

# **Institutionalization and professionalization of adult learning and education – potential and role for higher education**

**Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen**  
**Honorary Fellow, UNESCO Institute for Lifelong Learning**  
**Honorary Professor, University of Pécs**  
**Former Director, DVV International**  
**Vice President, PIMA**

**Plenary Lecture, MellarN Conference, June 14, 2023**  
**University Lifelong Learning in the Scope of Skills Development, Cultural**  
**Exchange and Sustainability: Local/Regional and Global Trends of Effective**  
**Knowledge Transfers**

Human right to lifelong learning – LLL

Strong emphasis on adults

Largest group of society

Longest time in life

Adult education and learning – ALE  
usually underrated

# Golden triangles

Government – universities – civil society

Participants – programs - providers

Policy – legislation – financing

Local – national – global

Comparative perspective

communalities – similarities – differences

# Hungarian cooperation

DVV International Office, Budapest, 1996 - 99

Ministry – policy and legislation

Universities – research and training

Civil society – actors and providers

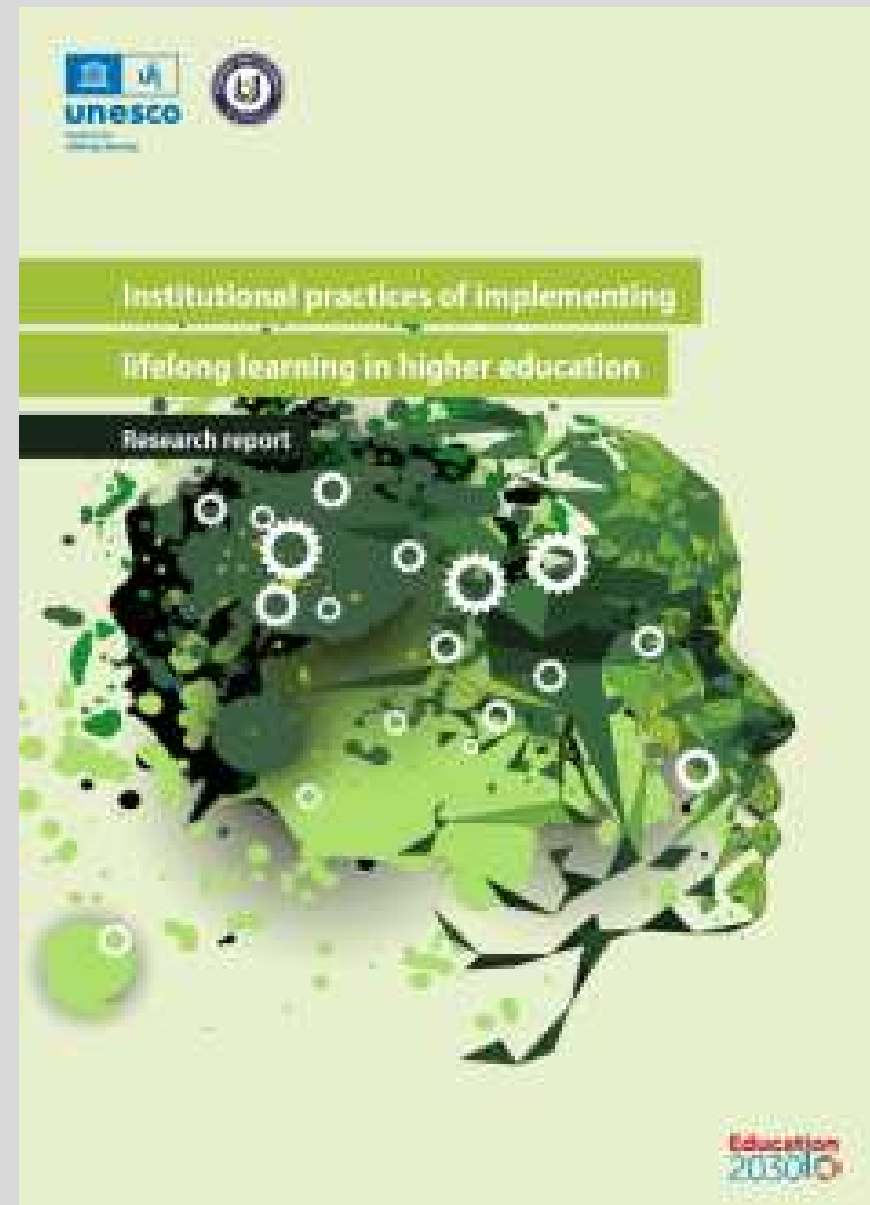
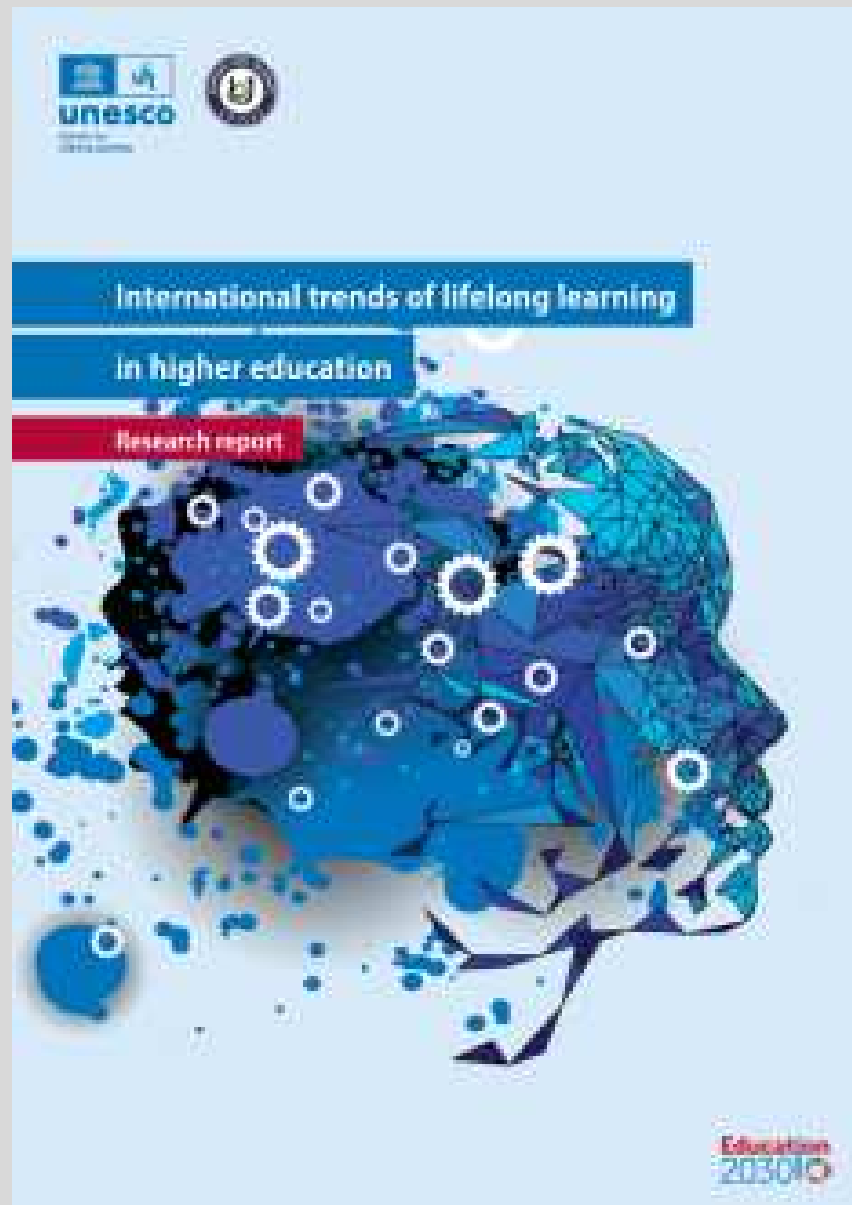
## Recognition

1998 Civis Universitatis Honoris Causa, Kossuth Lajos University, Debrecen

1999 Pro Cultura Hungarica Prize, Republic of Hungary

2000 Doctor Honoris Causa, University Pécs

# UNESCO Institute for Lifelong Learning 2023



Most countries – like Hungary – are  
members of

**UN** = United Nations  
and

**UNESCO** = UN Education, Science and  
Cultural Organisation

They signed the UN  
**Sustainable Development Goals** 2015

Adopted normative instruments for  
**adult learning and education (ALE)** like  
MFA in 2022 and RALE in 2015

# United Nations General Assembly 2015



# **SDG 4 Education 2030**

## **World Education Forum**

every 15 years  
UN Organizations  
UNESCO lead  
Civil Society

UN General Assembly  
**Sustainable**  
**Development Goals**  
**SDG 4 Quality Education**

**Ensure inclusive  
and equitable quality  
education and promote  
lifelong learning  
opportunities for all**



## SDG 4 Education 2030



- Provide learners of both sexes and of all ages with opportunities to **acquire, throughout life, the knowledge, skills, values and attitudes** that are needed to build peaceful, healthy and sustainable societies.

## SDG 4 Education 2030



- By 2030, ensure **equal access for all women and men** to affordable and quality technical, vocational and tertiary education, **including university**.

## SDG 4 Education 2030



- Make learning spaces and environments for non-formal and adult learning and education widely available, including networks of **community learning centres and spaces** and provision for access to IT resources as essential elements of lifelong learning.

**CONFINTEA**



**Conférence Internationale  
sur l'Éducation des Adultes**

**International Adult Education Conferences  
every 12 years, UNESCO Member States**

**Governments, civil society, academia and  
professional organisations**

**First 1949 in Helsingör, 1960 in Montreal, 1972 in  
Tokyo, 1985 in Paris, 1997 in Hamburg, 2009 in  
Bélem and June 2022 in Marrakech**

## CONFINTEA VI, BFA

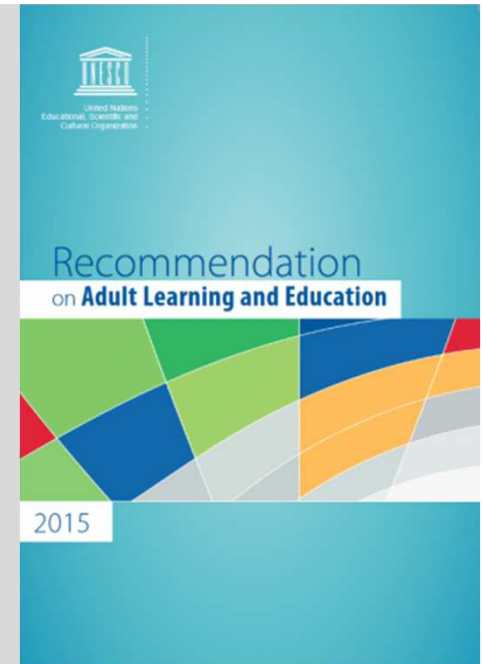


We recognize that **adult education** represents a **significant component of the lifelong learning process**, ...ranging from formal to non-formal to informal learning...

...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.

# Recommendation on Adult Learning and Education – RALE

UNESCO General Conference, 2015



(f) creating or strengthening appropriate institutional structures, like **community learning centres**, for delivering adult learning and education and encouraging adults to use these as hubs for individual learning as well as community development

# UNESCO Education Reports



1972 Faure – Learning to be. The world of education today and tomorrow

1995 Delors – Learning the treasure within

2019 – 2021 – Learning to Become. The futures of education

All have a **lifelong learning perspective**

# UNESCO Report on the futures of education prepared 2019 - 2021



<https://en.unesco.org/futuresofeducation/get-involved/your-view-futures-education>

In a **new social contract for education**, we should enjoy and expand enriching educational opportunities that take place **throughout life and in different cultural and social spaces...** (104)



# UNESCO Report The futures of education Learning to Become

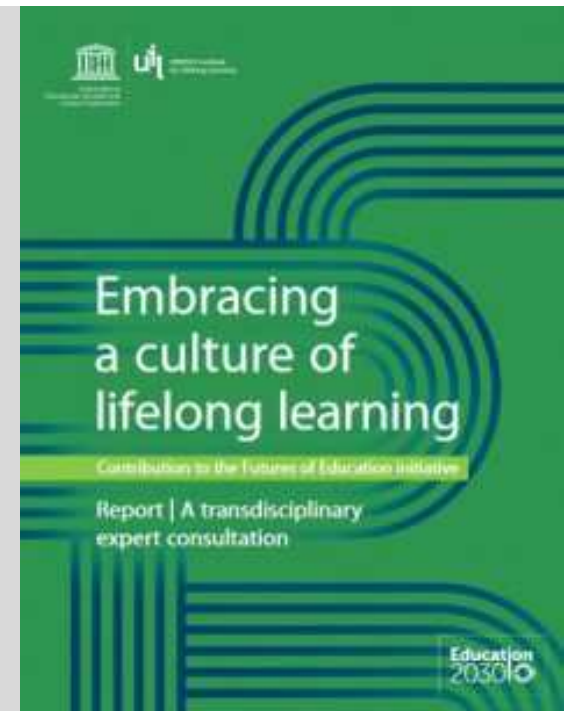
Important contributions

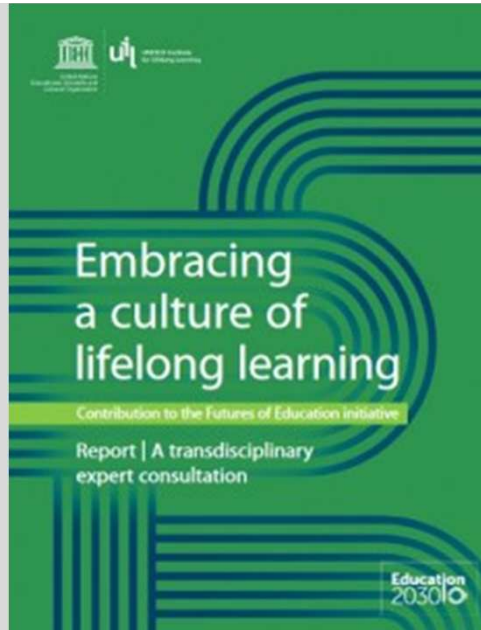
UNESCO Institute for Lifelong Learning

<https://en.unesco.org/futuresofeducation/get-involved/your-view-futures-education>

<https://www.youtube.com/watch?v=7865y7hbehY>

**ADULT LEARNING AND EDUCATION (ALE) –  
BECAUSE THE FUTURE CANNOT WAIT**





“Encourage and support local lifelong learning initiatives, **renewing community spaces for learning opportunities.** Many existing (public) spaces, especially **public libraries, museums, community centres and religious venues,** are already entry points for continued education.”  
(UIL 2020, p. 32)



## ADULT LEARNING AND EDUCATION (ALE) – BECAUSE THE FUTURE CANNOT WAIT

- strengthening the institutional structures (like community learning centres, for delivering ALE) and securing the role of ALE staff
- improving in-service and pre-service education, further education, training, capacity building and employment conditions of adult educators



## CONFINTEA VII Marrakech Framework for Action = MFA

## Harnessing the transformational power of Adult Learning and Education

<https://uil.unesco.org/adult-education/confintea/confintea-vii-marrakech-framework-action-harnessing-transformational-power>

<https://www.pimanetwork.com/post/bulletin-special-issue-confintea-vii>

# Marrakech Framework For Action

## Expanding learning domains

We commit to using the **2030 Agenda for Sustainable Development** as a roadmap for the development of **transversal skills**, recognizing how this agenda brings cohesion and synergy to the multifaceted goals of **ALE** for the years to come...

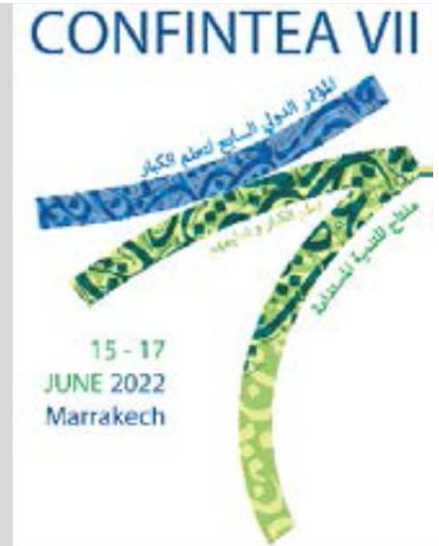
Furthermore, **adult education is part of the right to education** and crucial for the realization of all **human rights**.



# Marrakech Framework For Action

## Learning Cities

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.



# Marrakech Framework For Action

## Support of Universities

We commit to implementing policies and strategies to **upskill and further professionalize and specialize adult educators** through pre-service, in-service and continuing training – **in association with universities and research institutes** – and by improving their working conditions, including their salaries, status and professional development trajectories.



# EUROPEAN UNIVERSITIES' CHARTER ON LIFELONG LEARNING 2008

## Preamble

Since their foundation over **800 years** ago, Europe's universities have **championed research, fostered a civilised and tolerant society and prepared young people** for their role in society and the economy. They have also shown themselves to be remarkably **resilient and adaptable institutions...**



## UNIVERSITIES COMMIT TO:

1. **Embedding concepts of widening access** and lifelong learning in their institutional strategies.

...

7. **Strengthening the relationship between research, teaching and innovation** in a perspective of lifelong learning.

...

9. **Developing partnerships** at local, regional, national and international level to provide attractive and relevant programmes.

## GOVERNMENTS COMMIT TO:

1. **Recognising the university contribution** to lifelong learning as a major benefit to individuals and society.

...

7. **Ensuring autonomy and developing incentives** for lifelong learning universities.

...

9. **Informing and encouraging citizens** to take advantage of lifelong learning opportunities offered by universities.



2022

UNESCO  
World Higher  
Education  
Conference

Roadmap  
BEYOND LIMITS

New Ways to Reinvent Higher Education

UNESCO acknowledges that HED is carried out by **institutions**, which result from human actions and are as diverse as these actions can be. This is visible in the diversity of designations institutions adopt – **universities, applied sciences universities, polytechnic institutions, colleges, schools, institutes, fine arts schools, etc.** – and in the different ways they approach HED missions.



2022

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Roadmap  
BEYOND LIMITS  
New Ways to Reinvent Higher Education

Some are focused on **professional education**, while others combine professional education with **knowledge-production-oriented activities**; some are more concerned with their **local** settings, while others project themselves into the **global** arena...

One fundamental attribute of a renewed vision of HED will be to **recognise and value the diversity of institutional arrangements and foci**.



2022

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Roadmap  
BEYOND LIMITS  
New Ways to Reinvent Higher Education

## Commitment to sustainability and social responsibility

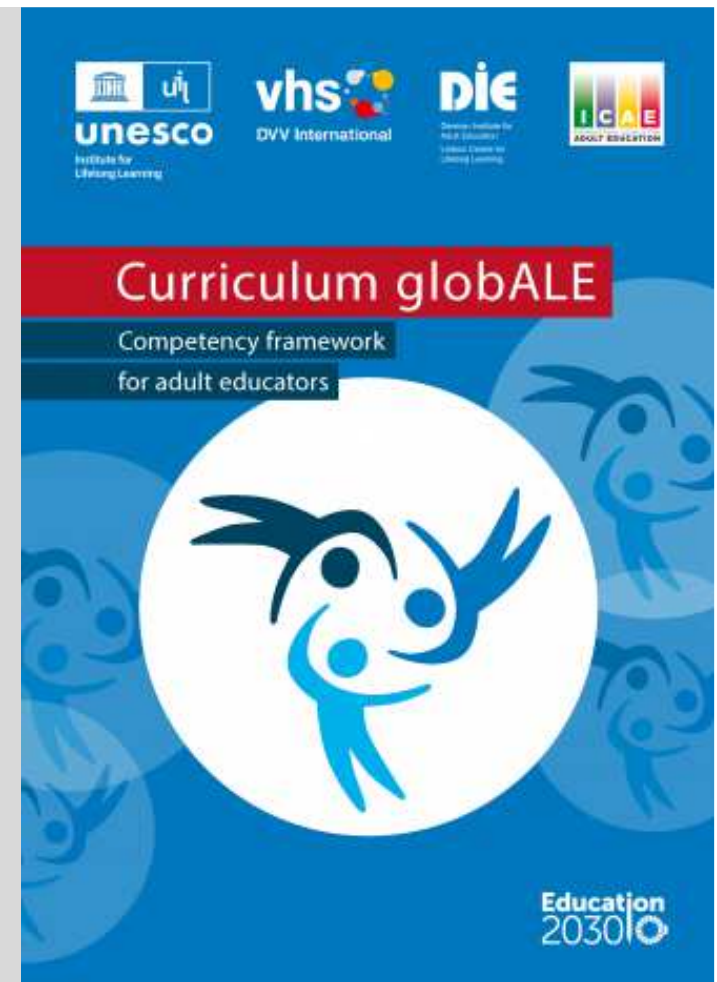
Through educational programmes, research projects, and engagements with local, national, regional, and global communities, all HEIs can contribute actively to building a more sustainable world...

... undertaking applied research driven by the need to solve real-life problems and address the local and global challenges embodied in the seventeen SDGs.

## A look into the ALE toolbox

- **Curriculum globALE** – training adult educators
- **Curriculum institutionALE** – organizational development
- **Curriculum managerALE** – training managers of institutions
- **Curriculum interculturALE** – training instructors who work with refugees
- **Adult Learning and Education System Building Approach (ALESBA)** – toolkit
- **Gender in ALE** – toolkit

<https://www.dvv-international.de/en/ale-toolbox>



## Concluding pointers

ALE needs **institutions and places** for adults, like children have kindergarten, pupils their schools, youth their vocational education and training, students their colleges and universities.

**Professionalization** includes the training and capacity building of staff working in ALE, often through **university teaching**, including university continuing education.



## Concluding pointers ctd.



Universities should make use of their **research functions** to be supportive to the full lifelong learning spectrum, not only formal education but increasingly with an ALE perspective.

**MelllearN** as the Higher Education Network for Lifelong Learning is at the cutting edge of adult education and universities and best placed to play a **leading role**.



Köszönöm szépen  
Vielen Dank  
Thank you



[hinzenh@hotmail.com](mailto:hinzenh@hotmail.com)

