

# Research on Adult Learning at the Universities

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# Problem areas

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- Adult Learning – Adult Education - ALE
- Active Citizenship - Employability
- Lifelong Learning
- University Lifelong Learning



# Problem areas

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Research on Adult Learning and Education:

Some basic questions on research

- History and development, and orientation;
- ConditionsA: political/social – economic – legal (Who, when, why)
- ConditionsB: methods – tools – curricula (What, how)
- Language/terminology;
- Spatial approachA: local/regional – national - supranational (Where)

Comparative approach;

- Spatial approachB: formal – non-formal - informal



# Problem areas

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- Adult Learning – Adult Education

Key messages coming from the Memorandum on LLL:

- basic skills (second chance?);
- more time and money (HRD research?)
- methods of teaching and learning
- measuring/assessing learning – RPL, VPL
- guidance and counselling
- learning closer to home – ICT (distance, blended, etc.)



# Adult Learning

## Main Challenges (for HEIs too\*)

- Competitiveness\*
- Demographic Changes\*
- Social Inclusion\*

Why no word on active citizenship?

## Key Messages (Role for HEIs\*)

- Lifting the barriers to participation\*
- Ensuring the quality of adult learning\*
- Recognition and validation of learning outcome\*
- Investing in the ageing population and migrants\*(?)
- Indicators and benchmarks\*

European Commission  
COMMUNICATION FROM THE COMMISSION  
Adult learning: It is never too late to learn  
Brussels, 23.10.2006  
COM(2006) 614 final



# Active citizenship

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- No single definition of active citizenship;
- Active citizenship is an open-ended process (H. Baert, 2003, 2006);
- Citizenship education and the building of collective - multiple identities (T. Jansen, 2003);
- Raising participation in social, political and economic activities (UNESCO 1998, 2001);
- Part of the learning city – learning region model (Longworth, 2003, 2006);
- Contradiction in between employability leading to citizenship and the desire to be an active citizen (Jarvis, 2004)
- Organisational and community development through higher education (OECD, 2007; NIACE, 2008)



# Active citizenship

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- Citizenship related to rights (civil, political and social) and participation;
- Active citizenship is about conscious practice of rights and recognition of status;
- Challenge: redefinition of democratic citizenship, social responsibility at risk;
- Having to ballance between individual freedom and collective interest – role of participatory competencies.

H. Baert: Reconstructing Active  
Citizenship. In: Schmidt-Lauff, S. (ed.)  
(2003)

*Adult Education and Lifelong Learning.*  
Verlag Kovac, Berlin. Pp. 55-69.



# Active citizenship

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„We see a key purpose of lifelong learning as democratic citizenship, ...  
Democratic citizenship highlights the importance of women and men  
as agents of history in all aspects of their lives.”

The Cape Town Statement on  
Characteristic Elements of a Lifelong  
Learning Higher Education Institution.  
UNESCO, 2001.



# Active citizenship

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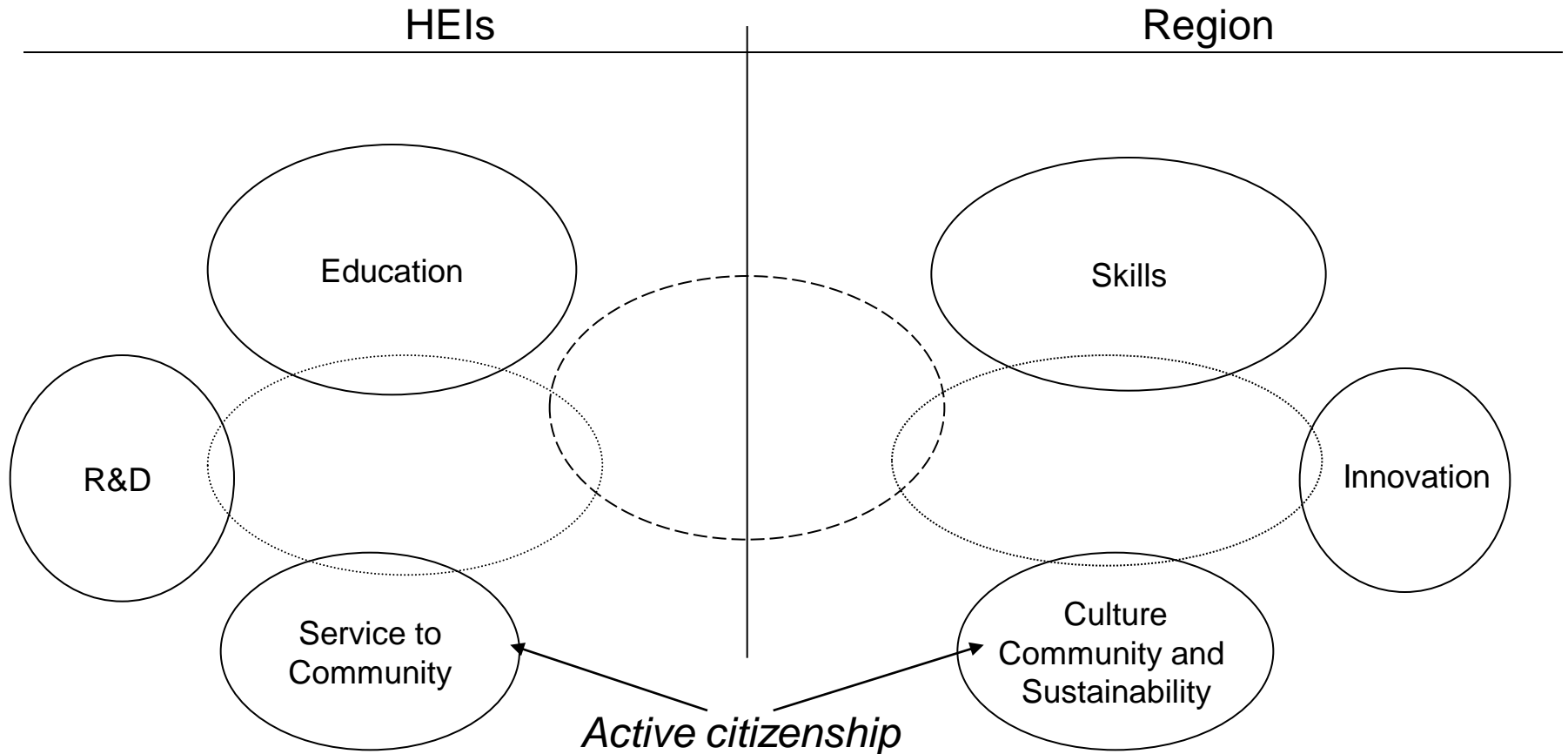
„However, the key to the door of citizenship in contemporary society, according to EC policy documents, is employability that, paradoxically, can produce life, which might undermine the desire to participate in active citizenship.”

„Citizenship is now a responsibility rather than a right and, ... there is still a **fundamental conceptual difference between citizenship and active citizenship – the one about rights and the other about the exercise of responsibility**, although this need not occur only in traditional sphere of national citizenship. Territory and playing a role in the political/public domain are no longer the basis of active citizenship but being members of communities of interest – whether local, regional, national or international.” (p. 12.)

P. Jarvis (2004) *Lifelong Learning and Active Citizenship in a Global Society*.  
JACE, NIACE-Leicester. Vol 10., No1., Pp. 3-19.



# Closed model of HEI/region interface



OECD IMHE-CERI (2007) *Higher Education and Regions. Globally Competitive, Locally Engaged*. OECD, Paris. p.40. upon Goddard and Chatterton (2003)



# Lifelong Learning

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„Lifelong learning can be approached by the market and can be seen as a means of control.”

”The value of the phenomenon depends on what aspects of lifelong learning are being analysed and the perspective that is being adopted in the analysis.

Three market values of lifelong learning:

- An economic return on lifelong learning;
- An educational value given to personal learning through the accreditation of experimental and prior experimental learning;
- skills, competencies, qualifications become currency in the labour market.”

P. Jarvis (2007) *Globalisation, Lifelong Learning and the Learning Society*. Routledge Falmer, London. Vol. 2. Pp.132.-134.



# Lifelong Learning

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## New Educational Order

„Five elements of a future strategy:

- rethinking the role of schooling in a learning society – University LLL (?)
- widening participation in adult learning – EC communications (?)
- developing the workplace as a site of learning – HRD (?)
- building active citizenship by investing in social capital - HEI (?)
- pursuing the search for meaning - HEI (?)

J. Field (2007) *Lifelong Learning and the New Educational Order*.  
Trentham Books, Stoke on Trent. p.148.



# University Lifelong Learning

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„The pedagogical relations of academics to their students have been transformed in the client-driven, user-pays university that utilizes new learning technologies. The new instrumentalism and vocationalism, together with the managerialist desire for control and emphasis on image management in market-driven systems of education, means intensified public scrutiny.

The performative university has responded by intensifying internal pressure for quality assurance and improved outcomes, largely measured through the capacity to attract and retain students, but also through input measures of research monies and output performance indicators of publications and commercial benefits. **This new focus on outcomes linked to funding and consumer satisfaction has placed effective teaching and learning at the center of managing the postmodern university and has increased surveillance over academics.**”

J. Blackmore (2001) *Universities in crisis? Knowledge economies, emancipatory pedagogies, and the critical intellectual. Educational Theory*, 51(3), pp. 353-371.



# University Lifelong Learning?

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„University departments of adult, continuing and community education have always stood on the edge of the academy – as marginal, potentially creative, but vulnerable places. Historically, perhaps what distinguished them most clearly has been their role as agents of civic mission of the academy.”

„In this sense, they have worked as instruments of the ‘democratic intellect’ and sought to sustain some connection between the idea of the university and the ideal of an ‘educated public’.”

„It is very much against the odds, therefore, that we have tried to re-invent elements of the civic mission of the university, understood as a public institutions, in some of our work.”

J. Crowther, I. Martin, M. Shaw: Re-inventing the Civic Tradition: In and Against the State of Higher Education. In: R.V. de Castro, A.V. Sancho, P. Guimaraes (eds.) (2006) *Adult Education. New Routes in a New Landscape*. University of Minho, Braga. Pp. 135-147.



# Faculty of Adult Education and HRD to develop and promote 3L

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## Major Steps to understand, develop and promote 3L:

- Joining national and European higher education programmes to develop 3L through adult continuing education networks and projects(e.g. TheNUCE, Erasmus IPAE, Leonardo da Vinci-VELDE project, Grundtvig EUROEDULT)
- Researching the citizenship element of 3L (e.g. Re-ETGACE project) and learning regions, organisations(LILARA-project)  
PASCAL Conf. on 3L in Pécs in 2007 ([www.obs-pascal.com](http://www.obs-pascal.com))
- Promoting European and national networking in adult education and lifelong learning so as to develop the quality of higher education and its local and regional roles (e.g. MELLearn, EULLearn)
- Participating major European associations of adult education and lifelong learning (EAEA, EUCEN) and attending key research and dissemination conferences on 3L
- Framing the 3L goals into the Strategic Institutional Development Plan of the University of Pécs; Developing BA and MA Curriculum in Adult Education (e.g. TEACH curriculum, find more at: [www.teach.pl](http://www.teach.pl))



Supporting the strategic development of 3L in Hungary.

# Overall improvement of the quality of life

Improvement of  
competitiveness

Strengthening social,  
economic and regional  
cohesion

Sustainable growth

## The strategy for lifelong learning in Hungary

Equal  
opportunities

Strengthening  
the links between  
the education  
and training  
system and the  
labour market

New  
governance

Enhancing the efficiency of  
the education and training  
system and increasing  
related public and private  
investment

Improving the  
quality of  
education and  
training

Enhanced support to  
the learning  
opportunities of the  
socially  
disadvantaged

Career guidance,  
counselling and  
monitoring

Promoting and ensuring  
sustainability of innovation

Encouraging the  
introduction of procedures  
facilitating the efficiency of  
education and training  
(partnership)

Developing of  
assessment,  
evaluation and quality  
management systems

Improving access to  
education and training  
opportunities at a  
regional level

Recognition of non-  
formal and informal  
learning

Strengthening social  
partnership and  
intersectoral coordination

Promoting individual and  
employer investment in  
education and training

New teaching and  
learning culture

Expansion of learning  
opportunities

Harmonisation of the  
development of labour  
market and education  
and training systems

Making use of  
opportunities opened by  
international (European)  
cooperation

Developing basic  
skills and key  
competences

Supporting vulnerable  
groups in the labour  
market

Improving the  
infrastructure of  
education

# Problem areas

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## QUESTIONS:

- HE helping policy (national educational reforms) to develop Adult Learning and Education;
- Improve the quality of AE provision;
- Increasing the possibility for adults to go 'one step up';
- Speeding up RPL/VPL;
- Monitoring the ALE sector;

