over the past few years. The bulk of the provision is offered by Further or Higher Education Colleges and Community Education Departments. The providers of Welsh for Adults coordinate the provision in locally-based groups or consortia, and there are eight of these throughout Wales.

#### **Reference:**

Jones, M. (2001). *Welsh: The Welsh language in education in the UK*. Ljouwert/Leeuwarden: Mercator Education – ISSN 1570-1239 (Regional dossiers series).

## **Latgalian in Latvia**

### **Adult education**

#### *structure and language courses*

Adult education courses including Latgalian exist at a low scale. The summer school Vosoruošona (Summer Life) took place at different places in the region of Latgale between the years 2000 and 2006. It was financed by the Latvian Cultural Capital Fund with support of municipalities. For one week, between 15 and 30 participants (mostly teachers of Latvian language and literature or cultural history) were introduced to various aspects of Latgalian language, literature and folklore. The lecturers in this summer school were staff from institutions of higher education in Rēzekne, Daugavpils and Rīga. This summer course did not continue after 2006.

Since 2005, there have been several courses at different places in Latgale for professionals who use the Latgalian language in their work, such as journalists, musicians, or staff of radio and TV stations. These courses are usually organised explicitly for a specific company or institution. The courses are carried out by the Latgalīšu Etnokulturys centrs (Latgalian Ethnical Cultural Centre) in Daugavpils, they are financed by the State Cultural Capital Fund or Latgale Region Development Agency.

#### *language use*

In the courses mentioned above, Latgalian is used throughout the lessons, with the exception of some lecturers who don't have sufficient command of the Latgalian language.

## statistics

Normally, approximately 10-20 persons participate in the professional courses in Latgalian. They are held at irregular intervals.

The above mentioned summer school attracted the following number of participants:

2000	26
2001	23
2002	26
2003	28
2004	22
2005	15
2006	19
<b>Total</b>	<b>159</b>

Table 9: Numbers of participants in the summer school Vosoruošona (Source: Latgalīšu volūdys, literatūrys i kulturvesturis školuošu asociaceja, LVLKSA). Available at [http://lvkksa.nautreni.lv/new\\_page\\_2.htm](http://lvkksa.nautreni.lv/new_page_2.htm) [Accessed April 2009].

## Reference:

Marten, H.F., I. Šuplinska & S. Lazdiņa (2009). *Latgalian: The Latgalian language in education in Latvia*. Ljouwert/Leeuwarden: Mercator Research Centre – ISSN 1570-1239 (Regional dossiers series).

## Basque in Spain

### Adult education

Native speakers who have not been schooled in Basque and who wish to develop their literacy skills in the language, as well as second language learners, can attend one or other of the Department of Education official language schools or one of the *euskaltegi* language schools in the area. Second language learners now constitute the bulk of the students. In the BAC both town council and private *euskaltegi* schools are subsidised by *Helduen Alfabetatze eta Berreskalduntzerako Erakundea (HABE)*, the Department of Culture organisation responsible for overseeing such schools (2003 budget, for all costs including own staff: nearly 27 million euros). It establishes the curriculum, promotes professionalisation of teachers through courses and translations of relevant books, establishes standards and carries out inspections, produces learning materials, publishes a magazine for learners and another for teachers. Some of the larger private school bodies have also carried out some of these activities. Courses may be residential, particularly in the summer months. In Navarre, language schools are the responsibility of the Basque Service of the Department of Education. In both the BAC and Navarre one school is specifically directed at civil servants.

The Basque language can also be studied in Madrid at the Central Official School of Languages and in Barcelona. It is occasionally offered elsewhere outside the Basque Country, even outside Spain, particularly in North and South America, where there are considerable numbers of residents of Basque origin.

Adults completing the course of studies usually sit the *EGA* examination or equivalent. However, civil servants intending to occupy vacancies in the BAC for which Basque is required may have to achieve other lower or higher levels established by the administration and sit a specific examination. For legislation relating to schools subsidised by *HABE*, contact *HABE* directly (see below). With the exception of education department-owned official language schools which usually function basically in Spanish and offer a number of languages, almost all other language



schools offer Basque only and function in Basque. As many as 50.000 adults have attended Basque language courses in a single year, though estimates for 2003-04 are running at about 40,000: depending on location they can choose between Department of Education run language schools (8 in the BAC; 2 in Navarre); publicly owned language schools (46 in the BAC; 3 in Navarre) or private schools (95 in the BAC, 27 in Navarre; many of these are coordinated by the privately owned organisations *Alfabetatze Euskalduntze Koordinakundea (AEK)*, *Ikas eta ari (IKA)* or *Bertan*). All language schools, public and private, have received regional government funding to varying degrees. *AEK* schools also benefit from the mass sponsored running event lasting for days they organise every two years. A broad selection of learning materials (printed, audio and CDrom) is now available, including teach yourself works through the medium of Spanish, French and English. Learning materials are also available via internet. It is unusual to find other formal adult education courses being provided in Basque.

**Reference:**

Gardner, N. (2005). *Basque: The Basque language in education in Spain. 2<sup>nd</sup> edition.*  
Ljouwert/Leeuwarden: Mercator Research Centre – ISSN 1570-1239 (Regional dossiers series).