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*UNIVERSITIES INVOLVED IN ADULT LEARNING AND EDUCATION:
SOME PROFESSIONAL AND PERSONAL EXPERIENCES AND
REFLECTIONS ON DÉNES KOLTAI AND HIS CONTRIBUTIONS*

Introduction

When Professor Dénes Koltai retired he received a wonderful collection which we call in German language a *Festschrift* - a commemorative collection of articles from colleagues and friends (Németh, 2012). Going through today about 10 years later I appreciated the more than 30 contributions on a diversity of themes with adult education and lifelong learning from a local, national, regional or global perspective, often as a mixture bringing complex issues and topics together. I felt almost at home seeing all those names again, like András Benedek, Éva Farkas, Anikó Kálmán, Klára Bajusz or Péter Várnagy and remembered the persons behind.

At the time of the *Festschrift* I was invited by Balázs Németh to share some of my views on Dénes Koltai and his special career in adult education and our cooperation. The title of my contribution was a bit long, but I tried to capture what Dénes Koltai had meant to me over the years since we have met first in 1996: *Towards Lifelong Learning for All. A Developmental Journey, Looking at Cooperation and Exchange with Dénes Koltai, Having Short Visits to Ideas and Ideals around Confucius, Socrates, Erasmus, Comenius, Marx, Grundtvig – and not Forgetting Sisyphus* (Hinzen 2012).

This time the invitation came from Zsuzsa Koltai as Editor of *Tudásmenedzsment*, the journal of the Institute for Human Development and Cultural Studies to which I contributed earlier – and I happily agreed again. Actually it was a special occasion when I started to write this article in June 2023 while I was visiting Hungary and where I was involved in three activities: I did my teaching in the Master of Adult Education program at the University of Pécs, provided a keynote at the yearly conference of the Hungarian Network of University Lifelong Learning (MELLearn) in Szekszárd and participated in a meeting of the European Basic Skills Network which took place in the House of the Communities in Pécs.

Institutionalization and professionalization

In all of the three events the role of universities in providing services to adult learning and education (ALE) were at the heart of my presentations. I took the long way of informing participants about some global processes that are of high importance for our field of work – ALE as a sub-sector of the education system and as an emerging academic discipline. I explained to some detail about CONFINTEA as the UNESCO World Conferences on Adult Education (Knoll, 2014), and mentioned that in the year 2009 during CONFINTEA VI when I served as a member of the drafting group of the *Bélem Framework for Action* we could agree on: “*We recognize that adult education represents a significant component of the lifelong learning process, ...ranging from formal to non-formal to informal learning...*”

and that “adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies.” (UIL, 2010, p. 6)

This was an important statement in positioning ALE within the lifelong learning perspective as a paradigm gaining recognition for higher education also.

In 2015 we had three events on the global level where representatives of Governments of the UN and UNESCO Member States and a large number of stakeholders adopted far reaching recommendations with a normative character and which have great relevance for the national and local levels, following on each other:

- The World Education Forum in Incheon came up with an overarching goal for education: *“Ensure inclusive and equitable qualitative education and promote lifelong learning opportunities for all”*. (UNESCO, 2015a, p.7) *More specific targets were defined like: “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.”* (UNESCO, 2015a, p. 20) As a way of implementation they suggested: *“Make learning spaces and environments for non-formal and adult learning and education widely available, including networks of community learning centres and spaces and provision for access to IT resources as essential elements of lifelong learning”* (UNESCO, 2015a, p. 52).
- The United Nations Summit took the full outcome document of the World Education Forum as Goal 4 into the 17 Sustainable Development Goals (SDG) leaving us with an understanding that all of the other SDG can only be fully achieved with the best possible education in a lifelong learning perspective (UN, 2015).
- Soon after the UNESCO General Conference adopted a new Recommendation on Adult Learning and Education which saw continuing education and professional development as important components of ALE and among other priorities called for *“creating or strengthening appropriate institutional structures, like community learning centres, for delivering adult learning and education and encouraging adults to use these as hubs for individual learning as well as community development”* (UNESCO, 2015b, p. 11).

The education goal of the SDG included an important role for the universities which we discussed earlier in *University engagement and the post-2015 agenda. What are the roles and functions to support adult education and lifelong learning?* (Duke & Hinzen, 2014).

UNESCO is playing the role of a *Think Tank* also. For the first time in 1972 an International Commission was invited to reflect on education now and in the future and came up with the well-known Faure Report on *Learning to Be* (Faure et al., 1972) to be followed in 1995 by the Delors Report on *Learning – the treasure within* (Delors, 1996) which recently had been followed by the *Futures of Education* initiative in 2021 which came up with the Zewde Report on *Reimagining our futures together. A new social contract for education* (International Commission on the Futures of Education, 2021).

I am mentioning this a bit in detail as the International Council for Adult Education (ICAE) was invited to contribute and therefore established a writers group in which we reflected on what should be taken as important pointers from an ALE perspective. Amongst other points the statement *Adult Learning and Education (ALE) – Because the Future Cannot Wait* includes:

- *“strengthening the institutional structures (like community learning centres, for delivering ALE) and securing the role of ALE staff*
- *improving in-service and pre-service education, further education, training, capacity building and employment conditions of adult educators”* (ICAE, 2020, p. 13).

In the year 2022 we had CONFINTEA VII in Marrakech which built on commitments made in the SDG but also reflected the prospective view into the future. In the Marrakech Framework for Action it is therefore clearly stated that *“adult education is part of the right to education and crucial for the realization of all human rights”*. (UIL, 2022, p. 10) And in respect to the institutionalization and professionalization of ALE the universities are called upon for support:

- *“We recognize the importance of strengthening ALE at the local level, as a strategic dimension for planning, design and implementation for learning programmes, and for supporting and (co)funding training and learning initiatives such as community learning centres to be well-resourced with qualified adult educators.”* (UIL, 2022, p. 6)
- *“We commit to implementing policies and strategies to upskill and further professionalize and specialize adult educators through pre-service, in-service and continuing training – in association with universities and research institutes – and by improving their working conditions, including their salaries, status and professional development trajectories”* (UIL, 2022, p. 7).

The adult education community is now in a position to have recommendations adopted by governments of the UNESCO member states which are very much forward looking into the requirements which the further institutionalization and professionalization of ALE needs.

If we also take a look at two key documents on higher education and their responsibilities and chances to widen their scope of work we find:

- In the European Universities’ Charter on Lifelong Learning the Universities commit to: *“Embedding concepts of widening access and lifelong learning in their institutional strategies”* and *“Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes.”* (p. 7) On the other hand the Governments commit to: *“Ensuring autonomy and developing incentives for lifelong learning universities”* and *“Informing and encouraging citizens to take advantage of lifelong learning opportunities offered by universities”* (EUA, 2008, p. 10).
- The UNESCO World Higher Education Conference in 2022 prepared a Roadmap Beyond Limits - New Ways to Reinvent Higher Education with a clear commitment

to sustainability and social responsibility: *“Through educational programmes, research projects, and engagements with local, national, regional, and global communities, all HEIs can contribute actively to building a more sustainable world... undertaking applied research driven by the need to solve real-life problems and address the local and global challenges embodied in the seventeen SDGs”* (UNESCO, 2022, p. 25).

Remember and recognize

What has all of this to do with Dénes Koltai?

No doubt – he was a strong believer in and supporter of lifelong learning especially through the capacity building of teachers and managers working in the areas of cultural, general or vocational adult education and their respective institutions. He and his colleagues built a system around this at the University of Pécs and extended the service countrywide. This system grew bigger and wider and he personally went up in the university as Director of the Institute of Adult Education and Human Resources Development to be the Dean of the Faculty and later the Vice Rector. In my understanding he throughout was engaged in institutionalisation and professionalisation just the way the global recommendations quoted above are calling for. An interesting account on what emerged is provided in a study *The state of profession building in the field of Andragogy in Hungary* which states: *“Professionalism has developed a lot in Hungary, especially from the scope of institutionalisation in the past few decades. There was definitely room for improvement and there still is more. The different branches of the adult learning field still live on and reproduce themselves separately; so far the fragmentation hasn’t been bridged. Developing professionalism is a must for providing quality service and maintaining standards”* (Kleisz, 2015, p. 23).

In 1996 when I came to live and work in Hungary I switched roles again with Jakob Horn. He had been Director of DVV International in Bonn with me in the role of Deputy Director ready to take over. He showed strong interest to work in Hungary when a new office in Budapest was to be established in 1991. He was happy to be closer to what we may call his home region as he hailed from the Vojvodina. After five years of successful work in Hungary he wanted to move back to Bonn, and I took over the office in Budapest. His personal history had provided some sort of orientation for him while I needed more intense mentoring to understand the country and culture, the people and the professional context. Dénes Koltai was one of my mentors, together with János Tóth, Mihály Sári, Eszter Piróth, Mária Horváth and Péter Basel - to name just a few.

It was quite obvious to me that I had to learn first. I knew too little of the Habsburgian Empire, the Donauschwaben, the Trianon Treaty, the year 1956 and the years around 1990. My mentors had quite a variety of different views, but they all helped me construct a mosaic of understanding Hungary and the Hungarians to enable me to live and work with them. Multiple visits to all parts of the country with an interest to meet colleagues responsible in local authorities, cultural houses, folk high schools, colleges and universities, or in TIT centres helped tremendously. That way I completed a sort of informal evaluation of our first five years of cooperation with DVV International partners also (Hinzen, 1997).

Almost in parallel I tried to identify where and how to bring in my own professional expertise in addition to managing the DVV office. I had quite a good knowledge on current adult education theory and practice in Germany, Europe and beyond based on my studies and work in DVV headquarters (Hinzen, 2002). That was very helpful to answer the many questions of how to develop adult education programs for the diversity of providers for a changing clientele of participants. Many local institutions were finding it difficult to survive as the old parameters were no longer valid.

One of the areas I moved into was the work with universities and the capacity building of future adult educators. I had a certain expertise from my years as visiting professor at the University of Sierra Leone in both teaching and research. For this purpose I choose two places to start with and who proved to be quite different: Kossuth Lajos University in Debrecen where Kálmán Rubovszky was the head of the department and where I shared a room with Mátyás Durkó, and Mihály Sári serving as my main mentor, and fruitful learning from younger ones like Anikó Kálmán, Erika Juhász and Gábor Erdei. I enjoyed working with colleagues and students and for my engagement and service I was later awarded the Civis Universitatis Honoris Causa of Kossuth Lajos University.

At the then Janus Pannonius University in Pécs it was Dénes Koltai who thought that my academic background and professional experience could be of help. He paved the way that I could play this role formally entitled as Honorary Professor. He also invited the University President Hans Georg Lößl who became an important advisor and friend. Dénes Koltai not only brought me closer to experienced colleagues like Teréz Kleisz but he made sure that the younger ones like Klára Bajusz, Balázs Németh or Péter Várnagy were open for a growing international orientation.

I had a strong interest in the institutionalization and professionalization of ALE in Hungary and therefore appreciated the efforts of Dénes Koltai and his colleagues to engage so deeply into the training of adult educators and the re-training of those who were holding positions in the variety of ALE institutions. To roll out such trainings through a system of branches throughout the country with professional teaching staff, a collection of learning and teaching materials like books and videos, plus a system of accreditation and certification impressed me as an appropriate intervention at that time (Hinzen & Sári, 2004). I also enjoyed the challenging debates including colleagues like Péter Agárdi or Béla Krisztián who were enriching my understanding of adult education in Hungary. Obviously the University was quite satisfied with my contributions and later conferred a Doctor Honoris Causa on me. I recall the presentation during the ceremony where I critically acclaimed the courage *“that the Senate has awarded an academic honour to something which still suffers in many places of not being accepted as an academic discipline, and it is still unclear whether this relatively young specialization is a sub-discipline of education, or is it to be seen as an independent field, established in its own right”* (Hinzen, 2000b, p. 324). I knew about these issues of acceptance and recognition from Dénes Koltai and brainstorming with him about his struggles with Hungarian authorities in processes of validation and accreditation of established and the development of new degree courses of the University of Pécs.

Conferences and research

Let me explain two joint activities deeper and wider which from my understanding were very important steps to bring the Hungarian – German cooperation in adult education forward considerably within a European and international dimension. In these Dénes Koltai played a decisive role as he was interested from a political as well as professional perspective, and in addition he could support these endeavors in a number of ways from his institutional budget.

Together with a variety of partners like the Ministry, TIT, MNT and several universities a series of conferences was started. We could call this a triangle of looking into the presence, past and future of ALE. The first in the row was on the status of adult education in the 1990s with all its forced changes and which took place in 1997 in Budapest (Csoma et al., 1997). The presentations and discussions provided a good overview for all participants and helped me further in my mosaic of Hungarian adult education. However a spin-off effect was that participating colleagues and partners were interested to understand more why the situation was the way it is and what had led to this situation. Soon there was the call for a substantial conference on the history of adult education in Hungary where the University of Debrecen could take the lead and arranged it together with the regional arm of the Academy of Sciences. It already happened later in 1997 in Debrecen. The number of presentations during the conference went much beyond the expectations and later a 300 pages volume emerged with articles of colleagues from all universities and also from Government and civil society with contributions including Katalin Gelencsér, Pál Soós, András Benedek, Mátyás Durkó, Dénes Koltai, Sarolta Pordány, Tamás T. Kiss and János Sz. Tóth. I myself looked at comparative perspectives of the developments in Hungary, Austria and Germany (Maróti et al., 1998). Only a year later it was the University of Pécs who took the lead and arranged with the regional arm of the Academy of Sciences to hold a conference on the future of adult education, and perspectives provided covered the national regional and global level. To prepare for the discourse in advance a book was prepared with the challenging title *A felnőttoktatás jövője – a jövő felnőttoktatása* (Hinzen & Koltai, 1997) in order to invite discussing the future of adult education in the context of the society of the future.

The other joint project was actually a bridge builder also between several universities. The background was that my contacts with Jörg Knoll, professor for adult education in Leipzig had prepared arrangements that his famous book on teaching and learning practices could be translated into Hungarian (Knoll, 1997). During those negotiations he mentioned that a student had just completed her master thesis on what in German language was called *Weiterbildungsatlas von Cottbus* (“Felnőttoktatási atlasz”). It was an interesting exercise to collect data on the situation of ALE institutions in the city of Cottbus – be they traditional providers like the Volkshochschulen, Churches, Trade Unions, or the many new companies (non-profit or for profit) of re-employment oriented training providers which had emerged after the system change. The idea to initiate a similar research in Hungary was shared between academic colleagues in Debrecen, Budapest, Pécs and Szeged and a concept note was developed to do such studies in all the capital cities of the Counties and all the Districts of Budapest. A common questionnaire was developed and students

selected who were interested to be guided to collect such data and write their thesis on the situation of ALE institutions in any of the cities or districts. The answers to the questionnaire informed on the year of the foundation, the legal situation, the number of staff, the subject chosen by participants, and more. A joint data bank later included the figures of those 30 studies and came up with data of some 733 institutions dealing with general, cultural or vocational adult education throughout Hungary. The studies helped students to obtain their degree and we could use it in our consultations with government and parliamentarians in the efforts to create new policies and legislation for this important sub-sector of the education system. It was an excellent cooperation between the universities involved, and I enjoyed the continuous support especially from the University of Pécs through Dénes Koltai and Klára Bajusz as well as colleagues Mária Horváth and Péter Basel in the DVV office (Hinzen, 2000a).

One should at least mention additionally some very important activities at the time which helped to strengthen adult education:

- In 1998 the first Hungarian conference on Research in Adult Education took place in Dunaújváros. Around 20 colleagues from Hungary presented their research and engaged in important discussions in which also Paul Belanger as Director of the UNESCO Institute for Lifelong Learning joined (Basel & Eszik, 2001).
- Professor Tamás Kozma invited as Editor of EDUCATIO to do a Special Issue on Adult Education – it was a relevant and timely publication with more than 15 Hungarian colleagues writing on a diversity of themes, and almost 10 contributions from international authors (Hinzen, 1999).
- Under the leadership of the Pedagogical Society a Hungarian lexicon of adult education *Felnőttoktatási és -képzési lexikon* emerged as an excellent result of a productive cooperation, including ministries, universities, and civil society, bringing Hungarian and European perspectives closer (Benedek et al., 2002).
- When the DVV Office came to an end it was the University of Pécs (Koltai, 2003) who hosted a high level conference in September 2022 in which representatives of all governmental, university and civil society partners joined to look back at achievements made and the potentials of cooperation with Hungary as a member of the EU (Hinzen et al., 2003).

It goes without saying that Dénes Koltai participated actively and vividly in all these endeavors through his professional expertise, and not less important through infrastructural and financial support which he could see as an investment into adult education for the future. This can be seen quite clearly in his study *Theoretical, economic and regional issues of adult education. Hungarian developments in an international perspective* (Koltai, 2002) where he devoted and discussed especially developments and commitments around CONFINTEA V in their importance for Hungary.

International engagements

Dénes Koltai enjoyed travelling, and maybe he was one of those whom the German poet Johann Wolfgang von Goethe had in mind when writing: "Die beste Bildung findet ein gescheiter Mensch auf Reisen" which may be translated as "The best learning happens for an educated person while travelling".

I had a number of discussions with him on the adult education system in China which he was able to look at while he travelled there with a larger delegation, including the University Rector. He often recalled the learning experiences he had had in former times when visiting colleagues in St. Petersburg. He visited Indonesia, Australia and New Zealand; Turkey became a favorite for holidays. We travelled together to the University of Belgrade to meet colleagues he knew for long, including Katarina Popovic and Miomir Despotovic. He reached out to a number of universities in Romania and I remember joint teaching sessions there in Babes-Bolyai University in Cluj-Napoca. Austria and Germany were frequently on his agenda and colleagues and friends like Wilhelm Filla or Hans Georg Lößl helped him to digest what had been shown to him as new developments in the adult education efforts of the Volkshochschulen or in the universities.

Maybe we can argue that Dénes Koltai encouraged, enabled and supported colleagues in their professional engagement beyond Hungary. His open mind to reflect on ALE development around the world provided the background for the engagements of the University of Pécs and especially the younger colleagues in European projects. Here one should mention the early attempts to look into museums as providers of adult learning, and where the University of Pécs became a welcome partner, since then followed-up by Zsuzsa Koltai and her work in Klagenfurt or Görlitz universities on ALE in museums. Today it is especially Balázs Németh who in addition to his presidency in MELLearn (Németh, 2016a) through his high level involvement in a number of European and international organisations like the European Association for the Education of Adults (EAEA), the European University Continuing Education Network (EUCEN), the UNESCO Institute for Lifelong Learning, the PASCAL Observatory or PIMA (Promoting, Interrogating, Mobilising Adult Learning and Education) offers a sound understanding on ALE policy development on the European level (Németh, 2016b). He also took the lead to inform internationally on *Research and development in adult learning and education in Hungary* (Németh, 2015) through a collection which has sections on financing (Farkas, 2015) and on the system of second chance education (Bajusz, 2015).

However it includes also a chapter by János Tóth on *Democratic citizenship learning – the Hungarian perspective and its international relevance* (Tóth, 2015) and I could easily claim that he had been also an important colleague whom I met in Hungary first and then had an extensive period of cooperation in EAEA while he was President and myself serving as Vice-President and both contributing to the influential study on *Trends and Issues of Adult Learning in Europe* (EAEA, 2006).

The TEACH project (Teaching Adult Educators in Continuing and Higher Education) was built on a consortium where the University of Torun took the lead of some ten partners from universities, governments and civil society, including the EAEA and DVV International, engaged in constructing frameworks and modules for the new Master Degrees

following the Bologna process, and which was prepared through a joint research on experiences at colleges and universities in Central, Eastern and South Eastern Europe. It was the University of Pécs which hosted the conference to inform and exchange on research findings and which came up with *A Call for Cooperation in the Education and Training of Adult Educators through Higher Education* embedded in the final conference report (Duke, 2004). This was written by Professor Chris Duke who died just now while this article is being prepared. Participants came from Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Bulgaria, Croatia, Czech Republic, England, Estonia, Georgia, Germany, Hungary, Kazakhstan, Kirgiz Republic, Latvia, Lithuania, Poland, Romania, Russia, Serbia and Montenegro, Slovakia, Slovenia, Turkey and Uzbekistan – again a sign for the international environment the Institute of Adult Education and Human Resources Development of the University of Pécs had supported to develop (Hinzen & Przybylska, 2004).

An important highlight was certainly the European CONFINTEA VI Pre-conference in 2008 in Budapest. Dénes Koltai knew all the relevant people like Education Minister Hiller and State Secretary András Benedek who all helped tremendously to make this challenging conference on the way to Bélem a success (Benedek, 2009). UIL was in the lead of organization with EAEA mobilizing members to participate. It was even possible to have Professor Shinil Kim from Seoul National University and at the time Minister of Education and Deputy Prime Minister of Korea to join the European Pre-conference after he had successfully hosted the Asia Pacific Pre-conference earlier. Maria Lourdes Almazan Khan, the Secretary General of the Asia South Pacific Association of Adult Education (ASPBAE) came also together with ASPBAE Board Members Sandy Morrison and Timote Vaioleti. More than 20 contributions discussed a variety of political, theoretical and practical issues of adult education in the context of CONFINTEA in a Special Issue of SZÍN - KÖZÖSSÉGI MŰVELŐDÉS, and it were Erika Borbáth, Dénes Koltai and Balázs Németh signing the *Előszó* (Aliz, 2009).

Alongside the CONFINTEA conference in Budapest the International Adult and Continuing Education Hall of Fame (IACEHOF) had its yearly meeting. In that year Dénes Koltai, Shinil Kim, Maria Khan, Michael Omolewa, Paula Harbecke, Laurentiu Soitu together with post humous Paolo Freire and Julius Nyerere were inducted into the Hall of Fame for their outstanding contributions to international adult education. In the coming years Mihály Sári, Balázs Németh, Éva Farkas and András Benedek followed in recognition of their achievements and engagement. Today Éva Farkas serves as Chair of the Board of Directors of IACEHOF and strengthens their activities in Europe.

Outlook

During my years living and working in Hungary I had a certain routine. Our driver took me from home early on Monday morning so that we could reach Pécs and the *Koltai Kávéház* around eight o'clock. Dénes Koltai and I had an hour to inform and exchange on recent developments before he had to engage in administrative matters and I could start with my teaching before meeting in the evening again. Next day I left for the University in

Debrecen, often with a stop-over in Szeged, Szolnok or Eger, sometimes going up to Miskolc or Nyíregyháza to meet colleagues in higher education, local government or adult education providers. I enjoyed work and family in Budapest for the rest of the week.

The intensive period of cooperation between Hungarian and German adult education was based on a framework agreement signed by the two Governments and made possible through more than a decade of regular funding by the German Federal Ministry of Economic Cooperation (BMZ). This included the arrangements needed for the running of the DVV Office in Budapest. It came to an end at the time when Hungary joined the EU and new funding mechanisms became available (Hinzen & Horváth, 2019). Meanwhile these forms of cooperation are in place and it would be interesting to study those activities more in detail. The largest area may be the many ERASMUS funded projects and networks in which a huge variety of European partners are cooperating.

A decade of cooperation through the Adult Education Academy (AEA) of the University of Würzburg is a special case. The University of Pécs is a partner of the consortium which comprises some 10 universities and EAEA and DVV International representing providers. Yearly there are around 70 participants – Master level and PhD students as well as practitioners – who after a preparatory period at their home base join for two weeks on campus in Würzburg, and since COVID in a variety of modes from presence on campus to digital and hybrid. I appreciate being involved in the comparative groups and for some time Balázs Németh and I work together as co-moderators on themes like *ALE policy, legislation and financing* or *ALE in education for sustainable development or citizenship education*. Results are presented in publications and often these are opportunities for continuing the cooperation of students and professors, a more recent example is *Local experiences and global commitments in citizenship education and adult learning in communities: Comparative perspectives on Austria, Germany, Hungary and Slovenia* (Hinzen et al. 2022) – four countries which Dénes Koltai knew so well from his cross-border engagements.

We know for certain – *you never walk alone* – as we like to sing. We are doing things together, engaging in partnerships, cooperating through consortia, sharing the burden, some investing more in energy, money or time. Sometimes competition can make things moving and create synergy. For me Dénes Koltai was an important colleague and mentor who as a partner followed a certain form of *giving and taking* and we both had the advantage representing strong institutions. It helped him to be an enabler and motivator, and it is my assumption that he encouraged colleagues to engage in Hungary and beyond to bring universities and adult education closer together.

During the week I came this year in June for the Master students, the MELLearn and EBSN conferences I also paid tribute to this very special professional colleague and personal friend when visiting the cemetery of the city of Pécs and the tomb of Dr. Dénes Koltai – trying to remember some of the pathways we have walked together.

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