

Title of the course:	International Trends of Research in Adult Learning and Education		
Course ID:	VE-KMT012		
Level of education:	Erasmus	Academic semester:	Spring
Professor's name:	Dr. habil Balázs NÉMETH PhD	Academic title:	
Hours per semester:	26	Credits:	4
Exam:	Colloquial Term exam	Pre-requisites:	-

Aims of the course

Students attending this course will be able to collect a decent set of knowledge upon trends and issues in international research and development of adult education and lifelong learning. Based on necessary ground, students will develop their skills to relate to those particular trends and issues to have influenced research and development work by reflection, analysis and reasoning with critical thoughts and positions

Course

This course will focus on the following topics:

- Adult education and lifelong learning – a public good? Post-war dilemmas of development work for the international community – democratization and/or mass education for adults. UNESCO's impact on the internationalisation of adult education – The CONFINTEA platform;
- The labour context of adult education – ILO's roles and approaches to influence development and research;
- CONFINTEA II (1960), the matter of Literacy as a new wave of international development and advocacy work – From 1965 Teheran Conference to the UN 2020 Global Alliance for Literacy; UNESCO researches on lifelong education, post-work education and recurrent education;
- The 1970's – an era of crisis to challenge adult education research work with a rise of comparative studies; the impact of the Faure-Report and the reports of the Club of Rome; CONFINTEA III (1972);
- The influence of the OECD after 1973 to signal researches to highlight cost-benefit focuses of education and training;
- The changing nature of the European Economic Community towards education and training at the early 1970s, the rise of policy formation through the council of Ministers of Education; the influence of the Nordic countries and the countries of the British Isles; Vocational education and training on the way of emancipation through new policies, development and research actions.
- UNESCO Recommendation on the Development of Adult Education in Nairobi (1976) to strengthen research and development; the role of the ICAE; Beyond literacy matter of special groups of adult education as underrepresented social groups with vulnerable positions – an influential issue;
- The right to education and the impact of CONFINTEA IV (1985) in changing times of the falling bipolar world; Impact of UN development work, growing issues of social, economic and environmental inequalities;
- The roles of World Conference on Education for All (Jomtien – 1990) and the changing natures and focuses of international organisations in adult learning and education: the performance focus of the OECD with its international surveys, UNESCO CONFINTEA V (1997) and its influence on research and development; Matters of European integration and partnerships with third countries.
- The making of the European Union in between 1986 and 1993 and its influence on the foundation of EAEA and ESREA; The beginnings of European programmes and policy orientations to adult education and lifelong learning; the impact of the 1995 White Paper on Education and the European Year of Lifelong Learning (1996); The role of Socrates I programme and its adult education focus;
- New research focuses in adult education and lifelong learning: matters of quality, research and innovation; access and partnership; issues of assessment and evaluation of adult learning; challenges of professional development and professionalisation; key competences and skills development in learning; questions of recognition, validation and accreditation of prior learning; monitoring of the learning progression and advancement; financing, policy, and provision of adult education and lifelong learning; challenges of inclusion and equity; conditions of employment and decent work – workplace and work-based learning and its connections to VET; understanding active citizenship and critical thinking; Ageing, migration and demographic challenges; international development and aid work; matters community development through learning, learning cities and regions; Comparative studies; Gender issues in adult learning and education; Future research;

- The Millenium Challenges: The Dakar Framework for Action and World Education Forum I. (2000); The Lisbon Goals/Education and training 2010 programme of the European Union and Socrates II Educational Programme with its Grundtvig-prog.(2000-); VET focuses and the roles of CEDEFOP and ETF. 'Beyond rethorics' – OECD focuses on adult learning (2006); The role and influence of the OECD: the PIAAC surveys and strategic policy formation through skills development, skills strategies, skills panorama, etc.;
- The impact of EAEA Trends and Issues (2006); The adult learning orientations of the EU: Grundtvig Programme for 2007-13 period; two communications of the European Commission on Adult Learning (2006 and 2007); The impact of the European enlargement upon a common European policy frame and development focus in adult education and lifelong learning;
- The influence of research and development focuses of university lifelong learning. The work of eucen and EUA. The collaborative role of the European Lifelong Learning Platform. The impact of ASEM LLL HUB on research and comparative studies in lifelong learning;
- CONFINTEA VI (2009) and GRALE I – Research focuses to balance the economic with more social; the impact of technological advancements and their affecting digital learning both in formal and in non-formal structures; ICAE reflections on adult education and lifelong learning policies;
- GRALE II (2013) on Adult Literacy and the World Education Forum II. (2015); the UNESCO Recommendation on Adult Learning and Education (2015)
- GRALE III (2016) to discuss three dimensions of adult learning: health and well-being; Labour market and employment; social, civic and community life in the context of SDGs;
- The position of ILO on lifelong learning -the Future of Work (2019) and UNESCO GRALE IV (2019) to reflect to participation, equity and inclusion;
- UNESCO – Future of Education discourse: Embracing the Culture of Lifelong Learning (2020) with attention to development and research/innovation;
- Topics for Comparative studies and research
- Current matters of research in adult learning and education: challenges to concepts and methodologies used in Europe. The impact of ESREA networks and research consortia. The example of COMPALL and INTALL projects upon professional development and research.
- Conclusions.

Practical work

This course will discuss the trends and issues of international research and development in adult education and lifelong learning. Accordingly, this will *imply critical insight to the progression of trends in adult education policies, initiatives and aims* having been represented by international bodies as UNESCO, OECD, ILO and the European Community (EEC and EU). Also, *document analysis* will also help the elaboration so as to underline the argument with relevant facts and figures

Requirements and assessment

- Completion of exam: analytical paper.* This course will be finished with a colloquial exam according to which participating students have to write an paper analysing a topic related to any themes of this handout. Paper's size and format, min. 6. pages long, letter form: Arial/Times New Roman, Calibri 12, max. 1.5 line-space, with exact references and citation) Students are to submit their papers 3 days before their exam they sign up for. Students may relate their papers to one of the themes of the course!

Grades: Grades will be formulated according to regulations and guidelines of Milton Friedman University.

Readings:

1. Slowey, Maria – Hinzen, Heribert – Omolewa, Michael – Osborne, Michael (eds.) 2023, *Adult Education and Social Justice: International Perspectives*. 324 p. Firenze: FUPress, 2023. 979-12-215-0252-7
2. Sava, Simona – Novotny, Petr (eds.) 2016, *Researches in Adult Learning and Education: The European Dimension*. 211 p. Firenze: Firenze University Press, Pp. 22-41. ISBN:978-88-6453-424-4
3. Slowey Maria (ed.) 2017, *Comparative Adult Education and Learning. Authors and Texts*. 184 p. Firenze: Firenze University Press, Pp. 117-159. ISBN:978-88-6453-422-0
4. Rubenson, Kjell – Elfert, Maren: Examining the „Week Field” of Adult Education. In. Fejes, Andreas – Nylander (eds.) 2019, *Mapping out the Research Field of Adult Education and Learning*. Lifelong Learning Book Series 24./Vol 24. Pp. 15-33. Cham: Springer ISBN 978-3-030-10945-5
5. Oliver, Esther 2010, *Research and Development in Adult Education Study Guides in Adult Education*. Opladen& Farmington Hills: Budrich Publishers ISBN 978-3-86649-304-9

6. Gaertenschlaeger, Uwe – Hirsch, Ester (eds.) 2015, *Adult Education in an Interconnected World. International Perspectives in Adult Education* 71. Bonn: DVV International ISBN 978-3-942755-23-8
7. Rubenson, Kjell: Adult Education Research. In: A.C. Tuijnman (ed.) 1996, *International Encyclopaedia of Adult Education and Training*. Pp.164-172 Oxford:Pergamon ISBN 0-08-042305-1
8. Olesen, Henning Saling: Lifelong Learning – a Challenge for Adult Education Research. In: de Castro, Rui Vieira – Sancho, Amélia Vitória á Guimaraes, Paula (eds.) 2006, *Adult Education. New Routes in a New Landscape*. Pp. 57-75. Braga: University of Minho ISBN 972-9050-26-0
9. Németh, Balázs: *CONFINTEA VI follow-up and the role of university lifelong learning: Some issues for European higher education*. In. *International Review of Education, Special Issue: Volume 57, Issue 1. Number 1-2, 2011*. Pp. 107-125
10. Németh, Balázs: Lifelong Learning for All Adults? A New Concept for UNESCO - Limits and Opportunities for a Changing Inter-Governmental Organisation In: Marcella Milana, Tom Nesbit (eds.) 2015, *Global Perspectives on Adult Education and Learning Policy*. 288 p. London: Palgrave Macmillan, Pp. 165-178. ISBN:9781137388247
11. Németh, Balázs: Changes in the Roles and Functions of Adult Learning and Education Policies in Europe in the Last Twenty-five Years In: Sava, Simona – Novotny, Petr (eds.) 2016, *Researches in Adult Learning and Education: The European Dimension*. 211 p. Firenze: Firenze University Press, Pp. 22-41. ISBN:978-88-6453-424-4
12. Németh, Balázs: Developing active citizenship through adult learning and education. Experiences from an INTALL Winter School Comparative Working Group, in Regina Egetenmeyer, Vanna Boffo, Stefanie Kröner (eds) 2020, *International and Comparative Studies in Adult and Continuing Education*. Firenze: Firenze University Press Pp. 67-78 ISBN 978-88-5518-155-6,
13. Németh, Balázs (ed.) *Learning Cities – an Influential Topic for Adult Education and Learning, Drawing Attention to Inclusion, Collaboration and Innovation*. Andragoska Spoznanja/Studies in Adult Education and Learning Letnik 26. 1/2020 – ISSN 1318-5160

Recommended:

Reischmann, Jost (ed.) 2021, *Essential Readings in International and Comparative Adult Education* Augsburg: ZIEL Verlag. Source: www.ziel-verlag.de

websites:

<http://uil.unesco.org>
<http://unesco.org>
<http://oecd.org>
<http://ilo.org>
<http://eaea.org>
<http://esrea.org>
<http://llplatform.eu/>
[ISCAE - International Society for Comparative Adult Education](http://iscae.org)
<https://www.dvv-international.de/en/>
<http://iscae.org>
<http://eua.eu>
<http://icae.global>
<https://www.cedefop.europa.eu/>
<https://www.etf.europa.eu/en>
<https://asemlllhub.org/>
<http://pascalobservatory.org/>
<http://cradall.org>

Journals:

RELA - <http://www.rela.ep.liu.se/>
International Review of Education - <https://uil.unesco.org/journal-international-review-of-education>
Adult Education and Development - <https://www.dvv-international.de/en/adult-education-and-development/>
International Perspectives of Adult Education - <https://www.dvv-international.de/en/materials/publications/international-perspectives-in-adult-education-ipe>
Andragogical Studies - <http://www.as.edu.rs/?l=en>
Studies on Adult Learning and Education - <https://revije.ff.uni-lj.si/AndragoskaSpoznanja>