

Organisation: PROGRESS CONSULT Kft

Meeting: Basket second meeting

Host organisation: Institute of Education

Date: 27th - 28th of February, 2012

Location: London, UK

I. Reflections

What were the most useful experiences?

The most valuable asset of the meeting was the opportunity to get a thorough insight in the teacher training system of basic skill teachers in the United Kingdom, special emphasis being put on the practical aspects. It was interesting to understand the development process and the milestones of forming of the actual system of Adult basic skills teacher training in England.

As the programme was very interactive the participants had the opportunity to directly experience the expediency of the applied training methods. The video demonstration of typical situations and methods in practice was also very useful for clear understanding of the topics.

What can be considered as examples of good practices?

From our point of view the presentation of the practice-oriented teacher education program that is based on research evidences and evaluation results was very inspiring. It was very good to see the key principles on how effective teacher education programmes should be planned, designed and implemented (e.g. providing access to conceptual frameworks, practice orientation, active learning - to 'see' the subject from the learners' point of view etc.)

Another example of good practice were the methods of training of ESOL teachers as it involves a need for a deeper understanding of the learners' situation and environment.

What did you learn that is similar or different from policy and practice in your own country?

As mentioned earlier the awareness of how significant is the problem that adults are lacking basic skills is still very low in Hungary. This time we could see the contrast with England where focusing on basic skill development both at policy and in practice is at a much higher level on the priority list than in our country. In England basic skill teacher is a separate and well defined profession, the training system provides full-professional qualifications up to masters and even phd level, while in Hungary basic skill teaching is not separated within general adult education, and specific teacher training does not exist in this field.

It is important also to mention that by elaborating national standards literacy, numeracy and ESOL skills are key factor to determinate the impact of the basic skills development programmes.

What conclusions can be drawn from the experiences of the meeting?

The idea has been reinforced that professionalization regarding basic skill teaching is a key factor for promoting basic skills learning in a certain country. As research and statistical data shows that basic skill development is badly needed in Hungary, it would be very important in our country to put special emphases on the teaching of basic skills and training of basic skills teachers and delimitate as separate professional area.

What recommendation can be made based on the experiences and discussions of the meeting

- ***at EU level;***
- ***at national policy making level;***
- ***at institutional level***

Getting an insight of the our British partners' adult basic skills teacher training system it became clear that they are in a very advanced professional level with

richness of experiences gained through decades. Sharing their experiences and to get access to their highly professional approaches and methods would be beneficial to other new member states especially for Hungary, where it would have strong impact on the development of this sector. Therefore we recommend the EC raise awareness in member states about the professionalization of basic skills teacher training and to better target some of their assistance (for example in the LLL programs) in order to get access by new member states and those countries with less experience in the field to proven and highly advanced knowledge and practice in basic skills teacher training.