

## THE FREE UNIVERSITY, BERLIN

### WHY IN-SERVICE TRAINING?

In contrast to the management of continuing education establishments, the vast majority of adult teaching is performed by persons who have no pedagogical training for this task. This 'non-professional' teaching, despite much criticism of it, has hitherto been an essential part of the character of adult education, but in recent times has come under question. The demand for an adult-oriented teaching qualification is based on the following:

1. With the recognition of continuing education as the fourth stage of a comprehensive system of education, and the corresponding funding for it, the demands of the state on its quality and accountability also grow. Proposals have been put forward to make public teaching appointments dependent upon the possession of minimum teaching qualifications; the training of part-time tutors would then become a public responsibility, requiring legal action.
2. The continual development of new task areas and fields of work brings about a very differentiated set of training needs, which must be borne in mind in relation to general and subject-specialised teaching qualifications.
3. While in earlier times work in adult education represented more a leisure-time occupation, bringing in incidental extra income, the proportion of tutors whose income chiefly depends on their adult teaching work is now growing. These tutors are at present striving to acquire a professional identity and need to upgrade their teaching competence and acquire knowledge of adult pedagogy and associated skills.

The interest thus engendered in teaching qualification and in-service training is hence closely bound up with questions of labour legislation and social policy, which have to be taken into account when formulating in-service training schemes.

### A POSSIBLE SCHEME OF WORK

Many-sided forms of in-service training may be developed and can be conceived in terms of typical practical problems encountered by tutors. Collaboration by the universities must above all concentrate on those areas in which their specialist departments possess competence relevant to practice. It is therefore not initially clear which of the training institutions is in the best position to carry out the various in-service training tasks; the Adult Education Department of the Berlin Ministry of Education has therefore endeavoured to develop a differentiated in-service training programme from the following four areas of work. This programme is capable of being dovetailed with those of other providing bodies and institutions.

1. Basic knowledge of adult teaching, e.g. planning and preparation of teaching; student-oriented styles of work. Practice-related orientation on research results or on current controversies in educational policy.
2. Subject in-service training in relation to individual fields of work or concrete projects, e.g., German for foreigners.
3. Behaviour-oriented in-service training. Empirical studies of teaching attitudes in adult education confirm the supposition that many course tutors still interpret their role as that of subject specialists and reveal themselves to be inadequate for their functions as organisers of learning processes, moderators in the exchange of experiences and as promoters of social learning. This points to a need for training in discussion technique, teaching observation and evaluation, group teaching methods, etc.
4. Institution-based in-service training. Direct application to practice may be ensured by concentrating in-service training in the actual educational institution or a selected providing body of continuing education. In such cases, it is especially advantageous if staff with differing functions and different professional groups take part and tackle topically important difficulties or new

teaching tasks from their various perspectives. In the vocational education sector, counselling schemes already exist which could be adapted for the in-service training of continuing education staff. The aim should be an integration of subject-based training and institutional/professional conflict studies.

It goes without saying that by means of such collaboration as outlined above, university educational teaching and research can be improved, to the benefit of practical work in the field.

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1. c.f. MOLLERS/SCHAFFTER, Didactic Training and the process of professionalisation of part-time tutors. Task areas in different dimensions of didactic action in adult education (in Adult Education at the Free University of Berlin, June 1980, vol.21, pp24-88)

2. Statistics relating to the Berlin situation are to be found in:  
K. LANGE, The professional situation of part-time Volkshochschul tutors - expectations and resistance relating to further training (in Adult Education at the Free University of Berlin, June 1980, vol.21, pp11-23)

## **TRAINING FOR FULL-TIME WORKERS IN ADULT EDUCATION**

Full-time workers in adult education in the Federal Republic of Germany are a relatively recent phenomenon. Their functions and areas of work vary considerably from one institution to another, depending on the size, location and administrative structure of the Volkshochschule. Entrance requirements for training courses are therefore kept flexible, but a university education is assumed. Studies show that, quite

independently of education and previous occupational experience, there is a need for a specific introduction to work in adult education, which must relate to the work situation and develop prospects for further such work.

## **A JOB-RELATED LEARNING PROGRAMME**

For some years the Educational Institute of the German Adult Education Association has been developing a range of projects for initial and in-service training of adult educators, with the emphasis on job-related learning programmes. Various seminar forms have been tried out and written material has been developed, evaluated and revised. The models which emerged were capable of fairly full implementation and the work could be continued by regional associations and individual institutions.

## **A CONCEPTUAL FRAMEWORK FOR AN INTRODUCTION TO THE PROFESSIONAL FIELD**

This document presents activities for initial and in-service professional training under the following categories:

### Written material

- Texts for immediate information at work
- Self-instructional material
- Texts dealing with typical problems occurring at work

### Seminars

- 4/5 week basic introductory seminars
- One-week seminars on specific subjects and areas of work
- Seminars on co-operation between full-time and part-time workers
- Seminars on the relationship between teaching and administration
- Seminars to encourage a working acquaintance with the media, with the public and with current research.

Experience has shown that the time required for this introductory phase cannot be rigidly fixed. Owing to the varying requirements of each particular job, the need for immediate information and the need for further training are closely interwoven. Consequences can be