

Professionalization and institutionalization of adult learning and education (ALE) - contributions and memories of Professor Dénes Koltai

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Education is a human right

ALE is a human right

Strong emphasis on adults

Largest group of society

Longest time in life

Human right to lifelong learning – LLL

University lifelong learning – ULLL

Golden triangles

Government – universities – civil society

Participants – programs - providers

Policy – legislation – financing

Local – national – global

Comparative perspective

communalities – similarities – differences



United Nations Educational, Scientific and Cultural Organization

Foundation 1945

**“Since wars begin in the minds of men
and women, it is in the minds of men and
women that peace must be built.”**

UNESCO Constitution

United Nations International Children's Emergency Fund

Poems for Peace

Young people living in conflict use poetry to express their hopes for a more peaceful future.

“Since the initiative’s inception in 2020, UNICEF has received thousands of poems from 8 year-olds to 24 year-olds around the world including Afghanistan, Burkina Faso, Ethiopia, Iraq, Mali, Myanmar, Nigeria, Somalia, South Sudan, Sudan, Syria and Yemen. This year, more than 1,700 submissions were received from children and young people affected by the war in **Ukraine**.”
And more are coming in from **Palestinian** children since the war on Gaza in Israel started.



Professor Dénes Koltai

a **lifetime career** in the university
supporting adult learning and education
from a community education researcher to
become **Dean and Vice-Rector** of the
University of Pécs

UNESCO World Conferences on Adult Education

CONFINTEA V in Hamburg 1997 and
CONFINTEA VI in Budapest 2008 – the European
Pre-Conference

2008 Member of the **International Adult and
Continuing Education Hall of Fame**

Koltai's single greatest contribution to adult education is the academic development of adult education into B.A. and M.A. study frames as part of the Bologna-structure of Hungarian higher education

**Strong support to
professionalization and institutionalization
through**

training of adult educators
retraining of managers
research on institutions
publications and resources
academic cooperation
political networking
international cooperation

Hungarian – German Adult Education Cooperation

Director, DVV International Office, 1996 - 99

Government – policy and legislation

Universities – research and training

Civil society – actors and providers

Recognition

1997 Honorary Professor, University of Pécs

1998 Civis Universitatis Honoris Causa, Kossuth Lajos University, Debrecen

1999 Pro Cultura Hungarica Prize, Republic of Hungary

2000 Doctor Honoris Causa, University of Pécs

2002 Honorary Member, Andragogical Commission, Hungarian Academy of Sciences

2012 Commander's Cross Order of Merit of the Republic of Hungary



Dénes Koltai (2002). Theoretical, Economic, and Regional Issues of Adult Education: Hungarian Developments in an International Perspective. IPE 33. Bonn: DVV International

2012 Festschrift on his retirement

Towards Lifelong Learning for All.

A Developmental Journey, Looking at Cooperation and Exchange with Denes Koltai, Having Short Visits to Ideas and Ideals around Confucius, Socrates, Erasmus, Comenius, Marx, Grundtvig – and not Forgetting Sisyphus

2023 Tudásmenedzsment Special Issue

Universities involved in adult learning and education:

Some professional and personal experiences and reflections on Dénes Koltai and his contributions

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



1 NO POVERTY

A white icon of a family consisting of two adults and two children.

2 ZERO HUNGER

A white icon of a bowl with three wavy lines above it representing steam.

3 GOOD HEALTH

A white icon of a heartbeat line with a heart at the end.

4 QUALITY EDUCATION

A white icon of an open book and a pencil.

5 GENDER EQUALITY

A white icon of a female symbol with an equals sign inside.

6 CLEAN WATER AND SANITATION

A white icon of a water tap with a single drop of water falling from it.

7 AFFORDABLE AND CLEAN ENERGY

A white icon of a sun with a power button symbol in the center.

8 DECENT WORK AND ECONOMIC GROWTH

A white icon of a bar chart with an upward-pointing arrow.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

A white icon of three stacked cubes.

10 REDUCED INEQUALITIES

A white icon of an equals sign inside a circle.

11 SUSTAINABLE CITIES AND COMMUNITIES

A white icon of several city buildings of varying heights.

12 RESPONSIBLE CONSUMPTION

A white icon of an infinity symbol with a circular arrow.

13 CLIMATE ACTION

A white icon of an eye with the Earth as the pupil.

14 LIFE BELOW WATER

A white icon of waves and a fish.

15 LIFE ON LAND

A white icon of a tree and two birds flying.

16 PEACE AND JUSTICE

A white icon of a dove holding an olive branch and a gavel.

17 PARTNERSHIPS FOR THE GOALS

A white icon of three interlocking circles.

The United Nations logo is at the top, followed by the text 'SUSTAINABLE DEVELOPMENT GOALS' in blue. The word 'GOALS' is larger and has a colorful wheel of the 17 goals integrated into the letter 'O'.

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

- 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.

Lifelong learning – learning throughout life

Life-wide and life-deep

**Learning starts in the womb and ends in the
tomb (Mende)**

For LLL we need quality in

early childhood education

kindergarten

schooling

vocational education and training

colleges and universities

adult learning and education

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



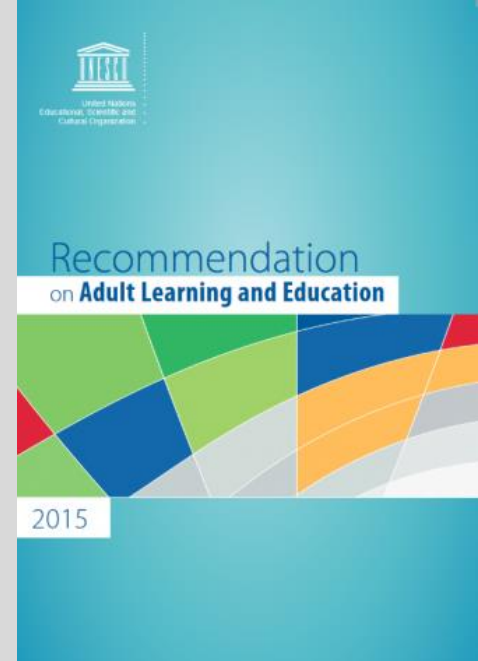
We recognize that **adult education** represents a **significant component of the lifelong learning process**, ...ranging from formal to non-formal to informal learning...

...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

2021 Zewde – Learning to Become. The futures of education

All have a **lifelong learning perspective**

UNESCO Report on the futures of education prepared 2019 - 2021

REIMAGINING
A new social
OUR FUTURES
contract for
TOGETHER
education

REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION

<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

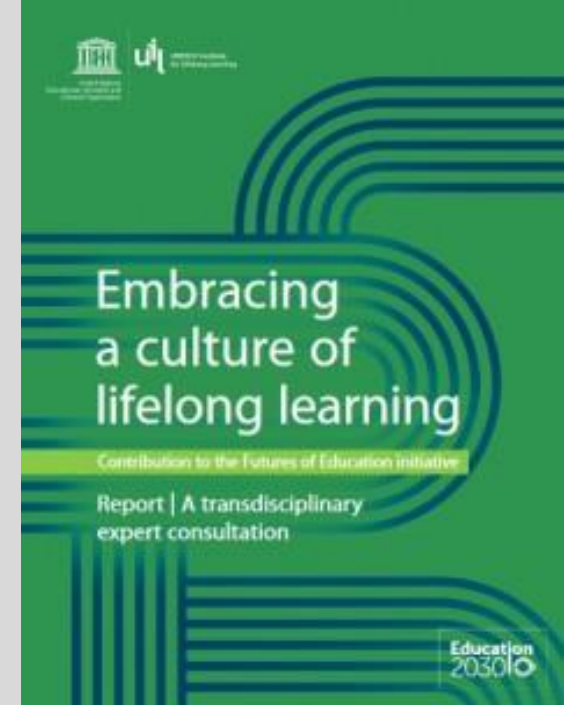
Important contributions

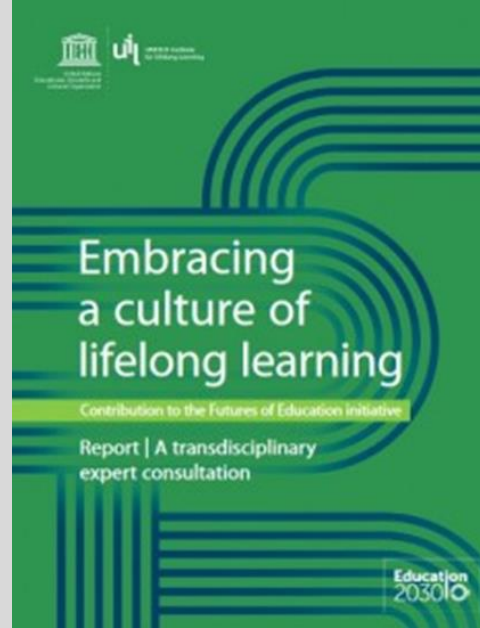
UNESCO Institute for Lifelong Learning

<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...

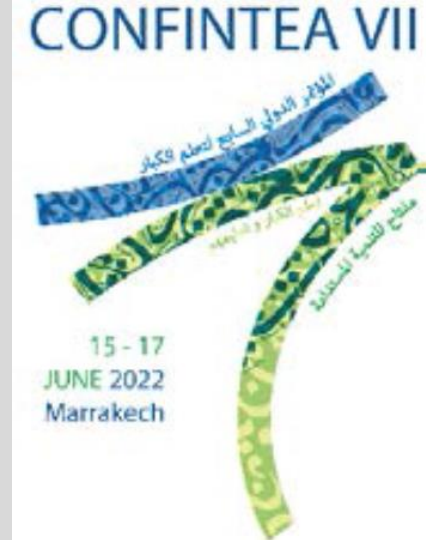
Furthermore, **adult education is part of the right to education** and crucial for the realization of all **human rights**.



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.



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.

Roadmap
BEYOND LIMITS
New Ways to Reinvent Higher Education

Commitment to sustainability and social responsibility

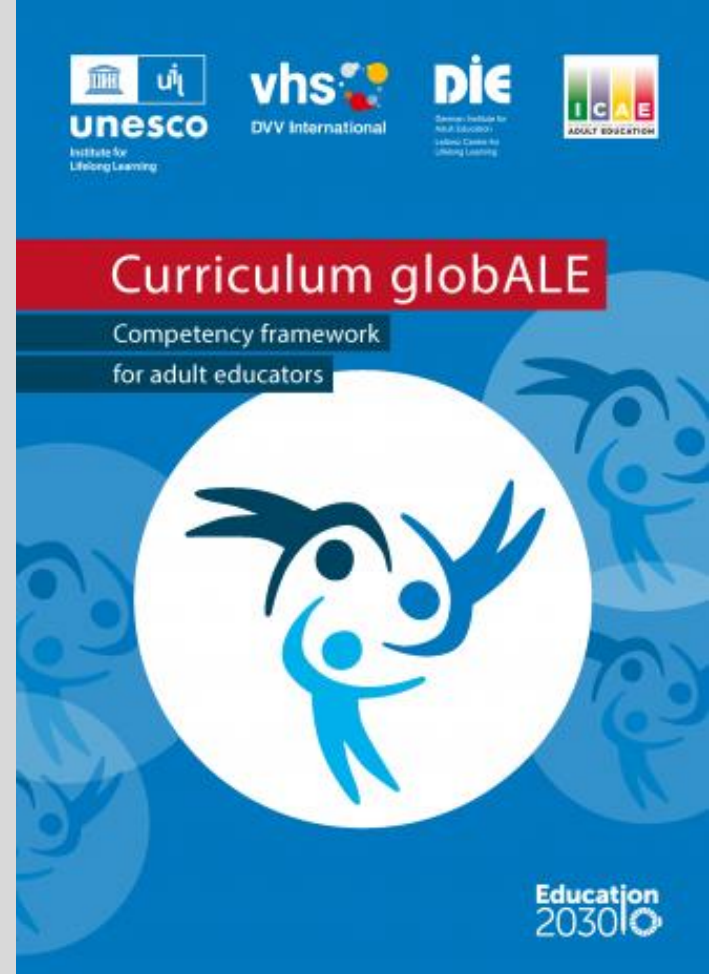
Through educational programmes, research projects, and engagements with local, national, regional, and global communities, all HEIs can contribute actively to building a more sustainable world...

... 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.



What comes to my mind when rethinking contributions from **Professor Dénes Koltai** as

a learner and teacher
a traveler and manager
a contributor and investor
a believer and visionary
a fighter and ...



deeply involved in the **professionalization**
and institutionalization of ALE through
higher education within lifelong learning

Preparing for this memorial meeting I read again

**Standing on the shoulders of giants -
Building on Existing Knowledge**

by Bernd K applinger

International Yearbook on Adult Education 2017

Many other **giants in Hungarian ALE** come to my mind who have died like **Durko, Maroti or T oth.**

But also those **internationals** like **Bown, Duke, Field or Knoll** who died recently, most had come to P ecs.

Fortunately a good number of the older colleagues are still **alive and active.** And I am so happy to meet so many of them here, and the **new generation.**

Köszönöm szépen
Vielen Dank
Thank you



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