



**PIMA BULLETIN No. 27**  
**Nov 2019**

**Table of Contents**

<b>Joint Editorial</b> <i>Editor and Shirley Walters, PIMA President</i>	<b>2</b>
<b>Navigating Climate Crises</b>	<b>3</b>
<i>Report on the Climate Crises Webinar Shirley Walters</i>	3
<i>A response to 'Navigating climate crises: Deepening the conversation about the contributions of adult educators' Hans Schuetze</i>	6
<i>Report on Interfaith Dialogue for Ecological Civilisation Thomas Kuan</i>	7
<i>Delhi's Unending Pollution, Governance Deficits and Active Citizenship Rajesh Tandon</i>	8
<b>Later Life Learning Special Interest Groups (SIG)</b>	<b>10</b>
<i>Participation and learning: Taipei Gerontology and Geriatrics Asia/Oceania Regional Congress, 23-26 October 2019 Brian Findsen</i>	10
<b>Sustainable Development</b>	<b>12</b>
<i>How do we approach a contemporary philosophy for adult learning in a sustainable world? Peter Kearns</i>	12
<b>Looking Back to Go Forward better</b>	<b>14</b>
<i>Adult Education and Lifelong Learning for 21st Century Britain The Centenary Commission on Adult Education Alan Tuckett</i>	14
<b>PIMA Member News and Views</b>	<b>19</b>
<i>Is workforce strategy prepared for Brexit? Lessons from the construction and health sectors: A personal view from the UK Peter Welsh</i>	19
<i>Nothing beats meeting face-to-face! Use opportunities to connect with PIMA members Shirley Walters</i>	22
<i>Our Extraordinary and Fascinating Journey with PIMA Archanya Ratana-ubol and students</i>	23
<i>ALE Branding Project led by DVV International. Let's get behind it! Shirley Walters</i>	24
<i>New members of PIMA</i>	25
<i>Endnote Chris Duke</i>	28

**Joint Editorial** *Editor and Shirley Walters, PIMA President*

*ferris@iafrica.com*

PIMA in 2020? Looking to our future

We are a growing network of over 150 adult and lifelong learning and education activists, scholars and practitioners from over 40 countries and regions. What is it that brings us together and how can we maximise the network?

The Executive Committee that you elected in 2019 consists of individuals from Australia, Canada, China, Germany, New Zealand/Aotearoa, Singapore, South Africa, Taiwan, and United Kingdom. We range in experience and age from 32 years to 81. It's fair to say we are a committed, diverse intergenerational group that crosses several geographical and political regions of the world. While we are a virtual network with no funds how can we leverage off our diversity and commitment to adult and lifelong learning and education as integral to attainment of greater socio-economic and ecological justice?

This is a question that everyone is invited to contemplate as we think about ways in which PIMA can support each of us in our local and global endeavours.

From Shirley's own context, the impact of accelerated climate change is becoming more and more obvious and urgent. In the webinar PIMA hosted on how we adult educators can be navigating the climate crises, Jim Falk emphasised the narrow window of opportunity we have to act to stave off climate catastrophe. The implications for food sovereignty, increased violence, accelerated movement of refugees, poverty etc. are hard to contemplate for people and other life forms around the planet. In the webinar, there was a rich discussion of the experience that adult educators bring to the questions of mass consciousness-raising, learning and actions to influence societal responses to the gravest questions and issues of our time. How do we marshal these effectively and engage with others across sectors and disciplines?

We invite all of you to share what is happening in your contexts – what are the most worrying problems and issues that you would like us to support? These can be shared in the Bulletin; in addition we will be happy to work with you to organise further webinars to deepen the conversations about the emerging theories and practices from your own contexts. Certainly, a lifelong learning orientation, which includes us all across generations and across sectors, is essential to address the most urgent contemporary issues.

In 2020 we would like to invite more engagement amongst others in the network. Often this comes from building relationships so please seek one another out when travelling or going to conferences. Use every opportunity to deepen relationships, which can enhance cooperation and solidarity when needed. We also invite submission of ideas to the Executive to enable us to maximise the potential of the network that has been built and

which continues to grow – the more you contribute to the network the more reciprocal support will come your way.

### **PIMA Website under construction**

The PIMA Executive Committee is currently constructing a PIMA website which will be used to profile PIMA to a wider audience; act as a repository for PIMA documents; and help education and networking amongst members. Carol Kuan, assistant secretary, is coordinating the process. She has recruited PIMA members from Cambodia and Thailand to assist her, along with the Executive Committee. The aim is to have the first phase completed by the end of 2019. Back-dated and current Bulletins will be available on the website, and there will be space for discussion of emerging issues amongst members. We will keep you posted of developments.

The recently appointed PIMA Publications Group will seek ways of developing and using media beyond the Bulletin. We invite Bulletin readers to suggest different ways that we might use the social, mass and specialised media (including forms of hard-copy publishing) to strengthen our advocacy, get heard more widely, and ensure that what we say goes on from purpose and policy into action. Collaboration, co-advocating and co-publishing might be other possibilities. Your involvement will assist these ambitions.

Meanwhile this **Issue Number 27** carries forward themes started in recent issues: the Climate Crisis and the recent PIMA Webinar; our special interest group topics of Later Life Learning, and Sustainable Development, also a 2019 strand on ALE anniversaries, ‘looking back to go forward better’; an anthology of other News and Views from members, and a welcome to the latest new members from three continents in our steady inward flow. Note in particular the PIMA ‘hot centre’ at venerable Chulalongkorn University in Thailand. Can we see our way to nurturing other such sites elsewhere which purposefully share information and support tomorrow’s leadership?

### **Navigating Climate Crises**

#### **Report on the Climate Crises Webinar *Shirley Walters***

*ferris@iafrica.com*

Report of PIMA Webinar “Navigating climate crises: Deepening the conversation about contributions of adult educators” 23 October 2019

A *Thought piece*<sup>1</sup> by Shirley Walters was the reference text for PIMA’s first webinar held on 23 October 2019, including a response by Han Soonghee and an article by Jim Falk which both appeared in PIMA Bulletin 26. Shirley gave a brief introduction to the text, then two

invited respondents, Sandy Morrison from Aotearoa/New Zealand and Jim Falk from Australia, deepened the conversation, before it was opened up to other participants.

Shirley's comments covered: contextualisation of the article as complementing a previously written article entitled 'The drought is my teacher'<sup>ii</sup>. She elaborated on critical ideas as an extension from the previous article; and how adult educators can help navigate the climate crisis, quoting from a contemporary novel by Amitav Gosh (2019) *Gun Island*. These two passages hold the tension with which educators grapple:

Talking about Rani, the river dolphin: 'There is she, perfectly adapted to her environment, perfectly at home in it – and then things begin to change, so that all those years of learning become useless, the places you know best can't sustain you anymore and you've got to find new hunting grounds. Rani must have felt that everything she knew, everything she was familiar with – the water, the currents, the earth itself – was rising up against her.' (Gosh 2019:97) and secondly: 'the possibility of our deliverance lies not in the future but in the past, in a mystery beyond memory.' (Gosh 2019:286)

This latter quote is recognition that we perhaps know more than we realize as we draw on our collective, ancient histories and traditions. We don't necessarily start from a blank sheet, but have to rearticulate, recalibrate from previous practices and understandings. And from the first quote, we have to learn, unlearn, and relearn under very new and changing conditions and contexts.

Shirley pointed out that ideas offered in the text are in no particular order. Some certainly look backwards in order to go forward; some relate to needing to learn, relearn, unlearn in very new situations; she is certainly not attempting to be comprehensive. She expressed appreciation for points made by Han Soonghee highlighting links to global citizenship, broadening understandings of learning cities, and the need to unlearn, relearn 'completely new thought systems' which link to 'relearning the purpose of life'. In addition he linked the importance of developing collective ecological consciousness going beyond the learning of individuals to the 'pedagogy of systems'. This needs further exploration. Shirley valued Jim Falk's detailed understandings of the science, and his emphasis on the urgency of the issues we collectively face.

After expressing appreciation of the article, Sandy elaborated some of the challenges that we face. Many people still lack access to information about the climate emergency: some believe that it's 'God's will'; others do not see the linkages between climate crisis food sovereignty, good health, and poverty. There are Maori women who are tapping into cultural practices to reach people – sacred places and spaces are relevant. Some people believe that given colonialism over so many centuries, 'this is just another crisis'. Sandy emphasized the importance of risk mitigation in many poor communities, and appreciated the acknowledgement of the trauma and violence. This needs compassionate response with use of heartfelt pedagogies from educators.

Sandy described a challenging intervention with 6-12 year olds who wanted to know ‘why we are making holes in the blanket’ around the planet; she felt that working across generations calls for use of intergenerational stories and getting scientific knowledge to people.

Jim has been working, notably with Greenpeace, in the area of climate change and emergency over decades; he expressed appreciation of the article and wanted to extend the conversation, with an emphasis on the extremely serious situation we are facing. Indications are that calculations relating to carbon emissions and the heating of the planet are in fact far worse than some of the latest UN reports have projected. We are in a race against time. All the indications are that societies are not prepared to respond in a timely way: the need to inject a sense of dynamic urgency is critical. He believes that there are the technologies to assist, but not the necessary political will and new cultural attitudes.

Jim felt that the scale of the problems was not adequately addressed in the paper, with the relevant tools to respond. He stressed the need to organize to get the best science to everyone: we need to form coalitions with major NGOs, social movements etc. Drawing on the adult education experiences of mass campaigns could be helpful. Waiting for governments is foolish.

In conversation, the importance of working with youth at grassroots level was acknowledged; also the need to engage with the vocational trainers, where talk of the 4<sup>th</sup> Industrial Revolution is capturing their imagination rather than climate catastrophe. Work at community and organizational levels are important, as are interventions at national, regional and global levels.

The question for PIMA is: with whom do we collaborate in order to help inject urgency and mount a significant response? With whom do we build alliances to make a difference? **There was a strong sense of a call to action.**

This was an engaged, thought-provoking webinar. It was recorded, so anyone who would like to access it can send an email to [Dorothy.lucardie@bigpond.au](mailto:Dorothy.lucardie@bigpond.au). Additional responses from PIMA members are most welcome. This is *the* big issue of our times, and the PIMA network must decide how we respond. Any members who would like to be more active in pursuing the questions raised should be in touch with Shirley at [ferris@iafrica.com](mailto:ferris@iafrica.com)

<sup>i</sup> Walters, S. 2019 Thought piece: Navigating climate crises: Deepening the conversation about contributions of adult educators. *Journal of Vocational, Adult and Continuing Education and Training* 2(1) 1/11/2019 DOI: 10.14426/jovacet.v2i1.37

<sup>ii</sup> Walters S. ‘The drought is my teacher’: Adult learning and education in times of climate crisis”, in *Journal of Vocational, Adult Continuing Education and Training (JOVACET)*, Volume 1, Issue 1, 2018. Bellville, South Africa

**A response to ‘Navigating climate crises: Deepening the conversation about the contributions of adult educators’ *Hans Schuetze***

*handgschue@gmail.com*

Here are four brief comments/questions on Shirley's and Soonghee's PIMA think-pieces for the PIMA Webinar that technology prevented by joining live.

The case is made strongly that climate change is the most urgent issue we must address and solve. It cannot be denied, and urgent action can no longer be delayed. So: what kinds of 'urgent actions' are required from us?

1. More up-to-date information, spreading it among our families, friends, neighbours, colleagues and students, and fighting against 'fake news' (outright denials or advocating delayed action) through speaking up, writing letters (for example to newspapers, or the professional associations that we belong to), Speaking up wherever we have a chance to do so. These are obvious answers.

2. Education at all levels is most important, and not just in schools, colleges, evening classes, synagogues, churches, neighbourhood cultural centres etc., and not just in terms of 'teaching' but, as both of you argue, Shirley and Soonghee, by trying to influence, support and lead public manifestations, protests, strikes.

3. Although I agree in principle that 'virtually everything as we know it has to be rethought and relearnt', we must be realistic. Learning is an incremental process, and we must start with the knowledge and behavioral consequences that can be realistically expected from people. We can change our own consumption (food, clothing, transportation, the materials we use, energy); vote for, and hold elected politicians (at the different levels of government), accountable for their decisions about land use, city planning, building materials, the use (e.g. re-cycling) of water, etc. There are numerous organizations and alliances which do research, educate their members on climate and the environment, and take action trying to influence politics and politicians. See for example <https://connect.pachamama.org/>

In other words: we have to become more specific when educating people (including ourselves), and not just appeal to people to become, and act as, responsible citizens.

4. My last remark is on the connection between 'capitalism' and climate, thus also with environmental, crises. Yes, of course there is a close connection, but it is not irreversible; new clean, green technologies sell well, for example windmills, solar panels, incineration plants to treat waste, etc.

Also, such environmental crises do not just happen only under a capitalistic system of economics. There are impressive examples of complete disregard for nature and the environment in communist countries. I recall a visit to Bitterfeld in the former communist

Germany: <https://www.washingtonpost.com/archive/politics/1990/04/16/e-germanys-bitterfeld-grimiest-town-in-dirtiest-country/b3fd8888-6936-43ee-9041-b69add42cd6f/>

And more recently in China where I have travelled quite a lot over the last 30 years: [https://s3.wp.wsu.edu/uploads/sites/285/2016/05/nyt\\_kahn.pdf](https://s3.wp.wsu.edu/uploads/sites/285/2016/05/nyt_kahn.pdf)

## Report on Interfaith Dialogue for Ecological Civilisation *Thomas Kuan*

*kuanthomas@gmail.com*



Climate change is a concern for all countries, and one that requires international collaboration on environmental crisis. A first 'Interfaith Dialogue for Ecological Civilisation' Eco-Forum was held in Yeosu City, Korea from 3-5 October 2019. It was co-hosted by the Institute for Postmodern Development of China,

IPDC, Daesoon Jinrihoe Yeosu Headquarters, and Daejin University. It was attended by over 300 participants ranging from religions leaders and scholars worldwide to locals, to share traditional learning in preserving ecology. A keynote speech by John B. Cobb was followed by congratulatory speeches and greetings messages. Over 50 parallel sessions papers were presented.

My own presentation on 'Eco-Civilisation from a Third Age Perspective' highlighted that greater awareness for ecological civilisation is created by information technology; and that shared activities by all ensure liveable physical and social environment. Advocacies for changes by policy-makers, scholars and religious leaders, may include the efforts of third-agers who had enjoyed benefits from earthly resources.

Third agers (of all faiths) are a growing population. They are concerned with these realities, as most are affected in their work and home habits. While later life learning and networking provide information for economic sustainability, ecological changes can be brought about together to achieve balanced harmonious lifestyles. Collaboration in small steps to improve the environment and 'sounding the bells' on mismanagement of natural resources are workable goals for a safe and clean environment. Third-agers are a social force that can play an important contributory role in balancing relationships between



ecological improvements and monetary gains. This presentation showcased some ecological issues for sustainable living with minimum wastages in smart living cities and villages.

*This blunt account of the impact of climate change on one of the world's greatest capital cities brings home the reality – of living – and dying – with climate change and development .It is taken in full from a recent PRIA Blog by PRIA's Founder-President Dr Rajesh Tandon November 18 2019. Ed.*

## **Delhi's Unending Pollution, Governance Deficits and Active Citizenship** *Rajesh Tandon*

*rajesh.tandon@proa.org*

On top of three weeks of dangerous levels of air pollution in Delhi and surrounding areas, comes the news that Delhi also has the most unsafe tap water in the country. The declaration of a health emergency a couple of weeks ago received global media attention, and myriad anxious enquiries from friends and family about personal well-being and safety.

As citizens of this most polluted city in the world, what response should we have expected from various institutions of governance? What did they do to resolve, mitigate or adopt measures to tackle the problem? Regulatory bodies like the National Green Tribunal (NGT) issued notices to state and central governments to implement already-agreed emergency action plans—shut down schools, enforce the “odd-even” scheme to control four-wheel vehicular movement, etc. Leaders of municipal, provincial and national governments issued public statements and newspaper advertisements calling for ‘decisive’ action by the responsible agencies. Even the Supreme Court conducted a hearing of some sort. It now transpires (through media reports) that no serious discussions to resolve the issue were held involving the various governmental and regulatory bodies. The attendance of 29 invited members of parliament to a recent meeting on this issue was less than 15%.

This is not the first time Delhi has faced such severe levels of air pollution. It has become an annual phenomenon for the past several years. Every year, similar ‘curative’ measures are implemented; every year, debates in the media suggest that ‘preventive’ measures are required; every year, ‘scientific’ evidence about the causes—fire-crackers at Diwali, vehicular emissions, industrial emissions, crop-burning in neighbouring states, dust due to construction—is presented and ‘dismissed’ for lack of precise causation.

Delhi is the national capital of the largest democracy and third largest economy in the world; all senior national leaders and bureaucrats (ministers, politicians, officials, judges, military, media, academia) reside in Delhi; all embassies and international diplomats (including UN agencies) have offices and residences here; a large number of multi-national companies have their offices and senior staff in the National Capital Region (NCR) where nearly 50 million people live and work; it has the highest national per capita income, and perhaps the highest percentage of highly educated population in the country.



It is this Delhi - and NCR - which is unable to find and implement a sustainable solution to the severe air and water pollution problems that affects nearly 30 million people. This is not some remote rural area or small town, tucked away in India's vast hinterland, away from government and media attention. Delhi is not the first city in the world to face this type of problem. Many rapidly industrialising urban habitations with high concentration of populations face, but also solve, such challenges - New York, Los Angeles, London, Beijing, to name a few. Why then is Delhi not able to implement a sustainable solution to this pollution problem? Why have our governance institutions failed the ordinary citizen?

History has many lessons about failure of democratic governance. It has been variously argued that 'governance of democracy' has become highly complex and problematic in recent decades. Electoral democratic governance is 'out-sourced' to a small group of officials and tiny coteries of political leaders, once the elections are over. Governance of the country—its economy, social services, defence, technology, etc. - is assumed to be the responsibility of this small team. The new 'democratically' elected government looks at a short time horizon of three to four years, before the next round of elections is due. Policies, actions, events and pronouncements that have a short 'shelf-life' are attempted, before campaigning begins afresh with a fresh set of promises. Citizens of such democracies are happy to cast their vote to elect 'their' government. Post elections, these voters 'relax', knowing the next electoral battle is at least a couple of years away. They do not transition to become active citizens.

Democratic governance requires active, engaged and informed citizens. This is the real meaning of citizenship, not being issued an identity card or voter ID card. And governance, defined theoretically as multi-stakeholder effort, is rarely practised in democratically elected systems and countries around the world, not only India.

The millions of voters who live in Delhi-NCR are just as responsible for the continued governance deficits in addressing air and water pollution, as are the institutions and elected representatives mandated to find answers. How citizens take responsibility, including demanding governance institutions take action, for the implementation of sustainable solutions to Delhi's air and water pollution will determine if our next generation - and democratic governance - lives or slowly dies.



**Figure 1 Practice Democracy Everyday To Stop Democracy "Devouring Itself"**

*Photo attribution: Polluted killer fog in Delhi by Sumitmpsd CC BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0>)*

## Later Life Learning Special Interest Groups (SIG)

### Participation and learning: Taipei Gerontology and Geriatrics Asia/Oceania Regional Congress, 23-26 October 2019 *Brian Findsen*

*brianfindsen@gmail.com*

Having retired from the University of Waikato in New Zealand in July, I have been working on an occasional basis in Chiayi, Taiwan, for the National Chung Cheng (CCU) University (Department of Adult & Continuing Education), so I deliberately linked chronologically this regional congress on “most things gerontological” to my work further south in Taiwan (Chiayi). I had previously participated in similar congresses of the International Association of Gerontology and Geriatrics (IAGG) in Melbourne, Chiang Mai and San Francisco (World Congress). I have learned to appreciate the diversity of topics but not expect too much in terms of critical analysis of gerontology issues. This proved to be the case. In any event, according to organizers, there were over 3,000 participants, most within the region, especially Taiwan, but some outside (e.g. Finland).



The central theme for the Congress was “Health and Well-Being in the Silver World: from Bench to Policy”. Given that the overall event occurred over four days, I was selective in what I attended. The opening ceremony had some flair, supported by a local choir. The Taiwanese like to complement intellectual events with cultural (see photo), a trend I have come to appreciate. Many of the topics in the Congress reflected current pre-occupations with medical advancements, technological and AI applications for elders, retirement and employment issues, care for “the elderly”, and cognitive frailty (including dementia).

My own bias in attending sessions, without ignoring other orientations, was in the track of the Behavioral and Social Sciences. This included my own submitted symposium on “Learning in later life and Active Engagement across Nations”. Co-presenters were Fang-Mien (Agnes) Liao, a PhD student in the Department at CCU, on “Views of retired University male teachers: Between imagination and action” and Gillian Boulton-Lewis (Queensland, Australia) on “Age, Exercise and Motivation for Engagement”. Both topics had poignancy for my newly “retired” self! I presented on “Promoting Health and Well-Being for New Zealand Seniors: A case of complementary provision for Pākēka and Māori in an urban environment”. I have had continuing involvement over several years with both the agencies that I discussed in my presentation: Age Concern Hamilton, and the Rauawaawa Kaumātua Trust. A fuller rendition of my presentation in published form is available in *Fresh perspectives on Older Adult Education* (2019) which I edited, or previously in a 2016 issue of the *International Journal of Lifelong Education*.

Among the diverse topics for keynote speeches, I had special interest in what well-known American gerontologist, John Rowe, had to say in his presentation “Multi-dimensional comparison of countries’ adaptation to society aging (Policy, Planning and Practice)”. With his colleagues, John was using the Hartford Aging Index from 18 OECD countries to gather data on the following issues: Productivity and Engagement; Well-Being; Equity (haves versus have-not among elders); Cohesion (tension/collaboration across generations); Security (physical and financial). Within the first of these, further measures have included labor force engagement, retirement age, volunteering and retraining (non-formal education). I was pleasantly surprised that non-formal education had been included, given that this has been seldom recognized in considering ‘engagement’ in the past.

Among his varied observations, John identified the retirement age for marginalized older adults as a developing social issue. I agreed with this analysis, especially because in New Zealand universal superannuation is available at age 65, but significant numbers of marginalized seniors (e.g. older Maori) do not make it to this age of eligibility. While most countries including New Zealand are contemplating raising the age of eligibility for a pension, this point of apportioning a pension to sub-groups according to a different formula, contradicts the trend.

The Active Aging Consortium in Asia Pacific (ACAP), of which I am a member, also had a few presentations at the congress related to work and retirement in Hong Kong, South Korea and the USA. It appears that the common national-level issues of increasing life expectancy, (early) retirement for some, pension eligibility (if applicable), concern for continuing work opportunities, volunteering and governmental policies do not have tight borders. I am grateful for membership of ACAP, and the continuing sharing of ideas across countries about active ageing and lifelong learning in the region where I live.

Another aspect of the Congress was the posters presented in a public space which changed throughout the congress. Some of these had wide application. Others were more specifically channeled to issues in a particular country/region, such as being prone to flooding, and motorcyclist accidents. I was absolutely amazed at the variety of research presented and took many photographs. Included in these poster presentations were topics such as:

- Filial piety and late life care arrangements among Asians in New Zealand: Adult children’s perspectives;
- Housing flood resilience for seniors (Taiwan);
- Investigating older adults’ technological needs and social activities (Taiwan);
- A review of literature for reminiscence with music (South Korea);
- An analysis of the elder motorcyclist crashes in Taiwan;
- Communicating with ethnic minorities; elderly in long-term care: challenges among health care staff in Japan;

- Effects on patients with dementia participating in inter-generational activities on quality of life and depression Mainland China).

I remain fundamentally a specialist in later life learning (educational gerontology) but continue to conceptualise developments in this domain from a wide theoretical framework. Congresses of the type in Taipei help me to keep updated and relevant.

## Sustainable Development

### How do we approach a contemporary philosophy for adult learning in a sustainable world? *Peter Kearns*

*p.kearns@netspeed.com.au*

The timely and provocative articles by Shirley Walters and Han Soonghee in PIMA Bulletin No 26 raise fundamental questions about what kind of society we should aspire towards, and the role of adult learning in achieving such a society.

While climate change is a critical issue, it is happening in a context of deep societal change driven by influences such as new technologies including artificial intelligence, demographic change with ageing populations, the decline of many traditional influences that have bonded communities, and the emergence of unstable tribal groups linked by social media: a world of turbulence and dislocation.

Professor Han puts the choice starkly as a confrontation between capitalism and the Planet. Such a confrontation raises difficult political choices that impede action in democratic capitalist countries such as Australia. Is a middle path possible that could lead to a sustainable democratic society?

Economist Jeffrey Sachs is among those who argue for such a middle path in his book *The Price of Civilization*. This has the sub-title "Reawakening virtue and prosperity after the economic fall". His argument for such a middle path, closely linked to achieving the UN Sustainable Development Goals, is elaborated further in his subsequent book *The Age of Sustainable Development*, which comments on issues confronting the achievement of the UN SDG objectives.

In discussing what he sees as pathways to a sustainable society, Sachs sees the need for an integrated approach linking economic, social, environment, and political objectives.

The first part of sustainable development - the analytical part - is to understand the interlinkages of the economy, society, environment, and politics. The second part of sustainable development - the normative part - is to do something about the dangers we face, to implement the SDGs, and to achieve them. (Sachs 2015:42)

PASCAL has been interested in integrated cross-sectoral approaches to learning city development for some years through the EcCoWell initiative, taken up by the city of Cork.

Sachs returns to the point raised by both Shirley Walters and Han Soonghee of the need for active citizenship and building a sense of community as the conceptual platform for sustainable development. This is linked by Sachs to building a mindful society, with eight dimensions of mindfulness set out. The centrality of citizenship entails social and political responsibilities.

Without accepting social and political responsibilities, the individual cannot actually find fulfilment. (Sachs 2012:163).

This interestingly links the social and political responsibilities of the individual to their happiness and fulfilment. The notion take us back to the UNESCO philosophy of 'learning to be', elaborated by Vaill as learning as a way of being (Vaill 1996). The middle path of responsible citizenship sought by Sachs has a long historical pedigree with links to both Buddha and Aristotle. The link to happiness and personal fulfilment then takes us to the use of the annual World Happiness Reports as a better metric of social progress than the traditional GDP measures, which serve the developmental causes of capitalism.

In finding a sustainable middle path, then, it is important to go beyond the GDP measures of capitalism which favour on-going growth objectives, but which tell us little about the quality of life and well-being of the bulk of the population. The World Happiness Report metrics are useful in this regard. A further example is provided by the General Progress Indicator (GPI), which serves as an economic indicator incorporating environmental and social factors not taken into account by GDP assessments.

Linking active citizenship to happiness and personal fulfilment is interesting in its opening up of a broad approach to the qualities needed by an individual, and indeed communities, to thrive and survive in this era of dislocation and turbulence. Authors as varied as Schwab (founder and CEO of the World Economic Forum) and Vaill have noted this requirement.

Schwab in *The Fourth Industrial Revolution* responds to the technological megatrends of the 'Fourth Industrial Revolution', arguing the need to nurture and apply four different kinds of intelligence in this context in moving towards 'a truly global civilization':

- Contextual (the mind) - how we understand and apply our knowledge;
- Emotional (the heart) - how we process and integrate our thoughts and feelings and relate to ourselves and to one another;
- Inspired (the soul) - how we use a sense of individual and shared purpose, trust, and other virtues to effect change and act towards the common good;
- Physical (the body) - includes personal health and well being.

Like Schwab, Vaill sets out a range of types of learning needed to thrive in the 'permanent white water' of the contemporary world. While most are familiar to educators, the one I

find most interesting is his 'spirituality and a sense of meaning' and 'spirituality as holistic perception'. Thus both Schwab and Vaill see the need for spiritual/inspired perceptions in learning and creating meaning and purpose, and in building the qualities, such as trust, needed in a sustainable society.

All this, I believe, sets an agenda for adult learning which we need to pursue in community and other social contexts such as learning neighbourhoods, business enterprises, and other organisations.

In doing this, I agree with Han that we need to redefine our concept of a learning city: from a community using its resources to open learning opportunities throughout life for all residents, to one denoting a community engaged in a learning journey towards a good sustainable future that brings a sense of meaning and purpose to the lives of citizens, including understanding the responsibilities that local and global citizenship entails. These matters require considerable thought and elaboration. The papers by Shirley Walters and Han Soonghee serve to open up landscape that we need to explore for a contemporary philosophy of adult learning in a sustainable world, where inclusion brings civic responsibilities and a necessary ethical and moral platform for such a world. What are the next steps?

#### References

Sachs, J. 2012. *The Price of Civilization: Reawakening virtue and prosperity after the economic fall*. London: Vintage

Sachs, J 2015. *The Age of Sustainable Development*. New York: Colombia University Press.

Schwab, K. 2016. *The Fourth Industrial Revolution*. Geneva: World Economic Forum.

Schwab, K. 2018. *Shaping the Future of the Fourth Industrial Revolution: A guide to building a better world*. Geneva: World Economic Forum.

UNESCO, 1992. *Learning to Be: The world of education today and tomorrow*. Paris: UNESCO

Vaill, P. 1996. *Learning as a Way of Being: Strategies for survival in a world of permanent white water*. San Francisco: Jossey-Bass.

## Looking Back to Go Forward better

### **Adult Education and Lifelong Learning for 21st Century Britain The Centenary Commission on Adult Education *Alan Tuckett***

*Alan.tuckett@wlv.ac.uk, alan.tuckett@gmail.com*

*A Permanent National Necessity...*

*If people are to adapt, they will need flexible and generic capabilities*

*Launched on 18 November 2019 as the several political parties release their manifestos for a UK General Election on 12 December, Adult Education and Lifelong Learning for 21<sup>st</sup> Century Britain could not be more timely. The following extracts invite Bulletin readers to go to the full Report and its lessons for the coming years; and to reflect also on the value of knowing, valuing and being guided – but not trapped – by our proud history.*

*I am grateful to **Sir Alan Tuckett**, formerly Director on NIACE (England and Wales) for getting a copy to me immediately in time to be recognised here by means of the following summary of the key points and Conclusions of the UK 2010 Report.*

*Editor*

## A Permanent National Necessity...

If people are to adapt, they will need flexible and generic capabilities

Early in 2018 a group of adult educators, recognising the historic importance of the 1919 Ministry of Reconstruction Adult Education Committee's *Final Report*, set up the Adult Education 100 campaign. They wished to encourage a programme of activities, centred on the centenary of the *1919 Report*, which would both recover and re-evaluate the twentieth-century history of adult education, and set out a vision for life-wide adult education for the century ahead.

As the Preface explains, “adult education must not be regarded as a luxury for a few exceptional; persons here and there, it is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong”. It continues as follows.

But adult education and lifelong learning mean a great deal more than the acquisition of skills. The *1919 Report* argued that the demand for adult education ‘originates in a desire among individuals for adequate opportunities for self-expression and the cultivation of their personal powers and interests’. In other words, a desire for what we would now call social and cultural capital, and greater self-realisation.

Neither in 1919 nor 1942 could people have imagined that by 2019, life expectancy at birth would have risen from 56 years for men and 60 years for women, to 79 years and 83 years. Lives are longer and should be richer in every sense. Lifelong learning has a vital role to play in making this a reality.

It has always been a challenge to most effectively balance provision for adult education and lifelong learning in support of economic prosperity, on the one hand, and for individual flourishing, social and community development and democratic engagement on the other. Over the last 20 years at least, we have got that balance wrong, focusing resources on the former and running down support for the latter. This has had damaging consequences for personal development, social fulfilment, community engagement, and the health of democracy.

The rejuvenated provision of adult education and lifelong learning – formal and informal – will take various forms, many of which are extraordinary, innovative and creative – and include digital developments, to reflect contemporary contexts. It will involve broadening and deepening our understanding and experiences of learning, to include self-organised, peer-to-peer, and networked models, alongside more orthodox forms of education.

Our economy, our communities, our democracy, all need people with the practical and thinking skills to face up to today's challenges....”

## **THE CHALLENGE**

The Preface continued with four challenges, the fourth being AI and ‘the tyranny of machinery’.

- Most jobs will be affected in some way by current economic and technological developments – estimates of occupations that will disappear entirely range between 9% and 44%. If people are to adapt, they will need flexible and generic capabilities.

The first three challenges read as follows:

- In the midst of war, people sought peace and international cooperation to secure it. Today, the most pressing global issue is climate crisis – which requires citizens to understand how they, wider society and their elected leaders can act effectively to combat and deal with this threat.
- In 1919, the Commission were concerned about the demands of women for equality in the workplace and society. While gender equality is still a persistent issue, the challenge of social and economic inequality in the UK in 2019 extends far beyond gender, into race, disability, sexuality and social origin.
- The belief in the *1919 Report* that adult education can heal fractured communities and foster a healthy democracy is a powerful message. The analysis of the 2016 Referendum vote suggests that communities are more divided than in living memory, many feeling ‘left behind’ by – or excluded altogether from – today’s politics and public debates. As people grow tired of the failure of representative politics to achieve change, adult education can help them find confidence and a voice to participate in local, regional and national debate and action.

The campaign has four interacting themes, six points of focus, and 18 recommendations:

## **FOUR INTERACTING CAMPAIGN THEMES**

- I. The ‘Centenary Commission’, composed rather like the Ministry of Reconstruction Adult Education Committee, and with essentially the same brief.



- II. Research and educational projects around the history and record of adult education, ranging from adult education classes and undergraduate student projects to research funded by research councils.
- III. Archival and curatorial projects to preserve the records of adult education.
- IV. ‘Knowledge exchange’ activities to build public discussion about the role and significance of adult education.

## **SIX POINTS OF FOCUS**

Focus 1: Framing and Delivering a National Ambition

Focus 2: Ensuring Basic Skills

Focus 3: Fostering Community, Democracy and Dialogue

Focus 4: Promoting Creativity, Innovation and Informal Learning

Focus 5: Securing Individual Learning and Wellbeing

Focus 6: Attending to the World of Work

## **18 RECOMMENDATIONS**

The Recommendations mainly address practical policy imperatives and requirements particular to the UK situation. They are not summarised here. Instead, here in full are the final conclusions.

## **CONCLUSION**

“The *1919 Report* advocated the ‘permanent national necessity’ of adult education to deal with the democratic, societal, and industrial challenges that were already at that time unfolding. A similar range of challenges were faced in 1945, and again adult education was seen as a vitally important part of the way forward, with investment over the subsequent thirty years leading to an expansion of university adult education departments, the active role of local authorities, increased industrial education and training, and the expansion of the WEA and other community and voluntary groups – culminating in the creation of the Open University as a world leader in adult and lifelong learning provision.

However, as Helena Kennedy QC put it in her 1997 report on Further Education, the UK system is still based on the principle that ‘if at first you don’t succeed, you don’t succeed’. That remains true today. The regulator for Higher Education, the Office for Students, allows universities to focus on 17 and 18 year old applicants. If at first they don’t succeed, universities are permitted to wash their hands of them. The Access & Participation Plans don’t require universities to give any second chances, as other countries do.

Following the 2008-9 international financial crises and global recession, Britain has suffered a ‘lost decade’ of austerity, increased regional inequality, stagnant productivity and living

standards, and a fractured society and democracy. Once again, the promotion and development of adult education across our communities and society has become an urgent 'national necessity'.

- Necessary to enable citizens to engage in educated reflection, critical thinking, and democratic discussion.
- Necessary to promote community cohesion through the co-creation of educational provision involving members from across the various communities.
- Necessary to promote understanding of different cultures and backgrounds. Not only to engender an appreciation of those with protected characteristics that need to be respected, but to create a strong collective understanding that can withstand the erosion of rights, and the hostility towards 'other' groups. And which can create the basis for making progress within a common appreciation that promoting the rights of each is the surest way of securing the rights of all.
- Necessary to give members of society the capacity and capabilities to engage with the world of work constructively, whether through informed discussion over technological and other developments in the workplace, or combining with others to establish their own enterprise or social enterprise.
- And necessary to enable all members of society to consider and analyse the great challenges for the future – of tackling the damaging effects of income and regional inequality; promoting cohesion amongst all members of society whatever their race, religion, or other protected characteristic; and ensuring that the climate crisis does not wreak the devastation it threatens.

In this Report we take the long view – to consider the worlds in which our children and grandchildren might live, and to stress the importance of preparing now to ensure society develops in a direction that will lead to positive outcomes over time. AI and other technologies could well displace up to half of current paid employment. That might lead to a society in which only half the adult citizens were employed – working as long hours and as stressed as today – while the other half languish without work or sufficient income.

Or we could take another path, with the work shared out, and the working week being gradually reduced over time.

Such a development itself could be welcomed as liberating, or feared as threatening, depending upon the context in which it develops and the manner of its introduction. If employees gained the right to paid time off to pursue education, that would enhance their lives, and might well lead to them becoming more engaged in their communities, more active as citizens and electors, and more committed at work – leading to higher productivity and increased opportunity for all to benefit from a still shorter working week over time.

The economist John Maynard Keynes believed that by now we would be working 15 hours a week, since in that time we would be able to produce more than the workforce could do in his day in 40 hours. But we have not yet transitioned to the shorter working week. Productivity growth has been used to boost output ever higher over the ninety years since Keynes suggested we should instead use the productivity growth to enjoy more leisure time. This is unsustainable. So, having paid time off from work to study should be a priority for society and Government, as well as employers, as we move towards a more sustainable world of work, enlightenment, and human survival.

Our quality of life in the future will depend on averting a climate catastrophe. If any justification is required for providing increased educational opportunities for all, surely this is it – the importance of enabling educated discussion of such grave issues and problems, and how to go about tackling them, as individuals, communities, workplaces – and as a society.

Provided such catastrophe is averted, we can expect lifetimes of up to a hundred years, with increasing numbers remaining mentally and physically fit into their 90s. Lifelong learning needs to be about individual benefit and fulfilment as well as productivity at work and social engagement – although the enhanced mental and physical health that is associated with education will in turn benefit the economy and society. A far greater investment in lifelong learning will pay off in every sense. There is no benefit to be had from further delay.”

*Published by the School of Education, University of Nottingham [www.CentenaryCommission.org](http://www.CentenaryCommission.org)*

## **PIMA Member News and Views**

*Peter Welsh's contribution from the field follows the '2020 vision' for ALE in 21st century Britain, in the daily political churn of 'Brexit'. It is both a cri de coeur and an example of persistent practical endeavour faced with the brute reality of the workaday world. If only we could ignore politics- but we cannot.*

### **Is workforce strategy prepared for Brexit? Lessons from the construction and health sectors: A personal view from the UK *Peter Welsh***

*peter@evidentconsulting.co.uk*

Stability is an interesting concept; it has an undercurrent of warmth and safety. For most of my adult life, living and working in the UK, I have taken stability for granted, indeed for most of the time I was hardly aware of its existence. That all changed on the morning of the 24<sup>th</sup> of June 2016 when the result of the binary, Leave/Remain in the European Union referendum dropped on the citizens of the UK like a ton of bricks. The “will of the people” was clear – they wanted to leave the EU. We now call this “Brexit”.

3 years and 5 months later, political stability feels like a childish fantasy. I hardly know where to begin, but as I write, the UK is in the midst of a highly unpredictable, chaotic and, in many ways, distasteful general election campaign. The current (this is an important qualifier given the recent high turnover in post holders) Prime Minister, Boris Johnson, called the General Election seemingly in an attempt to break the parliamentary deadlock over deadlock. This strategy is in itself highly contentious. A General Election is not normally fought on a single issue, indeed neither is this one. The main political parties are promoting their policies about health care, climate change, education, law and order, economic development and so forth. All as one would expect. Except that the debate is always one emotional step away from Brexit. This has set an incredibly challenging (albeit fascinating) context for journalists, commentators, political analysts and academics to work in. By the time I click “send” to transfer this article to PIMA the situation may have changed so much it will be tragically out of date, possibly appearing foolish or naïve.

To accept this, however, misses the point. We must continue to work, to analyse and strive to think strategically in this vacuum of reason. Which brings me to a question that is being seriously underrepresented in much of the public debate around Brexit: workforce, skills, employability and lifelong learning. Much of my current work is focused on these issues and the evaluation of a range of innovative projects and programmes seeking to pursue the dual goal of supporting employers and employees in their respective goals. Two sectors that have proven to have far more in common than those, which may first meet the eye, are health care and construction.

Back in January 2019, there was an especially tumultuous week for Brexit politics. We saw the biggest government defeat in UK history, with Theresa May’s (former UK Prime Minister, you may have forgotten her) *EU Withdrawal Agreement* falling 230 votes short in the House of Commons. This was rapidly followed by a vote of no confidence... that the government subsequently won. These are strange times indeed.

Whilst it’s very easy to get drawn into the soap opera taking place at Westminster, it’s also too easy to forget that Brexit indecision and instability are having an impact on the *real world*. Millions of workers, and thousands of businesses and public services, have to get on with the day job as well as continue to look forward and plan for the vaguest of futures.

Nowhere is this more challenging than in workforce planning. For over 40 years, UK employers in the public and private sectors have been able to look the wider pool of over 500 million EU citizens to fill staff and skills shortages, to help with expansion, innovation and manage fluctuations in demand.

Our work in this field since the referendum has been increasingly focused on issues relating to ensuring a ready supply of skilled workers through the evaluation of innovative training and workforce development programmes.

The Construction Industry Training Board (CITB) published a detailed report in 2017 that for the first time examined the numbers and range of skills of migrant workers in construction, and, significantly their relative importance to the sector. The report shows that while the British construction workforce is still largely home-grown, migrants play a critical role, particularly in the South-East and London, where they make up half the workforce.

According to CITB over 120,000 construction workers are from EU countries and tend to be much younger than their UK-born colleagues (25-35). This highlights a further workforce challenge – an ageing workforce.

We (I am Associate Director Head of Evaluation, Traverse) are working with CITB, employers and training organisations to understand better how vocational programmes can help support industry needs and provide sustainable career options for a wide range of people. In particular, we have examined programmes designed to broaden the appeal of construction as a career to younger people and groups that have traditionally not seen construction as a viable option. The learning from this is helping shape future programmes, build trust from employers and influence policy.

One of the key campaign topics of the 2016 EU Referendum was the National Health Service (NHS) – the UK's free-at-the-point-of-access, universal health care system founded in 1948. Like construction, the health service has developed strong links with the EU as a recruitment pool for staff at all levels, from ancillary workers to the most specialised of consultants.

The EU's policies of freedom of movement and mutual recognition of professional qualifications mean that it has been relatively straightforward for the health sector to recruit from EU countries. This includes 55,000 of the NHS's 1.3 million workforce and 80,000 of the 1.3 million workers in the adult social care sector.

It is widely acknowledged that the NHS is currently struggling to recruit and retain permanent staff – in 2014, there was a shortfall of 5.9 per cent (equating to around 50,000 full-time equivalents) between the number of staff that providers of health care services said they needed and the number in post, with particular gaps in nursing, midwifery and health visitors.

Through a wide range of leading edge evaluation studies with organisations such as Health Education England and the Nursing and Midwifery Council, we are supporting workforce development in the health sector.

We have been evaluating the potential for upskilling nurses to undertake endoscopies, freeing up time for consultants as well as providing new opportunities for nursing staff to progress and stay in the profession. Additionally, we have been examining the roll-out of nursing associate training, providing opportunities for people to enter the health care sector

and offering essential support to enable registered nurses to focus on more complex clinical duties.

The potential impact of Brexit is not the sole driver for innovation in workforce development, certainly. An ageing workforce and changing technology are arguably bigger factors, and these won't go away regardless of what the UK's future relationship with the EU looks like.

All sectors face these challenges, and we are committed to applying our tools and expertise to help ensure that we can capture and measure the impact of leading-edge work in workforce development; and to ensure that this can help the public and private sectors build more resilient and sustainable workforce strategies that provide exciting opportunities for recruitment and retention, as well as ensuring an excellent service for the people they serve.

### **Nothing beats meeting face-to-face! Use opportunities to connect with PIMA members**

*Shirley Walters*

*ferris@iafrica.com*

We are a network of over 150 adult education and lifelong learning activists, scholars, practitioners across at least forty countries. Next time you are travelling look up which PIMA members are in the city or country you will be visiting. I did this recently when visiting Bangkok and was delighted to meet in person Professor Archanya Ratana-ubol, from Chulalongkorn University, and a group of post-graduate students, some of whom are also PIMA members.

It was wonderful to meet one another face-to-face. Archanya showed me aspects of the impressive campus and I was introduced to five masters and doctoral students. We spent two hours discussing their emergent research projects. Two of the students from Cambodia, Neak Piseth and Leakhena Orn, recently became PIMA members and wrote short introductions national NFE programme and local volunteers in Cambodia in the last Bulletin. Archanya is an active recruiter for PIMA members and she asked me to speak about PIMA to the students.

We spent both structured time talking about students' research and informal time over a very tasty supper before I rushed to the airport.

While Archanya has recently retired from her full time position she is still active in a part-time capacity. I also met the staff of the Lifelong Learning Department. Neak Piseth presented me with a book that he has self-published on his moving journey from a poor rural background in Cambodia to doing a masters in Bangkok.

The importance of the invitation for young and emerging scholars to write short pieces for the Bulletin in English for an international audience cannot be overestimated. In this Bulletin there is a reflection on what it means for them.

I came away once more struck by the importance of using every opportunity to meet PIMA members face-to-face whenever possible. This helps build the sense of common purpose and solidarity that is sorely needed in all our contexts. I urge you to use your PIMA member register and give this a try the next time you travel or attend a meeting or conference!

If you have other ideas how to build greater cohesion in the PIMA Network please let us know.

### **Our Extraordinary and Fascinating Journey with PIMA** *Archanya Ratana-ubol and students*

*archanya@gmail.com*

Due to the breakthrough of globalization within the digital era, the world keeps changing on a very fast track, and a plethora of issues emerges containing a lot of distraction and challenges. At the other extreme, as in the past, the thing to be the most concerned about is traditional security related to the use of military, war, balance of power and alliance-building. Whereas, right now, we concern ourselves more with non-traditional issues which go beyond the military and war. These cover broader aspects of security - hunger, diseases, climate change, and so on.

Therefore we, scholars and researchers, have to work in a cooperative and collaborative spirit to respond to those challenges. One of the greatest examples would be the establishment of PIMA, which is a global network of experienced individual adult learning and education professionals with various interests especially in the different angles and contexts of lifelong, life-wide and life-deep learning in the interests of greater social, economic and ecological justice, locally and globally.

By seeing these good causes and impacts of PIMA, we, a group of seven students, namely Mr. Neak Piseth, Mrs. Leakana Orn, Mr. Thanisorn Kasemsan, Na Ayuttaya, Mrs. Vichchuda Tuantranont, and Mr. Dech-sri Nopas, of the Lifelong Learning Class of the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, are under the supervision of and received great guidance from **Prof. Dr. Archanya Ratana-Ubol** to embark on our extraordinary journey with PIMA.

In a similar vein, we believe in the power of sharing and exchanging ideas with like-minded people to seek for common ground in solving any particular issues; and we chose PIMA as our communal and global platform to mobilize our initiatives perspectives and ideas across the globe. As a result, we have more courage and guts to take our urgent action in order to

generate 'out of the box thinking' to address the contemporary global and local issues. Likewise, in order to attain these ideas, PIMA have provided all the members with a privileged opportunity to write their retrospective experiences and innovative ideas in each PIMA Bulletin without any fee- paying, so as to raise their voices to be heard, and to circulate their ideas to the people in need of information.

For all that a virtual network is crucial in our global world; there is nothing that can beat the face-to-face or physical contact. As a matter of fact, on October 17, 2019, we had the special privilege to have met **Prof. Shirley Walters, President of PIMA**, to have a fruitful discussion. In addition, we are so grateful to have met her in person as we can easily express our thoughts and exchange ideas. There were many significant points which we had the discussion on, especially our research interests.

A short but powerful word from Shirley Walters is that the research problems we are investigating must be concrete and concise, so we can have a deep understanding of the problem; then the problem will be more easily solved. Furthermore, we have learnt that two important components of lifelong learning are encouragement of **curiosity and creativity** amongst learners and ourselves; another new term is **agnotology**, which is **the deliberate spreading of falsehood**. Hence, once we are curious about something, we tend to have a lot of unlocking questions and we will try to find the answers. Then the creativity will come; and as a result, invention and innovation emerge. Moreover, we are so delighted to have discussion with her. Certainly we use the same body language, which means we share common ideas and thoughts. Hence, we could unleash our potential through network sharing in order to bring a good impact on our society.

As our last statement, we would like to encourage everyone to become a member of PIMA in order to tap into benefits of sharing ideas and raising our voices to be heard through this global platform. We wish and encourage all PIMA's members to contact each other via this platform and to make personal contact once the opportunity arises. In this sense, we would like to end our fascinating description of our journey with PIMA by a short but inspiring quote "*If we want go fast, go alone; if we want to far, go together as a great team of PIMA*". Thus, please come and join us!

*The abuse and careless use of language damages essential tools of our trade and hampers effective collaboration in comparative study and global advocacy of ALE. This article proposes one way to overcome this, and invites PIMA to play an active part. It is a theme to which the Bulletin is likely to return. Ed.*

**ALE Branding Project led by DVV International. Let's get behind it!** *Shirley Walters*

*ferris@iafrica.com*



An Adult Learning and Education ALE Branding Project was initiated by DVV International and has been supported by various international adult education-related organisations over the last nearly 3 years. It is soon to culminate in the launching of a common logo for adult learning and education (ALE), which we are all, invited to popularise and use.

Nearly three years ago DVV International initiated the 'branding adult education' project based on an idea to create a commonly owned collective identity for Adult Education. The perception of the context and need was that the field is littered with a range of descriptors such as non-formal education, continuing education, adult basic education etc. and others.

This makes communication with governments, donors, private sector, and social movements, very difficult. So about 12 people from different regions of the world and working in different adult education movements/organisations - ICAE, UIL, ASPBAE, GCE, CEEAL and others - were invited to participate in what has been a participatory action research and development process. The last of three intensive multi-day workshops was held in Bangkok at the end of October.

The final stage has been reached. A logo is being developed by a German marketing company. This will be launched with a short jointly constructed declaration in Ethiopia in April 2020. The understanding is that by working together in the promotion of a global brand, ALE organisations and networks will be more successful individually and collectively in advocating for greater involvement and investment in the field.

The launch of the logo will include a new website which invites different AE / LLL organisations, networks and associations to become partners in the project. They will sign up at no cost, accepting the short declaration, which will then give them access to use of the logo. The aim is to use every opportunity in 2020 to disseminate information along with an invitation to partner in the project.

The PIMA Executive has given support to the project. We invite PIMA members to do the same through popularising the logo and using it. The outcome will, we hope, be a common branding (in addition to organisations' specific profiles). This will demonstrate the inherent connections between literacy, adult basic education, continuing education, popular and civic education, workers' education, lifelong learning, non-formal education, later life learning etc. PIMA members are involved in a wide range of organisations, networks and associations. Together we can assist this initiative in the collective interest of the field.

### **New members of PIMA**

**Uwe Gartenschlaeger, M.A.** [Gartenschlaeger@dvv-international.de](mailto:Gartenschlaeger@dvv-international.de) is Deputy Director of DVV International in Bonn, Germany and President of the European Association for the

Education of Adults. He thus holds two key policy-oriented sites of advocacy and action in Europe.

Mr. Gartenschlaeger studied History, Political Science and Philosophy at the Universities of Berlin and Cologne. After working for four years with a church-based adult education provider specializing in topics of reconciliation and history, he joined DVV International in 1995. For this important global-South-oriented institute, he has held the positions of Country Director in Russia and Regional Director in Central Asia. Since 2015, he has been DVV International's Regional Director in South and Southeast Asia. He has now returned to his home base work with DVV in Germany after service in E and SE Asia based in Lao PDR, where his predecessor, Heribert Hinzen, was the first holder of this new post

**Sandra Land, Ph.D.** [SandraL@dut.ac.za](mailto:SandraL@dut.ac.za) is Senior lecturer and coordinator of the new Adult and Community Education Unit at the Indumiso Campus of the Durban University of Technology in Pietermaritzburg campus. Her area of academic specialisation is the acquisition and use of literacy skills. Dr. Land is particularly interested in readers' responses to different orthographies, and a special research focus has been on skilled reading in isiZulu.

In addition, Dr. Land is a keen observer of the use of language in both spoken and written forms. At a practical level, she is concerned with the persistent low performance of so many schools in South Africa, and the very limited learning opportunities available to educationally disadvantaged adults. In this regard, recent work projects have included:

- an action research project for MIET Africa on barriers to learning on the outskirts of Pietermaritzburg,
- the development, for MIET Africa, of a guide book on teaching reading for meaning,
- the development of a document for the ETDP SETA on the ideal institutional model for Community Colleges in South Africa, and
- as part of DHET's Teaching and Learning Development Capacity Improvement Programme, Land is currently engaged in
  - the development of a Curriculum Framework for the Advanced Diploma in Adult and Community Education and Training (now complete), and
  - a National Survey of Adult Educators and Adult Education Programmes, whose purpose to ascertain the most salient training needs.

Through projects such as these Dr. Land hopes to make some contribution towards the improvement of educational experiences of fellow South Africans.

**Willie Ngambela, M.A.** [willienga@hotmail.com](mailto:willienga@hotmail.com) is College Vice-Principal, Monze Community Development College, Zambia. The college trains would-be social workers and community development workers.

Mr. Ngambela is PIMA's first member from Zambia. He draws his experience from teaching on issues concerning Adult Education as far back as 2007. He has equally participated at various local and international conferences where he has presented papers on adult education-related issues. His academic qualifications too have enabled him to gain some knowledge and experience: he holds a B.A .in development studies, an M.A. in gender studies and a diploma in teaching.

Mr. Ngambela has a very keen interest in learning more about Adult education and looks forward to being part of a group that is advocating and sharing knowledge about adult education

**Kate Sankey** [kate@westmosside.com](mailto:kate@westmosside.com) is Chair, Forth Environment Link, non-executive Director/Trustee Carse of Stirling Partnership, Community Partnership, Loch Lomond and the Trossachs National Park.

Ms Sankey is a (bio) regional sustainable development practitioner with a past career in environmental education and lifelong learning both in community/voluntary /third sector organisations. She has also served as a Stirling University academic and latterly held an honorary position with Glasgow University active in the PASCAL partnership. She has a particular interest in the social enterprise and rural community economies.

Ms Sankey runs a 160-acre organic farm in rural Stirlingshire with biodiversity and eco-agriculture principles together with an agritourism glamping enterprise using yurts and a small venue for seminars, workshops, and cook schools. She is also a creative artist, weaving with willow and many other local natural materials. She is restoring rare and valuable lowland peat country which was being drained and is a wildlife refuge, and is a passionate climate change activist. Her very full life anchored in action in the local region competes with time to participate active in PIMA's climate crisis deliberations!

Ms Sankey has various commitments to non-for profits, including a position as Chair of Forth Environment Link, which is a regional charity (£1.5M turnover) promoting lifelong learning action in local food and growing, and she is active in travel and the circular economy.

**Tom Sork, Ph.D.** [tom\\_sork@ubc.ca](mailto:tom_sork@ubc.ca) is Professor, Department of Educational Studies, University of British Columbia.

Dr. Sork is a professor in the Adult Learning and Education group at the University of British Columbia where he has worked since 1981. His research and writing focus on program planning, professional ethics, and international collaboration. He was also involved in the development of the Master's in Adult Learning and Global Change (ALGC) online program (initiated in 2001), a four-university partnership involving, in addition to UBC, universities in

Sweden, South Africa and Australia. For eight years (2008-2016), Dr. Sork was Senior Associate Dean in the Faculty of Education with responsibility for the professional development/ community engagement unit along with international engagement activities.

Dr. Sork is very interested in the work of PIMA and has recently incorporated the concept of “wicked problems” into his writing on program planning. He believes that adult learning and education are crucial elements of responses to the current problems facing humanity and worries that—individually and collectively—we are not doing enough to apply our knowledge and skills to address these pressing issues.

This year, Dr. Sork is helping to organize Adult Education in Global Times (AEGT2020), an international research conference to be held on the UBC campus in June of 2020. This conference will bring together hundreds of ALE researchers from around the world to share their work and plan various collaborations. He is also part of a group of UBC colleagues that have initiated a collaborative research project with the German Institute for Adult Education (DIE) and is a member of the Board of the International Society for Comparative Adult Education.

**Endnote** *Chris Duke*

*dukeozenay@gmail.com*

Well, what a year this has been. What better year to use anniversaries in our field to recall some of the history, ideas, great events and perhaps lost hopes of adult learning and education in the service of human betterment. And to look forward purposefully, determined to build on what we learn from our past without being trapped by it. For PIMA it feels like a year of renewal and re-energising as a new team assumes the leadership and new members flow in.

On the wider world stage how will we characterise 2019? The year of conflict and crisis as authoritarian populism sweeps the world from new world powers to the ‘old democracies’ now struggling to remind themselves what democracy really means? The year of confrontation and rebellion from Hong Kong, to the Middle East, to Latin America and the Climate Extinction Rebellion movement? The year when humankind began learning to harness the huge powers of new technology and the ‘4<sup>th</sup> industrial revolution’ dominated by the powers and perils of big data and artificial intelligence (AI)?

Is the glass half full or half empty? I will be content if 2019 goes down as the Year of Greta Thunberg, and the triumph of youth and womankind over those whose values and ways of accumulating and destroying may be all but passed. Reflect on the year gone by, and whichever your culture and New Year, find renewal to tackle 2020 with vigour, curiosity and creativity!