

The Role of Person and Personality in Adult Education

Adult Educators with Changing Missions and Engagements to Promote Skills Development for Adult Learners

Dr. Balázs Németh

Institute for Human Development

Faculty of Humanities and Social Sciences – University of Pécs_HUN

nemeth.balazs@pte.hu

Some inspiring minds:

Franz Pöggeler



Colin Griffin



Herman Baert



Peter Jarvis



Kjell Rubenson



Modelling Characteristic Roles of Adult Educators

Religious	Emancipative	Humanistic	Pragmatic
Bringing the world in a (divine) order	Learning is the beginning of freedom/change	The whole person with all possibilities	Solving a problem
Comenius/Grundtvig	Rousseau/Freire/Illich	Rogers/University Extension/ Knowles	Dewey
Serving/ Danger: moralist	Liberator/ Danger: Demagogue	Counselling/Enlightener/ Danger: Guru	Organiser Danger: functionalist
Withdrawing from the world	Making people uncontent	Philanthropic, lonely traveller	Not seeing holistic

Based on Reischmann, J. (2006) Keynote – *On becoming and Adult Educator* – Standing International Conference on the History of Adult Education in Bamberg

The 1919 Report and its message today

CHAPTER IX – THE SUPPLY OF TEACHERS (persons engaged: A. Mansbridge, R. Tawney)

„ 271. ...At the same time we must reiterate our opinion that they should be accompanied by a systematic attempt to place the position of those at present engaged in teaching adults upon a sounder basis in the matter both of status and remuneration.

In earlier stages of a growing movement it was natural that the position of the teacher should be somewhat undefined. But the pioneer work of adult education has now been accomplished. If it is to develop as it should in the future **it is essential that those who adopt it as a profession should have adequate remuneration and a reasonable degree of financial security.**

The Supply of Teachers. In: The Ministry of Reconstruction – Adult Education Committee (1919) *Final Report*. Nottingham: The University of Nottingham - Barnes and Humbey/ Reprinted in 1980.

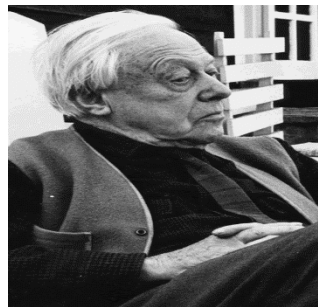
Pp. 122-140.

Development of adult education institutions, organisations and movements have always been non-linear (Steele, 2007)



Pedagogy – Andragogy and Demagogy

In 1926, **Rosenstock** and Picht underlined a need for a more systematically structured action in adult education, andragogy, so as to differentiate the action of the education of adults from pedagogy and, simultaneously, from that of demagogy.



Picht, Werner – Rosenstock, Eugen (1926) Im Kampf um die Erwachsenenbildung
Leipzig: Verlag Quelle & Meyer.

The Meaning of Adult Education

„Authoritative teaching, examinations which preclude original thinking, rigid pedagogical formulae – all of these have no place in adult education. „Friends educating each other” says Yeaxlee (B. A. Yeaxlee, *Spiritual Values in Adult Education*; 2 vol. Oxford University Press 1925), and perhaps Walt Whitman saw accurately with his fervent democratic vision what the new educational experiment implied when he wrote:

„learn from the simple – teach the wise.”

Small groups of aspiring adults who desire to keep their minds fresh and vigorous; who begin to learn by confronting pertinent situations; who dig down into the reservoirs of their experience before resorting to texts and secondary facts; who are led in the discussion by teachers who are also searchers after wisdom and not oracles: this constitutes the setting for adult education, the modern quest for life’s meanings.

(Lindeman, Eduard, *The Meaning of Adult Education*; New Republic Inc. 1926)



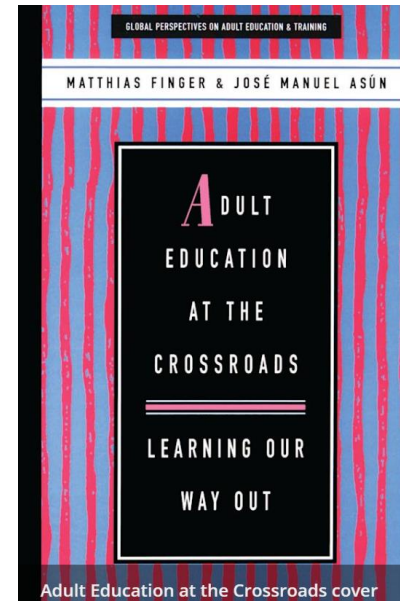
Main Traditions in Modern Adult Education

1.) *UNESCO*: Humanising Development through Permanent Education

2.) Pragmatism: A Genuine American Highway

3.) Humanism: the Lonely Traveller on the Road to Heaven;

4.) Marxist Adult Education: Democratic Centralism or Multiple Paths to the Right Solution.

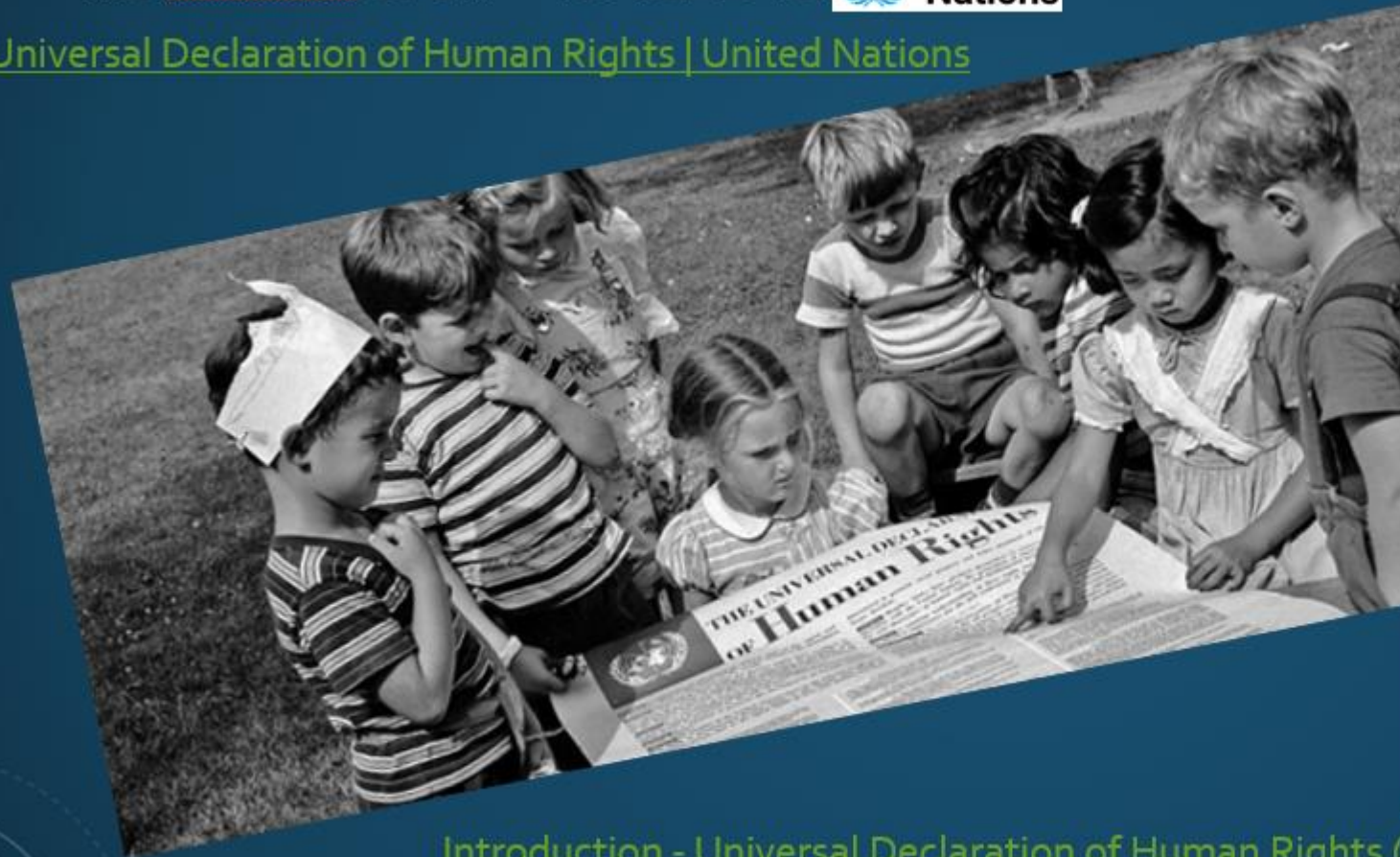


Finger, Mathias – Asún, José Manuel (2004) *Adult Education at the Crossroads*. Leicester, NIACE.

The influence of UN – 10. 12. 1948.



[Universal Declaration of Human Rights | United Nations](#)



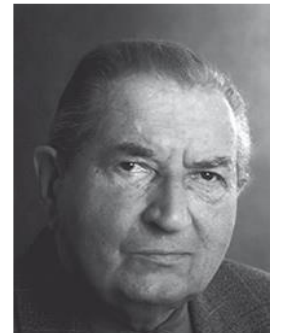
[Introduction - Universal Declaration of Human Rights \(1948\),](#)
[Drafting History - Research Guides at United Nations Dag Hammarskjöld Library](#)



Changing Roles in Modern Adult Education

„Adult teaching and learning came to be regarded as a social process, as a change of attitudes, and as communication. Adult teaching and learning became an important element in social and political reform. In Latin America, Africa, and Asia, even alphabetization was no longer practiced as a ‚technical‘ task, but as a new method of political enlightenment of underprivileged people (Freire, 1970 – Pedagogy of the Oppressed). Learners took the role of teachers according to the slogan: „Each one teach one!”

In this light, the history of adult learning and education must be interpreted as a history of emancipation.”



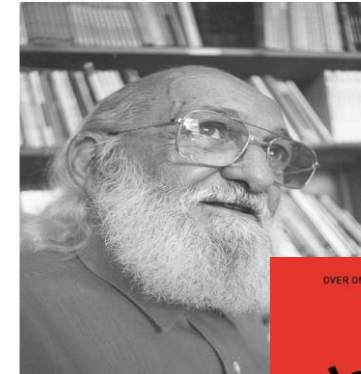
Pöggeler, Franz: History of Adult Education.

In: A.C. Tuijnman (ed. 1996) International Encyclopaedia of Adult Education and Training.

Pergamon, Oxford. Pp. 135-139.

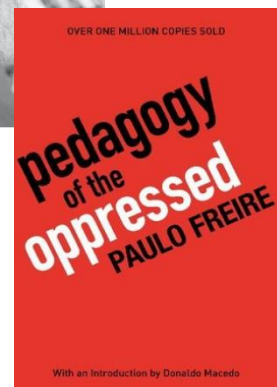
The Easter experience of the liberating teacher

„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)



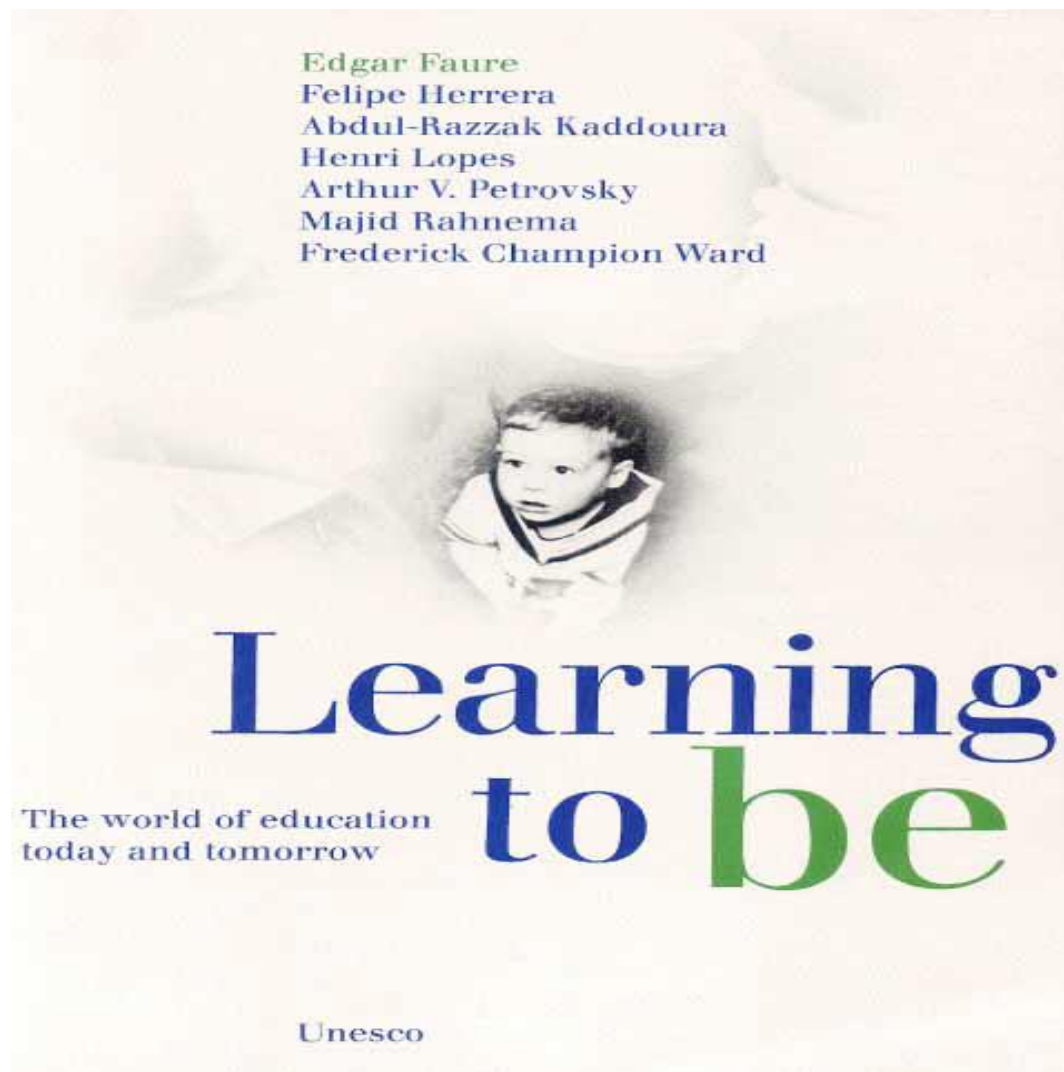
Taylor, P. (1993) *The Texts of Paulo Freire*.
Buckingham: Open University Press

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



The Faure Report (UNESCO, 1972)

[Learning to be: the world of
education today and
tomorrow - UNESCO Digital
Library](#)

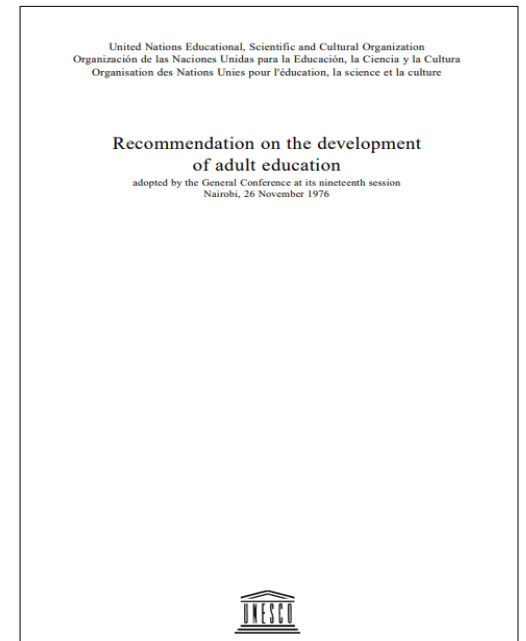


The Role of UNESCO – The Nairobi Recommendation

VI. TRAINING AND STATUS OF PERSONS ENGAGED IN ADULT EDUCATION WORK

41. ***It should be recognized that adult education calls for special skills, knowledge, understanding and attitudes on the part of those who are involved in providing it***, in whatever capacity and for any purpose. It is desirable therefore that they should be recruited with care according to their particular functions and receive initial and in-service training for them according to their needs and those of the work in which they are engaged.

42. Measures should be taken to ensure that the various specialists who have a useful contribution to make to the work of adult education take part in those activities, whatever their nature or purpose.



UNESCO (1976) *Recommendation on the development of adult education*. Hamburg: UIL, P. 9.

The Role of UNESCO – The Nairobi Recommendation

VI. TRAINING AND STATUS OF PERSONS ENGAGED IN ADULT EDUCATION WORK

43. In addition to the employment of full-time professional workers, measures should be taken to enlist the support of anyone capable, of making a contribution, regular or occasional, paid or voluntary, to adult education activities, of any kind. Voluntary involvement and participation in all aspects of organizing and teaching are of crucial importance, and people with all kinds of skills are able to contribute to them.

44. **Training for adult education should, as far as practicable, include all those aspects of skill, knowledge, understanding and personal attitude which are relevant to the various functions undertaken, taking into account the general background against which adult education takes place.** By integrating these aspects with each other, **training should itself be a demonstration of sound adult education practice.**

45. **Conditions of work and remuneration for full-time staff in adult education should be comparable to those of workers in similar posts elsewhere,** and those for paid part-time staff should be appropriately regulated, without detriment to their main occupation.

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

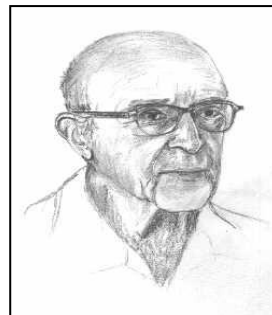
adopted by the General Conference at its nineteenth session
Nairobi, 26 November 1976



Carl Rogers – an influential thinker to promote adult learning and education

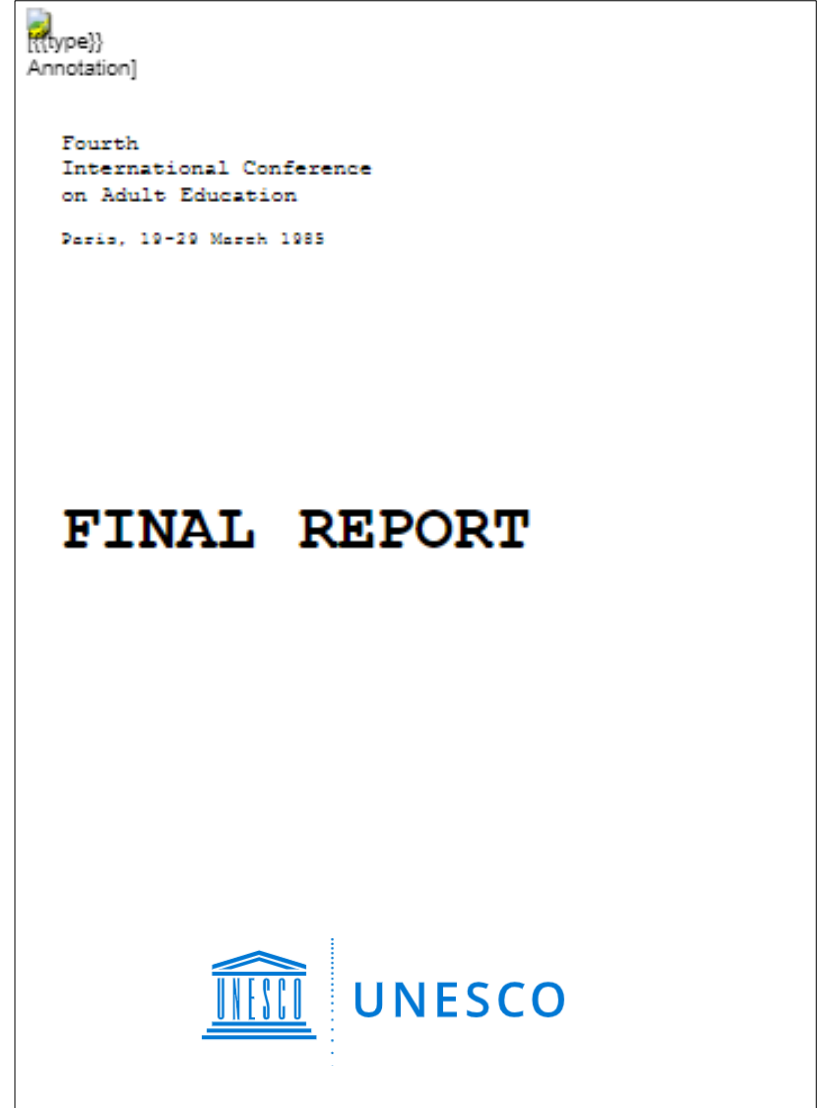
Carl Rogers has provided educators with some fascinating and important questions with regard to their **way of being with participants, and the processes** they might employ. The danger in his work for informal educators lays in what has been a point of great attraction – his person-centeredness.

The educational situation which most effectively promotes significant learning is one in which 1) threat to the self of the learner is reduced a minimum, and 2) differentiated perception of the field of experience is facilitated.



Barrett-Lennard, G. T. (1998) *Carl Roger's Helping System. Journey and substance*, London: Sage.

The impact of UNESCO and its CONFINTEA process CONFINTEA IV for Paris, France at UNESCO HQ - 1985 (Source: [Final report - UNESCO Digital Library](#))



The impact of UNESCO and its CONFINTEA process CONFINTEA IV for Paris, France at UNESCO HQ - 1985 (Source: [Final report - UNESCO Digital Library](#))

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Adult Education and the Challenges of the 1990s

Walter Leirman, Jindra Kulich

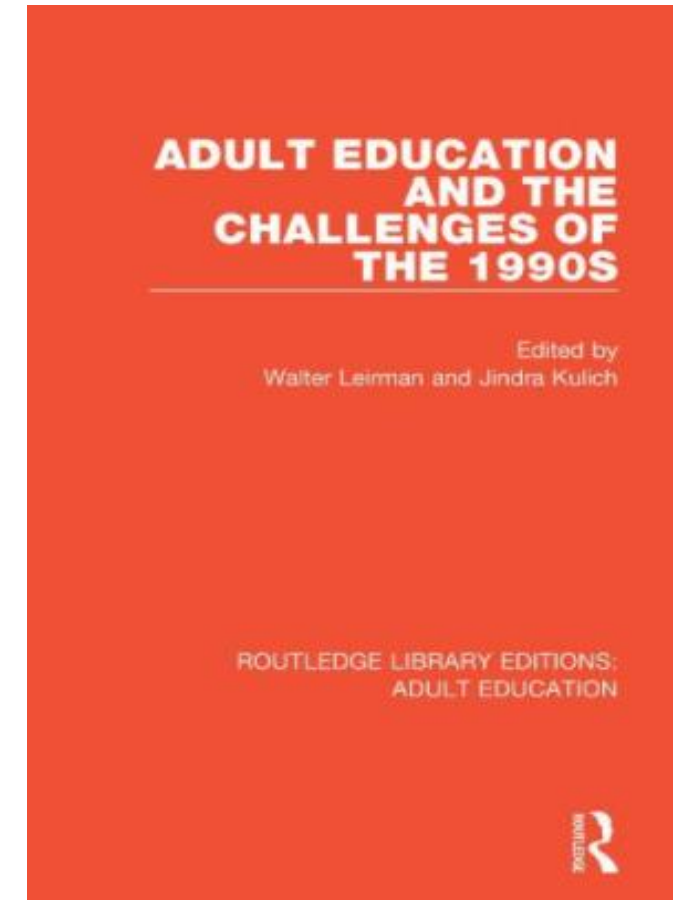
Originally published in 1987, this book focuses on the areas of labour and employment education, the environment and ecological education, peacemaking and peace education, intercultural relations and multicultural education, education in the developing world and the changing role of the university and 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.



Walter Leirman



Jindra Kulich



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

World Declaration on Education
for All and Framework for Action
to Meet Basic Learning Needs -
UNESCO Digital Library

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

The Maastricht-Treaty (1992) and its New Focus on Education and Training

Education and Training, Youth (Title - VIII. , Article 126. and 127.)

Quality and Effectiveness;
Access and Opportunities;
Partnerships and Collaboration;

The European Dimension of Education and Training:

The exchange of teachers and learners;

Research and Development;

Permeability;

Dissemination of good practice;



The European Programmes of Education and Training

SOCRATES I. Programme for Education - 1995-2000 Period

Comenius, Erasmus, Lingua, Tempus, **Adult Education**

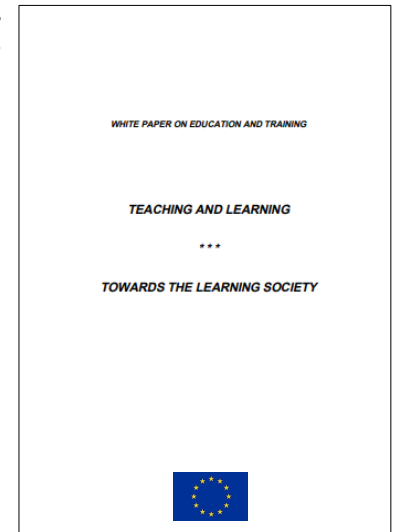
.....

Leonardo da Vinci – European VET Programme for 1995-2006 period

Some Specific Documents Outlining the Development of Learning

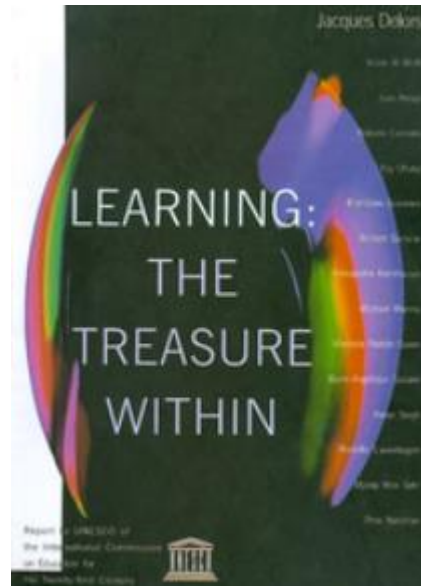
1. The EC's White Paper on Education: Teaching and Learning. Towards the Learning Society.(1995.)

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

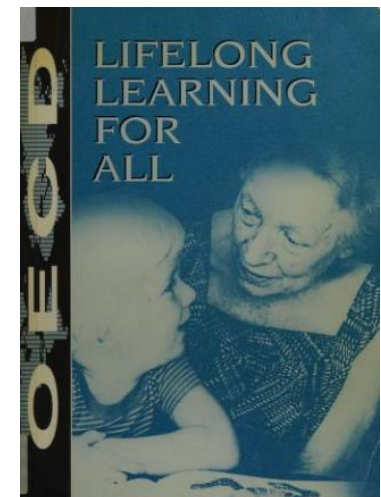


2. Delors-report for the UNESCO: Learning: The Treasure within.(1996.)

- **Key notions:**
- - Competition;
- - Co-operation;
- - Solidarity.



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



Connecting education and learning – The Delors Report

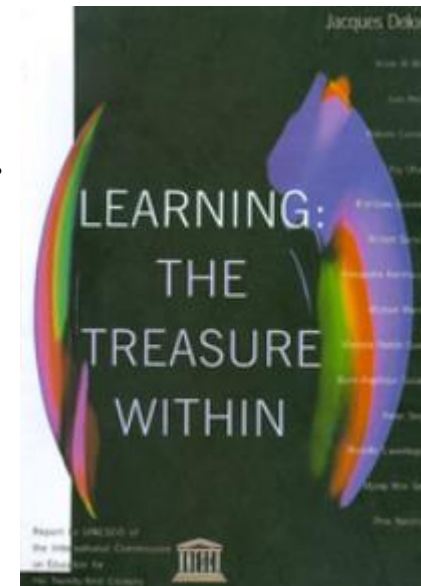


Education is a collective asset that cannot be left only to market forces. Thus whatever the organisation or the degree of decentralisation or diversification of a system, the state must assume certain responsibilities to its citizens, including creating a national consensus on education, ensuring that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

The Delors Report - UNESCO (1996).

Source: **Learning: The Treasure Within**. Paris: UNESCO. P. 160.

Terms used:
Competition
Co-operation
Solidarity



The impact of UNESCO and its CONFINTEA process CONFINTEA V for Hamburg, Germany - 1997

(Source: https://unesdoc.unesco.org/ark:/48223/pf0000110364_eng)



The impact of UNESCO and its CONFINTEA process CONFINTEA V for Hamburg, Germany - 1997

(Source: https://unesdoc.unesco.org/ark:/48223/pf0000110364_eng)

Agenda for the Future

Theme 2: Improving the conditions and quality of adult learning

We commit ourselves to...

20. Improving the conditions for the professional development of adult educators and facilitators

CONFINTEA



ADULT EDUCATION

THE HAMBURG DECLARATION
THE AGENDA FOR THE FUTURE

Fifth International Conference on
Adult Education 14 - 18 July 1997

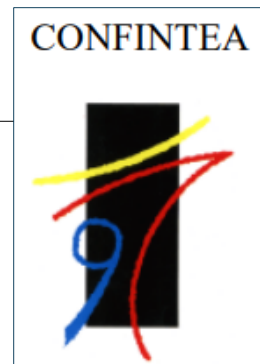


The impact of UNESCO and its CONFINTEA process **CONFINTEA V and the Hamburg Declaration/Agenda for the Future - 1997**

(Source: <https://unesdoc.unesco>)

“While there is a growing demand for adult education and an explosion of information, the disparities between those who have access and those who do not are also growing. There is therefore a need to counter this polarity, which reinforces existing inequalities, by creating adult learning structures and lifelong learning environments that can help to correct the prevalent trend.”

CONFINTEA V Agenda For the Future §16



THE IMPACT OF UN MDGS (2000)

WE CAN END POVERTY
MILLENNIUM DEVELOPMENT GOALS AND BEYOND 2015

MDG1 EXTREME POVERTY RATES HAVE BEEN CUT BY MORE THAN HALF SINCE 1990

LET'S TAKE ACTION TO END POVERTY AND HUNGER EVERYWHERE BY 2030

1

ERADICATE EXTREME POVERTY AND HUNGER

2

ACHIEVE UNIVERSAL PRIMARY EDUCATION

3

PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

4

REDUCE CHILD MORTALITY

5

IMPROVE MATERNAL HEALTH

6

COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES

7

ENSURE ENVIRONMENTAL SUSTAINABILITY

8

GLOBAL PARTNERSHIP FOR DEVELOPMENT

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

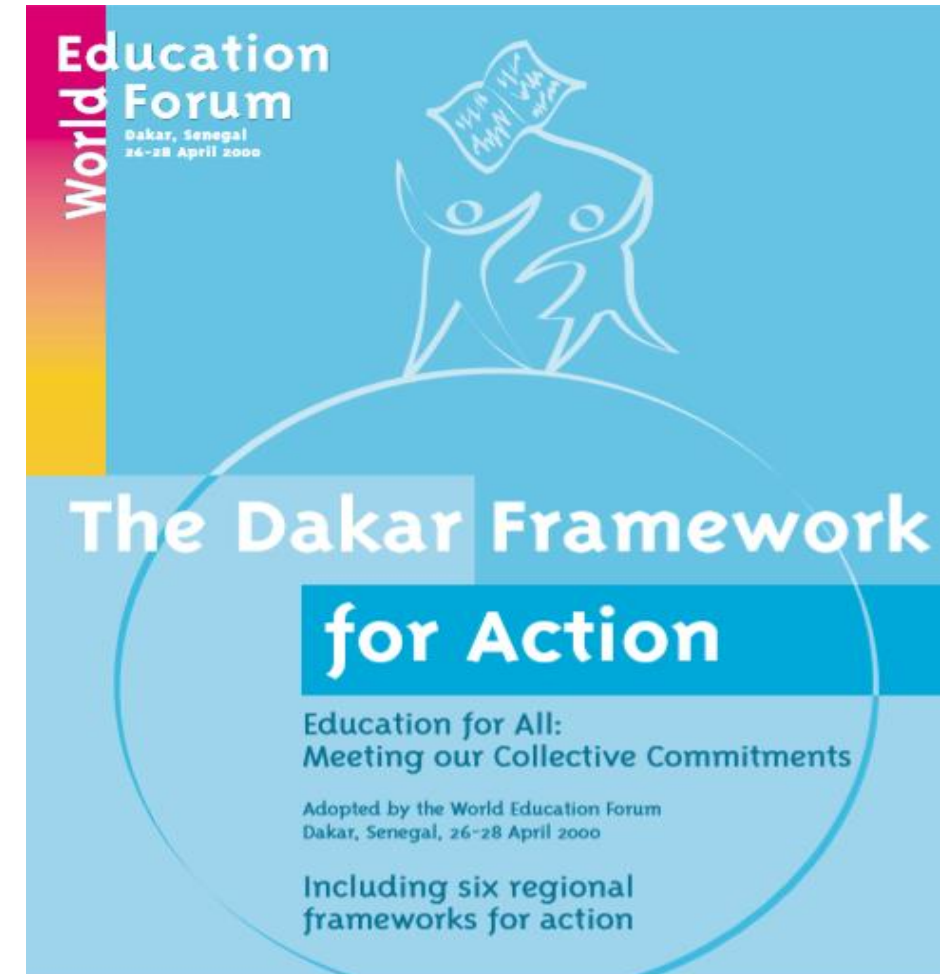
(Source: [CONFINTEA V Documents \(unesco.org\)](https://confintea.vdocuments.unesco.org/))

7. We hereby collectively commit ourselves to the attainment of the following goals:

(iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

8. To achieve these goals, we the governments, organizations, agencies, groups and associations represented at the World Education Forum **pledge ourselves to:**

(ix) **enhance the status, morale and professionalism of teachers;**





The European Programmes of Education and Training - 2000

SOCRATES II. Programme for Education - 2000-2006 Period

Comenius, **Erasmus**, Lingua, Tempus, Grundtvig

.....
Leonardo da Vinci – European VET Programme for 2000-2006 period

The Importance of Retrospective in Policy Analysis:

Revisiting the European Grundtvig Programme to discover its Roles and Impacts on Adult Learning and Education (2000-2013)

GRUNDTVIG programme – general aims:

- Improve the quality of training courses and increase the mobility of learners and adult education teachers and staff;
- Ensure that people on the margins of society have access to adult education, especially older people and those without basic qualifications;
- Improve co-operation between adult education organisations;
- Develop innovative adult education and management practices, and encourage widespread implementation;
- Support ICT-based educational content, services and practices.

EC's Memorandum on Lifelong Learning



Key Messages of the EC's Memorandum on Lifelong Learning (Oct, 2000):

1. New Basic Skills for All

Lifelong Learning is **about Combating Social Exclusion**

Lifelong Learning is **about Promoting Active Citizenship**

2. More Investment in Human Resources:

Lifelong Learning is **about Investing Money and Investing in Time and Equity**

3. Innovation in Teaching and Learning:

Lifelong Learning is **about New Innovations and Structures**

4. Valuing Learning:

Lifelong Learning is **about Valuing New Roles of Different Actors in the Field of Lifelong Learning**

5. Rethinking Guidance and Councelling:

Lifelong Learning is **about Supporting the Learner**

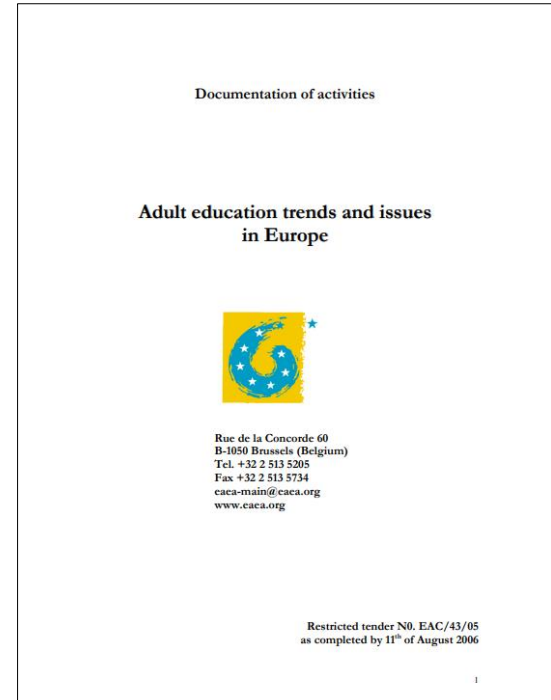
6. Bringing Learning Closer to Home:

Lifelong Learning is **about Providing Everybody to Learn**

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.**



AGADE – Towards Becoming a Good Adult Educator in Europe (2006.) - A.

Adult teacher professional areas of development

Organising stage – Knowledge dimension

- *Knowledge about how adults learn and understanding the psychology of adults*
- *Knowledge of methods in AE and learning*
- *Skills in preparing value-based (democratic and humanistic) programmes*
- *Planning and organising skills*
- *Good knowledge of the subject*

Performance stage – skills dimension

- *Ability for motivate for learning and to promote participants' personal interests*
- *Development of learning environment in accordance with students' needs focusing on self-directed learning*
- *Skills to activate learners*

AGADE – Towards Becoming a Good Adult Educator in Europe (2006.) - B.

Adult teacher professional areas of development

Evaluating stage – Organisational dimension

- *Skills in self-reflection and critical thinking*
- *Skills in evaluating and promoting self-evaluation in oneself and students*

Adult teacher personal development – ethic dimensions

Self-esteem

Tolerance

Responsibility

Communication skills

Empathy

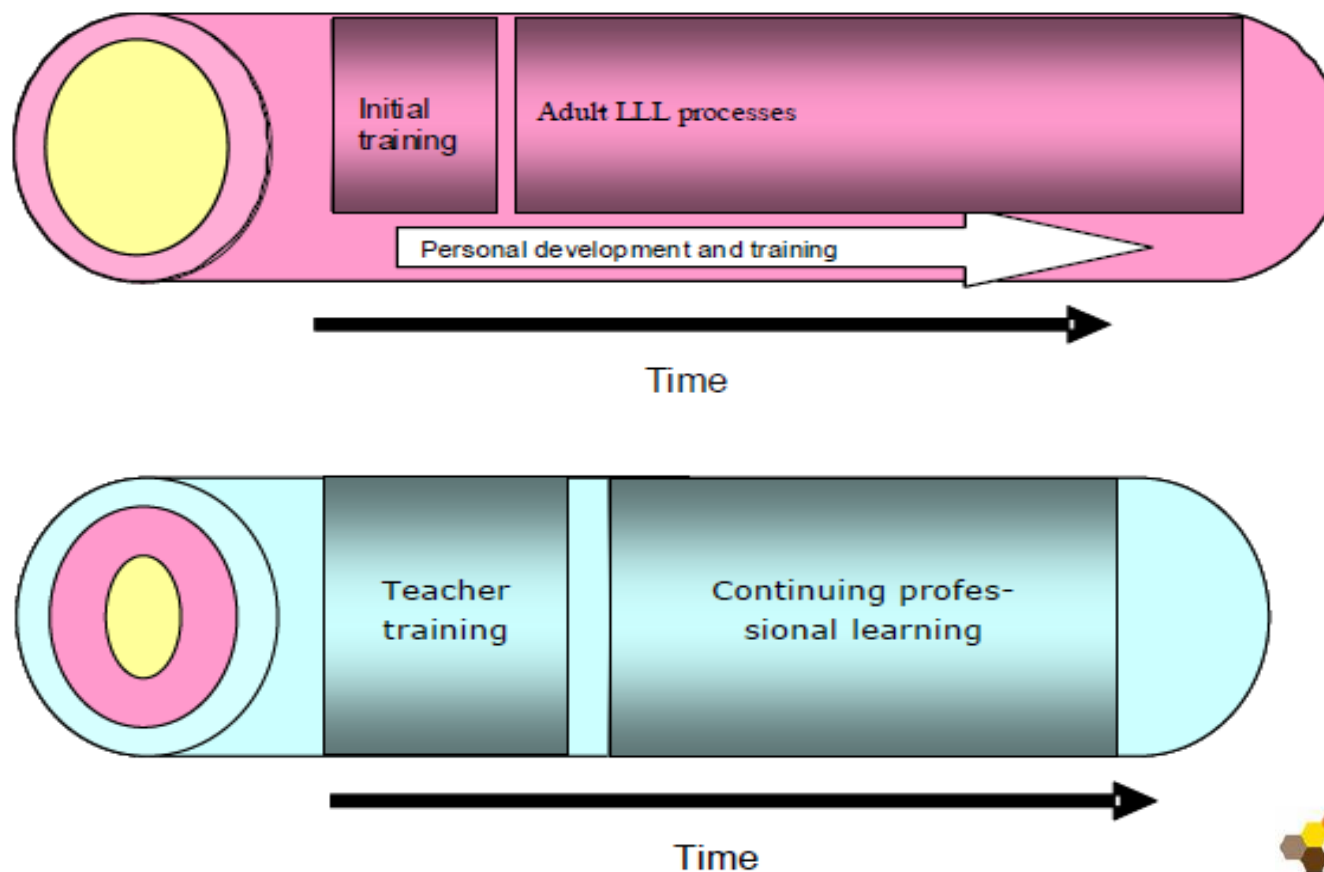
Flexibility

Jääger, Tina – Irons, John (eds. 2006) *Towards Becoming a Good Adult Educator*

Project No. 114092-CP-I-2004-I-EE-Grundtvig-GII

Adult Learning Professions in Europe – Research for the EC 2008

Figure 2.4 Professional development of NVAL staff over time



The Role of UNESCO CONFINTEA VI – Belém Framework for Action

„16 Quality

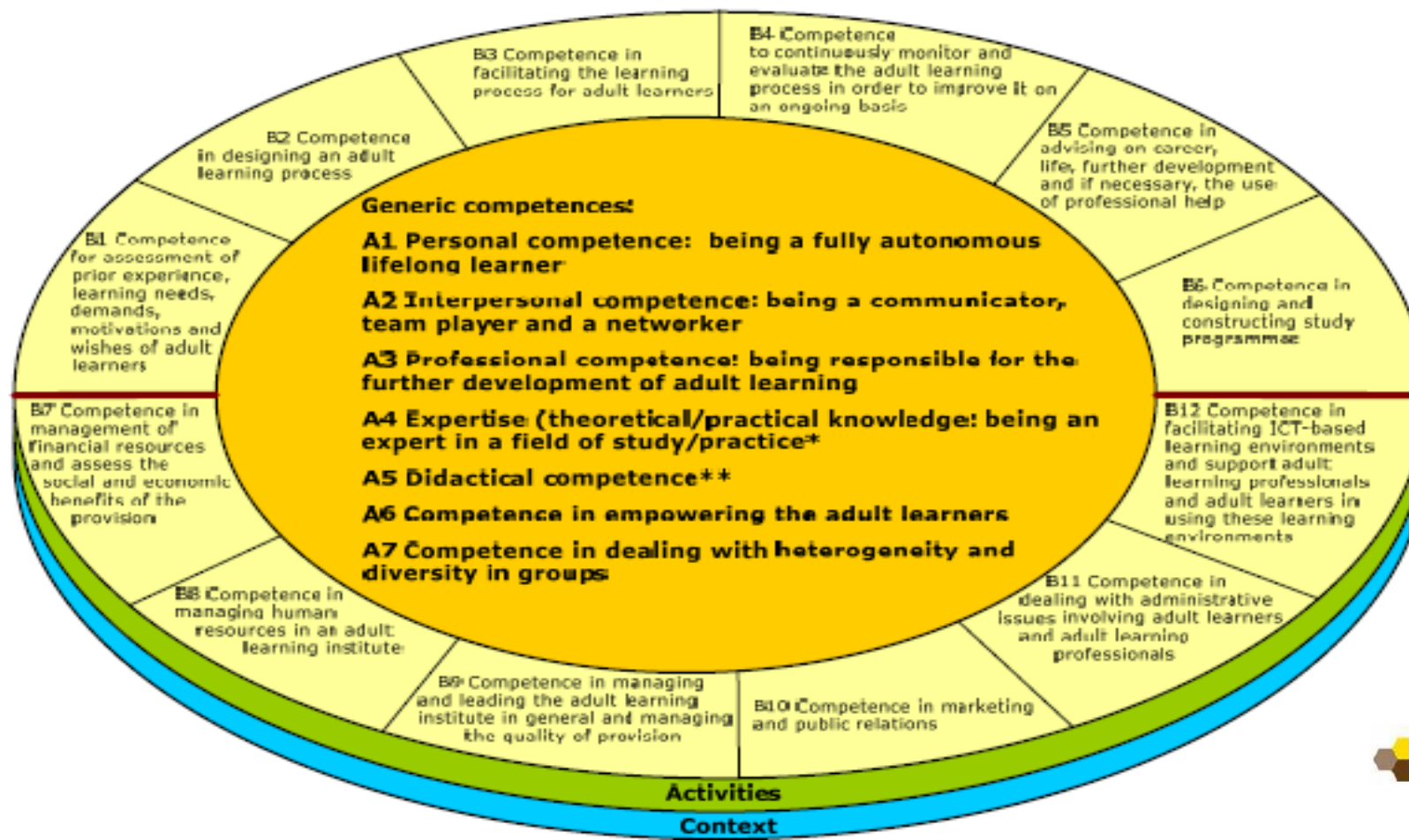
Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner centred needs assessment, the acquisition of multiple competences and knowledge, ***the professionalisation of educators***, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to:.....

(c) improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations;”

Key competences for adult learning professionals – Research for the EC, 2010

Figure 1.1 Graphic representation of the set of key competences of adult learning professionals



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*

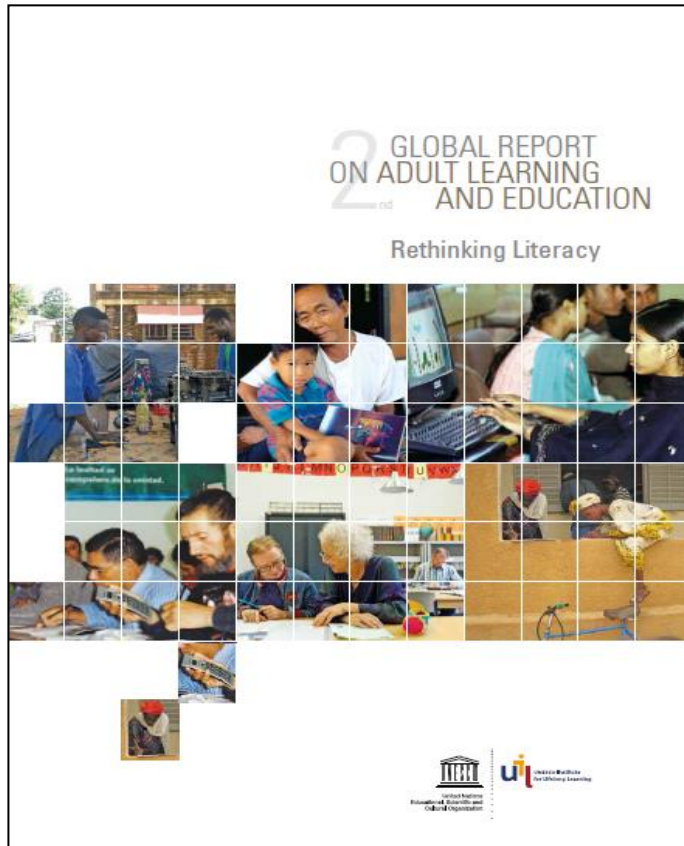
Source: Council Resolution on a renewed European agenda for adult learning. Council of the European Union. (20. 12. 2011.)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>

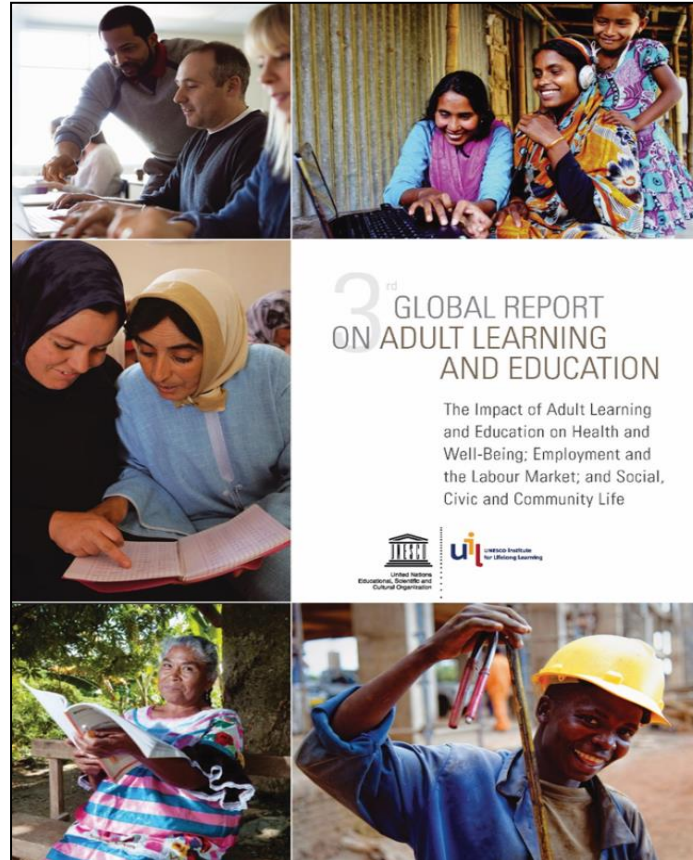
UNESCO's Focus on Professionalisation in ALE



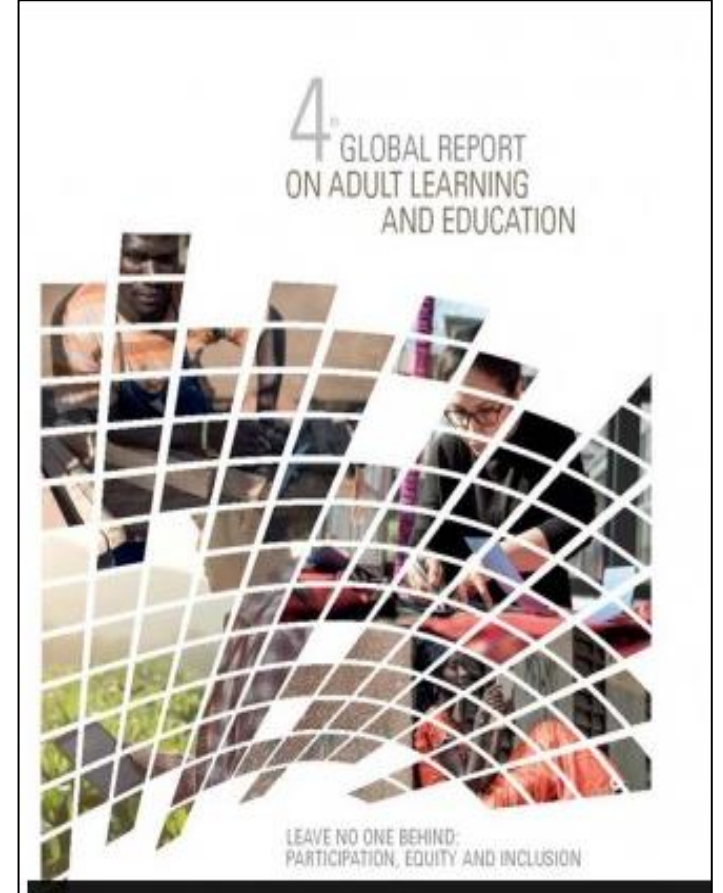
GRALE2 (2013)



GRALE3 (2016)



GRALE4 (2019)



UNESCO Recommendation on Adult Learning and Education (2015)

Structure

I. DEFINITION AND SCOPE

II. Aims and Objectives

III. Areas of action

Policy

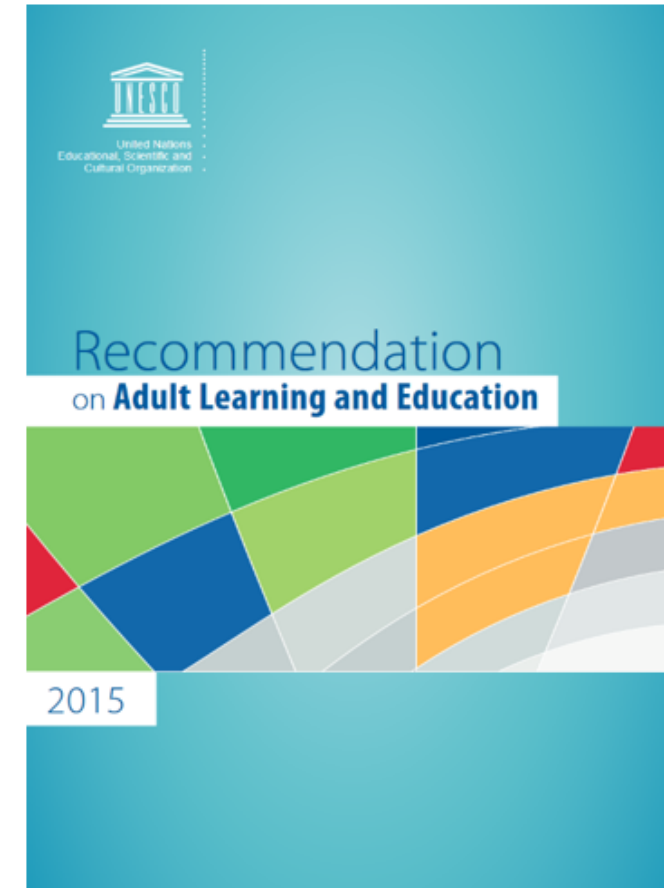
Governance

Financing

Participation, inclusion and equity

Quality

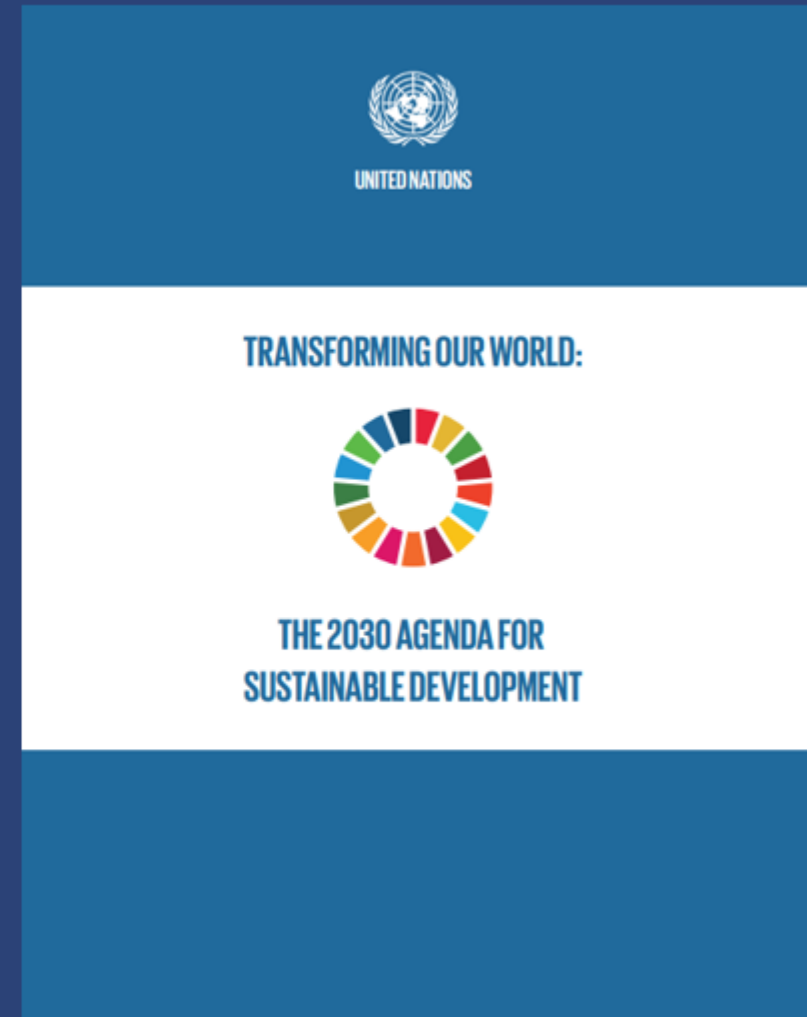
IV. International cooperation



TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

New York:UN (2015)

Source: [21252030 Agenda for Sustainable Development web.pdf \(un.org\)](#)



SDGs implications



Agenda 2030 and the Sustainable Development Goals



Lifelong learning is at the centre of **SDG 4** stressing the relevance of inclusive and equitable quality education and the promotion of lifelong learning for all.



Lifelong Learning is a motor for **social transformation**, it can give people the skills to participate in shaping more inclusive, safe, resilient and sustainable cities.

Ensuring that no-one is left behind is a core message of the 2030 Agenda for Sustainable Development.

The Impact of UNESCO on the LLL dialogue



Futures of Education



UNESCO

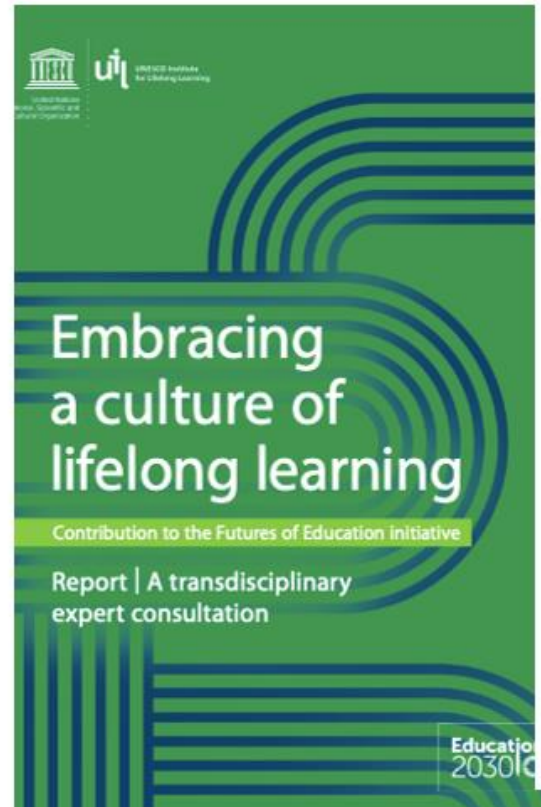


Figure 2: Key messages for fostering a culture of lifelong learning

The Emerging Role of Ideas on a „New Profession”

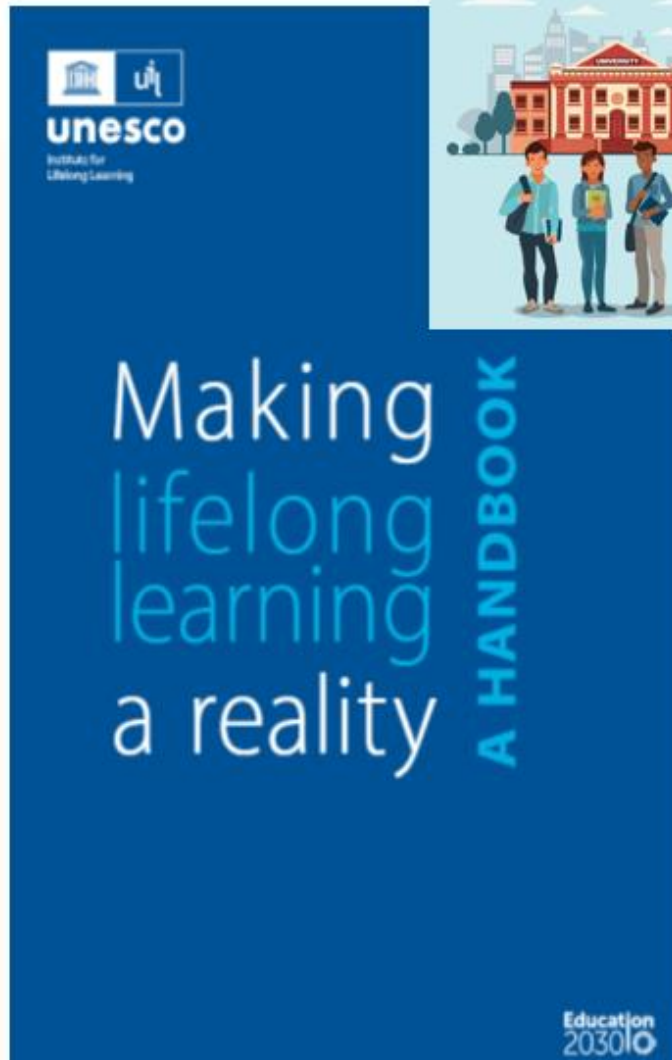
Figure 1: Perspectives of hybrid professionalism



Source: authors' illustration



Breitschwerdt, Lisa - Lechner, Reinhard - Egetenmeyer, Regina: The “new professionalism” in adult and continuing education – a multi-level perspective. In: Larjanko, Johanni – Sarrazin, Ruth (eds.) (2019) *The Good Adult Educator* Adult Education and Development 86/2019 ISSN 0342-7633 Bonn: DVV International Pp. 88-96.



Bridging LLL-policies to Roles of HEIs

Why LLL should be promoted — 22

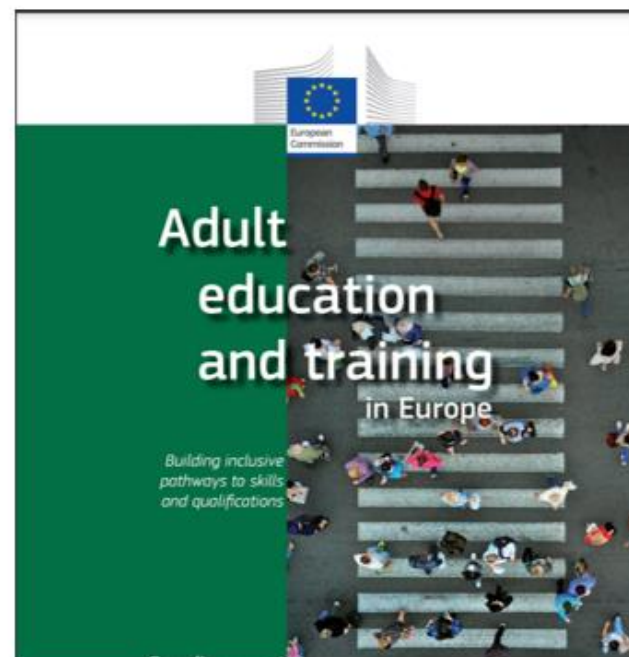
- Developments in digital technologies — 22
- Transformations in the world of work — 25
- Demographic changes — 27
- The urgency resulting from climate change — 29
- Health and well-being — 31
- Strengthening citizenship — 33

[Making lifelong learning a reality: a handbook | UIL \(unesco.org\)](https://unesco.org)

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

[Adult education and training in Europe: Building inclusive pathways to skills and qualifications | Eurydice \(europa.eu\)](https://eurydice.europa.eu)



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

invited and motivated to participate).

6. Quality and professional development in ALE



We are committed to:

- Providing permanent and quality professional training of adult educators (teachers, trainers, mentors, tutors, counsellors, leaders and managers in ALE, etc.), including the use of ICT and digital tools.
- Teaching and learning processes leading to optimal responses for individuals and society.
- Finding and developing new learning environments (e.g. learning communities).
- Increasing diversity in ALE provision and its responsiveness to topical socio-economic trends.
- Engaging learners as mentors to include learners' voices.
- Developing and implementing innovative pedagogical/andragogical and didactic approaches and methodologies with professional standards and frameworks (for example, defining and validating key competences).
- Strengthening professional support for adult learners through quality guidance, validation and outreach activities.
- Developing and implementing lifelong guidance and career development for individuals to improve quality of ALE provision.
- Establishing regulatory frameworks, setting quality standards, certifying adherence to these standards and making information on provider performance against explicit indicators available to service users.



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





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 and CPD
outreach and community engagement
RVA
Guidance
Europass
Digital Credentials





General Correlations for AL

- Digital learning
- Institution/Organisational Developments
- Professional Development/ CPD
- Identification and Innovation of Quality tools and methods





Core Approaches in between employability and active citizenship

Key Issues:

- Learning – Adult and Lifelong Learning – intergenerational approaches
- City-Region format to address challenges of inclusion
- Actors/players/stakeholders with practice-based engagements
- Networking – collaborations, Events/Festivals
- Goals and Demands – in between Community and Individuals
- Global initiatives/local realities
- Promoting equity and fairness in the context of access and opportunities in learning
- Core frame: Community Learning – Learning communities

to collect and share

Quality instrument – What do we mean?

- 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



Current themes for research of adult education in Europe:

- Access, learning career and identity;
- Active democratic citizenship and adult learning;
- Adult educators, trainers and their professional development;
- Working life and learning;
- History of adult education and training in Europe;
- Gender and adult learning;
- Life-history and biography;
- Between global and local: adult learning and communities;
- Migration, minorities, transnationalism and racism;
- Education and learning of older adults;
- Policy studies in adult education;
- Transformative Processes in Learning and Education
- Spaces, Times, and the Rhythms of the Education of Adults and its Movements (S.T.R.E.A.M.)

Networks | ESREA

Source: Networks | ESREA



Erasmus+ **HDC** Visit us at: <https://www.paedagogik.uni-wuerzburg.de/lifelonglearning/>

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SAVE THE DATE!

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for master's students, doctoral students & practitioners

03 - 14 February 2025

Preparation Phase Nov. 2024 to Jan. 2025

International & comparative studies in adult education & lifelong learning

Preparation Phase • November 2024 to January 2025 • online

Week I • 03 to 07 Feb. 2025 • on campus

master's students , doctoral students & practitioners	doctoral students
International strategies in adult education and lifelong learning	Paulo Freire's theory for international adult education

Week II Comparative Group work • 10 to 14 Feb. 2025 • on campus

Our last years Academy participants:



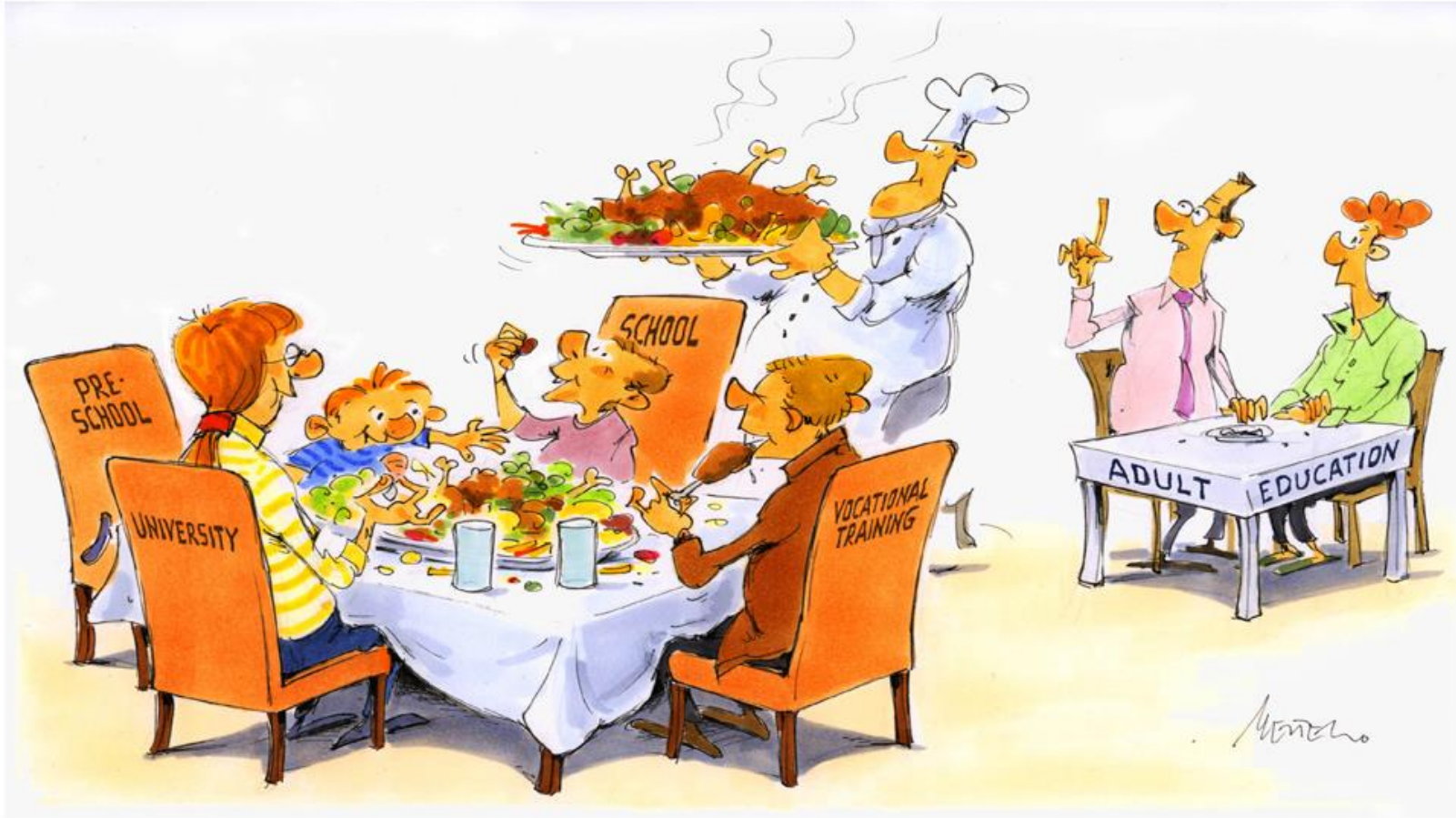
For more information visit our website



<https://go.uniwiue.de/aea2025>

[Adult Education Academy - Adult Education Academy \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de)

Adult education in difficult times and situations



Picture Mester

Source: INFONET Adult Education

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