



Research on Administrative Staff of Adult Education Organisations

Work Situation

Qualification, Training Needs and European
Dimension.

1st and 2nd Report of the Pro-SAL Project
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Introduction

The survey is targeting the administrative staff working in the field of adult education and life-long learning in Bulgaria.

The survey encompasses the following procedures and sources:

- Data and information gathering from the members of the target group, i.e. administrative staff in educational institutions in the sector of adult education and life-long learning in Bulgaria (adult education managers and other employees belonging to the target group, in adult education centres and institutions in the capital Sofia and other regions of the country). Data and information were gathered through interviews and questionnaires via personal communication (face-to-face interviews), telephone enquiries, completion of questionnaires. The questions to the respondents were based on the pre-requisites Questionnaire, as one of the key tools of research within the PRO-Sal Project.
- research of existing literature - publications, reports, and other sources.

This survey report follows the structure of the Pre-requisite questionnaire.

1. Administrative, non-teaching support staff – job titles

1.1. Job titles vary according to the scope and structure of different organisations and institutions. They include the following categories and subcategories:

Bulgarian	English
изпълнителен директор	executive manager
(административен) експерт подвидове: експерт 1, 2, 3 степен; главен, старши, младши експерт	(administrative) expert subcategories: expert 1 st , 2 nd , 3 rd degree; chief expert, senior expert, junior expert
главен счетоводител, счетоводител, касиер	chief accountant, accountant, cash-accounting official
специалист	specialist
консултант	consultant

секретар/ка	secretary
координатор	co-ordinator
администратор база данни	data base administrator

1.2. The most common term used in Bulgaria to describe the target group of this survey is *administrator, administration* or *administrative* personnel.

1.3. Diplomas and certificates: There are various levels of education diplomas, certificates and profiles within the target group of the survey:

Higher education - about 75% of the research group	Post-secondary diplomas and qualifications - about 15 % of the research group	Secondary education - about 10% of the research group	
B.A. and post-graduate degrees, higher education diplomas in the humanities, economics, etc.	Qualification courses, vocational qualifications - e.g. management in adult education, safety regulations, etc.	standard secondary schools	special secondary schools
		school-leaving certificates from the standard "secondary schools" (11 grades)	accountancy colleges, technical colleges, language schools, etc. (11-12 grades)

1.4. Number of administrative staff:

There are no statistical sources (including sources of the Ministry of Education, the Ministry of Labour and the reports of The National Statistics Institute) indicating the number of administrative staff employed in adult education and lifelong-learning institutions in Bulgaria.

1.5. Research and development activities concerning the target group.

In recent years research on adult education and lifelong learning has been undertaken on a more systematic and regular basis (e.g. The National Statistics Institute report on vocational education, published in 2004, the National Strategy for Life-Long Learning - 2005), but there are 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 and some kind of qualification courses.

2. Work and tasks of the target group

2.1. Type of work: Like job titles (see above), job tasks vary according to the institution. They also may vary according to the levels of activity within the overall structure of the institution, ranging from senior management positions to secretarial and assistant work. In general, the main tasks of the target group fall within the following main types of work:

- organization;
- documentation;
- communication

2.2. Content of work: the work conducted by the administrative staff typically is a combination of:

- general content: management; budgets and book-keeping; human resources; secretarial services
- specific content: organisation and monitoring of courses and other activities, characteristic of adult education and life-long learning (e.g. projects, seminars, etc.); promotional work and public relations; customer care and support for adult learners.

2.3. Job descriptions vary according to the structure of the education centres and the overall number of staff. One main field of co-operation with other staff groups is the support for trainers (including recruitment, planning, monitoring, financial and organizational issues, communication, etc.)

3. Training needs of administrative, non-teaching support staff

3.1. Qualifications needed at present: minimum secondary education, preferably an academic degree (e.g. in the humanities, in finances or in technical subjects) or some relevant post-secondary school diplomas (e.g. secretarial, book-keeping, etc.)

3.2. Qualifications considered to be of growing importance in the future: legislation; EU structural funds administration; European and international projects; international standards of quality and certification, credit points in adult education and life-long learning.

3.2. Subjects considered to be an important part of future training provisions: adult learning and instructional design; guidance for adult learners; management in adult education; intercultural communication competence; disability and minorities awareness; community learning.

3.3. Training needs as identified by different subgroups of the target group.

Most of the training needs (see 3.1. and 3.2.) have been recognized by all subgroups of the target group. Some subgroup-specific perspectives and needs are given below:

managers, experts, stakeholders	members of administrative staff
interpersonal and organizational skills; social skills; overall competence and efficiency	computer skills, accounting, legislation, foreign language(s); EU funds and projects

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.)

4. Training of administrative, non-teaching support staff

There are no specific courses and other forms of training provided for the target group. 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 the training needs mentioned above, i.e.: computer courses, language courses, legislation, labour laws, management, etc. Advanced degree courses in andragogy, social pedagogy, adult education are offered at university level (e.g. at Sofia University, New Bulgarian University, etc.)

5. Conclusion on national basis of information on the topic

5.1. There have been no findings on specific research projects related to the target group in the last 5 years.

5.2. As above.

5.3. As above.

5.4. As above.

5.5. Some general AE statistics in Bulgaria are provided by: the National Statistics Institute, the Ministry of Education and Science, the Ministry of Labour

5.6. The national AE statistics has precise data only about the accredited vocational training centres, which are 237.

5.7. Conversations and interviews have been carried out with: 5 managers, 37 target group members, 1 expert.

5.8. Information on adult education providers and institution was found in publications, catalogues, on the Internet, through personal enquiries and communication.