

*Organisation: Romanian Institute of Adult Education - IREA*

*Meeting: Basket Grundtvig Learning Partnership*

*Host organisation: Progress Consult Danish–Hungarian Development Consultancy Company*

*Date: 13.06-14.03.2013*

*Location: Budapest*

## **I. Reflections**

What were the most useful experiences?

The most useful experience were the working groups and the conclusions drawn on the final policy recommendations.

It was also very useful the presentation of the Hungarian colleagues, regarding the results of the pilot programme which purpose was to implement Open Learning Centres which among other types of services, would provide basic skills learning for adults. This programme was a success and they want to extend the number of this centres.

What can be considered as examples of good practices?

1. The results of international case studies – 15 countries / ASEM
2. Creation of a new concept for adult educator- Learning integrator.

Staffing OLC

- Learning integrator - full time
- Learning counsellor - part time

Until 2015 they intend to develop the learning integrator concept as:

Academy Education EQF

Bachelor education EQF

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

There are many similarities between Romanian and Hungary regarding the situation of basic skills provision and teachers of basic skills. Though, the example of the Hungarian colleagues clearly shows us that in such countries with low infrastructure, a bottom up approach is needed. By undertaking such private

initiatives might determine policy makers to react and start paying attention to the issue of basic skills.

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

- at EU level: is needed a general policy, an EQF which will regulate the profession of basic skills adult teacher
- at national policy making level: NQF will regulate the profession of basic skills adult teacher and recognise this profession, quality assurance system standards, the existence of professional development pathway (initial teacher training, continuous professional development), validation of the experience in working with less skilled adults,, flexible models of training of teachers.