

Professional development of adult basic skills teachers in partner countries

Country: Romania

MACRO LEVEL:

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| <p>1. What do you think are the top five challenges in your country around the training of adult basic skills teachers?</p> | <p>1. Adult educators still constitute a mix of professionals with an uncertain status and different backgrounds and qualifications, due to the fact that there are no formal requirements for entering the labor market.</p> <p>2. There are no formal regulation regarding the sectoral approach of adult teachers/trainers, meaning that there is no distinction made between general AE trainers and basic skills trainers/teachers.</p> <p>3. There is no dedicated training for adult basic education teachers/trainers.</p> <p>4. No specific academic degree in adult education can be found within the Universities' studying offer for Bachelor degree.</p> <p>5. Teachers from the "Second Chance Program" have no initial training in adult education, moreover in adult basic education. The teachers are not enough trained for working with adults</p> |
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| | and the teacher training is inappropriate in relation to the learning needs of disadvantaged adults. |
| <p>2. Do you have the support of your government? Is there a national policy?</p> | <p>There is support from government and exist a national policy only for the formal system of adult basic education. The Second Chance program is a large national initiative coordinated by Ministry of Education, Research, Youth and sports and aims at combating the marginalization and social and economic exclusion of young people who have not completed compulsory education and have not acquired the minimum competences needed for employment. It is a specific remedial program for those who could not use the first chance offered by the educational system. The program is offered at two levels: <i>Second Chance</i> (Primary Education) and <i>Second Chance</i> (Lower Secondary Education), the latter including a vocational training component as well.</p> |
| <p>3. Is there a statutory entitlement to adult basic education?</p> | <p>There is a statutory entitlement only referring to the Second Chance Program.</p> |
| <p>4. What are the employment prospects for trainee teachers? What conditions would they work in? Employment conditions / volunteering / how attractive is the role?</p> | <p>The employment prospects for trainee teachers in the field of adult basic skills would be:</p> <ul style="list-style-type: none"> -teachers in the Second Chance Program -foreign language and ICT teachers in private training centers |

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| | <p>that provide training to adult people</p> <p>-teachers in vocational training, mainly for level 1 and 2 of qualifications (including also prison education).</p> <p>In many cases, the trainee teachers are inappropriately trained, hold minimal qualifications, are under paid and work in educationally unfavorable conditions.</p> |
| <p>5. Are basic skills seen as separate subjects or one single subject? Reading, writing, numeracy, ICT, second language etc.</p> | <p>They are seen as separate subjects and taught as such, depending on the type of program offering adult basic education.</p> |
| <p>6. Is there a national requirement for teachers of adults to have a qualification to teach adults? separate from school teaching qualifications?)</p> | <p>There are no formal requirements for adult educators to enter to the labor market, but in Romania exist three main professionalization and training pathways:</p> <ul style="list-style-type: none"> - The academic one (higher education) - Through the professional training system - The validation of prior learning and experiences (assessment centres) |
| <p>7. Is there a requirement for teachers to have a subject specific qualification? Literacy/numeracy etc</p> | <p>There are few evidences about teachers performing in non formal adult basic education, but usually they don't have qualifications for teaching adults, only initial training in teaching the main study subject, such as language or ICT.</p> <p>Instead, teachers from the Second Chance program are required</p> |

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| | to have a qualification for Teacher in primary education and qualification in subjects taught in Lower Secondary level. |
| 8. What are the qualifications? | For the Second Chance program, for primary education level the qualification required is <i>Professor for primary education</i> and for the lower secondary level the qualifications required are for <i>Romanian language and literature, Foreign language(English, French etc), Mathematics, Sciences, History, Geography, Arts, Religion, Sports, ICT etc.</i> |
| 9. How long does it take to qualify as an adult basic skills teacher? | Since there is no qualifications for adult basic skills teachers, teachers working in adult basic education usually have a Bachelor degree in the subject they teach and some CPD training in general adult education. |
| 10. What levels are required from adult basic skills teachers? Use EQF | Teacher from vocational training and non formal basic education are required to have at least level 5 of qualification, while teachers from the Second Chance program at least 6. By graduation from master or PhD programmes, some might have even level 7 or 8 of qualification, but not necessarily in the field of adult education. |
| 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?) | Depending on the type of training course, there might be entry requirements. For master programs in adult education, entrants must have at least a basic knowledge of education. This basic |

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| | <p>knowledge of education may be obtained in different ways – through a relevant B.A. degree programme, through work experience, or through supplementary studies. In the continuing professional system, for courses of updating and specialisation are also special requirements of knowledge, qualification etc.</p> |
| <p>12. Are the entry requirements based on national standards?</p> | <p>There is a legal and procedural framework put in place for the continuing professional training. The acquirement of competences are included in the nationally recognized occupational standards or vocational training standards. The programs are organized for occupations included in the Romanian Classification of Occupations or for qualifications included in the List of Qualifications.</p> |
| <p>13. Is there a distinction made between ITT / CPD?</p> | <p>The Romanian perspective on professionalization in adult education makes a distinction between initial teacher training and continuous professional development for general trainers in AE, without any separation for teachers/trainers in adult basic education. For <i>initial training</i> exists three master programs ran by universities in Romania, that offer a master in adult education, certified by the Ministry of Education and Ministry of Labour. The <i>continuing professional</i> training system is offering qualification routes for adult learning professionals.</p> |

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| | <p>The training programmes comprise courses of initiation, qualification/re-qualification, improvement/updating, specialisation. At the moment, such continuing training is being delivered for five occupations: trainer (trainer of trainers), evaluator of professional competences, project manager, training instructor and training designer.</p> |
| <p>14. Who delivers the training for adult basic skills teachers? Universities? Private trainers?</p> | <p>The teachers for the Second Chance programme benefit of additional training on issues related to adult training from the Teacher Training House.</p> |
| <p>15. Who are the teacher trainers? Are there any qualifications?</p> | <p>The teacher trainers are required to have a certificate of TOT, being no requirements to have an initial or academic degree in adult education.</p> |
| <p>16. Assumption of learners / contexts that the trainees will teach?</p> | <ul style="list-style-type: none"> - Second Chance Program: people with low educational levels who have not participated in compulsory education, and who are beyond the legal age for enrolling in mainstream school, like: disadvantaged young people and juveniles at risk; ethnic minority groups; disadvantaged and/or women who face discrimination; people with special education needs. - Inmates - Low qualified people |

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| | <ul style="list-style-type: none"> - Low skilled people who did not achieve one or more of the eight key competences |
| 17. Who pays for the training? | Initial teacher training (university) in the public system of education is funded by the government. Continuing professional development training is funded by the government only for teachers working in the formal system of education, such as Second Chance program, through the Teacher Training House, and other projects coordinated by the Ministry of Education. Teachers working in non-formal and private sector usually pay themselves for their training. |
| 18. Do you also have non-formal/unaccredited professional development/training? | There is no centralised data regarding this aspect, but some non-formal/unaccredited professional training may occur during European projects. |
| 19. Recruitment? Marketing of courses? Incentives? | Promo materials, tv spots. |