

THE SUMMARY OF THE IIRD EUROPEAN CONFERENCE OF THE GRUNDTVIG PROJECT

“Strategies of motivating learners an enabling participation in constant learning to those, who didn’t have such a possibility”
Krakow, April 25-28, 2002

Participating countries:

England - Germany - Austria - Poland - Denmark - Hungary

GERMANY

The two presented examples: by Nurnberg fountain “Ehe – Karussel” project and “Venician Carnival” undertaking both showed how to motivate people to take up learning, and in what way one can get through to such people.

“Ehe – Karussel”. On Sunday morning, by the big fountain with figures at the centre of Nurnberg people who were leading the project were handing out the leaflets containing information about the fountain and its history. Passers-by were asked questions about the fountain figures and if they knew what they had represented. Such action served as a stimulus to further education – in that case historical – in reference to the concrete historical object. It also gave an impulse to meditation upon one’s marriage as the fountain figures represented adultery.

“Venician Carnival” project was run among the small town people. They were introduced and made interested in the subject of carnival in Venice. People referred to the history and inquired to the roots of this tradition. They got to know the meaning of carnival dress, and they also deepened their knowledge concerning Venice and Italy. Last, but not least they made their own Venician carnival costumes and took part in the real Venician carnival. This undertaking helped to discover new interests in architecture, history and art among the participants. It taught not only how to work in a group, how to organize such undertakings (including the financial aspects) but it also gave a chance to learn how to sew or do a make-up.

HUNGARY

Statistics dated 1995 which comprise the educational programs carried out independently of the school educational system show, that almost all of them dealt with the themes directly connected with a particular profession. Hence, one can say that education in Hungary is understood as means to teach the profession, improve job qualifications an activity which will bring money later on. In order to make them model of constantly learning society better and better one should know the goals and needs of particular groups. Multiple identity is characteristic for Hungary. Multiple identity is the outcome of both the modernization process and multi ethnicity of the society. Is material profit the only motivation for constant learning for such society? In a few west Hungarian villages research was carried out whose aim was to define the people’s needs and factors which would make them undertake further education. The obtained answers confirmed that the most motivating factors are: to find a better paid job in future, to have better results at work presently done. Barely few percent answers that they would take part in courses for other reasons than mentioned above. In these cases the subject of the course would decide about its popularity. The most interesting courses would have to deal with: cinema, local affairs and local problems. The third mentioned were meetings with

celebrities. The least interesting would be courses connected with agriculture, which was quite surprising, for the majority of the examined people worked as farmers. Politicians in Hungary begin to realise that in a new democratic country education and educated people will be highly demanded. Therefore, new regulations which establish aims and control education are being worked upon.

POLAND

UNESCO reports analyses shows the necessity of freeing learning and education from neopositivistic and postmodernistic comprehension to make ethical solutions and cultivate values, to set well defined aims or visions which are important to particular nations.

The change of political system after the collapse of communism in Poland, strongly influenced Polish scene of education of possibilities. Clearly, there are more of them but at the same time there appeared a new effect of intense competition. Sometimes almost fight on the work-market, which consequences in, for example; depreciation of humanitarian ideas. Social situation, difficult situation of a country and high unemployment prove that the most important factor motivating to take up further education is to improve one's competitiveness on the work-market. This leads in the end to maintenance and improvement or even finding a job.

AUSTRIA

Austria has a need and aim, through education, to create the basis for existence and development of active citizenship which is mentioned in EU-Memorandum. The need to act was clearly proved by the research in which it was stated that a considerable part of adults had had bad experiences as far as their school was concerned. The educational system is claimed to be authoritative, in politics and society a simple model of economic dominance prevails and spreads on other aspects of life. This task is to be responded to by the adult teaching organizations whose workers recruit from the social enterprises and are adequately highly qualified to work on that field. A distinctive feature of Austrian society is a drive of women towards leveling their chances with men on the work-market. This motivates them to further learning in the context of finding a better job and possibilities of doing jobs done mostly by men.

GREAT BRITAIN

The government tries to correct and improve its aims as far as education is concerned. Social groups' education is particularly important in that matter. Three forms of learning applied to adults' education were presented.

- Active learning – group work on the test connected with economical parameters of European countries served as an example here
- Didactic learning – a lecture was attended to
- Experimental learning – meditation and concentration teaching

Methods which are used during a further education course also motivate learners to take it up or not.