



# 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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## Germany

German Institut for Adult Education

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## 1. Administrative, non-teaching support staff

### Questions

- a.. **Please give different job titles for non-teaching support staff in your country:**  
Administrative staff; administrative management, clerical assistant.
- b. **What is the most common expression in your country?** Administrative staff
- c. **What kind of school leaving certificate do members of this group generally have?** Secondary school level I certificate, A-levels
- d. **How many people work in this area?** It is only possible to form estimation: in community adult education centres we have 3.693 jobs. If we do an extrapolation from community adult education centres to all organisations of adult and continuing education we come to approximately 21.800 jobs in that area.

## 2. Work and tasks of the target group

### Questions

#### a) What type of work is it in general?

- accountancy/finances
- personnel administration
- processing inside the secretariat in charge of organising courses
- management of the participants

#### b.) Who are the main partners of internal co-operation for the target group?

Or the direction with the educational staff or course supervisors, participants and/or prospective customers.

#### c) Which formal qualification do the staff members bring along?

There is no particular career profile, but staff members with commercial apprenticeships (non-university) preponderate, e.g. as trade merchant, trained retail saleswoman, accounting clerk – usually with commercial training or administrative training.

### Results from the interviews done by experts:

For the organizational implementation of the programme and the organization of the registrations, the staff needs a basic understanding about the topics and working methods of the courses. This is already trained through tasks like e.g. sending away curricula and advertisements. The participants' specific questions are referred to the course supervisors. *National and international projects:* there is imminent work on the content.

The tasks of the accounting clerks are very broad. The clerks assess which courses are eligible to promotion according to the Northrhine Westphalian law on vocational education. Besides, they execute formal tasks like applications. This often implies to resolve questions regarding content as well as difficult situations with the clients and the suppliers.

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

#### Questions

#### a) What qualifications are needed to do the job? What are the criteria when employing potential staff? (Results from the interviews done by experts)

- Flexibility in thinking and acting, as the training offers and programmes are different concerning the achievements of the participants. It is important that the staff members are able to adapt to new conditions quickly.
- Communication: It is important to respond to interlocutors, to listen to them and then to try to answer the request.
- Stress resistance: Participants, course teachers/trainers, managers and colleagues all want something from the staff members.
- Friendliness towards customers
- IT-skills
- Spatial and temporal flexibility (conference management, annual accounts) due to constantly changing tasks and contents. Co-development of working methods, replacement of colleagues and familiarisation with specific tasks
- Soft skills/good personal conduct
- Verbal and written skills: letters and answering the phone
- Depending on the department: Knowledge of at least English as a foreign language
- Competencies like: knowledge of the programme of the adult education organisation, social skills, counselling skills, flexibility, knowledge of the internal co-operation and organisation

#### b) What qualifications will be necessary in the future? (Results from two interviews done by experts)

Increasing requirements in communication, co-operation, co-ordination, adjustment to new computer applications

#### c) In which areas do you see the necessity for advanced training?

- IT: the Microsoft Office programmes like Excel, Word and Power Point as well as the specific software like the „ABBA-databases“ of the government of North Rhine-Westphalia for the accounting of funding
- Contacts with the clients/answering phone calls: client-oriented behaviour, correct behavior on the phone
- communication/cooperation: refer enquiries to the right person
- IT-skills: to keep up to date
- Organisation of work and time management
- Foreign languages
- Handling of complaints

#### d) What are difficult situations for the staff members?

- It takes some time until new regulations are familiar, e.g. 1-Euro-Jobs and other regulations from the German Social Security Code II

- It takes some time until new systems are familiar: currently the handling of the ABBA-database
- when decisions have to be taken on holiday replacement
- the staff members grow into their tasks and if necessary take over more responsibilities
- how to deal with complaints on the phone outwards and inwards? Complaint management was introduced inside the „Paritätische Akademie“
- replacement, especially in specific fields
- adjustment to a specialised field

#### e) Which kind of further education would be expedient?

- One cannot wait until the staff members are familiarized with the work → short-term trainings when needed
- IT → inhouse
- Organisation of work and time management → as a seminar
- Foreign languages → seminar
- Dealing with complaints → seminar

### 4. Training for administrative non-teaching support staff

#### Training offers

Facts from 120 training provision catalogues (Last update: 2003)

2 Types of trainings:

**training for all kind of staff in adult education organisation (a total of 40, 17 one day, 13 two days training)**

- Content: communication, tools, specific knowledge for adult education
- Communications skills, rhetoric, fundraising
- Management, human resources development, knowledge management
- Tools: computer applications, accounting, statistics
- Specific knowledge for the development of adult education business

**Training provisions for target group administrative support staff (29 oneday, 16 twodays, 5 three days)**

- Content: management of the administration department, office organisation, self-management

- management of the administration department, consequences of legislation, using computerised support
- Office organisation: effective office organisation, accounting, document management
- Self management, time management

### **Vocational training offers (last update: 2006)**

The result of a research about current vocational training offers provided by institutions and associations working nationwide (pedagogical institutions of the German states “Länder”, the labour welfare (federal government), the Red Cross (federal government), Caritas (federal government), Paritätischer Wohlfahrtsverband (federal government), federation of trade unions (federal government), the association “Work and Life” (Länder), the catholic federal consortium for adult education, the German protestant consortium for adult education, Burckhardthaus Gelnhausen and the protestant education center Bad Bederkesa. In addition the following internet sources: Info-Web-Weiterbildung [www.iwwb.de](http://www.iwwb.de) and the course database of the federal employment office [www.kurs.de](http://www.kurs.de) with the keyword (continuing) education management.

Six offers were shortlisted, 17 more offers are documented in the annex.

The shortlisted choices include two short-term offers, which deal with office organisation and sales and distribution. One of the offers looks into professional role perceptions. Another one puts the emphasis on women and thereby also deals with soft skills. Three offers last approximately 15 days of which two put the emphasis on e.g. IT- and correspondence skills, which are to be understood as “tools”. These offers are also meant as an introduction to a new job.

## **.5. Adult and continuing education establishments**

### **Questions**

- a) Which are the main (umbrella) organisations and responsible bodies for adult education?
- b) Which types of organisations can be characterized?

### **General and political Adult Education:**

- Community adult education centres (Volks-  
hochschulen)
- „Work and Life“ Association
- Churches
- Residential AE centres

- Foundations of the political parties
- Voluntary initiatives and alternative groups
- Charitable organizations
- HE institutions
- Distance learning institutes

## 6. The staff of adult and continuing education

### a) How many people are working in this field?

Compared to other economic sectors it is quite difficult to evaluate the exact number of employees in the area of adult and continuing education since there is no statistic recording all employees of the different adult education organisations (which also include the continuing education departments in companies) acting in the different ranges of general, political and vocation training in equal measure. Additionally it is difficult to get an overview as there are different status groups of personnel inside adult education organizations like the management, pedagogical staff, the administration management and administrative staff and teachers/trainers which in most cases are working as freelancers.

This is almost a structural characteristic of this education area when compared to school and university. For the narrower range of adult education provided by public institutions there is the following estimation from 2004:

1. staff employed in Community Adult Education Centres: 210,000
2. staff employed in church and political Adult and continuing Education centres: 78,000
3. of these 95 % worked part time on a freelance or voluntary basis

## 7. Conclusion on national basis of information on the topic

### 1. Are there any (research) projects dealing with the target group in the last 5 years?

#### 2. The researchers were working on

- management of AE	X
- organisation of AE	X
- quality of AE	X
- professionals/professional approach towards AE	X
- administration of AE	X
- the AE system	X

#### 3. Did you find publications on the topics

above?(Please name them here)

#### 4. Among them were X research studies on

- management of AE	2
- organisation of AE	3
- quality of AE	2

- professionals/professional approach towards AE	5
- administration of AE	
- the AE system	2
<b>5. What are the main AE statistics in your country? (Please name the sources)</b>	
<b>6. The national AE statistics give information and number</b>	
- how many organisations do exist?	
- how many people are working in A.E.?	
- how many staff groups exist?	
- how many people work in each staff group?	
<b>7. You had conversations/interviews with X</b>	
- managers	4
- target group members	2
- researchers	
- other experts (which?).	1
<b>8. You collected and interpreted X training provisions. You found them</b>	
- via Internet (how many?)	
- with the help of our partners (how many?)	
- via other means (how many?)	

## b) National basis of information for Germany

### Were there projects in the last 5 years, which had to do with this topic?

Individual projects inside the QUEM-project (management of qualification and personal development) in the subprogramme LiWe (Learning in and from adult education organisations) deal with questions of organisational and personnel development in adult education organisations.

### Publications on the topics:

- Bastian, Hannelore: Gestaltung der Zusammenarbeit von haupt- und freiberuflich Mitarbeitenden. In: Heinold-Krug, Eva (Hrsg.): Qualität entwickeln - Weiterbildung gestalten. Handlungsfelder der Qualitätsentwicklung. Bertelsmann, Bielefeld 2002, S. 91-101.
- Dietsche, Barbara: Fortbildung für Verwaltungsmitarbeitende in Weiterbildungseinrichtungen. In: Heuer, Ulrike/Gieseke, Wiltrud (Hrsg.): Pädagogisches Wissen für die Weiterbildung. Fortbildungsbedarf und Personalentwicklung. Verlag TextWeinberg, Oldenburg 2006, S. 187-232

- Ehses, Christiane/Zech, Rainer: Professionalität als Qualität in der Erwachsenenbildung. Zur Organisationsentwicklung von Volkshochschulen im Spannungsfeld diversifizierter Lernmilieus und wirtschaftlicher Marktanforderungen. In: Gary, Christian: Erwachsenenbildung im Wandel. Theoretische Aspekte und Praxiserfahrungen zu Individualisierung und Selbststeuerung. ÖIBF, Wien 2003, S. 184-213
- Gonschorrek, Ulrich: Bildungsmanagement in Unternehmen, Verwaltungen und Non-Profit-Organisationen. Berliner Wiss.-Verl., Berlin 2003
- Gütl, Brigitte, Orthey, Frank Michael: Bildungsmanagerinnen lernen grenzüberschreitend. GdWZ 14(2003)1, S. 17-21.
- Harney, Klaus: Qualitätsbezogenes Bildungsmanagement an der Schnittstelle von Organisationsforschung und empirischer Bildungsforschung. In: Brödel, Rainer (Hrsg.): Lebensbegleitendes Lernen als Kompetenzentwicklung : Analysen - Konzeptionen – Handlungsfelder. Bertelsmann, Bielefeld 2004, S. 221-238
- Hartz, Stefanie/Meisel, Klaus: Qualitätsmanagement. Bertelsmann, Bielefeld 2004
- Hartz, Stefanie: Qualität in der Weiterbildung: die Perspektivengebundenheit von Qualitätsanforderungen am Beispiel der Differenz von Organisation und Profession. In: Fröhlich, Werner (Hrsg.): Qualitätsentwicklung in der postgradualen Weiterbildung : internationale Entwicklungen und Perspektiven. Waxmann, Münster 2004 S. 231-248
- Kil, Monika: Organisationsveränderungen in Weiterbildungseinrichtungen. Empirische Analysen und Ansatzpunkte für Entwicklung und Forschung. Bertelsmann, Bielefeld 2003
- Robak, Steffi: Management in Weiterbildungsinstitutionen. Eine empirische Studie zum Leitungshandeln in unterschiedlichen Konstellationen. Kovac, Hamburg 2004
- Schröer, Andreas: Change management pädagogischer Institutionen. Wandlungsprozesse in Einrichtungen der evangelischen Erwachsenenbildung. Leske & Budrich, Opladen 2003

**Among them current empirical studies:**

**Adult education management**

- Gieseke, Wiltrud (Hrsg.): Programmplanung als Bildungsmanagement? Qualitative Studie in Perspektivverschränkung. Bitter, Recklinghausen 2000
- Robak, Steffi: Management von Weiterbildungsinstitutionen. Eine empirische Studie zum Leitungshandeln in unterschiedlichen Konstellationen. Kovac, Hamburg 2004

**Adult education organisation**

- Kil, Monika: Mitarbeiterinnen und Mitarbeiterin der Weiterbildungsorganisation: Arbeitsbedingungen und Motivierungspotentiale als Impulse für Fortbildung, Personal- und Organisationsentwicklung - am Beispiel der Volkshochschulen in Nordrhein-Westfalen. Dissertation. Universität Dortmund 1998
- Schiersmann, Christiane/Thiel, Heinz-Ulrich/Fuchs, Kirsten/Pfizenmaier, Eva: Innovationen in Einrichtungen der Familienbildung. Eine bundesweite empirische Institutionenanalyse. Leske & Budrich, Opladen 1998
- Kuper, Harm: Weiterbildung im Sozialen System Betrieb. P. Lang, Frankfurt/M. 2000
- WSF, Erhebung zur beruflichen und sozialen Lage der Lehrenden, Bonn 2005,



### Quality of the adult education

- Möller, Svenja: Empirische Studie zur Markt- und Kundenorientierung in Volkshochschulen. In: Grundlagen der Weiterbildung Zeitschrift 4 (2003) S.174-175
- Guellali, Chokri: Qualität in der Weiterbildung. Qualitätsrahmen für die Selbstevaluation beruflicher Weiterbildungseinrichtungen. Shaker, Aachen 2005

### Professionalisation of the adult education

- Arabin, Lothar: Unterrichtende an hessischen Volkshochschulen. Sonderband der Hessischen Blätter für Volksbildung. Frankfurt/M. 1996
- Hof, Christiane: Konzepte des Wissens. Eine empirische Studie zu den wissenstheoretischen Grundlagen des Unterrichtens. W. Bertelsmann, Bielefeld 2001
- Gieseke, Wiltrud: Habitus von Erwachsenenbildnern. Oldenburg 1989
- Nittel, Dieter: Die Pädagogisierung der Privatwirtschaft und die Ökonomisierung der öffentlich verantworteten Erwachsenenbildung – Versuch einer Perspektivenverschränkung mit biographieanalytischen Mitteln. In: Zeitschrift für Pädagogik 42 (1996), H. 5, S. 731-750
- Peters, Roswitha: Erwachsenenbildungs-Professionalität. Ansprüche und Realität. Bertelsmann, Bielefeld 2004

### Adult education administration

- none

### The adult education system

- Faulstich, P./Teichler, U./Bojanowski, A./Döring O.: Bestand und Perspektiven der Weiterbildung. Das Beispiel Hessen. Weinheim 1991
- Schlutz, E./Schrader, J.: Systembeobachtung in der Weiterbildung. Zur Angebotsentwicklung im Lande Bremen. In: Zeitschrift für Pädagogik 43 (1997), H. 6, S. 987-1010

### These are the most important statistic sources for adult education in our country:

Report systems:

Berichtssystem Weiterbildung: Aktuell Berichtssystem IX, 2006.

Volkshochschulstatistik: Since 1962 yearly indications from about 1000 community adult education centres about e.g. the number of bookings in programme areas, institutional characteristics like the legal entity and funding sources, age/gender of the participants, regular and part-time staff.

Statistikverbund Deutscher Volkshochschulverband (DVV), Arbeitskreis deutscher Bildungsstätten (AdB), Bundesarbeitskreis Arbeit und Leben (BAK AL), Deutsche Evangelische Arbeitsgemeinschaft für Erwachsenenbildung (DEAE), Katholische Bundesarbeitsgemeinschaft für Erwachsenenbildung (KBE):

Berufsbildungsbericht: Auf gesetzlicher Grundlage erstellt durch Bundesinstitut für Berufsbildung (BIBB), Bundesagentur für Arbeit (BA) und Institut für Arbeitsmarkt- und Berufsforschung (IAB). SGB III geförderte Weiterbildung, Fortbildungsprüfungen, Aufstiegsfortbildungsförderungsgesetz, Fernlehreangebote. Berichte über Programme zum Lebenslangen Lernen und zur Entwicklung der Fortbildungsförderung.

Ämtliche Nachrichten der Bundesagentur für Arbeit: monthly statistics about the number and the costs of adult education provision, rehabilitation measures.

Interviews with experts:

2006: 2 executive managers (Akademie Klausenhof, Paritätische Akademie) .

Expertise Barbara Dietsche 2003: 2 administrative employees, 1 pedagogical employee (Burckhardthaus Gelnhausen,

**Evaluated training provision found via the internet**

2006. new: 16 offers

**With the help of our partners**

Expertise 2003: 29 explicit offers for administrative staff

**Other ways:**

Through phone enquiries: 7 offers