Roles and Responsibilities of HEIs to Re-integrate BSD into Skills and Competence Development of Adult Educators

Dr. habil Balázs Németh PhD

Associate Professor-UniPécs/ EPALE Hungary Ambassador

nemeth.balazs@pte.hu

Member of Executive Board of EAEA - http://www.eaea.org

EBSN Conference in Pécs, 15-16. June, 2023.

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EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

This presentation will focus on the following issues:

- Connetion in between Adult Learning and Universities

- The scope of adult and lifelong education – an evolutionary journey

- the ipmact of the CONFINTEA Process

- European LLL focuses

- New Roles for HEIs based on GRALEs

- Conclusions for HEIs and Professionals in Basic Skills Development for Adults

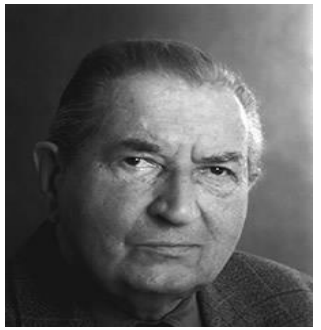
Contexts and Perspectives

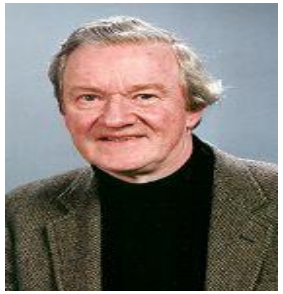
- European LLL focuses
  - **Employability**
  - **Active Citizenship**
  - **Sustainability**
- The 'Three Ps'
  - **Participation** - UNESCO
  - **Performance** - OECD
  - **Partnerships/Collaboration** – Learning cities/regions and communities
- New Roles for HEIs

  To promote
  - **Rational thinking and Reflection** through Continuing Education
  - **Research and Innovation**
  - **Sustainability** - SDGs
  - **Quality learning and skills development**

Some Inspiring minds

Franz Pöggeler





Colin Griffin

Herman Baert

Peter Jarvis

Kjell Rubenson

Major roles of adult education research

„The major role of adult education research, as a scientific discipline, is to identify the significant barriers and drivers of adult learning."

Bélanger, Paul (2011) *Theories in Adult Learning and Education.*
Barbara Budrich Publishers, Opladen & Farmington Hills
p. 7.

Main Features and Types of Changes Influencing Adult Education and Learning:

- Rapidity of Changes (Difficult to Adapt to Changes - KNOWLES 1975)
- Change is Global (Changes Transcends Regional and National Boundaries; Globalization of Education)

Dimensions of change:

- Demographic Change, Change in the Clientele of HE
- Social Change
- Changed Concern about Special Groups
- Changing Concept of Literacy
- Changes in the World of Work

Main Features and Types of Changes Influencing Adult Education and Learning:

Demographic Changes:
- Populations of European and North American Societies are Becoming Older.

Change in the Clientele of Higher Education:
- Attracting more Non-traditional Students
- Accreditation of Work-related Experience

Social Change:
- A Decrease in the Importance of the Family as a Source of Education
- Further Social Dislocation
- Increased Leisure-activities
- Rapidly Changing Gender Roles

Main Features and Types of Changes Influencing Adult Education and Learning:

Changed Concern about Special Groups:

- Illiterate/undereducated adults
- People of Low Socioeconomic Status
- Migrants or Transient Workers
- the Disabled
- Rural People
- Prisoners
- Homeless
- the Unemployed
- Women
- the Elderly
- Young Adults
- Minorities

(Source: UNESCO 5th CONFINTEA AE World Conference Hamburg 1997 - www.unesco.org/report)

Main Features and Types of Changes Influencing Adult Education and Learning:

Changing Concepts of Literacy:

- Functional Illiteracy
- Information Illiteracy

Changing World of Work:

- Shift from LOW WAGE, LOW PERFORMANCE to HIGH WAGE, HIGH PERFORMANCE

Four Main Factors make adaptation necessary:

- Internationalization
- Reduction of Critical Lead Times
- Implementation of Quality Assurance or TQM
- Restructuring Workplace
- People must be able to Analyse, Make Judgements, Take Decisions etc.
- Technological Progress Require Emergence of work-based Knowledge and of Comptence

UNESCO

UNESCO's Literacy campaign and its linkages to AE

"RATHER THAN AN END IN ITSELF, LITERACY SHOULD BE REGARDED AS A WAY OF PREPARING MAN FOR A SOCIAL, CIVIC AND ECONOMIC ROLE"

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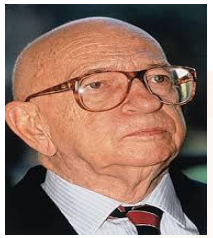
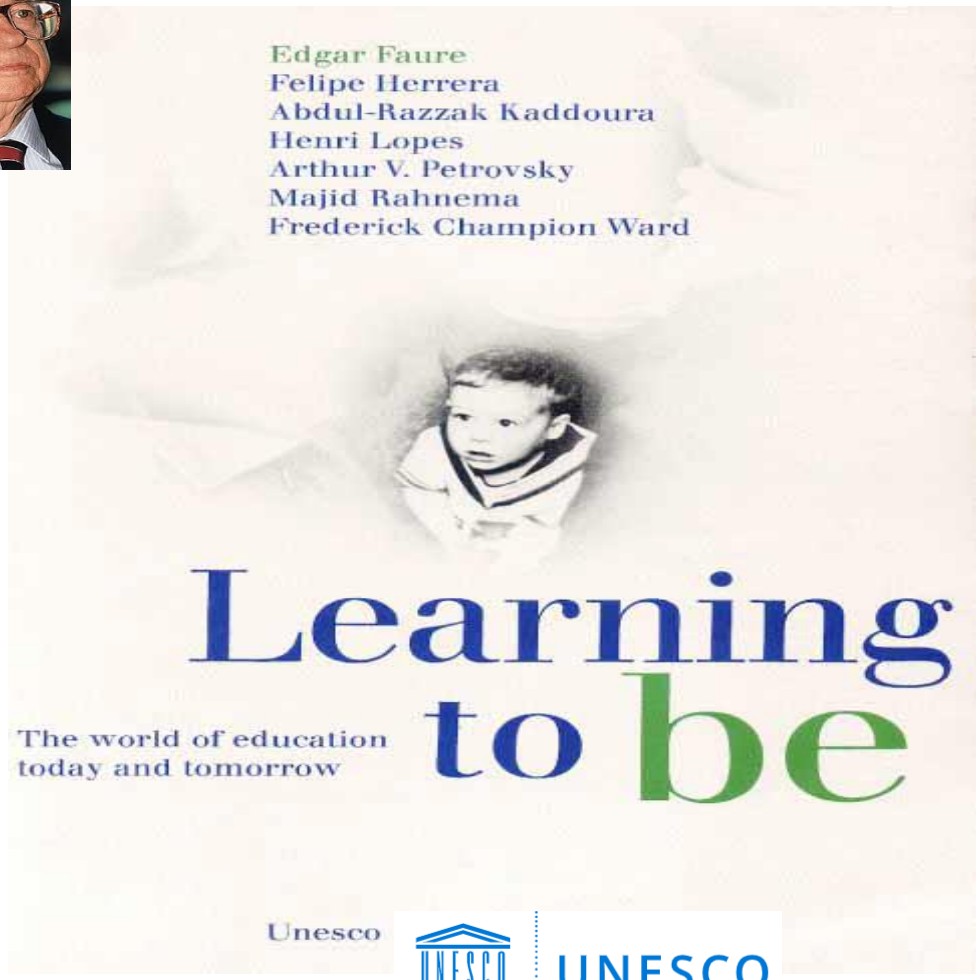
UNESCO

UNESCO’s Literacy campaign and its linkages to AE

The impact of the Faure Report (1972)





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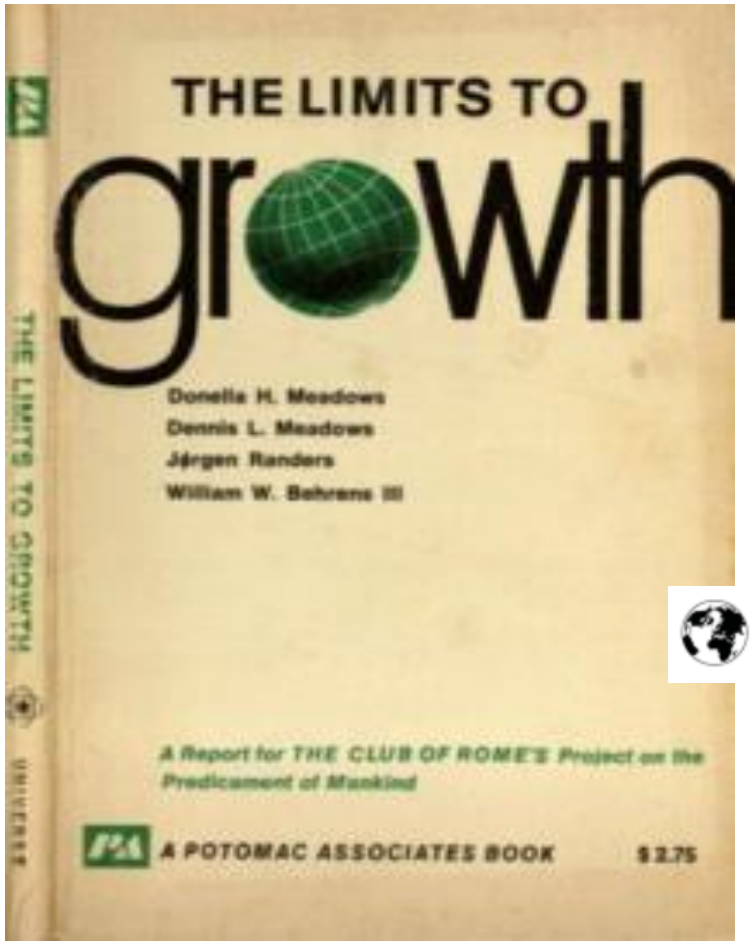
The first Report of the Club of Rome - 1972



THE CLUB OF ROME

The Limits to Growth - Club of Rome

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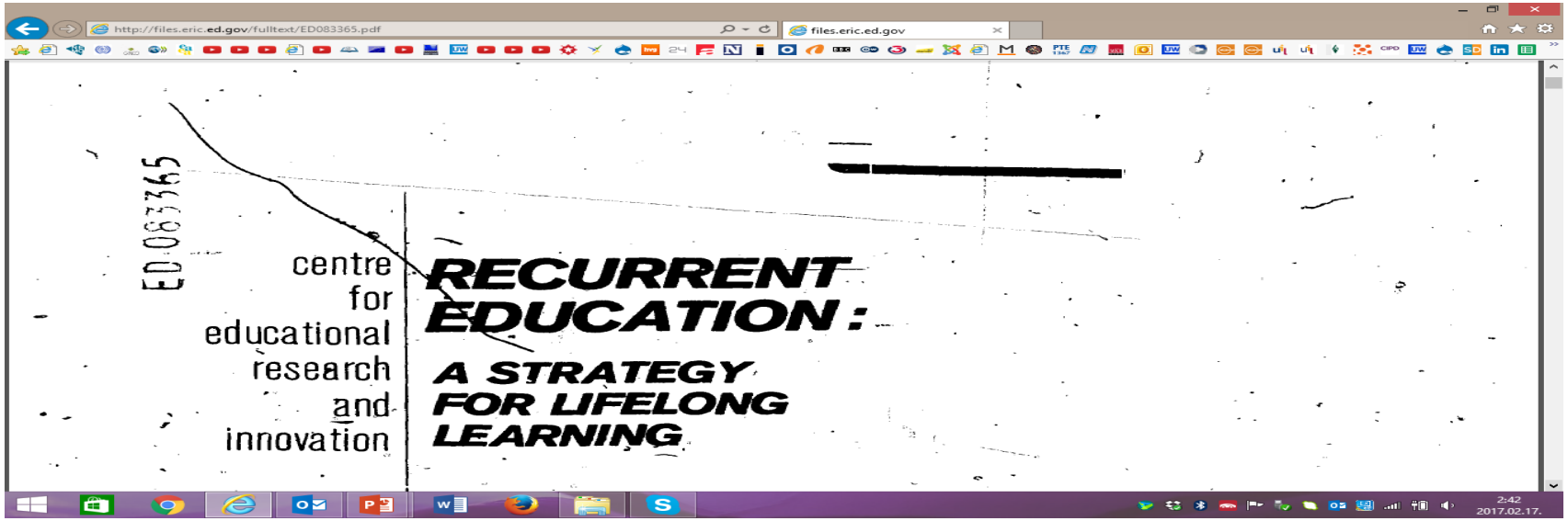
The OECD and its Educational Focus in 1973



OECD
BETTER POLICIES FOR BETTER LIVES

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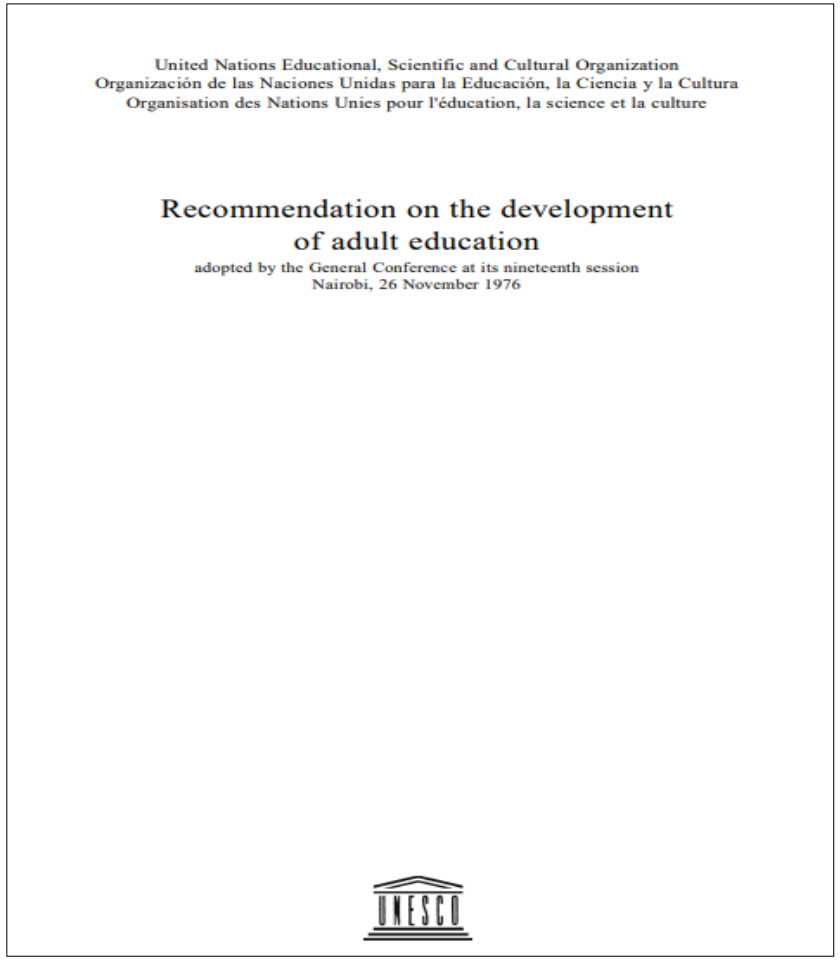
The Role of UNESCO's Recommendation on the Development of AE

(Source: Recommendation on the Development of Adult Education - UNESCO Digital Library)



United Nations Educational, Scientific and Cultural Organization
Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura
Organisation des Nations Unies pour l'éducation, la science et la culture

Recommendation on the development of adult education

adopted by the General Conference at its nineteenth session
Nairobi, 26 November 1976

UNESCO

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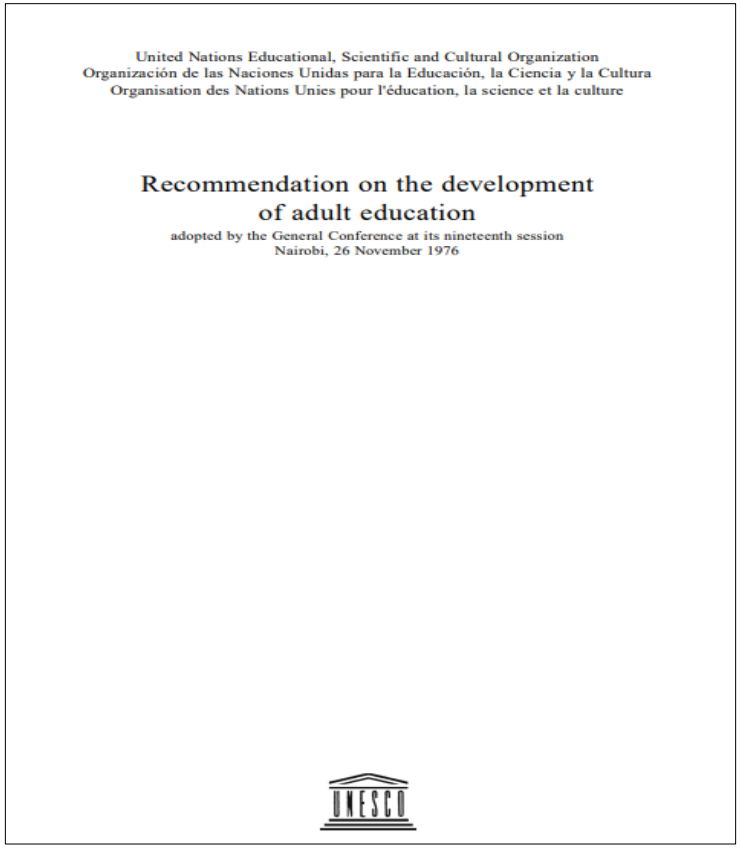
The Role of UNESCO's Recommendation on the Development of AE

(Source: Recommendation on the Development of Adult Education - UNESCO Digital Library)

- 35. Member States should actively encourage ***co-operative research in all aspects of adult education and its objectives***. ***Research programmes should have a practical basis. They should be carried out by*** universities, adult education bodies and research bodies, adopting an interdisciplinary approach. Measures should be taken with a view to disseminating the experience and the results of the research programmes to those concerned at the national and international levels.

Recommendation on the development of adult education
adopted by the General Conference at its nineteenth session
Nairobi , 26. November 1976.
p. 8.

- **Source:** Recommendation on the Development of Adult Education - UNESCO Digital Library



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Nairobi, 26 November 1976

UNESCO

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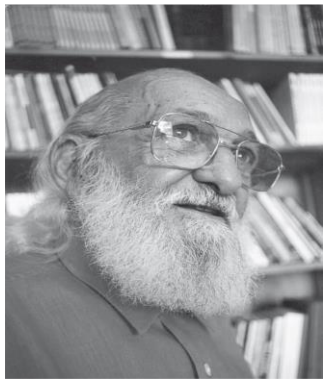
The Easter experience of the liberating teacher

„The educator for liberation has *to die* as the unilateral educator of the educatees, in order to be born again as the educator-educatee of educatees-educators. An educator is a person who has to live in the deep significance of Easter. (Quoted by Taylor – 1993:53)

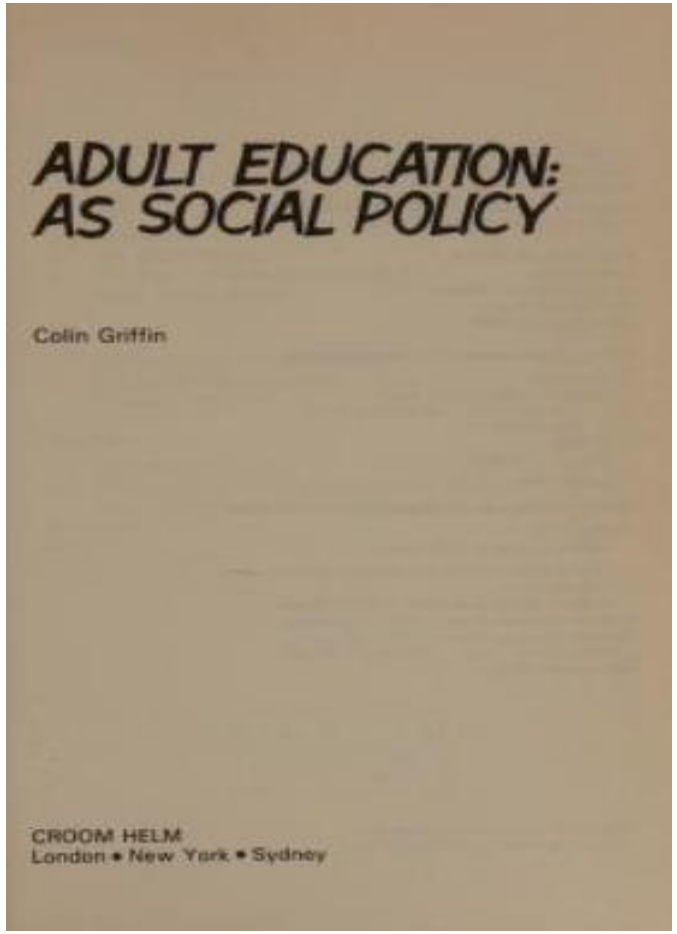


Taylor, P. (1993) *The Texts of Paulo Freire.*

Buckingham: Open University Press

Freire, P. (1970) *Pedagogy of the Oppressed* New York: Seabury Press

Griffin, C. (1987) on Adult Education as Social Policy



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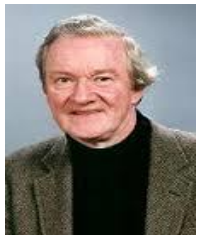

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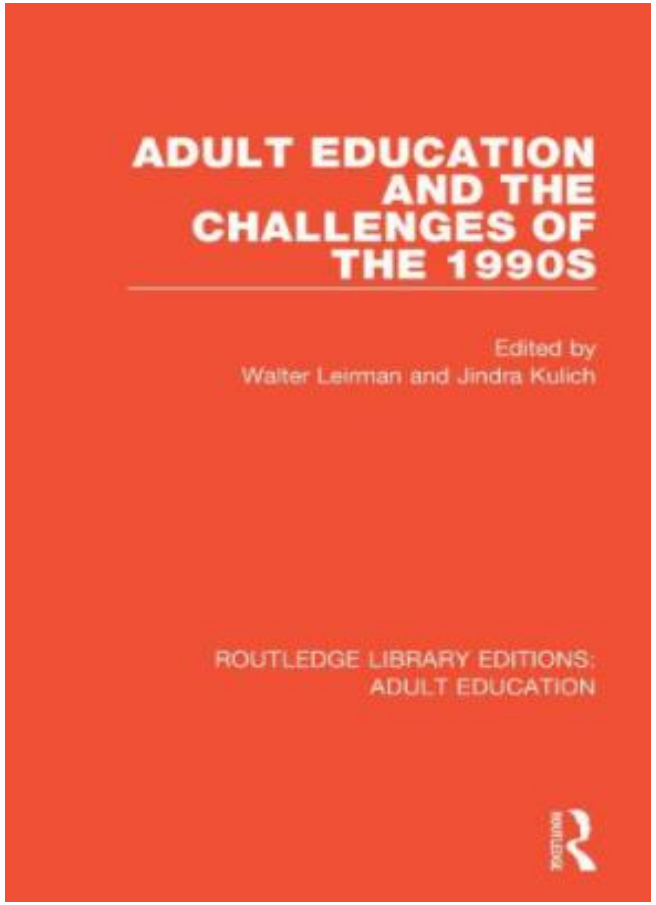
Adult Education and the Challenges of the 1990s

Walter Leirman, Jindra Kulich

Originally published in 1987, this book focuses on the areas of labour and employment education, the environment and ecological education, peacemaking and peace education, intercultural relations and multicultural education, education in the developing world and the changing role of the university and technological innovation. This international collection of essays examines the relationship of adult education and learning to some of the major dilemmas of late 20th century society and looks at the contribution of adult education.

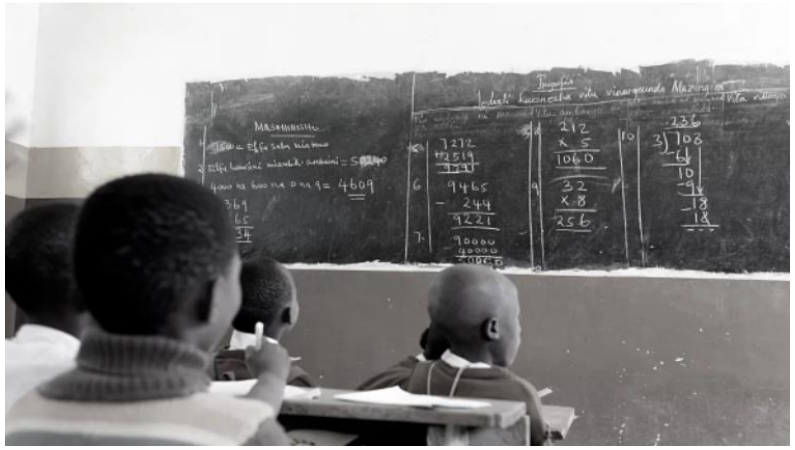
Jindra Kulich
1929 - 2009



World Declaration on Education for All

Meeting Basic Learning Needs

Adopted by the World Conference on Education for All.
Meeting Basic Learning Needs, Jomtien, Thailand, 5-9 March 1990



ARTICLE 7. STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of

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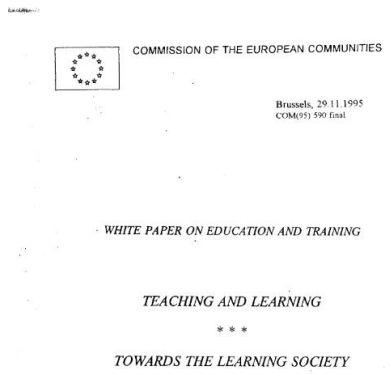
Some Specific Documents Outlining the Development of Learning


COMMISSION OF THE EUROPEAN COMMUNITIES

Brussels, 29.11.1995
COM(95) 590 final

WHITE PAPER ON EDUCATION AND TRAINING

TEACHING AND LEARNING

* * *

TOWARDS THE LEARNING SOCIETY

1. **The EC's White Paper on Education: Teaching and Learning. Towards the Learning Society.(1995.)**

   - Fighting back exclusion with second chance schooling and with youth for Europe programmes.

2. **Delors-report for the UNESCO: Learning: The Treasure within.(1996.)**

   Key notions:

   - Competition;
   - Co-operation;
   - Solidarity.

3. **OECD: Lifelong Learning for All. (1996)**

Connecting education and learning – The Delors Report

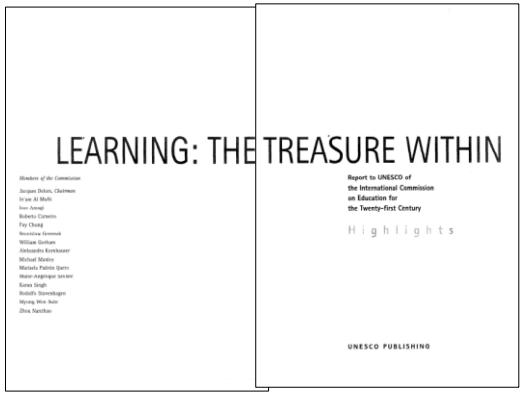
Education is a collective asset that cannot be left only to market forces. Thus whatever the organisation or the degree of decentralisation or diversification of a system, the state must assume certain responsibilities to its citizens, including creating a national concensus on education, ensuring that the system forms a coherent whole and proposing a long term view for the future."

The Delors Report - UNESCO (1996).

Source: Learning: The Tresure Within. Paris: UNESCO. P. 160.

Terms used:
Competition
Co-operation
Solidarity

UNESCO



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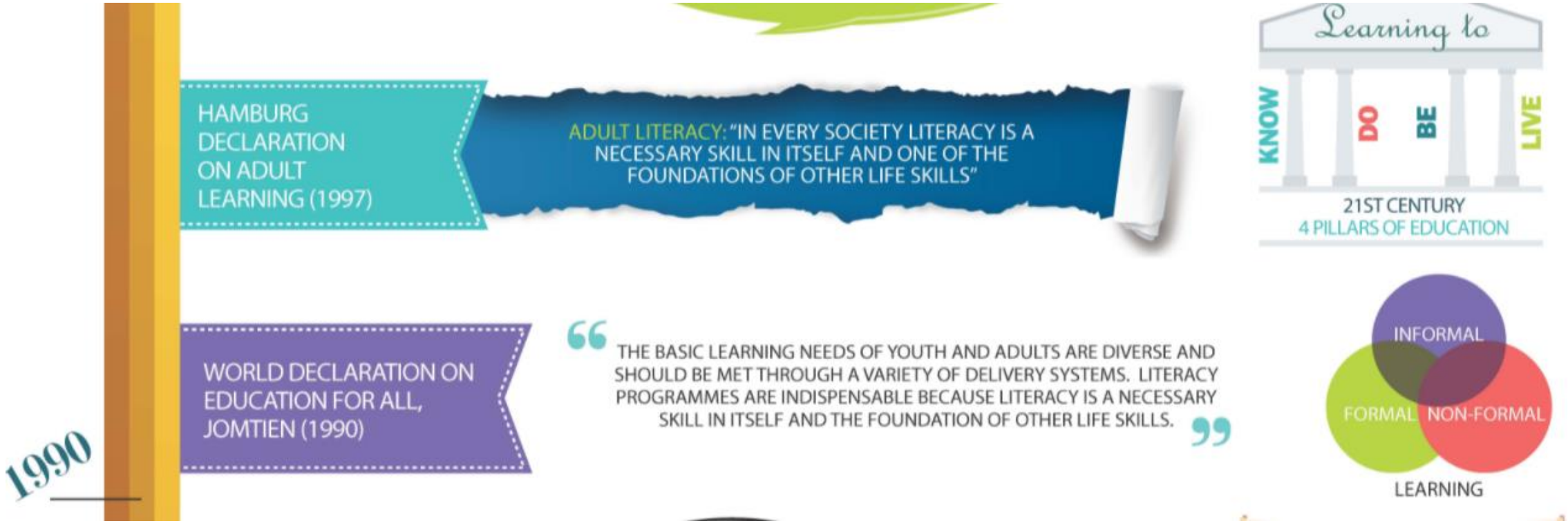

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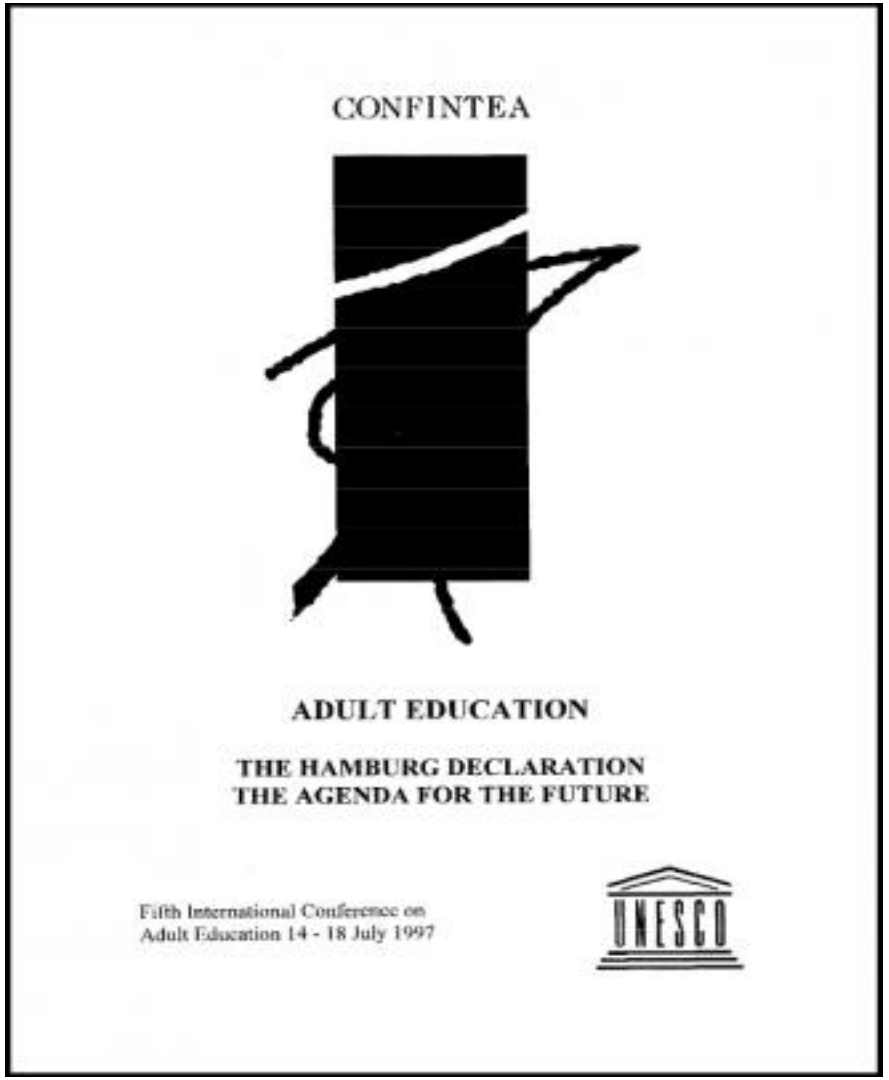
The impact of UNESCO and its CONFINTEA process
CONFINTEA V for Hamburg, Germany - 1997
(Source: https://unesdoc.unesco.org/ark:/48223/pf0000116114



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Lifelong Learning

„Lifelong learning is about interaction between learners, educators, and diverse knowledges. As the construction, understanding and sharing of knowledge is the most fundamental purpose of universities and other HEIs, so a full understanding of lifelong learning calls us to examine many assumptions.”

„Lifelong learning supports the decolonization of the mind by encouraging the re-examination of relationships between scientific, often understood as ‘official’ knowledge, and the specific diverse knowledges of local communities, cultures and contexts.”

Mumbai statement on Lifelong Learning, Active Citizenship and the Reform of Higher Education
UNESCO, 1998
International Journal of Lifelong Education
Vol 17.No. 6. , p. 361.

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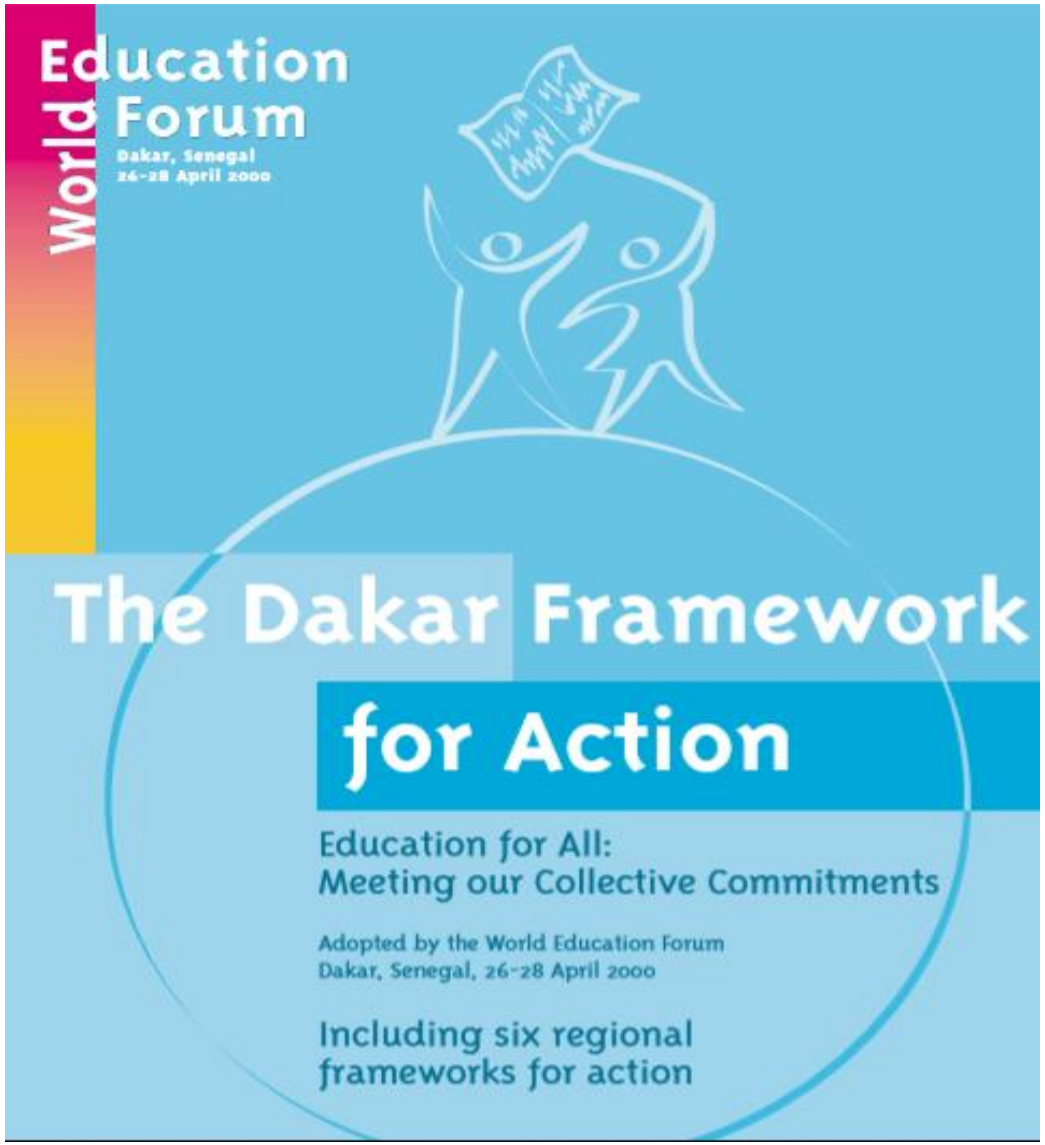
World Education Forum – Dakar, Senegal in 2000
The Dakar Framework for Action
Education for All: Meeting our Collective Commitments

(Source: https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments



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europa.eu

Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe's future.

Communique from the Lisbon Summit of EU Leaders 2000

UNESCO

UNESCO's Literacy campaign and its linkages to AE

Seven major areas of change – Jarvis (2001)

- The changing status of the University;
- Changing student clientele;
- The University and the marketplace for learning;
- The changing forms of knowledge;
- The changing nature of research;
- Changing methods of delivery of programmes;
- The changing role of the academic

Jarvis, P. (2001) ***Universities and Corporate Universities. The Higher Learning Industry in Global Society*** **London: Kogan Page p. 3.**

OECD: Promoting Adult Learning (2004.)

www.oecd.org/edu/adultlearning

Going beyond rhetoric: Stronger emphasis on financial incentives and policies to increase the participation of low-skilled adults is needed;

Hot topics:

1.) Participation in AL varies widely across countries and across population groups;

2.) Governments have a range of policy levers;

3.) Creating the structural preconditions for raising the benefits to AL;

4.) Promoting well-designed financing arrangements;

5.) Improving delivery and quality control;

6.) Enhancing policy co-ordination and Coherence.

University Lifelong Learning?

„University departments of adult, continuing and community education have always stood on the edge of the academy – as marginal, potentially creative, but vulnerable places. Historically, perhaps what distinguished them most clearly has been their role as agents of civic mission of the academy."

„In this sense, they have worked as instruments of the 'democratic intellect' and sought to sustain some connection between the idea of the university and the ideal of an 'educated public'."

„It is very much against the odds, therefore, that we have tried to re-invent elements of the civic mission of the university, understood as a public institutions, in some of our work."

J. Crowther, I. Martin, M. Shaw: Re-inventing the Civic Tradition: In and Against the State of Higher Education. In: R.V. de Castro, A.V. Sancho, P. Guimaraes (eds.) (2006) *Adult Education. New Routes in a New Landscape.* University of Minho, Braga. Pp. 135-147.

The Role of the European Association for the Education of Adults (EAEA): AE Trends and Issues (2006.)

Issues and Actions to Take Adult Learning and AE in Europe:

- **Quality and Development in Adult Education** (e.g QA monitoring system);

- **Recognising and Validating Other Forms of Learning** (e.g. Developing voluntary work, transfer qualifications, University LLL, etc.);

- **Basic skills and Key Competencies** – Emerging Issues;

- **Active Citizenship and Adult Learning**;

- **Research Base** for Adult Education and Learning;

- **The Training and Development of Adult Education Personnel.**

Member States can no longer afford to be without an efficient adult learning system, integrated into their lifelong learning strategy, providing participants with increased labour market access, *better social integration and preparing them for active ageing for the future*.
They should ensure that they have systems which enable them to define priorities and monitor their implementation.

Source: It is never too late to learn, EC: Brussels (2006) p.5.
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF

Adult Learning: It is never too late to learn. (EC, 23. 10. 2006.) COM (2006.) 614 final

The context:

- Rapid economic development in other regions of the world;
- 80 million low-skilled workers;
- Nearly 7 million early school leavers;
- Demographic trends – ageing population;
- Poverty and social exclusion;
- High percentage of people with low literacy skills

Lifelong Learning

„Lifelong learning can be approached by the market and can be seen as a means of control."

"The value of the phenomenon depends on what aspects of lifelong learning are being analysed and the perspective that is being adopted in the analysis.

Three market values of lifelong learning:

- An economic return on lifelong learning;
- An educational value given to personal learning through the accreditation of experimental and prior experimental learning;
- skills, competencies, qualifications become currency in the labour market."

P. Jarvis (2007) *Globalisation, Lifelong Learning and the Learning Society.* Routledge Falmer, London. Vol. 2. Pp.132.-134.

„This **Action Plan** focuses on those who are disadvantaged because of their low literacy levels, inadequate work skills and/or skills for successful integration into society. Depending on the Member State, these could include migrants, older people, women or persons with a disability.
It starts from the premise that *the need for a high quality and accessible adult learning system is no longer a point of discussion*, given the challenges Europe has to meet in the coming years:

The Action Plan *aims to help strengthening the adult learning sector* in order to be able to use its full capacity. This a complex sector, with a wide variety of providers, reaching all kinds of target groups. The cross-sectoral nature of adult learning is recognised."

Source: Action Plan on Adult learning
It is always a good time to learn EC: Brussels (2007) p.3.
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF

Focus of the Action Plan:

Those who are disadvantaged because of their:

Low literacy skills;

Inadequate work skills;

Insufficient skills for successful integration into society.

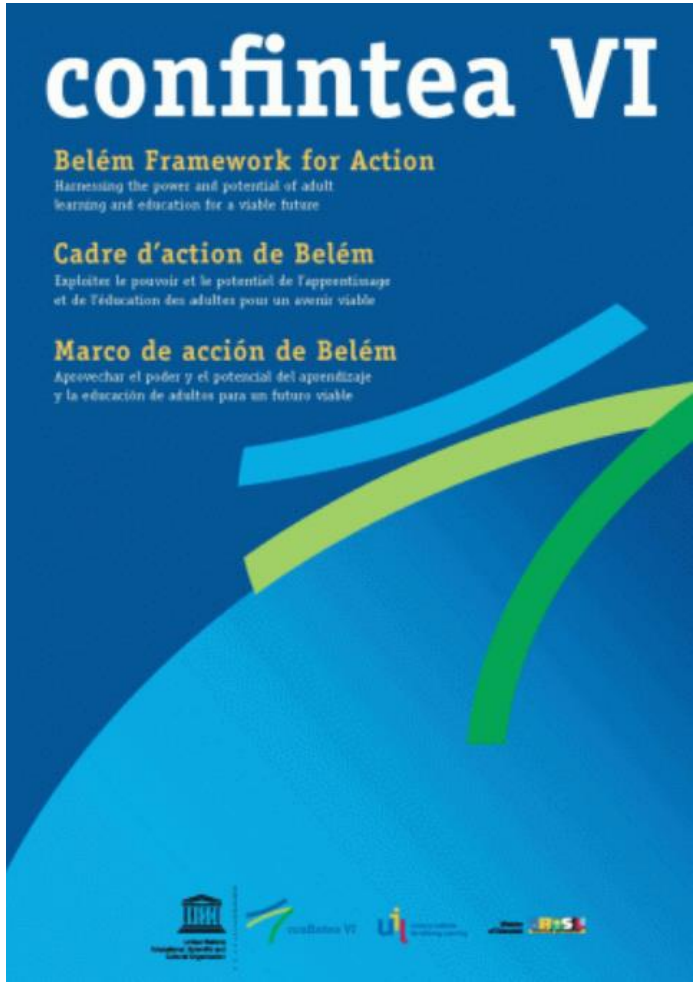
Source: Action Plan on Adult learning
It is always a good time to learn EC: Brussels (2007) p.3.
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF

UNESCO CONFINTEA VI in Belém/Brasil – 2009
Belém Framework for Action

Key focuses:

- Policy
- Governance
- Financing
- Participation
- Quality

Source: https://unesdoc.unesco.org/ark:/48223/pf0000187789_mul



confintea VI

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„We are convinced and inspired by the critical role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies. *Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.*”

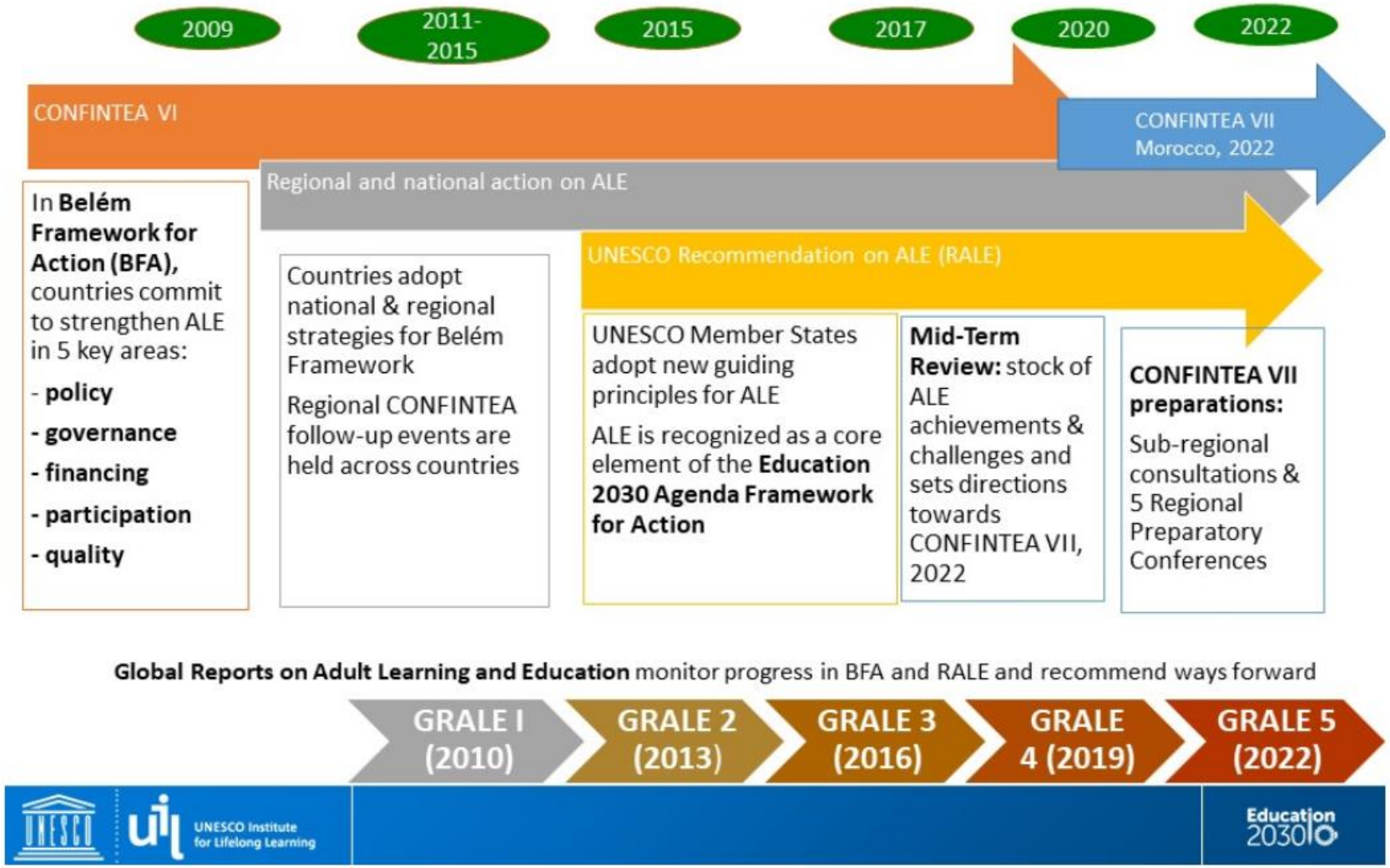
Source: Belém Framework for Action – CONFINTEA VI, UNESCO UIL, P. 2.
http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/working_documents/Belém%20Framework_Final.pdf

Recalling the Contexts and Perspectives

- European LLL focuses
  - **Employability**
  - **Active Citizenship**
  - **Sustainability –** UN
- The 'Three Ps'
  - **Participation** - UNESCO
  - **Performance** – OECD/ILO
  - **Partnerships/Collaboration** – Learning cities/regions and communities
- New Roles for HEIs

  To promote
  - **Rational thinking and Reflection** through Continuing Education
  - **Research and Innovation**
  - **Sustainability** - SDGs
  - **Quality learning and skills development**

The Impact of the CONFINTEA process



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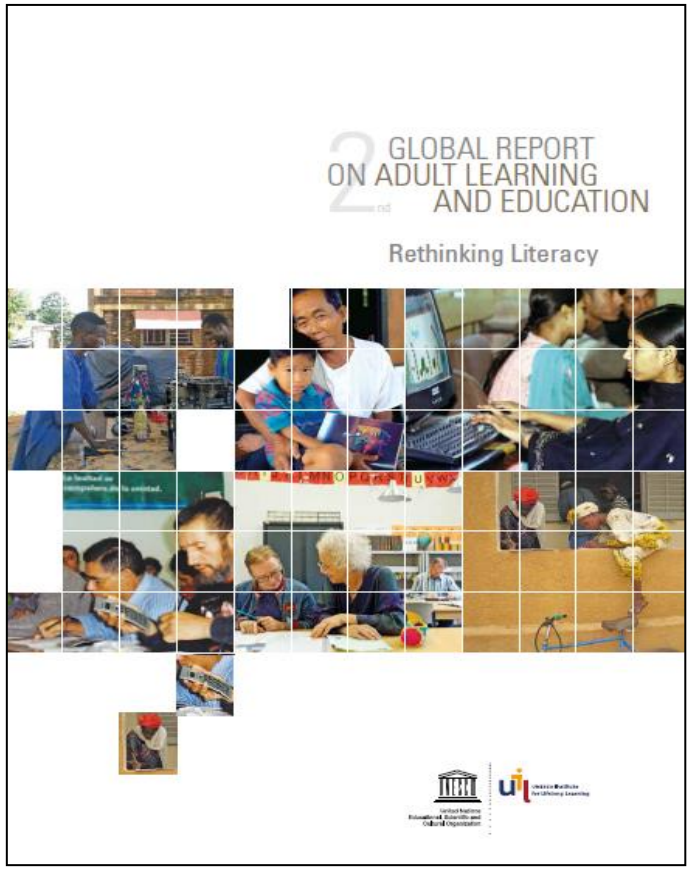
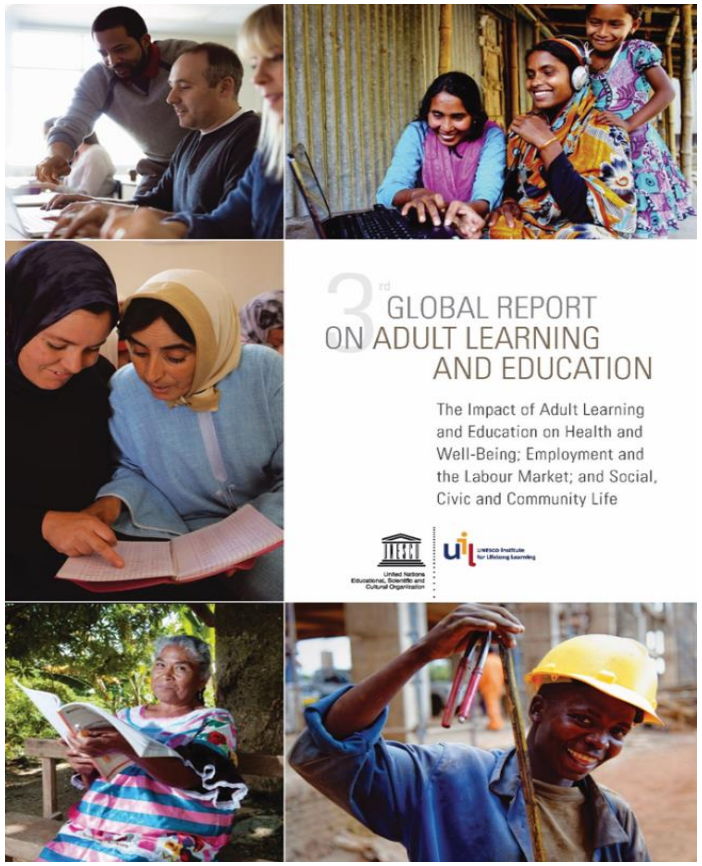
Phases of Developing the Adult Learning Profession

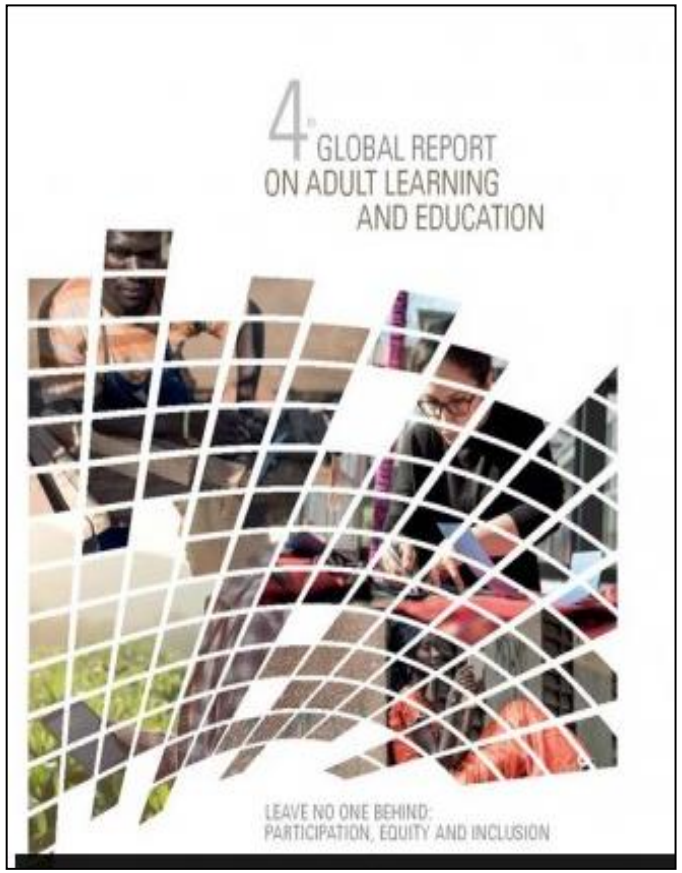
GRALE2 (2013)



GRALE3 (2016)



GRALE4 (2019)



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UN SDGs Dimensions

ICAE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

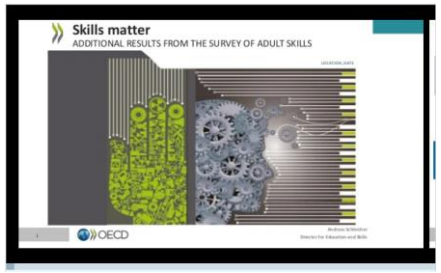
Education 2030

Leading SDG 4 - Education 2030

Futures of Education

UNESCO

OECD BETTER POLICIES FOR BETTER LIVES 60 YEARS



ILO International Labour Organization

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eaea eucen

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UNESCO

UNESCO’s Literacy campaign and its linkages to AE

UNESCO World Education Forum in Incheon, Korea

World Education Forum 2015

UNESCO Publishing

United Nations Educational, Scientific and Cultural Organization

Rethinking Education

Towards a global common good?

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UNESCO Recommendation on Adult Learning and Education/RALE (2015) UNESCO Recommendation on Adult Learning and Education, 2015 | UIL

Main points of the recommendation:

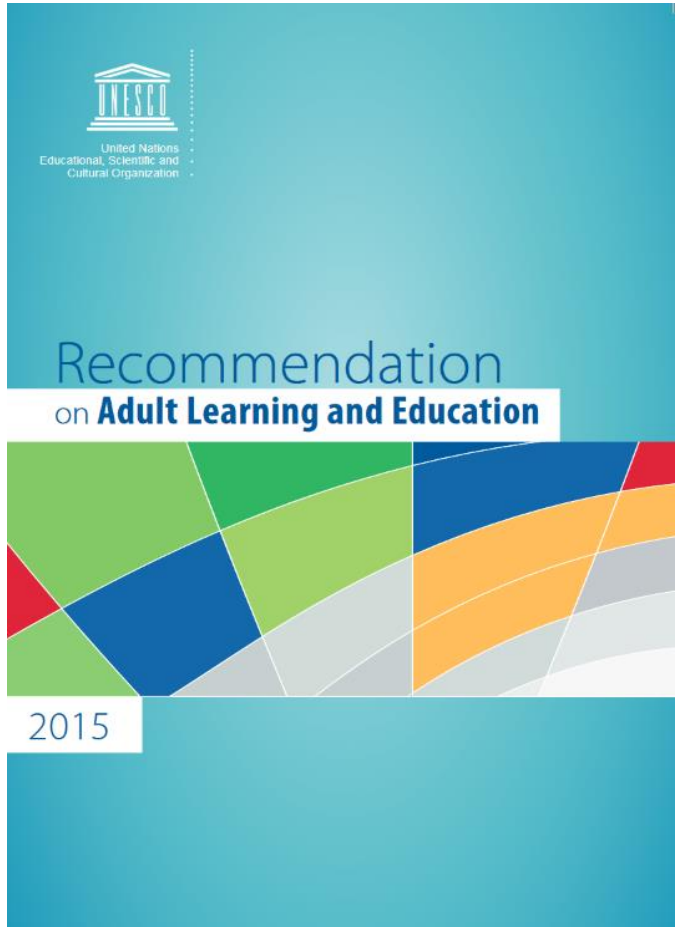
I.DEFINITION AND SCOPE

II.Aims and Objectives

III.Areas of action

- **Policy**
- **Governance**
- **Financing**
- **Participation, inclusion and equity**
- **Quality**

IV. International cooperation



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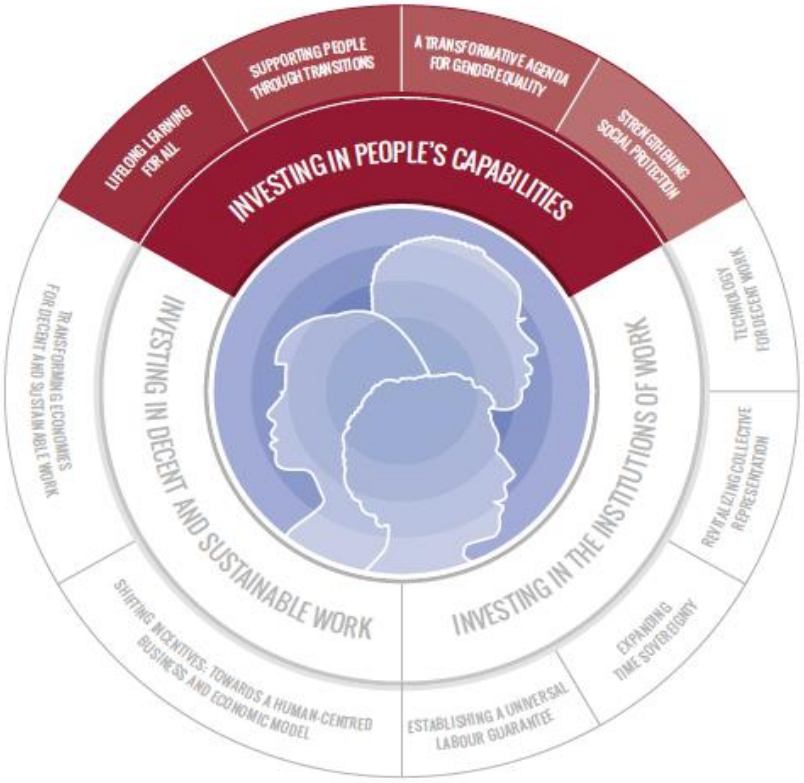
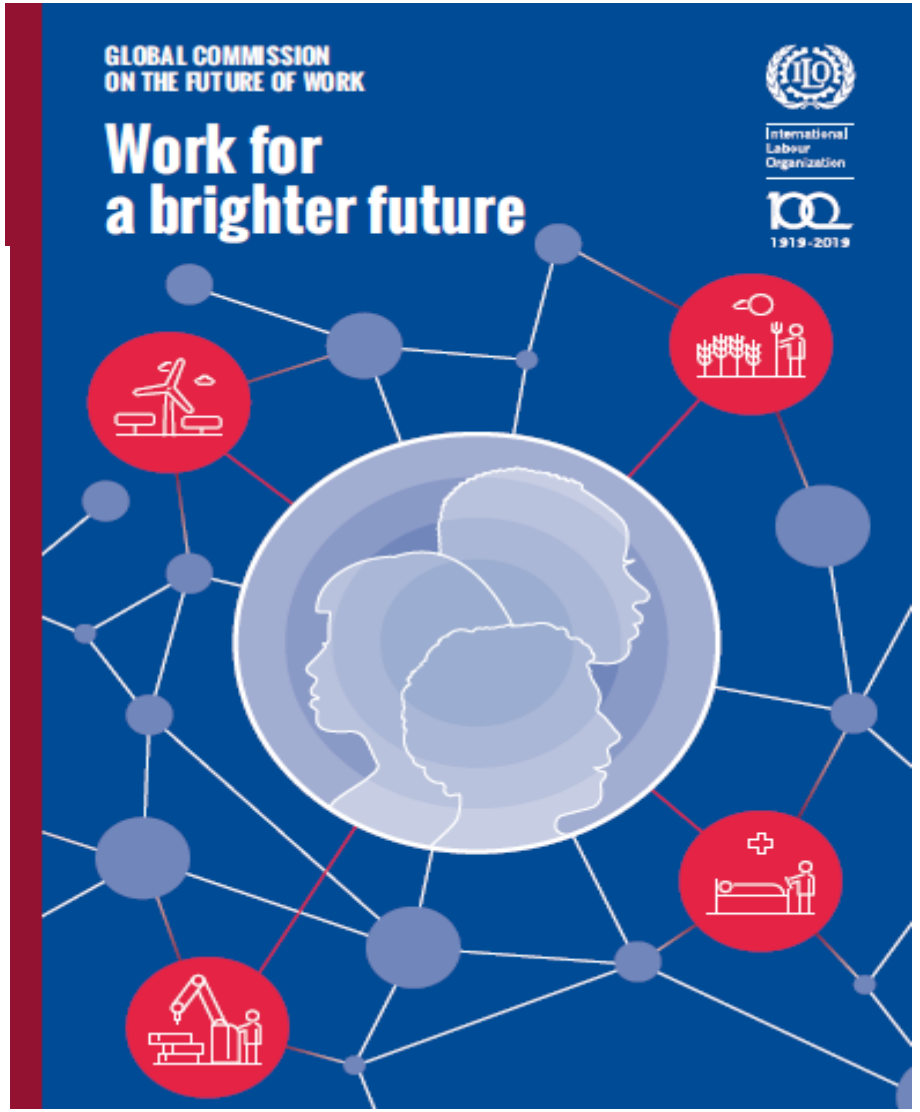
ILO report on Working for a Brighter Future (2019)

[Global Commission on the Future of Work: Work for a brighter future (ilo.org)]

International Labour Organization

2.1 Increasing investment in people's capabilities





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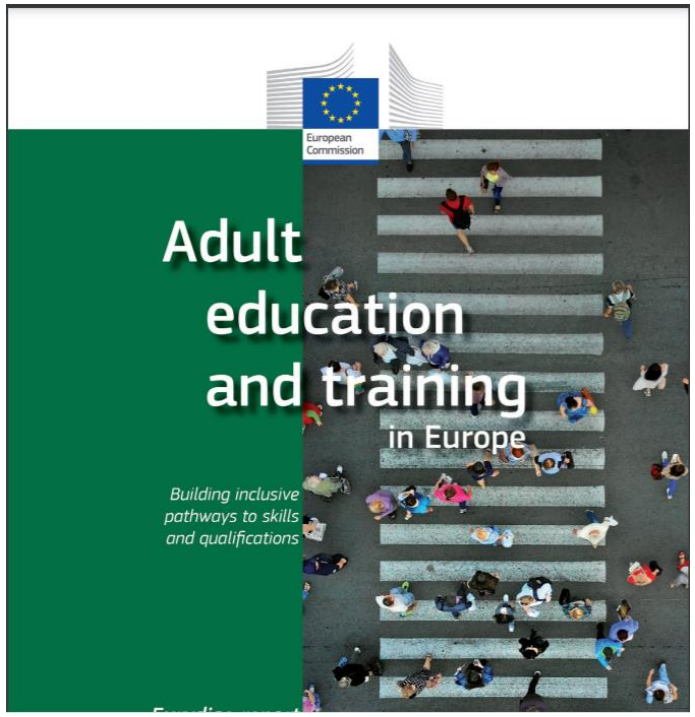
EU AL Agenda/UNESCO CONFINTEA VII Dual Conf: Adult Learning and Education - The Resilient Response to Future Challenges, 8-9. September, 2021.

Webpage: conference-ale.eu

https://eurydice.eacea.ec.europa.eu/publications/adult-education-and-training-europe-building-inclusive-pathways-skills-and



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Declaration on ALE by the Conference of Slovenian EU Presidency for 8 September 2021

Focus: https://conference-ale.eu/declaration/

AGENDA AND MATERIALS | PRACTICAL INFORMATION | SPEAKERS | AMBASSADORS | DECLARATION | ABOUT HOSTS | MULTIMEDIA | EN

Declaration

Draft Declaration on Adult Learning and Education by 2030 in European Union

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Declaration on ALE by the Conference of Slovenian EU Presidency for 8 September 2021

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The New European Agenda for Adult Learning 2030 – Goals

NEAAL 2030 adult learning priorities and roadmap:

Priority area 1 - Quality, equity, inclusion and success in education and training

Priority area 2 - Lifelong learning and mobility

Priority area 3 - Teachers and Trainers

Priority area 4: Green and Digital transition

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New European Agenda for Adult Learning 2030 - Goals and Directions:

- Individual learning accounts
- Micro-credentials
- Up-skilling – Skills for Life

Strategy for universities:

- continuous learning
- outreach and community engagement
- RVA
- Guidance
- Europass
- Digital Credentials

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General Correlations for AL – implications for Museums

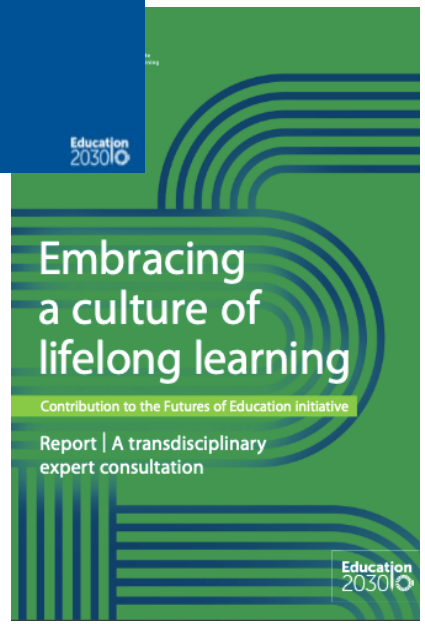
- Digital learning

- Institution/Organisational Developments

- Professional Development/ CPD

- Identification and Innovation of Quality tools and methods

The Impact of UNESCO



Futures of Education

UNESCO

unesco

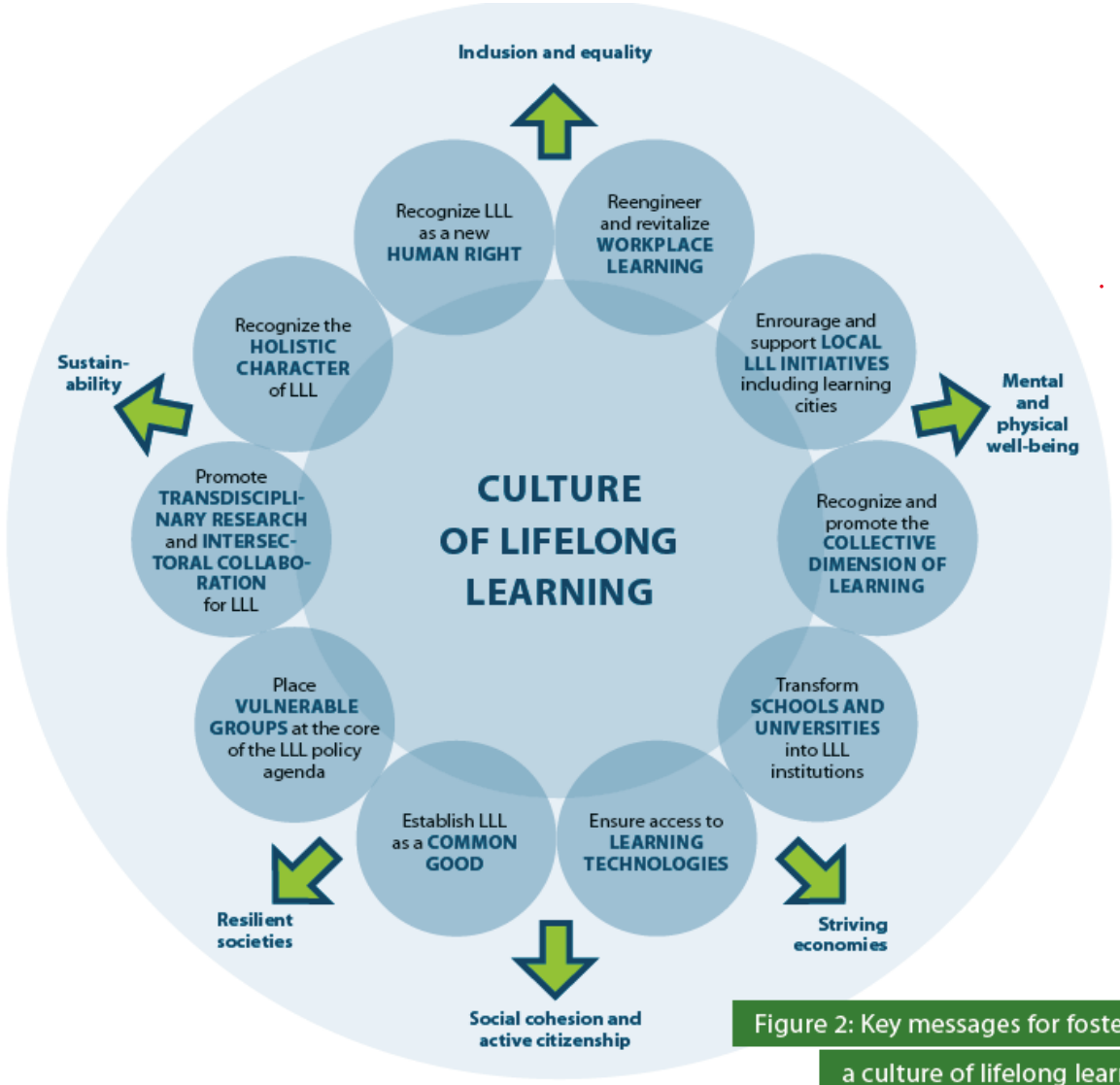


Figure 2: Key messages for fostering a culture of lifelong learning

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Bridging LLL-policies to HEIs

Why LLL should be promoted — 22
Developments in digital technologies — 22
Transformations in the world of work — 25
Demographic changes — 27
The urgency resulting from climate change — 29
Health and well-being — 31
Strengthening citizenship — 33

Making lifelong learning a reality: a handbook | UIL (unesco.org)

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Adult learning and education for sustainable development – a transformative agenda

CONFINTEA VII

15 - 17
JUIN 2022
Marrakech

https://mailchi.mp/unesco/marrakech-framework-consultation?e=83e4e16040

unesco
Institute for Lifelong Learning

CONFINTEA VII preliminary draft Marrakech Framework for Action

Preamble

1. We, the XXX Member States of UNESCO, and representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies, and the private sector, gather in **Marrakech, Morocco,** and online, **from 15 to 17 June 2022**, as participants in the Seventh International Conference on Adult Education (CONFINTEA VII). The conference takes place during a pandemic that has profoundly impacted education systems worldwide, including adult learning and education (ALE).

2. We gather to take stock of important challenges and progress made in ALE since CONFINTEA VI in 2009, and to establish a roadmap for the advancement of ALE over the next 12 years – towards 2030 and beyond.

3. We recall the **achievements of CONFINTEA VI**, including recognition in the 2009 Belém Framework for Action (BFA) of ALE as an essential element of the right to education, and its identification of five areas of action for ALE, which remain relevant today: policy; governance; financing; participation, inclusion, and equity; and quality. We also emphasize the value of UNESCO's Global Report on Adult Learning and Education (GRALE) which, mandated by the BFA in 2009, has regularly monitored developments in ALE across five editions.

4. Supported by data from GRALE, we reflect on **major global efforts in promoting lifelong learning since 2009** and their impact on ALE. These include the commitment of the international community to the 2030 Agenda for Sustainable Development, greater recognition by the international community of the need to promote lifelong learning, as exemplified by Sustainable Development Goal (SDG) 4 and the International Commission on the Futures of Education, improved global ALE monitoring through the five GRALEs, the Global Education Monitoring (GEM) Report and other efforts, and steps taken towards the integration of ALE in the global education agenda and education architecture. In these respects, much has been done but more work is needed.

5. We underline the long-term structural impact of the **COVID-19 pandemic** with its positive and negative consequences for ALE. By effecting structural changes and transformation across societies and economies, the pandemic has drawn additional attention to the need for governments and communities to develop and implement strategies for the acquisition of knowledge, skills and competencies and learning policies that support youth and adults to develop new competencies in the face of such change. Furthermore, in triggering complete and partial closures of education institutions, it has led to a blurring of the boundaries between formal, non-formal and informal learning. Reciprocal learning between

DRAFT

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eucen
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eaea EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

CONFINTEA VII - Marrakesh Framework for Action (MFA)

Priorities and principles: - Conbecting ALE to Museums

- ALE within a lifelong learning perspective;
- Role of ALE in creating humanistic responses;
- Recognizing literacy*; ??
- Future of work;
- Digital learning environments
- Climate action
- Culture of lifelong learning

CONFINTEA VII - Marrakesh Framework for Action (MFA)

Action recommendations for transformative ALE: - roles for museums

- Establishing frameworks and governance arrangements
- Redesigning systems for ALE
- Ensuring quality of learning
- Increasing funding
- Promoting inclusion
- Expanding learning domains

CONFINTEA VII - Marrakesh Framework for Action (MFA)

Redesigning systems for ALE:

24. We recognize the importance of strengthening ALE at the local level, as a strategic dimension for planning, design and implementation for learning programmes, and for supporting and (co)funding training and learning initiatives such as community learning centres to be well-resourced with qualified adult educators. We recognize the diversity of learning spaces, such as those in technical and vocational education and training (TVET)and higher education institutions, libraries, museums, workplaces, public spaces, art and cultural institutions, sport and recreation, peer groups, families and others. This means reinforcing institutional capacities for promoting lifelong learning for all at the local level by, for example, encouraging learning city development, as well as fostering the involvement of local stakeholders, including learners, community groups and institutions.

eucen and Agenda 2030 on SDGs

eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals:

- **integrated action by HEIs is crucially needed** in order to respond to SDG4 and other relevant SDGs through concrete step
- eucen puts **quality, professionalisation and skills development into focus**
- eucen highlights **the role of evidence-based knowledge and information for the exercise of active citizenship** in a multi-cultural world
- eucen has determined that **lifelong learning in and with higher education is both a human right and a public good which is key to promoting quality sustainable development in education**, and a condition for the realisation of a better world for society and better work environments**.**

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: http://eucen.eu

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Professional network

Click here to join our Professional Network for Adult Education and Lifelong Learning!

LinkedIn is not a service of the JMU and has an own privacy policy that you can read at the following URL: ***https://www.linkedin.com/legal/privacy-policy***.

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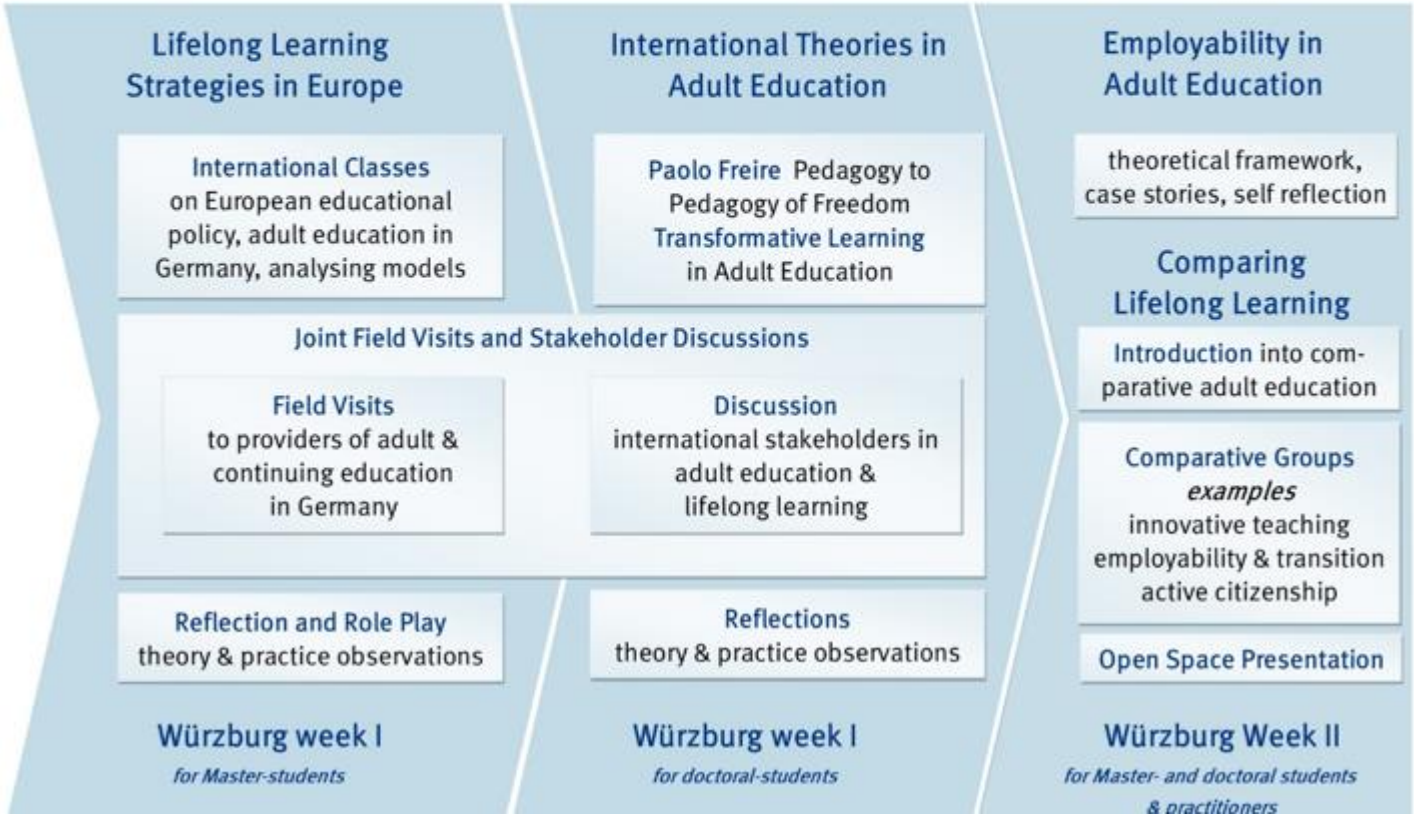
INTALL Partners

Two-Week Winter School



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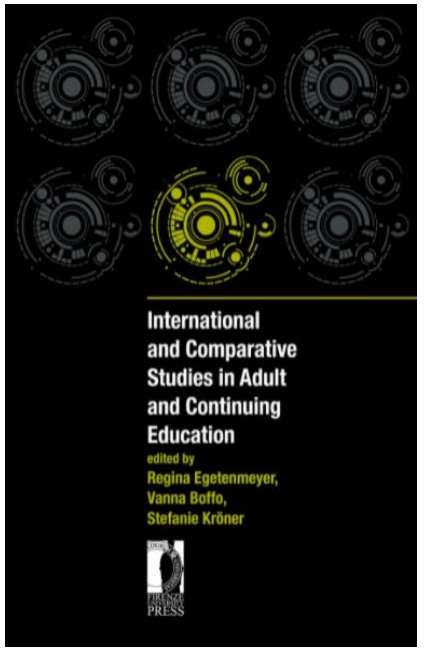
Comparative paper

Exclusive Offer for Doctoral Students

- Possibility of writing a comparative research paper in an international group
- Supervision by an international expert (moderator/co-moderator of the comparative groups)
- Paper will follow an international peer-review process
- Publication in an edited volume



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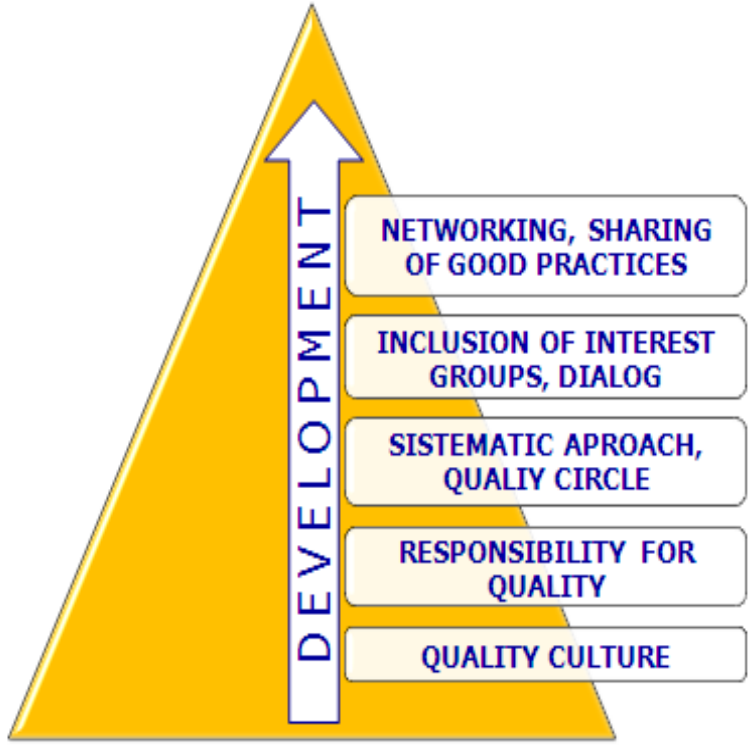
Quality instruments – What do we mean? – Any relevance?



- Professional development of adult educators

- Innovations in evaluating and assessing learning performance

- Identifying new environments and forms of learning

- Implication of relevant pedagogical and andragogical methods+Devel. of Key Competence Assessment Models (CAS)

- Systemic devel. and application of RVA

- Guidance and counselling services for adult learners

- LLG and career development services for adults with ALE focus

- Quality standards to be applied in AE and cVET

- Effective monitoring of ALE

- Raising participation by means and methods of digital learning for adults

- More RDI in ALE and Stakeholder collaborations

-Better financing incentives

Conclusion: The European Year of Skills started officially on 9 May 2023

Universities are places to develop different skills of adult learners in assocation with relevant professional bodies in ALE

- Basic Skills in literacy, numeracy and problem solving – RDI focuses for HEIs!

- Basic green and digital skills when learning through the frequent use of ICT;

- Skills for life;

- Learning to learn skills;

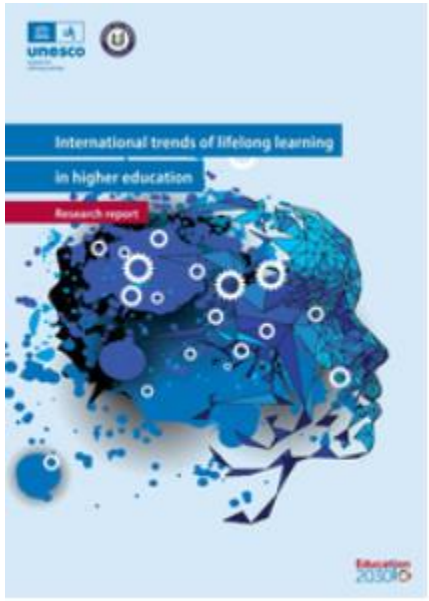
- Skills for jobs;

- Community skills;

- etc.

Recent publications in HEIs' roles in LLL:

- UIL (2023) **International trends of lifelong learning in higher education: research report – Source: https://unesdoc.unesco.org/ark:/48223/pf0000385339**



- Uil (2023) Institutional practices of implementing lifelong learning in higher education: research report. Source: https://unesdoc.unesco.org/ark:/48223/pf0000385434

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