

Professional development of adult basic skills teachers in partner countries

Country: Norway

MACRO LEVEL:

<p>1. What do you think are the top five challenges in your country around the training of adult basic skills teachers?</p>	<ol style="list-style-type: none">1. It is difficult to get an overview of the field of adult education because the responsibility is spread on many different actors.2. There is very little research done in the field of adult learning (we know too little about how adults want their learning situation, which methods are working etc.).3. There are no formal requirements as to the qualification of trainers teaching adults in BS, in adult education or in Norwegian as a second language.4. There are few offers regarding continuous professional development of teachers teaching adults. Most offers have pedagogical education for children/young people. To the extent that there are offers, there is no continuation in the offers.5. The capacity of the existing training offers is not fully used, and the financing of the studies is one of the reasons. There is reason to believe that adult teachers are not given priority when it comes to financing such studies (by the
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	municipalities).
2. Do you have the support of your government? Is there a national policy?	We have some support of the government, i.e. the existence of Vox, but adult education is no policy field of its own. There is no unified policy or strategy in this field.
3. Is there a statutory entitlement to adult basic education?	Yes, there is but this is not always implemented by the municipalities (responsible for offering such education).
4. What are the employment prospects for trainee teachers? What conditions would they work in?	There is a lack of qualified adult teachers (especially in Norwegian as a second language) so employment prospects are quite good. A qualified teacher will also be given priority before unqualified teachers. Employment conditions: there are variations between public and private course providers. We don't use volunteers that much but teachers may be hired on short time contracts in some cases.
5. Are basic skills seen as separate subjects or one single subject?	Basic skills are seen as separate subjects, however, they are often taught together or integrated when this is convenient, for example digital competences together with reading and writing.
6. Is there a national requirement for teachers of adults to have a qualification to teach adults (separate from school teaching qualifications)?	There are no formal requirements as to the qualification of trainers teaching adults in adult education.
7. Is there a requirement for teachers to have a subject specific qualification?	Yes and no: it is possible to make exceptions from the requirement. In practice, employers will choose teachers with such qualification but if there is a shortage of qualified teacher (subject) they will employ unqualified teachers. In this case, one condition will be that they can document experience of teaching the subject.
8. What are the qualifications?	This may be school teaching qualifications, or

	qualification in a specific subject, for instance in vocational training.
9. How long does it take to qualify as an adult basic skills teacher?	One year part time study, 30 ETSC (bachelor). There also exists a master study of adult education (separated from basic skills).
10. What levels are required from adult basic skills teachers?	A bachelor degree (school teachers) but exceptions may be made, especially for ICT teachers who very often don't have a teacher training.
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)?	They should be trained as school teachers but can be admitted based on validation of prior learning.
12. Are the entry requirements based on national standards?	Yes, the teacher trainees should be school teachers but there may be exceptions (see above).
13. Is there a distinction made between ITT / CPD?	CPD: most teacher trainees have a vocational (subject based) training. ITT: they are younger students without much prior work experience.
14. Who delivers the training for adult basic skills teachers?	A few university colleges deliver such training (formal training). Some institutions (for example Vox) and municipalities deliver non-formal training, normally short courses, mostly one-day courses.
15. Who are the teacher trainers?	Formal training (university colleges): university teachers. Non-formal training: teachers for adults.
16. Assumption of learners / contexts that the trainees will teach?	This will vary a lot. Learners who need to strengthen their basic skills will normally have very little formal education. Learners may be sent by their employer or by the social welfare system (job centre), or they may be immigrants that have lived in Norway for many years and need to strengthen their basic skills.
17. Who pays for the training?	The government pays part of it (some are entitled to

	grants), and the employer also pay part of it. Some teacher trainees pay themselves.
18. Do you also have non-formal/unaccredited professional development/training?	<p>Yes, this is what we have most of. This training is short courses and non-formal.</p> <p>Examples of such training: How to use the framework for basic skills. How to practice embedded learning/specific learning resources Certification of the use of tests and tools for mapping.</p>
19. Recruitment? Marketing of courses? Incentives?	This is difficult and a challenge. There is too little marketing of the available training and courses. There are no specific incentives.