



# Dissemination Potential

## 3rd Report of the Pro-SAL Project

Professional Administrative Support for Adult's Learning  
225279 - CP-1 - DE - Grundtvig - G1

# Germany

German Institut for Adult Education

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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Questions:

### I. Recruiting participants for a Pro-SAL training course

1. When doing marketing for the course in Sofia in November 2007 did members of the target group know of the possibilities of Grundtvig training courses?

The addressed adult education organisations and their staff knew about Grundtvig training courses in general; however they usually did not know that the administrative staff could also apply for scholarships.

2. Did they know the (former) Grundtvig programme in general?

Yes, all adult education organisations knew the Grundtvig programme. Some of them were already involved as project takers.

3. How many organisations did you address to? What kind of organisations did you contact– umbrella organisations, adult education organisations, organisations of the 3<sup>rd</sup> sector?

The course was met with high interest by the German adult education organisations. Thus we did not have to contact too many organisations to find enough participants. However, the project as well as the possibility of participating in a training course within the project was very broadly advertised by the DIE at all stages. For instance all DIE members (e.g. the German federation of adult education centers, the German Protestant consortium for adult education (DEAE), the federal Catholic consortium for adult education (KBE), Arbeit und Leben, as well as the adult education agency of lower Saxony) had been informed. Both courses were put into the DIE "Qualidat" database, whose explicit offers constitute a database for the further qualification of pedagogical staff in adult education organisations. However, problems occurred with intended participation, which concerned the length of the course as such a long absence from work is not easy to organise for administrative staff. It is necessary to arrange professional matters in advance and to consider the private situation at the same time, especially considering that most administrative employees in Germany are women, mostly with families. The smaller the organisation is, the more difficult it becomes to plan a long absence. Those adult education organisations, which are not strongly merged into European projects, often had to face the problem of an insufficient command of the English language. This was conflicting with the participant's wish to spend some time in a foreign country for training purposes to improve their English.

### II. Feedback of relevant organisations to the Pro-SAL course

1. What were the reactions of relevant organisations in your country to the training course concept of Pro-SAL?

The concept of the course was met positively regarding the adult education pedagogy and was judged as innovative regarding the implication of the administrative staff in European projects as the latter are becoming more and more

important and coming along with new requirement structures. The individual modules were received in different ways, which is to be represented in the following brief summary. The introduction module was merely intended to outline the framework of the following processing steps. The content of the module on intercultural competence is in fact not new in the German vocational training system, but the way it is presented to the target group definitely is. The module about "documentation and statistics" is very unusual for vocational training of administrative staff and innovative in the best sense. The pilot course showed that proactive thinking was therewith made possible for the staff members. The module on "communication and critical events" is to a very large degree suitable to make the problems concerning the organisation and the cooperation between the different function groups in adult education organisations known. The last two modules mentioned above create a context where the need for further development of adult education organisations is made transparent and comprehensible for the administrative staff.

2. Are some/any of them interested to take over such a training concept?

In Germany the professionalisation of the personnel working in adult education organisations regarding specific vocational training is insured by many different institutions without any central organisation. Usually vocational training takes place inside the frame of the particular institution (clerical adult education, trade unions, community adult education centers or the chamber of industry and commerce etc.). Only vocational training academies for administration as well as universities with their postgraduate courses, which are however not suitable for the administrative staff target group, and a few other institutions provide overall vocational training. One of them is the adult education agency of lower Saxony, which showed interest in the course concept. An academy for adult education was established in Austria, which is also interesting for German participants. It belongs to the Federal Institute for Vocational Education and Training. Discussions about transferring the course concept to the local conditions have already started and will be pursued.

3. How many organisations did you contact and what kind of organisation do they represent? See above.

### **III. Dissemination of experiences, findings and training course concept**

1. What kind of activities did you undertake in your country to disseminate information on the Pro-Sal Project?

Beyond the website of the project, the project was illustrated on the Internet presence of the DIE. Documents can be downloaded there and the participants of the project were recruited through the "Qualidat" database. Beyond that the project was advertised through short articles in the DIE magazine, through mailing lists of the institute in general, through announcements in the column "Current DIE issues", and in the context of the European conference Q-act, which took place in Bonn in 2007, with over 160 participants from the European adult education. An abstract of the project and of the training courses was furthermore sent to about 50 personally well-known German and European adult education organisations, which partly provide vocational training themselves or which are umbrella organisations.

2. Did you use special dissemination tools? (mailings, texts and articles)  
Yes, see above.

#### **IV. Strategies for sustainability**

1. What steps to ensure sustainability of the training course concept you can think of?

The individual modules are met with different interest. In the future they will be used partly or as a whole. The concept of the course is furthermore to be disseminated.

2. In what way you/ and your organisation will use the training course concept and the experiences of the Pro-Sal project?

The concept will still be used in the DIE-programme „professionalism“, either as a whole or only with single modules. The results of the project report will definitely be specified in line with further research.

3. Do you think that /and in what way you made a relevant development with this concept?

Yes, however changes in the arrangement of the concept seem necessary. Besides the implementation of the concept needs experienced coaches, who also have an operating experience in continuing education with this target group and who, regarding content, have access to the topics met there.