

# **New trends in professional formation and updating in occupations associated with adult learning in Germany**

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## **1. Providers of adult education**

Adult educators in Germany work with a wide range of institutions and in a variety of contexts. Providers of adult education differ considerably, not only in size, but also according to whether continuing education is their main business or only part of their activities and whether their provision covers the whole range of continuing education or concentrates on specific areas; whether their provision is open to all interested persons or is limited to a restricted group; and whether their legal status is private, governed by public law or state-controlled and whether they are governed by commercial interests, private social interests (such as the church education services), public interests (such as the *Volkshochschulen*) or other organizational interests (such as industrial and commercial companies). All these aspects have an impact on the working conditions of the adult educators employed by these various providers. It is therefore necessary to give at least a very rough overview on the most important types of adult education providers in Germany here. They are:

- *the Volkshochschulen* (community adult education centres), which are linked to the liberal bourgeois origins of popular education in their perception of their role and their methods of working. The provision offered by the Volkshochschulen embraces the whole range of continuing education, but includes major elements of foreign language teaching, cultural and general education.
- *residential adult education centres*, which are run by a variety of sponsors but have a particular educational identity and are grouped together in a separate association. Their programmes mainly offer intensive courses lasting one or two weeks.
- *the trade unions* whose provision rests on the tradition of workers' education in many fields. The two large trade union umbrella organizations maintain the largest institutions of vocational continuing education in Germany. Besides vocational education, the trade unions also offer training for works council members and trade union representatives and political seminars for trade

union members. The association "Work and Life" is a cooperative grouping of *Volkshochschulen* and trade unions and offers a wide range of political and vocational education.

- *the private businesses*: company-based continuing education has grown immensely in importance in the 1980s and many large companies have built up their own internal training centres. Educational organizations of various sectors of the economy in many cases organize vocational education and continuing training, especially in cooperation with small and medium-sized companies.
- *the chambers* of industry and commerce and chambers of craft trades and agriculture offer a broad range of adult education and contribute particularly to the training of the workforce.
- *commercial training institutions*, whose number and range of provision have grown considerably since the 1980s. Their provision is targeted to those who can pay for it and these institutions are particularly in the areas of foreign language teaching and computer training.
- *universities and higher education institutions*. They have a legal obligation to offer continuing education. Some 30 higher education institutions have set up their own continuing education centres and many offer continuing education in cooperation with other institutions, trade unions and employers.
- *the state*: continuing education colleges sponsored directly by the state offer provision for public employees and civil servants. The most significant of these are training courses for teachers organized by the *Laender*, but there are also academies for public service employees, etc.
- *the political parties*. The foundations of the political parties sometimes maintain their own education centres. They concentrate on the provision of political education.
- *the churches*: both the protestant and the catholic church have their own nationwide network of family education centres, academies, residential adult education centres. Many educational activities are also arranged at parish level.
- *various initiatives and associations*: Many voluntary initiatives and alternative groups have developed since the late 1970s and work in specific fields (for example environment protection) or with specific target groups. Charitable

- organizations, sports associations and rural organizations have set up educational establishments which concentrate on different areas of provision.
- *the media*, too, offers continuing education, especially radio and television, which have an educational mission under the terms of the statutes under which they were established after the Second World War. An outstanding example is the "College of the Air", a programme of continuing education devised jointly by broadcasting organizations, ministries of education and *Volkshochschulen*. Overall, the quantity of explicitly educational provision offered by the media has declined since the 1960s, while the proportion of broadcasts with some educational relevance has somewhat increased – but this is chiefly because the concept of education now applied is broader than in the 1960s.
  - *cultural institutions*: museums, public libraries and other cultural institutions increasingly see themselves as centres of lifelong learning. They organize educational activities of various kinds for target groups of all ages and, in particular, try to arrange opportunities for self-organised and self-directed learning.

## **2. Occupations associated with adult learning**

In the stricter sense „occupations“ or „professions“ do not exist in the field of adult education. This is to say that the occupations associated with adult learning do not figure among the roughly 350 recognized occupations in Germany for which accredited vocational training is required and for which a legal framework is provided by the Vocational Education Act (BBG) and by the Act for the Regulations of Handicrafts (HWO). There is no such thing as an „adult educator“ although it is true that this term is quite commonly used in the theoretical and academic debate; but few practitioners working in adult education would refer to themselves by using it. Rather, they are called teacher, trainer, lecturer, course facilitator, coach, training officer, adult education expert, pedagogical staff, training centre principals and many other things.

The job profiles of people working in adult education differ considerably. There are different attempts to systematise the various tasks and activities associated with adult learning. Commonly at least three major fields are distinguished:

1. microdidactic level - enabling, initiating and supporting learning processes

This includes mainly the design of didactic materials and learning environments on the one hand and all kinds of pedagogical interaction on the other: teaching, tutoring, mentoring, coaching, moderating learner groups etc., advising and guiding adults in their learning process etc.

2. macrodidactic level - planning and organisation of educational programmes

This includes tasks such as: planning of educational offers and programmes (jointly with the teaching staff); carrying out needs analyses and surveys; counselling companies or individual customers on further training programmes; carrying out evaluations of courses and programmes; fund raising; project management etc.

3. institutional level: management of adult education institutions

This includes everything relating to the organisational development of adult education institutions: leadership, establishing internal structures and work routines, quality management, public relations, staff development, budgeting and financial controlling, cooperation and network building, lobbying, accreditation of programmes etc.

In reality these different fields of activity are not always as neatly distinguished.

There are, of course still the traditional teachers and trainers, the authors of educational materials, those responsible for educational programming and finally the managers of adult education institutions. But there are also considerable overlaps, new tasks emerge along with current social and economic developments and job profiles are changing, including varying and new tasks - with implications for the qualification requirements of the staff.

By way of an example, the following two trends can currently be noticed in continuing education institutions:

Surveys have shown that teaching staff - who work mainly on a freelance and/or part-time basis - assume increasingly planning responsibilities and collaborate in the programming of continuing education provision. This is true for both the adult education provision accessible to the general public and in-service training programmes in companies. In the case of publicly accessible continuing education this shift has been an almost natural consequence of an expanding

offer without a corresponding increase in the number of full-time staff responsible for the planning and programming. It seems likely that this trend will become even stronger as forms of blended learning are becoming more important which systematically combine face-to-face learning, ICT-based learning and individual self-organised learning.

On the other hand it also appears that administrative and secretarial staff in adult education institutions increasingly assume tasks of advising and counselling learners or potential customers on educational questions; their job often includes a substantial „pedagogical“ component, which is not foreseen and acknowledged in the „official“ job profile.

In view of current developments a number of qualification requirements seem particularly urgent at the moment:

There will be a growing need of

- teachers but equally administration staff in continuing education organisations with sound media and ICT related skills;

Especially in view of current labour market developments there will be a need of people with the following skills:

- counsellors on learning and education/training, especially in the context of labour market policy programmes (whereas unemployed people were previously sent on training programmes by their job office, they are now given vouchers and are now supposed to choose themselves their training programme);
- staff in employment and transfer agencies who are able to integrate the winding up of companies with the development of employment strategies, counselling of the individuals and the organisation of qualification programmes (In a DIE project, a curriculum for „transfer agents“ has been developed. It lists the qualifications needed by those who counsel and assist people in danger of being made redundant in finding a new gainful employment).

Company-based continuing education will need, in particular

- staff that is able to organise the internal „knowledge management“ (with the aid of new media, by setting up study circles, by designing workplaces that encourage learning; by involving staff who traditionally do not have „pedagogical“ responsibilities such as managers and front line staff, technicians and specialists etc.;

With the trends towards more flexible, individualised, self-organised learning there will also be a need of

- staff with skills in the identification, assessment and, possibly, validation of informally acquired competences;
- staff with special counselling skills who are able to advise adults individually in the planning and designing of their learning and occupational careers;

And finally, since public funds for adult education have been steadily reduced over the last years, adult education institutions are forced to operate in a more market oriented way. Along with this „privatisation“ of continuing education goes a growing demand for staff with skills in management, controlling, marketing, organisational and human resources development. The same applies to quality management which is becoming an ever more important issue as competition is increasing on the educational market. And this development in adult education practice is matched by the academic debate on adult education which refers increasingly to business administration issues in addition to pedagogical ones.

### **3. The adult education professionals**

#### **Statistical data on adult education staff**

The data of the staff in the field of adult education is extremely poor. There is little reliable data available, neither at local nor regional or even national level. The statistics of the federal labour office or other official statistics do not include a category for „adult educator“ or something similar. The reason, as mentioned above, is that the whole sector of adult and continuing education is not ruled by state regulations and „adult educator“ has not become a „profession“ or a clearly defined occupation. The field is not „professionalised“ ( - „profesissionalisation“ is a very common issue in the German debate -) which means that it is open to people with most diverse academic backgrounds. In actual fact, though, the majority of those working in adult education seem to have a university degree in humanities or social sciences.

The most complete data is available for the staff at the *Volkshochschulen*, for which comprehensive national statistical data have been collected since 1962. The DIE is currently running a project which aims to extend this data collection to other types of adult education providers, namely the educational centres of the

protestant and catholic churches, the residential adult education centres and the establishments of the „Work and Life“ association (see paragraph on providers).

Apart from this, information on adult education staff can only be drawn from occasional studies which usually focus on a very limited population.

From the various pieces of information available rough estimates can be made concerning the number of people employed in adult and continuing education. It was thus assumed that in the late 1990s approximately 80,000 persons occupied various full-time positions in teaching, planning or administration in the Federal Republic of Germany. Added to that, there is the much higher number of part-time or freelance staff, especially teachers/trainers, whose total number may have been up to ten times that of the full-timers (that is between 40.000 and 80.000). As a tendency, the statistics available show that the number of full-time employed people in adult education has remained static for years, that employment contracts are increasingly concluded on a temporary basis and that for newly hired people lower salary groups are applied where possible.

### **Research on adult education staff**

Research on adult education staff is mostly carried out by universities but also by research institutes outside universities such as the DIE or sometimes by the provider associations themselves. Usually it is financed by project funds.

Research in the past few years included above all surveys among students having completed some course for professional development. They were asked about their experience after the course, their employment and working situation etc.

### **Status of adult education staff**

Roughly spoken, there are three groups in the pedagogical field that can be differentiated: management staff, planning staff, teaching and consulting staff.

The first two groups are mostly full-time professional staff and permanently employed by the institutions, whereas the third group are usually people who work part time, have limited work contracts or work as freelancers on a honorary basis.

In addition, there is the administrative staff about whom information is however extremely small. The relationship between full-time and part-time staff differs

according to the type of provider. In the *Volkshochschulen* basically all the teaching is carried out by freelancers or part-time staff whereas the planning and programming is the responsibility of full-timers. In state institutions (universities, vocational schools, teacher in-service training colleges, etc.), staff is usually full-time and continuing education is only part of their regular duties. In the churches, there is only a small number of full-time staff which are supplemented not only by a larger number of part-timers but also by a considerable number of voluntary, unpaid staff. Little information is available on the staff structure in commercial training institutions where however part time staff seems to be in the majority as well. In companies, in-service training is mostly organised by full-timers but trainers and lecturers are also often hired on a freelance basis.

Although statistical information is far from being comprehensive it seems safe, on the basis of a number of studies, to state some general trends:

Freelance work is increasing: Traditionally, much of the teaching in adult education was done by voluntary teachers or “sideline” teachers, who got engaged in adult education besides their regular employment in order to supplement their salary and/or because of their religious, political etc. involvement. In recent years, a new group of adult teachers has been emerging and growing: the “new self-employed” trainers, who earn their living by accumulating various freelance contracts with public adult education institutions or with companies. They have to “sell themselves” on the market and usually employ one of two strategies: Either they concentrate on a specialist subject and try to teach as many similar courses with as many provider institutions as possible (this is mostly the case in subjects like foreign languages, computer training or health education); or they offer a broad thematic range. This is especially possible in political/civic education and in all training that relates to personal skills development.

The adult education market becomes more „female“: According to a study, in the Land Bremen, women teachers accounted for 60 % of the teaching staff of all recognized continuing education providers in the Land in 1992 as opposed to 40 % in 1979. However, women are still more represented in the general adult education sector whereas men dominate the much better paid vocational sector and subjects like data processing, computer and civic education.

Teachers are underpaid: Full time professional staff in adult education usually receive the same payment as their colleagues in the formal education system.

The huge group of part-time or freelance teachers receive much less than that. One can say that the expansion of the volume adult and continuing education over the last decades has been co-financed by the low salary level of the teaching staff.

The case is different for those who work as trainers or consultants for companies; they get a much better payment, but the pressure of competition is getting stronger even for this group and the market seems to be stagnating.

The difficult situation of the teaching staff is not likely to change in the near future since the institutions themselves are running out of funds and since there is no professional association of adult education teachers to defend the interests of its members.

### **Qualification profiles of adult education staff**

There is no formal qualification requirement whatsoever for those who wish to work in adult and continuing education outside the formal system. The adult education institutions or companies chose their staff according to their individual requirements.

There is not much information available on the recruitment practices of adult education providers. Institutions of the major societal organisations (such as the churches, the trade unions) usually expect besides an academic education some kind of „connection“ with the organisation. The problem is, that these “connections” are decreasing in modern society which makes it much more difficult for these organisations to find appropriate people.

Companies usually rely on references and on their networks when choosing trainers or organisation consultants. Many of those working in company-based training have a degree in either psychology or business administration with a focus on human resources management. The publicly recognized adult education providers such as the *Volkshochschulen* often expect a qualification in the relevant subject (data processing, languages etc.) from their teachers rather than a pedagogical qualification which comes only in the second place. Teachers are often selected on the basis of their success with the course participants – when the students stay away the teacher will not get a new contract with the institutions. With the introduction of quality management systems, qualification criteria for teaching staff have been set up in many places. It is however too early to judge

their real impact. In some of the German *Laender* the respective adult education laws set minimum standards concerning the qualification of the teaching staff of the institutions subsidized by the Land. However, under the market conditions under which also the public adult education institutions are increasingly forced to operate these standards are seldom met.

Regarding full-time professional educational staff in adult education institutions, two thirds have completed higher education, in most cases in humanities or social sciences. The proportion who have a degree in educational sciences with a focus on adult education (this study course has been offered in Germany since the early 1970s) remains extraordinarily low among those employed in continuing education.

Since there is no practical "training for adult education professionals" (traineeship, voluntary work, etc.), most full-time professional staff move "sideways" into adult education. Surveys have shown that in many cases full-time professionals established their first contact with their future employer through some project work, part-time and temporary contracts, often still during their student days.

### **The debate on "professionalisation" of the adult education staff**

Since the 1970s, the debate about "professionalisation" of adult education has been reinforced in Germany. The hope was to establish a generally accepted occupational profile of "adult educator" as a highly specialized professional and to get the field organised with professional associations establishing regulations and standards, defending the interests of their members etc. In this context, also, a number of universities implemented first a degree course "adult education".

Professionalisation in this sense has not taken place as we have seen. In the highly differentiated system of adult education with its many and diverse types of providers and provision there is now neither a standard occupational profile nor common quality standards, nor professional interest groups and associations. The debate about professionalisation of adult education in Germany has however been reopened in recent years, this time with the emphasis on the issues of quality assurance and qualification of staff. This new debate has been prompted by cutbacks in public funds, the continuous rise in participation in continuing education and the demands for higher quality on the part of the participants as well as by the steadily growing number of people working in adult education.

The course offers for initial training or for professional development that have been developed and implemented by various providers in the last years are part of these efforts to get the “stuck professionalisation process” going again. A number of these will be presented in the following section and in the appendix.

#### **4. Professional development of adult education staff**

##### **Training offers currently available to adult education staff**

Adult education staff – teachers and those with planning or managing responsibilities alike – mostly do not have had any special “adult education” training when they start to work in adult and continuing education. The skills and competences needed for the adult education work are mostly acquired “on the job” and “by doing”, sometimes with the help and advice of colleagues or supervisors.

To supplement this kind of informal learning and to provide a foundation for more professional work, a growing number of courses and training for professional development is being offered to those working in adult education. These offers differ considerably in terms of duration and work load, course structure and methods, target groups, admission requirements, content and certification. In the following we will distinguish between and provide examples for three types of professional development training:

- university courses giving a comprehensive “general” introduction to adult education issues, with the focus more on theory.;
- in-service training for teachers to qualify them for teaching adults, with the focus more on practical issues, but with a sound theoretical basis;
- courses on special contents, such as use of new media, management of training institutions etc.

##### **University courses in adult education**

Since the 1970s many universities have offered study courses leading to a Diplom or Magister degree in educational sciences with a specialization in adult

education. But as we have seen professionals working in adult education, most have in actual fact completed different courses of studies. To give this target group the opportunity of further academic qualification, postgraduate courses in adult education were developed at a later stage. These were mostly courses which required on-campus attendance. Since the working conditions of full-timers require more flexible study arrangements, there are now also a few distance courses in adult education available, which require only the attendance of a weekend seminar per semester while the rest of the studying takes place at home and at times which the student chooses. One of these distance courses is offered by the University of Kaiserslautern. It lasts two years and is aimed at providing adult education staff who have already practical experience with an adequate theoretical, scientific basis. The course was developed and piloted with funds from the government from 1994 to 1997. It was currently slightly restructured and accredited as a master's degree course leading to an internationally acknowledged qualification (curriculum in the appendix).

Besides these course with a more general orientation, a new Master's course in "Educational Management" is being developed at the College of Education in Ludwigsburg. This course, which is to start in the winter semester 2003/2004, targets prospective management staff in educational institutions in every sector: company training centres, schools, adult education institutes etc.

An attempt at establishing an international training offer for adult educators is to be found at the university of Duisburg who is developing together with universities in Romania and the Czech Republic a number of modules for the training of adult educators. The project is funded by the Socrates/Erasmus programme. Since the modules are still in the process of development it is too early to judge on the results.

### **In-service training for adult education teachers**

Many of the larger adult education provider organisations, such as the associations of the *Volkshochschulen*, offer courses for professional development

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<sup>1</sup> A database of courses in adult and continuing education offered at German universities (as of Spring 2002) has recently been published on the internet by the German Institute for Adult

for their teachers. These part-time teachers have in most cases only a specialist qualification in their respective subject; sometimes they are teachers from the formal school system who are used to work with children but not with adults; sometimes they are amateurs who teach courses in their hobby. The courses for professional development are meant to accommodate the special qualification needs of these teachers by training them to work with adults specifically. They are aimed at the teaching practice but also contain theoretical parts in order to enable the teachers to improve their practice by theoretical reflection and not simply by following “receipts”.

The publications of the German Institute for Adult Education (DIE), whose task is to support the development of adult education research and practice, has long included a series (*Perspektive Praxis*). This series is also targeted to adult education practitioners and supplements the course offers for professional development by providing the teachers with self-study materials on practical issues.

In the appendix we give, as an example, the curriculum of the courses offered by the association of the *Volkshochschule* of Lower Saxony to their teachers. It is a highly flexible modular offer, which does not lead to any certificate. Teachers can choose according to their individual needs whatever course topics they want and in whatever order they wish to take them. The training is provided in one-day seminars. Each seminar is a self-contained unit and does not require the previous attendance of other seminars of the programme, but groups of seminars on related issues may also be booked as a “package”.

## **Courses on special content**

### **Courses for professional development of the DIE**

The German Institute for Adult Education (DIE) currently offers three course programmes for the professional development for adult educators. They are part of the institute`s effort to promote the “professionalisation” of the field (see above). The courses are open to adult education professionals working for any provider. One peculiarity of these offers is that they are part of a research programme: they are evaluated continuously by an advisory group of adult

education practitioners and researchers; and, on the basis of the evaluation results, the courses are redesigned at regular intervals. By communicating their practical experience, the course participants enable the DIE research staff to “detect” current trends and problems at an early stage and to react to these by initiating appropriate research and development activities, carried out either at partner universities or at the institute itself.

The three courses offer training in counselling, management of adult education institutions and quality management respectively.

*Course on “counselling”*: This course targets adult education professionals who in their work are requested to match the needs and requirements of the various individuals involved (students, teachers, managers) with a given framework of legal regulations, institutional structures etc. In this course the students analyse and reflect on the complex structures (individuals, institutions, systems) in which adult education professional have to operate. The aim is to open up a new scope of action for oneself and to become able to help others by counselling them. Self-reflection is an important part of the course since it is considered a prerequisite for dealing with other people in a responsible and professional way. The course includes a practical training in communication, moderation and counselling skills. It consists of a series of six seminars lasting one week each and they spread over a period of two and a half years. The aim of the course is also that the participants undergo a process of personal development, both as individuals and as a group. The successful student is awarded a certificate which is recognized by various training institutions as preliminary qualification for a professional development course in “supervision”.

*Course on “management of continuing education institutions”*: This course target those with managing responsibilities in adult education. Besides the traditional leadership tasks, continuing education management contains a number of special challenges arising from the conflict between growing economic pressure and the pedagogical mission of the institution. Managers are facing issues such as how to balance pedagogical principles, economical and organisational requirements and goals and personal aims in continuing education; how to lead the institution by means of communication and cooperation; how to plan the future of the institution on the basis of its mission statements and visions.

The course introduces the participants to principles and ways of modern educational management in institutions. The main qualification aims are:

- acquisition of leadership skills;
- gaining a deeper understanding of the continuing education institution as a system where different fields and functions interact;
- learning ways to support the institution and to develop it in a future-oriented sustainable way.

The course consists of twelve seminars grouped in three modules. Students are free to choose in what order they take the seminars. The three modules can also be taken individually. A certificate is awarded after having completed all three modules.

*Course on "quality development"*: Quality management is increasingly considered as a basic task of continuing education centres and institutions. The staff in charge of quality management has often only insufficient knowledge from their initial training or previous work experience. The training course offers the students the possibility to acquire the relevant competences and knowledge on this subject. The course gives an overview on quality management systems but focuses on the holistic approach such as proposed by the EFQM model. Further it introduces to implementation methods and counsels the participants in their own projects. The course thus combines seminars with peer review and counselling. The planning and implementation of a quality management project in the student's institution is an important and integral part of the training. The project consists of seven modules and counselling parts. The seminars and counselling parts relate to each other and cannot be taken individually. The volume of the whole course is 20 days.

### **Courses relating to the use of new media in adult education**

The new media have made their way into adult education as well. They provide interesting opportunities for more flexible learning but experience has shown that they are not able to do miracles or to make learning or teaching efforts superfluous. On the contrary, the effective use of the new media requires special new competences both on the part of the learners and the teachers. Online learning requires intensive tutoring and support, both at the technical, the

pedagogical and social level. Technical knowledge is necessary to select, implement and use the tools available. Didactic materials have to be adapted for the new technical means. New ways of communication must be learned in order to use the online-learning tools effectively. New forms of motivation are necessary in an online-learning environment which can be easily frustrating for learners. Quite a number of professional development courses in the use of ICT in adult education have been developed over the last few years. There are lots of short course offers, such as the training to become a “teletutor” offered jointly by the Land associations of the catholic church of “Work and Life” and of the *Volkshochschulen* of North Rhine-Westphalia (see appendix). This course combines attendance seminars with online-learning with an overall workload of 80 hours spread over two months.

But just in the last years there have also been developed a number of longer term courses by various providers. These courses – who are rather similar in their content structure and methods – last one or two years. Some of them offer a master’s degree in educational technology. See appendix for three examples of these courses, offered by the universities of Rostock, Duisburg and Kaiserslautern respectively. All these courses train the students in the design and application of ICT in adult education and they show some common features: all of them are offered on a part-time basis and address people who continue to work while taking the course; all of them pursue an interdisciplinary approach which integrates pedagogical, sociological, philosophical, technical etc. issues; and all of them are delivered in the form of “blended learning” which combines online learning with attendance phases and project work; courses that are delivered exclusively online do not seem to be an important option in this field.

**A new concept for the professional development of adult education staff:  
the “collection of cases” (plans for a project at the DIE)**

The DIE is currently planning a project which pursues a new way to contribute to the professional development of the staff. The basic idea - which takes its inspiration from disciplines such as medicine, law and theology - is to collect a considerable number of authentic cases and shape them in a suitable form so that they serve as material for study and discussion. The methodology of the case study is considered as particularly appropriate for the professional development of

adult educators because, on the one hand, university studies with their focus on theoretical knowledge are not sufficient to give the students the necessary ability to act in their job; on the other hand, training or written manuals advising students on how to act in given situations usually do not take into account the context in which these situations occur and all the factors that may have an impact on it. The solutions offered there are often not transferable to real life situations which show a higher degree of complexity.

Work on authentic – and therefore complex – cases encourages students to reflect situations in a differentiated manner and gives them a professional competence to interpret and understand the actually occurring situations in their working life. The didactic presentation of the cases ensures that it includes the perspective of more than one of the actors involved. The cases are meant for group discussion – with or without the help of a facilitator – rather than for individual study since this method is particularly powerful when different views are confronted with each other.

The cases will show key situations that are typical for professional work in adult education institutions. The collection as a whole should be broad enough to include not only all fields of activity in adult education (microdidactic, macrodidactic and institutional level, see section 1) but also the most important types of provider institutions (private/commercial, public institutions, companies, see section 1) which pursue different interests and follow different mechanisms. In this way, the whole field of adult education shall be covered in an equally comprehensive and differentiated way.

### **Needs and prospects concerning the professional development of adult educators**

To finish with, mention will be made of some research and development needs that are currently felt in this connection:

- Need for differentiated analysis of qualification requirements. It is uncontroversial that there is a huge need of further qualification and professional development for adult educators. But there is too little systematic knowledge about the actually existing qualification needs according to the different job profiles in adult education.

- Need for flexibility: In particular, qualification offers needs to be matched to the working conditions of the adult educators in terms of scheduling, funding and choice of appropriate learning media. The requirements for high flexibility and individualisation on the one hand are somewhat in contradiction to the need for transparency and comparability of standards.
- Need for quality standards: training offers for professional development offered by the various provider associations, often at regional level, need to be made more compatible and comparable with each other. They should be supplemented further by more training offers that are open to adult educators from different types of providers, that are marketed widely and comply with commonly set and controlled quality standards.
- Need for practical training provision on a broader basis: course offers which teach basic qualifications for the practical work in different job areas in adult education – management, counselling or others – are still covering only a very small portion of the interested target groups. Provision should be organised as is the case for teachers of the formal system for whom the state operates continuing education colleges at *Land* level.
- Research needs: What is completely lacking are empirical long term studies on adult education staff, especially teachers and on the strategies they employ for their professional development. Research is also lacking on the relationship between teaching and planning/programming in adult education institutions, on how these two distinct tasks are intertwined in daily life and shared by the different actors in the institution (teachers, full-time pedagogical staff, managers).

## Appendix:

N.B.: All data and information in the section below is taken from information materials provided by the course organisers (website, brochures).

### Postgraduate course in adult education / University of Kaiserslautern

<b>title</b>	Adult Education
<b>URL</b>	<a href="http://www.zfuw.de">www.zfuw.de</a>
<b>provider</b>	University of Kaiserslautern; Centre for Distance Education and University Based Continuing Education
<b>certificate/Degree</b>	Post-graduate certificate. The course is presently being restructured as a master programme.
<b>admission requirements</b>	A first university degree and one year of professional experience.
<b>duration</b>	2 years (work load of approx. 1.800 hours; corresponding to a one year full-time course at master's level)
<b>character</b>	Distance course, part-time
<b>participants fee</b>	400 Euro per semester plus travel/accommodation costs for attendance seminars.
<b>funding</b>	The development of the course was financed by project funds from the federal and <i>Land</i> government. Study materials and lecturers for the seminars are financed with the tuition fees, the staff of the university Kaiserslautern is paid out of public funds.
<b>participant figures</b>	Approx. 1.000 students have enrolled since the start of the course in 1994.
<b>qualification aims</b>	The aim of the course is to contribute to the professional development of those working in adult education. This includes: <ul style="list-style-type: none"><li>- knowledge and skills in the planning and programming of courses as well as in the courses;</li><li>- the organisation of learning and teaching processes with adults in different institutional contexts;</li><li>- a deeper knowledge in pedagogical, methodological and organisational issues;</li><li>- theoretical scientific knowledge and knowledge or research findings concerning the learning of adults.</li></ul>
<b>target group</b>	Mainly persons who already work in adult education – as teachers or with planning responsibilities - in the public sector or in companies.
<b>study methods</b>	Individual study, attendance seminars; one optional module is offered online.

<p><b>curriculum</b></p>	<p>The curriculum has a modular structure and comprises four study areas</p> <p><b>Basics of Adult Education</b>  Introduction to the study of adult education; Introduction to “acting didactically”;  Towards the continuing education society: continuing education between the right to education and the constraint to lifelong learning; basics of educational policy;  The adult learner: The concept of the human being and the ideal of <i>Bildung</i>. Learning and biography; learning styles and learning problems;  Continuing Education as a profession; professionalism and quality; development of the science of adult education / adult pedagogy</p> <p><b>Didactics and methodology of adult education</b>  Theory and history of adult education  Evaluation of learning processes I-III  Methods and media in adult education  Didactic activity and communication in learner groups  Action and experience oriented learning in adult education  New media and self-organised learning</p> <p><b>Educational Management</b>  Continuing Education Marketing I und II  Budgeting / funding  Legal framework of adult education  Information and counselling in continuing education I  Educational management in in-company training centres  Leadership in continuing education institutions  Quality assurance in adult education</p> <p><b>Selected topics of adult education</b>  Company-based training as a field for adult educators  Rationale and structure of company-based continuing training  Company-based continuing training as strategy of organisational development in companies  Strategies and methods in company-based training  Counselling in continuing education II and III  gender specific aspects in adult education  Training for personal development</p>
<p><b>course structure</b></p>	<p>The modules of the first area of study „Basics of Adult Education“ are obligatory and are studied in the first semester. During the remaining three semester the students choose any four modules they like per semester. One attendance weekend seminar is held every semester. Students must take two written examinations and write two essays.</p>

## In-service training for adult education teachers

<b>title</b>	„Learning systematically how to teach“
<b>URL</b>	-
<b>provider</b>	Association of <i>Volkshochschulen</i> of Lower Saxony
<b>character</b>	Seminar offers for professional development
<b>qualification aims</b>	The seminars impart theoretical knowledge on the basis of case studies and practical examples. The content of the five modules – “communication skills” – „moderating“ – „presentation skills“ – „course management“ – „learning“ – reflect the didactic principles, theories and the self-concept of modern adult education
<b>target group</b>	course teachers of any subject working in <i>Volkshochschulen</i>
<b>study methods</b>	Attendance seminars
<b>curriculum</b>	<p><b>Communication:</b> This module deals with communication processes which are the basis of any learning process in adult education. The seminars in this module include:</p> <ul style="list-style-type: none"> <li>• basics of communication theory for learning processes</li> <li>• leading discussions in learner groups</li> <li>• intergenerational, intercultural and gender specific communication during the learning process</li> <li>• strategies of conflict solving</li> <li>• communication, learning climate and goal-oriented work</li> </ul> <p><b>Moderating</b> This module introduces the students to moderation and other techniques to facilitate a course. They will analyse the potential and limits of the various techniques. The seminars are:</p> <ul style="list-style-type: none"> <li>• basics of visualised moderation</li> <li>• using the moderation method in learning situations – potential and limits</li> <li>• learning by playing? creative working techniques</li> <li>• making courses more lively: lecturing, moderating</li> <li>• staging, planning games, learning workshops or scenarios</li> </ul> <p><b>Presentation skills</b> This module deals with traditional working and presentation techniques and introduces to the use of different media including the new media:</p> <ul style="list-style-type: none"> <li>• The first impression is crucial: presentation skills for course teachers</li> <li>• the art of lecturing: rhetoric in the course</li> <li>• principle of “plasticity”: preparing and using written media</li> <li>• media as a chance: working with visual and audio-visual media</li> <li>• active-interactive? computer-based course preparation and tutoring</li> </ul> <p><b>Course management</b></p>

	<p>This module uses theoretical knowledge about organisational development and project management for the planning and implementation of courses. It also includes a supervision offer. The seminars include:</p> <ul style="list-style-type: none"> <li>• planning and preparing a course</li> <li>• finding a start ... coming to an end: situations of starting and concluding a course</li> <li>• peer review and supervision for the course implementation (two days)</li> <li>• quality assurance – quality development: acting professionally as a course teacher</li> <li>• evaluation methods for courses</li> </ul> <p><b>Learning</b></p> <p>This module reflects particularly the shifting role of the course teacher who is increasingly supposed to become a facilitator and helper in the students' self-organised learning processes. It deals with the participants' learning requirements and with the basics of learning theory. The seminars in this module are:</p> <ul style="list-style-type: none"> <li>• learning theory and brain research</li> <li>• how to prevent learning - constructivist learning theory</li> <li>• learning strategies and learning techniques</li> <li>• learning styles, learning habits and learning histories</li> <li>• learning and biography</li> </ul>
<b>Course structure</b>	<p>25 one-day seminars are grouped together in 5 modules. Participants can freely select the seminars according to their individual needs. All seminars of a given module are self-contained and may be attended in any order</p>

### Courses relating to the use of new media in adult education

#### a) University of Kaiserslautern

<b>title</b>	ENTER – Teaching and Learning with new educational media
<b>URL</b>	<a href="http://www.zfuw.de/enter">www.zfuw.de/enter</a>
<b>provider</b>	university of Kaiserslautern
<b>certificate/degree</b>	certificate
<b>duration</b>	12 months
<b>character</b>	online-based training for professional development, part-time; modular structure, blended learning
<b>public subsidies</b>	course development and evaluation/research funded by the national ministry of education and research
<b>qualification aims</b>	Students will gain comprehensive media competence. This includes a certain degree of technical know how as well as the ability to assess the potential of the new media in the lights of pedagogical and psychological concepts and to make appropriate and effective use of them in continuing education.

	<p>Students will</p> <ul style="list-style-type: none"> <li>- learn how to plan and to implement online projects;</li> <li>- acquire online tutoring skills;</li> <li>- obtain comprehensive information on e-learning;</li> <li>- gain a sound knowledge of research findings on the new educational media</li> </ul>
<b>target groups</b>	persons responsible for continuing education and pedagogical staff (manager, teachers etc.)
<b>study methods</b>	online study, attendance seminars, implementation of one media project
<b>curriculum</b>	<p><b>Technical basics and requirements</b> Fields of application for the new media in continuing education; basic technological knowledge for teaching with computer and internet; structures, basic services and possibilities in the use of the internet (making information available; integration into learning contexts); different forms of e-learning</p> <p><b>Pedagogical and psychological basics for the use of media</b> Pedagogical and psychological theories of learning (e.g. behaviourism, cognitivism, constructivism), their importance for the learning with new media and their relevance for the designing of educational processes; forms of net-based communication; CMC; cooperative learning; media competence and multimedia; online-learning methods; basics of online-moderation</p> <p><b>Didactic design of multimedia learning environments</b> Instructional design, didactic models, selection criteria for the choice of media, evaluation and quality management in e-learning; planning and running online-seminars</p> <p><b>Planning, implementation and management of the technical infrastructure</b> Financial management: cost-profit-analyses concerning the application of new media; project management; legal basis of e-learning; support in the implementation of e media project (= final examination)</p> <p>In addition, students may choose three optional modules that are offered in cooperation with the University of British Columbia:</p> <p><b>Foundations of Educational Technology</b> In this course, students study the meaning of technology and how different theoretical perspectives influence the meaning of technology. Through an analysis of technology in a globally connected world and case studies of education and technology, students learn how to analyze their own local contexts, issues and concerns.</p> <p><b>Research Methodology in Education</b> This research survey course provides students with an introduction to a wide range of research methods. Through</p>

	<p>interactive modules, students learn about and engage with different kinds of research strategies in an effort to understand how research impacts our lives and our educational pursuits.</p> <p><b>Indigeneity, Technology and Education</b>  This is an important course for understanding issues related to globalization and indigeneity as these ideas relate to educational technology. Practical and theoretical issues, such as cultural property and the dilemma of place-based education, will be discussed in-depth.</p>
<b>course structure / examinations</b>	Participants study four modules online and attend four seminar. In addition they develop their own media project, discuss it with other students and tutors and, if possible, implements it in their institution

b) University of Rostock

<b>title</b>	media & education – design of technology supported learning environments
<b>URL</b>	<a href="http://www.medienundbildung.de">www.medienundbildung.de</a>
<b>provider</b>	university of Rostock
<b>certificate/degree</b>	Master
<b>admission requirements</b>	university degree basic computer and internet skills
<b>duration</b>	two years
<b>character</b>	online-based training for professional development, part-time; modular structure, blended learning
<b>participant fee</b>	550 Euro/semester
<b>public subsidies</b>	course development and implementation subsidized by the national and the land ministries of education from february 2002 until january 2005
<b>qualification aims</b>	<p>This course will enable students to plan the use of media based products in educational provision, to initiate the implementation or, possibly, to implement them themselves. Students will gain a rich knowledge concerning all media and educational relevant aspects. The curriculum is interdisciplinary and highly practice oriented. A particular emphasis is placed on soft skills and social competences.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>– gain an insight into the interrelationship between new learning technologies and current socio-cultural and educational developments</li> <li>– be able to use basic multimedia skills in connection with media pedagogical knowledge and plan their learning environments accordingly</li> <li>– have an overview of the variety of factors that have an impact on the learning (target group, regulations, institutional context)</li> <li>– be able to consider economic aspects when taking decisions concerning the use of media</li> </ul>

	<ul style="list-style-type: none"> <li>– gain knowledge on team oriented media based learning and teaching</li> <li>– be able to moderate teams and to initiate learning processes online</li> </ul>
<b>target groups</b>	Persons who work in education or in media production; in particular persons planning the implementation of new learning technologies in education; teachers, lecturers, authors of didactic materials, education experts, counsellors etc.
<b>study methods</b>	online study, written materials, attendance seminar, media projects
<b>curriculum</b>	<p>The modules cover the topic areas:</p> <ul style="list-style-type: none"> <li>• didactics of media</li> <li>• reflection on media and research into media</li> <li>• media production</li> <li>• communication through the new media</li> <li>• educational management</li> </ul> <p><b>Basics I:</b> orientation phase; online-learning; theories on learning and self-directed learning; educational theory and the new media; media competence; multimedia technology; multimedia design</p> <p><b>Basics II:</b> media pedagogy; media didactics; didactic design of learning material; computer-based communication, e-moderation</p> <p><b>Application I:</b> project management 1 and 2; educational management, evaluation 1; screenplay writing; communication theory; computer-based cooperative learning</p> <p><b>Application II:</b> Psychological aspects of learning with new media; ergonomic aspects of software; screed design; learning platforms; reference models</p> <p><b>Advanced study:</b> media research; marketing; social aspects of online communication; evaluation 2; legal regulations concerning media; economy of the media; presentation techniques; option 1: psychology of the media, sociology of the media; option 2: media policy; media philosophy; media culture</p>
<b>course structure / examinations</b>	Online study and study with written materials is supplemented by two attendance seminar per semester. Written examinations take place during the seminars. Students are also required to develop and present their own media project.

c) University of Duisburg

	<b>edmedia</b>
<b>title</b>	online study programme edmedia

<b>URL</b>	edmedia.uni-duisburg.de
<b>provider</b>	University of Duisburg-Essen / chair of media didactics and knowledge management
<b>certificate/degree</b>	Certificate Educational Media (after 1 year) Master of Arts in Educational Media (after 2 years)
<b>admission requirements</b>	university degree and one year work experience in the educational or media sector computer and internet skills
<b>duration</b>	one or two years
<b>character</b>	online-based training for professional development, part-time; modular structure, blended learning
<b>participant fee</b>	1.450 Euro/semester
<b>public subsidies</b>	course development funded by the national ministry of education and research under the programme „New media in education“
<b>qualification aims</b>	Students will gain know how and theoretical background knowledge in media didactics, technology, project management and educational management; After the course, the students will be able to design complex learning scenarios and to monitor their implementation and application in their respective fields of work.  The curriculum has a particular focus on practice oriented content and on case based methods. The participants will be introduced to various interdisciplinary concepts and will be able to try them out in the context of their own media projects.
<b>target groups</b>	All persons working in training departments, human resource departments, publishing houses, school, higher education institutions or software companies wishing to better exploit the potential of media-based learning in their area of activity.
<b>study methods</b>	online study, written material, attendance seminars, media projects
<b>curriculum</b>	<b>Psychological and didactic basics</b> Psychological basics of learning; introduction to didactics; didactic concepts; didactics and methodology; learning strategies and self-directed learning  <b>Technical basics</b> Introduction and definition of terminology; multimedia based information processing; internet basics; media based learning environments; learning platforms; screen design  <b>Basics of communication science</b> Introduction to media based communication; Effects of media communication; forms of internet based communication; socio-psychological findings on internet based communication; knowledge acquisition and exchange of information in virtual groups; tutoring  <b>Management and planning of media projects I</b> Project management of new media; media production; interactive screenplay; tutoring systems; quality assurance; project calculation

	<p><b>Didactic design</b> Introduction to design oriented media didactics; didactic demands on learning environments; didactic design of learning environments I and II; designing media based communication systems; implementation of didactic concepts</p> <p style="text-align: center;">CERTIFICATE</p> <p><b>Media pedagogy</b> Introduction to media pedagogy; classics of media theory; socialisation through new media; education through new media; media violence and ethics of the media; professionalisation</p> <p><b>Educational management</b> Educational management; models of educational controlling; educational management for companies; educational management in companies; educational markets for media products; knowledge management and educational management</p> <p><b>Management and planning of media projects II</b> Feasibility studies; software production management; legal regulations concerning media; educational marketing; human resources management; introduction to educational media in company-based continuing education</p> <p><b>Contexts of media based learning</b> New media and changing contexts of life and learning; innovation in school through new media; media and higher education development; new media in company-based training and continuing education; new media in adult education; new media and gender</p> <p><b>One additional module to choose among the following</b> media history, e-business, media art/media design, media informatics, legal regulations concerning media</p> <p style="text-align: center;">MASTER</p>
<b>course structure / examinations</b>	<p>Content is taught mainly online.</p> <p>One attendance seminar per semester is obligatory in addition to a first introductory seminar. Other seminars can be taken as an option. Written examinations take place during the seminars. Students have to design one media project per year. In the second year, in order to obtain the master's degree, they are furthermore required to write an essay and take a final oral and written exam.</p>

d) Adult education associations of North-Rhine Westphalia

<b>title</b>	Training to become a teletutor
<b>URL</b>	-
<b>provider</b>	Cooperative offer by: <i>Land</i> association „Work and Life“ North

	Rhine-Westphalia; <i>Land</i> association of catholic adult education in North Rhine-Westphalia; <i>Land</i> association of the Volkshochschulen of North Rhine-Westphalia
<b>certificate/degree</b>	certificate by the provider
<b>admission requirements</b>	Computer knowledge and skills (MS-Office, e-mail, internet) and pedagogical qualification and work experience in adult education
<b>duration</b>	two months (80 hours)
<b>character</b>	online based training course for professional development
<b>participant fee</b>	1.000 Euro (of which 765 tuition fee and 235 for accommodation and subsistence during the attendance phase)
<b>qualification aims</b>	<p>The course will give students the necessary know how, based on theoretical knowledge, to take charge of net-based learning projects.</p> <p>The course helps adult education teachers to expand their subject-related and methodological knowledge and to supplement it with ICT skills relevant for education.</p>
<b>target groups</b>	Staff working in general adult education
<b>study methods</b>	Three attendance seminars with online phases in between
<b>curriculum</b>	<ul style="list-style-type: none"> <li>• Basics and peculiarities of net-based learning and teaching</li> <li>• creating transparency concerning training offer and learning process</li> <li>• establishing social connections between learners and course teachers</li> <li>• supporting self-organisation of learners</li> <li>• motivation, support and counselling of learners during online-learning</li> <li>• working with asynchronous and synchronous communication tools and with a net-based learning platform</li> <li>• roles and functions of teletutors in different online learning arrangements</li> <li>• fostering the connection between online learning and face-to-face learning through task orientation and project work</li> <li>• assessing the learning success</li> </ul>

### Courses for professional development of the German Institute for Adult Education

#### a) Counselling

<b>title</b>	Counselling
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<b>URL</b>	<a href="http://www.die-bonn.de">www.die-bonn.de</a>
<b>provider</b>	German Institute for Adult Education (DIE)
<b>certificate/degree</b>	Certificate by the provider
<b>character</b>	Training for professional development; Focus on personal skills and reflection
<b>participant fee</b>	tuition fees: 380 Euro, plus cost for accommodation and subsistence (approx. 260 Euro per seminar)
<b>qualification aims</b>	<p>This course concentrates on the mediation and respectively on the enhancement of a diversified expertise profile, develop their personal competence, improve their own learning and performance and enable them to initiate processes, moderate conflicts. The aims of the course are:</p> <ul style="list-style-type: none"> <li>- acquisition of theoretical and practical competence in counselling and conversation guidance</li> <li>- awareness of one's own abilities, behaviour patterns and attitudes</li> <li>- support of professional understanding in terms of interpretation patterns, group processes and systematic coherence;</li> <li>- awareness, understanding and control of group processes</li> <li>- gaining insight into the dynamics on the psychological, social and organisational level</li> <li>- enhancement of method repertoires</li> </ul>
<b>target groups</b>	People working professionally in adult education
<b>study methods</b>	Seminars which are supplemented by counselling phases
<b>curriculum</b>	<p>Each of the six seminars deals with counselling in various contexts and has a particular thematic focus:</p> <p><b>Introduction week</b> The first seminar gives an introduction to topics, content and theoretical basis of the course. After the seminar the participants as well as the provider can take a final decision concerning the continuation of the participation.</p> <p><b>Co-operation and competition</b> Cooperation and competition are a phenomena which can be found everywhere in our working, teaching and learning situations. In this seminar they are dealt with under the following aspects: personality and style of interaction, social climate and organisation of the cooperation; the importance of particular group constellations and the relationship between tasks and working forms.</p> <p><b>Work and professional career</b> Work and career will be reflected from a biographical perspective taking into account current problems. In particular will be examined the family context and the historical and social context in which attitudes, strategies and wishes concerning ones professional life have developed.</p> <p><b>Cooperation and gender</b> This seminar deals with male and female ways, patterns and attitudes as they appear in working life, leadership style, discussion behaviours and norms and values adopted.</p>

	<p><b>The individual and the group</b> This seminar aims to enhance the participants' competencies in counselling, management, leadership, team work and in moderating learner groups.</p> <p><b>Organisation and system</b> This seminar aims to broaden the understanding of the system dynamics and to open up new scope of action for one's own field of work. The professional activity of the participants will be reflected and considered under the aspects "institution" – "organisation" – "system".</p>
<b>course structure</b>	six one-week seminars

b) Management of continuing education institutions

<b>title</b>	Management of Continuing Education Institutions
<b>URL</b>	<a href="http://www.die-bonn.de">www.die-bonn.de</a>
<b>provider</b>	German Institute for Adult Education (DIE)
<b>certificate/degree</b>	Certificate by the provider
<b>character</b>	professional development course for managers in adult education
<b>qualification aims</b>	<p>The aim of the course is to deal with the following areas: What future requirements and demands will be placed on continuing education management? Participants will learn to adopt a future-oriented approach and, possibly, be enabled to initiate innovation management in their institutions.</p> <p>The organisation as reference point: while referring to individuals as targets of management actions the seminars' focus is on the "organisation" of the continuing education institution as the central reference point for any action and decision. The participants will gain an awareness of how "continuing education" as a pedagogical overall product is enabled only with the help and in the context of the organisation.</p> <p>Professional management competence: The seminar will enable participants to conduct a professional continuing education management which is sensitive to future challenges and able to respond in a constructive way to them.</p>
<b>target groups</b>	Full time professionals working in continuing education, especially those with managing and leadership responsibilities
<b>study methods</b>	attendance seminars
<b>curriculum</b>	<p>The seminars deal with three central problems of continuing education management: the shaping of exchange and communication processes between the institution and its environment; the management of internal change; and processes of steering and leading the institution. The three corresponding modules are the following:</p> <p><b>Product development and distribution</b> acquisition/strategic management marketing and public relations</p>

	<p>programme development evaluation</p> <p><b>Development of structures and future oriented strategies</b> organisational development the future of continuing education institutions quality development human resource development</p> <p><b>Steering of the organisation and management</b> leadership project management economic thinking and controlling communication and cooperation</p>
<b>course structure / examinations</b>	The course comprises 12 seminars; each year 6 seminars are offered; four seminars are grouped into one module, which can also be taken individually ("small certificate").

c) Quality development

<b>Title</b>	Quality development officer in adult education institutions
<b>URL</b>	<a href="http://www.die-bonn.de">www.die-bonn.de</a>
<b>provider</b>	German Institute for Adult Education (DIE)
<b>certificate/degree</b>	Certificate by the provider
<b>admission requirements</b>	Participants must have initiated a quality development project in their institution or at least plan one. The project may relate to the institution as a whole or to a part of it. The project will serve as a study case during the course.
<b>duration</b>	work load : 20 days
<b>character</b>	course for professional development on a specific topic with a high degree of practice orientation (project work)
<b>public subsidies</b>	the course is developed and piloted with funds from the national ministry for education and research
<b>qualification aims</b>	Students will acquire knowledge of a comprehensive and reliable quality development approach which is tailored to the field of adult and continuing education; they will gain the competence to implement and monitor a quality project in their institution. This includes skills in self evaluation, project management and facilitation of quality circles.
<b>target groups</b>	The course is targeted to persons and organisations who want to enhance and secure the quality of their work.
<b>study methods</b>	seminars and mentoring/counselling in the implementation of a quality projects
<b>curriculum</b>	<p>The course consists of seven modules plus an individual mentoring on a quality project.</p> <p><b>The modules:</b></p> <ul style="list-style-type: none"> <li>• Total Quality Management I (the model, its components and its adaptation to the field of adult education)</li> </ul>

	<ul style="list-style-type: none"> <li>• Total Quality Management II (assessment, carrying out of the self-evaluation, planning the process)</li> <li>• Quality development in adult and continuing education</li> <li>• Evaluation</li> <li>• Organisational development</li> <li>• Project management</li> <li>• Moderation of quality development processes</li> </ul> <p><b>The counselling</b>  The participants contribute to the course with their own quality development project and receive the following support for this:  Peer review and counselling in the group on questions relating to the project design and implementation,  Training of the ability to moderate groups of colleagues in their institution.</p>
<b>course structure / examinations</b>	The modules and the mentoring/counselling part build upon each other and can only be booked as an integrated package.

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[www.die-bonn.de/service/hochschulen/](http://www.die-bonn.de/service/hochschulen/) : includes a synopsis of university programmes in Adult Education in Germany, based on the survey by Faulstich/Graessner (see above).