

Sharing for Learning in Lao PDR

DW International Engaged in Lifelong
Learning for Sustainable Development
in Asia Pacific

Heribert Hinzen

Sponsored by

BMZ



Federal Ministry
for Economic Cooperation
and Development

There have been several organizations on national, regional and global level to strengthen and support the cooperation of DVV International



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DVV International

A decorative graphic consisting of several overlapping circles and a solid black circle. One large circle is partially visible on the left, with a solid black circle on its upper-left edge. Another large circle is partially visible on the right. A smaller circle is positioned at the top, overlapping the large circle on the left. The text is arranged within the space defined by these circles.

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Invitation
Welcome and Farewell
Regional Director

On the Occasion of the arrival of the
new Regional Director Uwe Gartenschlaeger and
the departure of Prof.(H) Dr. Heribert Hinzen and his wife Sigrid
DVV International requests the pleasure of your company for

Baci ceremony and dinner
on 19 March 2015 start at 16:00
at DVV International Regional office

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ບັດເຊີນ
ງານລົງຕອນຮັບ ການອຳລາ
ຜູ້ອຳນວຍການປະຈຳພາກພື້ນ

ເນື່ອງ ໃນ ໂອກາດ ການ ຮັບ ໜ້າ ທີ່ ໃໝ່
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ການ ສິ້ນສຸດໜ້າທີ່ຂອງທ່ານ ສຈ. ດຣ. ເຮີເບີດ ຮິນເຊີນ ພອນດອຍ ພັນລະຍາ ທ່ານ ນາງ ຊິກຣິດ
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ພິທີ ບາສີ ສຸຂວັນ ແລະ ງານລົງງອາຫານຄ່ຳ
ໃນວັນທີ 19 ມີນາ 2015 ເລີ່ມແຕ່ເວລາ 16:00 ໂມງ
ທີ່ຫ້ອງການ ຕີວີວີ ຮິນເຕີເນຊັນແນວ

16.00 - 16.30

Buddhist Ceremony
ສຸດລິດນ້ຳ

16.30 - 17.30

Baci
ບາສີ ສຸຂວັນ

17.30 - 18.00

Remarks
ບົດຄຳເຫັນ

18.00 - 19.30

Dinner
ອາຫານຄ່ຳ

19.30 - 22.00

Cultural performance
ຟ້ອນອວຍພອນ ແລະ ຟ້ອນລຳວົງຮ່ວມກັນ

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Foreword

DVV International has as part of its logo: “Education for everyone. Worldwide. Lifelong”. This is a strong message, and all of us who are now involved in the Post 2015 process for a new education and development agenda know how far we are still away from what is framed in the Muscat Agreement: “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. Of course, this global overarching goal will be difficult to reach everywhere in the same way; therefore we shall need to look at how to translate this into national or context specific targets with a set of appropriate indicators.

However, following certain trends there is a common understanding which in respect to the different agendas call for an education specific agenda covering all aspects of schooling, training, and learning; and that education must be everywhere in the implementation of the sustainable development agenda. It still needs to be further identified what it means for children, youth, and adults in schools, vocational training, universities or global citizenship education.

What seems positive is the high level of participation in the post 2015 debate on education, and at the same time a coherence in statements coming from regional conferences preparing for the World Education Forum in May 2015 in Korea. If we take a comparative look at the outcome documents from the Asia Pacific with the Bangkok Statement from August 2014, and the Paris Statement from February 2015 for the European and North American States, then we realize that there are a set of key words in common – equity, inclusion, gender equality, quality, lifelong learning for all, skills and competencies for work and life, education for sustainable development and global citizenship education, governance and financing – which can carry us through for aiming at and achieving a common agenda for the future.

Lao PDR is now preparing a new Education Sector Development Plan which shall cover the period 2016 to 2020. It would of course be extremely important if the overarching goal of the ESDP was in line with the regional and global goals, still leaving room for more contextualized national goals, targets and indicators. This orientation would serve the Lao people and the education sector as well as further planning and monitoring in-country, and in the region. This seems to be helpful also in respect to fast changes coming up in the ASEAN Economic Community where the exchange of goods and services, and this includes education, training, and skills, will dramatically increase.

It was a strong support for DWV International to realize that Lao colleagues engaged and participated very well in all the regional exchanges, especially led for us by UNESCO and ASPBAE, to analyze achievements and identify ways to improve a situation which is often far from acceptable. It was in this context that the phrase “Sharing for Learning” was born, and then implemented in a variety of forms like regular information and exchange workshops as well as quarterly Newsletter in both English and Lao language. Too often knowledge is accumulated by the few travelling to meetings, and maybe only filed for a report, with little capacity building for those in need.

Looking back to the time when DWV International was preparing to open a regional office for South and Southeast Asian Vientiane, I still remember too well the very positive approach representatives of Lao and German Government took to strengthen skills for work and life through non-formal education for adults towards lifelong learning as part of a cooperation for development framework. HE Deputy Minister Lytou Boaupao, MoES, and Deputy Director General of DNFE, Mr Ounpheng Khammang negotiated with us a project proposal “Promotion of Adult Education in Lao PDR” as a follow-up to a feasibility study supported by BMZ. They came to Germany in 2009 to participate in our BoCAED conference series on *Financing Adult Education for Development*, and ever since they have been the strongest supporters of our work here.

A similar continuity of colleagues and partner carried us through all difficulties on the regional level. At the same BoCAED, the Secretary General of ASPBAE, Maria Lourdes Almazan Khan, and the President of PRIA, Dr. Rajesh Tandon, helped us to understand better what was going on globally, and translate and transfer this into the Asia Pacific region, and into Lao PDR for that matter. They were the first to visit us in Vientiane when the office had just opened. Their continuous efforts to strengthen our work through a variety of capacity building measures and sharing their experiences could not be valued high enough. This culminated in two most remarkable events with the ASPBAE Executive Council meeting and the subsequent regional consultations on “Education and Lifelong Learning for Sustainable Development” just a few weeks ago with the Non-formal Education Development Center at km 8 in Vientiane as a wonderful host.

Coming to the end of my assignment as Regional Director of DWV International in Lao PDR, and a reflection on shortcomings and accomplishments, I decided to prepare a selective collection of articles and documents which were written in this most challenging period of “Sharing for Learning” covering the last five years. And in the process I realized how

much I continued to write and edit together with Prof. Chris Duke who was ASPBAE Secretary General in 1977 when I first got involved in South and Southeast Asia for DVV International, a professional partnership lasting almost for decades by now.

Actually this sort of looking back and putting together in a new arrangement has been my approach during those almost four decades of work for DVV International which saw always changing positions and roles, in order to close a certain phase of professional engagement, leave something tangible for those who follow, and thus give some sort of account for what has been achieved. Let me provide a brief overview on such collections which have appeared before, following the sequence of the different assignments:

- From the beginning, alongside to my coordinating role of projects in Africa and Asia I was Editor of the DVV International journal *Adult Education and Development*. We published a special issue on theory and practice, orientations and issues with voices from the field a decade after its start in the year 1982 which was translated into more than ten languages.
- After my time as Country Director in Freetown I composed a collection of materials on a diversity of themes, from oral literature via traditional and informal sectors of learning to the training of adult educators at University, and published in 1987 *Giving and taking. Involved in Sierra Leonean adult education*.
- In 1994 during my first period as Director of International headquarters in Bonn I wrote *Our Story and History*, and edited just-in-time a volume for our anniversary celebrations on *25 Years of the Institute for International Cooperation of the German Adult Education Association* with a good collection of documents and reflections.
- From 1996 onwards I served as Country Director in the Budapest office. During this most rewarding period a number of writings appeared, and were subsequently published as *Hungarian and German Adult Education. European Partnership and International Cooperation* in 2000.
- Then I returned for a decade as Director of DVV International headquarters to Germany, and in the year 2009, just before I left for Lao PDR, we celebrated the next anniversary, when I wrote the chapter *Notes on 40 Years of dvv international, Inspired by the Institution and the People who Made it – a Review of Documents, Viewpoints and Personalities*, and edited the compendium *40 Years dvv international. Adult Education – Development – Cooperation*.

Now in March 2015 my period in Asia comes to an end, coinciding with my decision to no longer continue working in a management position for DVV International, but to choose “active retirement” and support quality education and lifelong learning for sustainable development in a role as senior policy advisor. This will provide ample room to keep involved in the national, regional and global post 2015 processes, engage more with Universities in teaching and research, and continue to cooperate with partners in areas where both side feel that it is helpful, and useful. I am thankful to all who supported my stay and work in Lao PDR and the Asia Pacific region during an enormous amount of travelling in and between the countries. There are by far too many to mention all, and far too dangerous to forget several. Let me therefore say thank you all in Lao Government, especially in the Ministry of Education and Sports as well as Ministry of Planning and Investment, in the German Embassy, GIZ and others in the Lao German Cooperation framework, the national and international Development Partners, the regional associations and agencies, DVV International headquarters and the staff in our regional office, and last but not least my wife, our families, and friends. They all had a contribution in this wonderful experience and exercise of *sharing for learning*. Thank you so much!



Role and Function of DWV International

The promotion of development through cooperation in youth and adult education is the objective of DWV International. DWV International is the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V., DWV), which, in turn, is the federal umbrella association for the 16 regional associations of Germany's community adult education centres (Volkshochschulen, VHS). DWV and its Institute represent the interests of the association's members, together with those of over 1000 VHS, at the national, European, and international level. Our headquarters is in Bonn, Germany.

The domestic and international work of DWV International is guided by a commitment to human rights and the Institute's principles on the promotion of women and gender equality. Education is a universal human right. It is a basic need and an indispensable prerequisite for development. Education for youth and adults is a core component of education and plays a key role in the process of lifelong learning as general, vocational, cultural, and scientific continuing education and further training. Non-formal and out-of-school education programmes that provide young people and adults with life-skills training serve functions that complement formal education and training and compensate for their deficiencies.

DWV International is active on a worldwide basis, cooperating with more than 200 partners in over 40 countries. The Institute sees itself as a professional partner that brings experience and resources to joint projects and learns, in turn, from its partners. The work of DWV International is financed mainly with funds from the federal budget and other donors. We

- foster the exchange of information and expertise on adult education and development throughout Europe and worldwide
- provide support for the establishment and development of youth and adult education structures in developing countries and countries in transition
- provide in-service training, advice and media for global and intercultural education and for learning about European policies

Under the overarching goal of poverty reduction, DVV International strives to establish and develop efficient adult education organizations that contribute, in networks, toward building a system of development-oriented adult education. The Millennium Development Goals (MDGs), the worldwide initiative "Education for All" (EFA) and the World Conferences on Adult Education (CONFITEA) serve as an action framework which provides important orientation for this endeavour.

The work of DVV International is shaped by clear identification with the interests of the poorer social classes in the Institute's partner countries. Projects concentrate on basic education and literacy learning, environmental education and sustainable development, global and intercultural learning, migration and integration, health education and AIDS prevention, as well as crisis prevention and democracy education.



A bridge between education and employment is built through a work-oriented and vocational approach which seeks to integrate people in working processes and occupations, improve their income, and equip them with the skills they need to participate in self-help groups and cooperatives. By strengthening performance capacity of partners in youth and adult education, the Institute seeks to establish durable and effective local and national social structures as a factor in combating poverty.

Projects in individual countries are combined into regional and programme areas, which are jointly planned, managed, and evaluated to establish their

impact. The country and regional offices of DWV International in Africa, Asia, Latin America, and Europe structure the local cooperation with partners and secure the quality of the work. European and international networking with other youth and adult education organizations engaged in development cooperation is a fundamental part of cooperation.

DWV International follows a sector approach with the aim of improving structures in the areas of policy, legislation, and financing, while enhancing the professionalization of adult education in theory and practice.

In Vientiane, Lao PDR, we are...

- the DWV International Regional Office for South- and Southeast Asia
- working since October 2009
- grounded in the Lao German Cooperation framework
- members of the Education Sector Working Group

We coordinate the...

- new cooperation with and support for partners in Lao PDR
- development of cooperation with partners in Cambodia
- longstanding partnerships on regional level with ASPBAE and PRIA
- thematic initiatives on environment, universities, and governance
- regional exchange for sharing and learning from one another.



We work with partners from...

- local, district, provincial, national, and regional level
- government, university, development or professional background

We focus on projects in ...

- youth and adult education for lifelong learning
- literacy and basic education
- non-formal vocational training
- materials and media development
- training of facilitators and adult educators
- base line studies, surveys, and evaluations
- capacity and organizational development
- awareness raising to remember for the future
- migration and integration
- environmental education and climate change training



2010

Asia, Education and Development - a Call for Dialogue

All countries in the European Union (EU) have the obligation and mandate, and are on different levels and in a variety of approaches and experiences involved in international cooperation, and the complexities of development aid given to countries in Africa, Asia and Latin America.

Education and lifelong learning does not play the important role it should play within the development agenda. It should be placed much higher, and we should work towards a more prominent place. Often, in the past and in present day policy making and advocacy we ask: could the professional expertise of the adult education institutions be made available to development agencies as well as to partners in the fast and rapidly changing developing world?

It would be interesting to deepen the dialogue within adult education organisations in Europe on issues of development, and how they are responding to the changes in the world. At the time, it would be of great interest to know more about the realities and the aspirations of Asian adult education organisations and their view on cooperation, within Asia, cross border, in regional contexts, but as well in the global orientation of South to North, or East to West.

Apart from the individual cooperation of adult education organisations from country to country there is the already existing cooperation of the respective partners on a continental level: the European Association for the Education of Adults (EAEA) has a younger, but strong sister, the Asia Pacific Association of Basic and Adult Education (ASPBAE). Their cooperation within the global oriented International Council for Adult Education (ICAE) is of great importance as the civil society voice on adult education on the regional and international scene.

The Asia Europe Meeting (ASEM) is an important process where 27 European and 16 Asian countries cooperate, and prepare for a much enlarged and deeper collaboration in the future. And this concerns all walks of life, including of course education. Whether this is deep and fast enough, and comparable to all the other sectors of life remains still to be

seen. To this end, ASEM has started its own Education Secretariat, along with a number of interesting activities like ACCESS and ASEMUNDUS in higher education especially. And the ASEM Education and Research Hub for Lifelong Learning with its secretariat based in Denmark, has a considerable record of meetings and studies to deepen the reflection on lifelong learning in this Asia - Europe dimension. It would not be too late to explore further how the provider level of adult education organisations, especially members of EAEA and ASPBAE, and the regional organisations themselves would explore the needs and options further.

The reader of this LLinE (Journal for Lifelong Learning in Europe) will find quite a wide variety of articles discussing development in Asia, several of them with some European connection. It is thus a rich source to prepare for reflection, and future initiatives. However, we should be quite clear that this is a starting point only in several directions as we neither cover the rich field of adult education, nor can we say to cover Asia by not looking in Central or West Asia, or the Pacific.

But let us take it as a start, and make sure that follow-up will come. The diversity of cultures and education in the world is vast. There is lot to learn from each other. Why should this learning not include much stronger adult education organisations, and last but not least - the learners themselves. And again, the dialogue on the benefits of this exchange as well as the information on which initiatives and instruments work best, should be intensified. The organisations to follow-up on this are there. And the options to dialogue on this, and to disseminate related experiences and best practise are there as well. We just have to do it.



Cooperation and Exchange in Adult Education: The Case of DWV International in South and Southeast Asia

Adult education and learning is a very personal affair and an obligation of society as well. It is part of the education sector, and it requires all the support and regulations as other subsectors. International cooperation helps in understanding the world, and contributes to learning from each other.

There are many forms of international cooperation in the field of adult education in Asia. You could look at UNESCO and their CONFINTEA conferences, the last pre-conference that took place in Korea provided an excellent forum for information and exchange. (Manzoor, 2008) One could concentrate on the processes of Education for All (EFA), the perspectives of the World Forum on Education which met first in Jomtien, Thailand, in 1999, with an even broader mission coming from the meeting in Dakar, Senegal in 2000, and study the developments since then through the Global Monitoring Reports that are published yearly; the 2006 one was on *Literacy for Life*, and for 2012 there will be one on skills. (EFA GMR, 2005) Or one would try to understand better all the different forms of bilateral cooperation which can be cross-border, South to South, North to South, or as development aid in the form of bi-lateral government to government, or via non-governmental organisations (NGO) with a diversity of backgrounds. (GRALE, 2009)

This article looks at a special case of a specialised institution which in the year 2009 celebrated 40 years of work. (Hinzen, 2009) It is called DWV International, and it is the Institute for International Cooperation of the German Adult Education Association (DfV). It serves national, European and international goals, functions and practice. Parts of its activities are run in Asia, and there are quite a number of new developments and changes ahead on which this article will concentrate.

The international work of DWV has been supported by the Federal Ministry for Economic Cooperation and Development (BMZ) since the late 1960s. Even today, the funding for its project work comes largely from grants from the BMZ and the Foreign Office in Germany, as well as from the European Union (EU), member countries of the EU, and other donors of public funds.

DVW International sees itself as a professional partner working in youth and adult education for development through cooperation, and contributing its experience and resources to joint projects and constantly learning from its partners.

The DVW and the Volkshochschulen

The DVW, founded in 1953, is the federal association of the 16 regional associations of community adult education centres (VHS) in Germany. It represents the interests of its members and of the 1000 or so VHS at federal, European and international level.

The historical roots of the VHS go back to the beginnings of the workers' and popular education movement in the late 19th century. Today, the VHS are the central public continuing adult education centres maintained by the local authorities; they operate nationally throughout Germany within easy access of everyone, are open to all citizens and provide a wide range of general, vocational and cultural continuing education and training. Each year, they attract some 10 million participants.

The DVW has not only an Institute for International Cooperation. There is TELC which develops and markets *The European Language Certificates*; it is a subsidiary company of the DVW. AGI is a media institute which presents the Adolf Grimme Prize and the Grimme Online Award; the DVW is its founder and principal shareholder. DVW is funded by different ministries in Germany, especially the Federal Ministry for Education and Research.

Beginnings of the International Orientation and Work

In the 1950s, shortly after the war, reconciliation and understanding between peoples were major goals of international contacts and partnerships. In the 1960s development-oriented adult education was a component of the educational aid provided to support decolonization. Contacts were quickly made, and experience exchanged with partners in Africa and Latin America, leading the DVW to establish a Department for Adult Education in Developing Countries in 1969, its name being changed in 1975 to the Department for International Cooperation. And on a global level: DVW was a co-founder of the International Council for Adult Education (ICAE) in 1973.

Interest in international exchanges of experience increased in the 1970s, in response to the growing importance accorded to development cooperation, which led to greater commitments being made to partners in Africa and Latin America, and its extension into Asia. The changes in Central, Eastern and Southeastern Europe in the late 1980s, and the process of European integration in the 1990s, created new demands and challenges, which have been taken up since by the newly organized Institute for International Cooperation of the DVV (formerly abbreviated by IIZ/DVV and now using DVV International) in numerous initiatives and projects. (Hinzen, 1994) These included projects in the areas of intercultural learning, dialogue between Europe and Islam, crisis and conflict prevention, the fight against poverty, and European adult education beyond the European Union.

Adult Education, Development, and Cooperation

There are some principles, values and understandings that are guiding the work of DVV International. The most interesting document to read in this respect is “Youth and Adult Education in Development Cooperation as a Contribution to ‘Social Structure Assistance’. Strategic Aims and Service Profile of DVV International”. (DVV International, 2010) Here it is the discussion on how adult education contributes to poverty reduction and sustainable development as these aims and issues are related to the German national budget vote where DVV International’s work is mainly funded.

Information leaflets, publications and the Institutes website have again and again stressed major aims and values: Education is seen as a universal human right. It is a basic need and an essential prerequisite for development. Adult education plays a key role in the process of lifelong learning by offering general, vocational, cultural and academic continuing education. As a result of globalization, technological change and the development of knowledge and information-based societies, there is a need for lifelong learning. This is increasingly the case in both developing countries, countries in transition and industrialized countries.

Successful education systems, even more so if they aspire lifelong learning opportunities, are built on four equal pillars: school education, vocational education and training, universities and adult education; flexible transition between these pillars is essential. Non-formal and out-of-school education programmes for young people and adults fulfil complementary functions. Projects which deliver participation in social development by broad

sections of the population, especially the poor, and strengthen partners' capacity for self-help, have a positive impact on the development of social institutions.

The guidelines of DWV International emphasise adult education and

- its emancipatory importance for social and individual development
- as an important component of lifelong learning, providing orientation and training leading to qualifications
- the historical and cultural factors governing its aims, content, forms and methods
- the aim of enhancing professional quality through cooperation based on partnership.

DWV International pursues the goal of global sustainable development, in which priority is given to combating poverty, securing peace and achieving fairer globalization in one world. DWV International clearly identifies in its work with the interests of the poorer sections of the population in its partner countries. In fulfilling its national and international role, the DWV follows the principles of the promotion of women and gender equality.

Main Focus of Objectives and Activities

Before looking into the specific issues related to the Asia region it may be important to provide some deeper understanding of the global perspective. For DWV International there can be no doubt that institutional improvements in the provision of policy, legislation and funding, and the professionalization in theory and practice, are crucial elements of successful projects in development cooperation for the adult education sector. They require cooperation with ministries, universities, specialist organizations, voluntary associations and NGOs. Cooperation in Asia as elsewhere aims at strengthening providers, enlarging their services for learning activities and skills development. The emphasis in the content of the work is on basic education and literacy; health education and AIDS prevention; environmental education and sustainable development; human rights and democratization; migration and integration; managing conflicts and crisis prevention.

The vocational focus provides a bridge between education and employment, aims at integrating people into work and occupational positions, works towards improving incomes, and provides training for working in self-help groups and cooperatives. The programmes, projects and initiatives conducted jointly with our partners

- focus on initial and in-service training for adult educators
- facilitate practice-based evaluation and research
- promote the development of teaching and learning materials
- support the institutional and material infrastructure
- offer advice on organizational development
- contribute to recognition of adult education through lobbying activities
- foster regular cooperation with regional and international organizations.

Among the partners are ministries, government agencies and university institutions, and committed NGOs and professional associations.

Projects in individual countries are combined into regional and programme areas, which are jointly planned, managed and evaluated to establish their impact. The country and regional offices of DVV International in Africa, Asia, Latin America and Europe structure the local cooperation with partners.

The international programme Education for All (EFA), the International Conferences on Adult Education (CONFITEA) and the Millennium Development Goals (MDG) provide important guidelines for cooperation in joint activities and networking.



What is important, and often missing, is the careful analysis of the linkages between their goals and agendas. (Duke & Hinzen, 2008) For all those working in youth and adult education and learning it was again a rather surprising, and an of course disappointing reality that in the recent 2010 MDG Summit the whole sector of adult education and learning was again kept out of any of the more direct goals and indicators, leaving the question unanswered whether processes and activities towards development could not be more successfully implemented by better educated and trained youth and adults with a lifelong learning perspective.

International Contacts and Cooperation in Asia

Let us start by looking at the very East and Southeast of Europe, its borders and neighbouring countries in an historical context. When the Soviet Union collapsed in the early 1990s new options of cooperation developed for DVV International in the countries which later called them the Commonwealth of Independent States (CIS). There is now a strong cooperation with countries of the Southern Caucasus in Armenia, Azerbaidjan, and Georgia. (Kvatchadze, 2009) These countries are members of the Council of Europe, and the adult education partners are members of EAEA.

Cooperation with countries like Uzbekistan, Kirgizstan, and Tajikistan in Central Asia started in 2002 when the regional office in Tashkent was opened, and there is a stronger move now that partners from these countries become members of the ASPBAE. A most recent conference on "Quality Assessment in Adult Education", organised by the regional office in Bukhara, Uzbekistan, provided the chance for representatives of adult education NGOs in Central Asia to meet colleagues from ASPBAE, to deepen the ties for further cooperation, which will again be strengthened when in November in Jakarta, Indonesia, ASPBAE has invited for a workshop on their quality framework where participants will come from all over Asia Pacific, and re-meet partners from Central Asia. These are important new ventures, and they are complementing efforts despite the differences when you are looking at developing and transformation countries, especially in vocational education and training for youth and adults. (Gartenschlaeger, 2009)

Ever since 2002 DVV International is joining efforts to help develop adult education in Afghanistan, and after its foundation in 2005 ANAFE, the Afghan National Association for Adult Education, are together running a project of support to adult education which is specifically designed as a

contribution to stability, security and re-construction of the country. As can well be imagined from the more than difficult situation in most parts of the country, there is the serious attempt by Afghan partners, including the Afghan Women Network, to implement literacy work on several levels, the empowerment of women, income generating and skills training activities, all backed by close cooperation with the Ministry of Education and the University. All this work has been funded by the Foreign Office in Germany.

Early Starts in South and Southeast Asia

However, the main developments of cooperation with Asia began already in the middle of the 1970s. ASPBAE which was founded in 1964 developed a range of new activities with a series of regional conferences with a first kick-off in Chiangmai, Thailand in 1977. This is when the first agreement between ASPBAE and DVV International came into implementation. (Duke, 2003) This was almost parallel to the beginnings of work in several Asian countries:

- 1976 cooperation of DVV International with partners in India went ahead. Initially it was KANFED, the Kerala Association for Non-formal Education in Development, and a little later Seva Mandir in the state of Rajasthan received support in areas of literacy, and the training of adult educators. In the mid 1980s the Society for Participatory in Asia (PRIA) joined the partnership, and is there till today. The areas of cooperation have changed according to different priorities. But the capacity development of individuals, the support to organisations, and the running of publications, research, and evaluation stayed on till today. Other partners in India are UNNATI, the Organisation for Development Education, working in Gujarat and Rajasthan, and in 1993 SAHAYI, the Centre for Collective Learning and Action, which was set up in 1990 in Kerala, entered cooperation with DVV International. NIRANTAR, a Centre for Women and Education based in Delhi, and working in Uttar Pradesh, joined in 2003. Their work is highly recognized, and they received a UNESCO prize for literacy last year.
- Work in Nepal started in 1997 when World Education / Nepal became partner for extensive work in literacy. Since 2004 Didi Bahini, a Nepalese women's NGO is the only partner of DVV International, and through their working towards empowerment of women they constructed a network of resource centres in which they provide services in literacy and create opportunities where women inform each other and exchange experiences.

- Cooperation in the Philippines followed in 1991 when ASPBAE held its general Assembly ,Adult Education in the 90s: Unity in Diversity' in Tagaytay, and several Philippine NGOs participated. Two of those were the Centre for Environmental Concerns (CEC) which till today has remained an important partner with outreach activities in several provinces, and CWR, the Centre for Women Resources, which is a distinct gender and women support organisation. PILCD, the People's Initiative for Learning and Community Development, is based in the North of the country; they have just been honoured by EAEA via the Grundtvig Award for innovations in adult education outside Europe. Finally, Community Awareness and Services for Ecological Concern (CASEC) is an organisation that carries out practical activities and training to support rural self-help groups and preserve the environment and traditional cultures in Bohol and surrounding islands.

The World Bank funded large scale non-formal education projects in Thailand and Indonesia in the late 1970s where ASPBAE played a very important role to bring inputs as ,oil to heavy machinery', and bridging the gap between Governments and their efforts to develop and strengthen the non-formal sector. Thailand today is known for their strong non-formal education framework, based on Non-formal Education Legislation, the provision of finances, their institutionalized system of non-formal education centres and reading rooms with literacy and skills training opportunities across the country.

- In 1998 DVV International started work in Indonesia with PPSW, the Centre for Women's Resources Development based in Jakarta which thus could enlarge its work in women education centres towards providing advice on setting up self-help groups in urban and rural areas and training to strengthen these institutionally. In 2001 cooperation with Perkumpulan Sada Ahmo (PESADA), a NGO mainly working in Northern Sumatra, again with a clear focus on women, their rights and on gender equality, could be added. The Dana Mitra Maluku Foundation (DMM), based in Ambon, became a partner in 2005, and set up training centres on several islands, to train on organic farming, and entered seaweed farming as an income and food supply venture. The Flores Institute for Resources Development (FIRD) followed as a network of NGOs working on several islands. Based in Jakarta, the South East Asia Popular Communication Programme (SEAPCP) is a network of experts in community organising from several countries in Southeast Asian countries that use popular media, regional exchanges and training.



It has been mentioned earlier that DWV International receives most of its funding from the German Government via the BMZ, or the Foreign Office. All Official Development Assistance (ODA) of countries in the OECD (Organisation of Economic Cooperation and Development), including Germany, Finland and the United States, have to follow certain common rules. Following recent debates and decisions on the criteria of development aid giving and that of aid receiving countries, especially with the list used by the Development Assistance Committee of the OECD, and the range of implications of partner countries as well as priority thematic areas within bi-lateral agreements, DWV International in late 2009 took the decision to phase out the country programs in India, Indonesia and the Philippines in 2011, and not to include these countries in the Asia proposal to the BMZ for the years 2012 to 2014 again. No doubt, this phasing out is a very difficult situation for all the partners involved.

New Partners in Lao PDR and Cambodia

An evaluation on the strategic partnership of ASPBAE and DWV International was implemented in 2007, and as one of the results BMZ suggested to have Laos and Cambodia as new partners, and a regional office for the work in South- and Southeast Asia in Vientiane, the capital of Lao PDR.

Both countries still suffer from the legacy of the Vietnamese war. In Cambodia an unknown figure of between 2 and 3 Million people died during and after the Pol Pot regime of the Khmer Rouge. That means that in almost every family you have people that suffered, and were involved in either way, directly or indirectly. The struggle over land ownership is tense, especially in the absence of land titles. Laos is the per capita most heavily bombed country on earth, receiving more than Japan and Germany together in the Second World war. Out of the more than 200 Million bombs and mines there remain still 80 Million un-exploded to this day. Every day people are killed or hurt, especially children while playing in the forest or collecting scrap metal, and farmers while working on the field or searching for new land to be cleared for farming. Both countries deserve the best international cooperation possible.

The overall objective of the BMZ funded project for Laos and Cambodia is 'Adult Education contributes to poverty alleviation and sustainable development', which in the log frame is followed by the project objective 'Strengthening of an efficient structure of adult education organisations, which contributes to a development-oriented system of adult education through networking, adequate concepts, functional programs and solid institutions'. On the result level this should lead to

1. 'Adult education is improved and adult educators are trained
2. The institutional capacities of partners and networks in the region and in the countries are strengthened
3. Policy dialogue and advocacy work on local, national, regional and international level foster the recognition of adult education in policies and budgets'.

Looking at the implementation level at this early moment of the projects a few remarks can be made that are not in any way trying to assess or evaluate outcomes:

- In Lao PDR the main partner is the Department for Non-formal Education (DNFE) of the Ministry of Education. In 2010 several activities with the DNFE commenced: A national conference on new policies in non-formal education brought together the national, provincial and district level of all important offices and their staff; a workshop looked into the organisation and management of provincial non-formal education centres; literacy primers and handbooks for teachers are printed. Together with the WHH a non-formal education component is introduced into a broader agricultural and community development project in Savannaketh province which started with a

base line survey on the situation in the villages, and the interests of the people, including their learning and training needs. A similar approach is taken with two other German organisations, the GTZ and DED (German Technical Cooperation and German Development Service) in the area of non-formal vocational training, using the infrastructure of the Integrated Vocational Training Centres and of vocational schools to provide skills training on district and village level. Again, a proper training needs analysis is in place. Additionally, the Vocational Teacher Training Division, Faculty of Engineering of the National University of Laos is getting involved through a tracer study of what has happened to those who were trained earlier, and this may even inform the process of curriculum revision. All in all, DVV International is well placed in the framework of the bilateral governmental Lao German Cooperation where education and training is an important feature. As a member of the Education Sector Working Group there is additionally an excellent chance to inform and exchange with all other international stakeholders in the country.

- In Cambodia there is currently an interesting process of CapEFA (Capacity Development on Education for All) going on, organised in close cooperation between the Ministry of Education and their DNFE and UNESCO Phnom Penh office, concentrating on non-formal education, whereas in Laos the CapEFA has three more components including teacher training, primary education, and vocational training. In the Cambodian context substantial groundwork is done through CapEFA, starting with a capacity assessment of the Ministry on national and provincial level and a study on the providers of non-formal education. DVV International is in a consulting role, and prepared for deeper cooperation. However, several activities are in cooperation with other partners. It started with NEP, the NGO Education Partnership, a member organisation, providing services for all organisations running education projects in Cambodia. DVV International has agreed on a special component covering initiatives towards more and better non-formal education. YRDP, the Youth Resource Development Programme is a partner for a project on “Youth Engagement in Inter-Ethnic and History for Peace and Justice”, an important area of engagement of the DED within the reach of the Khmer Rouge Tribunal, and which may result into more projects with other partners in this field of reconciliation and remembering for the future. (Ivanova & Klingenberg, 2010) To add on there are scholarships for the Master of Education Program of the Royal University of Phnom Penh in their current specialisation of leadership, organisation and management, and consultations on the possibilities of a new specialisation looking more into the requirements

of non-formal, youth, adult, and continuing education. Together with WHH an environmental and community development project with a non-formal education component is supported in the Northern Ratanakiri province, which not only for later monitoring purposes started again with a base line survey on interests and needs of the village population.

The Role of the New Regional Office

Regional offices of DW International serve a multitude of functions. A major one is to add regional cooperation components on top of all the in-country collaboration with partners. Apart from all the management and administrative advantages it is especially the chance to provide technical expertise based on experiences related to adult education in Germany, in Europe, and indeed from all the global alliances a larger national association with an international Institute is involved in.

In the case of the South- and Southeast Asian office the first and foremost regional cooperation is with ASPBAE, the major regional organisations for adult education NGOs. In consultation with ASPBAE thematic areas and future initiatives for the regional office were identified, and collaborative work on them has started:

1. Policy, legislation and financing - looking at existing frameworks, new policies within lifelong learning, laws and regulations, and support structures
2. Universities and their training of adult educators - comparing the diversity of approaches and degree programs, exploring options for cooperation
3. Non-formal vocational education and re-training - looking at the world of work, and what skills are relevant for jobs and life, how to access and acquire them
4. Environmental education and training - education for sustainable development in the context of awareness raising and climate change training.

For results let us briefly look at the last example managed by the Centre for Environmental Concern (CEC) from the Philippines playing the convenors role: The network created its Statement of Purpose, including the logo and a name as CLIMATE Asia Pacific (Climate Change Learning Initiative Mobilizing Action for Transforming Environments in Asia Pacific), is just completing a scoping study on environmental education materials that are

available in countries of the region, the construction of a digital library with all relevant environmental education documents, which will be up-loaded on the virtual platform, the preparation of case studies in ten countries, and a regional consultation.

Another major joint venture of partners (ASPBAE, PRIA and DWV International) in the region is the development of a virtual platform, a space for sharing best practice and the collection and dissemination of materials (texts, documents, videos) from all partners in the region, later to include more communicative forms of exchange as well, and link all the many websites of partners for the development of cooperation, and at the same time of policy and practice of adult education. The platform is open to everyone, hosted and administered by PRIA as www.adultlifelonglearning.org

Two other areas of regional collaboration should be mentioned. One is based on thematic areas. Let us take the whole issue of skills, be it as life skills, livelihood skills, or vocational skills, placed in the context of competencies and qualification frameworks, especially when defining the inclusion and rightful place for informal or non-formal capacities. In the Asia Pacific region there are several organisations, networks, groups that are working on related issues. Major stakeholders are ASEAN or SEAMEO who have got involved in preparing for regional and national frameworks.



The Asia-Europe Meeting is in the background of the ASEM Education and Research Hub for Lifelong Learning which is currently undertaking several networks and researches. The regional office of UNESCO in Bangkok is supporting End-of-decade-notes for EFA, and those looking into skills and literacy are of great relevance for DVV International and its partners. And some of this work will feed into the EFA GMR 2012 which will be on skills, hopefully in the broader context of life and livelihood skills for youth and adults, contributing to income generation, poverty reduction, and a better life in general.

A second area is the frequent chances for cross border, country to country, or regional meetings, workshops or visits. Three could be mentioned here: A smaller initiative was taken by the regional office to bring together partners from Laos and Cambodia as well as ASPBAE in order to inform each other on what works, and how help could be provided horizontally such as 'sharing for learning'. On the occasion of the Shanghai International Forum on Lifelong Learning which took place as an UNESCO event in the context of the EXPO in 2010, travel fellowships were provided for about ten colleagues from different countries and organisations to contribute to the first follow-up meeting to CONFINTEA VI. And finally, a substantial group of colleagues from Laos, Cambodia and other countries of the region could participate in the International Conference on Languages, Education and the MDGs thus getting a first hand and up-to-date knowledge of the current policies and practices in these extremely important areas.

Still a Long Way to Go

No doubt, the processes of globalization are moving fast and deep. They reach almost everywhere, and touch all sectors of life. Some of them earlier and others may come a little later. But there seems to be no way to escape, and actually no reason to try also. This could be true for globalization in the cultural domain, including education, learning and training.

International cooperation in the field of adult education and lifelong learning should also be growing faster and deeper. It is therefore of utmost importance to reflect on where we are, and therefore exchange on the different and diverse range of opportunities and experiences, and how the responses are in respect to adult and lifelong learning. This is true for developing countries, so-called developed countries, or countries in transition. (World Bank, 2003)



DWV International is operating nationally and internationally, at least trying to comply with the global challenges. It may not be that each village and town in Germany that has a VHS as the local adult education centre to provide learning opportunities and skills training for youth and adults throughout life is in dire need of access to the global world of learning. However, it does not need more than to plug in the computer even in the remotest place and you are connected to a world of information and learning. Even this is a challenge for the adult education institutions, and a chance also.

One project of DWV International which is being run now for more than 30 years also is what is called 'Global Learning at VHS'. There is an attempt to assist younger and older participants of these local community adult education colleges to understand the changes in the world, and provide opportunities of learning. This includes the global orientation and work of DWV International, and as several evaluations and materials show - there is growing interest, often of course on the level of surprise that adult education and learning is something you find everywhere in the world. However, as we hear often in this part of Asia - 'same, same, but different'.

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Youth and Adult Education within Lifelong Learning: Claims and Challenges for the Development Agenda

Chris Duke, Heribert Hinzen

Instead of an introduction: do we know the way, and are we on track?

It was exactly 35 years ago that the *Comparative Education Review*, the official journal of the Comparative and International Education Society, printed an article entitled

‘Education - An Obstacle to Development? Reflections on the Political Function of Education in Africa and Asia’. Its general thesis was that ‘formal education in Africa and Asia in its present form tends to impede economic growth and promote political instability; in short, education in Africa and Asia today is an obstacle to development’ (Hanf, 1975: 68).

In other words, education is not an unquestioned and unqualified good in the development agenda. Not only that. In the wealthy North also, there has been a sustained critique of education, both from the radical perspective of writers like Ivan Illich but more seriously also by those who make policy. There is a view that leaves little room for education beyond specific skills thought necessary for national economic (competitive) development. When times get hard, broader including through-life education becomes a luxury that can be cut back or sacrificed.

The memory of this earlier development debate and the wider doubting of education itself occurred to us in looking at the list of prospective authors for this issue of *Development*, and in reviewing the background papers for the 2011 EFA GMR Advisory Board. Here both aspects -political and economic issues - are again apparent, perhaps more dramatically. We have only just survived the toughest financial and economic crisis known for many decades. Its consequences are still unfolding, and it is not clear what the damage is going to be for education generally, and especially in so many of the poorer countries. It is likely that declining investment in education at national levels will be only one of the results, for all nations both rich and poor. The threat to international aid budgets and the

shrinking of aid for education in particular is another side of the coin. The alarming tendency of recent years to widen again the great gulf, within and between nations, between richest and poorest that was beginning to closing, looks likely to get worse. It can be said about the global financial crisis that broke in 2008 that it was too good an opportunity to go to waste. As with the idea that a 'green investment agenda' was the way to move forward and resolve two problems at once, so with education, there is a great opportunity, but also the risk that short-term calculations will prevail. Education and development are thus a microcosm for even wider issues to do with how we govern ourselves sustainably and equitably in a global setting.

The EFA GMR Concept Note on 'Education and Violent Conflict' tabled for the Advisory Board further reminds us that

there is growing evidence that education can itself contribute to conflict. The way in which it does so will depend on whether conflict originates in ideology, identity or economic marginalization. Where education reinforces tensions between groups divided by religion or ethnicity, or where there is unequal regional access to education for the poorest groups, it can contribute to instability. Poor education quality, the ideological orientation and values of the curriculum and an alienating language of instruction, together with thwarted aspirations and high levels of unemployment, can create a volatile pool of disaffected young people (EFA GMR, 2010: 2).

Are we back to square one in looking at the role of education in the process of development? Is it like a return of the old and discredited modernization agenda as the solution to the poverty of poor countries? Are those on the right track who today downplay the importance of education, learning and training? Or at least those who stress the dysfunctionality of much of today's education? Is a minimalist 'skills agenda' for some 'target groups' all that we need? What about those within the development aid agenda who again and again forget support for lifelong learning in the form of funding literacy and non-formal or out-of-school youth and adult education as a process that continues throughout life?

We put upfront this critical view of education in or for development to remind ourselves also of what has been said often in earlier times: it has been people with the best education who invented the atom bombs, developed deep water oil extraction and the construction of hazardous oil platforms, and conceived plans whereby crops for the poor become fuel substitutes for the rich.

However, in this article we set out to look more positively at education in relation to transformation, and to the national and international development agendas, as well as asking why progress is slow, circular or even thrown into reverse over issues that seem to many in the adult education and development world to be self-evident.

MDG and EFA: The official development agenda, and the persisting difficulty over education and lifelong learning

The MDGs were agreed in the year 2000. In respect to education they concentrated on universal access to primary schooling, paying much less attention to education in an all-inclusive perspective. The draft document circulating at the time of writing for the MDG Summit in September 2010 brought forward and took up some of the critique referred to above, currently stating for the MDG 2 on Education in clause 43(e) the need for

giving greater priority to the transition to post-primary, post-basic and secondary education, vocational training and lifelong learning taking into consideration the cost effectiveness, equity and inclusiveness and socioeconomic relevance of post-primary education as well as the transition from post-primary education to work (UN, 2010).

This is however still far away from declaring the importance or even prerequisite of education, learning and training for children, youth and adults in a lifelong perspective in the process of achieving all of the MDGs.

In the EFA Forum in Dakar in April 2000, six goals were set. Two of them - three and four - cover much of what we are discussing here:

1. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
2. 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 (EFA GMR, 2005: 29).

The attempt successfully to implement the Dakar goals has been a huge task for all involved. Real achievements can be seen only in the ambition to increase the schooling rate at primary school level. There can be no doubt that this is due to the top priority set for this via MDG 2. Almost all external aid went into this, to the neglect of almost all the other MDG goals.



In discussing the aims, programmes, and partners of the neglected areas of youth and adult education for lifelong learning in development, let us not be misunderstood or misinterpreted. We most certainly do not want to minimize the importance of high quality schooling at primary, and indeed at any of the other levels. The times when adult educators argued in an either-or sense for adult education to receive support at the expense of schooling are surely now past. Good schooling is recognised as an essential foundation for the capacity to continue learning and adapting throughout life. But we do make the claim that there is no reason, from a political, an economic or a human rights perspective to exclude or marginalise the learning of youth and adults. This, sadly, is almost the regular case in negotiating bilateral and multilateral agreements.

It must be accepted too that setting priorities within the education budget is tough, and there is genuine uncertainty still as to what works best and deserves support that will always be limited. Even in the ‘access debate’ there are sophisticated arguments whether universities should make the main effort to widen their intake across social classes, or whether the main effort belongs within schooling, or even beyond that with the family. Once we get into the unbounded worlds of youth and adult education stretching beyond the mandatory schooling years, and we talk about learning throughout life, do we go beyond what policy-makers feel they can understand and manage? Maybe this is why the lifelong learning agenda, set out so clearly by bodies like UNESCO and the OECD almost forty years ago, evaporates when hard choices for aid and development have to be made.

There is no doubt, however, that EFA and the MDGs have provided a framework, a target, and an accountability structure and that these are helping many countries to identify where to focus their attention. Targets can be two-edged if they are forever and comprehensively missed, so that failure becomes the accepted norm – it is like crying wolf too often. In this case the monitoring and review processes have proved robust. To be optimistic, we might say that the basis for collaborative learning and a cycle of improvement is now there.

CONFINTEA: The entry point for adult education and learning

For adult educators, the acronym CONFINTEA now signifies a milestone for orientation and learning internationally, and in building a world-wide community, discourse and even movement. Since 1997 at Hamburg it has stood for the International Conferences on Adult Education that are organized and convened by UNESCO every twelve or so years. Each conference constituted a unique landmark. As a requirement for CONFINTEA, national reports have to be provided. They are now posted on the UNESCO Institute for Lifelong Learning website, and are a rich source of information. A major effort was the first ever *Global Report on Adult Learning and Education* (GRALE) as a key background document for CONFINTEA VI.

Common themes spanning these sixty years include the need for a much more integrated approach between government departments and development policies, and also far better connection and sharing of responsibility and effort between the State or public sector and the private and especially the NGO, civil society, community-based or third sector. There is also an increasingly strongly shared and clear call for the effective setting of targets, and above all for effective data collection and monitoring against these. In several cases this is linked to a sense that governments may be good at creating policies and even legislation, but very poor at exercising sustained political will to implement.

A marked tendency from at least the 4th to the recent 6th CONFINTEA has been the rising prominence of the civil society sector, which has asserted (especially through ICAE, see below) the right to learn, and pressed governments to embrace adults' learning as a foundation for development. It has mounted a critique of kinds of failure to govern well which are common to all policy arenas. Notable here is the failure to collaborate and connect up policies across the 'silos' of departments committed to different aspects of education, economic and social development. It has

argued also for the importance of local and community effort in finding relevant and effective strategies for both education and sustainable development. There is a tension here: between insisting on high priority and adequate resources from governments, and recognizing that often governments are not technically good, or even adequately trusted, to do the local development work well themselves.

The *Belem Framework for Action* says in its Preamble that

the education of young people and adults enables individuals, especially women, to cope with multiple social, economic and political crises, and climate change. Therefore we recognize the key role of adult learning and education in the achievement of the MDGs, EFA and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality (CEDAW and the Beijing Platform for Action).

And later on, in the section on financing it reads:

we commit ourselves to: (a) accelerating progress towards achieving the CONFINTEA V recommendation to seek investment of at least 6% of GNP in education, and working towards increased investment in adult learning and education...In support of these strategies, we call upon international development partners to: (f) meet their commitment to filling the financial gaps that prevent the achievement of all EFA Goals, in particular Goals 3 and 4 (youth, adult learning, literacy)... (UIL, 2010: 5-8).

ICAE: United non-governmental adult education effort

The International Council for Adult Education (ICAE) is the global network of regional and national adult education organizations and networks covering a wide range of activities. Here we concentrate on recent involvements and efforts leading towards CONFINTEA VI.

ICAE has played an important role globally ever since, including holding its own sequence of World Assemblies, in 2007, on Adults' Right to Learn: Convergence, Solidarity, and Action. In preparation, one of the ICAE Commissions had 'Adult Education, Organization and Financing' as its theme. This was later well documented in *Adult Education and Development* (DVV International, 2008).

ICAE was represented on the Consultative Group to prepare the 2009 CONFINTEA world conference. Through its members it worked vigorously for a strong movement basis to CONFINTEA VI. In 2008 the ICAE Secretariat organized a virtual seminar around the four themes of:

- Poverty, economic inequality and adult learning and education;
- The education and learning rights of migrant women and men;
- The absolute priority of adult literacy;
- New policy and legislation, real implementation, real financial allocation.

This seminar attracted hundreds of participants from around the world, who commented and sent in materials. A follow-up seminar synthesized the discussion into a final document, *CONFINTEA VI. Key issues at stake. ICAE public paper*, which was published in a special edition of *Convergence*, together with materials from the virtual seminar (ICAE, 2007). The volume provided substantial input about past CONFINTEA conferences and the current discussion on adult education. As its next step ICAE set up an Advocacy Commission to engage with ongoing CONFINTEA preparation.



This resulted in preparation of the International Civil Society Forum (FISC), which was organized back-to-back with CONFINTEA in Belem in order to

bring the positions and recommendations of NGOs into the sector via the formal CONFINTEA discussions. The relevant document stated that 'Youth and Adult Education, as well as literacy, must be clearly prioritized within international frameworks and national state policies' (ICAE, 2010).

Lifelong learning: The big paradigm shift still on waiting list

The Delors Report to UNESCO on education in the following century claimed that 'learning throughout life' is the key to a better future (Delors, 1996). Educationists it said should do all that is possible to create opportunities to fulfill individuals' learning needs and related capacities. Learning must be associated with all dimensions of life, lifelong, life-wide and equally deep. Learning happens and should be supported at and in all times, levels, and forms, whether formal, non-formal or informal. Since then the ever more strident discourse about the knowledge society, and more commonly economy, has amplified the argument for lifelong learning.

Lifelong learning, as a slogan, but much more as a real policy, includes all sorts of training and re-training on all levels. It has a key role to play in all matters related to employability and active citizenship. Bridges are needed between formal and non-formal educational institutions. Each provider has to play its appropriate respective role. This includes schools, colleges and universities, companies and training institutions, and civil society organizations of all kinds. It is not surprising, of course, that governments have problems working out how to put this to practical effect. It tends to get applauded but then stuck in the too-hard basket.

An unfortunate side effect of neo-liberal individualism in the North has been to place responsibility for learning, or failing to learn and to get on, exclusively at the door of the individual, however deprived and excluded they may be. If it is to be more than a rhetorical slogan, lifelong learning means a societal responsibility for creating a learning environment and the necessary resources for all citizens, new and established, young and old.

As we argued earlier: Once we accept that adults are interested in and need lifelong learning opportunities, then we confront a simple reality. The highest numbers of learners are adults, young and older included. Thus adult learning should logically be numerically the largest part of the education sector. It should receive at least as much attention as the other sectors or pillars of lifelong learning, if not more, even though the quantum of financial support may for good reason be distributed differently. Youth and adult learning and education should foster active citizenship,

strengthen personal growth and secure social inclusion. These purposes go far beyond employability. All require education and training in a lifelong perspective. It is not possible to improve the employability of the workforce in a sustainable way without providing good quality in general and vocational training for youth and adults continuously. Nor can one strengthen mobility and support the satisfactory migration of people – an increasingly big and hot issue in recent years for so many countries, both ‘importers’ and ‘exporters’ - without training in languages and intercultural skills for both young and older adults.

On a policy level the lifelong learning debate should center much more on investing in people and their education: by governments, employers and the learners themselves. For a while the case for education as an investment rather than a cost on the public budget found favor, but with the global financial crisis and the urge to reduce national indebtedness this argument may now carry little weight. Innovative mechanisms like learners accounts, grant schemes, educational lending and savings have to be analyzed and valued. What kinds of implications do these insights have for policy, organization and the financing of adult education and training? What structural support do we need – more financial input to the providing institutions, more incentives for the individuals, or what mix of both?

What is quite clear is that, whatever the best particular fiscal mechanisms in each time and place, the same principles underlying lifelong learning, and the same policy implications that the concept generates, apply to peoples in all parts of the world. And these should be integral to development strategies universally, and embedded in all policy portfolios, not just those labeled Education, Training, Human Resource Development, etc. Lifelong learning is almost universally adopted in principle, but as always a mixture of ideological difference and technical problems hampers its implementation.

Non-formal education: Complementary or in competition?

Work at the World Education Forum in Dakar in 2000 showed how difficult it was to have non-formal youth and adult education, learning, and training included as priority areas, especially since they were not part of the MDGs. All the EFA GMRs that have appeared since 2002 have provided a wealth of information, and a strong foundation, for the critical debate that has unfolded around these reports. According to the Note on 2012 Report *Meeting the Learning Needs of all Young People and Adults through Equitable Access to Appropriate Learning and Life skills Programs* (EFA

GMR 2010b), a major attempt will be made to provide insight into this neglected sector. No doubt, to have robust data and to construct reliable indicators poses a difficult issue; many governments especially in poor countries just are not yet well equipped to achieve this.

Already, from earlier reports, there are several interesting policies, theories, and practices, with many new initiatives, projects, and programmes. All in all they support the assumption that without strong and permanent structures, including policy and legislation, and without coordination and support, non-formal education for children, youth and adults is not an adequate solution. Neither CONFINTEA nor EFA can settle for and recommend this. For all the creativity, motivation, and energy of the people involved, if non-formal education remains under-resourced and insufficiently governed it will not work. Put simply, NFE is not a cheaper or easier solution. It should not be treated as second class. It cannot simply compensate for schooling but with even less resources. It needs structures based on policy, legislation, and finances, much as do schools and universities.

There is scarcely a government that lacks a policy for schools or higher education. Usually there is legislation for both, with (not always adequate) financial provision. It is quite different for non-formal, youth and adult education. Here most governments fail to do what it necessary. Many countries have no significant youth and adult education policies. They may be without legislation. Even if this exists only meager finances are available. Special attention must be paid to out-of-school youth who need orientation and qualifications. Not only must they be equipped with life skills, they must also access income-generation skills to survive in an often fragile informal sector. Taking all this into account, a four-pillar approach is needed: *schools, vocational training, universities, and adult education*, all in a lifelong learning perspective, with formal, non-formal and informal education, many bridges that make permeability possible, and ladders to move upwards. All four pillars are of equal relevance and need equally sound support structures.

To echo a crucial point, it is a common error and a false dichotomy for governments to provide support just for schooling, but leave international donors to take care of non-formal education projects from left-over sector funds or 'basket' funding. Smaller schemes and pilot projects should win recognition and seek sustainability at an early stage. Otherwise, when funding dries up, project activities die out.

Achievements and obstacles: Glass half full or half empty?

The adult education movement around the globe has followed with keen concern recent information about, discussion and now government actions following the deepening of the global economic and financial crisis. To judge by responses so far, this will lead to a decrease rather than the desperately needed increase to the commitments that were made in respect of the fulfillment of the agreed development agenda.

Today, far from being seen and seized as an opportunity, the new fiscal and economic crisis overwhelming the world in past months has merely exacerbated the situation. Political and policy interest in adult learning continues to shrink to a job-training and skills agenda. It largely ignores the essential wider underpinnings of prosperity and socio-economic good health, without which sustained economic success for all is impossible. Adult education as an urgent social necessity is suffering the same fate as the environmental movement in response to impending ecological disaster: there is rhetorical acknowledgement and token investment when times are better, but it is brushed aside rather than embraced in policy terms as the correct road-to-recovery investment when crisis occurs.

In such circumstances, poverty and the poor, as well as training for literacy and life skills, tend to be marginalized. In the latter part of last century the gap somewhat narrowed between great wealth and deep poverty.



More recently and most disturbingly, it has again, often dramatically, widened within and between countries; and the vital and essential role of adult learning in addressing this inequity, along with its personal, social and economic costs, has been brushed aside.

The trend has yet to be reversed: youth and adult education and learning, including literacy, remain all but neglected in the international development agenda. This needs to be changed. Otherwise, two slogans that have been used in advocacy time and again will still serve to dramatize ironically the failure to understand and to act: *Lifelong learning for the North, and basic education for the South*, and EFA translated as *Except for Adults*.

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Policy Developments towards Lifelong Learning in the European Union

There have been major developments in lifelong learning theory, policy and practice over the past decades. In a lively exchange of ideas, concepts, and approaches, players in the field of lifelong learning have been in the process of leveraging synergies across national and international borders in theoretical perspectives and practical experience.

The Delors Report to UNESCO in 1995 claimed that „learning throughout life“ is the key to a better future. And as educationists we should do all what is possible to create opportunities to fulfill the individuals learning needs and related capacities. Learning must be associated with all dimensions of life, expressed in the terms of long, wide and deep. And let me just continue enumerating, it could happen at all times, levels, and forms, be they formal, non-formal and informal.

The sector of adult education and learning has been receiving greater attention and recognition within the framework of lifelong learning, an area which has meanwhile become a major paradigm in the theory and practice of education, particularly within the context of global, regional, and national institutions such as UNESCO, OECD, EU), and DVV. The policies, programs, approaches, and even funding procedures of organizations at all three levels have significant bearing on one another. The following article examines the upsurge of interaction in the field of adult education and presents some of its outcomes. In the light of contemporary documents and conferences on lifelong learning, and with reference to selected adult education organizations and professional adult educators and scholars, this chapter covers the influence exerted on national developments by European policy, especially as promoted by the EU, and perhaps vice versa as well.

EU Memorandum on Lifelong Learning - and What do Citizens Think?

In 2000, the Directorate General Education and Culture of the European Commission published the "Memorandum on Lifelong Learning" which was very widely circulated throughout the EU and is still well-worth reading

today. The Memorandum has been a turning point in the European debate by presenting six key messages without which the creation of a learning society would be extremely difficult. After intensive consultation among member states, with civil society and professional bodies, this was turned into a Communication on creating a European Area of Lifelong Learning asking for priority action in

- valuing learning
- information, guidance and counselling
- investing time and money in learning
- bringing together learners and learning opportunities
- basic skills
- innovative pedagogy.

Furthermore, this document leaves no doubt that as the leading concept for education and training it should foster active citizenship, strengthen personal growth and secure social inclusion, thus going far beyond employability.

The consultation process of the Commission elicited thousands of replies. In 2001, after reviewing all the comments it received, the Commission issued a follow-up communication entitled "Making a European area of Lifelong Learning a reality", quoting the following Chinese proverb on the title page: "When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people." For more detailed information see: http://europa.eu/index_en.htm

This process made an important contribution to the growing perception of adult education as a decentralized system of universally available learning opportunities that cover general education and citizenship education in offers which are designed to enhance employability and which are organized close to the people through local learning centres. It helped to rekindle recognition for our good old four-pillar model of education with areas in the lifelong learning program called

- Comenius - schools
- Leonardo - vocational training
- Erasmus - higher education
- Grundtvig - adult education.

even though in the wake of the PISA (Program for International Students Assessment) results more attention has been paid to improving permeability between the different education sectors and to the promotion of non-formal and informal learning.

Well, this is what politicians and professionals think. But what do European citizens think of lifelong learning? It was CEDEFOP who provided valuable research results by doing a survey in the EU member countries:

- nine in ten think lifelong learning is important
- eight in ten support an integrated approach, looking at employability, personal development, active citizenship and social cohesion
- the majority thinks it is for all ages
- only 14% think it should be for the young only
- 45% think it should be for those who failed school
- the majority learns best in informal settings.

There can be no doubt that these opinions of European citizens strengthen the position on the importance of adult education and training in lifelong learning. They appreciate the informal learning opportunities, and do they thereby criticize formal settings, or their personal prior experiences in schools or colleges? Whatever we try in understanding the results, one thing seems to be clear: European citizens think learning in adult life is important.



EAEA Study "Adult Education Trends and Issues in Europe"

Core policy statements are customarily prepared on the basis of studies. For the policy statement on adult learning, the European Commission launched several studies through a tender procedure. "Adult education issues and trends in Europe" was the theme of one study that was of particular interest to the EAEA, along with another study, the object of which was to compile information on the most relevant providers of adult education in the countries of Europe. The study, which was translated into a variety of languages and distributed on a large scale internationally, has received widespread acclaim. The text can be accessed at the website of EAEA via www.eaea.org together with a wide range of other documents.

The study examined the situation of educational policy, legislation, and financing of adult education. It explored reasons for non-participation and strategies for facilitating participation. It discussed basic skills and key qualifications, dealt with issues of certification and accreditation, shed light on the quality of training and re-training, and looked at the greater picture of adult education under considerations of demography and migration. In addition to a large number of conclusions and recommendations, the final chapter names five key aspects that require implementation and support:

- a holistic - total, integrated, systemic and all-embracing grasp and policy perspective on adult learning and the resulting provision
- core public funding, especially for the disadvantaged, with a stable and sustainable locally based infrastructure
- high quality of provision and quality of the personnel involved
- recognition and credit for non-formal and informal alongside formal adult education and learning
- simple key indicators, together with support for and use of good research and statistics

From "It is never too late to learn" to "It is always a good time to learn"

The importance of adult education as part of lifelong learning was highlighted in a policy paper issued by the European Commission. The Communication "Adult Education: It is never too late to learn" from 2006 stresses five key policy areas where intervention is necessary:

- lifting the barriers to participation
- ensuring the quality of adult learning
- recognition and validation of learning outcomes
- investing in the ageing population and migrants
- indicators and benchmarks.

The specific nature of adult education in the context of lifelong learning is spelled out in the document. The aim of the Communication from 2008 is to outline a perspective for the educational policy of the Commission and the Member States. The follow-up document entitled "Action Plan on Adult Learning. It is always a good time to learn" translates this perspective into a concrete plan of action. The consultation process leading up to this document emphasized three key, strongly interconnected elements:

- the policies adopted to meet the needs and demands of society and the economy;
- the structures for governance including the quality, efficiency and accountability of the adult learning system; and
- the delivery systems including learning activities, learning support and recognition of learning outcomes which address the motivation and learning needs of learners in the context of the needs and demands of society and the economy.

The Communication proceeds with an invitation to the Member States and the Commission to participate in the Action Plan. Outlining five strategic lines of action, it urges them to

- analyse the effects of reforms in all sectors of education and training in Member States on adult learning;
- improve the quality of provision in the adult learning sector;
- increase the possibilities for adults to go 'one step up' – to achieve a qualification at least one level higher than before;
- speed up the process of assessment of skills and social competences and having them validated and recognised in terms of learning outcomes;
- improve mechanisms to monitor the adult learning sector.

From the opening statement of the Communication, the message is clear: "Adult learning is a key and vital component of lifelong learning."

The Golden Triangle: Policy - Legislation - Financing

It may sound a bit surprising, but as soon as we accept that adults are interested in and need lifelong learning opportunities then we are suddenly confronted with a simple reality: if the highest number of the population are adults then adult education should become the largest part of the education sector, and why should it not receive as much, or according to size even more attention and support than any of the others?

In almost no country Governments find it difficult to have a policy for schools or higher education, usually there is legislation for both of them, and there is financial provision, though often not high enough. It is very often different for adult education where most Governments find it difficult to do the necessary. There may be even more countries in the world without adult education policies, or without legislation, and even more so often only meagre finances are available. Why is that so? What could be possible reasons? We hear of the complexity of what is then described as the adult education and training market where there are so many players and where nobody wants to be regulated and controlled by others. And then there is not enough money for teachers and schools anyway.

It may be too dark a picture that I am drawing. Especially for me coming from Germany which is a federal republic of some sixteen Laender or provinces, and where the responsibility for policy and legislation on education and culture is on the provincial and not on the national level. So we have more than ten laws on adult education, and some are quite different from the others. For the financial aspects it is almost a similar variety, in some the level is minor compared to a substantial basic funding in others, however hardly improving and more often declining in recent years. But there are some developments to the better. A good example is the EU itself. Ever since education and culture became a policy area via the Maastricht Treaty in 1992 we can note of serious attempts to develop lifelong learning and within this process adult education into a consistent concept and system. We have not forgotten: In the first Socrates program there was no distinct adult education component, nowadays there is Grundtvig for adult education.

It may not be wrong to expect a substantial proportion by Government from public sources, not only because most of the tax payers are adults. But if we argue for equality in a four pillars approach to the education sector than adult education becomes a public responsibility to support adults learning. If I may be allowed to take Germany as an example again than I should like to point out to the financing of our community adult education (VHS) on the local level. For a long time we used to have an almost equal sharing of three parties: one third coming via legislation from the provincial Government, one third from the municipality or village council, and then the individuals contributed via the participants' fees. It would take some time to go into further details as not all courses cost the same, some are free, or subsidized for certain groups.

The private sector and many companies see further education and training of their employees as an investment into their human resources,

sometimes even balanced as human capital. Here again, this investment may not be high enough, and it may be more often seen in larger companies. But we should clearly state that the privatization of adult education financing has reached a certain limit, and through the individuals and companies contribution it has always been a significant share. We have seen a quite interesting diversity of models in financing adult education coming up recently in different countries. When looking at the demand and supply side many of the professionals still claim a basic (at least) institutional funding as a prerequisite for quality provision. Others prefer to support the individual more directly through grant schemes and learning accounts. The debate and recommendations continue.

In the preamble of the EU Council's Conclusions of 22 May 2008 on Adult Learning, comprehensive reference is made to earlier EU proclamations which had significant bearing on the development of a system of adult education in the context of lifelong learning. The declaration begins by citing the Lisbon European Council Conclusions which spell out the intention to create a high-performance educational system capable of converting the EU into the most modern economy in the world (and consequently the most competitive). And it concludes by calling attention to the most recent statements on the European Qualifications Framework (EQF), to the need for a unified framework for adult education indicators and benchmarks, and to the importance of developing European instruments to identify and validate informal and non-formal learning achievements. So far only partial success has been achieved on the difficult road toward upgrading the qualifications of low-skilled workers, reducing the high rate of early school leavers, and remedying the deficits of elementary schooling, all of which are basic prerequisites for bringing about social inclusion, widening participation, and enhancing employability. In this respect, the following demands of the Council are the logical consequence:

“1. Adult learning should be given stronger emphasis and more effective support at national level, as part of overall efforts to develop a culture of lifelong learning. ...

5. The cross-sectoral nature, diversity, complexity and richness of adult learning impose the need for an integrated approach involving all stakeholders, including those at local and regional level, the social partners and NGOs.”

The annex to the Conclusions puts it upon the Member States to “endeavour to ensure an adequate share for adult learning when allocating

financial resources across the various educational sectors, in line with a lifelong learning approach.”

And one more triangle: General - Civic - Vocational

In the past we often enjoyed to insist on a dichotomy between general and vocational adult continuing education, as if they were to be seen completely separate. Today we prefer to see the interrelationships in a stronger way: much of the general has often immediate impact for the vocational. The whole debate on key competencies and core qualifications point out that the general is important for the vocational – and vice versa.

Here the best examples are languages and computer skills. Before the process of European integration and EU enlargement in the early 90s really got intensified, definitely influenced by the systems change in the East, knowledge of more than the mother tongue was just nice and beneficial. But today? Is it not high time to accept that we all need a second or even third language to really act competently within Europe? And therefore more and better language learning is not only a must in schools, the same is true for adult education, which is even empirically proven by the more than three Million adults who come to the local VHS in Germany for language learning yearly.

Adult education has to build on what was achieved in the periods of childhood and youth, and nurture the desire to be an active citizen as well as provide the skills to do so competently through civic adult education. It may be noted here that the EAEA in that year devoted their Grundtvig award on adult education therefore to best practice examples of adult civic education and learning; see www.eaea.org

Competitiveness, employability, and mobility, these are key words in the Lisbon Council strategy which called on the EU for becoming the most competitive economy in the process of globalization. Many factors play decisive roles in implementation, including education and training in a lifelong perspective. How to improve employability of the workforce without providing good quality in general and vocational training for youth and adults continuously? How to strengthen mobility without training languages and intercultural skills for younger and older adults?

Looking at benchmarks for participation rates in different European countries and the EU, then formerly the numbers of pupils in secondary schools or students in higher education were looked at predominantly.

Today, there are benchmarks for participation rates in adult education coming up. This is difficult especially the more we go beyond the formal and highly institutionalized adult education providers. But it seems to be important enough to start the preparation of a system to collect relevant statistics on a European level. How to make sure that the interests of adult learners are taken serious? In reality, the majority wants to learn a language informally, still systematically using books and audio-visuals, but with no attempts to go for a certificate conducive to whatever framework of qualifications. However, this may change and with the European Language Certificate system many languages on different levels are covered; see www.telc.net

German Ministry of Education and Research: Concept and Financing of Lifelong Learning

A government position paper on lifelong learning (*Konzeption der Bundesregierung zum Lernen im Lebenslauf*) was presented on 6 May 2008 by the Federal Ministry for Education and Research (BMBF) to the German Parliamentary Committee "Education, Research and Technology



Assessment" of the German Parliament. The paper was based on the recommendations presented by the "Committee on Innovation in Continuing Training" which was convened by the Ministry. In the first paragraphs, the paper states: "Lifelong learning is one of the biggest political and societal challenges facing Germany. The realization of lifelong learning is decisive for the prospects of the individual, the success of industry and the future of society... Globalization and the knowledge society are confronting people with great challenges which are made even more demanding as a result of demographic change. Lifelong learning must serve to continuously adapt and expand knowledge and the ability to apply the knowledge acquired."

Pointing out that learning enables people to enhance their employability and exercise their civic duty, and that it is also a crucial factor for integrating people with an immigration background into German society, the paper calls for the systematic improvement of continuing education schemes to increase participation by widening the range of programs and measures. It does not leave any illusions about the fact that the strategies it describes require additional funding:

"These objectives call for considerable effort on the part of all those involved in financing continuing education to mobilize resources above and beyond funding mechanisms that already exist. The responsibility of enterprises for the continued training of their employees must be clearly emphasized in this connection. Employers should be encouraged to step up their commitment toward financing continuing education. The same applies for unions and employers' associations, the so-called 'social partners,' and their responsibility to provide further training for employees."

A key objective is to increase participation in formal continuing education (courses and seminars) in the 25 to 64 years age bracket from the current level of 43% to 50% by the year 2015. Special efforts will be required in particular to reach people with low qualifications, considering the under-representation of this group in continuing education programs.

The concept outlines a number of concrete strategies with suggestions on how to implement them. Many of the proposed measures involve improved financing schemes designed to create a wide variety of incentives and mechanisms that will facilitate access to continuing education and further training. Approaches include the concept of a continuing education voucher (*Bildungsprämie*), "time accounts" for learning (*Lernzeitkonten*), grants oriented to career advancement (*Aufstiegsstipendien*); and adopting legislation to promote further training geared to advancement

(*Aufstiegsfortbildungsförderungsgesetz* AFBG). Improved educational counselling is also stressed as a crucial element in the successful implementation of the proposed measures. (For additional information see: www.bmbf.de)

The debate surrounding the means of financing adult education as part of lifelong learning was amplified in a parliamentary hearing on the topic "Lifelong Learning - Need and Funding" held in January 2007 by the German Parliamentary Committee "Education, Research and Technology Assessment". Questions no. 20 and 21 in the list of issues on which the hearing, which dealt with the potential of an Adult Education Promotion Act (*Erwachsenenbildungsförderungsgesetz*) and the legally defined right to continuing education focused, gave DVV an excellent opportunity to advocate the need to subsidize infrastructure development not only in the school system, but also in Germany's system of community adult education centers, the VHS.

The political debate on the implementation of a comprehensive system of lifelong learning in the Federal Republic of Germany has become more intense in recent years. Increasingly, more and better education at all levels is held to be of vital importance in order to successfully cope with the challenges posed by the economic situation. This was the central issue at the Education Summit in 2008 on "Qualification Initiative for Germany - Advancement through Education" which brought together German Chancellor and the prime ministers of the *Länder*. DVV took the opportunity through a number of initiatives organized in connection with the summit to make itself heard. The position paper issued by DVV for the occasion stressed that "continuing education and learning throughout life must play a key role" in the process of building Germany into an Education Republic. Calling attention to the effects of globalization and rapid technological change, it points out how crucial learning is to improve chances for people to obtain employment and participate in society and states that "the fundamental importance of continuing education for individual advancement as well as for the economic and social development of Germany has long been scientifically established beyond dispute."

In a section of concrete demands entitled "Urgent Tasks" the position paper calls upon the government to strengthen the adult education sector in the interest of learners and in line with European and international cornerstones of lifelong learning. Among other things, specific claims are asserted for:



“1. ‘Second chance’ through continuing education...It must be made bindingly possible for every adult - independent of income – to access literacy measures and attend programs leading to primary, secondary, tertiary and vocational level certification...5. Six percent of the education budget for adult education... Within the framework of EU policy on the promotion of lifelong learning (from the Memorandum on Lifelong Learning, 2000 to Action Plan, 2007) the EU recognizes continuing education as an invaluable field of education in its own right. The future funding of continuing education in Germany must be oriented to European developments and international benchmarks. The target is to appropriate 6% of the entire national education budget for continuing education – including literacy and basic education programs... Such an investment might even make it possible to reach the target set by the United Nations Literacy Decade and to halve the number of (functional) illiterates by the year 2015...” (www.dv-international.de/files)

Prospects

Who is preparing what kind of learning agenda in adult education in the nearer future? Where are our societies moving in this era of globalization? We need qualified manpower, but what are the qualifications required for the future labour market. Often and again we have re-trained our unemployed adults for jobs who were gone already when the training ended. Who knows more and better about the kind of good and prospective adult education and training programs, which are not only

following market forces and the further advancement of mastering the information technologies successfully?

Is in its consequence the concept of lifelong learning creating a sort of must for lifelong schooling? Or should we in adult education and learning not turn this fear around and enrich the lifetime cycle of learning with all our experiences from outside the classroom, from non-formal or informal, from self-organized and self-directed forms of education and training?

It has been the aim here to concentrate on a number of significant developments that have taken place in the field of adult education within a relatively short span of time. The issues left to deal with are many: In what ways has the paradigm of lifelong learning had an impact on society? What place is accorded to adult education in the context of lifelong learning? What significance is attached to the structures of adult education? What are the adult education strategies which are being debated within the "magical triangle" framework of policy, legislation, and finance? The multitude of aspects that merit closer attention is clear from these and other certainly no less important questions pertaining to quality, basic and continued training of staff, research, accessibility, or target groups. While the focus here was on European and German views and developments, UNESCO focus has a global orientation, in adult education especially through its series of world conferences called CONFINTEA.

Now, however, we are called upon to focus our sights on the implementation of the Belem Framework for Action "Harnessing the power and potential of adult learning and education for a viable future" as the outcome document of CONFINTEA VI in Brazil, in an effort to ensure the conclusion of binding decisions that will lay the political, legal, and financial groundwork for securing our field and improving our chances of developing the sector and the profession of adult education for the future. In this process, the more affluent countries must work together with the world's development organizations to assist the poor and less developed countries in their attempts to reach our common goals. The Shanghai Forum on Lifelong Learning is a highly welcome moment to inform each other and debate possible ways of implementation now or in the near future.

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2011

Adult Education and Lifelong Learning within UNESCO - CONFINTEA, Education for All and beyond

Chris Duke, Heribert Hinzen

UNESCO and lifelong learning, the road to and from Belém

There can no longer be any doubt that adult education within lifelong learning is a key factor for economic and social development, as well as being a human right. New policies for adult education must now result in coherent forms of laws and legislation clearly spelling out ways and means for financing adult education. These must involve the public, private and third sectors, social partners as well as individuals. It is however evident from many comparative studies that change in most countries is slow and not far-reaching enough, especially because of too low an investment in human resources. In the current global financial crisis things are getting worse, and the gaps between those with and those without are widening at all levels. The need to reverse this trend is urgent. What is being done about it, especially by the key international body, UNESCO?

The United Nations Educational, Scientific and Cultural Organization (UNESCO), now has 193 states and 7 associates in membership. It was foreshadowed in 1942, the year after the United States entered World War Two, to provide ways and means for reconstructing systems of education once peace was restored. The United States was a central partner in its formation. UNESCO came into force on 4 November 1946 after ratification by twenty countries and held its first General Conference from 19 November to 10 December 1946 with the participation of 30 governments.

The first International Adult Education Conference was held three years later; the sixth in a series sustained over 60 years, CONFINTEA VI, was held in Belém in Brazil in 2009, with 1,125 participants from 144 countries and representatives of other international agencies, non-governmental organizations and learner associations. UNESCO is now carrying out a follow-up strategy in an endless patient cycle of activity, concentrating on three aspects with actions at national and regional levels: Policy Development; Improvement of Provision and Quality; and Data Collection and Documentation of Progress.

UNESCO already has a schedule of activity running through to 'mid-term', that is halfway through the time before the next CONFINTEA is due. Most immediately its follow-up strategy looks to the UN Summit on the MDGs from 20 to 22 September 2010. This is seen as a precious opportunity to disseminate the Belém Framework for Action, making the case for adult literacy and adult learning being central to the achievement of all the MDGs. What has this unceasing activity achieved, and where do we go from here?

UNESCO became rather politicised in the difficult Cold War era; its fourth big conference, in 1985, was fraught with power bloc difficulties, yet managed to achieve significant results. The 'right to learn' was accepted, and the practical importance of the non-governmental or third sector clearly demonstrated. Sadly however the United States subsequently withdrew from UNESCO, and many of its citizens now have little understanding of what it does and why it matters to all nations, whether large and strong, or small and poor.

After its landmark Faure report *Learning To Be* in 1972, The UNESCO Delors Report in 1995 claimed 'learning throughout life' as the key to a better future. Educationists should do everything possible to create opportunities to fulfil individuals' learning needs and related capacities. Learning must be associated with all dimensions of life, conceived and expressed as lifelong, life-wide and life-deep. It should happen at all times and all levels, by many means, formal, non-formal and informal. A four-pillar approach to a concept and system of lifelong learning is necessary; there should be no doubt that schools, vocational training, universities and adult education are of equal importance for the individual and society.

For adult educators, the acronym CONFINTEA signifies a periodic milestone for orientation and learning. It stands for the International Conferences on Adult Education organised and convened by UNESCO every twelve or so years. The first took place in 1949 in Helsingör (Denmark), the second in 1960 in Montreal (Canada), the third in 1972 in Tokyo (Japan), the fourth in 1985 in Paris (France), and the fifth in 1997 in Hamburg (Germany). The sixth was held in December 2009 in Belém, Brazil. Each conference had its own landmarks. The Helsingör conference was held in the wake of the Second World War. Montreal provided a platform for the voices of so-called developing countries soon after, or still in the process of, decolonization. CONFINTEA III in Tokyo was important for the development of adult education as a profession, also as the conception place of the International Council of Adult Education (ICAE). It looked at questions of policy, structures, methods, and necessary

materials and was followed by the *Recommendation on the Development of Adult Education* issued by the UNESCO General Conference in Nairobi in 1976. This is still very relevant today, although it was decided at Belém that a revision and update should be done by 2012. In the CONFINTEA V (Hamburg 1997) *Agenda for the Future*, adult education was charged, in addition to formal education, with a prominent role in shaping the globalised world of the approaching 21st century. This was the first CONFINTEA fully to recognise the decisive contribution of civil society to the learning of adults, conceived as part of a continuing process of lifelong learning.

As a requirement for CONFINTEA, national reports have to be provided; 154 countries prepared reports in advance, which were posted on the website of the UNESCO Institute for Lifelong Learning (UIL) at www.unesco.org/en/confinteavi. These are a rich source of information. A major effort by the ongoing Consultative Group is the work on the GRALE, structured into regional chapters. This will form the basis for key background documents to follow-up regional events.

UNESCO is now in the process of organizing the follow-up to CONFINTEA VI. An Advisory Group was established at the UNESCO Institute for Lifelong Learning (UIL), which discussed and prepared for the monitoring activities ahead at its first meeting. As this paper is written we await the debates and outcomes of the September MDG Summit in New York, and the results of an end of decade assessment of whether we are on track for achieving all of the EFA goals. The next major point in time is the year 2015, which marks the end of the MDG period, the end of EFA, and the mid-term of CONFINTEA. Sadly, we can be confident that not all the MDG and EFA goals will be achieved, especially with the new global financial crisis that began in the United States in 2008 and rapidly swept across most of the planet, following and amplifying a deeper environmental sustainability crisis. There is a lot more work for adult lifelong learning to take on.

We should be aware that before 2015 there are two other important dates to pay attention to: 2012 is the end of UNLD - the United Nations Literacy Decade, and 2014 is the end of DESD - the Decade of Education for Sustainable Development. It is only too obvious that these two processes are of great importance for CONFINTEA as well. ESD in particular is to be mainstreamed and woven into all our policies and activities. At the time it is the bridge to the thematic area dealing with climate change and environmental education.

In all of these processes UNESCO plays a key role. There are many singled out and specialized Institutes, Headquarter Units, and Regional Offices, that share in the tasks of implementation. The International Council for Adult Education ICAE was founded in 1973. It was most influential global movement organization and network in Belém as in Hamburg, especially via the Civil Society Forum FISC. It is already preparing for the challenges ahead. A Strategic Seminar and the Executive Council early in 2010 provided space for reflection and decision-making. ICAE is now on the way to its next own World Assembly, which will be in Sweden in June 2011. It is important that ICAE be present and involved in as many as possible of the related UNESCO organizational tasks and advisory boards, either itself or via its regional or national members.

The CONFINTEA Advisory Board at UIL is one of them, but how to come closer to the vocation-related work of UNEVOC, and to EFA-related efforts like the Global Monitoring Report (GMR) needs to be further explored. We should also be aware of and find ways to get and stay involved in those important areas for youth, adults, lifelong learning and education where skills training or health education feature more strongly, as in the agendas of FAO, ILO or WHO.

Governance structures needed - policy, legislation and financing

A long familiar trend has yet to be reversed: youth and adult education and learning, including literacy, are almost neglected in the international development agenda. These are not part of the MDGs, only on the level of indicators; and in international aid and funding EFA is almost reduced to primary schooling. We are certainly not arguing against the need for all children to get to the best schools possible, following good care and education in early childhood. But there is a clear and long-established argument for education as a human right throughout life.

Despite the high cost involved it is impossible to find a national government that does not have a policy for schools, and indeed for higher education. Usually there is legislation for both of these, and there is financial provision, even though often not high enough. It is different for youth and adult education. Here most Governments find it difficult to do what is necessary. There appear to be many countries without any clear youth and adult education policies, or without legislation; even more often, only the most meagre finances are available.

When discussing literacy skills, we used to think of reading, writing and numeracy. Today we have to add all that is associated at different levels with what information technology requires. Competences in computer skills have become almost a prerequisite for daily life; which office and which even smallest company can do without them? They are becoming a general universal and basic skill, including for vocational purposes. This leads us towards an understanding of where, rather than a dichotomy between the general and the vocational, we need to look for a continuum in the advancement of both, and for strong bridges between the two. Today we prefer to see the interrelationship in a stronger way: much of the general has often immediate impact for the vocational. The whole debate on key competencies and core qualifications shows that the general is important for the vocational, and vice versa.

Lifelong learning, including all sorts of training and re-training on all levels, has a key role to play in all matters related to employability and active citizenship. Bridges are needed between formal and non-formal educational institutions. Each provider has to play their respective role, including schools and universities, companies and training institutions. At a policy level the debate should centre much more on investing in people and their education by governments, employers, and by the learners themselves.

Innovative mechanisms such as learners' accounts, grant schemes, educational lending and savings have to be analysed and valued.



What implications do these insights have for the policy, organisation and financing of adult education and training? What sort of structural support do we need? - more financial input for the providing institutions, more incentives for the individuals, or a mix of both?

If we take the financing of adult education seriously we will not expect that any institution could do this alone. The sector has been living with the reality of contributions from different sources. It may be correct to expect a substantial proportion by Government from public sources, and not only because most of the tax-payers are adults. If however one argues for equality in a four-pillar approach to the education sector - schools, vocational training, universities, and continuing education - then adult education becomes equally a public responsibility, to support adults' learning. Once we accept that adults are interested in and need lifelong learning opportunities we are confronted with the simple reality that the largest part of the population is made up of adults if the younger and the older are included. Adult learning thus automatically becomes the largest part of the learning clientele and the broadly conceived education sector. There is no reason why it should not receive as much attention and support as any of the others. According to size it is entitled to even more attention, although there are obvious reasons why the allocation to the four sectors must vary, and be determined not only by size.

The private sector and many of its leading companies see the further education and training of their employees as an investment in their human resources, sometimes evenly balanced as human capital alongside physical plant. Here again, investment may not be high enough, and it is more often seen in the larger companies. We must however state clearly that the privatization of adult education financing may already have reached a sensible limit in some countries; through the contributions of both individuals and companies it has always been a significant share.

Some of the research data available on participation rates in adult education programmes suggest that the better you are qualified via schooling and university training, the more likely it is that you will continue to upgrade your knowledge and skills via adult continuing education, at least during working life. Therefore, within our policy and legislation, organisation and finances we need measures that balance up the situation and support a trend whereby the less successful and non-participants in adult training get special attention. These are more likely to be the under- or unemployed.

Youth and adult learning and education are also needed to foster active citizenship, strengthen personal growth and secure social inclusion. This goes far beyond employability. All are included in a full lifelong education and training perspective. How can we improve the employability of the workforce without providing good quality general and vocational training for youth and adults continuously? How can we strengthen mobility without training in languages and intercultural skills for younger and older adults?

2000 - 2015 Education for All - lifelong, life-wide, life-deep

Turning to the international agenda again, what must be done so that the potential for high quality youth and adult education, learning and training gets the support that is needed? *The Dakar 2000 World Education Forum*, framed the policy of Education for All. It had great difficulty in getting non-formal youth and adult education, learning, and training included as priority areas, especially since they are not part of the MDGs either. Without doubt the five EFA Global Monitoring Reports that have appeared since 2002 have provided a wealth of information, and a strong foundation for the critical debate that has unfolded around the reports: *Is the world on track* (2002), and *EFA by 2015. Will we make it?* (2008). In 2006 *Literacy for Life*, looked at achievements in the promotion of youth and adult literacy; and the EFA GMR Advisory Board has just now started debate on the 2012 report which should cover vocational and life skills, hopefully for all youth and adults. All of these reports and commissioned papers can be found on the web pages of UNESCO at www.unesco.org/en/efareport

The EFA goals decided during the Dakar 2000 World Education Forum spoke clearly under points 3 and 4 of:

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes,
- 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.

and additionally in 5 and 6 of

- achieving gender equality in education by 2015, and improving all aspects of the quality of education...and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

But what is the reality? Almost no attention and recognition is given to youth and adult education and learning, in the policies and practice of most countries, nor even in the development discourse. There is even less financial support.

It was, once again, a decision by the UN General Assembly that launched *2005–2014: The Decade of Education for Sustainable Development*. This goes well beyond purely ecological concerns: The overall goal of the DESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning in order to encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations (UNESCO 2005b, para. 1).

These principles were to be integrated into education systems at national level. UNESCO has once more been charged with the coordination. As an example, in Germany the Bundestag (Parliament) Committee on Education, Research and Technology concerned itself in June 2004 with the UN decision and the Action Plan of the World Summit on Sustainable Development held in South Africa in 2002, which had accorded education a significant role. The Federal Government was asked to combine German proposals into a national action plan. Under this, a separate transfer centre for successful projects was to be set up, and initiatives were to be developed and supported in schools, vocational, tertiary and continuing education. Particular attention was to be given to harmonisation between knowledge, awareness and action in development education and global learning.



The plan that was then unanimously agreed recommended that the German UNESCO Commission (DUK) should be charged with coordination and funded accordingly. The DUK responded to this task rapidly and successfully. A National Round Table was set up to bring together and mobilise the most important players, and a number of committees are now working on particular topics. A working group on out-of-school and continuing education has been established. Its position paper states that:

Because of its interdisciplinary nature, the global image of sustainable development poses a challenge to the entire education system, calling for new teaching methods and a cross-subject approach. Out-of-school education provides facilities (alternative places and types of learning) that are able to react flexibly to consequent new demands and to promote initiatives that may have an innovative impact on education in schools... Through out-of-school learning, people can acquire skills which are indispensable for the future shaping of our society and for meeting our responsibilities as world citizens (German UNESCO Commission 2006, 1).

In 2009 the UNESCO World Conference on Education for Sustainable Development came up with the Bonn Declaration which in its Call for Action addressed the need to

b) Increase public awareness and understanding about sustainable development and ESD...

d) Re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels..., and

r) Intensify efforts in education and training systems to address critical and urgent sustainability challenges... (www.unesco.org/en/esd)

Time is fast running out, not only for each of these decades and their goals, but for the human race to enhance and assure the quality of its governance as one global community which can not only make clear and vital decisions but also muster the will, in each nation as well as collectively, to see that the things resolved are actually carried out despite changing and difficult circumstances. From an American perspective the 9/11 twin towers catastrophe awoke the nation to the perils of extreme ideology-based enmities for even the world's most powerful people. The resultant 'war on terror' has resulted in more war but little diminution of terror; longer term perspectives and understanding of root causes are still uncommon. Similarly with climate change, where the sceptics continued to have a field day despite Hurricane Katrina, and as 2010 moves towards year-end the linked catastrophes caused by floods in Pakistan and China, and drought

and fire across the Russian forest-lands. Even the least ecologically and internationally minded can scarcely have overlooked the deep-water Gulf disaster as we continue chasing short-term solutions to our ever-rising demands.

UNESCO has laboured under many criticisms, and a few member withdrawals. Much of the criticism of lumbering bureaucracy is doubtless well founded. Yet it has also remained a beacon of light seeking a better future, and recognising that a global problematique, whether economic, cultural or ecological, can only be resolved by international collaborative efforts. This is the life-force that drives the Organization and its committed Member States to continue on a difficult road, with one vital objective being the universal provision of high quality education, widely and effectively relevant to the needs of all. Time is indeed fast running out. Intelligent selfishness now demands intelligent generosity in giving, nowhere more so than to the MDGs, EFA, and the support systems for adult learning that underpin them.

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Non-formal Education, Learning Needs, and Skills Training. Findings from Working with Partners of DVV International in Lao PDR

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The country and its people

Laos People's Democratic Republic (Lao PDR) was founded in 1975. It has 17 provinces, 147 districts and 8000 villages. Laos has a population of 6 Million. Its capital, Vientiane, has around half a million inhabitants, while 80% of the population lives in rural areas, a larger share of them in hard-to-reach villages with difficult access to roads, health, and education facilities. Laos has a predominantly young population: 40 percent is aged less than 15 years. Population growth is around 3 percent. There are 49 officially recognized ethnic groups and a variety of languages spoken. Lao is the official language. (1)

Laos ranks 123th out of 168 countries in the annual global Human Development Report compiled by the UN Development Program. Poverty is widespread in Laos; the annual per capita income in 2008 was only 770 US\$. The situation is improving as the country benefits from around eight-percent yearly economic growth rates. It aspires to graduate from its current Least Developed Country status by 2020. The rapid socio-economic development is mainly driven by the exploitation of natural resources and intensification of agriculture and agro forestry hold huge potentials for the economic development. Income from hydropower export and tourism are major foreign-exchange earners.

Laos is the most heavily bombed country per capita in history; more than Germany and Japan during World War II combined. Approximately 80 million unexploded bombs, so-called Unexploded Ordnance (UXO), remain scattered throughout the country. Somebody gets killed or injured on a daily basis, often children while playing, searching for fire wood or collecting scrap metal. Development projects often have to start with UXO clearance of forests and agricultural land. Laos has declared UXO clearance as number nine on top of the eight internationally agreed MDGs. (2)

Education policies and practice

Laos' National Growth and Poverty Eradication Strategy (NGPES) lay out a comprehensive development strategy. Regarding the education sector, the NGPES refers to the Education for All (EFA) goals, aimed to meet the learning needs of all children, youth and adults by 2015. In the education law the right to education is recognized as a basic human right. Laos dedicates a 12 percentage of its state expenditures to education. That is around 2 percent of its GDP. In a recent handing-over ceremony of literacy primers, the figure of 0.35 % of the education budget for non-formal education (NFE) was mentioned. The intake into primary schools was already enlarged considerably: up to 81% for girls and 84% for boys, and will reach almost 100% by 2015. However, it is estimated that around 40% of the adult population never attended a school, in the Northern provinces even up to 60%. And the dropout rate from primary schools is with 20% still very high. The number of youth and younger adults at secondary schools, vocational training centres and university is rising, though still well below the level needed to fuel social and economic development of the country.

Data from 2005 indicate a literacy rate of 72.7% for those aged 15 and above; 82.5% of the men and 63.2% of the women are considered literate. However, the Lao National Literacy Survey 2001, implemented by the Ministry of Education and UNESCO Bangkok, made clear distinctions between the “tested functional literacy rate [of] 45.2%, with 53.7% for male and female 36.9% for the age group 15-59, quite distinct different from the above given self-reported rate.”

The Education Sector Development Framework 2009 - 2015 (ESDF) calls for “Increased enrolment in non-formal education programs with an increased investment in village-based community lifelong learning centres.” The draft of a new document on Non-formal Education Policies of the Department for Non-formal Education (DNFE) of the Ministry of Education (2010) is seen as a support to the NGPES “... by providing literacy, and continuing education and vocational skills training and lifelong learning opportunities”. For the implementation of relevant programs all in all 16 policies should be applied. Policy 7 reads: “Create the opportunity for individuals and groups for persons with learning and skills needs to develop self-reliant productive and empowered citizens through engaging in income generating and life skills related activities”.



The Education for All National Plan of Action of Lao PDR for 2003 - 2015 (EFA NPA) already called for “Expansion of the provision of basic education and training in other essential skills required by youth and adults”. It goes on by describing a reality which for many parts of the country is important to consider: “Poor families in rural remote areas are severely suffering from problems associated with access to and quality of basic education and rural skills training. Parents probably have had little, if any, education themselves, which is a factor explaining the low level of their incomes and the consequent need for their children to contribute to household income... The magnitude of school dropouts is increasing but, in contrast the capacity of existing NFE programs is limited and target group participation levels are decreasing. The trend in youth migrating to seek work, particularly those going from rural to urban areas, underscores the need for improved design of NFE vocational and rural skills training programs”.

What does a base line survey and activities in Nong tell us?

In 2010, WHH, two non-profit associations -NORMAI (Non-profit Association for Rural Mobilisation and Improvement) and LADCA (Lao Development and Cooperation Association), and DVV International

launched the *Poverty Reduction and Food Security Project* in Nong district, which is one of the 47 poorest districts of Laos, situated in the Savannaketh province at the border to Vietnam. The overall aim of the project is to strengthen the livelihoods of the villagers thus reducing poverty, improving food security and the overall quality of life. Various measures are taking place to achieve this goal, including provision of skills and materials to enhance agricultural productivity and to create new sources of income, improving water supply as well as offering non-formal adult education opportunities. UXO clearance is also planned as the region is located at the former Ho-Chi-Minh Trail and littered with unexploded ordnance.

A first activity that was undertaken in the framework of the project is a baseline survey in the 20 villages to ascertain data about food security, livelihoods, needs and development priorities of villagers. The survey provides a wealth of information regarding learning needs, a small selection is presented below. Data regarding livelihoods, poverty and education, literacy and communication issues were gathered. Combinations of quantitative and qualitative methods were applied. A statistical representative sampling of households (around 280) were chosen for the baseline survey, and discussions with village authorities and men and women groups were undertaken. In some of the group discussions quantitative participatory methods were tested. The large number of participants that took part ensures that the results from these group discussions are statistically representative.

In the face of diverse but fragile livelihood strategies of villagers and complex problem situations a wide range of activities take place in the framework of the project directly tackling the main problems of food insecurity and poor health. The creation of new paddy land for rice production is underway and rice bank committees have been trained, small-scale irrigation schemes are planned as well; fish ponds, home gardens and training in improved animal husbandry further strengthen food security; skills to cultivate cash crops aim at generating income for villagers and village revolving funds will be established. Training in nutrition has been conducted, boreholes are being constructed to ensure water supply and feeder roads are going to be improved or rehabilitated.

Livelihoods and poverty

In the 20 villages around 49% of the households are considered very poor, 37% poor and only 14% better-off. Farming, especially upland rice

cultivation is stated as the main occupation in the vast majority of households (85%). The main income of the households derives from the collection and commercial trade of various NTFPs (Non Timber Forest Products), such as rattan, mushrooms, cardamom or bamboo shoots. The main expenditures, on the other hand, include the purchase of rice and other food (43%) as well as medicine (19%), reflecting the overall problem of food insecurity and diseases. Other major expenses are for costs occurring for formal education (16%) e.g. school uniforms. Different problems were also identified. Group discussions, for instance revealed that the major problems result from rice shortage, animal diseases and human diseases.

Rice shortage is considered the most pressing problem in all villages, followed by animal diseases. Human diseases, insufficient road access and low agricultural productivity due to lack of technical support were frequently identified as the third most important problem. Specifically education related problems were mentioned only in 5 of the 20 villages: such as a lack of a primary school or 'illiteracy' (in two villages). In both villages 'illiteracy' was ranked only fifth place, in other words, it is perceived the least pressing of the problems identified. The 280 respondents of the household survey regarding education-related issues were also asked what they consider as their most pressing problems. Results from the household survey offer a similar picture: more than 50% of respondents stated that food insecurity is a major concern, while 9% of respondents indicated a lack of knowledge and skills.

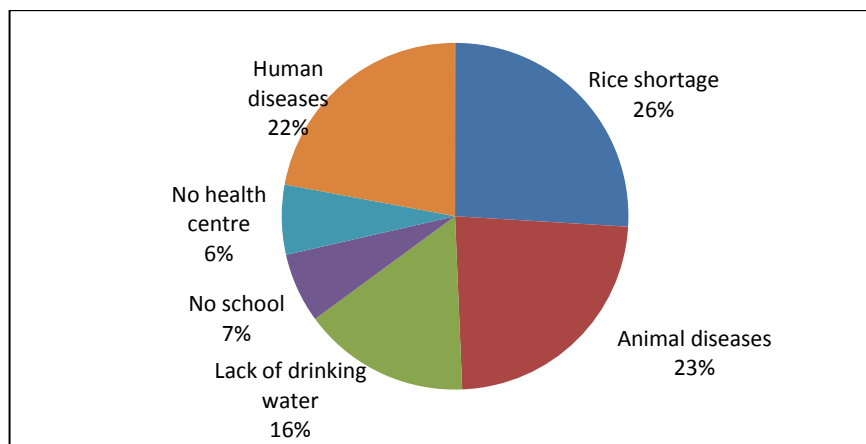


Figure 1: Main problems faced by population

Literacy and communication

Adult literacy rates in the target villages

According to the DEO, the adult illiteracy rate in Nong is reported in 2009/2010 is 42% illiteracy rate for men and 59% for women aged 15-40, which is well below the national illiteracy rate. According to self-reports from participants of group discussions with male and female villagers, 65% of the men and 97% of the women are illiterate. Furthermore, the 106 respondents who stated to be 'literate' were asked to give a self-assessment of their skills level. Answers provided reveal that almost a third of the respondents admit to be able to read and write only 'little bit', while roughly half of the respondents state to have fairly good reading and writing skills. Since the vast majority of the respondents during the household survey were male, we also asked for an assessment of literacy skills of female household members, which indicates that more than 90% of the women in these households cannot read or write at all. Illiteracy is also likely to remain a challenge in future. Formal school attendance is low in the district. We did not collect data regarding primary school attendance; however, a survey in 2010 in the context of the Ministry non-formal education mobile teacher's project for out-of-school children of 47 villages out of the 73 villages in Nong revealed that 86% of the 6-14 year old children do not attend a school. There is hence a huge risk that a further generation of children of the district becoming non-literate adults.

Literacy skills

We tried to get a better understanding of literacy use in the villages. First we inquired from all 280 respondents of the household survey whether a household member has attended an adult literacy class during the past 5 years. The 45 respondents who affirmed were asked about the benefits from attending the NFE course and acquiring literacy skills, the following answers were given:

Then we focused at pre-existing ways of how literacy is being used in the given localities. During the household survey, we asked those respondents who stated to be literate what they have read within the last 30 days. Roughly half of the respondents say that they could not remember to have read anything during the past month. During the men and women group discussions, we inquired at what occasions literacy skills are considered necessary or are actually used:

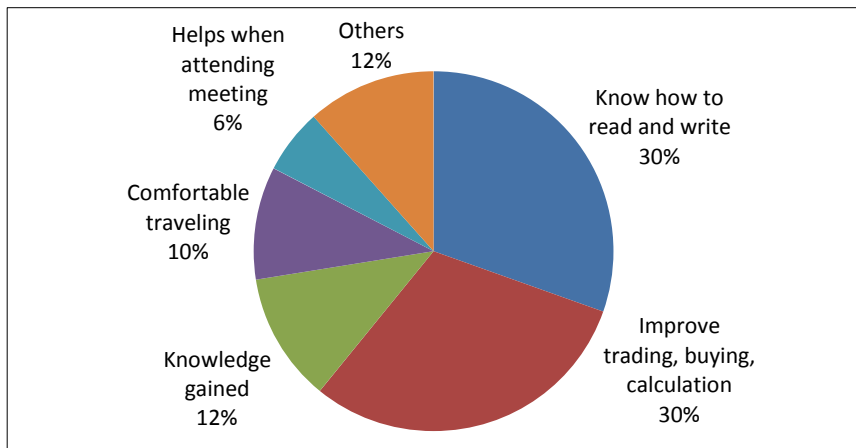


Figure 2: Benefits from attending NFE courses (household survey)

These data allow some observations regarding gender differences in literacy needs. Men use and need literacy skills mostly when dealing with outsiders, and secondly within events taking place in the village (village meetings etc.). Women on the other hand see much less need for the use of literacy skills when dealing with outsiders, as women traditionally interact less with outsiders, and as a consequence, far less women understand Lao language. Women need literacy skills most of all to support their livelihood strategies. These findings underline that adult education and literacy classes targeting women should not merely focus on strengthening their domestic roles in health, sanitation, nutrition, child care. Further investigations are useful to illuminate which aspects of their livelihoods exactly could be enhanced with reading, writing and numeracy skills.

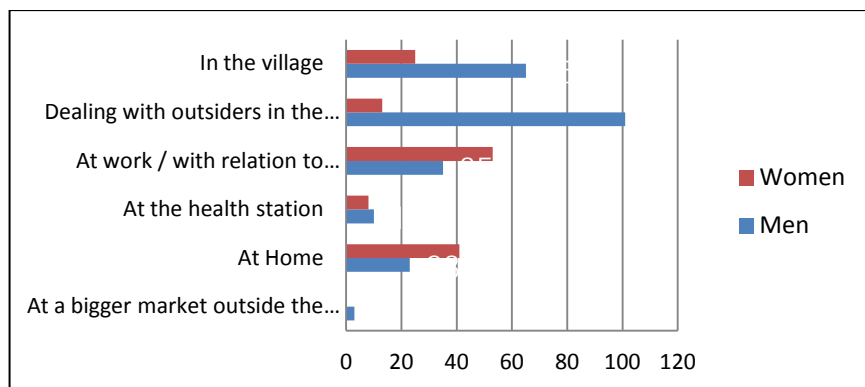


Figure 3: Perceived literacy need/areas for application (group discussions)

The use of literacy skills in the village is also an important area for women. Literacy skills as well as Lao skills may help women to put themselves into better position when participating in village meetings, in committees or other structures.

Language skills

Whereas illiteracy is seldom stated as a pressing difficulty by the villagers themselves, various studies have shown that the inability to comprehend spoken Lao poses a crucial problem for many indigenous and ethnic minority groups in Laos. The Participatory Poverty Assessment of the ADB in 2006, for example, found that villagers in some areas “do not sell things at the market because they are ashamed of their difficulty in speaking the Lao language... No doubt Lao language problems account for their poor school enrolment and attendance figures.” Similar challenges prevail in Nong. The target villages are populated by Makong ethnic group of the Mon-Khmer ethno-linguistic family. They speak Bru as mother tongue - a script-less language. Many villagers have only rudimentary or lack oral Lao language skills at all.

This may be of importance as being able to speak Lao language is in most cases a prerequisite of being able to deal with scripted Lao language materials. In Laos, a one-language policy applies for the entire education system- only Lao language is supposed to be taught - though minority languages may be used for oral communication in NFE classes. Using local languages is very important: an in-depth research in Laos on gender and ethnic issues by Thomas & Louangkhot (NUOL, UNFPA, 2007) has shown that life-saving health messages should be conveyed in local language to be accepted. On the other hand, in an environment where Lao language is spoken and needed in areas such as trading, when dealing with local authorities or with institutions like health stations or formal schools, the ability to speak the Lao language is necessary as well. Strengthening the oral Lao language skills, particularly of women, could constitute a major aim of adult literacy classes.

The gender differences in the ability to speak and understand Lao language are striking. Roughly half of the male villagers speak and understand Lao language well; the other half speaks/understands just a little. There are almost no men who admit not understanding or speaking any Lao. The majority of women in the target villages, on the other hand, does not understand or speak Lao language at all; only a third of women are able to understand a little. In the men and women group discussions

participants were asked about the occasions when Lao language is spoken. Not surprisingly, the results indicate that Lao language is most important when interacting with ethnic Lao, mostly in the field of commerce and with government authorities. That Lao language is apparently also very important in the context of meetings within the villages is noteworthy. While meetings amongst community members are held in Bru language, Lao language is used as 'outsiders', particularly government officials attend the meetings. In the context of those meetings important information may be provided and negotiations take place and those not able to understand Lao, especially women, are most likely side lined and excluded.

Literacy training

With regard to non-formal youth and adult education, project partners decided to launch a literacy class testing the *Reflect* approach in 10 villages. In the framework of this approach the aim is to go beyond the 3R's (reading, writing, arithmetic) as emphasis is put at participatory learning processes strengthening various life skills. Following a problem analysis conducted by participants, discussion topics are chosen by the learners into which learning of literacy and numeracy skills are embedded.

End of 2010 DWV International and the Nong District Education Office started to look for suitable facilitators for literacy classes – a search that proved to be very difficult. Most volunteer teachers that could be identified have hardly finished primary schooling, some have difficulties speaking and understanding Lao language, and most worryingly almost all are men. The Training of Facilitators (TOF) was conducted end of 2010 and classes were opened with some delay a couple of months later. Lack of lighting for the evening classes and poor quality of teaching in some villages became apparent at a very early stage. In effect, solar panels have been purchased and installed and some pilot CLC are being constructed to provide better learning environment, while village libraries are planned to be set up end of 2011 to enrich the poor literacy environment in the villages. Another Reflect TOF to strengthen the skills of facilitators is about to take place and it is planned to establish some women groups and pilot basic vocational training once the raining and harvest seasons are over. Linking literacy classes to other project components addressing livelihood issues such as health, nutrition, hygiene and income-generating activities is envisaged even though its realisation remains challenging.

Basic vocational skills

Vocational education and training (VET) offer a chance for youth and adults to improve and strengthen existing livelihoods strategies or learn skills which allow starting additional income generating activities. In Nong, or in neighbouring districts, however, there are no institutions which offer VET. The nearest VET schools and colleges are at least 5 hours by bus from Nong, these and other non-formal vocational training institutions in other Southern provinces, can be considered as virtually inaccessible for most rural dwellers of Nong district. Almost all of the villagers lack the means to access the institutions and often are not able to fulfil entry-requirements (e.g. Lao language proficiency, lower secondary education certificates). We also couldn't find any evidence that community-based basic vocational skills trainings or rural skills trainings are on offer in Nong to a meaningful extent.

During the group discussions, NFE field staff inquired from respondents which skills/skill trainings they consider relevant in order to improve their livelihoods and furthermore to identify the 3 most valuable ones: The results indicate that planting/farming, aquaculture and as well as animal husbandry skills are considered the three most important skills particularly by male participants. Women, on the other hand, are most of all interested to learn or improve handicraft skills. Regarding handicraft trainings, discussions with villagers revealed that weaving is among the most wanted handicraft skills. Some women know already how to weave

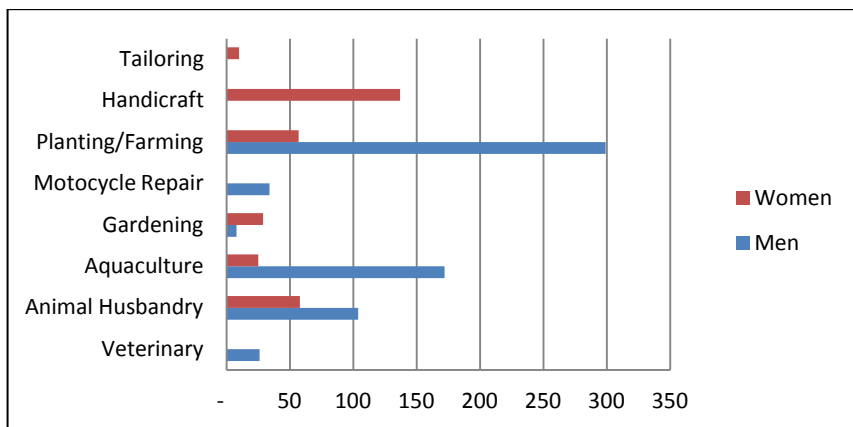


Figure4: Vocational training interests (group discussions)

And want to improve their skills; in other villages women haven't learned the skills so far. Other possible trainings include 'small enterprise management', which could be combined with improving literacy and numeracy skills, for those few villagers engaged in some sort of commerce. In addition, discussions with villagers also provide hints that banana processing is a possible area to set up trainings. While no respondents of the baseline survey/needs assessment mentioned any interest in food or banana processing, some of the village authorities explained this is simply due to a lack of knowledge. They ensured us that once training in this field are offered many villagers including women would be highly interested to participate.

Apart from identifying learning needs, it is also important to get a better understanding about existing skills of the target group, on which measures may build upon. The EFA NPA for instance suggests: "Local knowledge and traditional skills of target groups must be explored, promoted and effectively utilized." However, putting this into practise is hardly ever done. In a number of villages we made first attempts to find out what skills people possess and learned that basket making (men and women), weaving (women), blacksmiths, carpentry, house construction and small repair workshops for motorcycles (men) are already known.

Survey and course results closer to vocational skills

As part of the need to create background information, including some robust data, for the training in what the DNFE calls "basic vocational training", and what villagers see as their needs and interests and therefore request from potential providers, the opportunity was taken up to engage in training needs analysis and tracer studies as well non-formal vocational courses in the context of the new Integrated Vocational Education and Training Centres (IVET) which work in the context of GIZ cooperation. The word integrated calls for the integration of formal and non-formal approaches, thereby asking what the IVET centres can do for the formal as well as informal economic sectors. This question will be especially related to the contribution they could have on skills development beyond the provincial level, including the districts and the villages.

Training needs analysis

A training needs analysis of remote target groups for IVET schools in several provinces was conducted. For instance, results from 24 villages in

Xiengkhouang Province in Northern Laos give a first impression into what kind of courses are most needed.

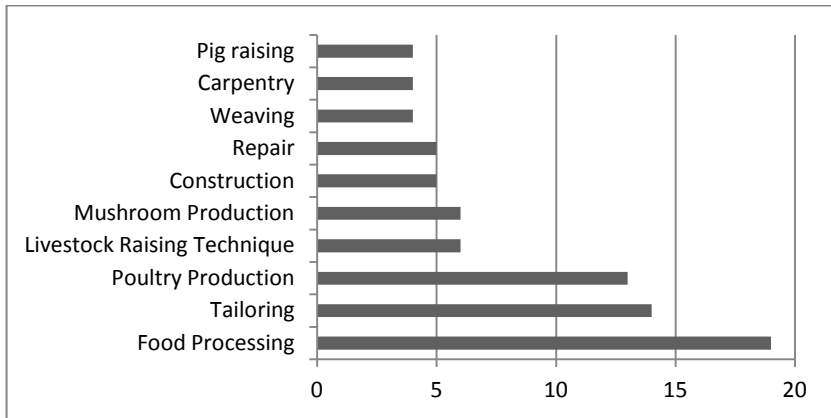


Figure 5: Training Needs – by specific training

There is of course a need for much deeper and wider research into learning needs, and the given surveys allow only a first glance into the subject. Be that as it may, findings already point towards the diversity of learning needs in different areas of Laos and within a given community. Non-formal vocational training in Laos, which wants to respond to the needs of the rural population, has to be highly flexible and adapt to the given context. Detailed information about livelihoods and learning needs of the target groups for IVET Centres and other non-formal VET programmes are essential.

Survey on non-formal vocational courses

A survey on non-formal vocational courses in Northern and Southern Laos allows a better understanding of the realities within this training sector. A total of 248 persons participated in these 6 provinces. According to the collected data, 60% of participants belong to ethnic minorities and 87% have had no previous professional qualification.

Roughly half of the participants are between 20 and 30 years old, while 21% are between 31 and 40 and around 10% less than 20 years of age. In addition, the vast majority of graduates reside not too far away from the IVET centre or other non-formal VET venue (43% less than 10 km, and 43% between 11 and 50 km). For those with no institution offering such

courses close to their homes, participation appears to be somewhat difficult.

#	Item	Venue IVET, Prov	Date	Participants		
				Total	Female	Fem %
1	Tailoring	Sayaboury	08.-19.11.10	20	20	100
2	Cookery	Saravan	15.-26.11.10	15	14	93
3	Cookery	Saravan	24.1.4.02.10	15	14	93
4	Mushroom br.	Sayaboury	28.2.-11.3.11	14	11	79
5	Chicken rais.	Oudomxay	28.2.-9.3.11	20	9	45
6	Mushroom br.	Oudomxay	28.2.-9.3.11	21	8	38
7	Fish, frog far.	Oudomxay	14.3.-23.3.11	20	8	40
8	Fruit tree gra.	Oudomxay	14.3.-23.3.11	20	7	35
9	Chicken rais.	Xekong	23.5.-27.5.11	16	11	69
10	Chicken rais.	Attapeu	23.5.-27.5.11	18	3	17
11	Mushroom br.	Xekong	6.6.-10.6.11	16	10	63
12	Mushroom br.	Attapeu	6.6.-10.6.11	16	4	25
13	Electrical inst.	LuangNam.	20.6.-24.6.11	20	2	10
14	Fish, frog	Attapeu	20.6.-24.6.11	17	13	76
Total				248	125	50,4

Tab. 1: Course overview

From the data available we also learn that 35% of graduates are farmers, 38% work in family-business; only 16% are self-employed and less than 10% are employed. 60% of participants stated that they earned less than 20 Euros (in Lao Kip) a month prior to attending the training, another 34% earned between 20 and 50 Euros, only the remaining 6% more than that. When asked about their satisfaction with the courses, around 50% say the course was very good, 40% say it was good, and merely 7% say the course has only moderately met their expectations. To get more detailed information about the effectiveness of the offered courses, participants were asked what precisely they found helpful.

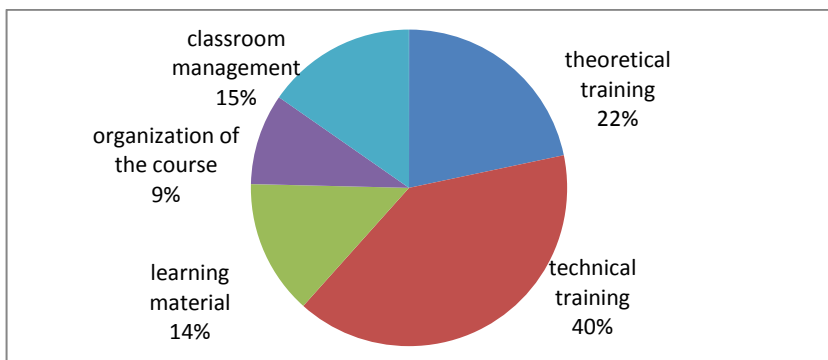


Figure 6: „What has helped you on actual training course at the most?“

These results indicate that the non-formal education on offer seems to be on the right track. What is urgently needed is to expand coverage, offer more courses and provide those a training opportunity that are most in need. Again, answers provided by participants as to what areas they would like to attend additional training, illustrate the sheer diversity of learning needs.

Skills for life: A look at the modern, informal, traditional

The village baseline survey shows clearly that food insecurity, manifesting in rice shortage and animal disease, is the key problem faced by villagers. Human health, insufficient agricultural productivity and poor infrastructure (road access, water supply, and schools) are considered as other major problems. Not surprisingly then, adult literacy is neither regarded to be a main problems among community members, nor is it generally expected by villagers that the provision of adult literacy is going to bring about significant changes in regard to food security. As adult educators have pointed out elsewhere: *Literacy is not a bowl of rice*. On the other hand, there are areas where literacy skills are very useful, most notably when engaging with government officials, during village meetings and when doing commerce with ethnic Lao. Certainly many villagers would be very happy to be able to read, write and improve their numeracy skills.

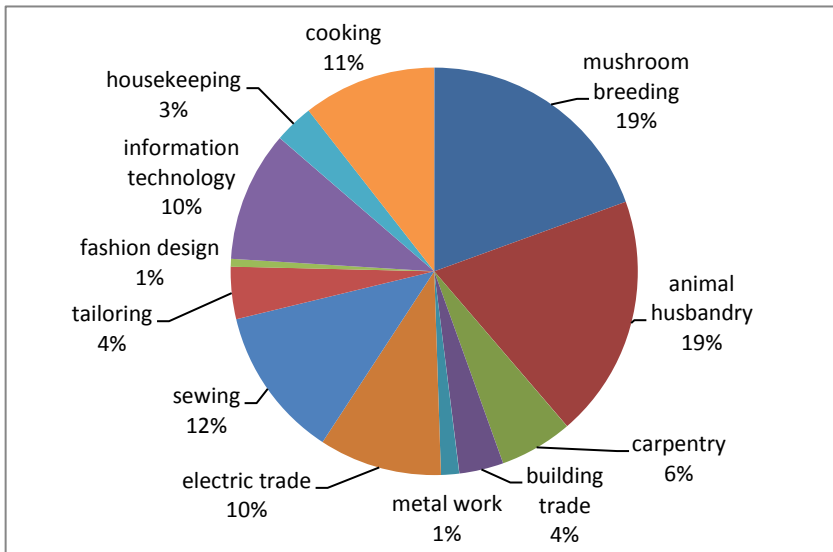


Figure 7: “To which subject areas would you want an additional training?”

However, acquiring these skills takes time, and given the often poor skills of NFE facilitators, the poor learning environment and the problems with Lao language as well as the overall urgent problem of food insecurity facing almost half of the target households, a great many villagers are unlikely to invest much time and energy and attend classes regularly over a longer period. Findings also show that quite many illiterates have already established practises to deal with literacy tasks and frequently seek help from others when they have to engage with texts.

In respect to basic vocational skills, there is apparently a huge demand for farm-related skills, which are provided under the banner of agricultural extension with support from WHH. In the non-formal education sector, on the other hand, there are limited resources, expertise, trainers and materials to effectively implement such kind of training at village level. A notable exception to the demand of farm-related skills is handicraft training for women as well as trainings for small enterprise or in food processing. It is envisaged to set up women groups and combine some of these training with on-the-job numeracy and literacy learning. What seems to be additionally needed is a better understanding of what people know and can do already, and how they acquired this knowledge and these skills. The survey indicates the diverse livelihood strategies of rural dwellers. They produce on subsistence level and have some form of cash income. Most of them are full time farmers, on the other hand there are people who have additional skills that are needed for farm related work, construction, production, or other components in social and cultural life.

A more detailed mapping of what these skills are would be most helpful. At the same time it would be interesting to know how these people have learned, how they acquired their skills, how they apply and modify them. Are there informal apprenticeship arrangements? How important is learning by doing? What kind of respect, acknowledgement and income is associated to the different skills? How close are the skills to recognized professions? It would be good to know if there is something to learn for the development of teaching and learning in other areas.

And on the level of selecting approaches in doing the non-formal education work, there seems to be a need to look at earlier findings of a study “Skills and Literacy Training for Better Livelihoods. A Review of Approaches and Experiences” in which DWV International was involved for the Human Development Sector of the World Bank (2002): Literacy first, later followed by livelihood or income generation activities, is one approach, but the best one? Or should the project try out the other way round, where literacy follows. Or should it be integrated? Or is it better to do in parallel, but

separated, alongside with all the other project initiatives in nutrition or agriculture?

It is known that currently the TVET system in Laos is “under-funded, under-equipped, lacks fully trained teachers, is expensive to students, and is concentrated in big cities.” (3). Basic vocational training has to be tailored towards the livelihood needs, particularly for the rural poor who are often excluded from economic development in Laos. In order to reach the rural dwellers (the vast majority of the population) new approaches are necessary, for instance mobile training offering highly demanded, short-term vocational training in a practical and flexible manner.

Furthermore, it is important to put a stronger focus on life skills within non-formal education, which traditionally is mostly concerned with literacy and basic education. As the EFA NPA states: “The focus should not only be on basic general education (literacy and numeracy), but on practical sustainable vocational and life skills, including useful information and knowledge about good parenting, child nutrition, family-based learning activities for children aged 0-5, reproductive health and prevention of STDs (sexually-transmitted diseases) and HIV/AIDS, the issues and risks associated with human trafficking and abusive child labour, drug abuse, environmental destruction and other facts that negatively impact the target group’s livelihood.” There is no doubt that a wide range of life skills are increasingly important for the population to cope with the numerous challenges life presents. Integrating this into current NFE programmes remains a huge task to be done.

References

(1) The areas of work mentioned in this article received strong support from a good number of people on national, provincial, district, and village level. We are very thankful to all of them. As this is an adapted version for this volume we want to inform that a fuller text, including the respective sources is provided via www.dvv-international.la

(2) Helpful country information is available at <http://liportal.inwent.org/laos.html>

(3) UNDP: National Human Development Report: Employment and Livelihoods, Lao PDR 2009. Vientiane, UNDP, 2009, p. 179, referring to an evaluation conducted by MOE and UNDP 2009; and p. 184

2012

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

There are several reasons why this manuscript is written at this point in time, and why it follows certain ideas through people, years, 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 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 Ass. Prof. Dr. Balazs Nemeth 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 honour, 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 honour coincided well with an invitation to participate in an ASEM 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 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 Koltai for the first time in the year 1996 in Hungary. DVV International 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 our 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 BMZ, the Ministry of Foreign Affairs, 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 me. It was an environment of excellent cooperation with partners on all levels, national and in the provinces (komitate), bridging into the neighbouring 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 "mueveledisihaz" 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.

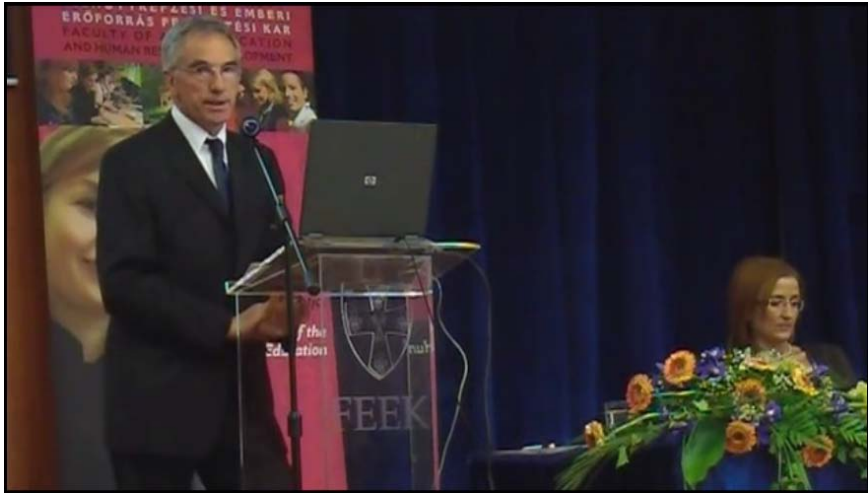
All of them were involved in a triangle of conferences in 1997 which took a deeper look at the history, the present, and the future of adult education in Hungary. These conferences were very well received, and the high level of participation ensured excellent papers and discussions, and later all three 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 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-centres for co-ordination in almost all the capitals of the komitate.

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 was on *Theoretical, Economic and Regional Issues of Adult Education. Hungarian Developments in an International Perspective* and was published in the IPE series by DWV International. (5)

“Same Same, but Different”

This is a slogan which you hear quite often and already for some time in Thailand and neighbouring 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 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, as if you travel along through life and meet people and their ideas – or you mention names of renowned people who have additionally been honoured to serve as name givers to important programs, institutions, or concerns.



In those years since we met first up till today I had numerous consultations with 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 DWV 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 on this 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 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 centres, 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) 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 Koltai who on one of our joint trips to the Northeastern 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 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 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 honoured 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 centres 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 is emerging, definitely with some influence from the ECTS which was introduced as part of the Bologna process also. Additionally, there was some debate on the AQF in the making, again not too far away from the EQF, 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 loose attention, recognition and support if they are merged into one, and the now well established Erasmus will no longer have 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 DWV International could already support through workshops on curriculum development, frameworks and standards as well as background tracer studies of past students.

Koltai has been a great traveller 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 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 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 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 centres, 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 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 fulfilment of many MDGs 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. 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.

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 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 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 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, 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 DWV 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”. However, 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, 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 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, 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.

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- (3) The ASEM Research Hub on Lifelong Learning can be reached via www.dpu.dk/ASEM
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(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

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(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) Monitoring of the Belem Framework for Action from CONFINTEA VI is coordinated by UIL in Hamburg, for process and documents see www.uil.unesco.org

(17) Different articles in: Non-formal Skills Training. Adult Education for Decent Jobs and Better Lives. Supplement. Adult Education and Development, 77, 2011

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Experiences in Exchange, Networking, and Cooperation between Asia and Europe: Building on and Integrating into Existing Frameworks and Processes of ASEM and AEPF

Colleagues and partners in adult education and learning have manifold opportunities to engage in networking with an increasing variety of organizations, platforms and coalitions. They are available on global, regional and national level. Sometimes it is hard to find out where the benefits for such cooperation lies – on top of the agendas which keeps each of us busy anyway. We have to be selective, and evaluate after some time what works, and what not.

DVV International has to take decisions on these issues and priorities again and again. We have to look at it in the contexts of the many options of intergovernmental actors like UNESCO or ILO, and on programs related to the MDGs, CONFINTEA or EFA. On the NGO-side we have ICAE as our global network, and there are the regional ones like EAEA for Europe, ASPBAE for Asia Pacific, and CEAAL for Latin America.



We herewith look at an example coming from the regional office for South and Southeast Asia of DVV International, based since end of 2009 in Vientiane, the capital of Lao PDR. We called it ViCAED, the Vientiane initiatives on Cooperation for Adult Education and Development, intended as a series of different themes, and with a changing partnership in the years to come. It builds on experiences which DVV International has for some time now with BoCAED, the Bonn Conferences on Adult Education and Development, and which have covered important themes like Migration and Adult Education; Financing Adult Education for Development; or Remember for the Future, all well documented through the DVV International publications. The next one coming forward in 2013 will be on Technical and Vocational Skills Development in the Informal Sector.

Context

Increased globalization does not mean that the cooperation between regions is getting less important. One of the very important processes where this can be seen clearly and strongly is between Europe and Asia, or more specifically between ASEAN, and EU on the level of Governments, Parliaments and the People. The process is called ASEM, the Asia Europe Meeting. The membership in participation is no longer confined to ASEAN and EU alone, but on both continents important additional players have joined, like China, Japan, Korea, Australia, and Russia.

Lao PDR is hosting during the year 2012 these relevant gatherings around ASEM:

- The ASEM Summit of the Government Leaders of member states and their delegations on 5 + 6 November will have the theme: "Friends for Peace, Partners for Prosperity", and relevant information are provided via www.asem9.la
- The Asia-Europe Parliamentary Partnership Meeting was on 3 - 5 October, and ways for their future cooperation are on www.asep7.gov.la
- The Asia Europe People's Forum (AEPF) met for the ninth time from 16 - 19 October, and gave participants a chance to prepare joint efforts for the future, see more www.aepf9.info

The ASEM Ministers of Education meet every two years. There is an ASEM Education Secretariat organizing respective activities. Please see www.asem-education-secretariat.org

In the background there is another important organization, the Asia-Europe Foundation (ASEF) with a variety of programs supporting the actors on specific aspects and themes.

Preparation

Already in 2010, DWV International started to discuss with the ASPBAE, working from Mumbai and other places, and EAEA, based in Brussels, how a joint engagement could be implemented. Both have broad memberships with organizations from a wide range of professional expertise, and deeply grounded in the civil societies of their countries. Both are regional members of the global ICAE, and showed interest to make use of the opportunity for stronger cooperation between the two regions.

To pave the way the regional director of DWV International offered in 2010 to co-edit a special issue of LLine, the Journal on Lifelong Learning in Europe via www.lline.fi, covering a number of articles from Asia and the Pacific, with some follow-up in later numbers. Building on these efforts it was then possible to have a special issue with several reprints from the last years out on “Literacy, Adult Education and Lifelong Learning in Europe and Asia Pacific”, just-in-time for the opening of AEPF9, ready to be distributed widely to participants, and to have additional copies later for follow-up.

The ASEAN People’s Forum met in Phnom Penh, Cambodia, during 28 to 31 March prior to the ASEAN Summit of Heads of States. The process was important for Lao PDR as a number of participants came from Laos, and they would be instrumental in the preparation of the AEPF, mostly members of or associated to the Lao NPA (non-profit association) network and others. There were a series of presentations and workshops, and several of the Cambodian and Philippine partners as well as ASPBAE and DWV International joined. Together we organized “Transforming the lives of vulnerable women and youth in ASEAN communities through quality education, literacy and life skills” which was well attended, and recommendations taken forward to the organizing committee.

In the first half of the year 2012 there were additionally the following events, announced and further documented on the website www.aseminfoboard.org:

- TVET Symposium “Putting Frameworks into Practice: Demand, Development and Decision”, 28 – 29 February, Berlin, Germany

- International Asia-Europe Conference on Enhancing Balanced Mobility, 5 – 6 March, Bangkok, Thailand
- ASEM Forum on Lifelong Learning “Learning Unlimited” during the Danish EU presidency, 29 – 30 May, Copenhagen, Denmark

The meeting in Bangkok was quite interesting as there were important presentations and discussions on a future AQF, which will be the ASEAN Qualifications Framework, and the ACTS, which is the ASEAN Credit Transfer System. All those who know the situation in Europe could quickly link this debate to the existing EQF, the European Qualifications Framework, and the ECTS as the European Credit Transfer System. For all working in non-formal or out-of-school youth and adult education in Europe they know about the difficulties to have the respective competencies and skills duly recognized, validated, and accredited. A very helpful resource in this respect is the new guidelines on recognition, validation, and accreditation (RVA) of non-formal and informal work by the UIL, available on their website. Because of their importance, but difficulties in using them, and the fast process of ASEAN integration and opening the market for goods and services by 2015, the regional office support the translation into Lao and Khmer.

“Learning Unlimited. ASEM Forum on Lifelong Learning” was another opportunity to prepare and network before the events in Lao PDR. This forum was organized by the ASEM Research Hub on Lifelong Learning. Around 100 participants from Asian and European countries, mainly representing Governments and Universities exchanged experiences in the development of national lifelong learning strategies and systems, and tried find out and to compare what the achievements are so far. Key concepts discussed were around learning cities and the learning society, at the same time looking at recognition and validation of the competencies and qualifications gained, and needed. The Deputy-Director of DVV International, at the same time Vice-President of EAEA, and the Regional Director participated. The conference is well documented on www.asemforum2012.dk

The People’s Forum

The Ninth Asia-Europe People’s Forum (AEPF9) took place under the title: “People’s Solidarity against Poverty and for Sustainable Development: Challenging Unjust and Unequal Development, Building States of Citizens for Citizens”. The four broad themes that were looked at especially were:

- Universal Social Protection and Access to Essential Services

- Food Sovereignty and Sustainable Land and Natural Resource Management
- Sustainable Energy Production and Use
- Just Work and Sustainable Livelihoods

All in all 1000 representatives from civil society organizations in Laos, Asia, and Europe joined in the National Cultural Hall. It was the largest event of civil society meeting in Lao PDR. There was a day of formal opening with many high representatives, including the Deputy Prime-Minister of Lao PDR. Then two intensive days of information and exchange, consultation and debate followed via a number of thematic forums, and a good number of workshops in line with the four major themes. On the last day a draft of the final declaration was presented and further improved, and then adopted by the plenary. The chair of the international organizing committee handed the declaration over to the Deputy Foreign Minister of Lao PDR, who will take it on to the ASEM Summit of the Government representatives.

DWV International and its national as well as regional partners were highly interested to take up the invitation to join the AEPF9. In a process of consultations the plan emerged to participate through the organization of three workshops within the thematic framework of the forum:



- On Lifelong Learning and Education: as part of access to essential services
- On Environmental Education and Climate Change: as part of natural resource management
- On Skills Development and Training: as part of work and sustainable livelihoods

It was planned that ASPBAE and EAEA will each bring a group of colleagues from their associations as well as several member organizations of different countries to cover those themes, and provide substantial contributions to discuss and exchange on the areas of lifelong learning and poverty reduction; environmental education and climate change training; skills and capacity development. Each of the three thematic workshops was to be organized through a group of colleagues, covering the roles of moderation, reporting, and presentations, respecting a diversity of backgrounds. As a prerequisite of the AEPF9 organizing committee there was a partner from Laos to be included in each of the workshops also. Lao participants coming from the Garment Skills Center, the Department of Non-formal Education, the Ministry of Natural Resources and Environment, and Green Discovery.

Presentations and results from the workshops will be further documented. However, key findings and recommendations of the workshops for the future development agenda will be brought back by participants to their own organizations, their countries, and regions, as well as forward in time to the leadership of the AEPF to be integrated in the final declaration.

The German Government strongly supported the AEPF9. Apart from BMZ funding related to these workshops, the Ministry of Foreign Affairs is provided funds to GIZ towards the overall expenditure of this important event.

Cooperation with the press via the Vientiane Times worked out fine as well. In a press release prior to the event the Regional Director stated: "This is a very good opportunity for such cooperation within ASEAN and with European partners. A successful AEPF9 is a big chance for all of us. People and their capacities are the major resource in the development process. AEPF will be an educational event also, contributing to lifelong learning for all." As all the three workshops were facilitated at the offices of the Lao Journalists Association, the Skills and Liaison Coordinator of DWV International, was confident that "the workshop venue is a good place, and we are happy that we get such strong support from the Association. We shall have banners outside to create greater visibility for AEPF9."

Three workshops during AEPF9

We did receive the information from the AEPF9 secretariat that our proposals to organize three workshops in the framework of AEPF9 have been accepted in time to prepare well. Each of them had several presenters, and they were advertised through a joint information leaflet, distributed widely during the event to attract participants in completion with the many other interesting workshops organized by other in parallel sessions. However we managed to attract altogether more than 150 participants to three workshops, each lasting around three and half hours. Our workshops were on:

Workshop 1 - Skills for work and life: Securing decent jobs and sustainable livelihoods

THERE IS A CLOSE RELATIONSHIP BETWEEN SKILLS, WORK, AND LIFE. EDUCATION AND TRAINING ARE KEY IN REALIZING THAT YOUTH AND ADULTS CAN PERFORM IN THEIR WORKING ENVIRONMENTS WELL. AT THE SAME TIME IT IS NOT ANY KIND OF JOBS THAT PEOPLE SHOULD GET INVOLVED IN. THERE IS A HUMAN RIGHT FOR DECENT JOBS, AND NEW JOBS REQUIRE NEW SKILLS. A MAJOR PROBLEM IS STILL CHILD LABOR WHICH IS ESTIMATED BY ILO ON THE LEVEL OF 220 MILLION. THE PRESENTERS WILL LOOK AT THE TOPIC FROM DIFFERENT DIMENSIONS COVERING EUROPEAN, ASIAN AND LAO PERSPECTIVES. BETTER SKILLS FOR ALL HAS TO BE MUCH HIGHER IN THE DEVELOPMENT AGENDAS OF THE POST 2015 FOR MDG AS WELL AS EFA. THE PRESENTATIONS, THE DISCUSSIONS, AND THE OUTCOMES SHOULD CONTRIBUTE TO THIS.

Presentations included literacy and life skills for vulnerable youth and women, the EU 2020 new skills for new jobs challenge, gender in sustainable livelihoods and work, and pointers to the MDG and EFA post-2015 agendas in the light of lifelong learning for all. The participants agreed on the following recommendations:

1. Call on national governments and regional intergovernmental bodies like ASEAN and EU to finance fully-costed literacy, livelihood, life and vocational skills programs for the marginalized and vulnerable groups as a strategy for poverty eradication and sustainable development.
2. Put in place institutional systems for policy, legislation and financing in support of lifelong learning for all, ensuring learner's continuing education, training and participation in society.
3. Any educational intervention whether primary, vocational or continuing education should first and foremost increase an individual's freedom

- of choice concerning his or her life course. There is a need to evaluate the people's aptitude and their needs to create their motivation and excitement to learn and grow.
4. Need for affirmative action to integrate social protection into education programs to ensure continued learning and active participation of vulnerable groups in society.
 5. Governments should address the issue of increasing migration of youth and other vulnerable migrants into cities within nations and across continents by ensuring opportunities for upgrading, learning new skills to protect them from vulnerable employment and develop their potential self-development, productivity and responsible citizenship.
 6. Girls and women are more vulnerable in terms of access to educational and employment opportunities. There is a need for relevant education, which can enable women and girls to live with dignity, security and have decent livelihood options.
 7. Need to develop education programs that match knowledge and skills with local economic development and national and global markets for employability, livelihoods and poverty eradication.
 8. Development agendas should acknowledge the close relationship between work, skills and life in the education and training process for children, youth and adults. There is a need to advocate for the human right to decent jobs. New jobs require new skills. Better skills for all should be a priority in the development agendas post 2015 for MDG as well as EFA.

Workshop 2 - Lifelong learning for all: A key for poverty eradication and sustainable development

EDUCATION IS A HUMAN RIGHT, IT IS AN ESSENTIAL SOCIAL SERVICE, IT IS NEEDED FOR CHILDREN, YOUTH AND ADULTS AS AN IMPORTANT PART OF LIFELONG LEARNING, FROM LITERACY THROUGH SCHOOLING TO HIGHER EDUCATION AND TRAINING. PRESENTERS WILL LOOK AT THE TOPIC FROM DIFFERENT DIMENSIONS COVERING EUROPEAN, ASIAN AND LAO PERSPECTIVES. LIFELONG LEARNING FOR ALL HAS TO BE MUCH HIGHER IN THE DEVELOPMENT AGENDAS OF THE POST 2015 FOR MDG AS WELL AS EFA. THE PRESENTATIONS, THE DISCUSSIONS, AND THE OUTCOMES AND RECOMMENDATIONS SHOULD CONTRIBUTE TO THIS.

The workshop had two interesting case studies from Lao PDR and Cambodia on literacy, a regional overview from Asia Pacific, and two

presentations on developments in Denmark and Germany. The recommendations concluded on were:

1. Securing the right to quality basic Education for All - one of the indispensable enablers for other economic, social, political and cultural rights - will be an unfinished agenda by 2015, whether it is in Europe or in Asia. Any development agenda post 2015 should continue including equitable opportunities for education and learning among its priorities, or gains of the past two decades could be easily wiped out.
2. Governments, donors, multi-lateral bodies and inter-governmental bodies should acknowledge lifelong learning as a human right, an essential social service for children, youth and adults from literacy through schooling to higher education and training – formal, non-formal or informal.
3. Government policies and programmes should promote literacy and respect for local wisdom as the foundation for lifelong learning to improve human development and thus have impact on socio-economic development of the country.
4. The world education leaders should mandate lifelong learning as the overarching global goal with the contextualized national targets.
5. People and communities must have a say on what ‘quality’ learning means and what learning contents are relevant to their contexts including curricula and the skills that match with peoples’ livelihoods.
6. Governments and UNESCO should develop indicators measuring success of EFA Goals 3&4 beyond the adult literacy rate. Assessment indicators must include health learning outcomes, self-determination skills, participation skills, solidarity skills, livelihood skills and all other lifelong learning skills related to the attainment of the MDGs.
7. For lifelong and life-wide learning to reap dividends in addressing poverty and sustainable development within countries, they must be understood and explicitly included in broader policy frameworks, legislations, provided with sustained financing and empowered through inclusive governance.

Workshop 3 - Environmental education and climate change training for sustainable development

GLOBAL WARMING AND CLIMATE CHANGE ARE BECOMING A FELT REALITY OF LIFE AND OUR ENVIRONMENTS FOR MORE AND MORE PEOPLE. EDUCATION FOR SUSTAINABLE DEVELOPMENT IS A KEY ELEMENT OF ALL EDUCATION, LEARNING AND TRAINING FOR CHILDREN, YOUTH AND ADULTS. THIS YEAR WE ARE STILL IN THE

DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT DECLARED BY UNESCO. THE PRESENTERS WILL LOOK AT THE TOPIC FROM DIFFERENT DIMENSIONS COVERING GLOBAL, REGIONAL, NATIONAL AND LOCAL PERSPECTIVES AND PRACTICES. CONCRETE EXAMPLES FOR ENVIRONMENTAL EDUCATION WILL BE PRESENTED AND DISCUSSED, RESULTING IN RECOMMENDATIONS FOR POLICY AND PRACTICE.

The workshop had presentations on ecosystem-based approaches in climate change training, case studies from Cambodia and Laos on youth environmental education and awareness rising, and a regional perspective of CLIMATE AP network. Recommendations:

1. Environment and Climate Change Education within the Education for Sustainable Development (ESD) framework must be a key element of all education and training of children, youth and adults. ESD is necessary to appreciate nature, our linkages with it, and our active involvement to protect it.
2. Climate change training should be an opportunity to revisit the development paradigm that is built on the premise of limitless growth dependent on fossil fuel energy and posit a more sustainable development pathway.
3. Civil society organizations must analyze and respond to the new inter-country investments in ASEAN and EU regions that have environment implications, and create awareness for social and environmental accountability of the private sector.



4. State and non-state actors need to create awareness for consultation of local communities and civil society representatives in providing environment clearance for development projects that are involved in the utilization of natural resources.
5. The eco-system based approach as cheap, simple, and sustainable solution must be part of the content and context of environment education and climate change training.
6. Presenters and participants of the workshop recommend further that there is a need to :
 - demand from UN, EU, multi-lateral agencies and governments to make available financial and other support for eco-based participatory learning process for climate justice, environmental education and climate change training
 - incorporate environmental education and climate change training in development projects and developed assistance
 - focus on climate change related awareness in developed and developing countries, to take responsible positions on global climate justice issues, in the respective international conferences and conventions.

Important messages from these recommendations on skills, environment and lifelong learning found their way into the final declaration which can be found on the AEPF9 website.

A Good Chance for Networking

The DWV International team from the regional office was well prepared to welcome partners and colleagues. They played the link role in respect to preparation and implementation, including the logistical support to presenters, moderators, and reporters in all three workshops. They were highly motivated to contribute to a big success. The team worked hard to ensure that the event was successful. In the final phase daily meetings are used to settle all that is needed for the workshops in respect to logistics, finance, and the venue. And to make it an event which the colleagues and partners coming from Germany and Denmark, Cambodia and the Philippines, India and Nepal, will never forget, visits to the cultural heritages like That Luang, Vat Sisaket and Simuang Temple as well as Patuxay were prepared. Therefore, on top of the workshop programme there were

- a booth for distribution and display of materials of partners
- banners for the information and advertisement of workshops
- posters on the themes of the three areas of skills, environment and lifelong learning for all

- city tour on the cultural highlights of Vientiane
- educational visits to vocational training centers
- solidarity dinner with Lamvong dancing and a farewell Baci following Lao tradition.

The new calendar for 2013 of DWV International prepared together with the DNFE of the Ministry on Education and Sports for Lao PDR on “Better skills for better lives through non-formal education and lifelong learning” was produced just-in-time, and was distributed widely to participants – making sure they will remember the AEPF9 in Lao PDR throughout the year 2013.

After the AEPF9 representatives from ASPBAE and EAEA reflected together with DWV International on the experiences. There was consensus that this joint engagement into these processes of cooperation between these two continents of Asia and Europe is important and should continue. It creates an additional advocacy arena in these regions and countries as well as through these continental or almost global arenas. A number of very concrete steps were agreed upon which shall now be further explored in ASPBAE as well as EAEA.

Looking far ahead: The next AEPF10 which should be in Europe in two years from now will be very good opportunity to take stock of what has been achieved.



Greetings from the Regional Director of DWW International on the occasion of the National Meeting on NFE Centers

HE Vice-Minister Ass. Prof. Dr. Khongsy Sengmany,
Dear DNFE Director General Dr. Ka Saleumsouk,
Distinguished guests,
Dear Colleagues,

Thank you very much for the invitation and the opportunity to share with you some ideas and suggestions for the future development of NFE centers in Lao PDR.

This is an important meeting as the NFE centers from the village and town level, better known as community learning centers, in short CLC, up to the district, provincial and national level are the backbone of our work for the people. And there can be no doubt: We in NFE need strong structures, just like other education sectors have their schools or vocational training centers, all equipped with staff, buildings, and other materials. Who could think that NFE does not need this also?

When we met last on this subject of NFE centers in April 2011 we concluded with a set of recommendations which could be found in the report; let me quote a few only:

- Principal agreement on provincial and district NFE centers
- Change from EP complementary schools to NFE centers
- NFE centers need support from the provincial budget
- Provincial and district NFE should receive support from Government annually

Now we are here together again to inform each other and share experiences on what has been achieved so far, and what needs more input from different areas. You may remember my presentation from last time where I introduced the work of NFE centers in Germany. We call them VHS, which could be translated into People's Highschools, but they are mostly for youth and adults and their learning needs and interests. A basic principle is that they offer their services on a demand and supply approach.

We have 1.000 such CLC in Germany, with another 3.500 sub-centers to reach out to where people live. More than 9 Million people join the courses every year to learn languages, health and nutrition, political and environmental issues, information technology or vocational training. They can receive certificates, or they can join for their leisure time. The most important fact is that these centers in Germany have support structures on national, provincial, district, and local level. There are laws and finances, there is professionally trained staff, and there are buildings to use. Actually, we could call DWV the association of CLC in Germany as we are the national association providing services to the centers.

Just last year we had our national congress which was opened by the President of the Federal Republic of Germany, with Ministers and other high level people in attendance, including her HE Vice-Minister Mdme Sengdeuane Lachantaboun. There were almost 1.500 participants, joining from the different centers, and many partners from foreign countries to share with us ideas and experiences towards the future of learning – especially for youth and adults with the orientation towards lifelong learning for all. On this occasion the new policy for DWV was published, and principle points included are:

- Adult education centers are a public responsibility
- Anchored in the community and always nearby
- Continuing education for all
- Second chance and remedial education
- Multilingualism and integration
- Employment and training capability



- Health and quality of life
- Culture and creativity
- Public participation and civic engagement

For Germany as for Lao PDR it is of high importance what I sometime call the “Golden Triangle for Adult Education”: We need policy, legislation, and financing. And if this is not there, then we cannot function well. We need this golden triangle just the way as schools, vocational training, and Universities need it.

As HE Vice-Minister Khongsy is fluent in German language I herewith provide to him the book in which this new DVV policy is presented, and explained further in detail. I think it will be interesting for colleagues and partners in Lao PDR to understand better the practice of the CLC in Germany. Let me therefore herewith invite a delegation from you to come to our country and observe their work at different places.

Coming closer to the end of my greetings, here are four more points to look at:

- The ASEAN open market by 2015 is coming-up very soon. This will bring a lot of changes for the people in Lao PDR, including the sectors of education, training and skills development. Already now they are preparing for an AQF, and for an ACTS. How much will these have influence on the TVET, University, and the NFE sector in Lao PDR?
- UNESCO has just launched the GMR for 2012. It has the title: “Youth and Skills. Putting education to work”. On 20 December there will be the regional launch in UNESCO Bangkok. I have been invited to be one of the panelists. And I have been asked to find out how the national launch of the GMR will be done. Could I suggest to have it back-to-back with the launch a workshop to inform and exchange with all stakeholders on the hot issues around skills for work and life?
- The new GIZ project towards supporting the Faculty of Engineering of NUOL to improve the system of education and training for vocational teachers is very important. Well trained staff is needed at the IVET centers. What could be the possibilities to arrange a professional training for the middle and higher ranks of NFE staff at bachelor at the University level also? And how to train the managers and teacher of CLC?
- The ASEM Education Secretariat is advocating strongly for the development of lifelong learning. There are ideas for learning cities, and learning regions. How much are we getting ready in Lao PDR to change from education for all to lifelong learning for all? Could I

suggest that in further preparation we get ready by translating the “UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning” into Lao language?

I assume that to look deeper into all of these matters will help to further work and finalize the new policy, strategy, and action plan for NFE. This meeting on NFE centers will help to clarify issues to national level NFE center at km8 as a strong service institution for the district and provincial level, and together with the CLC hopefully soon become providers of quality education and training for the people in need.

At the same time I am very happy that you could include two other presentations from DVV International also: Ms Dokkham will inform on our work in non-formal education through CLC, especially in Nong and Sepone, and Mr. Khanthong will present our approach towards non-formal vocational training at the IVET centers in several provinces.

Finally, you are all aware of the initiatives which DNFE and DVV International have taken recently. We helped with the Calendar on NFE for 2013, and we published the first issues of the NFE Newsletter. Please continue to support us in these activities.

Thank you all very much!



2013

ICAE@40 Year's Anniversary: Congratulations!

It is definitely a great achievement of ICAE that in cooperation with other stakeholders the most advanced and most recent position in the post-2015 debates for new global education and development frameworks we do advocate for "quality education, and lifelong learning for all"! Therefore, here is my big thank you to those who struggled towards this, especially current President Alan Tuckett, Celita Eccher as Secretary General, the Executive Committee, Secretariat staff, members, partners, and friends.

40 years are a long time. Only few people are around today who can span the period from the foundation of ICAE, through its growth, struggles, including quite some turbulences and can celebrate with us today. Let me try to throw some light on several contexts, events and persons, and how I see it in the light of my own biography which somehow emerged in parallel.

The story is told that four men (!) were together at the Third UNESCO World Conference on Adult Education, in brief CONFINTEA III, in Tokyo in the year 1972, highly concerned professionals, advocating for change. They were Roby Kidd from Canada, Paul Mhaiki from Tanzania, Paul Bertelson from Denmark, and Helmuth Dolff from Germany. They agreed to work towards creating a non-governmental body who could represent the adult education sector in the all the global arenas. The idea grew quickly and the ICAE was born a year later in 1973. Paolo Freire and Julius Nyerere became President or Honorary President in the early period. However, it took some time till women like Dame Nita Barrow from Barbados and Lalita Ramdas from India became Presidents.

I was lucky to meet most of those in different situations: I did my doctorate with a study on Adult Education in Tanzania, in 1975 there was a major UNESCO conference on Structures of Adult Education in Africa in Nairobi, where Roby Kidd, John Lowe from OECD, and Budd Hall, who soon later started serving as a longstanding Secretary General of ICAE, were present.

I still remember to write a report on this conference for the DWV journal Adult Education and Development. At that time I was a part-timer and trainer at the VHS, local centers for adult education within the DWV

framework, in Germany. Soon in 1977, then I started to work full-time for the international Institute of DWV headed by Jakob Horn, and where Helmuth Dolff served as Director. Ever since I stayed with DWV as coordinator of projects in Sierra Leone and Hungary, being Director of the Institute for longer periods, and now moved on as regional director for South and Southeast Asia.

Throughout this period DWV was a strong supporter of ICAE, even in the most critical times through helping evaluations to come up with forward looking results, searching and providing funds, support participants to come to the World Assemblies, join in writing documents and declarations, strengthen the regional arms of ICAE like ASPBAE, CEAAL, and EAEA through a variety of measures. I shared my period as ICEA Vice President also while Paul Belanger was President, after his great work for UIL towards CONFINTEA V in Hamburg.



Now we are together in publishing the yearbook on adult education, and serving on its editorial board. Just last week we (ICAE, ASPBAE, DWV, PRIA and others) were co-partners in the PASCAL Hong Kong event on “Learning Cities Together”.

The main organizer was Chris Duke who joined ICAE as an Associate Secretary General in the 1980s while being Secretary General of ASPBAE. As back-to-back-event we celebrated ASPBAE@50, and several of those who served ICAE earlier and do it now, like Lawrence Tsui Po Fung, Kim Shinil, Rajesh Tandon, Maria Khan, and Robbie Guevara, were there.

May these few lines help to understand that ICAE has a past and a presence, and it is our great chance, opportunity and obligation to continuing to create together a common future in the world we want.

Cheers and happy birthday!

Initiatives towards Non-formal Education and Lifelong Learning in Southeast Asia: A Review of Approaches and Participation by DWV International and Partners

This chapter looks at some of the major initiatives of DWV International in some countries and the region, and participation in a diverse range of activities during these past three years. However, as will be seen quite clearly, there are several indications that most of them are not stand alone initiatives, but they are in line, or better in cooperation, with several other major players in the region like UNESCO, and regional or national priorities following global agendas like EFA. In this respect a comparative view looking at similarities, communalities, and differences is employed when it comes to policies and practices, structures and mechanisms, financial and technical assistance.

In the year 2009 DWV International started a new regional office in Vientiane to support activities in South and Southeast Asia. At that time it worked with longstanding partners in India, Indonesia, Nepal and the Philippines as well as with the regional organisation ASPBAE and followed-up on a feasibility study to work in the future with partners in Lao PDR and Cambodia also (Hinzen 2011).

A review of priorities in the future, and the respective proposal and approval process of project work in Asia with the BMZ, led to an orientation to prioritize the newly started work in Cambodia and Lao PDR, to continue with the regional work of ASPBAE, and to develop further some specialized areas of PRIA, the gender and peace work of Didi Bahini.

Programmes and activities

In principle the projects of DWV International follow funding cycles given via approvals by BMZ. They are usually based on proposals covering three years; this note is written in the midst of the period 2011-2014. Additionally, on a yearly basis programmes and activities are negotiated with partners, who therefore can do their own planning with quite some stability and time for implementation.

Work in Lao PDR

The history of modern education in Lao PDR is quite young, and small in size. At the time of the revolution, only around 5% of the population ever had gone to primary school; few could have made it to secondary schooling, college or had received vocational training, and the majority of the educated elite had left by the year 1975 during the revolution. (Noonan 2011) This situation has changed and improved, but there is still a long way to go. Latest reports state that all the progress will not be enough to achieve the goals set in the EFA agenda. The situation is better in urban than in rural areas, better for boys than for girls (EFA GMR2012).

Purpose and function of the regional office

DVV International came to Lao PDR to especially support youth and adult education, or non-formal education as it is quite often named in Asian countries. Lao-German development cooperation is quite strong with funding through BMZ. DVV International agreed to strengthen the non-formal education sector in the country. The regional office is the implementing mechanism, whereby it manages all the administrative procedures, and has professional staff also to provide technical assistance in a number of areas.

Cooperation with Government

The Ministry of Education and Sports (MoES) is sub-divided into around twenty different Departments. The most important partner is the Department for Non-formal Education (DNFE), including its structure on provincial and district level, and the Non-formal Education Development Centre which is providing services in training and curriculum development. Major areas for cooperation have been: Capacity building of staff in areas like non-formal education policy; development and revision of teaching and learning materials; information and exchange between national, regional, and international levels.

Other partners

The IVET centres provide formal and non-formal vocational courses. They are part of the DVET structure under MoES. The IVET centres were built or rehabilitated as part of the Lao German Development cooperation, with

KFW and GIZ as major implementing agencies. GIZ and DW International are jointly supporting a number of such non-formal training courses (electrical installation, construction, engine repair, animal husbandry etc.); they are high in demand, and much more could and should be done (Non-Formal 2011).



Together with the VTED of the Faculty of Engineering, NUOL, several capacity building activities for staff and students, and infrastructural support have been provided; from 2013 onwards a larger GIZ project will support these developments on a large scale. For the Lao civil society actors, the Non-Profit Associations (NPA) that are working in areas close to education in environment, gender, skills or community development, exchange visits and study tours have been used for strengthening their organisations and capacities.

New EU funded project

In Savannaketh, one of the Southern provinces of Lao PDR, DW International has been working with several partners in integrated rural development, community services, strengthening organisational capacities

of providers; WHH, a German development NGO has the lead. DWV International is implementing the non-formal education part of the project. That includes the building and management of community learning development centres, literacy classes, training and capacity building of teachers, coordinators and partners from the provincial and district Government (Assessment 2012).

Work in Cambodia

The education system had to be completely rebuilt after the end of Khmer Rouge Regime in the early 1990s. Infrastructure of schools, policy, curriculum or textbook development as well as facilities for skills training was given priority (Hayden / Martin 2011). However, it is still a long way to go as the EFA related statistics show (EFA GMR 2012). DWV followed suggestions of a feasibility study to work with a variety of non-state actors.

Improving the NFE-sector: National and local level

NEP is the NGO Education Partnership of Cambodia. They have well above a hundred members, including almost half from areas of non-formal education, skills training, community development and literacy work. NEP provides services through national and regional consultations, study tours to exchange on CLC, and has developed advocacy materials like calendars, and planners. Surveys and studies help to understand the sector better. (Vutha / Syrom / Conochie 2013)

On local level DWV International is involved in non-formal education activities like literacy classes, capacity building of coordinators and teachers, and skills training in the Northeastern province Ratanakiri, facilitated by WHH. The experiences provide an excellent opportunity to understand the sector better on all levels, very important for the consultative role DWV International is playing.

Support to youth organisations

Half of the population of Cambodia is below 30 years. Work with youth and younger adults in education and training, beyond the schools, colleges, and universities is important. The Youth Resource Development Program (YRDP) is a major partner. Programs and activities that are implemented in cooperation are related to reconciliation and remembering for the future as

well as climate change training and environmental education. Youth for Peace (YFP) is a second partner, working in the context of the Khmer Rouge Tribunal. The aim may be called 'remember for the future'.

Other partners

The Ministry of Education, Youth, and Sports (MoEYS) is an overarching partner, where Departments for non-formal or higher education are contacted regularly by NEP and DWV International.

The vocational skills work is part of the Ministry of Labour and Vocational Training (MoLVET). Both are involved in information exchange processes that are organized by NEP, and they participate through high-level staff in national and regional consultations. Another major player is the UNESCO Office in Phnom Penh which supports the non-formal education through the CapEFA (Capacity building for EFA) programme. Finally, there is the cooperation in the Masters of Education Program of the Royal University of Phnom Penh (RUPP) through scholarships, equipment for teaching.



Work with ASPBAE and PRIA

ASPBAE will celebrate 50 years of work in 2014; it has been a partner of DVV International since 1977. PRIA started in 1982, and is a partner for more than 25 years already. The regional office builds on these long term partnerships, and concentrates on specific areas.

ASPBAE: Policy engagements, advocacy, and capacity building

ASPBAE is the leading civil society network in the region, consisting of members, coalitions, and platforms. Policy engagements are around the key global agendas of EFA and CONFINTEA, monitoring achievements and drawbacks for the use in advocacy. The Basic Leadership Development Course (BLDC) is a flagship programme for capacity building of younger leaders which DVV International is supporting, and was evaluated in 2012 positively. (www.aspbae.org)

PRIA: Distance education and practice for participation portal

PRIA has a strong impact on many issues in civil society engagements in India, in the region, and globally. DVV International, in consultation with PRIA, has been identifying certain areas where special support was provided for a certain period. Currently these are the distance education and open learning courses which are organised at appreciation, certificate and masters level through PIALL, the PRIA Academy for Lifelong Learning; this work has been evaluated in 2012 successfully. A follow-up on a virtual platform offering information and documents is the newly started portal practice in participation. (www.pria.org)

Work with CLIMATE AP and Didi Bahini

The Climate Change Learning Initiative Mobilizing Action for Transforming Environments in Asia Pacific (CLIMATE AP) network shares experiences in different countries of the region, prepares country case studies, and keeps a digital library on educational materials for environmental adult education and climate change training.

Didi Bahini is a NGO in Nepal working on women and gender, youth and peace. During this period of cooperation with DVV International, a project on women political empowerment through development education

enhances knowledge and skills for youth and women, and provides capacity building to their leaders.

Thematic priorities and interventions

In consultations with partners, and in light of the national, regional, and global education and development agendas and priorities, DVV has been investing technical expertise and financial resources to implement a variety of programmes and activities. Of course, here within the scope of this discussion only a few can be selected. However, they should be able to demonstrate how the interests of the project, partners and office are in line with larger agendas, with an interrelation and influence in both directions.

Policy, legislation, financing

This triangle can be further deepened by looking at systemic, strategic, and structural issues related to the development of education. The following activities have been implemented:

- **New Policy and Strategy on Non-formal Education under Preparation for Lao PDR:** A series of workshops and conferences of DNFE have resulted in a policy document which the Minister has agreed to; now work on a related strategy and action plan is underway, which will then be forwarded to the ESWG for further consultation.
- **National Conferences on Non-formal Education:** Yearly the policy and practice of non-formal education in Lao PDR is discussed between representatives of national, provincial, and district levels. Decisions and recommendations are presented to MoES leadership, and for budget planning.
- **Provincial and District Non-formal Education Centres Policy:** The implementation of the new policy of non-formal education centres on provincial and district level was developed, and in a scaling-up meeting further clarified, especially after the relevant decree of the Minister asked for decisions on finance, organization, and staffing.

Non-formal education and lifelong learning

The concept of non-formal education is quite frequently used in Asia, much more than youth and adult education. Lifelong learning is coming quite strongly as the future frame work. Again, here are some activities DVV International supported, or participated in:

- Shanghai Forum on Lifelong Learning: The Shanghai Forum was the first major event organized by UNESCO after the Belem World Conference on Adult Education. Lifelong learning is the important framework and paradigm within which UNESCO sees the development of all education in the future. DVV International supported the participation of partners from the region, including from Lao PDR, Cambodia, Indonesia, Philippines, India, and Nepal.
- CONFINTEA VI: Monitoring the Belem Framework for Action. UIL had sent out questionnaires to ask member states of UNESCO on the progress towards implementing what had been decided in 2009 during CONFINTEA VI in respect to adult education and literacy in the context of lifelong learning. Reports received included Lao PDR and Cambodia.
- Lifelong Learning Prospects in the Ageing Society: Integrating Lifelong Learning and Work. The National Institute for Lifelong Education of Korea hosted this international conference, organized by the Ministry of Education, Science, and Technology. The participants looked at the global situation, policy trends and regional reviews.

Skills for work and life

Most of the countries in the region have a so-called skills gap, or skills mismatch. Certain qualifications and competencies are needed and required for skills that are in demand. Supply is not an education issue alone but equally important for many other areas.

- UNESCO Third International Congress on TVET: “Building Skills for Work and Life”. The conference in Shanghai brought together more than 700 participants who worked through a rich program on a variety of fields for work and life. Delegations came from Lao PDR, Cambodia, ASPBAE and DVV International.
- The conference “Innovative Approaches to the Development of Vocational Education by Combining Formal and Non-formal Education” took place in Vientiane, with participants from more than ten countries. Case studies had in common that there is a growing importance of vocational training and re-training, be it formal or non-formal, in the context of income-oriented youth and adult education towards lifelong learning.
- National Launch of EFA GMR 2012 on “Youth and Skills”: Every year a Global Monitoring Report on Education for All is published. The national launch for Lao PDR followed the international and regional

launches, but took a special route as the official ceremony was combined with a two-day seminar for a substantial exchange on current developments, reports from research into the skills issues, and practical examples from projects being undertaken in the country and the region.

The post-2015 education and development agenda

The year 2000 saw two important declarations with a time line of 15 years to reach the targets and indicators: EFA, and MDG. A range of studies and statistics show that the achievements are not good enough in many cases. Therefore a debate on post-2015 has started. The latest related meeting was the UN Thematic Consultation on Education in the post-2015 development agenda, Dakar, 18-19 March. A key point in the Summary of Outcomes reads as: “Equitable quality lifelong education and learning for all” is proposed as an overarching education goal to reach the world we want’. On the way DWV engaged in national and regional processes:

- “UNESCO Regional High-Level Expert Meeting: Towards EFA 2015 and Beyond”. While there are three more years to go it is important to start early to think of what will be left unfinished, what should receive more priority and support, and what should be new elements according to changes in the overall development agenda. UNESCO Bangkok Office invited to inform and exchange on “Towards EFA 2015 and Beyond - Shaping a New Vision of Education.”
- Preparatory consultation on “Education in the post-2015 development agenda”: To follow-up on earlier debates and prepare for the regional thematic consultation of UNESCO and UNICEF, a preparatory meeting was held among stakeholders in Lao PDR. Participants came from different Departments of MoES, NPA, UNESCO, and DWV.
- “Education Post-2015: Asia-Pacific unites for regional consultation”: This was the third event within a ten month period in which UNESCO Bangkok, this time in partnership with UNICEF, invited stakeholders to deepen the discussion on education in the post-2015 development agenda. ASPBAE, DNFE, NEP, and DWV International joined and provided inputs from the national consultations.

Information and exchange: Building capacities

At an early time of the regional office, instruments like website, flyers etc. were developed. From 2012 onwards a Newsletter was started as printed

and on-line versions. Additionally, DVV International supported the information work of partners like ASPBAE, PRIA, NEP and Didi Bahini to run their websites, portals, and newsletters. The more communicative exchange was arranged via “Sharing for Learning” workshops, some of which are mentioned below for better understanding:

- Lifelong Learning: Participants learned about best practice and policy approaches to lifelong learning from Europe, Germany, Laos and the Asia Pacific Region, as well as Sub-Sahara Africa. Staff from different Departments in MoES, representatives from ASPBAE, and senior officials from DVV International headquarters attended the event.
- Study Tour and Exchange visit for capacity development of MHP, CDEA and DVV International: The three organizations informed each other in areas of gender, environment and education, including field visits to Bokeo and Udomxai provinces, combined with two workshops to share deeper experiences between members, staff, and district officials. Additionally, two of the IVET centres were visited.
- Workshop on Innovations in Adult Literacy in Lao PDR: DVV International and DNFE invited around 30 representatives from a variety of organizations to exchange experiences, discuss policy developments and innovative approaches to adult literacy, the pre-literacy primer and the Reflect approach. In addition, participants were introduced to best practice models from neighbouring Cambodia.

Regional cooperation and integration

Partners in Lao PDR and Cambodia feel the need strongly to prepare for the changes in the region, especially on the next steps of ASEAN which will become an economic community with a much easier flow of goods and services by the year 2015. To support this process, regional cooperation and exchange receives high attention.

At the same time, this exchange goes much beyond the ASEAN, and includes many of the other Asia Pacific countries.

- Asia-Pacific Regional Conference on Women’s Literacy: This was part of the EU funded project “Innovating Advocacy Approaches in Addressing Women Literacy in the Asia-Pacific”, implemented by ASPBAE. Partners include organizations from India, Indonesia, Papua New Guinea and the Philippines as well DVV International.

- East Asia Forum of Adult Educators on Lifelong Learning for the Elderly: Members of EFAFE meet regularly to exchange on important themes for the region, this time the situation of the elderly and their learning needs. Presentations covered experiences from Japan, Korea, Macau, and Singapore.
- Three workshops during AEPF9 in Lao PDR: More than 1000 participants joined the Ninth Asia Europe People's Forum in Vientiane, and prepared a final declaration for the ASEM Summit early November. DVV International and its partners from Laos, Asia and Europe organized workshops on environmental education, skills development, and lifelong learning. The two continental associations, ASPBAE and EAEA, explored potentials for future cooperation.

One example of best practice: Promoting lifelong learning for all

A Seminar on National Policy Frameworks for Lifelong Learning in the ASEAN Countries was held in Hanoi in January 2013, co-organised by the Vietnam Ministry of Education and Training, the UIL and UNESCO Hanoi, with the support of the UNESCO Bangkok and DVV International.



Participants proposed to the Ministers of Education of the ASEAN Member States recommendations towards a stronger recognition of lifelong

learning. As the result is an example of very concise suggestions, and of excellent cooperation, a longer part of the text called “Promoting Lifelong Learning for All. Advocacy Brief” is shared here:

...”On policy and legislation:

(1) Develop national policy or legislation to promote lifelong learning for all as integral to national social and economic development and as a key component in the post-2015 Development Agenda;

(2) Establish national coordination mechanisms by involving all related government departments, the private sector, civil society, development partners and other stakeholders;

(3) Design and implement monitoring mechanisms to measure and report on progress, achievements and lesson learned, and to facilitate evidence-based policy developments;

On finance:

(4) Increase financial resources in compliance with legislation and policy to promote lifelong learning for all and allocate an equitable share of investment across sub-sectors of education and training;

(5) Develop mechanisms to mobilise additional funding and other resources from the public and private sectors, social organisations and individuals;

...On awareness-raising:

(10) Promote common understanding of the concepts of lifelong learning for all and the learning society through open discussion and consultation between all sectors;

(11) Regenerate public awareness of the values of education and learning as keys to development, prosperity, harmony and happiness;

On regional collaboration:

(12) Develop an ASEAN policy framework on lifelong learning for all;

(13) Set up an ASEAN lifelong learning fund to support innovative initiatives promoting lifelong learning for all in ASEAN countries;

(14) Strengthen collaboration on research and capacity building to promote lifelong learning for all;

(15) Promote the recognition, validation and accreditation of the outcomes of all forms of learning, leading eventually to an ASEAN Lifelong Learning Qualification Framework.”

This declaration was adopted by the SEAMEO Minister’s conference in March 2013 (Promoting 2013). It has already been translated in Lao and Khmer languages, and is now widely circulated.

Outlook: Options for further engagements

On the sub-regional level DVV International will continue to concentrate on Cambodia and Lao PDR. At the same time there will be the option to find out whether work should be extended into Myanmar also. Especially the transfer of technical capacities of the more advanced and geographically, politically and linguistically closer countries like Thailand and Vietnam should be further explored. The newly established SEAMEO Centre for Lifelong Learning, based in Ho Chi Minh City, is an interesting option. UIL has succeeded in a process to develop guidelines for the recognition, validation, and accreditation of outcomes from non-formal and informal education and learning. This is a very important step as globally there are qualification frameworks being developed or already in use in many countries. An up-coming ASEAN Qualification Framework will translate into national frameworks for each country also. A first attempt has been made to deepen the understanding of partners to prepare toward this.

The regional office will also want to contribute to the broader discussion on the dimensions of skills for life, livelihoods, vocational training for poverty reduction in non-formal education and all other sectors of lifelong learning. This may lead to changes for a post-2015 education and development agenda where there still may be global goals, but where national targets are set with respective indicators, and where monitoring becomes a key instrument to prepare for better achievements. Thereby the work of partners and of DVV International will contribute to the necessary educational reforms in line with regional as well international trends. Discussions have already started with ASPBAE on how the 50 year anniversary celebrations could become the focus of combining history with reflections on the future.

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The contribution and support of DVV International to non-formal education and lifelong learning in Lao PDR during 2012 - 2013

HE Vice Minister of Education and Sports,
Counsellor and Deputy Head of Mission, German Embassy,
Director General Non-formal Education,
Representatives from DVV International headquarters in Bonn,
Distinguished Guests, Dear colleagues,

A heartily welcome to you all!

This is called a handing-over ceremony, but we should realize that it is at the same time an event where we share the fruits of our joint efforts of the cooperation during the last year, and thereby further strengthen the Lao-German Development Cooperation in non-formal education policy and practice.

Fortunately, UNESCO, many Ministries of Education, non-state-actors and professional associations around the globe have a similar understanding what we mean by non-formal education: It is this most important sector of education and training for youth and adults which actually covers the longest part of our lives. It includes basic vocational training, languages, literacy and continuing education, improving life skills, understanding the world in which we live, and thus contributing to the capacity building of people on national, provincial, district, and community level. Everybody has to continue learning throughout life!

We therefore welcome the recent policy decisions called the Saam Saang, the three-build-approach, where in addition to the importance of the national level, the provinces become strategy-making units, the districts are the managers of all sectors and the villages are turning into development units, thus getting even higher attention for a people centred development. This is strongly needed for the education sector also. We therefore provide the professional and material support for all levels, including transport to monitor and evaluate the activities, and the teaching and learning materials for the learners in literacy as well for equivalency classes.

The Saam Saang strengthens well the earlier proclaimed four “Breakthrough” policies, where creative imagination, human resources development, improving management and governance are asked for – and only if these are achieved the fourth breakthrough on poverty reduction will be possible.

The DWV International support from the German Federal Ministry of Economic Cooperation and Development, in short BMZ, for Lao PDR and the Regional Office for Southeast Asia operating from Vientiane, started in 2009. Since then we could already achieve a lot in respect to the development of non-formal education in the country. However, we all know that this is not yet enough. We are still far away of creating the impact we want – and which the people need. Based on the results so far DWV International applied to BMZ for a second period, covering the years 2012 to 2014, and this phase is now in full swing.

During 2012 we have jointly with the Department for Non-formal Education, the DNFE, and other partners in Lao PDR scaled up the efforts for a new NFE policy and strategy, capacity building of staff, the literacy skills and basic vocational training, the construction of community learning centres (CLCs) in villages where youth and adults can meet. Learning and teaching materials especially geared at the participants of equivalency classes in lower secondary.



Promotional materials like a Diary for colleagues working in NFE, a Newsletter on Lifelong Learning and Non-formal Education was started with four issues this year, and several sharing for learning workshops on languages, literacy, environment, and gender were held.

The Calendar for 2013 has the title “Better skills for better lives through non-formal education and lifelong learning”, and 3000 copies have already been distributed to colleagues in non-formal education throughout the country.

All of this was not done alone. On top of the DNFE, many more partners got involved and contributed. To name a few only: Together with GIZ and the DTVE of the MoES, non-formal education training courses in construction, car repair and mushroom breeding were held at the Integrated Vocational Education and Training Centres. Together the WHH, and Lao NPAs, the non-profit associations within the growing Lao civil society, integrated rural and community development combined training in agriculture, nutrition, and literacy. Fortunately, this can now even further extend as additional funding is coming up from the European Union covering the years 2013 – 2015.

Fortunately we receive full support from the Embassy of the Federal Republic of Germany. And we feel well grounded in the overall framework of Lao German Development Cooperation.

In the national, regional, and international debates on the MDGs and EFA for post-2015 there is growing concern that several targets will not be reached. We know already that an unfinished agenda will remain. This is a reality for most countries in the Asia region, including Lao PDR. Unfortunately, this is especially true for EFA goals 3 and 4.

I was a member of the German delegation sent to Dakar on Education for All in the year 2000 advocating for:

3. “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
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”.

Now we serve on thematic working groups of UNESCO Bangkok which just completed the EFA End of Decade Notes. We realized great

advancements. But much more remains to be done, and better! And we support consultations on national and regional level towards the challenges for education in the post-2015 development agenda. Actually, we are no longer alone in advocating the change from “Education for All” into “Lifelong learning for all”.

Honourable Vice-Minister, I am here full of thanks, thrust and hope.

DVV International would like to thank the Lao Government for all the support we receive. And this is not small as your country is hosting our regional office for South and Southeast Asia. From here we work well with partners in Cambodia and several other partners in Asia.

Let me assure you that dvv international will continue to work with your Ministry, your DNFE, and the many other partners in Lao PDR to strengthen the education and training for “better skills and better lives” – hopefully for several more years to come. We have to create more learning opportunities; we have to improve access to education and training facilities for all.

People should no longer decide between “learn or earn”. We say no, the slogan should be “learn to earn”. Our joint efforts, including what we are handing-over today should support this purpose strongly.

Khorp chai lailai, and sok di!



Skills Development for Work and Life. Initiatives and Support by the Regional Office of DWV International in Vientiane, Lao PDR

Mana Chanthalanonh, Heribert Hinzen, Khanthong Inthachack, Dokkham Xomsihapanya

Work of DWV International in South and Southeast Asia started in the mid-1970s. Partners in the development of youth and adult education in India, Indonesia, Philippines and Thailand came from Governments, NGOs and Universities. On regional level activities of ASPBAE and of PRIA were supported.

An evaluation on the strategic partnership of ASPBAE and DWV International was implemented in 2007. As one of the results BMZ suggested phasing out most of the earlier in-country work, to have Laos and Cambodia as new partners, and additionally start a regional office to strengthen the support in South- and Southeast Asia, based in Vientiane, the capital of Lao PDR. A subsequent feasibility study looked specifically at potential priorities, partners, and activities.

Regional offices of DWV International serve a multitude of functions. A major one is to add regional cooperation as components on top of all the in-country collaboration with partners. Apart from the management and administrative advantages it is especially the chance to provide technical expertise rooted in experiences related to adult education in Germany, in Europe, and indeed from all the global alliances and larger national associations which an international institute is involved in.

In consultation with ASPBAE thematic areas and future initiatives for the regional office were identified for collaborative work. Two of them are very important in the context of this study:

- Policy, legislation and financing – looking at existing frameworks, new policies within lifelong learning, laws and regulations, and support structures.
- Non-formal vocational education and re-training – looking at the world of work, and what skills are relevant for jobs and life, how to access and acquire them.

Both new partner countries, Lao PDR and Cambodia, still suffer from the legacy of the Vietnamese war. Lao PDR is the per capita most heavily bombed country on earth, receiving more than Japan and Germany together in the Second World War. Out of the more than 200 Million bombs and mines there remain still 80 Million un-exploded to this day. Lao Government has declared UXO (Un-exploded Ordinance) clearance an MDG 9 for the country as it is a major hindrance to development. In Cambodia an unknown figure of between 2 and 3 Million people died during and after the Pol Pot regime of the Khmer Rouge. That means that in almost every family you have people that suffered, and were involved in either way, directly or indirectly. Both countries deserve the best international cooperation possible.

Since starting work in 2010, in Lao PDR the main partner of DWV International is the MoES, especially through its two Departments DNFE, and DVET. Non-formal vocational training, using the infrastructure of IVET centers and of vocational schools, provides skills training on district and village level. Additionally, the Vocational Teacher Training Division of NUOL was involved through a tracer study of what has happened to those who were trained earlier as this may even inform the process of curriculum revision. All in all, DWV International is well placed in the framework of the bilateral governmental Lao German Cooperation where education and training is an important feature. As a member of the Education Sector Working Group there is additionally an excellent chance to inform and exchange with all other international stakeholders in the country. In Cambodia DWV International has agreed with NEP, the NGO Education Partnership, a member organisation providing services for all organisations running education projects in Cambodia, including those dealing with skills training, to support a special component covering initiatives towards more and better NFE. (NEP 2012)

Both countries have large informal sectors, in both urban and rural areas. Most of the agriculture is on the level of subsistence farming, however with larger and fast growing investments into plantations for rubber, teak, and bananas, as well as mining and extracting industries. This has severe influence on people living in villages of the rural areas, and result into internal and cross-border migration. It is interesting that both countries enjoy a similar demographic reality: About half of the population are below 30 years old. The low quality of schooling requires skills development and up-grading especially for a growing urban and rural labour force looking for employment, semi- or self-employment, often far away of what ILO claims and aims for during the current “Asian Decent Work Decade 2006 – 2015”.



This article is selective by choosing Lao PDR for in-country level activities only, whereas on regional level it looks predominantly at joint ventures mostly taken up with ASPBAE, often initiatives of the UNESCO Bangkok Asia Pacific office.

Reminders

The debate on the importance of the informal sector is not new. We have seen it in a diversity of theories, policies and studies, looking at the realities of societies and people around the globe. Often there were separations into the rural and the urban informal sectors. For some time investments into informal sector projects and practices, covered by smaller portions of development aid was en vogue. During recent periods the massive rural to urban migration with the steady growth of arrival- and mega-cities gained high attention. However this sort of neglect in practice is now hit with recent ever growing figures of youth unemployment in the agrarian and rural informal sectors - waiting for migration.

“Is Informal Normal? Towards More and Better Jobs in Developing Countries” was the title of an OECD report in 2009 that tried to look closer at the reality of more than half of the workforce in developing countries which are found in the informal sector. Subsequent debates on “formalizing the informal” and “informalizing the formal” (Chen 2009) never led to

ground breaking results, recommendations, and initiatives. However, it is interesting to see that the latest World Development Report has as one of its headlines: “Informal is Normal”. (World Bank 2012, 38) Other key findings in there are facts like: 1.6 billion people working for a wage or salary; 1.5 billion people are working in farming and self-employment; 600 million jobs needed over the next 15 years; 600 million young people neither studying nor working. And to quote from the Report: “Skills are acquired throughout life. People learn, adapt, and form their skills through a multitude of interactions and mechanisms within the household and neighbourhood, during the formative years of schooling, work, and training.” (World Bank 2012, 175) It is good to see this recognition of the relationship of skills development for lifelong learning!

Skills Initiatives Related to Lao PDR

Actually, some experience was gained earlier in Lao PDR also. A project called BAFIS was run by GTZ, the predecessor of GIZ, in the late 90s and the early years of last decade. It was oriented towards non-formal vocational training for the informal sector, and it was implemented together with DNFE on the national level. Support structures were started with the NFEDC in Vientiane, and two regional sub-centres in the North and South of Lao PDR. Substantial inputs were made into curriculum and capacity development, materials and media produced, and attempts undertaken to cooperate and come closer to the provincial, district and village structures. Unfortunately, the results achieved could not impact on policy, legislation and finance enough, and therefore the project ended unfortunately too early, and without deeper and longer lasting effects. In Lao PDR today, however, and similarly in Cambodia, there is hardly any discussion on the informal sector as a special area. Maybe, the informal is too normal as in Lao PDR more than 80% of the population are living and working in rural areas, and maybe only just around 1.5 million are so far in urban areas. However that will change due to a diversity of pressures.

No doubt, and no escape: The information and public debate on skills is growing in a diversity of contexts steadily: Lao PDR has just become a member of WTO; 2015 is given as the start of an open market for goods and services within ASEAN; joint ventures cannot find the number and quality of skilled workers they need; a national qualification framework is under preparation. The growing attention is reflected also in Vientiane Times, the only English newspaper in Lao PDR, as the issues around jobs, skills and vocational training are taken up more frequently as can be seen from headlines like: “Ministry urged to create 277.888 new jobs by 2015”,

6.9.2012; “Reform needed in vocational schools”, 19.9.2012; “Laos struggling with skills development”, 24.4.2013; “Vocational schools urged to provide more diverse programmes”, 10.5.2013.

Lao Government has developed a vocational education and training policy and strategy, and was successful in gaining the support of ADB and GIZ to implement large scale projects, especially related to the first cycle of vocational education and training. (UNESCO 2012) More recently the teachers of vocational schools come into focus. However initiatives towards the up-grading and re-training, the in-service and in-company training, the provision of non-formal and informal opportunities for the majority working in rural and urban informal sectors are too small in number and often of low quality. It is expected the study under preparation on skills and training will provide further insights as the TOR suggest. (ILO 2013)

In the year 2010 the idea came up in consultations between GIZ, DVET, and DVV International to start a special initiative and make use of the available infrastructure of the IVET centers on provincial level. These are newly built or up-graded vocational schools covering a wide range of subjects for the formal VET system. The infrastructure includes buildings and land, teachers and administrative staff, budget, curricula, equipment and materials. Whereas they are used for the regular VET courses, the point was raised that there is the option to use the facilities for non-formal VET courses additionally. Buildings, teachers, materials, and even most thematic areas would be the same. However, the course structure, the topics, and the participants would be different. Experiences during the years 2011 and 2012 reveal that 25 courses in a variety of subjects like electrical installation, car repair, construction, mushroom breeding, fruit trees crafting, fish and fro raising attracted a total of 415 participants. This is small against the needs of the people and the potentials of the IVET centres, but it is an attempt where the further analysis of the data collected from participants show that there are results to build on for investments on a larger scale following this pilot scheme. This is supported by the financial calculations as in rough terms one can say that one course of days is around 2.000 Euro, which in turn leads to about 100 Euro per person per training. Here are some further results.

Diagram 1 show that all in all there have been little less female participants. However, if we look at some of the details in Diagrams 1.1 and 1.2 we see a 50/50% of gender parity for the year 2011 where the diversity of courses were broader, including tailoring and cooking; in 2012 there were several courses like construction or car repair offered which had male participants

only. One first lesson therefore is: To achieve gender parity in the overall provision a careful look on what kind of courses the institution offers is needed. Diagram 2 gives a clear indication that the most active age group of 20 – 50 years is well represented by 75%.

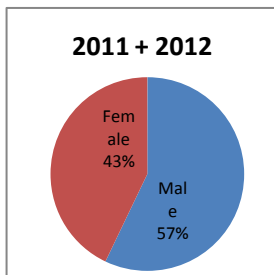


Diagram 1: Gender distribution of participants

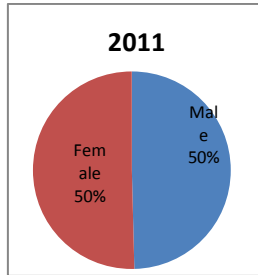


Diagram 1.1: Gender distribution 2011

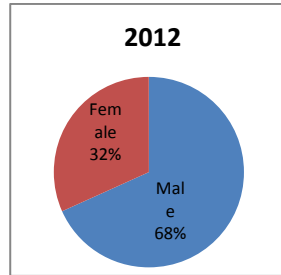


Diagram 1.2: Gender distribution 2012

45% of the participants come from within the town where the IVET centre is located as Diagram 3 shows; another 39% from rather close by, given distances and access from rural to urban areas; we could therefore claim that most are from the urban sector, and trained by non-formal VET for work and life in the informal urban sector.

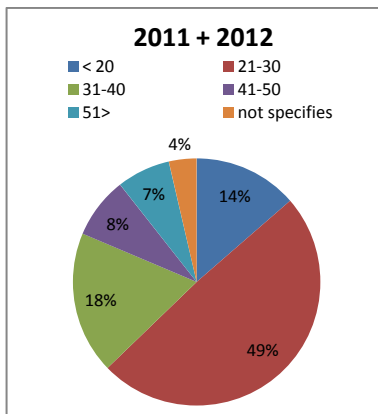


Diagram 2: Age distribution of participants

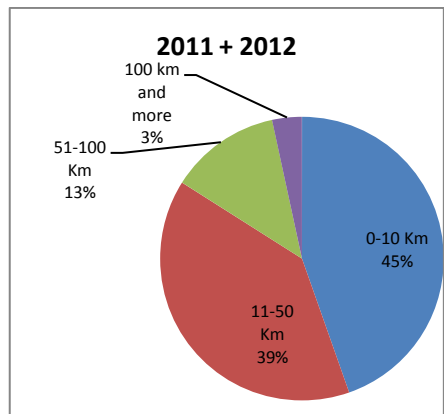


Diagram 3: Distance from home to IVET centre

Diagram 4 gives information on previous professional qualifications: 83% state that they do not have any. They would therefore fall into the category of low skilled.

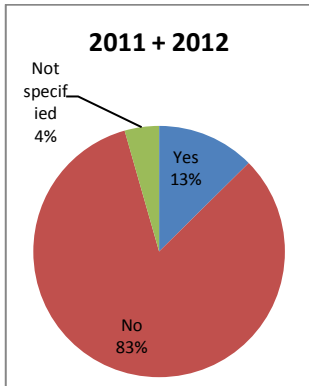


Diagram 4: Professional qualification

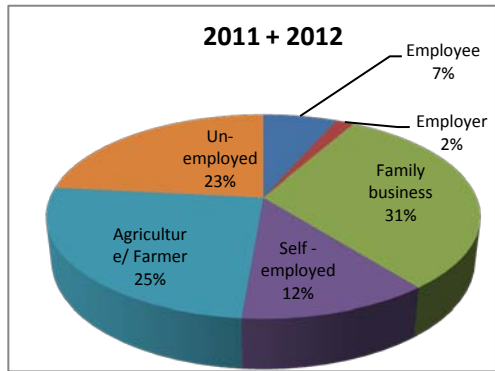


Diagram 5: Source of income

What are the sources of income? Here data in diagram 5 are helpful: Only the 2% for employer and the 5% for employee indicate that there is a more formal background in qualifications. Obviously there are higher numbers of those self-employed and un-employed.

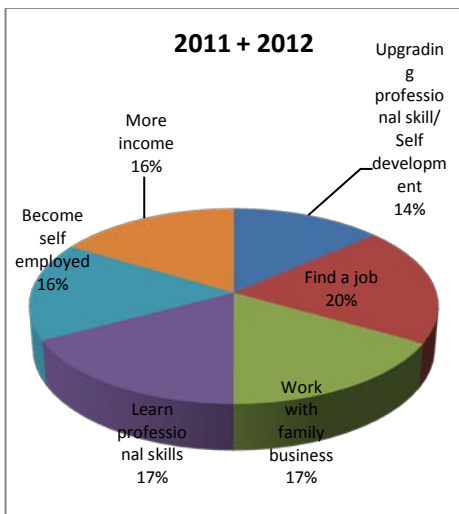


Diagram 6: Reasons given for taking the course

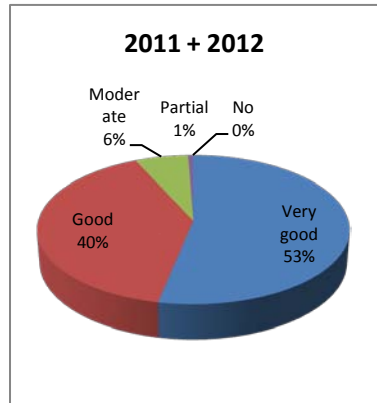


Diagram 7: Did the course meet your expectations?

Diagrams 6 and 7 could be looked at together: All participants expect to learn more and up-grade skills for employability, improved business, and better income. It is a positive sign that more than 90% have the feeling that their expectations were met.

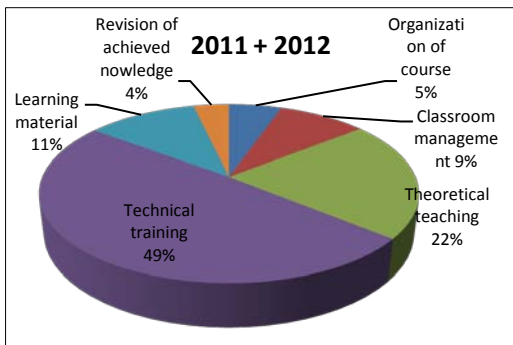


Diagram 8: What part of the training has helped you most?

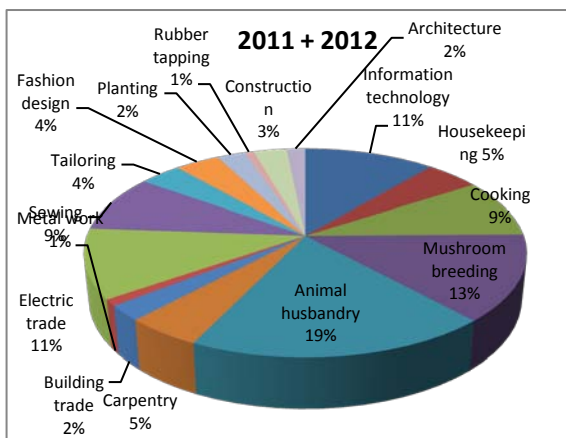


Diagram 9: To which subject do you want additional training?

The IVET centers as providers can learn from Diagram 8: The technical or practical part of the training is valued highest by half of the participants. The final diagram 9 shows the diversity of interests in subjects for further training as requested by participants: Around 75% could be closer related to non-formal VET for the informal urban sector. Even most of the more rural and agriculture oriented subjects maybe useful for those living in the semi-urban periphery, and thus use the skills within their contexts of daily travel or future migration processes.

This rather successful attempt has been discussed in the meantime at several professional events on national and regional level. All those involved have the feeling that much more could and should be done in this direction. However, even with the very good aspect of the increase of investment into these courses by three times for 2013 compared to last year, and by involving additional funders, there is a clear indication: This is by far not enough looking at the skills needs, and the potential additional work the IVET could provide. The positive experiences could build on the excellent cooperation of DVET, the IVET, GIZ, and DVV International. However, even more advocacy work is to be done – also on the level of some of the golden triangles: How to integrate these sorts of trainings better into the policy, legislation and financing for the education sector, and to make sure that they are part of the recognition, validation and accreditation processes. The yearly TVET national conferences or the ESWG focus groups are only two of the many options. And the link to the

work of DNFE is important: They are currently preparing their policy, strategy and action plan for the non-formal education, and that will include a component of basic vocational training to be part of the curriculum, taking the IVET experiences beyond the provincial into the district and village level, maybe even into the work of the CLCs, the community learning centers, in the informal urban as well as rural areas.

Skills Initiatives Related to the Southeast Asia Region

When the regional office for South and Southeast Asia of DVV International started its work, the critical issues around skills for development, the debates on the skills gaps and mismatches, and at the same time the positive options and experiences to integrate all of this into the emerging discussions on qualification frameworks were looked at. Additionally, the paradigm shift towards the importance of lifelong learning as well as the full implementation of the EFA goals, especially in respect to non-formal skills training, were discussed towards policy and advocacy strategies. The main partner in initiatives towards these processes was and is ASPBAE, a member organization for civil society organizations, coalitions, and platforms dealing with youth and adult education, built around important international agendas like MDG, EFA and CONFINTEA, the UNESCO led world conferences on adult education. However, there are important governmental partners also: First and foremost, UNESCO Bangkok, ASEAN, and SEAMEO and its institutes like CELLL, the Center for Lifelong Learning.

Consultations between ASPBAE and DVV International resulted in taking up skills development for life and work as a priority for the past and next few years. Areas like literacy and life skills have been strong features, aspects of non-formal TVET or TVSD had not been high on the agenda for most of the ASPBAE members nor ASPBAE itself, nor other close partners. How to change and develop such an approach? It may be the easiest way for a better understanding of how ASPBAE and DVV International worked on a common advocacy line for future action by following the time line of important steps and recent events in a selective way. Wherever possible there was strong ASPBAE and DVV International participation, presentations were made in plenary and workshops, and efforts towards recommendations for the drafting groups. A few examples should be mentioned here a bit more in detail as they show the attempts to take up this important area of skills development for youth and adult education within lifelong learning.

- A first important initiative in this direction was “Re-thinking VET and Life Skills for Global Citizenship” as an Asia-South Pacific Forum, 28 – 29 April, 2011, Melbourne, Australia, hosted by ASPBAE, Adult Learning Australia, Live and Learn, and RMIT University. The invitation included as aims: „The Forum will examine and reflect on the dominant discourse around the emphasis of VET on skills for employability, and the equally narrow focus of Life Skills towards basic survival skills that are limited to traditional cultures and lifestyles. This examination will acknowledge the dynamic global and local contexts, such as the impacts of the global financial crisis and climate change, as critical factors to be considered in re-thinking and re-imagining the nature of VET and Life Skills.“ The conference created a deeper common understanding of the key issues not only for the 100 participants as its results and recommendations, documents and reports were widely disseminated by ASPBAE.
- UNESCO Third International Congress on TVET: Building Skills for Work and Life, 13 – 16 May, 2012, Shanghai, China, on invitation of UNESCO and the Government of the Republic of China. Around 700 participants worked through a rich program of key note speeches, presentations, round tables, workshops, and visits to skills training activities in a variety of fields for work and life. It was heartening to see the broad perspectives to understand skills much beyond earlier views: “TVET comprises formal, non-formal and informal learning for the world of work. Young people, women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contexts.” The so-called greening of skills and TVET got into the Shanghai Consensus which concluded (UNESCO 2012): “Transforming technical and vocational education and training (TVET): Developing TVET should be a top priority in the quest to build greener societies and tackle global unemployment...”. The delegation from Lao PDR was led by a Vice-Minister, with Directors from the VET Department in the Ministry, the Vocational Training Institute, and the Dean of the Faculty of Engineering. ASPBAE and DVV International were present also.
- AEPF met for the ninth time from 16 – 19 October, 2012 in Vientiane. More than 1000 participants joined the AEPF9, and after four days of official speeches, plenary debates, and around 40 thematic workshops the Final Declaration was handed over to the Lao Deputy Minister of Foreign Affairs who took it to the ASEM Summit (ASEAN and Europe Meeting). DVV International, ASPBAE and EAEA, and

their partners from Laos, Cambodia, Philippines, Asia and Europe organized successfully three workshops on environmental education, skills development, and lifelong learning. More than 150 participants came and discussed on the presentations and the way forward. The workshop: “Skills for work and life: Securing decent jobs and sustainable livelihoods” had several presentations and recommendations included: “Call on national governments and regional intergovernmental bodies like ASEAN and EU to finance fully-costed literacy, livelihood, life and vocational skills programs for the marginalized and vulnerable groups as a strategy for poverty eradication and sustainable development... Put in place institutional systems for policy, legislation and financing in support of lifelong learning for all, ensuring learner’s continuing education, training and participation in society... Girls and women are more vulnerable in terms of access to educational and employment opportunities. There is a need for relevant education, which can enable women and girls to live with dignity, security and have decent livelihood options... Need to develop education programs that match knowledge and skills with local economic development and national and global markets for employability, livelihoods and poverty eradication.” This was a very big step forward as skills development did not feature high in any previous forum.

- Education in the Post-2015 Development Agenda. Regional Thematic Consultation in the Asia-Pacific, 28 February and 1 March 2013, Bangkok, Thailand. This was the third event within a ten month period in which the UNESCO Bangkok based Asia Pacific Regional Office, this time in partnership with UNICEF, invited stakeholders to deepen the discussion on education in the post-2015 development agenda. ASPBAE and partners from DNFE in Lao PDR and NEP in Cambodia who earlier provided inputs into the national consultations joined the meeting. DWV International was represented by its Regional Directors from Tashkent and Vientiane who served, together with ILO, as convener for a session on “Skills and Competencies for Life and Work”. One of the recommendations was: „The need for people (youth, adults, and especially women and persons with disabilities) to acquire relevant technical and vocational skills combined with necessary transversal skills for a decent life and work in a rapidly changing world should be fully reflected in the post-2015 development agenda." The results of this regional consultation were then taken to the global consultation on education in the post 2015 development agenda in Dakar, Senegal, also in March 2013.

- Launch of EFA GMR 2012 on Youth and Skills, Vientiane, 14 - 15 March, 2013: After the international launch in Paris in October, the regional followed in Bangkok in December 2012 with participation from ASPBAE, the DVV regional office and partners from Lao PDR and Cambodia. The national launch for Lao PDR took a special route as the official ceremony was combined with a two-day-seminar in which the MoES, UNESCO, ADB, GIZ and DVV International partnered for a substantial exchange on current developments in the country and the region. Different Departments from MoES, as well as representatives from Ministries like Agriculture and Labour, Lao Women Union, Lao Youth Union, enterprises and the private sector, skills training centers, all were invited to comment on the skills needs, and how to improve the situation. Apart from the policy debate there were a good number of research reports into the skills issues, and providing practical examples from the projects currently being undertaken. A final session looked at regional experiences and future perspectives, and had presentations to which participants coming from the ASEAN Secretariat, ASPBAE, Cambodia and Indonesia on: Education in ASEAN and ASEAN Qualification Frameworks; Literacy-TVET-Life Skills for Vulnerable Youth and Women; Skills in the Survey of the Non-formal Education Sector in Cambodia; Skills for Work and Empowerment of Youth and Women - Good Practices from Indonesia; Lifelong Learning for All. Education and Skills in the post-2015 EFA and MDG Debates.

There can be no doubt that all these interventions and initiatives, the presentations and discussions, the materials and documents, broadened the scope of the debates inside ASPBAE and DVV International, and of course the horizon of partners for future collaboration. Today, the concept of skills development as an important part of lifelong learning is well established.

Outlook

Even if we take the technical and vocational dimension into the focus then recent debates show very clearly that we talk about a wide range of skills important for VET, using a never ending creativity for new words like the behavioural or transversal skills, basic or soft skills, non-cognitive or pre-vocational skills. They should therefore be part of any VET training also. Here again it should be noted that the urban informal sector has not been the only focus of the work of our partners. But it seems to be an inclusive component of much of the activities they support, especially when they use

phrases like working for the vulnerable, poor or marginalized, strengthening the informal economy, engage with local industries or small and medium enterprises.

More into focus should be taken issues like: How to identify and reach those who have a diversity of training needs? How can training be flexible enough for those who have to earn a living at the same time? Are we looking for mobile trainers who travel to those in need? These were questions brought up in a study on “Employment and Livelihoods” in Lao PDR. “Informal training programmes, lasting a few weeks to a few months, need to be targeted at low-income rural and urban youth... The courses should be short, practical, inexpensive, accessible, flexible, and spread regionally...” (MPI, UNDP 2009, 186)

In the on-line consultation for the EFA GMR on Skills in February 2012 there were quite some stimulating contributions. One was by a CIDA working group (Canadian International Development Agency), and stated the importance of demand-driven approaches: “The need to link training to employment (either self or paid employment) is at the root of all good practices and strategies documented.” Therefore: “Occupational training initiatives have been mostly targeted at the formal sector of the economy, while the vast numbers of youth live in poverty and engage in some economic activity in the informal sector. Interventions are needed in the informal sector.” And: “There is a need to link literacy and basic life skills to technical and vocational education, especially in the context of the vulnerable unemployed youth”.

As all these cases mentioned above have skills and training dimensions there are no reasons why they should not be part of a human right to education within a global dimension of lifelong learning for all.

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2014

ASPBAE@50 Anniversary. Congratulations!

Around a 100 colleagues from members and partners, friends and supporters of ASPBAE came together in the Philippines to celebrate the 50th birthday back-to-back to a regional consultation.

DVW International was involved in the preparation, took part in the yearly ASPBAE Executive Council and had decided to combine it with the Editorial Board meeting of the journal *Adult Education and Development* so that a good number of international representatives of the adult education movement could join also.

Looking back

Many VHS (German version of CLC) in Germany and other European countries have a tradition of around a hundred years already. DVW and EAEA were both founded in 1953 which means that they are 60 years by now. Tracing the archives showed that both DVW and EAEA were actually birth attendants or patrons of ASPBAE as they were present in 1964 in Australia when ASPBAE was born: Helmuth Dolff was at the time Director General of DVW as well as Treasurer of EAEA; and as such mentioned as participant of the foundation meeting. Now, both associations send high ranking officials to the Philippines.

All three together - ASPBAE, EAEA, DVW - founded together with other personalities and organizations ICAE as our global to network to streamline and represent our interests on international level. In 2013 we celebrated the 40th anniversary of ICAE.

Important phases

During the first years after its foundation ASPBAE activities were limited to some countries, members, partners and themes. This is documented with some detail in the brochure "ASPBAE beyond 50: Transforming Lives with

Lifelong Learning” which is available on www.aspbae.org for download. The different phases of growth and taking turns are described well.

Another document which was presented during the celebrations was a time line covering the period 1964 to 2014. From there it could be seen how long the cooperation between ASPBAE and DWV International is lasting by now: The first phase of a BMZ funded project covered 1977 – 1979 and was strongly related to information and exchange, training and capacity building as well as organizational development of ASPBAE as a regionally operating entity. It is easy to calculate: In the meantime we look back to 35 years of cooperation which was evaluated several times and always assessed positively.

Without over exaggeration one could state that ASPBAE by now has grown to be the strongest civil society organization in Asia Pacific dealing with youth and adult education in a perspective of lifelong learning. She combines professionalism with solidarity. She is the most important partner for UNESCO as a network of NGOs. Beyond the regional level ASPBAE is strongly engaged in the global debates on education, development and cooperation.

To fill all those roles and functions the budget nowadays extends far beyond what DWV International could channel via the BMZ funding which is maybe around one third of the overall funds available. Other major partners and funders could be mobilized and convinced for longer term support in important areas, and the DWV International budget can be used for certain agreed purposes. What is still missing are substantial funds coming from the large and financially strong countries of East Asia especially. However, the funds coming from Australian aid had grown big enough to open another office in Canberra in addition to the main office in Mumbai.

Cooperation

The regional office of DWV International for South and Southeast Asia in Vientiane monitors the collaboration with ASPBAE. Increasingly our regional office for cooperation with Central Asia based in Tashkent, Uzbekistan could be involved in the ASPBAE work. In 2013 two regional workshops - one on gender mainstreaming and another on information & communication - were implemented for partners of both sub-regions with participants from Lao PDR, Cambodia, Vietnam, Nepal, Kirgizstan and Uzbekistan. In addition we had study tours to Germany and India which

were important measures to understand the diversity of adult education realities.

Milestones of the current phase are geared towards three levels of intervention - micro, meso, macro – and agreed between ASPBAE and DVV International. Training of adult educators remains an important feature in a diversity of forms and on all levels. This has been systematized in a unique set of offers: The Basic Leadership Development Course is on a yearly basis and always in changing countries to prepare young leaders for their future roles in the national and / or regional arenas; an external evaluation in 2013 proofed it to be a successful program. Handbooks, tool kits and training modules were developed on gender, literacy, and advocacy work.

The second level aims at strengthening the member organizations and their partners and coalitions in their home countries which is not a small and easy task for all those 200 members. Finally, on the macro level ASPBAE is deeply involved in the dialogues for a new education and development agenda following MDG and EFA or implementing the CONFINTEA agreements. In the area of environmental education and sustainable development ASPBAE has been selected as a Center of Excellence to implement the ESD decade.

Cooperation between EAEA and ASPBAE is moving on well also: In 2012 both partners organized three major workshops on lifelong learning, skills for work and life, and sustainable development during the AEPF9 in Vientiane. This process is part of ASEM on cooperation between ASEAN and EU for governmental representatives, members of parliaments, the business sector and civil society in their different fora every two years. In 2014 the follow-up will be in Milano, Italy.

Personal memories

No doubt, during the ceremony I had some mixed feelings also. In 1974 while working on my doctoral dissertation I used the DVV International library in Bonn, in 1975 I wrote my first report for Adult Education and Development, 1976 I was running courses at our VHS on development education, and organized a study tour for adult educators from India, including Government, University, and NGO representatives, to visit institutions and organization dealing with adult education throughout Germany. In 1977 I joined DVV International full-time, and in 1978 already I became its Deputy Director, the Department of Adult Education in

Developing Countries as it was called at that time. In that year I started to coordinate our activities with ASPBAE, and had my first Asia monitoring visit to the Philippines. Now, during the 50th celebrations the participants sang with us the Beatles song “Imagine”, and the guitar was played by the President of an ASPBAE member who was in prison because of his progressive ideas under the old dictatorship.

Following on these early years I continued to be involved and responsible for ASPBAE and DVV International cooperation, including two periods as Director, and even till today. Now I am serving as Regional Director in Vientiane, dealing also with the huge challenge to join this important path. Using Lao language I must say “Sok di” - good luck, and I am sure I was lucky so far.



Looking Back and Ahead: National, Regional and International Needs and Prospects after the MDGs and EFA from 2015

This chapter is based on a conference presentation which was “EFA, MDG and CONFINTEA: Why is the year 2015 so important globally – and regionally for ASEAN”. At the same time it takes a look at some of the more recent processes and outcome documents which are steps further on the road to a new EFA agenda as well as an education component within the new SDGs, replacing Millennium into Sustainable. A sort of systematic recap will help to understand why the conference theme “Quality Education and Lifelong Learning for All” was so important for us, and such a big step ahead as it suddenly provided an new orientation for the many activities we had implemented in the past years.

It may also help to see clearer why in the context of EFA my personal commitment and concern is trying to combine passion with profession: The global literacy, youth and adult education movement got involved in the processes described below at an early stage, especially through CONFINTEA. My organization DWV was deeply involved to combine the global with the national level, and was thus an active participant to all CONFINTEA’s. As Director of DWV International I played this role for a longer time, especially in the decade before becoming Regional Director for South and Southeast Asia, since when I encouraged and facilitated our partners to join, like to have strong Lao delegations to CONFINTEA and EFA events.

Taking EFA as an example, DWV International shouldered a strong advocacy in the preparatory task force within Germany, and the author was later invited to join the Government delegation that participated in Dakar 2000. Since that time the DWV journal Adult Education and Development has published special issues and numerous articles preparing for or reporting on the EFA events, and their outcomes in policy and practice on global, regional and national levels. These contributions were honoured by invitations and seats for ICAE and DWV International in important committees like the CONFINTEA VI Consultative Group, the UN Literacy Decade Experts, or the Editorial Board of the EFA GMR published on a yearly basis, where the last two were on “Youth and Skills”, and on “Learning and Teaching”. (1) The latest issue of our journal Adult Education

and Development bears “Post 2015” as its title, with a substantial set of articles to enrich the current debate. (2)

EFA and MDG

The year 2000 saw two very important events which both set goals and indicators to be reached by the milestone year 2015, which actually is just around the corner. Later these global gatherings were referred to as EFA for the education and MDG for the development agenda. In Dakar it was achieved already that two goals were close to our concerns on non-formal, youth and adult education within lifelong learning.

The EFA agenda was a move forward compared to the World Declaration on Education for All: Meeting Basic Learning Needs of an earlier World Conference in Jomtien, Thailand in the year 1990 as the enlarged vision of EFA actually was orientated towards education and learning covering the whole life span – long, deep and wide. And it had a clear commitment for the donors and development partners who later often enough hardly remembered their statement: “The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable time-frame... We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources.” (3)

However, this potentially larger EFA vision during the decade of implementation was limited to the MDG 2 which called for: “Achieve universal primary education”. Therefore, only this aspect of the EFA agenda got higher attention by most governments and development partners, including funding opportunities especially.

Concerns and critiques from the non-formal, youth and adult education community on the achievements of the MDG and EFA so far have therefore been on the limited concentration towards primary schooling, and where youth and adults and their learning and training needs have largely been left out. It would an important task to analyze the flow of development aid for education, and demonstrate how much – although not enough – was there for children and schools, and how little has there been for the continuing education and training needs of youth and adults.

All in all it has become clear that most of the eight MDGs have not been reached in most of the countries of the global South, and will not be reached by 2015. The same can be said for the six EFA goals, where most indicators show that and how much more is needed. A critical look at the

End of Decade Notes and Country Reviews related to EFA as well as the Preliminary Draft of the Regional EFA Synthesis Report for Asia Pacific (4) testify the big gains as well as gaps and the long ways ahead for many countries and especially for the not-closely-school-related-targets which did not get the necessary political and financial support. This being said: There is no reason why not at the same the many successes should be further analyzed as they can provide lessons to be learned for the next decade, as jobs well done in the Country Reviews as well as by the yearly EFA monitoring reports which are full of such stories.

CONFINTEA and GRALE

Complementary, and at the same time distinct from the EFA and MDG agendas there is also the chance to use the CONFINTEA process to strengthen our positions. The Belem Framework for Action coming from CONFINTEA VI in the year 2009 is monitored by UIL. A mid-term report is due also in 2015.

In between, in October 2013 there was the CONFINTEA VI Regional Follow-up Meeting for Asia and the Pacific in Korea. It was a very good chance to take stock, and assess the progress that had been made in the meantime. Participants included Lao, Cambodian and Vietnamese as well as ASPBAE delegations, and the “Action Plan for Adult Learning and



Education (ALE)” included areas where partners could agree to work on. (5) Three could be mentioned here: There are already translations of the UNESCO Guidelines on recognition, validation and accreditation of non-formal education outcomes in Lao and Khmer; this University Network meeting in Vang Vieng is an outcome of ALE also as the action plan called for “establish networks with universities, teacher associations and civil society organizations”; and the glossary of most important expressions on youth and adult education within lifelong learning has been translated in drafts for Lao, Khmer, and Vietnamese. Common issues of terminology and translation will be discussed by participants during the Asia Pacific University Community Engagement Network Summit (APUCEN) in Penang in September as a follow-up.

In Belem the first GRALE was launched. GRALE 2 that has just come out puts the issues surrounding literacy into the forefront of the debate. (6) Now the youth and adult education community is in a position to know what has been achieved since Belem, and where policy and practice, support and partnerships should concentrate on, including the highly needed governance, professional and financial structures and mechanisms.

ASEAN and AEC

The members of the Association of Southeast Asian Nations (ASEAN) have decided to move forward to AEC – the ASEAN Economic Community. The timeline mentions again 2015 as the start of a common and open market for goods and services. The understanding of services is broad, and it includes the education and training sector.

This move will be a push for those who are already advanced, and who are ready to take up the pressure and turn challenges into advantages for growth, maybe even for better quality. For others it will be a very difficult situation to cope with all the chances at one time and turn them into opportunities. Take alone the language issue only: English for several of the ASEAN member states and their population is no problem, for others it will be difficult for many institutions, not only in higher education.

As somebody who was in the leadership of DWV International at the time the when the economic integration turned European Economic Community, and later into the EU, I can well imagine what the moves towards an AQF or the ACTS will entail and impact on national education and training systems. It seems that the AQF is very close in its framework

of what there is as EQF, and where we as a national association had to struggle hard for recognition, validation and accreditation of what is done in youth, adult and non-formal education. Similar, when the EU provided funding for the development of modules for the new bachelor and master degrees in adult and continuing education, they had to be in line with the Bologna process of the integration of higher education and the related ECTS, an important avenue for greater mobility and exchange of staff and students. The advantages are obvious, however the diversity in starting points are creating higher advantageous positions for the more advanced and richer countries in the region.

Post 2015 Debates

A diversity of processes, conferences, and websites has been put in place to evaluate the outcomes so far, and start the debate of what should follow. One stream of arguments is related to set global goals again, but to have national and / or context specific targets with related indicators. What is easy to reach in one country maybe very difficult in another one?



Even within countries disparities persist often between opportunities in urban or rural areas, between richer and marginalized people, or the ongoing inequality between female and male access. For the new SDGs there is a growing understanding of the interconnectedness of the different goals: Healthier people learn better, better educated youth and adults feel stronger and are less vulnerable.

The UN System Task Team on the post-2015 UN Development Agenda published what they called a “thematic think piece” on “Education and skills for inclusive and sustainable development beyond 2015”. Following their understanding of the current state of development, they observe trends for education, and name respective chapter as:

- “The growth of information and its changing nature
- A shift away from teaching to an increased focus on learning
- Lifelong learning: Beyond a classroom-centered paradigm of education
- Future learning: Blurring boundaries between learning, working and living
- Rising skills requirements and foundational skills
- Employability challenges: Facilitating transition from school to work
- Anticipating change”. (7)

This fits very well with findings in the World Development Report 2013 where an interesting debate is looking at the close relationship between skills and jobs. (8) Quite often today there is some serious discussion on the finding of a “skills gap” or “skills mismatch”, or just not having all the foundational and transferable skills you need to adapt throughout your working life. In this respect the following statement of the Report is quite helpful: “Skills are acquired throughout life. People learn, adapt, and form their skills through a multitude of interactions and mechanisms within the household and neighbourhood, during the formative years of schooling, at work, and in training.”

It seems that despite a variety and diversity of views and arguments, there is a growing common understanding which in respect to the different agendas calls for:

- An education specific agenda covering all aspects of schooling, training, and learning
- And that education must be everywhere in the implementation of the development agenda

This can be seen from the many documents floating around. The good thing is that there are so many opportunities to participate in the high

number of meetings, websites, blogs and social media. The discussion in the Asia Pacific region can serve as a positive example where the UNESCO Bangkok office has taken the lead to explore perspectives together with experts through a series of meetings:

- May 2012: Towards EFA 2015 and Beyond – Shaping a new Vision of Education
- November 2012: What Education for the Future: Beyond 2015. Rethinking Learning in a Changing World
- March 2013: Education in the Post-2015 Development Agenda. Regional Thematic Consultation in the Asia Pacific
- October 2013: Beyond 2015: Transforming Teaching and Learning in the Asia Pacific. Regional High Level Expert Meeting
- Early in 2014 a regional meeting was planned which looked at the preparation of national EFA reports that would feed into a regional synthesis.

Where are we now?

The debate reached a first global momentum with the UN Thematic Consultation on Education in the post-2015 development agenda. The meeting in Dakar, March 2013, came up with priorities towards: “More focus on quality and how to measure it; on equity and access for hard-to-reach children; and what should happen during the first 3 years of secondary school.” Therefore it is not wrong to state that unfortunately, the current flow of processes and debates demonstrate that the new EFA goals are again dominated by schooling needs of children.

However, again there is also a great step forward with the following formulation in the Summary of Outcomes: “Equitable quality lifelong education and learning for all” was proposed as an overarching education goal to realize the world we want”.

Taking these debates up now, and deepen them further, should therefore provide an enlarged opportunity to have an in-depth-discussion why “Quality Education and Lifelong Learning for All” could be close to an overarching aim that has education as a human right as well as skills and competencies for citizenship, livelihoods, and vocational needs as an overall orientation. It is not too late for the adult education community to get deeper involved. And this involvement should cover both, the education as well as development agenda. Youth and adult learning and training must be strong components in both.

Only a few months after the Vang Vieng conference, while preparing the report and book, two major documents came out which are very much in line with the debates we had in March. In May 2014 the Global Education for All Meeting in Oman produced as final statement the Muscat Agreement. It provides as the heart of the matter one overarching global goal, and seven global targets to be further refined in respect to country specific targets and indicators. However, the overarching global goal should be mentioned here: “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. (9)

The Proposal for Sustainable Development Goals as Outcome of the United Nations General Assembly Open Working Group on Sustainable Development Goals came out in July 2014. It has seventeen goals starting with “End poverty in all its forms everywhere”, followed by ending hunger and ensuring healthy lives. As goal 4, almost exactly the same is used as in Muscat, but with a difference as “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” seems to be little weaker. (10)

However, the Muscat Agreement and the Proposal of the UN Open Working Group need to be further analysed as on the level of the targets there are quite some important differences also. This seems to be worthwhile as the latest respective meeting organized by UNESCO in August, APREC as the Asia-Pacific Regional Education Conference, came up with the Bangkok Statement on education beyond 2015, which looked at the national EFA reviews, and the two global documents mentioned above. In here we find the clause:

“3. We fully endorse the vision, principles and targets laid out in the Muscat Agreement, noting that the overarching goal to ‘ensure equitable and inclusive quality education and lifelong learning for all by 2030’ reflects the aspiration of the region for education and development.” (11)

Both of our important partner countries in the region were represented on a high level through the Minister of Education, Youth and Sports in Cambodia, and the Vice-Minister of Education and Sports in Lao PDR.

Next steps

There is dire need to deepen the debates on the national level in all countries with a wide diversity of stakeholders, and much beyond central governments. In many countries it is not easy, not because of language

problems only. DWV International together with partners have taken the initiative to translate the Muscat Agreement and the Bangkok Statement into Lao and Khmer languages. Sharing for learning workshops are under preparation to bring these global and regional insights closer to the country level planners and decision makers.

In the case of Lao PDR there is a need to follow the call of the Minister of Education and Sports to intensify the current reform in the education sector. Additionally, the preparation of the Education Sector Development Plan (ESDP) for the years 2016 – 2020 at this point in time creates the challenge and opportunity for coherence between national developments, and the regional and global orientations. It would a missed chance if such alignment would not be established. Why not take this overall goal of the Muscat Agreement for Lao PDR and the ESDP also, and then go all out for country specific targets and related indicators?

It should be clear that opportunities and time for bottom-level-up debates are running very quickly. It seems that already in May 2015 in Korea the EFA-follow-up will take place as the World Education Forum. Why not to ask globally for “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” – and have related goals for the diversity of specific education sectors and needs of the people, especially including youth and adults, and move to national targets and indicators for implementation and measuring of achievements. And equally important have national budgets and international funding that are supporting all the targets in a just and sustainable way. (12)



Resources

- (1) Education for All Global Monitoring Report is coming out yearly, has always a specific theme, a wealth of statistical data, and is published by UNESCO, Paris
- (2) Post 2015. Theme of Adult Education and Development, No. 80, 2013, published by DWV International, Bonn
- (3) Adult Education and Development, No. 55, 2000, carried a full documentation of the World Education Forum, including The Dakar Framework for Action. Education for All – Meeting our Collective Commitments
- (4) The UNESCO Bangkok office has published the EFA related End of Decade Notes, has worked on National EFA 2015 Review Reports, based on respective Country Reports from each country, and offered the Regional Education for All Synthesis Report, Preliminary Draft; they are circulated, and can be accessed through www.unescobkk.org
- (5) See CONFINTEA VI: Regional Follow-up Meeting for Asia and the Pacific. Four years after Belem: Taking stock of progress. In: HeribertHinzen, Joachim H. Knoll (Ed.): Lifelong learning and governance. From programming to action – selected experiences from Asia and Europe. Vientiane: DVV International, p 213 - 216
- (6) See 2nd Global Report on Adult Learning and Education. Rethinking Literacy. Hamburg: UIL, 2013
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- (8) World Development Report: Jobs. Washington: World Bank 2013
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**Lifelong Learning and Higher Education.
Words of Appreciation and Gratitude - on the Occasion Receiving
the Title of Professor Honoris Causa by the University of Bucharest**

Honorabilis, Spectabilis,
Distinguished Colleagues,
Dear Family and Friends,

First and foremost - my deepest gratitude to the Senate of the University of Bucharest to award such prestigious title of Professor Honoris Causa to me today.

It is an honour which I personally, my family, and DWV International appreciate greatly.

The Senate decided to recognize someone from Germany who throughout his professional life worked intensively to integrate the theory and practice



of adult education and lifelong learning in comparative studies at University as well as in local and global perspectives of development cooperation for a better future in a world we want.

I therefore see it as an honour and recognition for the triangle of a rather new academic discipline called lifelong learning, an institution involved in the practice of international development, and a person devoted to comparison and cooperation as a lifetime achievement.

The occasion seems to be well chosen. The University of Bucharest now proudly celebrates its 150th anniversary. An important part of a wide range of ceremonies is our coming together on this first University of Bucharest Lifelong-Learning-Day which conceptually is close to the festivals of learning or adult learners' weeks in other parts of the world.

However, early roots of the University of Bucharest date back more than 300 years. Its history shows several interesting examples of European exchanges through a diversity of scholars and languages from neighbouring countries, and of course vice versa. The University of Padua, Italian, Greek, or French influences hail back far beyond the modern times of Erasmus or Leonardo as part of European Union programs. Congratulations to all who created the structure of the modern University of

Bucharest with around 30.000 students, and more than 200 agreements related to international cooperation with other Universities.

The University of Bucharest went through difficult times also, and we should not forget that it was closed down due to German occupation during parts of World War One. "The past is never dead. It's not even past." is how the great novelist William Faulkner reminds us. DVV has been networking on „Remember for the Future“ now for several years. EAEA has chosen as Grundtvig Award theme for 2014 „Remembering World War I for the Future – Adult Education promoting peace and cohesion in Europe“, and the price giving ceremony will be part of a major regional conference of DVV International office in Sarajevo. It would be our pleasure to welcome the University of Bucharest being represented there.

Celebrating a Lifelong-Learning-Day shows that the University is looking ahead towards a role which goes beyond the earlier services of extra mural studies for the public to a new paradigm for education, training and learning to include a dimension which extends to all spheres to be life-long, life-wide and life-deep as given in a UNESCO document on the future of education in the 21st century. The Delors-Report "Learning: the treasure within" went on to call for: "Learning to be, learning to know, learning to

do, and learning to live together”. This sounds simple, but if we read the news of today then we realize how far away we are from cohesion and living together peacefully.

We all have a certain notion on what lifelong learning means to us. We can approach it from common sense, local wisdom, or through a historical comparative perspective. In German we talk about “Von der Wiege bis zur Bahre”, very close to the English “From the cradle to the grave”. While doing research in Sierra Leone I came across a proverb of the Mende ethnic group: “Learning starts in the womb, and ends in the tomb”. During my doctoral studies in Tanzania, the President of the Republic, Julius Nyerere, used as a slogan for his New Year speech: “Education never ends”. When the EU started to create more attention on adults in their approach to lifelong learning, they called their two communications: “It is never too late to learn”, and “It is always a good time to learn”. No need here to go deeper into comparative analysis of important historical figures like Confucius and Comenius who in their ancient times were strong advocates of lifelong learning philosophies and systems.



The Laudation covered extensively aspects of Romanian and German cooperation in the field of adult education. Actually, I was Director of DWV

International headquarters in Bonn when we opened our office in Bucharest in the year 1993 for cooperation in Romania.

We are proud that our long standing Romanian colleague who joined as Coordinator later became our Country Director. Today she is the manager of a Romanian association called EUROED, and she serves on European level as Board Member of EAEA as well.

Our first German Director in Bucharest started already the cooperation with Universities in Romania, especially with the University of Iasi, and Prof. Laurentiu Soitu, the Director of the Lifelong Learning Institute. She eventually wrote her PhD dissertation on Romanian and German adult education cooperation - in Romanian language. There can be no doubt that Prof. Soitu's early academic interest and research into adult education, media and community work contributed strongly to all our joint efforts. His energy to create a series of International Adult Education Conferences, based at his University but for national, regional and global information and exchange, created opportunities and milestones for the young and established generations of the scientific community. In consequence, he was the first Romanian member of the International Adult and Continuing Education Hall of Fame.

TEACH was the short name for "Teaching Adult Educators in Continuing and Higher Education", funded within the EU Grundtvig program to develop the new modules for the Master degree in our field following the Bologna process. It was another innovative project which Prof. Soitu supported so strongly for his University in Iasi as well as a consortium of Universities, Governments, and adult education providers throughout Europe. I remember too well when a decade ago I joined his University as Honorary Professor for the teaching and testing of students in Iasi, including the consultations of their Master's thesis. Important was also the extension work for TEACH together with colleagues from the University of Pecs in Hungary with presentations at the Babes-Bolyai University in Cluj.

I am now serving as Regional Director of DWV International for South and Southeast Asia in Vientiane, Lao PDR. It is another great challenge to support the development of policy, theory and practice of adult education and lifelong learning through cooperation. It is a highly interesting period and region which some call already the Asian century. My work includes again initiatives with Governments and civil society in non-formal education for youth and adults, and I currently teach comparative studies at the Royal University of Phnom Penh, which both, just like the National University of

Laos, are still missing within the long list of agreements signed by the University of Bucharest.



This may change soon as ASEAN is going through a process of integration which in my view is very close to what we have here in Europe: The EQF turns to be the AQF, and the ECTS, provides orientation for the ACTS, regulating exchanges of staff and students between Universities of the region and beyond. ASEM, the ASEAN and EU Meetings, have already created their ASEM Education and Research Hub for Lifelong Learning which brings together more than 100 researchers and policy makers.

Research and teaching have been the major functions of the University, especially for the younger generation. But as our societies are getting older, the role of higher education changes also. More mature students return to the University for a second or third degree. And the so-called University of the third age is gaining ground. Some even go that far to declare also the Universities as centres of lifelong learning, and create University chairs and professorships for lifelong learning.

This is in line with the latest survey on adult skills of OECD, the Organisation for Economic Cooperation and Development, which followed on PISA, the Program of International Students Assessment, with PIAAC, the Program International Assessment of Adult Competencies. A huge number of adults in Europe need to improve and enlarge their skills for work and life, for employability and citizenship. Lifelong learning

opportunities must be there for everybody, otherwise the challenges and chances of the knowledge and learning society cannot be met.

It should not take us as a surprise that UNESCO in preparation of the next World Education Forum in Korea in the year 2015 has started to call for “Ensuring equitable and inclusive quality education and lifelong learning for all by 2030”. We still have to find out what does this mean for the Universities in Romania, Europe and indeed globally.

Next week we shall all meet for the Fourth International Conference on Adult Education at the University of Iasi. There, in a joint paper, we shall look at “University engagement and the post-2015 agenda. What are the roles and functions to support adult education and lifelong learning?” It will be my pleasure to follow-up deeper from where we reached today at the University of Bucharest award ceremony, and it’s Lifelong Learning Day.

Again, thank you so much.



University Engagement and the Post-2015 Agenda: What are the Roles and Functions to Support Adult Education and Lifelong Learning?

Chris Duke, Heribert Hinzen

The global context of competitive mass higher education damages university support to adult education and lifelong learning (AE&LLL). EFA and the MDGs had limited success, making this a crucial time for AE&LLL in the next global planning cycle commitment to Sustainable Development Goals (SDGs) post-MDG. Adult educators and universities must both address the real needs of a stressed fast-changing world. Education and higher education are not closed systems, but we may lose sight of what they are *for*. What are the implications for AE&LLL of longevity and ageing, massive migration, and emergent ‘knowledge societies’? What about new socio-political and cultural challenges, threats of global warming, and finite natural resources? Individuals and social systems need lifelong learning more than ever, but policy-making favours metrics, quality and testing; what are the high-level policy objective? We confuse ‘education’ and ‘learning’, and are unclear what the difference means for AE&LLL policy. The roles of universities include basic and applied research on learning, learning needs, and the professional development of AE&LLL staff, and direct provision, and partnership with providers in their regions. Adults need equal priority with young learners. LLL delivered locally should be at the heart of new ideas about learning cities, regions and neighbourhoods. Can university leaders and their governments resist ‘world class’ league tables and provide world class fit-for-purpose higher education *systems*?

Schizophrenia: the regional university in a global environment

The numbers of universities worldwide and in many countries have increased in the transition from elite to mass higher education and there are many efforts to categorise them according to age and status, performance, priority roles and functions. Some countries have organised groups hierarchically ranked. Dominant criteria are research published in prestigious journals and quality of undergraduate intake judged by final school exam results. Institutions and groups ranked lower usually make

access, equity, 'social justice' and regional community service central to their mission. Actually most of the world's universities are regional in identity and work. Competing global and national rating agencies powerfully and harmfully influences governments and HEIs, as a growing literature shows, especially for universities best placed to support AE&LLL (Chao 2014).

Lifelong learning has become stated policy for most governments, actively promoted by the OECD and UNESCO for over 40 years and by other international bodies (OECD 1973, 1996, 2004, UNESCO 1972, 1996, Gibbons 1998, Bjarnason and Coldstream 2003, Longworth and Osborne 2010, Bengtsson 2013). There have been several phases (LLL generations) from the visionary 1972 Faure Report to a narrow focus on skills and competencies for economic performance. Adult educators trying to protect their State grant have: (a) increasingly favoured 'learning' over 'education' as being student- or rather learner- centred and politically correct; (b) followed the economic flag, arguing their case in job-related skill and competence terms and not politically unfashionable social, civic and cultural objectives. This has undermined the foundations for money and resources for educational provision, yielding the high ground of long-term and wider necessity.



Consistent with neo-liberal economics from the Reagan-Thatcher years and boosted by Gorbachov-Thatcher Glasnost has been a policy emphasis on competitive economies and innovation. Neo-liberalism swept Eastern Europe as well as the 'developing' or 'third' world in a more ideologically unified global economy and polity. This celebrates individual, institutional, regional and national competitiveness more than conviviality. The market is thought wiser than the State, now viewed in older US-led democracies as a necessary evil, the smaller the better. A reduced role for central government goes with tighter regulation to measure, regulate and control (Putman 2000, Peters 2006, Sennett 2006, Judd 2010, Wilkinson and Pickett 2010, Stiglitz 2012, Holmwood 2014). Romania has the same bureaucratic results as in more wealthy EU countries. Earlier soviet-era bureaucracy combined with western-style management in the EU environment favours a narrow economic idea of LLL.

Neoliberal ideology reduces the scope and vision of LLL. It subverts university aspirations to serve communities and societies in ways for which they are well suited. Benchmarking, an in-house means to enhance quality, has grown into the monster of competitive university 'league tables' fuelled by a traditional discipline-based understanding of research published in the most prestigious academic journals. National ranking as a tool to determine resource allocation usually favouring traditional academies, fields and modes of study has grown into global 'world class' ranking of 'top universities'. Community service and AE&LLL has no place. Global ranking is itself a competitive frequent changing private-sector industry that disrupts 'engagement'.

The damage to meeting AE&LLL needs in the local city or region is immeasurable. A few elite universities drive policy for the great majority away from their natural contextualised region-city mission in a direction where they can only lose. There are no rewards for the local, useful and particular. Words about social inclusion and civic development become empty. From this perspective resources expended in AE&LLL are resources wasted. This might matter less if all rectors were strong and purposeful; and if governments resisted a patriotic quest to have one or more universities ranked world class. This can starve the national system to build up one or two institutions, especially in smaller and less wealthy countries. Those making AE&LLL and community service central are penalised. Universities could advance the post-2015 development agenda locally, but ignoring this brute realpolitik would be naïve. Few universities, even the courageously led, can resist the political imperative of world rankings.

MDG and EFA to SDGs - what future for AE&LLL globally?

The World Education Forum in March 2000 in Dakar, Senegal had 1,500 participants from governments, multilaterals, NGOs - a diversity of stakeholder and professions in the broad area of education. There was a memorable struggle in the plenary and behind the scene to have everything and everybody included and make sure that a conducive agenda could be carried forward to implement. No doubt “The Dakar Framework for Action. Education for All – Meeting our Collective Commitments” was inclusive enough to be formally adopted for a period of the years 2000–2015. Even reading it today one realises that it captured the LLL paradigm: it had early childhood, primary education, learning needs of young people and adults, skills, literacy, ‘continuing education for all adults’, gender, quality, access, and many more of the key words framed in a set of six goals. It even included financing via development aid: ‘We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources’. (Hinzen 2000)

Later, in the same year 2000 the Millennium Summit of the United Nations in New York came up with the MDGs: 193 member states agreed on eight goals; reducing poverty, child mortality, HIV/AIDS, primary education, gender equality, maternal health, environmental sustainability and partnership for development were the key words. Again, the timeline was set as 2000–2015. The major issue for all in AE&LLL was the reduction of the EFA lifelong learning agenda of Dakar to ‘primary schooling’ only. We do not argue that we should not have the best basic education for all children, youth and adults. But with this reduction most of the flavour and foresight of EFA got lost. The attention of governments and funders went to primary schooling, and then to access, with little to quality.

Today we are witness, or are part of the review process, for 2015 which is just around the corner. What becomes daily clearer at national, regional and global level is that despite achievements and gains, most of the agreed-upon goals will not be reached, especially those related to youth and adult education and their learning and training needs. Within the growing post-2015 debate we see a need to complete the EFA agenda, at the same time realising that the world has changed these past 15 years. New challenges and threats to the development agenda must be included. The Civil Society Communiqué of the Global CSO Forum on the Post-2015 Development Agenda, held in Bali March 2013, concluded that a future “framework must include goals and zero-targets on universal access to equitable healthcare, quality, inclusive education and life-long learning, water and sanitation, and food and nutrition security.” It therefore it seems

that there will be a move to SDGs, broader and deeper than the MDGs, with an inclusive education agenda covering all aspects of education, training, learning. This must permeate all the implementation of the new development agenda.

A “Quality Education and Lifelong learning for all” perspective is emerging. This could cover the education part of the development agenda, and at the same time help shape a specific education agenda. The 37th session of the UNESCO General Conference added, in a “Concept note on the Post-2015 education agenda” the ‘Equitable’. In another document is phrased ‘Ensuring equitable’, which we feel bringing in ‘Lifelong learning for all’ covers already.

There is still some time to go. We wonder how it will look like when in May 2015 the next World Education Forum is convened in Korea. Let us see whether the paradigm of lifelong will survive this time.



Another important process for AE&LLL is the World Conferences on Adult Education convened by UNESCO every 12 years, starting in 1949 in Helsingoer, Denmark. The latest one, ‘CONFINTEA VI’, was in Belem, Brazil, in 2009. These have been important milestones in professionalizing

the field, highlighting policy frameworks and priority themes for the international agenda. There was at the same time a need to relate it closely to the EFA process. (Duke and Hinzen 2008) In 2009 the first GRALE critiqued planning and delivering 'development' internationally, and achievements and disappointments of the previous decade. It was followed up in GRALE 2 in 2013 UIL (2009, 2013).

Beyond the education sector - broader dimensions of the 'global problematique'

Apparently solving one complex problem today may unexpected negative consequences elsewhere. We classify these as being economic or social, political or ecological like looming environmental crises to do with exhausting non-renewable resources and global warming, but the elements are entwined.

Within each category are many different issues. Thus 'social' embraces health, social welfare, security, migration, increased longevity, a growing ageing population, housing and urban planning, social injustice, inequality and exploitation, divisions on ethnic, gender and religious grounds, well-being and happiness, culture in its different meanings, and education itself. Many of these are also acute political problems, and they have economic and ecological dimensions. Some have already become acute in some different places. Some threaten locally and globally, like still contested global warming. The term *sustainability* now attaching to the next cycle of development planning increasingly extends beyond the environment to all areas of governance and civil society. These challenges need integrated long-term planning and require difficulty decisions. We really don't know how to govern for such times.

Lifelong learning led into concepts of a high-skill *learning economy*; and more broadly an active and capable civil *learning society* which is partly who we now have mass higher education. The curricula (formal and hidden) of universities, their choice research programmes, the uses to which the outcomes are put to use, should all be planned by reference to real needs and problems. Recurrent education as a strategy for lifelong learning (OECD 1973, UNESCO 1972) makes AE&LLL every university's business: you cannot cover seventy years of post-school learning in three or four years of study.

Post-War euphoria, rising prosperity and individual freedom in the West flows on to rising aspirations and a climb out of extreme poverty and

illiteracy by most of the post-colonial ('developing' or 'third') world. The BRICs and other formerly weak economies move towards the top of economic league tables. New problems as well as prospects emerge, including the ongoing 'global financial crisis' from 2007-08. Academic freedom, strong in the liberal tradition highly valued in the West, is also an excuse for conservative irresponsibility. We now have a flood of literature about 'university engagement': the involvement of universities with their local and regional communities in a shared process of learning, development and knowledge-making puts AE&LLL centre-stage (Gibbons, 2008, Bjarneson and Coldstream 2003, Beere *et. al.* 2011, Duke *et. al.* 2013, Goddard 2009, Lundvall 2002, OECD 2007, 2008, Slowey and Schuetze 2013, Watson 2007, Watson *et. al.* 2011, Riddell 2014). This is in head-on collision with global league tables. Gibbons for the World Bank argues that new universities, which are mostly also regional, have a perfect niche in regional engagement (Gibbons 2002). Engagement requires universities to address the real world problems in they do. The education system can no longer be a semi-closed planning arena - or just another profit-seeking industry in a competitive commercial environment.

There are obvious moral and political arguments for this (Garlick and Matthews 2013). Public and many private universities are part-financed by the community and civil society of which they are part. They must earn the right to exist by their relevance and use, not just to special interests and the disciplines of the academy. A deeper argument is based on understanding how new knowledge is created, and should be owned, shared, and used: (Gibbons *et. al.* 1994, Gregersen and Johnson 1997, Jacob and Hellstrom 2000). This describes Mode 2 knowledge co-production from partnership between HEIs and other groups, organisations and institutions. This recognises the reality of different often contextualised kinds of knowledge; and the difference between information, its comprehension and its use as shared *working* knowledge.

Universities and AE&LLL - practical contributions

If we analyse where universities do most of their research we soon see that it is not where and what demography would say. More people live and work longer, more people learn more in the second part of life than in childhood or youth. All have to and do continue learning. The latest results of PIAAC and BELL studies and projects show levels of competencies and skills, what is missing, and what people needs doing to implement what the EU calls "One level up" for everybody. AE&LLL is not at the heart of research, and universities are doing little in respect of research to

strengthen evidence-based policies. New university engagements with communities and people might then be found that show how local activity on the ground is better than what policies would have us do, involving the common sense and wisdom of people as citizens, local residents, and workers.

The ASEM Education and Research Hub for Lifelong Learning is a network for university cooperation in lifelong learning between Asia and Europe. ASEM stands for Asia-Europe Meeting, as cooperation between ASEAN and the EU. It may be one of largest networks globally. More than 100 colleagues work together, mostly from universities but others from Ministries and international organisations (<http://asemlllhub.org>) They publish the *ASEM Magazine for Lifelong Learning* and organize cooperation through five research networks: Development of ICT skills, e-learning and the culture of e-learning in LLL; workplace learning; professionalization of adult teachers and educators in ASEM countries; national strategies for LLL; and ASEM core competencies.

As a member of the earlier Reference Group on Education for All in Higher Education we remember an attempt to correct the imbalance of EFA towards primary schooling. This has been further strengthened by a section of the International Association of Universities (IAU) with good information sharing via the Portal on Higher Education/Research for EFA (<http://heefa.net/>), organizing conferences and capacity-building workshops. The latest was at the University of Delhi in February 2014: 'A three-step activity to envision higher education for Education for All locally'. University, government, civil society and other stakeholders sought to develop 'an action plan on how to reinforce higher education's contribution in achieving Education for All'.

UNESCO has realized how small and weak AE&LLL are as well as university support for research, training and development for this area. The future of education and learning is bleak, light years away from the visions of Faure *Learning to Be* and Delors *Education. The treasure within*. It is something that the UNESCO Concept Note gives 'post-basic education including tertiary education' its own objective. In the *Action Plan for Adult Learning and Education (ALE)* agreed at the CONFINTEA VI Regional Follow-up Meeting Asia Pacific for Asia and the Pacific in October 2013 in Korea, there is a notion to "establish networks with universities, teacher associations and civil society organisations" and work towards "improving capacity building and the professionalization of adult educators" (Hinzen / Knoll 2014).

Let us mention two among several more initiatives that are just forming as potential follow-up on this Action Plan: In early March 2014 during a Non-formal Education Conference in Vang Vieng a group of some 15 University colleagues, mostly from Southeast Asia met to inform and exchange on the policies and experiences of AE&LLL in their institutions, on Master programmes in NFE, and on possible ways of future support and cooperation. Later in March 2014 the 1st International Forum on University Global Social Responsibility under the theme “Universities in Action: Emerging Perspectives in Global Responsibility” was organized by the Seoul National University. What they have in common is to bring the university closer to AE&LLL, especially related to local communities and their needs. It is a kind of late follow-up on earlier tradition of ‘extramural studies’.

We argue also that inasmuch as universities are involved in the training of teachers and administrators for schools on all levels, they should similarly be involved in the training of facilitators and managers of community learning centres, adult education institutes, and the variety of personnel in diverse adult, non-formal, continuing education. Research should identify education and training functions actual and required now and for the future. There should be many more bachelor and master level degrees including AE&LLL devoted to this. EU has the Erasmus Mundus exchange for university staff and students. There should rightly be more opportunities for adults also, as universities become centres for lifelong learning.



Local Lifelong Learning: AE&LLL, Universities, Learning City

An ambitious conference in Hong Kong in late 2013, *Cities learning together* (Duke 2013, PASCAL Website) explored connections between central, local and neighbourhood levels across economic, social, health and environmental policy areas, and between public, private and civil society sectors, including universities which were strongly represented. The meeting asked how economic growth and balanced social development could be reconciled in healthy, eco-friendly and sustainable ways, long- and short-term, with growing megacities in a world now over 50% urbanised.

Such might seem to be 'mission impossible', but at least it sketched the complexity of the agenda to be addressed if we are to govern ourselves capably and 'learning fully' in an ever more hazardous world.

The conference did not establish general principles whereby local neighbourhoods can become active learning communities owning and carrying out policies established as priorities at national level. Connecting across these levels is necessary for sustainability, and difficult. Participants learned of new learning city and neighbourhood policy initiatives in several countries of East Asia, visiting examples in Hong Kong where vital health, local economy, migration, labour market, and green environment problems are being addressed. Universities from all continents described community engagement, partnership and service. The diversity of context, tradition, and political-administrative circumstance (also revealed in the engagement literature) precludes highly prescriptive conclusions.

The problem for local university engagement with access and equity missions in the face of global competition was often cited. The best examples were where universities really committed themselves to working locally: institutionally from the CEO down (Petter 2013, Curry 2013); or even 'below the radar' through small groups and individuals, in participatory action research on big challenges locally. Given political realities, working locally and almost invisibly may be the best that can be done. Desirably central governments will support universities to engage in their local regions, eg. by high quality research applied to global and local problems, and through sustained partnership with agencies and institutions across the local-regional socio-economic spectrum. At times the drive for global academic status is just too strong.

How relevant are learning cities and universities with a regional mission to post-2015 AE&LLL development planning? The poorest of the mainly rural

poor are a traditional priority for adult non-formal education. Informal education has long been included, but not much done to turn it into policy. Here is another way to renew and deepen the full meaning of LLL in Faure, Delors, and the earlier work of the OECD, never effectively interpreted into practice, and now emasculated in the 'audit society'. Can a strong international policy lead embolden regional universities, their leaders and governing bodies, to rediscover the community service mission on which many now prestigious 'global' universities were founded? Civic engagement and local action with other regional stakeholders brings enrichment. Universities could break free from world rankings and be all-age agents of AE&LLL. The 'global problematique' is highly complex, experienced in different ways in different parts of the world, and in different towns and regions in each country. There is an inescapable need for locally grounded *educational* support for lifelong *learning* in this knowledge society. Diverse, responsive priority universities embedded in their cities and regions could play these roles.



Language and Dialectic

Words are our tools for working together, but not fixed and God-given, Change is assumed to be good and our words change faster than ever. Some terms are almost useless, corrupted by fashion, politicians and fanatics. We must still think and speak clearly in work and civil life, otherwise we cannot manage and govern ourselves well.

This is compelling with the words that are educators' stock in trade. We weaken our position, confuse our purposes, and muddle what we stand for when we use *learning* to mean *education* because it sounds nicer. We all know that everyone has the capacity, which few ever lose, to learn as naturally as we breathe and for as long. To demand resources for what we all anyway is weak. What we *mean* is formal support by way of *education* (not LLL) to become better at learning.

We need an infrastructure of people, policies, curricula etc. that really helps learners, employers, the State and society. If we call this *learning* we shoot ourselves in the head as advocates for resources.

Of course resources, budgets for education are not allocated where most needed across the life span and the social spectrum. We must restate forty-year-old policy for *recurrent education as a strategy for lifelong learning* – and speak of education when that is what we mean. Being 'politically correctly' obfuscates, and we also lose sight of a bigger and still more important task: building the kind of political, social, economic, cultural and civic system where lifelong learning for all is also life-*wide*. We must design workplace and non-workplace environments to make them learning situations and opportunities for all of the people all of the time. This presents big problems: special interests, habits and prejudices to identify, understood and resolve. Universities should lead this really big agenda for LLL and a *learning* knowledge society.

So we have the individual in society; and the State with the individual citizen. To synthesise the individual and the collective echoes the global life-struggle between 'socialism' and 'neo-liberalism'. It explains much of our confusion and conflict. Can we reconcile each citizen's opportunities, rights and duties to learn, with creating a healthy, sustainable and equitable society making fulfilment possible? Or are we scared by the idea of a learning *society* that sacrifices individual liberty? LLL must not be reduced to only the learning (or education) of each 'autonomous' individual.

In European and western systems and traditions we dichotomise: winners and losers, right and wrong. Something black cannot also be white. In a socially networked interdependent and at times listening smaller world we can if we wish learn from the other ways of seeing and knowing of different religions and philosophies especially but not only of Asia (Osborne *et. al.* 2013, Duke 2014).

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Opening remarks SEAMEO CELLL Workshop on CLC

Representatives of MOET Vietnam,
Representatives of SEAMEO CELLL,
Distinguished Guests,
Dear Colleagues,

It is my honour and pleasure to be here with you today on the occasion of a very important workshop on Community Learning Centres, nowadays commonly called CLCs.

Everywhere around the globe we have certain forms and facilities for education, training, and learning for youth and adults outside the school system which are anchored in the community.

Kominkan are one of the interesting models of CLCs from Asia, and Japan should be proud of it. Folkhighschools (Volkshochschulen, VHS) are one of the interesting models from Europe, and Germany is proud of it.





And from my work in DVV International I remember a good number of interesting and valuable exchanges between Kominkan and VHS even as far back as in the 1980s.

The video at the beginning has shown quite clearly how UNESCO is currently looking at CLCs as one of the great opportunities to bring learning opportunities closer to the people.

At the same time it is or should be quite obvious that such work within and for a CLC system needs not only quality in the courses and activities at local level. It needs also support structures for capacity building, training, and research from provincial as well as national level. This is a must, just like for any other sector of the education and training system.

Only then CLCs can become cornerstones in the construction of learning communities, learning cities, and learning societies, thus contributing to lifelong learning for all – providing skills for work and life.

I am from Germany, but now living in Lao PDR, and working for partners in countries of the Mekong region and beyond in Asia and the Pacific.

Almost daily I enjoy in Vientiane the view of the “mother of all rivers”, and quite often I think of the Golden Triangle. This has led several times to my reflection on golden triangles that are important to respect for our work in CLCs, which are amongst others:

- Government, Civil Society, Professionals
- Policy, Legislation, Financing
- National, Provincial, Local
- Providers, Programs, Participants
- Theory, Policy, Practice
- Knowledge, Skills, Attitudes

For our workshop here today and tomorrow which looks at a variety of CLC models from different countries I would like to add one golden triangle that calls already at the beginning of our meeting for deeper understanding of the diversity of experiences that are contextual even in an increasingly globalized world. Therefore in comparative studies of education as in bilateral or international cooperation we have to clearly distinguish between

- Similarities, Commonalties, Differences

In this respect it is always a challenge when we look at experiences of other countries, especially when we want to learn from others, or when we want to borrow from models.





It is often helpful, but mechanical transfers most often not possible.

Sharing for learning is an approach for exchange and collaboration that I really like. That is when we saw the opportunity to cooperate with MOET and SEAMEO CELLL during this workshop we could only happily agree to join. We are thankful to be part of this great opportunity.

May this be the beginning of a successful networking on CLCs as a strong instrument, opportunity and contribution to what is currently under preparation for the education and development agenda post 2015.

A new global goal that needs later country specific targets and indicators calls for

- Ensure equitable and inclusive quality education and lifelong learning for all by the year 2030

May this workshop help to find ways how CLCs could best support youth and adults to fulfil their learning and training needs today and in the future. Again, thank you so much to MOET and SEAMEO that DVV International can be part of this noble and at the same much appreciated endeavour.

I wish the workshop all the success it deserves.

2015

Welcome Remarks Regional Consultations on Education and Lifelong Learning for Sustainable Development

His Excellencies,
Distinguished Guests,
Dear Partners and Colleagues,

let me start with a heartily welcome and a big thank you so much to you all who are here with us today.

It is my great pleasure to have this regional consultation on lifelong learning and sustainable development at a time when we are moving fast towards the agreements on a new post-2015 education and development agenda.

Many of you were with us around a year ago when we met in Vang Vieng, and when our meeting carried the slogan “Quality Education and Lifelong Learning for All”. This was a major step forward as in Dakar in the year 2000 we agreed (only) on “Education for All”. Now we could add “Quality” and “Lifelong Learning” as important features.

This time we thought to put the consultation under the overarching goal agreed in Muscat by the Global Education Meeting as “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”, and look at it through the lens of sustainable development as the Millennium Development Goals are transforming now into Sustainable Development Goals. You all have your copy of what is referred to in our circles as the “blue book” in your conference bag, a collection of important documents under the title *On the Eve of EFA and MDG – Shaping the Post 2015 Education and Development Agendas*.

We should be very happy that HE Deputy Minister Lytou Boaupao is with us today. We owe him much. He came to Germany to participate in a conference of DVW International on “Financing Adult Education for Development” in the year 2009, and he did the final negotiations and preparations to open our regional office in Vientiane. Ever since he has been the strongest supporter of our cooperation in non-formal education, always ready to respond positively, whenever, and we have done this quite

often, called for him. He even helped us in our last session of a reflection on our cooperation to get a better understanding of what in Lao PDR politics are the “Four Breakthroughs” and the “Saam Sang”, and what they mean for us in education.



We are meeting today on historic grounds as what is commonly called km 8 has not always been the Non-formal Education Development Center. It has a certain German tradition of cooperation, and that is why I am glad that we have HE German Ambassador Michael Grau with us. About a decade ago the then GTZ, now GIZ, implemented together with the Ministry a project called BAFIS which is the German abbreviation for vocational training for the informal sector. Our Ambassador is a strong advocate of the German support to especially vocational education, and he stated very clearly in our last handing-over ceremony: “Education is a key to development. Skills are important for the ASEAN economic integration. And no-one should be left behind”.

Thank you and welcome also to ASPBAE, its President, Secretary General, the Executive Council and staff. You have been supporting our work here in Lao PDR right from the start, participated in many events, helped with capacity building efforts on gender mainstreaming as well information and communication. Of course, you are a renowned regional and even global player of civil society actors with high esteem for professionalism and

solidarity, and a well respected partner for UNESCO and many other stakeholders. But your decision to take up our invitation to hold your this year's Executive Council meeting in Vientiane, and to agree to stay on for a few days so that we can exploit your expertise fully during this regional consultation is highly appreciated.

A special thank you must go to the Director of NFEDC and his staff. When we were discussing with you a few weeks ago whether km 8 could be the venue of this regional consultation then we heard quite some sceptic arguments whether the capacities needed would be available, and the standard good enough for such a regional meeting. Today I am so proud that you took up the challenge, and with all your engagement and motivation of your staff you have proven how much change is possible in such a short time, given the will and creativity needed. This preparatory process itself and the running of this regional consultation will be a step forward in capacity building of your staff, and the venue also.

A few words on DVV for those here who do not know what it stands for. Usually I advise: Please do not google DVV as the German Volleyball Association has the same DVV, and comes up first. However, we are the German Adult Education Association, the largest provider of youth and adult education for those out-of-school, and the backbone of our work are the 1000 community learning centers, the folk high schools which you find in all villages, towns, and cities throughout Germany.



They started around 100 years ago, and their importance was proclaimed in the basic law of our first democracy, the Weimarer Republic, in 1918. Everybody in Germany knows them, and yearly around 10.000.000 participants come for the diversity of courses and lectures in languages, literacy, environment, vocational, ITC, culture and arts, or on political or social issues. It is part of our system towards lifelong learning for everybody and everywhere, based on a bottom-up as well as supply and demand approach. Fortunately the golden triangle of policy, legislation, and finances is available for our non-formal education.

DVV was founded in 1953, the same year like the European Association for the Education of Adults. In this respect EAEA can be called the European sister of ASPBAE, and we are more than convinced that cooperation between such professional civil society bodies are of highest value. We have nurtured this collaboration on many occasions, including during the ASEM process where ASEAN and EU have created a structure for closer exchange on Governmental, Parliamentary, and people to people level. DVV supports both EAEA and ASPBAE, and we were present when ASPBAE was founded in Australia in 1964, and we are very fortunate to have been successful in receiving the financial support from the German Government via BMZ to contribute to the development of education and lifelong learning in the Asia Pacific since 1977.

Let me come back to the Muscat Agreement and the overarching goal “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. I remember HE Lytou to be with us in APREC, the UNESCO organized Asia Pacific Regional Education on Education, which in the Bangkok Statement endorsed this overarching goal to take forward to the World Education Forum where we shall be going to in Korea in May 2015. We translated both documents into Lao language, and they have been published in our *Newsletter. Lifelong Learning and Non-formal Education in Lao PDR and Southeast Asia*, distributed through the Provincial and District Education Offices. Translation into national languages is important, and I recall that during APREC in Bangkok I was standing in the elevator together with HE the Minister of Education, Youth and Sport of the Royal Cambodian Government, and he agreed immediately to get the Muscat Agreement and the Bangkok Statement translated into Khmer language; our partner NGO Education Partnership who is present here today implemented this task, and disseminated widely. Welcome and thank you! The Ministry of Education and Sport, together with the development partners, is currently preparing the new Education Sector Development Plan covering the period 2016 – 2020. We are fortunate that the Department of Planning is sending a representative who will explain to us

how to create coherence with the national education agenda of Lao PDR and the regional as well as global goals. How to keep this overarching framework and at the same time break it down to national targets and indicators will be a challenge for all of us in our countries.

I am convinced that this regional consultation on lifelong learning and sustainable development is a very worthy attempt to enrich the on-going debates. A look at the agenda of our two days gathering shows that there is high level of information coming, some more political or theoretical, much very practical, and based on experiences which are provided as sharing for learning.

Let us take this opportunity serious for this very moment, and then create a momentum for further attempts to cooperate closer in this Asia Pacific region, and of course with Germany and Europe.

Again, thank you so much for joining, and welcome to the joy of learning!



Sources

Most articles have been published over the years in a diversity of publications. For easier reference we provide here an abbreviated list of sources. More information via hinzen@dw-international.de

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Biographical notes

Heribert Hinzen was born on 8.11.1947 in Mettmann, Germany, where he attended primary and secondary school. He studied at the Universities of Bonn and Cologne in the field of human and social sciences between 1967 and 1973. Later he earned his Dr.phil. at the University of Heidelberg with a study in comparative education on: *Adult Education and Development in Tanzania*.

At an early stage he got interested in development education and worked part-time as a facilitator in local adult education centers (VHS) as well as a trainer for development organizations.

His first contacts to DVV hail back to 1974. In 1975 he wrote a report for the journal *Adult Education and Development*, and in 1976 he organized a study tour for Indian adult educators from Government and Universities to adult education institutions in different parts of Germany.

He joined DVV International as a full time staff member in 1977, then called the Department for Adult in Developing Countries, as a Coordinator for a project on development education, which today is still very active and by now called global learning. Already in 1978 he became Deputy Director of DVV International, and additionally coordinated projects in Africa, and Asia.

His first assignment abroad for DVV International was as Director of the country office in Freetown, Sierra Leone from 1983 to 1987. Later he became Director in Budapest, Hungary, from 1995 to 1999, and since 2009 he is Regional Director in Vientiane, Lao PDR, for South and Southeast Asia.

1990 - 1995 was his first period as Director of DVV International, with a high level of new opportunities after the fall of the Berlin wall. A second period followed from 1999 – 2009, again with great challenges in an ever growing globalized world.

UNESCO has been an important partner throughout his career. In 1975 he attended the UNESCO conference on Structures of Adult Education in Africa. In 1976 he coordinated a study for the UNESCO Institute of Education, now UIL, the UNESCO Institute of Lifelong Learning. He was a member on a number of committees like the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, the EFA Global Monitoring Board, and the German National Commission of UNESCO.

Additionally he served in senior roles as Vice President for major professional civil society associations, such as the ICAE and EAEA. He was invited to be a member of the International Adult and Continuing Education Hall of Fame in 2006.

His interest in the cooperation with Universities has been a guiding principle throughout his career, and took him to follow invitation to numerous Universities in more than twenty countries. He was awarded an honorary doctorate from the University of Pecs, and he holds titles as honorary professors of the Universities of Iasi and Bucharest in Romania as well as Pecs in Hungary.

Bibliographical hints

Heribert Hinzen has written, edited and published numerous articles, books, and journals throughout his career. A full bibliography for the years 1971-2015 with thirty pages is available, and sub—divided into:

- Author of Articles, Books and Studies
- Editor of Books, Research Reports and Working Documents
- Handouts, Interviews, Lectures, Presentations and Reviews
- Institutional Co-Authorship and Co-Editorship
- Editor, Publisher and Board Member of Journals and Series

Most outstanding was his contribution to publications of DVV International. He was editor of *Adult Education and Development* for more than thirty years, and serves now on its Board. He was founding editor of the series *International Perspectives in Adult Education*. He edited two volumes on the history of DVV International covering the first 25 years, and later 40 years of its work.

His publications cover adult education, cooperation and development, and include volumes like

- Education for Liberation and Development. The Tanzanian Experience. (Eds. with Volkhard Hundsdorfer), 1979
- Erwachsenenbildung in der Dritten Welt. (Eds. with Wolfgang Leumer), 1982
- Fishing in rivers of Sierra Leone. Oral literature. (Eds. with Frederick Bobor James, Jim Martin Sorie, Sheikh Ahmed Tejan Tamu), 1987
- Giving and taking. Involved in Sierra Leonean adult education, 1987
- Ungarische und deutsche Erwachsenenbildung. Europäische Partnerschaft und internationale Zusammenarbeit, 2000
- Adult Education in a United Europe – Abundance, Diversity, Experience. (Eds. with Ewa Przybylska, Monika Staszewicz), 2005
- Knowing More, Doing Better – Challenges for CONFITEA VI from monitoring EFA in non-formal youth and adult education. (Eds. with Chris Duke), 2008
- Adult Education in Southeast Asia and the Pacific. System Development and Support Models Towards Lifelong Learning.(Eds. with J. H. Knoll), 2012
- Lifelong Learning and Governance. From Programming to Action – Selected Experiences from Asia and Europe. (Eds. with Joachim H. Knoll), 2014
- At the Sunset of MDG and EFA: Lifelong Learning, National Development and the Future. (Eds. with Chris Duke), 2014

He serves on the Boards of several professional journals like

- Adult Education and Development
- Andragogical Studies. Journal for the Study of Adult Education and Learning
- Andragogy and Cultural Theory
- Asia Pacific Education Review
- Bildung und Erziehung
- Newsletter. Lifelong Learning and Non-formal Education in Lao PDR and Southeast Asia

Abbreviations

ACTS	ASEAN Credit Transfer System
AE	Adult Education
AEC	ASEAN Economic Community
AEPF	Asia Europe Peoples Forum
ALE	Adult Learning and Education
APREC	Asia Pacific Regional Education Conference
APUCEN	Asia Pacific University Community Engagement Network
AQF	ASEAN Qualification Framework
ASEAN	Association of Southeast Asian Nations
ASEM	Asia Europe Meeting
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BAFIS	Berufsausbildung fuer den informellen Sektor (Vocational training for the informal sector)
BELL	Benefits of Lifelong Learning
BMZ	Federal Ministry for Economic Cooperation and Development
BoCAED	Bonn Conferences on Adult Education and Development
CELLL	SEAMEO Center for Lifelong Learning
CLC	Community Learning Center
CONFINTEA	UNESCO World Conferences on Adult Education
CSO	Civil Society Organisation
DEO	District Education Office
DESB	District Education and Sport Bureaus
DESD	Decade for Education and Sustainable Development
DNFE	Department of Non-formal Education
DVET	Department of Technical and Vocational Education
DVV	Deutscher Volkshochschul-Verband
EAEA	European Association for the Education of Adults
ECTS	European Credit Transfer System
EMIS	Education Management Information System
EQF	European Qualification Framework
ESDP	Education Sector Development Plan
EU	European Union
EFA	Education for All
GACER	Global Alliance on Community Engaged Research
GIZ	Deutsche Gesellschaft fuer Internationale Zusammenarbeit
globALE	Curriculum Global Adult Education & Learning
GOL	Government of Lao PDR
GRALE	Global Report on Adult Learning and Education
HEI	Higher Education Institutions
HRD	Human Resource Development
ICAE	International Council for Adult Education

IGO	Intergovernmental Organisations
INGO	International NGO
LDC	Least Developed Countries
LLinE	Lifelong Learning in Europe
LLL	Lifelong Learning
MDG	Millennium Development Goals
MIC	Middle Income Country
MoES	Ministry of Education and Sports
MOU	Memorandum of Understanding
MPI	Ministry of Planning and Investment
MOET	Ministry of Education and Training
NFE	Non-formal Education
NFEDC	Non-formal Education Development Center
NEP	NGO Education Partnership, Cambodia
NGO	Non-Governmental Organisation
NILE	National Institute of Lifelong Learning
NPA	Non-Profit Association
NZQF	New Zealand Qualification Framework
PES	Provincial Education Service
PRIA	Society for Participatory Research in Asia
RVA	Recognition, Validation, Accreditation
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
Q&A	Question and Answer
QF	Qualification Framework
PISA	Programme for International Students Assessments
PIAAC	Programme for International Assessment of Adult Competencies
RMIT	Royal Melbourne Institute of Technology, University
RUPP	Royal University of Phnom Penh
SEAMEO	Southeast Ministers of Education Organisation
TEACH	Teaching Adult Educators in Continuing and Higher Education
TELC	The European Language Certificate
TVET	Technical Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning
UN	United Nations
UNESCO	UN Education, Social, Culture Organisation
UNLD	UN Literacy Decade
UPE	Universal Primary Education
VHS	Volkshochschule (German version of CLC)
VICAED	Vientiane initiatives on Cooperation for Adult Education and Development
WEF	World Education Forum
WHH	Welthungerhilfe

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