

# Integrating SDGs in our universities and our work

eucen 2018 Autumn Seminar in Barcelona

<http://eucen.eu>

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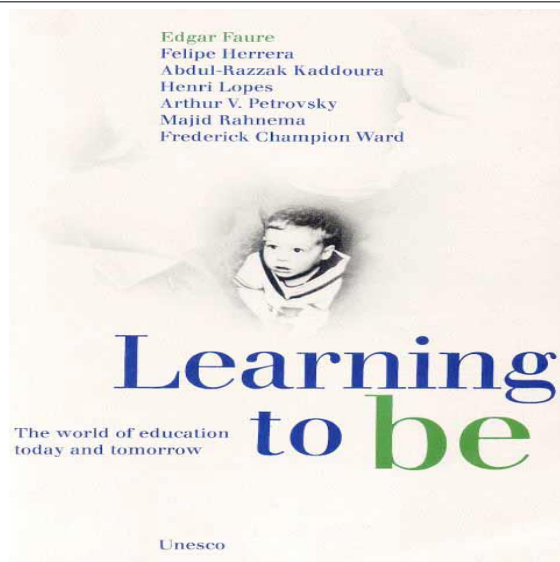
**MELLearnN – Hungarian Universities LLL Network**

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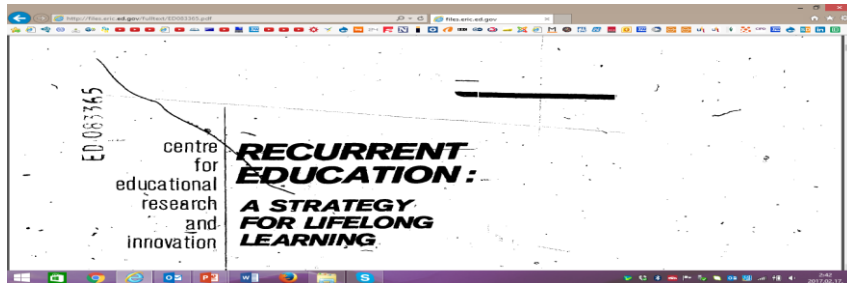
## Historical Context – The Faure Report - 1972



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## Historical Context – OECD Impact in 1972 and 1973

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Source: <http://files.eric.ed.gov/fulltext/ED083365.pdf>



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## The UNESCO Nairobi Recommendations from 1976 on Adult Education

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35. Member States should actively encourage ***co-operative research in all aspects of adult education and its objectives. Research programmes should have a practical basis. They should be carried out by*** universities, adult education bodies and research bodies, adopting an interdisciplinary approach. Measures should be taken with a view to disseminating the experience and the results of the research programmes to those concerned at the national and international levels.

Recommendation on the development of adult education  
adopted by the General Conference at its nineteenth session  
Nairobi, 26. November 1976.  
p. 8.



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## The Learning Context – The Delors Report - 1996

„Education is a collective asset that cannot be left only to market forces. Thus whatever the organisation or the degree of decentralisation or diversification of a system, the state must assume certain responsibilities to its citizens, including creating a national consensus on education, ensuring that the system forms a coherent whole and proposing a long term view for the future.”

### The Delors Report - UNESCO (1996).

Source: Learning: The Treasure Within. Paris: UNESCO. P. 160.

Terms used:  
Competition  
Co-operation  
Solidarity



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## University Lifelong Learning

„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.



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## Old – new roles of HEIs to promote adult learning

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- **Promoting participation in mobility and partnership-based projects** in Erasmus+, and other EU-funded programmes so as to develop quality adult learning and education;
- **Enhancing the usage and/or the development of VPL and RPL models;**
- **Researching and innovating adult learning and education with comparative approach** on major issues influencing ALE;



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## Recommendations in relation to Adult Learning and Education in universities regarding research needs which universities provide

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- **innovative models of learning cities and regions** around Europe and on other continents **can be used as a proper frame for action** in a more partnership-based initiative so as to combine local – regional services and provisions in adult learning and education to match learning needs;
- **Universities promote new places of learning**, like libraries, museums, companies and themselves or even some peculiar virtual communities **by cementing and widening a third mission, which requires a strong involvement of adult learning and education**, in the context of, for example, intergenerational learning and intercultural orientation, identity building, to help **balancing social and economic interests** with holistic approaches and ethical issues to influence concrete forms of the knowledge triangle.



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## Recommendations in relation to Adult Learning and Education in universities regarding research needs which universities provide

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- HEIs represent in this context ***the education and training of adult educators and other training providers*** in regional, national and European partnership.



## Major roles of adult education research

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„The major role of adult education research, as a scientific discipline, is to identify the significant barriers and drivers of adult learning.“

Bélanger, Paul (2011) *Theories in Adult Learning and Education*.  
Barbara Budrich Publishers, Opladen & Farmington Hills  
p. 7.



# Lifelong Learning

## New Educational Order

„Five elements of a future strategy:

- rethinking the role of schooling in a learning society
- widening participation in adult learning
- developing the workplace as a site of learning
- **building active citizenship by investing in social capital**
- pursuing the search for meaning

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



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## EUROPEAN AGENDA FOR ADULT LEARNING

**Priority areas for the period 2012-2014:**

- 1. Making lifelong learning and mobility a reality;*
- 2. Improving the quality and efficiency of education and training;*
- 3. Promoting equity, social cohesion and active citizenship through adult learning;*
- 4. Enhancing the creativity and innovation of adults and their learning environments;*
- 5. Improving the knowledge base on adult learning and monitoring the adult learning sector*

**Source:** Council Resolution on a renewed European agenda for adult learning. Council of the European Union. (20. 12. 2011.)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>



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## Adult learning policy goals in the EC today

EC commissioned **studies** which bring evidence and data to support more effective policies:

- Quality in the Adult Learning Sector – Panteia, NL



**Research voor Beleid**  
a member of Panteia

- HEAD – Opening HE to Adults, DIE – Uni. Humboldt, DE



HUMBOLDT-UNIVERSITÄT ZU BERLIN



- Financing the Adult Learning Sector



**DIE** - FIBS, DE



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## The Impact of UNESCO CONFITEA VI (2009)

„We are convinced and inspired by the critical role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that 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.

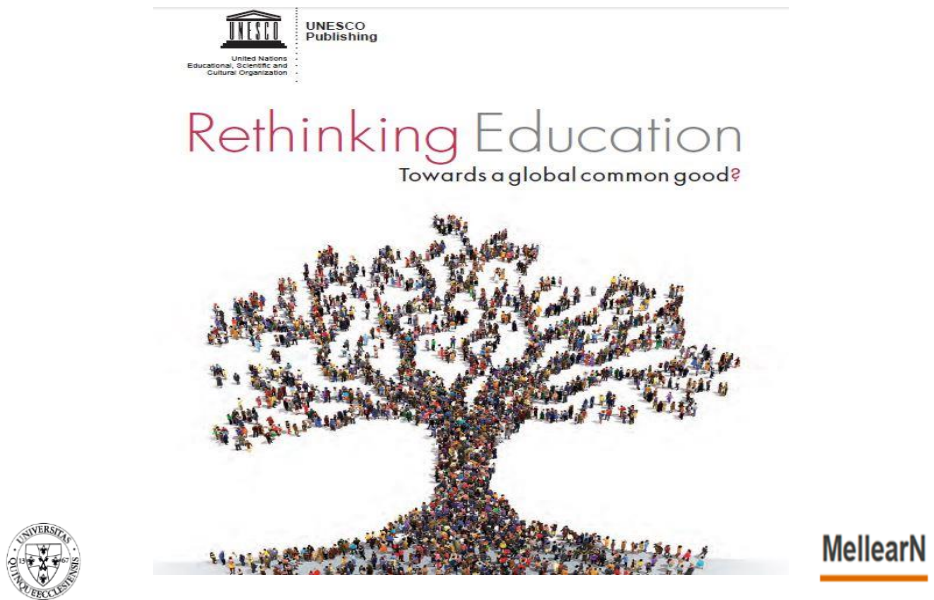
*Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.”*

**Source: UNESCO (2009)** Belém Framework for Action – CONFITEA VI, UNESCO UIL, P. 2.  
[http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/working\\_documents/Belém%20Framework\\_Final.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/working_documents/Belém%20Framework_Final.pdf)



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## UNESCO Post-2015 and the Incheon Protocols



### UNESCO 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



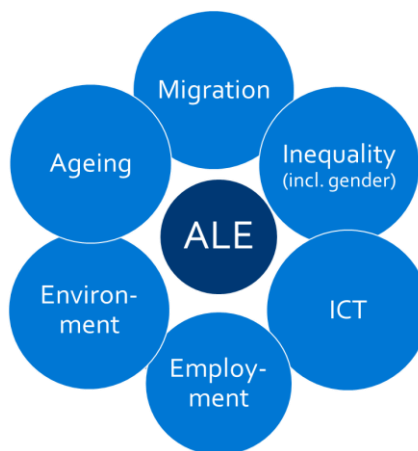


## The Impact of EAEA 2016 Manifesto for AL



## Some global issues – impact of UNESCO

**758 million adults** remain unable to read or write a simple sentence



## The 2030 Agenda: 17 Goals and 169 Targets



## 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.



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



HEALTH &  
WELL-BEING

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



LABOUR MARKET &  
EMPLOYMENT

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



SOCIAL, CIVIC &  
COMMUNITY LIFE

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



## 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**.



## Current themes for research of adult learning and education in Europe at ESREA

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- Access, learning career and identity;
- Active democratic citizenship and adult learning;
- **Adult educators, trainers and the development of profession;**
- Workplace and learning, workplace learning;
- History of European adult education and training;
- Gender and adult learning;
- Life-history and biography research;
- **Global and local: adult learning and development;**
- The Challenges of migration, minorities,, racism, and xenophobia;
- Education and training of older adults and the elderly;
- **Researches and surveys in adult learning and education policy.**

Source: <http://www.esrea.org/networks?l=en>



## eucen's Position on Agenda 2030 and SDGs

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**eucen** and its member universities share a common conviction that while lifelong learning has an important role to play in achieving all of the Sustainable Development Goals, it is at the heart of Sustainable Development Goal 4

Eucen Position Paper on Lifelong Learning and SDGs (2018)

Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs

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SDGs reflect the certainly important social responsibility to bridge quality education, training with each and all relevant Goals:

- 
- to realise better health and well-being
- to develop skills, attitudes and values for employment and entrepreneurship
- 
- to form stable and sustainable social, civic and community life
- 
- finally, **to build on direct SDG4 contexts to develop lifelong learning in HE services and public concerns**, while recognising other SDGs providing guidance and resources in the development of lifelong learning programmes and research they feed them

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs - A

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eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals:

- **integrated action by HEIs is crucially needed** in order to respond to SDG4 and other relevant SDGs through concrete step
- eucen puts **quality, professionalisation and skills development into focus**
- eucen highlights **the role of evidence-based knowledge and information for the exercise of active citizenship** in a multi-cultural world
- eucen has determined that **lifelong learning in and with higher education is both a human right and a public good which is key to promoting quality sustainable development in education**, and a condition for the realisation of a better world for society and better work environments.

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>

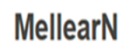


## eucen's Position on Agenda 2030 and SDGs - B

eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals:

- **University lifelong learning is an integrated part** of the lifelong learning domain and forms part of Sustainable Development Goal 4 (SDG4)
- **University lifelong learning, through eucen's activities, should include "Education for Sustainable Development" and "Global Citizenship Education"** as two key concepts of today's lifelong learning focuses.
- **eucen has determined that university lifelong learning ought to guarantee equality of access to provision as well as educators' academic and professional development.**
- **university lifelong learning for eucen is a tool and a method to connect people, both in local and global dimensions, to collect and share valuable knowledge and skills via lifelong learning opportunities for all.**
- **eucen calls for greater awareness of cultural diversity of migrants and refugees in relation to active citizenship, but also the historically shaped context of 'pluri-culturalism'** in most European countries and the role of ULLL in learning how to integrate cultural diversity

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs and the role of HEIs in the context cultural diversity

eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals - role of ULLL in learning how to integrate cultural diversity in the followings:

- **Students and HE academics have an opportunity to learn from each other about their diverse ways of being, while all HEIs' staff and units need to foster the internationalisation of academic and additional services;**
- **University lifelong learning is flexible and thus has major potential to be used as an innovation laboratory for HEIs in general;**
- **Academic and research objectives and interests often diverge from political goals and HEIs have the responsibility to raise awareness on social needs;**
- **Universities must help learning neighbourhoods to promote active citizenship to develop integration and collaborations**

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>





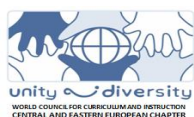
**Felsőoktatás, életen át tartó tanulás és az ENSZ  
fenntartható fejlesztési célok megvalósítása**  
**Higher Education, Lifelong Learning and the Achievements  
of UN Sustainable Development Goals**

**13. MELLearn Lifelong Learning Konferencia**

Budapesti Gazdasági Egyetem/Budapest Business School

2017. április 20-21.

[www.mellearn.hu](http://www.mellearn.hu)



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**A felsőoktatási lifelong learning társadalmi és gazdasági haszna:  
kutatás – fejlesztés – innováció**

**Social and Economic Benefits of University Lifelong Learning:  
Research – Development and Innovation**

**14. MELLearn Lifelong Learning Konferencia**

Debreceni Egyetem/University of Debrecen

2018. április 19-20.

[www.mellearn.hu](http://www.mellearn.hu)



Az Európai Unió  
Erasmus+ programjának  
társfinanszírozásával



UNIVERSITY OF PÉCS  
MULTIDISCIPLINARY CENTER OF EXCELLENCE  
For Science, Innovation and Healthy Workplaces



## UNESCO's orientation to Lifelong Learning and reasons for HEIs

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### **Planned Handbook for Lifelong Learning: Policy and Practice**

1. Lifelong Learning: An Integrated Approach to SD;
2. Creating policies with LLL perspective: Vision, context and feasibility;
3. Operationalising lifelong learning: Policy and Practice;
  - Institutional capacities for lifelong learning
  - Flexible learning pathways  
(Guidance and counselling, NQF, RVA)
  - ICT
4. Learning cities: implementation at Local level



## Main orientations

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### **Research orientations:**

- Understanding the political in lifelong learning;
- Democracy, inclusion and citizenship orientations in lifelong learning;
- Professionalisation in adult learning and education;
- Learning spaces and community development
- International and European trends around policy issues





## The 1919 Report and its message today

„The Adult Education Committee of the Ministry of Reconstruction has based its conclusions on the following propositions:

...

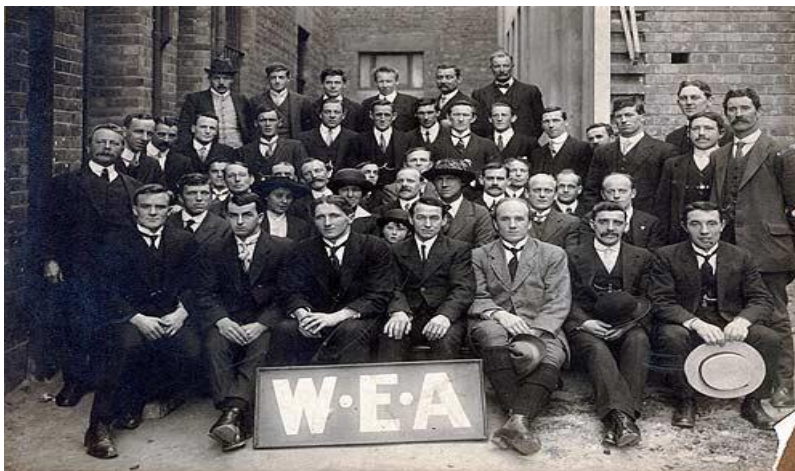
5. That the necessary conclusion is that Adult Education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that **Adult Education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.**”

In. Fieldhouse, Roger (1996) *A History of Modern British Adult Education. Historical and political context*. NIACE, Leicester. p. 5.



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Development of adult education institutions, organisations and movements have always been non-linear (Steele, 2007)



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# University Lifelong Learning?

„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’.”

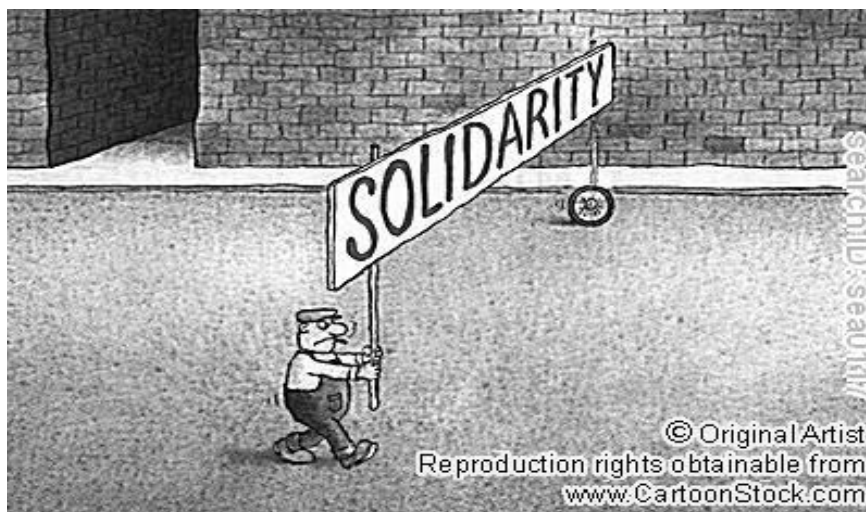
„It is very much against the odds, therefore, that we have tried to re-invent elements of the civic mission of the university, understood as a public institutions, in some of our work.”

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.



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## The paradox of solidarity learning



Source: <http://www.cartoonstock.com/directory/s/solidarity.asp>



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## Further sources of info on ALE

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- <http://uil.unesco.org/>
- <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>
- <https://sustainabledevelopment.un.org/topics/education>
- <http://www.eaea.org/en/policy-advocacy/eaea-policy-reports.html>
- [https://ec.europa.eu/education/policy/strategic-framework/et-monitor\\_en](https://ec.europa.eu/education/policy/strategic-framework/et-monitor_en)
- <https://ec.europa.eu/epale/>
- <http://www.cedefop.europa.eu/en/events-and-projects/projects/adult-learning>
- <http://www.oecd.org/skills/piaac/>

