



Program Planning in German Continuing Higher Education: a view on planning action

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International conference

**“Cultures of Program Planning in Adult Education: Policies,
Autonomy, and Innovation”**

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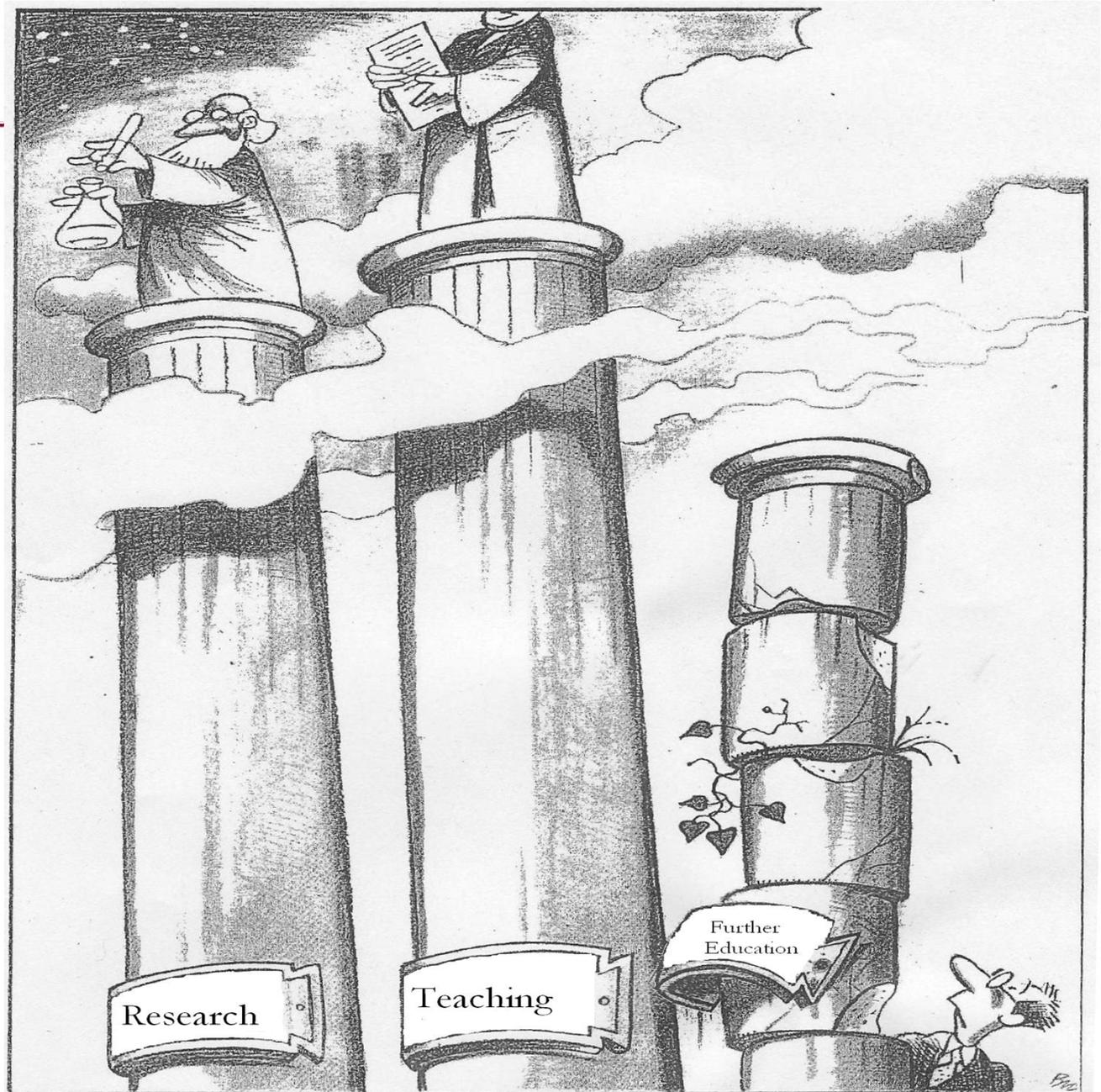
Outline

- Overview: Continuing Higher Education (CHE) in Germany
- Program planning embedded in educational management
- Research Project „Professionals in CHE“: State of Research, Research Interest, Research Design
- Findings regarding planning action: contents, scientificity, sustainability, institutionalization, heterogeneous actors, handling with paradoxes
- Outlook: Implications for program planning in CHE

Overview: CHE in Germany

- ✓ lifelong learning society
- ✓ demographical change
- ✓ universities as providers of AE/CE
- ✓ structural change of the management of HE (NPM)
- ✓ CHE as core activity
- ✓ manifold potentials to offer CHE
- ✓ re-organization process of CHE

not realizable without
the professionals



The more or less supporting pillar of the university.

Overview CHE in Germany: Hard Facts

- CHE as part of University Lifelong Learning
- claims: new target groups, competence orientation (EQF/NQF), flexibility and permeability: access to HE and recognition of prior learning
- Formats: part-time and full-time studies, short courses, blockseminars, distance learning, extra-occupational, additional, blended learning, E-learning
- Fees: free (PhD) to 30.000€ (MBA)
- Contents: profile-related, wide-range, interdisciplinary, strong disciplinary, competence-related
- Programs: PhD, research-oriented studies, guest auditors (extra-mural students), university lectures for mature students (learners in later life, study 50+), teacher further education

- **Degrees:** certificates, Bachelor, Master, Confirmation of Participation
- **Counselling and Service** to answer the special and individual demands of the target groups
- **Organizational structure:** very diverse; spin-offs, central units, decentralized
- **Networks:** German Association for University Continuing and Distance Education (DGWF) on national level and smaller networks/task groups on regional level or content-oriented; European University Continuing Education Network (EUCEN) on European level
- **Cooperation:** very important!!! Examples: regional Chamber of Industry and Commerce, regional schools, German Medical Association, huge companies

- **Funding:**

- **Initiatives and Programs from the Government:**

”Getting ahead through education”, Federal Government–Länder qualification initiative “Advancement through Education: Open Universities”, “Transitions from vocational to higher education”, the follow–up program to its initiative “Recognition of Vocational Competences in Higher Education”, “Stu+Be: Study for people in work – Success factors for lifelong learning at institutions of higher education“ and on the federal state level

- **University budget funds (very limited)**

- **“cross”funding**

- **corporate–funded study–programs**

- **participation fees**

all these facts influence planning action!

in accordance to:

- „tangled mass of subsidies“ („Fördermittelwust“)
- the double coupling to the system of the educational market as well as to the scientific system
- didactic of the discipline, didactic in general and adult education didactic

The Continuing Higher Education in Germany
is today located
*„(...) in stress conditions between
the act upon the maxim of scientific adult
education which has to comply with the
societal mandate of education on the one hand
and from the economic point of view
the possibility of an additional source of income
on the other hand“.*

(LUDWIG 2010: 39).

Program planning embedded in educational management

program planning is a complex process influenced by the requirements of the economics of education as well as by educational sciences and by technological developments and the framework of educational policy

portfolio: ambitious, interdisciplinary, wide-ranged

➤ *target-group-specific development, allocation and commercialization of programs* (educational offerings)

includes: planning and development, implementation, marketing, eventmanagement, support service and counselling, administrative accounting, documentation, evaluation

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UNIVERSITY

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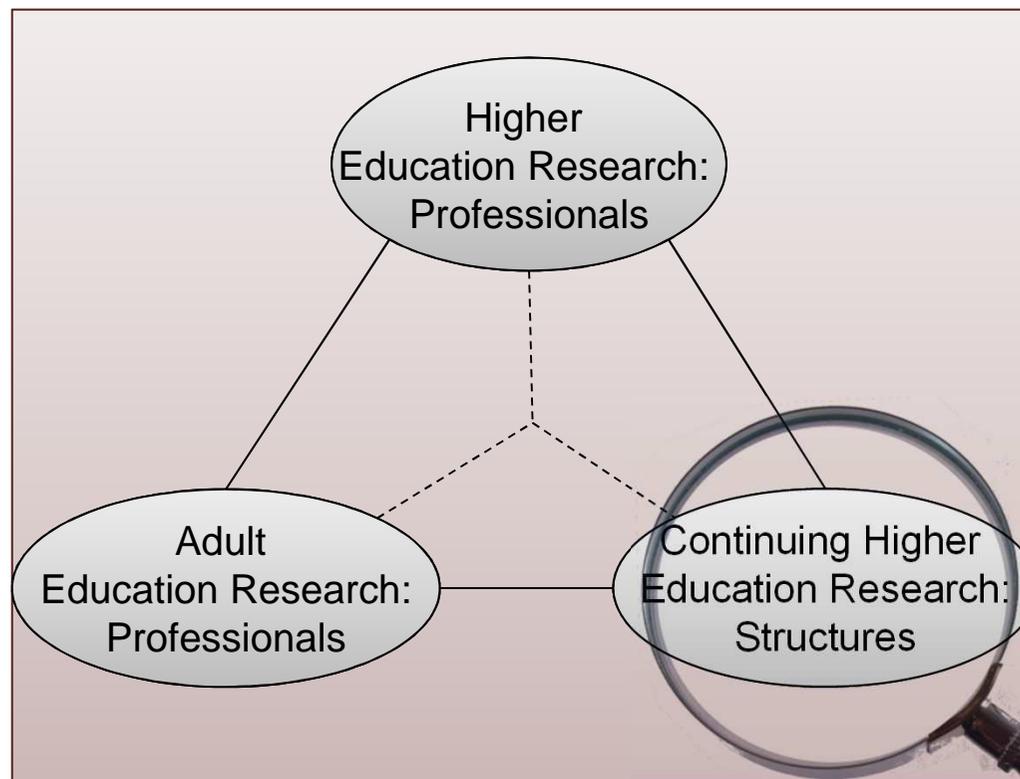
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Phd research project:

**Continuing Higher Education (CHE) –
Profiles, Potentials, Professionalism:
Actors of Continuing Higher Education,
their strategies of action and their
professional self-conception**

State of Research

Desideratum: Professionals/Actors of CHE



Research Interest

Identification and reconstruction of the strategies of action with regard to the (professional) self-conception of the actors of CHE within their operational procedures, structures and general conditions at the universities

RESEARCH QUESTIONS:

Which strategies of action are using the actors of CHE?

Which professional self-conception do actors of CHE have and what general conditions/structures do they encounter?

connection between

- a) the perspective of actors in their structures and
- b) the consideration of the university as organization with its dynamics

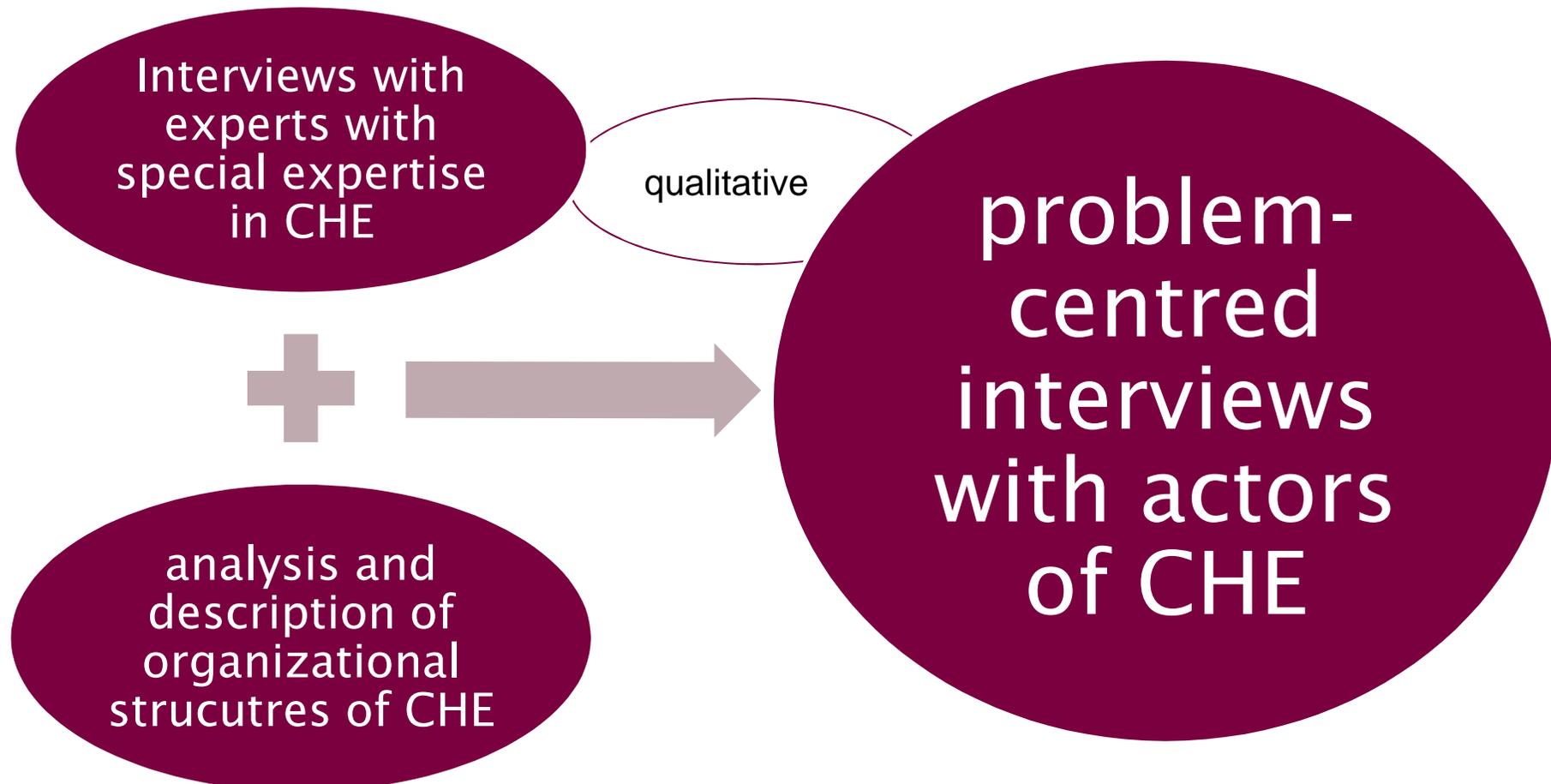
- typology of actors (roles, subjective factors) for a theoretical construct
- depiction of actual state with prospects and constraints, variances and opportunities
- deduction of potentials and formulation of recommendations

Research Design

Grounded Theory as methodological framework

context/structure

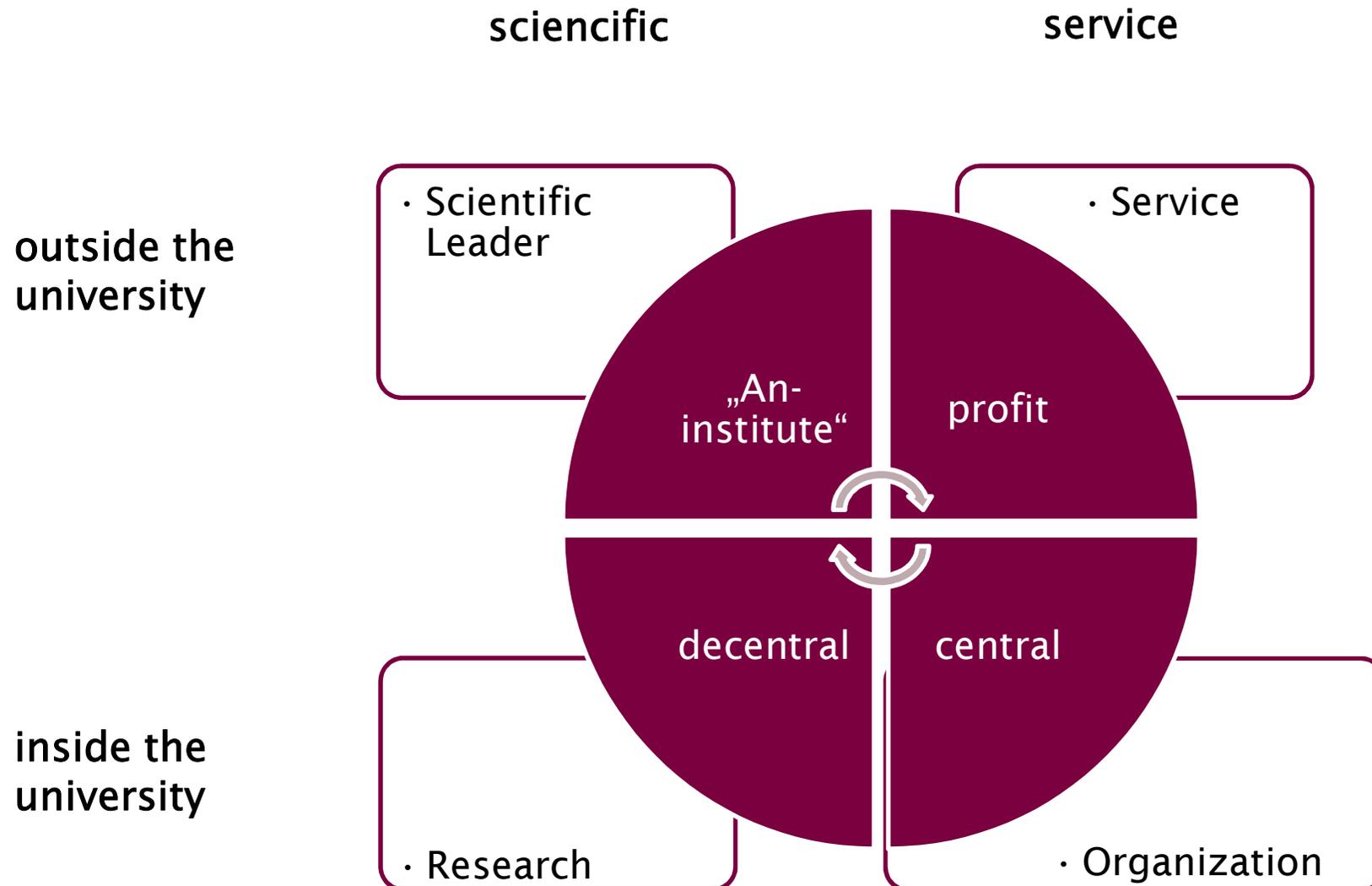
subjective sense



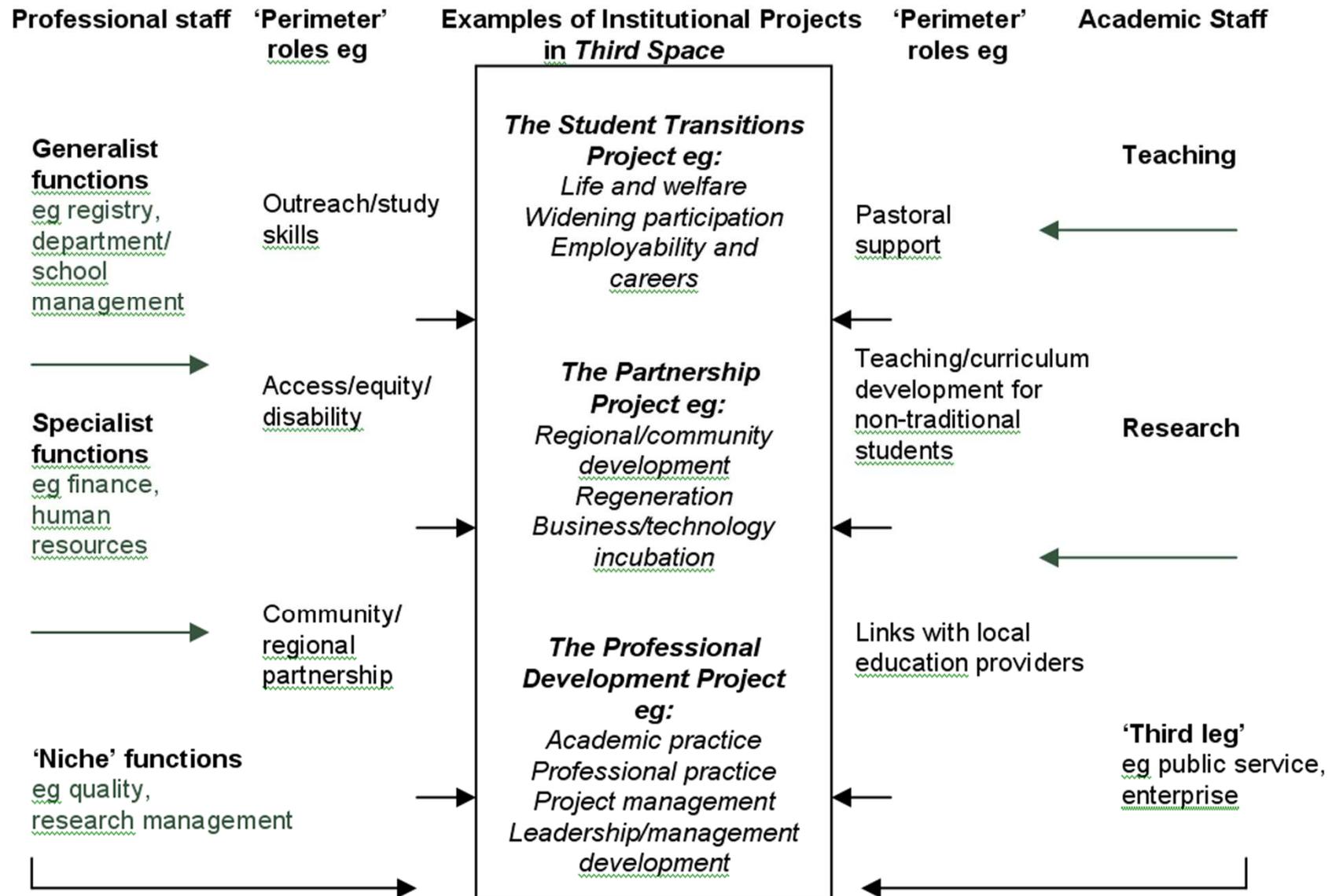
Findings

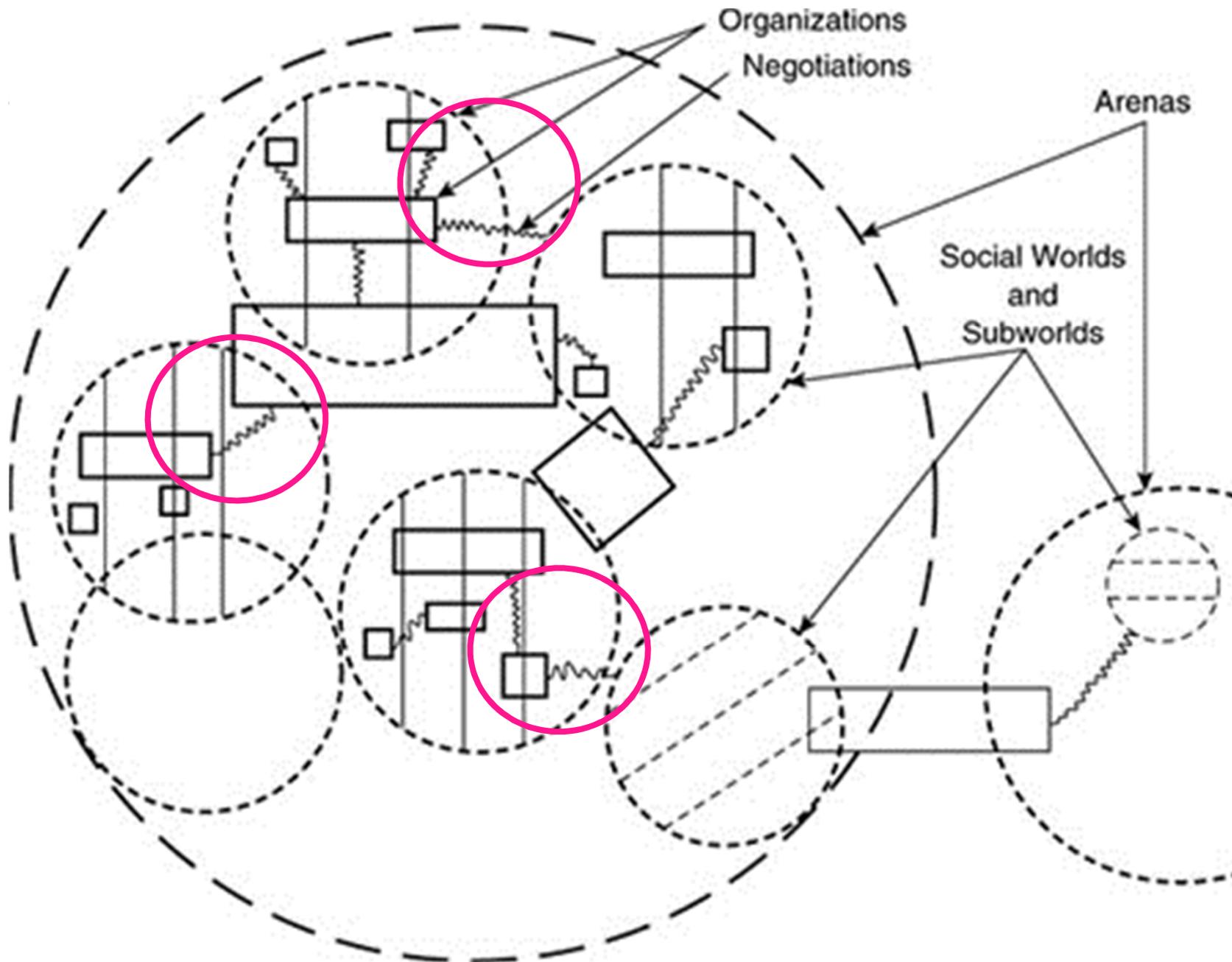
- institutionalization „chaos of structures“
- developing of a new working field with new working profiles
- working on interfaces, feeling of ‚being in-between‘, blurred boundaries > working in ‚third space‘
- no classical adult educators : working pedagogically?
- heterogenous professionals, different types of actors, for example: the scientific, the educator, the manager, the pragmatic
- phenomenon ‚scientificity‘
- phenomenon appreciation
- Influences of actors: reference science, ethics, customers and clients, sphere of activity, knowledge, profession, standards, values
- handling with structures in organizations: to be addicted from structures, design structures, interdependency
- Sustainability and project-based/project-related work

Standards of Institutionalization



Third Space (Celia Whitchurch 2010: 10)





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Outlook: between pedagogy and management

- With focus on the function of adult education at universities we have to ask which role are playing the contents of programs?
 - > *discrepancy between financial pressure/educational mandate*
- What implies the fact that CHE is arranged by professionals not working pedagogically?
 - > *appreciation of education as part of self-concept*
- How affect the structures at the universities the work of the professionals in CHE?
 - > *permanent negotiation process between actors&organization*
 - > *handling with political settlements*



OTTO VON GUERICKE
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Thank you for your attention!

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