UNESCO GRALE3 and the Responsibility of Higher Education

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Egyetemi docens – PTE KPVK FEEFI
SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS

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Challenges to HEIs

- Lifelong Learning – Participation and Performance
- Active Citizenship
- Skills and Competences Development
- Social Responsibility and Engagement
UNESCO Post-2015 and the Incheon Protocols
Rethinking Education – UNESCO Post-2015

1. Sustainable development: A central concern
   Challenges and tensions
   New knowledge horizons
   Exploring alternative approaches

2. Reaffirming a humanistic approach
   A humanistic approach to education
   Ensuring more inclusive education
   The transformation of the educational landscape
   The role of educators in the knowledge society

3. Education policy-making in a complex world
   The growing gap between education and employment
   Recognizing and validating learning in a mobile world
   Rethinking citizenship education in a diverse and interconnected world
   Global governance of education and national policy-making

4. Education as a common good?
   The principle of education as a public good under strain
   Education and knowledge as global common goods
   Considerations for the way forward
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
The Impact of EAEA 2016 Manifesto for AL

Manifesto for Adult Learning in the 21st Century
Some global issues – impact of UNESCO

Challenging Issues for higher education institutions

- Migration
- Inequality (incl. gender)
- Ageing
- Environment
- Employment
- ICT

ALE
In addition to monitoring the Belém Framework for Action, GRALE III investigates the impact of ALE on health and well-being, employment and the labour market, and social, civic and community life. This reflects a shift towards the more holistic view of education and lifelong learning embedded in the 2030 Agenda for Sustainable Development.
GRALE III – ALE has benefits for Individuals, Employers and for Societies

Healthy behaviours & attitudes
Longer life expectancy
Reduction in lifestyle diseases
Lower costs for acute healthcare

Skills & employability
Higher wages
Job satisfaction & commitment
Greater productivity & entrepreneurship
Increased tax revenues

Literacy & numeracy
Life skills such as resilience & self-confidence
Tolerance of diversity
Attention to the environment
Social cohesion
Political participation

HEALTH & WELL-BEING
LABOUR MARKET & EMPLOYMENT
SOCIAL, CIVIC & COMMUNITY LIFE
Third Global Report on Adult Learning and Education (GRALE III)

Structure:
• The World of ALE – Policy Implications
• Monitoring Progress in ALE

Chapter I to examine the five Belém action areas: Policy, Governance, Financing, Participation, Quality

Chapter II to examine links between ALE and health, well being

Chapter III to examine ALE in the context of empl. and LM

Chapter IV to examine ALE towards social and community life

Chapter V to examine GRALE I-III lessons and six global trends

Chapter VI to examine ALE in the Scope of SDGs and points out principles and policy recomm.
Third Global Report on Adult Learning and Education (GRALE III)

ALE and SDGs – Recommendations for HEIs:

• Countries will need to ensure that people have effective access to high-quality learning opportunities with accessible info and available means of support;

• ALE is part of a balanced educational life course. The concept of LLL will challenge school-based focuses in order to open up to needs-oriented skills and competence development

• ALE is a part of holistic, inter-sectoral agenda which must be recognised;

• More collaboration will be needed amongst diverse stakeholders – better provision and funding are needed;

• Education 2030 Framework for Action calls for better monitoring and reporting and for quality research and evaluation culture to improve policies, while knowledge-base is still weak. This needs concentrated resources and clear priorities

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1. To fulfill the right to education, governments need to **provide all individuals with effective access** to high-quality education and lifelong learning opportunities.

2. To ensure true lifelong learning, governments need to **balance education spending along the life course**.

3. To recognize the **holistic nature** of sustainable development, governments need to **promote cross-sectoral coordination** and budgeting.

4. **Stronger partnerships** are required among all stakeholders.

5. Lifelong learning needs to be part of the **data revolution**.
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? Research, Professional development, Comparative ALE and Policy studies
  Do HEIs 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 academic communities would shift roles of theirs, in a reductionist way, toward VET and HE only?