PIMA Bulletin No 42 May 2022

Editors Chris Duke and Dorothy Lucardie

Table of Contents

Editorial *Chris Duke*
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In this year of the big UNESCO Conference called every 12 or so years ever since 1949, known as CONFINTEA VII and convened in Marrakech in June, this Bulletin will stand out as the only general or generic rather than single-theme number in the usual six numbers a year. The first 2022 Bulletin, No 41, co-edited by Maeva Gauthier and Niharika Kaul, built groundwork to feed into and influence UNESCO's later-established 3rd Higher Education Conference as a Special Issue.

The current Bulletin No 42 has a rich and diverse repertoire of articles extending from the fully global to the very local. It serves as a preview or precursor and trailer to other Special Issues planned for 2022. It is also likely to be the last occasion when I will write the Editorial, while remaining Editor for this year and connected if that proves helpful.

No 43 in July will be on Older Adults, possibly including distinct sub-themes on Life-deep Learning and Tourism, coedited by Brian Findsen and Diana Amundsen.

No 44 in September will pick up the discourse and outcomes of the June Marrakech and associated events and ask 'Where to for the We Are ALE campaign' after CONFINTEA VII, to be edited by two or more of Heribert Hinzen, Phuoc Khau and

Balazs Nemeth. In this presently destabilised and in some ways deglobalizing world is this a best and even last opportunity to give to and get value from post-WW2 efforts for collaboration, peace and development?

Bulletin No 45, in November, will close the year where this No 42 Bulletin starts, with the Climate Crisis, and will be edited by Shirley Walters and the Climate Crisis Group - fitting year-end to the 60th anniversary of Rachel Carson's *Silent Spring*.

This current issue therefore 'previews' and provides trailers for the year ahead, with

- section A on Climate (No 45),
- B on ALE and LLL after CONFINTEA, but including other international government organisations' contributions and perspectives (No 44)
- C on Older Adults and Later life Learning (No 43)

The concluding sections D and E reflect PIMA's ongoing intention to be open to and seek diverse contributions and subject of general interest and importance. We also give space to the comings and goings of PIMA and its wider ALE world.

Thus, we see here the passing of a great Asian contributor as well as one of the UK's 'grand old men'; the addition of several new PIMA members; the revival of one well-established research and conference and monograph series; and the welcome creation of a new UNESCO Chair in Global Adult Education, which is bringing out of hibernation the iconic periodical *Convergence*, working with the world's main global non-governmental organisation and champion of ALE, the International Council for Adult Education ICAE.

As both PIMA and its Bulletin have evolved, the latter from a simple initial PIMA Newsletter at the end of 2017, the Bulletin has become more integrated with other forms of PIMA communication, notably of late through Webinars – both within its own membership and especially with a widening range of national and sub-regional ALE organisations and outlets. PIMA is seeking using new as well as traditional means of communication, and through its network to reinforce the 'We Are ALE campaign', while ensuring that the work of local 'grassroots' communities is fully recognised, valued, and shared.

Different Bulletins may have one or more editors, the whole PIMA governance and Executive Body EXCO is becoming a 'back-office' editorial and communications support team: pulling in new contributions, encouraging new approaches, and inviting people who thus get engaged to themselves consider becoming PIMA network members. Conversely, the Bulletin of the future will be part of an ever-growing 'tool-kit' of means to extend the PIMA network enabling it to be more useful in promoting *We Are ALE* collaboratively.

As to what PIMA stands for, its strapline gives a valid account. Within this one might borrow two familiar, if not always honoured, expressions: *Thinking Outside the Box (OTB)*; and *Only Connect*. These between straddle much that limits the capacity of humankind to govern well, sustaining the life and health of all ecology's life-forms, and to find and improve where ALE and LLL can make the fullest contributions.

The climate and global warming crisis

Climate Just Pedagogy- what lessons have we learned? Workshop report. *Jane Burt, Astrid von Kotze and Shirley Walters.*

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"As nature is destroyed so are our livelihoods", so said a participant in the virtual workshop on *Climate just pedagogy*, held on 2 March 2022. There was acknowledgement that the climate catastrophe, devastating war and conflict most recently in Ukraine, health pandemics, food insecurity, and economic uncertainties, impact the majority of people and the environment, and they are all interrelated. With recurrent intensified climate events, yet no apparent sense of urgency in many regions, the participatory workshop set out to deepen the dialogue and educational actions, based on participants' experiences from various geographical regions. 94 people from diverse countries registered.

PIMA, in collaboration with the Canadian Association for Studies in Adult Education (CASAE), Adult Learning Australia (ALA), Standing Conference on University Teaching and Research in Education of Adults (SCUTREA), and MOJA, co-hosted the workshop: *Climate pedagogy: what have we learned?* It was part of the PIMA series of Climate Justice and Adult Learning and Education (ALE) events. It used as a common reference text the special edition of the PIMA Bulletin 39 (Nov '21) which can be found at www.pimanetwork.com. It captures climate justice themes and gives examples of adult learning and education (ALE).

Dialogue amongst participants in breakout rooms was the centrepiece where experiences of 'climate just (or unjust) pedagogy' were shared. People also spoke about what inspires them to do this work. Snapshots of a few examples will give a feeling for the wide range of issues touched upon:

(i) A network of universities in the North are working with African smallholder farmers to research policy relating to climate change – this example highlighted the institutional sticking points to bring about the deep changes that are required – institutional imperatives got in the way and diluted the collective purpose.

(ii) 'Participation in climate justice social movements, their campaigns and protests', was a profound learning experience – climate just pedagogy is inside the movements.

(iii) A major drought in one city showed up the deep divisions in the experiences across social classes – poor and working-class communities were not the central focus of the authorities' attention. This was a lost opportunity to further climate justice which needs to focus primarily on those most in need.

(iv) Devastating cyclones which regularly pound some countries in southern Africa and elsewhere leading to destruction of homes, fields, and infrastructure, raise difficult questions for climate just pedagogy – what is possible? The people who

contribute least to the climate catastrophe pay the heaviest price. Part of the pedagogy is to educate about the systemic problems which require fundamental global change – it is also to lobby governments to assist adaptation to changing conditions, and to demand reparations from countries which are causing the devastation. These all require collective action.

(iv) Work with indigenous communities on climate change and adaptation on a small Canadian island, focuses on food security, availability of clean water, changes in farming practices – it's hard as people's personal suffering is so connected to macro crises – the imperative is to shift world views to ones which understand all life forms to be in relation to one another.

(v) Autonomous grassroots communities are claiming justice through, for example, occupation of land for food, housing and energy – these actions challenge educators to rethink what is `legal` and `illegal' – governments are not providing service, so communities are doing it for themselves.

Arising from feedback from the groups and plenary discussion, prominent threads were identified for further consideration:

1. Changing roles of adult educators

Many adult educators are used to working with bounded groups within a 'learning space' or 'classroom'. Issues relating to climate justice are wide-ranging spreading across disciplines, spaces, and levels. They are working with multiple scales of influence with politicians, administrators, scientists, lawyers, workers. Adult educators can find themselves having to facilitate conversations amongst powerful role players. They could also find themselves in the midst of strikes and protest actions. With the inaction of so many national and international authorities and the climate catastrophe that is here, more rebellious actions may be called for. There are blurred lines around personal and professional roles as we engage others around kitchen tables, in communities, in institutions – wherever we are can be a 'pedagogical moment' for climate justice.

2. Centrality of context

The context will determine the contours and form of climate just pedagogy. Livelihoods are a pervasive concern for most people and therefore for adult learners – how these connect to nature is key. As nature is destroyed so are livelihoods – this has class, race and gender dimensions with some people destroying much more than others. How we position ourselves as educators will shape our approaches – who are we working with? Who is listening? To whom are we listening?

3. Pedagogical spaces are broadening

Climate just pedagogy can occur in formal institutions like schools, colleges, universities; through movements' campaigns and protests; at workplaces; through mainstream and social media; at community learning centres and within autonomous community groups. All these spaces are threaded through with inequalities, for

example, access to data. In all these spaces solidarity is with the majority who are poor and marginalised.

4. **Valuing Nature**

A critical fault line for climate justice is humans' relationship to nature – how do we as educators establish an orientation which is 'more than human'? How do so many poor and working-class people re-orient their relationships with/to the natural environment? They often inhabit barren places which have no trees, or natural beauty. They don't have opportunities to be in spaces which 'help them breathe again' – something middle class people often take for granted. How can educators enable possibilities for exposure to the natural environment? How can this concern be made a priority at scale?

The final question posed in plenary was: *How do we raise climate justice as a priority for adult education?* Time was limited for the discussion. Two key ideas were offered from micro and macro perspectives:

(i) the people most affected by the climate catastrophe should lead the building and co-construction of knowledge about climate justice. It was felt that the power to bring about change lies within communities, working in solidarity with allies.

(ii) with CONFINTEA VII occurring in June 2022, the opportunity to help shape the Marrakesh Framework so that it prioritises climate justice was identified for intervention. Participants were encouraged to link with national and regional consultative processes towards the meeting.

In closing, it was clear that powerful people who are most invested in the status quo are not going to provide leadership to achieve the targets to sustain life on the planet. Adult educators as part of civil society, as citizens and professionals, engage wherever we are – where both our rage and our playfulness can bring hope to individuals and communities: through storytelling, through creativity and arts-based approaches, through acting with our hands, heads and hearts.

The current context of war and conflict, with the latest war between Russia and Ukraine, works against climate justice. Educators and advocates for climate justice stand for peace.

Appendix
Resources shared during the workshop (and beyond):
https://www.mojaafrica.net/en/resource/what-has-a-polar-bear-got-to-do-with-me-why-respecting-and-saving-the-environment-is-justice-issue-which-affects-us-all.
This is an activist e-booklet which can be found on MOJA platform: "What has a polar bear got to do with me? Why respecting and saving the environment is a justice issue which affects us all".
https://www.groundwork.org.za/reports.php Unpacking climate change. Background notes to the climate catastrophe
https://safcei.org/the-faith-and-moral-call-to-agra/

https://www.spottedfawnproductions.com - inspiring and generative, linking colonial oppression and extraction, art and survival
https://trainings.350.org/wp-content/uploads/2019/05/Climate-Resistance-Handbook-PDF.pdf
www.earthday.org/climate-civic-camp-toolkit
https://womin.africa/the-future-must-be-ecofeminist/
https://160g7a3snajg2i1r662yjd5r-wpengine.netdna-ssl.com/wp-content/uploads/Plastic-Pollution-Teach-In-Toolkit.pdf
The Cartoon Introduction to Climate Change Revised Edition.
https://islandpress.org/books/cartoon-introduction-climate-change-revised-edition?gclid=CjwKCAiAyPyQBhB6EiwAFUuakgR8dxWZCAwUhhFBR6L0DkvW861xylw0EnN8YyyRmxG7zJNNe4Md_xoCFmAQAvD_BwE
Job One for Humanity. What is climate change and global warming and how does it affect us
https://www.joboneforhumanity.org/global_warming?gclid=CjwKCAiAyPyQBhB6EiwAFUuakhqDJqyMNLeWP1aLcADUOHI6NN4AqJvV45YGXWbnitn3V667avzthRoCrX4QAvD_BwE

An Xmas Pilgrimage for the Sekwanele women: two stories about ALE and climate justice *Jane Burt*
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Between the Midwinter Solstice and Christmas Day, I decided to walk the St Winefride's Well pilgrim trail to raise awareness of gender based violence and raise money for the Sekwanele women of South Africa who need a safe community shelter to continue their courageous work.

I would like to share two aspects of this experience. I ask you to consider why these two aspects are relevant for ALE and Climate and/or Environmental Justice.

Story 1: "I am not trained like a dog, I am educated and educate with care" - December Ndlovhu, participant of the Changing Practice course.

I followed the ancient footpaths to St Winefride's holy well as I wished to raise funds for brave women in South Africa who are saying 'enough is enough' to gender-based violence and are taking a stand.

These women are part of Zingela Ulwazi's Permaculture Explorers (PE) programme in South Africa. I am the monitoring, evaluation and learning lead for the Zingela Ulwazi Permaculture Explorers Programme. I am also involved in research with Zingela Ulwazi on Farming for Climate Justice.

Every year 20 women from extremely impoverished villages in Acornhoek, Mpumalanga, South Africa, apply to do the Permaculture explorer programme run by Zingela Ulwazi.

Last year, 3 women participants, who are part of the Permaculture Explorers were assaulted within a two-month period. (Names have been changed)

- Angelica was beaten so badly by her partner she had to move out of the area.
- Tebogo was raped as she was hitching a ride home because she had no taxi money.
- Victoria was stabbed by a man who had been stalking her and broke into her home.

The women approached Zingela Ulwazi to assist them with addressing the continual violence in their village. A dialogue session was held. The women decided they wanted to learn to defend themselves because, 'there is no one to go to for help.' (Sekwanele woman). Zingela Ulwazi approached a woman with a black belt in martial arts, who believed it was her calling to teach self-defence to rural women. Sekwanele was born and is becoming a women's movement that works alongside Zingela Ulwazi's more formal educational programmes.

It is important to give a little history of Zingela Ulwazi at this point. Zingela Ulwazi is a tiny not-for-profit in Northern South Africa. The small group of people that are associated with Zingela Ulwazi were continually struck by the high levels of poverty in the Acornhoek communities and how this mostly impacted women. Many households' live way below the international poverty line. It is a crisis that has exacerbated with the Covid pandemic. Women need to get access to food. Zingela Ulwazi decided to respond with Permaculture classes.

Although Zingela Ulwazi tried to raise funds to run the Permaculture Explorers programme, each funding proposal was unsuccessful. Their approach to working with women is systemic. They do not run a once off weekend course on permaculture skills and philosophy and move on. They wanted to work with a small group of women for a whole year, as they recognised how their long-term experience of poverty and oppression impacted on every aspect of their lives. They did not have enough food; they had little confidence in themselves; they struggled to form meaningful relationships and feel they were significant and valued members of a community.

Zingela Ulwazi realised that a training programme of transferring permaculture skills would not assist these women without situating permaculture skills within a caring educational process that from the onset valued and responded to all aspects of the women's lives.

This meant that the permaculture training provided spaces for women to share their feelings, their troubles, and their joy. Weekly classes included singing and dancing, drawing and other creative activities. Women learnt about trauma and how movement and singing can help release this.

The yearlong course also valued the knowledge women already had and built on this as the women built up their gardens. Some women could not read so Zingela Ulwazi linked up with another not-for-profit to provide literacy classes. Some women could not read because their eyesight was so bad. Zingela Ulwazi linked up with a local optometrist and got their eyes tested and glasses donated. Many of the women suffered from ill health. Zingela Ulwazi organised a trip to a local clinic and all the women got a full health examination. This trip included a visit to a seedlings project and lots of singing and dancing. Zingela Ulwazi also helped women with basic business skills and soon learnt that most women had never learnt basic arithmetic. They introduced this to the course.

The women left the course with more than permaculture skills and a thriving garden; they left the course feeling loved and valued, with a community of other women to engage with and who they could rely on.

As I have experienced, it is hard to get funding for this approach to learning which requires entering the mud of what it means to be an educator-activist (Burt, 2021). Educating is not often seen as a practice that initiates a movement and revitalises a community. Zingela Ulwazi were not deterred. They made a collective decision to start Permaculture Explorers without funding and without any form of income for themselves. As soon as they began the work, people began to see the value of what they were doing, and money started to trickle in. That was three years ago.

Reflection: What does this story tell us about adult learning and education and climate justice?

Story 2: #winefride4women: Every action is an opportunity to learn and bring people and their knowledges closer together.

The Sekwanele movement has achieved a lot in the first year that it has been active. 13 women have a yellow belt in self-defence and will begin teaching other women in their community. 20 more women have been attending fitness and self-defence classes for a year. Women have approached the local police branch; they have managed to get counselling for women at a local clinic; and they are in dialogue with the local traditional authority about how the local Induna (Chief) is going to support the Sekwanele movement. Dialogues with both the police and the traditional authorities have resulted in very little except formal advice on how to behave as a woman to avoid rape, domestic violence, or attacks.

As with the Permaculture Explorers, the Sekwanele self-defence classes are used as a catalyst for nurturing relationships, community, and a women's movement. Before each class, women participate in a sharing circle where they can share any issue or problem. Many share their daily experience of domestic violence. They also share the burden of not having work or the day-to-day struggles of trying to survive. Issues that arise from these sharing circles are generative opportunities for action (some of these actions are mentioned in the paragraph above).

Sekwanele and the Permaculture Explorers have no formal space to meet. They borrow community halls, church halls, or meet outdoors. Often classes have had to move outdoors because indoor spaces are not available at the last minute. As another summer comes to the Southern hemisphere, it has been harder to meet outdoors in summers that are getting hotter and hotter. Already women can no longer grow food without a shade cloth to protect the plants from the sun and heat.

Zingela Ulwazi put out a call for donations towards building a space where women could meet to learn and share. It was this call that motivated me to consider doing a walk to raise funds for the Sekwanele women. As a popular educator I view every action as a generative educational moment. I saw this call for a tangible object as an opportunity to contribute to the women's movement. In the brief time I had to prepare, I looked for a walk that would have some resonance with the Sekwanele women. I am also a survivor of gender-based violence, like so many other women in South Africa. I see my everyday living and breathing as feminist activism to undo what leads to this violence. I contacted a friend who is an environmental educator and uses celebration, the arts and symbolism to regenerate a connection with the natural world. He suggested looking at British pilgrimages. I found the St Winefride's well pilgrimage and decided this was the one.

St Winefride was the daughter of a seventh century Prince. A young nobleman, Caradoc, tried to force himself on her and she fled. Enraged he chased her and

when he found her cut off her head. The legend says that her head rolled to where her uncle was praying. Pure water sprang up from where her head came to rest. Her Uncle placed her head on her body, and she came back to life while the earth itself opened and swallowed Caradoc's body. For me, this story symbolises how gender-based violence tears us apart so completely and yet women have the strength to keep on living and loving.

I decided to walk alone as a symbolic act of how women, the world over, risk their lives simply by walking alone. I have never done a multi-day hike alone before. Although it is a lot safer in the United Kingdom, the reverberations of violent acts still get triggered in my body.

I am not a deeply religious person, but I do believe in the collective intent and weaving collective, contextual and historical narratives together to create something potent. There is something powerful about connecting into this centuries- old human ritual of walking a path so many have walked before. I imagined as I walked how people would have taken these steps with the desire for healing for themselves or for others. Some hearts would have been filled with despair or fear, others with hope and devotion. Each person would have known the story of St Winefride and the violence that she had suffered.

On each day of the pilgrimage, I shared the experiences of my journey on the crowdfunding page and on social media. I also chose 20 human connections to communicate with directly and share what I was doing. Below is something I shared after finishing the pilgrimage and visiting the well.

"When I arrived at the town of Holywell my heart felt a kind of joy I have not felt since I was a child. It is a feeling that comes with knowing that our lives are precious and possible because of this unquestioning connection with all that is around us. My feet were path weary as I took the last slow walk to the sacred well. At 11am on Christmas Eve I bathed in the icy water of the well. I then lit a candle in the shrine. Sitting on the cold stone floor of the shrine I wrote a message:

"For the Sekwanele women and all survivors of gender-based violence.'

I then cried with abandon for all those who face this violence including myself"
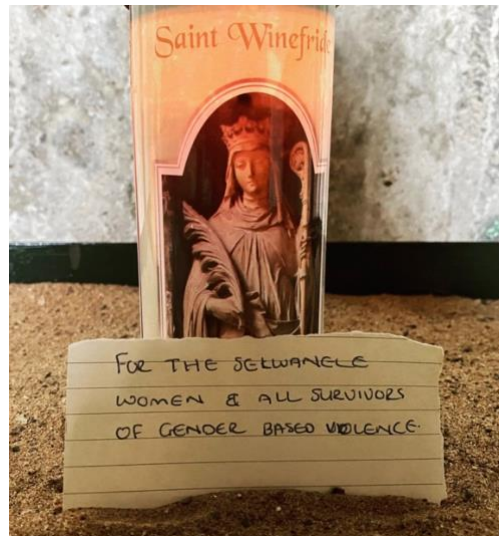
On my journey I also noted down and shared the day-to-day acts of care that I witnessed or experienced. For example, at the Raven Inn I received a free meal. I learnt from the Inn owner's daughter that her mother cooks a free meal for all the elders in the village every week. I noticed as I ate my free meal how the door kept opening and closing as elderly men and women came in for a plate of stew, a chat, and a cosy chair by the fire.

My walk finished on the 25th of December. There were still 17 days of the fundraising campaign left. When reaching out to my connections I asked if anyone would like to contribute something other than money to the #winefride4women campaign. Some people had already contributed solidarity messages, paintings or sent poems to me as I walked. I started to collect and gather more and more. Once the walk was complete, each day I posted a new contribution on my website and then linked this post to social media. These contributions ranged from heartfelt emotional poems on the impact of violence against women and girls, to gentle questions and critiques, songs and think-pieces on environmental education and gender, and a song written for the campaign.

The formal campaign is now over. There is now a larger group of people linked to the Sekwanele women, and there is a small growing community of people gathering around #winefride4women. The next steps will be decided with Zingela Ulwazi and the Sekwanele women.

Reflection: What does this story tell us about what it means to be an adult educator involved in climate justice?

Learning for regenerative farming *Katie Ross*

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Most of us are able to enjoy – two or three times a day - food grown from the unimaginably thin layer of soils coating our Earth. In an ideal world, this soil would be a 'living skin'. Every teaspoon of soil would have millions of species and billions of microbiota. The soils, or rather a diverse, science-fiction-esque menagerie of microscopic biomes and characters - would hold twice as much carbon below ground, as above ground.

However, our world is not ideal in many ways. Over the past 80 years, industrial agriculture, born from the scientific creations in WW2, have converted much of our food and fibre production areas from healthy living soils to lifeless dirt. Our soils have been degraded ultimately by the perception, perpetuated for example by agrochemical companies, of soil merely as a medium we can control using chemical fertilisers, herbicides, pesticides, and fungicides. These chemicals kill the living ecosystems below ground. Hence food grown in these technocentric landscapes has been born from largely inert dirt.

The implications of this drastic change from living soils to inert dirt are far reaching. The nutritional value of food has steadily decreased over the past several decades. Most of our vital vitamins and minerals come not from the plants and animals we eat, but *from the soil that feeds them*. If the intricate networks of microbial exchange are not functioning, an object may be produced that looks like grain, fruit, nut, or vegetable, but in the unseen realms, these objects are not carrying the essential nutritional value we need.

In addition, many of these foods carry chemicals, such as glyphosate (Round-up), which harm the very microbiome that we depend on in our guts to regulate mood, immune systems, sleep, and many other essential functions. Chronic disease is on the rise globally, arguably because of the twin challenges of less-nutrient dense food, and food that is actually harmful to us and our invisible gut compatriots.

There is however a social movement cohering around the idea of regenerative cultures, and specifically, in this case, regenerative agriculture. In regenerative agriculture, food and fibre are produced in ways that bring the soil, landscape, farming families and local communities back to health. Climate change is addressed in vitally important ways, as regenerative agriculture sequesters carbon from the atmosphere. With increasingly erratic rain patterns, regenerative agriculture brings security, in that healthier soils hold significantly more water, and for longer periods of time.

This social movement of regenerative agriculture is also aligned with the idea of food sovereignty. Farmers and local communities are demanding control over what to grow and what to eat, as opposed to being beholden to the edicts of global corporations. And of profound importance, regenerative agriculture is seeking to truth-tell the stories of colonisation, genocide and the stealing of unceded Indigenous land.

In Australia, where I write this note, 50% of our continent is dedicated to agriculture (and 100% of it is unceded, stolen land). A transition to regenerative agriculture presents an incredible opportunity to address climate change, water and food security, biodiversity, as well as societal health and well-being. While growing in interest, regenerative agriculture is still in the minority and runs the risk of being co-opted like every other meaningful philosophy that capitalism turns its eye to.

One of Australia's most celebrated regenerative farmers, Charles Massey, wrote a book in 2016 – *Call of the Reed Warbler* - detailing the transition of many farmers to regenerative agriculture. Their transition is often triggered by a heart-wrenching time, like drought, bankruptcy, illness or death from agricultural chemicals. And, as we have seen with Russia's invasion of Ukraine, and the disruption to both food and fertiliser supply chains, the financial situations of many farmers around the world are looking increasingly precarious, with many more about to experience similar heart-wrenching periods.

Instead of waiting for an event that brings the farming community to its knees, how can adult learning support this transition toward regenerative practices in more positive ways? There are many exciting examples of adult learning for regenerative agriculture. Regional croppers are forming their own WhatsApp groups to share stories of multi-species cropping trials, learn from each other, and normalise these new practices. Many peer-to-peer learning groups are cropping up around philosophies, or consultants, of certain regenerative approaches, such as time-controlled grazing, biological soil amendments, or soil rehydration practices. Agronomists themselves are forming support groups as they also face unique barriers in assisting farmers to transition. What other processes and incentives for peer-to-peer learning could benefit this social movement?

Keep in mind that the transition from industrial towards regenerative agriculture requires a fundamental expansion in worldview, from a *Separatist* lens to a *Relational* perception of radical interconnectedness. How can peer-to-peer learning groups be set up and facilitated to support learning at three levels of practice, process, and worldviews?

This expansion with worldview is also often associated with a more spiritual perception between land, self and other. How can this important spiritual essence be honoured, but without losing its sense of sacredness and without alienating those who do not want to go there?

Another specific challenge for peer-to-peer learning is that farmers trialling new practices are often ignored by their neighbours, e.g., the whole – 'one cannot be a prophet in one's own land' phenomenon. This hinders the ability for neighbours to leverage their collective action by creating catchment-wide initiatives. What examples exist in adult learning of how this phenomenon - of rejecting innovators in one's own neighbourhood - has been overcome? Farmers are often also time-poor – what kinds of peer-to-peer learning can support those who do not have weekends, and work full days?

Farmers cannot do this alone. To support them, the whole financial and political landscape needs to shift. How can community, consumers, and collective action meaningful change the incentives and structures currently hamstringing agriculture?

And most importantly, in what ways can farmers and Indigenous Traditional Owners learn their way forward together, towards recognition of stolen land and meaningful reconciliation?

We educators know that as individuals we are also not outside the systems that we seek to educate in. A few more questions that I'd like to pose are therefore: every time we nourish ourselves with food (let our medicine be food and food be our medicine), can we answer:

- From where and whom has this come?
- How was this grown and what future is that creating?
- How healthy is this food for the farmer, the land, and the microbiome in me?
-

If this thought piece raises any responses, insights or more questions for you, please get in touch to continue the conversation.

Kasetsart University, the Green University for All *Dech-siri Nopas*
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The establishment of Kasetsart University was part of the evolution of agricultural education in Thailand. The University has been one of the leading universities in Thailand, with a clear vision to move students and the nation to the next level. Kasetsart University has a dream to promote changes in the task of accumulating and developing intellectual knowledge to enhance the goal of the University.

First, Kasetsart University aimed to pursue all the amazing research, works, and innovations to best help the communities of Thailand. Plus, the University wants to support initiatives that can enhance targeted industries and also communities in the country, especially in agriculture, food, forestry, fisheries, and veterinary science. Secondly, Kasetsart University aimed to provide learning programs for all the students and produce graduate students who meet international standards. Last, Kasetsart University also had the dream of contributing meaningfully to a multicultural, knowledge-based society, by giving people access to educational opportunities leading to the acquisition of knowledge in a variety of forms.

Since the meaning of 'Kasetsart' is about agriculture, Kasetsart University created a huge campaign that gave impact to the country; this was 'Green University'. The term 'green university' is generally known in the world as all sorts of activities under the vision of 'sustainable development'. The objective for the development of a 'green university' is to reduce bad influences on the environment caused by the operation of the University. It is because universities use a large amount of electricity, oil, gas, water, chemicals, and other resources. Currently, Kasetsart with all its four large campuses together with its students takes more resources than a simple community and institution, or some enterprises. Furthermore, a large amount of wastes, wastewater, chemicals, and poisonous wastes are produced during the operation of a university, causing environmental problems for the campus and its neighbourhood. Consequently, the fundamental mission of a green university is to reduce the impact of environmental problems on the campus and community.

The University aimed at being a sustainable 'Green University'. It was a reason to participate in the UI Green Metric World University Ranking since 2004. In addition, the University set a policy on environmental conservation and restoration of all four Kasetsart university campuses and brought it into action. Therefore, communities around the campuses can follow in the footsteps of the University. The University appointed a committee on data collection of UI Green Metric World University Ranking 2017. The mission of the Committee is to educate sub-committees of each campus to understand things that the University is about to do.

These are six policies to move the 'Green Metric':

1) *Setting and Infrastructure*. The campus setting and infrastructure information will provide the basic information of the University's consideration towards a green environment. This indicator also shows whether the campus deserves to be called a Green Campus. The aim is to trigger the participating universities to provide more spaces for greenery, and to safeguard the environment, as well as develop sustainable energy.

2) *Energy and Climate Change.* The University's attention to the use of energy and climate change issues is the indicator with the highest weighting in this ranking. In our questionnaire we define several indicators for this area of concern, i.e., energy-efficient appliances usage, the implementation of smart buildings/automation buildings/intelligent buildings, renewable energy usage policy, total electricity use, energy conservation programs, elements of green buildings, climate change adaptation and mitigation programs, reduced greenhouse gas emission policy and less carbon footprint.

3) *Waste*. Kasetsart University realized the importance of waste treatment arising from various activities at the University and a lot of waste occurred from that. Recycling is one of the factors of sustainability in environmental conservation, thus the University has urged both students and staff to share responsibility for environmental conservation. The University initiated projects and organized activities related to waste treatment and recycling, such as recycling of toxic waste, organic waste treatment, inorganic waste treatment, and waste disposal process. This includes policies to reduce paper and plastic consumption on campus.

4) *Water*. Water management is an important factor for the University. Therefore, the University has a policy to promote and support students and staff to be aware of conservation of energy by setting campaigns, projects, and activities on energy conservation. In addition, it puts more effort into the operation of underground water storage ponds, wastewater treatment, and water recycling. Moreover, we use energy-saving electrical appliances so that students and staff will change their behavior of energy consumption and reduce the use of wrong equipment which wastes energy.

5) *Transportation*. Kasetsart University has targeted and developed to be the "Knowledge of the Land" University, with a strong, continuous, and sustainable, linkage to the agricultural sciences, which are fundamental to the University, by combining with the introduction of the science of the king, the community, and the universal sciences, to integrate academic creativity and

become a leading university. One of the major goals in physics is to develop into a green university, with a focus on internal transport policy which helps students and personnel reduce personal car and motorcycle use on campus travel.

6) *Education.* The course subject "Knowledge of the Land" is intended to create pride and a good sense of Thailand by Kasetsart University, which plays a big role in Thai society and the world as an institution of higher education, reflecting its identity "To build the science of the land." In addition, it aims to strengthen and develop students as good people with skills in learning and working within the framework of the University's identity, to qualify for citizenship of the nation and citizenship of the world.

Lifelong learning and community development: Lessons learned from a rural village in the northeastern part of Thailand *Sumalee Sungsri*

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In order to enable all Thai people in every part of the country to obtain lifelong learning opportunities as set out in the goals of the national policies and education plans, the government has employed various forms of efforts. One among them was encouraging participation of all related sectors which included government, non-government, local organizations, religion sector, local wisdom, and people in each community.

The Office of Non-formal and Informal Education Promotion (NFE) is the main Department within the Ministry of Education which provide lifelong education to adults (15 years and over), elderly people and also young people who lack opportunity to continue their education in the formal school system. According to the administration structure, the NFE has a head office in the Ministry of Education and local offices in every province and every district across the country. Staff at local offices work closely with people in every local area. They focus on providing learning activities which will enable people to develop their quality of life and their community.

This paper presents an example of developing a learning community through participation of related sectors, especially the villagers themselves. This community is Dong-Yaw village. Adult educators of Nakhon-Panom district NFE centre had attended a workshop on developing lifelong learning community. For the practice part of the workshop which was run in one sample village, the head of villages and the committee from every village within the same district were invited to join and learn the process of developing a lifelong learning community. After the workshop, participants were encouraged to apply and extend the knowledge and experience obtained to develop their own villages.

The head of Dong-Yaw village, Mr. Chaichana Yajantho, intended to solve problems that people in his village faced for a long time. He asked for advice from the educators of Nakhon-Panom district NFE centre. So the idea of developing learning community in Dong-Yaw village was started. Dong-Yaw is one of the villages in Ban-Klang sub-district, Maung district, Nakhon-Panom province, 32 kilometres from the

centre of the district. There are 86 households with 300 people in the village. There is one primary school and one temple. The main occupation of people is agriculture, growing rice, also some vegetables, and raise animals. Their incomes are rather low and not enough for their living throughout the year. They have not enough money for their expenses and for supporting their children to further study in higher education. They tried several efforts, but the problems were still there.

To solve problems of people in the community, this project was initiated by the head and the committee of the village with the advice and support of adult educators of Nakhon-Panom district NFE centre. They planned to develop the village to be a lifelong learning community by providing knowledge which can be a tool for people to solve their problem. Moreover, they believed that full participation of all villagers was a strong power of solving problems. Therefore, they developed a lifelong learning community by integration the concept of 'villagers volunteer'. They called their project Dong-Yaw volunteer community. The project was operated by the following steps.

1.Setting up a project committee or a core group. The core group comprised 20 people and resource persons from Nakhon-Panom District NFE centre. They were the head of the village, the village committee and representative of some villagers. The core group learned and reviewed the concept of developing a lifelong learning community and the concept of volunteer from adult educators of the Nakhon-Panom District NFE centre. The core group invited the villagers in their village to join the project in every step, from needs assessment step to evaluation.

2.Needs assessment. Problems and needs of villagers were identified in 4 aspects (economic, social, environment and culture) by formal and informal village meetings, interview, and SWOT analysis.

Village meeting to identify problems and needs of the villagers

3.Developing a community development plan. The data from needs assessment and village context were employed for developing a community development plan. The plan covered objectives, activities, required resources and responsible people. The activities designed were in the forms of learning and practising activities. All related sectors were asked to support the project in various forms, such as providing resource persons, providing facilities, materials support, funding support, etc.

4.Organizing activities. According to the plan, the activities designed were in 4 main groups: economic aspect, social aspect, environmental aspect, and cultural aspect. In organizing these learning activities, the core committee set up 4 sub-committees

to look after activities in each group. Villagers in the village were invited to join every activity as both organizers and the learners. Related sectors also provided support in running activities. The activities provided were as follows.

For economy aspects, the activities provided were aimed at solving the problem of low income among the villagers. The main activity was a training program on new theory agriculture by following a sufficiency economy philosophy which is called Kok-Nong-Na model. It focuses on organic farming, integrated agriculture, being environmentally friendly, and reducing production costs. From this project, the villagers could reduce the cost of investment in their farming. They had several kinds of products all year round such as rice, banana, mangoes, papayas, coconuts, and a lot of vegetables. They could sell some extra products for income generating. Apart from that, other occupational training programs for income generating were also introduced. such as bamboo basket-weaving, mushroom-growing, cooking local food, and motorcycle repairing. Moreover, the villagers learned how to do household accounts.

New theory agriculture and integrated agriculture

Bamboo basket weaving

Mushroom growing group

motorcycle repairing

For the social aspect, a number of activities were organized: providing knowledge and information about how to protect themselves from covid-19 virus from the district public health centre, volunteering activity to help the at-risk group of covid-19, volunteering to grow herbs using for protection from the covid-19 virus, exercise activities for youth to be away from drugs.

Growing herbs using for protecting themselves from virus

For the cultural aspect, they organized activities to preserve and promote local culture, religion and local wisdom, for example, organizing activities on important religion events. They volunteered to clean and organize good surroundings of the local temple, developing the local temple to be one of the learning resources of the community. They also invited local wisdom to transfer knowledge and experience to young people.

Activities to preserve and promote local culture: clean and organize good surroundings of temple

For the environmental aspect, the villagers volunteered to improve water sources and local roads in the village. Moreover, they set up a garbage bank for managing and recycling garbage in their village. They transformed garbage into good products such as making plastic baskets, hats, and flowers from garbage. This was another source of income generating for the villagers.

Volunteer to develop water sources and local roads

Organizing these activities under a volunteer concept, the committee got very good cooperation from the villagers in the community. It was found that 95% of the villagers joined the activities. They participated in activities at every step. Apart from that, the committee got support from various related agencies and local organizations. They were, for examples, Nakhon-Panom provincial NFE centre, Nakhon-Panom district NFE centre, district community development office, district public health office, district agriculture office, local organization religion sector, and local wisdom.

Evaluation and improvement. The evaluation team was set up to follow up and evaluate the activities. The team was divided into 4 sub-teams according to the 4 aspects of activities. Each team evaluated every activity to see its benefits to the villagers, and problems faced in running activities. Information obtained from the evaluation were employed to adjust and improve each activity so as to be able to serve the needs of the villagers, and to develop the community as a whole.

Achieved results

After one year carrying out this project, the results can be summarized as follows:

1). Villagers could reduce the cost of investment in their farming due to the use of organic fertilizer instead of chemical fertilizer. With the guidelines of new theory agriculture and integrated agriculture, the villagers had not only rice crops but various kinds of vegetables and fruits. Some crops were left for selling.

2). A number of occupational groups have been formed such as mushroom-growing, basket-weaving, cooking traditional food, motorcycle repair, animal-raising. The villagers could have additional occupations for more income.

3). The villagers learned to make themselves safe during the covid-19 pandemic. Apart from following the health guidelines of the public health office, they cooperated to grow herbs to make herbal medicine for protection from the virus.

4). There were several activities in the village to preserve and promote local culture, religion, and local wisdom. Younger generations could learn from these activities. The villagers also made their local temple a learning resource of the community.

5). The villagers volunteered to look after water sources, local roads and village surrounding very well.

6). The villagers were ready to volunteer for every activity designed for developing their community. For this project, it was found that 95% of villagers participated.

7). While participating in each activity, the villagers could be both co-organizers and learners. Knowledge and experience that they obtained could be useful for their everyday lives, and for developing their community in the future.

Lessons learned

As adult educators, we learned that the following factors made this project a success

1). The community leader. The community leader is ready to learn and obtain new ideas to employ for developing his community. He devotes most of the time for his village. He can seek cooperation and ask for support from related people and agencies.

2). Village committee members. The village committee members provide strong cooperation to the community leader and the team. They work side by side with the community leader. They are diligent and eager to participate in new learning experiences. Their cooperation and support make activities in the plan possible.

3). Problem-based project. This community development project follows the problem-based concept. It started with identifying the problems and needs of people in the community. This information was used to plan and designed activities.

4). Good planning and implementing. The community development plan covers all importance aspects of people's quality of life development. They include economic, social, culture and environment aspects. For implementing the plan, the committee ran step by step.

5). Villagers' participation. This project introduces the concept of volunteer for the community. So the project obtained high participation because people would like to take part in developing their own community. They participate and provide assistance in every step of each activity. They are regarded as the owners of the project.

6). Support of all sectors. This project obtained very good support from various sectors, such as the provincial and district NFE centres, the community development centre, the district agriculture centre, the district public health office, local organization, monks and local wisdom. The supports are in various forms such as knowledge, staff, funding, facilities, etc.

7). Concrete results. The results obtained from this project are concrete results. For example, the villagers can reduce the cost of farming investment; they have extra occupations for more income; they have a better living situation; and the community is liveable. These results can be very good motivators for the villagers to run all activities continuously.

Source of information

The authors would like to thank the villagers from Dong-Yaw village and staff of Nakhon-Panom District Nonformal Education Centre for providing all information

for this paper. From the village, they are Mr. Chaichana Yajantho, the chairman of Dong-Yaw village, Mr. Pradit Nong-udom and Mr. Chalermkeit pimsri, assistance of the village chairman and all members of village committee. From Nakhon-Panom District Nonformal Education Centre, they are Mrs. Hongsa Puksungkhanae, Miss Busalin Changsalak and the team of adult educators.

Global and World Region Organisations in ALE and LLL

CONFINTEA VII – only six weeks to go *Heribert Hinzen*
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CONFINTEA is the abbreviation for the World Conferences on Adult Education which UNESCO initiated in 1949 and which are convened ever since every twelve years. The last was in Belém, Brazil, in 2009, and the next is from 15-17 June 2022 in Marrakech, Morocco a little delayed due to the COVID-19 crisis.

If we call the distance between these major events a marathon with all the kinds of intermediate activities of a mid-term review, regional meetings and reports, then we have now reached the final straights where a Draft Marrakech Framework of Action (MFA) has been put on-line for comments, and the agenda of the Draft Programme can be followed on the website of the UNESCO Institute for Lifelong Learning (UIL) https://www.uil.unesco.org/en/seventh-international-conference-adult-education/programme

PIMA and its members have been quite active in the process, including a webinar for further providing information and deepening discussion https://youtu.be/EoMIzPbE1f4. We also contributed comments on the Draft MFA and posted it to members in preparation for the on-line consultation https://www.pimanetwork.com/post/adult-learning-and-education-key-to-sustainable-development

The key global civil society actor strongly supported by PIMA is the International Council for Adult Education (ICAE). They invited people for a global preparatory meeting where colleagues from UIL introduced the Draft MFA and enabled a dialogue between those who are deeply involved already and those looking for participation. ICAE is using the mechanism of the *We Are ALE* campaign for a variety of activities http://icae.global/en/2022/04/10-days-of-action-towards-the-marrakesh-framework-for-action-mfa-in-the-framework-of-confintea-vii/

All the world regions have been quite active and had their own meetings. The last in a sequence was when MOJA, the virtual platform on adult learning and education (ALE) in Africa, invited people together with ICAE for two meetings of the Anglophone and Francophone countries. MOJA has created a special folder for further information https://www.mojaafrica.net/en/confintea-vii

A day ahead of the Conference there will be three fora to prepare, discuss and agree on issues which should then be taken forward into the Conference: They are the Civil Society Organisations (CSO) Forum, the Youth Forum and the Private Sector Forum. Registration is already open. This is different from the registration for CONFINTEA itself which is based on invitation. PIMA members should try to liaise with their UNESCO National Commissions, as these are responsible for organising the respective delegations, which should include delegates representing Government, Civil Society, and academia.

The Civil Society Forum (CSF) will be an important opportunity. Preliminary registration lasts till 15th May:
https://us06web.zoom.us/meeting/register/tZAsfuGsqD0oG9GitVuy3w6RfCkySaLFT0xs

ICAE informs:

"The Civil Society Forum will be a hybrid forum to be held in person in Marrakech and virtually, with no limit on the number of participants. Civil society organisations from across the globe will come together to review the latest developments in adult learning and education, globally and across the regions, discuss problems and priorities, launch ICAE Spotlight Report and adopt a Global ALE Manifesto. We will also launch the 50th Anniversary of ICAE!" This reminds us of the founding of ICAE in 1973, after preparatory meetings alongside what we now call CONFINTEA III in Tokyo.

This we see the symbiotic relationship between these big UNESCO milestone events and the civil society ALE movement symbolised and led by ICAE, which has grown steadily in its influenced and input to subsequent CONFINTEAs ever since. PIMA is committed both to the civil society sector as vital to the health of nations and peoples, and also to active collaboration across all sectors, as demonstrated in the *We Are ALE* campaign.

We shall use the PIMA News in the coming weeks after Marrakesh as well as before, to inform on the latest developments and opportunities for engagement.

Moving Forward with Unity and Enthusiasm. Reflections on the New European Agenda for Adult Learning 2021-2030 *Dr. habil Balázs Németh*

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Summary

This article reflects on the goals and policy contexts of the New European Agenda for Adult Learning[1] which is an outcome document of almost ten-month of well-coordinated dialogue and preparatory work to culminate at the September European Council meeting and conference on adult learning in Europe, combined with a European pre-conference of CONFINTEA VII for 2022.

Accordingly, we are trying to reflect the main five priority areas of NEAAL according to which the European Association for the Education of Adults recently provided a short Statement. While we relate those developments to the September 2021 publication of the EURYDICE network on European adult learning and education[2] to reflect some recent trends and issues, we finally bridge this topic to the UNESCO discourse upon the Futures of Education[3] and the UN Sustainable Development Goals, more precisely to SDG4 on Quality Education.[4]

Moving out of the dark – a consolidated effort for a united action for better adult learning and education

Right at the end of the previous decade, there were many doubts and questions about the potential continuation of a fairly constructed and balanced policy on adult learning to serve both economic interests and social claims for building a more inclusive, equitable and yet competitive environment in various dimensions of lifelong learning. This period was full of difficulties and challenges: hit by crisis, depression, migration, ageing, inequalities, rise of populism and intolerance, and the return of nationalisms and conflicts instead of collaboration amongst nations and peoples.

It must also be underlined that the 2008 global financial crisis turned most governments of Europe to making use of adult education as a tool to support VET-focused training and re-training for people having to upgrade their skills and competences according to changing labour-market demands and conditions as a consequence of rapidly changing economies and their technology-led environments.

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[1] New European Agenda on Adult Learning (EAAL) – Brussels:Council of the EU (2021) 14485/21 Source: st14485-en21.pdf (europa.eu)

[2] EURYDICE (2021) Adult education and training in Europe: Building inclusive pathways to skills and qualifications – Source: Adult education and training in Europe: Building inclusive pathways to skills and qualifications | Eurydice (europa.eu)

[3] UNESCO dialogue on 'Futures of Education' – Source: UNESCO Futures of Education - A NEW SOCIAL CONTRACT

[4] UN SDGs – Source: Education | Department of Economic and Social Affairs (un.org)

The past decade was, consequently, deformed by a rather VET-dominated discourse, and as a result even adult learning was taken out of the education portfolio of the European Commission's relevant Directorate General and put under the portfolio of Employment. It became evident that a number of institutions and organisations struggled for a balanced policy in the field and insisted on a more inclusive policy at the renewed European Agenda for Adult Learning (EAAL) at the end of 2011. Accepted by the European Council of Ministers, it could be considered as a kind of relative bargain.[5]

However, the same decade was mainly overruled by skills-focused discourses. The OECD and CEDEFOP led campaign for skills and competence developments claimed that promotion of adult learning would serve smart and sustainable growth, and also match the newly formulating 2016 Skills Agenda for Europe[6] together with new Upskilling Pathways for Adults. In this context, it was rather difficult, and needed long years of heavy campaigning, to explain and demonstrate that improving participation and performance levels in adult learning required strengthening basic and digital skills amongst young adults, to be able to cope with changing learning environments and transforming labour conditions and workplaces. These demanded transversal skills to be held by employees. In the meantime, it turned out that the goals of the Education and Training 2020 would hardly help reducing early school-leavers in the Members States of the EU, especially the newly integrated former socialist countries.

Since the end of 2020, BREXIT and COVID-19 pandemic made it difficult to formulate a new adult learning strategy for Europe. It took another year to reach closure of all necessary consultations on adult learning with all EU-member governments, European stakeholder organisations, and representative bodies which had formerly provided reflections on preliminary plans demanded a wider policy spectrum for the development of adult and lifelong learning, to be able to take aboard UN SDG4 meetings, and to adopt a more holistic understanding of adult learning and education amongst other educational sectors in Europe.

Specific perspectives for integrating formerly identical European Grundtvig adult learning into reconfigured Erasmus+ programmes reduced the dimensions of adult learning objectives at a cost to participation and quality developments, while falling educational and VET outputs resulted in shortages of highly skilled labour force in most top vocations in Europe. This called for urgent interventions, for example in the field of adult learning to improve conditions with strengthened access and opportunities, better guidance and counselling, improved methodologies and relevant quality instruments, better financing incentives etc., through effective policies and governance models.

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[5] Renewed European Agenda for Adult Learning (2011) Council of the European Union. 2011/C 372/01 – Source: Council Resolution on a renewed European agenda for adult learning (europa.eu)
[6] EC (2016) New Skills Agenda for Europe COM(2016) 381 final – Source: EUR-Lex - 52016DC0381 - EN - EUR-Lex (europa.eu)

One may also critically reflect that 2021 New European Agenda for Adult Learning is a slight return to the 2000 goals framed by the Memorandum on Lifelong Learning by underlining the need for constructive development of learning with intergenerational and intercultural focuses, for inclusive ways and forms of education for adult and lifelong learners. Policy change is apparent in the 2021 EURYDICE study on adult learning and education, providing an overview of policy areas where changes and development are urgently needed. Those areas were marked as:

 governance and policy frameworks, learning provision, financial support, flexible learning, recognition and validation of learning outcomes, awareness-raising and outreach activities and guidance services. This whole spectrum of intervention signalled an extended use of research, development, and innovation to generate convincing data through relevant indicators and benchmarks which were ignored because of economically driven priorities.

A closer look to the New European Agenda for Adult Learning

The New European Agenda (NEAAL) was developed through an intensive and thorough consultation process over a year to generate interest, support, commitment and wide engagement from governments to civil society groups; and to formulate an integrated policy document that would support the quality development of adult learning and education (ALE) based on a balanced set of goals aiming at economic development and social cohesion, with a frame of sustainable structures.

The Agenda is formally a Council resolution accepted on 29 November 2021 in Brussels based on a consultation which was concluded at the 8-9 September European Summit on Adult Learning and CONFINTEA VII preparation. It produced a Draft Declaration on Adult Learning summarising in 8 points major dimensions of ALE in Europe. Most of those points became channelled into the priority areas of NEAAL to reach for consensus and support of a wider community of practitioners, government representatives and international bodies such as UNESCO, ILO and the OECD.

By recognising all formerly achieved goals in the relevant area, the Resolution underlines that 'NEAAL 2030's five *main priority areas* ensure continuity of the work, and further development of adult learning:

- governance;
- supply and take-up of lifelong learning opportunities;
- accessibility and flexibility;
- quality, equity, inclusion and success in adult learning;
- the green and digital transitions.' (NEEAL 2030, p.9)

Governments agreed (based on subsidiarity and national circumstances of EU Member States) to implement such specific instruments as: the Open Method of Co-ordination; Mutual Learning, by identifying and learning from good practices in different Member States, will be based on peer learning activities, peer counselling

and exchanges of policies and practises, conferences, seminars, high-level expert fora, studies and analysis and networking for better dissemination and visible outcomes; Effective governance; Monitoring of the process; Knowledge building and evidence-based adult learning policy in association with international organisations like the UN (through UNESCO and ILO), the OECD, and the Council of Europe.

As for the priority areas (NEAAL2030, Pp. 17-22), Priority Area1. on *Governance* highlights the importance of strengthening conditions for cooperation to reach for policy coherence and relevant adult learning and skills strategies at national level, based on research and evidence. It also underlines the importance of co-operation and partnership with stakeholders.

Priority Area 2. on *Supply and take-up of lifelong learning opportunities* seeks better awareness-raising through more tailor-made ALE, and supported by effective guidance, outreach and validation of learning outcomes. Also, relevant financing tools may help to increase employer commitment.

Priority Area 3. on *Accessibility and flexibility* indicated wider concerns about flexible enrolment to increase participation, inclusion and motivation amongst adult learners. Programmes should be organised and supported by local and regional providers offering real opportunities for personal and career development, community learning, and intergenerational learning, with special attention to vulnerable groups. This Area calls for learning opportunities combined with micro-credentials to generate more attention and opportunities for adult learners with better social and economic recognition and benefits.

Priority Area 4. on *Quality, equity inclusion and success in adult learning* is about development of professionalisation and capacity-building of adult educators and trainers where higher education may play a further role. Better networking and partnership amongst adult learning providers can help this area to develop. More mobility of educators and adult learners in the scope of European dimension of multilingualism and quality concerns in required. Inclusion claims fostering gender equality and solidarity between cultures and between generations by lifting barriers to participation and engagement in adult learning.

Priority Area 5. on *Green and digital transitions* calls for twin transitions. Important steps and further actions are needed in environmental protection and technological advancement through digital devices and settings. More integration of sustainability measures requires attitudes and mindset, awareness through action-based skills and more knowledge.

These priority areas are supported by two specific EU-level targets: to raise the participation of adult in learning by 2025 at least 47% of adults aged 25-64 should have participated in learning during the last 12 months, and at least 60% by 2030.

The EAEA reflection

EAEA has supported the goals and focus of the New European Agenda for Adult Learning and recognises the importance of the Council Resolution to strengthen the policy position of the field. The December 2021 Statement of EAEA entitled *Adult Learning and Education is Key for the Future of Europe*[7] recalls that EAEA started to campaign for a stronger European policy in adult learning and education, and getting adult education recognised as a separate sector of the education system.

In this context EAEA welcomed the priority areas of the Agenda supported by the Council Resolution, which will support inclusion and engagement of all adults in learning. Likewise, EAEA shared the vision of developing adult learning provision through better social conditions and employability. Active citizenship and community learning are other key issues that EAEA is promoting and agrees upon as being an issue contributed to by adult learning.

EAEA supports the enhancement of green and digital transitions and is very much concerned that non-formal adult learning and education has a crucial role in further improvement of such priorities. Finally, EAEA is convinced by the necessary development of intergenerational adult learning and expanding solidarity and subsidiarity towards adult learners. To reach those two major EU-level targets on participation rates for 2025 and 2030, EAEA calls for further collaboration, common actions at local/regional, at national and EU-levels to make those aims become real.

The OECD – a look back since the 1970s - Insider perspectives

Here we offer three insider perspectives on another major organisation which is global but not comprehensive, and which links North and South (in old-speak) in a selective way that had it nicknamed 'the rich men's club'. These look back from and since the 1970s at OECD contributions to ALE, in particular of the Centre for Educational Research and Innovation, CERI, both for what it did in itself, and as a vehicle for innovation in LLL and ALE within an organisation which was and is essentially economic in focus. They tell us as much about organisational design and dynamics as the LLL issues themselves.

The main visionary and manager of CERI between the early seventies and the beginning of the new millennium was the late Jarl Bengtsson, who was also a co-founder of PASCAL. For many years CERI was an intellectual recharge centre on my visits as a member of the Australian OECD Committee. [*Chris Duke Co-Editor*].

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[7] EAEA Statement *Adult Learning and Education is Key for the Future of Europe* – Source: Statement_NEAAL_December-2021_final.pdf (eaea.org)

The OECD Centre for Research and Innovation

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CERI, the OECD Centre for Research and Innovation, was founded in 1968 (see George Papadopoulos *Education 1960-1990 – the OECD Perspective*, OECD 1994.) as a 'Part 2' body of OECD. This meant that participation by OECD Member countries was voluntary. In the event all 24 Member Countries did join CERI and pay the subscription, and almost all played an active part in the programme. A further difference from the mainstream OECD Divisions was that the members of CERI's Governing Board were national delegates, in the sense that they were nominated by the country, but they were not necessarily from the education ministry or other parts of the government. Several countries nominated professors of education or social research as their representatives, though the modal representative was someone from the education ministry's research division.

The originating inspiration and founding director of CERI was Ron Gass, aided by his old RAF colleague and by then already prominent sociologist AH Halsey. When I joined, in 1973, the programme of work was divided into two broad sections: one focussed on issues which were easily recognisable as 'educational', such as the school curriculum; the other looked more outwards, to the relationship between education and society, including the labour market. I was lucky enough to join Jarl Bengtsson, who with Denis Kallen had written the seminal 'clarifying report' on recurrent education (RE).

During the four years I spent there at that time, we commissioned country reports on recurrent education, aiming to map out the current state of play in different countries; and thematic analyses, for instance on the financing of RE and its implications for equity, which has always been a major theme for OECD education. Maurice Peston and Kjell Rubenson were major authors in this phase, typical of major scholars from different disciplines who contributed their academic expertise but also had an interest in applied work.   Indicative of the innovative nature of the programme was a paper on education and industrial democracy from Professor George Bain, a Canadian who had been the principal author of a major UK report on worker representation on company boards. This phase of the RE work culminated in a report to the European Ministers of Education in 1977.

Work on RE continued. Here I pick out the following as significant themes reflecting the bias of my own interest:

- Work on Learning Cities. This was initiated in the 1980s, again by Jarl Bengtsson, with an extensive 7-city study. The idea that cities, or regions, could think of themselves as committed to lifelong learning has subsequently been picked up and developed into a major programme by UNESCO, as PIMA readers are very well aware.

- Introducing the notion of social capital. Human capital was a very well-established concept in the academic literature, if not uncontested (see below). Social capital, given prominence by the sociologist Robert Putnam, was regarded with suspicion by many economists, but CERI's work on it showed how successful learning both depends on and feeds into the networks in which the learners participate (or are excluded from). Tom Healy was the principal secretariat member who piloted this through.

- Recognition of gender issues came somewhat late. The Clarifying Report's account of the typical life course was based on contesting a model - education-work-retirement – which was straightforwardly male. Later collaboration with the Division of Social Affairs allowed some progress towards a more gender-aware analysis.

The relationship between secretariat and Member Countries (MCs) varied from project to project. In some cases, the secretariat role was largely administrative, organising meetings and ensuring papers that were delivered on time. In others, CERI staff would take a much more active role, initiating research and collaborating actively in the analysis. There was a constant iteration between secretariat and the MCs, especially in the preparation of the biennial work programme. There was considerable variation in the extent of national engagement: in some instances, the Governing Board member operated with a good deal of personal latitude without seemingly referring much to the ministry; in others the representation was very much more formal. In any case, the design and execution of the programme were the result of a mixture of personal initiatives and the interplay between competing priorities within and between different countries.

The E in OECD stands for economic, and of course this to some extent shaped the orientation of the education programme, probably more so for CERI than for the Education Division, since CERI's programme had a stronger link to the wider social world, including labour market issues. This, combined with the use of such analytical terms as 'human capital', led to some critiques which identify a subordination of education to the economy. This is a matter of judgment: for some of us it makes neither analytical nor political sense to divorce education from the world of work, but that is a different matter from trying to tailor education solely to the needs of employers. Be that as it may, there is no doubt that issues of equality have always been central to OECD's educational work. What is less clear is whether the obstacles to greater equality have always been adequately identified.

Educational Agendas of the OECD

Hans Schuetze

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Two main points

1.Organisation

When seen from the outside, the OECD appeared to be a structured hierarchical organisation with clear lines of command and reporting. There were directorates, divisions, and units with clear channels of command and reporting.

Unlike most hierarchical organisations however, the various levels were also dependent on, and needed to respond to, the inputs and suggestions of and requests by OECD's 24 masters, ie. the Member Countries (MCs). (When I joined in 1977, they were 24 members, plus Yugoslavia which had an associated status.) The MCs not only set the overall agenda of work and provided the necessary financial resources; they also provided expertise and nominated country experts who would work in the various program committee's and working groups. Therefore, the organisation was more of a matrix rather than a strictly hierarchical organization.

The educational agendas of the organisation were discussed and set at several different bodies. The principal unit where educational issues were discussed, and the programme of work was decided, was the *Education Division* which was overseen by the Education Committee. In this Committee the MCs were represented by national delegates most of them from the respective national ministries of education (Only Canada, a federal country where the provinces have the main if not the absolute responsibility for all matters related to education, had two delegates – even if only a single vote).

The second principal body was the Centre for Educational Research and Innovation (CERI). CERI was a research centre in name although very little original research was conducted there. The main role of CERI was to initiate research on selected themes, synthesize and coordinate and summarise research that was policy relevant and therefore of interest to the principal body for educational policy, the Education Division. CERI was thus a 'clearing house' for major education issues but also a detection dog for issues and developments that were not (yet) of major policy interest.

For example, one of the first CERI projects was the student unrest and movements of the mid to late 1960s, and the underlying reasons and causes of discontent. Because of this role of identifying and analysing emerging policy issues before they became apparent, CERI had also the freedom of a 'court jester' free to suggest issues and possible policy responses that were not yet mainstream issues as seen by educational policy professionals in the ministries. This was particularly important since many of the issues and developments that became apparent were not just purely 'educational' in nature but comprised a host of social and basic democratic demands and developments that required analysis, concepts, and reform far beyond the formal educational system.

To discuss and to react to such wide-ranging problems and developments, traditional educational policy makers and institutions were unable to provide adequate solutions. OECD with its broader policy focus – not just on education but also on

labour market and social policies – was better positioned than other international organizations such as the UNESCO, the Council of Europe, and the World Bank to discuss and suggest comprehensive approaches that would address the complex nature of broader changes of society.

2. CERI work

When I started work at the OECD in Spring 1977, CERI work had focussed on several issues:

- Equal educational opportunity,
- Early childhood care and education,
- The 'creative school',
- Integration of disabled children into school,
- Innovation in school management,
- Innovation in higher education.

The most important and far-reaching focus, however, was on 'recurrent education' as a strategy for 'lifelong learning' (the title of a 1973 publication). The idea of lifelong learning had several parents, one of which was Edgar Faure, the French minister of education, who had chaired a working group set up by UNESCO. The final report *Learning to Be* (1972) which recommended far-reaching changes in education, was widely read and most influential. CERI's concept of 'recurrent education' was much influenced by Olaf Palme, the Swedish Minister of Education and later Prime Minister, who had initiated sweeping reforms in the 1960s to make education more accessible and equitable for everyone. While similar in its objectives, the model of 'recurrent education' was, at the same time, more concrete and more rigid in the way lifelong learning was to be implemented.

True to its function as a detective dog, CERI took up several projects that looked into issues before they became commonplace. One was the role of information and communication technologies that began having an impact in education. Another was the rising level of youth unemployment that gave rise to discussions about the various transition paths from school to work and re-assessed various forms of vocational education and training as alternatives or complements to school-based pathways.

CERI was also an early source of the development of educational indicators. Two of the education projects that the OECD is presently best known for, the annual *Education at a Glance* and the *PISA* comparative analysis of (secondary) student learning and knowledge go back to CERI's work on indicators in the 1980s. Another CERI focus was on a 'knowledge economy and society'. Based on work in these fields, projects like 'Schooling for Tomorrow' and ''University Futures' were developed that investigated contexts, conditions, and challenges for the education system.

The origins of OECD's interest in and early work on education were based on the argument by Theodor Schultz, Gary Becker, and others in the late 1960s/early 1970s: that the strongest factor of economic development and growth is 'human capital' and that the development and use of human capital were important to the well-being of countries. In the 1990s, CERI re-explored the nature of human capital

and its measurement, and the complementary concept of 'social capital', including their respective roles in the emerging 'knowledge economy'. This led to an analysis of 'innovation' because of several different factors, especially learning and knowledge, and their conditions and management.

With this focus, CERI also became a clearing house for other policy bodies within the OECD, such as the Manpower and Science Committees, as before for the Education Committee. That role was not part of the organisational design of the OECD, but informal contacts and communication across organisational lines and borders were possible and worked when of mutual interest.

A lifetime of OECD innovation within CERI *David Istance*
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It is an unexpected pleasure to draft some reflections on OECD's Centre for Educational Research and Innovation (CERI) in the distinguished company of colleagues whom I first met in CERI in a blazing hot summer in Paris in 1976 and who were to become lifelong friends.

It is nearly five years since I retired, having spent some 25 years in CERI as well as another 10 years in the other main section of the educational programme devoted to educational policy. I can thus be described as an OECD 'lifer', albeit one who went over the wall to escape to Wales for several years in the early 1990s. This means that I inevitably hold an insider's viewpoint and have a great deal of gratitude for the professional and social possibilities that the Organisation afforded.

Sadly, this year also marks the 10th anniversary of the deaths of two other close friends who played their own special role in the CERI history – Jarl Bengtsson and George Papadopoulos. It was Jarl who found a place for me to work with him and Tom Schuller on Recurrent Education, soon to be joined by Hans Schuetze; it was also Jarl who in 1997 invited me to return to CERI from Wales to run a new project called 'Schooling for Tomorrow'. The three of us in this OECD mini-symposium co-edited a volume in memory of CERI's long-serving Director Jarl Bengtsson: Istance, D., Schuetze, H. G., & Schuller, T. (Ed.). (2002). *International perspectives on lifelong learning - From recurrent education to the knowledge society.* Buckingham: Open University Press.

Jarl's own 30-year career and intellectual leadership in CERI, and his brimming belief in its value, meant that for many he epitomised the Centre. His mind fizzed with innovation – from the brilliant to the downright far-fetched - and he was a magpie of ideas drawn from widely different disciplines. His approach was idiosyncratic and complex. He was a champion of learning yet so often dismissive of the formal educational system as incapable of relevance or change; someone of the left who was drawn instinctively to the private sector. An avid promoter of research evidence yet if anything more at home with unorthodox knowledge producers than academe; later in his life indeed he developed an almost mystical fascination with African folk knowledge beyond the scientific canon. A voracious reader of a bewildering range of research and yet someone who wrote little and was surprisingly diffident about seeing work through to full publication. It was as if the process of

launching new ideas through an international community of innovators would always trump any formal product.

George Papadopoulos, from Europe's south not its north like the Swede Bengtsson, cut quite a different figure. He was the Deputy-Director for Education at OECD for many years up to his retirement around 1990 and as such was the most senior figure with exclusive responsibility for education at the time (as opposed to employment and social policy that made up the other half of the OECD 'human' Directorate). George became a mentor and something of a father figure to me, alongside his contemporary John Lowe who was an international specialist in adult education and who also took me under his wing. Jarl may not have seen it at the time, but I am convinced that George did a good deal to support CERI behind the scenes while giving Jarl and his teams substantial freedom of manoeuvre. George was much more a creature of the formal systems of schools and universities. He wore two hats – Head of the Educational Policy section as well as overall Deputy-Director – and it was true that most of his energies went on the work outside CERI.

My main time in CERI came later during the 20 years after my return from Wales in 1997. During this time, I was to head up three substantial and largely sequential bodies of work all about innovating schools and schooling: '*Schooling for Tomorrow*' in the first decade up to the mid-2000s, '*Innovative Learning Environments*' (ILE) that ran over the next decade, and finally the work on '*Innovative Pedagogies*' that came to fruition with a full publication in 2018. All were relevant to lifelong learning – after all, we produced a major review of the learning sciences entitled '*The Nature of Learning: Using Research to Inspire Practice*' (2010) – while being most strongly focused on the education and learning of young people.

These were *par excellence* CERI projects. They were rooted in research and yet involved considerable creativity, especially in devising the core frameworks and concepts that were highly abstract and yet with the profoundly practical aim of guiding educational leadership on the ground. They all involved the creation of national and local networks of innovators who both applied the CERI project materials and whose work became new project material in turn. Hence, they were all academic, while rooted in the eminently practical world of real-world innovation, and all with the purpose of inspiring and shaping policy thinking.

What were some of the original framing concepts that emerged out of this 20-year body of work? The main one from *Schooling for Tomorrow* work was the set of six scenarios for the future of school systems, first published in 2001 and widely used since. One main future was formulated as the bureaucratic 'status quo' scenario in which, despite countless reform endeavours, the fundamentals of school systems remain unchanged. Two scenarios were described as 'reschooling' in which schools remain pivotal societal institutions but with renewed purpose and practice: 'schools as focused learning organisations' and 'schools as core social centres'. The remaining three scenarios unapologetically adopted the language of Ivan Illich to describe forms of 'deschooling': the 'radically extended market model', the 'learner networks and the network society' scenario, and the 'teacher exodus and system meltdown' scenario.

The corresponding major conceptual framework to emerge from *Innovative Learning Environments* [ILE] a decade later were the ILE 'learning principles' building on extensive reviews by leading learning specialists. These were, in highly abbreviated form:

- Make learning and engagement central.
- Ensure that learning is social and often collaborative.
- Be highly attuned to learner motivations and emotions.
- Be acutely sensitive to individual differences.
- Be demanding for each learner but without excessive overload.
- Promote 'horizontal connectedness' across activities and subjects, across in- and out-of-school learning.
- Use assessments consistent with learning aims, with a strong formative focus.

These principles define, we proposed, a radical agenda as all should be applied at once, not cherry-picked here and there.

Out of this set of principles came another generic framework, devised after close study of 125 submitted cases of innovative learning environments from 23 countries, especially those 40 that became in-depth case studies. This framework, known as '7+3', proposed that for the seven learning principles to be made effective they needed an additional triple practical focus: *innovating the pedagogical core* of learning environments; adopting the *formative cycle of learning leadership* (design, evaluation, feedback, and redesign); and extending boundaries and capacities through *partnerships*.

Having stressed the importance of the 'pedagogical core', we came to ILE's conclusion to note that we had done little to clarify the innovative pedagogies themselves. The final project of the triplet focused on just these. The lasting legacy was this typology of six clusters of such pedagogical approaches:

- Blended learning

- Gamification

- Computational Thinking

- Experiential Learning

- Embodied Learning, and

- Multi-literacies and Discussion-based Teaching.

Prominent pedagogies, such as service learning or enquiry- or problem-based learning, were taken as important sub-sets within these clusters. Describing these as 'innovative pedagogies' may be a helpful way of distancing them from very traditional didactics, but they are not in any sense new. What may instead be new and innovative is how widespread their adoption has become in mainstream education, and the network dynamics that help to propagate them.

By delving in some detail into these projects and characterising them as *par excellence* CERI projects, I do not wish to suggest that all the Centre's work adopted the same broad approach. There have always been widely differing approaches, depending on the topic and the individual(s) at the core of each body of work. I suggest that this dependence on individual staff members' preferences and the resulting diversity was on balance a weakness rather than a strength. It made it the more difficult to say what was the distinctive 'CERI approach' when the Centre needed to defend its value and purpose.

This may have mattered less in the early years after CERI was founded at the end of the 1960s. CERI enjoyed a situation in which it was more central to the overall work of OECD's education section and close to the preoccupations of the senior management of the Directorate at a time when, conversely, education was more marginal to OECD as a whole. CERI was often able to 'fly under the radar', an airborne metaphor that is apt given Director Ron Gass's RAF background and his championing of the Centre that he regarded with affection as his own creation. Educational research itself was much more in its infancy in the 1960s.It had novelty and fed an appetite in those early years to bring fresh ideas into the policy arena.

Already by the 1980s CERI had come under fire particularly from those who regarded it as too equity-inspired, insufficiently attentive to measurement, and too loose (some would say, downright sloppy). Whether or not in a direct response to such criticisms, the Centre became central by the end of the 1980s to a new wide-ranging endeavour to develop international indicators that led, *inter alia*, to the PISA programme of achievement comparisons and a visible annual compendium of educational statistics and indicators.

It was not long before this new endeavour had well outgrown the original CERI home whence it came. At the same time, a new global priority for education provided a fertile environment in which cross-country comparisons of performance could grow. Within the OECD, the educational work became far more prominent, but it was not through the kinds of projects that before had flourished 'under the radar' in CERI, each with their own niche networks of innovators and far-sighted policy people.

Some are nostalgic for the 'good old CERI days'. Much of this is romantic and ignores just how mixed CERI's quality and value have always been. The world has changed so much since the late 1960s that it is only to be expected that new organisations grow to take the place of the old. Perhaps we should not so much lament the passing of CERI's glory days as wonder that it has survived at all and still manages to produce sometimes important work.

In the effort to secure its own survival and appear relevant to the context and demands of the 21st century, some have chosen to align CERI work more closely in style and methods to the large-scale surveys typical of the achievement measurement work. In my view, this has been misguided: far from making CERI more relevant, the value and future of CERI would have been better served by making it more distinctive to emphasise its special 'value-added'.

However it might have been improved and made more distinctive, CERI has long provided a privileged setting in which to undertake long-term development work,

gather and promote innovations from different corners of the world, and engage in policy dissemination. This is amply illustrated by the above summary of the school innovation and pedagogy work that I was privileged to lead.

Special Interest Group on Older Adults

What's happening in New Zealand?: Implications for older people *Brian Findsen and the SIG network*
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The following snippets from *Senior Watch* – a publication of Age Concern New Zealand - and my commentary provide some insight into events/trends affecting older people. All items cited below have been mentioned in issues during March 2022.

It almost goes without saying that most current issues facing Aotearoa New Zealand also prevail in other countries. The covid pandemic, especially governmental responses and restrictions, has exacerbated former and existing economic, social, cultural cleavages in society, whereby older people have arguably borne the brunt. So poverty among the marginalized (e.g. significant numbers of seniors), escalating housing prices, staff shortages, severely reduced business (especially tourism), tightly controlled borders and major delays in health treatments have been experienced more explicitly during 2021-2022.

In April 2022 some mandates were dropped by Government so that unvaccinated people can rejoin the majority in access to community resources (e.g., hairdressers; gyms; restaurants; internal flights). However, the fear induced over an extended period will not readily dissipate.

Some specifics from headings/items of *Senior Watch*:

(7 March) Omicron has spread to dozens of aged care homes and the Health Minister has received an extraordinary warning that staffing shortages in the sector could become catastrophic if more workers go into isolation.

(7 March) Fewer are using cash for day-to-day spending, but more people are hoarding cash at home

(7 March) New Zealand ends self-isolation for travelers; Kiwis able to come home sooner.

(18 March) New housing strategy gets implementation plan that delivers (Opinion piece by Jade Kake). This is a long-term vision with a timeframe of 30 years.

Note: Most recent figures show Māori home ownership was 31% compared with 52% for the total population

(28 March) Jack Tame: Don't wait; don't procrastinate any longer. Get their stories before it's too late.

Note: Jack Tame is a leading journalist who spent days with his grandmother before she passed.

(28 March) Covid-19 changes: Anxiety high among disabled, immune-compromised, and elderly communities.

Note: Vaccine passes won't be required in many settings but the move, favoured by the majority, has spiked anxiety levels among many vulnerable people across the country.

The above 'tasters' of current issues in New Zealand society have special resonance for frail older people. Still many elders self-isolate in the new regime. Family social relationships have certainly suffered, affecting seniors most. There appears to be no firm line between protection from a perceived/real nasty virus and opening up society so that businesses and education institutions can operate in a lesser constraining environment. Proportionately more of older Pasifika and Māori elders than of others have died, reflecting poorer living conditions. While some seniors can manage to thrive, most need to learn to survive.

New Monograph: Taiwan's Senior Learning Movement - Perspectives from outside in and from inside out

This volume provides an in-depth analysis of historical and recent developments of senior learning in Taiwan, where publications in English have been scant. It takes a broad view on lifelong learning and active ageing from a theoretical/conceptual base written by prominent international authors- this represents the 'outside in' perspective. The 'inside out' on the other hand signifies an in-depth investigation of initiatives written by authors from Taiwan who are closely involved with developments in policy and practice.

The volume is situated theoretically in the intersection of complementary concepts such as lifelong learning, active ageing, later life learning, learning communities, and social movements. It is located geographically and culturally in East Asia where senior learning/education is expanding in response to large populations of older adults and concerns about their physical and social well-being. It is argued that Taiwan is leading the way in terms of innovation and community engagement in regard to older adult learning/education and can thus serve as a model for neighbouring countries.

By analysing historical precedents, cultural dynamics, policy trends, research sub-fields and community engagement, this book is of interest to both East Asian and

Western scholars, practitioners, policymakers and students amongst the fields of lifelong learning, social gerontology and educational psychology.
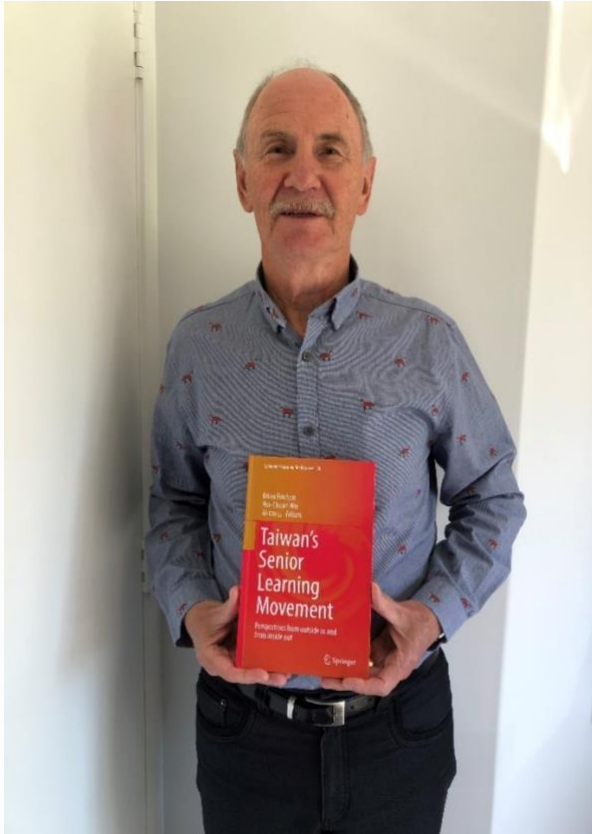
Brian Findsen

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Brian Findsen was admitted to the International Adult and Continuing Education Hall of Fame in 2012. He has worked in adult and continuing education in universities as an adult educator at Auckland, AUT University and Glasgow (2004-2008) where he was Head of Department for Adult & Continuing Education. Recently retired from the University of Waikato in New Zealand, he is a councillor for Age Concern Hamilton.

Ai-Tzu (Iris) Li is professor and current associate dean of the College of Education, and chair of Adult and Continuing Education at National Chung Cheng University, Taiwan, chairs the Taiwan Active Aging Association, and specialises in program planning and evaluation.

PIMA Bulletin Special Issue

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Have you thought about how people in their fourth age continue learning? What do we mean by an age-friendly university? How do active ageing and lifelong learning intersect and to what end? What has been involved in building an ark for inter-generational learning? What might a Wisdom Village look like?

The next PIMA Bulletin, No 43 in July, will feature perspectives on later life learning from authors from diverse backgrounds, including academics, activists, researchers, and practitioners. It will be edited by Brian Findsen and Dr Diana Amundsen (Division of Education, University of Waikato), and include academic articles, reports on current issues, commentaries, and opinion pieces.

This thematic issue will include authors from differing world geographical regions and may carry a sub-section on Life-deep learning. Diana and Brian are excited to bring this special issue to you.

It is not too late to join us if you have content you wisht to share on learning in later life. Please be quick and contact us, preferably both.

Brian & Diana   brianfindsen@gmail.com diana.amundsen@waikato.ac.nz

Life-deep Learning *Dorothy Lucardie*

Life deep learning is a significant part of our learning but has had little attention. Traditionally the term "deeper learning" or "deep learning" has been used to describe the process where learners think critically and engage at a deeper level across a variety of topics. The learner becomes self-directed and a life-long learner. Theories of transformative learning, such as those from Mezirow and Freire, can also be seen to be describing life deep learning where the learner experiences a radical revision of their perspectives. Spiritual learners seek to gain wisdom and greater understanding of the human condition through a lifetime of perspective changes and theories rather than one psychological or religious orientation. These three characteristics of life deep learning: critical engagement; transformative learning; and the development of wisdom, describe positive actions and reactions to new situations that require us to adapt and change. This ability is becoming increasingly important to cope with the change and disruption that is now world-wide through crisis and pandemic.

We will continue the discussion on Life Deep learning in the next issue of the Bulletin (No 43) with articles from America, Taiwan, and Australia. In addition, a few PIMA members have been invited to share their reflections on the Life Deep learning they have experienced throughout their lives. If you would like to contribute your reflections on your life deep learning, please contact
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Other Perspectives

The Power of Place-Based Innovation to Deliver Transformative Action *Bruce Wilson*

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EU Centre of Excellence

Introduction

The United Nations' (UN) Global Agenda for Transformation of our World by 2030 is nearing its mid-point. Notwithstanding the evidence accumulated on a raft of indicators of the 17 Sustainable Development Goals (SDGs) and the associated Targets, it doesn't take too close a look to realise that the Agenda is in serious trouble. While some initiatives have been productive, and in some respects, there is a positive story to be told with respect to education and health, growing anxieties about the climate crisis and species extinction confront us almost daily with the enormity of the challenge that lies ahead. These concerns have been magnified by the implications of Covid-19 and growing geopolitical insecurity, demonstrated not least by the war in Ukraine.

This suggests that a focus on the UN Agenda is more urgent than ever. Adopting the normal parameters of national and global policymaking and action cannot address these intersecting, at times, conflicting, challenges. Achieving transformative goals requires a radically different approach, which reconceives the relationship amongst global, national, and place-based levels of action.

The EU Centre of Excellence aims to contribute to supporting thinking about transformative processes through a new Network project, funded by the European Union's Jean Monnet program, on how scientific and social innovation can contribute to achieving the SDGs. The focus of this Network puts the emphasis squarely on the importance of new ways of thinking in both mindset and practice, that can deliver fundamentally different ways of addressing the ambitions of the Global Agenda. New processes and breakthroughs are needed at every level; hence a focus on social and ecological innovation as much as scientific capacity.

The Nature of Innovation

Whether innovation is understood narrowly as the generation of unique novelty, or more generously as the power of collective problem-solving, it has become a widespread feature of policy making, not least in the EU. For decades, the EU has been the biggest source of public funding for research and innovation (R&I) through its Horizon 2020 and predecessor Framework programmes. In recent years, there has been increasing attention to focusing the R&I spending on societal challenges. In 2018, Mazzucato, for example, prepared *Missions, Mission-Oriented Research & Innovation in the European Union: A problem-solving approach to fuel innovation-led growth*, in which she argued that public policy should be directed towards achieving key public objectives, not least through increasing collaboration across sectors, actors and disciplines.

Alongside Horizon Europe, the EU had also invested large resources in regionally oriented innovation through the Smart Specialisation Strategies (S3) initiative, which had become an ex-ante conditionality of eligible regions to gain access to their part of Cohesion Funds. The implementation of S3 was a 'bottom up' strategy, bringing together industry and research stakeholders with government and civil society representatives to identify innovation opportunities, and to build the collaborative, systemic foundation necessary for place-based innovation to flourish.

Not surprisingly, these two initiatives were complemented by growing scholarly outputs focused on the one hand on mission-oriented innovation, and on the other, on innovation districts, a policy initiative aimed at accelerating innovation through accentuating the power or proximity. However, colleagues have examined these two bodies of literature, concluding that:

> While 'Missions' (and related notions such as 'transformative innovation' and 'challenge-led innovation') have received relatively more attention (and scrutiny) primarily by virtue of EU and national policymakers, 'Innovation Districts' has quickly become 'the next big thing' primarily at the local and regional level. The starting point of this paper is that, so far, the place-based nature of mission-oriented or challenge-led innovation appears to have been underdeveloped in literature, policy, and practice. whereas Innovation District literature has not substantially engaged with the framing that innovation needs to resolve pressing societal challenges, and the implication of this framing for designing innovation policy. Our main proposition is that an integrative approach through the concept of 'Mission-Oriented Innovation Districts' holds promise for a more comprehensive and progressive approach to innovation policy. (Fastenrath et al, 2022, 2).

Both theoretically and practically, this is an important proposition. However, linking place-based action with a focus on societal challenges is not just an academic

activity. There is now an urgency to the task which is shaped by timelines such as the 2030 focus, and even 2025, as specified in the recent Intergovernmental Panel on Climate Change report. Furthermore, it is shaped by the ambiguity which arises from the stumbling and unreliable process of decision-making and enactment of agreements in global forums. In a very real way, the most significant source of urgency is the substantive ambition of addressing the climate crisis as well as the very practical themes in the Global Agenda of guaranteeing universal public services, enabling families to achieve decent livelihoods, and enabling reconciliation to end violence.

Since 2019, the European Union has set out to provide greater coherence to the policy framework for achieving these outcomes through the European Green Deal (EGD). This provides an overarching perspective not only on core research and innovation founding, but on all aspects of EU activity, including regional policy, S3 and the Common Agricultural Policy. Increasingly, the EGD provides a language and a legal framework that encourages alignment across the supranational national and regional level. This is a unique policy framework for efforts to achieve the UN Global Agenda.

The Scientific and Social Innovation and SDGs Network

The new Network seeks to advance this agenda by linking global and regional work on the importance of science and innovation, in achieving societal goals with place-based initiatives which are addressing the core challenges of sustainable development. Its researchers bring expertise on:
- the role and performance of global fora and processes;
- the formation and activities of the European Union as a supranational entity also engaged as a global actor; and
- geopolitical developments in the Indo-Pacific.

Others have a specifically place-based focus on:
- the role of universities in sustainable, healthy learning communities across Asia and Africa;
- enhancing the capability of non-formal education (NFE) trainers in Lao PDR;
- universities and learning regions;
- working with farmers on climate-related challenges in Australia, the Philippines and Fiji;
- climate adaptation and mitigation;
- smart specialisation and the SDGS; and
- just transitions for workers and communities affected by transition from fossil fuel and forest logging industries.

The expertise encompasses diverse places and settings with researchers working with different methods, audiences, and resources. Part of the challenge for the Network is to develop a common language. Each shares a focus on gathering various types of evidence, engaging partners in rethinking what's possible and desirable, by reference explicitly or implicitly to the challenges of the UN Global Agenda. Each emphasises the power of collaboration, understanding that this can be very difficult, with competing interests and resources.

While some national or international innovation policy programmes do give priority to scientific methods and technological outputs, all evidence suggests that achievement of the SDGs will depend equally on socioecological innovation. Effective implementation of new initiatives and ways of thinking is heavily dependent on context, and on engaging with people's perceptions of what matters. In this respect, place-based approaches to innovation will be crucial, even while they contribute to an Agenda that is set at the global level.

The Network and Policy Engagement

The Network researchers are drawn from 6 different countries, three in Europe and three in Asia. Each is linked in one way or another with regional and national policy initiatives. Their various projects engage with regional and national outcomes.

The Network is linked also with the EU's Joint Research Centre, and with the work that it is leading on Partnerships in Regional Innovation. This seeks to build on the EU's experience with the implementation of S3 over the past decade. It recognises the importance of place-based innovation strategies in contributing to sustainability, and to the transformations necessary to deliver necessary change. In a practical sense, this initiative marks the movement of S3 to S4: Smart Specialisation Strategies for Sustainability.

Our early experience with regions where there is a necessary transition away from fossil fuels demonstrates how clearly the innovation process needs to focus not only on scientific opportunities but also on socioecological initiatives. The challenge of generating new economic activity that can support decent livelihood is just as likely to prompt thinking about new organisational forms and different approaches to ecological management.

A recent JRC report commented that,

> System innovation is a highly ambitious and difficult goal to pursue. It involves a great deal of risk and uncertainty and cannot be controlled in a top-down manner. The S3 model has good foundations to address such complex processes with its blend of top-down directionality and bottom-up processes of 'self-discovery' and experimentation. A sociotechnical perspective and

resilience research support the role of experimentation, but they also call for a diversity of innovation niches to foster the processes of transformative change. Opening up to a greater variety of innovations is likely to support regional resilience as the region can be better prepared to respond to societal challenges, especially if its impacts are uncertain. (Miedzinski et al 2021, 45).

This question of system innovation is central. While difficult, it is a necessary step towards moving sideways from the current 'taken for granted' ways of working which compromise the achievement of the UN Global Agenda. It will be a key issue for this Network of researchers.

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Global tourism at a crossroad: the post-Covid recovery and the revival? *Bernard Lane and Jin Hooi Chan*

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 *Bernard Lane was the founding editor of the *Journal of Sustainable Tourism* and edited the journal for 25 years. He is also an Associate consultant at Red Kite Environment, working on Sustainable Tourism, Heritage and Rural Tourism and Protected Areas [Ed]

As described in PIMA Bulletin No. 38 (see Chan, 2021; Walmsley, 2021), tourism has been a global growth industry for well over fifty years. It is a much-misunderstood business. Many people see it only as a form of escapism from working lives, often enjoyable for tourists, but with potential environmental, social, and economic impacts for host communities. It is, however, much more complicated. It is a business which offers experiences of many kinds, is closely linked to fashions in society, provides many jobs, can help fund conservation of many kinds, and can transfer wealth from rich to poorer regions.

But the recent Covid-19 pandemic has seen a dramatic reduction in the number of tourists travelling, and seen many destinations and countries suffer serious economic harm (Chan & Chan, 2022). For instance, estimates of Covid related losses in the tourism sector in China alone in 2020 were in the range of USD630 billion (Qiang, 2022). Now that Covid-19 seems to be declining in its impacts, will

there be a rapid revival in global tourism? And how should the industry re-conceptualise its strategies to address pressing issues of local and global sustainability, in terms of social, environment and the economy?

There is no simple answer! Tourism is complicated and multi-faceted. Some areas are already reviving, but many are not. And there are many different markets for different kinds of tourism. Mass tourism to major seaside resorts may decline. Niche market, health improving, "soft activity" tourism for the large and increasingly elderly "baby boomer" generation may grow (Wolf, Ainsworth & Crowley, 2017). It could be many years before the pre-Covid world comes back, if at all, in its pre-Covid state.

Many commentators expected the Covid-19 pandemic to totally change not just tourism, but whole societies and their economies. Margaret MacMillan, Canadian historian and professor at the Universities of Oxford and Toronto, writing in the Economist for May 9th, 2020, said: "the pandemic is a turning point in history. The crisis exposes our weaknesses. Will our leaders choose reform or calamity?" How might tourism be affected? And will, perhaps paradoxically, this new situation also stop progress being made towards more sustainable forms of tourism?

Tourism academics and practitioners remain divided. Will the tourism market return as it was, with visitors "glad to be back", taking polluting jet planes to increasingly distant destinations, and often for quite short periods of time, more than once a year? Or will "flight shame" become more common, as the market seeks more local, no fly destinations, taking the train, reducing their carbon emissions, and staying longer to spread fewer emissions over a longer time? Will sustainable tourism concepts, including "slow tourism" and rural tourism, establishing more connection and interaction with locals, contributing to local economy and social development (Chan et al, 2020), take over after being discussed for nearly 40 years?

The well-known American – Australian academic, Freya Higgins-Desbiolles, recently published a deliberately provocative article on this question, entitled "The 'war over tourism': challenges to sustainable tourism in the tourism academy after Covid-19" (Higgins-Desbiolles, 2021). It presents a binary discussion in schools of thought, divided by being either for the tourism industry or against it. The article explains how advocates of the industry's rapid recovery stand opposed to wider efforts to reform tourism to be more ethical, responsible, and sustainable. The struggle concerns both the proper role of tourism *and* tourism academics. Outcomes from this debate have repercussions for the development of the discipline, the education of tourism students, the future of tourism practices and the choices available to tourists.

There are also pushes to induce changes practices of tourism businesses so that they could embed more sustainable practices in their operations. One of the examples is the EU Interreg 2 Seas funded project: FACET – aiming to accelerate the transition to a circular economy in the coastal tourism sector in the Netherland, Belgium, France, and the UK. The FACET team works with businesses, helping

them in sourcing appropriate technologies, forming collaborative communities to enable the adoption of sustainable practices.

FACET project information is available here:
https://www.gre.ac.uk/research/activity/faculty-of-business/facet-facilitate-the-adoption-of-circular-entrepreneurship-in-the-tourism-and-leisure-sector

On the other side of the discussion, there is the industry, with a complex supply side of the equation. Many commentators had believed that rural tourism would both survive and even benefit from Covid-19, because rural tourism took place in uncrowded areas, in small scale accommodation, and with plenty of fresh air. But recent research in Portugal found that small scale tourism businesses were not surviving well, with a lack in financial resources, and several operators deciding to leave tourism, reverting in some cases to farming, or just retiring (Kastenholz et al, 2022). However, the data collection for this research was done early in the pandemic, in 2020, when Covid was still spreading, vaccines were relatively new, and many businesses of all kinds were in a state of shock.

It seems likely that it is too early to say what the long-term outlook will really be. We do not know if new, possibly powerful variants of Covid will appear in late 2022 / early 2023. And we do not know if war in Ukraine will increase costs of travel as the price of oil rises. Equally, inflation levels across the world may bring a recession with a reduction in disposable income cutting back tourism expenditure.

We live in exciting times!

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Adult Education in China in the Eighties: opening up and going global *Hans Schuetze and Chris Duke*

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In late February 2022 a webinar run by the China Centre of a Cambridge College introduced a Webinar in its regular series, on 'China's ancient poems for the modern era' thus:

"*The rejuvenation of China is the most important event of our lifetimes, more so even than the fall of the Berlin Wall. That was a realignment within one civilisation; this is a massive transfer of wealth, power, and confidence from one civilisation to another. Yet Westerners generally know so little of how Chinese people think…"*

PIMA is dedicated to international exchange, collaboration, and co-learning.

Under the heading 'Remembering for the future' Roger Boshier contributed an informative account in the PIMA Bulletin of the early years and the creation of the People's Republic of China (PRC). He described the development of China from the 'Long March' to the chaotic time of the so-called 'Cultural Revolution,' and to the modern period when he and increasing numbers of other foreign academics came to work in China, mainly its universities. China became a major educational trade partner for western degrees, moving from foreigners' branch campuses in PRC to large numbers of Chinese students going especially to first-language English universities in 'the West'.

More recently it has become a country attracting foreign students to well-recognised Chinese universities and their degrees. Less than a year ago, the Chinese Communist Party celebrated its 100th birthday.

Boshier's experience as an adult education scholar teaching in Hong Kong, Singapore and Malaysia in the 1980s and later at several universities in China, led him to critique study methods (passive learning under instruction) compared with the active and participatory learning methods favoured in the West. Here he passed over the decade or so when PRC turned outward and looked to engage with the emergent global adult education movement. This dated from the end of the seventies and the then recent creation of the International Council for Adult Education, ICAE. It is a gap he filled 20 years later (Boshier and Yuang 2005).

In this paper too we aim to fill in that important period in the 1980s.

Adult Learning with Chinese characteristics

Adult education and learning; Models

In the 'West', a term that is more a geopolitical than a geographical definition, 'adult learning' has been understood, for a long time, to be at the passive end of 'adult education'. Adult education, as defined in the British tradition, was associated with an emancipatory, liberal, social concept of education. Adult education in that understanding was a voluntary, mostly non-vocational, leisure time activity, in Britain (and the former British colonies) often associated with 'extra-mural' education provided by academic or other types of post-secondary institutions.

In the Scandinavian/North-European tradition adult education was closely linked to community-based 'folk high schools', also as part of an emancipatory social policy that tried to overcome traditional class-based education structures and barriers. As in the British tradition, the emphasis was on 'education' rather than' learning'.

International organisations, especially UNESCO and the OECD (Organisation for Economic Cooperation and Development), were influenced by these concepts. While an OECD flagship notion for any learning activity after formal initial schooling was 'recurrent education' (seethe look-back to the seventies above), a concept that originated in Olaf Palme's Sweden, UNESCO, not least because of the 1972 Faure report *Learning to Be*, chose 'lifelong learning' as the umbrella term for its various education and learning projects.

Other terms like 'continuing education' were initially describing vocational-related activities such as refreshing, updating or extending work-related knowledge and skills, while later assuming a broader meaning connoting post-school learning activities of all kinds. The term 'lifelong learning' was explained as having three principal elements: Lifelong, life-wide (learning not just at educational institutions but in all types of situations and settings) and learner-centred (i.e. type, content and style of learning according to the needs and wants of the learner).

'Life-wide' learning: Learning at and from academic conferences

'Learning at and from conferences' falls under the 'life-wide' element of lifelong learning. It is normally the result of an intellectual exchange between scholars from different institutions, countries and disciplines who present their research for a discussion with peers from the academic community. The current trend in Western countries pre-covid has been towards larger conferences that have over thousand participants - a big marketplace of ideas where participants pick the themes and presentations, they are particularly interested in. Because of the size, and the breadth of themes, nobody is able or interested to participate in all the sessions.

Academic conferences are popular because of three features that are unique to face-to-face exchanges as compared to written feed-back and communication: (a) the possibility of spontaneously reacting to presentations, and the direct exchange between researchers in the same field, (b) the opportunity of meeting fellow researchers in person both in formal settings and personally, and (c) getting acquainted with the 'genius loci', i.e., the 'culture' of the place where conferences take place.

The first of these is probably the most important from the point of view of a frank discussion including a critique among peers about the focus, methodology and

results of their research. The second facilitates understanding the background and approach of colleagues' work, the critical assessment of their ideas and approaches, and the issues which are seen as 'critical' for future development of the 'field'. The third one, although sometimes dismissed as 'academic tourism', serves often as a valuable context of understanding the intellectual tradition of the hosting institution although this connection is sometimes weak. The recent practice of holding conferences at large hotels may make the organisation easier, but it comes at the price of losing this connection and context).

The 1984 symposium at Shanghai

All three elements of successful learning through getting together and discussing among experts were present at the *'Shanghai symposium on theories, applications and systems of adult education'*, which stands out as a unique learning event for both international and Chinese participants. It was remarkable for several reasons. The first was that this conference was the first major international meeting and exchange in China on education since the death of Mao and the tumultuous years of the so-called Cultural Revolution. Deng Xiaoping, from 1978 the most influential leader, set out to modernize China. Education and learning were central to this goal.

The symposium, jointly organised by the International Council of Adult Education (ICAE), the Adult Education Association of China and the Shanghai Adult Education Research Society, was small so that after two or three days all participants knew one another. Participation had been by invitation only: 27 Chinese and 32 international participants from various backgrounds, from 16 countries in different stages of 'development', and several from international organisations, the International Labour Office (ILO), the FAO, The World Bank, and the OECD. The largest contingent of international participants (seven) came from Canada, probably due to both the fact that Canada bore the brunt of the cost of the international participants symposium, and the great role that Canada played in the early years of international assistance to Chinese development, especially its higher education sector.

The third aspect of the symposium's success was its length, and its mix of site visits and discussions with teachers, trainers and learners and academic exchange during the actual symposium. Preceding the symposium proper were four days of study visits at various institutions and learning sites which included factories, libraries, women's organisations, broadcasting stations, trade union offices, children's 'palaces' with sports and cultural activities, the extension unit of a 'technical' university (Tongji U), and a rural adult education station in the country site. To allow for discussions with educators and learners in these places, the participants were broken down into four groups with both Chinese and non-Chinese participants, each with several interpreters.

This intensive four-day study visit was followed by six days of presentations and discussions; thus, the symposium had a total length of ten days. The lead papers of the actual symposium had been translated and distributed to the participants ahead of time so that the discussants of the various sessions had had time to prepare their questions and statements. All participants had interpreters, who were graduate students at the Institute of Foreign Languages.

Due to thoughtful and meticulous organisation which took a lot of time and great efforts by the organisers, the symposium provided an excellent platform for exchange and discussion, but even more so, a unique learning experience for the visitors and also for their Chinese colleagues; it was clearly 'learner centred'. There was not only much new information for the visitors (many of whom were in China for the first time). There was also much learning on the part of the Chinese participants who were exposed to different points of view and many questions.

China, although in 1984 clearly still a 'developing country' was, of course no newcomer to education and to adult learning. Confucius and his many disciples had a great influence on education and learning, both formal (such as the preparation for the civil service examinations) and informal. Mao Zedong, besides being a revolutionary leader and the founder of communist China, was also an influential educator who knew that the true liberation of the farmers and workers was dependent on education which was also the key to developing a productive labour force.

In his presentation and throughout the symposium, Yao Zongda, the Secretary General of the Chinese Adult Education Association and an old comrade of Mao's, stressed the importance of literacy and the education of adults as the foundation of the communist state and, in particular the economy: "All social activities must be subordinated to and serve the development of production. This includes educational undertakings, especially adult education" (cited in Duke 1987, 2019).

Unequal effects of learning

It is obvious that China has done a great job of learning and applying this learning to its development. The Illiteracy rate, which was over 80 % in 1949, was 43 % in 1959, 34. 5 % in 1982, 9.1 % in 2000, and stood at 3.2 % in 2018. Post-secondary enrolment which was 3.4 % in 1990, was 54.4 % in 2020. Economic development was equally rapid: From US$ 302 Gross Domestic Product (GDP) per person in 1984, it grew to US$ 10,440 in 2020, with annual growth rates of close to ten percent, making China the third largest economy in the world (after the US and the EU), and the first worldwide when adjusted to 'purchasing power parity' (PPP).

The four great modernisations that Deng had declared as the goal when he took over as the supreme leader - industry, agriculture, national defence and science & technology - have been largely accomplished. The second goal of making "China a cultural advanced and highly democratic socialist country" (Yao), is, as far as the second part is concerned, from the perspective of Western observers not yet accomplished. To define what exactly the term 'democratic' means and how it is important for learning – beyond modernising and optimising production - would probably be best discussed at another Shanghai-style symposium in the same spirit of mutual confidence and eagerness to learn from each other, this time larger, less exclusive, and with an equal number of Chinese and non-Chinese participants.

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The authors:

Chris Duke, Associate Secretary-General of ASPBAE 1979-85, was an organizer of the 1984 Shanghai symposium and authored several ICAE and other publications on its proceedings and in analysis of it (Duke 1987 republished 2019). Charged with conducting the ICAE 'China project', he and Roby Kidd conducted initial negotiations in Beijing in 1980 and he was active in the field visits that followed, leading Study Team 2 in NE China with Charles Wong (see Hunter and Keehn 1985). Subsequent visits to the PRC have been infrequent.

Hans G. Schuetze was a symposium participant working at the OECD in Paris. He has been back to China several times for both learning and teaching, the last time in the Spring 2018 as a visiting professor at Renmin University at Beijing.

Goings and Comings

Earlier this year the Bulletin noted the passing of a great and widely known British and global adult educator, Professor Lalage Bown. Here we recognise the contribution and passing of T.M Sakya, less well known beyond the Asian region, but a tower of strength there, when the UNESCO Bangkok Office was a powerhouse of ALE innovation and leadership. Sakya's name is still cited especially for his development of the Community Learning Centre (CLC) concept in the region. (Ed)

Mr T. M. Sakya (1936–2022)

The passing of Mr Thakus Man Sakya (1936-2022)
UNESCO Regional Office for Education in Asia, Bangkok

Pioneering coordinator of UNESCO's 'Asia-Pacific Programme of Education for All' (APPEAL), has passed 27 February 2022, aged 86.

Until his retirement from UNESCO Bangkok in 1995, T. M. Sakya (1936–2022) designed, coordinated, and implemented programmes and projects to help UNESCO Member States to systematize their literacy and non-formal education programmes.

Under Mr Sakya's inspired leadership, a series of training modules, including the APPEAL Training Programme for Literacy Personnel (ATLP), and the APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) were developed in a participatory and collaborative manner with national experts in the region, leading to the development of key concepts, guidelines and methodologies in developing and implementing context-specific and learner-oriented literacy and NFE programmes in Asia-Pacific.

These modules were translated to national languages and used in training activities by many countries in the region in the 1990s. Most of the participating Asia-Pacific countries distinctly benefitted from these series in terms of strengthening both national organizational and institutional and individual capacities in the area of adult literacy. This was accomplished by establishing NFE Departments/Centers, devising national curricula for adult literacy and post-literacy programmes, and preparing literacy facilitators with appropriate facilitation skills for adult learners. His work is documented in *Challenges of Education for All in Asia and the Pacific and the APPEAL Response* (hereafter *Challenges of Education*), published in 1987.

Mr. Sakya also proposed and introduced six types of continuing education programme in the ATLP-CE series: 1) Post-Literacy Programmes; 2) Equivalency Programmes; 3) Quality of Life Improvement Programmes; 4) Income Generating Programmes; 5) Individual Interest Promotion Programmes and 6) Future-Oriented Programmes. All of these programmes continue to be relevant and have influenced

many Member States in their designing and implementing continuing education programme throughout the region.

Mr Sakya also conceptualized and introduced Community Learning Centers (CLC), which have proved to be building blocks for sustaining community literacy and lifelong programmes in the region. Notably, hundreds of thousands of CLCs are still operational in many regional countries, each one offering various lifelong learning opportunities for the local people, especially disadvantaged members of the population.

Mr Sakya returned to his home country of Nepal, and established the National Resource Center for Non-Formal Education (NRC-NFE), in 1992. He also served as a national EFA coordinator for Nepal and published many articles and studies about nonformal education and community learning centres. In Nepal, he has contributed to developing a national literacy curriculum, additional literacy policies and the expansion of CLCs throughout the country.

News of Mr Sakya's passing has led many surviving colleagues to warmly recall his great impact on their own work, as well as the pleasure and profound importance of his collegial friendship:

'Sakya has been a legend in the world of literacy education and contributed significantly in systems development of it across the Asia-Pacific region'.
M. Ehsanur Rahman, Executive Director of Dhaka Ahsania Mission (Bangladesh) and Executive Council Member of ASPBAE

'Mr Sakya had been my Guru, who gave me countless teachings and wisdom. I feel very sad with the vanity of human life'. Shigeru Aoyagi, Director, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok).

'A great loss to the world literacy family'. Namtip Aksornkool, former UNESCO colleague.

Revisiting the recommendations Mr Sakya made in his 1987 book *Challenges of Education*, we can yet be inspired in our work at UNESCO to enhance our advocacy for securing political commitments of government and international partners; for developing information systems and research to inform education policy and programmes; and to mobilise wider communities to support schools and a sustainable culture of learning everywhere.

Professor Alan Rogers (1933 - 5 April 2022)**:** another of the Commonwealth 'Elders' Collective reflections [Editor]

Following hard on the heels of Professor Lalage Bown, Alan Rogers, another of the great figures in the story of Britain's liberal and development-oriented period of ALE centred around Marlborough House in London and the heyday of the Association of Commonwealth Universities, has passed away.

Sir Alan Tuckett has observed that he followed much too soon on Professor Lalage Bown - both were champions of UK based adult learning and education with a strong international orientation. In the words of Maria Khan of ASPBAE 'another stark reminder of how Alan's passing is the deep loss to our sector'. Heribert Hinzen

recalled how 'he created such a creative and participatory atmosphere between all those in diversity looking at gender, generation, and geography. His books on teaching adults, ethnographic literacy or non-formal education as an iceberg were really enlightening.'

Here is the posting by the University of Nottingham on 13 April 2022:
In Memoriam - Professor Alan Rogers

It is with great sadness that we inform colleagues of the death of former colleague, Professor Alan Rogers who passed away on Tuesday 5 April. He will be greatly missed by all of his family and friends.

Born in 1933, Alan Rogers came to the University of Nottingham as an undergraduate in 1951. He joined the Department of Adult Education in late 1950s, rising to Reader before moving to Ireland in 1980 to become director of the Institute of Continuing Education at Magee University College, Derry, and later dean at the University of Ulster. He subsequently worked at the University of Reading where he increasingly moved into work on adult education and international development. He continued to be closely associated with Nottingham and was an honorary professor from 1998 until his death, giving lectures and masterclasses as well as advising doctoral students on a regular basis.

Alan was the founding secretary general of the Commonwealth Association for the Education and Training of Adults and also founded the Uppingham Seminar series of international adult education residentials. As well as early work as a historian of the East Midlands from his time as an adult education tutor at Nottingham, he published hugely influential books in the field of adult education such as *Teaching Adults* (1986), *Adults Learning for Development* (1992) and *Non-formal Education* (2007). Alan continued to be an active scholar and practitioner till his death with his work in his eighties including for the Afghani police force and with the Tanzanian Folk Development Colleges.

Alan maintained his connections to the School of Education and was an Honorary Professor. He was actively participating in the Honorary Associate's Network focused on Adult Education up to a few weeks ago

The paused Higher Education Research (HER) monograph series and call for contributions *Hans Schuetze* hansgschue@gmail.com

The series of monographs derived from International Conferences on Higher Education Reform (HER) started in 2003 and lapsed, falling victim to the covid pandemic.

It is now returning, and there is a call for contributions to a new volume on *the Digitalization of Higher Education* deriving from the last meeting, as this extract shows. (Note that the SDGs are planned as the next theme presently).

Hans Schuetze has long been a driving force for the HER Reform series. In welcoming its return, the Bulletin also conveys his invitation for addition contributions to the most recent, 2019, theme.

The recent issues were as follows:

2016	Dublin (DCU) Ireland	Wider Access, Changing Demographics and Migration: Implications for HE Reforms and Policy	Slowey, M. & Schuetze, H.G. & T. Zubrzycki) (eds), (2020), Inequality, Innovation and Reform in Higher Education - Challenges of Migration and Ageing Populations. Cham (CH): Springer.
2017	Hiroshima (RIHE Hiroshima U) Japan	Assessing the missions of Higher Education: Performance, productivity, and pedagogies	Huang, J. & J. Oba (eds) (2019), Higher Education Forum vol. 16 (Special Issue). Research Institute for Higher Education, Hiroshima University
2018	Baltimore (Johns Hopkins U) USA	Reinventing the public mission of Higher Education: Policies and practice	Papadimitriou, A. & Boboc, M. (eds) (2020). Re-envisioning Higher Education's Public Mission - Global Perspectives. New York: Palgrave Macmillan.
2019	Mexico City (CINESTAV – DIE)	Digitalization of Higher Education: Impact and Consequences for Policy	Alvarez Mendiola, G., de Vries, W. & Schuetze, H.G. (eds.) (forthcoming)
2020	Glasgow (Glasgow U) Scotland, United Kingdom	*Sustainable Development Goals: Their potential and relevance for higher education policy and reform* **POSTPONED to 2022 or early 2023**	

Call for contributions to a publication on Digitalisation of Higher Education-Policies and Practice

Digitalization and the development of artificial intelligence are fundamental, epoch-making changes affecting every individual and all sectors, activities, and institutions of society. They raise fundamental questions, for example about the future of the State and its institutions, about personal freedom and control, and about the future of work and of learning. Digitalization is thus not a theme restricted to higher education

(HE), although higher education is already, and will be more so in the future, greatly affected by digitalization.

Universities nowadays are commonly assigned three main missions: research, and teaching and learning are the traditional ones. The third one, service to the community, has evolved and is now often seen by many not as a separate "third mission" but as an extension of the former two. How have universities traditionally carried out these missions? How, and how likely, will these missions be affected by digitization? And what has changed regarding governance and administration of universities, because of digitization?

Administration

In autonomous HE institutions, especially universities, academic activities are managed and coordinated by administrative units. Traditionally, administrative work was decentralized, and carried out by faculties, departments, and institutes. Many administrations have recently become more centralized. This increase of power at the centre rather than at the periphery has several explanations, yet many functions (e.g., the admission of students, accounting for funding, information about programs and policies) have been facilitated and expanded through digitization. The digitization of higher education requires new IT infrastructures such as data banks, Internet-based communication systems, and new software for teaching and learning.

Research

Research has become more important as more countries have come to understand the close connection between new knowledge, economic development, and societal progress. Digitization allows for the analysis of 'Big Data' sets. This often entails collaborating with individuals and groups outside academe ('Open Science'). Universities and other academic institutions are losing their unique role and quasi-monopoly as producers of new knowledge.

Dissemination of new knowledge was traditionally done by the institutions themselves, or by independent scientific publishers and academic journals. This is also changing, as researchers have started publishing the methodology and results of their work on Internet-based platforms and blogs, increasing both access and circulation.

Teaching and Learning

Academic teaching occurs traditionally in the form of lectures and seminars. Student leaning was partly based on individual tuition and dialogue with teachers, partly on self-study, mainly from academic writings such as books, scripts, and journals. Increasingly, online teaching and learning are complementing and partly substituting for the traditional forms of imparting and acquiring knowledge, a trend accelerated by the COVD pandemic. In many ways, this benefits the learners as in principle it allows for individual feedback to and support of learners and for quality control. On the other hand, the online tool allows for the collection of great volumes of personal data about the learners, which can be used to manipulate and control student behaviour more generally, and not just their learning.

Central to the two old mainstream missions are professors who design and conduct research and teach students, as well as students who engage in learning and, at an advanced stage of their studies, participate in their professors' teaching and

research, and may conduct their own research studies. Critics are concerned about the dangers of digitization and wonder how they can be avoided or controlled.

Authors are invited to address one or more of the following questions as they are significant in their respective countries:

2. To what degree have HE institutions already digitized, and is further digitization part of their planning? What types of digital infrastructure are in place or planned by single institutions, institutional consortia or specialized bodies that design digital networks and common infrastructure for the HE system as a whole?

3. What are the objectives of HE digitization; for example, independent or individualized learning; quality enhancement of teaching; new on-line based ways of collecting and analyzing research data, 'open science', and the efficiency of administration?

4. What are the reasons for the reservation/resistance on the part of the professoriate, students and academic bodies (e.g. the standardized contents and control of student learning; the danger of easy plagiarism and other forms of unethical behaviour, the rise of fake or fraudulent peer reviews and publications).

5. What are the attitudes and roles of collective academic bodies such as faculty unions, rectors' conferences, and science councils, about potential negative effects of digitalization for academic freedom, open access to knowledge, independent learning, and institutional autonomy?

6. Do government ministries, independent public bodies such as funding councils, standing ministers of education conferences, etc. advocate and push digitization through policies that require institutions to undertake support, regulation, reporting control of digitization in HE? Is there awareness and are there policies in place that aim at protecting professors and students from potential negative effects? Are these effective if so?

If you are interested in contributing a chapter to this publication, to be published later this year 2022, please send an abstract of between 300 and 400 words. Full papers are due by the end of June 2022.

Abstracts or inquiries of further details to be addressed to hans.schuetze@ubc.ca

UNESCO Chair in Global Adult Education including the rebirth of Convergence

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Towards the end of 2021, the University of Malta was awarded its first ever UNESCO Chair. It is in Global Adult Education. Its partner in this UNESCO UNITWIN programme is West Bengal's University of Kalyani, primarily through Professor Prasenjit Deb. This is a welcome boost for the global adult education

firmament. The people responsible for the Chair have hit the ground running, with hardly the ink dry on the signature, concerning the University of Malta and UNESCO Memorandum for this purpose, when two important global events were carried out online. These were seminars under the aegis of this Chair held through zoom and celebrating the birth centenary of two great international adult education figures, Paulo Freire and Raymond Williams. Further details concerning these events will be provided in the appropriate article section.

Rationale

The proposal for this Chair establishment is based on the well-known consideration, among readers of this Bulletin: that Adult Education (AE) is a worldwide phenomenon which takes on a variety of perspectives in different contexts. It is felt that advocacy, research, and practice-oriented platforms require boosting, to save this area from disappearing from the University scene, as seems to be the case with the closure of many University departments in Adult Education. Some of these had been well established (think: University of Nottingham, University of Glasgow in the United Kingdom, or OISE/University of Toronto). We have also witnessed the subsuming of AE programmes under broader rubrics such as Policy Studies in Education, Teaching and Learning programmes and other broad and often vague titles.

All this seems motivated more by expediency (trying to bring different personnel from different areas together under one all-embracing umbrella) than by the quest to affirm Adult Education as an important area of social enquiry and practice. Adult Education is gradually being erased from universities, often subsumed by that all-encompassing concept for education that is Lifelong Learning which, strictly speaking, extends beyond adult education and learning.

And yet there are sufficient global challenges facing us these days to warrant greater emphasis on this important component of education for which a UNESCO Chair in the area can be pivotal. I highlight four major ones that, at present, should be the staple of any concerted effort from a global adult education perspective:

3. Planetary consciousness and the enhancing of Human-Earth relations

4. Mass Migration: very much connected with the first concern, but which also deserves priority treatment as an area on its own.

5. Cognitive justice and critical literacy in this age of historical amnesia and fake news.

6. Anti-militarisation and tackling territorial and resource disputes through diplomatic conflict resolution measures rather than forceful imperial aggression - avoiding the Bismarck (read: Putin) solution of 'blood and iron'.

Research Agenda

Considering this, the Chair has proposed the following research agenda addressing some of the above themes, and wider issues:

1, Adult Education, Migration and SDGs across the Mediterranean: Research published in papers, op eds and treated in research seminars. An edited collection in the form of a book to be produced for the series, edited by the coordinator.

2. Adult Education regarding sustainable development in Asia spearheaded by Kalyani University, with outputs to appear in research papers, op eds and research seminars.

3. Edited books on general aspects of Adult Education in the Global South and articles. There is preliminary work on a book on Adult Education and Social Difference and a book on Adult Education in India. Both are for the 'International issues in Adult Education ' series for Brill.

4. In the wake of COVID-19: research on the mainstreaming of adult education using online platforms and resources.

5. More recently, considering events surrounding the Ukraine and Russia: the relationship between Adult Education and Conflict Resolution.

First commitment: reviving *Convergence*

To this end, the Chair's first task was to revive *Convergence* founded by the late J. Roby Kidd and previously published under the auspices of the International Council for Adult Education (ICAE). It went out of production because of financial difficulties incurred in producing it in print form. Its many articles touched themes indicated as priority for this Chair. The Chair has revived *Convergence/ Convergencia* as an open access journal produced by the University of Malta, the host institution. The University of Malta is financing and editing the revived version of *Convergence* and has been given the go-ahead by ICAE to be the publisher for the journal.

Work on Vol. 43 No. 1 of *Convergence* is finished of an ISSN, and the issue came out in open access in early May. There will be abstracts in English, Spanish and French, the three ICAE languages. *Convergence* will limit itself at first to two issues per year. The ICAE, through the go-ahead of its former Director, Sir Alan Tuckett, is the collaborating partner in this venture, as to be indicated in each issue's front page.

An editorial board has been set up to lead the initial stage of reviving this journal, as follows: Peter Mayo, Editor; Shermaine Barrett, Jamaica; Maria Brown, Malta, Reviews Editor; Heribert Hinzen, Germany; Timothy Ireland, Brazil; Patricia Rodney, Guyana.

Other commitments

The *second commitment* is to help organise a biannual international capacity-building workshop, either face to face or online via zoom and/or other platforms, around themes identified above, together with any other pressing theme.

The *third commitment* is to ensure a stream of material including short articles and blog pieces, concerning the three main pillars of the programme promoted by the Chair, in several easily accessible adult and popular education outlets such as EPALE, *Convergence* itself, Popular Education Network, PIMA and possibly a Facebook page.

The *fourth commitment* is to strengthen the global dimension of adult learning in the master's degree programme in Adult Education on offer by the University of

Malta. This would be made available worldwide, under the auspices of the UNESCO Chair, as an online programme.

The ***fifth commitment*** is already being put into effect. It consists of online global symposia on moments and figures marking the international history of adult education. 2021 marked the birth centenary of two great figures in the adult education scene, Paulo Freire (1921-2021) and Raymond Williams (1921-2021). They need no introduction to readers of the PIMA Bulletin, and no justification of their connection with adult learning. Each list of participants, in both events, constituted a who's who of writers and practitioners inspired by these two figures. One on Julius Nyerere is being planned for this year, Mwalimu's birth centenary year. We will also attempt to commemorate bell hooks and Lalage Bown, on the first anniversary of their passing. A tribute to Lalage Bown is included in *Convergence*'s first issue of volume 43.

The ***sixth commitment*** is already being honoured and has thus far led to the production of around 25 books/monographs. This is a book series in 'International issues in Adult Education' edited by the coordinator and being proposed for the Chair. An agreement will be sought with the publishers, Brill, to have this series produced in conjunction with the Chair. This would occur through the editorial efforts of the proposed Coordinator who has been editing the series since its inception. Hopefully, and as a result, the imprimatur of the UNESCO Chair in Global Adult Education will appear on every book title in the series.

Why the University of Malta?

This University has a good recent track record in Adult Education across the University. One can include work in the field of Gerontology, with a University of the Third Age set up at the University in 1993 and still functioning. Research on the Education of Older Adults has been published internationally. A University of Malta author's book in the Brill series is considered a landmark publication in the field. The author is Professor Marvin Formosa, who co-authored the book with Professor Brian Findsen. He is a strong collaborator of the UNESCO Chair, having also carried out his MA Sociology thesis research under the latter's supervision and is an international mainstay in the education of older adults. Another mainstay in the international Lifelong Education field, comprising adult education, is philosopher Professor Kenneth Wain, author of works such as *A Philosophy of Lifelong Education* and *The Learning Society in a Postmodern World*.

The University has also housed, since 1981, a centre for the fostering of Industrial democracy (previously the Workers' Participation Development Centre and now the Centre for Labour Studies) which is much involved in workers' education. One of Malta's first voluminous books on Adult Education was edited by Centre research stalwarts and former Director, Professor Godfrey Baldacchino. He and the UNESCO Chair's incumbent produced the edited volume, *Beyond Schooling. Adult Education in Malta* (Baldacchino & Mayo, Eds., Mireva, 1997).

Why Kalyani University?

Kalyani University is the institutional partner for this Chair in the UNITWIN programme, led by Professor Prasenjit Deb, Chair of this University 's Lifelong Learning department. Kalyani University is a highly reputed State-Aided University in West Bengal, 62 km from the city of Kolkota/Calcutta, the Capital of West Bengal.

Established in 1960 its main purpose of was to attract the rural people of West Bengal to higher education.

The Department of Lifelong Learning & Extension (erstwhile Department of Adult Education & Extension) was established in 1986. The initial aim was to prepare learning materials for adults and, in the 1980s, to provide programmes of 'training the trainers' in adult education. Subsequently, a Post Graduate Diploma in Adult Education, along with a few continuing education short term training courses, was introduced.

During the past two decades the Department made its presence felt in three villages where it provided a Doorstep Library, a computer literacy programme, Spoken English classes for 'first generation learners' and physically disabled children, and education for the children of Indigenous people up to secondary level. At present, the Department teaches at master's level; does research on Lifelong Learning/Adult Education and related areas; runs short-term job-related training courses in Agriculture, Horticulture, Computer, Fishery and Fish breeding, Mushroom Production and cultivation, and Vermi Compost Fertilizer Production. 2,000 participants completed the courses each year. Kalyani University, especially through its Department of Lifelong Learning & Extension, has been producing entrepreneurs in keeping with UNESCO 's objectives.

Hopefully, the *PIMA Bulletin* will serve as an appropriate outlet to report and reflect on the above activities over a four- or five-year period.

New Members

Dr Éva Farkas farkaseva9@gmail.com

is Professor of Education Science and Supervisor at the Doctoral School of Education at the University of Szeged, Hungary. Her research areas cover the development of adult learning and vocational education and training policies, learning outcomes-based curriculum design, and the validation of learning outcomes acquired in a non-formal and informal learning context. She is a Member of the Board of Directors of the International Adult and Continuing Education Hall of Fame.

Éva sees herself as an andragogist, an adult learning professional, having decided in 1995 to dedicate herself to adult education. She has been active in vocational and adult education for 26 years as educator, expert, curriculum designer and learning material developer, mentor, consultant and researcher and worked in higher education since 2002. Her first research focus is on the structural and content transformation of adult education in Hungary after the change of regime. The second is the validation of learning outcomes acquired in non-formal and informal learning contexts.

Éva is also active in the practice of adult education. Some of her publications contain scientific and research results, other contain practical guidelines that support the everyday activities of adult learning professionals. She considers adult learning necessary to lead to the development of a freer, more democratic, healthier, richer, and all in all happier society.

Ian Morrison
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Ian Morrison, who lives in Toronto Canada, is President of Coalescence Inc. and currently a consultant through that company, Coalescence Inc., which coordinates a campaign to abolish solitary confinement in Canadian prisons.

He was a major figure in Canadian adult education for a long period in the late 20th century. A graduate of University of Toronto Victoria University with a master's degree from LSE, he had substantial field-based experience as Program Coordinator at and became President of Frontier College from 1966 to 1974. He was then the Executive Director of the Canadian Association for Adult Education from 1975 to 1993, and a close associate of the recently formed International Council for Adult Education (ICAE) under its founder Professor Roby Kidd, subsequently founding the

Coalition of National Voluntary Organizations, Imagine Canada with the International Council for Adult Education.

Ian was persuaded by colleagues that his life's work aligned with PIMA's priorities and values, having founded Canada's Frontier College, been Executive Director of the Canadian Association for Adult Education and founded the Friends of Canadian Broadcasting.

Nopas Dech-Siri (Tony)
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Dech-siri Nopas, known as Tony, is Professor in Lifelong Learning Promotion for Social Development at Kasetsart University, Bangkok, in Thailand.

Tony is doing his PhD. in Lifelong Education from Chulalongkorn University and has a Bachelor and Master degree from Thammasat University, and a Bachelor degree from Silpakorn University. He has served as one of the directors of the significant organisation of Lifelong Learning Promotion for Social Development. As a practitioner, he has facilitated a wide range of learning, learning promotion courses, and programmes in higher education, cultural education, and community education providing leadership in Thailand and internationally.

Kasetsart plays a leading role in animating community-based learning in the University's region, which Tony writes about separately. Here is an example, by way of the opening words, of his own reflections to the changing context for his and our work in terms of *The understanding of cultural intelligence for the international organization employee.*

Nowadays, people around the world have been connecting to each other easier and faster. This connection has been expanded because there has been the phenomenon called globalization. This globalization is being fueled by a dramatic economic shift in many countries, and by advances in communications technology. Some people may not travel the world to do business, but the world has come to them. Business in the 21st century is global, and the need to deal effectively with others who are culturally different has become a business necessity. Daily, people have to deal with international issues and with people from other countries and cultures. In this era the world economy, places of property, and places of privilege, are aligned to one another by overlapping complex networks across which flow people, goods, money, and information.

Dr Tracey (Trace) Ollis
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is Associate Professor of Adult and Vocational Education and Higher Degree Research Coordinator in the School of Education of Deakin University's Faculty of Arts and Education in Victoria, Australia.

She is recognised as a leading researcher in adult education and has published widely in Australia and internationally. She has conducted research projects on Adult Education in human rights, VET, and ACE with a focus on lifelong learning.

Her research explores adult and professional learning in formal, nonformal and informal settings. The purpose of this research is to improve understandings of what motivates and engages adult learners, and how this is influenced by context, such as Adult Education workplace settings and more informal Adult & Community Education (ACE) and community environments.

Tracey has held several leadership positions at Deakin University as course director of the Graduate Certificate of Higher Education Teaching & Learning and the Master of Applied Learning. She is currently on the School of Education Executive as the Higher Degree by Research coordinator (HDR) responsible for the management of 160 HDR students.

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