

## Integration of a Course on Adult Education into the Curriculum of Vocational Education in Teacher Training

Éva Feketéné Szakos

Department of Andragogy, Institute of Science of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest

***Anotácia:** In our age of lifelong and lifewide learning, adult education has become an increasingly important part of vocational education and training (VET). Educating adults calls for special knowledge and competences, which most persons (including certified teachers) helping adults learn, do not possess, and they do that work as "amateurs" from the perspective of andragogy. The purpose of the article is to describe and reflect on the process how a course on adult education has been integrated into the curriculum of VET teacher training in Hungary. Comparative perspectives for innovators and policy makers, who are in similar situation, might be enhanced by reading about the Hungarian innovation. Traditional curricula of VET teacher training in Hungary did not include professional knowledge about adult education and lifelong learning till the middle years of the first decade of the millennium. But global and EU trends for lifelong learning and changes in the practical field of adult education inspired the innovators at VET teacher training institutes of Hungarian universities to elaborate and introduce adult education (andragogy) as a new, optional, and later compulsory course for pre-service VET teachers. A case study has been carried out during the middle years of the first decade of this millennium at a university to underpin the necessity of integration of a new course on adult education into the curriculum of VET teacher training. The present study focuses on the context, results and consequences of the process of the development of the new, effective curriculum about adult education for vocational teacher training.*

*PEDAGOGIKA.SK, 2012, Vol. 3. (No. 3:151-165)*

**Key words:** adult education, andragogy, adult educator, teacher training, vocational education and training (VET).

***Integrácia predmetu Vzdelávanie dospelých do študijného programu odborného vzdelávania učiteľov.** V ére celoživotného vzdelávania a vzdelávania vo všetkých aspektoch života sa vzdelávanie dospelých stáva dôležitou súčasťou odborného vzdelávania. Vzdelávanie dospelých si vyžaduje špeciálne vedomosti a kompetencie, ktoré väčšina ľudí (vrátane kvalifikovaných učiteľov) nemá, a preto pracujú v tejto oblasti ako andragogickí "amatéri". Cieľom tohto článku je opísať a zamyslieť sa nad procesom integrovania kurzu andragogiky do študijného programu odborného vzdelávania v Maďarsku. Skúmanie tejto školskej inovácie v Maďarsku môže pomôcť inovátorom a politikom, ktorí stoja v podobnej situácii v zahraničí. Tradičný študijný program odborného vzdelávania učiteľov v Maďarsku až do začiatku milénia neobsahoval odborné vedomosti o vzdelávaní dospelých. Ale globálne trendy v celoživotnom vzdelávaní v EÚ a zmeny v praxi vzdelávania dospelých inšpirovali inovátorov v inštitúciách odborného vzdelávania učiteľov na maďarských vysokých školách k tomu, aby vypracovali a zaviedli kurz vzdelávania dospelých (andragogiky) ako nový voliteľný a neskôr povinný kurz v odbornom vzdelávaní. Na začiatku milénia bola zrealizovaná prípadová štúdia na jednej vysokej škole, ktorá podporila nutnosť integrácie tohto nového kurzu do študijného programu odborného vzdelávania. Táto štúdia opisuje kontext, výsledky a dôsledky procesy vyvíjania nového kurikula vzdelávania dospelých v odbornom vzdelávaní.*

*PEDAGOGIKA.SK, 2012, ročník 3, č. 3: 151-165*

**Kľúčové slová:** vzdelávanie dospelých, andragogika, vzdelávateľ dospelých, vzdelávanie učiteľov, odborné vzdelávanie

## **New Challenges for Vocational Teacher Training Regarding Adult and Continuing Education: The Context of Development of a New Curriculum on Adult Education**

Adult education is the practice and theory of teaching and educating adults, and also of learning in adulthood. It has also been referred to as *andragogy* (to distinguish it from pedagogy) and sometimes as the science of lifelong and life-wide learning/education of adults (Reischmann, 2004). In Hungary *andragogy* is more widespread in scientific terminology than in the common knowledge, and it can be defined as a relatively independent subdiscipline of the sciences of education (Feketéné, 2010).

Since 2000 many European Union documents have emerged regarding guidelines of Lifelong and Lifewide Learning policy. As a result of acceleration in technical and economic development, continuing education, which aims at the continuous updating and enhancing of knowledge, and developing competence, became unavoidable. Learning has both vertical and horizontal dimensions. *Lifewide learning* means formal courses (within the school-system), non-formal courses (outside the school system) and informal (spontaneous everyday) learning in a coherent system. Guidelines of the European Union about *lifelong and lifewide learning* focus rather on learning throughout the whole lifecycle than on teaching and educating (European Commission, 2000). Adult education has to widen perspectives of learners, and as a result of active learning not only the participants' knowledge, but also their attitudes and skills will change. In vocational education and training (VET) it is especially expected, that participants will be able to apply their knowledge effectively at their workplace (competence based adult education).

These guidelines have been forcing vocational training schools, teachers, trainers and teacher training to act in new ways (see e.g. Europass and the European Qualification Framework). Increasing chances for European mobility and unemployment of teachers and trainers (sometimes also among career starters) make them work out safe survival strategies in creative ways. Some of them make corrections in their careers or turn toward new roles of teachers and trainers (e.g. in connection with e-learning).

In Hungary, a law on adult education (Law Nr. 101) which was enacted in 2001, opened the way to legal extension of the sector of adult education. It prescribes pedagogical or andragogical qualifications for leading persons responsible for educational programmes of institutions that provide adult education.

A new academic specialization (Andragogy) was established by 16 institutes (universities and colleges) of higher education in 2004, and it was accredited by the Hungarian Accreditation Committee both at bachelor (BA)

and later at master (MA) levels. That process pressed the acceleration of studying the professionalisation of the role of adult educators.

From the perspective of VET institutions, Hungarian statistical data regarding adult education indicate, that a quite large percentage (13 %) of the total number of vocational training schools have already been accredited as institutions of adult education as well (see Figure 1). That number shows a great progression, but, on the other hand, it urges solving of the problem of educating and training of adult educators. It is questionable, whether the extension courses for practicing teachers will meet this claim. As those courses are not compulsory, they are supposedly not enough. Especially the new Hungarian multifunctional type of vocational education, the Regional Integrated Centres of VET, which were established by fusion of former VET schools, need urgently teachers and trainers who are competent in adult education. Going further, not only the educational institutes but any institute offering adult education can benefit, if keeps adult educators (teachers with extra competence of adult education) occupied.

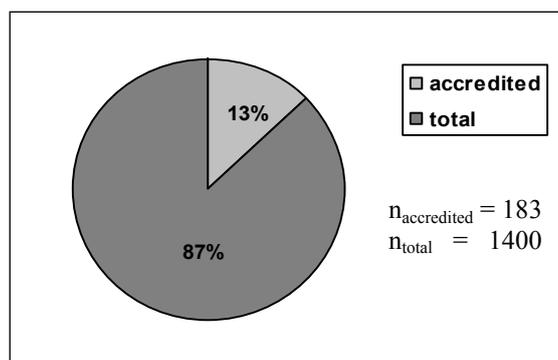


Figure 1: **Percentage of accredited vocational training schools that include adult courses, related to total number of vocational schools in Hungary in 2006 (www.nszfi.gov.hu)**

All these changes increased the importance of adult education especially in vocational education and in VET teacher training.

These new challenges prompted searching answers to the following questions:

1. Is the intention of establishing and introducing of a new university course for VET teacher preparation consistent with global and European trends of supporting lifelong learning and of professionalisation of the role of adult educators?

2. Does the pedagogical knowledge need to be complimented by some andragogical knowledge in VET teacher training?
3. What should be the main points of the content of a course curriculum on adult education for pre-service VET teachers, and how the key elements were modified during the years?
4. What expectations do pre-service VET teachers and trainers have about the content of the course, usability of knowledge in adult education and what are their evaluations regarding learner-centrality of the course?

### **Theoretical Background: EU Documents and Their Relations to Theoretical Frameworks**

In order to answer the former questions, guidelines and key messages in documents of EU, regarding lifelong learning were analysed, such as in:

- Memorandum on lifelong learning (2000);
- Education and training 2010 work programme (2002);
- Council of the ministers of education of states: measurable objectives (2003);
- Declaration of Copenhagen (2002);
- European Qualification Framework (2005 – 2011);
- Commission of the European Communities: Communication from the Commission. Adult learning: It is never too late to learn. Brussels 2006;
- Commission of the European Communities: Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions. Action Plan on Adult learning. It is always a good time to learn. Brussels 2007;
- Education and Culture DG, Cedefop: European Guidelines for the Validation of Non-formal and Informal Learning. Brussels 2008;
- European Commission (2010a): Strategic framework for European cooperation in education and training ("ET 2020");
- European Commission (2010b): Europe 2020. A strategy for smart, sustainable and inclusive growth. Brussels.

According to the trends in the European Union, prognosis of EU predicts 5 –7 changes or modifications of an ordinary career. Measurable future objectives of the European Union (among others increasing the number of participants in adult education) reinforces the importance of adult education, which needs increasing number of competent adult educators especially in vocational training in the context of lifelong learning. Fulfilling that objective requires high quality education and training of adult educators, who possess special competences. The roles of the pedagogue and adult educator have to be

clearly distinguished, and the latter must not mean only the imparter of knowledge. *Learning by doing* must be an important and real objective of adult education. Only improved performance will create economic values, which also involve active learning.

Increasing European mobility needs the consideration of principles of quality, transparency and acknowledgement of prior experiential learning in the context of lifelong learning. Nordic countries like Denmark, Sweden and Finland are leaders in implementing lifelong learning strategy into practice. Documents of the Copenhagen process (Copenhagen Declaration, 2002) in the European Union include theoretical and practical guidelines to the elaboration of the concept of transparency (Niemi, 2009; Evans, 2005).

Results from analysis of the content of the profession of pedagogues and teacher training in Hungary were taken into consideration as well. In the course of joining the 3 level Bologna system, many researches were carried out by universities and scientific institutes regarding the past situation and the possible changes of teacher education. Findings of the research of the Pedagogical Committee of the Hungarian Academy of Science were summarized by Laszlo Zrinszky in the periodical "Teacher Education" in 2002. With analyzing curricula of many Hungarian teacher training institutes, he predicted, that adult education could be one of the most promising content of teacher education (Zrinszky, 2002; Sz. Molnár, 2009). In spite of that prediction adult education has not been included in curricula of vocational teacher education and training.

The recently emerged theories on professionalisation of the role of adult educators and adult learning personnel contribute to the consideration of adult educators' role as well (Knox, Fleming, 2010). The career development of adult learning personnel has been studied in the United States, and 4 stages were identified by the authors, which are beneficial to the potential adult educators to be reflected on in the frame of a course on adult education:

1. Entry stage.
2. Creative stage.
3. Transformation stage.
4. Transcendent stage.

*Entering* the field of adult education in the US is based rather on experience and interest, than on preparatory training or validation.

Those who remain in the field, and progress in creative and self-directed learning, participate in conferences, read periodicals and other professional publications, can recognize their opportunities for further progress. At this *creative* stage of their career they can find new perspectives for themselves especially, if they are stimulated and supported by the local community of practice.

At the *transformative* stage practitioners can combine their practical experience with the basic concepts of adult learning and education, and reflection becomes more and more important in their career. Basic concepts can be learned in professional education as well.

Practitioners and scholars of adult education at the *transcendent* stage of their career recognize their role in the contribution to the solving of global and local public issues (compare the situation following the Japanese earthquake and accident of the nuclear power station recently). The solving can be worked out by a broad professional collaboration and continuing learning.

Supposedly the *transcendent* attribute would sound strangely in this context in a Hungarian adaptation of the model, as the word has a meaning „beyond the perceptible reality” in our country. I would propose the usage of the word „engaged” instead.

In planning and implementing the courses on adult education in VET teacher training, the *systemic-constructivist* approach was applied as a theoretical framework. Currently it is considered as one of the most widespread theory of adult learning and of facilitating learning of adults (Glaserfeld, 1995; Candy, 1991; Siebert, 1999, 2009). Nowadays it is more widely applied in the European vocational education, than in the United States, especially in land-based vocational education (Burke, 2005; Beus, 2007).

The essence of epistemology of constructivism which is relevant to teaching adults is that one’s brain does not mirror the reality as it really exists, but the brain builds up (or in other words constructs) its own reality. That process is based on life experience. The primary criterion for constructing those ideas is not the objectivity or truth of an idea, but its *viability*, namely its fitting into the person’s previous ideas (constructs), into the story of his/her life. The aim of teaching adults in a constructivistic way is *to widen the repertory of possibilities in thinking and acting*.

Instructional interaction among adults is usually not attractive for them, unless they need it. The so called „other directed attitude” is more widespread among elderly people in Hungary than in western countries (Kopp, Skrabsky, 1995). For young people with „inner directed attitudes” learning is not determined by teaching, but rather by cognitional structures of the learner’s mind. These structures are in connection with biographical experiences and preconceptions (prejudices).

Each individual is an operationally closed system, so the participants of a social learning situation do not know exactly what others really think about the situation, the content and so on. Niklas Luhmann calls it „the normality of misunderstanding” (In: Siebert, 1999.). In spite of this people need communication for their survival, and they can make supposedly intersubjective agreements.

Informing or communicating about adult education means: offering the opportunity for the participants to make connections (toward compatibility) between different constructs on adult education, thus offering the opportunity for them to build more structured, more complex and better informed „mind maps” than they had before the course (Feketéné, 2010).

All of these principles were built in the process of the development of the curriculum about adult education and adult learning. Teaching and learning on adult education were realised through sharing previous knowledge and experience, which was intentionally planned into the curriculum. The leader of the course (from the constructivist perspective) was one among others (though he/she was an expert) who could present well-informed constructs (expert views) to others. Participants were stimulated to find connections (or contradictions) among their previous knowledge and the new contents of the course, so they contributed to forming of the curriculum.

### **Some Results of the Development of the New Curriculum**

This paper does not intend to present a detailed account on the whole the case study (see more details about the first phase of the innovation in Feketéné, 2007), just to meta-analyse previously gathered data and add discussion of further developments of the process to them. After completing the literature survey and analysis of EU documents, which could be considered the constructing process of the theoretical basis of the new curriculum, the next step of the development of the curriculum - according to the didactical principles of learner-centred andragogy - was planning and implementing a survey on the requirements of the potential participants. That is why investigations via questionnaires and group interviews were carried out at the Institute of Career Planning and Teacher Training among students in VET teacher training at Szent Istvan University.

Attitudes of all of the pre-service vocational teachers (N=149) toward possibility of serving as adult educators and having study of adult education integrated in VET teacher training studies have been charted (see Figures 2-6). The sample consisted of 57 full time students in teacher training and 92 part time students in education of vocational trainers. One segment of the part time students had teaching experience in vocational training, mostly in helping students (sometimes also adult students) improve their competences in a practical field, but they had neither pedagogical nor andragogical qualification before entering the vocational teacher training. That is why they can be considered as “amateurs” from the perspective of andragogy. Most of them had experience and also a certificate in a vocational field, and by entering the vocational teacher training, they intended to become a pedagogically qualified, university-trained VET teacher or trainer. It was assessed with a questionnaire

from the perspective of the students (pre-service VET teachers) whether their pedagogical knowledge needs to be complemented by some andragogical knowledge. (The optional course on adult education could be chosen only after finishing basic courses in pedagogy in a previous semester.) Accumulated experiences (and sometimes unsolved problems) of the students (pre-service VET teachers) in teaching adults at a practical area were considered as rich resources of learning. These experiences, i.e. their “learning by doing”, and their expectations were communicated during the reflective phases of the learning process.

Adults are interested to get answers to their questions rather than receiving “pure” information. Principles like this were intentionally built-in into the theoretical basis of the course curriculum, and charting prior knowledge and expectations of participants was planned into the programme. By creating the learning environment, the leader of the course took characteristics and learning history of the participants into consideration. Therefore application of interactive techniques, e.g. group work, discussion, debate, brainstorming, role-playing etc., was planned intentionally. The curriculum of the course had to be elaborated for 15 lessons (1 lesson/week). Feedback from the participants, i.e. answers to intensity questions (e.g. „To what extend my experiences have been taken into consideration?”) on evaluation sheets are evidence that the previous aspects have been considered during the integration of the adult education course into the VET teacher training curriculum.

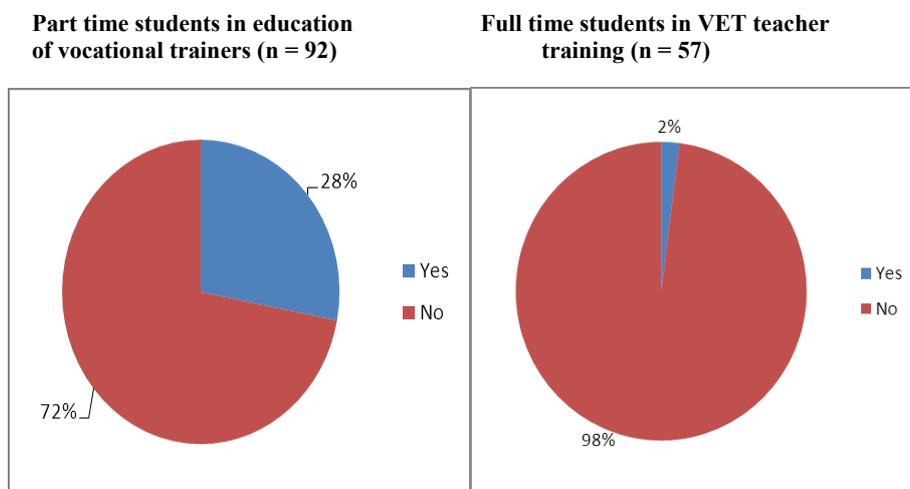
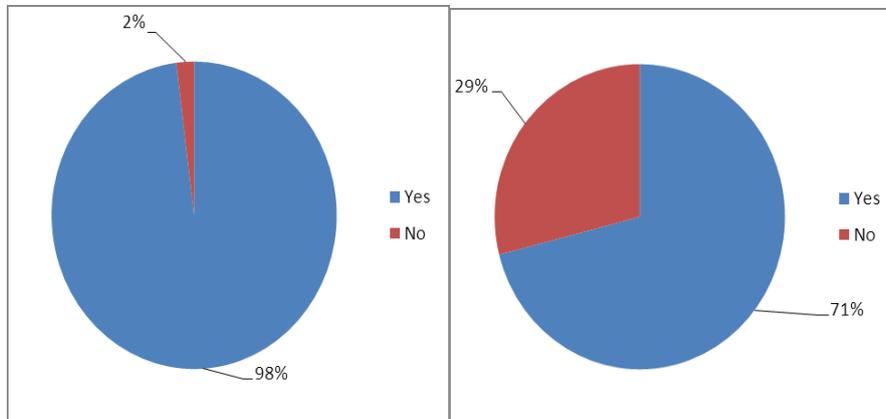


Figure 2: Experiences in adult education before optionally choosing the course of “Adult Education”

**Part time students in education of vocational trainers (n = 92)**

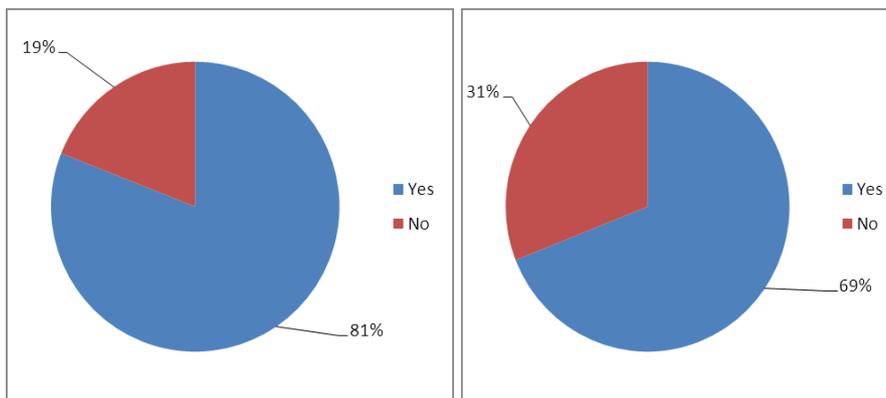
**Full time students in VET teacher training (n = 57)**



**Figure 3: Would you say Yes, if you were asked to be an adult educator after getting your degree?**

**Part time students in education of vocational trainers (n = 92)**

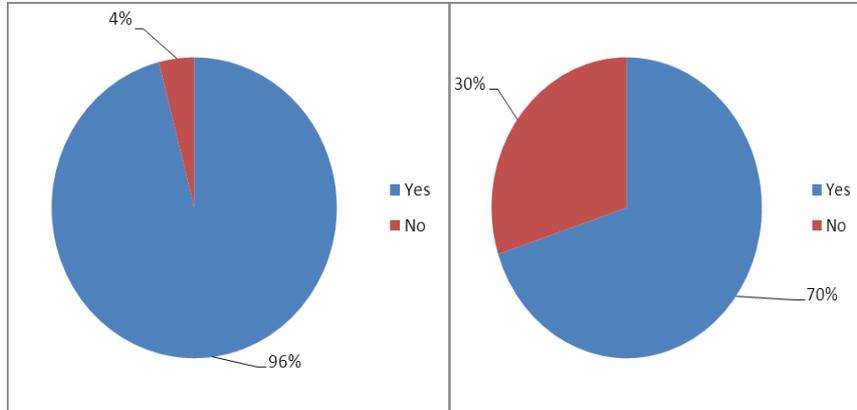
**Full time students in VET teacher training (n = 57)**



**Figure 4: Should knowledge of adult education be part of pedagogical knowledge?**

**Part time students in education of vocational trainers (n = 92)**

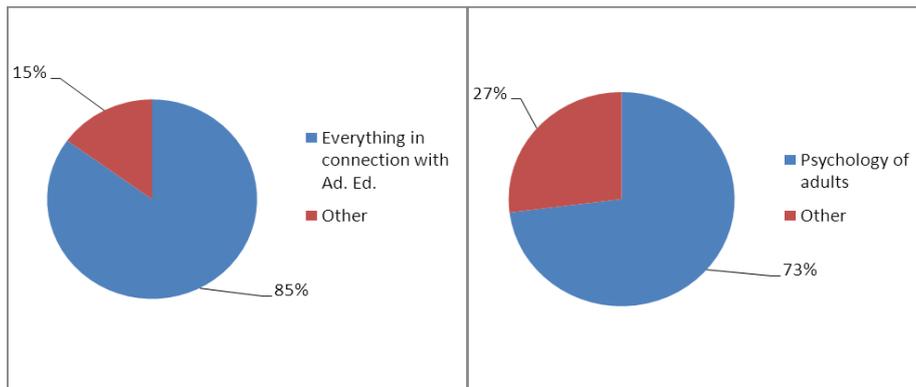
**Full time students in VET teacher training (n = 57)**



**Figure 5: Would you like to have the course of adult education integrated into your studies?**

**Part time students in education of vocational trainers (n = 92)**

**Full time students in VET teacher training (n = 57)**



**Figure 6: What would you like to study within the course of “Adult Education”?**

Though some students came with experiences in adult education to the course, their prior knowledge on adult education was poorly elaborated and differentiated. Most of them have expectations just about “everything in connection with adult education” or about “psychology of adults” (see Figures 2-6).

Regarding the content of the new course, the main topics of the curriculum of the initial course in 2005 were:

- Characteristics of the adult age;
- Learning characteristics of adults;
- The motivation of adults to learn;
- Adult learning characteristics in different target groups;
- Preparation for self-directed learning (e.g. e-learning);
- Reflective learning;
- Problem solving and learning;
- Roles and competences of adult educators;
- Special methods in adult education.

With taking into consideration the global and national context and changes of adult education (see the first and second sections) and also the proposals and feedback from participants of the courses during the years, the essential topics of the curriculum of the course “Adult Education” has been elaborated by 2009 as follow:

- National and international context of adult education and lifelong learning;
- Systems and functions of adult education;
- Learning characteristics of adults;
- Adult learning and motivations of adults to learn;
- Adult learning characteristics in different target groups;
- Preparation for self-directed learning (e.g. e-learning);
- Reflective learning;
- Roles and competences of adult educators;
- Special methods in adult education;
- Trends and future perspectives of adult learning.

It can be seen from this list that new aspects of adult education (e.g. „National and international context of adult education and lifelong learning”, “Systems and functions of adult education” and “Trends and future perspectives of adult learning”) have been emerged among the topics, which reflect on the global changes of adult education, especially vocational adult education.

A sample of 31 students who participated in the optional course was asked to fill in two questionnaires and take part in group interviews after completing the course. During the group interviews the students discussed their experiences regarding the course, their classes and their preferences about the topics. The most preferred topics were: “Motivations of adults to learn”, “Adult learning characteristics in different target groups”, especially in connection with inequality and perception of “Roles and competences of adult educators”.

That is why newer learning theories (like constructivism) and theories on professionalisation of the role of adult educators (see the second section) have been studied continuously with the aim of renewing the curriculum. Adults can be motivated to learn by ambition to build up their carrier, by interest in a topic etc. Therefore contributions of discussions about the ecological interests of employers and vocational teachers with extra competences in adult education to the curriculum proved to be very effective.

Each student who participated in the course on adult education was asked to fill in the questionnaires with rating scales ranging from 1 to 5 (5: very much, 4: much, 3: moderately, 2: a bit, 1: not at all). Some of the questions were:

- How much have you expand your knowledge?
- Can you apply what you have learned here?
- Did you like the behaviour of educator?
- Did you like it here?

After the course, anonymous feedback from students 31 was analysed on the basis of answers of 19 short answer and 3 essay questions. The mean score was 4.32 (SD 0.41). Essay questions were content analysed. Most of the students proposed to increase the number of classes and/or the status of the course. The latter suggestion of the participants has been accepted as the optional status of the course has changed for the compulsory.

During the group interviews, the students reported that andragogy and andrology are often mixed up in the common speech. In the Hungarian terminology *Andragogy* is used mostly in the scientific community of education, and not in the common vocabulary. Because of the similar sounding, ordinary people sometimes can hear and understand *Andrology* (the medical science of men's sex hormones) instead of *Andragogy*.

In the group interviews students appreciated that during the course they could gain knowledge and discovery experience about their own learning as adults as well. They experienced reflective learning and admitted how learning (creative and innovative learning) can serve as a coping strategy during periods of crises or in decision making, and how it can increase their chances at the labour market. The validity of these results, however, cannot be widely generalized, but participants' judgements in the programme evaluation are appreciated from andragogical aspect, especially in curriculum development (Zrinszky, 2008, p. 172).

### **Conclusions and Proposals for Further Research**

On the basis of the analysed EU documents and the related andragogical literature, and also on results of the empirical data collection among participants of the preparatory course on adult education for pre-service

vocational teachers it can be concluded, that being prepared to be an adult educator has an urgent relevancy both in global context and in the Hungarian vocational education. Being prepared for supporting lifelong learning in each segment of the educational field has an unprecedented actuality in our present, pluralistic times, full of changes, unsolved problems, global economical crises and new challenges. Taking also the newer theories of stages of career development of adult educators into consideration (see the second section), these “future adult educators” at the highest level of their career are expected to participate in the professional collaborating solution of global issues in terms of intelligent growth, by means of lifelong learning.

Findings of the study indicated an urgent demand among pre-service teachers for being prepared to serve as an adult educator, i.e. knowledge on adult education should be part of pedagogical knowledge. Data collected in the group interviews and presented in the previous section confirm the actuality and necessity of integration of adult education into the curriculum for training of vocational teachers and of vocational trainers.

Considering the theoretical analysis and also the results of the group interviews, it has been documented in the present study, how the development of a new, effective curriculum on adult education for vocational teacher training can indirectly improve the quality of vocational teachers’ life and how it can contribute to solving problems of the individuals and the society (e.g. by increasing the employment rate). This is consistent with trends in the European Union and with the latest theories of professionalisation of adult education, especially with characteristics of the most engaged (transcendent) carrier stage of adult educators (see also the second section).

Continuous follow-up of the actual global changes, economical crises and new EU documents resulted in an essential change in the curriculum development. That was the integration of some new elements into the topics (see the previous section): helping adults be informed and reflect on the effects of the global situation, the context and trends of adult education and be prepared for innovation on the one hand, and build-up a system-oriented perspective on each levels (individual, institutional, national, European etc. of adult education and lifelong learning on the other hand. These perspectives of vocational adult education need future investigations in international context.

The issue of becoming a competent adult educator has to be examined both from the perspectives of the vocational teachers (if they request those extra competences in adult education) and from that of the employers. Competent andragogical knowledge can bring the extra profit for the firms in which teachers with extra competence of adult education are employed. Extension courses should be offered for employers to help them to recognize the benefit

of employing human resources with extra competence of adult education. However, further interdisciplinary investigations are necessary about this issue.

The process of the development of the curriculum has not been finished yet, as according to the changeable discipline and practice of adult education, it needs continuous innovation and evaluation. The most important consequence of the study was that the Hungarian Accreditation Committee has assigned integration of adult education as a compulsory course in the curriculum of VET teacher education and training by the end of the decade both at bachelor and master levels.

#### REFERENCES

- BEUS, M. de 2007. *Authentic learning in land based Education, a new learning approach*. Dronen: Stoas University.
- BURKE, K. 2005. *How to assess authentic learning?* London: Corvin Press.
- CANDY, P. C. 1991. *Self-directed Learning for Lifelong Learning*. San Francisco – Oxford: Jossey-Bass Publishers.
- COMMISSION OF THE EUROPEAN COMMUNITIES 2006. *Communication from the Commission*. Adult learning: It is never too late to learn. Brussels. (viewed Jan. 8, 2012). Retrieved from <<http://www.eaea.org/index.php?k=12321>>
- COMMISSION OF THE EUROPEAN COMMUNITIES 2007. *Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions*. Action Plan on Adult learning. It is always a good time to learn. Brussels. (viewed Jan. 8, 2012). Retrieved from <<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF>>
- COPENHAGEN DECLARATION 2002. (viewed Jan. 8, 2012). Retrieved from <[http://www.nqai.ie/news\\_2002\\_20\\_dec.html](http://www.nqai.ie/news_2002_20_dec.html)>
- COUNCIL OF THE MINISTERS OF EDUCATION OF STATES 2003. Measurable objectives. Brussels.
- EDUCATION AND CULTURE DG, CEDEFOP 2008. *European Guidelines for the Validation of Non-formal and Informal Learning*. Brussels.
- EUROPEAN COMMISSION 2000. *Working Paper. A Memorandum on Lifelong Learning*. 30.10.2000 SEC (2000) 1832. Brussels. (viewed Jan. 8, 2012). Retrieved from <<ftp://ftp.oki.hu/eu/memorandum.pdf>>
- EUROPEAN COMMISSION 2001. *Education and Training 2010*. Brussels.
- EUROPEAN COMMISSION: *European Qualification Framework* (viewed Jan. 8, 2012). Retrieved from <[http://ec.europa.eu/eqf/documentation\\_hu.htm](http://ec.europa.eu/eqf/documentation_hu.htm)>
- EUROPEAN COMMISSION 2010a. *Strategic framework for European cooperation in education and training ("ET 2020")* (viewed Jan. 8, 2012). Retrieved from <[http://ec.europa.eu/education/lifelong-learning-policy/doc1120\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm)>
- EUROPEAN COMMISSION 2010b. *Europe 2020. A strategy for smart, sustainable and inclusive growth*. Brussels (viewed Jan. 8, 2012). Retrieved from <<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>>
- EVANS, N. 2005. Accreditation of Prior Learning. In KÁLMÁN, A. (ed.): 1. *Magyar Nemzeti és Nemzetközi Lifelong Learning Konferencia*. Debrecen: MELLearn.
- GLASERSFELD, E. V. 1995. *Radical Constructivism. A Way of Knowing and Learning*. London: The Falmer Press.

- FEKETÉNÉ SZAKOS, É. 2007. Preparation of Becoming Teachers of Agriculture for Filling the Part of an Adult Educator. In *Gazdálkodás*, Vol. 51, Különszám, p. 173-180.
- FEKETÉNÉ SZAKOS, É. 2010. *A felnőttek tanulása és oktatása - új felfogásban*. Budapest: Akadémiai Kiadó. 150 p. ISBN 963 05 7957 X.
- KASWORM, C. E., ROSE, A. D., ROSS-GORDON, J. M. 2010. (eds.) *Handbook of Adult and Continuing Education*. Los Angeles/ London/ New Delhi/ Singapore/ Washington: SAGA.
- KNOX, A. B., FLEMING J. E. 2010. Professionalisation of the Field of Adult and Continuing Education. In KASWORM, C. E., ROSE, A. D., ROSS-GORDON, J. M. (eds.) *Handbook of Adult and Continuing Education*. Los Angeles/ London/ New Delhi/ Singapore/ Washington: SAGE, p. 125-135.
- KOPP, M. – SKRABSKY, Á. 1995. *Alkalmazott magatartástudomány*. Budapest: Corvinus.
- NIEMI, H. 2009. Learning as a continuous process throughout life. In *Dosis, Journal of Pharmacists*, Vol. 25, No. 2, p. 63-65.
- REISCHMANN, J. 2004. *Andragogy. History, meaning, Context, Function*. (viewed Jan. 8, 2012). Retrieved from <<http://www.andragogy.net>>
- SIEBERT, H. 1999. *Pädagogischer Konstruktivismus*. Neuwied: Kristel: Luchterband.
- SIEBERT, H. 2009. Theorien der Erwachsenenbildung. Phasen – Richtungen – Kontroversen. In ZEUNER, C. (ed.) *Enzyklopädie Erziehungswissenschaft*. Weinheim, München: Juventa Verlag, p. 1 - 33.
- SZ. MOLNÁR, A. 2009. A tanuló felnőtt. In *Pedagógusképzés*. Vol. 7. No. 2-3, p. 199-221.
- ZRINSZKY, L. 2002. A tudás, mint andragógiai probléma. In *Magyar Pedagógia*, Vol. 102, No. 2, p. 131-144.
- ZRINSZKY, L. 2008. *A felnőttképzés tudománya*. Budapest: OKKER. 243 p. ISBN 978-963-8088-25-3.

*Éva Feketéné Szakos is a Senior Scientist at Eötvös Loránd University in Budapest. She served as an Associate Professor of the Department of Pedagogy of the Institute of Career Planning and Teacher Training of the Faculty of Economics and Social Sciences at Szent István University till 2010. She received her PhD degree in 2001 in the field of science of education (andragogy) at Eötvös Lorand University. She has developed and lectured courses in andragogy at MA and BA levels and is lecturer and consultant of the Doctoral School of Science of Education. She is member of the Andragogical and Didactical Subcommittees of the Pedagogical Committee of the Hungarian Academy of Sciences. Her research fields are theories of andragogy, learning in adulthood, tendencies of adult education, VET teacher training and extension training for subject teachers.*

Eva Feketéné Szakos, PhD.  
Eötvös Loránd University  
Faculty of Education and Psychology, Institute of Science of Education  
Department of Andragogy  
Budapest, Hungary  
[szakos.eva@ppk.elte.hu](mailto:szakos.eva@ppk.elte.hu)