



**Nordic-European Academy
- background and visions**

*Edited by Hans Jørgen Vodsgaard
NEA Publisher*



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Colophon

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The Tower at Askov

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Foreword

Liberal education of a general scope and a lifelong learning with a humanistic perspective, which are essential for a living democracy, active citizenship, cultural cohesion and personal autonomy, are weakened in several of its former strongholds.

The folk high school movement and other areas of liberal adult education is under pressure of an instrumental view of education and culture. At the pedagogical educations and the humanities the free thinking has difficult times facing demands about more commercial orientation. In the cultural life the free arts are threatened by pressure both by market interests and state interference. .

The last years have the public support to central Nordic and Danish institutions that should support the liberal education been removed, such as the Nordic Folk Academy in Göteborg, The developing centre for liberal and adult education in Copenhagen, The International Academy for education and democracy, Nornesalen in Ollerup, and latest IFO in Gerlev.

This development was the reason that a circle of people in the summer 2004 started the planning to establish a network based and international oriented academy, which should contribute to the free thinking and the general humanistic perspective within the liberal adult education, further formal education and the cultural life. The Initiative Group agreed that the conceptual basis of the academy must build on the modern Nordic and European traditions of humanistic enlightenment, with the objective to develop a new dialogue between the Nordic Grundtvigian enlightenment, the broader European traditions of enlightenment, and the life interpretations in the free arts. The interest in a new dialogue between the liberal education and the area of art was inspired by the Danish Asperup Circle in the post-war period, where leaders from the Grundtvigian movement and artist from Heretica had a very fruitful cooperation.

The Initiative Group invited to the founding meeting of representatives on 25 April 2005 for the Nordic-European Academy (NEA), which is an association of institutional members. On the very same date the Academy Circle Askov, which is an association with personal membership, celebrated its founding general meeting. On 7 October 2005 NEA celebrated its official opening at Askov Folk High School in Denmark.

This anthology presents the background, idea and visions for the new academy in three main parts. The first part accounts for the background and visions. The second contains the official speeches from the opening of the academy in October 2005. The third present the essential documents adopted by the Initiative Group and the Board of Directors.

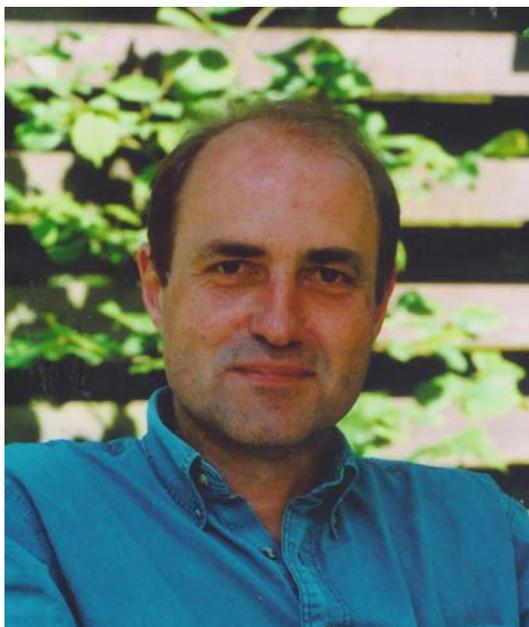
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Hans Jørgen Vodsgaard
July 2006

I. BACKGROUND AND IDEA

Background and vision for the new academy

By Hans Jørgen Vodsgaard



Hans Jørgen Vodsgaard. Coordinator of NEA,
M.Sc., Project Researcher,

Short about NEA

The Academy's English name is *Nordic-European Academy, International centre for dialogue, education and research (NEA)*.

NEA is a non-profit organisation based on open partnerships with Nordic, European and global institutions working with liberal adult education, university education, teacher training degree programmes, and the spheres of art and culture.

NEA's activities may include research & documentation, education & supplementary training, seminars & conferences, publications & public debate, and art & cultural activities in Danish, Nordic, European or a broader international context.

Background

Freedom of information/expression/thinking and life-long learning of a general scope are the elements supporting a living representative democracy, active citizenship, cultural cohesion and personal autonomy.

In the Nordic countries, there has been a tradition for the folk high school movement to be the driving force of liberal education activities in a broad sense. At the same time teacher training degree programmes and the humanities have emphasized that they offer education not only in a formal context but also in a cultural and personal context. However, both the folk high schools and the formal educational system are changing these years, and also within art and culture the frames are no longer the same.

To continue developing the tradition of liberal adult information and education according to the terms of today, it will be necessary to breathe new life into the interaction between the Nordic liberal adult education (characterized by the Grundtvigian ideas),

the broader European humanist traditions for information and education, the more recent international general pedagogic theories, and the views on humans and life as exhibited by the creative arts.

History

Since the summer of 2004, a group of Danish partners have been involved in building up an academy with an international focus. From September 2004 the initiative group comprised representatives from:

- Askov Residential Folk High School,
- The association 'Leisure and Society' /Centre for Adult Education, the County of Aarhus,
- The research department at the Centre for Higher Education South Jutland,
- The Study Centre for Students with Special Needs, University of Aarhus,
- The Danish Arts Council,
- SGI-Denmark.

The founding meeting of representatives in the Nordic-European Academy (NEA), which is an association of institutional members, was celebrated on 25 April 2005. On the very same date Academy Circle Askov, which is an association with personal membership, celebrated its founding general meeting.

NEA invited broadly to its official opening on 7 October 2005 at Askov Residential Folk High School in Denmark.

Conceptual basis

The conceptual basis of the Nordic-European Academy is based on the traditions of liberal adult education from the Nordic region and other international traditions of humanistic enlightenment. According to these traditions the main emphasis is on freedom of mind, personal integrity, a living democracy, cultural cohesion and international justice and peace.

The aim is to continue the development of these traditions by relying on a number of initiatives, namely

- new interaction between the establishments of Nordic liberal adult education, the broader European and global tradition of liberal adult education and recent pedagogic theories with a general aim,
- a renewed partnership between institutions of liberal adult education and the arts which can help ensure better links between the general educational area and the cultural scene,
- closer ties between the informal and formal educational areas that can pave the way for a more humanistic approach to development of lifelong learning,
- closer links between theory and practice as regards enlightenment, education and cultural activities.

Mission

It is the objective of the Nordic-European Academy to contribute to redefine the meaning and increase the importance of general education and cultural supportive approaches in the context of liberal adult education, further education, and the cultural scene in general.

The Academy will strive

- to create partnerships with central Nordic and European institutions within liberal adult education, humanities research, teacher training degree programmes and the spheres of art and culture;
- to further develop the general education and cultural activities that focus on existential, cultural and socio-political issues and emphasise the importance of living democracy, active citizenship, cultural cohesion and peace;

- to ensure that the objective to strengthen lifelong learning adhered to by UNESCO, the European Commission and the Nordic Council of Ministers also continues the best of the intentions of the humanistic tradition of liberal adult education, that distinguishes itself by a coherent view of life, historic awareness, cultural insight and clear political intellectual targets.

The aim is to bridge the gap between the history of our past and the future we are heading towards.

Structure

The Academy is organised according to a structure based on open partnerships, collaborative networks and a project matrix. The reason for this is that multi-focus partnerships pave the way for new ideas, new forms of activities, a broader interface and more funding options.

Membership of the NEA is available to institutions, organisations, associations and special interest networks

- from Denmark, the Nordic region, Europe and the rest of the world
- that operate within one of the four main areas: liberal adult education, research, medium cycle/bachelor programmes and arts and culture, and
- that agree with the objective of the organisation.

The member organisations may be represented by delegates at the meeting of representatives, which is the highest authority of the Academy. The Board of Directors consists of nine members to be elected at the ordinary annual meeting of representatives for a term of three years, and with three new members being elected at a time. The Board lays down the overall activity plans and sets up committees and project groups.

Headquarters in Askov

The Nordic-European Academy was established at Askov Højskole, Denmark, based on favourable terms of agreement comprising secretariat, working places for students and researchers, meeting- and instruction facilities, access to the big library, and good conditions for accommodating visitors students, researchers, and other participants.

Thus the Academy may unfold its activities in a historically and ideologically unique environment. From its very beginning in 1865, Askov Residential Folk High School was the leading Grundtvigian folk high school in the Nordic region. Since 1968, it has enjoyed the status of being the extended high school of the Nordic region, i.e. a joint place for in-service training of high school teachers from all of the Nordic countries.

Today, Askov comprises two schools, an up-to-date folk high school of an international bias with up to 100 students and a new residential continuing school with about 80 adolescent students. Both schools are based on the ideas of Grundtvig, viz. education of the general public. The folk high school organises a large number of seminars and conferences jointly with various circles from the Danish associations and cultural sphere. Askov also has the largest private library of especially specialist literature on liberal adult education in Denmark.

Askov Højskole enjoys a close cooperation with the artistic Centre Askov, which organizes 19 national associations within the field of amateur art and culture. In 2001 the Centre bought some buildings from the folk high school, enabling the centre to accommodate up to 94 persons in modernized rooms, all with own shower/WC. Meals are enjoyed, and meetings and instruction take place at neighbouring Askov Højskole.

In 2000 the Poul la Cour Museum was established in the school's previous Centre for Wind Mill Energy, and currently a group with members from Askov Højskole, Sønderkov Museum, Vejen Local Archives, and NEA prepare a new Museum on the History of Danish Folk High Schools, to be opened in early 2008 in Fengers House, the original Askov school house back in 1865.

Thus the name and frame "Askov" signifies a variety of activities in the fields of popular enlightenment and culture, with NEA, the Nordic-European Academy, as a prominent part.

List of members

At the founding meeting of representatives on 25 April 2005 and on the meeting of representatives on 16 June 2006 the following organisations have been members of the Nordic-European Academy:

- Askov Residential Folk High School
- Centre for Higher Education South Jutland, The development department,
- Centre for Students with Special Needs, University of Aarhus
- Cultural Counsel of Denmark
- Danish Art Counsel
- Klitgaarden Refugium
- Leisure and Society – Adult Pedagogical Centre, County of Aarhus
- SIG-Denmark
- Sønderskov Museum

Danish Partners

NEA has initiated a multi-disciplinary research network. The partners are

- Department of Philosophy, Pedagogy and Comparative Religion, University of Southern Denmark
- Institute of Public Health, Aarhus University
- The free Teachers College, Ollerup
- The Grundtvig Academy

Nordic Partners

NEA has initiated a 1-year mapping project for the academic year 2005/2006 subsidised by Nordplus Voksen. This project is structured around a multi-disciplinary Nordic network, nationally as well as institutionally. Most of the Nordic countries and the autonomous areas are represented:

Norway

- Department of culture and the humanities, Telemarken University College
- School of Professional Studies, Bodø University College
- Buskerud Folkehøgskole

Sweden

- The department of pedagogy, Lund University
- Nordiska folkhögskolan in Kungälv

Finland

- The Workers' Academy (Työväen Akatemia)

The Saami area

- The Saami artists' council

The Faroe Islands

- LISA - Listafolkasamband i Føroya (the Faroese Council of Artists)

Greenland

- University of Greenland

Across the Nordic countries

- ABF-Norden

European partners

For the time being, the European liaison partners of the Academy outside the Nordic countries are:

Germany

- Die Europäische Akademie Schleswig-Holstein e.V. Sankelmark
- Philosophisch-Politische Akademie e.V.
- Ademia Baltica

Austria

- St. Virgil, Salzburg
- Institut für Bildungswissenschaft, Universität Wien
- Pädagogische Akademie, Salzburg

Poland
Kashubian Folk High School

Lithuania
Vilnius Adult Educational Centre

Latvia
Liepaja Academy of Pedagogy

Romania
Centre for Rural Assistance (CAR)

Slovenia
Slovenian Androgogical Centre, Ljubljana

England
The National Institute of Adult Continuing Education (NIACE)

Global partners

Soka Gakkai International

The vision of activities in 2011

The vision is that NEA in the period 2007 – 2011 with head office in Askov, Denmark will develop an integrated international academy for liberal education, cultural activities and active citizenship with the following three main areas and ten elements of activities:

- A. Research & documentation
 - 1. Free study, 2 – 4 weeks
 - 2. Research scholarships, 3 – 12 months, individual
 - 3. Research projects, 1-3 years in network
 - 4. Documentation and counselling
- B. Courses & education
 - 5. Open international courses, 1 – 4 weeks
 - 6. International supplementary training, 1 – 4 weeks
 - 7. Academy education, 6 – 12 months
- C. Dissemination & dialogue
 - 8. Seminars and conferences
 - 9. Cultural activities
 - 10. Publication, media and public debate

II. SPEECHES FROM THE OFFICIAL OPENING

Education as a lifelong journey to wisdom

A video greeting by Václav Havel



Václav Havel, ex-president Czech Republic

Ladies and Gentlemen.

I am pleased to be able to greet you on this important day, and I should like to wish your Institution success in its future life.

I consider it immensely important, because it is growing ever more evident that what human beings need in order to behave fully sensible on this planet is precisely education, education in the widest sense of the word, education as a lifelong maturation as a reflexion of the World and serious thinking about it - as opposed to simple learning, cramming or absorption of information, for which by the way, we have computers today.

As I understand it, this is exactly what your institution is aiming for when it intends in various ways to spread this particular concept, of education as a lifelong journey to wisdom, to European countries where such traditions do not exist.

I wish you success!

(Edited transcript of the spoken word)

An Academy for global citizenship

By Henning Dochweiler



Henning Dochweiler,
Chairman of NEA, Principal of
Askov Residential High School

Autumn 1989 marked the re-entrance of Central Europe into history, and made at least part of the West understand that common European history and culture had not been totally eradicated, in spite of continuous attempts through almost half a century. All of a sudden, Europe was no longer just an alias of the European Union.

Thus, to the majority of people, the century old process of "europeanisation of Europe", consisting in giving the idea of Europe a concrete content and a concrete sense, is less than a score of years old, and the result of predominantly velvet revolutions of kidnapped peoples against worn out regimes. Exit suppression and control, plan economy and one party system; instead new slogans like "returning to Europe", to the continent of freedom and democracy.

For those of us, who can boast a birth right to Grundtvigs native land, it was a very positive experience, of course, to witness such a demonstration of human strength of will and energy, but also the non-violent changes of systems. This upheaval in Eastern and Central Europe had to lead to a new way of thinking in the West, some of us falsely believed, to new conceptions of ourselves and of Europe. Accordingly, the resulting disappointment was great. In Eastern and Central Europe, the definition of Europe included progress, wealth, and common values. In Western Europe, certainly in Denmark, the idea of Europe led to associations like less national sovereignty, reduction of civil rights, and more centralism – exactly what the former communist countries believed themselves to have left behind.

In Europe, we are still very far away from a vision of something new and positive, in Denmark most certainly. We are keenly aware that the technocrats have reached a deadlock, and it has been ostentatively proved by the referenda in France and in the

Netherlands that the only way forward is with a popular consent. Some – few – politicians even understand that a popular consent will not be possible without popular enlightenment. The core of the problem, however, seems to be that politicians generally find it difficult to explain the direction to themselves – and certainly to others. In Denmark, this vital discussion is still almost impossible to get started.

We need this discussion badly – but again it has been postponed indefinitely. Once again the reason can be found in the globalisation of market and culture, which many people cannot stand any more talk of – but which nevertheless exists as a macroeconomic fact that we have to face. Unimpeded, uncontrolled globalisation means of course a strong global growth, and in combination with the hastily developing technology, it also means an unbelievably strong explosion of information and knowledge. But simultaneously it constitutes an imminent threat against the environment, it widens the gap between rich and poor, and it kindles international crime, including terrorism.

I shall take the liberty to draw a parallel to our Nordic experiences. What does the term “impeded, democratically controlled and regulated globalisation” really mean? In principle the same as a controlled and regulated national economy as the Danish one: a better distribution of growth to the benefit of the many, less inequality. It may be too preposterous to use the term “*global democratic welfare society*” – but the vision should be permitted.

Today’s reality, however, is obviously that global macro economy is not controlled, not democratically regulated. National governments are increasingly impotent in a system, where transactions take place at an international or transnational level. Governments find it increasingly difficult to govern; they are forced to react, probably together with other equally powerless governments.

The evident alternative to face these negative effects of globalisation is an extended and expanded European cooperation. Such cooperation between presently 25, soon probably about 30 countries, must rest upon a common basis, which must comprise more than the treaties we have been presented with so far. This community must be based upon plurality and guarantee the right to independence in national and regional areas, where European decisions and cooperation at an European level are not a strict necessity.

At a global level, a cooperating Europe will be able to vigorously advocate quality of life, protection of consumers and the environment, but also cultural, social, and individual plurality. As a matter of fact exactly these claims are parts of the so-called charter, section two of the now obsolete constitutional treaty. From the 54 articles I shall mention just a few: the right to free education, equality of genders, the right to decent working conditions, prohibition of the death penalty, etcetera – all of these privileges that are not yet respected all over the globe, to put it mildly. Equally mildly, I shall have to add that international market forces do not respect these rights, and that they will not respect them, until institutions have been created to introduce and defend them.

The historical task of popular enlightenment, equally important as the work of Grundtvig and followers a century or more ago, will be to create a widely recognized consciousness of the necessary middle of the road between the two ditches: the commonplace and trite McWorld model *and* the reaction against it, growing nationalism and xenophobia. At the end of the day, this is the only way to secure the different national, cultural identities, which is most likely what most of us want, and which can most certainly not be achieved by digging drenches and ditches to keep all strangers and everything seemingly strange out.

We need self-assured answers from responsible, well-informed, and engaged citizens, not just in Denmark, but worldwide – in short: we need a revival of the term *active citizenship*. The identity of the individual as a fellow citizen unfolds locally, nationally, and globally – and this is precisely the challenge to our educational system: what does it mean to be a citizen in a society, which is increasingly multicultural, and at the same time growing more European and global? This is the subject of discussions and teaching in the folk high school, and this is the name of a planned new special line at Askov, simply named “Citizen”.

For years we have been working at Askov to create a new popular Academy, so far without success. Now prospects are much better, as we have established the NEA officially, not only with support from the Nordic Council, but also with a clear concept and with strong institutional partners: Fritid og Samfund (Leisure and Society) in Aarhus, CVU Sønderjylland (Centre of Adult Education, Southern Jutland), Dansk Kunstnerråd (Danish Artists' Council), and Study Centre of Aarhus University. Besides, a number of committed individuals are involved, of whom I shall mention only our hardworking coordinator, Hans Vodsgaard.

At this point, we have also gathered a number of Nordic partner institutions, who are preparing a comprehensive application to the EU Grundtvig programme. The total network, which also includes partners in other parts of the world, notably Japan, is quite impressive.

After long discussions, we decided to name this new centre, which we are inaugurating today, NORDIC-EUROPEAN ACADEMY, in short NEA, see www.nea-net.dk. The intention is to render renewed weight and importance to liberal and general education within popular enlightenment, further education, and cultural life broadly. We – all the members – aim to contribute to the unfolding of an intensified dialogue between the Nordic tradition of popular enlightenment (initiated by Grundtvig), and the broader European humanistic tradition of education, accompanied by recent international pedagogical theories within general adult education, and by art.

In particular, we want to further develop the tradition of education taking place within a context of a coherent view of life, consciousness of history, cultural insight, and philosophical aims, in order to bridge the gap between past and future.

To stress this element of awareness of tradition, Askov Højskole works intensely at creating a Museum and Knowledge Centre Askov, which is intended to offer a frame (library, archives, Fengers House) for both researchers and students elaborating on the interference between popular enlightenment and societal development.

We need this alliance between popular enlightenment and new humanism in the ongoing battle with contemporary educational thinking, which relies so unilaterally on pure instrumentalism and formal competences. We need a free space, where people from different countries and cultures may think over, write about, and discuss the relationship between popular enlightenment, democracy, art, and education. That is the genuine battlefield of culture, in contrast to the narrow concept of most politicians. Our involvement must rest upon an existentialist and cultural basis, upon a wide, humane outlook. We have an obligation to give European peoples an opportunity of getting to know each other better, of meeting and obtaining more knowledge about and interest in each other, in respect of all the differences. The peoples must learn too be able to be act nationally and internationally simultaneously. This is in our opinion the Danish and indeed the Nordic dream, which we are obliged to share with others.

The aim is to take an active part in the continued humanisation of Europe, of the world – and of ourselves.

This is why we are setting up this new academy. Welcome to this inauguration ceremony and hopefully to a number of arrangements in the future, be it in Askov or with one of the many partners nationally or abroad.

Bring the tradition of Popular Enlightenment out in Europe

By Henrik Dam Kristensen



Henrik Dam Kristensen, MEP, Parliamentary Group of the Party of European Socialists, former Danish Minister

I was very happy and very honoured when I was asked to come here today. – And I have to say that I'm honoured to see my name next to Vaclav Havel's'.

I was never in doubt that this was an event that I had to be well prepared for. Therefore, I looked at Nordic-European Academy's amazing website before I should speak here today.

On the website I could read that: "Nordic-European Academy contributes to the fact that the ideas of personal authority, a living democracy, cultural cohesive force and public sovereignty get renewed life."

What amazing words! And behind those words lie a beautiful vision – but also a big vision, which is not to realise easily or quickly. I truly think that I would get a little frightened if I were to build up an institution that could realise this vision.

But Rome was not built in one day. And I have no doubt that the people and intellectual resources behind this project can get us on the track that will bring the vision closer to becoming a reality.

It is evident that you can not realise this big vision by yourself. There are many mechanisms, that play together, when it comes to a living democracy.

The Danish public information traditions have a huge signification for the Danish democracy, but even though it is the central foundation, it can not do it alone. The Danish public democracy is not optimal on all accounts - we all know that, but without the public information traditions we would be in a less good situation

A lot have to be done to secure a well-functioning democracy. – And because democracy is the sum of the citizens, politicians and institutions that form our society, many things have to come together in order to make it work.

However, I have no doubt that the people that have been in touch with the Danish public information tradition on their way are well situated. They have had ballast that gives them the spiritual freedom and personal authority, which are preconditions in order to create a more living democracy.

The thing that makes me especially happy with this project is that you want to bring the beautiful values that are the basis of this public information tradition out in Europe. I'm sure that Europe needs this.

"Europe is in crisis" – this is one of the phrases that is repeated over and over again these days – and unfortunately it is not completely a lie. We are not in such a crisis that it all stands to fall apart. The daily work in the EU institutions continues. And I do not think that those who want to see the EU institutions removed from the maps should celebrate the victory too soon.

No, the crisis is something else. It consists of the lack of social and cultural solidarity, and the fact that EU can not be described as a living democracy carried by the people's sovereignty.

We can not expect, that the citizens of Europe will love - or feel that they have something in common with the big glass buildings and the black cars. Something else and something more have to be done.

Thank to the high technology age that we live in today, we are able to have Vaclav Havel with us here today – not physically but electronically, I think it is in its right place to quote him. The quotation which I think is very significant in this connection is:

"Follow those who seek the truth... When they have found it, flee them!"

I think that we shall find the origin of many of Europe's problems here. I believe that the citizens of Europe get Vaclav Havel's point and I think that they react to their feeling of something that is completely wrong.

They do not want some people that think they have a patent on how the world should look like telling them what to do and how to think.

I think that many citizens experience EU as a gathering of intellectuals that are convinced that they have found the truth – who think that EU can be rescued only by telling the citizens what a great project that are a part of – who have stopped searching for new ways...

I do not think that we have found the truth! And I think that we are making a huge mistake if we stop searching! Europe has to be in constant development, and this development has to be driven by the citizens of Europe – this is the core of a democracy.

Right this minute, the vice-president of the Commission, Margot Walström, tries to launch a new plan for Europe. She calls it plan D. - D for Dialogue, Debate and Democracy. These are exactly the ideas that are the core of the public information tradition.

Nordic-European Academy has as its goal to unfold a new international dialogue.

I think that you are on to something right here. We have to understand democracy as something else and something more than just the fact to choose some politicians to represent us every five years. Naturally, I mean that we politicians can play an important role, but we are nothing, if we do not have the citizens of Europe by our side.

Politicians shall represent the will of the public, but we can not read which way the citizens of Europe want that EU shall move towards just by having a few referendums about a treaty now and then.

The will of the public is not something that you can not change – it is created and developed continuously through dialogue and conversation.

Therefore, Margot Walström is right when she says that Europe builds bridges and railways in order to bring people closer together – but now we have to focus on strengthening the contact between people – strengthen the dialogue.

I am sure that this public information tradition that you, who are present here today, help bring out to Europe, is a part of the answer as to how to create the social and cultural solidarity that we need so badly. - How we secure that the citizens of Europe feel an ownership in connection with the European project.

Politics and democracy are everywhere from the public school and to the United Nations' general assembly. The work you do help prepare people to participate in politics in all levels in society.

It is through participation in the common wording and discussion of the political proposals and ideas that the citizens of Europe are integrated in the big community. And it is through the participation in the political debate, that you help create that the public's political and democratic engagement get new life.

With these words I declare the Nordic-European academy for open!

I wish you good luck with the project and I hope for a good and close co-operation in the future.

A new forum for development projects and exchange of experience

By Steffen Hartje



Steffen Hartje, Deputy Chairman of NEA,
Director of Leisure and Society.

The last five years have not been good for the area of liberal adult education.

The area has experienced economic reduction, among other things large reductions in the area of the evening schools, and furthermore has three of the most important institutions with relation to liberal adult education and associations in civil society been closed, namely The Development Centre for liberal education and adult education in Copenhagen, Idrætsforsk in Gerlev, Nornesalen in Ollerup, and the Nordic Folk Academy in Göteborg.

These institutions have contributed with documentation and research of activities in associations of liberal education, and they have at the same time through exchange of experiences contributed the development of the whole area. Especially the closing of the Development Centre has been a great loss for the liberal education, local, national and international.

The value of liberal education is no longer documented, and it is a major political problem. The documentation and evaluation of new initiatives are missing, and the necessary exchange of experience is difficult. The risk is that the initiators in the area make the same projects without possibilities to learn from previous projects.

Furthermore, today we are in a need of forums, where initiators from the area of culture and liberal education can meet across the many borders that characterize the area. Just as we need a forum that can strengthen the international cooperation and call attention to the general aspect in the liberal education.

In short there is a considerable need for a national and international network of people and organisations that work for the development of participatory democracy, active citizenship, and renewal of the liberal education.

The Nordic-European Academy can not from the start fill the void after The Development Centre and the Nordic Folk Academy, but we have the ambition to contribute to the solution of a part of these tasks.

Just the composition of the Initiative Group gives many interesting possibilities. The composition with a Folk High School, a Study Centre at the University, a University College, a Council of professional artists, and a national organisation from the liberal education gives some new possibilities of cooperation.

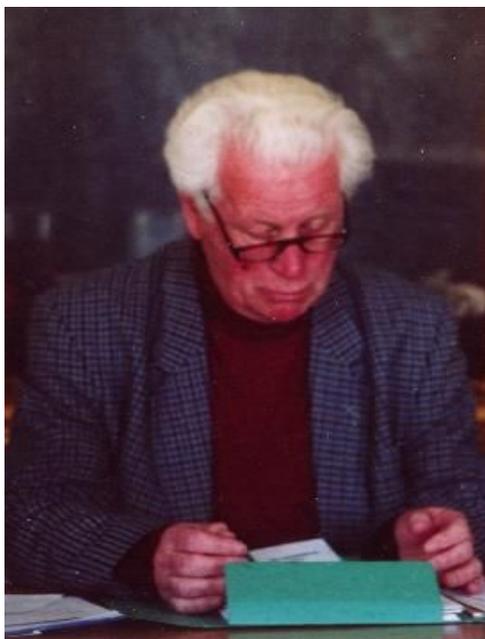
The cooperation has worked with a high spirit, which emphasise the necessity of this project. Because the centralisation of the political life that today characterise many European countries answers to the pressure of globalisation demands, that institutions from the liberal area of education and culture too must work together in more obliged form of cooperation, if we want to influence the different arenas of learning and thereby the development of society.

At last I want to thank Askov Folk High School, and give a special thank to Bent Valentin Jensen, Henning Dochweiler and Hans Jørgen Vodsgaard for their contribution to the project, and a warm thank because you have contributed with economy and practical support to the development of the vision. It has been a pleasure and joy to cooperate with you.

With these words I wish a fine wind for the Nordic-European Academy and for the network that will contribute to fulfil the visions of the Academy.

The need of a public debate about the great questions of our time

By Per Himmelstrup



Per Himmelstrup,
former director of Danish Culture Institutes,
chairman of the Academy Circle Askov

It is with great pleasure that I congratulate the Askov Folk High School with the innovation: The Nordic-European Academy.

There is a real need for an undertaking which can inspire and develop the educational and cultural work for the general adult population. As we all know we have a long tradition for this kind of work in Denmark - and in the other Nordic countries.

There has, of course, also been this kind of work - enlightenment as we call it - in many other European countries. It may have had different forms, methods and ideas in the different countries, but in spite of that - or really because of that - we surely all can learn from each other.

Even though we in the Nordic countries often boast of having not only the best way of doing this kind of activities, but also the only way. We must, however, be aware of new ways and means. More than 200 years ago the German philosopher Immanuel Kant talked about popular enlightenment, stating

"What this is all about is to give the people/the general public the courage and the possibility to be themselves; they must trust their own intelligence and dare act from there".

The Danish Prime Minister and President Baroso of the EU Commission are in the forefront shouting for the need of a general, public debate about the great questions of our time. Such as: The European Cooperation - which, thanks to the politicians, has reached a deadlock.

About modernising reforms of the welfare society. About globalisation - among other things about necessary reforms and changes of education; about development of gen-

eral liberal education (enlightenment). About democracy - both in our own countries and elsewhere. About ethics, moral and responsibility. About active citizenship.

I would like to take this opportunity to draw your attention to the fact, that it was the enlightenment (the general liberal education for adults) which in the early 1970'es introduced the innovative idea of 'lifelong learning'.

This idea was laughed at for many years. But in the 1990'es it was rediscovered - but now taken over by more powerful and influential circles than the popular enlightenment. At the same time popular enlightenment (general, liberal education for the general public) was reduced and marginalised. The concept of 'lifelong learning' was changed regarding to content, idea and purpose.

It is, unfortunately, a fact that for the last decade conditions for popular enlightenment have not been good. To put it mildly. The time spirit favours centralisation, effectiveness, standardisation and measurable results or outcomes. Everything must be measured and weighed - also what cannot be measured and weighed.

Danish Folk high schools close down and other forms of general education and culture for adults fight for their life - and for the idea. A series of institutions which have supported popular enlightenment and have contributed to the development of this kind of work have been closed down. Among others the Nordic Academy in Gothenburg, Sweden.

The disappearance of this Academy was the spiritual inspiration for establishing a new Academy in Askov

Askov Folk high school, one of the oldest – established in 1865, has as long tradition for offering not only general long-term Courses, but different kinds of more special courses. Once upon a time it was an 'extended folk high school' offering courses of one or two years. Once upon a time it offered qualifying, professional courses. Many contributions to the debate on public matters came from Askov - supported by its big library (the biggest privately owned library in Denmark). Also some research has been carried out. Once upon a time Askov published a highly recognized cultural magazine, Dansk Udsyn.

Against current trends and against the zeitgeist Askov has suddenly found the courage and decided: no more talk about "once upon a time", no more talk about the past. Now is now. Now is the time for an effort to strengthen popular enlightenment through research and debate - in writing and in speech. It is a good and praiseworthy thing to revitalize the idea of an Academy. Only - now of course in an updated version as a Nordic-European Academy for popular enlightenment, education and research.

Presently it is certainly hard, up-hill work to make this ambitious, but very necessary project succeed. Not much help or support can be expected from the circles talking about a necessary public debate as one of the preconditions for political decision-making.

But apart from the Academy the creators have been visionary and established a more popular 'Academy Circle'. In this way the undertaking has two legs - and that may help moving ahead.

The Academy Circle has been through different stages and names - supporters and friends of the Academy for instance. It demonstrates, however, the idea behind the creation. The wish to make a group of individuals supports the Academy through practical work.

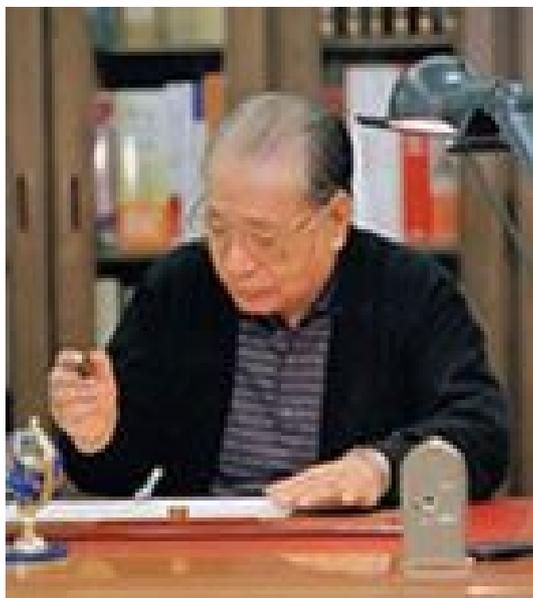
These people are intended to supplement and inspire the Academy. They are a group of individuals - in Denmark and in other countries - who themselves can carry through activities, also across borders. The Academy Circle may involve itself in the public debate. It may organise courses, seminars, study-tours and so on about current problems and issues. There will be plenty to do.

It must, of course, be carried out in close cooperation with the Academy and with Askov Folk High school – but the activities do not necessarily take place in Askov.

It is time to get started. Congratulations!

Education for true cosmopolitans

by Dr Daisaku Ikeda



Dr Daisaku Ikeda, President of
Soka Gakkai International

To all the members and teachers present and to principal, dr Henning Dochweiler, whom I respect highly. Today is a historical day.

It seems that the sun of enlightenment has just risen above the horizon. Enlightenment and education are clear reflections of society. Countries that value and esteem enlightenment and education create permanent development and radiate hope for the future. Enlightenment and education are the pillars of society and country.

I congratulate you cordially on the establishment of the humanistic institution Nordic-European Academy. I have heard that a new dialogue and exchange of ideas is opening up between the Nordic and the other European countries. It is truly through the open dialogue that you reach understanding for each other and develop a new recognition of values shared by various peoples – in this way the new Academy contributes to develop sound democratic societies.

The fast changes within modern society have provoked an extended a debate on education and enlightenment – and their present crisis. These changes are above all due to specialisation and commercialisation in the different institutions. Consequently, fast and effective efforts are needed, where we educate true cosmopolitans and where we take both the positive and the negative aspects of globalisation into account.

This education must have a mirror and a window. In the mirror we must look at ourselves and put the question: do we have the necessary qualifications to function as cosmopolitans? The window we need to open up to other human beings and bring them happiness.

In this era Your Academy, by using the Danish tradition of enlightenment, aims at giving new life to popular enlightenment and to general adult education. I do admire your attitude and your pioneer spirit.

To tackle the inhuman side of globalisation I started a College of Liberal Art at Soka University, USA, in 2001. The central content of this institution is general education and enlightenment. At this university we set up not only an enhanced number of lessons in general subjects, but also the basis for a general education, building on all human aspects. True education means using your knowledge in the service of human happiness and peace. Rector Sadovic from Moscow University, with whom I had a dialogue, said, "To a human being enlightenment is like a spiritual landmark - you do not lose your identity, no matter what the situation is." Furthermore he points out the importance of enlightenment and education, as they strengthen our humane qualities.

This is exactly why I think that society needs your Academy: as a call for an educational revolution. The German philosopher Immanuel Kant said, "Good education is the source of all good" and your own great philosopher Søren Kierkegaard said, "Love does not intend to change the other, but to change yourself". My conclusion is that the force that will eventually improve the ethos of the world and of the society has to be generated through education and enlightenment. All of you present own the source to change society into something good.

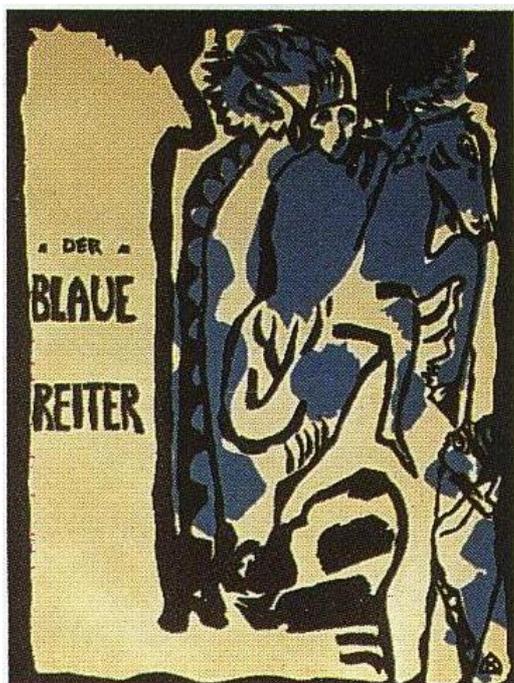
From my heart I hope that you will take up this challenge and spread these creative ideas of education all over the world, ideas that surpass borders and cultural differences, by making use of the internationally well known fundamental idea of the folk high school.

I wish that your Academy with its starting point in the Nordic countries will extend enlightenment and education to all Europe.

III. DOCUMENTS OF FOUNDATION

Presentation of the International Academy Askov (IAA)

Adopted by the Initiative Group, November 2004



Kandinsky: *Der blaue Reiter*, 1912

Background

Free enlightenment and lifelong learning with a general view are the fundament of a living democracy, of active citizenship, and of a cultural cohesion combined with personal autonomy.

In the Nordic countries the folk high school movement and the general adult educational associations have traditionally been the main agents of popular enlightenment. Paralleled, teacher training and the humanities have emphasized the fact that they are not only training institutions, but offer a general education as well. However, the folk high schools as well as the formal educational system are currently under constant change, and neither art nor cultural life in the broad sense find their framework in any way fixed.

A further development of the tradition of enlightenment and general education under new conditions must be able:

- to bring out a renewed dialogue between the Nordic popular enlightenment idea and the European tradition of humanist education
- to revitalize the dialogue and search for new relations between general, liberal education and art
- to cross the limits between the informal and the formal educations and open up for a new way of viewing the connection between enlightenment, education, qualifications and competences
- to ensure a closer connection between theory and praxis within the fields of enlightenment, education and cultural activities.

Initiatives that serve to bridge the four central institutions: *art, popular enlightenment, university, and professional education*, are indispensable to further develop enlightenment and the democratic dialogue about our common values, existential common ground and community aims.

Idea

The idea is to establish a networking international Academy, which can give free enlightenment and the general educational view a new significance and a new weight within popular enlightenment, further education and cultural life.

The basic idea of the Academy is inspired by the central enlightenment and educational traditions of the Nordic countries as well as Europe on the whole. The aim is to further develop these traditions by unfolding a new dialogue between the Nordic Grundtvig ideas and the European humanist traditions with recent international training theories and the humane outlook of the creative artist.

The intention is to implicate the new forms of learning and of the changed competence requirements, which appear in an increasingly international and knowledgebased society, where a growing focus on lifelong learning indicates a departure from the limits we have known till now between education, leisure and labour, and between formal and real qualifications and competences. The idea of lifelong learning may open new ways for personal development, democratic participation, and occupational qualification.

The challenge is to give substance to these opportunities without yielding the classic, fundamental ideas of the sovereignty of the person or the people. The IAA sees an essential task in further developing a tradition of general education marked by a cohesive philosophy, cultural insight, and conceptual aims in order to build the bridge between our history and our future.

Activities

The general educational activities of the Academy will include research, developmental tasks, education and further education, but also seminars and other debate activities. A significant international dimension in terms of topics, contributors, and participants is a must. The aim is for the Academy to develop over a five year period

1. an international network, which cooperates within research, development, educational offers, seminar-, debate-, and publication activities, based i.a. on support from the Grundtvig and the Nordplus Adult programmes.
2. an R&D unit consisting of the equivalent of five full time teachers, financed by grants from public and private research funds and eventually by fixed government grants.
3. an educational unit with about 50 students, half of whom will be students from abroad, financed by mobility grants, participants' fees and government support.
4. a seminar activity depending on the partners and on various grants from general educational funds.
5. a debate activity in the form of own periodical, own publishing house, and a web-based European information and debate forum. These activities will depend on the partners and on grants for publications.

Organisation

The Academy builds upon an interdisciplinary cooperation among different institutions and upon a partnership between important Danish, Nordic, and European institutions from the areas of general education, humanistic research, training education and the liberal arts.

The development of an interdisciplinary partnership, tied together by a common idea and a common goal, is intended to create the basis of new thoughts, new activities, contacts to broader target groups, and a bigger variety of modes of financing.

Since the start in May 2004 the initiative has been organized as an open and flexible project organization, where the initiators form the steering committee. By September 2005 we intend to have established a firm organisation for the complete network of

Danish, Nordic, and other European partners and for its correlation with Askov Højskole. In December, 2004, the steering committee consists of the following Danish institutions and persons:

Askov Residential Folk High School/ principal Henning Dochweiler, chairman of the board Bent Valentin Jensen

The Council of Leisure & Society /The Adult Pedagogy Centre/center manager Steffen Hartje

Centre for Higher Education South Jutland/ head of development section Niels Buur Hansen and lecturer Alexander von Oettingen

Counselling and Support Center /Aarhus Universitet/ center manager Willy Aastrup

Council of Danish Artists/ chairman, film director Franz Ernst

International Coordinator, Professor, Ph.D. Dorthe Jørgensen, Institute of Philosophy and History of Ideas, Aarhus Universitet;

Hans Jørgen Vodsgaard, M.Sc., project coordinator of the IAA.

Articles of Association for the Nordic-European Academy

Adopted at the founding meeting of representatives on 25 April 2005 in Askov.



Klee: *The vocal fabric*, 1929

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Chapter 1. Name and objective

1. Name, organisation, registered office

(1) Name

The academy's Danish name is Nordisk-Europæisk Akademi, internationalt center for folkeoplysning, uddannelse og forskning (NEA).

The academy's English name is Nordic-European Academy, International Centre for Dialogue, Education and Research (NEA).

(2) Organisation and registered office

NEA is a non-commercial association with limited liability.

Within the scope of its objective, the Association will seek to develop a cross partnership for key Nordic and European institutions of adult liberal education, universities, teacher training degree programmes and arts and culture.

Its registered office is Askov Residential Folk High School in the Municipality of Vejen, Denmark.

2. Objective

(1) Objective

NEA's objective shall be to contribute to redefine the meaning and increase the importance of the notions freedom of information and general education in the context of adult liberal education, further education and the cultural scene in general.

(2) Values

The Association will work to ensure:

1. that the members can work together to create a *common mission* which is based on the founding ideas of the Enlightenment, i.e. personal authority and the Sovereignty of the People and which incorporates
 - new interaction between the Nordic establishment of adult liberal education, the broader European tradition of information and education and recent didactic theories with a general aim,
 - a renewed partnership between institutions of liberal adult education and the arts which can help ensure better links between the general educational area and the cultural scene,
 - closer ties between the informal and formal educational areas that can pave the way for a different approach to the relationship between information, education, qualifications and competences,
 - a closer link between theory and practice as regards information, education and cultural activities;
2. that the members can work together to *further develop the general educational and cultural events* that focus on existential, cultural and socio-political issues and offer a Nordic-European perspective on the importance of living democracy, active citizenship, cultural cohesion and personal autonomy;
3. that the members may contribute to ensuring that the objective of the European Commission and the Nordic Council of Ministers to strengthen lifelong learning will also *carry on the most successful aspects of the Nordic-European tradition of education* with which freedom of information and democratic dialogue is characterised by a coherent view of life, historical awareness, cultural insight and clear political ideas and goals.

(3) Activities

NEA's activities may include research, development, education and supplementary training, seminars, informational activities, debate and other cultural activities in a Danish, Nordic, European and broader international context.

Chapter 2. Capital Base

3. Capital base

(1) Funding

The capital base of the Association shall only be its assets at any time, including members' subscriptions, donations and grants from private or public funds for development projects and pilot projects.

Apart from their subscriptions, the members of the NEA have no financial obligations to the Association.

NEA may offer commercial consulting, course and publishing services. NEA is also working to secure basic grants from Danish, Nordic and European public authorities in the long term.

(2) Premises

At the time of formation, the Association is housed in premises at Askov Residential Folk High School as defined in the lease agreement, which respects the facility needs of the folk high school at any time.

(3) Operating profit

Profits arising from the operation of the Association shall accrue to the NEA itself and may be retained to meet any future losses and to further develop the activities of the NEA.

Chapter 3. Members

4. Terms of admission

(1) Admission of organisations

Membership of the NEA is available to institutions, organisations, associations and special interest networks

- from Denmark, Scandinavia excl. Denmark, Europe excl. Scandinavia, and the rest of the world excl. Europe,
- that operate within one of the four main areas: adult liberal education, research, medium cycle/bachelor programmes and arts and culture,
- that can accept the objects clause of the NEA,
- and whose principal activities do not conflict with the objective of the Association.

When admitting new members it must be ensured that the number of members for each of the four principal areas does not exceed half of the total number of members excluding 'Friends of the NEA' (*Vennekredsen for NEA*).

(2) Admission of private individuals

Private individuals with an interest in the work of the NEA may be eligible for membership of Friends of the NEA, which is an independent association under the NEA.

(3) Independence

Each member organisation retains complete independence, and the NEA cannot challenge the independence of the individual member organisations.

(4) List of members

The Board of Directors shall be responsible for updating the list of members no later than 4 weeks after each meeting of representatives.

5. Admission and resignation

(1) Admission

The Board of Representatives may admit members provided that:

- one of the member organisations has submitted a recommendation for admission to the Board of Directors,
- the Board of Directors has received written documentation from the applicant organisation that the conditions for admission have been met.

Admission of new members shall require a qualified majority of two-thirds of the representatives present and shall be effective from the end of the month in which the Board of Representatives grants membership of the Association.

(2) Resignation

Members wishing to resign from the Association must do so in writing to the Board of Directors at two months' notice.

Resigned members shall not hold any claim to the assets of the Association.

6. Expulsion

(1) Recommendation

If the membership of an organisation, including the membership of Friends of the NEA, is challenged, the matter shall be discussed at the next meeting of representatives following a recommendation by the Board of Directors.

(2) Duty of disclosure

A member organisation shall be obliged to inform the Board of Directors of the NEA of matters pertaining to the operation or structure of the organisation that may throw doubt on the membership.

(3) Decision

The Board of Representatives shall be entitled to expel a member, who does not observe the rules of membership provided that two-thirds of the delegates at the meeting are in favour of the decision.

7. Subscription

(1) Duty to pay subscription

The members of the NEA shall pay subscription to the Association.

(2) Rates

The subscription rates shall be fixed on an annual basis by the Board of Representatives for the next financial year.

(3) Payment

The subscription shall be payable on 1 January and not later than 1 March as this will otherwise cancel the membership rights. The right to earn back lost membership rights without a new discussion of membership shall terminate if the member organisation is in arrears at the end of the financial year.

8. Language

In situations that involve non-Scandinavian members, English shall be the working language.

Chapter 4. Board of Representatives

9. Authority and decisions

(1) Supreme authority

The Board of Representatives shall be the NEA's supreme authority.

(2) Date of meeting

The ordinary meeting of representatives shall be held once a year in the period 1 March-30 June.

(3) Decisions

All elections and decisions shall be subject to a simple majority of the votes present. A qualified majority shall, however, be required for the admission and expulsion of new members (cf. articles 5 and 6) and any amendments of the NEA's articles of associa-

tion (cf. article 19) and liquidation of the NEA (cf. article 20). Blank votes shall not count.

(4) No voting by proxy

No voting by proxy shall be permitted.

(5) Written votes

Personal elections shall be subject to a written vote if a member requires it. Other items on the agenda shall be subject to a written vote if two members require it.

(6) Parity of votes

In the event of a parity of votes the proposal shall lapse, except in personal elections.

(7) Minutes

Minutes from the meeting of representatives shall be prepared and issued in writing, including in the form of an e-mail to the member organisations within 4 weeks after the meeting of representatives. Before submission to the members the minutes must be signed and endorsed by the chairman of the meeting.

10. Structure

(1) Member organisations

Regardless of their national and industrial affiliations, all member organisations may send one delegate with voting rights.

(2) Friends of the NEA

As the NEA's association for individual members, Friends of the NEA may send two delegates with voting rights.

(3) List

A list of the member organisations and their national and industrial affiliations must be included in the summoning notice for the meeting of representatives.

(4) Lawful participation

A member organisation shall only be permitted to have a delegate on the Board of Representatives if it has paid subscription to the NEA in the financial year in which the meeting of representatives is held.

(5) Requirements for honorary offices

If a member organisation resigns from the Association or ceases to exist, the person chosen to represent this organisation can no longer hold an honorary office in or represent the NEA.

(6) Open meetings

The meetings of representatives are open to other representatives from the member organisations and invited guests with a right to speak, but not to vote.

(7) Employees

Employees of the NEA may participate in the meetings of representatives with a right to speak, but not to vote.

11. Summoning

(1) Preliminary agenda

The Board of Directors shall call the ordinary meeting of representatives by written, including electronic notice to all members stating the preliminary agenda and giving at least 8 weeks notice.

(2) Submitted suggestions

Suggestions submitted by written, including electronic notice must be received by the Board of Directors no later than 4 weeks before the meeting of representatives and must be sent to the members of Friends of the NEA's Board of Directors along with the final agenda.

(3) Final agenda

The final agenda accompanied by a report, action plan, any submitted suggestions, the audited accounts, qualified suggestions for subscriptions and proposed candidates for the Board of Directors, shall be forwarded to the member organisations no later than 3 weeks after the meeting of representatives.

(4) Extraordinary meeting of representatives

An extraordinary meeting of representatives shall be held no later than 4 weeks after a majority of the members of the Board of Directors or at least 20% of the members of the NEA require it. A qualified agenda shall be enclosed in the request for the Board of Directors to hold an extraordinary meeting of representatives.

(5) Notice of extraordinary meeting of representatives

The Board of Directors shall call the extraordinary meeting of representatives with at least 3 weeks' notice. The summoning notice shall be accompanied by a qualified agenda.

12. Agenda

(1) Ordinary agenda

The agenda for the ordinary meeting of representatives must contain the following items as a minimum:

1. Election of a chairman of the meeting, a notetaker and counters.
2. Status on member organisations and delegates at meeting start
3. Presentation of the report of the Board of Directors for discussion and approval
4. Presentation of the report of the daily manager for discussion
5. Presentation of the audited accounts for approval
6. Presentation of the action plan of the Board of Directors for discussion
7. Budget proposals and fixing of membership subscription rates
8. Suggestions
9. Approval of admission (and expulsion) of members
10. Election of board members
11. Election of auditors
12. Any other business

(2) Extraordinary agenda

This will include items 1-3 from the ordinary agenda, while the other items will be contained in the qualified agenda.

Chapter 5. Board of Directors

13. Election of the Board of Directors

(1) Eligibility for election

Any representative from the member organisations, including Friends of the NEA and individuals who do not attend the meeting of representatives shall be eligible for election to the Board of Directors.

(2) Employees

Employees of the NEA shall not be eligible for election to the Board of Directors.

(3) Number of directors and term

The Board of Directors shall consist of 9 members to be elected at the ordinary annual meeting of representatives for a term of 3 years, and with 3 new members being elected at a time.

(4) Proposals for election of directors

Proposals for suggested candidates must be forwarded to the Board of Directors no later than 4 weeks before the meeting of representatives and sent to the Board of Representatives no later than 3 weeks before the meeting of representatives.

(5) Election method

Election of the NEA Board of Directors shall take the form of a confidential written vote if a member requires it.

(6) Effectiveness

The election of the Board of Directors shall become effective from the end of the meeting of representatives.

(7) Permanent absence of common members

In the event of the permanent absence of any of the directors, the member organisation, which the director represents, shall be permitted, but not obliged, to appoint a substitute who shall act until the next ordinary meeting of representatives elects a new director.

(8) Permanent absence of the Chairman and Deputy Chairman

In the event of the Chairman's and/or the Deputy Chairman's permanent absence, the Board of Directors shall elect a new Chairman and/or Deputy Chairman.

(9) Disqualification

If a director becomes disqualified during the term, he or she can no longer be a member of the Board and shall resign. A new director shall be elected at the next meeting of representatives.

(10) No substitutes

No substitutes shall be elected for the Board of Directors, cf., however, article 7.

14. Duties and responsibilities of the Board of Directors

(1) Authority

The Board of Directors shall be the NEA's supreme authority in the period between the meetings of representatives.

(2) Authority to bind the Association

The Association shall be bound by the Chairman and the Deputy Chairman of the Board acting together or by at least three directors. The Board of Directors may to a limited extent grant written authorisation to bind the Association.

(3) Management of funds

The Board of Directors shall manage the funds of the Association in a way, which best serves to fulfil its objective.

(4) Real property

Purchases or transactions regarding real property shall be subject exclusively to the signature of at least 2/3 of the directors.

(5) Appointment of a committee

The Board of Directors may appoint committees and project groups to the extent that it finds it necessary. The Board of Directors shall establish the mandate and powers of the committee. The Board of Directors may appoint the Chairman of the committee.

15. Activities of the Board of Directors

(1) Election of Chairman and Deputy Chairman

At the first board meeting after the meeting of representatives, the Board of Directors shall elect a new Chairman and Deputy Chairman who shall take the place of the Chairman if he or she is absent.

(2) Procedure

The Board of Directors shall choose its own procedure regarding meetings, decisions, minutes, etc.

(3) Disqualification

A director shall be considered disqualified if he/she or his/her closest relatives have a personal, financial or special interest in a particular case.

(4) Confidentiality

The directors shall observe full confidentiality in matters where the interests of the NEA must be protected by keeping secret personal or internal information, including information about financial matters.

(5) Liability

The directors shall not be personally liable for the financial commitments of the Association, except in cases where a director is involved in criminal or actionable conduct.

(6) Travelling expenses

The Board of Directors shall lay down the rules on reimbursement of travelling expenses and other expenses relating to the performance of their duties.

Chapter 6. Daily Management

16. The daily manager

The Board of Directors shall appoint the daily manager of NEA and establish the rules applying to his/hers activities, including the Association's staff policies.

17. Employees

The daily manager shall hire the employees needed for the NEA according to the guidelines established by the Board of Directors.

Chapter 7. Other Provisions

18. Accounts and audits

(1) Financial year, etc.

The financial year shall be the full calendar year.

The liquid funds of the Association shall not be deposited in accounts, etc. that are managed by people other than the NEA.

Any securities owned by the Association shall be listed in the name of the NEA.

(2) Audits

The accounts shall be audited by a certified accountant.

(3) Election of accountant

The accountant shall be elected at the ordinary meeting of representatives for a period of one year.

(4) Signatures

The audited operating accounts shall be signed by the directors.

19. Amendments to the Articles of Association

(1) Amendments

These Articles of Association may only be amended at a quorum meeting of representatives. Amendments to the Articles of Association shall require a two-thirds majority of those present at the meeting of representatives.

(2) Deadlines

Proposed amendments to the Articles of Association shall be received by the Board of Directors no later than 4 weeks before the meeting of representatives. Proposals must be forwarded to the members in writing, including via e-mail, no later than 3 weeks before the meeting of representatives.

20. Liquidation

(1) Procedure

The Association may only be liquidated at a special meeting of representatives where at least two-thirds of the members present are in favour of liquidation. The Board of Representatives elects one liquidator or a liquidation committee that shall be responsible for liquidating the Association.

(2) Use of funds

Any funds possessed by the Association at the time of liquidation cannot be paid to the members, but shall devolve to institutions or organisations which the Board of Representatives feels would be best suited to pursuing the objective of the NEA.

21. Interim provisions

(1) Election of a new Board of Directors

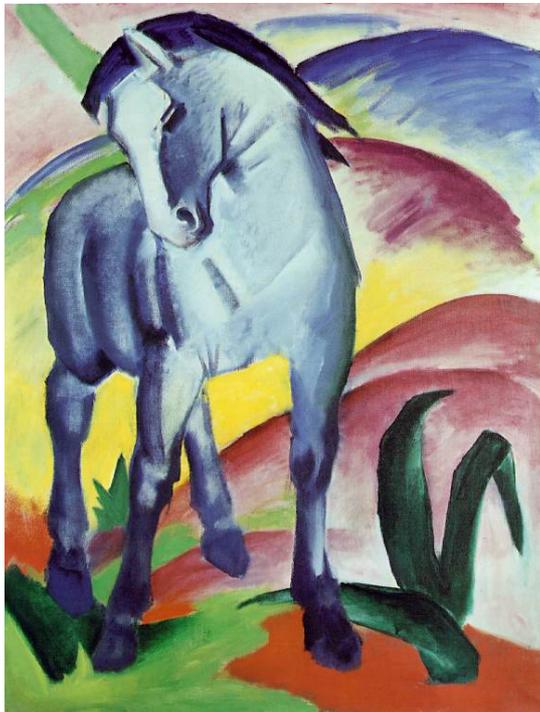
Due to an extended circle of members the first meeting of representatives after the founding meeting of representatives shall elect 9 new directors and lots will be drawn for membership terms of 1, 2 and 3 years, respectively.

22. Effectiveness

These Articles of Association shall become effective from the date of the founding meeting of representatives.

Vision and strategy for NEA (extract)

Adopted at the Board meeting on 12 May 2005



Marc: Blue Horse I, 1911

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- A. Idea and mission
- B. Vision 2010
- C. Seven focus areas
 - 1. Development of the organisation
 - 2. International projects
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 - 5. Seminars & conferences
 - 6. Publication & public debate
 - 7. Arts & culture

A. Idea and mission

Our idea is to establish a new internationally oriented Academy which is based on networking and will contribute to redefine the meaning and increase the importance of the notions freedom of information and all-round education in the context of liberal adult education, further education and the cultural scene in general.

The Academy is based on the founding ideas of the Enlightenment, i.e. personal authority and Sovereignty of the People, and the Academy will work to offer all-round educational and cultural events that emphasize existential, cultural and socio-political issues and offer a Nordic-European perspective on the importance of a living democracy, active citizenship, cultural cohesion and personal autonomy.

Its organisation will be developed as an open partnership between central Danish and European institutions of liberal adult education, researchers in the humanities, teacher training degree programmes, makers of popular art and the cultural scene.

The Academy seeks ideas and inspiration in a new interaction between the establishments of the Nordic tradition of liberal adult education, the didactic traditions of all-round education, the broader European traditions of education and the views on life and existence as exhibited by the creative arts.

The Academy will strive to ensure that the objective of the European Commission and the Nordic Council of Ministers to "strengthen lifelong learning" will also *carry on the most successful aspects of the Nordic-European tradition of education* with which freedom of information and democratic dialogue is characterised by a coherent view of life, historical awareness, cultural insight and clear political ideas and goals.

B. Vision 2010

The vision for the *academy building* in 2010 consists of a

Structure made up of

- *A solid base*, which is set on a clear idea and identity that ensure a continuous substance in its activities and a sharp profile,
- *A solid roof*, consisting of a network-based partnership that interacts with the Academy's own independent organisation.

Activities made up of

- *Five pillars*: Research & documentation, education & supplementary training, seminars & conferences, publications & public debate, arts & culture.
- *Four adjoining rooms*: Danish, Nordic, European and global partnership activities.

C. Seven focus areas

This vision embraces seven coherent focus areas:

1. Development of the organisation
2. International projects
3. Research & documentation
4. Education & supplementary training
5. Seminars & conferences
6. Publication & public debate
7. Cultural activities

Although the seven focus areas are inter-connected and synergetic, initiatives in each area should still be planned and launched relatively independent of each other.

1. Development of the organisation

- The Academy represents a broad partnership between central Danish and foreign institutions of liberal adult education, the humanities, teacher training degree programmes and arts and culture.

- The priorities of the partnership build on a clear idea and identity which ensure a continuous substance in its activities and a sharp profile via-à-vis the outside world.
- The Academy's method of working is project-oriented and characterised by a flexible network that interacts with the Academy's own independent organisation which is headquartered in Askov, Denmark.

2. International projects

- More new development projects, both with permanent and various ad hoc partners, on the basis of extensive networks in the Nordic region, Europe and the world at large.
- An international resource clearing house and advisory centre and related research facilities has been established through financing from public grants, various project grants and self-financing activities.
- Coordinated international seminar activities at the institutions and at the headquarters in Askov concurrent with comprehensive web-based debate and publication activities.
- Implementation of comprehensive international course and supplementary education programmes – short courses of one to four weeks' duration as well as long course programmes in collaboration with Danish core partners and select international ones.

3. Research & documentation

- Through projects, research, educational and seminar activities, the Academy has accumulated vast knowledge and documentation about liberal adult education and cultural activities in Denmark, the Nordic region, Europe and globally.
- This knowledge is used in our advisory and consultancy activities for Danish and foreign stakeholders and in our informational web-based activities, publications, reports, etc.
- Some of the Academy's research and informational activities are carried out in partnership with related activities at the museum and informational centre for liberal adult education in Askov.
- The Academy employs a group of researchers corresponding to at least 4 full-time positions that are financed through public grants, private funds and self-financing activities.
- In addition it is in charge of short research and educational projects of 3 to 9 months' duration, the equivalent of 2 full-time positions which are financed through leave-of-absence schemes, basic grants and private funding. Especially for teachers, artists and other people who are active in the field and who seek a sanctuary to gain insight and pass on experience.
- In addition the Academy has 1 to 2 visiting researchers from foreign networks who are primarily financed through own national support schemes.

Research projects including reassessment of previous suggestions to be given high priority:

1. A historic comparison of the Grundtvigian perspective of Enlightenment/Nordic liberal adult education and other central European Enlightenment and educational traditions.
2. The aesthetic dimensions of a progressive view of liberal and all-round education.
3. The importance of all-round education – from a didactic, pedagogical and philosophical point of view.
4. Citizenship and liberal education – pedagogical vs. political philosophy.
5. A complete presentation of the history of ideas behind Danish liberal education, which has not yet been made.

4. Education & supplementary training

- With its broad organisational network, the Nordic and European pilot projects, the formation of a research environment and debate activities centred around ideas, the Academy has created a solid basis for offering and promoting courses which emphasise all-round education, idea-related education, culture and pedagogy.
- One of the main course areas is the Nordic-European adult and supplementary education courses (VEU-courses) of 1 to 4 weeks' duration for teachers, leaders, consultants and other professionals who are active in the field of liberal adult education, clubs and societies, and arts and culture. The courses are held by the Danish partners and by a circle of partners in the Nordic and European region, and the Academy will apply for grants from Nordplus Voksen and Grundtvig-3.
- Another main course area is the short, high profile folk high school course (similar to summer university) in partnership with Askov Residential Folk High School with both Danish and foreign participants. Courses will often be taught in English. Coordinators and introductory speakers will be found among the Academy's resource persons and our partners will form the basis for a more widespread promotional effort.
- A third main area is our collaboration with core partners about offering modules for the adult education system, especially the Diploma Degree Programmes. The modules include topics within the field of liberal adult education, general adult education, club and society work, and promotion of art and culture. The courses are open to both Danish and foreign participants. The courses can be combined with modules taken at the Danish and foreign partnership institutions.
- The partnership with people from the humanities is a fourth main area. In this area we offer preparatory study courses credit-bearing courses and post-graduate informational courses. The latter may be part of a theoretical/practical postgraduate teacher training programme ending with an internship/written assignment for which the student will get credit (e.g. 30 ECTS). It may be in the form of courses at Askov or at our international partners' and internships at schools of adult education or cultural institutions including foreign schools and institutions.
- A fifth main area may be the new "academic humanities programmes", which corresponds to short further education studies, for both Danish and international students. The ideal for this type of programme may be the Finnish academic programmes which are ministry-approved two-year folk high school courses with which the student obtains a general introduction to basic philosophical and ethical ideas. This will require the approval of the Danish Ministry of Education.

5. Seminars & conferences

- The Academy will launch a comprehensive network-oriented seminar and conference business, regionally, nationally as well as internationally, alone and in collaboration with core partners and ad hoc partners. The majority of the seminars and conferences must have a clear international dimension and one or more famous foreign speakers.
- Themes may range from broad idea-related subjects (education, culture and politics) to the more narrowly defined subjects aimed at specific professions. All themes must, however, ensure that the identity of and idea behind the Academy is maintained.
- The courses must be of a quality and have a newsworthiness that ensure good media coverage, impact on the public debate or an enhanced dialogue with select research and professional environments. A portion of the lectures should be re-worked into articles for the Academy's periodical or other publications.

6. Publication & public debate

A) Together with core and ad hoc partners, the Academy will have extensive debate and publishing activities in Denmark and abroad including:

1. A journal in Danish
2. An international web-based journal in English

3. Regular publications of reports and other documentary material in Danish and English
4. Extended web-based documentation activities in English
5. A series of textbooks covering the subject Liberal Education in Danish
6. Regular contributions to the Danish public debate from the partnership network, usually in connection with high-profile conferences
7. Regular contributions to major European newspapers, journals and media, drawing on our international network and working systematically with translation into other European languages.

B) Themes may range from broad idea-related subjects (education, culture and politics) to narrow subjects aimed at specific professions. All publications must, however, ensure that the identity of and idea behind the Academy is maintained.

C) The publishing activities must be of a quality and have a newsworthiness that ensure good media coverage, impact on the public debate or an enhanced dialogue with select research and professional environments.

7. Arts & culture

- An important feature of the idea behind the Academy is the aim to strengthen the dialogue between folk high schools and their existential beliefs and the artist community with its free interpretation of life. This aim was inspired by the Asperup dialogue meetings between folk high school academics and the thinkers and artists behind the *Heretica* journal (1948-53) whose thoughts and ideas, for a long time, were represented at Askov through advocates such as Knud Hansen, K.E. Løgstrup, Ole Wivel, Tage Skou-Hansen and others.
- The aesthetic dimension of the Academy's idea should be expressed through the themes and profiles of the general activities, but especially through the Academy developing its own cultural and informational activities in partnership with makers of arts and the cultural scene.
- However, a vision and strategy for the more specific details of these intentions still remain to be formulated.

The vision 2011 and five year strategy (extract)

- The Boards presentation to the Meeting of Representatives, June, 16, 2006



Kandinsky: Lyric (Man on a Horse)

Content

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 6. Open international courses, 1 – 4 weeks
 7. Academy education, 3 – 12 months
 8. Seminars and conferences
 9. Cultural activities
 10. Publication, media and public debate

I. Idea and mission

The idea

is to strengthen humanistic enlightenment and active citizenship with a global perspective within liberal education, cultural work, and NGO activities in the civic society.

The mission

is

- to develop partnerships with Danish and Foreign institutions from the liberal education, humanities research, teacher training degree programmes and the spheres of art and culture;
- to ensure that the objective to strengthen lifelong learning adhered to by UNESCO, the European Commission and the Nordic Council of Ministers also continues the best of the intentions of the humanistic tradition of liberal adult education, that distinguishes itself by a coherent view of life, historic awareness, cultural insight and general political targets.

With the aim to bridge the gap between the history of our past and the future we are heading towards.

II. The general vision 2011

The vision is that NEA in the five year period 2007 – 2011 with head office in Askov, Denmark will develop an integrated international academy for liberal education, cultural activities and active citizenship with the following three main areas and ten elements of activities:

A. Research and documentation

1. Free study, 2 – 4 weeks
2. Research scholarships, 3 – 12 months
3. Research projects, 1-3 years in network
4. Documentation and counselling

B. Courses and education

5. International supplementary training, 1 – 4 weeks
6. Open international courses, 1 – 4 weeks
7. Academy educations, 3 – 12 months

C. Dissemination and dialogue

8. Seminars and conferences
9. Cultural activities
10. Publication, media and public debate

The implementation of these activities implies that a secretariat is established and an active international network is developed.

III. Development of the organisation

The vision 2011

is that NEA has established a basic secretariat in Askov with resources to develop the main areas of activities in cooperation with NEA's committees and project groups.

The personnel at the secretariat must include a General Secretary on full time, and on part time a project consultant, an information consultant, and an office worker. The employees on part time can have supplementing employment within the areas of activities.

Further employment must be based on concrete tasks within the area of activities, and through financing from public grants, various project grants and self-financing activities.

The five year strategy

The Academy is organised according to a structure based on open partnerships, collaborative networks and a project matrix, and this form of organisation can pave the

way for new ideas, new forms of activities, a broader interface and more funding options.

But the development of the academy depends on grants for establishment that can finance the basic secretariat and rooms for meetings, course and research activities as the first step in the development.

An initial task is therefore to find basic grants from The Nordic Council, The Danish Ministries of Education and Culture, The European Commission and private donators. Because these grants can give the basic resources to support the development of activities, including fundraising, project coordination and administration.

The next task is to implement the visions of activities, where the areas of research, education and dialogue must form an integrated activity. On the one hand research and documentation can bring knowledge and innovation, which will support the development of new courses, seminars and publications of high quality and relevance. On the other hand can experiences with implementing new courses and public debate strengthen the research, especially because the research area is liberal education, dissemination of culture and NGO-activity.

IV. Development of the areas of activities

1. Free study, 2 – 4 weeks

The vision 2011

is to establish international scholarships for free studies in a 2 – 4 weeks period at Askov *), to give teachers and facilitators from the area of liberal education, cultural scene and NGO-activities an possibility to study, have guidance, exchange experiences, and build new personal networks across institutional and geographic borders.

The scholarships of free study imply free board and lodging, a study room, teacher guidance, and some administration, but not salary for the students during the stay. The costs must be financed by grants from The Nordic Council, The Danish Ministries of Education and Culture, The European Commission and private donators.

The goal in 2011 is to have 80 Nordic, 40 Baltic, 120 European and 120 Global weeks of scholarship. In all 360 weeks distributed with 12 scholarships per week in 30 weeks per year.

**) The Nordic Folk Academy - that received a yearly grant of 6.5 mill. DKR from the Nordic Council until 2004 - had success with this form of scholarships. NEA wants to extend the target group with European and Global participants.*

The five year strategy

These free study scholarships imply public and private grants. At first NEA aims to find grants for Nordic-Baltic scholarships from the Nordic Council and private donations for global scholarships. Next NEA aims to find grants to European and further global scholarships from Danish authorities, the European Commission and private donators.

2. Research scholarships, 3 – 12 months

The vision 2011

is to establish international research scholarships in a 3 – 12 months period at Askov *), both for researchers with formal competence, and for spirited people without formal competence that get an opportunity to evaluate and disseminate their knowledge and experience from liberal education, cultural work and NGO-activity.

The research scholarships imply salary in the period, and in 75 % of the time free board, lodging, and a study room, and furthermore research guidance. The costs must be financed by grants from The Nordic Council, The Danish Ministries of Education and Culture, The European Commission and private donators.

The goal in 2011 is to offer research scholarships corresponding to 1.0 Nordic, 0.5 Baltic, 2.0 European and 1.0 Global full years of research. All in all 4.5 years of work.

**) Nornesalen in Ollerup - that received a yearly grant of 2.3 mill. DKR from the Danish Ministry of Culture until 2002 - offered this form of scholarships. The topics were primarily the*

Grundtvigian tradition. NEA wants to revitalise this possibility, men also to have a broader circle of topics and a clearer perspective of global citizenship.

The five year strategy

The research scholarships imply public and private grants.

At first NEA aims to find grants for Nordic-Baltic scholarships and for a research leader on part time from the Nordic Council and the Danish Ministry of Education. Next NEA aims to find grants to European and Global scholarships from the European Commission and private donators.

3. Research projects, 1 – 3 years in network

The vision 2011

is to develop a cross-institutional and cross-national research network that cooperate to develop research projects financed by public research grants, Danish funds, Nordic and European project funding and international donations.

A part of the research project implies dissemination tasks such as guidance of the receivers of scholarships, teaching at the international courses and seminars, and publication.

The goal in 2011 is to have research projects corresponding to 4.5 years of work that include an obligation to stay at Askov in 25 % of the time for Danish researchers and in 50 % of the time for foreign researchers.

The five year strategy

It is NEAs research committee that plan these research projects with reference to NEA's conceptual basis and mission. Topics of the research projects can be basic research as well as praxis research.

4. Documentation and counselling

The vision 2011

is to establish an international service of documentation and counselling *) for the area of liberal education and the civic society with focus on the relations between the liberal humanistic education and the development of active citizenship with a global perspective.

The service is lead by a full time research librarian and ad hoc project consultants equivalent 1.0 years of work.

An international research library with a web portal and virtual services and can be established in connection to the library of Askov Folk High School,

*) The Danish development centre for liberal education - that received a yearly grant of 6.6 mill. DKR from the Danish Ministry of Education until 2002 - Culture until 2002 – offered this form of service but mostly in a Danish and Nordic context. NEA wants to revitalise this service, but with a clearer focus on the humanistic liberal education and a new perspective of global citizenship.

The five year strategy

The service of documentation and counselling must be developed in close cooperation with the research activities and the Nordic, European and Global survey projects.

The strategy is

- to find Danish grants to the establishment of this service;
- to find private donations to documentation of global initiatives in the area of liberal education, NGO-organisations and active citizenship in civic society;
- to let the coming Grundtvig-1 projects and its broad European network be open for a later Grundtvig-4 network project, where the documentation activity is essential. At this point it can be possibly to apply for continuous grants from the European Commission.

5. International supplementary training courses, 1 -4 weeks

The vision 2011

is to offer a packet of 1 – 4 weeks international adult supplementary training courses, both in Askov and at partners in other countries.

The primary expenses can be covered by Nordplus Adult mobility grants for Nordic participants and from Grundtvig-3 mobility grants for European participants. Both actions cover travel expenses, expenses of board and lodging, teaching and administration. The new Grundtvig-3 program in 2007 – 2012 supports a wider target group than adult teachers, such as facilitators from the cultural area and the NGO area.

The expenses for target groups outside Europe can be reduced by special grants and donations that support the global dialogue.

The goal in 2011 is to complete 320 courses-weeks, equal to 8.0 year-students.

The five year strategy

The development of international supplementary training courses can have more lines:

Nordic-European courses that are approved as Nordplus Adult mobility courses and/or Grundtvig-3 courses can be offered from the autumn 2009 after the completion of the planned two-year development-projects in 2007-2009 with grants from Nordplus Adult and the Grundtvig-1 action.

Particular pilot courses can be offered earlier in cooperation with NEA's research committee and European partners, if these courses can be approved as Nordplus Adult mobility courses and/ or Grundtvig-3 courses.

NEA cooperates with global partners about offering supplementary training courses with focus on the relation between the Nordic enlightenment tradition and other humanistic enlightenment traditions. The costs can be financed by private donations and/ or special EU-actions for global mobility in the area of adult education.

6. Open international courses, 1 – 4 weeks

The vision 2011

is to offer a packet of 1 – 4 weeks open international courses with focus on dialogue and not only supplementary training and a broader target group than teachers and facilitators in adult education. The expenses must be covered by a mix of participant fee, special grants and donations.

Some courses are open; others are commissioned by partner institutions like the Summer and Winter Schools that NEA now carry out for the Japanese Soka University.

The goal in 2011 is to complete 300 courses-weeks, equal to 7.5 year-students.

The five year strategy

Since a full participant's fee is unrealistic, these courses must develop in close cooperation with strong partners and with grants to special target groups, such as

- The Soka Schools
- Chosen NGO-organisations in the third world that can apply for grants from Danish Ministries, the European Commission or private donators and funds.
- Chosen European institutions of education, organisations of culture or NGO's that look for exchange of experience and mutual inspiration about topics related to NEA's mission. The Grundtvig-2 action can contribute with grants to parts of these meetings and seminars.

In the long run NEA can develop a quality, a reputation and a network that make it possibly to implement short courses similar to the Folk High Schools short courses for a broad international target group of participants who wants to pay the full fee.

7. Academy education, 3 – 12 months

The vision 2011

is that the cross-institutional research cooperation can create the fundament for offering 3 – 12 months courses with examinations and marks that gives formal competences, such as courses in adult pedagogic, courses that give credit to students from partner institutions from the University or higher educations, or courses that are a part of modules in a diploma or master education.

The goal in 2011 is to complete 480 courses-weeks, equal to 12.0 year-students.

The five year strategy

This sort of courses demands that they are innovative with high quality and has examination with marks. This implies cooperation with formal institutions of higher education. Conditions and possibilities can vary according to type of course and type of educational partner.

8. Seminars and conferences

The vision 2011

is to offer a range of Danish, Nordic, European and Global seminars and conferences with relevance for NEA's mission in Askov and by partner institutions.

The seminars and conferences must have a quality and a news value that either motivates public debate or strengthen the dialogue with target groups from the area of education, culture and civic society. A part of the presentations and lectures can be used in the Academy's magazine or other publications.

The financing must come from both participants fees and grants from a variety of funding.

The goal in 2011 is to complete 6 one days' seminars of 40 participants each, 6 two days seminars of 25 participants each, two on day conferences of 150 participants each, and 6 international longer seminars of 20 participants each.

The five year strategy

This activity demands that NEA's network is very active, and that NEA's secretariat has the resources to administrate the activity.

9. Cultural activities

The vision 2011

is to develop new cultural activities in cooperation with partners from the cultural area.

One goal is in cooperation with Danish and foreign partners to arrange a travelling exhibition, which combine scientific and artistic expressions about lifelong learning, active citizenship and Nordic-European-global identity. The financing can come from EU's cultural program 2007, the Nordic Cultural Fund, private funds and donations.

Another goal is in cooperation with the coming Museum for the Folk High Schools at Askov to develop an education service about "democratic sustainability and global citizenship" for Danish grammar schools, High Schools, adult education, civic organisations and NGO's, and for foreign visitors. A service that combines exhibitions, IKT-learning, lectures, and show around in a living environment of the free School tradition. A web portal, media and publications are developed in relation to this "democratic service". The cost can be reduces by grants from local and national authorities, and private funds and donations.

The five year strategy

These activities can only be developed in a close cooperation with the new museum of the folk high schools, the artistic centre, and the folk high school, all placed in Askov.

10. Publication, media and public debate

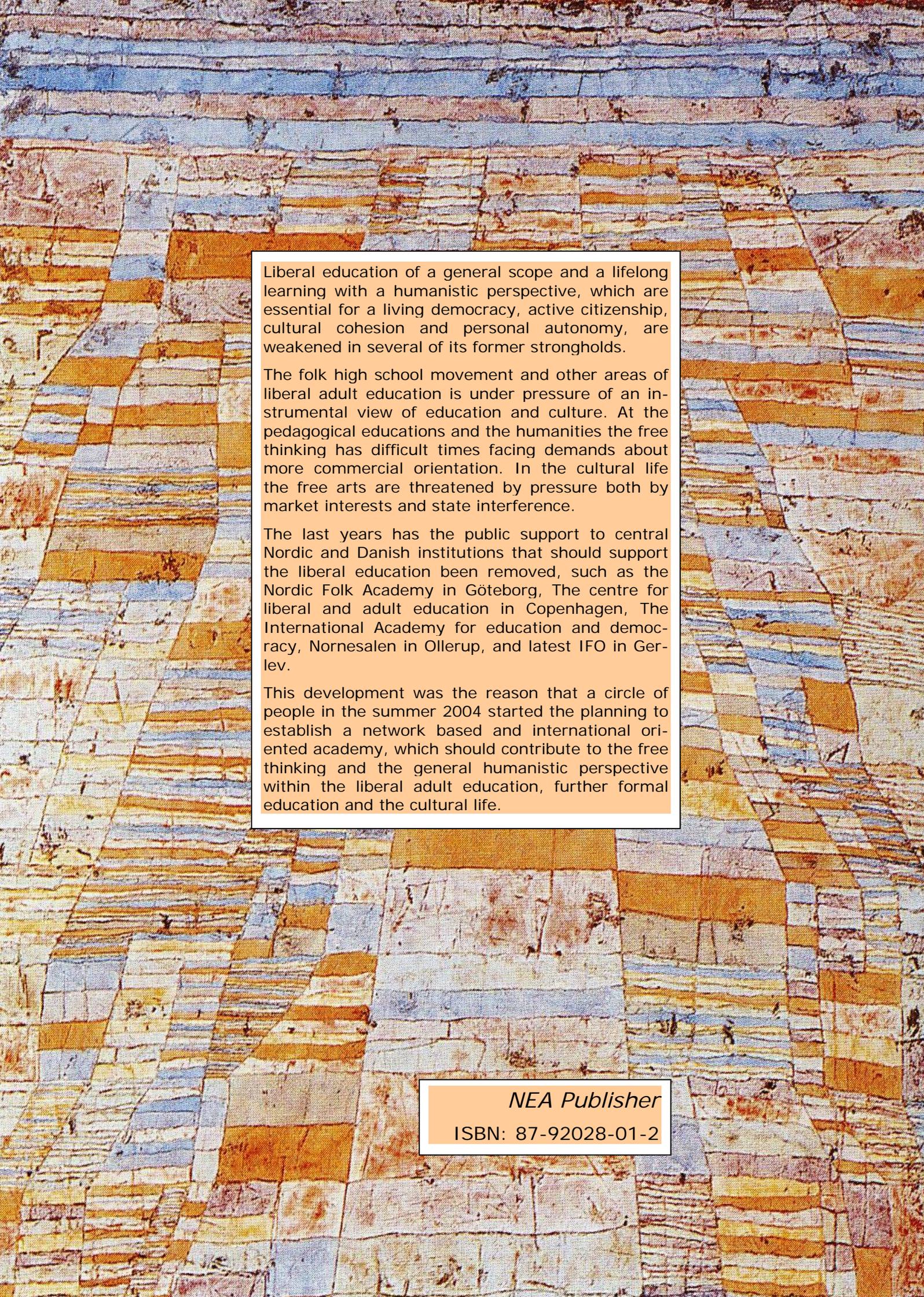
The vision 2011

is that the planned research and documentation activity and the planned course and seminar activity must demand and involve an extensive publication of articles, reports and teaching materials in books, films, virtual medias and in the paper and web magazine.

The financing of this publication activity can come from public grants, a variety of projects funds, and user's fee.

The five year strategy

The development of this publication activity will depend on the development of the other areas of activities, and the development of a basic secretariat with resources to coordinate and administrate this publication activity.



Liberal education of a general scope and a lifelong learning with a humanistic perspective, which are essential for a living democracy, active citizenship, cultural cohesion and personal autonomy, are weakened in several of its former strongholds.

The folk high school movement and other areas of liberal adult education is under pressure of an instrumental view of education and culture. At the pedagogical educations and the humanities the free thinking has difficult times facing demands about more commercial orientation. In the cultural life the free arts are threatened by pressure both by market interests and state interference.

The last years has the public support to central Nordic and Danish institutions that should support the liberal education been removed, such as the Nordic Folk Academy in Göteborg, The centre for liberal and adult education in Copenhagen, The International Academy for education and democracy, Nornesalen in Ollerup, and latest IFO in Gerlev.

This development was the reason that a circle of people in the summer 2004 started the planning to establish a network based and international oriented academy, which should contribute to the free thinking and the general humanistic perspective within the liberal adult education, further formal education and the cultural life.

NEA Publisher

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