



Eötvös Loránd University  
Faculty of Education and Psychology

**TOGETHER WE MAKE A DIFFERENCE.**  
ADULT EDUCATORS AND HIGHER EDUCATION  
INSTITUTIONS TO FOSTER LEARNING COMMUNITIES

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# PURPOSE OF THE RESEARCH

Do learning communities contribute to the UN Sustainable Development Goals (esp. SDG 2030 4.7.)

- Role of formal and nonformal learning communities?
- Role of adult educators?
- Cooperation with HEIs to develop local learning communities?

KEY WORDS: ALE, GLOBAL- LOCAL, HEIs, LEARNING COMMUNITIES, PÉCS

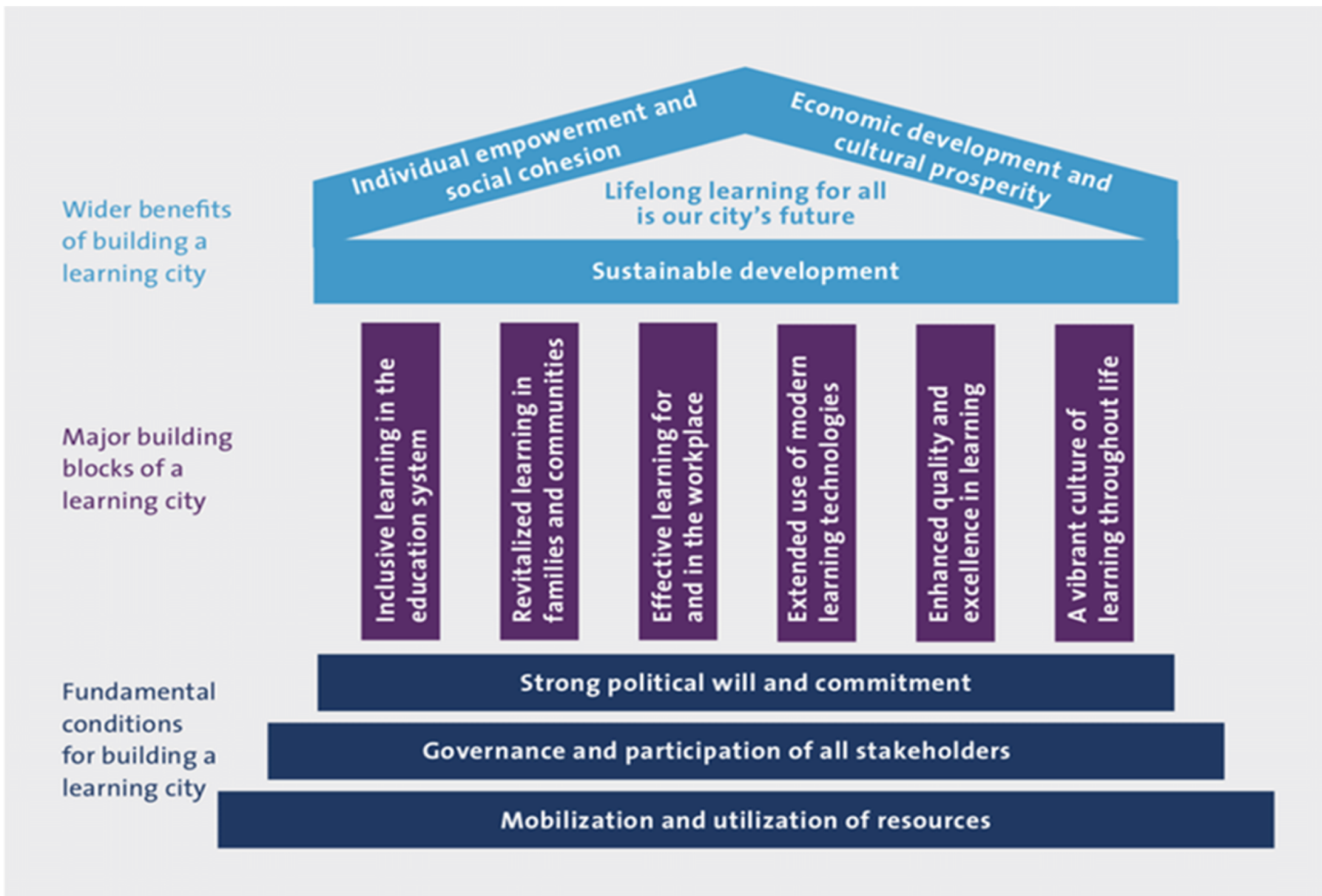
Research carried out in three phases:

**I. Policy analysis:** UNESCO learning cities a global scale initiation examined in mega - meso - macro level.  
Developments in Europe, state of the art.

**II. Comparative analysis:** Global goals were reviewed in local action: UNESCO Learning City festivals and their reflections in the events of Pécs. Beginnings, development of the learning city & region festivals, Pécs, Hungary

**III. Questionnaire:** reaching out to adult educators in leading roles of learning communities, interrogating:

- The learning community and the role of the adult educator (time, engagement, activities)
- Adult Learning and Education for sustainability - mindset?
- Professional skills, key competencies of the adult educator to foster communities?
- Adult Educators and Higher Education Institutions (HEI) for sustainability (cooperation? support?)



# 2017

## PROGRAMS GROUPED ACCORDING TO TOPICS / PLACES / ORGANISERS/ STAKEHOLDERS / INSTITUTIONS

TOPICS	CULTURE & ART	ENVIRONMENT – GREEN PÉCS	KNOWLEDGE TRANSFER – COMMUNITY DEVELOPMENT
Number of events ( occasion )	60	28	42
Number of locations	14	6	8
Stakeholders / Organisers:	31	16	26
Civil organisations (NGOs)	7	5	6
Corporate / Local bussinesses	4	2	1
Cultural institutions	4	0	3
Edu. institutions / schools	1	1	4
HEIs / PTE faculty	8	3	5
Religious institutions	2	0	1
Nonformal / other	4	1	3
Municipality / infrastructure	1	4	3

# 2018

## PROGRAMS GROUPED ACCORDING TO TOPIC / PLACES / ORGANISERS/ STAKEHOLDERS INSTITUTIONS

TOPICS	Environmentally Conscious?	Local value s	Together we can make it!
Number of events (occasion)	20	49	47
Member of locations	11	14	8
Stakeholders / Organisers:	16	21	30
Civil organisations (NGOs)	7	5	9
Corporate/Localbussinesses	1	4	7
Cultural institutions	2	4	1
Edu. institutions / schools	2	4	1
HEIs / PTE faculty	0	2	2
Religious institutions	1	2	2
Nonformal / other	0	0	4
Municipality / infrastructure	3	0	4

# 2019

## PROGRAMS GROUPED ACCORDING TO TOPIC / PLACES / ORGANISERS/ STAKEHOLDERS INSTITUTIONS

TOPICS	Art & Culture connecting us	Learning: movement and sports for health	Learning environment, Learning and environment
Number of events	110	51	81
(according to age groups)	6	1	7
Kindergarten	62	34	40
School	29	12	25
Adults	13	4	9
Seniors			
Number of locations	15	12	8
Stakeholders / Organisers:	29	14	24
Civil organisations (NGOs)	9	4	9
Corporate/Local businesses	3	1	1
Cultural institutions	5	2	2
Edu. institutions / schools	4	1	5
HEIs / PTE faculty	4	2	5
Religious institutions	3	0	1
Nonformal / other	1	3	0
Municipality / infrastructure	0	1	1

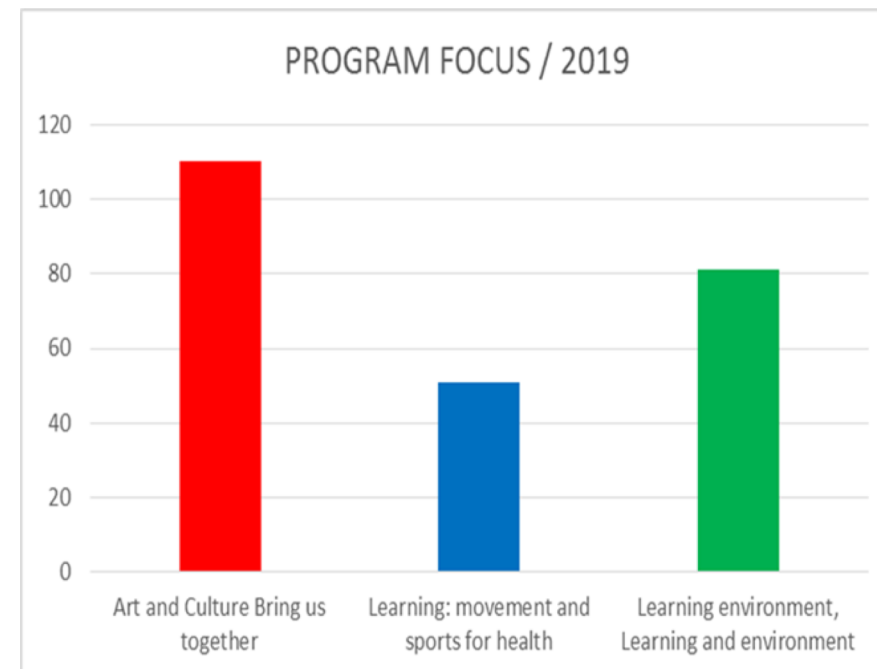
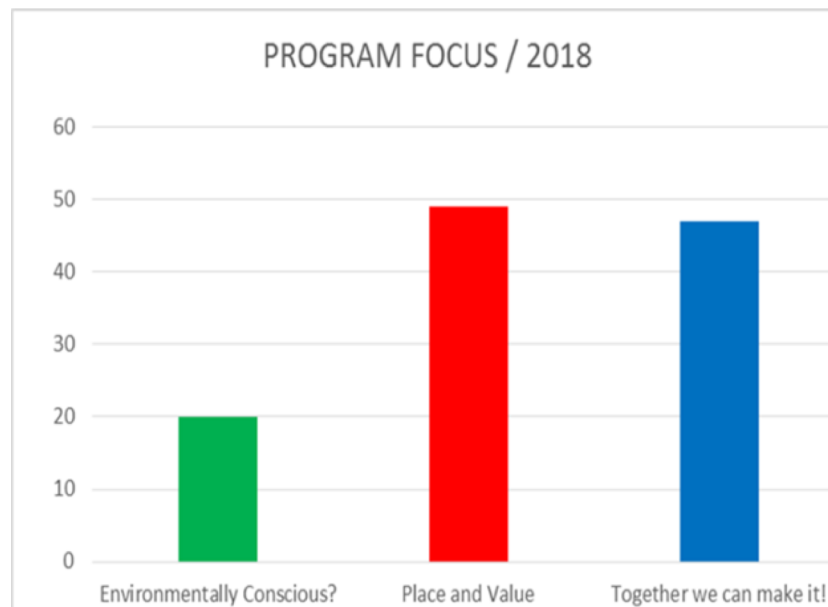
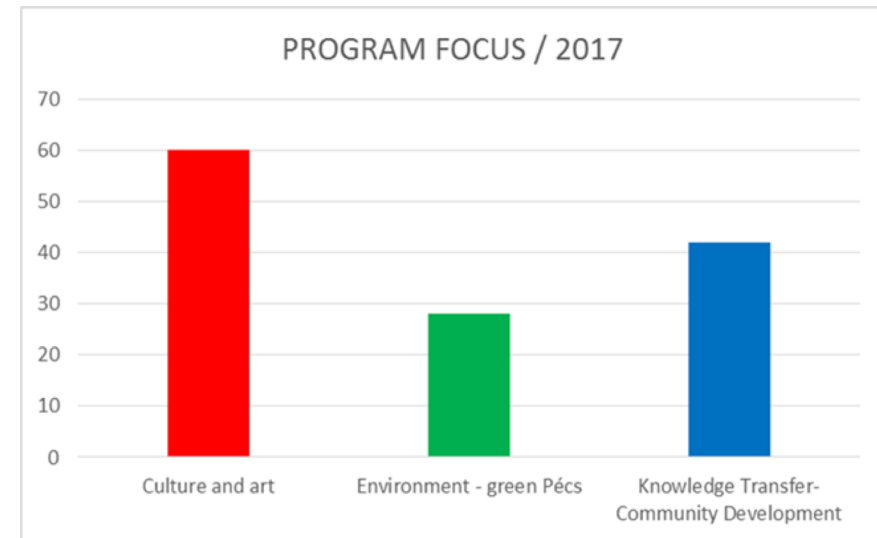
**COMPARATIVE ANALYSIS: GROWING NUMBER OF PROGRAMS AND LOCATIONS**

**SUMMARY OF PROGRAMS AND LOCATIONS  
in the years of 2017, 2018, 2019**

Year	Number of programs (events )	Number of locations (places )	Program organisers/stakeholders
2017	130	28	67
2018	132	33	67
2019	242	36	73

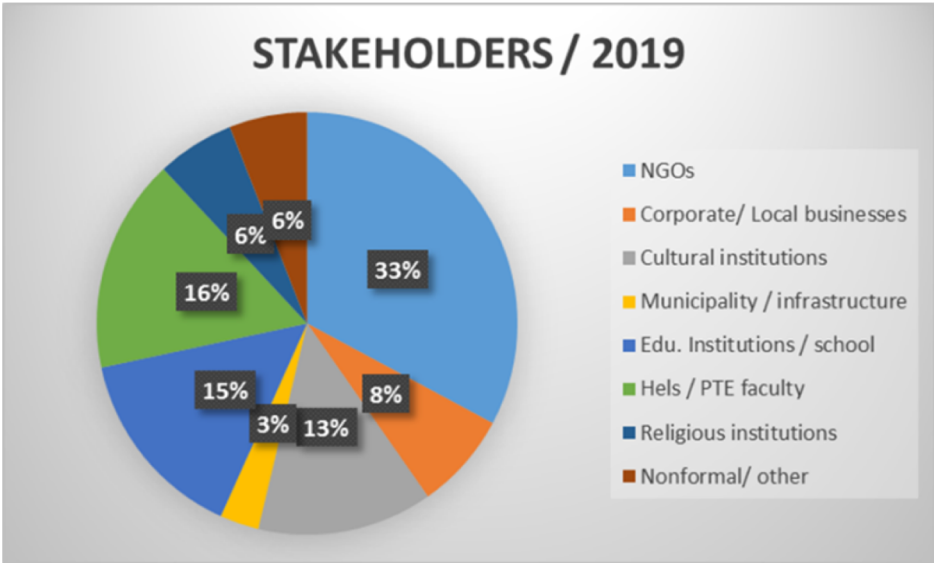
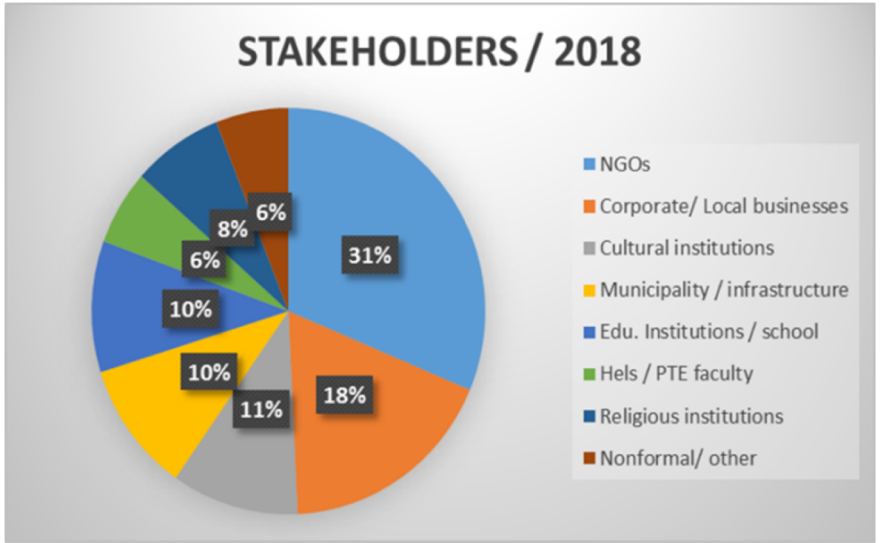
## EVENTS FOCI 2017 – 2018 - 2019

- Art & culture connecting us
- Knowledge transfer
- Community development
- Environment - green solutions
- Places - local values
- Together we can make it!
- Activity and sports for health





# STAKEHOLDERS OF THE LEARNING FESTIVALS 2017- 2018 - 2019



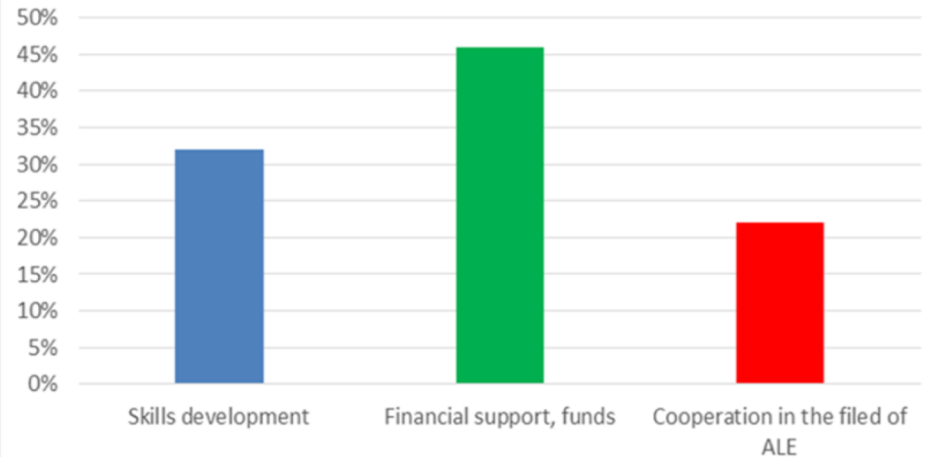
Which competencies/ skills/ characteristics do you think best describe an adult educator?

1.	Flexibility
2.	Empathy
3.	Critical thinking
4.	Encouraging
5.	Digital skills

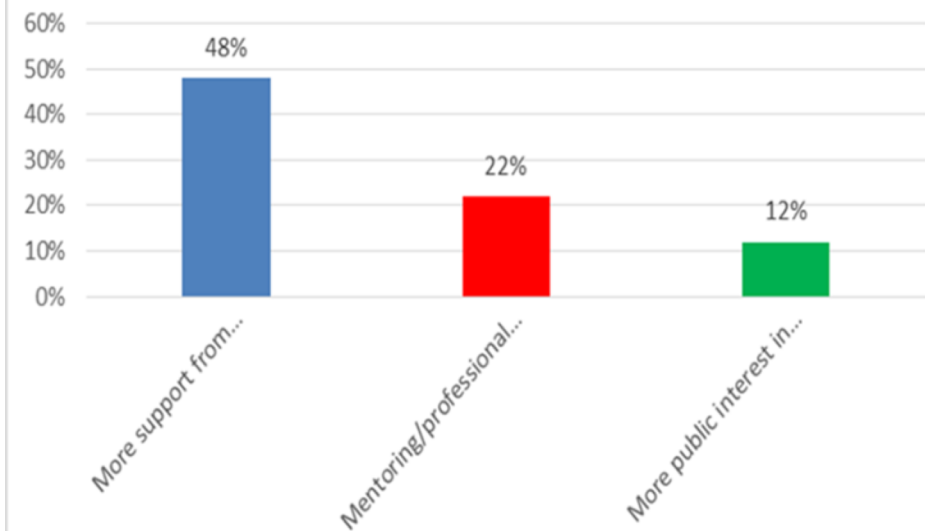
### Adult educators need:

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

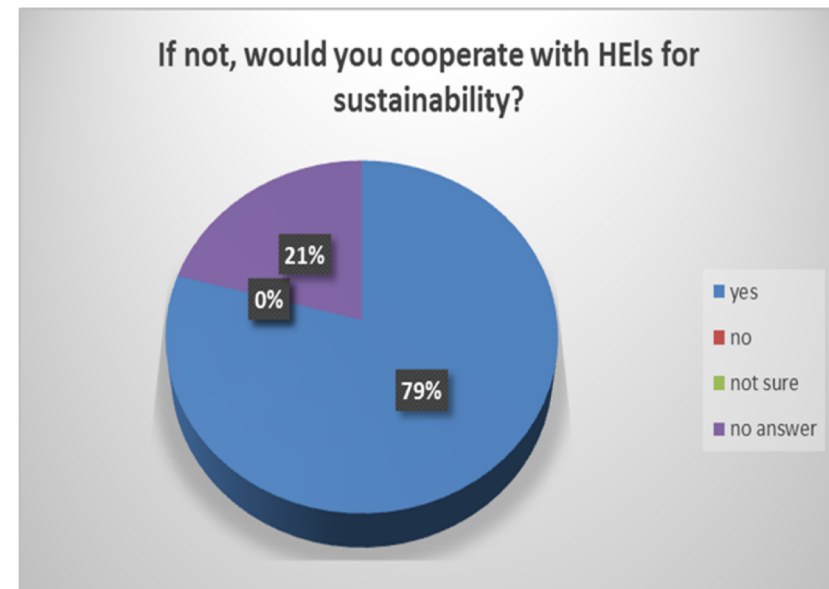
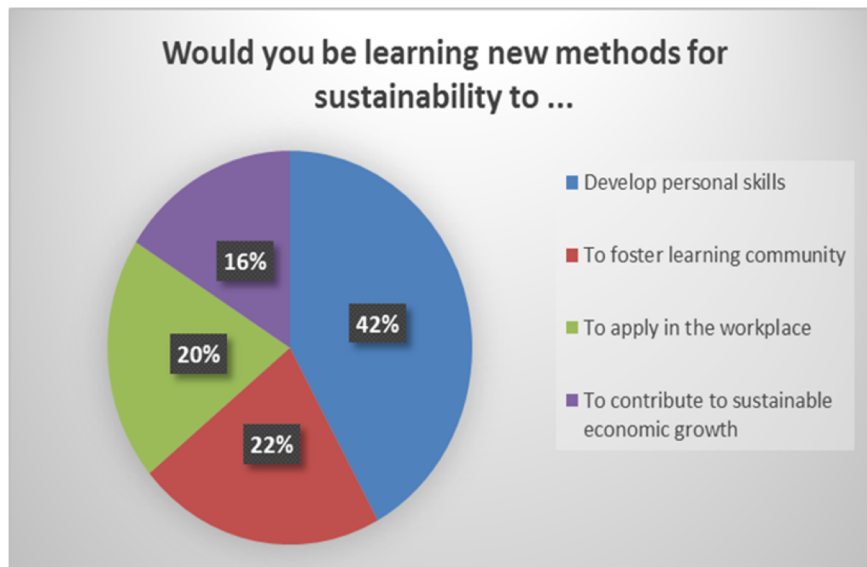
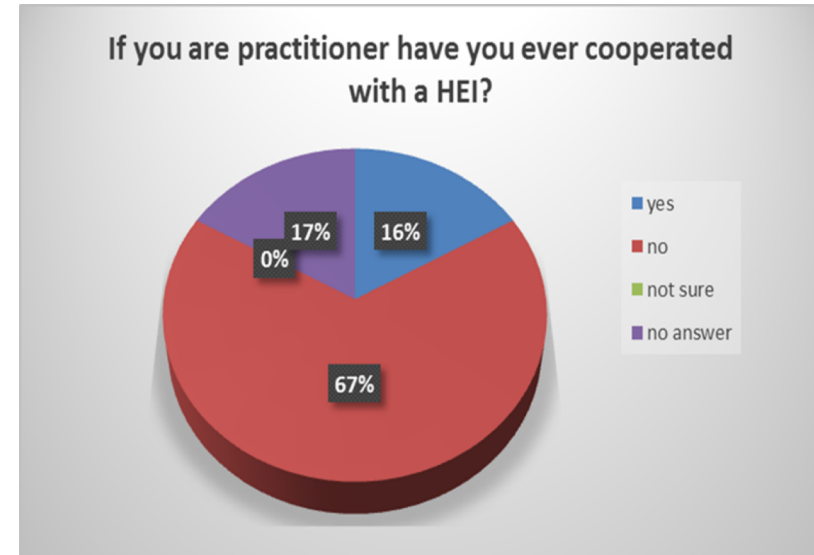
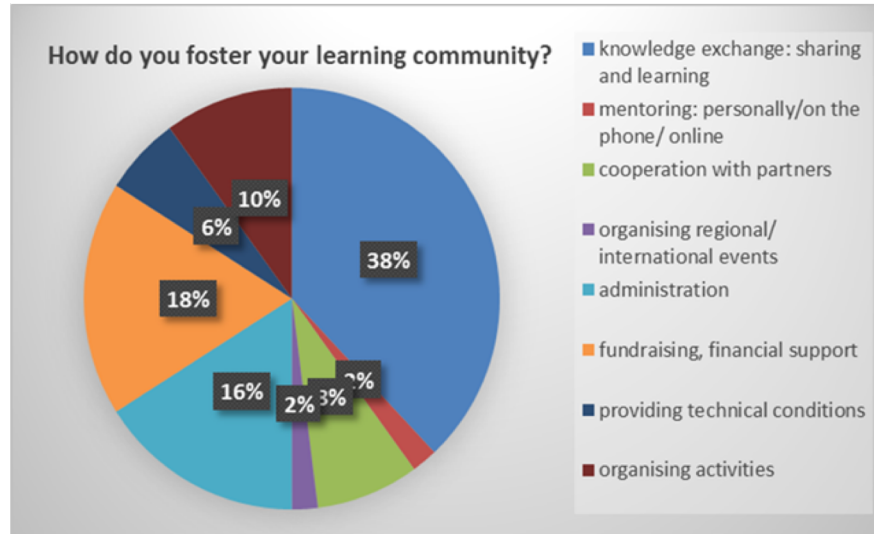
If not fully, what, what do you need most to be empowered?



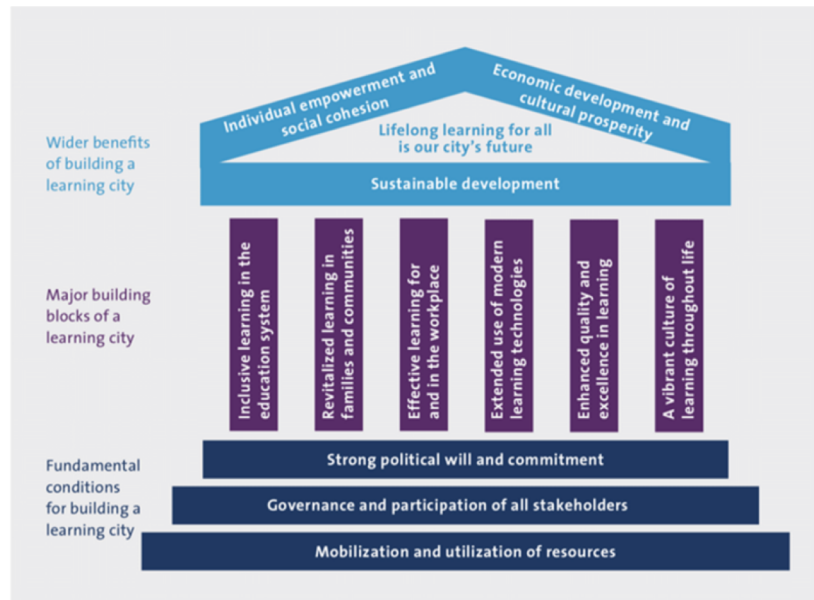
What do you wish for your learning community to be more effective?



## COOPERATION ?



## KEY FEATURES OF LEARNING CITIES- GLOBAL GOALS IN LOCAL ACTION?



UNESCO Global Network of Learning Cities Guiding Documents *Published in 2015 by the UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany*

Major building blocks of the learning city in Pécs:

Inclusive learning in the education system (University of Pécs, local minorities, community schools)

Enhanced quality and excellence in learning (internationalization of the university)

*Pécs: a former cultural capital of Europe*

Areas to develop in the Pécs learning festivals:

- Effective learning for /in the workplace
- Extended use of modern learning technologies
- Revitalized learning in families and communities - vibrant culture of learning throughout life

Exploring the fundamental conditions of the learning city in Pécs:

- Local authorities - commitment? Financial, technical support, collaboration with civil society?
- PR & communication?
- Strategic partnership with the university??
- Support?
- Requests of the community? Initiations from civil society?

# LET US CELEBRATE LEARNING TOGETHER!

## **Conclusion of the research investigating the learning city & region festivals in Pécs, Hungary.**

Growing number of

- programs, institutions and places included during the learning festivals,
- stakeholders offering programs for lifelong learning

The research identified a successful cooperation of the local communities with the University of Pécs, and a growing need of acknowledgment and support from the local authorities to support civil society: dialogue for enhanced cooperation.

Stakeholders:

- NGOs, Associations, nonformal learning communities
- Local authorities providing venues
- Cultural institutions, schools, museums, religious institutions
- Higher Education Institution (faculties of PTE)

The questionnaire: educators in leading roles / learning communities, role/ mindset on sustainability (aspect of personal responsibility, ready to collaborate with HEIs to support the third mission of the university).

Let us celebrate in the center of the events: individuals of all ages, children, teenagers, students, young adults and senior citizens, who get together every year to realize the purpose of the learning



# TOGETHER WE DO MAKE A DIFFERENCE:

„The UNESCO global network of learning cities welcomes 54 new member cities from 27 countries”

*UIL: Sep. 2020*

„Today, 55 cities from 27 countries join the UNESCO Global Network of learning cities. Find out which they are and how they enable people of all ages and socio-economic and cultural backgrounds to benefit from quality education and lifelong learning opportunities. Join us to meet the 55 new UNESCO learning cities! They show how lifelong learning supports the development of inclusive, safe, resilient and sustainable cities 2030 Agenda.”

Join GNLC Webinars: UNESCO learning cities' response to COVID-19 Learning Cities' COVID-19 recovery: from research to practice”: webinar series



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UIL Ddiagrams and photos downloaded from: UIL website,: <https://uil.unesco.org/>

# THANK YOU FOR YOUR ATTENTION

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