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Citizen Schools

New Education Locations for Adult Education Small Towns and Villages Develop Their Future

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Goal: Why Create This Guide?

Reading and Application

This guide is directed at small towns, villages and rural communities who wish to develop their town for the future through practically orientated (adult) education and consultation program.

This guide should be in the hands of mayors and local town councils, club chairpersons and seniors, active and interested citizens, and everyone else who wishes to do something for their small town / local community. This is a guide for daily work, and is therefore conceptualized to be particularly precise and applicable.

This guide presents the numerous possibilities and valuable new orientation of local adult education work, and explains this with concrete examples. The guide is therefore not only an introduction to the topic, but can also be used for immediate instructions and as a starting point for your own project. Because of the very limited extent of coverage, an exhaustive discussion of all points is not possible, which was also not intended.

Each topic and project suggestion presented here was tested from 2002- 2005 in four countries through the EU – SOKRATES / GRUNDTVIG 1- Project LANDWORKER, and is therefore based on concrete experiences and conclusions. This guide focuses on clear and easily understood presentations, thereby presenting the possibility of an orientation similar to a textbook. The intended use of the knowledge and construction of a similar education and consultation program for one's own village does not, however, free one from the need to develop their own conception according to the specific local situation.

The guide contains a presentation of the underlying European project LANDWORKER and a general overview of the knowledge gained.

In the main section, specific goals, conceptions, and the application of important aspects of local education work will be introduced in eight topics, which will be made clear through detailed examples taken from the EU- Project LANDWORKER. These practical experiences give concrete tips for your own ideas.

What we learned: The (education) future through local ability

Project LANDWORKER: Attempting comes after studying

Problems from the areas of basic assessment and analysis were a small part of the European Sokrates / Grundvig project LANDWORKER and remained in a more theoretical area, just as some entire projects do. Out of this, however, an extensive trial of rural education work rapidly developed, which then flowed into an application orientated and continuous development of local education areas.

The goal was to determine how adult education offerings can be established for the long-term in small, rural communities, and how this can be turned into a motor for future-orientated village development.

**Project Participants LANDWORKER/2002-2005/
www.citizen-school.org**

- ✓ Rural Adult Education in Niedersachsen LEB (D, Coordinator)
- ✓ Pedagogical Institute Veszprém (H, Evaluator)
- ✓ Free time- and Culture Circle Augusfehn (D, Citizen School)
- ✓ Community Vétessomló (H, Citizen School)
- ✓ Community Bakonyháza (H, Citizen School)
- ✓ Community Városlőd (H, Citizen School)
- ✓ Education Center ANDRAS, Community Keila Joa (EE, Citizen School)
- ✓ Janela Aberta 21 Casais (PT, Citizen School)

The education centers, referred to as “Citizen Schools” were set up by project partners in Estonia, Hungary, Portugal and Germany. The following measures were applied to all the locations during the project time:

- ✓ Location: One address for the education center
- ✓ Concept for the educational work
- ✓ Creation of a periodical course offering for adult education
- ✓ Offering further qualifications for use in a career
- ✓ Instructions/use in the area of information and communication technology (ICT)
- ✓ Exchange of language knowledge (also in minority languages)
- ✓ New income possibilities in rural areas (rural tourism)
- ✓ Local sustainability strategies according to the resolutions of the Agenda 21 of Rio (1992)

The support of local economic development was achieved through a goal-orientated course and assistance program. Courses in the areas of music / trade and courses of study to gain a driver’s license improved the competences useful for jobs. The use of computer technology made possible, in some cases, the (distance) work reception from home. Language study courses improved the participation in international knowledge exchange and, in turn, improved the possibility of finding a job. Knowledge of local minority languages improved integration and communication with the local community. The concrete plan named here gave the Citizen Schools a motor to become a service and education center for the local community.

Small towns win with adult education

Adult education does not just offer language courses, computer courses, and music lessons! Adult education is the knowledge basis for handling and organizing, and this life-long! It makes future-orientated planning and the (pre-) determination of a village's own development relevant to the future possible. Adult education has strong motivating, integrating, and facilitating components and can become, over the stations Opinion forming – Motivation – Activism the motor and acting strategy for the village development, and this for all relevant topics from the areas of society, culture, and economics. By learning together “on location”, solutions can be developed specifically for the area, not in the sense of “copying all the others”, but rather the chance to support local and individual strengths. Adult education which is thus structured departs from the narrow area of lectures and workshops (however, without completely rejecting these) and develops itself into a type of “Agency for Local Development” (cooperation agency, service center). The basis of the adult education is the immediate living environment, the actual reality of the people in the village. The goal is to give help and direction for one's self and for the community, in the form of knowledge and skills that are immediately applicable. However, the large connections and goals are not ignored. The adult education / agency for local development is not a slave to an economic primacy; the social and humane planning for the future remains a top priority.

Adult education is served through three methods:

1. A broad basis for the education work is created by the participation of all the people in the community. Because the people have the opportunity to formulate their needs, completely new aspects of the development of small towns are brought in.
2. Becoming conscious of your own possibilities and strengths: Even small towns/small communities have potential for strength and must gain the consciousness to create their own possibilities and the courage to apply them! Even if the possibilities are not as numerous as they are in cities, the beginning is available even in the smallest community for the desired development of individual strengths and chances for the future.
3. Small towns and communities are also dependant on the principle of cooperation with local agencies, on a reasonable grouping of local strengths and a division of labor, which—in any case— should not be overwhelming. Friends of cooperation, knowledge of the worth of their own contribution, and recognition from the community are the foundation of a flourishing and continuous future development.

It is important that theoretical thought flow into a practically orientated and pragmatic application and that success is achieved in a reasonable time period. There is no one “universal solution”, because there is no one universal village or universal rural area. The courage for a town community to implement a completely new and unusual plan can support adult education. In this, the smallest suggestion can

be brought in and the citizens / families / minorities can express their opinion and help with the successful cooperation — and these are people who are otherwise generally on the edge of the rural social community or hierarchy.

Local knowledge is made available

Learning happens in the place where one lives and works. The knowledge shared during the learning process does not (only) have to come from outside, rather it can be drawn out of the competences that are available locally — even in small towns and communities. There will always be one citizen or another who has command of a foreign language or is interested in technology, and can, for example explain the computer works, telephone technology, or how to repair a machine. One can even find knowledge about music and traditional trade and crafts everywhere. A driver's education school could offer their course in the small town and the staff of the rural doctor (or even he himself) could offer regular sessions regarding questions of health. If there is an elementary school / school / library in the village, these can be used to offer adult citizens knowledge on a specific subject. Many inhabitants could share their competent knowledge with others who are interested — and this is often close to the practical application! One's own joy of possibly helping and those who are recognized in the social structure because they share their knowledge motivate and advance the activism in this activity area. If many citizens share their knowledge in this form, it will become a regular sharing of knowledge or an “educational stock exchange.”

Pedagogical and organizational help will often be necessary and can and should — also in a coordinating function — have a key function in this process. This doesn't just happen in the usual way, in that teachers / local expertise / class participants are in positions of being

either knowledgeable or not knowledgeable, but that — on the same level — a cooperation develops, which becomes an individual gain of knowledge, possibilities for exchange, and the dynamic that comes from this.

The pedagogical and organizational components can therefore be brought in with, for example, the teachers, mayor (town council), pastor, doctor, or club chair people. This always remains a partial aspect, equal in status to the person sharing the local knowledge and equal in status with the “student’s” and interested people’s application of the knowledge. The equal distribution of the “education success” and the equal joy on pedagogical, personal, and job development is a solid foundation for the future development of the local community.

First, the concept; then, the support programs

The setup and the organization of the citizen school / education points, as well as that of the education offers, is based on the local necessities and the method of advancement that the community has consulted on and would find to be good. The result of the consultations could be labeled as a “local concept for education and development.” This can be, for example, fixed upon how the current situation is and which changes / improvements are desired. The way in which what should be accomplished first and how everything should be organized should also be described. Financial planning that considers the future offers security.

Also, everything must be checked according to predetermined time intervals to ensure that everything is going as had been planned, or to see, for example, if single goals should (must) be adjusted. This is how incorrect developments can be corrected in time and new aspects — which may come up — can be taken into consideration. A

“reconsideration” of the concept which has already been planned for from the beginning, and an assessment of what has been achieved (an evaluation) is a self-critical exercise, but it also can show what goals have been reached! And the successes “in between” are the basis for self confidence and improved motivation.

The beginning question “How do **we** secure our future?” stresses that the community is thinking about their future and have their **own** ideas about the local education work and their possible contribution to the community’s development. This does not exclude accepting an outsider’s advice. However, the result should be determined by the local community and for the village because it will then be consequently “experienced” there.

The financial support through the EU, the country, foundations, or other donators makes the application of the concept easier.

Except, the concept must be there **first**, and **then** one must check if there is support for one goal or another.

One good example may be financial support to set establish a place to stay overnight. However, if half of the proprietors don’t have any guests now, it would not make sense to offer more rooms just in order to utilize a grant.

Of course, this could mean that for some local education and development concepts there are very few grants available. Despite this, the town may still be on the right path, because no town / no community is identical to another and this may be a case where a very specialized concept is the perfect solution!

Achieve a lot with little money

The question regarding money and who pays for what is always present, and often is only discussed and decided about at the end. Many ideas are not pursued as a result of a lack of money and if some money is available, questions are if and when it arrives, and under which conditions it is available. Sometimes the hurdles are so high that people don't trust themselves to start an education or project plan.

Public funds are only available in a very limited field, and often only for a short time period or for a particular project. They often provide help only for the beginning and establishment periods, and afterwards the education plan or project should "finance itself — support itself." And if no satisfactory financial solution has been found by this time, it means a premature end of the activity.

Because adult education is to be seen as an important public task, funds can be applied for locally, nationally, and European-wide, for a variety of thematic directions and from a variety of places. It is almost always a requirement that a portion of the costs are carried by the town and the participants (co-financing).

The project initiative dealt with here, LANDWORKER, is supported in a similar manner to this system. Each project participant used the project period of three years to secure further financial sources: a participant's fee for the courses, member's fees from the main club, foundations, additional funding from the town council, applications for other project funds, income from services and donations are just a few examples that show the makeup of the income side of the citizen schools.

A mix of income sources means that one aspect can't be ignored: one part of the budget can be planned for the long-term (member's fees, local funds), one part is only available for a predetermined time

period (project funds), and one part is only available when the activity is done – and therefore can be realized only in the short term and the amount can't be predicted (participant's fees, services, donations).

Regardless of these possibilities, it is always encouraged that the education and consultation work in a small town / community — in any case at the beginning! — are developed so that the financial responsibilities remain clear and that all costs are minimized.

Possible examples (to reduce expenses):

- ✓ Rooms in the school or town hall can be made available for free, or, similarly, empty houses or old school buildings (they're there anyway!)
- ✓ Members of an education club make their knowledge to others available for free — or else in exchange for their knowledge (educational stock exchange),
- ✓ Retirees or people who are not working at the time can volunteer to take over education and consultation services: They use their free time (or time between jobs) in a meaningful way, and – of course — they can have a certificate created to attest to these duties
- ✓ University students have the possibility of internships or project work.

Possible examples (to create income)

- ✓ Visitors (tourists) to the area are taken care of; hotel reservation service — rural tourism service
- ✓ Services for the mayor's office (social office) are taken over: visits and talks with sick neighbors, elderly care, care for school children
- ✓ Support through the local trade- and craft offices



Departing from these beginning possibilities, the joy of the community is that much greater when the local work is valued and seen so positively that public funds — in some cases only for a limited time period — are made available or project funding is collected. The goal is always the long-term and secure development of a local education and community development center. The piece-by-piece development (also, the development of one's own ability and the courage to create something our own!) are a guarantee for a project for the future that is secure and orientated towards the local necessities.

Successes and Conflicts

All of the above explanations point in the same direction: A local and completely thought out preparation of the local education and development plans ensures a successful project (mid-term goals show immediate success!) and this, in turn, motivates and delights the participants.

- ✓ Even modest successes strengthen the self confidence of small towns and show that an innovative and future – orientated development can start from this point.
- ✓ An appropriate public education and media campaign leads to a further expansion of – tested in practice — development chances and therefore also benefits the other rural communities. Participating in competitions (for example, “excellent community development”) leads to further public recognition! The degree of attention can also lead to the improved (public) financial support of the planned development stages.
- ✓ The idea of rural citizen schools is already cemented throughout Europe. If an interested community wants to increase their international exchanges, contact with

www.citizen-school.org offers the basis for interesting possibilities. Small towns and communities can therefore obtain access to an international network (which would otherwise remain exclusively for large cities and companies)

- ✓ An international aspect turns small towns into interesting living- and working areas. Straightforwardness is a benefit here, and this straightforwardness makes international meeting possible to be personally experienced!
- ✓ Regarding the question of the professionalism of the education and consultation project: it doesn't have to be completely professional, but it doesn't work without some professionalism. It is certainly interesting for the process if there is some "playing room" — maybe 10% of the process — where pure innovation and joy of experimenting have their place. It is a sign of tolerance to allow this and — of course — to utilize this for the process. The professionalism in the correct process areas (not just the volunteer work!) secures continuity and further development.
- ✓ Many citizens get drawn into the plans either full or part time. The recognition of this motivation should be spoken out and valued! This underlines the high social value of the actions in the areas of education and future security. Even the main organizers should grant themselves "down time" (perhaps creative breaks) to think about their work and gain the personal strength needed for their important activities.

It would be irresponsible if possible conflict situations were not addressed here. The orchestration of the education and development work necessitates strategies and personalities who can handle tough situations. The idea of conflict management is possibly too much,

since it is often the daily activities that lead to differences of opinion. However, it is important to recognize that even human (accidental and intended!) mistakes can not be eliminated. To prepare oneself for such situations mean to (1) be aware from the beginning that not everything happens without difficulties and (2) to have the will to not let such events place the entire plan in danger. Such preventative aspects could be, for example:

- ✓ The education and development center and its concept be approved by resolution through a political community or another responsible committee and be developed in a secure legal and organizational manner (this can happen in a variety of forms!).
- ✓ Regular and moderated meetings of all the organizers
- ✓ Settlement positions where, for example, a neutral person takes over a task.
- ✓ Written agreements of important resolutions, agreements and goals.
- ✓ Financial planning and financial tasks are always secured with the “two heads” principle and regularly checked/evaluated by a neutral person (treasury report).
- ✓ A documentation of the duties (either in the computer or in the club book) secures the possibility of checking what has happened.

What we attempted: The Examples are Concrete

Education has a place “among us”

Adult education (be it more formal or informal) has its place / its location in the center of our community. Education and consultation are initiated by cultural houses, environmental groups, citizens offices, centers for adult education, youth development centers, minority groups, clubs, schools, and businesses. The variety of possible education initiators is also reflected in the variety of education locations. And the “assumption” that the education offers are directly dependant on the education locations. The availability of members to bring education and consultation to these “locations of educational need and educational acceptance” is the foundation for successful work. Such work can have its location in, for example, the foyer of the local shopping center, in the conference room of the local inn-keeper, or in a privately renovated house — done by the education initiative. But there are also old school buildings that become alive again: the examples from the project communities illustrate these options!

Examples:

Location: Project Community H—Vertessomlo EDUCATION AND FOUNDER CAMPUS

A former, renovated schoolhouse is used as a citizen school. This contains areas for education and consultation, a small cafeteria, a “media room” (copier, fax and internet access for all citizens) and a computer education room. The neighboring buildings of the citizens school are rented to businesses providing services (hairdresser, post office, tourism). These businesses undertake common activities, for example, advertising, services, and the hours of the establishment; and there is always someone to talk to in person! The area around the citizen school — with



the citizen school in the middle—is turned into a “founders center” of the town.

**Location: Project Community D—Augustfehn
CITIZENS SCHOOL**

An old school building (which is no longer used as a school) is restored and entrusted with the tasks of the adult education and the village development (citizen school). Additionally, the following offers and services are available here: Telecenter, youth center, children’s and seniors groups, educational garden and a meeting place. With this, the traditional village school and the school yard are once again a center of learning and care.



**Location: Project Community H Bakonyana
EDUCATION CAMPUS**

Bakonyana used various buildings in the town as an “education location,” which means they used rooms in the town which actually were and are connected to education and development. Such places included the mayor’s office, the cultural house, the school, and the museum. In the mayor’s office, the education areas and the agency for local development were directly linked to the duties of the mayor’s office. Even the local kindergarten and the minority administration are located here. This is a compact solution, which allows this house to be in the middle of the town and “there is always someone there!” It is also a very low cost solution - particularly for small towns - who combine their strengths in one house and allows a “citizen house with a citizen school” to come out of a mayor’s office. If there is a large group gathering (dance rehearsals, music choirs, yearly celebrations) the rooms near the newly renovated cultural house are used. Therefore, because there is also a close cooperation between the local school and the local museum, the entire center of the town became a connected education area, an “education campus.”





Location: Project Community P—Manchique-Casais
SUSTAINABLE EDUCATION

In Casais, the education work is carried by the organization Janela Aberta 21, who has a particular emphasis in the areas of environmental education and sustainable development. In the small town Casais, the citizen school utilizes a new village community center in the middle of the town. In the house there is a children's group and the elderly people of the village meet here. They can inform themselves about the services and offers of the citizens school while they are in the community center. Social, economic, and ecological education can further develop their network, which also means closeness to the people from the village. The center is centrally located on a main street of the town, which is an important location, because this is where people meet and talk, and therefore education and consultation are obvious and reachable "by foot".



Location: Project Community H—Varoslöd
EDUCATION AND VISITORS

The education and care establishment Iglauer Park is the main carrier of the citizen school work in Varoslöd. The former vacation camp has developed into a retreat and education location, where visitors of the town can participate in numerous sport, cultural and education orientated activities. Iglauer Park also extended this offer and its infrastructure to the people in the town, in that it has developed special education concepts for the town. Iglauer Park supports a second location for local development, the local cultural house, where education in computer technology and languages are offered. This is how Varoslöd created the engine and location for adult education intended for everyone's use. Because the town was already experiences in rural tourism because of the Park, the entire town can further improve its possibilities in this area with a very professional support network.

**Location: Project Community EE - Keila Joa/ANDRAS
CITIZENS HOUSES**



In the Estonian town Keila Joa, with 322 inhabitants, there is no community center, no schools, no kindergartens, and no library. The people meet in the village store and at the bus stop. What it does have: a castle that need renovating with a yard which is close to the East Sea and people who are interested in doing something for their community. A housing complex was found = many apartments that are close to one another and a meeting room were used as a citizen school/citizen houses. The name “Keila Joa Training Center” was chosen. A computer room, a language learning room and a large multi-purpose hall were set up. Keila Joa had an official community center established through the citizen school. The rent was paid for by the local political group. And the “signal for future work” was received: a new kindergarten should be built (!), where the citizens school will also receive new rooms.

Informing and experimenting

Each of the project partners used the possibility of publishing the offer of the citizen schools in the local press. There were also posters in shops, schools, and other places where people meet. Flyers and permanent information boards contributed continually to this public relations effort. The first attempts at contact with the citizen schools can also be possible through, for example, volunteer’s participation in sporting events, with conferences with the teachers corps of the local school and last but not least — if the possibility exists — through information on local television.

In small communities, there is often direct contact between people and mouth-to-mouth advertising, particularly when there are very interesting or successful offerings. Here, success is the best advertisement. Of course, one must test out which education offers are

taken up on: each community has its own individual interests and possibilities, and one must identify them carefully.

Examples:

Art market / book flea market in the citizen school

(1 afternoon)

On this day, the citizen school will present its creative work. This bazaar invites you to browse for your Christmas gifts. The traditional book flea market will also be there. Guests are made to feel welcome with coffee and cake.

Direction: Art group of the Free Time and Art Group Bokel-Augustfehn e.V.

Location: Citizen school

Cost: free

Start: Sunday, November 28, 2004 2:00 p.m.- 6:00 p.m.

Informing and experimenting: The creative work of the citizen school Augustfehn will be presented. Guests can speak with the teachers, test something out themselves here and there, and create or paint by themselves. People who express interest are presented the offerings “neutrally,” yet still have some distance, and can be independently advised. However: the first contact has been made! The book flea market and cake give the event a familiar atmosphere and create a feeling of familiarity, which extends to the location of the citizen school.



Study Group

The study group meets twice a month, the times are determined by the group. The place for the meeting is either the citizen school or at a participant's house. The lesson topics are completely prepared by the participants themselves.

Direction of the study group: Titt Plaks, Tel. 5144194

Current topic: What can we do to protect the environment?

Cost: no fee



Informing and experimenting: Participation in the study group provides the first contact with adult education. The meeting place is one's own home or also sometimes in the citizen school. The content is prepared by all the participants, for one person or the other it may be the first possibility to use their expertise to formulate their own course offering.

What does life-long learning mean?

The meaning of life-long learning:

The perspective of adult education in the European knowledge and economic society

Gordon Sillence

Saturday, Feb. 12, 5:00 p.m.-7:00 p.m.

4 Euro/ free for members

Informing and experimenting: The meaning of life-long learning and why it's necessary in our society will be explained in the information night. It may be interesting for some to know that further education improves their job qualifications, and everyone should be prepared to change jobs three to four times. At this point, the current – and fitting – course offerings of the citizen schools should be mentioned.



What's proven finds its place

The following examples show that each of the project citizen schools have developed a central educational offering. It is available — after the trial period — continuously and planned according to the interests of the people in the participating area. Topics such as computer education, creative courses, hand crafts, environmental protection, working with older citizens, study groups, and health are frequent topics. In addition to the traditional offering, there is enough free space to test out new courses and project ideas, since the social and cultural surroundings are always changing. The citizen schools ac-

company this process, and using the traditional as a departure, new ideas are observed and integrated.

Examples:

Project partner citizen school Augustfehn

To vitalize seniors

(Every Wednesday starting at 2:30 p.m.)

Grow old together and stay active with an active lifestyle. The weekly meeting of the older generation in the citizen school meets under this motto.

What can this group offer you? Creative continuing education, exercises to train memory, movement exercises.

What's proven finds its place: the older citizens meet every Wednesday in the citizen school. The afternoon time has become "a set date," the participants determine the content themselves, but the information exchange and discussions with one another do not get forgotten! Possibly the casualness of the gatherings is one important reason why it is so easy to integrate and "just" feel good.



Project partner ANDRAS/Keila Joa

Computer room

Free access to the computer room for anyone who is interested:

Every Tuesday 5:00 p.m.-9:00 p.m.

Every Saturday 2:00 p.m.-5:00 p.m.

Every Sunday 2:00 p.m.- 5:00 p.m.

No fee; the user must sign up on the participants list and give their telephone number.

What's proven finds its place: The citizens of Keila Joa can use the computers in their citizen school (Training Center) regularly and have, for example, access to all information worldwide through internet access. Computer courses at the same location prepare one



for the use of this information source. This way, particularly younger people are made aware of the citizen school. If they are directed to — in an appropriate form — other courses or participation possibilities, this is another way for the citizen school to reach the adult learners of their town.

Partner Janela Aberta 21 Monchique/Casais

The Tuesday Computer Club, Tuesday 7:30 p.m.

Gordon Silience, Rui Nuno, no fee

The Thursday Computer Club, Thursday 10:00 a.m.-12:00 a.m.

Karin Seidel, 7 Euro (5 Euro)

The forest farmer project, a project group, the last Saturday in the month, 3:00 p.m.-5:00 p.m.

Topic: Sustainable forestry, sustainable tourism, Gordon Silience, no fee

What's proven finds its place: Just as in the Estonian town Keila Joa, in Casais there is also the regular possibility to use the computers in the citizen school. By creating a "computer club," a relaxed connection is made to the educational concept, and on Tuesdays, use of the computers for free is possible.

The project for forestry has proved to be very popular and set up for the long term (alone because of the tasks they do!). Particularly after the large forest fires in 2003 and 2004 in the Algarve, there is a great desire to be educated and advised in questions about sustainable forestry and its meaning/possibility for "gentle" tourism. In the project, volunteers work part time with those who want to keep the landscape as close to nature as possible (including those from foreign countries). (International) nature protection organizations are involved. In total, it is an interesting mix of participants.



Partner Vertessomlo:

Creative creating: Dolls from corn husks

Direction: Somló Józsefné, Maria

Duration: 4 evenings, 2-4 hours

Start: October 21, 2004, 6:00 p.m.

Participant number: 5-10 people

Fee: 4,000 Ft/person, including materials!

If there is enough interest, there will be another new course!

What's tested finds its place: Creative and craft courses are very popular. Often, groups are formed that do their creative projects for many years (for example, pastel or acrylic painting, or working with natural materials such as corn husks). Here it is not just about the course itself: it's about being together in a group, the exchange about the creative work, and also the possible presentation of the projects at an exhibition are important aspects of this valued, "self discovery" educational work.



Course Offering 2003-2004

In the six citizen schools:

Computer courses	09
Programs for parents and children	04
Minority languages	05
Foreign languages	17
(Arts and) Crafts	20
Environmental and Nature Protection	07
Health	02
Sports	02
Music	02
<u>Misc. (i.e., the market of possibilities)</u>	<u>11</u>
Total:	79

What's tested finds its place: This overview shows that foreign languages, creative, and computer courses are often in the citizen school's program. The variety is determined by interest and



individual necessity. If these activities are seen as the “perpetual core area” of the citizen schools, they determine (along with) the organizational/financial basis for the other educational offerings and ensure some growing room. What has been tested and is durable becomes the foundation for the current necessary and creative further development of each course.

Secure and develop occupations

Considering the educational offerings of the citizen schools in light of income and employment opportunities, course offerings that respond to the current need and questions are the most important, such as language and computer courses.

At any rate, there is a rapid change in the requirements in the job and company areas: in the next 10 years many jobs will develop which are unknown today and no one can predict today which knowledge will be primary and necessary in the future. Therefore, it is important – in addition to language and computer courses – to also share knowledge that is needed in order to be orientated on the current situation. Abilities in communication, as well as the ability to organize or update one’s work or company jobs, belong to this category. Examples for this are courses or a “topic evening” about predictions for future economic development, or regarding questions about personal and career life planning, if one wants to stay with the family in the small rural community. Furthermore, it is also advisable to inform the people about, for example, courses for tourism planning in the community. Individual planning, for example, about the creation of a room-finding service, could come of this.

An additional possible example is the use of the international partnerships between the rural communities to exchange trainees and interns. The clear framework of the exchange particularly guarantees

the large value for the users, be it in the area of personal experience of being in another country or the expansion of job knowledge.

Out of all the activities of the citizen school there is one further, important goal: sustainable economic development should be supported. Local ability can also learn of an international connection (participation in further educational projects of the EU / student exchange). These can often only be small actions, personal and financial resources determine the constraints. However, all of the projects are in turn the foundation for other activities, for example, to get a new job or to start one's own company. Courses from the areas computer, foreign languages, or even driver's education courses are a huge help here. Creative- and craft courses also offer the first ideas to develop a job idea. In this case it is not so important if this is about an hourly job or a small industry. Simply the help to get started, to be with the person during the first few steps, is very important for the town and the people affected. The citizen school — as a location for education and advice — can be a very important support here under headings information, motivation, advice, and companionship.

Examples:

Course topic: wood carving

Participants: min. 5 people

Costs: 1.20 Euro/hour + material costs

Start: January and February 2005

Sign up deadline: January 6, 2005

Participant group: people interested in handicrafts, older people and people starting up

Job and business possibilities: wood carving products, particularly when they are made in a traditional manner, can be sold in the town directly to visitors = complete local value. There is also the main possibility of working and home and achieving



additional income. If there is strong activism in this area, founding a store for handicrafts is possible.

Course topic: Local Agenda 21 and the local economy

(04.04/7:30 p.m.-9:45 p.m.)

The living and working possibilities in a rural area are often a reason for worry are becoming more and more an uncertain factor in one's personal life planning. During this evening, we will discuss the local situation and advice about which long term possibilities there are for us.

Direction: Heinz-Jürgen Ahlers

Cost: free

Participant circle: employees and people looking for jobs, business owners

Job and business possibilities: The possibility to live in the country and find work is not always a given. Advice about the situation in the rural community show different possibilities about what is possible at this time and what can be expected from the near future. In small groups, points should be discussed about which business possibilities and working opportunities can be newly developed.

Course Topic: Driver's education class by the MICRA ATI driver's school

Cost: 450 Euro for a driver's license class "B"

30% of this cost can be refunded in income tax

Participant group: mainly younger citizens over 18 years old and citizens, who for personal reasons have never had the possibility to apply for a driver's license before.

Job and business possibilities: With a driver's license, one can (1) accept job offers in other locations = drive to work = do not have to move out of the village and (2) there are a variety of jobs where a driver's license is necessary. With such a course,

the job possibilities of single people are improved directly and undeniably. From the governmental side — in this case — receiving a driver's license is supported by a tax rebate!

Course topic: German preparation for the language test

Direction: Susanna Piszterer

Duration: 40 hours, one evening a week

Thursdays, 2 hours

Start: October 21, 2004, 4:00 p.m.

Fee: 72 Euro/ min. 5 participants

Participant Group: interested young and old citizens, hotel owners and room renters

Job and business possibilities: Language skills can be used in almost all jobs, and proof of a language test improves application materials. There is the possibility for work in the town, to care for guests in the German language, to advise, and to advertise in a foreign language. Visitor tours could also be offered. For rural tourism, it is a big plus to have many languages offered.



Course topic: Trainees Iglauer Park (Hungary)

For three years there has been a bilateral exchange program between the citizen school Augustfehn and the educational center/ youth hostel Iglauer Park in Varoslöd (Hungary). It gives high school students / university students / interested people from the Apen community the possibility to participate in a four week trainee program in Hungary. Topics dealt with are in the areas education and continuing education and tourism. In Hungary, the trainee program is managed by the Iglauer Park development. Hotel beds and meals are provided for free. The costs of traveling there are back must be paid for by personally, and one must prove that he has health insurance for foreign countries.



Information and application: Citizen school Augustfehn, turn in to Heinz-Jürgen Ahlers

Participant group: high school students, university students, and employees over 18 years old.

Job and business possibilities: The participants receive new knowledge in their study and job areas, at the same time they improve their language skills and knowledge about the culture in the host country. These are all skills that are an advantage in job and business tasks, particularly in the field of international exchange of goods and services.

Course topic: Project possibilities in the EU

Direction: Rita Kandkó

Start: September 22, 2004, 3:00 p.m.

No fee!

Course topic: Agricultural support in the EU for 2005

Leitung: Attila Szabadka

Beginn: 23. Januar 2005. 18⁰⁰ Uhr

Gebührenfrei!

Direction: Attila Szabadka

Start: January 23, 2005, 6:00 p.m.

No fee!

Participant Circle: Interested citizens, business people from trade, crafts and agriculture

Job and business possibilities: Particularly in the new member states of the European Union, the EU programs for economic development and in some cases the EU premium distribution are not fully known. Through the use of the offered support, the economic power of the business can be developed and they can also participate, for example, in international programs and continuing education. But even the small businesses in the rural communities can utilize these possibilities only through such information and help in the town.



Communication technology is the key to the outside world

Each citizen school in the participating project communities had internet access and set up their work with the help of information and communication technology. All of the partners organized courses to become familiar with the internet and set up the appropriate school rooms. They offered interested people the possibility of internet access and concrete advice, if possible for free or else for a very low contribution. Some citizen schools were open at certain times that were reserved exclusively for an individual to access the internet. Other possibilities the internet offers were used, for example to distribute course materials, to create international contacts and as a research tool to find necessary data.

In order to keep the costs of internet access low, an offered — affordable — dial-up connection was used, or there was a cooperation with a telecom association (such as in Hungary) or with a foundation, that seeks to create internet access for a variety of classes (Foundation “Look at the World” in Estonia).

Today, computer knowledge is general knowledge. Many of the courses in the citizen schools offer continuing education and people are always interested in participating. This is a chance for rural communities to get into contact with each part of the world and be able to use all knowledge and possibilities. There is also the hope that, through a functioning ICT network, they can do a job from their home and therefore combine rural life and future-orientated work.

Examples:

Partner Vertessolmo: Computer Course

Direction: Harmati Róbert, computer teacher with degree

Duration: 40 hours / two evenings weekly / Monday and Wednesdays 2 hours

Start: September 15, 2004 6:00 p.m.



If there is enough interest there will be another course offered!

Cost: 64 Euro/ min 3. People

ICT Education: Complete computer courses are always at the beginning of the educational activities. Here is the possibility to introduce people to the use of new technology and to peak their interest in continuing education in this area: an individual must choose for himself the chances and usefulness.

Partner Varoslöd:

Course offerings in internet and email

The world of the internet

Basic function of browsers, saving, opening information, internet surfing and search engines.

Responsible program leader: Nyiröd Zoltán, Staub Tamás

Location: Culture house citizen school, computer room

Price: 16 Euro/person

Number of hours 4x2 hours

Participants: max. 6 people

Email: basic functions of email messages, saving, email box, “net-iquette”

Responsible program leader: Nyiröd Zoltán, Staub Tamás

Location: Culture house citizen school, computer room

Price: 8 Euro res. 12 Euro/person

Number of hours: 3x2/4x2 hours

Participant number: max 6 people

ICT Education: After basic education about the computer, information about the possibilities of internet and email communication follows. This is where it gets interesting! Therefore, the interested people must be instructed, in order to make them familiar with the possibilities of the network and at the same time wake their joy in “learning about a new sphere.”



Partner Vértssolmó

Services of information technology

In the citizen school one can use the internet affordably — also because of the financial help of the telecom association. Furthermore, the citizen schools offer office technologies for all citizens: printing, scanning, copying, sending and receiving faxes. The information and communication services are available daily from 5:00 p.m.-7:00 p.m. Other times are also possible after asking.

ICT Education: Not every inhabitant has a computer in his own home. The citizen schools / local establishments offer access possibilities to as low of cost as possible. Because of the frequent use of the technology, the citizen school offers education and advice.



Partner Keila-Joa

Training Center/Citizen school Keila Joa.

Free computer use the entire year!

Every Tuesday 5:00 p.m.-9:00 p.m.

Every Saturday 2:00 p.m.-5:00 p.m.

Every Sunday 2:00 p.m.-5:00 p.m.

No fees! The users must list their name and telephone number

ICT Education: The free or low cost use of the internet should be sought after. This free access to the internet could be a chance to assure wide information access even in a rural area. The local authorities can be directly involved financially and close to the citizens!



Languages connect

Language ability is one of the central lesson areas in every European country. The citizen schools offer language education at different levels and in all variations. The primary languages are English and German. Particular necessities are often taken into consideration. In Portugal, residents and visitors gain knowledge in the Portuguese

language, in Estonia, Estonian is taught to Russian speaking inhabitants, and in north Germany, the language of the country immediately neighboring — Dutch — is taught. In Hungary, there are courses in the minority language German.

It is characteristic that in the European partnerships, an intensive contact with the people is possible when a direct conversation can take place in a known language. This could be for one partner the native language and for the other a foreign language, but it could also be communication in a foreign language for both parties. There, where an interpreter must be used, a direct and spontaneous exchange is not possible; there is a distance / a step between, and often silence. European partnerships / local partnerships are based on the wide contact from citizen to citizen and cannot be achieved with an interpreter or even hand gestures.

Examples:

Course topic: Introduction to Portuguese

A practical course for visitors and residents

10 week course, Mondays 8:30 p.m.-9:30 p.m., Johannes Schydlo
7 Euro (5 Euro reduced)

Participant Group: The course offering is directed at foreign guests of the region and towards people/ families who have moved to Portugal from a foreign country for a long term stay.

Connect Languages: With this Portuguese course, visitors receive their first glance into the national language and the opportunity to find contact and information about the country and culture through the language = enrichment for the visitor's stay. For the "residents" who are now living (and working) in Portugal long term, it is necessary to make efforts to learn the language of their new surroundings. It is possible to integrate and communicate only through the language and – building off of this – have an influence on the local happenings.



Course topic: Estonian for Beginners

Fall and Spring 70 hour program, Thursdays from 6:30 p.m.-8:00 p.m.

The course is for Russian speaking citizens who would like to learn Estonian.

Course leader: Hille Peegel

Participant Circle: The course is for the inhabitants of the Estonian town, who speak Russian as their native language.

Connect languages: With knowledge of the Estonian language, an improved involvement in the social and cultural life is possible. Now the children, who are leaning Estonian in school, can be helped with advice and assistance with their homework. In addition, knowledge of Estonian is necessary to become a citizen of Estonia.

This course is an example of the diverse — positive — effects of the educational measure, which improves integration and the chance to participate in the social life in a variety of ways.



**Course topic: Together for Europe:
Language course Dutch / Nederlands**

In a total of 6 sessions, an introduction into the Dutch language will be given. The classes take place, to a large extent, in the Dutch language and therefore an intensive “immersion” in the language of our neighboring country is possible. We are excited to have you participate!

Direction: Janna Kroon

Fee: 13.20 Euro for members, 18. 40 Euros for non-members, textbook is an additional cost

Participant Circle: This is intended for all of those who are interested in the Dutch language.

Connect Languages: The citizen school Augustfehn is located only 50 km away from the border to the Netherlands. Many locals visit the neighboring country to go shopping or for a



short trip on the weekend. There are also course participants who come from the Netherlands by birth. For everyone, it is a (re-) convergence to the neighboring country, and the course informs about the country's culture and opens the possibility to break down inter-European borders through personal language knowledge.

Course Topic: Language course in German—approx. 50 hours

Level: Beginner — Advanced

Participants: min. 10 people

Cost: 1.20 Euro/ hour

Begin: October 2004

Registration deadline: October 15, 2004

Participant Circle: The language course is intended for anyone who is interested.

Connect Language: In the Hungarian city Bakonyana, the German language is used in addition to Hungarian, since there is a German minority in the community. In this way, adults can utilize language education which immediately improves language skills in the minority language and — building off of this — contributes to consolidating the cultural and social traditions. In the minority community there was, in addition to language instruction in German for the students of the town, also a fitting educational offering for adults. Both age groups used their language knowledge for a broad contact with the partner German community.



The perspective of rural tourism

Sustainable rural tourism is a chance for rural communities to present their beautiful landscape to visitors themselves. Therefore it is important for those interested to gain the necessary knowledge for this area, in order to pass it on to visitors. In addition to basic knowledge

about sustainable tourism and the necessary foreign language skills, it also is worthwhile to offer information about regional music and the particularly beautiful landscape. Here, the citizen schools can offer their help! Local influences and local development: in the project communities, the question of whether the income gained by rural tourism in the town stays where it directly benefits the inhabitants must be answered. Some vacation developments are built by an outside investment group = profits flow to a different location. Some hotels / restaurants belong to an international company (i.e., a franchise concept) and therefore they have little local connection, do not involve themselves with the rural community and often only create low-paid jobs. Here it is necessary to show some courage and create accommodations from one's own strength (private renters/ private hotels) and to develop offers for guests. One's own courage is rewarded with 100% income for the local community!

Examples:

Educational opportunity from the citizen school Varoslöd:

Eco-tourism for beginners and advanced

Responsible program director: Peter Krein

Location: Iglauer Park, Villa

Price: free /Hours: 2x2 hours

Participant number: max. 15 people

Local Perspective: Because tourists come to Iglauer Park, there is local expertise in Varoslöd. These education measures inform, for example, potential room renters and traditional hand-workers about the possibilities to get involved with ecological / sustainable tourism in Varoslöd. If this happens under the coordination of Iglauer Park, the entire town can create an offering for guests and utilize their income possibilities (i.e., accommodations, sample courses in the ceramic and glass workshops, museum tours.).



Educational Opportunity

Citizen school Janela Aberta 21 Monchique/Casais:

Languages: greet tourists, use English to communicate with the tourists

Duration: 10 week course

Direction: Johannes Schydlo

Mondays: 7:30 p.m.-8:30 p.m.

Fee: 7 Euro (5 Euro reduced)

Local perspective: The town Casais is a starting point for hiking the Monchique Mountains. The English language is often used when visitors are cared for and helped in Casais. This educational offering is interesting for renters of rooms, guides, and restaurant and shop personal. When talking with the visitors, it is easier to share information about offers and products, which is a positive aspect for the income possibilities in rural tourism.



Educational opportunity in the citizen school Bakonyana:

Topic: mushroom information (also to educate visitors)

Participants: min. 6 people

Cost: 0.80 Euro/hour

Start: May, 2005

Registration deadline: April 20, 2005

Topic: Harmonica lessons for adults and children (music group)

Participants: min. 5 adults/ min. 3 children

Costs: 2.40 Euro/hour

Begin: September 2004

Registration deadline: August 27, 2004

Local perspective: Regarding mushrooms: in recent times, there have been more private renters in Bakonyana, and from here the guests can explore the Bakonyer forest. With the course "mushroom information," the renters can be informed how to make delicious meals for their guests and visitors receive information about which kinds of mushrooms they can collect in



the forest and which kinds they should avoid. And there is also the possibility to create the special event: “Mushroom week in Bakonyana.” Regarding harmonica lessons: There are already harmonica players in Bakonyana, who can demonstrate their ability at the appropriate time. With the lessons, their number will increase and young players will also join. The group can then hold recitals for the visitors to the town and make meeting more fun. The course offerings of the town will be improved as a result of this educational measure, which is profitable for the locals and visitors. And there is also the possibility of a “harmonica meeting (of many groups) in Bakonyana.”

Local Agenda 21: Economy + Society + Environment

The Agenda 21, which was signed by practically all governments of the world in Rio in 1992, is not just an environmental protection program. In a similar manner, it deals with economic and social development in the 21st century as an important aspect of comprehensive planning for the future. The citizen schools want to have a role implementing the Agenda 21 at a local level: this includes environmental protection, the use of solar energy, agricultural developments and the development of – in the literal sense of the word – future orientated ideas for life long learning.

- (1) Sustainable economies and securing an economic basis are priorities in the capacity to act in social and economic areas. Therefore, the economy does not develop into a burden for the future generations and pays attention to social equality, participation, and the advancement of individuals as well as the community.
- (2) In the area of action titled “society,” measures in the area of educational development, citizen cooperation and involvements for democracy will be applied, for example:

- ✓ Basic courses to understand democracy and civil society
- ✓ Information about the necessity of adult education
- ✓ Drawing children into communal activities, to help disabled and disadvantaged people
- ✓ Courses to improve abilities in rhetoric and communication
- ✓ Continuing education about the structure of the European Union and its institutions.

The strengthening of environmental protection was and is one of the main topics: Many of the rural communities have their own environmental program and are undertaking large projects to improve environmental knowledge. The educational program of the citizen schools contains aspects of environmental education; even children are included in the work of observing the environment. The current duty is to interest more citizens for the necessity and duties of environmental protection and support the founding of local Agenda 21 initiatives.

Examples:

(1) Agenda 21 and the Economy

Citizen school Janela Aberta 21 Casais

Forest farmers project group,

Topic: Sustainable forestry and sustainable tourism

Last Saturday in the month, 3:00 p.m.-5:00 p.m.

Direction: Gordon Sillence, free

Agenda 21 concrete: The forest farmers in the Casais region receive concrete advice about how they can have sustainable forestry and which advantages this has for tourism (income possibility!). To some extent, this project group also contains a group of young volunteers (students and interns) from various European countries, who provide help with re-forestation.



**Educational opportunity citizen school Varoslöd:
Warm water from the sun**

Responsible program director: Peter Krein

Location: Iglauer Park, Villa

Cost: free

Number of hours: 1x2 hours

Participants: max. 15 people

Agenda 21 concrete: With this educational opportunity, the citizen school provides tips about which solar technology is offered on the market and how warm water can be used in businesses or private households. As a result of the participation of local businesses in the presentation, this provides the first onset of local economic development



(2) Agenda 21 and Society

**Citizen school partner Keila Joa:
Work group for residents of Keila Joa
“Adults and learning”**

Course director: Ülla Alt, Sirje Plaks

What does learning mean? What's the difference between adult education and learning in school?

The single meeting will deal with these questions, and also keep in mind the daily problems of life-long learning. The event will be supported by students.

Meeting: March 12, 2005, Saturday, 12:00 p.m., free

Agenda 21 concrete: The necessity of life-long learning will be discussed and established through the work group, particularly the aspect of the individual's benefit for the future. Students incorporate their perspective and the current status of the pedagogical discussion in this topic.





Partner Free Time and Culture Group

Bokel-Augustfehn e.V.:

“Educational stock exchange / local sustainable development”

(Feb 21/ 7:30 p.m.-9:45 p.m.)

The educational work of the Free Time and Culture Group Bokel-Augustfehn e.V. is orientated towards the goals of the Agenda 21, which was signed by (almost) all of the heads of government of the world in Rio de Janeiro in 1992. Sharing knowledge in the social, economic, and ecologic areas is an important part of the educational work of the citizen school. This is the basis for the improvement of personal development, competence, and support for the improvement of social work. A work group of the Free Time and Culture Group is occupied with the creation of sustainable educational opportunities and its effects on societal participation and will present their results!

Direction: The work group of the Free Time and Culture Group

Cost: free

Agenda 21 concrete: The work group discussed the possibilities of how local knowledge can be actively presented in the citizen school and in which form. Practical exercises — of course with the distribution of local knowledge — allow ideas to become concrete. The area “local knowledge exchange” should have an important place in the coming year’s program. Knowledge competence will therefore be activated for the local community and can be a base for future planning: every town has their own future competence.

Topics that were handled by the work group are, for example,

- ✓ The practical element “educational stock exchange”: Knowledge exchange “European educational cooperation.”
- ✓ Advising about external continuing education for course leaders
- ✓ The practical element “educational stock exchange”: Knowledge exchange “The Art of Japanese Gardens —Bonsai”
- ✓ The practical element “educational stock exchange”: Knowledge exchange “Conserving energy in the town Apen and the citizen school educational concept.”

(3) Agenda 21 and the environment

All project partners: FKK Bokel-Augustfehn

This club is officially entrusted with the local Agenda 21. In a special school program, it dealt with extensive and gentle land and garden use, where the participants had practical lessons.

ADRAS/ Keila Joa: In Estonia, the citizen school Keila Joa supported the development of the protected area there and informed visitors about the natural beauty of the region.

Janela Aberta 21: In Portugal, the work for the nature protection for the Monchique mountain area and the coastal region on the Atlantic is extensive. The environmental activities were supported by the Janela Aberta 21 citizen school in Casais

Bakonynána: Environmental protection is a part of the development plan of the town, and there is a local plan to improve nature protection. School children from the town participate in “clean-up” events in the town area.

Városlod: Refuse materials are taken to be recycled when possible. Eco-tourism is also supported by the town.

Vértessomló: The town has created their own plan to direct attention to environmental protection and has an action plan about how environmental consciousness in the citizens can be improved.

Agenda 21 concrete: Discussions about the environment and lectures are not enough to get things moving. All of the project partners have developed concrete actions about what the citizens of the town can do themselves. One’s own practice is the best evidence to gain pleasure in the successes of one’s own environmental work (i.e., the creation of a historical garden) and the lasting motivation.



Appendix: For further reading and consideration

Appendix 1: Citizen school Bakonynana: Excerpts from the Program 2004/2005

Topic: Developing PC-Knowledge; Word, Excel

Participants: max. 8 people

Cost: 8000 HUF—approx. 64 hours

Start: September 2004

Registration deadline: August 27, 2004

Topic: Healthy life styles

Mammography in Veszprém

Cost: free

Meeting: September 17, 2004

Location: Veszprém

Topic: Harmonica lessons for adults

Participants: min. 5 people

Cost: 600 HUF/hour

Start: September 2004

Registration deadline: August 27, 2004

Topic: Harmonica lessons for children

Participants: min. 3 children

Cost: 600 HUF/hour

Start: September 2004

Registration deadline: August 27, 2004

Topic: Language course in English — approx. 50 hours

Level: Beginner

Cost: 300 HUF/hour

Start: October 2004

Registration deadline: October 1, 2004

Topic: Language course in German—approx. 50 hours

Level: beginner- advanced

Participants: min. 10 people

Cost: 300 HUF/hour

Start: October 2004

Registration deadline: October 15, 2004

Topic: EU—useful information

Participants: min. 10 people

Cost: free

Start: November- December 2004

Registration deadline: 15 November 2004

Topic: Christmas jewelry

Participants: min. 10 people

Cost: 200 HUF/hour + materials

Start: November-December 2004

Registration deadline: November 5, 2004

Topic: Healthy lifestyles—Yoga

Participants: min. 6 people

Cost: 300 HUF/hour

Start: January 2005 Registration deadline: ongoing

Topic: Adult education in Hungary and the EU

Participants: min. 10 people

Cost: free

Start: January 2005

Registration deadline: December 17, 2004

Topic: Woodcarving

Participants: min. 5 people

Cost: 300 HUF/hour + materials

Start: January-February 2005

Registration deadline: January 6, 2005

Topic: Healthy lifestyles

Demonstration of healing devices from our partner town

Participants: min. 6 people

Cost: free

Start: February 2005

Registration deadline: January 21, 2005

Topic: Healthy lifestyles:

Easy exercises for seniors at home

Participants: min. 6 people

Start: February 2005

Registration deadline: January 21, 2005

Topic: Stringing pearls

Participants: min. 10 people

Cost: 200 HUF/hour + materials

Start: February 2005

Registration deadline: January 21, 2005

Topic: Handicrafts/ creating lace

Participants: min. 5 people

Cost: 200 HUF/hour + materials

Start: March 2005

Registration deadline: February 25, 2004

Topic: Preparing for Easter

Participants: min. 10 people

Cost: 200 HUF/hour + materials

Start: April 2005

Registration deadline: March 25, 2004

Topic: Cooking tips for boys

Participants: min. 3 people

Cost: 300 HUF/hour + materials

Start: May 2005

Registration deadline: April 20, 2005

Topic: Mushroom information

Participants: min. 6 people

Cost: 200 HUF/hour

Start: May 2005

Registration deadline: April 20, 2005

Appendix 2:

Citizen School Augustfehn: Excerpts from the Program 2004/2005

Regional languages: Speak Platt! There's more than one language!

Health topics presented in Platt German (1 evening)

The current events:

- ✓ Healthy Teeth Day: September 25
- ✓ European Language Day: September 26

On this evening, Ulrike de Vries will present her concept for courses, presented in Platt German, regarding dental hygiene and preventative care. Through the combination of the educational content and the up-to-date use of the Platt German language she is able, in a lively and entertaining manner, to present an important topic. The course content will be presented on video and be discussed afterward by the participants. Caretakers, teachers, and parents are especially invited to this evening course.

Direction: Ulrike de Vries

Location: Citizen School

Fee: 3.30 Euro for members, 4.60 Euro for non-members

Start: Wednesday, September 29, 2004 8:00 p.m.-10:15 p.m.

Living Platt German/Augustfehn local history

(5 evenings)

Dora Müller will present local history and special historical events from Augustfehn in the Platt German language. She will also talk about picture- and card materials (course participants and welcome to bring their own materials). This course presents the possibility of adding one's own knowledge and information and at the same time to practice Platt German, or use it actively once again. Locals as well as new residents are warmly invited.

People who are new to the Platt German language can come to a course at 7:00 p.m., where they will receive one hour “beginner’s lessons” and afterwards can participate in the topic-orientated main course from 8:00 p.m.-10:00 p.m.

Direction: Dora Müller

Location: Citizen School

Fee: 13.50 for members, 18.50 for non-members

Start: Wednesday, October 27, 2004, 7:00 p.m. (8:00 p.m.)-10:00 p.m. (Nov. 3, Nov. 10, Nov. 17, Nov. 24)

We’re applying the European Charta for Regional and Minority Language
International Citizen School

Europe Day, May 9 / International citizen school

(1 Abend)

The participation of the Free Time and Culture Circle Bokel-Augustfehn in the European Project SOKRATES will be presented and which chances originate from the international work to benefit smaller towns and communities will be explained. This focuses particularly on the possibilities for civil society groups (i.e., clubs and citizen groups).

Leader: Heinz-Jürgen Ahlers, Helmut Folkerts

Location: Citizen School

Free: free for members and non-members

Start: Monday, May 9 2005, 8:00 p.m.- 9:45 p.m.

Trainees in Iglauer Park (Hungary)

For three years, there has been a bilateral exchange program between the citizen school Augustfehn and the education center/youth guest house Iglauer Par in Varoslöd (Hungary). For students/university students/ interested people (over 18 years) the possibility to participate in a trainee program for 4

weeks in Hungary exists. This takes place in the areas of education, continuing education and tourism.

In Hungary, the trainee program is administered by the Iguar Park complex. Room and board are provided for free. The costs for travel must be paid for personally, and one must prove he has health insurance valid in foreign countries.

Information and applications:

Citizen School Augustfehn, attn. Heinz-Jürgen Ahlers

European Network / International Citizen School

Heinz-Jürgen Ahlers: E-Mail: ahlers@leb.de

Internet: www.citizen-school.org

Acrylic painting for beginners

(max. 12 people) (1 evening)

An information evening about the various techniques of acrylic painting, as well as a presentation of the materials. You can buy paper and brushes from the course leader this evening. A paint box will be available for free. You may also bring any acrylic material that you already have.

Direction: Helga Dettmers

Location: Citizen School

Fee: 3.30 Euro for members/ 4.60 Euro for non-members
(Materials additional)

Start: Wednesday, November 17 2004, 7:30 p.m.-9:45 p.m.

Pastel painting for beginners

(max. 12 participants) (2 evenings)

With quick movements of our fingers, we will put pastel chalk to paper. Depending on the subject, a picture can be finished in a few hours because pastel chalk does not need time to dry. Only a glass frame is necessary at the end. On

the first evening, you may buy pastel chalk and paper from the course leader.

Direction: Helga Dettmers

Location: Citizen School

Fee: 6.60 Euro for members, 9.20 Euro for non-members (materials additional)

Start: Wednesday, February 9 2005, 7:30 p.m.-9:45 p.m. (Feb. 16)

Painting with acrylic for advanced

(max. 12 participants) (5 evenings)

One should experiment with acrylic paints. The way to discover your own creativity should be gained by using the paints. With a scraper (plastic silverware and similar instruments) one is able to achieve beautiful structures in a picture with the paste, which can then be painted over or fixated.

Please bring (if you have it): 2 water glasses, paintbrush, acrylic paints, and old cloths. Otherwise you may also use the available materials in the course.

Direction: Hilke Achtermann

Location: Citizen School

Fee: 16.50 Euro for members, 23.00 Euro for non-members (materials additional)

Start: Wednesday, January 12 2005, 7:30 p.m.-9:45 p.m. (Jan. 19, Jan. 26, Feb. 2, Feb. 8 = Tue!)

Energy Advice

(3 afternoons)

The energy advisors from the Lower Saxony Consumer Center offer personal advice about all energy topics. There will be, in addition to more, answers/advice to the following questions:

- ✓ Renewable energy / advancement
- ✓ Low energy houses
- ✓ Renovating old buildings / Heating and boilers
- ✓ Insulation / rain water use
- ✓ Selecting an energy company
- ✓ Dampness in the home

Anyone who is interested may also arrange a half-hour advising session.

Direction: Raymund Widers, Engineer, Energy advisor and architect from Oldenburg (Consumer Center, Energy Advisors of Lower Saxony)

Location: Citizen School / Fee: Free

Start: Wed., Nov. 3 2004/ Wed., Jan 19 2005/ Wed., March 2 2005)

Meetings are half-hour blocks from 3:00 p.m.-7:00 p.m.

Please arrange for a meeting: Citizen school, Tel: 044893513

Heating with Wood

(1 evening)

As a result of the current discussion about the use of renewable energy, the idea of using wood as a heating material is being thought about more often. In addition to the uses of the chimney, oven, and kitchen, the use of solutions in combination with the current heating system (i.e., use of wood pellets) will be presented.

Direction: Raymund Widera, Engineer, Energy advisor and architect from Oldenburg (Consumer center, Energy Advisors of Lower Saxony)

Location: Citizen school

Fee: Free

Start: Wednesday, November 3 2004, 8:00 p.m.-10:00 p.m.

Renovating old buildings

Do you have an old house that you would like to renovate? This evening lecture deals with an energy efficient and physically correct renovation process from the roof to the basement. In most old buildings, gas and oil use can be reduced up to 70%. With good insulation, not only is the living quality of the house improved, but it also assures that cold in winter and heat in summer remains outside. New windows, heating renovation, boilers, and much more will be discussed on this evening.

Direction: Raymund Widors, Engineer, energy advisor and architect from Oldenburg (Consumer Center, Energy Advisors of Lower Saxony)

Location: Citizen School

Fee: Free

Start: Wednesday, January 19, 2005 8:00 p.m.-10:00 p.m.

Warm water from the sun

(1 evening)

Homeowners can use the sun as a free source of energy for their building and learn how solar energy can be used for creating warm water from this lecture. In addition to an explanation of the way this functions, basic information about what one should pay attention to when buying is provided.

Direction: Raymund Widors, Engineer, energy advisor and architect from Oldenburg (Consumer center, Energy Advisors of Lower Saxony)

Location: Citizen School

Fee: free

Start: Wednesday, March 2 2005, 8:00 p.m.-10:00 p.m.

Appendix 3: Town Partnerships

Certificate of Partnership

In acknowledgement of the historical basis of the German-Hungarian relationship, in the spirit of the agreement between the two countries and in the hope of a united, free and democratic Europe, this declares
the towns

JADE and BAKONYNÁNA to be
PARTNER TOWNS

The town partnership should particularly advance the self-organized contact of clubs, groups, institutions, organizations, and all interested citizens.

It is the duty of both towns to support organizations that are particularly good for citizens, use free meetings to get to know each other bilaterally and exchange experiences in various areas. When people meet, this creates trust on both sides. It is valid to discover the excitement of learning about different lifestyles, to inform each other and to assure commonalities.

The official contact between the towns Jade and Bakonyana applies particularly to the areas of communal self-government.

The partnership should support trust from both sides, and the people may build a bridge for their friendship themselves.

This is a certificate of the will of the people to serve in peace between the two nations in the sense of the European Community at a common level, where ever it may be possible. (Ungarn)

Jade, June 29, 2002

Friedrich Janßen
Mayor
Jade (Germany)

Miklos Kropf
Mayor
Bakonyana (Hungary)

Appendix 4:

Internet sites about adult education and rural development

Rural adult education in Lower Saxony, e.V. LEB — Work group of education and development partnerships with European rural communities/citizen schools

Project citizen schools/ rural development

www.citizen-school.org

Adult education in Europe

www.europa.eu.int/comm/education/programmes/socrates/grundtvig/home_en.html

European Network for the rural area

www.ecovast.org,

www.preparentwork.org

European Community Initiative for the development of rural areas — leaderplus

www.europa.eu.int/comm/agriculture/rur/leaderplus

Network of sustainable tourism in Europe

www.ecotrans.org

National agency of education for Europe in Germany

www.na-bibb.de