

English Summaries

Lutz Koch: **Measurability as a norm: why quantitative empirical research is not neutral** (pp. 28–29)

This article explores the inherent normative nature of what on the surface appears to be neutral empirical research. Direct and indirect normative influences exercised by empirical research are demonstrated using the example of the PISA studies: (1) their desire to provide knowledge which can help steer policy, (2) the normative nature of their didactical concepts and educational theory, (3) the idea derived from the sequence of studies of adapting classroom instruction to conform with the concept in the phases between the surveys and (4) the operationalisation of theoretical measurement standards required before measurement, which can assume the form of criteria for action, in terms of their quantitative measurability.

Dorothee Buchhaas-Birkholz: **The »fundamental empirical change« in educational policy and educational research. The change in paradigm at the Federal Ministry of Education and Research in the promotion of research** (pp. 30–33)

The author traces the change in paradigm in educational policy from the perspective of the Ministry in charge as a »fundamental empirical change«. It shows structures and framework conditions underlying pertinent major projects (National Educational Panel, technology-based testing, the Programme for Empirical Educational Research) and draws attention to the output and competence orientation as their »leitmotiv«. By the same token it views educational policy and educational research as being dependent on one another in the conditions governing their success, even if these follow their own logics in action.

Bernhard von Rosenblatt: **The usefulness of the bird's eye view. Continuing education in figures: the example of the Continuing Education Reporting System and the Adult Education Survey** (pp. 34–38)

Proceeding from the educational policy objective of achieving greater participation in continuing education, this article presents a set of instruments with which the learning and educational behaviour of adults can be measured statistically. Taking the example of data selected from the Continuing Education Reporting System (Berichtssystem Weiterbildung (BSW)) and the Adult Education Survey (AES), the potential for analysis and the generation of knowledge offered by statistics on continuing education are explored. Data on volumes of continuing education, the number and duration of learning activities and the sectoral location of continuing education activities are presented in international comparison.

Wolfgang Weinrauch: **References and impetus. The usefulness of empirical data on continuing education in the field of practice** (pp. 40–41)

How can continuing education in actual practice really use empirical data on the area of continuing education? The author, a business manager at an adult college special-purpose association, demonstrates in his article the practical potential offered by empirical educational research. The data generated serve as a comparative parameter for local statistics and can help identify and corroborate fields of development. He elucidates this using the examples of milieu marketing and course leader qualifications.

Stefanie Jütten / Barbara Lindemann / Ewelina Mania / Tatjana v. Rosenstiel: **Basic qualifications for literacy and basic educational work. Continuing education for the joint project »Pro-Grundbildung« as a contribution to professionalisation** (pp. 42–45)

Given the current debate over qualifications and skills of teachers in adult

education, the continuing education programme »Basic qualification for literacy and basic educational work« developed within the framework of the joint project ProGrundbildung seeks to professionalise adult education teachers who work in or who want to work in the field of literacy and basic education. The authors present the concept of continuing education and discuss the data on personnel structure, motives for undergoing continuing education and quality aspects of continuing education surveyed within the framework of the evaluation of the qualification. Finally, it is shown what contribution continuing education can make to professionalisation of literacy and basic education.

Thomas Kliche / Manuela Post / Kathrin Wormitt: **Health promotion through adult education. Impact of relaxation and stress-management courses at adult education centres** (pp. 46–48)

This article presents results of a national medical impact analysis of relaxation and stress-management courses. The impact on health was examined on 132 persons at 40 adult colleges (VHS) at the beginning and end of courses as well as three months thereafter. The courses attained high levels of satisfaction among the participants and significantly improved health-related quality of life, psychological and physical ailments, and this effect remained three months after the end of the course as well. Various relaxation methods have similarly significant effects. The courses promoted the health of all sub-groups equally well. The regular use of the method was important with respect to the effects. Adult education thus provides courses which have a positive impact on health in a sustainable manner throughout Germany.