

EST: Alexander Schejbal

Summary

Survey on the Administrative Support Staff in Adult Education in Poland

Deutsches Institut für Erwachsenenbildung

Online im Internet:

URL: <http://www.die-bonn.de/doks/schejbal0701.pdf>

Online veröffentlicht am: 26.09.2007

Stand Informationen: August 2007

Dieses Dokument wird unter folgender [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/)-Lizenz veröffentlicht:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

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 Poland

Job titles for non-teaching support staff in Poland are various and the most common term used to refer to administrative employees in adult education establishments is administration or administrative staff. There are three levels of education diploma the members of the target group should generally have: MA, BA, post-secondary school diploma, A-levels.

The range of tasks performed by the administrative staff include, as the most important, the following: - to supervise and coordinate activities of staff, - interview job applicants, - administer salaries and work out leave entitlements, - maintain management information systems, - review and answer correspondence, - provide secretarial or executive services for committees. In addition to this list of activities conducted by administration staff there are some tasks and duties typical for education organisations, such as: - to organise and conduct recruitment procedure or course booking, - arrange course schedule, - course information service, - issue diplomas, - support for trainers.

There are two general categories of training needs named by the members of the target group. The first category could be called direct professional needs. These needs are tightly connected with the basic tasks and duties that are to be performed as the basic job. The second category of training needs could be called indirect professionals needs. These are not directly connected with the formal job tasks and duties but condition the performance at work. They include skills in: - organization stress coping, - burn-out syndrome coping, - assertiveness, - interpersonal communication. One may conclude from the above that the need for a variety of training of psychological nature is essential to raise professionalism and efficiency of the project target group.

The research survey has not detected specific training provision for the target group. The adult education administration staff members reported participation in various kinds of courses: in the field of IT, legal systems or languages. These were however organised and meant either for administration and office workers by and large or were open for participants of all professions.