

Adult Education and Teacher Qualification Program, the best practice to avoid global risk

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Abstract

It's not easy to avoid large society changes, especially developing countries. Globalization is a required process in the field of higher education, exactly for long life learning process.

Lifelong Learning is one of the most favorable practices to cope with the impact of global risk, and other potential risks. Furthermore, contemporary education (which includes new learning strategies and techniques) is based on lifelong learning, which is the basic way of being on the cutting edge and the basic principle for increasing the efficiency of contemporary society, as well as the intensive development of human resources. To avoid global risk, Adult Education and Teacher Qualification Program as a Lifelong Learning modality, is a typical example, and an opportunity to help Kosovo overcome its transition.

The idea to explore this issue, has come from personal experience, in the teacher qualification programs, aiming to investigate: Is Teacher Qualification Program, a good practice to avoid global risk in Higher Education in Kosovo?

In order answer this question, within the Teacher Qualification program, a research analyzing how effective these studies are for teachers, in their work with students will be conducted? Is it possible that, participation in the program can have negative effects?!

Introduction

Globalization, intensifies international social relations and aims to provide economic cultures and peoples in general, aiming exceeding the barriers of communication, exchange of experiences, ideas in the culture between peoples, without distinctions. At the same time, it represents the most comprehensive occurrence on our planet. Every day, more and more, the need for inclusion in the global sphere is increasing. This is a challenge, but at the same time a privilege and opportunity to deal with a relation between traditional and new international standards that every day more and more are displayed.

Globalization affects every area of life and human activity, as well as education. Regarding the field of education and the impact of globalization in this area, is a matter of numerous debates. Mainly, globalization is related to the achievement of changes in formal and informal education, exactly to the achievement of the educational process reform. In this context, it also affects the university and higher education, in general, bringing the university not to a unique model but to a philosophy operation and modern objectives according to the global challenges. So, global education aims to act in several ways, such as:

- Towards establishing a global curriculum, and

- In relation to teacher qualification (towards preparing and training of teachers for a world in change through the promotion of an interactive learning, such as lifelong education and qualifications programs).

Therefore, the university must open the perspectives to be in step with new knowledge regarding trends and international developments, and to prepare an individual during the professional career to advance his knowledge. Thereby, they will have the opportunity for lifelong education, and to accept changes in the field of knowledge and profession.

Exactly, here relates our topic of research, bringing Adult Education and Teacher Advancement Training program (also lifelong education modalities), as a best and positive practice to avoid global risk.¹

Lifelong Education, Adult Education and Globalization

Rapid changes that are taking place in all areas of life, at the same time in the field of education, have warned a general mobilization of all competent education levels.

¹ Received from the lessons of the course 'Lifelong Learning'.

Certainly, one of the key areas in this regard is the field of the education of younger generations, in particular, trends in the preparation of individuals on the importance of lifelong learning, and facing with global challenges easier.

The need for lifelong education, is growing more and more in modern life. It is impossible for human beings to be able to afford all those changes that are occurring in society today only with completion of a university. Although a university or college, provides quality formal learning, the possibilities for long-term knowledge are minimal. Furthermore, the acquired knowledge is not a guarantee to cope with all the new developments taking place in the profession. To be successful in job, it needs to be constantly in research for new results.

But what is the importance of lifelong education, to face global challenges? Exactly, the level of unemployment increase (always growing) in developed countries, is one of the key elements that directly promotes international financial crisis. Why? Each educational institution, tries to employ productive people for the institution, which means qualified people. Therefore, unqualified individuals discharged. In this case, they will be burden to society, being considered as not effective in the work they have done?! And the consequences are high for families, as the basic institution of society.

This is a concrete example to identify the importance of lifelong learning and adult education. So, to deal with global challenges, the company should establish mechanisms that provide staff advancement programmes, enabling them to be part of adult education and acquire knowledge regarding international developments, related to their profession.

Thus, the trends of globalization, mean greater integration in all fields, at the international level. In this context, lifelong learning and adult education are a wonderful opportunity to cope with all the difficulties in the labor market.²

The effects of globalisation on lifelong learning and adult education

The idea that globalisation produces such rapid changes in the world of work that learning must be ongoing to cope with it offers a way of normalising programmes of lifelong learning.³

Since 1960 UNESCO has tried to specify objectives of lifelong learning and since then progress has been made in the field of internationalization. Initially, it was conceived as cooperation in the field of lifelong education and adult education, where have been made efforts to harmonize

national views toward a common consensus of objectives. But later, internationalization and international interaction is dictated by the inevitable progress of globalization in every field. From the perspective of lifelong education, it is clear that the impact of international organizations in this field has increased.

In this context, the effect of globalization on lifelong learning and adult education, results in two types of changes, as follows:

- National characteristics of lifelong and adult education policy, have become less visible, and
- Educational policies as a result of globalization, are dependent on economic requirements competitiveness and are directed from the existing economic interest.⁴

Avoiding global crisis through the Teacher Qualification Program

Teacher Qualification Program, is a program implemented by the University of Prishtina - UP in collaboration with the Ministry of Education, Science and Technology, in order to advance and qualify Kosovar teachers towards Bachelor Degree of Education.

In fact, in 2006, MEST, with the support of Canadian program KEDP, began preparations for the drafting and implementation of the Qualification Program – “Programi i aftesimit pa shkeputje nga puna (PAPSHP)”, now renamed “Programi Avancimi i Kualifikimit te Mesimdheneve (AKM)” in order to equivalence existing developed qualifications and training, and raising the qualification of teachers in accordance with the legal provisions in the country and with the relevant European standards trends. According to the agreement, the program will be implemented in four centers of the Faculty of Education, in Prishtina, Gjilan, Gjakova and Prizren. Everything was based on laws, administrative guidelines and regulations.

Teacher Qualification Program, among other things, allows professional development of teachers in Kosovo at higher levels and in accordance with the Western developed countries, receiving teaching examples from the most advanced education systems in the world. At the same time, is the first project that implements the concept and philosophy of lifelong learning.

So, the program provides opportunities for each adult in the profession, to raise qualifications regarding the requirements of the Bologna Process, and thus being in step with new developments and being a good practice to avoid global crisis. To verify this hypothesis, a research

² <http://www.telegrafi.com/lajme/globalizimi-dhe-te-mesuarit-gjate-gjithes-jetes-26-2402.html>

³ <http://www.leeds.ac.uk/educol/documents/000001142.htm>

⁴ <http://www.uni-due.de/eb-wb/globalisation.shtml>

has bin made with program followers, coming up with conclusions and recommendations.⁵

Based on the results of the data collected, conclusions and recommendations were presented below.

The methodology of the research

The object of the research is to investigate, if adult education could be the best practice to avoid the global risk! In this case, teacher qualification program is a good example to avoid dilemmas.

Objectives of the research: The research is conducted by applying the following:

- theoretical analysis of the problem,
- questionnaires data collection
- literature research
- survey analysis
- presentation of the data and the results
- interpretation of the conclusion

The motivation to achieve such a survey comes from the direct approach to the teacher qualification program, as program coordinator.

The methodology of the research: During the analysis qualitative and quantitative research is used. The research is conducted at the Faculty of Education, with the teacher qualification program students. There are few of methods that were applied during the research. They are:

- Theoretical analysis method,
- Documentation analysis method,
- Application of questionnaire technique,
- Statistical method.

The tool that was used for the research:

- The survey questionnaire,
- There were no obstacles in terms of design or implementation.

The advantage of this research is *being in the position of program coordinator* and the disadvantage of the research is *the possibility of lack of participants transparency in the survey*.

Lessons learnt from this survey is that, it confirmed the importance of adult education, to be in step with reforms in the economic and social area. And, the key success factor is that the survey was conducted directly with the program students, who teach at primary schools.

In the study, has participated 25 students, of whom, 14 male and 11 female.

Conclusions:

Adult education is considered:

- as a best practice in order to avoid the effect of global risk in higher education in Kosovo (country in transition);
- An effective opportunity of being in competition with European education;
- The best opportunity for expansion of knowledge, and to be in trend with European standards; Teacher qualification program has an impact on raising the quality of the school;
- Provides teacher advancement in scientific aspect;
- Provides repetition of previously acquired knowledge;
- Enriches teachers Knowledge with new information technologies;
- The application of new methods of teaching, is a positive step towards the education of developed countries;
- Staff advancement may not be a global risk, on the contrary, it is a benefit in terms of professional development;

Recommendations:

- It's needed to increase institutional support for adult education,
- Working towards the improvement of the conditions, infrastructure, and financing of adult education programs,
- It's needed to provide opportunities for continuous professional advancement of teachers,
- To revise curriculum, designed for adult education,
- New and sophisticated teaching methods should be applied,
- More courses of teaching methodology should also be applied.

⁵ Rexhaj, Xhavit (2011): *Kualifikimi i mesimdheneve te Kosoves pa shkeputje nga puna dhe standardet perkatese evropiane. Paper in manuscript. Prishtine.*