# Professional development of adult basic skills teachers in partner countries

**Country: HUNGARY**

**MACRO LEVEL:**

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| 1. What do you think are the top five challenges in your country around the training of adult basic skills teachers? | 1. Create awareness about the need for training of adult basic skills teachers and professionalization.<br>2. Anchor the idea and needs at policy level, get it acknowledged and inserted it into policy.<br>3. Create knowledge centres on training basic skills teachers. Make pilot programs.<br>4. Regulative background and ensuring integration into existing structures.<br>5. Create financial incentives and basis. |
| 2. Do you have the support of your government? Is there a national policy? | There is no national policy at the moment. Basic skills development has been put into the portfolio of the newly established Türr István Institute, national institute for training and retraining of unemployed supervised by the Ministry of Public Administration and Justice.<br><br>Our Association for Lifelong Learning enjoys the positive attitude of Ministry for National Resources to create informal training for basic skills teachers. |
| 3. Is there a statutory entitlement to adult basic education? | Adult ensure the completion of primary school by legislation, however financial means are available only in dedicated programs |
| 4. What are the employment prospects for trainee teachers? What conditions would they work in? | Teachers can expect to work ad hoc in different programs or projects aiming at social inclusion or labour market integration, the sequence of the programs cannot be predicted, that is why teachers are involved in programs as their second, additional job to their regular teaching. |
| 5. Are basic skills seen as separate subjects or one single subject? | Reading, writing, numeracy, ICT, second language etc.<br>it is not clear at all, how it is looked at by policy makers. ICT teaching is normally looked at in itself. |
| 6. Is there a national requirement for teachers of adults to have a qualification to teach adults? (separate from school teaching qualifications?) | No.<br>Regarding ICT there are different roles like "IT mentor" etc. which have its own teacher training program but that is only used within the limits of certain national programs (changing always depending on new governments). |
| 7. Is there a requirement for teachers to have a subject | Literacy/numeracy etc<br>No. But most often primary school teachers teach only their |

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| specific qualification? | subject they are qualified for, when they teach adults to complete primary school education. |
| 8. What are the qualifications? | Usually the lecturers who teach BS are teachers from various types of schools. |
| 9. How long does it take to qualify as a adult basic skills teacher? | No requirement. (Except certain ICT Teachers like "IT mentor"). |
| 10. What levels are required from adult basic skills teachers? | No requirement. |
| 11. What are the entry requirements for trainee teachers? | What do trainee teachers need to know to be accepted on a training course (qualifications, subject knowledge, prior teaching qualifications, Accreditation of Prior Learning?) As there is no system of BS training, trainee teachers are usually teachers who are able to see the demand for BS (which is usually the part of the subject they teach) and they are also able to teach adults. |
| 12. Are the entry requirements based on national standards? | The system of national standards has not been made yet, so no specific qualification is required. |
| 13. Is there a distinction made between ITT / CPD? | Please explain Adult basic skills teachers are not educated in the formal system. |
| 14. Who delivers the training for adult basic skills teachers? | Universities? Private trainers? So far only NGOs within specific projects: Hungarian Folkhighschool Association Association for Lifelong Learning |
| 15. Who are the teacher trainers? | Are there any qualifications? They are usually teachers or experts worked on development of teacher training programs, many times together with foreign experts / trainers. No specific qualification. |
| 16. Assumption of learners / contexts that the trainees will teach? | Trainees have to be very flexible and prepared for individual needs of the people they will work with. Many times multiply disadvantaged people, high number of Roma people, often under motivated, who has to complete education only because financial benefits are linked to that. |
| 17. Who pays for the training? | Typically projects launched by NGOs, labour offices, national training institutes. |
| 18. Do you also have non-formal/unaccredited professional development/training? | Give examples / links mentioned earlier: courses provided by the National Folkhighschool and ALLL |
| 19. Recruitment? Marketing of courses? Incentives? | Give examples / links Project level, limited to a certain number of people targeted by the project. |

# Issues to be treated during partner meetings

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| 1. What is the nature of assessment on courses? How is training assessed? | Links to EQF; Integration into formal and non-formal systems National accreditation schemes or/and Quality assurance of training and control |
| 2. What is the balance / connection between theory and practice? | How theory and practice integrated and how they reflect on actual workplace situations and challenges |
| 3. What is the curriculum design? | Length, shape, delivery? Flexible delivery? Use of ICT? |
| 4. What is the content of the curriculum? | What do teachers need to know? What is generic and what is specific to different subjects / contexts? |
| 5. What is included within adult basic skills? | |
| 6. Teacher training methodology – how do trainers train teachers? | Challenges of teacher training and how those adressed by the use of different methods, and tools Differences in between different basic skills teacher's training Use of ICT |
| 7. Should we train generic basic skills teachers and/or prepare teachers for specific contexts (workplace, family learning, prison etc.)? | examples of specific contexts and how those address specific challenges and needs |