

FSSK: Iskra Nikolova

Survey on the Administrative Support Staff in Adult Education in Bulgaria

Deutsches Institut für Erwachsenenbildung

Online im Internet:

URL: <http://www.die-bonn.de/doks/nikolova0701.pdf>

Online veröffentlicht am: 26.09.2007

Stand Informationen: August 2007

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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.

Summary

Survey on the Administrative Support Staff in Adult Education in Bulgaria

This is a short summary of the Pre-requisites Report on the survey conducted by FSSK, Bulgaria, as co-partner of the Pro-Sal project, in 2006. The key findings, based on the Pre-requisite questionnaire, can be summed up as follows:

The most common term used in Bulgaria to describe the target group is *administrator, administration or administrative personnel*. There is a considerable variety of job titles within the target group (11 categories, 7 subcategories). Job descriptions vary according to the structure of the education centres and the overall number of staff. Like job titles, job tasks also vary according to the institution.

The majority (about 65%) of the target group has higher education degrees or diplomas; about 15% have post-secondary qualifications, and about 20% have secondary education certificates. There are no statistical sources indicating the number of administrative staff employed in adult education and lifelong-learning institutions, no specific studies and analyses of the target group. Activities related to the target group are undertaken mainly by individual institutions and involve in most cases formal or informal needs analysis, qualification courses, etc. Qualifications needed at present are: minimum secondary education, preferably some relevant post-secondary school diplomas; organizational and communication skills.

There are no specific courses and other forms of training provided. Members of the target group have taken part in some kinds of training which, although not specifically designed for the target group, are relevant to some of their training needs, i.e.: computer courses, language courses, legislation, labour laws, management, etc. Advanced degree courses in adult andragogy, social pedagogy, adult education are offered at university level. Shortage of time has been recognized as a problem and would require more flexible training schemes (e.g. on-site training, long-distance and e-learning courses, etc.). Qualifications considered to be of growing importance in the future include: legislation; EU structural funds administration; European and international projects; international standards of quality and certification, credit points in adult education and life-long learning.