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## The Role of Person and Personality in Adult Education: Adult Educators with Changing Missions and Engagements

**Abstract:** This paper elaborates upon the roles of person and personality of adult educators forming the practice of their field. Adult learning and education, for the last 200 years, have been heavily influenced by people with various approaches, mission and engagement towards their field of profession in evolution. The paper reflects to the model describing four types of classical routes and background of persons having influenced adult learning in various contexts of formal, non-formal and informal dimensions. Accordingly, there are some specific remarks to the potential validity of a results of Millennium project of the European Association of the Education of Adults entitled: *A Good Adult Educator in Europe* – AGADE and get it compared to Research voor Beleid's *Key Competencies* projects and its competence grid. Finally, the paper will provide some conclusions upon how UNESCO orientations and comparative studies and research from two recent European projects, ESRALE – *European Studies and Research in Adult Learning and Education* and COMPALL – *Comparative Studies in Adult and Lifelong Learning* can promote quality development of adult learning professionals. Through those particular scopes also try to strengthen the ethical dimensions of the profession.

**Key words:** ALE, adult educator, profession, identity, quality, mission.

### Changing scene of adult and lifelong learning – from mission towards profession

Today the roles and functions of adult educators, or in other words, of adult learning professionals have become rather complex and, at the same time, still reflect the claim for full engagement in the mission and vision of helping and supporting the adult learner so as to reach better learning performance.

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A decade ago, Prof. Jost Reischmann, professor of adult education at the University of Bamberg, provided a keynote upon the characteristic roles of adult educators at the 2006 Standing Conference on the History of Adult Education. While the title of the conference was *On Becoming an Adult Educator*, Reischmann provided guiding notes and comments to the four leading classical types of adult educators, namely, to *Religious, Emancipative, Humanistic and Pragmatic* (Reischmann, 2006).

This intellectual intervention made me to think of the evolution of the profession or, in other words, of the pragmatic mission of the adult educator. We do not have an exact date or era when it started, but one may presume that the roughly two-centuries-long process started in the age of revolutions when in the United Kingdom, in Germany, in Denmark and in several other countries and communities, having been influenced by protestant ethics, education became a matter of welfare and community improvement to sustain and develop modern forms of knowledge transfer and skills development for ordinary adults as members of their communities (Steele, 2007).

By recognising the fact that the pioneering activists and flagship promoters, initiators of teaching adults were priests who, in most towns and villages, established Sunday and parochial schools, but also represented the devotion and mission to teaching and forming individual learners in order to open new worlds to them and to their communities by teaching them the three Rs (Reading, wRiting and aRythmetics) and by making them understand the changing world around them. Grundtvig himself, the great Danish Lutheran priest and advocate of adult education claimed that the adult educator should emphasize the method of dialogue with the adult learner and provide as many practice-oriented approaches as possible. He suggested to form the folk high-school a place where books would play only a minor role and, consequently, experience and practice would be into the focus.

This type of adult education became apparently and inevitably realistic by the first half of the nineteenth century in the developed parts of Europe and, likewise, in Central and Eastern Europe after the 1860s and 1870s (Pöggeler, 1996). The progress went along with a variety of secular and enlightened movement to resemble emancipatory actions in order to integrate the education of adults into labour movements, peasantry movements, women's movements, etc. and articulated the ethics and ideals of adult education in profound ways (see Németh & Pöggeler, 2002). This approach can also be found in the changing mission of early adult educators who, not only priests any longer, claimed that an adult educator ought to be an educated and well-prepared person who should gather practice in variety of institutional and organisational forms favoured by adult learners. At the same time, a growing discourse emerged with the claim that the education of adults

ought to be recognised by institutions of education and policy-makers in education, moreover, that the remuneration of adult educators ought to be embedded into mainstream consolidation of wages and salaries to help adult educators reach for better social positions (The 1919 Report in the UK, 1919).

The history of modern British adult education shows that such claims were well articulated in fora of the *Workers' Educational Association* (WEA), and in the same way in Germany across the *Volkshochschule* movement (Fieldhouse, 2000). The professionalization and professional development of adult educators became an integral part of the discourses on the conditions of modern adult education. Therefore, it is not surprising that the post-war developments throughout the 1920s can be regarded as the continuation and expansion of the early modern thoughts and aspirations from late 19<sup>th</sup> and early 20<sup>th</sup> centuries. It can be easily explained that by 1926 some significant writings called for the professional development of adult education and, as part of it, the professional development of adult educators to follow the professional and academic development of pedagogy and school teachers. The claim for *Andragogy* from Rosenstock and Picht and, also, the focus of Lindeman upon *The Meaning of Adult Education* characterized such reasoning and aimed at the improvement of the education of adults (Rosenstock & Picht, 1926; Lindeman, 1926).

At the same time, several interdisciplinary achievements pushed forward the emerging attentions upon adult learning and education which became a political issue in many countries of Europe regarding freedom of move and freedom of voice. Those political and economic changes which caused deep social crisis made participation of adults difficult or impossible, moreover, blocked the spread of mass programmes and initiatives of education for adults of lower social groups and classes throughout continental Europe from 1926 to 1946. Not surprisingly, the early movements of social work also stressed the needs for trained adult educators to help adults handling their problems in growing suburban areas representing poverty, homelessness, unemployment, illiteracies, etc. The Dutch orientations towards andragogy outlined a special model of Andragogy which combined adult education with social work for adults and, therefore, claimed trained and well-educated professionals to deal problems of social inequalities reflected by under-education, segregation and unemployment and offer sensitive support to adults' learning with relevant methods, counselling and guidance. This approach and practice was spread throughout post-war Netherlands in special actions and organisations (van Gent, 1996). Another particularly important dimension was how other discipline areas, for example psychology, called for a new awareness and approaches and necessary modelling towards the learning of adults (Thorndike, Bregman, Tilton & Woodyard, 1928) which resulted, in certain ways, in the professional development of adult educators, also in the emer-

gence of interdisciplinary research and development focuses upon teaching and learning of adults (Mezirow, 1975).

After World War II, the democratic recovery and successful fight against Fascism and Nazism allowed the re-emerging discourse on adult education in connections with professional developments of adult educators and opened new routes in an old landscape.

UNESCO took some specific actions to help adult education reach for higher status and better academic and social recognition, but it took roughly another twenty years that the rebirth of andragogy in several European countries opened new discourses over specific claims to develop the professional skills of adult educators and this progress was connected to emerging educational programmes offered to adults in national environments (UNESCO CONFINTEA II, 1960). More specifically, UNESCO reached to a rather concrete step in order to raise professional development of adult educators. It placed this matter into its famous *Nairobi Recommendation on the Development of Adult Education* in five identical points as part of training and status of persons engaged in adult education work (UNESCO, 1976). UNESCO rightly signalled the needs:

41. It should be recognized that adult education calls for special skills, knowledge, understanding and attitudes on the part of those who are involved in providing it, in whatever capacity and for any purpose. It is desirable therefore that they should be recruited with care according to their particular functions and receive initial and in-service training for them according to their needs and those of the work in which they are engaged.

42. Measures should be taken to ensure that the various specialists who have a useful contribution to make to the work of adult education take part in those activities, whatever their nature or purpose.

43. In addition to the employment of full-time professional workers, measures should be taken to enlist the support of anyone capable, of making a contribution, regular or occasional, paid or voluntary, to adult education activities, of any kind. Voluntary involvement and participation in all aspects of organizing and teaching are of crucial importance, and people with all kinds of skills are able to contribute to them.

44. Training for adult education should, as far as practicable, include all those aspects of skill, knowledge, understanding and personal attitude which are relevant to the various functions undertaken, taking into account the general background against which

adult education takes place. By integrating these aspects with each other, training should itself be a demonstration of sound adult education practice.

45. Conditions of work and remuneration for full-time staff in adult education should be comparable to those of workers in similar posts elsewhere, and those for paid part-time staff should be appropriately regulated, without detriment to their main occupation.

Recommendation on the Development of Adult Education,  
UNESCO, 1976, p. 9.

Those above points from the Nairobi-Recommendation resemble the approach how UNESCO explained the necessity of improving skills and strengthening the social status of adult educators. Moreover, this UNESCO document clearly emphasize the impacts of the mutual benefits of involving professionally skilled persons in the education of adult, likewise, adult educators to be paid at a higher level in accordance with required working conditions.

This era in the 1970s, on the other hand, reflected that it was the UNESCO which insisted on the representation of humanising development through permanent and lifelong education. Another significant approach to the learning and education of adults was pragmatism: a genuine American highway as Finger and Asún stated. The third tradition, having played a role in the 1970s, was the humanistic approach represented mainly by 'lonely travellers' on the 'road to Heaven.' The fourth dimension was the Marxist approach with multiple paths towards expected solutions (Finger & Asún, 2004).

In the context of professional development of adult educators, the works and intellectual position of Paulo Freire was a very significant and deliberate one in arguing for the "liberating teacher" which dramatically influenced educators, adult educators and social workers being engaged in teaching work. This emancipatory orientation claimed that a particular unilateral self has to be left behind, moreover, to die in order to be born again as the "educator-educatee" of the "educatees-educators". Freire also argued that an educator was a person who had to live "in the deep significance of Easter" (Taylor, 1993, p. 53).

Another further impact on the quality development of the education of adults was an interdisciplinary orientation, namely, new focuses of psychology and sociology. Carl Rogers, the famous American psychologist, who bridged the potentially successful adult education to the process of teaching and learning based on dialogue and person-centeredness (Barret-Lennart, 1998).

At the same time, this approach has also generated further questions upon its limitations and dangers referring to its scope on threats to the learners and, at the same time, on different perception upon facilitation of experience. Pöggeler, the well-known German researcher, thinker and advocate of andragogy, formed some distinguished thoughts towards changing roles and missions in modern adult education. He argued that teaching and learning in adult education to be recognised and understood as a social process, as a change of attitudes and, at the same time, as communication. Pöggeler considered adult teaching and learning to have become an important element in social and political reform. As an example, he explained that even alphabetization in Latin America, Africa and in Asia was not no longer practiced as a “technical task”, but as a a new method of political enlightenment of underprivileged people (e.g. Freire’s reference to the his “Pedagogy of the Oppressed”). Pöggeler claimed that the slogan would get the meaning to resemble a new dimension of mission for learners to take a role of teachers in the shortage of educated and trained professionals: “Each one teach one” (Pöggeler, 1996, p. 138). He also remarked that in this regard, the history of adult learning and education ought to be interpreted as a history of emancipation.

We may conclude that those above elaborated dimensions have all supported the need for further developments in the skills and competencies of adult educators to indicate changes in profession and professionalization. Not only EAEA, but also DVV International have played significant roles in the professional development of adult educators in collaboration and partnerships with national and regional organisations of adult education and with higher education institutions actively engaged in the field. Distinguished research and development projects and related publications demonstrate those efforts.

The following chapters try to reflect some project based examples in such dimensions.

### **Professional developments through project-based innovations**

The Lisbon-process in Europe opened some good grounds for the quality developments of adult education. In the frames of the European Grundtvig-programme to develop adult leaning in Europe, some distinguished projects were supported to enhance the professional developments adult educators. One of those few projects was the Grundtvig – AGADE project (Towards Becoming a Good Adult Educator in Europe [AGADE project partners, 2006]). While the project was

coordinated from Estonia, the composition of partners under the umbrella of EAEA (European Association for the Education of Adults) guaranteed a quality perspective and practice-based orientation in the scope of professional development in the following areas:

### *Adult teacher professional areas of development*

#### Organising stage – Knowledge dimension

- Knowledge about how adults learn and understanding the psychology of adults
- Knowledge of methods in AE and learning
- Skills in preparing value-based (democratic and humanistic) programmes
- Planning and organising skills
- Good knowledge of the subject

#### Performance stage – skills dimension

- Ability for motivate for learning and to promote participants' personal interests
- Development of learning environment in accordance with students' needs focusing on self-directed learning
- Skills to activate learners

#### Evaluating stage – Organisational dimension

- Skills in self-reflection and critical thinking
- Skills in evaluating and promoting self-evaluation in oneself and students

### *Adult teacher personal development – ethic dimensions*

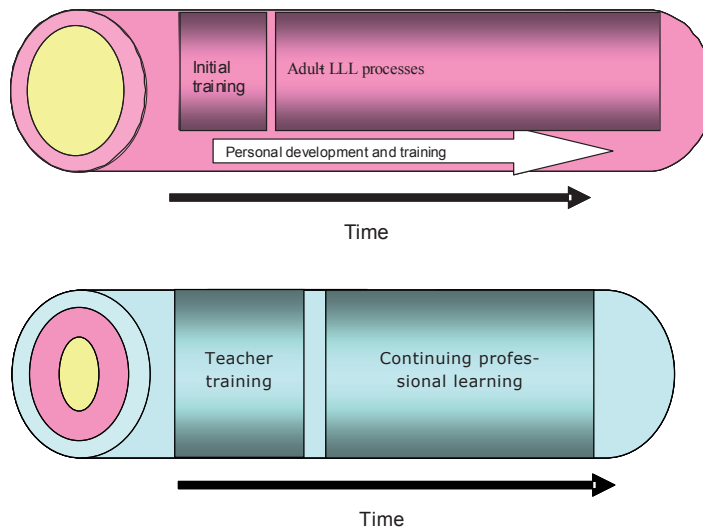
Self-esteem, Tolerance, Responsibility, Communication skills,  
Empathy and Flexibility

The AGADE project created a well-structured Curriculum in Becoming a Good Adult Educator in Europe. Modules of the AGADE core curriculum were put into blended form of learning through distance and face-to-face learning (AGADE project partners, 2006, pp. 13–15):

- Sharing experience, knowledge and perspectives
- The role of the adult educator today and in the future
- Developing Skills and knowledge

It is no wonder that EAEA (The European Association for the Education of Adults) also put its project- and practice-based orientation into policy recommendations in 2006 and provided its specific policy report on *Trends and Issues* to take adult learning and adult education in Europe forward. Namely, the point on “The Training and Development of Adult Education Personnel” reflected that approach (EAEA, 2006).

Another important step towards professional development was the joint research study of the Dutch research groups, Research voor Beleid and PLATO – KU Leuven in 2008, called ALPINE – *Adult Learning Professions in Europe – The Study of the Current Situation, Trends and Issues*. The study, which dealt with adult learning professions in Europe focused specifically on the development of skills and competencies of non-vocational adult learning (NVAL) staff (Research voor Beleid & PLATO, 2008).



**Figure 1:** Professional development of NVAL staff over time

*Source:* Reserch voor Beleid and PLATO, 2008, p. 50.

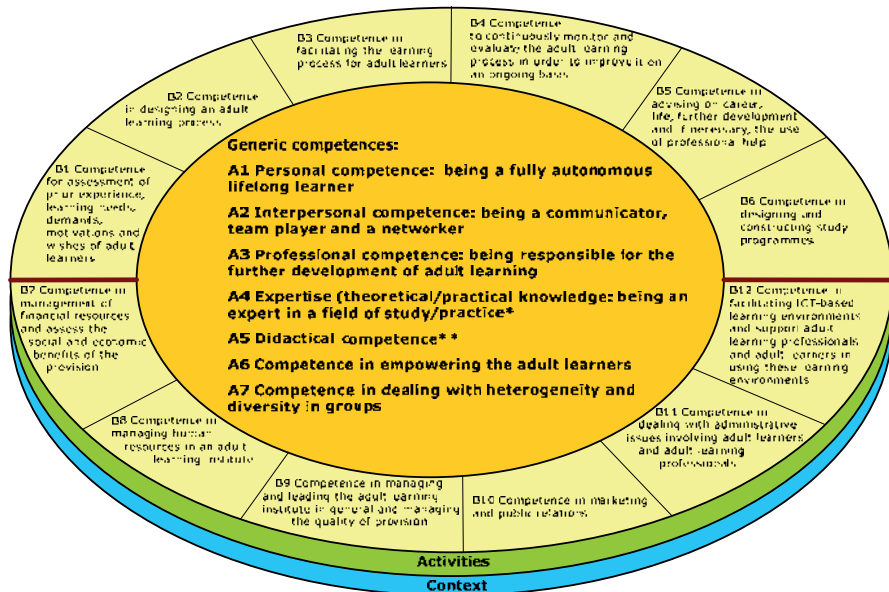


This analytical survey tried to provide a deeper understanding of the state of professionalisation and professional development of the different groups of practitioners working in Non-Vocational Adult Learning across Europe (trends and developments). The findings were used to identify key issues and problems as well as areas where action was most urgently needed to make adult learning professions more attractive. The study indicated that Adult learning staff plays a key role in making lifelong learning a reality. It is they who facilitate learners to develop knowledge, competences and skills. However, not much is still known about this particular group of practitioners (Research voor Beleid – PLATO, 2008).

The European Commission made significant efforts to put adult learning and its quality development into the focus of policy debates and development programmes in the second half of the so-called Lisbon decade, for example, through the Grundtvig programme calls (EC, 2007).

However, at the European level there was a lack of information about various aspects of the profession, such as who they were, how they were recruited, what competences/skills/qualifications they were expected or required to possess, what their specific roles and tasks were, what their employment status was, how their professional development was organised, how they were assessed, and how attractive their profession was. The picture was made clearer by the ALPINE project and some other to follow and each and all address problems of profession, professional development and professionalization in adult education.

Another project-based analysis was the 2010 survey on *Key Competences for Adult Learning Professionals* which continued the former study, but also opened new dimensions in understanding professional development of adult educators referring to the competence profile of an ideal adult educator. This study was also financed by the European Commission like the ALPINE one, but it targeted to identify so-called key competence requirements for adult educators and to create a corresponding reference framework of “Key competences of adult learning professionals”. The reference framework covered the complete field of adult education including all potential professional roles and functions. While the project did not identify distinctions towards sub-areas of adult education or individual professional roles, it became a starting point for further discourses upon understanding profession, professionals and professionalization in adult education (Research voor Beleid, 2010).



\* For professionals not directly involved in the learning process, the expertise concerns not subject knowledge, but specific (for example managerial, administrative or ICT) expertise.

\*\* For professionals not directly involved in the learning process or supportive in a managerial, administrative way, the didactical competence is less relevant.

**Figure 2:** Graphic representation of the set of key competences of adult learning professionals

Source: Research voor Beleid, 2010, p. 11.

This study provided a deeper analysis of key competences of adult educators at deeper level opposite to AGADE and provided a thorough description of the role of those competences in the scope of their impact on how the educator could be effectively support the advancement of adult learning.

In the intercontinental, global arena it has been UNESCO to provide some guiding documents and position papers, especially declarations and agendas (Németh, 2015). The declaration of the latest CONFINTEA VI gathering in Belém, Brasil openly dealt with the development of competencies of adult educators as part of the quality issue:

### 16 Quality

Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning

requires relevant content and modes of delivery, learner centred needs assessment, the acquisition of multiple competences and knowledge, *the professionalization of educators*, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to: [...]

(c) improving training, capacity-building, employment conditions and the professionalization of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations.

The BELÉM Framework for Action,  
UNESCO, 2009, p. 6.

This particular part of the Belém document from UNESCO signalled that it was still very important for UNESCO to recognise the need for the quality improvement of adult education through urging professionalization of adult educators, especially in collaborative forms offered by higher education institutions.

Beyond conference declarations and statements, UNESCO and its Institute for Lifelong Learning has provided three Global Reports on Adult Learning and Education. While the first report was dedicated to the problem area of literacy, the *second report (GRALE 2) paid a significant attention to quality development of adult educators*:

#### 6.7 Training, employment conditions and professionalism of adult educators

A key prerequisite for an education system to achieve its potential is the quality of educators (Hattie, 2009). *Establishing, maintaining and improving professional personnel in adult education, and creating the working environment to foster professionalism are critical issues.*

##### b. Continuing professional training

Adult education personnel come from a variety of backgrounds, often working on short-term contracts in addition to another job and tending to join the profession later in life after gaining work experience elsewhere. The existence of pre-service and continuing professional development through short courses, work-based learning, induction programmes and in-service training were reported by many countries.”

In some countries national standards describe the competences required of an adult educator. [...] Institutional accreditation provides a basis for quality in professional development in several countries.

c. Qualification requirements

Qualification requirements for adult educators also vary greatly between countries.

d. Developing a reference framework for adult education practitioners

As professional development and improvement of adult education staff has been receiving greater priority, there have been *attempts to identify a common set of key competences* contributing to the development of a *reference framework for Europe*.

Global Report on Adult Learning and Education 2,  
UNESCO, 2013, pp. 143–145.

One has to remark, however, that this approach was channelled into further UNESCO documents, since the discourse on how to develop the skills and competencies of adult educators continued and is still with us.

The 2015 preparations for a new outlook towards 2030 were reflected in two identical products of UIL (UNESCO Institute for Lifelong Learning). One is the UNESCO *Recommendation on Adult Learning and Education* which reflected the position of the organisation to carry on the claim that adult learning and education cannot be pushed forward without professionalization of the field and the professional development of adult educators. (UNESCO, 2015). The Recommendation indicated that:

28. Member States should foster an environment where quality adult learning and education is provided through measures such as:  
(f) improving training, capacity-building, employment conditions and the professionalization of adult educators”

Revised Recommendation on Adult Learning and Education,  
UNESCO, 2015, p. 7.

The other dimension, more elaborated, was UNESCO GRALE Report 3, which continued the elaboration through the quality focus to stress the need for and, therefore, stated that:

### 1.6 Quality

Teachers' motivation and pecuniary and non-pecuniary incentives as well as infrastructure, materials and curricula also play an important role.

Finally, the provision of initial training should not be associated only with formal provision of ALE. Adult educators and facilitators should be provided with initial and continuing training, even when the delivery of ALE is non-formal.

The point to stress is that qualifications alone do not guarantee the professionalism of adult educators; however, ensuring professionalism does entail providing initial and continuing training, employment security, fair pay, opportunities to grow, and recognition for good work in reducing the educational gap in the adult population.

In addition to initial training, continuing professional development is important to maintain the quality of educational provision in ALE.

Global Report on Adult Learning and Education 3,  
UNESCO, 2016, p. 58.

Those above documents have provided a convincing international policy ground to keep on moving with the professionalization discourse and reflections upon how to do and which way to go.

In Europe, researchers were lucky to have been able to get the discourse extended in Grundtvig, Erasmus and Framework projects, some of which focused on the professional development of adult educators, like the Grundtvig TEACH– *Teaching Adult Educators in Continuing and Higher Education* project and the Erasmus EMAE – *European Masters in Adult Education* in the dimension of academic studies offered at BA and MA levels (TEACH, 2006). Although the basic orientations of those projects, also the latest Erasmus + ESRALÉ – *European Studies and Research in Adult Learning and Education* (ESRALÉ, 2016), were to develop specific study-based curricula, they integrated a set of tools, for example, to offer research-based studies on professional development to adult educators (Lattke, 2016).

The recent Erasmus+ COMPALL project – *Comparative Studies in Adult Education and Lifelong Learning* has indicated that not only studies have to promote professional developments and professionalization of adult educators, but particular researches too where the focus itself can be profession and professionalization in ALE (Egetenmeyer – Schmidt-Lauff – Boffo, 2017).

We should also mention another, non-academic innovation in curriculum-based development of skills and competences of adult educators. That is the Curriculum GLOBALE – *Global Curriculum for Adult Learning and Education*, developed by the DIE – German Institute of Adult Education and the DVV International in Bonn with the support of ICAE, the International Council of Adult Education. In this programme, the professional development of adult educators is reflected through the mere structure of the modules in order to support competence-orientation, action-orientation, participation-focus:

- Introduction
- Approaching Adult Education
- Adult Learning and Adult Teaching
- Communication and Group Dynamics in Adult Education
- Methods of Adult Education
- Planning, Organisation and Evaluation in Adult Education
- Elective Module

Curriculum globALE, 2015.

### **Professional development – an identical role for universities**

International organisations in adult and lifelong learning are generally concerned that they need to enhance and promote quality adult learning through professionally designed, planned and organised adult education. Such orientation is generally represented by particular programmes of international organisations, namely, by conferences, seminars, workshops, training, summer and winter schools, short term academies and international camps.

On the one hand, such international events help generate social and political, and moreover, professional and academic attention to the field of adult learning, on the other hand, it strengthens the morale of professionals and practitioners by collecting and sharing good practices and methodologies concerned with raising participation and performance in adult learning with more comparative approaches. Professional development is both an activity and an area where one can find strong roles and involvement by higher education institutions through quality research, innovation and development work which is generally funded by IGOs and well-supported, usually collaborating with INGOs and their member organisations and institution.

Universities, together with other key stakeholders have recently recognised the impact of adult learning and education on local and regional developments,

therefore, they emphasize professional development in the field to support skills development, employability, social cohesion, sustainable social and environmental engagement in local, regional contexts which inevitably determine global potentials (EUCEN's COMMIT project, 2016). In reality, academic cycles still have more to do in understanding the impact of global demographic, ecological and economic constraints that underline the claims by adult learning and education in international grounds to effectively respond to global and local challenges with qualified adult learning professionals.

Professional development in adult learning and education is represented by relevant IGOs and INGOs so as to connect this area to other forms of education and training, like public education, vocational and technical education and training, higher education and new forms of distance education and e-learning. At the same time professional development helps in building bridges amongst adult education and quality dimensions of labour, culture, arts and design, health, sports and leisure, youth and ageing, agriculture and industries, and of religion and spiritual life.

International organisations, however, have different understandings and focus upon the roles of professional development in adult learning and education and, for this reason, one should be concerned to avoid misunderstandings, conflicts and to be open to inclusive and collaborative actions and viewpoints.

### **New horizons for international actions – networking and advocacy**

In the last thirty years, networking and advocacy have become essential elements of international activities in adult learning and education as represented by IGOs and INGOs. However, this new horizon has been manifested in integrated ways in the last two decades dominantly by INGOs, while IGOs have reduced their scope for adult learning and education within the breadth of their priorities; and those orientations have moved their international partnerships and networking in specific directions which do not necessarily build up on bottom-up approaches and local-regional claims.

But in pointing out the changing face and climate of international work in adult learning and education, we should not ignore the global changes in politics which are moving the world into a multipolar system, demographic challenges, climate change to result in SDG, migration, poverty, unemployment and an inadequate system of education soon to create skills shortages and skills mismatches. In the last two decades, networking and advocacy work have, therefore, turned

to signalling the need to maintain a humanistic and universal-values orientation in adult learning and education.

This position have been represented by INGOs as EAEA and ASEM Lifelong Learning Network through their position-papers, declarations supported by project-work and conferences (EAEA, 2016; ASEM LLL, 2016).

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## Uloga individue i ličnosti u obrazovanju odraslih: Profesionalci u oblasti obrazovanja odraslih, njihova promenljiva misija i angažovanja

**Apstrakt:** U radu se elaboriraju uloge individue i ličnosti profesionalaca u oblasti obrazovanja odraslih koji oblikuju prakse u datom polju. Učenje i obrazovanje odraslih je tokom prethodnih 200 godina bilo pod intezvnim uticajem individua koje su imale različit pristupe, misiju i angažovanje u odnosu na evoluciju svoje profesionalne oblasti. Rad razmatra model koji opisuje četiri tipa uobičajenih pravaca i usmerenja individua koje su uticale na učenje odraslih u različitim kontekstima formalnih, neformalnih i informalnih tipova obrazovanja i učenja. Shodno tome, ističu se i specifična opažanja potencijalne validnosti rezultata Milenijumskog projekta Evropske asocijacije za obrazovanje odraslih pod nazivom: *Dobar stručnjak za obrazovanje odraslih u Evropi* (A Good Adult Educator in Europe – AGADE) koji se zatim i upoređuju sa projektima Ključnih kompetencija i mreže kompetencija sačinjenih od strane organizacije *Istraživanja za politiku* (Research voor Beleid). Konačno, u radu se prikazuju i pojedini zaključci o tome kako UNESCO-ova orijentacija i komparativne studije i istraživanja realizovane u okviru dva novija evropska projekta: Evropske studije i istraživanja u učenju i obrazovanju odraslih (European Studies and Research in Adult Learning and Education – ESRAL) i Komparativne studije u učenju odraslih i doživotnom učenju (COMPALL – Comparative Studies in Adult and Lifelong Learning), mogu promovisati razvoj kvaliteta profesionalaca za učenje odraslih. Kroz ove specifične dimenzije takođe se pokušavaju ojačati etičke dimenzije profesije.

**Ključne reči:** učenje i obrazovanje odraslih, profesionalci u obrazovanju odraslih, profesija, identitet, kvalitet, misija.

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