The Role of Higher Education in the Development of the Profession of Adult Education:
Active Partnership for Quality Learning so as to Build Knowledge Together

Dr. Balázs Németh
Associate Professor - Observatory PASCAL Associate
Faculty of Adult Education and HRD – University of Pécs
Regional Lifelong Learning Research Centre

Some basic notions referring to discipline-based border-crossing in functional contexts referring to the functional reconfiguration of HE:

- interdisciplinarity;

- university extension/extramural actions – classical UCE examples

- partnership/collaboration;

- Engagement/Commitment;

- community outreach/learning cities, regions;

- networking – example: GUNI - http://www.guni-rmies.net/
New functions/missions for HE in the context of adult learning and education:

- Adult learners and quality in higher education;
- Working for access: collecting and analysing practices on Validation (e.g. Observal), counselling/guidance;
- Informing yesterday’s students about today’s higher education;
- Financial support: enabling access, but how?;
- Pedagogy: moving from effectiveness to efficiency
- Enhancing data availability for the future: e.g. to measure the employment and learning outcomes of adult education provision

Reflections on Challenges Higher Education to face over UCE/ULL:

- Retention versus attrition;
  e.g. Roles and status off for UCE/ULL; Challenges to UCE students;
- Communication and belonging;
  e.g. Barriers of communication, inconvenient schedules, etc.
- Inadequate preparation;
  e.g. the problem of teaching adults in higher education – professional dev. for adult educators is essential SEE Following Slide!
- Skepticism over ’diploma mills’;
  e.g. quality orientations, effective methods of teaching may help
- Use of ICT
Challenges for policies to raise participation of adults in higher education at all levels include:

Greater knowledge on the returns of adult participation in higher education and need to build a better case for public investment in this area.

Returns may also be examined in terms of active ‘citizenship’ and similar aspects;

There is a need to decide whether provision for adults would be better placed in specific institutes for lifelong learning within universities, or ‘mainstreamed’ with the regular offer;

Better understanding the links between adult education participation and the quality of higher education provision, in particular looking at how/whether adult participation in higher education leads to quality improvements;

Spreading ‘good practice’ in the provision of higher education to adults, financing of networks or the creation of an EUCEN Institute for Lifelong Learning, that would serve as a platform for dissemination of good practices with an annual platform in collaboration with EUA, EAEA, etc.
Challenges for policies to raise participation of adults in higher education at all levels include:

Clarifying the range of recognised, in the form of legal entitlements, support systems that enable adult learners’ participation in higher education (such as child and elderly care, tax benefits, study leave entitlements, etc.);

Moving from systems of validation of non-formal and informal learning regulated by HEIs to more uniform systems (otherwise both general inaction and substantial geographical inequalities in this area will continue to prevail);

Up-skilling higher education staff in relation to successful pedagogies for adult learners; given the small scale of adult education staff in education departments in HEIs, they should be provided with the possibility to develop networking in EUCEN in order to take advantage of their expertise;

Need to ensure “buy in” from key stakeholders to maximise the effects of policy implementation at the local and institutional level; Articulating and maximising the benefits for adults of flexible provision, for instance through Open Universities and other distance learning provision as well as universities of the third age as ways to open up new educational pathways.

Some recomm. of border-crossing roles for Higher Education in the development of adult learning and education:

- Urgent need for reliable data concerning the entire filed of continuing education and teaching staff. Also, there is a need for a systematically developed survey and analytical systems to acquire the necessary basics for adequate political actions. There is a need for a developed exchange between stakeholders, regions, continents with regard to compatible development and comparisons of those data systems;

- There is an ongoing need for individual countries to promote the concepts of continuing education and lifelong learning, however, this needs closer cooperation and particular commitment EUCEN is able to promote;

- Also, there is a clear objective of identification of professionalisation models in CE and ULL which imply potential for innovation and further ideas. These models need further scrutiny.

- Promoting the balance the economic with more social roles and orientations of adult learning and education through HEIs.
Definition of SOCIAL DEMOCRACY in Political Science:

1.) *a political movement* advocating a gradual and peaceful transition from capitalism to socialism by democratic means;

2.) *a democratic welfare state* that incorporates both capitalist and socialist practices


Some inspiring minds:

Franz Pöggeler

Colin Griffin

Herman Baert

Peter Jarvis

Kjell Rubenson
What are the criteria for Social Democracy in adult learning and education:

- Access and Opportunities;
- Trust;
- Engagement/Commitment;
- Motivation/Goals;
- Environment;
- etc.

What is the benefit of social democracy in adult learning and education:

- Effective and learner-centred provision;
- Better/developed methods and contents;
- Better learning and teaching performance;
- More transparent processes;
- More holistic approaches;
- More process-orientation and comparability;
“Adult education will become an agency of progress if its short-term goal of self-improvement can be made compatible with a long-term, experimental but resolute policy of changing the social order.”

**Eduard Lindeman, *The Meaning of Adult Education* (1926).**

Source: [http://fcis.oise.utoronto.ca/~daniel_schugurensky/quotes.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/quotes.html)

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Balázs Németh – 08. 11. 2012.
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“While ... the case for lifelong education rests ultimately upon the nature and needs of human personality in such a way that no individual can rightly be regarded as outside its scope, the social reasons (i.e. democracy and responsibility) for fostering it are as powerful as the personal.”

**Basil A. Yeaxlee, *Lifelong Education* (1929).**

Source: [http://fcis.oise.utoronto.ca/~daniel_schugurensky/quotes.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/quotes.html)

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“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 consensus on education, ensuring that the system forms a coherent whole and proposing a long term view for the future.”

**The Delors Report - UNESCO (1996).**


Terms used:  
Competition  
Co-operation  
Solidarity

„Government retains the primary responsibility for access to and equity in lifelong learning in all forms and at all stages, whether the opportunities are afforded through the market or provided directly by the government.”

**Lifelong Learning for All - OECD (1996).**

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.


„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
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."


EUROPEAN AGENDA FOR ADULT LEARNING
Priority areas for the period 2012-2014:
1. Making lifelong learning and mobility a reality;
2. Improving the quality and efficiency of education and training;
3. Promoting equity, social cohesion and active citizenship through adult learning;
4. Enhancing the creativity and innovation of adults and their learning environments;
5. Improving the knowledge base on adult learning and monitoring the adult learning sector

Some questions for further elaboration?

- How does the HE estimate adult learning and education as an element of the political, social and scientific/cultural life?

- What do HEIs do for the development of adult learning and education? Do they act as promoters of adult learning and education or do they concentrate their influence on an ideal of higher education only?

- Does HE behave as a partner for adult learning and education to function as a medium to activate the political responsibility and critical thinking of the citizens?

- Is there a better ‘learning climate’ for adult learning and education or communities would shift its roles, in a reductionist way, toward VET and HE?

The paradox of solidarity

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.”