

ACTIVE AND GLOBAL CITIZENSHIP – INTERNATIONAL COMMITMENTS AND PRACTICAL EXAMPLES

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INTRODUCTION AND BIOGRAPHICAL BACKGROUND

The author was invited to contribute to the *euцен University Lifelong Learning Open Fora 2020* during the final week dealing with *Bridging active citizenship and ULLL*. The invitation came through *euцен* President Balázs Nemeth. We are well known to each other since the mid-1990s when he was in his final years of studies at the University of Pécs, and I had joined as Honorary Professor in the Institute of Adult Education and Human Resources Development. The issue of education for active citizenship has been following us ever since, and I shall return to a joint effort with him at the Adult Education Academy of the University of Würzburg later (Universität Würzburg 2020). During those years in Hungary I was Director of the DVV International Country Office in Budapest. DVV stands for Deutscher Volkshochschul-Verband (German Adult Education Association) which represents the joint interests of the Volkshochschulen (vhs, Community Adult Education Centres) on national and international level.

Looking through a biographical and institutional lens will be the approach in this article. There is this narrative to remember the past and learn for the future, which is important for the field of adult learning and education (ALE) and beyond in all walks of life. DVV International and the European Association for the Education of Adults (EAEA) provided an excellent example when they reminded us of the beginning of World War I and how this should be remembered in ALE today. Outcomes from the respective conference on *1914 – 2014 – Remembering the past to live the present and shape the future* were shared and disseminated widely (Kelbert & Avdagic 2015).

Having moved far in one's own life is good for two perspectives. One is what Rolf ARNOLD calls the "Rest-Biography", or what the Hollywood movie "The Bucket List" identifies as the rest and maybe the best which is coming at the end. It may also be helpful here to look back, and this is what we did in *Adult learning and education: Active global citizens for sustainable development – a political, professional and personal account* (Duke & Hinzen 2018). There was much to tell from the 1960s in distributing pamphlets against the war in Vietnam during school days, the time of the students' rebellion at university, the research on colonial policies in education for the PhD dissertation, environmental campaigning against extracting industries and waste disposal plants on natural heritage land, and leaving for a final professional engagement 2009 - 2015 for DVV International, as Director of the Regional Office in Southeast Asia, based in Laos, as the most heavily bombed country on earth (Hinzen 2015).

ORIENTATION AND GUIDANCE – AGENCIES AND PARTNERS

The information by *euцен* that the keynote on the opening of the Master Class would be presented by Professor Sir Alan Tuckett from the University of Wolverhampton was another welcome call to join. We share a common battle ground with governments while he was the CEO of the National Institute of Adult and Continuing Education (NIACE) in UK, and I was Director of DVV International in Germany. We could do many things together on European and global level, including joining a period on the Executive of the International Council for

Adult Education (ICAE) while CONFINTEA VI as the series of UNESCO World Conferences met in Belem, Brasilia in 2009. That was an important preparation for the World Education Forum in Incheon, Korea in 2015 as the outcome document from there would be advanced as the Education 2030 Agenda of the Sustainable Development Goals - SDGs (UNESCO 2015).

Alan TUCKETT threw the net wide in his keynote - from the 1919 Report on Adult Education of the British Ministry of Reconstruction and the 100 years anniversary campaign, the early University engagement through their Departments for Extra-Mural Studies, to the deepening of climate change and the dangers of populist regimes of today. However, from his ten ideas two were so close that I thought to take them further in my own presentation. They were: "Work with agencies already engaged" and "Work with partners having common concerns".

The choice of agencies and partners for me then was to take DVV International where I joined the leadership in 1978 as well as the UNESCO Institute for Lifelong Learning (UIL) for which I coordinated a first study already in 1977 and later was invited as Honorary Fellow. When Moldova State University conferred a Doctor Honoris Causa title on me for serving and supporting the global ALE development and movement, these two organisations and related major achievements and milestones were prominently mentioned (Hinzen 2019).

Those decades of involvement in planning, management and monitoring and also advocacy, research, and teaching have taken me to the position that today I join all those who argue that in this age of globalization and digitalization, demographic and technological changes, the human right to education has turned to a human right of lifelong learning - LLL (Elfert 2019). Currently the Futures of Education initiative by UNESCO, actually a follow-up to *Learning to be: The world of education today and tomorrow* (Faure et al. 1972) and *Learning: the treasure within. Report to UNESCO of the International Commission on Education for the 21st Century* (Delors et al. 1996) invited for contributions. Two important ones for our discussion here were *Embracing a culture of lifelong learning* (UIL 2020) and *Adult learning and education (ALE) – because the future cannot wait* (ICAE 2020). ILO and UNESCO have taken it even a little further as they now looked into LLL as an entitlement (Dunbar 2020).

INTERNATIONAL RECOMMENDATIONS AS COMMITMENTS

Every 12 years UNESCO Members States meet for CONFINTEA (Conférence Internationale sur l'Éducation des Adultes) to inform and exchange on developments in ALE. The first was 1949 in Helsingör, the latest 2009 in Belem, and 2022 in Marrakesh will be the next. I enjoyed being on the German delegation, and on the drafting group as each of the conferences end up with a report and recommendations. *The Belem Framework for Action* (BFA) covered five areas: policy, governance, financing, participation, quality, and participants adopted: "We recognize that adult education represents a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning." And in respect to participation, inclusion and equity called for "creating multi-purpose community learning spaces and centres..." (UIL 2010, 5). This was an important recognition for those working in and for ALE institutions.

The BFA tasked UIL with a role in regular monitoring of the ALE sub-sector of the education system. On implementation, the Global Report on Adult Learning and Education (GRALE) was started. Meanwhile, GRALE 5, on *Active and global citizenship education*, is under preparation. Before, GRALE 3 in 2016 covered *The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life* and GRALE 4 in 2019 was on *Participation in Adult Education*.
https://uil.unesco.org/fileadmin/keydocuments/AdultEducation/en/GRALE_en.pdf

The idea of the World Education Forum (WEF) is to look at the education, learning, and training sector as a whole. After a first meeting in Jomtien, Thailand in 1990, the next was 2000 in Senegal, which adopted *The Dakar Framework for Action: Education for All (EFA)* (UNESCO 2000). The time frame of the EFA was in line with the United Nations (UN) Millennium Development Goals (MDG) going up to 2015. Unfortunately, adults neither in ALE nor in ULLL played a role, and in civil society circles it was asked: *Does EFA stand for "Except for Adults"?* (Khan 2000).

In 2012 the UN Secretary General launched the Global Education First initiative. It had three priorities: "Put every child in school; improve the quality of learning; foster global citizenship" (<http://www.unesco.org/new/en/gefi/about/>). That was the starting point of efforts by UNESCO to define what was phrased as Global Citizenship Education (GCED). The Asia-Pacific Centre of Education for International Understanding (APCEIU) invited us to a technical consultation in Korea (<http://www.un-rok.org/about-un/offices/unesco-apceiu/>) and a year later, together with the UNESCO Bangkok Office, to a global forum to further define GCED. Ever since, active and global citizenship education has gained importance in the international discourse (Milana & Tarozzi 2019).

The post-2015 debate called for a paradigm shift: The MDG should turn to SDG with a global orientation, and the EFA should move towards LLL for all. This period is documented well, and highly interesting for comparative studies. One such collection is *On the Eve of EFA and MDG – Shaping the Post 2015 Education and Development Agendas* (Fernandez, Hinzen & Khan 2014). We all contributed to this important discourse, for example, *Towards a lifelong learning target for 2015* (Tuckett 2015) or *Lifelong Learning for All – A potential global goal for the post 2015 education and development agendas* (Hinzen 2013).

The World Education Forum 2015 in Incheon adopted as the overarching goal for the Education 2030 Agenda: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". As target 4.3 to "ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university", and in 4.7 to "ensure that all learners acquire the knowledge and skills needed to promote sustainable development ... through education for ... human rights, gender equality ... global citizenship ..." (UNESCO 2015a). Clearly, universities and global citizenship are there. At the same time we argued – for all means for all, also for all adults.

Another important request that came from the BFA was the revision of the UNESCO *Recommendation on Adult Education*. This was done in light of the SDG 2030 Agenda and a major clause reads as: "Adult learning and education also includes education and learning opportunities for active citizenship, variously known as community, popular or liberal education. It empowers people to actively engage with social issues such as poverty, gender, intergenerational solidarity, social mobility, justice, equity, exclusion, violence, unemployment, environmental protection and climate change. It also helps people to lead a decent life, in terms of health and well-being, culture, spirituality and in all other ways that contribute to personal development and dignity." (UNESCO 2015b, 2). This was adopted by Governments of Member States in the UNESCO General Conference 2015.

SELECTED EXAMPLES AND EXPERIENCES

If LLL is to become a human right, then there can be no doubt that ALE is part of that human right. Adults are the largest group of society, and people are adults for the longest part of their life. Here ULLL and ALE could join hands struggling for and implementing a human right. While the universities conform much closer to a common framework it is different for the diversity or even fragmented ALE sector.

There is a tradition for these joint efforts. Part of the historical roots of ALE lie in the enlightenment period and are close to what today is called citizenship education. Early University Extension, through their Departments of Extra-Mural Studies, was important for today's engagement and community work of Universities. In Germany there existed, since 1970 and for a long time, the Arbeitskreis Universitäre Erwachsenenbildung (AUE, Working Group for University Adult Education), representing the cooperation between vhs and DVV with the Universities. Today it is the Deutsche Gesellschaft für wissenschaftliche Weiterbildung und Fernstudium (DGWF, German Association for University Continuing and Distance Education), and DVV serves as a member in the DGWF Advisory Board (<https://dgwf.net/services.html>).

Another historical root of ALE was the agricultural and industrial revolutions, with their demands and needs for vocational skills or better employability, in the language of today. Here again is an important area of cooperation between DVV and the German Federation of Trade Unions. They together established a national association with the name of Arbeit und Leben (Work and Life), fostering the aim of a "democratic culture of citizen participation" through workshops, projects and publications, including the international level <https://www.arbeitundleben.de/bundesorganisation/item/working-toward-a-democratic-culture-of-citizen-participation>

The examples of institutionalised ALE, in many parts of the world, include Adult Education Centres such as vhs in Germany, or the Cultural Houses and Community Learning Centres (CLC). Turning to the vhs, it should be acknowledged that, 100 years ago, adult education, including the vhs, became part of the constitution of the Weimar Republic. Today, ALE in its different dimensions is part of public financing, resting in policy and legislation. Governance of the vhs is guided by regular monitoring and the collection of statistical data is published yearly. Figures from 2018 for all the 900 vhs with their 9 Million participations in lectures and courses show that around 20% are related to politics, society, and environment (Reichart, Huntemann & Lux 2019).

The specialized body in Germany for active citizenship education is the Bundeszentrale für Politische Bildung (bpb, Federal Agency for Civic Education). Its main function is related to "Strengthening Democracy - Fostering a Civil Society". Here again, agency cooperation is ensured: The President of bpb is a member of DVV Advisory Board, and many vhs work together with bpb <https://www.bpb.de/die-bpb/138852/federal-agency-for-civic-education>

DVV International was founded in 1969 and therefore celebrated *50 Years DVV International. Half a Century of Adult Education* (Hirsch, Jost & Waschek 2019). Numerous activities could be explored on projects and cooperation with partners around the world that dealt with ALE via active and global citizenship. A most recent one was the engagement in the European research project EDUMAP, results published in *The contribution of adult education to active participatory citizenship* (Brand & Schmidt-Behlau 2019).

In 2019 the Minsk Office of DVV International in Belarus invited to the conference *Adult Education for Achieving Sustainable Development Goals* on the occasion of its 10th anniversary. In my keynote I mentioned that the city of Vitebsk, the birth place of Chagall, is a member the UNESCO Global Network of Learning Cities (GNLC). Citizen participation on community level is a key feature of learning cities, often between civil society, universities and ALE providers (UNESCO 2015c, 12). Active citizenship education and participation in policy and practice was at the heart of project work in the EU funded *Learn to Act* (Veramejchik 2019).

A final experience: The University of Würzburg has established during the past years an Adult Education Academy on comparative studies in ALE and LLL for doctoral and master

students and practitioners in cooperation with some ten universities, and EAEA and DVV International as partners (Egetenmeyer, Buffo & Kröner 2020). One of the comparative groups deals with *building active citizenship through adult education - a mission, role and responsibility*, where Balázs Nemeth and I act as co-moderators. Here again, the cooperation of agencies and partners, of students, teaching staff and practitioners is an example where active and global citizenship can be nurtured (www.hw.uni-wuerzburg.de/intall).

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