



BULLETIN No. 23

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Editorial *Chris Duke*

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This issue of the Bulletin continues discussion started in Suwon, Korea of the idea and meaning of life-deep learning. At this time hype and fake news cause ever more widespread concern, corrupting words and draining them of meaning. Lifelong learning (LLL) is one such term; used loosely and vaguely it is sprayed surface-deep on many policies like a smell-good perfume. Gumpanat's simple question echoes the spirit of earlier views, showing also that learning is seen in this network to be as much about community and institutional learning as about that of individuals.

The Bulletin Editor has a chronic dilemma: to adhere closely to the world of learning, education and training where many network members belong, but risk thinking too much within a semi-closed, self-preoccupied system; or to focus on big critical issues of our time that threaten security, happiness, prosperity and even survival – issues manifest globally but best addressed very locally – where learning is involved

One of these critical issues is difficulty or failure of governance to be owned by and addressing 'ordinary people'; guided and controlled by canny citizens imbued by values and confidence as well as knowledge to keep politicians and other leaders honest, capable and answerable. The bigger our nations, cities and institutions the harder it is to govern, regulate and monitor with respect to diversity of context and people. We see some rebalancing from nationally imposed curriculum and systems to local community learning centres and, in a recent UIL-led exercise, to quite informal study circles.

New technologies, whether social, for play, or intendedly for education and training, are at best enablers and at the worst dangerous threats. How well is new fast moving IT enriching LLL – including the formal education 'sector': with wide-vision and long sight or with magic-bullet naivety? What part does the formal sector, especially in its higher reaches, the universities, play? - long and lateral vision, quick fix, a means of civic passivity and social reproduction? If we see imbalance or worse, how do we go about putting it right? These are questions that are open for members to explore.

This issue continues examining both lifelong learning and democracy; and offers the usual menu including the learning and roles of older adults, and progress in implementing the sustainable development goals (SDGs) with their 2030 timeframe. SDG 4 is the main focus of educators. Like lifelong learning it is only truly viable so long as it promotes, permeates and enables the other sixteen Goals outside the education sector.

On this occasion, in addition we also look at the longevity and achievements over time of different adult learning and education (ALE)-focused civil society NGOs, global and more local. We note how by means of public pronouncements in documents they seek to influence governments to support lifelong learning as part of ecologically sound social, cultural and economic development, especially, but by the term *lifelong* not only, of adults. We do well to keep asking how to make our voice heard in a time of ever more strident populism and permeative social media. An immediate example: in personal correspondence PIMA Vice-President Shirley Walters tells me that *it sounds like with the meeting coming up in New York in July, it will be useful to get as many people making a noise about the impoverished understanding of LLL that appears to be dominant in SDG processes*. How good at noise-making are we?

Life-deep Learning

Is it a term that includes the cultural dimension of learning and knowing?

Gumpanat Boriboon

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Knowledge and experience related to day to day living, occupations and culture have been passed on from generations to generations. These kinds of knowledge and experiences are still useful for people at present because they deeply relate to their way of life. If these forms of local wisdom are well looked after and promoted they can be very good sources of knowledge, information and guidelines for the quality of life development of people today.

Lifelong learning activities are provided and supported by local wisdom. Learning processes are organized at local wisdom learning centers and also within the household.

All educational institutions should realize the value of local wisdom as a valuable treasure of the country. Their knowledge and experience should be preserved and transferred to the next generations.

Jewish Resiliency: personal, collective, political and religious

Eric Zimmerman

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I am often asked what accounts for so much innovation activity concentrated in such a small country - Israel. There is no simple answer. As I see it, in Israel from an early age (1) youth are taught to be independent and responsible, (2) yet team players; the youth movements and army are incubators for this life skill. The (3) flat family-like nature of the Jewish/Israeli people coupled with (4) the small country size have also been key for the near instant national networking; there are virtually zero degrees of separation in Israel. Of course, we have (5) excellent universities as well and we put a premium on education. Finally, we understand that (6) failure is to be embraced as a learning tool; we try, learn, fail, pick ourselves up and try again. This resiliency is our secret weapon, honed over centuries of facing adversity. This “learnability” indeed is the most important skill we can teach students today, in the face of growing uncertainty in the workplace of tomorrow.

The resiliency of the Jewish People stems from a long history: from the creation of an imperfect world, to the enslavement in Egypt, the subsequent freedom and the organization into a people, encountering the Amalekites (in every generation), defeating the enemy (repeatedly), and importantly never losing hope in an eventual redemption. The resiliency implanted in our collective DNA has led us through trial and tribulation, persecution and terror, time and again. The ability to recover from failure (of society), quickly, looking forward (though commanded to remember the past) has been critical for our collective survival. Today, this helps explain why we are indeed an entrepreneurial nation, developing start-ups in technology, medicine, and beyond.

Resiliency for Jews has always meant not springing back to a previous condition but being able to create something new, a better situation for the collective. The unity of the Jewish people is an age-old belief widely held by all “members of the tribe”. Each Jew has a common belief that we are responsible one for

the other. We are also likened to river reeds, flexible in the face of weather conditions, not easily felled by strong winds.

May 2018. I am a Jewish Israeli, in Philadelphia, the city of brotherly love - at a dinner reception hosted by German colleagues at the annual [insert in full] (NAFSA) gathering of 10k international educators. Loving colleagues surround me. Here I have a vision. I have hope for Israel and Palestine if they were both to adopt the imperative to remember the past BUT look to the future.

During the Shoa, Jewish partisans for the most part did not seek out ordinary people for retribution. They fought the SS. One could have expected otherwise. Following the war, survivors did not seek out revenge. Instead, they rebuilt their lives. They built new families. They built a country. One could have expected otherwise. Today, Germany and Israel are strong allies. Today Jews and Germans enjoy a healthy robust alliance. Today thousands of Israelis call Berlin home. One should not have thought this possible. I have many honest deep friendships with German colleagues. I love these people.

If Jews can move beyond the Shoa to repair relationships with Germany (reconciliation not revenge), can the Palestinians perhaps learn from us and decide to build a stable sustainable independent state? Can the Palestinians look forward; not dwell on the past. Might they realize that it is more important than hatred. They owe this to their children. Israelis are resilient. Palestinians can be too, for their sake. Memory, resiliency and hope together are the foundations for a better shared tomorrow.

When the British left Palestine in 1948 following the United Nations decision in 1947 to partition the territory, the Jews declared statehood, the Arabs declared war. Let us now both declare our intention to live side by side, on less land than both sides want. Enough time and blood have been lost. We must be wise enough to respect difference, to be enlarged by it and not threatened by it. As an international educator, it is my primary duty to build sustainable and sturdy bridges between peoples. I am part of a cadre of social engineers tearing down the walls of ignorance that exist.

Being human in the era of the Fourth Industrial Revolution and AI

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Articles in the previous (No. 22) issue of the *PIMA Bulletin* on deep lifelong learning reminded me of the looming debate on what it is to be human in the emerging machine age of the Fourth Industrial Revolution driven by artificial intelligence, robotics and biotechnologies.

This question is receiving growing attention. The magazine *New Philosopher* devoted its recent issue to the subject with a range of perspectives - when? how? why? - in an issue titled *Being human: All about us*. While the questions are certainly philosophical, they also raise some very practical issues for a wide range of social pursuits, including education. What makes us human in the machine age? How do we distinguish human intelligence from machine intelligence? How do we use lifelong learning and community-building strategies to enhance essential human attributes and needs in the looming machine age?

In 'Life 3.0' (or 'Society 5.0', call it what you will), there is less work for all, or indeed no work except for machines. And if the current trends in community breakdown continue, what will replace the traditional things that brought meaning and purpose to lives? Learning for what purpose? What will be the features of Life 3.0 that we need to direct our ideas on education towards?

The founder and CEO of the World Economic Forum, Klaus Schwab, offers some useful pointers, starting with the question of distinguishing human and machine intelligence. He suggests a concept of human intelligence with four parts:

- *contextual intelligence – the mind*
- *emotional intelligence – the heart*
- *inspired intelligence – the soul*
- *physical intelligence – the body*

I find this a useful starting point in thinking about human and machine intelligence. If we take inspired intelligence to mean spiritual, as I do, I think we have a useful framework to explore what makes us human that machines will not achieve – at least not in the present state of technology development.

Schwab follows up with the following observation in discussing ‘inspired intelligence’

It focuses on nourishing the creative impulse and lifting humanity to new collaborative and moral consciousness based on a shared sense of destiny.

This concept leads easily to objectives such as compassion, empathy, and inclusion that are familiar to educators. Martha Nussbaum adds to this perspective by asserting that “it will need an ethical revolution, a consciousness-raising effort of international proportion”. How do we move towards such objectives?

A starting point is offered by the recent PASCAL/PIMA report on active ageing, which takes us in such directions. These features include the following:

- *a values-led approach to active ageing (and all other phases of life);*
- *using the UN Sustainable Development Goals as a testing ground in developing such an approach through an evolutionary approach starting with the education Goals;*
- *using local learning communities as the place to start an ethical revolution;*
- *revitalizing learning and community-building together in a triple helix approach.*

These points were brought together in a line from the UNESCO 2017 Cork Call to Action on Learning Cities: “We aspire to build a mindful learning culture in our cities that fosters global consciousness and citizenship through local action to implement the SDGs.”

There is much that adult education, with learning communities and other partners, can do to foster such a values-led approach. ‘Building a mindful learning culture’ is a long term investment that needs to be fuelled by democratic humanistic values and participation. I saw this 20 years ago when with the late George Papadopoulos I undertook a study of policies adopted by five OECD countries to build a learning and training culture: Sweden, Germany, USA, UK, and The Netherlands. The democratic values enshrined in Swedish Folk High Schools later found expression in other things the Nordic countries have done to build a democratic learning culture,. They have further found expression in the things discussed in the recent PASCAL/PIMA SIG report such as Volkshochschulen in Germany, Kominkan in Japan, Neighbourhood Houses in Australia, and various U3A and learning city initiatives.

If the pessimistic forecasts of the impact of artificial intelligence on employment are realized - or even partly realized - we are heading for the critical challenge described by MIT physicist Max Tegmark as *to create a low-employment society that flourishes rather than degenerates into self-destructive behavior.*

So what can we do in this transition period towards Life 3.0/Society 5.0 by way of harnessing our lifelong learning strategies to develop such well-being-inducing strategies that add meaning and purpose to lives?

Again, the recent PASCAL/PIMA report offers some suggestions and may be regarded as an opening in shifting our thinking towards the needs of a thriving low-employment society and the steps we need to take in this transition phase in asserting the things that make us human.

Can we, however, make the leap from good active ageing to good active living in all stages of life fuelled by the four types of human intelligence identified by Schwab: contextual, emotional, spiritual, physical? I am inclined to the optimistic view that the spin-off effects of achieving a renaissance in learning in later life will impact, in various ways, on the earlier stages of the life journey.

It is useful in this regard to look at Japan which is leading in responding to an ageing population and building a sustainable society, named Society 5.0 by the Japanese government, a human-centred society that integrates cyberspace and physical space. The critical point is that a social vision is leading, not technology. Atushu Makino in his article on Kominkan in the SIG report discusses how the Kominkan network of community learning centres is serving as the basis of a decentralized revitalization of Japanese society which he terms ‘a new infrastructure for society in Japan’.

In moving in such directions, a further important point that emerges from the SIG report is the need to revitalize individual learning and community learning together. This gives a key role for approaches such as community learning centres, and learning communities and cities. A range of options are discussed in the report, but others exist such as where a network of centres is supported by a foundation, as in several American examples.

Diana Amundsen in *PIMA Bulletin 22* cites Belanger in recognizing that our vision of lifelong learning must change in response to the transformation of situations requiring lifelong learning.

But as Belanger proposes, our vision of lifelong learning must be extended, broadened and deepened in response to the situations calling for lifelong learning undergoing transformation.

We are clearly in such a situation where the concurrence of the demographic and technological revolutions, along with other changes, is creating a never before situation requiring creative responses. Some deep thinking on what makes us human, and which distinguishes us from machine intelligence, should be at the forefront of our thinking on the kind of ‘Society 5.00’ that is needed.

The challenge is immediate and critical. Nick Bostrom, director of the Oxford Future of Humanity Institute, poses the challenge in stark terms:

Before the prospect of an (machine) intelligence explosion, we humans are like small children playing with a bomb. Such is the mismatch between the power of our plaything and the immaturity of our conduct. Superintelligence is a challenge for which we are not ready now and will not be ready for a long time. We have little idea when the detonation will occur, though if we hold the device to our ear we can hear a faint ticking sound.

On the other hand, French public intellectual Bernard-Henry Levy sees the challenge in more positive terms as an opportunity:

When we instead commit ourselves to moving forward, to diving into the unknown and embracing our humanity in all its uncertainty, then we embark on a truly beautiful and noble adventure - the very road to freedom.

So does the future lie with a ticking bomb, a re-run of Mary Shelley’s *Frankenstein*, or a beautiful and noble adventure?

In thinking about these scenarios I find myself going back to the 1972 UNESCO Faure Commission report with its existential philosophy of learning to be, and the idea that “man is an unfinished product that only fulfils himself through learning”:

Education from now on can no longer be defined in relation to a fixed content which has to be assimilated, but must be conceived as a process in the human being, who thereby learns to express himself, to communicate and question the world, through his various experiences, and increasingly - all the time - to fulfil himself.

So learning to be becomes learning to be human. The process of lifelong learning must be directed at the qualities that make us distinctively human, with the four intelligences identified by Schwab being expressed in imagination, compassion, empathy, autonomy, citizenship, and creativity. This gives meaning and purpose to our lives, and empowerment to individuals and communities.

I welcome comments on this article linked to the report of the PASCAL/PIMA SIG report on active ageing co-edited with Denise Reghenzani-Kearns. The subject is very important and merits our close attention.

Democracy in Crisis

Letter from Australia 16 March 2019 - viewing the EU from a distance

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Governing in global times

I write following the devastating massacre of fifty people at prayer in Christchurch, New Zealand. The action of a white supremacist, it brings more trauma to people and to a city which has already known more than its share. And it reminds about globally amplified risk, in even the best governed and most socially mature of societies.

The international response to the atrocity reminds us that events in one place now have consequences far away. Apart from our own local electoral preoccupations, Australian news this week touched on the latest conflict between the Trump administration and Congress, the renewed doubts about progress in negotiations between the US and North Korea, and the turmoil in the United Kingdom (UK) and Europe over Brexit.

A failure of mature governance

Brexit is a crisis for the UK, and indeed for Europe. However, it is symbolic of crisis in governance and leadership also in the wider context of national and international politics. Proclaimed as an important act of faith with the democratic process, Brexit has become a travesty of governance in the fifth largest economy in the world. It is supposedly about determining the basis of a new relationship between the UK and the Europe Union (EU), the largest and wealthiest economic bloc in the world. It has become an exercise in protecting existing political bases such as the Conservative Party itself. This priority together with general lack of imagination has meant that the better interests of people throughout the nation are put to one side. UK politics are now mired in uncertainty and constitutional chaos. Many normal conventions of the Westminster tradition have been flouted.

One of the ironies in the current situation is that those strongly committed to leaving the EU, the Brexiteers, claim that they merely implement the will of the people, as represented in the referendum in 2016; yet they deeply oppose a second referendum. This seems as silly as saying that because the Conservative Party won the last general election, we shouldn't have another one – or is it opposed in case the voters have changed their minds? The over-worked but empty phrase, 'Brexit means Brexit', takes the place of real effort to face the facts of Ireland; or to find genuine cross-party agreement about how a new relationship between the UK and the EU might be constructed.

It is as if having a vote once, as the British people did in June 2016, is sufficient to preclude them having any other say in the decision-making about what Brexit might be, and whether or not it happens. What does this say about the changing role of electoral processes in contemporary governance? Does it for example betray failure of a most serious kind to provide an education system fit for the purpose of creating an informed and capable active citizenry? How do we distinguish between liberal and illiberal democracy?

Many varieties of democracy in crisis

There is great diversity even among nations which consider themselves democratic in their structural arrangements and processes, even within the EU. Some make voting compulsory; for most including the UK it is optional, even though electoral participation is one assumes the most important right which citizens can exercise. Nations differ even in determining who is eligible to vote, and to what. Some have one house of parliament. Others have an 'upper' house, sometimes elected and sometimes not. Some use preferential voting; for others voting is first past the post, or preferential. Great variation exists in how candidates can be nominated, election campaigns conducted, and whatever rules exist are enforced.

There is no consensus about which of these arrangements is preferable in terms of citizens' rights, nor about which provides for the more stable and effective governance of particular population groups. Each nation continues to apply its own traditions and arrangements irrespective of latent consequences, with only minor amendments, such as lowering the voting age or varying the length of parliamentary term.

Nor is there much serious consideration about whether or not current democratic processes are in step with the new pressures and demands that surround and press on the political and governance leadership of any particular nation. Perhaps contemporary states have become ungovernable. How if at all do leaders develop stable arrangements for the normal business of government, and learn to work with an increasingly fragmented, diverse and hectic media environment? Increasingly, political processes seem to emphasise only those topics and perspectives which divide people, rather than seeking the common ground on which many can meet, and join in productive conversation about the divisive issues. Populism displaces reasoned discussion anchored in evidence.

Hopes for improvement?

There are exceptions. Where governments focus on practical matters such as schools, hospitals, transport infrastructure, and stay focused on 'getting on with the job', building in measures to promote social inclusion, they can win strong support from voters. The Labor Government here in Victoria Australia has demonstrated this with a very substantial win in recent elections.

But in the absence of a clear record, how do voters form a sensible view about who to vote for, both individual candidate and political party? How do voters sort through the various candidates' or parties' positions on different, very complex issues, to reach a judgement on which will form the best government for the country?

It is surprising that the systems work anywhere, given the evident challenges inherent in the process. It is less surprising that under certain conditions, and in the face of ‘wicked problems’ such as the movement of people, climate change, cybersecurity and job security, many voters choose either not to vote or to choose candidates and parties offering simple solutions, or at least some measure of solidarity.

Such patterns are damned as populist, apparently implying a necessary association between citizens’ movements and far-right political views. But they may be genuine efforts by citizens to find political representatives whom they can trust to act in their interests, and do better than current governments in addressing these wicked problems.

What to learn from the Brexit saga?

For many citizens voting is now a chore. The forthcoming EU elections should be seen as an opportunity to celebrate, and to exercise citizen rights in shaping the leadership of the most important regional bloc of nations in the world. Yet in the past two elections, the turnout has been around 43%, more than half preferring not to vote. There is growing concern that more parties and even governments of Member States will campaign against and seek to weaken the Union itself.

It is difficult for the EU, as a supranational entity, to engage with citizens, building their confidence and trust in the EU to tackle wicked issues, and advance citizens’ interests. The EU can point to many practical benefits for citizens in all Member States (not least peace); but loud political and public ‘noise’ creates a significant gap between leaders and citizens.

It is a time to experiment with new ways of thinking about governance systems and political processes. Oddly the most successful experimenter today is Donald Trump: his use of Twitter is completely new in the relationship between leader and people. It simplifies issues, is direct communication, can be shared easily and can be flexibly used.

How can European and other democratic leaders who value democratic principles mobilise citizens into good political activity? Where is the experimenting in how to do this better? Brexit shows us a model of failure. How to foster a spirit of insight and willingness to collaborate, to compromise in promoting people’s interests, and finding common ground? How to find forms of communication that are reliable and allow for reality’s diversity rather than oversimplification?

Such questions should be considered before the UK hastens to leave the European Union. Experimenting with how to do these things better might lead to a more sound and sustainable outcome supported by a more reflective and informed people.

Lifelong and deeper: learning civic literacy young for survival

Chris Brooks

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What to Do? In Bulletin No. 22 I asked eight questions and promised responses to follow. Here I try to reply to two of them:

- *It would appear that our societies are completely unable to cope with misinformation distilled by the social media. Worse, many of the political class now use it to undermine the institutions of our society. What to do? And*
- *It would seem that many, and perhaps the majority have no, or inadequate, tools to analyse the problems our societies face. What to do?*

What follow are simple maybe crude proposals for how to act.

Help parents to assume responsible supervision

Tobacco, alcohol, guns: all are dangerous, maybe causing illnesses like diabetes, obesity or cancer. Some cause death - many thousands of cases. We have therefore introduced rules to protect young people: in many places it is illegal to buy cigarettes, alcohol or guns before say 18 years of age. And we spend millions of dollars warning young people of the dangers of these products.

The Internet and the social media are equally and perhaps more dangerous than all of these, yet we have no regulation about access and use of these for young people. I propose that all use of portable telephones, the Internet and social media by those under fourteen years of age require adult supervision.

Objections? It is too late, locking the door after the horse has bolted. We need to live with our time. Young people are smarter than we think. All these arguments doubtless have much merit. They do not override the key point that we have been massively careless and irresponsible in not creating a climate which alerts us all to mortal dangers, individual and collective, of internet and the social media. Better late than never. New limits are required now.

Enable young people to gain the capacity to verify information

Fake News is here to stay. Fake stories are often better constructed and more fun to read than real news, so they attract interest - and money from advertisers. Some politicians will always take advantage of fake news – witness in France recent Marine Le Pen stories about Emmanuel Macron wanting to sell Alsace-Lorraine to Germany, and before the nationality of Barak Obama. Our education systems remain behind and lags the Internet threat and need to catch up fast.

But over the last few years we have learnt something about tackling its perversions. Initiatives to teach children *source literacy* exist in several countries. In France we have a voluntary programme for schools and in Belgium there is a very interesting initiative called *Lie Detectors*. Make these courses mandatory for all from eight years onwards. Help young people to identify fake stories. Teach them the investigative techniques to become Internet policemen, tracking down false information by using other Internet sources. Encourage their capacity to look, think and reason. Young people need to understand that not everything on internet is false ; but nor is everything true either. Our moto should be ‘everything you read you need to verify’. This is a critical building block to re-establish a collective understanding of the differences between facts and opinions.

Re-establish faith in good journalism

We face many problems with journalism today; in particular the aggressive ‘we know best mentality’ which has taken root in much of radio and television. It is easy to understand why there is growing suspicion of journalists. Unless we earn and re-establish public confidence in journalists we are lost in the battle to master fake news and stop mass hysteria generated through the Internet and social media.

Journalists must teach themselves that getting to the bottom of an issue does not require an arrogant ‘I know best and you are a fool, cheat or liar’ approach. And we all need to adopt an approach and behaviour which restore trust in verified data.

National programmes should require us to take journalists into schools to explain what they do and how they verify information: a week working in the school system as an obligatory part of training in all journalism schools. What needs to be explained?

First, young people need to see that journalists are just people like them - but a little older. Journalists need to explain how they verify information: how they follow the rules and procedures; why senior journalists and editors (also lawyers) check and validate articles for errors, clarity and fairness. They need to explain the right to reply; and most importantly that this seldom exists in the social media and a large part of Internet.

All schools should build their own newspapers, probably Internet-based, as a way of introducing verification skills into learning; and also to confront the interaction of written knowledge and judgement in young people’s own community of the school. The world of young people is very internet savvy.

A small personal story: one Christmas in my home in the foothills of the Alps, a ten year old boy from our village knocked at the door. He wanted to sell us a book his class at school had just published. It was about a small local town, and had been written as part of the commemorations of the 1914-1918 World War. The book focussed on how the war had been lived through by the inhabitants of this town where he goes to school. It included a story of a soldier executed for cowardice by his own officers. The book reviewed extensive evidence of the history, including letters and testimonials from him and others directly involved after his execution. I was greatly impressed by the way this young man had learnt to distinguish between information sources: that there was official and unofficial knowledge; that only after investigation and reflection could come closer to the truth. The project was the work of an inspired primary school teacher helped by ageing local historians: a brilliant exercise in the difficult task of verification, and a model for emulation generally.

Controlling the giants

We need to break up and bring to heel the world’s biggest technology companies, in the US Amazon, Google and Facebook. Campaigning for this is now gathering force. Otherwise we will be faced with a backlash and a different undesirable outcome not unlike Chinese-style control of Internet and the social media. This means an attack on freedom of speech itself, as witnessed in China over recent years and now expanded outside China itself. Control over foreign internet networks in China is well known. China has also lobbied for its vision of cyber-sovereignty and a walled Internet internationally, and helped Russia as well as Uganda to build their Internet controls.

If we are to avoid a crisis on the scale of the 2008 financial crisis, but perhaps more insidious and transformational, we need a regulatory environment for these new super-powers - Google, Amazon and Facebook - which have too much power over our economy, our society and democracy. They abuse private information for their profit, have stifled innovation, and hurt small firms. They have polluted the minds of our young, and also older, people alike.

Both more competition and more regulation are needed in the sector. The most important challenge is to control how they use personal data and the political biases of the platforms they operate. Moving towards anti-trust action will make them more open to reasonable behaviour; but ultimately governments must enact

legislation to protect personal data even if this requires taking these data banks into public ownership and ultimately destroying them.

Big providers of Internet and social media services will argue that many of these services that used to cost consumers are provided free. This is partly true but largely false : true at the point of use, but as anyone who has purchased an airline or train ticket or a pair of shoes over the Internet knows, there is a cost transfer of service and time from the seller onto the consumer. Moreover the consumer is often hijacked by targeted advertising encouraging unnecessary and sometimes unaffordable expenditures. It is not truly ‘cost-free’ to the consumer. This seldom questioned sleight of hand is part of the curriculum for educating young (and older) people to be functionally literate in a modern super-informed but often also fake Internet era.

One task we might take on together is to draft a charter for discerning users of the Internet, in which we as lifelong educators take the lead.

Later Life Learning

Report on PIMA Special Interest Group on Later Life Learning

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Thomas Kuan

The PIMA Special Interest Group on Later Life Learning was set up in 2017 as part of the PIMA Ex-Co 2017-2019 Term of Office. Its Terms of Reference are:

- 1. To connect practitioners and researchers in later life learning to enable them to share their expertise and skills*
- 2. To generate ideas concerning ways to encourage more adults into later life learning*
- 3. To take into account the complexity of learning in later life by adopting a multi-disciplinary approach to include perspectives from for example educational research, psychology, gerontology, changing national demographic profiles, sociology and political science*
- 4. To incorporate comparative studies, especially those connected to social policies, whilst acknowledging demographic change and the heterogeneity of older populations*
- 5. To hold an international symposium in 2018 in China with later life learning as one of the main themes*
- 6. To advocate for later life learning to be one of the foci of the UN Agenda 2030*

Currently, the SIG has 23 PIMA members who share expertise and thoughts on later life learning. The membership is appended below. PIMA’s first international conference was the Beijing Summit held in September 2018, hosted by the Beijing Shijungshan Community College, and organised by Dr Dayong Yuan and Ms Min Gui. Seven PIMA SIG members attended. The theme was also prominent in the PASCAL Annual International Conference in Korea which preceded the Beijing meeting, where SIG members played key roles.

Peter Kearns and Denis Reghenzani-Kearns subsequently produced the very substantial first report of the PASCAL and PIMA SIG: *Towards Good Active Ageing For All – In a context of deep demographic change and dislocation*. This was published in a special December 2018 issue of the PIMA Bulletin, has been

widely and well circulated, and featured in the final conference of the ALA Australian Year of Lifelong Learning in Melbourne that month

As founding and outgoing convenor, I wish to welcome Brian Findsen as the incoming convenor to provide SIG Later Life Learning with more stimulus discussions and activities and to take it to the next level of excellence. Later Life Learning is the catch-phrase as population grows older, and there are wisdoms in later learning which are beginning to be explored.

Brian Findsen

As incoming convenor of this SIG focusing on learning in later life, I am thankful to Thomas Kuan for his considerable work in keeping the momentum of this SIG going. Initially, my attention will be focused on building the membership. As a member of other allied networks, I know there is significant potential for us to continue to build. Alongside this development, consideration of workshops and reports on more specific topics (e.g. the role of education in combating ageism) will be actioned.

*Thomas Kuan was founding Group Convenor, SIG LLL (2017-2019); Brian Findsen is the incoming SIG Convenor from April 2019

Declarations, Statements Anniversaries and their Influence

Big Tent Declaration on HE Support for the UN Sustainability Goals

Budd Hall

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International Higher Education Declaration to Support the Implementation of the UN Sustainability Goals

November, 2018

It has been three years since UN General Assembly adopted through consensus 17 Sustainable Development Goals (SDGs), to be achieved by 2030. Progress in achieving these goals so far has been slow and siloed.

These goals, and associated 169 targets, refer to a comprehensive reform and development agenda for all peoples in all countries of the world. 'Leave no one behind' is not merely a slogan, but also commitment made by all national governments to each other, and the citizens of the world. As universal goals, they apply to all countries, communities and households.

While history has positioned HEI as key drivers of change, conversations about SDGs in higher education institutions (HEIs) have not been robust and sustained so far. We believe it is now urgent that HEIs lead on the implementation of the SDGs, through research, teaching and learning, industry and civil and community engagement, thereby taking on a stewardship role towards achievement worldwide.

We *call upon* Higher Education leaders worldwide, students, policy makers, research funding agencies, academics, industry and civic society partners to commit to collaboration, cooperation and action on the following 10 Point Plan:

1. *Address the Sustainable Development Goals through informed research and innovation initiatives that provide new or improved product, process, practice or policy;*
2. *Work with national Government agencies responsible for the implementation of the SDGs to ensure cooperation, implementation progression and impact;*
3. *Incentivise and build capacity across the higher education sector and local communities for knowledge exchange to address the SDGs;*
4. *Undertake a review of policy, infrastructure and protocols on campus to embed a culture and practice of 'Reduce, Reuse, Recycle';*
5. *Introduce approaches to the study of the SDGs across programs at undergraduate and graduate levels;*
6. *Engage research funding agencies to address the SDGs through funding for community-university transdisciplinary teams, involving civil society and industry;*
7. *Promote personal reflection of students and faculty to take responsibility and action towards achievement in their own families and communities*
8. *Demonstrate University Social Responsibility by adopting and championing SDGs as basis of a 'good public institution' anchored in society and by giving visibility to examples where this action has been taken*
9. *Monitor progress towards achieving the SDGs in community-based and engaged research, teaching and learning across cities, provinces, countries and globally*
10. *Develop a strategy to lobby conference organizers nationally and internationally to include SDGs in conference themes and call for presentations in cooperation with UNESCO offices, its specialised institutes and UNESCO Commissions*

We believe that the combined intellectual, financial and physical resources of HEIs with academics, policy makers, funders, administrators and students when linked to community partners can have a significant positive impact on the implementation on the SDGs globally.

Asia Pacific University Community Engagement Network (APUCEN)

Campus Engage

Global University Network for Innovation

The Association of Commonwealth Universities

Association of Indian Universities (AIU)

International Association of Universities

Living Knowledge Network

PASCAL International Observatory

The Talloires Network

UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education

PRIA

Pan African Vision for the Environment (PAVE)

Jeunes Volontaires pour l'Environnement (JVE) International, Togo

United Nations Environment Programme, Mauritius

Leave No one Behind: News and Statement from ICAE Africa

Shirley Walters

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Participants from nine African countries and Sweden met in Dar Es Salaam, Tanzania from 5 to 8 March 2019, to attend a workshop entitled *Leave no one behind: Making the right to education for adults a reality*. The meeting was co-hosted by Karibu Tanzania Organisation (KTO), Folk High School Association (FSO) and the International Council for Adult Education (ICAE) (Africa). Participants stressed the urgency of youth and adult learning and education (ALE) as essential to the attainment of the Sustainable Development Goals (SDGs), and we agreed on a statement which we are distributing for the information and use of other organisations around the world.

Here is the Workshop Statement, put out on International Women's Day and entitled *Leave No-One Behind: Making the right to education for adults a reality*:



Participants at Kisarawe Folk Development College

Let us hope that this is a time of revitalisation of Adult Learning and Education (ALE) in Africa!

In the context of increasing global inequality, climate crises and continuing gender inequality, participants from 9 African countries and Sweden, meeting in Dar Es Salaam, Tanzania from 5-8 March 2019, attended a workshop entitled *'Leave no one behind: Making the right to education for adults a reality'*.

Participants stressed the urgency of youth and adult learning and education (ALE) as essential to the attainment of the Sustainable Development Goals (SDGs), and we agreed on the following statement.

1. *We affirm the critical importance of lifelong learning in SDG4 (Quality Education). However, we are concerned about the narrow interpretation of lifelong learning which tends to focus only on a small part of the education and training system, which foregrounds children's needs. This is inadequate. A holistic, integrated understanding of LLL is essential which includes the very young through to those engaging in later life learning.*
2. *If we agree that if 'no one is to be left behind', SDG 4 must prioritise the learning of people across all ages and stages of life.*

3. *Literacy is a right for everybody (i.e. all girls, boys, men and women); it is a key for other rights, so the target cannot be reduced to 'a substantial proportion of adults'.*
4. *Eliminating gender disparities in education and training across all stages of life, from pre-school to later life learning, including people with disabilities, indigenous people, children and others in vulnerable situations, is one of the most effective ways to accelerate progress towards SDG4, and ensure the connection to SDG5 (Gender Equality).*
5. *Special attention is needed for the revival of ALE in fragile and unstable countries in Africa.*
6. *Learning to live together sustainably (SDG4.7) can only occur inter-generationally with children and adults from birth to death. ALE is an essential component if this is to be attained, so ALE must be specifically identified in the indicators of this goal.*
7. *SDG4 centres lifelong learning as critical to all social, economic, ecological developments – however, a comprehensive understanding of LLL which speaks to housing, rural development, gender equity, health, decent work, local and global citizenship, environmental literacy etc., is a key link amongst all the SDGs.*
8. *ALE is difficult to measure using conventional measurement instruments, therefore new and appropriate ways of measuring the impact of ALE needs to be prioritised – it is unacceptable that aspects of ALE remain invisible because of the view that 'if you can't measure it, it does not exist'.*
9. *ALE makes up around 75% of all learning within a lifelong learning framework across all ages and stages of life, and must be supported through funding by global, regional and national organisations and donors.*

This statement is agreed at a time when Tanzania is to celebrate 50 years of adult education, which was led by the late President Mwalimu Julius Nyerere (who was also the first honorary president of the International Council for Adult Education (ICAE)).

We therefore affirm support for the partnerships between Sweden and Tanzania which were initiated by Olof Palme and Julius Nyerere and which have led to the creation of Folk Development Colleges (FDCs), of which there are 55 today. These are doing valuable work. We commend the commitment to the growth and development of FDCs which is being demonstrated by the Government and Swedish International Development Agency's support to Karibu Tanzania Organisation (KTO).

We urge support of African ALE organisations in order to enable them to play leading roles in the response to the socio-economic and ecological crises which communities face.

In the spirit of 'leaving no-one behind', we demand that adult learning and education which 'is everywhere and nowhere' in the SDGs is given financial support and recognition if the SDGs and Agenda 2030 have any chance of success.

*Shirley Walters is Vice President, Africa, of the International Council for Adult Education, and Vice-President of PIMA

70 Years ago – the Founding of CONFINTEA

Heribert Hinzen

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The first International Conference on Adult Education was held at the International People's College of Elsinore, Denmark, only four years after UNESCO was founded in London. The end of the disastrous World War 2 in 1945 needed reconciliation and new ways for bringing people and nations together again

– on global, continental, national and local levels. New governments were trying to build a future on the ruins left by war.

Looking back we now call this series of world conferences in adult education CONFINTEA, following the French abbreviation of Conference International l'Education des Adultes. Elsinore therefore was CONFINTEA I. [The term CONFINTEA came into general use from about the time of CONFINTEA V in Hamburg. Ed.]

Well known to most of us in the adult education world is the Belem Framework of Action (BFA) which is the outcome document of CONFINTEA VI in the year 2009. The next CONFINTEA VII is planned for 2022, and will have the great opportunity and challenge to integrate with the Education Agenda of the Sustainable Development Goals (SDG).

I recall that sometime in 2007 the CONFINTEA VI Consultative Group started its work under the leadership of the UNESCO Institute for Lifelong Learning (UIL). The initial meeting actually took place in the folk high school of Elsinore, maybe to instill the spirit of engagement of our founding generation of international adult educators advancing professional understanding and solidarity. At that time I was Director of DVV International, and a Vice-President of the International Council of Adult Education (ICAE).

It was a rewarding meeting successfully setting the stage for what was in front of us. We were reminded of CONFINTEA V in Hamburg in 1997 with its vast participation of almost 1,500 delegates. Alongside the high number of representatives of UNESCO Member States there was the largest ever participation from organizations grounded in civil society.

CONFINTEA I in 1949 was quite different. It brought together 106 delegates from 27 countries and 21 international organisations. However, the Report stated: 'No event of similar size and scope had previously occurred in the field of adult education'. The work of the conference was organized between plenary sessions, and four Commissions, which looked into 1. Content of Adult Education; 2. Agencies and problems of organization; 3. Methods and techniques; 4. Means of establishing a permanent cooperation.

Reading the Report of Commission 4 on *The contribution of adult education to the development of better international understanding*, we can sense an assessment of a world still in post-war crisis, but full of hope and expectations on adult education:

It was easy enough to trace the growth of world discontent, frustration and disillusionment, but far more difficult to suggest a remedy. There was incontestable evidence of rapid changes and shifting values as well as some deterioration in the material, spiritual and moral fabric of civilized life in all countries, and this was a challenge to the adult education movement. The challenge could only be met by recognizing, first its supreme importance, and second the urgent need for a short term policy in which adult education could play a part in helping to rehabilitate world society with a new faith in the essential values and using knowledge in the pursuit of truth, freedom, justice and toleration.

Coming forward to CONFINTEA VI: In 2017 the adult education community gathered in the Republic of Korea. It came up with the Suwon-Osan CONFINTEA Mid-term Review Statement – 'The power of adult learning and education. A vision towards 2030'. In its Preamble it is stated:

We recognize that education and lifelong learning are at the heart of the SDGs and fundamental to their achievements. We affirm that ALE has a structural, enabling and pivotal role in the implementation of the whole Sustainable Development Agenda. The provision and acquisition of

knowledge, skills, competencies, attitudes, and values in all the fields of education and lifelong learning are key to achieving this agenda, and in particular, SDG 4.

All who are interested in the reports and other documents of the process in the last 70 years are invited to consult the UIL website, and access <http://uil.unesco.org/adult-education/confintea>.

UK Centenary Commission - Adult Education 100

Alan Tuckett

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Aspiration and Austerity

On a sweltering day in August 2009 I was sitting on the beach at Looe in Cornwall, when my mobile rang. It was John Hayes, then Shadow Minister for Further Education and Lifelong Learning to say, excitedly, that he had David Cameron's commitment that if the Tories were elected in 2010 they would commit £100 million extra to liberal, community based education. That was more or less the last good news there has been for uncertificated adult education.

By the time they were elected, the Treasury's austerity policies eradicated that promise, and despite a robust rearguard action from the Coalition Secretary of State, Vince Cable, which held off cuts for twelve months, things have got systematically bleaker in England since, with more than 2 million adults lost to FE since 2004, (more than a million this decade), and mature student and part-time study in HE halved in the last five years.

Global energisers

So it is encouraging to see a swathe of new initiatives to look again at lifelong learning, and the place of liberal adult education for active citizenship and personal fulfilment, in it. The UN's Sustainable Development Goals, (SDGs) which characteristically made a helpful step in including a commitment to 'promote lifelong learning for all' in SDG Goal 4, and recognised the learning dimensions in achieving the bulk of the 17 goals. Yet, equally characteristically, the Global Partnership for Education identified no resourcing for the education of adults. The World Economic Forum's focus on the impact of the fourth industrial revolution on jobs has brought a revaluation of what kind of learning is fit for purpose for a changing world of work. The International Labour Office Centenary Commission on the Future of Jobs has, as its first recommendation, a call for a universal right to lifelong learning, and powerful arguments for transforming active labour market policies to foster a learning culture. And UNESCO's Learning Cities Network reminds us (though PIMA readers won't need reminding) that lifelong learning policies are best shaped close enough to the ground for learner voices to be heard, and yet at a scale which can bring together resources across the policy landscape.

Looking back to look forward

At the same time, back in Britain the House of Lords Economic Affairs Committee – packed with former Treasury mandarins and former Chancellors of the Exchequer – reviewed the funding of further and higher education and called for a re-balancing towards further and adult education. The Government commissioned Philip Augur to report on future funding, and the noises heard suggest modest nudges

towards better funding for adults. Meanwhile, both the Liberal Democrats and most recently the Labour Party have established commissions on future lifelong learning policy.

As a result the Centenary Commission, Adult Education 100, established by a coalition including the University of Nottingham, Oxford University's Department of Continuing Education, the Workers' Educational Association, the Raymond Williams Foundation and the Co-operative College comes into a crowded landscape. The aim is to mark the centenary of the greatest report on adult education the UK has seen, and to use it as a stimulus for a contemporary analysis of what is to be done to create a system of adult education fit for today and tomorrow.

The 1919 Report was put together in the late stages of the First World War, as part of the Ministry of Reconstruction's work to make a new Britain for the survivors of the War. It was chaired by the Master of Balliol, A.L. Smith, and much of the writing was done by R.H. Tawney. Its clarion cry still inspires:

The necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood [sic], but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be universal and lifelong.

The Report makes clear recommendations for the role of universities, local government, the emergent technical colleges, and identifies a key role for voluntary agencies, arguing that however enlightened State and municipal government may be, they will never capture all the needs and interests of their populations. Voluntary association fosters those interests, and needs State support. Government should fund, devolve responsibility for what is studied, and resist the temptation to censor studies.

Centennial review

The 2019 Commission's work is also chaired by the Master of Balliol – this time a woman, Dame Helen Ghosh. It has collected together journalists, former vice-chancellors, industrialists, trade unionists, adult and distance educators and a range of voluntary sector voices. We recognise the range and scale of major societal challenges facing Britain now (accelerating inequality and demographic, industrial, technological, and ecological change among them – to say nothing of Brexit), and the key role that adult and lifelong learning can play in enabling an informed democracy to address those challenges.

So far the Commission has met once, but we are likely to look at what we can learn from the 1919 report and from key earlier initiatives, to explore where we are now, to identify what we want to see in future policy, and to explore how we move from our present constrained circumstances to create a system worth having. Our work will include formal, non-formal and informal learning, and thinking about the range of partners engaged in stimulating adult learning. We will ask who should pay, what kinds of provision need public support, what employers should do, and what individuals need to do.

Luckily we have as advisers, Tom Schuller and Ellen Boeren, and a part-time researcher, Nick Mahony. We are not awash with cash, so the work will involve distilling what is accessible from other sources, and the aim is to produce a report by the autumn of 2019, to mark the centenary - and perhaps to come out into a public policy context in which debates over Brexit don't drown all other considerations.

Is this just singing in the rain? – please help

Just as a hundred years ago, we need chances for adults to learn together on their own terms, to imagine and realise a better future for all of us. Of course Brexit and the divisions it has laid bare in our disunited

kingdom highlight the critical need for a re-assertion of the central importance of public investment in securing and supporting informed and active citizenship, in which everyone's rights are not only asserted but assured, and where the right to learn is understood to be not only a right in itself but fundamental to the effective exercise of other rights.

We welcome advice on what the key issues are. If you would like to help us with our thinking, do contact the joint secretaries: john.holford@nottingham.ac.uk, or jonathan.michie@conted.ox.ac.uk.

* Sir Alan Tuckett is Professor of Education at the University of Wolverhampton, Honorary Fellow of UNESCO's Institute of Lifelong Learning, and Past President of the International Council for Adult Education. He was Director of the now defunct National Institute of Adult and Continuing Education (England and Wales) when the 2009 call came through.

100 Years of Volkshochschulen – 50 Years of DVV International

Heribert Hinzen

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In the previous issue of the PIMA Bulletin I started with information on jubilees in adult education as great opportunities of remembering the past to shape the future. I took the celebrations of 100 Years of Volkshochschulen (a German version of adult education and community learning centers) as an example.

In the meantime the celebrations of 100 Years of Volkshochschulen in Germany have started in February with a grand ceremonial event in St Paul's Cathedral of Frankfurt. More than 600 participants were present when the Lord Mayor of Frankfurt, the President and the Chairperson of DVV gave their greetings and congratulatory remarks. The keynote was given by the President of the Federal Constitutional High Court, as the Volkshochschulen were part and parcel of the Weimarer Republic as the first German Democracy, and in its constitution.

There are several opportunities to get more information:

- *A text in English on the Website of DVV International that can be seen here: <https://www.dvv-international.de/en/dvv-international/news/detail/news/100-jahre-volkshochschule-in-deutschland-jubilaumsjahr-startet-mit-festakt-in-der-frankfurter-paul/?cHash=a5b3b139f893f61aea7ed2756e9b92b7>*
- *The major German TV channel provided a Video that was shown in the News at different times: <https://www.tagesschau.de/multimedia/video/video-505005.html>*
- *Werner Mauch of UIL has sent the following blog: <http://thelifelonglearningblog.uil.unesco.org/2019/02/14/democracy-needs-places-of-adult-education/>*
- *DVV has started a Special Website which is providing a wealth of Information, and will be filled while the year goes on: <https://www.100jahre-vhs.de>*
- *Recently I wrote a chapter on the German Volkshochschulen for the Report on Good Active Ageing which has been published recently in the context of PASCAL and PIMA which was published in this Newsletter*

Many more events are coming up. In April a special stamp from the Federal Postal Service will celebrate 100 years of Volkshochschulen. In September there is a joint event where all the Volkshochschulen will

celebrate a Night of Lifelong Learning. And in between there are all the jubilees of the local centers with their exhibitions, commemorative books, events and festivals.

It would be great if this year could be used to collect, document, analyse and compare other ceremonial events that we shall be having this year, like the UK 100 Years of the Report on Reconstruction Adult Education, Ireland's 50 Years of AONTAS, 40 Years of the Adult Education Work at Belgrade University, and of course 50 Years of DVV International.

This section of the PIMA Bulletin begins with CONFINTEA 70 Years on, and the challenge of bringing adult learning and education more strongly into implementation of the Sustainable Development Agenda. On 7 and 8 May 2019 DVV International will not only celebrate 50 Years; it will also convene a conference in the historic city of Weimar on *The Power of Adult Learning and Education – Achieving the SDGs*.

Influencing policy for Adult Learning and Education in Australia

Chris Duke

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The Australian civil society adult learning body (ALA for *Adult Learning Australia*, <https://ala.asn.au/>) planned and campaigned for a renewed and more specific national lifelong learning policy through 2018 by means of an ALA Year of Lifelong Learning. Highlights included a Summit and a final end-of-year event. It sought to involve members and others in pressuring federal government for support and resources for adult learning.

In the Australian federal system different States have significant areas of independence. They are ruled at any times by different major parties. ALA is headquartered in the relatively progressive State of Victoria, which saw a recent big swing to the more socially progressive main party in the State Election. This will be followed by NSW State elections about the time this Bulletin goes to press in March 2019; and ahead of a finely poised Federal Election in May. The focusing slogan adopted to influence parties into making commitments ahead of the Election is *Make it Fair – invest in ACE*. The campaign is intended to get *The Ministerial Declaration on Adult and Community Education 2008* re-energised and put to fuller effect in each State and Territory.

Globally speaking, each country is unique not only in geographical, political, economically and in other obvious ways but also culturally – in its *mores*, half-spoken values and ways of doing things. Fairness, 'a fair go', is a strong popular value, alongside and somewhat congruent with universally recognised Aussie mateship. Nevertheless economic values, purposes and measures are powerful, here as all but universally since the nineteen-eighties; the 'skills agenda' for profitable and productive employment overshadows community, social and normally*, even in this desperately climate-conscious and -challenged country, environmental matters. Certainly Australia is different, more easy-going, comfy and affluent than the majority of nations. In this global era however it has much in common with many others. Favouring the economic over the social, and the wealthy over the poor and powerless, is easily recognised almost anywhere.

How does a civil society body without government support, other than a trifle for the annual Adult Learners' Week (1-8 September 2019 this year) and occasional small hard-earned short-term contracts and the fees and voluntary energies of its members, do the required thinking and lobbying? Jenny Macaffer's reply is 'by a lot of hard graft and centrally supported local campaigning' - often by individual ALA

members phoning, meeting and lobbying their local members armed with a good briefing: a ‘script’ that is clear, simple, sounds politically useful to a campaigning politician and party, and can be put in a few words into an election policy manifesto. The ALA Website carries five ‘key asks’: for LLL, adult literacy, ACE, inclusivity, and sustainable (SDG-based) development. Instead of singing the good news about ALE (we used to profile employable flower-arranger/florists and hairdressers in order to pop silly bubbles about hobby learning for old people) Jenny favours stating the problems and showing the solutions.

One lurking issue suggested to this visiting observer by a brief visit is a contest for scarce resources between the TAFE (technical and further education) and the ACE sectors. There used to be quite high confidence across Australia, albeit structured differently from State to State, in one easily negotiable ‘tertiary’ solution to the familiar higher-further dichotomy. This was seen as achieving, or at least approaching, a better, more open and flexible system; one less class-divided between academic (posh) and technical (rougher, for tradies). Has equal fair-go through-life educational opportunity for all given way to university for the posher and VET for the others? It will be a pity if such a growing social-educational gulf in life’s lifelong apprenticeship gets further entrenched.

For us in a hopeful lifelong learning sense, it will be sad to see the Australian ACE and VET sectors become rivals, They should be inseparable partners in winning well-recognised, well-funded, socially cohesive forms of learning for all. The demise of ‘tertiary’ for ‘further-versus-higher’, and the prospect of further ghettoising VET-for-others while marginalising ACE as if just for middle class retirees, is not what ALA seeks.

*‘Normally’ because climate change issues in the upcoming elections climate are likely to put ALE and many other important subjects (so to speak) in the shade.

PIMA News

New Members

SHAUNA BUTTERWICK

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Shauna Butterwick recently retired as Professor and is now Professor Emeritus at the University of British Columbia in BC Canada in the Department of Educational Studies. Her main affiliation there was in the Adult Learning and Education program. She served as coordinator of that program for several years, and for several years was also graduate coordinator for the whole Department. Her research and teaching have been informed by popular education, arts-based pedagogy, ethical and mutually beneficial community engagement, and feminist theory. Much of her research has grown out of collaborations with community organizations and practitioners with a strong focus on exploring women’s learning in various contexts including community programs, social movements, and workplace settings, making her experience and interests highly relevant to those of PIMA.

JULIA DENHOLM

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Dr Denholm is now the Dean of Lifelong Learning at Simon Fraser University. She was formerly Dean, Faculty of Arts and Sciences, and Dean, Kálex-ay/Sunshine Coast campus at Capilano University.

Julia began her academic career at UBC, where she taught in the Department of English, the Faculty of Commerce, the Faculty of Applied Science, and through the Distance Education and Technology unit. She later joined Langara College as instructor and chair, English, and Division chair, Humanities.



A lifelong learner herself, she is committed to community engagement and to the development of excellent continuing education programs that meet students where they are and take them to where they want to be. She takes up a key role at Simon Fraser, a leading engagement University in a Canadian Province itself also strong in community action, participatory research and wider engagement on the part of different universities.

CHRIS SHEPHERD

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Chris Shepherd is a long-standing Vice-chair of PASCAL, also a Vice-chair of school governors, a Lay Canon, PROBUL lead and a company chairman. Chris holds a Bachelor of Science (Eng) Hons of the University of London and is a Chartered Civil Engineer. He has a Masters in Planning, is a Fellow of the Institution of Civil Engineers, and a Senior Research Fellow of the University of Glasgow. He is an advisor to the UK Government and was formerly a university governor.

He gained some 35 years of experience from 1966–2001 in the public sector, culminating in his appointment as Chief Executive with Dartford Borough Council 1989–2001. Prior to that he held senior public sector appointments principally with the London Borough of Lewisham.

He later became a consultant with the Improvement and Development Agency (London), TMP Worldwide (New York) and the OECD before joining the D.I.C.E. Group as a director and subsequently a Director of Quintillion Associates where he has been engaged on assignments for Central Government, other public sector bodies, third sector clients and the private sector with a focus on regeneration and governance.

Chris has accumulated a wide range of national and international experience of corporate management, regeneration, technical affairs and in the structure of operations and staffing of organizations. He has directed and managed negotiations with Government Agencies; the private sector; not-for-profit organizations and the public.

He has established public/private partnerships to attract inward investment with programs for community regeneration, major redevelopments and environmental and sustainability projects; revisions to service methods and delivery mechanisms for community and stakeholder participation. He has led on the development of London's largest waste to energy project with private sector partners (\$160m) and Europe's largest commercial and retail centre (\$3bn) alongside new housing, health centres, schools and business centres. These projects reduced unemployment from 12% to 3% and culminated in a transport hub with direct high speed trains to London city centre, Paris and Brussels.

SUNG LEE

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Dr Sung Lee connected with the work of PASCAL and PIMA in 2018 as the manager of the UIL-supported project on Study Centres in which several PIMA members played key roles. He was born in 1965 and today continues his career as a Director of the Global Action Learning Research Institute in Korea.

Sung Lee earned his B.A. and M.A in the department of Rural Adult Education at Seoul National University in Korea and received his Ph. D. in Education at the University of Missouri-Columbia. From 2000, he started work at the HRD centre of posco, the world number one steel and iron making Korean company. He also worked for the Presidential Commission on People-centred Initiatives before moving to work for the Korea Research Institute for Vocational Education and Training (KRIVET) as a research fellow.



KRIVET belongs to the Prime Minister of Korea. Sung Lee worked as an educational policy advisor to the governor of Gyeonggi-do province in Korea, with a population of over 13 million. He had worked for the Gyeonggi-do provincial Institute for Lifelong Learning (GILL) as the first and second President from 2012 to 2015. He also worked at the UNESCO Institute for Lifelong Learning (UIL) from

2016 to 2018.

Sung Lee used to serve as a chairperson of Korean Action Learning Association and Vice-chairperson of Korean Academy of Learning and Performance. He was a vice-chairperson of the Korean Academy of HRD and Training before serving as a chairperson of the Korea Association of Provincial Lifelong Learning Institutes.

TIINA TAMBAUM

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Tiina Tambaum is a Research Fellow at the Estonian Institute for Population Studies, Tallinn University, where she teaches Educational Gerontology classes for postgraduate students at the Institute of Educational Sciences. She has postgraduate degrees in Mathematics (1991), Educational Sciences (2001) and Business Administration (2004). During the last 6 years she has been engaged in SHARE project as a researcher and a project manager. In her doctoral research, she has been dealing with questions of tutoring skills in intergenerational learning circumstances in which teenage students instruct older people to use Internet.



She has published about older learners in mixed-age learning groups and about older rural men's readiness for and obstacles to passing on their skills and knowledge. In 2016 she wrote two chapters in the first Gerontology text book for HEIs in Estonian: 'Educational Gerontology' and Ageism. Tiina is a co-founder of the Estonian NGO 65B (www.65b.ee). The aim of NGO is to share and develop professional knowledge for people who are facilitating older people development and activity in Estonia. The NGO runs the e-magazine Seinalaht (A Wall Paper)

edited by Tiina (www.65b.ee). In 2019 Tiina started to produce episodes for the YouTube channel "Ageing for Beginners" which aims to challenge age-specific stereotypes and share research based knowledge about conscious ageing, with English subtitles:

<https://www.youtube.com/channel/UCmZnaieT3VouLrwN2XtP3AA>.

Tiina is deeply interested in topics on older adult learning and considers PIMA a perfect platform for mutual professional knowledge transfer between continents and experts.

VERONICA MCKAY

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Professor Veronica McKay is the Executive Dean of the College of Education in the University of South Africa (Unisa), and an Honorary Fellow of the UNESCO Institute for Lifelong Learning.

Veronica has been employed at Unisa for 35 years, having started her academic career as a lecturer in the Department of Sociology before establishing Unisa's Department of Adult Basic Education. The College offers programmes for the initial and continuous development of teachers, from preschool to post-school, including adult and community education and training. From 2007 to 2011, she was seconded from Unisa to the South African Department of Basic Education, as Chief Executive Officer of the South African Literacy Campaign, *Kha Ri Gude* (Let us learn) – a campaign intended to enable 4.7 million South Africans to break through to literacy. In addition to her focus on literacy and adult education, her research interests include gender and development issues, second language teaching and action-oriented research approaches. She has conducted research for a number of national and international organisations including the ILO, DIFD, EU and ADEA.



PIMA Business News

Dorothy Lucardie, PIMA President

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The outgoing PIMA Governing Committee held its last meeting on the 11th March with preparations for the Annual General Meeting on April 15 2019 discussed and the call for nominations from the membership for all office-bearer positions and committee member positions endorsed. The Committee reviewed the draft Annual Report which will be presented at the AGM. Two recommendations were made for the incoming Committee. The first endorsed the continuation of the successful Special Interest Group on Later Life Learning. The second recommended the establishment of a Publications Group to support the sharing of information and networking amongst PIMA members. As President I would like to thank all members of the outgoing Committee for their work over the past two years and in particular would like to acknowledge the work of Chris Duke who has been Secretary-General and a driving force for PIMA since its establishment four years ago. We are delighted that he will continue as editor to the Bulletin that has been an outstanding initiative for PIMA and the wider adult education community.

PASCAL Annual Conference in Cork Skellig, Republic of Ireland, 16-19 October

Mike Osborne

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XVIth PASCAL Conference, 16-19 October - Call for Papers

This call for papers is posted on the PASCAL Website:

The [2019 PASCAL XVIth Conference](#) from 16-19 October 2019, will have a focus on adult/lifelong learning place-making and cohesion. This three-day international conference will bring together scholars and practitioners who develop learning opportunities in community settings.

The communities that epitomise the contemporary world are diverse, ranging spatially from inner cities to remote rural areas and encapsulating the complex web of identities that are part of life today. And learning by people at all ages is at the core of problem-solving in the face of 21st century problems.

The themes of resilience and lifelong learning will cover some of the key challenges to be explored among experts and with stakeholders and community people in Cork UNESCO Learning City and at the Skellig Centre for Research and Innovation in Skellig Coast area of the Iveragh peninsula in County Kerry.

To help us focus on some key challenges we offer the following working themes for the conference

- *Learning Cities*
- *Learning Rural Communities*

The deadline for submission of Proposals is June 30th 2019. Early submissions are encouraged as the committee will adjudicate on proposals on an ongoing basis and will issue advance acceptances prior to the closing date.

Please express your interest at the following link. <https://www.ucc.ie/en/ace/pascal2019/>