



BEYOND PROFESSIONALISATION. HIGHER EDUCATION INSTITUTIONS' AND  
ADULT EDUCATORS' COOPERATION TO FOSTER LEARNING COMMUNITIES

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# ADULT EDUCATORS AND THEIR PROFESSIONALISATION - UNIVERSITY CONTINUING EDUCATION

To contribute to the discussion on professional development of adult educators within the framework of ULL.

- investigate the of cooperation between adult educators and HEIs in European context (chances and limitations)
- raise the question: to what extent the valuable experience of the praxis of adult educators to the field of research in ULLL?
- highlight the choices and limitations of the cooperation of HEIs and adult educators in community development
- consider innovation needed to extend and unfold the cooperation

Focus:

- ❖ professional identity and role of the adult educator to empower adult learners and foster their local/ learning communities for lifelong learning and sustainability.

## **Professionalisation - Approached from several aspects:**

- Professionalisation and training within the framework of ULL
- Praxis of the adult educators (NGOs, Community)
- Learning biography of the adult educators
- Emancipatory aspects of adult learning (professionalisation for empowerment? Active citizenship, social inclusion, social change..)

# ADULT EDUCATORS AND THEIR PROFESSIONALISATION - UNIVERSITY CONTINUING EDUCATION

Research questions:

- - How and to what extent can learning communities contribute to realising the UN SDGs (esp. SDG 4.7.)
- - Role of the adult educators in the process?
- Cooperation: HEIs and adult educators - to foster local learning communities?

## I. Policy analysis

**II. Comparative analysis:** Global goals- local action: UNESCO Learning City festivals, events and developments of learning communities in the city (Pécs, Hungary)

**III. Questionnaire:** qualitative interviews: adult educators in leading roles of learning communities, interrogating:

# CHANCES AND LIMITATIONS IN THE COOPERATION

Questionnaire- qualitative interviews: adult educators in leading roles of learning communities

The research has so far identified..

- Successful cooperation of the local adult educators and local communities with the University of Pécs.
- Learning community and the role of the adult educator Adult Learning and Education for sustainability – mindset?!
- Time and engagement- participation in the activities
- Professional skills, key competencies of the adult educator to foster communities

**Adult Educators and Higher Education Institutions (HEI) for sustainability** - cooperation and support needed

- NGOs, a growing need of acknowledgment and support from the local authorities to foster participation in civil society: ssociations, non formal learning communities
- Cultural institutions, schools, museums, religious institutions
- Higher Education Institution (faculties of PTE)

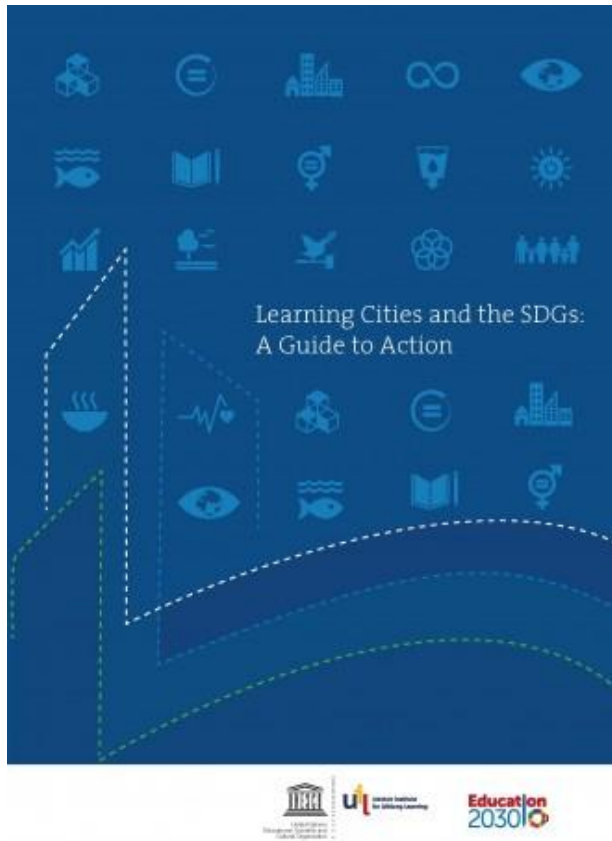
## ON THE PATHWAY OF THE CONCLUSIONS: IDENTITY OF THE ADULT EDUCATOR? PROFESSIONALISATION?

Which competencies/ skills/ characteristics do you think best describe an adult educator?	
1.	Flexibility
2.	Empathy
3.	Critical thinking
4.	Encouraging
5.	Digital skills

### **Adult educators need:**

- More empowerment
- Support from government /local authorities
- Mentoring / professional support from / cooperation with educational, or / HEIs

# LEARNING CITIES AND THE SDGs: A GUIDE TO ACTION (2017)

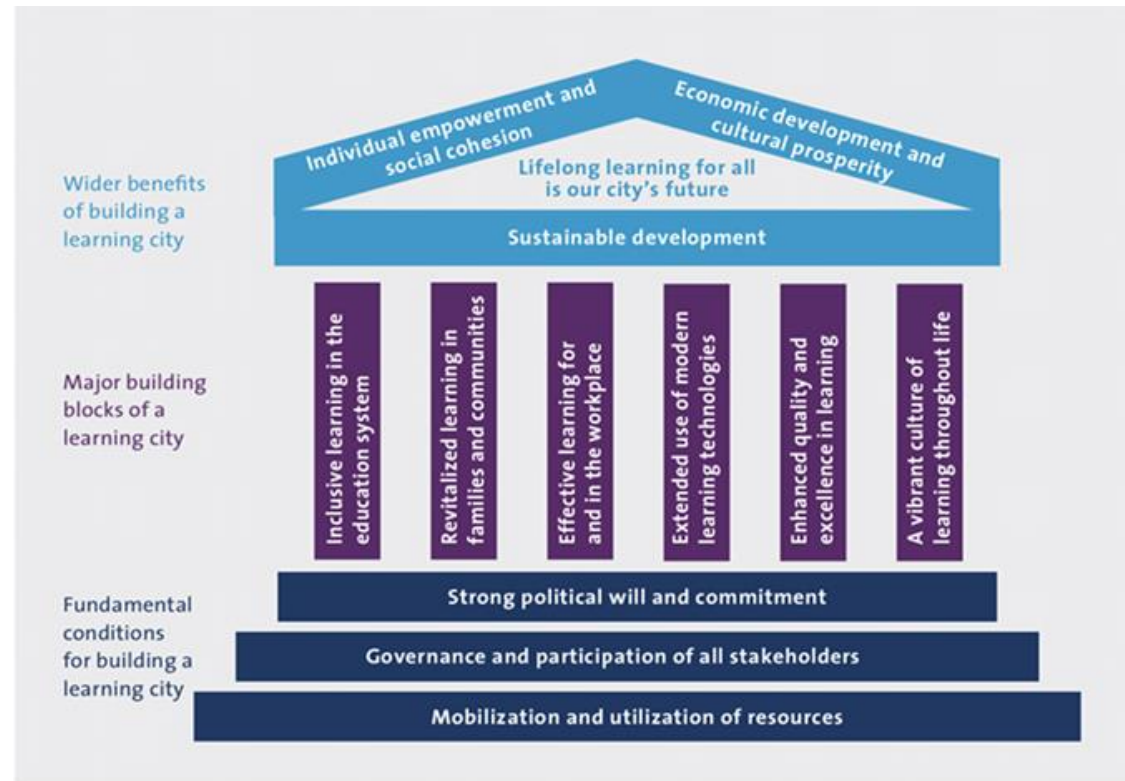


- concrete approaches to the development of green and healthy learning cities
- equitable and inclusive learning cities,
- decent work and entrepreneurship in learning cities
  
- examples of good practice - demonstrate the diversity of initiatives and reflect the manifold contexts and development stages in which cities operate.
- important issues related to the respective thematic areas of Key Features of Learning Cities and SDGs
  
- this serves cities as a basic tool to self-assess their ongoing activities and define their potential need for action.

# KEY FEATURES OF LEARNING CITIES- ROLE OF THE ADULT EDUCATOR?

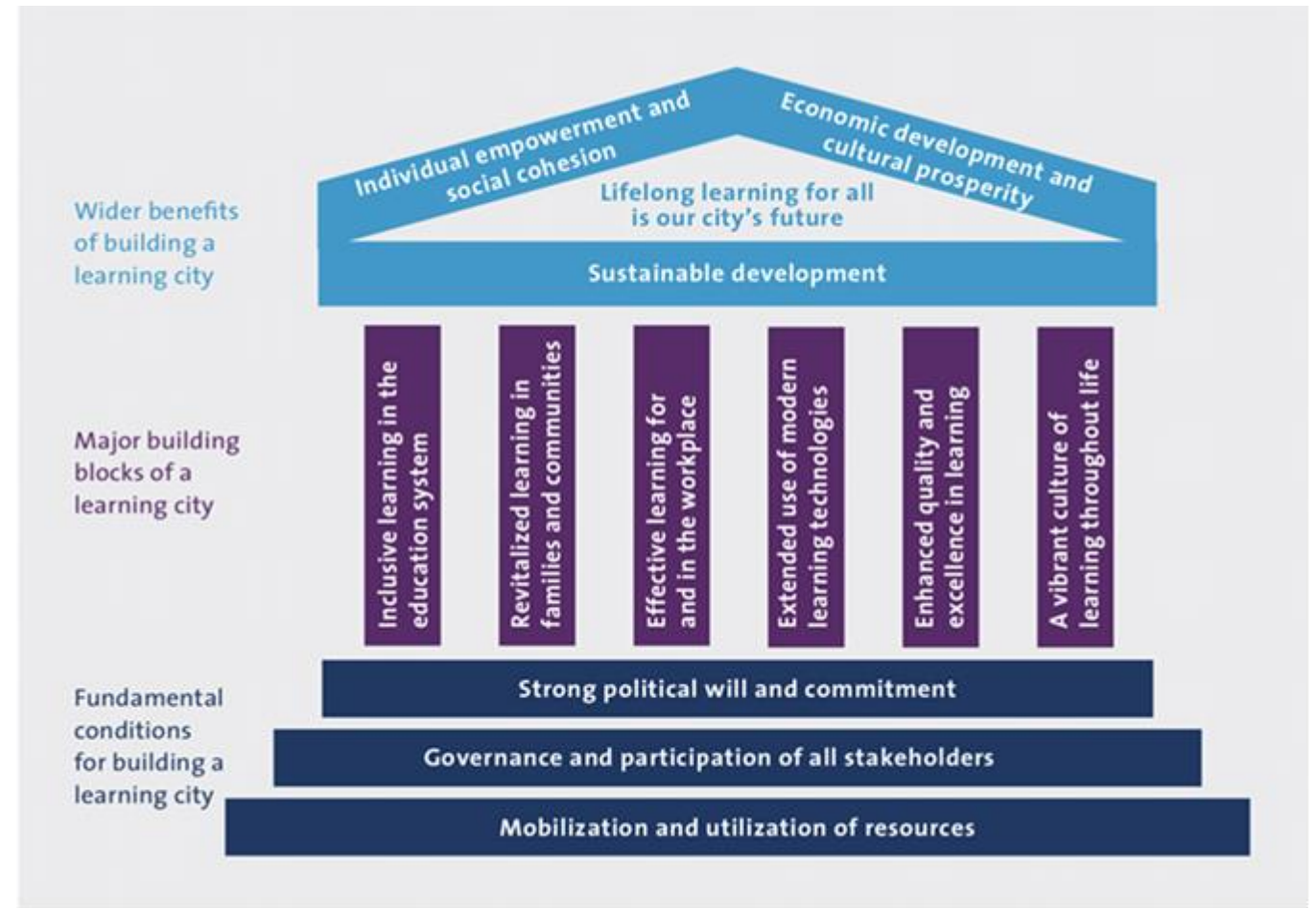
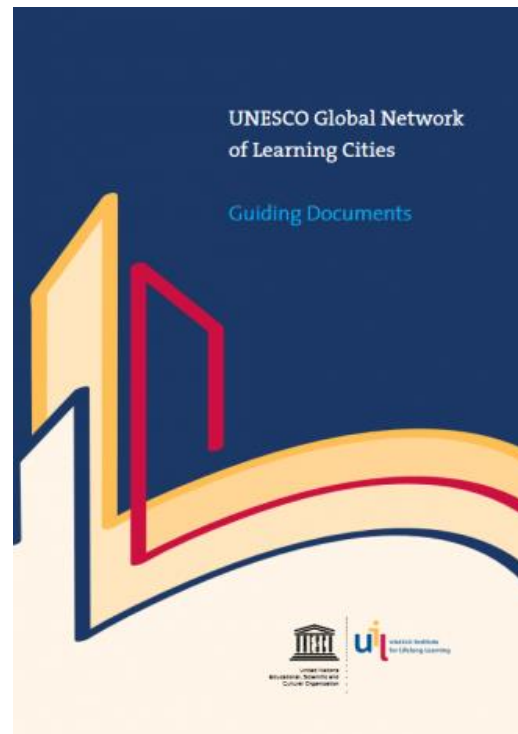


## UNESCO Global Network of Learning Cities: Guiding Document



Source: UNESCO Global Network of Learning Cities: Guiding Documents (2015) UNESCO Institute for Lifelong Learning, Hamburg  
retrieved: <https://uil.unesco.org/lifelong-learning/learning-cities/unesco-global-network-learning-cities-guiding-document>

# LEARNING CITIES- ADULT EDUCATORS AND HEIS- COOPERATION?



Source: UNESCO Global Network of Learning Cities: Guiding Documents (2015) UNESCO Institute for Lifelong Learning, Hamburg  
retrieved: <https://uil.unesco.org/lifelong-learning/learning-cities/unesco-global-network-learning-cities-guiding-document>



# SUSTAINABLE DEVELOPMENT GOALS

## 4 QUALITY EDUCATION



Provide access to vocational training for young people and adults.

Support children from minority ethnic groups to access quality education.

Help children understand their right to education.

**SUSTAINABLE DEVELOPMENT GOAL 4:**  
Ensure inclusive and quality education for all and promote lifelong learning.

● Targets and Progress



**TARGET 4-5**



**ELIMINATE ALL DISCRIMINATION IN EDUCATION**

# SUSTAINABLE DEVELOPMENT GOALS

## 11 SUSTAINABLE CITIES AND COMMUNITIES



**Make cities and human settlements inclusive, safe, resilient and sustainable**

# 11 SUSTAINABLE CITIES AND COMMUNITIES



SUSTAINABLE DEVELOPMENT GOALS

[un.org/sustainabledevelopment/](https://un.org/sustainabledevelopment/)



2 BILLION PEOPLE

DO NOT HAVE ACCESS TO WASTE COLLECTION SERVICES

1 OUT OF 4 URBAN RESIDENTS LIVE IN SLUM-LIKE CONDITIONS (2018)



ONLY HALF (53%) OF URBAN RESIDENTS HAVE CONVENIENT ACCESS TO PUBLIC TRANSPORT (2018)

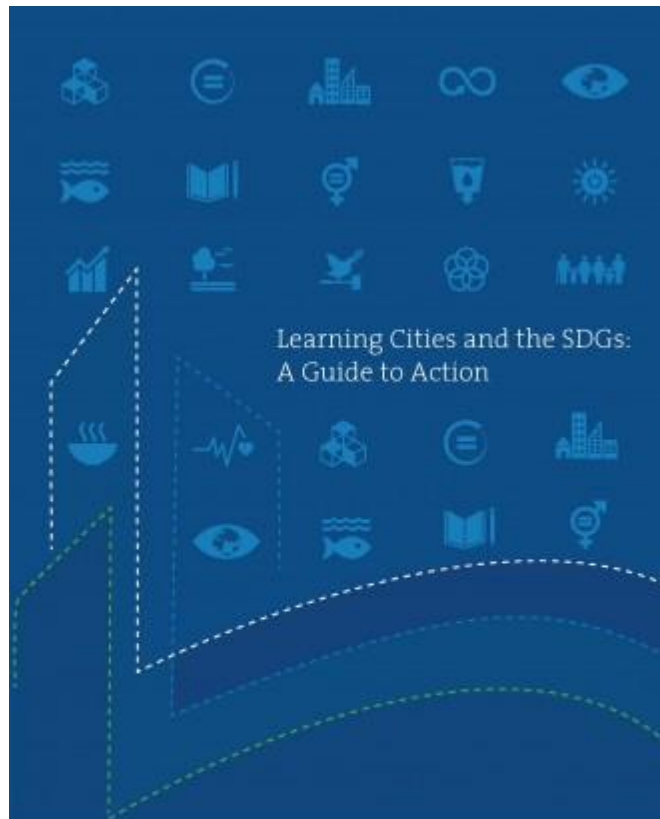


9 OUT OF 10 URBAN RESIDENTS BREATHE POLLUTED AIR



150 COUNTRIES HAVE DEVELOPED NATIONAL URBAN PLANS, WITH ALMOST HALF OF THEM IN THE IMPLEMENTATION PHASE

# PROFESSIONALIZATION – ROLE OF THE ADULT EDUCATOR - ACTIVE CITIZENSHIP



„**Active citizenship** in the learning city:

A successfully implemented **consultation system** should inspire citizens to do more than just deliver an opinion. ..One of the most important indicators of successful learning cities and regions is the extent to which their **citizens participate** in active citizenship programmes that **enhance community living, learning and social cohesion.**”

N. Longworth (2006) Learning Cities, Learning Regions, Learning Communities.

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# LEARNING COMMUNITIES-FROM VISION TO ACTION THROUGH PROFESSIONALISATION? OF ADULT EDUCATORS..

Areas of cooperation - learning communities and learning cities:

Trends and developments from 2015- 2021!- Role of the adult educators?

SDGs- Sustainable Development Goals (SDG 2030 Agenda)

- Partnerships - stakeholder cooperation and contribution
- Synergies between trends and levels of action >>> cooperation
- ALE / ULL in Ecosystems (Urban context!)
- Nonformal learning- Role of the Adult Educators

Examples:

- Sustainable city developments (Espoo) Learning city initiatives: key role in promoting the well-being and inclusion of Espoo's citizens.
- Learning Access Network (Cork) multiagency, cross-sectoral, partnership approach, educational disadvantage – SDG 4
- Smart City Developments (Aix-en Provence)
- Pécs- HEIs and adult educators >>> cooperation!



# LEARNING CITIES AND THE SDGS- ROLE OF THE ADULT EDUCATORS?

Sustainability and social inclusion: closely interrelated!

5th International Conference on Learning Cities: 27- 30 Oct. 2021.

Yeonsu, Republic of Korea

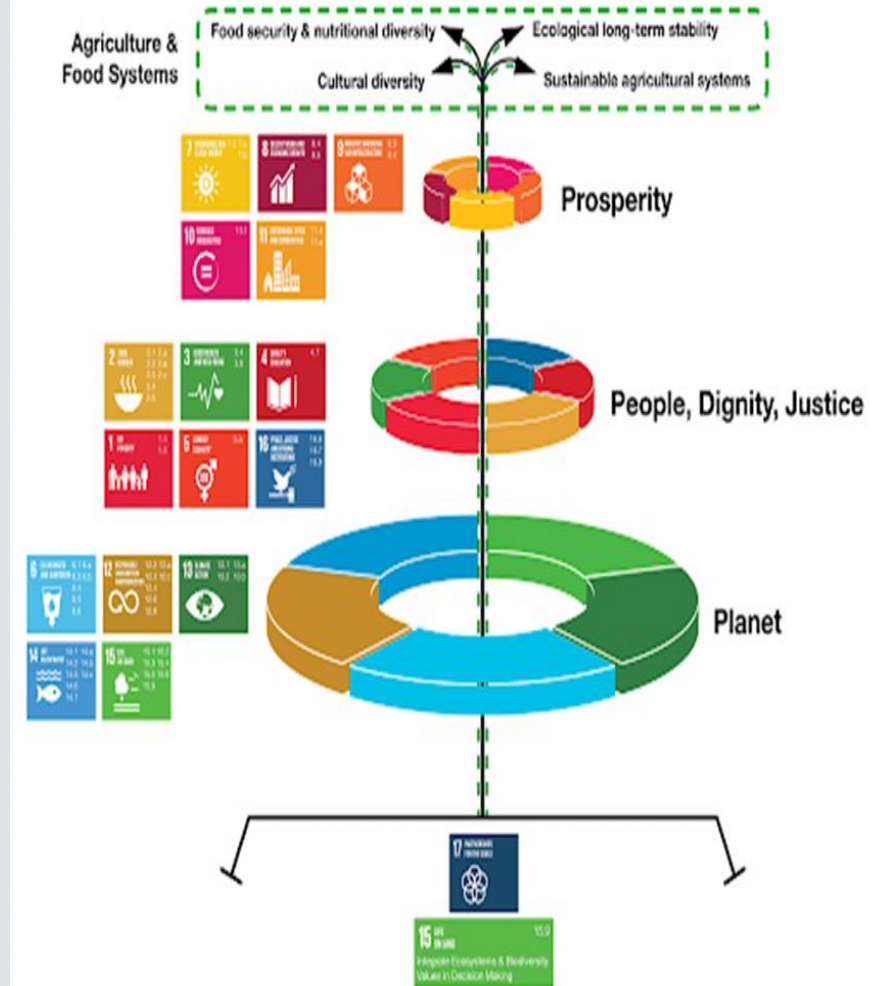
„From emergency to resilience: Building healthy and resilient cities through learning’

229 members (UNESCO Global Network of Learning Cities (GNLC))

GE- Global Education?

ESD- Education on SDGs ?

ALE - smart city developments - beyond the challenges of digitalization!



# COOPERATION OF HEIS AND ADULT EDUCATORS- BENEFITS

## Areas

- skills development
- entrepreneurship skills?
- communication skills, conflict resolution skills (ADR)
- management and innovation?

## Benefits for the (greater) community

- Adult educators
- Adult learners
- Local communities
- HEIs

## What is needed

- Dialogue between adult educators / practitioners and HEIs
- Funding
- University LLL: to reach out and encourage adult educators in further professionalisation to foster learning communities

# THANK YOU FOR YOUR ATTENTION

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