

Diplom-Pädagog/innen sind als HPMs, Fachbereichsleitungen und in Drittmittel-Projekten an vielen Volkshochschulen in Deutschland erfolgreich. Als Arbeitgeber und mit ihrem Weiterbildungsangebot sind die Volkshochschulen eine zentrale professionserhaltende Instanz. Die VHS-Statistik belegt diese Relevanz für den Verband stetig und eindrucksvoll.

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## English Summaries

### Klaus Pehl: **Statistics on Adult Education Centres – 50<sup>th</sup> Anniversary.**

An Insider's Review (pp.26–31)  
The report outlines the 50-year history of the statistics on adult education centres (Volkshochschulen) published by the German Institute of Adult Education and its predecessors since 1962. The chronology of events is depicted in a chart, whereas the tool's various characteristics, which generated key problems since the beginning and still do until today, are discussed in the text. The author fathoms future chances and challenges of input-oriented institutional statistics in a time with a tendency towards output sampling.

### Dieter Gnahn: **Continuing Education is Decided Locally.**

Data on Adult Education Centres in the Context of Continuing Education Monitoring (pp. 32–34)  
The report introduces the topic of municipal education monitoring based on the »Aachen Declaration« on municipal educational responsibility by the German Association of Cities and Towns. The statistics on adult education centres (Volkshochschulen) are essential for the still limited local continuing education monitoring. Two examples (Rheingau-Taunus district and City of Trier) explicate the data benefits, which indicate strengths and weaknesses and reveal operative requirements to decision makers in institutions and communities. The report also covers the limits in the potential of municipal education monitoring based on both insufficient data as well as the theoretical nature: Evidence-based monitoring tools have a supportive character and cannot replace the decision-making progress.

### Thomas Bäumer/Hans-Peter Blossfeld/ Florian Janik/Jutta von Maurice: **A Life Profile.**

Contribution of the National Educational Panel Study to Monitoring Adult Learning (pp. 35–39)  
The National Educational Panel Study (NEPS) reflects upon adult learning from the perspective of a life profile. The article describes the system and methodological approach of the NEPS with a special focus on the group of adults. The education and employment history as well as the consequent competence development of the adult working age population is analyzed. Overall, 60.000 people are surveyed in the NEPS including more than 11.000 adults. First data is already available to the expert public and can be analyzed with regard to the determinants of participation in continuing education or the timing of continuing education in life. The data also provides a base for studies on the dissemination of different forms of continuing education, the participation structure as well as programme contents and quality.

### Alexandra Ioannidou: **International Continuing Education Monitoring.**

Tools, Effects and Side Effects (pp. 40–44)  
The article provides an insight into supranational and international continuing education monitoring. The author identifies three particularly relevant tools for adult learning: the Adult Education Survey conducted by the EU, the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the European Lifelong

Learning Index. The findings of the author's dissertation substantiate the effects of monitoring and educational reporting in available data, evaluation practice and supervision. The resulting problems, which are based on a lack of contextualization or the preference of a quantitative research paradigm, may not be neglected.

### Ulrike Hanemann: **The World Literacy Decade 2003–2012.**

Results (pp. 45–48)  
For the evaluation of the World Literacy Decade (2003–2012), the author focuses on the successful and unsuccessful UN literacy objectives. In the article, the mobilization for global literacy, the reliable data survey on the extent of the literacy problem, the world report »Education for All« with a main focus on alphabetization, the acknowledgment of literacy as a continuum of the »Belém Framework for Action«, the »UNESCO LIFE Initiative«, the »E-9-Initiative« as well as several international, national and local alliances such as the »German Alliance for Literacy and Basic Education« are regarded as progress by the author. Despite the multitude of measures and actions, many countries are still confronted with challenges by the literacy problem. Political negligence and the resulting lack of funds are a cause of concern: In countries with a high illiteracy rate, the budget for literacy programmes is often less than one percent of the national educational expenditure.

Auch wenn Erwachsenenbildung immer zwischen etwas (z.B. Wissenschaft und Unterrichtspraxis...) gestanden hat und prinzipiell schwer zu fassen schien: In diesem Statistik-Standardwerk ist es dann doch gelungen, aus den millionenfachen Einzelentscheidungen der Anbieter und Nachfrager ein unvergleichliches Strukturbild zu schaffen, aus dem sich dem Kenner die ganze Welt der offenen deutschen Weiterbildung erschließt und uns - ob für akademische Arbeiten, Controlling-Berichte, Landesrankings, Geschäfts- und berichte usw. - zum unbestechlichen Partner geworden ist. Im 50. Jahr der VHS-Statistik feiern wir ein vielleicht »cooles«, doch leidenschaftliches Beziehungsjubiläum: Herzlichen Glückwunsch den Machern!

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