

Organisation: Romanian Institute for Adult Education

Meeting: 2nd Basket meeting

Host organisation: Institute of Education

Date: 27th - 28th of February

Location: London

I. Reflections

What were the most useful experiences?

The whole meeting itself can be considered a very useful experience for the good functioning of the partnership, but also referring to the adult education field we are investigating in this project, which is professional development of basic skills trainers.

Among the useful experiences we could mention firstly that it was good to meet our hosts NRDC and to learn from their background and experience in the field of teacher training for adult basic skills teachers.

Also, we consider that it was very useful to get into the practice of teacher training in England, to see concrete examples of organising teacher training for literacy and ESOL.

What can be considered as examples of good practices?

Firstly, as example of good practice we can consider the presentation of adult basic skills teacher training in England. It was very interesting to see the different qualifications required for teaching basic skills and also the professionalization pathways available in England for basic skills teachers. More precisely, it was very enlightening the example of the Post Graduate Certificate in Education Literacy and ESOL programme provided by IOE, in which we could see the theoretical framework and curriculum design for one module. Also, the approach of the PGCE initial teacher training programme was quite innovative: the first study year that covers only practice with minimum theoretical input (teaching practice groups) and the second year that focuses more on theory.

Secondly, another example of good practice can be considered the presentation of adult basic skill teacher training in Scotland. The ALIS 2020 (Adult Literacies in Scotland 2020: strategic guidance) proved to be a good example for setting up long term objectives aiming at raising standards for all individuals, from the early years to adulthood.

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

As differences we can mention the acceptance of basic skills. As seen during the meeting, in England and Scotland basic skills refer only to literacy, numeracy and ESOL.

Also, another difference is the subject specific approach of the qualifications for basic skills teachers: literacy, numeracy or ESOL teacher.

Also, the existence of national standards for literacy, numeracy and ESOL skills which are essential for measuring the impact and outcomes of basic skills programmes.

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

The meeting was successful and productive in the sense of exploring the methods used in basic skills teacher training and the balance between theory and practice. Deciding to go more into practice was better than trying to explore the different systems of professionalization, the practice elements being transferable to other national contexts.

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**

At national policy making level there is a need for establishing a professionalization system for adult educators and adopting a sectoral approach, which would offer a statutory entitlement for adult basic skills teacher. Also would be needed a national framework for adult basic skills.