

The Growth and Decline of Research on the History of Adult Education in Contemporary Hungary: Trends and Issues of Historical Research from 1993 to 2013

Balázs Németh*

This paper demonstrates how research on the history of adult education in Hungary has evolved in the last two decades according to major research themes and problem areas, and reflects on distinguished trends and issues of adult education research in the changing historical contexts. Furthermore, the paper underlines some key particularities of the rise and fall of research on the history of adult education in Hungary.

Keywords: comparative research, features of historical research on adult education in Hungary, trends and issues in research and development, andragogy

Introduction

Adult education in Hungary changed dramatically through the formation of an open society and market economy (Németh, 1989). The process of transformation was also accelerated by the growing influence of international research organizations such as the UNESCO, the OECD and the newly emerging European Union. This resulted in the articulation of new research dimensions, which included the economy, the employability, the community, society and citizenship. Hungary, by becoming an associated member of the EU, witnessed the emergence of new forms of adult education and training. These new forms – enabled by research and development – helped adults to find identities and values either on individual or community level. Under these new circumstances many former structures of adult education, for example the folk high school, managed to grow and expand their mission (Tóth, 2002), while others declined or even disappeared totally. This was the case with second chance schooling, which after its fifty years of providing education to adults nearly vanished after 1990 (Bajusz, 2005).

It is also essential to point out the roles and values of certain distinguished research schools in establishing trends and raising issues, along with their significant influence on adult education research. In this respect it is important to mention the *Durkó-school*, which contributed greatly to the development of the field by establishing the frames of cultural roles and functions for adult education (Durkó, 1998; 1999) as well as the promotion of the use of comparative approaches by Maróti (Maróti, 1998).

Furthermore, Felkai's attempt to connect educational policy research with the history of adult education was also of great importance. Felkai investigated the processes by which adult education and/or training had become an integral part of education, employment and cultural policies in modern Hungary after 1867 (Felkai, 1998a; 1998b). By several research articles published in the 1990s Felkai provided a detailed review of the *evolution of institutionalisation of adult education* as well as of the related movements of particular social groups between 1850 and 1950. This historiographical approach was, however, not entirely novel, since Pál Soós from the University of Debrecen (Soós, 1998), Andor Maróti from Eötvös Loránd University (Maróti, 1992, 1998) and László Harangi (Harangi, 1998) also investigated the history of Hungarian adult education and called for further research in the field. Gyula Csoma's main research interests focused on the study of the *workers'*

* PTE FEEK Andragógia Intézet, egyetemi docens – intézetigazgató, nemeth.balazs@feek.pte.hu

schools and second chance schooling. Attaining full development by the 1970s, these forms of education were soon incorporated in the mainstream school-policy of the socialist Hungary between 1985 and 1988 (Csoma and Gellért, 1963).

Major phases of adult education research in Hungary – A frame-model to signal the change and development of modern adult education research

- Period I. – The beginning and early phase of adult education research in Hungary (1962–1973)
- Period II. – Special focus on the relationships between adult education, ideology and labour. The emergence of culture and science-oriented adult education research with more emphasis on emerging trends and issues of adult education within the international context (1973–1985)
- Period III. – The phase of new routes and closer relationships to the world, especially to Western Europe. The impact of the UNESCO CONFINTEA IV and other international research cycles to accelerate systematic adult education research. The revival of the Hungarian folk high school movement (1985–1991)
- Period IV. – Hungary became an associated member of the EC/EU. Adult education research in Hungary drew closer to its European counterparts, gaining interdisciplinary and comparative research dimensions. The impact of scientific networking, conferences and adult education associations/institutions. The impact of the growth of adult education research (EAEA; IIZ-DVV; UNESCO UIL, History of Adult Ed. Internat. and Central European Conference Series on AE, etc.) (1993–2000)
- Period V. – Preparations for the EU Membership – Even closer ties to the EU and other international organisations/institutions. Intensive participation in comparative adult education research and development during the so-called ‘Lisbon decade’ through several European programmes and Lifelong Learning initiatives with focus on adult learning (e.g. FP, Erasmus, Grundtvig, Leonardo, etc.) (2000–2010)
- Period VI. – A slow decline in adult education research in Hungary in line with the international trends. Less holistic, more reductionist approaches in research with constantly emerging focus on labour market, skills and employment-related impacts. Complementary orientation to spatial structures (e.g. learning cities/regions and learning communities) and the reconfiguration of citizenship. (2010 – to present)

The roles and impact of the first three periods under communist rule

During *the first period*, which started five years after the revolution against Soviet Russia, communist Hungary witnessed a post-war wave of democratization of schooling, which involved a more democratic attitude toward the reorganisation of the schools for adults. This era marked the emergence of critical approaches in social sciences, psychology and sociology. Networking opportunities with western scientific groups were also not uncommon. In the 1960s *Mátyás Durkó* applied the *German model of andragogy* to examine the role of adult education in the modernisation process of cultural organisations and institutions through *pedagogical and*

andragogical research, which affected both the theoretical and practical aspects of the field. *Durkó* established a specialized school for the research and development of adult education at the University of Debrecen in the late 1960s and combined his approach with folklore, sociology, history, psychology and pedagogy. During its thirty years of existence, the *Durkó-school* contributed greatly to the modernisation of the Hungarian adult education both from theoretical and practical perspectives, and, in the end, it managed to establish the frame for the cultural roles and functions of adult education (*Durkó*, 1999).

During the same period, *Gyula Csoma* began his critical analysis of the evolution of second chance schooling. Later he turned his attention to the conditions of successful adult learning and highlighted the necessity of effectively constructed curricula for adult learners (*Csoma*, 1998.) *Kálmán Benő* analysed *the efforts to develop the school-education of adults* undertaken in the post-war years of free cultural education (*szabad művelődés*) from 1945 to 1948 (*Benő*, 1970). This period, which was dominated by formal learning, indicated a clear need for ideology-based structures and methods in adult education. Simultaneously, new interests in the reconfiguration of the cultural life and in the modernisation of culture-based education brought about the development of alternative forms and routes of expression. Western ideas from new waves of philosophy, performing arts, sociology and educational philosophy were particularly welcome at the time. The impact of 1968 and that of other anti-war youth movements also called for a more critical mind-set in research.

The need for developing not only structures/infrastructures but also rights and actions for a more democratic society became more and more prominent, and resulted in various initiatives, such as the 'Citizens' Europe'. Finally, the historic era itself was intellectually inspiring and favourable for outlining further research on the history of adult education. Being characterized by a comparative approach, the research of this period focused on current trends and issues in an internationally bipolar environment.

The second period of adult education research in Hungary was dominated by the theme of *emerging labour oriented training programmes for workers* at a time in which labour market was literally non-existent. Adult education researchers of this period applied a more holistic view on culture, whereas scientific dissemination became more noticeable. However, adult education was provided by state-owned institutions and organisations, which, based on their state monopoly, exerted systematic control over all forms of education, training and cultural activities, thus undermining any grass-route initiative. As we can see, this period was characterized by abnormal operation, however, the fact that all educational processes triggered alternative ways of expression of thought led to the erosion of the system in the following period. Nevertheless, in this second period several *special experimental attempts and models* emerged, all of which reflected the common effort to implement critically inspired methods and approaches in adult education. As a consequence, research in adult education raised new questions, for example what 'modern' meant in the Hungarian context and how it could be expressed.

The historiography of the period, signalled by *Felka's* work, focused on historical contexts to explain the role of the state and that of the new social classes, such as intellectuals, the intelligentsia, working class, and the changing conditions of the almost disappearing peasantry. Another dimension for historical research was highlighted by the analysis of the evolution of in-service training of major companies and enterprises from 1850 to 1950. This attempt was accelerated by the economic historians of the time, namely *Iván Berend T.*, *Miklós Szuhay* (*Berend and Szuhay*, 1975), *László Katus* (*Katus*, 1979) and *Béla Krisztián*. *Krisztián*, a talented researcher of vocational education and training, for example, pointed out the roles and peculiarities of *the post-war modernisation of vocational education and training in Hungary* and contributed greatly to the development of genuine modernity in the early 1960s (*Krisztián*, 1986).

The third period of adult education research in Hungary was dominated by new routes and reforms. In its attempt to modernize the system of adult education, the state allowed the formation of several alternative adult education associations, all of which played an important role in the process of preparation for the political change of the regime. *János Sz. Tóth* and others, for example, established a new association for Hungarian folk high schools in 1988, which was based on the declaration of UNESCO CONFINTEA IV from Paris in 1985 (UNESCO, 1985). *Movements of civic groups* organized demonstrations for the freedom of cultural, economic and political life, also raising the issue of environmental protection. These social, political and economic changes were all reflected in the adult education of the period. Historical research gradually got rid of the political and ideological burdens, and turned towards finding best practices of adult education and training in modern Hungary from 1850 to 1950 and even up to 1970. The aim of this effort was to identify old practices that could be useful in helping adults to learn and perform better under the new circumstances (*Felkai*, 1986). This period can be seen as a preparatory stage for an ample and complicated set of actions.

Trends and issues of historical research from 1992 to 2003. Three periods of adult education research in a democratic Hungary

The fourth period of adult education research in Hungary, from 1992 to 2000, was largely influenced by the activities and key initiatives of the Budapest Project Office of IIZ-DVV (the International Institute of the German Folk High Schools). The main mission of the office was to support the research and development of adult education in Hungary by introducing new themes and methods, and by creating communities, in accordance with current international trends.

This period also brought about the generation shift of researchers. *Durkó*, *Felkai*, *Maróti*, *Harangi* and *Zrinszky* urged their former students, *Koltai*, *Sári*, *Pethő* and *Sz.Tóth*, to continue the historical research on the education of adults. Together they initiated new higher education programmes for adult education professionals at BA and MA levels, thus enabling *the transition of historical research into the academic environment*. Almost all Hungarian state universities established new departments of adult education/andragogy or preserved former departments of cultural studies, popular education, and human resource development.

Between 1994 and 1995, *Maróti* conducted a detailed comparative OTKA (National Scientific Research Fund) research project to map the similarities and differences between various adult education organisations and institutions in a number of European countries, such as the UK, Denmark, Austria, Switzerland, Finland, Sweden, Germany and Italy. As members of this research group, *Harangi* examined the Danish adult education, whereas *Pethő* investigated the adult education in Austria and Switzerland (*Harangi*, *Pethő*, and *Maróti*, 1995). *László Zrinszky*, in his book on adult education published in 1998, dedicated a whole chapter to the comparative study of modern German and Hungarian adult education (*Zrinszky*, 1998.) In her research, *Katalin Gelencsér* examined the relationships between culture-based informal education and the emergence of adult education in Hungary. In the *History of Hungarian Cultural life from 1780 to 1980*, *Gelencsér's* mapped the roles of adult participation in culture, which she viewed as a special form of informal learning (*Gelencsér*, 1998a; 1998b). *Sz. Tóth*, as a leader of the Hungarian Folk High School Society, published a number of state-of-art papers on the re-establishment and the developing perspectives of folk high schools (*Sz. Tóth*, 1998).

Dénes Koltai implemented a new design for adult education research at the University of Pécs. By combining the andragogy studies with the emerging training of adult educators, a new type of qualification came into being, which was intended for future human resource managers of both cultural institutions and enterprises.

This new framework enabled systematic research, which in turn brought about the functional change of adult education from both theoretical and practical perspectives. A number of other higher education institutions, among which the University of Debrecen and the University of Pécs, joined the IIZ-DVW Budapest Office with the scope of *mapping the Hungarian adult education and training*. Erika Juhász from Debrecen and Klára Bajusz from Pécs joined this research project in 1997. Later Juhász turned to the research themes of non-formal autonomous learning and learning communities (Juhász, 2009), while Bajusz became interested in the development of folk high schools and second chance schooling (Bajusz, 2005).

The first conference on adult education research in Hungary supported by the IIZ-DVW and UNESCO UIL was held in Dunaújváros in 2000. On this occasion Németh called for a paradigm shift in the systematic research on the history of adult education (Németh, 2001).

Between 1992 and 2002, Tamás T. Kiss carried out a large amount of research on the history of informal adult education in Hungary during the interwar period of 1920-1938. He provided an accurate description of the educational policy of conservative governments in Hungary of the period in question, drawing attention on the impact of the *marginalisation of adult schooling* and on the emergence of informal adult learning, thus underlining the fact that folk education lacked the democratic approach towards participation and citizen autonomy (T. Kiss, 1998).

It is also important to articulate the impact of the international conference series on the history of adult education in Central-Eastern Europe. In this respect, the *Pöggeler conferences* should be mentioned. These have been held every other year from 1982 and the conference booklets were published by Peter Lang in a series called *Andragogy – Pedagogy – Gerontagogy*. Németh initiated research partnership with Pöggeler in 1998, and, as a result, the Eighth International Conference on the History of Adult Education – with its focus on the ideas and ideologies of adult education – was organised in Pécs, Hungary in July 2000. Similarly, the *Salzburg-talks on adult education* organised by the Austrian Folk High School Association played a crucial role in shaping the Hungarian research of adult education.

The *Strobl conferences on Central-European Adult Education*, organised by Volker Otto, also had a major impact on the research of adult education in Hungary. Between 1996 and 1998 the *Strobl* conferences were held at various locations. Supported by the IIZ-DVW (later known as DVV International) two conferences of the series were organised in Hungary: the first in Debrecen in 1998 (with its focus on the history of the adult education in Hungary), and the second in Pécsvárad in 2000 (with its focus on adult education in Central-Eastern Europe from the Enlightenment to World War II). DVV International together with the Budapest Project Office provided support and assistance to many Hungarian researchers to participate on scientific events. A number of researchers, such as Sári (Sári, 2000), Maróti (Maróti, 1998), Soós (Soós, 1998) and Pordány (Pordány, 2000), could share their latest research findings on various issues of the Hungarian adult education. Pordány became interested in the research of informal adult learning, the evolution of citizenship education and community learning (Pordány, 1998; 2000), whereas Striker and Arapovics, two researchers from Eötvös Loránd University, were mainly involved in the study of participation, citizenship education and the roles of civil society (Arapovics, 2005, 2007; Striker, 2011).

Another important dimension of this period was marked by the growing number of *national conferences on adult education*, which were largely influenced by UNESCO CONFINTEA V and its Declaration (UNESCO, 1998). These conferences created new platforms for research on several themes, such as participation, methodologies, target groups, profession and professionalization, relevant learning theories, adult education policy developments in the EU etc. In addition, the European Commission and the DG Education started planning and

promoting their new adult learning programme. From 1993 to the *European Year of Lifelong Learning* in 1996 the EU drew more and more attention to adult education (for example through the *White Paper on Education and Training* from 1995), which became a significant element of lifelong learning.

By the end of the decade, research was heavily influenced by the 1999 *Presidency Conferences on Adult Education* in Mainz, Germany in May 1999 and in Turku, Finland in September the same year.

The fifth period of adult education research in Hungary marked the climax of research on the history of adult education. The second generation of researchers, for example, *Maróti* and *Pethő*, urged members of the younger generation, *Sándor Striker*, *Mária Arapovics*, *Mária Kraici* and *Orsolya Kereszty*, to further the historical research on the education of adults. *Sarolta Pordány*, under *Maróti's* supervision, founded a *civic association for the development of adult education*. By the second half of this decade, the formerly mentioned association had become one of the few research-oriented platforms for adult education, and its online journal (*Adult Education Review/Felnőttképzési Szemle*) has published several articles on the history of Hungarian adult education ever since. At the University of Debrecen, *Erika Juhász* and *Gábor Erdei*, assisted by *Rubovszky*, *Kozma* and *Durkó*, also contributed to the advancement of the research of adult education. At the University of Pécs, *Klára Bajusz*, *Éva Farkas*, and *Balázs Németh*, under the supervision of *Koltai*, initiated new research projects on modern adult education. *Klára Bajusz*, *Csilla Filó* and *Balázs Németh* published a detailed handbook on the history of Hungarian adult education from its beginnings to 1950 (*Bajusz, Filó, and Németh, 2004*). In this respect it is also important to recognize *Gizella T. Molnár's* efforts to bring together young scholars at the University of Szeged, where, under her guidance, a large amount of research was carried out on the relationships between culture, learning and adult education.

After 2002 Hungarian researchers established two distinguished platforms for the development of academic work in the field of adult education: the *Adult Education/Andragogy Sub-Commission of the Hungarian Academy of Sciences* and the *Professional Commission for Andragogy*. Both platforms supported research activities in adult education and promoted *interdisciplinary research* involving other academic disciplines, such as sociology, philosophy, history, political science, economics, law, library and information science, etc.

Adult learning and education finally became integral part of the mainstream educational policies at both European and national levels. At the same time the Lisbon process brought about a series of new opportunities for Hungary to strengthen the field of adult education research, especially through the updated Grundtvig Programme, which initially belonged to the Socrates II, and later was integrated in the Lifelong Learning Programme

This new wave of European partnerships offered Hungarian researchers of adult education the opportunity to continue the tradition – established during the fourth period – of collaborating with fellow-researcher from the EU member states and candidate countries. The Erasmus, Grundtvig and Leonardo projects along with the FP6-7 initiatives largely promoted such collaborative approaches to research. From 2000 to 2010, several research projects signalled a focused analysis of the Hungarian adult education in line with the European and international trends and issues. Moreover, the supportive environment of the era facilitated the organization of a new conference on *Hungarian and German partnership in adult education developments*, which was supported by DVV International and held at the University of Pécs on 27-28 September, 2002. *Gábor Erdei* and *Balázs Németh*, the co-ordinators of a workshop on adult education research, concluded that one of the most dynamically growing research fields of adult education was the historical research (*Németh, 2003*).

The Lisbon decade can be considered a prolific era for adult education. A new act on adult training passed in 2001 and the *Institute for Adult Education* was founded with the purpose of improving the quality of adult learning and education. An important element of the mission of the Institute was to promote quality research. According to this goal, several studies on Hungarian adult education and training were initiated at the Institute, and researchers could publish their findings in booklets and/or in its journal, the *Training of Adults*. In addition, the Institute launched several training programmes for adult educators also providing them with training materials, which included a series of studies on Hungarian Adult Education with focus on the specific aspects of structures, methodologies used, labour market trends, main features of target groups in adult learning and adult education research (NSZFI, 2005; 2007).

Paradoxically, interests in the history of adult education started to decrease by the end of the decade giving way to more reductionist approaches, which were mainly focused on the issues of labour market and employment. It is remarkable to notice that not only adult education was unable to strengthen its status in most member states, but the Grundtvig Group was also gradually losing its influence within the European Commission, which fact signalled the marginalisation of adult education research. With the economic crisis in 2008, predominantly employment oriented approaches began to be favoured, which marked the return to skills development rather than the extension of the development of key competences

During the Lisbon decade, however, a small number of young scientists have turned their attention to the research of the history of adult education. Students, like *Krisztina Máté* and *Szilvia Simándi* and others, formed a new group, which became actively engaged in historical research. These young researchers can be considered prospective members of the fourth generation to investigate *new research topics and themes which reflect the historical scope*, yet the group is much smaller than the one a decade earlier (Máté, 2012; Juhász and Simándi, 2008).

Members of the third generation have carried out interesting historical research on various topics. *Orsolya Kereszty* investigated *the movement of education of adult women and its relation to women's movements* from 1870 to 1920. She also revisited the topic of informal education for adults in late 19th century in Hungary (Kereszty, 2011; 2012). *Márta Miklósi* analysed the history of adult education for prisoners/criminal-andragogy in Hungary (Miklósi, 2011).

The sixth period of adult education research in Hungary, which began in the late 2010 and early 2011, is marked by a predominantly reductionist approach with a focus on economy, employment and labour market, and by a slow shift from the investigation of school-based adult education to the study of non-formal adult learning and education. Certain approaches to the research of the history of adult education in Hungary have been preserved; however, these approaches represent the marginalised struggles of historiography and are mainly applied in a comparative manner. The period can also be characterized by *decreasing international co-operation*. This phenomenon could be explained by the fact that only a limited number of researchers have the capacity and professional language skills to advance their research themes in international contexts and collaborate in associations like the ESREA, EAEA or become involved in project-based actions.

The past two decades of adult education research illustrate *the impact of growing international partnerships within the higher education context*. As a consequence, the role of universities as centres of education research has become even more accentuated. One prominent education research unit is at the Eötvös Loránd University, Faculty of Pedagogy and Psychology, where the Department of Adult Education conducts extensive research on adult learning and education. This Department also organised a joint conference with ESREA (Adult Education and Citizenship: Relationship in Space and Time – ELTE PPK, 16-18. 06. 2011) and set up two networks within the

association: one on the history of adult education and one dealing with citizenship issues. In addition to *Kereszty's* and *Németh's* efforts to promote the historical research dimension, *Ilona Szóró* also contributed greatly to the field by pointing out the role of Reading Circles as well as *Lajos Olasz*, who investigated the development of civic competencies in the agrarian society through autonomous organizations (*Szóró, 2011; Olasz, 2011*).

The Department of Adult Education of the Faculty of Arts at the University of Debrecen is also an important adult education research unit. Research conducted at the department under the guidance of *Erika Juhász* focuses on the autonomous learning of adults, learning regions and learning communities.

The Faculty of Teacher Training at the University of Szeged hosts the Institute of Adult Education, whose main research interest is the study of the changing functions of cultural institutions in adult education and that of the labour market training enterprises and institutions.

The Faculty of Adult Education and Human Resource Development at the University of Pécs is, likewise, an important place of adult education research in Hungary. As member of the EAEA and the EUCEN for more than a decade, the Faculty (or its predecessor) has been involved in several European projects to develop the quality of adult education and research. Major research areas of the Faculty include museums as new places for adult learning, development of the profession of adult educators, second chance schooling, guidance and counselling in adult learning, active citizenship, validation of prior and experiential learning, history of movements and institutions of adult education in Hungary, labour market, comparative adult education research, politics and policy in the development of adult learning and education, and local - regional development through learning cities and regions.

The Faculty also publishes an online journal, the *Knowledge Management*, offering researchers the opportunity to share their findings on adult education. In addition, the Faculty has developed partnerships through European projects with a number of universities in Europe which emphasize a more quality-centred approach to education research. These universities are, for instance, the Catholic University of Leuven, Glasgow University, University of Duisburg-Essen, the University Würzburg, TU Kaiserslautern and TU Chemnitz, the University of Florence, the University of Graz, the University of Klagenfurt, the University Brno, University of Timisoara, University of Belgrade, Humboldt University in Berlin, etc.

Finally, it is important to sum up the *reasons of the growth and decline of research in the history of adult education in Hungary*, or at least to provide an explanation for the reductionist and employment oriented nature of research at the beginning of the second decade of the 21st century. The first reason could be that in the past ten years the training scene has been dominated by vocational and labour market oriented adult training programmes, while the second reason is the shift in research from holistic to rather reductionist approaches. The process identified over the consecutive periods is a natural one, since *adult education research may decline to reconfigure itself* to fit to the new criteria, conditions as well as to new social, economic, political, etc. expectations. As *Pöggeler* pointed it out in 2000, the research of adult education always reflects the periodical growth and decline of adult learning and education (*Pöggeler, 2000*).

This paper also emphasizes the specific roles, mission and tasks of the new generation of researchers in applying more holistic approaches to facilitate the new growth of the field and in balancing the effects of reductionism by turning to cultural, demographical, ethical-philosophical, gender, sociological, psychological, etc. issues (*Németh and Pöggeler, 2002*). The current decade seems to have established *a new climate in which*

researchers of adult education must describe and analyse the conditions and structures of adult learning as well as call for quality adult education by highlighting the accomplishments, results and values of previous times.

Specific features of historical research compared to other types of research on adult education and training

The features of historical research *have always reflected the need of and dependence on holistic and interdisciplinary approaches.* I do agree with Pöggeler, who argued that the history of adult education must take into account the interdependence between education, politics, economy and social life (Pöggeler, 1996). An important characteristic of historical research is that it continuously seeks to *demonstrate that the history of adult education also entails the history of institutions, organisations, people and their motives for lifelong learning.* Yet, the historiography of adult education has mainly focused on adult education with regard to one state, people or nation. However, historical research on adult education should also apply the comparative approach and address the regional, continental and world levels as well (Leirman and Pöggeler, 1979). The influence of creative thinkers as founders of new institutions and schools for research has always been remarkable in this respect (Bajusz and Németh, 2011).

Another feature of historical research is that it primarily concentrates on the modern era in Europe from 1780 to 1980, more precisely on the mechanisms by which during the modernity free and enlightened individuals discovered, developed and changed their environments, communities and themselves. In this respect historical research explores the ways, methods and structures by which masses of adults became involved in learning, education and training, investigating both formal and informal learning. Finally, historical research on adult education also seeks to identify the best practices, which moved beyond borders, communities, and improved the overall quality of adult learning.

State of affairs of historical research of adult education in Hungary regarding themes and topics explored or forgotten, periods studied, relevant publications and journals, societies and networks

In the above sections I have tried to illustrate some characteristics of the growth and decline of the historical research on adult education in Hungary. Historical research of the past two decades has mainly focused on the period between 1850 and 1950. Only a few attempts have been made to analyse the post-war period, and especially the adult education and training of the communist era between 1950 and 1990. These, however, cover a wide range of themes focusing on specific institutions/associations for the development of adult learning and education, such as the cycles of popular education, folk high schools, women's associations, workers' associations, workers' schools, community associations of protestant churches, prison education, agrarian associations and cycles, reading societies, libraries, the Urania House (Felkai, 1998), university extension and popular academies, etc.

Another group of themes entails a number of significant movements in the history of adult education, such as the workers' movements, the women's movements, the movement of free education (*szabad tanítás*), the agrarian movements, the religious movements, the political parties' movements and the peace/democratization movements, the post-war movement of free cultural development (*szabad művelődés*), etc. A third group of themes focuses on creative persons and personalities in Hungarian adult education (e.g. Miklós Jósika, István

Türr, József Eötvös, Gábor Baross, Kunó Klebelsberg, Kálmán Újszászy, Sándor Karácsony, Béla Radnai, Jenő Széll and Mátyás Durkó, etc.). In this respect it is important to mention the history conference booklet edited by *Maróti, Sári*, and *Kálmán, Rubovszky*, which features a few articles on the key figures of the history of adult education (*Maróti, Sári*, and *Rubovszky*, 1988). The fourth group of themes is connected to the evolution of adult learning and education with practical examples of methods, while the fifth involves the research of adult education from political perspectives.

Having investigated all major research journals, conference publications, monographs, and essays on the history of Hungarian adult education for the period between 1993 and 2013 the author of this paper found 2 monographs, 4 conference booklets and 51 publications. Most of these are cited in the present paper.

Major research topics of the Hungarian historical research include person and personality, social movements, demographic trends and migration, integration of certain social groups, industrialisation, the development of open societies, the roles of the state in adult learning and education, the impact of education and training policies, professionalization in adult education, the influence of specific target groups in adult learning, comparative aspects, the role of ideals and ideologies, the growth and decline of adult education institutions/associations, the impact of social mobility and democratization; active citizenship among many others.

As far as scientific publications are concerned, in Hungary there are six journals in which adult education researchers can publish their findings: the *Adult Education Review (Felnőttképzési Szemle)*, the online journal of the Association for Adult Education; the *Knowledge Management (Tudásmenedzsment)*, published by Faculty of Adult Education of the University of Pécs; *Training and Practice (Képzés és Gyakorlat)*, which is the journal of Kaposvár University; *Vocational and Adult Training (Szak- és Felnőttképzés)*, which is the official journal of the National Employment Office; *Acta Andragogiae et Culturae*, published by the Faculty of Arts at the University of Debrecen and *Andragogy and Cultural Theory (Andragógia és Művelődéstudomány)*, a recently published journal of Eötvös Loránd University.

In addition, a number of universities from neighbouring countries offer publication opportunities for Hungarian researchers. *Studia Pedagogica*, published by the Faculty of Education at the Masaryk University in Brno, welcomes papers on adult learning and education in English. Likewise, the Faculty of Education at the University of Belgrade publishes the *Andragogical Studies* which accepts papers submitted in English.

As previously mentioned in the present article, Hungarian researchers established two distinguished platforms for the discussion of educational and research developments, and other issues related to adult education. One is the Adult Education/Andragogy Sub-Commission of the Hungarian Academy of Sciences; the other is a higher education platform for the development of adult education, namely the Professional Commission for Andragogy. Both platforms have supported research activities in adult education and promoted interdisciplinary research actions with other academic disciplines, such as sociology, philosophy, history, political science, economics, law, library and information science, etc. By collaboration with international partners through ESREA, ISCAE, EAE Hungarian adult education researchers have the opportunity to stay up-to-date with international themes and trends of the history of adult education and apply these new themes and trends on the Hungarian context.

The Association for Adult Education (*Felnőttképzés Fejlesztéséért Egyesület*), an independent civic organisation, was founded by educators and researchers of adult education in May 2005 with the aim of

promoting quality adult learning and education in Hungary. The Association organises conferences, workshops on adult and lifelong learning, citizenship education and R+D+I themes.

The status of research of the history of adult education in the context of educational research and other disciplines

The *status of research of the history of adult education* in Hungary is well-established. In the academic context the historical research of adult education is viewed as a branch of educational research, which fact can also be illustrated by the annual National Conference of Education, since the conference provides a regular platform for the researchers of the history of adult education, offering them a symposium and workshops entirely dedicated to their research field.

The difficulties and/or advantages of European networking

Having participated in most research platforms of the adult education in Europe in the past fourteen years, the author of this article believes that only the ESREA *provides all the advantages of a network for researchers in adult education* through network meetings, workshops, conferences and publication opportunities in RELA. Those advantages are also reflected in the *interdisciplinary scope* of the network, in the international composition of the members, in the *variety of networks within the organisation* and in the nature of collaboration among the networks on certain research issues and themes.

Conclusions

This paper aimed at analysing the evolution of research on adult education in Hungary with special focus on the development and changes brought about by the historical research of the field. An attempt was made to describe how particular tendencies have contributed to the growth and the decline of the historical research on adult education over the past two decades, and to identify the external and internal changes and impacts underlying these tendencies.

References

1. Arapovics M. (2005): The Role of Civic Organisations in the Education of Adults beyond the Age of 45. In: A. Molnár (Ed.), *Training Needs and Opportunities of Older Adults Beyond the Age of Forty-five*. NSzFI, Budapest. 18–19.
2. Bajusz, K. (2005): *School-based Adult Education at the Turn of the Millenium*. JPTE FEEFI, Pécs.
3. Bajusz, K., Filó, Cs., and Németh, B. (2004): *History of Hungarian Adult Education from the Establishment of State*. PTE TTK FEEFI, Pécs.
4. Bajusz, K., and Németh, B. (2011): *Adult Education Theories and Thinking from the 20th Century: An Andragogy Reader*. Publikon Kiadó, Pécs.
5. Benó, K. (1970): Some Key Problems of School-based Adult Education in between 1945 and 1948. *Hungarian Pedagogy*, 70, 180–196.
6. Berend, T. I., and Szuhay, M. (1975): *The History of Capitalist Economy in Hungary from 1848 to 1944*. Kossuth Kiadó, Budapest.
7. Csoma, Gy., and Gellért, L. (1963): Modernity and Adult Education. *Hungarian Pedagogy*, 2–3, 270–286.
8. Csoma, Gy. (1998): The First Andragogical Concept of Curriculum for Workers' Schools from 1962 to 1972. In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 227–232.
9. Durkó, M. (1998): An Introduction to the History of Adult Education Research. In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 72–79.
10. Durkó, M. (1999): *Andragogy. New Routes of Adult Education*. IIZ-DVV, Budapest.
11. Erdei, G. (2003): Aims, Tasks and Perspectives in the Research of Adult Education. In: H. Hinzen, J. Horváth, D. Koltai, and B. Németh (Eds.) *Conference book on Hungarian-German Co-operation for Adult Learners in European Partnership. Pécs, 27 – 28.09. 2002./ Magyar-német együttműködés a tanuló felnőttekért az európai partnerségben konferencia. Pécs, 2002. 09. 27– 28.* Konferenciakötet. DVV International, Budapest. 166–172.
12. Felkai, L. (1986): *The Beginnings of Adult Education in Hungary from 1848 to 1919*. *Andragogy*, 4. 41–53.
13. Felkai, L. (1998): Adult Education in the Period of Early Labour Movement in Hungary from 1848 to 1900. In: W. Filla, E. Gruber, H. Hinzen, and Jug J. (Eds.), *The History of Adult Education in Central-Europe from the Age of Enlightenment to World War II*. IIZ-DVV, Budapest. 96–102.
14. Felkai, L. (1998): The First Decades of Functioning of Urania Hungarian Scientific Association. In: A. Maróti, K. Rubovszky, and Sári, M. (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 117–125.
15. Forray R., K. and Juhász, E. (Eds.) (2009): *Non-formal – Informal – Autonomous Learning*. University of Debrecen, Debrecen.

16. Gelencsér, K. (1998): Major Changes of Functions of Adult Education/ A felnőttnevelés funkcióinak főbb változásai. In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 15–26.
17. Gelencsér, K. (Ed.) (1998): *Cultural History*. Mikszáth Kiadó, Budapest.
18. Harangi, L. (1995): *The System of Danish Adult Education*. MTA OTKA, Budapest.
19. Harangi, L. (1998): The Folk-Art Institute and Jenő Széll (1951–1957)/ A Népművészeti Intézet és Széll Jenő (1951–1957). In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 112–117.
20. Juhász, E., and Simándi, Sz. (2008): Aus der Geschichte der ungarischen erwachsenenbildung. In: Z. Huszár, P. Várnagy, and Sz. Zalay (Eds.), *Regionalisierung – Internationalisierung*. PTE FEEK, Pécs. 227–238.
21. Katus, L. (1970): *Economic Growth in Hungary During the Age of Dualism (1867–1914)*. *Studia Historica*, 62, 35–127.
22. Kereszty, O. (2011): Adult Education in the Feminist Movement in Hungary in a Global Context. In: S. Striker (Ed.), *Adult Education – Historical and Theoretical Aspects*. Eötvös University Press, Budapest. 73–87.
23. Kereszty, O. (2012): A Cultural Movement for the Reconfiguration of Understanding Death in Hungary in the Age of Dual Monarchy (1867–1914). In: E. Juhász, and M. Chrappán (Eds.), *Learning and Education*. University of Debrecen, Debrecen. 480–486.
24. Krisztián, B. (1986): Post-work education and Continuing Education. *Education and Training of Workers. Andragógia*, 4, 31–54
25. Leirman, W., and Pöggeler, F. (Eds.) (1979). *Erwachsenenbildung in fünf Kontinenten*. W. Kohlhammer, Stuttgart.
26. Máté, K. (2012): Informal Popular Education in Szatmár-Bereg County in the Age of Free Education. In: E. Juhász, and M. Chrappán (Eds.), *Learning and Education*. University of Debrecen, Debrecen. 340–346.
27. Maróti, A. (1992): Hungary. In: P. Jarvis (Ed.), *Perspectives on Adult Education and Training in Europe*. NIACE, Leicester. 74–89.
28. Maróti, A. (1998): Change of Paradigm in the History of Hungarian Popular and Adult Education. In: A. Maróti, Rubovszky, K., and M. Sári (Eds.), *The History of the Hungarian Adult Education/A magyar felnőttoktatás története*. IIZ-DVV, Budapest. 52–63.
29. Maróti, A. (1998): The Activities of Some University Students in Popular Education in Villages of South Hungary from 1918 and 1941. In: W. Filla, E. Gruber, H. Hinzen, and J. Jug (Eds.), *The History of Adult Education in Central-Europe from the Age of Enlightenment to World War II*. IIZ-DVV, Budapest. 156–162.
30. Maróti, A. (2010): *International Comparative Adult Education*. Nemzeti Tankönyvkiadó, Budapest.
31. Miklósi, M. (2012): Historical Routes of Education of Adult Criminals – Criminal Andragogy. In: E. Juhász, and M. Chrappán (Eds.), *Learning and Education*. University of Debrecen, Debrecen. 346–352.

32. Németh, B. (2000): The Development of Adult Education and its Training Institutions in Hungary since 1989. In: C. McSween (Ed), *The Rise and Fall of Adult Education Institutions and Social Movements*. Peter Lang, Frankfurt am Main. 371–380.
33. Németh, B. (2001): Adult Education Paradigm in Historiography. In: P. Basel, and Z. Eszik (Eds.), *Adult Education Research*. DVV Project Office Institute for Educ. Research, Budapest. 169–173.
34. Németh, Balázs (2003): Aims, Tasks and Perspectives in the Research of Adult Education/Célok, feladatok és perspektívák a felnőttoktatási kutatásokban. In: H. Hinzen, J. Horváth, D. Koltai and B. Németh (Eds.) *Conference book on Hungarian-German Co-operation for Adult Learners in European Partnership – Pécs, 27.28. 09. 2002./ Magyar-német együttműködés a tanuló felnőttekért az európai partnerségben konferencia. Pécs, 2002. 09. 27 – 28.* Konferenciakötet. DVV International, Budapest. 175–184.
35. Németh, B., and Pöggeler, F. (Eds.): *Ethics, Ideals and Ideologies in the History of Adult Education*. Peter Lang, Frankfurt am Main.
36. NSZFI (2008): Series for Training Adult Educators. NSZFI. Budapest.
37. Olasz, L. (2011): *Development of Citizen Mentality and Civic Competences in Autonomous Organisations of Agrarian Society in the Years Following World War II*. In Abstract Book of ESREA Conf. – Adult Education and Citizenship, Relations in Space and Time. 16–18. 06. June, 2011. Eötvös University, Budapest. 35.
38. Pethő, L. (1996): Adult Education in Austria and Switzerland. MTA OTKA, Budapest.
39. Pethő, L. (2000): The Challenge of Modernisation: Education and Adult Education Policy in Hungary from 1950 to the Present. In: A. Cooke, & A. McSween (Eds.), *The Rise and Fall of Adult Education Institutions and Social Movements*. Peter Lang, Frankfurt am Main. 61–75.
40. Pordány, S. (1998): Civic Journeys into the Adult Education of the 1990s. The History of the Association for Free Trainings from 1989 to 1996. In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 141–155
41. Pordány, S. (2000): The Role of Civic Organisations in post-1989 Hungary's Adult Education. In: W. Filla, E. Gruber, H. Hinzen, & J. Jug (Eds.), *History of Adult Education in Central-Europe from World War II. to the new Millenium*. IIZ-DVV, Budapest. 197–203.
42. Pöggeler, F. (1996): History of Adult Education. In: A. C. Tuijnman (Ed.), *International Encyclopaedia of Adult Education and Training*. Pergamon, Oxford. 135–139.
43. Pöggeler, F. (2000): Historical Reasons for the Rise and Fall of European Adult Education Institutions and Social Movements. In: A. Cooke, and A. MacSween (Eds.), *The Rise and Fall of Adult Education Institutions and Social Movements*. Peter Lang, Frankfurt am Main. 33–49.
44. Sári, M. (2000): Adult Education and Educational Policy in the Age of Free Education (1945–1948) In: W. Filla, E. Gruber, H. Hinzen, and J. Jug (Eds.), *History of Adult Education in Central-Europe from World War II. to the new Millenium*. IIZ-DVV, Budapest. 93–98.

45. Soós, P. (1998): Experience and Conclusions over the 200 years History of Hungarian Adult Education. In A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 26–37.
46. Soós, P. (1998): The Beginning and Some Main Characteristics of Enlightenment in Hungarian Culture and Adult Education In: W. Filla, E. Gruber, H. Hinzen, & J. Jug (Eds.), *History of Adult Education in Central-Europe from World War II. to the new Millenium*. IIZ-DVV, Budapest. 49–57.
47. Striker, S. (Ed.) (2011): *Adult Education – Historical and Theoretical Aspects*. Eötvös University Press, Budapest.
48. Tóth, J. (1998): Hungarian History – European Treasure. Some additional Thoughts to the Development of Research of the History of Popular Education. In: A. Maróti, K. Rubovszky, and M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 346–371.
49. Szóró, I. (2011): Role of Reading Circles in Adult Education in the Period of Free Culture. Abstract Book of ESREA Conf. – *Adult Education and Citizenship, Relations in Space and Time*. 16–18. 06. 2011. Eötvös University, Budapest.46.
50. Kiss, T. (1998). Informal Popular Education and Adult Education in 1920s Hungary. In: A. Maróti, K. Rubovszky, & M. Sári (Eds.), *The History of the Hungarian Adult Education*. IIZ-DVV, Budapest. 217–227.
51. UNESCO (1985): *UNESCO CONFINTEA IV Declaration*. UNESCO, Paris.
52. UNESCO (1997): *The Hamburg Declaration, Agenda for the Future*. UNESCO, Paris.
53. Zrinszky, L. (1996): *The Science of Adult Education*: OKKER Kiadó, Budapest.