

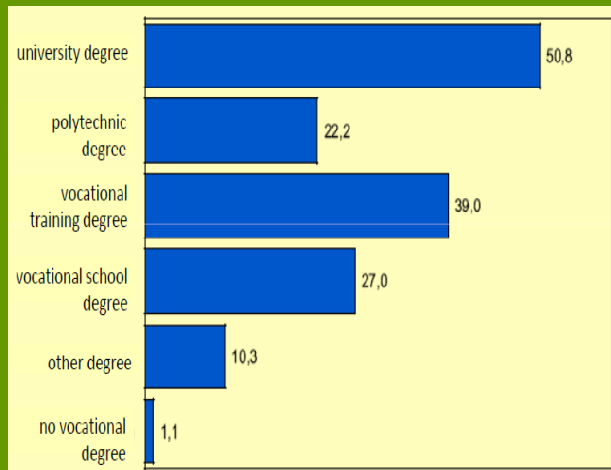
Professionalisation of Adult Education Teachers in Germany

Qualification Requirements and Profiles

Qualification requirements are diverse

- The access to the field as a whole is not regulated by law
- Employers define their own qualification requirements

Trainers in Adult Education (AE) Institutions are highly qualified



Source: WSF 2005

... but not necessarily in the field of pedagogy:

- 40% of AE teachers hold a pedagogical qualification
- 35% have no pedagogical qualification whatsoever
- 20% have undergone some continuing training in pedagogy (20 %)

Staff Numbers in Adult Education

No overall statistics are available. Based on various sector statistics it is estimated that

- about 650 000 persons work in AE
- many of which work simultaneously in several (part-time) jobs
- the overall number of jobs positions in AE is estimated to be 1,6 million
- of which 1,35 million are teaching jobs

Professional Profiles

"The AE teacher" is an elusive figure

There is no clear professional profile or a professional identity of AE teacher. A wide variety of job titles is used, such as: lecturer – teacher – trainer – coach – counsellor – moderator – facilitator – and many more ...

Job profiles are on the move

Main activity fields in AE:

- Teaching
- Management
- Counselling and Guidance
- Media Use
- Programme Planning
- Support
- Evaluation

"Teachers" are increasingly called upon to perform a wider range of tasks than just teaching e.g. tasks relating to counselling/guidance, administrative work, programme planning.

Job profiles vary considerably according to the institutional setting .

Qualifying as an Adult Educator

There is a notable German tradition of university studies in adult education

- University prepare for full time positions in AE, with management and leadership duties
- since the 1970s: four-year study programmes leading to a degree with emphasis on AE.
- currently: 9 Bachelor Programms with a focus AE, plus several Master-Programmes

...but continuing professional development becomes increasingly important

- Most staff in AE have found their way into the field as career changers
- Many teachers lack a specific background in adult pedagogy
- Specific trainings are organized for teaching staff. Community centres (VHS) have established own standardized training modules
- 21 % of all AE teachers have undergone an employer organized training

The "market" for AE staff continuing training is growing and confusing

- Training offers on the market are not subject to any given quality standards
- A complete overview is lacking, a comparison is hardly possible
- An attempt to create more transparency is the database QUALIDAT on training offers for AE staff

Employment Situation & Working Conditions

The field is dominated by freelancers and/or part timers

A recent study (WSF 2005) found that:

- 11% works on a permanent contract
- around every seventh person has an insurable employment
- 64% work as freelancers.
- 37% of the teachers AE is a full time occupation
- 62% works part-time, often to gain some additional income

Job offers

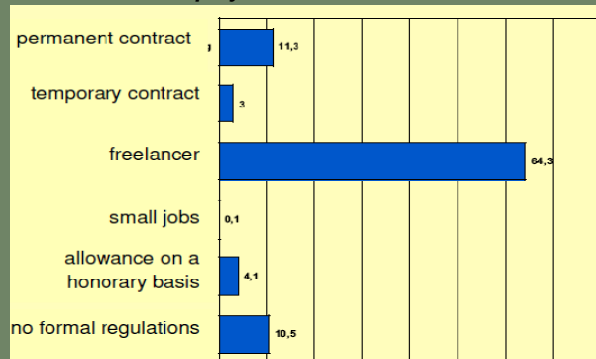
The largest number of AE jobs is offered by

- private organisations –27%
- community adult education centres (VHS) –18%

Regarding employments that are liable to social insurance we find that these

- are most likely to be found in private organisations (~25 % of all such employments),
- but are comparatively rare in VHS

Contract and Employment Situation



Source: WSF 2005

Many teachers are struggling financially

Almost half of AE teachers think their individual financial situation is:

- "merely sufficient" (25%) or
- find it "hard to make ends meets" (23%)

The other half are more or less happy with it, calling it

- "satisfactory" (31%) or even
- "good" or "very good" (19%)
- The situation is especially difficult for those AE teachers who work full-time on a fee basis . A large proportion of this group finds itself in a precarious situation
- A minimum wage is currently negotiated by a collective agreement