

# *NEAAL 2030 and the Roles of Quality Tools in Developing Adult Learning in Europe*

## *Position of Adult Education in the Scope of Current EU Politics and CONFINTEA VII*



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# The 1919 Report and its message today

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

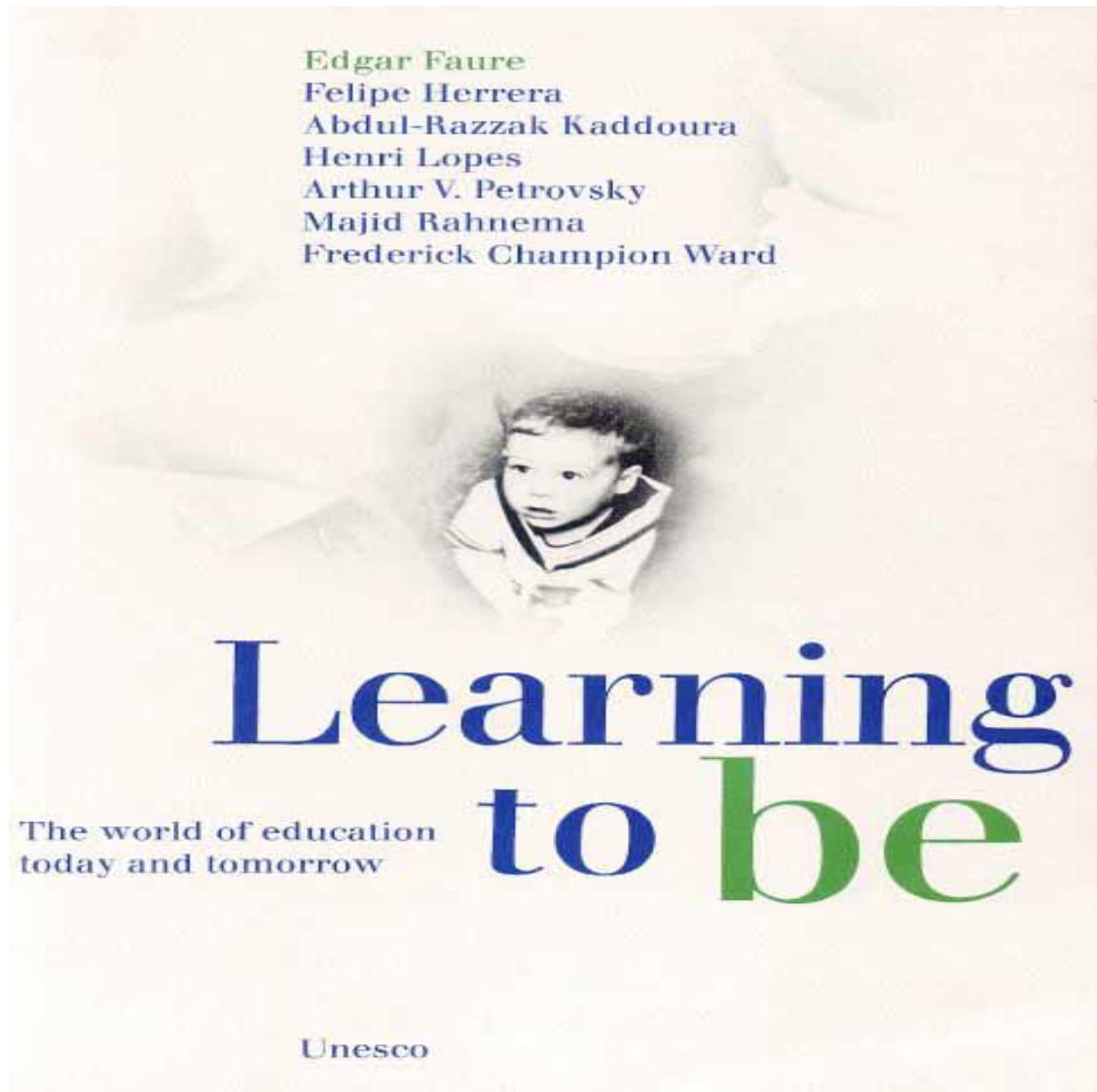
...

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.

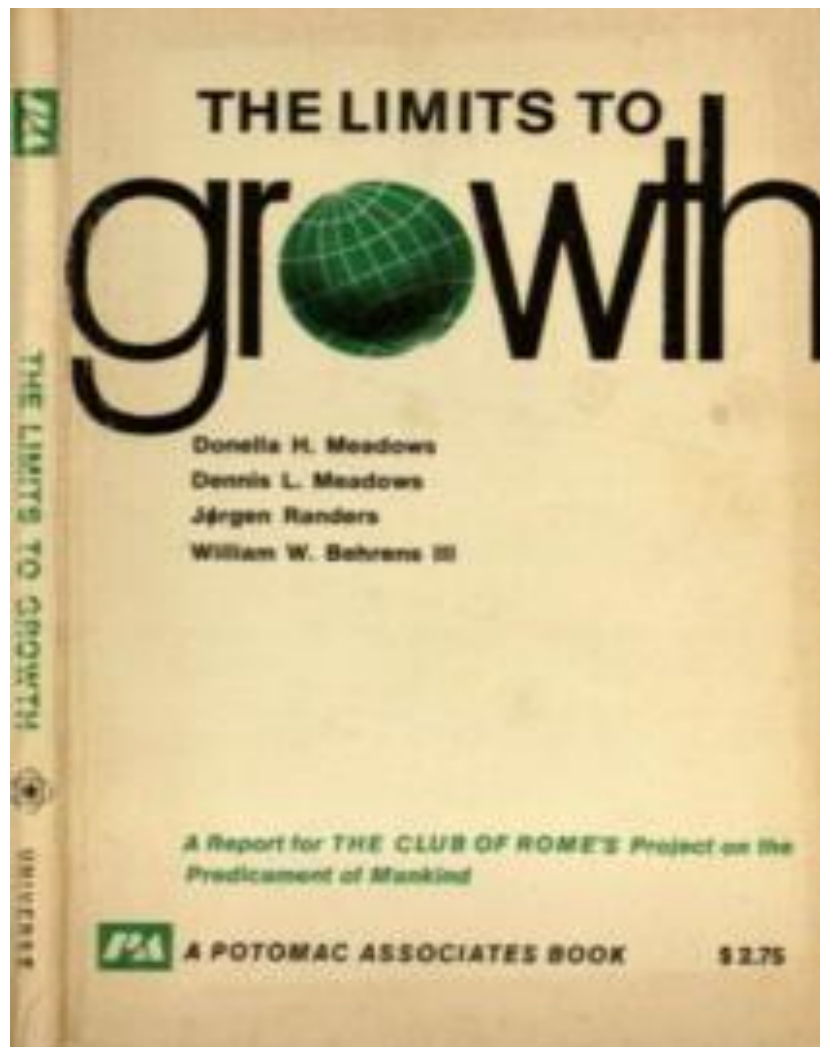
Source: Ministry of Reconstruction's Final Report on Adult Education | WEA





UNESCO – Learning  
to be (Faure, 1972)

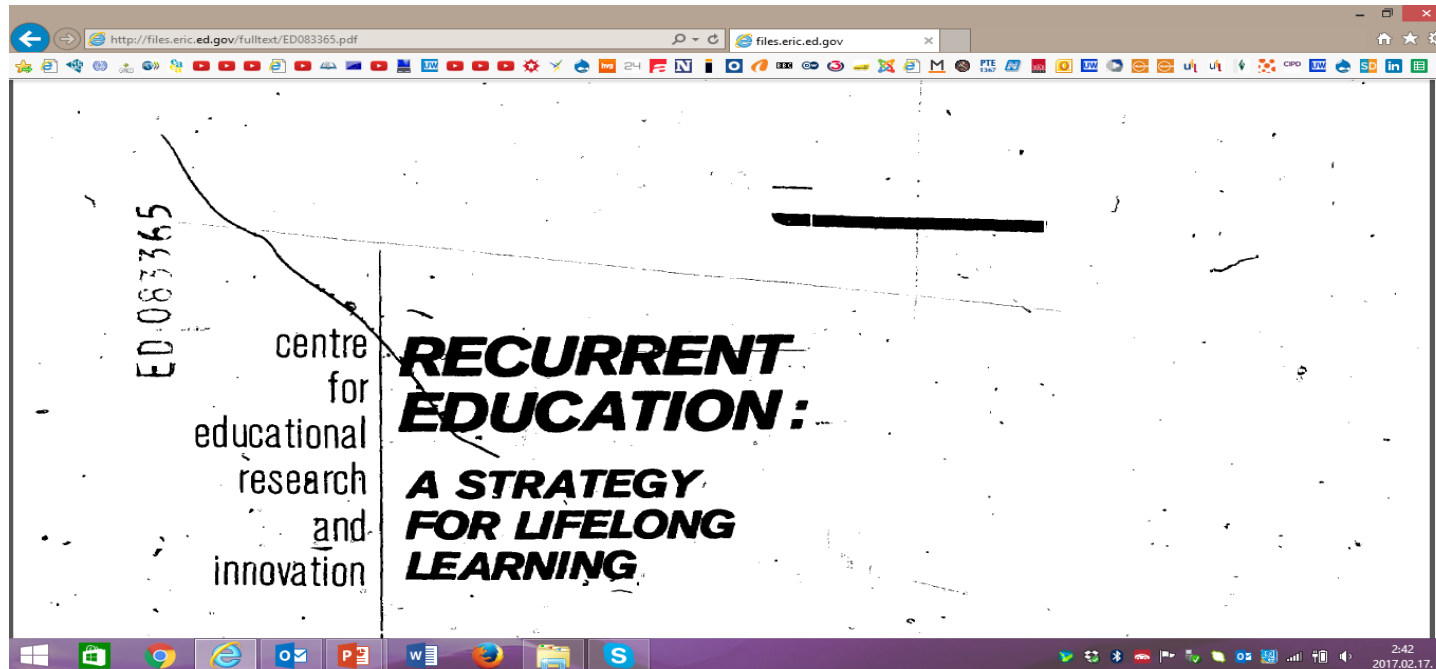




## Limits to Growth (Club of Rome, 1972)

Source: <https://www.clubofrome.org/report/the-limits-to-growth/>



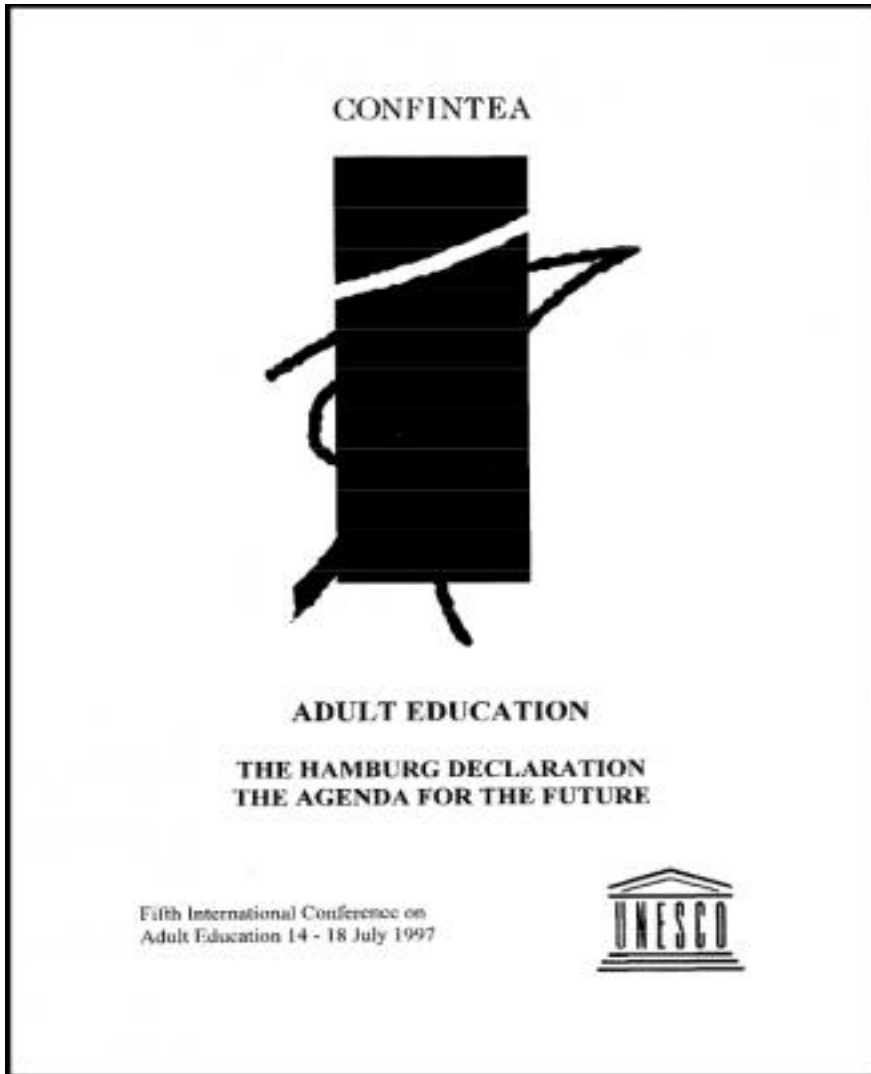


## OECD – Recurrent Education ( CERI, 1973)









# UNESCO – CONFINTEA V. - Hamburg (UIL, 1997)



# UNESCO Recommendation on Adult Learning and Education (2015)

## Main points:

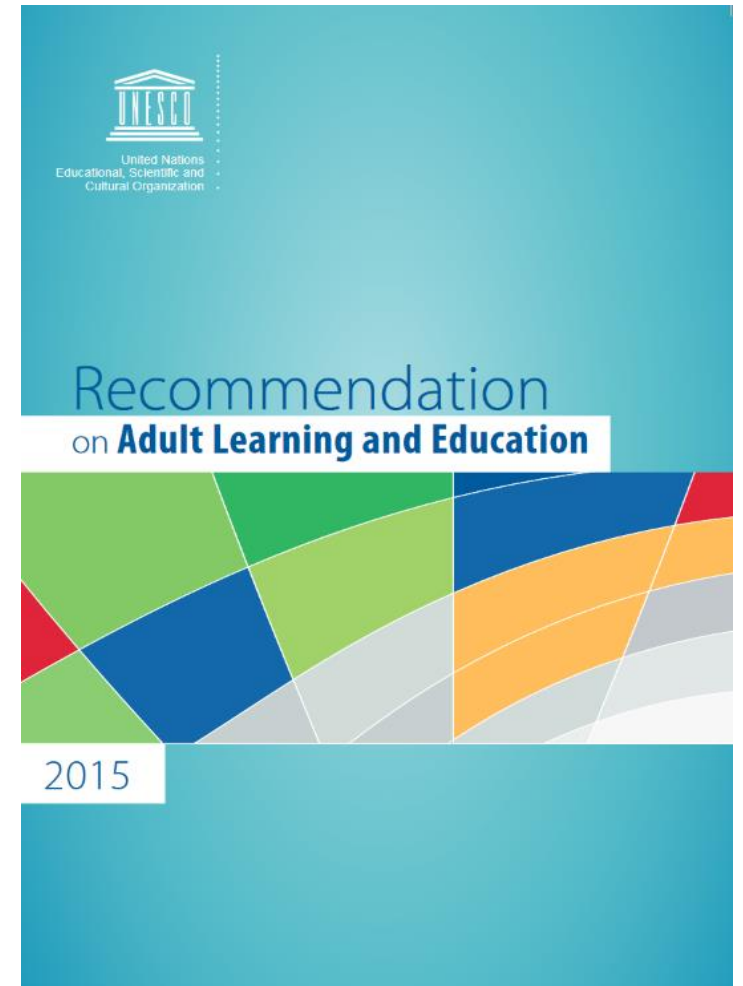
### I. DEFINITION AND SCOPE

### II. Aims and Objectives

### III. Areas of action

- **Policy**
- **Governance**
- **Financing**
- **Participation, inclusion and equity**
- **Quality**

### IV. International cooperation



Source: [UNESCO Recommendation on Adult Learning and Education, 2015 | UIL](#)





# UN SDGs Dimensions

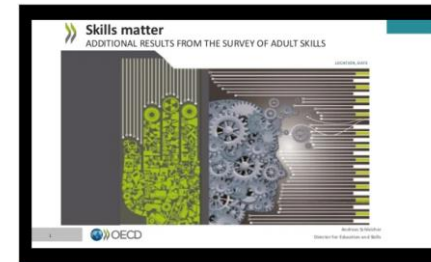


Education  
2030

Leading SDG 4 -  
Education 2030



Futures of  
Education



Future of work initiative



Report of the Global Commission  
on the Future of Work



# The impact of UNESCO Literacy campaign



# The Impact of UNESCO

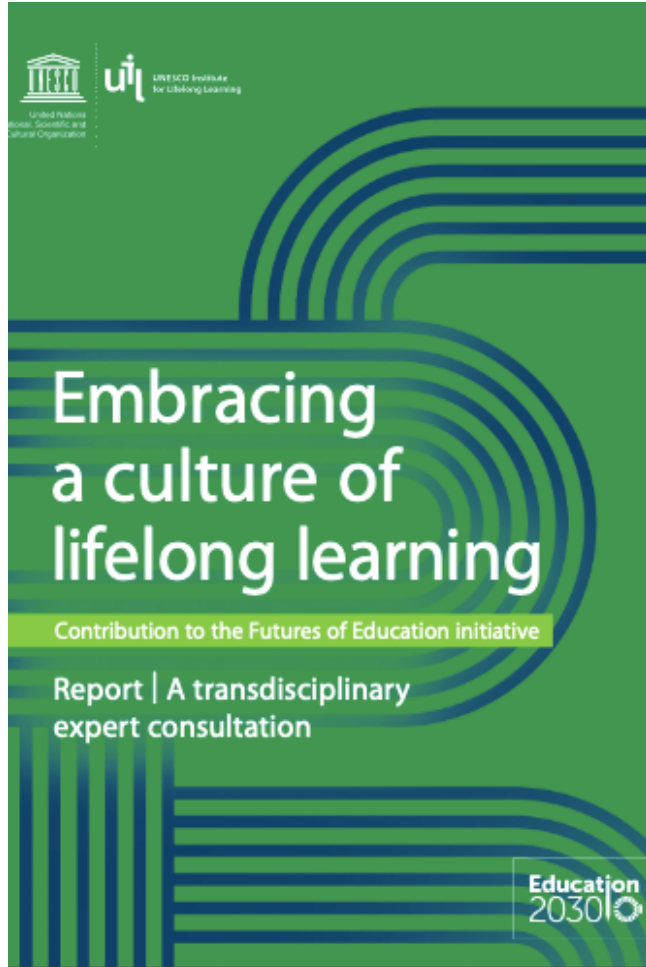
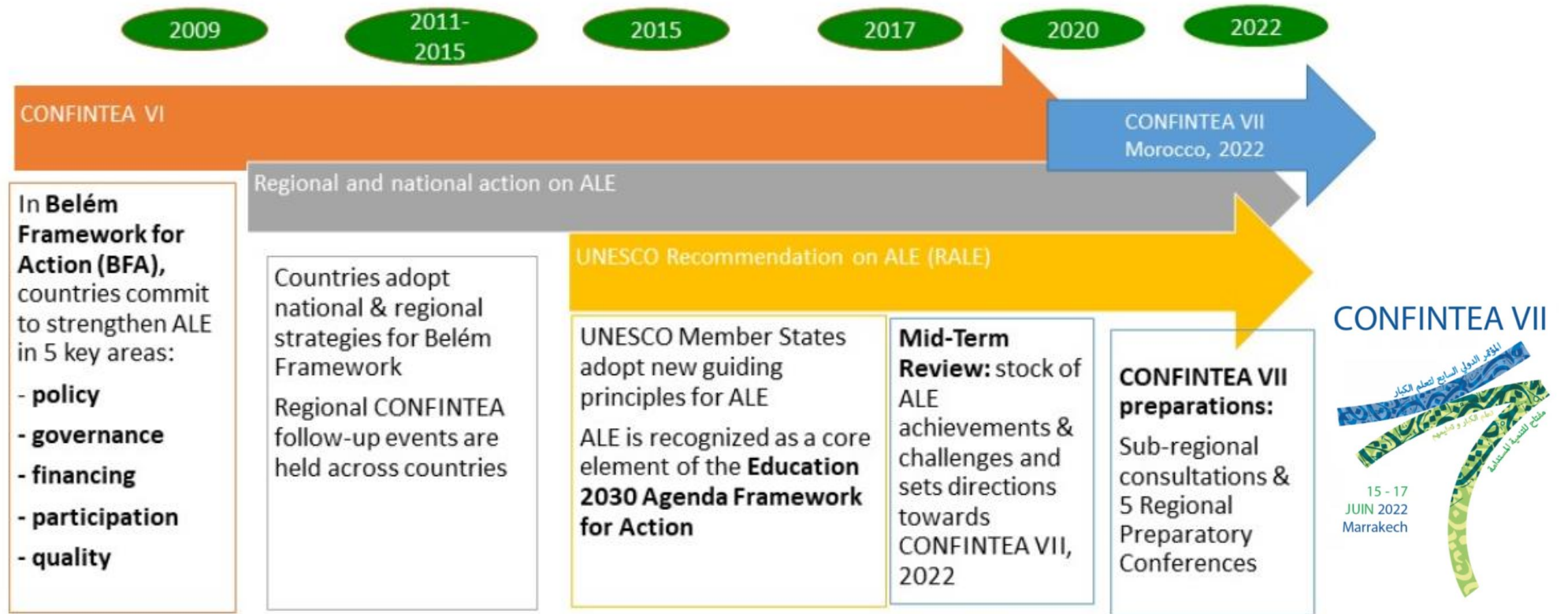


Figure 2: Key messages for fostering a culture of lifelong learning



# The CONFINTEA VII Process



Global Reports on Adult Learning and Education monitor progress in BFA and RALE and recommend ways forward





## Adult learning and education for sustainable development – a transformative agenda

### CONFINTEA VII



<https://mailchi.mp/unesco/marrakech-framework-consultation?e=83e4e16040>



#### CONFINTEA VII preliminary draft Marrakech Framework for Action

##### Preamble

1. We, the XXX Member States of UNESCO, and representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies, and the private sector, gather in **Marrakech, Morocco**, and online, **from 15 to 17 June 2022**, as participants in the Seventh International Conference on Adult Education (CONFINTEA VII). The conference takes place during a pandemic that has profoundly impacted education systems worldwide, including adult learning and education (ALE).
2. We gather to take stock of important challenges and progress made in ALE since CONFINTEA VI in 2009, and to establish a roadmap for the advancement of ALE over the next 12 years – towards 2030 and beyond.
3. We recall the **achievements of CONFINTEA VI**, including recognition in the 2009 Belém Framework for Action (BFA) of ALE as an essential element of the right to education, and its identification of five areas of action for ALE, which remain relevant today: policy; governance; financing; participation, inclusion, and equity; and quality. We also emphasize the value of UNESCO's Global Report on Adult Learning and Education (GRALE) which, mandated by the BFA in 2009, has regularly monitored developments in ALE across five editions.
4. Supported by data from GRALE, we reflect on **major global efforts in promoting lifelong learning since 2009** and their impact on ALE. These include the commitment of the international community to the 2030 Agenda for Sustainable Development, greater recognition by the international community of the need to promote lifelong learning, as exemplified by Sustainable Development Goal (SDG) 4 and the International Commission on the Futures of Education, improved global ALE monitoring through the five GRALEs, the Global Education Monitoring (GEM) Report and other efforts, and steps taken towards the integration of ALE in the global education agenda and education architecture. In these respects, much has been done but more work is needed.
5. We underline the long-term structural impact of the **COVID-19 pandemic** with its positive and negative consequences for ALE. By effecting structural changes and transformation across societies and economies, the pandemic has drawn additional attention to the need for governments and communities to develop and implement strategies for the acquisition of knowledge, skills and competencies and learning policies that support youth and adults to develop new competencies in the face of such change. Furthermore, in triggering complete and partial closures of education institutions, it has led to a blurring of the boundaries between formal, non-formal and informal learning. Reciprocal learning between



# CONFINTEA VII - Marrakesh Framework for Action (MFA)

## Priorities and principles:

- ALE within a lifelong learning perspective;
- Role of ALE in creating humanistic responses;
- Recognizing literacy\*;
- Future of work;
- Digital learning environments
- Climate action
- Culture of lifelong learning



CONFINTEA VII



# CONFINTEA VII - Marrakesh Framework for Action (MFA)

## Action recommendations for transformative ALE:

- Establishing frameworks and governance arrangements
- Redesigning systems for ALE
- Ensuring quality of learning
- Increasing funding
- Promoting inclusion
- Expanding learning domains



# Comparative Aspects



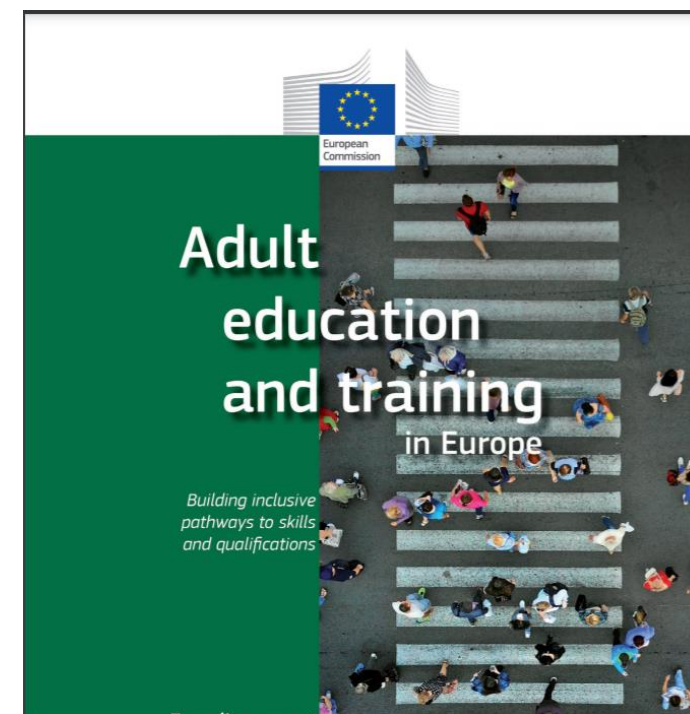
- The matter of participation and inclusion (Drivers, motivation, barriers, choices, issue of non-participation, etc.); - Community versus individual (e.g. the impact of Korean and Finnish models)
- Performance in Learning and Skills Development in Adulthood;
- Adult Learning collaborations (voluntary activities, networking, platforms, learning neighbourhood actions);
- Big-data process and its impact (PASCAL Observatory, CEDEFOP, OECD, UNESCO, etc.);
- Policy orientations (Policy – Financing – Governance dependencies)
- ,Glocal' influences (e.g. ESREA Research – In between Global and Local - Adult Learning Communities)



# EU AL Agenda/UNESCO CONFINTEA VII Dual Conf: Adult Learning and Education - The Resilient Response to Future Challenges, 8-9. September, 2021.

Webpage: [conference-ale.eu](http://conference-ale.eu)

[Adult education and training in Europe: Building inclusive pathways to skills and qualifications | Eurydice \(europa.eu\)](https://eurydice.europa.eu/en/adult-education-and-training-in-europe-building-inclusive-pathways-to-skills-and-qualifications)



# Declaration on ALE by the Conference of Slovenian EU Presidency for 8 September 2021

Focus: <https://conference-ale.eu/declaration/>



AGENDA  
AND  
MATERIALS

PRACTICAL  
INFORMATION

SPEAKERS

AMBASSADORS

DECLARATION

ABOUT  
HOSTS

MULTIMEDIA

EN

## Declaration

**Draft Declaration on Adult Learning and Education by  
2030 in European Union**





# Declaration on ALE by the Conference of Slovenian EU Presidency for 8 September 2021

Focus: <https://conference-ale.eu/declaration/>



## 1. Awareness raising, guidance and outreach activities (ARGO)

We are committed to:

- Keeping adults curious and motivated during their whole lives.
- Raising learners' voices and their life-stories.
- Showing cases of learning opportunities.
- Highlighting the value of adult learning.
- Organizing learning festivals.
- Celebrating learning achievements.
- Providing guidance and information as basis for informed decision making for life and career development.
- Reaching out to individual potential learners.



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## 2. Inclusion and democracy

### We are committed to:

- Addressing adults equally and reinforcing their mind-sets, regardless of gender, age, religion and other personal and social circumstances or orientation.
- Engaging adults in ALE, with measures focused on low-qualified adults, the elderly and other vulnerable groups.
- Encouraging multigenerational cooperation.
- Developing and implementing different programmes and activities to support inclusion and active participation in democratic society

### We advocate:

- Considering policy actions in ALE as the pathway for inclusion by catering for the needs of a variety of disadvantaged social groups (such as the long-term unemployed, the low-qualified, the elderly 65+, the disabled, the homeless, immigrants, lone parents, especially women in these groups, etc.) thereby decreasing social exclusion.



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## 3. Knowledge and skills for life and work

**We are committed to:**

- Learning about new competences and skills for better use of evolving technologies.
- Understanding societal dynamics, changing workplaces and labour markets.
- Considering the specifics of all ALE forms (formal, non-formal, informal learning), including upskilling, reskilling and validation of prior learning.
- Cooperating with employers and employees.
- Perceiving soft skills and life skills as equally important as working or professional skills.
- Helping adults to recognize their own skills, self-value and self-confidence.
- Helping individuals and groups to be able to create lasting and recurrent change in organizations, communities, and societies.
- Empowering adults to follow healthy and active lifestyles and well-being.
- Enhancing non-formal adult learning, including community learning to reach out to people.

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## 4. Green and digital transition

### We are committed to:

- Supporting providers and learners with adequate frameworks, guidelines and programmes to achieve relevant digital and green skills.
- Educating and training adults to use ICT and digital tools.
- Educating and training adults to acquire skills for green/sustainable development.
- Boosting innovative learning pathways, pedagogical/andragogical approaches, learning materials, didactics, etc.
- Fostering appropriate choice of forms (formal, non-formal, informal) and formats (on-site, online, blended, hybrid, etc. learning).

### We advocate:

- Calling for a better link between environment and education, training and skills policies.
- Responding to green and digital transition, in line with mega trends, as drivers of innovations (upgrading methodology and content of ALE, use of contemporary equipment, technology with devices as well as learning platforms ...).



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## 5. Governance and partnerships

### We are committed to:

- Planning the relevant skills and ALE provision, which should involve companies and trade unions
- Encouraging cooperative endeavours at local, regional, national and EU levels.
- Implementing the New European Agenda for Adult Learning in line with national strategies and priorities.
- Cooperating with civil society, providers, employers, trade unions, professional networks and other relevant partners.
- Building partnerships for guidance, validation and outreach activities.

### We advocate:

- Enhancing ALE to become a key part in the overall LLL and shared responsibility of all policies, social partners and stakeholders according to their roles and different activities.
- Strengthening holistic, cross-sectoral (whole-of-government) coordination and cooperation (education linked with labour, social affairs, culture, health etc.).





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invited and motivated to participate).

## 6. Quality and professional development in ALE



We are committed to:

- Providing permanent and quality professional training of adult educators (teachers, trainers, mentors, tutors, counsellors, leaders and managers in ALE, etc.), including the use of ICT and digital tools.
- Teaching and learning processes leading to optimal responses for individuals and society.
- Finding and developing new learning environments (e.g. learning communities).
- Increasing diversity in ALE provision and its responsiveness to topical socio-economic trends.
- Engaging learners as mentors to include learners' voices.
- Developing and implementing innovative pedagogical/andragogical and didactic approaches and methodologies with professional standards and frameworks (for example, defining and validating key competences).
- Strengthening professional support for adult learners through quality guidance, validation and outreach activities.
- Developing and implementing lifelong guidance and career development for individuals to improve quality of ALE provision.
- Establishing regulatory frameworks, setting quality standards, certifying adherence to these standards and making information on provider performance against explicit indicators available to service users.



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## 7. Funding and sustainability systems

### We are committed to:

- Enhancing research, developing new methodologies for data collection in ALE.
- Supporting evidence-based policy.
- Supporting all sectors and partners as equally involved and responsible for identifying needs and developing ALE as part of lifelong learning.

### We advocate:

- Complementing public funding with private investments through various cost sharing mechanisms (e.g. public-private partnerships), in order to enhance shared responsibility for ALE among all involved parties.
- A need for increased and long-term public investment in ALE, especially for the disadvantaged groups.
- Combining various policy measures in ALE to meet a broad range of policy goals.
- Designing sustainable funding mechanisms/(co)financing schemes (e.g., financial incentives, tax exemptions, unified management

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## 8. International cooperation and mobility

### We are committed to:

- Creating valuable opportunities for sharing best practices.
- Adapting best practices from other countries and tailoring them to own national context.
- Cooperating internationally to boost mobility of learners and ALE educators at all levels.

### We advocate:

- Networking and co-creating new developments that can greatly benefit ALE in EU and reinforce its European dimension.





# The New European Agenda for Adult Learning 2030 – Goals

## NEAAL 2030 adult learning priorities and roadmap:

Priority area 1 - Quality, equity, inclusion and success in education and training

Priority area 2 - Lifelong learning and mobility

Priority area 3 - Teachers and Trainers

Priority area 5: Green and Digital transition





## New European Agenda for Adult Learning 2030 - Goals and Directions:

- Individual learning accounts
- Micro-credentials
- Up-skilling – Skills for Life

### Strategy for universities:

continuous learning  
outreach and community engagement  
RVA  
Guidance  
Europass  
Digital Credentials





## General Correlations for AL

- Digital learning
- Institution/Organisational Developments
- Professional Development/ CPD
- Identification and Innovation of Quality tools and methods





# Core Approaches in between employability and active citizenship

## Key Issues:

- Learning – Adult and Lifelong Learning – intergenerational approaches
- City-Region format to address challenges of inclusion
- Actors/players/stakeholders with practice-based engagements
- Networking – collaborations, Events/Festivals
- Goals and Demands – in between Community and Individuals
- Global initiatives/local realities
- Promoting **equity and fairness** in the context of access and opportunities in learning
- Core frame: Community Learning – Learning communities

**to collect and share**

# Quality instrument – What do we mean?

- Professional development of adult educators
- Innovations in evaluating and assessing learning performance
- Identifying new environments and forms of learning
- Implication of relevant pedagogical and andragogical methods+Devel. of Key Competence Assessment Models (CAS)
- Systemic devel. and application of RVA
- Guidance and counselling services for adult learners
- LLG and career development services for adults with ALE focus
- Quality standards to be applied in AE and cVET
- Effective monitoring of ALE
- Raising participation by means and methods of digital learning for adults
- More RDI in ALE and Stakeholder collaborations

