

FROM BUREAU TO ASSOCIATION, A SHORT HISTORY 1953–1998

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THE PRE-HISTORY

After the Second World War many people had put high hopes on international life as a way to repair the "Damaged World" and there were many initiatives for re-establishing international contacts, including in the field of Adult Education.

The first UNESCO world conference on Adult Education was held in Elsenore in 1949 – it was still very much a European and American affair – followed in 1950 by the 6 weeks Mondsee-seminar, organized by UNESCO as well, for European Adult Educators.

"The Mondsee Seminar was an international community, for many of us the first in our lives (...). Mondsee was a proper and instructive group experience. Voluntary self-government and responsibility was not only a technique of running the seminar, it was still more an educative experience which showed that and how the characters of even adults can be changed to their better..."

(G.H.L. Schouten, The Mondsee Seminar, its problems and results, in: Report Conference "25 years after Mondsee", St. Wolfgang, 1974, Amersfoort 1974)

Another initiative for international cooperation in adult education was taken by the European Centre for Culture in Geneva, which was founded in 1950 following a resolution of the European Congress of the European Federalist Movement in the Hague, May 1948: "Its task is to prepare the union of Europe in the minds of man. (...) But Europe cannot be an end in itself. It is a means and admittedly an essential means, towards a still more essential end. This end is the maintenance and further development of culture".

Under its new director, Denis de Rougemont the Centre was to develop ideas and activities in the perspective of a European federation.

The approach of the Centre was based on the federalist views of de Rougemont which were closely connected with his personalist philosophy: Man is the aim of society and not the other way round. He/she can only be free and responsible in small communities; "We are not made to live in large centralised nation states".

His European federalism was in line with his Swiss experience: "never confer to a large entity what can be done in a smaller one".

"Europe should not be manufactured (fabriqué) as a tremendous "affaire super-étatique", a construction without a soul, a bureaucracy, incomprehensible for the masses, which prepares for the future a sort of uniform framework for material life. Against this uniformity, which can become tyrannical and sterilising, "éducation populaire" has to defend the local and national diversity".

(Denis de Rougemont, Meeting Reims 1952)

As a way to start new initiatives de Rougemont was involved in the creation of various institutes and associations running from a European laboratory for nuclear research in Lausanne to an Association of Music Festivals (1951), an Association of Institutes for European Studies (1951), the College of Europe in Bruges, and the European Youth Campaign (1952).

In 1952 the centre also undertook activities in the field of adult education through its initiative to establish a European Secretariat/ Community of "Foyers de Culture" and to promote co-operation between adult education organisations in Europe.

"A cherished idea of the Rougemont was that these "Foyers de Culture" (more or less comparable to the community centres) should take over the task which was formerly accomplished by the monasteries, namely offering meeting places to those who wished to arrive at an exchange of ideas. Established in a less elite fashion, these "foyers de culture" could fulfil this task today and foster European solidarity in wider circles".

In his booklet on the history of the European Bureau 1953–1978 Bob Schouten gives a vivid description of the first planning meeting held in Reims, October 1952, which nearly ended in a disaster as the delegates got poisoned by the CO₂ emissions from the open chimney pots that heated the Champaign cellars of Moët et Chandon in Reims, where the final celebrations took place.

The first day of the Reims meeting was devoted to the establishment of a European secretariat/Community of "Foyers de Culture" which was strongly supported by French and (French-)Belgian representatives.

The second day was meant to promote the co-operation of organisations coming from the field of "Education Populaire", which were invited by the European Youth Campaign.

In this meeting de Rougemont offered to provide a secretariat in Geneva to support the international work in this sector. This offer was dismissed however: "If any undertaking in this specific field was considered feasible, it should be attempted independently, rather than as an adjunct to the European Cultural Centre, although in close co-operation with it".

As a background for work in a follow-up meeting three points of departure were set out:

- A limitation of organisations to be invited (educational institutions only) but no limitation to the Europe of the Six.
- No forced effort to join structures which had already taken form on a European level (e.g. People's Universities; the former participants of the Mondsee Seminar) but cooperation with groups that had set up wider frameworks (International Federation of Settlements, International Federation of Workers' Educational Associations)
- Less emphasis on the predominant position of the European Cultural Centre and more participation of delegates in conference leadership and discussion procedures.

The Foundation

As it was clear, that the diversity of organisations at the Reims meeting had been too large, a more selective list of invitations was prepared for the 1953 follow-up meeting in Geneva, consisting of 25 names from 10 countries and a number of representatives of international organisations.

Although the name "Foyers de Culture" was retained for the time being it was clear that the main centre of gravity was in adult education.

At the meeting Denis de Rougemont offered "a co-ordinating organ to all adult education organisations in Europe with regard to

- a) the study of their common problems
- b) the acceptance of a European conscience both by those responsible for the provisions and those making use of them
- c) the creation of a European network for the exchange of both people and shared information on experiences gained plus the circulation of cultural materials.

The European Cultural Centre (ECC) was prepared to provide a secretariat which would assume responsibility for the tasks indicated above.

"The secretariat will be supervised by a European Council of Adult Education, composed of twenty members officially representing the federations of "Foyers de Culture", settlements, "Volkshochschulen", adult education centres and eventually national councils of educational centres in countries where such councils exist.

The council will appoint the secretary and will elect an executive board of 5-7 members.

The European Council of Adult Education and its secretariat will be completely autonomous, even though they fall under the patronage of the ECC and affirm its general objectives. The ECC will have access to a seat on the board and in return the board will designate one of its members to serve in the High Council of the ECC.

As it has done up to now the ECC is willing to continue participating in the financing of the secretariat and the meetings or study projects which are immediately necessary during the first months.

The ECC desires that the European Council and its secretariat become autonomous as quickly as possible".

There were big discussions that followed these proposals, based on the archives of Oscar Guernonprez, who was to become the first president of the Bureau and who managed to bring together the various opposing views which came forward during the meeting.

A provisional executive committee was appointed which invited Bob Schouten as secretary.

G.H.L., "Bob" Schouten

Born 1906 in a family that belonged to the Hernhutter community, the heirs of the Moravian Brothers who counted Comenius among their members, and in the 18th century established "Republics of God" in various countries, following the example of the Hernhut settlement in Saxony. The Dutch branch was active in *inter alia* education and mission (Suriname).

In his youth Bob became a keen organ and piano player. In the early years of the National Institute of Adult Education (England and Wales) he used to accompany the Sunday morning services, which took place during their annual conferences.

In 1932 he became director of the Centre for Working Youth, "De Arend" ("The Eagle") where he had worked as a staff member before; "De Arend" was established in 1922 following the example of the work of Arnold Toynbee and August Barnett in East London. In the thirties two more settlements were established.

The work in this period was strongly influenced by the economic crisis: the centre organised special programmes for young unemployed people, work projects and work camps. In 1939 "De Arend" also started to work with young Jewish refugees from Nazi Germany.

After the mobilization Bob Schouten was called up for military service and got the task of finding accommodation for the army in the area of the Grebbelinie. His hatred of the the uncooperative population of the Amersfoort region dated from this period.

At the start of the German occupation he was involved in the experiment to establish the Netherlands Union, to try and keep the National Socialist League out of power.

He succeeded in keeping the youthwork going in the town of Rotterdam, even though it was heavily damaged by the bombardment of May 14 1940, "without making undue amendments to the Kulturkammer or any other full or half-suspected instance".

In June 1945 he took up the function of Secretary of the newly founded Rotterdam Community Organisation but he also had to return to military service. It was 1946 before he could take up this post.

In 1950 he started work with the Dutch Folk High School movement, first as Director of the Rockanje Folk High School near Rotterdam (1950) and since 1951 as Secretary of the newly founded Agency for European Folkhighschoolwork.

The Dutch Folk High Schools then gave him the freedom to run the Bureau's affairs in addition to his regular tasks for this Agency.

Bob Schouten's task was to check the interest in a common venture, Oscar Guermonprez was to frame the letter of invitation and Mr Léger, France.

THE FIRST YEARS, 1953–1958

Defining the new organisation

Even if the formal decision had been taken to establish an international organisation it still required a great deal of skill to reach a consensus between the partners on basic issues such as the concept of Europe, the foundation of the co-operative venture and the degree of independence the Bureau would have.

The European character of the organisation

There was a fear to take on board the concept of Europe as a political and economic entity. In the discussions there was also a concern that Europe would become an obstacle for the relations with the rest of the world and also "that culture would be subsidized by certain political movements".(Mr Philippart, Belgium, at the meeting in Geneva).

Denis De Rougemont and the European Youth Campaign wanted to stress the European character of the organisation. "Others are concerned in creating Europe in the political and economic sphere. The European Cultural Centre is concerned with the human substance of Europe" De Rougemont had stated at the Geneva meeting.

On the other hand we note a statement of the English member of the provisional committee, Frank Milligan, who prepared the English translation of the invitation letter: "I have omitted the reference to European and military relations because I think the English organizations will be interested in the scheme, if at all, solely from the point of view of its help to adult education and will not be favourably influenced by any reference to the political or strategical concept of Europe. This may be wrong of them, but, as in any event it is not directly relevant to what we want to achieve I do not think anything is lost, but perhaps something is gained by leaving it out".

Oscar Guermonprez thought this change went too far as it touched the very heart of the European Cultural Centre.

Milligan then proposed the following text: "To encourage among those engaged in adult education in

Europe a greater consciousness of the special contribution of European culture to world civilization".

The same difference in opinion arose in the choice of the name for the organisation: like Mr Milligan, Mr Léger was hesitant about using the word European; he suggested "international" instead, which was the preference expressed by the English and Scandinavian delegates in Geneva, but this was not endorsed by the Centre and the European Youth Campaign.

De Rougemont was also disappointed that the Centre was no longer mentioned in Léger's proposal, nor the question of a seat in Geneva and the exchange of board members.

In the planning meeting of November 30, 1953 in Bergen, the Netherlands, decisions were taken about the name and the structure of the new organisation, which was to comprise

- an annual general membership assembly
- a Steering Committee, appointed by the General Assembly and - a secretariat to handle the day-to-day business of the Bureau.

It was to take until 1968 however for the organisation to acquire juridical personality.

Following Mr Milligan's proposal the decision was taken to put the emphasis on activities rather than dealing with formal questions.

"We believe that it is only by getting down to productive work that we shall make ourselves known and attract the interest of new groups.

We have no ambition to be a federation or a confederation of adult education groups. This formula appears at the moment to be neither useful nor desirable. The structures of adult education are too diverse. Our conception and that of our founder associations is that of creating an instrument which will be at the service of the different associations, a kind of turntable, or information centre which will employ all the means at its disposal to facilitate the exchange of persons and ideas, to encourage discussions and debates which will enable adult educators to gain a better understanding of the great problems of our times and to examine how they can be alleviated through closer co-operation between European countries".

(Notes and Studies I,1, 1954)

First Activities

The first regular activity was a study tour to study community centres in England, which took place in 1955 and several more invitations were received.

Moreover at the beginning of the fifties many international activities had been set up by the Agency for European Folkhighschoolwork in the fields of residential adult education, rural development and "Adult Education and Europe". It was possible to continue these programmes under the combined responsibility of this organisation and the new Bureau, as Bob Schouten was director of both organisations.

In the fifties five courses were organised in the series "Adult Education and Europe", dealing with e.g. the effects of automation, the influence of European policies in the Coal and Steel areas on social and economic life, the use of atomic power for industrial purposes, as well as social tourism in Europe: "We should ask ourselves if we do not let escape chances to establish real human contacts by leaving social tourism to the commercial sector".

In 1956 a proposal was accepted to establish special subcommittees for the sectors Residential Adult Education, Rural Reconstruction and Evening Institutes.

The bulletin Notes and Studies was used in this period to publish opinions, information on the activities of the Bureau, documentation on various international and national organisations, descriptions of national AE situations (e.g. Yugo-Slavia, Sweden, a special issue on Italy in 1956 and on Denmark and Norway in 1958 and 1959), courses and international conferences.

In the first three years the new European Bureau was given significant support by the European Youth Campaign, not only with regard to financing conferences and the costs of the bulletin Notes and Studies, but also by providing interpreters and translators. Mr Eugène of this organisation stated, however, as early as the first planning meeting, that there were "difficulties in continuing the support for an organisation whose European intentions were so weakly formulated".

In 1957 the Youth Campaign lost its (American) subsidy and this also meant the end of their support for the European Bureau, "a great blow, but at the same time a necessary challenge".

In this situation the first general assembly of the new organisation, planned in France for 1957 in co-operation with the Fédération Française des Maisons de Jeunes et de la Culture, became the "greatest casualty" of the budgetary difficulties and had to be postponed until 1958. Although the French government had promised a grant it was difficult to bring together the necessary funds; the representative of the European Cultural Centre had raised high expectations at the planning meeting in Denmark of support from the European Cultural Foundation which was closely related to the European Cultural Centre, but Denis de Rougemont had to declare later, that these were promises which neither he nor the Foundation could fulfil.

For Mr Milligan this was a reason to underline the danger of being dependent on one principle organisation. Nevertheless the first (non-registered) constitution adopted in 1958 at the Marly-le-Roi General Assembly pointed to the special relationship with the European Cultural Centre (E.C.C.). It defined the Bureau as an "independent body established on the initiative of the E.C.C., which pursues its own work in the general spirit of the aims defined in the constitution of the E.C.C."

Finances

Thanks to the personal union with the Agency for European Folk high schoolwork the budget could be very low as there were no staffing costs involved.

Money had to be raised for each activity specifically. The regular income from contributions and subscriptions amounted to NLG 737,29 (= Euro 350,-) in 1959.

YEARS OR CONSOLIDATION, 1958–1971

Relations with the Dutch Government and the Council of Europe

Since the end of the war Folk high school work in the Netherlands had been subsidized by the Dutch government as it was seen as an important means of bringing together different groups of the population: "It would be terrible ("allerellendigst") if the political and religious differences in our population would again begin to dominate our society" the theologian Professor van der Leeuw wrote in 1944, and in 1945 he became Minister of Education in the first post-war cabinet.

Thanks to the personal union between the Agency for European Folk high schoolwork and the European Bureau there also grew a good relationship between the Bureau and the Dutch Ministry of Education: Bob Schouten and Oscar Guermonprez were members of the official Dutch delegation at the second UNESCO world conference in Montreal in 1960, together with mr Leo van Ommen, who became a strong promotor of education permanente following the final declaration of the conference "Everywhere in the world adult education must be seen as a normal part of the education system and governments must treat it as such".

In this same period the Dutch government asked for the co-operation of the European Bureau in organising the second Council of Europe conference on adult education which was held in the Netherlands and Belgium in 1960, following a similar meeting in Austria in 1959.

The meeting asked the Council of Europe to "promote conferences and other contacts in the field of adult education, both with regard to activities undertaken in the countries themselves, and with regard to general problems, including the promotion of the European idea".

During the sixties the relationship with the Council of Europe was to become very important for the Bureau as the involvement of the Council in Adult Education was growing steadily.

A major development in this direction was initiated when the Council for Cultural Cooperation was set up in 1962. One of its three permanent committees was made responsible for out-of-school education, which was divided into three sectors, youth, adult education and sports. The committee's sphere widened and the idea of "education permanente" became the central principle of the whole educational and cultural sector.

In 1964 the Council of Europe commissioned the Bureau to prepare a study on the Status, Recruitment and Professional Training of Adult Educators and a grant was also allocated to organise one conference per year, to be held subsequently in Strasbourg and in a country to the choice of the Bureau.

The sixties also lead to an important programme of co-operation with the European Cultural Foundation. As early as 1956 this body had developed plans for European Education to counteract a general inertia as regards Europe. In the sixties the foundation then sponsored the Bureau to run a programme of short

(ten days) courses in residential centres in various countries of Europe. The main aim of these meetings was to make the participants aware of common European problems through the experience of a given national situation (e.g. East West Relations in Finland). This programme can be seen as a follow-up of the courses "Adult Education and Europe" which were held in the fifties and made use of the Bureau's network of residential centres.

In the meantime the meetings in the field of rural development, residential education and local adult education also continued.

New issues

At the beginning of the sixties German Adult Education had opted for a "Realistic Change" (Realistische Wende), which meant that more attention would be given to issues that were of direct practical value to the adult population.

The Bureau organised a conference along these lines in Brussels, on Adult Education and Contemporary Industrial Training, with the support of the European Communities. Extensive documentation was prepared in 1966 showing examples that "Adult educators have come to accept the "community of work" as an appropriate setting in which to develop their own activities and industrial managers have welcomed their willingness to put accommodation and experience at the disposal of industry."

In 1958 the first meeting was organised for the staff of service institutions: the Meeting of Editors of Adult Education Journals took place in Bergen, bringing together representatives of 8 journals to discuss in what ways their journals could enlarge their references to work in other countries and how they could overcome difficulties in knowing whom to approach, in securing translation facilities etc.

Another new activity was the publication, since 1960, of an annual calendar of short residential summer courses in Europe following the example of the publication of the National Institute of Adult Education (England and Wales) which dealt with courses in Britain.

The development of adult education legislation also opened up a new field of work. A meeting was held in Elsenore in 1968, to look at the issues dealt with in the Danish Law on Leisure-time Education. The issue of legislation was to become an ongoing point of interest in the seventies and eighties.

Co-operation with National Co-ordinating Bodies

During the sixties there was a gradual increase in membership of national co-ordinating bodies.

The National Institute of Adult Education (England and Wales) had been a strong supporter of the Bureau's work since the beginning of the fifties and its secretary Edward Hutchinson had become its president in 1962.

After an initial hesitance to join the Bureau in its first year Edward became a warm supporter of the Bureau's work.

As secretary of NIAE he chose the Bureau as intermediary for the international discussion on experiences in England and Wales and offered most practical help in running the secretariat: he and other NIAE members acted as voluntary helpers in the preparation of reports and articles and he made it NIAE's policy to stimulate its members to apply for direct Bureau membership to improve the basis of the Bureau.

During his presidency he worked hard to find a durable financial basis for a full-time secretariat.

"People are, perhaps understandably, more willing to pay for the milk by way of grants and other assistance for particular projects than they are to keep the cow alive by contributing adequately to the maintenance of the body itself".

Similar organisations had also been established in Scotland, Flanders, Switzerland, the Netherlands, Ireland and France and these organisations had applied for membership with the Bureau.

At the end of the sixties the co-ordinating bodies from the four Nordic countries decided to join the Bureau too.

In 1969 the Bureau organised the first meeting for secretaries of these bodies to discuss common issues.

The Dutch National Institute NCVO was to become a vital support for the Bureau in the seventies and eighties, till its closure in 1988.

When the new ministry for Culture, Recreation and Social Work was established in the Netherlands in 1965, Adult Education was put under its aegis, and it

made *Education Permanente* to one of the spearheads of its policy.

The support from this ministry made it possible to establish a co-ordinating body in the Netherlands as well; the contacts with the National Institute of Adult Education (England and Wales) provided by the Bureau were a great help in setting it up.

In 1970 NCVO published an influential policy paper on the Tasks and Functions of Adult Education ("The Purple Bible") dealing with "non-vocational activities outside school education aiming at personal, social and civic competence".

A PERIOD OF DEVELOPMENT, 1971–1981

Office in Amersfoort

After the retirement of Bob Schouten from the Folk High School movement in 1971, the Bureau's secretariat was replaced from Bergen, where it had been hosted by the Agency for European Folkhighschoolwork, to Amersfoort, where it received hospitality from the Dutch coordinating body NCVO. In this way the direct connection with residential adult education changed into a link with a an organisation responsible for the field at large.

In this situation the Dutch government was willing to pay for one staff member and one secretary, as it considered the Bureau's presence would be fruitful for the work of NCVO.

Following this change, work in the seventies concentrated less on European Education and on the work in the three sectors established in the fifties and more on general issues which were relevant for the membership at large.

On a few occasions the Bureau was also directly involved in the publication of informative materials on Dutch Adult Education. (1977: "Experiments in Dutch AE"; 1978: "Innovation in Dutch AE"; 1981: Dutch version of the List of Adult Education Terms.)

The secretariat in Amersfoort was run by Willem Bax, who had joined the Bureau in 1968. Bob Schouten kept the position of General Secretary till his death in 1981.

Oosterbeek General Assembly, Change of Constitution

The increasing financial responsibilities taken by the Bureau for its programme and the plans to appoint a full-time staff member had made it necessary to acquire corporate rights.

In 1968 the Bureau was registered as a corporation according to Dutch law.

The 1968 constitution reflected the increased importance of the national coordinating bodies for the Bureau: these organisations were to have a seat as of right in the Steering Committee. In countries where such bodies did not exist a place was to be given to an organisation which combined several areas of work.

The 20th anniversary Conference and General Assembly, held in Oosterbeek in 1973 discussed a proposal for constitutional changes prepared by Arthur Stock, the new secretary of the National Institute of Adult Education (England and Wales).

The revised constitution framed in Oosterbeek remained the basic framework for the Bureau's work until 1998.

The first proposal was to make it possible to increase the number of vice presidents to a maximum of five people, to act as a stronghold for the Bureau.

The meeting also adopted the proposal to create the possibility of associates proposing candidates for the steering committee and to elect up to 5 members in addition to the members with a seat as of right. In 1980 this number was increased to 7.

This measure had the aim of democratising the organisation by increasing the rights of associated members (e.g. providing bodies, universities etc.) and bringing in experience and expertise which would be lacking otherwise.

Over the years the elected members have been a great help to the Bureau's work.

We can only mention a few colleagues here, but the diversity of their roles shows the importance of this provision in the constitution:

Derek Legge: the preparation of a whole series of conference reports in the 70's and 80's.

Cees Stapel: Raising funds to continue the office in 1983; stimulating the EC budget line 634 in the seventies and involving the Bureau in the planning process at the beginning of this scheme.

Leni Oglesby: Accepting taking on the presidency after the withdrawal of the official candidate in 1988.

Pepin Valcarcel Amador, organising the conference and general assembly in Madrid in 1988.

At the Oosterbeek meeting Helmuth Dolff, Director of DVV, was elected as president. He acted in this function till his death in 1983. In chapter IX we publish a special tribute to his contribution.

Cooperation with international bodies

Council of Europe

In the sixties there had been a fruitful cooperation with the Council of Europe.

In the seventies the Council of Europe's activities were given a more exclusive governmental character; the only common activity in this period was the study on Adult Education Legislation, which was undertaken by the Bureau in 1976.

As the Bureau had consultative status in the Council of Europe, it remained involved in the meetings, which marked the planning stage and winding-up of the Council of Europe's projects.

International Council of Adult Education

Following the Third World Conference on Adult Education in Tokyo organised by UNESCO, in 1971 the need was felt for a non-governmental organisation on a world-wide scale as a counterpart to the governmental structure of UNESCO. Through Messrs Dolff (DVV) and Stock (NIAE) the European Bureau gradually became involved in this organisation as well and acted as regional associate.

European Communities

The conference in Dillington on Residential Adult Education (1973) had reacted on the resolution of the European parliament to establish a new European Folkhighschool in Luxembourg. Conference recommended making use of existing institutions instead. The secretariat brought forward this advice in Brussels, which resulted in a meeting in 1976 to

elaborate a plan for long-term and short term residential courses on European affairs.

Because of the high costs involved this proposal was not accepted.

Continuing contacts with the European parliament, strongly promoted by Kees Stapel, the new secretary of the Agency for European Folkhighschoolwork, resulted however finally in the setting up of budget line 634 in 1982, which was of great importance for our activities in the 80's.

Activities in the 70's

Apart from information services to members the main activities of the Bureau consisted of the organisation of conferences, the publication of general information materials and the publication of the journal "Notes and Studies".

The Bureau conferences usually dealt with issues which combined importance to the national policy of the inviting country as well as relevance for the membership at large. This combination meant that the meetings could provide an image of practical experiences, warnings, and realistic proposals for further action.

Given the fact that AE policy had to be made on the national or regional level, the implementation of the ideas was mainly the task of members in their own situations.

The host countries raised the funds for board and lodging; the Bureau helped to frame and organise the comparative aspects of the programme and prepared the documentation materials.

Issues dealt with in the 70's can be subsumed under the following categories:

1) Adult Education, Independence and Integration

In the beginning of the 70's the international discussion dealt with the question how to define the role of Adult Education in the framework of Education Permanente, in connection with the growing importance of the other sectors of Education, the formal school system and continuing vocational education.

In 1970 this matter was discussed in Kungälv, in relation with the Swedish policy in municipal AE and

the priority programme for educationally disadvantaged groups.

The issue also was dealt with at the 1971 Strasbourg conference "Adult education and the formal school System", where the integration of AE and the formal school system was explained from a French, British, Scandinavian and German point of view.

The 1973 Oosterbeek conference focused on the relationship with formal education and industry from a Swiss, French, Danish and German perspective. In the French situation the 1971 law on continuing training, with a special levy on firms for continuing training was a challenge for AE associations but also had increased the competition in this field as it gave a great boost to commercial providers.

The issue of Educational Leave was further elaborated at the 1979 conference in W.Berlin, which dealt with the implications of the 1974 Convention of the International Labour Office concerning Paid Educational Leave and discussed examples of general and social education in this context.

The conference held in Brussels in 1976 was a first endeavour to bring together representatives of adult education and of broadcasting to discuss their mutual responsibilities in multi-media collaborative projects. Practical experiments such as the Open School in Belgium, TRU in Sweden and the parent's course "Erziehen ist nicht kinderleicht" (Germany) were presented as models.

2) Development of AE Structures/Adult Education Legislation

Whereas adult education had been considered as "the poor relation" in the education field, policy making in the seventies was concerned with putting this sector onto a more equal footing. Development plans were elaborated in e.g. England and Wales (Russell Report), Scotland (Alexander Report), Ireland (Murphy Report), Germany (Strukturplan Weiterbildung) for achieving "a comprehensive and integrated system".

It is too narrow a view to consider adult education merely as a "second chance" type of education. This remedial function is a very important one in our society, but it is only one facet of the whole spectrum of adult education viewed as the natural "follow-up" to the years of preparatory education. To achieve a comprehensive and integrated system of education in Ireland and thereby to ensure that adult education is given the due recognition, importance and priority

that it deserves as part of the life-long education of the individual, an enabling structure is vital.

The Committee emphasises that:

The greatest single need of adult education in Ireland, to-day, is a definite system, framework and organisation within which it can function, develop and give satisfaction.

(Adult Education in Ireland, "The Murphy-Report", 1973)

In connection with these endeavours adult education legislation was introduced in various countries, a process which was actively supported by Bureau activities.

In connection with the introduction of the Norwegian law on AE a meeting was organised in Norway, in 1972, which discussed various aspects of AE legislation: administrative structures (centralisation v decentralisation); staffing and training, finances and control. From the German side a report could be given based on their practical experiences with the legislation in various "Länder". Based on the report of this meeting the Bureau then produced a survey of adult education legislation, to support legislative work undertaken by member organisations and governments. (For a more comprehensive report we refer to the article by Arthur Stock, who was the author of the Report on the Norwegian conference). (See Chapter VIII)

A second important issue in this context was the development of a local structure for adult education.

The 1977 meeting held in Munster dealt with the co-operation between AE organisations on the local level.

This theme was further elaborated at the 25th anniversary conference, held in Folk High School "Het Witte Huis" in Borne, the Netherlands, in 1978.

This meeting treated the topic of decentralisation which was an important political issue at that time in the Netherlands and England and Wales. The meeting discussed the establishment and functions of local development councils, set up to help the existing network of providing bodies to operate more effectively. Special attention was given to experiences in identifying the educational needs of a community, co-operative planning in local Adult Education and co-

operative ventures in local adult education: counseling services and outreach work in the local community.

The issue of networking in adult education was also relevant for the residential sector.

The meeting, held in Dillington in 1973, investigated the changing demands for residential AE and co-operation with other adult education agencies.

As mentioned above the conference also reacted on the resolution of the European parliament to establish a new European FHS in Luxembourg and proposed to make use of existing institutions instead.

The 1979 conference on the Co-operation of Residential and Non-residential Adult Education gave further illustrations of co-operation in the field of staff training and the organisation of intensive residential learning experiences in local adult education courses.

The 1975 meeting held in Leck, Germany, continued the discussion on possibilities for international co-operation and international residential courses. This conference also gave attention to the role of residential centres in European frontier regions based on examples from the Danish-German border area.

3) Forgotten People; Adult Literacy, Unemployment.

In the activities on structural issues there had never been a lack of examples of practical experiences.

The following meetings focused entirely on the study of educational programmes which tried to meet specific social problems and the needs of groups of people who had not been in contact with education for a considerable time.

The 1974 conference "25 Years after Mondsee", Strobl, Austria, had explored adult education policies in various countries, which were focused on the socially disadvantaged. This issue was pursued in greater depth at the conference on "Forgotten People" which was hosted by the National Institute of Adult Education in 1975. The meeting offered an opportunity to discuss educational programmes launched for the following target groups:

- those in need of basic education
- people living in areas of multiple social and economic deprivation
- industrial workers employed in skilled or unskilled jobs

- immigrants and migrant workers.

Highlight of the meeting was the programme on adult literacy which was based on the experiences of the Adult Literacy Campaign in England and Wales. This part of the conference gave a picture of the BBC programme "On the Move" to attract illiterates to education, and showed the use of a telephone help-line as well as the role of volunteers teaching on a one-to one basis. Other examples were given from more limited programmes in Sweden.

The meeting was an eyeopener for many colleagues in Europe with regard to the need for literacy and led to activities in many countries.

4) Unemployment

In 1979 a first conference took place to explore the situation of adult education within the framework of unemployment. The meeting focused on activities undertaken for the following target groups: women, young people, migrant workers and started from experiences in the local situation in Créteil, a new town east of Paris.

5) National co-ordinating bodies

A number of meetings were organised which were of help to the staff of the co-ordinating bodies, as in 1978, in Bonn; this meeting offered an opportunity for national secretaries to discuss their relationship with their national governments and the field.

Publications

The provision of information on special request has always been a task for the Bureau.

In the seventies it was also possible to meet the need for sources of general information. Three different fields could be covered in this way:

In 1976 the first Directory of Adult Education Organisations in the various countries of Europe was published. The materials for this publication and its regular up-dates were provided by the national co-ordinating bodies in the countries concerned, who also gave a picture of the general structures. At that time the material was put on stencil and duplicated by the secretariat with the help of a Gestetner-machine.

The List of Terms was based on terms that were collected from AE journals and books that arrived at the Bureau's office and was supplemented and

corrected by a small committee consisting of Messrs Titmus (English), Dolff (German), Lengrand (French) and Bax (Secretariat). The final work was undertaken in a killing two-days session, which produced, in 1976, a trilingual list of 800 terms, which was printed by German Volkshochschul Verband, DVV and was revised in 1980.

Following this publication a Dutch version was prepared in collaboration with NCVO. The Italian Association for Adult education prepared an Italian edition in 1984.

For the 1975 report on legislation support was received from the Council of Europe.

The journal Notes and Studies published articles and reports, usually connected with the activities of the Bureau.

All materials for these publications were provided as a voluntary support to the Bureau's work.

The eighties – New challenges

The beginning of the 80's was overshadowed by the illness and death of Bob Schouten, who had acted as honorary secretary of the Bureau since its beginning.

In the Steering Committee meeting of March 10, 1981 held in Amersfoort Helmuth Dolff commemorated him in the following terms: "If to-day there is a sort of international comradeship between adult educators this is very much to Bob Schouten's merit, who was influenced by de Saint-Exupéry's statement "le plus beau métier des hommes est d'unir les hommes" and had made this the main idea of his life".

The decision was taken to establish a fund in his honour, "to assist workers in adult education at the beginning of their career, making themselves familiar with international aspects of their work by studying abroad in one of the countries of Europe". Capital was accumulated for the Bob Schouten Fund using gifts from associations and personal friends. The rent was used for travel grants; several organisations offered to host the holders of bursaries when they wished to visit their countries.

Two years later Helmuth Dolff died of cancer. Jacob Horn, a direct colleague, wrote:

"Helmuth Dolff was elected as President in 1973 after a long period of active involvement in the Bureau's work. This election was symbolic of the work the Bureau tries to perform; it took place near the battlefield of Arnhem where several of the delegates had been serving on opposite sides- Helmuth himself as a boy of 15 as well. Helmuth felt very strongly about the value of international contacts; he was a fine colleague and a good friend..."

(Remembrance of Helmuth Dolff in Steering Committee meeting of January 17, 1984 by Arthur Stock)

Policy and Structure

As a successor of Helmuth Dolff, Arthur Stock was given the difficult task of steering the Bureau clear of the rocks that appeared in the 80's.

In the 70's the Bureau's work had been focused to a great extent on building a comprehensive system of Adult Education, with special attention to disadvantaged groups.

In the 80's, a period of economic decline and "retreating government", adult education organisations were confronted with economic stringency and were drawn back to their traditional "firebrigade function" to help in solving specific social problems.

The situation at the best offered narrow-front advances, which moreover had been to the disadvantage of other areas of work.

In the educational field there was an ever growing influence of non-educational sources and it should be endeavoured to change the stress of their programmes into a more educational one. (Steering Committee meeting January 17, 1983)

The shift in policy was briefly defined by Arthur Stock in 1984 when he stated that politicians now tended to think in terms of trends in society, like the changing age composition in the population, the introduction of new technology, multi-racial societies, unemployment etc.

In his opinion Adult Education now had to focus on the educational dimensions of these large social trends.

We shall see these concerns reflected in the Bureau's activities in this period.

To be able to give guidance on new issues, the length of the Steering Committee meetings was increased to provide extra time for working groups on urgent topics.

Examples of Working parties Steering Committee

1980: Meeting of secretaries of National institutes as structures for advice and negotiation with national governments and their functioning in a time of economic recession; the priorities set by the different institutions for activities in the coming years.

1982: Information and Documentation in AE

1985: Programme of conferences/ Women's education

Secretariat and Structure

After the move of the Bureau's office to Amersfoort in 1971 the Bureau depended for approximately 50% on a grant from the Dutch Ministry of Culture, Recreation and Social Work (CRM).

The hardening economic climate also had a great influence on the Bureau's situation: the Ministry had in 1981 already introduced important economies in its subsidies to adult education but in 1982 it also decided to cut its subsidies to international work.

"July 30, 1982

Since 1969 your Bureau has been subsidised on a yearly basis at the discretion of this ministry.

From this side the work of the Bureau has always been highly appreciated [...] due to the decrease of the financial possibilities of the national government it is necessary to revise the priorities with regard to subsidized activities.

As this ministry has subsidised the Bureau for a considerable period, it seems to me that it should be the turn of other countries, which make use of your documentation material to cover the deficit in the Bureau's budget.

In order to give your Bureau the opportunity to explore alternative sources of finance, I am willing in principle to contribute a subsidy of maximally Hfl. 130.000 for the year 1982.

An eventual application for a subsidy in 1983 could only be honoured with a maximum of half of the subsidy granted for 1982. For 1984 no subsidy will be allocated.

I hope you will be able to find the necessary support for your activities elsewhere.

The Minister of Culture, Recreation and Social Welfare".

The Dutch treasurer, Mr van Houte, had already warned in 1979 that such a decision might be taken and the Steering committee had taken measures to improve the income from membership fees, but the gravity of this decision, which involved 50% of the Bureau's budget, required more drastic measures.

Mr Kees Stapel, then elected member in the Steering Committee, contacted the European Cultural Foundation which resulted in a grant to bridge the lack of subsidy in the second half of 1983.

In the meantime the two Dutch organisations which shared their office with the Bureau in Amersfoort negotiated a grant for a part-time function for bilateral international relations. This resulted in the offering of a 60% post to the Bureau's secretary and a 50% post for secretarial assistance by the Dutch Centre of Adult Education NCVO, on the understanding that this post could also be used for the work of the European Bureau. This meant relief of ƒ 111.314,- on the total budget of ƒ 177.702,- in 1984 and offered a feasible outcome to the problems.

The economies in adult education were introduced in the framework of a decentralisation policy where the power of decision as well as the financial responsibilities were to fall on the local authorities. This also affected the situation of national co-ordinating bodies, which lost their subsidy in 1988 in the context of a restructuration operation. This put an end to the Dutch Centre for Adult Education, NCVO.

On that occasion the Bureau could get back a subsidy for a 40% assignment, thanks to the support of "the Friends of the European Bureau", an association which had been founded in 1984 to defend the Bureau's case. Nevertheless it became clear that for the future other structural measures had to be taken, to give the Bureau's work a less insecure footing and meet the need for an increase in staff to answer the many new tasks ahead.

In the period 1988-1992 the chair was held by Lenie Oglesby and she undertook to promote the development of a new structure together with the realisation of a useful programme which met the needs of the membership.

In this period the Dutch Study Centre for Adult Education in Amersfoort was willing to give local support to the Bureau's secretariat.

Mr Jan de Vries, the secretary to this Centre suggested organizing the Bureau on two foundations:

"organisations, or parts of organisations, that are mainly involved with "advocating" and

organisations or parts of them that are mainly involved with more scientific-supportive activities".

As the main responsibilities of the study centre were in the field of adult basic education however, its interests did not quite fit the structure of the Steering Committee. This meant that this form of co-operation was ended in 1992; the Amersfoort office then had a small independent office placed at its disposal.

To remedy the shortage of staff it was decided in 1988 to put more emphasis on work in subcommittees which were responsible for specific areas of work, following the model developed by the Women's Committee since 1985.

The issues dealt with this way were: Women and Education – Literacy and Adult Basic Education – Education and Training in a Changing Employment Market.

At the same time a more informal network was established for educational work with older adults.

As a more fundamental solution to the structural problems the Steering Committee decided to investigate the feasibility of opening link offices in various regions of Europe. By the end of 1991 it was clear that the Catalanian government was willing to fund an office in Barcelona.

Co-operation with International Organisations

In this period of financial stringency the Bureau became more dependent on project-money to continue its activities. Apart from the support from member organisations and national governments,

support from international bodies also became a vital element for the continuity of the Bureau's secretariat.

UNESCO

In 1985 the fourth UNESCO world conference took place in Paris. The Danish officer, Mr Bertelsen, who was in charge of the preparations was concerned about the input of Non Governmental Organisations and the Bureau was involved in this endeavour in close co-operation with the International Council for Adult Education.

UNESCO requested the Bureau to prepare materials to provide an image of the Adult Education situation in Europe. As early as 1980 the Bureau had received a subsidy to help finance the publication of four conference reports and for the preparation of abstracts of significant adult education publications.

In 1982 a contract was concluded to prepare a new report on Adult Education Legislation.

European Communities

The action of the European Parliament from 1972 onwards finally lead to the establishment in 1981 of a credit line (article 634) for Continuing Education and Co-operation between Residential Centres for Adult Education.

A proportion of the funds made available went to the European Education of Adults largely through the International Federation of Europe Houses and the International Centre for European Training.

The remainder was intended for a programme dealing with the contribution Adult Education could make to a number of priority fields in Europe. It provided Adult Education organisations with the possibility of organising trans-national workshops and conferences in fields such as:

- Adult Education in disadvantaged areas
- Integrated programmes for socio-economic development
- Adult Basic Education
- Education and training measures for long-term unemployed adults and
- Education to meet the needs of cultural and linguistic minorities.

Each year approximately 20 meetings could be organised in this context.

The European Bureau has been involved in this programme and in co-operation with its associates has initiated meetings on Adult Basic Education (1983), - Adult Education and Local/Regional Development (1984), New /Information Technology and Adult Education (1985), Adult Education and Social Development in Southern Europe (1988), Adult Education for a Multi-Cultural Society (1991) and Women and Decision making (1991).

These meetings have been most useful for establishing closer contacts between member organisations of the Bureau and spreading new ideas. Moreover the budget made it possible to collect basic documentation for these meetings and to publish this material in the Bureau's new publication, "Newsletter".

The follow-up of these meetings however could only take place on the national level, through the work of the national associates of EBAE: unfortunately the scheme did not offer possibilities for a trans-national follow-up by e.g. the establishment of more regular trans-national network activities or through the development of experimental trans-national activities.

A sort of intermediate solution was found by the Bureau by organising a series of interrelated meetings, which built on each others experience and developed related issues, as was done in the 4-year programme, Education and Training of Adults in a Changing Employment Market, which started with a large conference in Toulouse in 1987.

The overall aim of this series was to study the part played by informal, general and community-based education in the vocational education and training of adults.

In this framework the following meetings were organised:

- Education and training for unemployed adults in the mid-life years (1987);
- Special programmes for the long term unemployed (1988);
- Women's Vocational Education and Training (1988);
- Liberal and general education programmes in the framework of provision made for unemployed adults (1989);
- Educational guidance for adults (1990, 1991);
- Tutor Experiences on grassroots courses for Women (1990).

In 1989 the Bureau undertook a seminar in Valkenburg, the Netherlands, for organizers involved in the credit-line programme, in order to discuss and analyse developments and links with EC policies as recommended by the EC coordination meeting held in Brussels, 1988.

This Valkenburg meeting made recommendations on the future programme of the credit line and also made suggestions for other forms of working and emphasised the need for more effective co-operation among adult educators, working in common areas. A possibility was for existing umbrella organizations to be funded to co-ordinate activities in particular fields.

Following the Valkenburg meeting, the Bureau elaborated a co-operative plan of action together with two other European organisations EZA, the European Centre for Workers-Questions and CEPFAR, The European Training and Development Centre for Farming and Rural Life. This plan was submitted to the European Parliament.

Following this step the EC increased the budget available for meetings, which enabled the Bureau to launch four new activities in 1991.

After a period of ten years, in 1991, the Commission decided to review its policy in this field, with the aim of reducing the dispersion of funds over many small activities and secondly, to give Adult Education a more prominent place in the work of the Commission.

The Bureau collaborated with CEPFAR and EZA to help establish the basis for such a new policy:

- CEPFAR prepared an analysis of the situation for Adult education in the rural world,
- The Bureau worked on an inventory of organisations and establishments dealing with continuing education in each member state of the Community and EZA drew up an inventory of the aims and needs of Adult Education in the following ten years.

International Council of Adult Education

Thanks to its contacts with the Kellogg Foundation the International Council was able to give support to the Bureau's work on two vital occasions:

At the end of the seventies the International Council provided a grant to the Bureau which made it possible to publish four issues of a new periodical

"Newsletter". When the subsidy period for this activity came to an end it was possible to continue the publication during the 80's with the help of associates, who helped to publish special issues, and by using the Newsletter to publish the basic documentation for conferences within the framework of budget-line 634.

In 1988 the Bureau received a second grant to help it to carry through the structural changes that had become necessary.

Membership; Growth in Southern and Eastern Europe, Israel

After the publication of the French version of his booklet on the history of the Bureau, Mr Schouten received the following letter from Professor de Sanctis, which opened up a new period in the relations with Southern Europe.

"In reading the pages of your historical study I was sorry to see that my country has played an extremely limited role in the life of the Bureau. This situation grieves all those who endorse the motto of A. de Saint-Exupéry "Le plus beau métier des hommes est d'unir les hommes" and wish to make a contribution to the development of adult education. I think that in the future we need to overcome this distance by co-operation on the European level with colleagues who see their task in overcoming traditional education and in answering the educational needs of workers.(...) At any rate I endorse my readiness to co-operate fully with initiatives of the Bureau with the aim of a more intensive collaboration between those working in the field of adult education in Europe".

Professor Filippo M. De Sanctis, letter of 15-4-1980

Professor de Sanctis became a member of the Steering Committee and the University of Florence took an active part in the preparation of publications like the Directory, the survey of Adult Education legislation and the Italian version of the Bureau's list of terms in 1982. The meeting organised in Pistoia in 1986 was a great stimulus for the contacts with Southern European organisations.

These links were also stimulated to a great extent by the initiative of the French member organisation *Peuple et Culture* to bring together Southern European colleagues at a meeting in Toulouse in 1982, which led to a series of meetings to which the Bureau's secretariat was also invited.

This led to the entry of new members from Spain, Cyprus, Italy and Yugoslavia in the period 1983-1986.

The Southern European presence in the Bureau strongly influenced its programme. In the years of economic problems the Bureau had a great deal of help from their experience in difficult situations and their activities in local development greatly stimulated the Bureau's programme.

The relations with Middle and Eastern Europe started on an informal basis in the seventies by bilateral study visits and exchanges of information.

Thanks to the relations of Europäische Akademie Berlin, the meetings organised in Berlin in 1979 and 1980 attracted participants from Poland, Hungary and Rumania.

At the beginning of the 80's Steering Committee members visited various organisations and further contacts were stimulated by the common work in the International Council of Adult Education.

In 1986 the Bureau received the first application for membership from an organisation in Central Europe, TWP in Poland.

In the discussion on the Bureau's fee structure in 1985 the starting point was that financial and political barriers were less important than the aim to have the whole of Europe in membership. In subsequent years the membership increased, following the end of the Cold War.

At the request of the International Council of Adult Education the Israeli Association of AE had been accepted as an associate member of the Bureau in 1976, whereas the Palestinian Liberation Organisation, PLO had become a member in the Arab region of ICAE.

In 1984 it was decided to adopt the regional division of ICAE for the Bureau's membership as well, which made, that the Israeli organisation was accepted as a regular member and got a place in the Steering Committee.

Programme of Activities

New issues

In 1980 the first meeting on *Women and Adult Education* was held in close co-operation with the

National Institute of Adult Education (England and Wales).

This event led to the establishment in 1985 of a subcommittee of the Steering Committee to promote the participation of women in Bureau activities and decisionmaking in Adult Education. The remit of the committee also included identifying major research needs and the production of publications concerning women in European Adult Education.

For a detailed description of the working methods and activities of this committee we refer to the article of Lenie Oglesby, who, as an elected member in the Steering Committee, was a driving force in this committee, and served the Bureau as president in the period 1988-1991. (See Chapter XI)

A grant from Deutscher Volkshochschul Verband, DVV made it possible to explore policies and activities in the fields of *Health and Adult Education* (1985) and *Adult Education for a Multi-Cultural Society* (1986, 1991).

Important issues in the 1986 meeting were programmes to deal with the covert racism in the majority population, the promotion of the employment of ethnic minority staff in adult education institutions and didactic use of the media.

Ongoing activities

Specialist Meetings

Also in the 80's the Bureau continued meetings providing an occasion for specialists in various fields to exchange information about their work and to draw up plans for common action.

1982/1988: Information and Documentation in AE: Application of information technology in AE Documentation and possibilities for further co-operation between documentation centres.

1983: Meeting of editors of AE journals;

Policy-making in Adult education

As a forerunner to the 1985 UNESCO world conference a meeting was organised in Sweden, 1994 to discuss the survey of Adult Education legislation prepared by the Bureau and the outcomes of the questionnaire circulated by UNESCO.

"Adult Education is on the defensive and apologetic. It must become more positive.(...) The division between general and personal education on the one hand and occupational education and training, on the other, is becoming more worrying. It is not simply a question of where the money is going but that there is a wall between the sections. While we work on the margins we will be considered to be marginal. There is little regard paid to the social and political importance of education for adults. Yet this is most important". (Peter Clyne, Common trends in national reports prepared for the UNESCO International Conference)

Following the decentralisation policy in various countries of Europe increased attention was also given to the role of local and regional government in policy making. The role of Adult Education in local/regional development was a common interest which connected organisations in Northern and Southern Europe. Meetings in Pistoia (1984) and Madrid (1988) further elaborated this issue.

It was a paradox that the local authorities that made possible so many developments and were the example for many countries were "legislated away in England and Wales and replaced by centrally imposed restrictions". (Don Clarke, Report Conference Pistoia)

Education and Training in a Changing Employment Market, Unemployment

Following the meeting in France in 1979, the issue of unemployment became a most urgent one in the 80's.

In 1984 a meeting was organised in Amersfoort, in co-operation with the Dutch Study Centre for Adult Education, SVE, which dealt with projects connected to the local situation and geared to a combination of general and vocational education. Various examples were given of the use of modular systems, job creation and the use of guidance and counselling.

The issue was also the main interest in the 4-years programme Education and Training in a Changing Employment Market, which was aimed at intensifying the part played by informal education and development work in the field of vocational education for adults.

The Training of Adult Educators and Volunteers

This issue had been dealt with extensively in the sixties in the context of the growing professionalisation in adult education.

The conference in Geiranger, Norway 1982, came back on this issue with special attention to qualifications in this field.

Following this meeting the Bureau collected national reports on the state of the art in the training and further training of adult educators in sixteen countries of Europe, which were published in co-operation with the University of Surrey.(see Chapter VII, written by Derek Legge)

A special issue in the Geiranger meeting was the co-operation between volunteers and professionals which was dealt with more in depth in 1987. The conference in Malle, Belgium, considered especially the ways and means to organise training based on experience in voluntary work, the rights of volunteers and support services for volunteers.

In this meeting there was a keen awareness that the growing recognition for volunteer work was also due to the fact, that it served as a cheap solution for getting work done while being based on exploitation.

Information and Counselling Services

Thanks to the invitation of Europäischer Akademie Berlin it was possible in 1981 to investigate the situation for information and counseling services in various countries, with special attention to the outreach dimension of advisory services and the value of the independent counseling and advisory centre, as contrasted with a network approach.

The activities in this field were able to be continued at the end of the 80's thanks to the support of the European Communities budget-line 634.

Co-operation with the Media and new Technology

The 1982 conference in Denmark, a follow-up of the 1976 meeting in Belgium, dealt with practical experiences in e.g. the Dutch Open School and the new British Channel IV as well as the possibilities offered by local broadcasting.

The Conference on New Technology, held in Woburn, England, 1985 offered an opportunity to learn from

the experience of the nearby Open University. The meeting advocated the training of Adult Educators and staff at all levels to ensure adequate expertise in the use of information technology; this should include reference to changing roles.

Greater attention should be given to the education of the population at large to ensure the establishment of democratic control over developments. "Only in this way can dangerous divisions in society be prevented".

Literacy and Adult Basic Education

In 1982 a studytour was organised to Israel which paid particular attention to literacy, language training for immigrants and community work. Literacy was especially important for women, who had immigrated from Arab countries. A special newspaper for new readers and immigrants brought them into contact with developments in the world around them and served as a basis for political awareness.

In the context of the 1988 restructuring of activities a special subcommittee for Literacy and ABE was established, under the auspices of the Dutch Study Centre for AE.

"It is clear that on matters of methodology of teaching, learning goals, tutor training and strategies for development of the field there is emerging a common core of thinking(...)Key words in this respect are Student-centred learning, use of every-day experience in the learning process, contributing to emancipation processes in the learner and society etc. (...) As a follow-up of the 1987 conference in Angers a group of colleagues from 6 countries discussed the possibilities of a network and prepared a working plan for the first years dealing with the systematic exchange of information and cooperation in the fields of -Tutor Exchange, - Student Exchange, -Policy matters, -Research and development, -Tutor Training, -and - Documentation".

For the work of the subcommittee on Adult education in a Changing Employment Market we can refer to the paragraph on co-operation with the European Community.

Publications

Newsletter

After the end of the period covered by the grant of the International Council of Adult Education it became necessary in the beginning of the eighties to raise the funds for each newsletter specifically.

In a number of cases steering committee members could raise funds in their own countries for the preparation of specific issues or could give local support with editorial work. A number of issues were also published as basic documentation for theme-based conferences and could be financed in the framework of the EC credit-line 634.

During the eighties it was possible to secure the publication of two issues a year in this way.

This format however allowed for little opportunity for news on the EBAE members or general information on the field of AE in Europe.

In the framework of the 1988 restructuring it was therefore decided to publish a new style Newsletter, which would contain information about recent developments within the EEC and non-EEC countries which had a bearing on developments in AE; conference and seminar publicity, the work of subcommittees and networks as well as news on innovative developments in the field.

To remedy the loss of the old style newsletter Fact Sheets were published on particular aspects of adult education work (e.g. Activities undertaken in the framework of the Literacy Year, 1990).

Directory of Adult Education Organizations

This publication was set up in 1971 to improve the possibilities for communication and was gradually improved. The 1979 issue gave a short description of the structure of adult education in the 13 countries concerned and covered nearly 800 organizations. The 1983 edition gave 1100 addresses. This issue was made possible by a grant from the European Cultural Foundation.

As it is a difficult task to provide a more or less representative survey of a field as diversified as AE, local support was provided by the members of the steering committee in the countries concerned.

EXTENSION OF SCALE, 1991–1998

Structure

At the end of the eighties a number of weaknesses had made themselves felt in the structure of the organisation.

With the access of middle- and Eastern European organisations and the rapid changes in the field pressure on the small secretariat in Amersfoort was becoming too heavy, the more so since local support was diminishing, due to the economies and structural changes imposed on Dutch adult education.

In this situation the Steering Committee had elaborated a plan for a new structure which was discussed at the General Assembly held in Sankt Gallen in September 1991.

The plan comprised the proposal to base the activities of the organisation on work in sub-committees and networks, following the model established in 1988.

Secondly the plan included a regional structure - East-Central- South -North and West- to be served by regional link offices, which could help alleviate the load on the central secretariat and facilitate contacts in their regions.

Steps had already been taken to develop a number of such offices, the first of which was opened in Barcelona in October 1991.

The General Assembly however cautioned against a systematic regional division of the organisation as many members wished to secure contacts all over Europe and asked the Steering Committee to elaborate a structure accordingly.

Following this advice the Steering Committee meeting held in Cyprus in 1992 opted for a functional structure. "The more functional structure has henceforth to be based on the work of more offices which account for the functions of information and documentation, organisation and development and international relations".

It was clear that the organisation should be able to react quickly on new developments and should be capable of conducting several work projects simultaneously.

For this reason provision was made for an executive board, which would meet at intervals of a few months.

The members of the Steering Committee would be engaged in running projects and furthering the participation of other member organisations.

The proposals also dealt with the establishment of an advisory board to gather relevant people around the EBAE but this plan has so far not come to fruition.

To make it clear that a new period had started in the life of the organisation a new name was chosen: European Association for the Education of Adults, EAEA.

As adult education in Britain had the connotation of non-vocational, non-formal education the term Education of Adults was used, to show that the field of work was a broad one and not limited to one sector only.

As there was no longer a question of a bureau with a limited mission, the organisation was defined as an association to reflect its role as an umbrella organisation for AE associations. For the time being the original name was to be kept for legal purposes.

Most of these changes could be made under the existing constitution; any changes were left for a later stage, according to the development of the changing structure.

In the meantime the Ministry of the Flemish Community had decided to subsidise an office in Flanders as well, which would work in conjunction with the Flemish Centre for Adult Education, VCVO.

At a later stage, in 1993 it was possible to open an office in Finland too, subsidised by the Finnish government.

In this way a new structure was set up, with a minimum of formal rules, which could undertake the following functions:

Office for Organisation and Development, Barcelona:

- secretariat for the Steering Committee and the Executive Committee;
- member administration and relations with the members;
- administration of the central budget;

- project coordination; reception of new projects; co-ordination of the workplan;
- publication of a series of Monographs.

Office for Relations with International Organisations, originally in Mechelen, later moved to Brussels:

- Relations with international Organisations;
- Database.

In 1992, immediately after the foundation of the Belgium office, a study was made to establish a database here as a service to EAEA/EBAE members. As a simple way to begin, it was proposed to start from our own needs and progress into the construction of a full data-base.

Elements could be addresses of organisations, policies, legislation and regulations in the countries of Europe, Reviews on AE, Research in the field of AE.

Consultation Office in Amersfoort:

- Consultation services to other offices and member organisations;
- Organisation and management of specific projects;
- Special assignments on behalf of the president.

Office for Information and Documentation, Helsinki:

- Information.

In November 1992 the Association of Finnish Adult Education Organisations asked for a green light to establish a link office in Helsinki as well.

The Steering Committee meeting in Tallinn, Estonia, in April 1993 observed that there was a great deficiency in the field of information provision and decided to assign this task to the Helsinki office.

To facilitate the flow of information the office opened a home page in 1997.

At the Steering Committee meeting held in Cyprus, March 1992, Paolo Federighi was elected as president. He was the representative of the Italian Association for Adult Education in the Steering Committee. The main issues he dealt with in his presidency was the development of European policy making and the running of a multifarious programme.

"It is necessary to develop an approach which underlines the whole function of educational activities- that is to say, to build a society with a widespread capacity to educational initiative, in which everybody is able to play a part (...).

In parallel with the policy of provision of educational activities it is necessary to develop policies of educational demand whereby people as individuals and groups formulate their own demands".

Paolo Federighi, General Assembly, Copenhagen, 1995

Relations with the European Communities/

European Union

In 1991 work had started on the combined project to promote an active adult education policy in the European Communities in co-operation with the organisations EZA and CEPFAR.

The preparation of the Directory, which was the Bureau's contribution to the project was elaborated by the Dutch Study Centre SVE, which had invited project co-ordinators from the different countries and had organised a meeting to define the content of the directory. After this a diskette was prepared with information on AE organisations in the 12 member countries of the European Community.

This set-up however did not provide the basic tool needed by the Task Force to help define future EC policies.

To produce such a strategic document, statistical materials on numbers of participants, staff and expenditure were elaborated by Paolo Federighi in co-operation with the Amersfoort office. The report showed the importance of our sector in reach (15 % of the European population) and staff (1 million Adult Educators) and also gave a number of case studies on the main types of AE organisations.

The study was presented to a number of EC officials in November 1991 and was published later in the series Monographs, issued by the office in Barcelona.

This publication was very timely as in 1992 the Treaty of Maastricht (Art.126 and 127) made it possible to extend the activities of the European Community to the field of General Adult Education which gave scope for a more active policy.

A second EAEA study to support policy making in this field was published in 1995. In this book 46 case studies were presented to show examples of functions performed by adult education organisations related with the work carried out by other systems:

"Complementarity: ensuring a better territorial and social distribution of various training opportunities.

Support and direct management of commitments intended to achieve specific objectives, acting as a reservoir of men, infrastructures, experiences and instruments.

Anticipation: preparation and experimentation in fields which are not yet reflected in institutional programmes.

Autonomy: alternative management of activities which are not undertaken by other systems, due to lack of skills, resources, flexibility etc."

("The Role and Functions of the System of Adult Education in the general education system including vocational training").

In his series of strategic documents also fits the preparation in 1998 of a manual on the key-concepts pertaining to the different cultural traditions and the fundamental characteristics of the systems and organisations relating to adult education throughout the different member states of the European Union.

The various steps that have led to the inclusion of adult education are:

- the contacts with commissioner Ruberti leading to the preparation of an action proposal by the EAEA and the opening of an office by the Commission to follow up the material (autumn 1993);
- the creation within the Task Force for Human Resources of the first "pilot committee" on Adult Education to follow up the promotion and development of the first European adult education conferences promoted by the presidency of the Commission. These meetings, held in Athens (1994), Dresden (1994), Madrid (1995), Florence 1996) and Manchester (1998) have helped greatly in keeping the dynamics going.

"We need to continue to give priority to combatting exclusion by constructing education and training programmes and funding regimes where high levels of autonomy are secured for participating individuals and communities. (...) It appears essential to (...) shift the emphasis in adult education away from the central objective of teaching towards that of learning, establishing new conceptional grids to define and guide the new training process in the adult education areas."

Declaration Fourth European Conference on Adult Education, Florence, May, 1996.

In the meantime EAEA also began an action with the European Parliament. Contact was taken with various commissions to promote a comprehensive conception of adult education, instead of an exclusively labour market oriented perspective.

On the initiative of Mr Khune the parliament requested the inclusion of an action relating to adult education in the Socrates Programme on Education. This opened up possibilities for adult education action which were unknown until then, as the programme was not dealing with meetings and conferences but with development programmes.

In December 1994 the EAEA organised the Associations Forum at Florence, with the aim of preparing a series of proposals to give content to the proposed action. This meeting was also able to benefit from the experience acquired within the framework of the 1992–1994 EAEA workplan.

The 25 proposals made on this occasion were further discussed and supplemented at the 1995 AEAE General Assembly in Copenhagen. Finally 11 projects were selected by the Taskforce to be executed under the auspices of the European Association.

These projects have sprung from the concern to develop new lines of action in European Adult Education in the fields of demand policy, supply policy and the building of services with a transnational dimension, in order "to remedy a situation in which more than one-third of European citizens are totally excluded from every form of education and training, and even in the more privileged countries, the "non-public" reaches almost 40% of the population".

Relations with the Council of Europe

In 1988 the Council of Europe had started a new project "AE and Social Change", based on the work of "topic groups" concerned with "the actions undertaken for enabling the long-term unemployed and older citizens to be better integrated into a constantly changing socio-economic environment". The European Bureau was invited to participate in this activity as an observer.

After the final conference of this project in March 1993, these activities of the Council of Europe in our field of work came to an end. Elements of the outcomes however influenced the policies of the EC in the next years.

"In the late 1950s, education was given the task of keeping up with changes in career opportunities. In most of the countries of Europe, the response was a proliferation of various forms of vocational training. This response is no longer adequate. Education now requires another type of mandate, one which is more ambitious in its coverage of people and fields, as well as of greater depth. The key dimension of these new developments is helping us to discover that men and women are not only producers of goods and services; they are also- and perhaps above all- responsible for creating their general social environment. This is the global context with which adult education must concern itself".

Gérald Bogard, Report Adult Education and Social Change, Strasbourg 1992.

Relations with UNESCO

The fifth International Conference on Adult Education was organised by Unesco in Hamburg, in 1997.

The organisation was in the hands of the Hamburg Unesco Institute. Its director, Paul Bélanger, had been one of the spokesman for the NGO's at the previous Unesco conference in 1985 and wished to give an important place to the Non-Governmental Organisations in the preparation of this conference and its membership.

The European Association helped to co-ordinate the European part of a worldwide UNESCO project on AE legislation and regulations; in the first phase the project started with 30 national studies, of which 6 were from Europe.

The EAEA Barcelona office was involved in the organisation of the first meeting of the project partners in Barcelona. The regional preparatory meeting for the Hamburg conference was also held in Barcelona.

During the Hamburg conference the European Association published a daily conference newsletter and promoted a number of issues which were included in the final declaration:

"We are determined to ensure that life-long learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of learning through the "one hour a day for learning" movement and the development of a United Nations Week of Adult Learning".

(The Hamburg Declaration on Adult Learning, art. 26)

Other issues promoted by the European Association were the establishment of an international authority to protect individual rights to education and the promotion of an educational watch to monitor how the conference resolutions were translated into policy.

The European Association decided to devote one day of its 1998 conference in Helsinki to discuss the implementation of the recommendations and outcomes of the Hamburg conference.

Activities

In 1991 a collection had been made of suggestions and proposals for a future programme of activities submitted by member organisations.

Based on these papers and further proposals a workplan was designed for the period 1992-1994, aimed at four objectives: exchange, information, research and promotion of adequate policies of Adult Education.

The programme was made up of 22 activities indicating the fields in which the organisation could work and projects already run by member associations.

The workplan brochure with all the project proposals was published by the Barcelona office and proved to be a good instrument for dialogue with the Task Force and other department of the EC.

Activities in the framework of this programme consisted of:

- a) projects coordinated by the EAEA (Information service on European AE- Policies and Legislation in Adult Education- the Roles and Functions of AE in the general education system including vocational training);
- b) projects coordinated by EAEA-members, dealing with issues such as AE in Eastern and Central Europe, Environmental Education, EA terminology, European Residential Centres Network, European Adult Learners' Week;
- c) projects organised by other organisations with the participation of EAEA (e.g. Older Adults as helpers in learning processes).

In the field of Environmental Education the activities were in line with the overall plan of the International Council of Adult Education, in relation with the second United Nations Environment Summit in Rio de Janeiro. On this occasion an international Forum of NGOs and Social Movements had been organised which had adopted the "Treaty on environmental education for sustainable societies and global responsibility". As a European follow-up a conference "Towards a pedagogy of environmental responsibility" was organised in Norway, June 1993.

To stimulate the cooperation between Adult education organisations in Western, Central and Eastern Europe several meetings were launched, such as the conference in Tallinn, organised by the Estonian member organisation Andras, in conjunction with the 1993 Steering Committee meeting.

Another combined meeting was held in Leipzig on the occasion of the Volkshochschultag, organised by DVV, in 1996.

This meeting made clear that much co-operation was on a bilateral basis and there was scope for an overall concrete policy.

As mentioned in the above paragraph an exceptionally large number of EAEA activities got support from the Socrates programme, which was established in 1995. In this context the following projects could be further developed.

Creation of Infrastructures and services for the development of Policies of Demand to Respond to increasing needs for Adult Education

1. European Adult Learners' Week, creating a demand for Learning

Since 1992 The National Institute for Adult and Continuing Education had developed an annual Adult Learners' Week, a national and local campaign to celebrate learning and to stimulate participation in Adult Learning, in particular by socially excluded groups. The key features include policy conferences, a national telephone helpline offering free advice and guidance, television and radio programmes, thousands of locally organised events and awards for learners.

The project was set up to explore the relevance of the UK experience to different national contexts.

The project worked directly with partners in Germany, France, Belgium, Netherlands, Italy, Spain, and Switzerland- but the work was promoted widely.

Since 1996 Adult Learners' weeks have been established in Switzerland, Flanders and Slovenia. In 1998 similar initiatives were launched in Germany, Norway and Finland, with an Adult Learning Day in the Netherlands.

At the 5th International Conference on Adult Education, organised by UNESCO in July 1997, a proposal for a World Week on Adult Learning was formally adopted and work began to develop the promotion.

2. Older Adults as Helpers in Learning Processes

The aim of the first part of the project was to develop educational strategies and methodologies which might help to remedy the phenomenon of exclusion from purposeful activity, and from society in general, experienced by many older people within the countries of the European community. Rather than seeing older people as a problem, it was assumed that this substantial and growing proportion of the active independent adult population might be used as a resource within the educational system generally.

Thirty two projects from eleven European countries were identified which exemplified good practice and

highlighted the role of older people as helpers in the learning process. Based on these experiences a study was published in the EAEA monograph series including a video which looks at some of the projects mentioned (EAEA, Older Adults as Helpers in Learning Processes, Barcelona, 1994).

The purpose of the second phase of the project was to develop and produce a set of guidelines for the application of active policies in the area of older adults and education; and to construct a curriculum model for the training of older people as helpers in educational processes together with the production of a new video.

This publication gives a European perspective for productive learning and the central concept for the new approach: person- centred involvement as well as a curriculum model based on a concept of learning as knowledge creation. Practical guidelines are given to help older adults to improve their skills as helpers in learning processes, mentoring and coaching in various situations.

The study was published in 1997 in the EAEA Monographs series under the name "Older Adults as Helpers in Learning Processes- Releasing the Resource" together with a video.

The priorities for the third stage of the project included the organisation of activities at national level in 8-10 European countries for the dissemination and initial debate on the implementation of the conclusions of the project.

3. Training of Volunteers in Adult Education

The project was developed by the VTA-group, the Dutch Platform for residential AE in collaboration with the EAEA Amersfoort Office. The project aimed to bring together AE associations and trainers in various countries of Europe in order to work towards the common development of training programmes with volunteers.

The work in the project was based on casestudies which were presented by the projectpartners as examples of good practice in the training of volunteers in their respective countries.

At a later stage project partners also prepared qualification models for volunteers in various sectors of work, such as adult basic skills, literacy, leadership in women's organizations and community development.

Based on these materials the project partners in two seminars defined the necessary elements in training programmes in the field of

- basic training of volunteers;
- leadership and leadership training in voluntary organisations;
- training of volunteer tutors.

The project report was published in the series of EAEA-Monographies by the Barcelona office.

4. Learning to live in a Multicultural Society

Project undertaken by Deutscher Volkshochschul Verband, DVV.

The aim of the project was to improve the provision and adult learning processes in order to help teachers and other staff to improve contacts with the ethnic communities.

During the first phase of the project the first version of the training manual "Working with Black & Migrant Communities" was prepared, based on experiences in Germany, the UK and the Netherlands.

In the second phase of the project organisations from Belgium, France and Spain became involved as main partners and added information from their respective countries to the chapters of the training manual.

In this phase a framework was also developed to introduce tutors and managers to use the manual for their Anti Discriminatory Training. All partner countries practised the proposed framework during a workshop in the Netherlands and national Anti-Discriminatory Training seminars took place in the six countries involved to evaluate the manual.

In the third phase of the project a users' guide to the manual was prepared and strategic co-operation was implemented to influence Anti-Discriminatory Politics at local, national and European level.

5. Training Programmes for the integration of Women in a Situation of Marginalization and Social Exclusion

Project undertaken by Federacion Española de Universidades Populares.

The aim of the project was to undertake research and development work for educational activities with women who are in a situation of exclusion and have to overcome great barriers to get access to training.

The project report was based on the experiences of organisations in 11 countries of Europe, who came together at a meeting in Albacete.

6. Contribution of the Scandinavian Tradition to the Development of Adult Education in Europe

Project undertaken by the Nordic Folk High School Council.

The aim of the project was to establish links between institutes and organisations in Northern Europe and those in Central and Southern Europe and to facilitate the study of diverse models of organisation, i.e. the Nordic Folk High Schools, Local Adult Education Centres and Study Circle organisations.

Participants stayed between three and six weeks at one of the 18 host Folk High Schools that participated in the project.

7. The Mediterranean Approach to the Educational and Cultural Environment in European Urban Areas

The aim of this project was to produce a manual for a new approach to cultural education based on a combination of environmental and cultural elements.

Creation of new Infrastructures and Services for the Development of the Provision of Adult Education

1. ALICE, Adult Learning Information Centre Europe

Project executed by VCVO, Belgium and the EAEA Brussels Office.

Aim of the project was to establish a database on non-formal adult education in Europe dealing with the following items:

1. Organisations and Agencies active in non-formal adult education at national and regional level in the EU member states;
2. european funding opportunities for these organisations;
3. AE periodicals;

4. policies and legislation in the field of non-formal adult education;
5. research in non-formal adult education and information referring to facts and figures in this field of work;
6. the use of new technology in adult education organisations.

The materials were made available in a paper-version, on diskette as well as on the Internet.

New Technology and (non-formal) Adult Education

This project was a sub-project of the ALICE project, with the aim to provide a survey of the use and provision of new technology in non-formal adult education in Europe and to promote the exchange of experiences in this field.

For the survey on the use of new technology attention was given to CD-I ; CD-ROM; Multi-media (Personal) computer; On-line Services (Internet); Interactive video and (in France) Minitel.

The report deals with new technology as a topic in educational programmes, new technology as an aid in the activities of non-formal adult education and the use of new technology for organisational tasks and management of educational activities.

2. Supporting European Citizenship and European Dimension in Instruction through Publications and Teaching Materials by Editors of Adult Education Publications in Europe

In 1993 a meeting had been organised again for editors of adult education journals by the Institute for International Cooperation of the German Adult Education Association DVV in close consultation with the European Association, which led to a presentation of adult education journals in Europe and proposals for further co-operation in the field of information exchange and technical assistance. A special working group elaborated proposals for the role and function of the EAEA Helsinki office in this field.

In the framework of the Socrates programme it was possible to further develop activities in the project executed by the Finnish Adult Education Association and the EAEA Helsinki office.

The purpose of the project was to strengthen European consciousness in the minds and actions of editors of adult education publications.

During the project the following measures were taken to ascertain that the results obtained would also have significance after the project itself ended:

1. Editors of adult education periodicals have been supported and encouraged to establish a permanent network.
2. An Internet Home Page was established to provide them with material on European topics.

3. Multilingual database of Adult Education terminology

Project undertaken by University of Linköping, Centre for Adult Educators.

The aim of the project was to develop a multi-lingual database of terms relevant to describing and discussing the ideas, structures and practices of Adult education.

Originally based on the material collected by the European Bureau in the 70s and 80s a considerable material has been brought together by Mr Hovenberg in the years 1990-1995, consisting of a varying number of entries in approximately 30 languages, together with c. 2.000 definitions in English.

The work supported by the Socrates programme was focused on the languages of the Nordic countries.

Study on the Methods and Techniques of Running International Projects

A special grant made it possible to have an evaluation of the projects by external evaluators and to bring together the co-ordinators of the projects in two evaluation meetings. This made it possible for them to identify problems met in the different stages of the projects and to discuss solutions tried out in the various projects. Paolo Federighi undertook this activity in co-operation with the office in Amersfoort.

Based on the experiences of the ten projects a guide was published for running international projects, which aimed at improving the quality of transnational

projects undertaken within the framework of the Socrates programme.

The guide gave a description on the activities to be undertaken in the various stages of a project together with a schematic checklist for project management as a practical help to colleagues running international projects.

Publications Policy

In the nineties we see a gradual development of electronic information systems.

In 1995 the Newsletter was replaced by a bulletin to bring news more quickly to the members. This publication was combined with non-traditional means of communication: the Helsinki office created a Home Page in 1997 and the Alice database was made available on Internet as well.

The results and final reports of research projects were published by the EAEA Barcelona office in the EAEA Monograph-series:

- The relationship between the Universities and the Social Movements, 1992;
- Adult Education Organisations in the Countries of the European Union. Notes for a Directory, 1993;
- Older Adults as helpers in Learning Processes. With Video, Barcelona, 1995 (also French and Spanish version available);
- Older Adults as helpers in Learning processes: Releasing the Resource. With Video, 1997 (also Spanish version available);
- The Roles and Functions of the System of Adult Education in the General Education System including Vocational Training, 1995;
- ALICE- Information Service on Non-formal Adult Education, 1996;
- Training of Volunteers, 1997;
- The Preparation and Management of Transnational Adult Education Projects, 1997.

Future Perspectives

1998 is the year of the formal dissolution of the European Bureau of Adult Education and the official founding of the European Association for Education of Adults.

We hope this decision will mean an important step forward in the history of European co-operation.

In 1953 the general idea was that the structures of adult education were "too diverse" for a federation or confederation of adult education groups; at that time the only aim could be to act as a "turntable" or information centre and a centre to facilitate the exchange of persons and ideas.

Apparently in 1968 the time was ripe for more political aims as well: the 1968 constitution also mentions issues like "development in the field of Adult Education" and co-operation of Adult education organisations.

In this sense the constitution of the new association is much more specific than the previous one: "the creation of a learning society through encouraging the demand for learning among individuals, organisations and communities and through improving the response of providers of learning opportunities and governments at all levels".

For the full meaning of this statement we can best refer to the EAEA policy paper which was published in 1996 on the occasion of the European Year of Lifelong Learning. This statement indicates the steps to be taken to create a learning society,"in which citizens, organisations and enterprises value, support and engage in learning, as a matter of course, in all areas of activity; in which public institutions have the duty of supporting, encouraging and funding learning; and where the right of everyone to learn and have access to learning for all purposes is guaranteed".

The paper lists a number of challenges which will inspire our programmes a long time ahead:

- fostering active, participatory citizenship in a democratic Europe;
- tackling social exclusion and structural discrimination against specific sectors and groups in a multi-cultural Europe and responding to the crisis of social welfare policy;
- the achievement of sustainable growth and the repair of the environment;
- the creation of a highly- skilled workforce in the context of dynamic change and the impact of the new technologies;
- tackling unemployment, including the availability of alternative options to full-time paid work, and creating new models of employment;
- fostering cultural identity;

- placing a democratic Europe in the context of developing relationships with the rest of the world.

It seems a good period to make a new start: among policy makers there is more interest in adult education than we have ever seen before. The concepts used may be less comprehensive and fundamental than "éducation permanente", but they have a greater impact as there now is a European authority which can pursue an active policy.

And as far as its members are concerned: I wish the new Association the same amounts of solidarity, co-operation and friendship as I have experienced in its predecessor: the European Bureau of Adult Education, le Bureau Européen de l'Education Populaire.