

Vocational education for adults in the programs of the German Community Learning Centers (*Volkshochschulen*)

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1. Community Learning Centers (Adult Learning Centers) as adult Education providers in Germany

Community Learning Centers (CLC, in German: *Volkshochschulen*) are key institutions in the German landscape of further education. In 2008, there were 957 CLC all over Germany that provided an overall supply of more than 15 million lessons, in more than 660 thousand classes that were attended by nearly 9 million registered participants (Reichart and Huntemann 2009). CLC exist in all federal states of Germany; in many of the states, their mandate is even defined as providing a “basic supply” with further education for the population (e.g. North-Rhine-Westphalia, Lower Saxony, Mecklenburg-Western Pomerania). All CLC receive public funding from the state and the local authorities, but also from other sources, like the Federal Employment Office or the European Union (Reichart and Huntemann 2009). Therefore, courses at CLC can be offered at moderate prices which make the CLC especially crucial for promoting access to learning for less privileged groups of learners.

In Germany, there is a traditional divide in education in adulthood, relating to the content of education and the topics taught: the spheres of general, political and vocational education are separated by different ways of funding, different institutions that offer these sorts of education. In the German federal system, the federation is competent for vocational education, and the federal states are responsible for general and political education (Deutscher Bildungsrat 1970, p. 51; for the overall institutional and legislative framework of adult education, see Faulstich 2008 and Nuisl 2009).

Most of the federal states apply a specific legislation for funding of general education, which also defines the themes and contents of education that are eligible for funding. The legislation in the federal states varies with respect to the weight that they allow also vocational topics to be offered with funds from the state. A number of states define the community learning centers (CLC, *Volkshochschulen*) as their specific institution that is responsible for the “basic supply” of education for adults. (for an overview, see Grotlüschen et al. 2009, p. 358). The CLC are normally run by the local authority or an association of local authorities, or, if they are operating as a legally independent entity (e.g., association or limited company), at least governed and controlled by the local authority.

As CLC are underlying the federal state legislation, they are typically as a whole assigned to the realm of general adult education. However, CLC have always offered a wide variety of topics that even included training courses for specialized vocations with exams and certification, but also “soft skills” like e.g. communicational skills, rhetoric, project management skills).

In this paper, I intend to demonstrate the contribution that CLC make to the supply of labor-market oriented adult education in Germany, despite formal institutional boundaries. Using a

multi-method approach, I will develop a specific definition of vocational oriented adult education at CLC and analyze the share of lessons that are vocational in that sense.

First, I will discuss the distinction of general and vocational education for adults in different kinds of statistics. Second, I will provide some background information about the CLC and their range of offers of adult education classes, and describe how I developed a definition of vocational oriented education for these courses. Third, I describe the method in identifying and calculating the share of vocational oriented education at CLC. Then I present the results and last, I discuss the results and further prospects for the development of the supplier's statistics of adult education and for further research.

2. Measuring general and vocational Education in Statistics of Adult Education

Statistical data on Adult Education can be principally won from three sources (cf. Seidel 2006):

1) suppliers of adult education – data here refer to numbers of classes, numbers of lessons taught, numbers of participants, topics (e.g. the statistics of CLC that is used in this paper)

2) individuals – data refer to numbers of courses that an individual participated in during a specified period of time, usually resulting in participation quota for different parts of a certain population (e.g. the Report System of Adult Education or the Adult Education survey, cf. v. Rosenblatt/Bilger 2008)

3) companies that offer or buy courses for their employees – data refer to numbers of courses and lessons taught, resp. to participation quota among the employees (e.g. Continuing Vocational Training Survey, c.f. Statistisches Bundesamt 2008).

In this paper, I only deal with non-formal learning as classified in the internationally recognized classification (European Commission/Eurostat 2006).

It has become common to differentiate between general and vocational education. In Germany, this distinction relies also on different institutional frameworks as I sketched out above. In case 3) when firms offer education for their employees it is reasonable to conclude that the lion's share of education offered in a company framework is vocational, as the employer organizes it, pays for it, and/or has the employees learn during their working time. However, there is also workplace health promotion which might or might not be seen as vocational education – this is a question of definition (see below).

The distinction general – vocational education is yet more complicated in case 2) when individuals enroll for non-formal learning. A long-established data source, the Report System on Adult Education (Berichtssystem Weiterbildung), has for many years used a “two-column-approach” (v. Rosenblatt/Bilger 2008, p. 71) to collect data on individuals' participation in either vocational or general education.

While vocational education was defined by specific types of courses that were related to labor market measures or the current occupation of the individual (re-training, upgrading training, adjustment to a new job, updating training, other courses in the job), the understanding of general education was illustrated by 17 different topics (e.g., health, education of children, computer skills, literature (cf. Bilger 2006, p. 80). After deciding for one field (general or vocational), respondents were asked further details on the courses they had

participated in. In effect, general and vocational educations were represented through completely separated tracks through the questionnaire.

However, this differentiation was not fully satisfactory. The participation in the same course (e.g. digital publishing) can have different purposes for different individuals: one may want to use it in his/her profession; the other might intend to create a private website. In international statistics, it has though become common to split general and vocational education by the *subjective purpose* that an individual pursues with learning in the course it takes (e.g., labor force survey). The newly established Adult Education Survey promoted by EUROSTAT uses this very same definition. While participation in adult education was operationalized along the lines of formal, non-formal and informal education, the respondents were later asked to classify the purpose of learning by “vocational reasons” resp. “private interests” which resulted in a “two-step-model” (v. Rosenblatt/Bilger 2008) of distinguishing vocational and general education. Using this framework and combining these criteria with variables on learning in either a private or a company-based context, v. Rosenblatt and Bilger find a much higher proportion of learning that is vocational than with the definition of the Report System on Adult Education (38% vs. 26%, see v. Rosenblatt/Bilger 2008, p. 72).

In case 1), the suppliers-side statistics of adult education, the definition of vocational and general education is complicated as well. On the one hand, there is the institutional divide that may split suppliers of adult education already by the realm of legislation they belong to (i.e., federation or federal state). For “allround” suppliers such as the CLC, such a distinction is not adequate because it does not reflect the wide range of course contents offered in CLCs. At present, no established definition exists of what is vocational adult education in suppliers of adult education with a broad variety of topics. One possibility to differentiate is clearly the topic of the courses. This is the way that is momentarily used; the contested issue then is which topics belong to vocational and which topics belong to general education. The case is quite clear for all types of courses that lead to any kind of recognized vocational qualification or to a recognized advanced vocational qualification.

However, how about all sorts of key qualifications and soft skills that are discussed as essential for success in today’s professional life? For example, the European Community has defined key competencies for lifelong learning as e.g. communication in foreign languages, learning to learn or cultural awareness (European Communities 2007). These key competencies are kind of “general” in a way that they are seen as multifunctional: For individuals, goals with acquiring these competencies are gainful employment, income, personal health, safety, political participation and social networks (European Communities 2007, p. 6). Also in the German discussion, key competencies are seen as both professionally and privately applicable (Kirchhöfer 2004; Gnahs 2007). Even if one agrees then that all courses that help participants gain key competencies are vocational courses, it may be not always clear how to set the distinction.

In the end, if one wants to measure the volume of vocational education provided by adult education suppliers, it remains a normative decision which are the courses and topics that lead to key competencies. For classifying courses, it is in any case helpful to count courses as professional that *explicitly* teach and train the skills in question. Another helping criterion might be – in analogy to the definition in case 2) – the intention with a course, here not of the participants, but of the supplier. How is the course described, in terms of target group,

potential utilization of the skills taught (e.g. in a professional setting), or certificate that may be obtained?

Therefore, I will describe an approach to identify vocational education that is oriented towards topics of education but also includes the element of the purpose that the supplier gives the course. I will do that specifically for the German CLCs, which are a well-known, widely-spread type of suppliers of adult education with a long tradition. As they offer a broad variety of topics, they make up a good case to study the differentiation between general and vocational education. According to the Report System of Adult education (BSW), 14% of the recorded cases of participation in adult education had taken place at a CLC, which is, in this classification of suppliers, the second largest one after employers and companies (Kuwan et.al. 2006, p. 284). Moreover, data and other archived materials on these suppliers are easily available through the collections of the German Institute for Adult Education.

3. Defining vocational Education for the German CLC

Statistics of CLCs have in the past used different categorizations of the topics that are taught in their classes. The currently effective definition of thematic fields (“program fields”) is as follows: (1) Society-Politics-Environment; (2) Culture-Creation, (3) Health, (4) Languages, (5) Work-Profession, (6) Basic Education-Graduation from School.

In the statistics of CLC, classes are differentiated into four categories:

- Courses (with duration of 3 lessons and more)
- Single events or lectures (with duration of up to 2 lessons)
- Field excursions (with durations of up to one day)
- Educational journeys (with duration of more than one day).

The volume of each of these types of classes is measured in number of classes, number of lessons in the classes, and number of registered participants in the classes. One lesson at CLC lasts, by definition, 45 minutes. The lesson is a more exact measure to estimate the volume of educational services than the course, as courses with different topics typically have different durations.

All of these types of classes are differentiated by program field; for the courses which in 2008 accounted for 86,1% of all classes and 98,2% of all lessons at CLC, there is a finer categorization of topics in these six program fields (see Reichart and Huntemann 2009, Table 10, 22). Moreover, courses with open access for the public are differentiated from courses by order and on account of companies or other customers that are only available for the designated participants who work for that company or customer. Within the courses, these closed courses accounted for 3,0% of all courses in 2008, comprising 8,4% of all lessons in courses (Reichart/Huntemann 2009, Table 22).

In the analyses presented here, I only include courses, not single events or excursions/educational journeys. As demonstrated, courses contain the vast majority of lessons taught at CLC. Moreover, the difficulty with single events is that there was often no declaration of the duration of the event; excursions and journeys were excluded because they are a special kind of educational class which may not be recognized as comparable with other forms of formal learning; lastly, the share of vocational oriented education there is very

low, according the percentage of these lessons in the program field 5 (Work-Profession) (Reichart/Huntemann 2009, Table 19, 20).

In the context of the current discussion about key qualifications and a blurring of the lines between general and vocational education (cf. Schiersmann 2007, pp. 24f.; Dietrich 2007, p. 36; Faulstich 2008, pp. 657f.), it has been doubted that the current program field (5) Work-Profession is an adequate measure for the share of vocational courses offered and carried out at CLC.

In 2008, courses in the program field Work-Profession made up no more than 16% of all lessons in courses. Courses in this field included topics like computer literacy, technical and administrative courses, and management skills. Courses that impart other knowledge and skills that have been defined as key competences for lifelong learning such as e.g. communication in foreign languages, learning to learn or cultural awareness (European Communities 2007) are not part of this thematic field but nevertheless also taught in CLC.

The following study has been designed to identify all courses at CLC that are vocational in a sense that they teach skills or knowledge that are potentially useful in the labor market *and* that are also by the supplier meant to be so. I will use the term “vocational oriented” topics resp. courses to denominate this kind of education. In this definition, I include not only the *topic* of the course into the definition of vocational education, but also the *suppliers’ intention* with a course offered in a certain institution.

The definition of what should be understood by such a kind of vocational education was generated specifically for the domain of CLC. A first working definition was discussed in expert interviews with five experts from the field – one person from the federal organization of CLC in Germany (Deutscher Volkshochschul-Verband), two persons from organizations of CLC in federal states of Germany (Landesverbände), and two persons from different types of CLC (one in a city, one in the countryside).

The experts were consensual about the following elements of the definition of vocational education for adults in community learning centers:

- Courses that help individuals to prepare for the labor market, to gain a further qualification, or to realign a person’s professional goals are seen as vocational education
- Key competencies such as self management or computer literacy are principally vocational education
- All courses that lead to a recognized certificate belong to vocational education
- All courses that a CLC offers by order of a company for the companies’s employees are seen as vocational

The experts advanced somewhat different opinions about the aspects in question. The majority, however, stated the following points:

- In courses that impart computer or language skills, it must be clear from the announcement of the course that the skills taught are for the labor market
- In consequence, courses with a title such as e.g. “Italian for your vacation trip” or “use your computer with leisure” are not seen as vocational

- Courses that impart no core vocational skills such as “coping with stress” or “relax from your work” are not vocational, even if they might be seen as helping the individual conserve or recover their manpower for the labor market
- Making up a school leaving certificate later in life is part of general education

Notwithstanding with these definitions, there were also the opinions:

- All kinds of language or computer courses should be seen as vocational
- The above-mentioned types of courses for maintaining manpower should also be seen as vocational
- Gaining a school leaving certificate as an adult is vocational education

The summaries of the expert interviews were discussed in a group of three researchers to achieve inter-subjective validity. As a result of the basic assumptions and the expert interviews described above, a scheme of search criteria was developed for the classification of courses in the CLC catalogues into “vocational oriented” and “non vocational oriented” courses.

Search criteria for “vocational oriented courses”:

- Courses leading to a recognized advanced vocational qualification
- Courses addressing persons working in a specific vocational field
- Courses addressing persons in search for a job
- Courses teaching general soft skills (e.g., communication, time management, project management, leadership etc.)
- Courses teaching computer skills, with the exception of courses that were specifically designed for use in leisure activities or for elder people who are not in the labor market any more
- Courses teaching language skills, if the description mentioned specific focus on using the language in a professional context

All classes leading to a general school certificate and all other classes belonging to the program field 6 Basic Education-Graduation from School were by definition not counted as vocational oriented. In the German institutional context, school and school leaving certificates belong to general education.

4. Sample and Method

In this study, I applied a mixed methodological approach, that uses textual data like expert interviews and program catalogues of the CLC in combination with calculations and extrapolations from the statistics of CLC. Archived materials and data used for the study were from the year 2007, the expert interviews took place in the fall of 2008.¹

¹ In a few cases, programs were not available for 2007, but for a whole year lasting from autumn to autumn (e.g. 2006/07, 2007/08). In these cases, those programs were used that were available in the archive.

The expert interviews and the process of developing search criteria out of these interviews and own theoretical considerations was described in paragraph 3 above.

The German Institute for Adult Education holds a collection of CLC's course program catalogues that dates back to the times after World War II. Since 2005, a sample of 50 CLC program catalogues is provided in a pdf-format for online searches that is updated yearly (Heuer u.a. 2008a,b; http://www.die-bonn.de/service/bibliothek_archive/programmarchiv.aspx).

As the sample of 50 CLC collected in the archive is biased towards larger institutions of adult education, I defined a smaller sample of 30 CLC with a better fit with the overall distributions of central variables for the calculations displayed here (for details, see below).

The program catalogues of these selected 30 CLC were completely scanned with regard to the above-mentioned search criteria for vocational oriented courses. All courses in the catalogues were recorded and documented with their thematic classification (program field), their duration (number of 45-minute-lessons), and whether they fulfilled the criteria of being a vocational oriented course or not.

For the sample, the courses and lessons were summed up by program field and total and the percentage of vocational oriented lessons was calculated.

The following selection criteria were used to fit the sample with the total numbers for all CLC (data from 958 CLC for the year 2007):

- Size range (<10.000 lessons per year =1, 10.000 - <20.000 lessons per year =2, 20.000 - <50.000 lessons per year=3, >= 50.000 lessons per year=4)
- Legal entity (local community, federation of local communities, administrative district, registered society, city state, or limited company operating as a public utility)
- Region (West or East Germany)
- Distribution of lessons over the six program fields

The best fit was achieved with a subsample of 30 CLC; different variants were tested. The distributions of the fitting criteria were calculated and aligned for the test sample and the complete population of CLC. For every value of every selection criterion, I calculated the absolute deviation between the percentage of the value in the sample and the basic population and computed the average deviation. Then, I summed the average deviations of all selection criteria and chose the selection with both the lowest sum of deviations and the lowest overall average deviation. In the appendix, I document the distributions of the selection criteria for the chosen sample and the basic population (Table A-3). A list of the CLC that were part of the sample is also given (Table A-2).

For the extrapolation of the percentages found in the sample, I applied the assumption that in the published program catalogues of the CLC, only the courses that are open for the public are described; and that closed courses (ordered by companies) are not represented there. I also determined that all closed courses are vocational oriented. According to the expert interviews, this is true for at least 95% of the closed courses. And lastly, I supposed that the percentage of cancelled courses and lessons is on average equal for all program fields. In fact, this percentage oscillates by season and is possibly also contingent upon the topic of the course. However, the expert's estimations of the percentage of cancelled courses were

too vague to construct a weight factor; plus, the average duration of the courses varies systematically by program field which complicates the calculations.

The results show that the relation between offered lessons found in the analysis of program catalogues and effectively realized lessons according to the statistics, was similar for all program fields with the exception of program field 6 (Basic Education-Graduation from School).

5. The share of vocational oriented education in CLC in Germany

The share of vocational oriented education as defined above in the currently established program fields at CLC was found in the sample as displayed in Table 1.

The share is expressed as percentage of lessons in courses that were classified as “vocational oriented” in relation to the total amount of lessons in all courses.

Table 1: Share of lessons in courses with vocational oriented topics in the Sample of CLC (N=30) in 2007

Program Field	Society-Politics-Environment	Culture-Creation	Health	Languages	Work-Profession	Basic Education-Graduation from School	Total
Number of Lessons counted in courses in the program field	27,269	60,949	79,934	233,007	85,285	141,259	627,704
Percentage of vocational oriented lessons of all lessons in the program field	7.8%	0.4%	6.0%	4.7%	88.6%	0.0%	14.9%

Source: Own calculations with data from the study

There were courses with vocational oriented topics in all program fields but in the field Basic Education-Graduation from School all courses and lessons were by default set as non vocational-oriented (see above). As expected, by far the highest percentage of vocational oriented lessons was found in the program field Work-Profession. However, the finding that a bit more than 11 % of lessons in this field were classified as non vocational-oriented leads to the assumption that the CLC have established a type of courses (most probably on computer skills) that are specifically addressing people in retirement and/or imparting skills for using the computer in the leisure time. The first assumption is compatible with the observation that the percentage of participants at CLC who are aged 65 and more has been constantly

growing over the last years (cf. Reichart/Huntemann 2009 and earlier volumes of CLC statistics, Table 14).

The second highest percentage of vocational oriented lessons was found in the program field Society-Politics-Environment which is also very plausible. In the expert interviews, it was already stated that further trainings for personnel of child care institutions and for teachers are a growing field for CLC. As the themes “questions of education/pedagogy” are part of this program field, it is very likely that one part of the vocational oriented lessons are of such kind. Another probable source of vocational oriented lessons in this program field are courses in communication or rhetoric that might be statistically classified into the subcategory “psychology”.

The percentage of lessons found in the program field Health could be due to vocational trainings for trainers in health classes. As the program field Culture-Creation includes to a vast extend classes for learning arts or hobbies, it is not surprising that the percentage of vocational oriented lessons found here tends to zero.

Somewhat surprising is the low percentage that was found for vocational oriented lessons in the program field Languages. Lessons in the program field Languages account for 43,6% of all lessons in open accessible courses; this program field is by far the largest at German CLC (Reichart/Huntemann 2009, Table 22). There seem to be many classes that teach languages (probably basic skills) but quite few classes that are for advanced learners and that impart specific language skills for professional contexts. It is also probable that other providers than CLC are more active in the field of languages for professional use, but this question surely requires further research.

Table 2 presents the extrapolation of the findings with the sample on all CLC for the year 2007. No weight is used, as the sample and also the basic population are too small to construct a statistically representative sample in a strict sense. In the calculations presented there, I include the courses that CLC organized by order of companies or other customers (closed courses).

Including closed courses adds substantial sums to the lessons in all of the program fields. Lessons in the program fields Society-Politics-Environment and Languages are, roughly speaking, doubled, and the largest program field in vocational education, Work-Profession, adds again more than half of the lessons that were found for open courses. For Culture-Creation, the very low numbers are raised by a relatively high rate that however carries no substantial weight for the total sums.

As a result, the percentage of lessons in vocational oriented courses out of all courses is about 5% higher than was found for open courses in the sample. It is also higher than the share of lessons only in the program field Work-Profession that have been used in the past to estimate the share of vocational education at CLC (see Reichart 2010; in 2007, the rate was 15.5%,).

Table 2: Share of lessons in vocational oriented courses of all offered courses at CLC (extrapolation) in 2007

Program Field	Society-Politics-Environment	Culture-Creation	Health	Languages	Work-Profession	Basic Education-Graduation from School	Total
vocational oriented lessons in open courses (estimation)	47,751	5,808	162,179	275,417	1,376,967	0	2,032,430
lessons in closed courses	43,193	21,469	15,928	294,650	772,029	198,192	1,345,461
vocational oriented lessons in all courses	90,944	27,277	178,107	570,067	2,148,996	0	3,015,390
lessons in all courses	655,175	1,640,244	2,698,240	6,194,638	2,326,551	1,479,767	14,994,615
Percentage of vocational oriented lessons from all lessons in the program field	13.9%	1.7%	6.6%	9.2%	92.4%	0.0%	20.1%
Share of vocational oriented lessons in the program field from all vocational oriented lessons	3.0%	0.9%	5.9%	18.9%	71.3%	0.0%	100%

Own calculations with data from the study and the CLC statistics Database (German Institute for Adult Education)

It becomes clear that, as expected, the largest percentage of vocational oriented education at CLC takes place in courses momentarily classified in the program field Work-Profession, but that a substantial number of lessons (about 19%) in this realm is in languages (see last row of Table 2). In the program fields Health and Politics-Society-Environment, there is to be found some vocational oriented education, while the share of vocational oriented lessons from the program field Culture-Creation is below 1%.

6. Discussion

This paper set out to measure the share of vocational education at CLC, Germany's basic institutions for adult learning, in a more precise and differentiated way than has done before. The results of the analysis of a subsample of CLC demonstrate that with a differentiated definition of vocational oriented education at CLC, the significance of vocational adult education at CLC appears higher than if one only can refer to the share given by formal categories as the program fields are. It could be shown that vocational lessons are not only to be found in the program field Work-Profession but in all offered program fields. This finding is true both for the sub-domain of open-access-courses and the extrapolation for all courses including courses by order and on account of companies.

For open courses, the percentage of vocational oriented education was 14.9% in the sample (see Table 1), compared to 11.4% that result in the CLC statistics when calculating the share of lessons in the program field Work-Profession (cf. Reichart/Huntemann 2008, Table 10). Regarding all courses, the percentage of vocational oriented education reaches about one fifth of all lessons in courses (20.1%, see Table 2). In contrast, all lessons classified into the program field Work-Profession reached a share of 15.5% in 2007 (Reichart/Huntemann 2008, Table 9).

However, the share of vocational oriented education that was found for courses at CLC is not as high as it might have been expected with regard to the relevance of key competencies that is present in the political discussion about lifelong learning. One key factor here is surely the quite narrow definition of vocational oriented education for languages, while languages are the by far largest field of activity of CLC (when measured in lessons).² Defining all language classes as vocational oriented would dramatically raise the percentage of vocational oriented education at CLC. This calls for further detailed research on the role of language courses at CLC and how they relate to vocational education. Perspectives of providers and users have to be investigated here to generate more detailed information on which language lessons can be linked to vocational education efforts.

It would also be very instructive to modify other elements of the definition; such as the way that computer classes are counted. One can ask whether all classes leading to skills in languages or to computer skills could be seen as vocational oriented. In the list of key competencies from the European commission, both aspects are represented without any constraint (European Communities 2007).

A differentiation of the definition might also be possible, if one puts more weight on the target groups that are mentioned in the course description in the program catalogue. This is, however, methodologically complicated and not a realistic option for a revised statistic of

² In 2008, 30.8% of courses, 41.9% of lessons in courses and 28.6% of participants in courses belonged to the program field Languages. For participants, the share of the program field Health was higher (30.0% of courses, 18.1% of lessons, 31.9% of participants) (Reichart/Huntemann 2009, Table 9). These differences are due to the fact that language classes take longer time than health classes, but that there are on average more participants per class in a health course than in a language course.

CLC. Most of the classes at CLC are offered without a special target group, which is, in fact, one of the characteristics of CLC: that they are open to a broad public.

The calculations presented in this paper provide a rough estimation of the share of vocational oriented education in CLC. Because of methodological limitations (e.g., sample size), it is not possible to be statistically exact. But still, my analyses give an impression of the categories and program fields where vocational oriented education is to be found, and of the definition elements that can be applied when revising the statistics.

A key question that remains unanswered is whether the “black-and-white” distinction of general and vocational education is still adequate for today’s society and labor market and for the challenges that individuals face as complete persons (not only as either employee or private person). The definition of key competencies by the European Union which sees key competencies as multifunctional clearly leads into the direction of a holistic view of education.

However, as long as statistics are also used by state institutions to allocate funds, and as long as adult education suppliers need to demonstrate their offers in categorized measurable terms, it is necessary to define statistical categories that are suitable for the different purposes that statistics are applied to. In Contrast, scientific research needs data that reflects as much as possible social reality. The best way to achieve both goals seems to be a modular definition of the survey categories that can be combined in different ways to serve different interests.

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Appendix

Table A-1: Program Fields and subcategories for courses in the statistics of German CLC

1 Politik-Gesellschaft-Umwelt (Politics-Society-Environment)

- 1.0 fächerübergreifende/sonstige Kurse
- 1.1 Geschichte/Zeitgeschichte
- 1.2 Politik
- 1.3 Soziologie
- 1.4 Wirtschaft
- 1.5 Recht
- 1.6 Erziehungsfragen/Pädagogik
- 1.7 Psychologie
- 1.8 Philosophie
- 1.9 Religion/Theologie
- 1.10 Länderkunde/Geographie
- 1.11 Heimatkunde
- 1.12 Physik
- 1.13 Chemie
- 1.14 Biologie
- 1.15 Umweltbildung
- 1.16 Verbraucherfragen

2 Kultur-Gestalten (Culture-Creation)

- 2.0 fächerübergreifende/sonstige Kurse
- 2.1 Literatur/Theater
- 2.2 Theaterarbeit/Sprecherziehung
- 2.3 Kunst/Kulturgeschichte
- 2.4 Bildende Kunst
- 2.5 Malen/Zeichnen/Drucktechniken
- 2.6 Plastisches Gestalten
- 2.7 Musik
- 2.8 Musikalische Praxis
- 2.9 Tanz
- 2.10 Medien
- 2.11 Medienpraxis
- 2.12 Werken
- 2.13 Textiles Gestalten
- 2.14 Textilkunde/Mode/Nähen

3 Gesundheit (Health)

- 3.0 fächerübergreifende/sonstige Kurse
- 3.1 Autogenes Training/Yoga/Entspannung
- 3.2 Gymnastik/Bewegung/Körpererfahrung
- 3.3 Abhängigkeiten/Psychosomatik
- 3.4 Erkrankungen/Heilmethoden
- 3.5 Gesundheitspflege/Erste Hilfe/Krankenpflege
- 3.6 Gesundheitspolitik/-wesen
- 3.7 Ernährung

4 Sprachen (Languages)

- 4.0 fachgebietsübergreifende Kurse
- 4.1 Arabisch
- 4.2 Chinesisch
- 4.3 Dänisch
- 4.4 Deutsch als Fremdsprache
- 4.5 Deutsch als Muttersprache
- 4.6 Englisch
- 4.7 Finnisch
- 4.8 Französisch
- 4.9 Italienisch
- 4.10 Japanisch
- 4.11 Latein
- 4.12 Neugriechisch
- 4.13 Neuhebräisch
- 4.14 Niederländisch
- 4.15 Norwegisch
- 4.16 Persisch
- 4.17 Polnisch
- 4.18 Portugiesisch
- 4.19 Russisch
- 4.20 Schwedisch
- 4.21 Serbokroatisch (Bosnisch, Kroatisch, Serbisch)
- 4.22 Spanisch
- 4.23 Tschechisch
- 4.24 Türkisch
- 4.25 Ungarisch
- 4.26 andere Fremdsprachen

5 Arbeit-Beruf (Work-Profession)

- 5.0 fächerübergreifende/sonstige Kurse
- 5.1 IuK-Grundlagen/allg. Anwendungen
- 5.2 Kaufmännische IuK-Anwendungen
- 5.3 Technische IuK-Anwendungen
- 5.4 Büropraxis
- 5.5 Rechnungswesen
- 5.6 Kaufmännische Grund-/Fachlehrgänge
- 5.7 Technische Grund-/Fachlehrgänge
- 5.8 Branchenspezifische Fachlehrgänge
- 5.9 Organisation/Management

6 Grundbildung-Schulabschlüsse (Basic Education-Graduation from School)

- 6.0 fächerübergreifende/sonstige Kurse
- 6.1 Hauptschulabschluss
- 6.2 Realschulabschluss
- 6.3 FHS-Reife/FOS-Abschluss
- 6.4 Abitur/allg. HS-Reife
- 6.5 HS-Zugang ohne Abitur
- 6.6 sonstige Schulabschlüsse
- 6.7 Alphabetisierung/Elementarbildung
- 6.8 Rechnen/Mathematik

Table A-2: List of CLC included in the sample (N= 30)

KVHS Altenburger Land
VHS der Stadt Arnberg
VHS im Landkreis Hersfeld-Rotenburg
VHS Bamberg
Bremer Volkshochschule
VHS Celle e.V.
VHS Eckernförde e.V.
VHS Garmisch-Partenkirchen
Zweckverband VHS Hameln-Pyrmont
VHS der Stadt Heide
VHS Hof e.V.
VHS der Stadt Homburg e.V.
VHS Idar-Oberstein
Kreis-VHS Leer e.V.
VHS d. Alten Hansest. Lemgo
VHS Löbau-Zittau
VHS Mengen
VHS Markgräflerland
VHS der Stadt Neuss
VHS des Landkreises Parchim
VHS Riesa-Großenhain e.V.
VHS Stadtverband Saarbrücken
VHS Schongau
VHS Schwedt/Oder
VHS Trier
VHS Tübingen e.V.
VHS Lennetal
VHS Badische Bergstraße
VHS Wetzlar
VHS Burgenlandkreis

Table A-3: Distributions of selection criteria for all CLC and the sample

2007	Basic Population (N=958)		Sample (N=30)	
	Number	Percent	Number	Percent
Legal Entity				
registered society	319	33.3	9	30.0
local community	381	39.8	12	40.0
administrative district	142	14.8	5	16.7
limited company	29	3.0	1	3.3
city state	14	1.5	1	3.3
federation of local communities	73	7.6	2	6.7
Size Range				
<10.000 lessons per year	512	53.4	12	40.0
10.000 - <20.000 lessons per year	232	24.2	9	30.0
20.000 - <50.000 lessons per year	153	16.0	6	20.0
>= 50.000 lessons per year	61	6.4	3	10.0
Type of Administrative District				
city	85	8.9	2	6.7
urbanized environs	500	52.2	14	46.7
rural environs	179	18.7	5	16.7
rural area	194	20.3	9	30.0
Region: East or West Germany				
West	834	87.1	24	80.0
East with Berlin	124	12.9	6	20.0
Lessons in Courses by Program Field				
Politics-Society-Environment	655,175	4.4	33,656	5.7
Culture-Creation	1,640,244	10.9	66,922	11.3
Health	2,698,240	18.0	92,261	15.6
Languages	6,194,638	41.3	243,825	41.3
Work-Profession	2,326,551	15.5	95,733	16.2
Basic Education-Graduation from School	1,479,767	9.9	57,002	9.6

Source: Own calculations with data from CLC statistics database, 2008