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UNESCO GRALE3 és a felsőoktatás felelőssége **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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Felsőoktatási kihívások/**Challenges to HEIs**

- Lifelong Learning – **Participation and Performance**
- **Active Citizenship**
- **Skills and Competences Development**
- **Social Responsibility and Engagement**



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UNESCO Post-2015 and the Incheon Protocols



United Nations
Educational, Scientific and
Cultural Organization

UNESCO
Publishing

Rethinking Education

Towards a global common good?



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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



RECOMMENDATION ON ADULT LEARNING AND EDUCATION (2015)

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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The Impact of EAEA 2016 Manifesto for AL

Manifesto for **Adult Learning** *in the 21st Century*



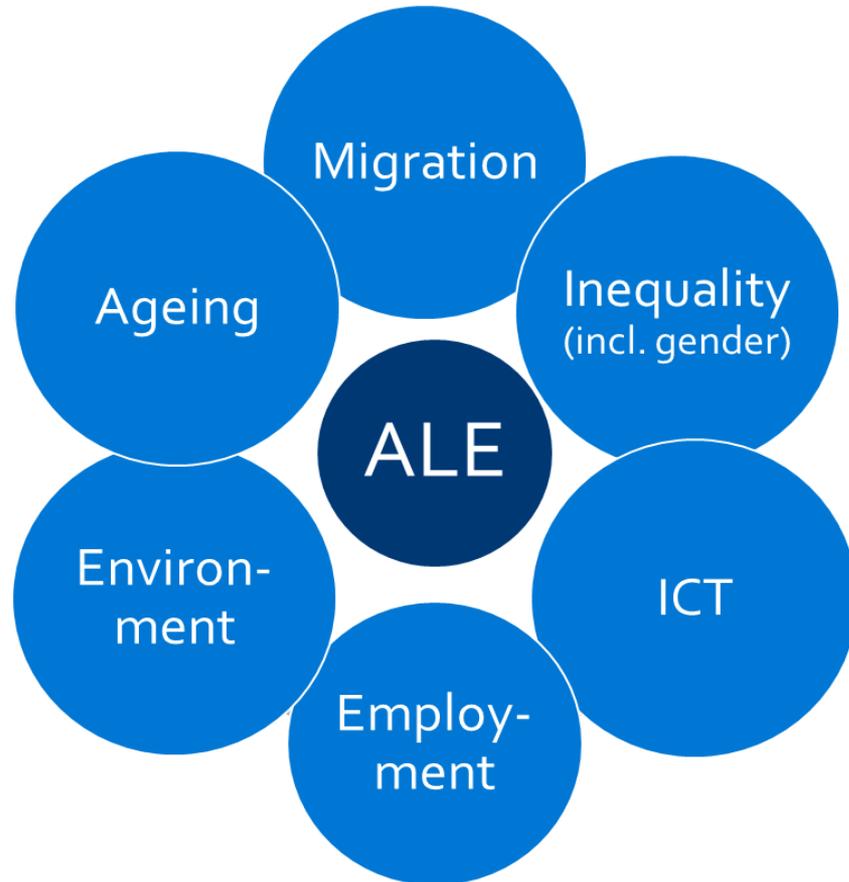
EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



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Some global issues – impact of UNESCO

Challenging Issues for higher education institutions

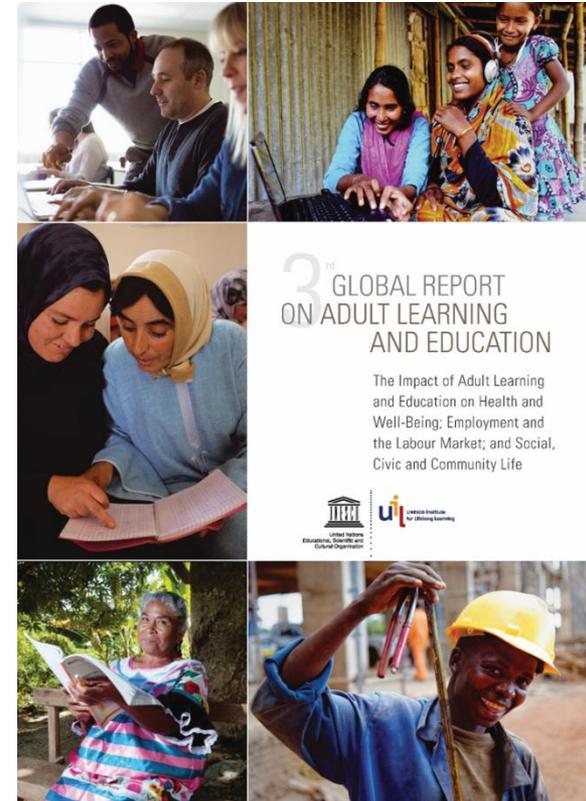


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Third Global Report on Adult Learning and Education (GRALE III)

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.



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GRALE III – ALE has benefits for Individuals, Employers and for Societies



HEALTH &
WELL-BEING



LABOUR MARKET &
EMPLOYMENT



SOCIAL, CIVIC &
COMMUNITY LIFE

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



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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

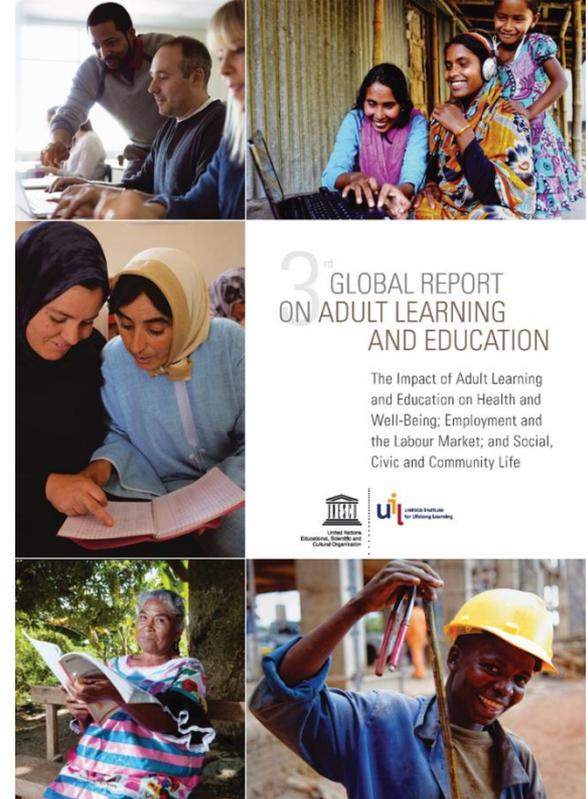
Chapter II to examine links between ALE and health, well being

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

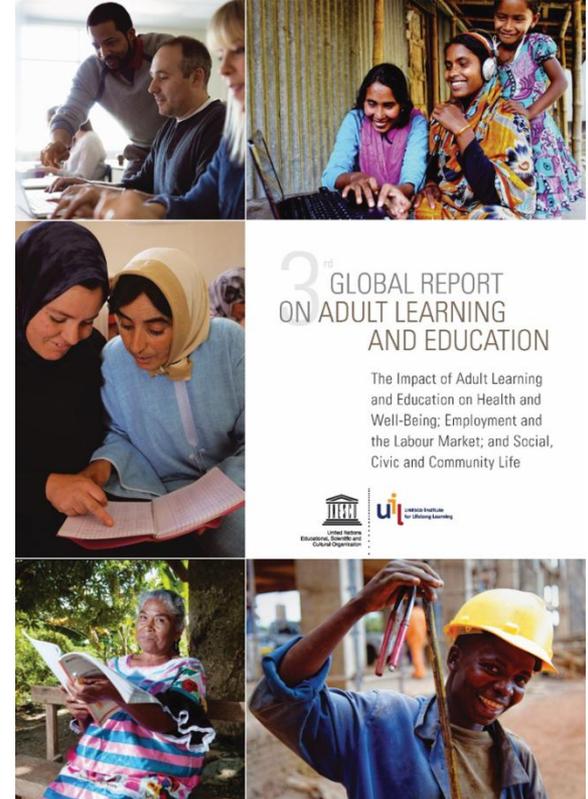
Chapter VI to examine ALE in the Scope of SDGs and points out principles and policy recomm.



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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Five Policy Implications of the 2030 Agenda

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**.



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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?



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