

PREFACE

This book contains texts written by the author that have already been published as contributions to journals or books, mostly over the past five years. Since these texts refer entirely to the numerous aspects of the current discourse on adult education, they have been compiled here once again in a structured and partly revised form, particularly in order to provide students with a better access to these papers. These texts open up –and that is the reason for this compilation– an approach to modern-age adult education which differs in two ways from other introductory texts or reviews: On one hand, the ongoing endeavour to provide at least an outline of an adequate concept of education for life in the reflexive modern age, that may also endow adult education with a new and substantial orientation in the face of the perceptible debordering and differentiation processes. On the other hand, the inspiring educational view of vocational training is a constitutive element for many of the adult learning texts. A conceptual perspective is thus reinforced, which appears suitable for overcoming the antinomic thought that still prevails in the formation of educational theories and in educational practice regarding the relationship of general education and vocational training. However, it cannot be ignored that over the past years, approaches have been developed precisely in the field of practically-oriented vocational training, that are no longer irreconcilably opposed to the concept of education in its original meaning, which is something that is still overlooked by the majority and not really taken up conceptually in the theoretical debate.

This compilation of texts, however, serves yet a second purpose. It was compiled at the request of the Inter-American Research and Documentation Centre on Vocational Training (Cinterfor/ILO), the technical unit of the International Labour Organisation headquartered in Montevideo, in order to have it translated into Spanish and published in Latin America. The aim of this publication is to make the German or European debate on adult education accessible to field practitioners and interested scholars in Latin Ameri-

can countries as well. I would like to express my thanks to all those who participated and without whose co-operation this publication would never have been possible. My special thanks to Jutta Kammerer, who undertook the compilation of the contributions.

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