



**BULLETIN NO.28
JANUARY 2020**

Table of Contents

Editorial <i>CHRIS DUKE</i>	2
New Year Message from the President of PIMA <i>SHIRLEY WALTERS</i>	4
A Letter from the Matriarch of the J Pod of Orcas to the President of the Alberta Oil Association <i>BUDD HALL</i>	5
Looking to the Future <i>CHRIS BROOKS</i>	6
On the Dignity of Difference <i>ERIC ZIMMERMAN</i>	9
Why is Adult Education neglected – and what can we do to change this? <i>UWE GARTENSCHLAEGER</i>	10
On the road to CONFINTEA VII <i>HERIBERT HINZEN</i>	11
Behind the scenes of Vietnamese Education <i>KHAU HUU PHUOC</i>	14
Opinion Piece – What’s in a name? <i>BRIAN FINDSEN</i>	17
Conservatism and Conservationism – the Sustainable Development Goals (SDGs) and Higher Education Policies <i>MUIR HOUSTON</i>	18
There’s None So Deaf as Those Who Will Not Hear: More meaningful action, fewer words <i>JAMES POWELL</i>	20
Developing New Mind-sets through ALE and LLL <i>EUNICE MARETH Q. AREOLA</i>	22
Imagine: Making a Difference in a Broken World <i>NORMAN LONGWORTH</i>	22
Tandon and Hall seek renewal of their UNESCO Chair <i>RAJESH TANDON & BUDD HALL</i>	25
Notice: Proposed 2nd PIMA Webinar on adult learning and education within climate crises <i>SHIRLEY WALTERS</i>	26
New Member <i>JULIA DENHOLM</i>	26

Editorial *CHRIS DUKE*

dukeozenay@gmail.com

Looking back over the years an English friend and occasional emailer reflects:

This has been a full-on year with quite a lot of stress one way and another -- quite apart from all the catastrophic political goings-on which can make me very despondent if I let myself dwell on them. I feel that in my lifetime I've seen some of the best and worst social and political events. That wonderful optimism that was around in the 1960s when it felt that change was possible and things were moving in the right direction. And then the end of apartheid and the Berlin wall coming down. I suppose the backlash was inevitable.

This is a mood widely shared among the generation who grew up on the Beatles, the Rolling Stones, and a sense of liberation. Everything was getting better: more fun and freedom, farewell to the illiberal suffocations of the old governing classes; and farewell to grim bloodied centuries-long years of traditional cultural, religious and economic colonialism with its inequalities, racism and exploitation. The gulfs between richest and poorest remained huge, and naïve 'trickle-down' theory tried to argue that everyone gained from the wealth of the wealthy. But the inequalities were reducing a bit, and old narratives (what a modern word that is) were being laughed away. The mood continued for some years and a spirit of optimism ran deep for much longer. I vividly remember Putin striding down the aisle at a post-1989 Moscow concert to greet Beatle Paul McCartney – remember *Back in the USSR?* – a secret hero of his own youth.

In many countries it is held (and opinion-pollled) that older adults are conservative, while the young out on the streets to chant and fight for radical change. This *PIMA Bulletin* bears witness to the fact that this is not necessarily accurate. Not all older PIMA contributors – notably regular columnists as represented in this issue No 28 – are 'conservative' (see below Findsen and Houston on words that matter). They tend to value history for what it teaches. They abhor the wish to erase the past with its lessons, whether uplifting or dire. They try to own and learn from experience; and to change policy and behaviour. Hence our exploration in 2019 of anniversaries and where ahead they point.

This issue includes several older men's analytic personal memoirs with Powell's apologia for Bulletin silence now broken; and one irrepressible GOM (grand old man) of LLL with the words of another Beatle number – *Imagine*.

It may be tough, but without richly hopeful imagining we and our world will soon all be dead. Greta Thunberg is for sure the outstanding icon of purposeful youth of the year: and a most-hated and insulted target of the half-hidden brokers of wealth and power whom she threatens.

A response of the newly elected UK Establishment's Government is to place Extinction Rebellion (XR) on the list of extremist ideologies for teachers and police, alongside neo-Nazi and Islamist terrorists. As Zimmerman signals below (and he expects no bouquets for saying so) 'another side' of XR can be found; his contribution makes us listen and understand others' views: to both understand and contest, not simply to reject. Without diversity and dialogue, we give the lie to 'learning' – cities and organisations, regions and

individuals. Perhaps we should this year revisit another 2019 Bulletin theme – *life-deep learning*.

As Shirley Walters' message and invitation make clear, we will not turn back and look inward this year, but carry on confronting real-world crises and confronting ourselves as active citizen-educators about what is our place and contribution. My old favourite one-liner is “only connect.” A thoughtful read across Bulletin No 28 will show you the power of connectivity, and the cost of its absence - as for example for implementing the SDGs.

We did have calls for immediate reportage and analysis of the Australian wildfire catastrophe. One response from Australian members approached was this: while PIMA could indicate the scale of the bushfire devastation, and some issues, I feel it is premature to write anything useful on responses until things have settled down. This seems to be the general feeling, put out the fires first then address what can be done to avoid, or lessen, repetitions. My feeling at this stage is that the space for PIMA and PASCAL will be assisting the resilience and recovery of rural communities, especially the smaller, marginal ones already deeply affected by the drought.

So instead for now, a clear personal and political concluding response from not-always-admired social media on the fires – this by the Australian campaigning platform Getup:

I hope with all my heart that you and your loved ones are safe.

The events of the last few months have shaken all of us. Whether you or someone you know has lost a home, a livelihood, a loved one or a place that was special to you – words aren't enough to convey how this feel.

We're all feeling a deep sense of sorrow for what people have lost. And sorrow for the abysmal response from the Morrison [Australian] government at this time of need. Their disregard of our climate and failure to coordinate a fast and decisive response has made this crisis worse than it might have been.

The Morrison Government was warned this would happen – and they did nothing... But what brings us hope are the countless stories of communities coming together to help one another through this crisis.

People around the country have donated hundreds of millions of dollars. Local fire services and charities have received countless donations of food and goods - so many in fact, that they have reached capacity. There are stories of volunteer firefighters who have lost their homes – and yet kept pulling on their boots each morning to protect the homes of their neighbours.

While this crisis has revealed the limitations of our leaders, it's also revealed the limitless spirit of mateship, solidarity and community shared by everyday people. And we're going to do everything we can to echo and amplify that spirit.

If you or someone you know has a story you feel comfortable sharing with us, please do. We want to amplify your voices so loud that they cannot be ignored.

Together, we'll keep working to ensure that affected communities have the resources they need to get back on their feet.

And in the coming days we'll be reaching out to emergency service leaders and state governments to assess how we might best mobilise our movement of one million people to help with the task of rebuilding.

But we must do more than recover, and rebuild. We have to hold the government accountable for their failures during this moment of crisis – and push for the investments that will prevent this crisis repeating itself.

<https://www.getup.org.au/campaigns/media/stop-murdoch-s-misinformation-email/call-out-murdoch-s-dangerous-misinformation?t=9peV0fGDM>

New Year Message from the President of PIMA *SHIRLEY WALTERS*

ferris@iafrica.com

Seasonal greetings to everyone!

A World in Crisis is a World of Challenge

As we reflect on the deeply troubling COP25 climate conference in Madrid in the latter part of 2019, where research data from scientists was suppressed; as we listen to the denialism from the Australian Prime Minister as the fires ravage the country and the temperatures soar to unprecedented heights; as we watch the burning of the ancient forests in the Amazon basin, we witness an increasingly polarised world where the stakes could not be higher. How do we within the PIMA network respond?

In what ways can we mobilise ALE to counter the polarizations, the alienations, the 'othering' of people, nature, regions of the world which are 'not like us'? How can we strengthen local/global connections and deepen solidarity amongst and across people, nature and places? By working, learning, acting and playing together the answers to these questions will emerge.

About PIMA

PIMA had a rich and renewing 2019: a new Committee bubbling with good ideas and a sense of purpose; and now a new Publications Committee (PubsGroup) to think, advise and guide on how we talk to one another and to the world beyond our membership about the things we value, want to influence and change.

I hope that 2020 will see the PIMA network even more confident and productive as we work with others on needed solutions to deeply troubling problems. You give productive life to PIMA - thank you for your contributions. 'Together we can'!

A Letter from the Matriarch of the J Pod of Orcas to the President of the Alberta Oil Association *BUDD HALL*

bhall@uvic.ca

For his grandsons on behalf of a North Pacific Orcas Matriarch

I expect that you will be surprised to find a letter from me, a 65-year-old Orca. You may be surprised to learn that we have always had the ability to communicate with you out-of-the-water humans, but we have managed a reasonable relationship up until now, so I did not think it necessary. I had hoped that the positive energies of the Creator that gave life to both our communities would touch our out-of-the-water humans with a sense of common purpose, a goal to preserve all life both of our water beings and the out-of-the-water beings.

Please don't shout at your assistants wondering who in heavens is playing a trick on you. It is not Tzeporah Berman or the Coast Protectors or any of the out-of-the-water humans that you might suspect.

I live in the Salish Sea. I am the leader of what you out-of-the-water humans call J Pod. We call ourselves eeeeeeeeeeeeeooooooh. Please extend my greetings and the greetings of all the members of my pod to you, your children, other out-of-the-water relations. While we may live on different parts of water and out-of-the-water, we share much. There are 70 of us in our pod, but we are not having as many young ones born as we used to. I am the daughter, granddaughter and great-great granddaughter of more than 15,000 years of Orcas. We have lived in the Salish Sea for most of that time in harmony with those out-of-the-water humans you call First Nations. But for the last 150 years we have struggled. That is the reason that I am writing today.

We are not feeling well. We are losing weight. It is harder to find salmon than it used to be. When we have calves, many of them die young. We share the Salish Sea with many of your ships. Many of your ships carry oil from out-of-the-water to lands far away. Their noise makes it hard for us to talk to each other. Sometimes we are hit by your ships and sometimes we are killed or critically wounded.

I know that the Creator wanted my Orca family and your out-of-the-water human family to live together in the celebration of life on this water / not water world of ours. But it seems that your loud machines or incomplete education or confusion about the sanctity of all life has blocked your ears, your eyes and your heart.

We are writing to you our out-of-the-water friends to invite you to a meeting, a ceremony and a feast. We believe that if you can begin to know us better as fellow creatures of the Creator like yourselves, your actions such as increasing the shipping of oil or taking too many salmon will be understood differently. Let us get to know each other. We can celebrate our common existence as beings of the Creator. We both eat salmon so a meal together would be nice. If we are lucky, we might find a tuna to share as well.

We want our pods to continue to live as they have for thousands of years. We want the out-of-the-water humans to live in harmony as they used to do before what you call settler colonialism happened.

We look forward to hearing from you and to working together in the interest of all living beings, beings of the sea and of the out-of-the-water world.

Looking to the Future *CHRIS BROOKS*

chris.brooks@dbmail.com

Perhaps we should start this new decade by asking the question: how vulnerable are our civilisations and how quickly can sophisticated systems and their associated knowledge be lost?

I was born 70 years ago. Since then humans, on average, have lived much longer, become healthier, safer, richer and smarter. These achievements give the rationale amongst us -- the sentiment or the conviction -- that progress is a historical fact. If I were 100 years old this might not be the case -- my memory and my experience would be marked by the First World War, Spanish Flu, The Great Depression and The Second World War.

So let us assume that progress is not a historical fact, but a circumstance created by specific conditions: human cooperation and mutual respect; working together for common objectives at all levels; institutions that support cooperation and dialogue, and aid the process of making compromises -- perhaps most important in the last 70 years, at the international level. These conditions are of course supported by science, rationality, the rule of law and liberal democracy. We have discussed all these questions in past articles looking at the challenges that education systems must contribute to overcoming if they are to play a constructive role in the future.

The hopeful point here is that the past 70 years have seen our society cope with many challenges, overcome them, and at the same time make progress that has been shared more broadly than at any time in the history of civilisation.

But today, increasing numbers of us have become pessimistic and somewhat fearful of the future. This sentiment is more than prudence and has little to do with the conservatism of old age. It is often associated with the rejection of systems and values that have underpinned the past 70 years of progress.

The sense of pessimism about the future has created a political reaction best illustrated by the emergence of vociferous demagogues like Donald Trump, Boris Johnson and, on the French stage, Melenchon. The political choice is presented as one where voters are asked to choose: between putting their trust in a direct, populist vision of the future in which "The Leader's" vision of the popular will is paramount (Trump, Erdogan, Putin and perhaps Johnson); or in a representative constitutionalism in which the executive is restrained by legislative vigilance, critically scrutinised by a free media, and held accountable by an independent judiciary charged with upholding the universal application of the rule of law. As the American Founding Father Alexander Hamilton reminds us:

History will teach us ... that those men who have overturned the liberties of republics, the greatest number have begun their career by paying an obsequious court to the people; commencing as demagogues and ending as tyrants.

In this period of increased pessimism and the concomitant popularism -- or simple-mindedness -- that follows, three propositions are commonly cited:

- We need better politicians to solve the world's problems;
- We need a strong leader;
- We need more direct or participatory democracy.

I want to offer some caution on each of these three often-cited views.

We need more intelligent politicians.

Certainly, intelligence is an asset in policy-making, but it is a guarantee of very little. At the height of its Empire, Rome had brilliant political leaders -- Caesar, Cicero, Cato -- all massive political figures. But even with them and all the genius of the Roman Senate, the result was a catastrophe -- not for lack of intelligent figures but because institutions had fallen apart and deep-set corruption had set in.

We need a strong leader.

We see this everywhere: from Turkey to Washington, from London to Moscow. But all the evidence of the last seventy years is that progress and success are largely a collective affair that takes time and patience, mass acceptance and participation. Ask our German friends what they think about strong leaders.

We need a more participatory or direct democracy.

Decision-making through referenda has not produced much progress or stability in the last seventy years. While public acceptance of major societal decisions is very important, voting between simplistic or binary choices rarely leads to good policy-making. Equally, participation in decision-making is positive, but we need to ensure that participative democracy is not just about telling other people what to do and what not to do. A *participatory society* in which everybody plays an active role and learns to share responsibility with others is a better route to follow: people take on responsibilities as well as rights and rules.

So, looking at the next ten years what do we have to be hopeful about, and what have education and adult education got to contribute?

I am convinced that the next ten years will bring lots of new problems -- as in every previous period in history. But as the past has shown, knowledge, technology and compromise can provide us with the possibility of making progress. I was still at junior school during the Cuban Missile Crisis in 1961. Talking with a friend in the queue to re-enter school from the playground, we said goodbye and worried about the end of the world. My friend and I were sent to the back of the queue and told to stop talking and being stupid. Was this the teacher's fear talking? Or just a silly authoritarian streak? The fact is that 60 years later MAD -- Mutually Assured Destruction of the planet -- has not occurred, because of international agreements, surveillance and technology, and public

vigilance. But of course, there will be new and additional problems of an equally complex and important nature.

The primary new 'nuclear bomb' (power-players like to talk metaphorically of using the 'nuclear option') is of course climate change. We know what we have to do to contain its disastrous effects on the planet. But we do not know if we can raise the necessary level of political and economic effort to do what needs to be done. I take hope that the vocal self-interest and concern of young people, associated with tragic natural disasters such as the unprecedented fires in Australia, will tip the balance. The timing is very tight. But a more frugal, even materially austere, world need not be an unhappy one. Education about the environment, and about science and technology related to the environment, has become a major priority.

Science and medicine, especially biotechnology, will continue to improve our lives. But these improvements will come slowly and go largely unnoticed, like most incremental change. If our great grandparents could join us for dinner this evening they would be amazed at the quality of our food, the standards of our health, in many cases indeed at the fact that we are not yet dead.

Incremental progress is like that. Turn on your television this evening and it will be filled with sensational 'news' about today's disasters -- deaths, plane crashes, school shootings, etc. This endless flow of pessimistic news is the sad, pathetic business of modern journalism.

Education must help counter this onslaught through processes that strengthen reason: fact-checking; evidence-based arguments; historical judgement; scientific and statistical skills that help individuals and societies understand and relativize the onslaught of pessimism. In my view the regrettable behaviour of the modern mass media is driven by a wish to attract readers or listeners and money, rather than any desire to inform or educate.

I finish with one future challenge for education which we have discussed previously in the PIMA Bulletin. The internet and social media bring with them many dangers. In a sense they are like nuclear science 70 years ago: atoms for peace and atoms for war. We survived the breakthroughs in nuclear science through international agreements, shared surveillance and education. What could have finished the planet for good – not just humankind -- has so far been avoided.

By comparison, we are very inattentive, careless and irresponsible in our regulation of the internet and social media, which have potentially negative effects of an equivalent importance. Fake news has the potential to destroy democracy; data collection from the use of the internet could destroy human rights and freedoms. I could go on.

Education has the great responsibility of helping us all, and especially young people, to develop a sense of intelligent critical caution. It is about helping them to improve their fact-checking skills; and about improving their reasoning ability. Most importantly, it must explain that the progress we have made, and the progress we will have to make in the future, will be driven by rationalism, science, cooperation and consensus; and that only these values will allow us to overcome superstition and ignorance.

On the Dignity of Difference *ERIC ZIMMERMAN*

zimmee@idc.ac.il

Your message has spurred me to think, very personally. I am not sure you will want to publish it. (*Ed. We encourage a diversity of views and genres.*)

Three issues, at least, have given me pause to ponder how is it that good well-meaning intelligent people can hold opposite views on fundamental issues. Climate change, national politics and the pre-emptive killing of a terrorist are three issues challenging us at the dawn of 2020. These issues lead me to question what truth is, what information is and how can we trust, how do we arrive at decisions, what is fact and opinion? I have few if any answers. However, as university officers, we need to think about how we best prepare our students for a fast-changing volatile world, one that requires a never-ending collaborative quest for new knowledge and skills.

Colleagues in sustainability science have questioned my lack of enthusiasm for Greta Thunberg. It is not that I do not accept human-influenced climate change. I do indeed. However, I am not apocalyptic about it. In addition, she, as do other doomsday alarmists, disturbs me more than she interests me to join the cause.

The killing of Qasem Soleimani by the USA is for me a welcome thing -- if the death of anyone can ever be welcome. He was an evil man, plotting more violent acts against innocents, and the killing (assassination) signals to the Iranians that there are limits to the acceptance of aggression. Deterrence is fundamental for preventing future bloodshed. Of course, in the short term, we might see some automatic reactions, but the enemies do not require reasons to attack us.

At home in Israel, we face the third national elections in one year. Our leaders have been unable to form a coalition government. The country is split on its acceptance of Benjamin Netanyahu as a candidate for Prime Minister, in the face of multiple indictments against him. This stalemate has proven to be quite toxic for national discourse. Again, as has happened in the USA with the elections of Presidents Obama and Trump, debate within family and circles of friends has turned ugly.

On these issues, as I have suggested above, people of good faith, with similar education and backgrounds hold opinions opposite of mine.

Regarding the environment, terror and politics I firmly believe in our collective ability to secure resiliency. I am confident that on all fronts, in time, if we put our best foot forward, we can come up on top, in a better place. I am, if nothing else, an eternal optimist. Do I have any other choice? Do we?

My hope and prayer for 2020 is that we learn to listen to the other and accept that for nearly every issue there might not be absolute truths. The increasing extreme political polarization that we see in the USA, England, Israel and elsewhere can be bridged if we learn to listen (not just hear) before we think and respond. As Lord Rabbi Jonathan Sacks

has said, we must accept the Dignity of Difference. We are enlarged by it and not threatened by it, especially in light of this era of VUCA (Volatile, Uncertain, Complex and Ambiguous; see, for example, Friedman and Mandelbaum in *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*, 2011).

I have written and spoken of this before; we international educators are the 21st century social engineers, bridging people around the globe. It is up to us, above others perhaps, to help tear down persistent walls of ignorance.

Why is Adult Education neglected – and what can we do to change this?

UWE GARTENSCHLAEGER

uwegartenschlaeger@gmail.com

Although the situation is different in parts of Europe, Adult Education is still very low on the global education agenda. It is missing in SDG 4, and the Global Partnership for Education as the main funding mechanism uses still “Quality Education for all Children” as its main claim, thus repeating the stereotypes many actors have concerning the education sector. Why are we still facing this situation despite all the successes and the fact that, for example, in the Nordic countries or in Korea adult education is perceived as a main success factor?

Some of the reasons are linked to the very nature of adult education; some are the impact of developments and discussions from outside:

- ❖ Adult education is ‘messy’ and difficult to define in universally accepted ways. Contrary to schooling, which is perceived still within the framework of a model developed in the western world, adult education varies in its manifestation and even the wording, including the concepts of popular education, adult literacy, non-formal education or *folkbildning*, just to name a few. What might be thrilling for us looks a bit confusing for those outside of our inner circle.
- ❖ Years of neglect and low funding has relegated adult education to a perception of sub-standard, poor quality education, low in prestige. In many regions, we are confronted with a vicious circle: low funding leads to low quality and a lack of impact, which in itself leads to low funding.
- ❖ ALE is complex to deliver and manage. It doesn’t always offer ‘outcomes’ that are easy to explain and count.
- ❖ ALE doesn’t have well-organised constituencies and claim-makers as compared to formal systems of education. Our global voices are weak and suffering from the fragmentation of adult education. We do not have, for example, powerful unions or global networks united around key messages.
- ❖ The global discourse on education is dominated by economists, who see education as an investment, which is most effectively focused on children, preferably small children. A sense of the need for adult learning and personal development is missing.

- ❖ There is a chronic lack of reliable data on youth and adult education. As a result of the above-mentioned fragmentation and a lack of resources, the database collected on adult learning is much weaker than on schooling. This lack of evidence directly affects the recognition of our sector, although we are not so naïve as to think that political decisions are always taken based on evidence.
- ❖ So, what can be done to change this gloomy picture?
- ❖ First and foremost, I think our sector should try to unite around a common brand and agree on some key messages describing what we are doing without losing the diversity and regional traditions of adult learning. The attempt of the UNESCO Institute for Lifelong Learning to define Adult Learning and Education (ALE) as a global name for what we are doing is promising and deserves support.
- ❖ We should try to capitalize on some discussions that have the potential to strengthen the role of adult education. One case is the SDGs: Although adult education is not mentioned explicitly, it is inherent in the lifelong learning concept of SDG 4 as well as in many other targets. Education for Sustainable Development and Global Citizenship Education are other examples – we cannot cope with the current climate crisis without raising the awareness and the sense of responsibility among youth and adults.
- ❖ We should more strongly communicate the conceptual reflections on which the need for more adult education is based. Challenging the narrative that education is for children is essential. The history of European enlightenment and folkbildning provides evidence about the importance and impact of offering learning opportunities to people of all ages.

The current situation demands more adult education to enable all of us to take well-informed, balanced decisions in a complex world. Hopefully, we will soon be able to deliver this message even more successfully.

On the road to CONFINTEA VII *HERIBERT HINZEN*

hinzen@hotmail.com

In the new PIMA Executive Committee there is some reflection on the mandate and priorities for future work and action. The PIMA Bulletin has taken up a number of important issues in respect to the climate crisis, learning in later life, the role of lifelong learning for a sustainable lifestyle, and the UN Sustainable Development Goals (SDGs).

Here comes a suggestion which seems to be both a challenge and an opportunity. Sorry to combine this call for engagement with a number of administrative explanations.

The November 2019 UNESCO General Conference has decided that CONFINTEA VII (Conférence Internationale sur l'Éducation des Adultes 2021) will be held in the ancient

city of Marrakech, Morocco. These world conferences on adult education have been convened every twelve years by UNESCO since 1949.

CONFINTEA VI took place in 2009 in Brazil, and concluded with the Belem Framework for Action (BFA). It states clearly: *Lifelong learning 'from cradle to grave' is a philosophy, a conceptual framework and an organizing principle of all forms of education, based on inclusive, emancipatory, humanistic and democratic values.*

In pointing to details: *We recognize that adult education represents a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning.*

And in respect to Community Learning Centers (CLC) the BFA called for *creating multi-purpose community learning spaces and centers.*

There is a process leading to CONFINTEA VII. In 2020 the UNESCO Institute for Lifelong Learning (UIL) will be sending questionnaires for country reports on the state-of-the-art of adult learning and education (ALE) via the UNESCO National Commissions (Natcom). From there these will go to the Ministries of Education. In the worst cases there is no response, or a lone bureaucrat responds minimally just to fulfil what is requested. The best case is for the questionnaire to be taken up as a joint venture, where the Ministry invites non-state-actors, civil society, professional institutions, providers and academia from all levels to have informed discussion on the reality of ALE in the country, which is then reflected in the country report.

In 2021 there will be preparatory regional conferences. In the worst case, only a few Governments will participate, sending only low-level representatives. It would be best if the national delegations to the conferences are inclusive – high-level Government plus senior representatives from non-state-actors, civil society, professional institutions, providers and academia. Reports and outcomes of the regional conferences would inform the global CONFINTEA VII.

Already the CONFINTEA Mid-Term Review *Towards CONFINTEA VII: Adult Learning and Education and the 2030 Agenda*, which took place in Suwon-Osan, Republic of Korea in October 2017, made it clear that something like the integration of two processes – the SDG Education Agenda and the Goals of CONFINTEA – is of high importance for future implementation and monitoring.

We should not forget that the new Recommendation on Adult Learning and Education (RALE) was adopted by the UNESCO General Conference of 2015. The BFA of CONFINTEA VI had called for a review of the old recommendations which hailed from 1976; maybe a sign of how good they were. RALE was drafted in a longer consultative process, initiated by UIL, together with the concerned institutions and stakeholders. It was then taken to the authoritative body of UNESCO, the General Conference, where all Member States are represented, and which asked Governments and all in the ALE sector to observe that:

Adult learning and education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and

the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies.

I make this explicit: that all our Governments are signatory to these normative documents and recommendations as member states of the UN and UNESCO. Both global processes of the SDG and CONFINTEA should be highly relevant for PIMA, its members and partners. The future macro-level engagement to strengthen ALE as a sub-sector within the education system of their countries, within the perspective of LLL, may be a good chance to engage with adults and the elderly, for example via U3As (universities of the third age).

ALE as a profession did not find its way onto the Education 2030 Agenda; however it is indirectly included in the targets by phrases like ... *provide learners of both sexes and of all ages....* The overarching Goal calls to *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* CONFINTEA VII will therefore be the place to deepen discussion on the importance of ALE for LLL and thus the SDGs, and to come to a set of coherent indicators and an appropriate way for monitoring the global and national development of related processes.

DVV International has already taken up this challenge through headquarters, offices and partners. It started with an approach to deepen the understanding of ALE within LLL, and the importance of both for all the SDGs, by providing a systematic analysis in the publication *Youth and Adult Education in the Agenda 2030 and the Sustainable Development Goals. Role, Contribution and Further Potential.* This is available free of cost on the DVV website.

DVV International has also created the opportunity to share experiences through conferences in 2019 such as *The Power of Adult Learning and Education – Achieving the SDG* in Weimar, combined with its 50th Anniversary; and *Adult Education for Achieving Sustainable Development Goals* in Belarus, which also celebrated the 10th Anniversary of the Country Office in Minsk. The Regional Office in Bishkek organized *The Forum on Global Citizenship Education: Opportunities and Challenges for Central Asia* in Chok Tal in Kyrgyzstan. This was most helpful for deepening the debate on citizenship in its local and global dimensions. All of these deserve proper follow-up.

In issue 27 of the PIMA Bulletin, President Shirley Walters wrote an article entitled *ALE Branding Project led by DVV International. Let's get behind it!* It would be great if PIMA and its members in each country could support all the efforts to have a successful CONFINTEA VII. Get involved by proposing to Ministries of Education or National Commissions (Natcoms) of UNESCO to have all-stakeholder working groups prepare the report; and then to have delegations to the preceding regional and global CONFINTEA VII conferences that really are representative of the ALE sector in each of the countries.

This will not be easy. Not all Ministries and Natcoms will automatically buy in. But it is worth a try. There can be no doubt that civil society ALE professionals considerably enriched especially the previous CONFINTEA [*and indeed earlier CONFINTEAs too. Ed.*]. PIMA as an organization can inform and exchange among its membership about what

approach for involvement has worked under which circumstances. The PIMA Bulletin would be an excellent forum for sharing these successful experiences.

Behind the scenes of Vietnamese Education *KHAU HUU PHUOC*

phuoc66@gmail.com

Recently, there has been much fanfare in the media in Vietnam about the rising position of Vietnamese education in international rankings. The e-newspaper of the Vietnam Association of Colleges and Universities, the VNExpress e-newspaper, the *Voice of Vietnam*, and many others all point to different sources to testify and document the achievements that Vietnam has made.

Participating for the first time in PISA in 2012, Vietnam's 15-year-olds performed on par with their peers in world-renowned Germany and Austria (OECD, 2012), and then on par with Australia in 2015 (FactsMaps, 2015). Although an official ranking of Vietnam is yet to be published for 2018, the country test scores were amazingly high.



Fig. 1 PISA score of Vietnamese students and International Average in 2018 (EVBN, 2018)

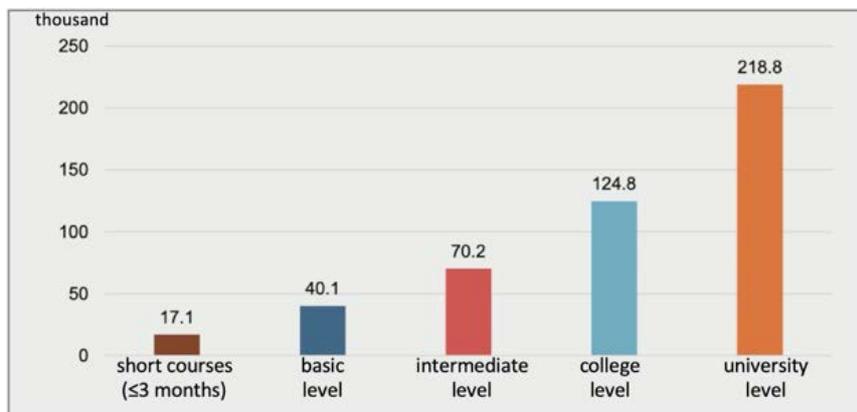
At the International Mathematics and Science Olympiad (IMSO) 14 in 2017, the Vietnam team of 12 students won 12 medals. Vietnamese students also won gold medals from the World Invention Creativity Olympic taking place in South Korea in 2019.

The Global Innovation Index (GII)[1] had Vietnam at 71, 59, 47, 45, and 42 for 2014, 2016, 2017, 2018 and 2019 respectively. The same index ranked Vietnam at 18 out of 126 countries for 2018 in terms of innovation in education (Global Innovation Index).

Apparently, Vietnamese education is surfacing in the international arena. And yet, behind the scenes there is always the shadow of the trophy: there is only a loose link between education outputs and social demands in Vietnam.

The Report on Vocational Education 2016 by the National Institution for Vocational Education and Training of Vietnam revealed a hard fact: the higher education levels, the higher the rates of unemployment.

Fig. 2:
unemployed
15-60 by
training



Number of
people aged
vocational
background.

(National Institution for Vocational Education and Training, 2016)

The *Voice of Vietnam* e-newspaper remarked that tertiary programmes are not realistic, are heavily test-based, and result in low levels of transfer. Therefore, they are limited in career orientation. (VoV, 2018).

According to the World Bank, the quality of Vietnamese human resources ranks 11th out of 12 surveyed countries in Asia. Of 53.4 million labourers aged 15+, only 49% have had training. This is more evident at advanced levels where there is a bigger lack of skilled workers and technical workers (Tap chi Mat tran 2019).

The mismatch of education outputs and social demands can be attributed to several factors. Among them are heavily-academic programme contents, and misconception of the employment-guaranteeing value of university degrees.

High school and university curricula still rely heavily on theoretical lessons and knowledge input, without sufficient practical working knowledge or skills, placing knowledge before competence. In this model, knowledge is both the input of the education training process and the expected output.

Classes, whether at high schools or higher education institutions, are in most places conducted in the traditional way with the teacher as the preacher imparting knowledge to the students. Twenty-first century skills are thus mostly neglected. Decision-making is lacking. Problem-solving is not taught, experienced or trained for. People-skills are not practised. Little is known of global citizenship.

Most of what students are expected to do is absorb the knowledge from the teacher, recite what has been taught, and do exercises that have little real-life value. Higher education programmes are loosely connected to the actual demands of the society. According to Professor Le Huu Lap, this is due to the weak connection between colleges, universities and business entities. This has led to two parallel lines of movement, with higher education institutions on one track, and the business sector on the other. They both advance, but do not seem to meet each other.

The second factor is the over-emphasis on the value of a university degree. In the belief that this is the passport to a good job, perceived generally as one that brings a high

salary, coupled with the hope that their children will become leaders, not workers, parents push their children to the limit to gain access to higher education. This has resulted in an imbalance of demand and supply where a lack of technical workers and skilled workers prevails in the industry, and a surplus of university graduates look for jobs. As a result, many have to content themselves with a job totally unrelated to their degree major.

However, a paradigm shift is already taking place.

In November 2013, the Communist Party of Vietnam released the Resolution "On fundamental and comprehensive renovation of education and training" to meet the demands of developing high-quality human resources, building a knowledge economy in the process of industrialization and modernization, and the development of a socialist-oriented market economy and international integration.

To realise this ambition, Vietnam has reserved the quite high portion of over 20% of the national budget for education. In terms of GDP and education, the expenditure-to-GDP ratio topped ASEAN member countries in three successive years from 2017 to 2019, spending 5.7% of its GDP for education (Cornell University, INSEAD, and WIPO, 2017, 2018, 2019).

Since the release of the Resolution, efforts have been made at national, provincial and local levels to implement it. Radical schools in cities and major provincial places of the country have been experimenting with task-based lessons, theme-based workshops, and problem-solving activities, with promising results to date.

Starting in 2020, the country is going to implement the new primary and secondary education curriculum, which is intended to help develop students' ability to solve problems and achieve task objectives via theme-based activities that put knowledge into practice. Several universities have taken into consideration social demands in developing their programmes.

The country is undergoing an education renovation towards a more open system of education where transferability between formal and continuing education is made possible. In the wake of the surplus of academic graduates, it is promoting a paradigm shift from academic dominance to vocational prevalence, flipping the current 70/30 ratio of academic to professional-vocational student bodies for an expected 30/70 ratio.

To conclude, it is worth quoting Jean Piaget, "The principal goal of education in the schools should be creating men and women who are capable of doing NEW [emphasis added] things, not simply repeating what other generations have done". Similarly, William Arthur Ward said that "Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding." In light of these statements, Vietnam appears to be moving in the right direction.

References

Cornell University, INSEAD, and WIPO. (2017). The Global Innovation Index 2017: Innovation Feeding the World, Ithaca, Fontainebleau, and Geneva.

https://www.wipo.int/edocs/pubdocs/en/wipo_pub_gii_2017.pdf.

Cornell University, INSEAD, and WIPO. (2018). The Global Innovation Index 2018: Energizing the World with Innovation. Ithaca, Fontainebleau, and Geneva.

https://www.wipo.int/edocs/pubdocs/en/wipo_pub_gii_2018.pdf.

Cornell University, INSEAD, and WIPO. (2019). The Global Innovation Index 2019: Creating Healthy Lives—The Future of Medical Innovation, Ithaca, Fontainebleau, and Geneva.

https://www.wipo.int/edocs/pubdocs/en/wipo_pub_gii_2019.pdf.

EVBN. (2018). Education in Vietnam. Research report. <http://www.ukabc.org.uk/wp-content/uploads/2018/09/EVBN-Report-Education-Final-Report.pdf>

FactsMaps. (2015). PISA 2015 Worldwide Ranking – average score of math, science and reading.

<http://factsmaps.com/pisa-worldwide-ranking-average-score-of-math-science-reading/>

Global Innovation Index. Available at: <https://www.globalinnovationindex.org/home>.

Le Huu Lap. (2018). "Đào tạo nguồn nhân lực: Lạc điệu xa rời thực tiễn".

<https://saigondautu.com.vn/kinh-te/dao-tao-nguon-nhan-luc-lac-dieu-xa-roi-thuc-tien-53926.html>.

National Institution for Vocational Education and Training. (2016). *National Report on Vocational Education and Training*. Youth Publishing House. Hanoi.

OECD. (2012). PISA 2012 Results in Focus. What 15-year-olds know and what they can do with what they know.

Tap chí Mat tran. (2019). Thúc đẩy liên kết trường đại học và doanh nghiệp ở nước ta trước bối cảnh cách mạng công nghiệp lần thứ tư. <http://tapchimattran.vn/thuc-tien/thuc-day-lien-ket-truong-dai-hoc-va-doanh-nghiep-o-nuoc-ta-truoc-boi-can-h-cach-mang-cong-nghiep-lan-thu-tu-22218.html>.

VoV. (2018). Đào tạo đại học còn xa thực tế. <https://vov.vn/xa-hoi/giao-duc/dao-tao-dai-hoc-con-xa-thuc-te-nang-ne-thi-cu-814447.vov>.

Opinion Piece – What’s in a name? *BRIAN FINDSEN*

brianfindsen@gmail.com

When I studied in the USA for a doctorate in adult education, I was required to undertake coursework. I chose to study sociology as a complement to my major in adult education at North Carolina State University. One of these courses was on the topic of deviance, inclusive of labelling theory. I learned that when labelling a phenomenon, the choice of label says as much about the labeller as it does the labelled.

Earlier this year I signalled in a PIMA Bulletin that ageism should be a topic of investigation for the Later Life Learning (LLL) Special Interest Group. I have just returned from work in Taiwan inclusive of two conferences – one in Taipei (the IAGG Asia-Oceania

Congress), the other in Chiayi (The International Conference on Active Ageing and Learning) [see article in *Bulletin No. 27*]. At both conferences there were presentations from Japan, South Korea, Thailand and Taiwan. I was rather appalled that at both conferences the phrase “the elderly” was used to describe people as young as 50/55. Given that I am 68 myself, I felt that this label was a very uncomfortable fit. Personally, I find the label of “the elderly” to be demeaning and evocative of the myth of decrepitude. It smacks of a deficit model of which the idea of “active ageing” is fighting against. Further, in more than one country, the phrase “the elderly” is used in national policy statements thus reinforcing ageism in contexts where we need to be more sensitive to translations into English language.

I think the solution is quite easy to achieve. Phrases such as “seniors” or “older people” or “older adults” or even “elders” could be used instead. Am I being overly-sensitive? Your views are appreciated.

Conservatism and Conservationism – the Sustainable Development Goals (SDGs) and Higher Education Policies *MUIR HOUSTON*

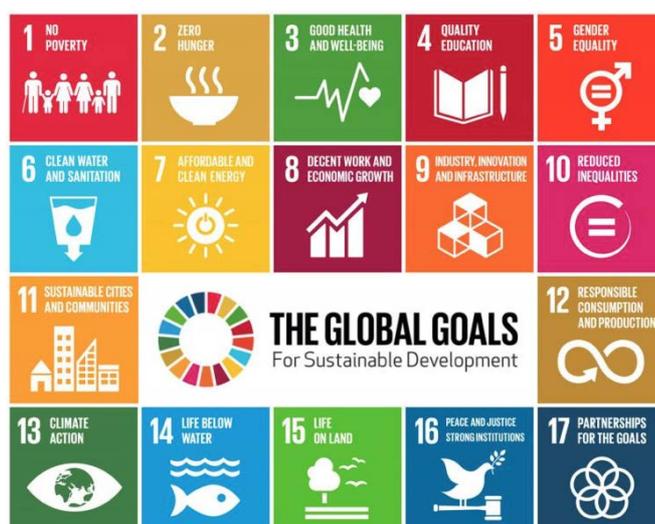
muir.houston@glasgow.ac.uk

The 17th Higher Education Research (HER 17) conference will be held in Glasgow 31 August – 2 September 2020.

Higher education confronts a curious paradox. One of its traditional core missions is innately conservative: to conserve and transmit knowledge and culture for and to future generations. This mission tends to be conservative in the related sense of reproducing the cultures – the modes, values and mores – of the different societies which it inhabits and which sustain it.

Universities are also expected to create new knowledge and understanding by means of research. Innovation is highly valued in modern, generally competitive, societies. This overflows from scientific discovery and increasingly its application as technological change into change more broadly – for example to enable greater equality, valuing of diversity, and so-called globalisation.

The shared ecological condition known as the Extinction Crisis has this year been added to the UN-driven effort to address human development through the [Sustainable Development Goals \(SDGs\)](#). These 17 Goals were set to be attained by 2030 by and for all nations in succession to the Millennium Development Goals (MDGs) 2000-2015.



The SDGs embrace all areas of life and endeavour, including Goal 4, Education, and within that both higher education and lifelong learning. Their reach, however, like that of HE itself, is into every corner of learning, knowledge and understanding. They require action within and across all the Goals -- a massive challenge to the universal tendency to compartmentalise for easier understanding and management.

In this new and critically endangered world, universities cannot avoid the question of how their mission and work relate to the SDGs, and as part of this the climate crisis. Does their natural and traditional duty to conserve and transmit box them into a subsection of Goal 4, or can they become a key force in the trans-sectoral and transdisciplinary effort urgently needed for survival and healthy adaptation?

HER 17 invites its research and teaching community to answer this question in analysing the place and work of HE in and beyond the SDG period to 2030, but also more immediately as global warming indicators accelerate their rise.

Contributions might address any of the span of issues thus raised including: **societal** leadership, policy intervention on and outright advocacy for the SDGs; the **influence** of the SDGs on the curriculum for education including teaching to facilitate learning and for a planet in ecological and connected social and economic crisis; **how** can higher education institutions set the research agenda so as to provide solutions, technological, managerial, cultural and other, such that global warming slowdown and other SDG targets can be approached; to revisit **the role of HE institutions** across 21st century societies and different socio-political systems and regions, and which **institutions address**, in these new conditions, university 'engagement' and lifelong learning fit for widened *purpose*.

More specific examples might include:

The challenges of multi-disciplinary working to drive progress on SDGs;

- ❖ Relationships between institutions in the Global North and Global South
- ❖ Collaborations and partnerships to address environmental challenges (SGDs)
- ❖ The role of academic staff and student exchanges to strengthen capacity to address SDGs
- ❖ SDGs and higher education policy at the national level.

- ❖ Universities and regional engagement – the civic university and helix models
- ❖ Doing research ‘on’ or ‘with’ Global South
- ❖ Research as neo-colonialism

HER 17 – Glasgow 2020

The 2020 HER will open an international dialogue on the Sustainable Development Goals (SDGs) and Higher Education Policies. The goal is to provide a platform for researchers, senior higher education policymakers, and higher education leaders who seek to expand the understanding of this question and to explore ways that higher education can promote progress towards and beyond the SDGs, and contribute to sustainable development and social justice in all countries.

This 17th Conference will be held in Glasgow, under the auspices of Centre for Research and Development in Adult and Lifelong Learning – www.cradall.org, based in the School of Education at the University of Glasgow.

For more information consult the website or contact Muir Houston
muir.houston@glasgow.ac.uk

There’s None So Deaf as Those Who Will Not Hear: More meaningful action, fewer words *JAMES POWELL*

james@jamesapowell.com

I truly believe PIMA has done wonderful things in getting to this stage and is beginning to leave a heritage of passionate people who deeply want to help citizens and communities achieve the ends they desire.

So, the latest PIMA document fills me with much hope that local action is becoming a major demand-theme in many of the Bulletins and papers. I am most interested in these discussions and can begin to see that the next generation is keen to make a real and meaningful difference.

Unfortunately, in my tenth year of retirement, my general scepticism is heavily influenced by what seems to be happening here in the UK, and it feels that in most of the world, it is also words, words and more words. Or sometimes – often -- it feels like lies claiming to reflect people’s preferred world views, and which seem to be controlling how they are thinking and talking. When Chris Duke asked me to write a little something, I was worried that it would simply create yet more problems by adding more words, as they often replace sensible and meaningful action.

To put it bluntly it all feels like too many words and not enough action to help others more carefully and caringly engage.

I sincerely hope that those in PIMA are driven by the need to work to empower. This need means a very different sort of engagement, where those who can, help each and every person to learn how to achieve things for themselves, and grow in a manner suiting their

own values. Such values do not mean trying to control others to be like themselves. The pioneers in PASCAL, and now PIMA, seem able to do this, and always have, but there are very few others who do, or can. This is why England is now in such a mess.

Early in my career I became aware of the work of social anthropologist Mary Douglas, and one of her disciples, Michael Thompson. Their research comprehensively showed five constructive alternative ways of seeing the world and acting in it: either as fatalism; individualism; hierarchy; egalitarianism; or autonomy. When others didn't believe in the way I saw the world, then I could begin to understand why. Such cultural constructed worldviews explained, at least to me, that whatever skills I possessed in developing human futures should truly reflect what others want, and not just my own view.

So as we look into this New Year, I hope that PIMA will continue to be concerned with, and passionate about, enabling others to achieve that which is meaningful to them, while ensuring that this allows harmony with others rather than trying to control or destroy them.

The future is indeed complex, and requires those of us who want to help, to think more systemically. We all need to stay optimistic and keep trying in the face of adversity. I know it won't be easy as I watch social and political life crashing about us:

- ❖ In England; and the values and culture that Reagan and Thatcher so well seduced our nations into doing their dreadful damage to all we hold dear.
- ❖ In Australia; the horrendous fires sweeping the continent.
- ❖ In Indonesia, the Philippines and elsewhere; the dreadful tsunami, flooding, and other disasters.

I could go on; but that would create yet more, still more, words.

I have learned to use whatever skills I have simply to help other citizens and communities learn to do better for themselves. I sincerely hope others in PIMA will do likewise. I look forward to reading how our members enable others, as well as themselves, to be doing and in future to do this. I would welcome the opportunity of again developing a 'maturing conversation' with like-minded people who are well grounded in 'good sense'. It is important that we should all be richly engaged in discussions reflecting powerful world-wide views. But if we cannot also be well anchored locally, as if we were stable in one place, I believe all our efforts will be in vain.

When I was actively involved in PASCAL, I worked with a team that developed an action-based approach for universities who truly wanted to engage with citizens and communities to empower them. Known as PASCAL Universities for a Modern Renaissance (PUMR), it developed a questioning framework to help academics develop an action-oriented approach to empowerment. For those interested see the website at pumr.pascalobservatory.com

Those few universities that used the approach got much creative reward in their engagement with their local communities.

Unfortunately, universities seemed loathe to use the approach, either because they hadn't invented the approach themselves, or because it was too much effort, or there were too many words.

I would love to hear from members of PIMA who might suggest a better approach in creating deep, meaningful and lasting empowerment in citizens and communities for self-development. james@jamesapowell.com

Developing New Mind-sets through ALE and LLL *EUNICE MARETH Q.*

AREOLA

euniceareola@gmail.com

For decades, pioneering scholars have indicated that if we want a more peaceful and sustainable planet, new mindsets have to be developed. Some called for a more holistic approach to our teaching, addressing not only the cognitive aspects but also the ethical and spiritual dimensions. The tacit expectation is that students will ultimately impact the world through their behaviours.

But educators cannot teach what they do not know. Nor can they give what they do not have. The educators' opportunity to actively prompt students to act with a more inclusive worldview is today more timely than ever, as our world shows increased polarization. This is where educators have an opportunity to foster the step from thought to action, through the expansion of their own worldview, and a re-orientation of their own mind-sets.

A year after the successful staging in the Philippines of the Adult Education and Lifelong Learning Conference (AdELL 2018), and the General Meeting of the 25-year old East Asia Federation for Adult Education (EAFAE) through its Philippine affiliate, *Beyond Individual Good*, or BIG Institute, a Journal was published. This publication, aptly called the *Journal of Adult Education and Lifelong Learning* (ISSN# 2467-7025), welcomes this fresh take on Entrepreneurship education as a component of adult education and lifelong learning. The belief -- that educators can best influence students to find confidence in identifying simple, powerful ways to help shape a better world through their intentional actions -- is also the inspiration behind this maiden journal, a publication of BIG Institute in cooperation with EAFAE.

This is the same philosophy behind BIG Institute, which was founded in 2018 as an innovation center for design thinking, human capital development and leadership training. Through the creation of development lectures, BIG Institute hopes to spark one meaningful conversation after another, and to spread the good news of innovation, excellence and sustainability into mind-sets and actions.

Imagine: Making a Difference in a Broken World *NORMAN LONGWORTH*

norman.longworth@gmail.com

The world is sick. A beleaguered President looks to solve his problems by seeking war with Iran. The UK is sinking backwards into a simplistic faux-patriotic fundamentalism. Bush fires under a denialist Australian government are destroying huge swathes of land. The oceans are over-fished and over-polluted, population growth and trophy hunting threaten to destroy many of the planet's valuable species, the current economic orthodoxy makes the rich richer and the poor poorer, more than 20% of the world's children receive no education and another 30% a rudimentary brain-washing – and that's just the short list with no mention of the effects of rampant climate change, resurgent slavery, burgeoning international crime, growing political and corporate power and corruption, a dangerously delusional American President, an explosion of refugees – the list is endless.

There is no quick fix but one thing is certain – continuous hand-wringing and doing nothing will only allow these challenges to become worse. This article presents one possible solution that might help to at least address some of them by increasing awareness and promoting positive action.

Some 15 years ago I managed a seriously underfunded European Commission project which linked people and organisations in four continents. The idea was that children from schools in Espoo in Finland would link with children in South Australia to discuss what their cities should do to create a better future – one in which they themselves would like to live. At the same time politicians in Adelaide would link with those in France, Cultural services departments in Queensland would exchange expertise with those in Espoo and Teacher trainers in Auckland would swap experiences with their counterparts in Edmonton. Beijing sent observers to learn from the conferences held in Australia, New Zealand, Canada and Europe. While the study was too underfunded to produce spectacular results, the participants were enthusiastic enough to believe that this is a model that can contribute to a great improvement in global affairs.

The essential ingredients are two-fold: lifelong learning and communication, both interpersonal and organisational. The more that people and organisations can learn from each other on a global basis, the greater the chance of breaking down the stereotypes and barriers that divide them. The more citizens that are inspired to become involved in the exchanges, the greater the learning and understanding and the more they will seek problem-solving action. The technology exists already to help it happen, it is inexpensive, and will improve to make the experience even more interactive and exciting. Of course there are currently good examples of international exchanges but on nothing like the scale to make a real qualitative difference.

So let's imagine that six of the world's great cities, one from each continent, agree to work together in exploring how to empower a good proportion of their citizens and organisations to exchange knowledge, understanding and aid between each other. It isn't difficult to do, given present technological power. It requires perhaps three facilitators in each city and an overall project coordinator. As the benefits become apparent perhaps this number will increase. At least two of the cities should be ones with issues of poverty, unemployment and homelessness from the developing world.

So now let's imagine that the agreement includes:

- Schoolchildren communicating with schoolchildren to open up the minds and understanding of young people of other cultures and ways of living
- Universities combining in joint research and teaching to help people and communities grow and to measure and monitor the project locally
- Adult and Community Education Centres inspiring adults of all ages to make meaningful, problem-solving contact with each other
- Companies developing trade, commerce, ideas and wealth
- Hospitals exchanging knowledge, techniques and people
- Person to person interactions to break down the stereotypes and build an awareness of other cultures, creeds and customs

And so on – museum with museum, library with library, city administration with city administration learning from each other and solving problems

Let's imagine further that this is not the only such network, but that more than a hundred such agreements are made between cities and towns globally.

Imagine that such links had been established ten years ago. What difference might they have made to today's world?

Now imagine the possible advantages:

- Thousands more people and organisations contributing to the solution of social, cultural, environmental, political and economic problems in their own and in other cities
- A giant leap in mutual understanding and a transformation of mind-sets through greater communication between people and organisations
- Profitable economic, trade and technical development through contact between business and industry
- Active interaction and involvement, and a huge increase in available resources through the mobilisation of the goodwill, talents, skills, experience and creativity between cities and regions
- Fewer refugees – developing problems can be anticipated and addressed through cooperation between the cities
- Sustainability – because relationships are so much more dispersed. Governments and NGOs are no longer the only initiators of aid to the underdeveloped. Action is now shared with the cities and, through them, the people.
- Impact -- organisations and institutions in the city/region have a real world-class focus and *raison d'être*

Cities as resources for each other.

What an opportunity to make a real difference! And it's not difficult to do.

Some may say that this is too utopian, too idealistic, and too unrealistic. But isn't that what great ideas are? Tools and the vision to make a difference to problems that seem to be intractable and insoluble.

And why not? The technological tools exist – no problem there. There are people of good will just itching to make great things happen. There are resources – just one day’s profit from a large corporation could fund one of these pacts for several years, after which it would be self-funding. Just a couple of tanks fewer on the US military budget could do the same. And creative thinking can summon up many more resources. At least give it a try!

Cities already have networks on a variety of topics – sustainability, social inclusion, sport, business, resilience and so on. These are admirable initiatives that address key problems. But something is needed that mobilises and inspires a high proportion of their people and organisations to contribute to greater understanding and to actively help solve the issues that divide the world on a scale that really makes a difference.

Tandon and Hall seek renewal of their UNESCO Chair *RAJESH TANDON & BUDD HALL*

rajesh.tandon@pria.org and bhall@uvic.ca

Just a note to say that Rajesh Tandon and I have accepted the suggestion to extend the term of our [UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education](#) for a further four years (2020-2024). UNESCO Paris has encouraged us to do so and PRIA, the University of Victoria and the Canadian Commission for UNESCO have written requesting the renewal.

Our chair was launched in 2012 and renewed once in 2016. Our first years focused on research and advocacy for community-engaged scholarship in the global South and the excluded North. We undertook a series of state-of-the-art studies on community university research partnerships and training opportunities. We also established working partnerships with the major global higher education networks such as GUNi, Association of Commonwealth Universities, the Talloires Network, the International Association of Universities and others.

The major achievements of the second term have included the launching in 2017 of the Knowledge for Change (K4C) Global Consortium for Training in Community-Based Research. We created K4C after the discovery through our research that young people in universities and community organizations had difficulties finding places to learn how to do participatory research.

K4C is a strategy for supporting the emergence of training hubs, which are partnerships between a university and a community action organization. We offer a 21-week training programme for mentors nominated by their respective hubs. To date, K4C hubs have emerged in Indonesia, Malaysia, India, Italy, Ireland, Uganda, Tanzania, Colombia, Cuba and Canada. The focus of our work going forward will be on supporting the development of national policies in community- engaged scholarship and on strengthening higher education capacity to support the attainment of the United Nations Sustainable Development Goals.

Notice: Proposed 2nd PIMA Webinar on adult learning and education within climate crises *SHIRLEY WALTERS*

ferris@iafrica.com

The world looks on aghast as fires rage in Australia. Consequently, we propose to invite a panel of Australians to lead the second PIMA Webinar of our series on deepening conversations about adult learning and education within climate crises within the context of the devastating fires in Australia. We will keep you posted of the details.

We hope through the webinar series to build and deepen our collective understandings of ALE's role in climate crises. If you have ideas for future webinars in this series please be in contact with me.

New Member *JULIA DENHOLM*

jdenholm@sfu.ca

Welcome to new member Chamapat Sithi-annuai Chamapat@gmail.com

As the new Deputy Editor of the PIMA Bulletin, I'm pleased to welcome another colleague from Thailand, like others a graduate student or alumni of Chulalongkorn and the LLL programmes led by ever-innovative scholar-activist Archanya Ratana-Ubol.

Chamapat Sithi-annuai is a Ph.D. candidate in Lifelong Education at Chulalongkorn University, Thailand. She has been working as a managing director of a chain early childhood program from the US, Gymboree Play and Music, since 1999. Chamapat's roles in this work involve a variety of jobs such as policy-making and teacher training as well as program development for young children and families who attend collaborative learning classes at 13 Gymboree centres all over Thailand.

Chamapat's professional area of interest is intergenerational learning between elders and children. This interest is reflected in two research papers: "Model for Promotion School-based Intergenerational Learning of the Aging and Children" and "Development of Design Principles and a Prototype of an Intergenerational Learning Program for Promoting Relationships Between the Aging and Children".

PIMA membership appeals to Chamapat because PASCAL/PIMA focuses on the benefits to communities in terms of how to sustain economic, social, and cultural development of the place by emphasizing the role of social capital and lifelong learning as tools to tackle global issues. Intergenerational learning is one of the tools developed to strengthen social cohesion between the aging and children under the root concepts of social capital and lifelong learning.

Chamapat's goal is to promote intergenerational learning in Thailand and she believes that PIMA will be a great learning society for all educators to exchange useful information and knowledge regarding intergenerational learning or other related topics for further action and research to promote sustainable social development throughout the community.