



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

225279 - CP 1- DE - Grundtvig - G1

Norway

Voksenopplæringsforbundet Studieforbundenenes

Interesseorganisasjon

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.



1. Administrative, non-teaching support staff
--

Questions

Please give different job titles for non-teaching support staff in your country (express it in your own native language and translate it into english).

Kontormedarbeider (Office employee)

Økonomimedarbeider (Finance dept. employee)

Studieveileder (Study counsellor)

It medarbeider

Teknisk medarbeider.

Assistent

What is the most common expression in your country?

Medarbeider

What kind of school leaving certificate do members of this group generally have?

Very different, according to position, all (90%) have more than high school, most have training on college level some have university degree

What do members of the target group earn on average ?

Approc. 200.000 – 300.000 NOK

How many people work in this area?

There are 19 study ass and 440 study org. in the non-formal adult learning "world" in Norway, there is no way to even guess the number of support personnel.

Have there been research and development activities concerning the target group?

Not to our knowledge

Are there research activities in related subjects (about organisation, profession, quality, management, administration) that allow to draw conclusions on the target group?

Quality and quality related activities has been "in the wind" for the last couple of years. The Norwegian competence reform also developed a focus shift toward internal quality in the lifelong learning institutions. This affects all the related levels of administration. But there is no system developed to aim our target group

2 Work and tasks of the target group

Questions	<p>What type of work is it in general?</p> <p>Contact with learners, other staff, secretarial and other support functions</p> <p>What is the content of the work? (finance/budget, telephone service, course booking, support for trainers, etc.)</p> <p>All of the above plus all the rest it takes to run an org.</p> <p>What are the fields of responsibility?</p> <p>Variable according to job descriptions</p> <p>Are there any formal job descriptions?</p> <p>In most cases, yes</p> <p>Who are the main partners of internal co-operation for the target group?</p> <p>Other staff, teachers</p> <p>Who are the main external partners of co-operation for the target group?</p> <p>Few official outside contact points. Very often responsible for contact with various suppliers, i.e. schools (renting of classrooms), local officials, other companies i.e. computer, copiers, phone, electricity</p> <p>What are the fields of co-operation with other staff groups?</p> <p>These positions are very often "crossover", in small org. the staff need to do many tasks</p>
-----------	---

3 Training needs of administrative, non-teaching support staff

Questions	<p>What qualifications are needed to do the job?</p> <p><i>-Interpersonal skills, supportive skills, negotiation skills</i></p> <p>What qualifications will be necessary in the future?</p> <p><i>-Same and more focus on ICT and problems arising within the nowadays technologies and the more flexible learning environment of tomorrow.</i></p> <p>What subjects could be an important part of a training provision and why?</p> <p><i>- The necessity of documentation procedures within an organisation is for many an enigma, no real reason is given from the top down to the workers who do the chores, so focus on this from different perspectives could make administrative personnel understand the tasks better</i></p> <p>What do the different groups (members of the target group, their</p>
-----------	---

managers, stakeholders, experts in adult education) name as important training needs for the target group?

- *No real management interest on this issue, very few have system for training in place for these kinds of staff, good communication skills, effective, dependable would be some of the needs.*

What type of course/training is needed? (long-term, short term, on-the-job, off-the-job etc.)

- *This issue should be clarified with the use of a questionnaire*

4 Training for administrative non-teaching support staff

Questions **Who offers training provisions for the staff members of adult education organisations in general?**

In-house, some training used to be given by NAAL, but not in the last 3 years.

What are the subjects/contents of this training offers?

In-house training : get to know Institutions regulations and rules, reporting structures , use of appropriate tolls

Are there any training provisions for the target group?

No, not at present. (except pure profession training, i.e. ICT for ICT employees, accounting for accountants..... ,

What is their content? What is the duration of the training?

Professional training is often short time courses

How often do the trainings take place

How many people do participate?

Do the participants evaluate these trainings positive?

When NAAL offered training the evaluations were positive. Because it provided participants with insight, security and knowledge

Activities of popular education organizations in Norway 2005. Participants by popular education organizations

	2005
	Participants
The Workers' Education Association of Norway	46 755
The Rural Association of Adult Education	21 445
The Association of Adult Education of the Free Church Movement	12 053
The Education Association of the Conservative Party	6 495
The Adult Education Association of The Christian Democratic Party of Norway	414
Populus - The Adult Education Association of Family, Health and Culture	14 142

The Sports Education Foundation	23 542
The Adult Education Association of Music	46 743
The Norwegian Council of Christian Study Activity	22 215
The Sami Adult Education Association	536
The Adult Education Association of the Centre Party	1 248
The Socialist Adult Education Association	4 125
Folkeuniversitetet - An Adult Education Association	244 768
The Adult Education Association of Nature and Environment	17 636
The Adult Education Association of Peoples Learning	0
The Adult Education Association of the Liberal Party	1 043
YS Education and Development Centre	0
The Academic Association for Adult Education	68 979
The Association for Adapted Adult Education in Norway	31 123
The Association of Folk Culture	27 852
The Adult Education Association of the Progress Party	3 110
Norwegian Coast Sami Study Association	235

5 Adult and continuing education establishments

Questions

Which are the main (umbrella) organisations and responsible bodies for adult education?

Within our definition of Adult Education, there is only one and that is us (NAAL)

Which types of organisations can be characterized?

How do they differ in terms of

- learning contents?
- structure of training offers?
- participants addressed?
- organisation's targets?
- organisation's size?
- legal form?
- financial resources?
- connection to (adult) education law?

Which organisations of adult education you are able to address to and to co-operate with in this project?

All our members, and their members as well

In what respect do these organisations represent the whole

field of adult education?

Since our target group will be the NGO adult education field, we would boldly say "the field"

6 The staff of adult and continuing education
--

Questions

What are the different groups of staff in organisations of adult education in your country? What do they do?

See question 1

Who is working/communicating with
learners/participants/students and who is not?

All are, but this must be seen relevant to their job descriptions

Are there study programmes for the profession/work of adult education in your country?

During the last years one University has started a Master degree program in this area

How many people are working in the field?

No way to find out an exact number without doing an extensive research, it would be useful but no feasible way to fund it.

An example, all trade unions and all sports associations are in our member group. There is a lot of education going on and we can provide number of participants, hours studied and courses taken, but number of people involved would at best be an uneducated guess.

Are there research findings or research activities on professionals in adult education in your country? Could you describe their main actual findings?

No, not to our knowledge.

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?

NO, but quite a lot on lifelong learning and quality (see next page)

2. The researchers were working on

- management of AE
- organisation of AE

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

3. Did you find publications on the topics above?(Please name them here)

4. Among them were X research studies on

- management of AE
- organisation of AE
- quality of AE

The Norwegian Competency reform
The Norwegian Competence Report

As the following list of documents show, there has been a lot written about reforms in the AE world in Norway. But nothing about our target group (sorry all documents in Norwegian)

[Realkompetanseprosjektet, sluttrapport \(pdf-format, 6.4MB\)](#)

[Realkompetanseprosjektet, kortversjon av sluttrapport \(pdf-format, 2.6MB\)](#)

[Realkompetanseprosjektet, kortversjon av sluttrapporten \(engelsk\) \(pdf-format, 2.6MB\)](#)

[NIFU STEP-rapporten «Realkompetansesludenters bortvalg og studiepoengproduksjon» fra 2005](#)

[En teoretisk drøfting av dilemmaer i forhold til dokumentasjon av realkompetanse i tredjesektor \(word-format, 83kB\)](#)

[Likeverdig kompetanse \(word-format, 152kB\)](#)

[Sluttrapport fra prosjekt om felles verktøy for dokumentasjon fra frivillig sektor, ved Vofo, AABUR og LNU \(rtf-format, 114kB\)](#)

[Sluttrapport fra prosjekt om økonomi i dokumentasjon av realkompetanse, ved Econ \(rtf-format, 625kB\)](#)

[Sluttrapport fra prosjekt om realkompetanse i arbeidsmarkedstiltak for yrkeshemmede, ved ASVL \(rtf-format, 10.1MB\)](#)

[NOKUT-rapporten «Godkjenning av utenlandsk høyere utdanning for flyktninger med mangelfull dokumentasjon» fra februar 2003 \(pdf-format\)](#)

[NIFU STEP-rapporten «Kartlegging av realkompetansereformen» fra mars 2004 \(pdf-format\)](#)

[Fafo og Sintefs sluttrapport «Sosial kompetanse i arbeidslivet» fra 2004 \(pdf-format, 633kB\)](#)

[Nordisk Ministerråds rapport «Forstudie om validering af realkompetence i de nordiske land» fra april 2004 \(pdf-format, 1,4MB\)](#)

[Realkompetanse i arbeidsmarkedstiltak for yrkeshemmede. Erfaringer med dokumentasjon av personlig og sosial kompetanse. ASVL mai 2004 \(word-dokument, 18,8MB\)](#)

- professionals/professional approach towards AE
- administration of AE
- the AE system

5. What are the main AE statistics in your country? (Please name the sources)

Statistics Norway

6. The national AE statistics give information and number

- | | |
|---|-----|
| - how many organisations do exist? | No, |
| - how many people are working in A.E.? | No |
| - how many staff groups exist? | No |
| - how many people work in each staff group? | No |

7. You had conversations/interviews with X

- | | |
|---------------------------|-------------------|
| - managers | 3 |
| - target group members | 4 |
| - researchers | |
| - other experts (which?). | Statistics Norway |

8. You collected and interpreted X training provisions. You found them

- via Internet (how many?)
- with the help of our partners (how many?)
- via other means (how many?)