

Towards Lifelong Learning for All.

A Developmental Journey, Looking at Cooperation and Exchange with Denes Koltai, Having Short Visits to Ideas and Ideals around Confucius, Socrates, Erasmus, Comenius, Marx, Grundtvig – and not Forgetting Sisyphus

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There are several reasons why this manuscript is written at this point in time, and why it follows certain ideas through people, times, and places. It attempts to relate some more personal developments to the discussion of a conceptual orientation towards “lifelong learning for all”, when in the current global debate it comes to the very clear statement: “Education is a strategic key to development.” (1)

It cannot be called a hidden agenda if again and again I come back to this message of “lifelong learning for all” which I think should replace as an overarching goal those which we have been propagating for some time or which are now tried to be introduced. We certainly know of “Education for All” by UNESCO and many others since 1990, or the World Bank in their recent 2020 education strategy moving to “Learning for All”, and the European Union (EU) now asking to introduce “Erasmus for All”. Let me come back to more of this later. (2)

Retirement of Denes Koltai

A skype reached me recently from Hungary in Lao PDR, where I am currently living and working. The call came from Dr. Balazs Nemeth, a colleague of the Institute of Andragogy of the University of Pecs, and pointed to the event that the Dean of the Faculty of Adult Education and Human Resources Development, Professor Dr. Denes Koltai, is going to retire by the middle of 2012. As a kind of recognition a commemorative book will be published, and I please should contribute a chapter. Of course, as usual, no chance to say no, rather looking forward to do it, too little time given, but many ideas start floating immediately what it could be all about. There is the person to honor, you think about your relationship, and you have a full agenda what you would like to say and write about anyway.

Fortunately, the date for the symposium in his honor coincided well with an invitation to participate in an ASEM (Asia-Europe Meeting) Forum called “Learning Unlimited”, organized by the ASEM Research Hub on Lifelong Learning in Copenhagen (3), and the handing-over ceremony of a state award of the Government of Hungary almost “ten years after”, recognizing the work of *dvv international* and my own contributions to it.

Sometime later, it was during one of my travels this spring to project sites in rural, mountainous and beautiful Laos that I tried to more systematically remember the many dialogues with Denes Koltai about the development of adult education in Hungary and in Germany, Europe and beyond, and the dwindling curves of two long professional careers. There I started to realize again that there have been many crossroads, influences and projects associated with names that carry certain meanings and memories.

I met Denes Koltai for the first time in the year 1996 in Hungary. We, *dvv international*, the Institute for International Cooperation of the German Adult Education Association, had opened an office there in 1990, following all the dramatic changes in the East and West, and in turn globally. These were fascinating times, and our director Jakob Horn wanted to be closely involved as he hailed from the Vojvodina, today in the Northern part of Serbia; so he left for the establishment of our project office in Budapest, and I took over headquarters in Bonn. While he successfully constructed a strong partnership for cooperation in Hungary, we back home had to cope with ever faster changing politics which intruded development policies on a global level strongly as well. Suddenly work for *dvv international* became an option in many more places of the world, and within the next decade new projects and offices were started in Poland and Russia, in the Baltic and the Balkan countries, in Angola or Uzbekistan to name just a few of this diversity of places, fortunately with strong support from the German Government via the Federal Ministry for Economic Cooperation and Development (BMZ), the Ministry of Foreign Affairs, and later the EU. (4)

Then in early 1996 the next rotation cycle of the Institute staff asked again to switch roles, and opted for me to take over the office in Hungary. This turned out to be a challenging experience for. It was an environment of excellent cooperation with partners on all levels, national and in the provinces (komitate), bridging into the neighboring countries, and covering many areas including policy, legislation and finances, already in the light of lifelong learning, the management and restructuring of institutions, the capacity building for people involved, and the development of adult education as a profession. We already knew that only if all sectors – Government, Civil Society, Universities – work together a major impact would be possible. Many colleagues helped me to understand the complexities of the country, its rich traditions from a long and winding history, where the University of Pecs had its founding roots in 1367, in a city now on the list of UNESCO world heritages, and where the first conference of Hungarian adult educators actually was held a hundred years ago. Folk high schools were starting around the same period from Balascentivan, and it stays open for further research if and how the great Danish pedagogue, Nikolas Frederik Grundtvig, globally recognized as the founder of the idea of the folk high schools, was an input for the beginnings in Hungary also. However, then the folk high schools had a longer period like the sleeping beauty, but coming back to life in the early 1990s, organized through their Society MNT. The cultural houses, introduced during the socialist times, carrying the nice name of “mueveledisi haz” as one of these words that are so deeply bound to tradition that all translations fail; however they still have a strong educational component. And

there was the Society of Knowledge (TIT) with all its centers who went through a difficult transition, re-inventing a new purpose and identity. It would be too many names of colleagues to mention, and it would fill pages, but if I were to give one for each area, then for Government it would be Andras Benedek, for MNT Janos Toth, for TIT Esther Pieroth, and Denes Koltai for the University – they provided continuous guidance, cooperation and support.

All of them were involved in a triangle of conferences in 1997 which took a deeper look at the history, the present, and the future of adult education in Hungary. These conferences were very well received, and the high level of participation ensured excellent papers and discussions, and later all three were documented for wider distribution and follow-up. They created some sort of reconciliation and identity with the past, a good overview on where we were, and an orientation and spirit for new joint efforts in the years coming.

Early in that period of close cooperation with Denes Koltai and the University of Pecs I was invited to join the staff in teaching and research as Honorary Professor in the then Institute of Adult Education and Human Resources Development, which later was elevated into the rank of a Faculty to comply with the ever growing number of courses and students on bachelor and master degree levels in the areas of adult education, cultural management, and community development. The majority of students were mature in the way that most of them had qualifications from earlier studies, and they were employed in areas like education, media, culture, or in the training sector of companies or government. Therefore most of the students participated through a well developed system of face-to-face-teaching, a large set of distance learning materials and reference books, and with sub-centers for co-ordination in almost all the capitals of the komitate. Denes Koltai contributed to these documents in many ways: As a prolific writer, a researcher, a professor, an editor, a publisher, a distributor, the list could be extended. A major study of his work on “Theoretical, Economic and Regional Issues of Adult Education. Hungarian Developments in an International Perspective” was published by *dvv international* in Bonn. (5)

“Same Same, but Different”

This is a slogan which you hear quite often and already for some time in Thailand and neighboring countries, when something seems to be the same, but then there is a variety of differences, which you realize when you look closer. By now even a film has been given the slogan as a title, and people on the street wear t-shirts with the print of “same same, but different”. In the context of these notes it serves as a pointer to similarities, less to communalities, if you travel along through life and meet people and their ideas – or you mention names of renowned people who have additionally been honored to serve as name givers to important programs, or concerns.

In those years since we met first up till today I had numerous consultations with Denes Koltai, either in his University office which almost acted as the “Koltai Cave Haz” (the Koltai Coffee

House in the liberal tradition of enlightenment), or in *dvv international's* office in Budapest, or during conferences in Hungary, Rumania, Serbia or Germany. Very often we took long curves and talked around in circles, bringing in our different and diverse experiences in life and work, and explored what we had in common to find paths towards the implementation of joint efforts and initiatives. And that continued during the decade when I was back as director in Bonn for the years 1999 to 2009, and when quite new fascinating projects like TEACH (more later) started, and where he and his staff got deeply involved and asked for coming together frequently.

It was in one of these very early encounters that Denes Koltai somehow proudly told the part of his biography where he had been the last party secretary of the socialists in the city of Pecs before the systems change made this position obsolete for him. He knew his Marxist theory well, and sometimes I thought that much of his excellent, but at the same time special communication and coordination skills now exercised as director or as dean must have to do something with his past role as a politician and organizer. Even his keen interest in the training and especially re-training of all in the education and teaching profession, or those working as managers of language schools or cultural centers, serving in libraries or museums, where he supported several projects using adult education in museums or vice versa, all this somehow reminded me of the German economist Karl Marx who in his "Theses on Feuerbach", a renowned philosopher and country man of his time, stressed ... "that circumstances are changed by men and that it is essential to educate the educator himself" ...; and "The philosophers have only interpreted the world, in various ways; the point is to change it". (6) Denes Koltai's belief in the importance of education, training and learning, and that this is the key to change the world you live in around you and beyond could be felt. For him it was the University life, and at an early time he had the vision of her role as a provider of lifelong learning opportunities to all those working in the education and culture sector who are in need to up-date their knowledge and reflect on their experiences, just like the implementation of the phrase "to educate the educator".

Of course, as somebody who had studied educational sciences, Marx was by far not the only influential person for him, and from whom he was borrowing ideas for his own strategies and activities. Another one was the great Czech and European pedagogue, John Amos Comenius, "one of the earliest champions of universal education", and who "is considered the father of modern education". (7) It was Denes Koltai who on one of our joint trips to the North-eastern part of Hungary told me that Comenius during the latter part of his life almost became a refugee with many stations, including Sarospatak close to Nyiregyhaza, where he was living as a professor at a theological college, and writing some of his important works. In his *Didactica Magna* Comenius presented his thoughts on aims, content and even the organization of education, which needed the provision of different levels of schools as a system, to develop new textbooks, and incorporating many other pedagogical ideas of his time. And he is remembered as a very good teacher and a strong organizer, qualities which I quite often admired in the work of Denes Koltai also. When during my period in Hungary I wrote a small study on "Adult education in Hungary, Austria and Germany. Notes on history, comparison, and cooperation", I even found

out that Comenius spent some time as well at the University of Heidelberg, founded in 1348, again something quite memorable for me as I completed my doctorate there with a comparative study on adult education in Tanzania. As if there was a red line in life, the University of Pecs, founded around the same period, conferred an honorary doctorate on me where the laudation was presented by Denes Koltai, reflecting on my interventions on comparative and cooperative aspects of international adult education. I called it a brave venture by the University Senate as they honored something which in many countries does not even receive any respect and recognition, not mentioning the broad support needed. (8)

Socrates, the great Greek philosopher, gave his name to a variety of important programs and projects in education and training funded by the EU. It developed into a lifelong learning program with four pillars in the names of Comenius (schools), Leonardo (vocational training), Erasmus (universities), and Grundtvig (adult education). All in all definitely a success story as it modernized and shaped the education systems in the old and new member countries of the EU, and paved the way for a variety of ways to work together. As could be expected, both the University of Pecs and *dvv international* took up this challenge as an opportunity in numerous projects benefiting students and staff in the university as well as learners and providers in local adult education centers through training and capacity building, information and exchange, curriculum development and research. A major joint effort within these EU funded projects, where both institutions acted as partners within a consortium of 15 universities and associations under the leadership of the Nicolas Copernicus University in Torun, carried the self-explanatory title of TEACH, which abbreviated the objective: Teaching Adult Educators in Continuing and Higher Education. It was a far reaching experience for all in the project team, and it later contributed to the development of modules and a framework for the new bachelor and master degree programs in adult education, following the Bologna process. It could be said that Socrates held the umbrella under which with funding from EU via Grundtvig for adult education, support to the sector of Erasmus and cooperation with the universities was given. (9)

In parallel there was another development of a European Master in Lifelong Learning where the Danish School of Education of Aarhus University took the lead. This is now well embedded within the ASEM process, and which gets high attention by universities and governments, clearly indicated again through an “International Asia-Europe Conference on Enhancing Balanced Mobility” for staff and students, just this March in Bangkok. (10) I found it extremely eye-opening to realize how huge the numbers of students are already moving from Asia to Europe, and vice versa, for University studies, and how fast the ACTS (ASEAN Credit Transfer System) is emerging, definitely with some influence from the ECTS (European Credit Transfer System) which was introduced as part of the Bologna process also. Additionally, there was some debate on the AQF (ASEAN Qualifications Framework) in the making, again not too far away from the EQF (European Qualifications Framework), which is now being translated into NQFs on national level. It has been decided by the ASEAN Heads of State already that by 2015 there will be one single market, with a flow of goods and services.

The EU program on lifelong learning may soon change. Documents from the European Commission are circulating; a debate in European Parliament is planned, and in the ASEM meeting there was a presentation that was pointing to “Erasmus for All”. As we know, not everybody will (have to) go to University, and there is a fear expressed that the earlier parts dealing with Comenius for schools, Leonardo for vocational training, and Grundtvig for adult education will lose attention, recognition and support if they are merged into one, and the now well established Erasmus will lose its clear focus.

My own first lessons on ECTS hail back to the teaching of students at the University of Pecs, and from my involvement with the TEACH project at the Universities of Torun in Poland, Iasi in Rumania, and Sofia in Bulgaria where I tested certain modules, and where my students at the same time were interested to get the credit points they needed for further advancement. Now, in quite a different part of my professional life it is somehow a come-back as the Department of Vocational Teacher Training of the National University of Laos is preparing for the ACTS which is quite a challenge, but which *dvv international* could already support through workshops on curriculum development, frameworks and standards as well as some background tracer studies of past students.

Denes Koltai has been a great traveler also, and China was on his agenda at quite an early stage of the development of his Faculty, even looking for some University exchange. When in one of our coffee-house-encounters he looked at his learning from China, he confessed how he admired Confucius as a thinker with far reaching ideas and ideals on social developments, much of it that was or could be related to education, but he saw Confucius also as the strategic politician and as a strong leader to make things happen. I was lucky that later in our cooperation with the Chinese Adult Education Association (CAEA) I could visit Qufu and the birthplace of Confucius, and could give a lecture to students at Qufu University. The CAEA then hosted in 2006 the conference and study tour on “Adult Education for Learning Societies. Asian and European Perspectives for a Globalized World” (11), which Denes Koltai unfortunately could not attend himself, but where he sent one of the many young professionals of his Institute, mentored and supported by him. There I wondered for the first time about the slogan: Learn to earn. It was only in 2010 alongside the World EXPO that in the Shanghai International Forum on Lifelong Learning, the first major UNESCO education conference following CONFINTEA VI in 2009 in Belem, Professor Ye Lan made an exciting presentation on “Revisiting the classics: the necessitated return of research on the teaching/learning relationship in modern China” where she stated: “Confucius himself was also ‘classic’ in both his discussions about teaching, learning and their relationship and in his personal integration of teaching and learning experiences.” (12) My last reminder on this important Chinese classic was when the Director of the Confucius Institute at the National University of Laos, Professor Tao Teng, received a friendship medal from the Lao Government for the foreign language exchange and other forms of cooperation between the two countries. (13) As China has chosen Confucius as their brand name for the network of

cultural institutes represented all over the World, just like Germany has the Goethe Institutes, we are sure to come across Confucius more often.

Lifelong learning for All

Let me come back to the slogan “Lifelong Learning for All” and take up now some of the points which I continue to engage in, which I have been arguing and writing about again and again, and which will definitely be hot topics when I have the pleasure to participate in the symposium which will be held on the occasion of the retirement of Dean and Professor Denes Koltai in June 2012 at the University of Pecs, which will again provide a chance for us to follow-up professional matters in a more personal way.

It was last year that the International Council for Adult Education (ICAE) had its World Assembly on “A world worth living in. Adult learning and education: A key for transformation” in the beautiful city of Malmö, Sweden. At that time I was an ICAE Vice-President, and coordinated a Theme: “Adult education as a right and a profession. Follow-up to the international agreements as the MDGs, the EFA Goals, and the CONFINTEA Agenda”, which was preceded by a virtual seminar to lay the ground for a broad participation. In my background document I argued strongly that adult education is a right and a profession, even more so when the learning needs for all people across the globe are growing. This holds true for children, youth and adults in coping with their individual life, and the societies they live in. The more developed societies become, the more education, training and learning is needed, and should be provided. (14)

Lifelong learning is a continuous process that involves all kinds and contents of education and training. Learning can be formal, non-formal or informal. It may happen in kindergarten, school, university, community learning centers, at adult education providers, or within vocational and technical colleges. The new media and blended learning play an increasing role.

However, the dire need of a quality education for all is not sufficiently on the agenda for most governments, nor is it within the international development discourse. It may not be unrealistic to state that there are still one billion people denied the right to learn to read and right, and around a hundred million children that do not have a place in school. It is especially the marginalized people who are further marginalized with less learning opportunities.

There is no doubt that learning, education, and training support the development of skills for young and older people that are needed to live, to lead a healthy life, and to earn in employment or self-employment. However, it is not only what we see and experience around us, but all major documents like the series of the Education for All Global Monitoring Report show that we are light years away of what the Education for All (EFA) goal 3 calls for “...ensuring that the learning needs of all young people and adults are met through equitable access to appropriate

learning and life-skills programs”, and in goal 4 “...achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”. (15)

We clearly can see from all the statistics provided that the right to learn is denied to too many youth and adults around the world, for literacy, for vocational or for continuing education and training. We are far away from reaching the targets which we have been setting, and where the revision is often not more than just extending the targeted dates.

It has been said again and again that the fulfillment of many MDGs (Millennium Development Goals) will only be possible if on top of universal primary schooling “the learning needs of all young people and adults are met” – as they are the ones who are in the final analysis the implementers of all projects and programs related to the MDGs: be it in respect to gender equality and the empowerment of women, the improvement in maternal health, or in environmental sustainability.

And even for universal primary education there is evidence that parents who have been to school or are involved in other kinds of learning and training see more positively to it that the schooling process of their children is successful. We should therefore continue our advocacy towards the full integration of youth and adults and their related education and training throughout life into the MDGs. The results of the MDG Summit last autumn could have been much better for youth and adult learning.

The Belem Framework of Action is just over two years old by now. Again, commitments have been made, and the process of monitoring the outcomes of CONFINTEA has started. A questionnaire has gone to all Governments trying to find out whether there are “stronger political commitment..., improvements in governance and cooperation..., increase in investment..., more equitable access to, and participation of youth and adults..., ensuring quality in literacy and adult education.” The answers will be deeply analyzed and used for the new GRALE (Global Report on Adult Education and Learning). Of course, we should get closely involved in this monitoring – on national, regional and global level. In this process we have at the same time to further strengthen adult education itself as a profession that creates programs, develops a research agenda, trains the facilitators and trainers, and contributes to structures that lead to a lifelong learning system and society. (16)

At this very moment we are eagerly looking out for the results of the EFA end of decade assessments, especially for Asia, and whether we are on track achieving especially goal 3 as the EFA GMR 2012 is on Skills Development. We should show our clear interest in covering the full content – as stated above “all young people and adults” and the perspective of “life-skills” which of course includes vocational skills, but not getting reduced to it. *dvv international* has contributed to the discussion with a supplement of his journal Adult Education and Development on “Non-formal Skills Training”. (17)

The next major point in the time line is the year 2015. Then we will have reached the end of MDG, end of EFA, and midterm of CONFINTEA. Whether the results and outcomes are anywhere close to the objectives and aims that were expected at the start have to be closely monitored. Already now processes on looking at a possible post-2015-agenda for the MDG and EFA goals have started. By now I will have attended the Regional High-level Expert Meeting organized by UNESCO in Bangkok on “Towards EFA 2015 and Beyond – Shaping a New Vision of Education” where global development were looked at from regional and national perspective of countries in Asia – where we have the largest share of illiteracy, and the highest economic gross rates also.

However, we should be aware that in between there are two other important dates that we should pay attention to: 2012 is the end of UNLD, the United Nations Literacy Decade, and 2014 the end of DESD, the Decade of Education for Sustainable Development. Especially ESD has to be mainstreamed and to be woven into all our policies and activities, and at the time it is the bridge to the thematic area dealing with climate change and environmental education.

Whatever the outcomes are for the future of the debate, we are quite sure that youth and adult education as a right, as a practice and a profession will cover important contributions towards the interrelationship and the full realization of EFA and CONFINTEA with the MDGs. Therefore we need and advocate “lifelong learning for all”.

CONFINTEA has been of quite some importance for colleagues in Hungary, and Denes Koltai especially. He came to Hamburg for CONFINTEA V on the Hungarian delegation, representing the Hungarian Academy of Sciences as President of the Adult Education Sub-Committee. I remember the in-depth preparatory and follow-up meetings well on how to implement the Hamburg Agenda for the Future in partnership. The CONFINTEA VI European Pre-Conference in Budapest made important contributions by giving the lifelong learning paradigm the backing from all experiences gained since in 2001 the EU adopted a Communication on “Making a European Area of Lifelong Learning a Reality”. And it was at this event in 2008 that Denes Koltai became a member of the International Adult and Continuing Education Hall of Fame for his lifetime achievements in adult education.

What comes next?

This journey comes to an end now. I am convinced that when the full-employment-period of Denes Koltai has reached its final stage that this will not be the end of his professional engagement for adult education. I assume that he will continue to contribute in his own way to the world of lifelong learning and that he himself will continue learning and teaching as he somehow is a special type of a lifelong learner. Retirement will not stop him to live his special form of giving and taking to partners, colleagues, and friends.

Actually, Denes Koltai and I were born in the same year, shortly after the Second World War. We both had our own personal and professional developments before we first met in the middle of the 1990s. Ever since certain interests and engagements in our separate lives brought us together at many crossings, intentionally or more en-passant, some of them mentioned above. Definitely, for me Denes Koltai has been inspiring and encouraging in many respects. Of course it was deepest during the time living in Hungary. But this did not stop with my return to Bonn, and it did not end after his University had been hosting the Conference on “Hungarian-German Cooperation in Adult Education and European Partnership” as closing event of our Budapest office in 2003, organized by Maria Horvath who had been a supporter of our work since the 1970s. And it has not ended with my moving on from Bonn to open for *dvv international* the new regional office for South- and Southeast Asia in Vientiane, Lao PDR at the end of 2009. These years in Asia so far have brought again fascinating experiences to my personal and professional life, adding well to the earlier extended stays in Sierra Leone and Hungary.

Looking at the title of this text as a sort of travel plan then there is still one person left where we have not stopped so far. And this is Sisyphus. I used this metaphor earlier in a manuscript I wrote in my Hungarian years. (18) At that time I was not yet using “Lifelong Learning for All”, but there is a chapter on “Lifelong Learning: For Every-one, at Any Time, World-wide”. But on top the article stands the sentence from “The Myth of Sisyphus”, written by Albert Camus: “The gods had condemned Sisyphus eternally to roll a block of stone up a hill, from the top of which the stone would fall back down of its own accord.” For me, Denes Koltai embodies characteristics of determination and steadfastness in processes where we face difficulties and failures, and turn them into challenges and not into frustrations. I cannot remember how often he reported in our coffee-meetings of hindrances and blockages within the University, or coming from Government, when he was attempting the next step to prepare for his part towards a system of lifelong learning for the re-training of managers and practitioners in the field of education, culture and even companies. There were times when he was maybe moving too fast and he and his system was growing too big, and cooperation received a connotation of competition. One could feel that he was suffering from the pressure not winning in the first round. But one could be sure that he would come back in a slightly different way, maybe better prepared, and having done his homework properly. Therefore I think that Sisyphus could well be a patron for him, but not only for him, but for all of us struggling towards lifelong learning for all.

Looking at it now from a more Asian perspective I wonder whether the bamboo plant could be another patron: Even if the heaviest storm can blow against it, the bamboo bends down or sideways only, but comes back sooner or later to grow higher and stronger. What all of this can mean for a retired Denes Koltai, let us wait and see, and maybe we can take stock then in another decade.

For me the Asia- European exchange opens a new chapter in Laos later this year. In November there will be the ASEM Summit where all Heads of State from ASEAN and the EU member countries, plus the associated countries like China, India, Korea, Russia, or Australia will meet in

my current home town Vientiane. Prior to this in October, also in Vientiane, there will be the AEPF (Asia Europe People's Forum), and there are first discussions with the respective authorities and partners whether it would be possible to include adult education and lifelong learning in the agenda. This would be a great opportunity for adult educators to meet and share experiences for a development that is inclusive towards a strategy of lifelong learning for all.

References

- (1) See Federal Ministry for Economic Cooperation and Development: Ten Objectives for More Education. BMZ Education Strategy 2010 – 2013. Bonn: BMZ 2012
- (2) Respective preparatory and final documents can be accessed via the websites of UNESCO, World Bank and EU.
- (3) The ASEM Research Hub on Lifelong Learning can be reached via www.dpu.dk/ASEM
- (4) For more information see Heribert Hinzen (Ed.): 40 Years *dvv international*. Adult Education – Development – Cooperation. Adult Education and Development, 72. Bonn: dvv international 2009
- (5) See Denes Koltai: Theoretical, Economic and Regional Issues of Adult Education. Hungarian Developments in an International Perspective. In: International Perspectives in Adult Education, 33. Bonn: dvv international 2002
- (6) See Theses on Feuerbach. Marx/Engels Internet Archive. Written in 1845, first published in 1886. In: Marx/Engels Selected Works, Volume One, p13-15
- (7) See the information on Comenius at http://en.wikipedia.org/wiki/John_Amos_Comenius, accessed on 3.3.2012
- (8) The speech on the occasion of the honorary doctoral degree is available as Heribert Hinzen: Comparative and Cooperative Aspects of International Adult Education – Some Thoughts on the Occasion of Receiving an Award from the University of Pecs. In: Adult Education and Development, 55, 2000, p 323-334
- (9) See Ewa Przybylska et. al. (Eds.): TEACH – Teaching Adult Educators in Continuing and Higher Education. Torun: Nicolaus Copernicus University 2006
- (10) The ASEM Education Secretariat is currently based in the German Academic Exchange Service (DAAD), and will move in 2013 to Indonesia. See for details www.asem-education-secretariat.org

- (11) See Janos S. Toth, Maria Almazan Khan, Xie Guodong, Heribert Hinzen (Eds.): Adult Education for Learning Societies. Beijing: Higher Education Press 2007
- (12) See Ye Lan: Revisiting the classics. In: Jin Yang and Raul Valdes-Codera (Eds.): Conceptual evolution and policy developments in lifelong learning. Hamburg: UIL 2011, p 51-58
- (13) See Vientiane Times, March 23, 2012, p 4
- (14) See full information via www.aworldworthlivingin.se
- (15) See the EFA GMR, 2005, p 29 via www.unesco.org/efareport
- (16) The monitoring of the Belem Framework for Action from CONFINTEA VI is coordinated by the UNESCO Institute for Lifelong Learning in Hamburg, for process and documents see www.uil.unesco.org
- (17) See the different articles in: Non-formal Skills Training. Adult Education for Decent Jobs and Better Lives. Supplement. Adult Education and Development, 77, 2011
- (18) See Heribert Hinzen: Socrates and Sisyphus: Caught between old and new challenges and experiences in international adult education. In: Convergence, 2/3, 1997, p 62-77