



## Bulletin No. 37

July 2021

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## **Editorial** *Chris Duke*

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An Australian sports commentator in this the land of sport recently headlined reflections on ‘the winning mentality’: ‘*There’s only two types of culture: There’s either a good or a bad one*’. He is right about that keyword *culture* mattering; but on less sure ground in saying it is either black or white. In the messy world of life, there are many shades of grey. Not only that: things can be both black and white at the same time.

Between sheer puzzlement, ‘fake news’, the dominant narrative of daily drama shaped by dominating media, and for now the C-19 pandemic, what happens to the traditional wisdom, common sense, and decency of ordinary people, as the still greater ecological crisis rolls on? What role for citizens’ applied learning?

One solution to the puzzles of being and living in strange and fast-changing times is for educators to treat education as existing only in institutions for education, not in the wider, more complicated ‘real world’ outside the Education sector: ‘there be dragons, not really our business as educators’. This is a death sentence for ALE.

We reject such retreatism in favour of the aphorism *only connect*. In the PIMA network, and with our closest collaborators, we recognise that ‘education’ in different cultures is more than formal schooling. It is one important subsystem of learning throughout life: at all ages, in many ways and places, with or without a formal ‘curriculum’: always with another ‘hidden curriculum’ of learning by observation, imitation, personal reflection, and in-the-world application at home, in employment, in the community and at play.

It is also learning for a purpose: never, strictly speaking, as just its own end. It may be properly individually self-serving: for survival, for wellbeing and for happiness, for relaxation as well as for production. It may be for a wider community. If it is a wholly owned servant of the Education system, however, it becomes corrupted. It is a means, not validly its own end.

To connect we first sub-divide and classify. Not to mention governance globally, classifying and connecting are a chronic teaser for the Bulletin, as this number illustrates. We seek to examine and hold in focus important and persistent themes through successive numbers, to, share, inform, enlighten, and move ourselves and others to action.

In this number and calendar year we again favour Climate Justice and the Extinction Crisis, which fire and flood, pandemic and failed governance show to be a real and present threat that cannot be boxed and treated apart from multitudinous other ‘topics’. This draws on the 5<sup>th</sup>

Climate Webinar, on resilience [‘just a new word for the neo-liberal growth paradigm in disguise’?] and climate justice.

We also take up again and draw together the ordering principle of sustainable development via the 17 Sustainable Development Goals (SDGs) intended as policy guides and targets worldwide and through to 2030. A lifelong learning perspective needs to permeate all the Goals, but we found no specific purchase where PIMA could then usefully contribute. Instead, we published a special issue, No.31, as a work-in-progress on a three-year EU-funded Project on the SDGs being carried out at RMIT.

Now however our Australian anchor institution RMIT has completed a EU-supported three-year Jean Monnet project on the EU’s contribution to achieving the Goals in the Asia-Pacific. That work is being reported and analysed elsewhere. Instead, in the second section we ask, somewhat unconventionally, what participation meant to some of those who worked on it. There are 9 contributions here; given her focus, Boulton’s is found instead in the Climate section. Another three will appear in the next issue No. 38. Davison will take a different, ‘elephant in the room’, form; the other two, from Emma Shortis, co-leader with RMIT Project leader Bruce Wilson, who contributes a personal reflection here, will take a more synoptic overview.

PIMA is active in a global advocacy campaign advocating for more recognition of and resources for Adult Learning and Education, (ALE). Our third section highlights preparations towards the twelve-yearly world ALE meeting CONFINTEA (another PIMA SIG interest): looking back for inspiration as well as out and forward for advocacy allies, into a hazy future.

The 4<sup>th</sup> section, on Later Life Learning, continues another special interest: the consequences of changing demography and the implications for social and economic policies. Brian Findsen, the SIG convenor, will welcome reports on policies and practices in different countries and regions as birth-rates fall, the ‘working age’ proportion of the population shrinks, and new questions and practices multiply to redefine ‘third agers’ from problem to resource.

Here we confront huge diversity of policies and practices; and behind them huge differences of culture and norms between different kinds of societies. For now, the Bulletin accepts as a current norm the C-19 pandemic; but in this very new situation the identity as well as contribution of older people is overdue for massive reappraisal – as is the impact of people’s movements within and between countries in this Covid world. All this may mean new learning and changing identity for whole societies and governance systems as well as by and for older adults.

Looking ahead, a new subject in the September Bulletin may be the tourist industry: not so much its fate in pandemic circumstances, perhaps collapsed internationally but thriving within locked-down countries; but as a ‘site for learning’. How far does tourism enhance mutual learning between visitors and ‘guest’ people and their cultures, individually or collectively? Are there good practices to be shared and amplified? It would be no surprise to find that high-

quality ‘learningful’ arrangements are a de facto monopoly of the wealthy, with simpler hedonism and a dash of the voyageur for less cashed-up mass travellers.

The final 2021 Bulletin will be a Special Issue on Climate Justice and ALE; anyone interested in contributing is invited to contact Shirley Walters at [ferris@iafrica.com](mailto:ferris@iafrica.com).

Another special issue was intended for this year: a joint issue with the UNESCO Joint Chair in Community-based Research and Social Responsibility in Higher Education [www.unescochair-cbrsr.org](http://www.unescochair-cbrsr.org). It was intended to feed into the 3<sup>rd</sup> UNESCO HE Conference in Spain this northern autumn, which is now deferred to 2022, another victim of C-19. We have therefore deferred that also. Meanwhile, if you are interested to be involved in this, please contact Rajesh Tandon at [rajesh.tandon@pria.org](mailto:rajesh.tandon@pria.org), Budd Hall at [bhall@ubc.ca](mailto:bhall@ubc.ca), or myself, [dukeozenay@gmail.com](mailto:dukeozenay@gmail.com).

Finally, you will have noticed that the Zoom Webinars mainly on Climate, link with and feed into the Bulletin as a discussion forum. We have also started publishing occasional book reviews on this open access site. If you have a book or report that you judge to be of interest to the Network, and would like to offer a review, please let me know, or just send a draft of the review when you can.

## Climate Emergency and ALE

### **Resilience or rebellion? Resilience and climate justice: challenges for ALE Report on PIMA Climate Webinar No. 5 *Astrid von Kotze, Joy K. Polanco O'Neil***

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On 25 May 2021, PIMA held its fifth ‘Climate justice and ALE’ webinar entitled: *Resilience or rebellion? Resilience and climate justice: challenges for ALE*. What gave rise to the webinar was the notion that wealthy people are offered ‘insurance policies’ that would help them to get out of a crisis – while poor people are offered ways ‘to strengthen their resilience’.

The new buzzword is ‘resilience’ – but resilience means many different things to different constituencies, and some would argue that ‘resilience’ is just a new word for the neo-liberal growth paradigm in disguise. In environmental circles, the critique of resilience often implies no fundamental structural or systemic change. In human sciences it is often associated with ‘trauma’ and suggests personal or individual remedial action; and is touted as a protective talisman against the effects of trauma.

The host of the webinar was Shirley Walters, PIMA President; moderators were PIMA members, Joy Polanco O’Neil and Astrid von Kotze; additional webinar collaborators included Jane Burt, Dorothy Lucardie, Nadia Sitas, and Georgia Firth. Adult Learning Australia (ALA) served as co-host, together with CASAE and SCUTREA. The Speakers were: Odirilwe Selomane, a Researcher at the Centre for Sustainability Transitions (CST),

Stellenbosch University, South Africa and director of the global Programme for Ecosystem Change and Society (PECS). The commentators were Mela Chiponda, an African feminist from Zimbabwe currently working for Just Associates in Zimbabwe and, Eurig Scandrett, a senior lecturer at Queen Mary University, Edinburgh, and former chair of Friends of the Earth, Scotland.

Participants were welcomed, with the connection being made between the past 'climate justice and ALE' webinars and this one on 'resilience'. Astrid von Kotze invited participants to take two minutes to write down their individual definition or understanding of 'resilience'. She then proceeded with a short storytelling about a disaster mitigation project in which popular education was instrumental in analyzing the causes of individual and collective vulnerability and observing that 25 years later, little had changed. She questioned the belief in education to 'change minds' unless it also tackled systems, in particular the systems of capitalism, patriarchy and ecological exploitation and destruction. She sketched a typical scenario of a 'resilient' woman and requested webinar participants to keep in mind how adult education might be beneficial for this woman, her children, and the planet in the future.

Odirilwe (Odi) Selomane gave a useful overview of 'resilience': from its first mention to describe the resistance of metals to force, in the 1890s. He pointed out the different conceptions of resilience as 'an outcome', as much as a 'property', a 'process' as well as a 'capacity'. Typically, irrespective of the field or discipline, 'resilience' is seen as a positive: the ability to adapt despite adversity, to bounce back against the odds.

Using the example of an incidence of flooding – which may be a result of climate change – he illustrated how to measure the resilience of a system in three flood municipalities in South Africa, using indicators of social, economic, and ecological resilience. He concluded that there was substantial overlap between low flood resilience and low social, economic and ecological resilience. Hence, vulnerability to flooding is closely linked to risk conditions on the ground. He suggested that 'incremental change' was insufficient to address injustice, and he emphasized that the questions of 'resilience of what and of whom?', and 'who is left out?', are crucial if we wish to work for climate justice.

Joy introduced Melania (Mela) Chiponda, who began by asking: 'Who is the knower?' and reminding us that who or what constitutes knowledge is invested with power. Resilience cannot be divorced from structural issues. Poor people tend to live in disaster-prone areas, unable to secure safe spaces. Hence they are most affected. Accelerated climate change is a violence created by people, and though they may claim that disasters are 'inevitable', responses to crises are often militarized, and demonstrate the violence within the systems.

She suggested that popular education has the possibility to shift power: through the co-production of knowledge with people on the ground, through teaching what climate justice is, and through always beginning with people's experiences and knowledge; building from their realities. Reiterating Astrid's suggestion that indigenous knowledge is crucial to understanding risk and local risk perceptions, Mela emphasized that adult education needs to break with the idea that knowledge is 'neutral', while deeply imbued with power. She

affirmed the importance of feminist popular education as a powerful tool towards transformation.

Eurig Scandrett started with a concrete example that illustrates the close relationship between resilience and rebellion: “I thought about the Palestinians, who I’m sure have been on all our minds in recent days. For Palestinian farmers in the West Bank who are threatened by the Israeli settler colonisation of their lands, resilience is a form of resistance. They plant olive trees, harvest them, plant crops, herd goats, maintain their way of life in defiance of the occupation and the attempts of Israeli colonisers to evict them. Every time the settlers destroy their olive trees, they plant more. They use an Arabic word ‘sumoud’, which is usually translated as ‘steadfastness’.”

He gave several examples that illustrate how people in social movements learn and educate within struggles for justice, how they ‘join the dots by joining hands’. Popular education is as much about educating and mobilizing, and in the face of oppression, resilience can turn to resistance.

Throughout the webinar, participants asked questions and wrote comments into the Zoom ‘chat’. There were multiple opportunities to respond and engage, as moderated by Joy. One question the moderators emphasized was, ‘what does it mean for ALE if resilience is transformative?’ The moderators concluded that resilience must be transformative and address system change. Through the webinar, there was an emphasis that climate change concepts need to be politically rooted if they are to be useful when working towards climate justice. For ALE, this means considering what rebellious resilience looks like, and how critical education can support the steadfastness demonstrated by the Palestinian farmers. Another key point was this: working with and strengthening local and indigenous knowledge and practices are acts of resilience, but they also require understandings of what the systemic threats are to local resilience. These can be addressed through social movement learning and action, or other ‘rebellious interventions’.

The webinar opened many issues that will be pursued through the Climate Webinar Series and in a Special Edition of the PIMA Bulletin later this year.

PIMA members who would like to be more involved in the issues relating to Climate Justice and ALE are welcome to contact Shirley through [pimanetwork@gmail.com](mailto:pimanetwork@gmail.com)

## **Framing climate and environmental change as a ‘hyperthreat’ – Insights for the 2030 Global Transformation Agenda? *Elizabeth Boulton***

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[This paper was written out of the EU SDG ‘reflections’ symposium in the next section *Ed.*]

### ***Introduction***

A 2018 UN annual reporting highlighted how Sustainable Development Goals (SDG) achievement was being undermined by two key factors: the early impacts of global warming; and a deteriorating security environment (UN DESA 2018). Critically, as security degraded, ‘helpers’ (all range of NGO and development agencies) were hindered from undertaking their work, while climate and environmental impacts added another blow.

In the 2020 *PIMA Bulletin 31*, Bruce Wilson and Emma Shortis outlined several of the fundamental framing difficulties associated with *Agenda 2030*; for example, James H. Brown’s ‘oxymoron’ argument about the problematic yardstick of economic growth and the struggle to address meaningful reconciliation. The 2021 RMIT European Union Centre of Excellence conference speakers further elaborated upon hard practical realities, such as the growth in human slavery. However, despite all these difficulties, like a flickering candle, the ideas associated with *Agenda 2030*, of creating a peaceful globe through cooperation, still held strong. Commitment to this objective remains, but perhaps in the face of slow and backwards progress (regression) in many areas, the evidence is there that a fundamentally new approach is required.

### ***A new approach? The hyperthreat frame***

In this context, I would like to outline a perhaps controversial theoretical approach. It is the idea of framing global warming and ecological decline as a new form of threat – a *hyperthreat* (Boulton 2018). Of course, a threat framing needs to be approached carefully because, as long articulated in securitisation literature, it does introduce a range of risks. For example, a threat framing could impinge upon a spirit of cooperation, and if poorly implemented, could lead to simplistic or even draconian solutions. In the worst case, when ‘threat’ is linked to social identity and is combined with dehumanisation language which is endorsed by trusted authority figures, history tells us that this this can lead to hate crimes or even genocide. Nonetheless, an *accurate* threat assessment, (as opposed to a distorted or manipulated threat assessment) is still a service to humanity, as it helps us navigate and survive a sometimes perilous and haphazard existence. Accordingly, a threat framing can be approached in a cautious way, which remains curious about the insights and benefits it may offer, while concurrently also considering how to mitigate its considerable risks.

### ***Utility of a hyperthreat frame?***

#### ***Confronting harm***

In terms of grim usefulness, a hyperthreat lens crystallises the idea that unravelling ecological and climate systems will increasingly inflict new types of violence. This includes the explosive violence associated with extreme weather events, but also what Rob Nixon has described as the ‘slow violence’ (Nixon 2011) associated with degradation of the natural environment: the loss of livelihoods; food; fresh water supply and the health impacts caused by toxicity and pollution. Yet confronting this dark truth allows other potentially helpful insights to arise.

For example, when the hyperthreat's capacity to inflict violence – that is to kill, destroy and harm – is considered, it lends weight to arguments for greater resourcing and greater urgency of response to maintain Earth's planetary boundaries. When we start talking about actions that kill and destroy, rather than about economic or science policy choices, the ethical loading of options like 'do nothing;' 'do something' or 'do something significant' changes. Like the coronavirus, when lives are at stake, urgent decision-making can override economic growth imperatives.

### *Integrated thinking – entangled security*

Another advantage of a threat frame is the opportunity to consider the hyperthreat in the context of the broader security environment – or within what I call an '*entangled security*' environment whereby planetary, human and nation state security are understood as inherently entangled with each other (Boulton 2020). Such a lens brings into stark relief the situation that while Agenda 2030 represents generic *global citizens* aligning in their aspirations for a fairer world, in other ways global citizens are being pitched against each other.

According to the Stockholm International Peace Research Institute (SIRPI), in 2020, after a decade of gradual growth, world military spending totalled \$2 trillion (Lopes da Silva et al., 2020). This spending reflects expectations of greater conflict of varying types, over the next decade; the exact period of *Agenda 2030* and the critical period for effective response to the hyperthreat. Considering these issues concurrently reveals that these pathways are utterly incompatible. Pursuing warfare over 2021 to 2030 would likely derail the opportunity to achieve a safe climate and thus could now be considered as creating a new 'mutually assured destruction' (MAD) type of scenario for all nations. Such analysis and strategic insight lead to new arguments for peace. For example, they highlight the imperative for a Climate Emergency Peace Treaty over the 2021-2030 period.

If we accept the idea that the nature of threat has fundamentally changed, that the hyperthreat is indeed "an existential threat" or "the greatest threat" then, if taken seriously, this directs that humanity needs to adjust its fundamental threat posture. Reframing threat does not mean a top-down militarised solution. It means we face a new era, and that we can re-imagine threat response to match the unique nature of the hyperthreat.

### *Implications for Agenda 2030?*

What does a hyperthreat framing imply for Agenda 2030? I am proposing that it means that it is time for prioritisation. Instead of attempting to pursue 17 SDG, there is now an overriding imperative to focus activity upon containing the hyperthreat. This does not mean abandoning the 17 SDGs; rather, it suggests that they should be approached in such a way that decision-making is, at most, skewed towards prioritising containment of the hyperthreat and, at least, avoids undermining a hyper-response.

### *EU as a peace-broker in the Asia-Pacific?*



Turning to the role of the EU and SDG progress in the Asia-Pacific, how can a hyperthreat framing inform tangible actions? The Asia-Pacific is the global crux point for these state, human and planetary security contradictions as tensions around Taiwan and the South China Sea are pinch points for a potential China-US/Australia conflict.

As a type of neutral outsider, the EU could play a vital peace-broker role in the region. How could it do this? It could commission a conference and series of dialogues which integrate SDG 13 (climate action); SDG 16 (peace, justice, and strong institutions); and SDG 17 (partnerships for the goals). The discussion topic might be something like, “containing the hyperthreat and avoiding MAD in the Asia-Pacific”; or “how Climate-peace partnerships in the Asia-Pacific can save the world”; or more starkly, “avoiding WW3 and dangerous climate – it starts in the Asia-Pacific”. Regardless of exact phrasing, a new security narrative for the Asia-Pacific is urgently needed, which brings flawed MAD stances to light. SDG 17 could take the lead, through working for a Climate Emergency Peace Treaty in the Asia-Pacific region.

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## **Sustainable Development Goals (SDGs)**

### **Reflections on the final year of the Jean Monnet EU Network *Maren Klein***

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2020 started out as an exciting year, my first as an academic staff member at the RMIT University EU Centre of Excellence, working on the EU-funded Jean Monnet SDGs Network’s project *The EU’s Role in the Implementation of the SDGs in Asia Pacific*, which was set to conclude at the end of the year. The Network brought together researchers and associates from the University of Glasgow, Australian National University, Nanyang Technical University in Singapore and the University of Canterbury in New Zealand. The rolling hosting schedule had the final project group meeting scheduled for Melbourne.

So at the end of February 2020 the RMIT hosted members from the Network's universities for a week of events as by the project schedule. Events included the Network's final Roundtable; a policy dialogue bringing together representatives of government, industry, civil society, and academics; and its third Graduate and Early Career Research Workshop, rounded out by one of the EU Centre's SDG Seminar series events.

The Roundtable, in particular, crystallised, confirmed, and set the scene for achieving the project outcomes: a review of the efficacy, effectiveness, and efficiency of the EU's strategies and actions in initiating and supporting the implementation of projects and programmes to achieve the 2030 Transformation Agenda in the Asia-Pacific region.

Following the second roundtable's deliberations on how to achieve a framework encompassing the 17 SDGs, discussion focused on the importance of place in the effort to achieve the transformational agenda. A second focus, given the scheduled conclusion of the project by the end of the year, was planning the final series of events, including an international conference to cap off the project. Ambitious plans considered the possibility of running the conference in Brussels to facilitate participation of EU representatives; a second possible conference venue discussed was Canberra, to facilitate participation by political decision-makers in Australia.

Despite the Australian government's 1 February ban on Chinese nationals entering Australia, and quarantine requirements for Australian citizens returning from China, COVID-19 was not yet an Australian reality, and did not feature in the Network's forward planning. While there was awareness of the virus and its impact on various countries at the time of the Roundtable - one network member based outside Australia decided not to risk going abroad - the focus in Australia at the time was less on the virus than on the devastating bushfires that impacted large parts of the country over the summer season.

Life then changed suddenly and dramatically. By the time the final Roundtable report had been written, Covid-19 had been declared a pandemic, and countries were shutting down. Australia closed its borders to all non-citizens and non-residents and social distancing rules were imposed from 21 March. RMIT commenced working and learning from home on 23 March.

I started this reflection by calling the start to 2020 exciting. As the year went on and COVID-19 engulfed the world, life became yet more exciting, but now in the negative: checking global, regional and local COVID number daily, obsessively, with a sense of mounting dread; realising there would be no quick return to life as it had been; here in Melbourne, wondering what new restrictions would be placed on life, and how would this impact on lives and livelihood: would we ever be allowed to leave our abodes for more than an hour a day again? Melbourne eventually came out of lockdown and life returned to some semblance of normality. But the difference in experience between Melbourne and the rest of Australia underscored the importance of place-based approaches to issues for me.

The experiences of 2020 should not be seen as negative only. Living with the pandemic also offered insights and highlighted the importance of the SDGs: if we don't change our way of

life and start to take better care of our biosphere, we can only expect more devastating emergencies, such as the rise of zoonotic diseases, adverse climate events and their socio-economic impacts, and ultimately the end of the world as we know it. There were other positive aspects. Our SDG seminars, Graduate and Early Career Researcher workshops, and the final conference becoming more accessible and reaching a much broader audience as online (Zoom) events (also more emission-friendly). Reaching this broader audience also fostered the establishment of new connections: entering into partnerships which would not have been imagined previously; enabling the exchange of ideas and learning from each other with a much broader group of people, thus highlighting the importance of SDG 17. Also remarkable was the generosity of people, giving freely of their time, sharing their knowledge and insights at our events.

But the most important take-away from my time with the Network and the project for me was that learning takes place all the time, in all sorts of forms, circumstances and places. I learned about online technology and how to use it; about zoonotic diseases and the relationship with habitat destruction; about how strategic narratives shape realities; about the incredible breadth of issues related to the SDGs; about how to live with disruption and uncertainties. And on a lighter note, I learned how to knit German short rows (possibly useful in achieving mindful consumption and production). Overall, I learned to understand the interrelatedness of the SDGs, and their importance.

**Wyndham Learning City and the SDGs: Developing an understanding and skills of how SDG 4 and SDG17 can proactively interact using an empathy partnership lens for greater impact** *Jac Torres-Gomez*

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For many learning cities like Wyndham in Victoria, Australia, partnerships in various forms have long been firmly embedded in city strategies and action plans, particularly at a local level. Many of these partnerships are formal and guided by a partnership agreement or Memorandum of Understanding (MOU). The Learning Community partnership with Wyndham libraries is embedded in everything we do because our team has been purposefully placed within the Libraries Unit at Council, reflecting a key Council business goal.

Guided by the goal of Sustainable Development Goal (SDG) 4 and the indicators around lifelong learning, the Wyndham Learning City team wanted to discover at what stage in an education or learning partnership should we put people before the partnership? UNESCO emphasises that ‘partnerships are a key enabler for meeting global challenges and generating sustainable change and long-lasting impact’. (UNESCO 2020, Partnerships, retrieved online February 2021, <https://en.unesco.org/fieldoffice/almaty/engage>)

The assertion that all professional partnerships, including those that are proactively working towards the SDGs, must be devoid of an emotional connection to the other partners, limits us in authentically and qualitatively reaching our project goals in sustainable and innovative

ways. It is clear and proven time again that by working in partnerships rather than in isolation, learning and education, professionals can enhance our impact in communities through the leveraging of resources, expertise, and competencies.

The involvement of Wyndham Learning City in the three-year project of RMIT University and the EU Centre allowed us to profoundly consider the agenda for SDG 4 in terms of lifelong learning, and to investigate how embedding SDG 17 with a purposeful empathy lens can make a difference to outcomes for SDG4 and lifelong learning for our learning city outcomes. Without involvement in the SDG Network, including in preparing for our paper and presentation at the recent EU Centre RMIT University SDG Network Conference in March 2021, we may have not considered the SDGs in our planning or policy development, or used the SDGs as an underlying guide for our key 18 actions.

Since our involvement with the EU Centre RMIT University SDG Network, we have made a concerted effort to use the SDGs as a guide for our work, with a particular focus on how good, sustainable partnerships – a key part of our 2018-2023 Learning Community Strategy – can help drive enhanced lifelong learning outcomes. Taking this focus, we have since been invited to present in various contexts on the role that empathy can play in partnerships, to allow us to achieve our outcomes, including at the Australian Learning Communities Network, and through PASCAL and PIMA, with a global alliance of researchers, policy analysts, decision-makers and locally engaged practitioners from government, higher education, non-governmental organisations (NGOs) and the private sector.

Our diverse model of empathy partnerships in lifelong learning projects and policies in 2020 allowed us, in our own small way, proactively to support learning cities and communities to contribute to the SDGs, and to build more robust global outcomes. Our hope in embedding an empathy lens in our partnerships is that we can continue, collectively and sufficiently, to respond to the SDGs, including but not limited to SDG4, and achieve quality education and lifelong learning for all.

## **A Pracademic's Experience of the Jean Monnet Sustainable Development Goals Network *Mary Johnson***

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First popularized by Posner (Posner, P. L. 2009, The pracademic: An agenda for re-engaging practitioners and academics. *Public Budgeting & Finance*, 29(1), 12-26), a 'pracademic' is a person who spans both academia and practice. Posner (2009) explains that pracademics are necessary to broker academic-practitioner interactions. I raise the concept of the pracademic role as this relates to my experience of participating in the Jean Monnet Sustainable Development Goals Network ('the network').

Hosted at the RMIT's EU Centre, the network brought together international and national researchers, practitioners, pracademics, policy think-tanks and non-government organisations,

to explore the contribution of the EU to the implementation of the Sustainable Development Goals (SDGs) in the Asia Pacific. There were academics (scholar-researchers), practitioners, and a mix of both - the pracademics.

Network members brought a diversity of experiences, skills, ideas, approaches and worldviews. In this setting the co-creation of knowledge capitalised on both theory and practice to address big research questions relating to the SDGs. The network also provided access to a bigger stage, exposing the forces at work that lie beyond the understanding of individual scholarship and praxis.

The operating worlds of academic and practitioner are commonly siloed. Academic and researchers focus on defining problems as precisely as possible, then investigate and analyse carefully and over time, to produce a body of centralised knowledge. Practitioners use tacit skills and knowledge, with the aim of responding rapidly to the messy reality of problems. Engaging in an equal exchange through the network resulted in the merging of these two problem-solving approaches into the hybrid pracademic approach that accommodates the rigour of peer reviewed scholarship grounded in practice experiential learning.

The network supported the development of collegiate relationships through interrogation of issues, and the social production of learning and findings for conferences, roundtables, and publications. These relationships have been highly complementary and reciprocal in nature. Through theorising alongside academics, the practitioner could explore ‘why is this so?’. While practitioners shared examples from their life experience, the academics could envisage ‘how could this be done?’ This strengthened the network community, and it contributed to the effectiveness of both research and practice.

Implementing the SDG targets requires an understanding of local level contexts and the causal links between intervention and impact. The interface where practitioner and academic meet provides a space for the interrogation and analysis of local conditions such as the social, cultural, economic, and environmental. For the network, the geographic region has been Asia Pacific. Being part of the network has enabled colleagues to identify and pursue relevant research opportunities and provided an ongoing, sustained contribution toward implementing the SDGs.

One network group endeavour was to explore the SDGs as an integrated and interconnected whole, rather than as separate goals. The challenge was to define what this integration looked like. From ongoing discussions, the *Propeller Model* emerged. The Propeller Model is a diagram that describes three propeller fins 1. Relating, 2. Learning and 3. Measuring, that are framed by the concepts of Power and Place. The Propeller is evolving, however. I draw on researcher colleague Rachel English’s description of relating as seen through three lenses: 1. Institutional, 2. Conceptual, and 3. Inter-/Intra-personal. Institutional relating describes the interactions of institutions, organisations, and groups; Conceptual relating is the relating of ideas and concepts; and Inter-/Intra-personal describes the relating of everyday people.

These relating descriptions are an analogy for how the Jean Monnet SDG Network has served to explore the contribution of the EU to the implementation of the SDGs in the Asia Pacific

region, that is, through institutional collaboration ideas and concepts that have been studied by people who are grappling with the Transformation Agenda of SDGs as applied to the everyday.

## **Reflections from New Zealand on experience in the Jean Monnet Sustainable Development Goals Network *Mathew Doidge***

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Asked to reflect personally on my involvement in the Jean Monnet network on ‘The EU’s Role in the Implementation of the SDGs in the Asia Pacific,’ coordinated by the European Union Centre of Excellence at RMIT, the feature that stands at the forefront, from my perspective at least, is that of diversity. My own focus within the field of international development has been on the role of the European Union as a development actor. This has involved examining the way in which its policy frameworks and practices have evolved over time, and particularly the influence that the various evolutions and revolutions in development thought have had on this process – a view of the EU as intrinsically embedded within and shaped by international development and development studies, rather than one which views development simply as something that the EU does, focusing on internal dynamics and the process of integration. My research has also focused on specific development relationships, particularly at the regional level. As this suggests, my frame of reference has very much been at the regional and global levels, focusing in particular on the European Union. One consequence of this approach is that most of the networks in which I participate, and conferences that I attend, have tended to involve participants whose own research has a strong EU focus, and often also on the Union’s role on the global stage. While such networks and conferences are fruitful and engaging, the perspectives presented and debated are very much of the expected variety, even as the cast of participants changes.

In that context, the greatest value that I have taken out of participation in the RMIT network has been the sheer variety of academic backgrounds, interests and perspectives involved. From consideration of broad theoretical and policy perspectives, through to examination of the role of cities in the delivery of the SDGs, of drawing on indigenous women’s knowledge around issues of sustainability, or of development in practice, be it projects for community engagement in the Philippines or education in Lao PDR, this network involved a diversity of experience and expertise that I have not encountered in other such projects in which I have participated. This variety of voices meant that meetings, workshops, and presentations were characterised by dynamic discussion and genuine learning, the drawing of lessons and the linking of thoughts and concepts across subject boundaries in a way that illuminated what we don’t know, as much as what we do.

The ability to link my own research at the level of abstraction at which I customarily engage, with the hands-on community level projects that are the bread-and-butter work of many of the network’s participants – the ‘THIS leads to THAT’ connection – has proved personally enlightening and valuable. Such diversity of perspective was further enhanced by the

involvement of academics at all stages in their careers, from doctoral students through to established senior professors, who each demonstrated not only their expertise but also their passion for the fields in which they are engaged, and a willingness to collaborate, and to both teach and learn. That such an outcome was achieved comes down to Professor Bruce Wilson and the RMIT European Union Centre for their vision in constructing and conducting the network and its activities.

## **Broadening research scope: A personal experience of a Jean Monnet Research Network** *Serena Kelly*

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I place a high value on my experience in the Jean Monnet Research Network, ‘The EU’s Role in the Implementation of the SDGs in the Asia Pacific’ (2018-2021). My involvement in the Network has resulted in the opening of many professional doors, including an expansion of my research skills and interests.

The lead academic in the Network, Professor Bruce Wilson, from the European Union Centre of Excellence at RMIT, in Melbourne, Australia, showed exceptional leadership qualities. He was not only highly professional, but also expertly brought together a positive, diverse, and complementary team. I have gained a great deal from working in close interaction with academics from a variety of disciplines, including education, international relations, governance, environmental history and diplomacy, education, management, and development.

Although I had previously had little academic connection with the UN Sustainable Development Goals (SDGs), I was warmly welcomed to the team, and very quickly realised the value that my own research and methodology skills could contribute to the research. As a result, my work in the network has resulted in a number of written publications as well as the conference participation itself. Most recently I worked alongside Debbi Long and Renzo Mori Jr on an article which explored some of the tensions and ironies inherent in the Sustainable Development Goals (SDGs). These include the relationship between complexity and reductionism; the oxymoron of ‘sustainable’ ‘development’; accountability, transparency, and the burdens of reporting; the imposition of culturally appropriate governance structures; the ethics of development funding; as well as neo-colonial aspects of the SDGs. Drawing on my background as a scholar in European Union foreign policy, the article used the EU as a case study in analysing these tensions.

As the world’s leading development actor, contributing over half of the world’s Overseas Development Aid (ODA) in 2018, ([Partnerships for the Goals | International Partnerships \(europa.eu\) accessed June 2021](#)), the European Union (EU) has been closely involved in the creation and implementation of the SDGs.

Of all the Sustainable Development Goals, SDG 17, Partnerships for the Goals, is particularly important for the European Union. In this Goal, the EU particularly supports capacity-

building in developing nations. That is to say: the EU supports developing countries' capacity to formulate and implement inclusive sustainable development policies at national level, as well as to increase accountability and responsiveness towards their citizens. To discuss and assess progresses, the EU has established SDG-based dialogues with partner countries ([Partnerships for the Goals | International Partnerships \(europa.eu\) accessed June 2021](#)).

The EU's monumental foreign policy paper, the EU Global Strategy, was published in 2016 and has yearly updates ([Partnerships for the Goals | International Partnerships \(europa.eu\) accessed June 2021](#)). The document mentions the terms Sustainable Development Goals or SDGs 11 times in the first publication ([a-global-strategy-for-the-european-unions-foreign-and-security-policy-june-2016\\_en.pdf \(europa.eu\) accessed June 2021](#)). As well as embedding the SDGs in all relations with the external world, the Global Strategy also emphasised the importance of policy coherence. In EU foreign policy discourse, coherence has been consistently emphasised, and is often linked to EU effectiveness and consistency in its foreign policy interactions (Smith (2013, see also Berger 2012; Mahncke, & Gstøhl 2012; Reynaert 2013). Coherence, in this respect is understood to mean that EU external policies in SDGs are aligned, both in the policy field and across the EU.

Inspired by the research opportunities developed through the network, I have now started a pilot project on EU development policy in the Pacific media.

## **Transformational? – or a step towards making real change possible? *Chloe Ward***

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In interviews about his 2020 novel *The Ministry for the Future*, the novelist Kim Stanley Robinson declared his belief in the ability of the Paris Agreement to put the world on the path towards arresting the climate disaster. Speaking to Yale Climate Connections about the novel, Robinson said:

“The Paris Agreement is a major event in world history and inspires great hope in me that it will serve as a framework for the world's many nation-states to cooperate in decarbonizing rapidly enough to save civilization from all kinds of climate change damage and death. The Paris Agreement was brokered as part of a UN process and might be regarded as one of the greatest achievements of the UN so far, in a moment of extreme need for international cooperation and equity.”

In 2021 few, perhaps, still find the Paris Agreement inspiring. As for its status among 'world events', it has yet to be vindicated as more than another in a string of compromised international agreements on reducing carbon emissions. Yet official communications on the Sustainable Development Goals, like Robinson, retain hope. This sees the Agreement as 'essential to achievement of the SDGs, providing a roadmap for emissions reductions and '[building] climate resilience'.



The Paris Agreement and the SDGs, if they are to be achieved, would represent great strides towards protecting us, and our world, from catastrophic climate change. Does it follow, however, that they are truly 'transformational'? In the case of the SDGs, this is a major sticking point for critics of the UN Global Agenda. The SDGs, we are told, are vague. They lack mechanisms for change. More critically, they are geared towards reforming the system that has failed us, rather than offering us the opportunity to transform it.

My own view is that the SDGs, at minimum, have provided an instrument for focusing minds on the world's problems, while enabling us to see the connections between them. The climate crisis touches every one of the 17 SDGs; each has a part to play in addressing dangerous carbon emissions. This focus, and these connections, were on clear display at the final wrap-up Conference to the three-year EU in Asia Pacific Project at the RMIT EU Centre.

They might also provide a platform for transformations beyond their own immediate purview, and the stated objectives contained in each Goal. In my own contribution at the event, I talked about how, in Robinson's *Ministry of the Future*, an institutional push, in combination with other efforts - many more radical, in some cases violent and tragic - creates the conditions not only for curbing carbon emissions, but for reshaping the earth, humanity, and its institutions. The SDGs may not, in themselves, be radical enough to meet the challenges of the next decades, but they may make that radicalism possible.

## **Looking for Hope in an Uncertain Global Environment** *Bruce Wilson*

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The European Union (EU) is the catalyst for an extraordinary range of commentary, from its own citizens and participants, as well as from international politicians and media outlets. Much of the commentary is uncomplimentary, much of it is mischievous, and some of it is constructive.

Perhaps unsurprisingly, much of the critical comment comes from people who are passionate about it and hold high hopes for the difference that it can make in our world. In the uncertain global environment that we face at present, one that is dominated by the depth of the climate challenge, many of us hope that the EU will be a beacon that can lead us to find solutions to wicked problems. In the existing multipolar environment, the EU is exceptional in that it has articulated values which govern its actions; and it has been an active partner for the United Nations in promoting the 2030 Agenda for Global Transformation.

Yet it frustrates, as so much of its action seems slow, unwieldy, and deeply cautious. This is not a surprise: the very principles which it espouses also imply institutional arrangements that include a broad range of checks and balances allowing for careful dialogue and pre-empting precipitous action.

How refreshing then, to have been able to appraise the possibilities of hope through the lens of a project which has explored the role of the EU in the implementation of the Sustainable

Development Goals in Asia Pacific. The project has revealed that when confronted by global challenges, the EU institutions are capable of supporting very practical actions on the ground, in countries far from Europe itself. Great emphasis is placed on intergovernmental partnership, but the EU is effective also in stimulating partnerships which link different levels of government, and relationships with non-governmental organisations.

Despite the rhetoric which sometimes seem to surround the EU, it is worth remembering that much of the EU's work is very grounded: whether within Europe itself or in its global actions. As still the world's largest donor of overseas aid, and the primary trade partner for more than 70 nations, the intent and practices of the EU have significant implications for people in many parts of the world. It may not be as extensive as many would hope, but our project has demonstrated that it makes a crucial contribution to ambitions for a transformed world.

## Campaigning for ALE

### One year before CONFINTEA VII in Morocco *Heribert Hinzen*

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PIMA early decided to engage into the preparatory processes of the forthcoming CONFINTEA, the World Conferences on Adult Learning and Education organized by UNESCO and its partners every twelve years. This note has two purposes: To inform the PIMA membership and readers of the Bulletin what has happened so far, and what is forthcoming. At the same time, it documents the involvements of PIMA members in the process, and it outlines the potential for further engagements.

The UNESCO Institute for Lifelong Learning (UIL) is in the lead of CONFINTEA with a larger number of partners and stakeholders participating in a diversity of activities. For all those who want to catch up with events, plans and documents should contact <https://uil.unesco.org/adult-education/confintea/seventh-international-conference-adult-education-confintea-vii>

Several PIMA colleagues joined the CONFINTEA VI Mid-Term Review which took place 2017 in Suwon and Osan in Korea. This was a stocktaking event by looking back to the last CONFINTEA 2009 in Bélem, and at the same time forward by reflecting the Bélem Framework for Action (BFA) in light of the Education 2030 Agenda of the Sustainable Development Goals (SDG). UIL produced a substantial report titled *Towards CONFINTEA VII: Adult learning and education and the 2030 Agenda* which is available on <https://uil.unesco.org/adult-education/confintea/towards-confintea-vii-adult-learning-and-education-and-2030-agenda-0>

Last year UIL, in cooperation with the International Council for Adult Education (ICAE) and DVV International and other partners, organized and implemented a number of sub-regional civil society consultations to inform and exchange early to ensure future engagement.

By now most of the sub-regional preparatory meetings have taken place. The first was in January 2021 for East Asia. This was followed in February for Central Asia where Anastasia Dmitrienko, Chris Duke, Heribert Hinzen and Karlyga Myssayeva were involved in writing the *CONFINTEA VII Central Asia Sub-Regional Report. Challenges, opportunities, and recommendations for ALE in Central Asia and beyond*. This included recommendations for country level, sub-regional and regional cooperation as well as global level. The most recent meetings were in May for Western Africa and just now in June for Eastern and Southern Africa. Here Shirley Walters presented a civil society perspective with a strong focus on ALE in respect to global warming and climate justice. The presentation by David Harrington, Regional Director of DVV International is linked with Shirley's report below. These touch on ALE networking and financing.

There are more consultations to come and every opportunity for PIMA members to join, mostly facilitated through the respective UNESCO National Commissions:

- July 2021: Latin America consultation
- 29 July 2021: Pacific sub-regional consultation
- TBC: Asia-Pacific regional consultation
- 8/9 September 2021: Europe regional consultation

Meanwhile UIL released the list of members of the CONFINTEA VII Consultative Group (CG), similar to the CONFINTEA VI CG starting in 2008. The idea is to have colleagues from all regions represented as well as important stakeholders. It is good for exchanging and sharing, and it can consult on certain issues. I recall being a member for CONFINTEA VI CG; and we later found ourselves in the Drafting Group for the *BFA* which is still the guiding document, to be replaced in Morocco in 2022. Several are PIMA members, especially Robbie Guevara as ICAE President and Christoph Jost, Director of DVV International.

There is another important process: The BFA had called for substantially improving data collection and monitoring of ALE. UIL turned this into a regular *Global Report on Adult Learning and Education*. The 5<sup>th</sup> GRALE is now in the making. Based on more than 150 country reports, it will be published in a year alongside CONFINTEA VII in Morocco. The major theme is related to global and active citizenship education.

What I would appreciate is to start early with developing ideas and perspectives from civil society on how to engage ALE and the full SDG agenda. We know that ALE contributes to the achievement of many other SDGs beyond the Education Goal 4. But we must make sure that CONFINTEA VII sees ALE as an equal part or a sub-sector of the education system like the kindergarten, schools, vocational training and universities. At the same time, we have to advocate that ALE is more: it is cross-sectoral and inter-disciplinary; as a movement it has to support achieving all of the SDGs.

PIMA would appreciate and call for as well as strengthen such a position paper. ICAE took the lead to prepare its contribution for the UNESCO *Futures of Education* initiative via a writers' group discussing key issues to be considered for their report coming out later this year. Would it be possible to build on this? Could a review of all the recommendations that

have been made in the sub-regional meetings and reports be prepared with the aim of opening a discourse on what to take forward, as civil society into the CONFINTEAVII Consultative Group?

Some of the corner stones of such discourse are obvious. They will be related to the BFA areas such as ‘policy, governance, financing, participation, inclusion, equity and quality’. A potential new framework for action coming out of the Morocco conference must come up with new ideas in respect to the golden triangle of policy, legislation, and financing. What will be positions in respect to ALE on global warming, climate justice and environmental education in light of the SDGs? And what is new for ALE in lifelong learning when it comes to digitalisation in the education field and beyond?

One year could be called a long time. But it may be short or too short if we wait too long to start.

## **Towards CONFINTEA VII – East and Southern African Consultative Meeting Civil Society Responses and Perspectives *Shirley Walters, David Harrington***

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On 21 June 2021 a consultative meeting was held by Zoom with about 100 representatives from many of the countries of the East and Southern part of the African continent. The report of the meeting listing all who took part is not yet out, but they were from government, civil society, and the private sector.

The structure of the meeting was to have 2 reports on literacy and a synthesis of country reports; then time in breakout rooms to discuss 4 key questions. There were then reports back to plenary. Two regional ALE experts were invited to give perspectives from civil society perspectives. Shirley Walters represented ICAE, and David Harrington, DVV Southern Africa. Their contributions here address key issues for CONFINTEA V11.

### **Shirley Walters: Civil Society Response and Perspective**

1. ALE is entangled in all aspects of living, including livelihoods. This is why it is intimately connected to the climate emergency that is unfolding.
2. Climate Emergency: The southern African region is defined by scientists as a ‘climate change hotspot’. This means that we will experience much more severe impacts, with more frequent droughts, less regular rainfall, less certain food supplies, more frequent cyclones, and more frequent flooding. Average annual temperatures across southern Africa may increase by up to 3 degrees by the 2060s and 5 degrees by 2090s – a temperature that would render human life nearly impossible. To survive we must adapt and change the ways we live, including our ways of farming, restoring our forests, improving our water supplies and management; transiting rapidly away from fossil fuels, and grow economies in ways which do not make matters worse.

The climate emergency is very real for our region. It links to health, food, housing, gender-based violence, work, transport – it impacts every aspect of life. We all know this from the catastrophes that we are all experiencing. We have all to be in a permanent state of readiness to respond to regular waves of crises.

3. Women are central to caring for community and planet: In our region, women carry primary responsibility for the production, processing and preparation of food, provisioning of water and fuel, and caring for family and community. Because of these roles, women – working-class, indigenous and peasant women in particular – rely on `natural resources` and healthy environments. Women are central to adapting to and mitigating the effects of climate change. In a crisis, women often also experience the brunt of people’s anger and frustration. As we have seen, the current health pandemic has also seen a gender-based violence pandemic. Gender justice is part and parcel of social and environmental justice.
4. Civil society is the lifeblood of the ALE movement: Most ALE is occurring in civil society organisations and social movements. However, the ways the Belem Framework for Action (BFA) and Global Reports on Adult Learning and Education (GRALE) report are structured around policy, governance, financing, participation, quality; they are directed to the much smaller, mainly governmental, education department programmes. A rationalist, instrumental strategy is being used, with a particular and narrow idea of what ALE is. It captures a small slice of ALE. We know that most ALE happens experientially, through organising, through mainstream and social media, through self-directed digital platforms, through indigenous knowledge practices, etc.

Given this reality, and the importance of ongoing monitoring of ALE, we need investment in developing creative, innovative ways of capturing the data on ALE occurring in civil society – at present ‘what you can’t measure doesn’t exist’. This must change. There are several great examples to capture data about ‘hard to measure’ practices. We support monitoring of ALE; but the methodology must expand to fit the realities of ALE, so that the reports can truly be ‘global’ and inclusive.

5. We are ALE campaign - ALE is a big tent concept:

A major challenge still is the limited common understanding of ALE. In the BFA there was a commitment to try to change this, but we have made little progress. We do however now have a five-year campaign coordinated by ICAE and initiated by DVV – *We are ALE*. This campaign advocates a ‘big tent’ understanding of ALE which includes literacy and ABE, work-based learning, health education, community, and popular education, continuing education, agricultural extension. etc. Wide-scale advocacy is necessary to create the ‘big tent’ understanding of ALE reflecting RALE and GRALE definitions. This needs collective, strong support.



Commitments to monitoring ALE nationally, regionally, and internationally must continue. However, it must be accompanied by advocacy and education of and by governments and civil society, to have the RALE categories of ALE understood. A

partnership between UNESCO and civil society could yield more comprehensive results.

6. **Build affordable, accessible learning environments:** Given the times of crisis within which we live, a conducive learning environment which allows learning to occur anywhere, anytime, in any way, is critical. So much `just in time` learning occurs through use of ICT and media, as we have learnt through Covid and other crises. Ensuring affordable, accessible means of communication and education is essential to helping us sustain ourselves and the planet as we support actively engaged citizens.
7. **In conclusion:** Our societies need to learn, unlearn, and relearn. ALE is central to this. The whole of society is involved – government, civil society, private sector. Acknowledging the central role of civil society in ALE crucial and must be included as one of the key themes for CONFINTEA VII.

### **David Harrington: Civil Society Response and Perspective**

#### **1. Digital Approaches:**

- a. The conversation on digitisation of ALE is occupying more and more space since COVID.
- b. As with all adult education, this conversation needs to be contextualised.
- c. In many African countries, ALE is still taking place mainly in non-formal spaces, with little or no access or infrastructure to facilitate digital approaches.
- d. The *digital readiness* of most African countries is still lagging far behind European countries. It will take many years to catch up.
- e. Even within countries that have some *digital readiness*, the most vulnerable and marginalised communities (that are often the target of ALE interventions) do not have digital access.
- f. As most African countries already struggle to fund ALE, where are the funds for digitisation going to come from?
- g. Technology companies are licking their lips as people rely increasingly on virtual and digital means for work and education since COVID. Their motivation is principally monetary.
- h. We cannot allow CONFINTEA VII and the new framework for ALE to be dominated by digital approaches that will leave *developing countries* behind.
- i. Education is a social activity. This is especially true in African contexts, where family, group and community is integral to how people live and learn.
- j. We need to continue to find ways for people to learn safely in face-to-face settings, within the limitations imposed by COVID.
- k. In summary, we need a balance between making the most of digital solutions (where available), while investing in and advocating for creative and safe approaches for people to continue learning in socially engaging settings. Digital approaches are a double-edged sword that, if allowed to dominate, threaten to redefine how we learn and how we understand education – not necessarily for the better.

#### **2. Financing of ALE:**

- a. *We need to stop repeating ourselves.*
- b. The same arguments have been made for decades on the importance of adequately financing ALE. While these arguments are clear and convincing, funding of ALE remains very low in most countries.

- c. In the majority of African countries, state budgets are insufficient to respond to needs and challenges.
- d. Within the education sector, ALE must compete with other sub-sectors for funding. This is a losing battle so far.
- e. In Belem, CSOs proposed a benchmark of 3% of education funding for ALE. This has not been realised in most African countries.
- f. In many African countries, education is heavily subsidised by international donors, who influence which sub-sectors of education are financed. ALE is low on the list.
- g. ALE is undeniably multi-sectoral. Ministries of Education cannot be expected to finance ALE that intersects with a range of other sectors, such as health, agriculture, labour, etc.
- h. The obvious answer is that ALE needs to be funded across multiple sectors.
- i. Of course, this is a big challenge, but it is essential. We need to start the conversation and begin exploring modalities to fund ALE across sectors.
- j. If we don't do this, we will find ourselves *in 10 or 20 years still lamenting the underfunding of ALE.*

### **3. Integrated Approaches to ALE**

- a. Understanding of ALE is still reduced to literacy acquisition in many African countries.
- b. One reason for this is that funding for ALE is not even sufficient to adequately finance quality basic adult literacy. Proposing an expanded and more diverse ALE requires additional funds, which usually don't exist.
- c. From personal experience, it is not that Ministries don't want to introduce more innovative approaches to ALE. They usually just don't have the funding to do it.
- d. Approaches to literacy in many African countries are literally from the last century.
- e. Functional Adult Literacy is often no more than traditional literacy/numeracy that touches now and again on examples from agriculture or other sectors.
- f. Literacy and numeracy are foundational skills. However, many illiterate and low-literate adults are not interested in literacy classes. Dropout rates are often very high.
- g. Innovative approaches to ALE delivery that are truly integrated are needed. Approaches that foreground acquisition of knowledge and skills that adults need and are interested in, and in which literacy and numeracy acquisition can be embedded. DVV International is rolling out such approaches in Southern Africa.

### **4. Cooperation and exchange between and among African countries:**

- a. Historically, Africa has looked outwards to Europe or farther afield for expertise and guidance on adult education.
- b. Within Africa, there is a wealth of knowledge and experience on ALE, which is also embedded in African contexts.
- c. Exchange and learning between African countries is poor.
- d. All across Africa, we are often *reinventing the wheel* as a result of the lack of exchange with other African countries.
- e. MOJA ([www.mojaafrica.net](http://www.mojaafrica.net)) is one mechanism that can be used to improve exchange, training and learning among African ALE stakeholders.

- f. DVV International launched MOJA in 2021. It is still rolling out across Africa. It will grow and expand, and introduce new functionality in response to its members.
- g. Even before COVID, the opportunities for ALE stakeholders in Africa to meet up were few. MOJA aims to fill a gap in ALE in Africa by fostering and facilitating exchange and learning among stakeholders.

## **Julius Nyerere: 50 Years of Education Never Ends** *Heribert Hinzen*

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The *International Conference on 50 Years Adult Education in Tanzania. Revitalizing Adult Education for Sustainable Development* took place from 9th – 11th June 2021, at the School of Education of the University of Dar es Salaam as a hybrid gathering with participants meeting on campus and via digital mode.

The conference was very well planned, and the organizers made it possible for almost 100 colleagues to present and exchange, in a large number of plenaries and working groups. A conference website is available for further details: <http://soedco.udsm.ac.tz/>

In advance, a special issue of *Papers in Education and Development (PED)* was published to commemorate Nyerere and his writings as well as experiences and the impact on adult education in subsequent decades. It therefore concentrated on respective research findings on the situation today, but also appraising the past. Budd Hall contributed a reflection on *Elimu Haina Mwisho: Mwalimu Nyerere's Vision of Adult Education*.

### **Nyerere as an adult educator**

Julius Kambarage Nyerere was the leader of the anticolonial movement in Tanganyika which later joined with Zanzibar to become the United Republic of Tanzania. He had studied to become a teacher, and throughout his life he carried this as a title – he was *Mwalimu*.

Let us recall key positions of Nyerere through three quotations, which derive from his major writings touching on education matters. They were:

- ‘The importance of adult education, both for our country and for every individual, cannot be over-emphasized.
- Education is something that all of us should continue to acquire from the time we are born until the time we die.
- All this means that adult education has to be given priority within the overall development and recurrent revenue allocations of governments or other institutions.’

They are taken from the writings of Nyerere between 1967 and 1976 on *Education for Self-Reliance* – a first policy directive on education; *Education Never Ends* – a New Year’s Eve address to the nation; *Relevance and Dar es Salaam University* – speech on inauguration day; *Our Education Must be for Liberation* – opening of an international seminar; *Adult Education*



*and Development* – address to the conference of the International Council for Adult Education (ICAE) in Dar es Salaam.

There can be no doubt that Nyerere placed high importance on adult learning and education (ALE) within a lifelong learning (LLL) perspective. Much related to this can be found in concepts, policy and practice within countries, and international policy recommendations even today. It is of course difficult to construct a direct cause and effect relationship. But the UNESCO Conferences on Adult Education (CONFINTEAs), and the UNESCO Reports on the Future of Education from Faure in *Learning to Be* in 1972, and Delors in *Learning, the Treasure Within* in 1996, through to the current initiative on *Learning to Become*: all these documents are historical products of their time. All look at the diversity of knowledge, competencies, skills as well as attitudes, behaviours, values. They contribute to a shift from a human right to education (often understood as schooling only) to the perspective of a human right to lifelong learning, just as Nyerere did in his speeches, writings and engagements at his time when putting adults high on the education agenda.

### **Commemorative book**

Colleagues in Tanzania are in an advanced stage of publishing a collection of articles to celebrate as well as draw on lessons learned for the next generation. Most contributors are from Tanzania and look at what has been achieved in the past decades. However, ever since the 1970s there has been regional and international cooperation with adult educators, especially with the Nordic countries, and the Folk Development Colleges which are active and recognized by the Tanzanian Government, and supported by KTO, the Karibu (Welcome) Tanzania Organization. Swedish adult educators presented findings on the role and functions of Swedish development aid over past decades during the conference.

Another contribution is on *Tanzanian and German cooperation in adult learning for development. A historical legacy of 50 years told through the roles of programs, personalities and DVV International* co-authored by Frauke Heinze (she has just taken office as the Regional Director for Eastern Africa based in Dar es Salaam) and Heribert Hinzen, who decades ago succeeded Helmuth Dolff, then Director General of DVV, and others who started the contacts with Tanzania and all the international work for the German folk high schools. It was also Helmuth Dolff who joined hands with Paul Bertelsen, Roby Kidd, and Paul Mhaiki when, after the Tokyo 1972 CONFINTEA III, they initiated the lead international civil society adult education movement, with the founding of ICAE in 1973, and a first ICAE Executive Committee Meeting in Cologne folk high school a year later.

### **Biographical reflections**

There are not too many opportunities where one can remember the past for the future from a professional, personal, and political account over such a long period of one's life. I therefore took up the invitation to join the Conference with a keynote: *The contribution of President Nyerere to the development of adult education and lifelong learning in Tanzania and globally*. My presentation looked with changing lenses at Nyerere's influences and impact, also on

myself, employing a biographical lens: from a University of Cologne seminar in 1972 on Nyerere and Ujamaa in Tanzania, and my doctoral comparative dissertation on *Adult Education and Development in Tanzania*. During that time, I had joined the Research and Planning Department of the Institute of Adult Education at Dar es Salaam for the evaluation of the mass campaign Chakula Ni Uhai (Food is Life) in 1975. The same year I participated in the UNESCO Seminar on Comparative Structures of Adult Education in Developing Countries in Kikuyu, Kenya, and got involved in a study on *Education for Liberation and Development. The Tanzanian Experience*, for the UNESCO Institute for Lifelong Learning (UIL) in their series on reforms in education with a – at that time ‘lifelong education’ – perspective.

After joining DVV International I served as its Deputy-Director from 1978, and coordinated projects in Africa, incl. Tanzania, Kenya, Uganda, Somalia and Zambia. Additionally, I took over as Editor of *Adult Education and Development* and could win Julius Nyerere, Paulo Freire, Kamla Bhasin, Chris Duke, Lalita Ramdas and Roby Kidd among authors. Continuing through this professional lens, I turned to almost four decades of work for DVV International in headquarters, country, and regional offices, which included Tanzanian adult education as an important partner. As well as serving globally as ICAE Vice President and Member of the CONFINTEA VI Consultative Group, this was the period during which the Belem Framework for Action, the Education 2030 Agenda of the Sustainable Development Goals, and the UNESCO Recommendation on Adult Education emerged. Even today all these experiences influenced and informed my university teaching and research in comparative ALE. For sure, my life would have been different in personal, professional, and political dimensions without these experiences in Tanzania, and reading Nyerere.

### **Nyerere – legacy and recognition**

In 1976 Nyerere gave the keynote on *Adult Education and Development* to the first World Assembly of the ICAE and became its Honorary President. Nyerere raised his voice for adult education as being of the highest importance for every individual and for society. Ever since, ICAE has been in the lead of a global movement, contributing to UNESCO Reports with a special orientation to adults: in 1996 with *Adult education and lifelong learning: Issues, concerns and recommendations*; and in 2020 with *Adult learning and education – because the future cannot wait*.

As the next CONFINTEA VII is just around the corner in 2022 in Morocco, the first time on the African continent, it should be an opportunity to remember those early leaders and events, as milestones for the right of all people to a full LLL cycle.

In 2009 Julius Nyerere became a posthumous member of the International Adult and Continuing Education Hall of Fame, together with Paulo Freire who also took part in the big 1976 Tanzania meeting, and who also contributed to the development of adult education in Tanzania in his own way.

## **Transformative Learning. The Role of ALE in the Context of Education for Sustainable Development (ESD) *Christoph Jost (Director DVV International)***

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Education for Sustainable Development (ESD) has become a key element of the United Nation's 2030 Agenda and its sustainable development goals (SDGs). Furthermore, the increasing need for and attention to the broad field of sustainability requires a more comprehensive elaboration on the role and contributions that adult learning and education can make in this context.

Based on its activities at the interface of adult education and development (ALE), its participation and regular follow-up of global process and its engagement in partner countries around the world, DVV International elaborated a paper on its ESD understanding from a global perspective. The full paper goes into more detail and back in history with an outline of the evolution and global policy process related to ESD, and a thematic classification and information on main target groups, while this extract concentrates on key educational approaches and key competences required by teachers and learners, in order to become agents of change for sustainable development.

### ***Educational Approaches Promoting Sustainable Development***

In order to achieve sustainable global change, a transformation of educational organizations, systems and content is also necessary - in formal as well as in non-formal education. On the path of transformation to a more sustainable and just world, adult education has a crucial role to play because of its interdisciplinary orientation, diversity of content and methods, its focus on the interests and needs of the target group, and its openness to all. It is particularly important that not only children and young people are reached with ESD measures, but also adults - because they are in decision-making positions, are role models and can drive the transformation of society today.

The following guiding questions are central to transformative education:

- What is our vision of a more sustainable and just world? What transformation do we need and want in order to achieve it?
- What role does education play in changing (and sustaining) social conditions?
- What kind of education does it take for people to be open to change? How do people learn in a transformative sense?
- How can education create spaces for transformative learning? What kind of pedagogical attitude, educational concepts and didactic methodology is needed for this?

The approach of transformative education goes beyond the classical concept of education: it aims at a changed culture of teaching and learning which makes it possible to develop new patterns in politics and economy and in the private sphere. This comprises also a new understanding of development and progress; new forms of living together and doing business; and a changed relationship between humans and nature. In terms of the Whole Institution Approach, transformative education is not only about implementing ESD at programme level, but about the holistic redesign of teaching and learning environments, a changed understanding of teaching and learning, and the promotion of the competence development of teachers and learners with the aim of building a more sustainable world.

### ***Multi-Perspective View of the World***

ESD focuses on a holistic and global view of our complex world with its interdependent ecological, economic, social, and political dimensions. Every individual has a different idea of sustainable development and is guided by his or her own life and experience. Therefore, a social process of understanding and negotiation is needed about what the path to a sustainable society can look like. ESD learning processes should motivate people to look at a topic from a variety of perspectives. These can be different ways of thinking, technical approaches and narratives, reference areas - from local to global -, temporal perspectives and interests.

ESD does not aim to dictate values, but rather to engage in a discourse on values that makes visible the diversity of knowledge, views, ideas, and beliefs that exist simultaneously. In relation to the teaching and learning context, this also means not overwhelming learners morally, and making transparent and reflecting one's own point of view and experiences as a teacher.

### ***Participatory Education as a Key Pillar of ESD***

The participatory education approach, based on the work of the Brazilian educator Paulo Freire, is a core element of non-formal learning processes in various countries around the world. The pedagogical attitude underlying the participatory education approach consists in the principle of learning that activates the abilities and potential of learners, with the aim that they move from passive to active perception and participation in the learning process. Learners are at the centre of the learning process as competent, active, self-directing and respected individuals who are empowered to change their reality and participate in decisions that affect their lives.

Thus, participatory education offers the space to test one's own ideas, visions, and options for action on sustainable development and to stimulate social action by strengthening participation and self-efficacy.

### ***Methodological-Didactical Diversity in the Implementation of ESD Approaches***

In order to enable participatory educational offers, and to provide a space for reflection on one's own actions and values, as well as to open up a space for experimenting with ideas for alternative options for action, a participant-oriented didactic approach is required. Methodologically, this process can be supported by using diverse, interactive methods that are oriented towards the experiences and lived realities of the participants, and which, based on this, open up new perspectives.

ESD promotes learning on three levels: Cognitive learning ("head") enables a better understanding of complex global contexts. Through a change of perspective ("heart"), the interests and needs of other actors are clarified and this enables the participants to *re-evaluate* the situation and develop their own point of view. The *action* orientation ("hand") creates spaces for ideas and experimentation in which participants can not only think about transformative action but can also implement it in their own environment. The self-efficacy of both teachers and learners can thus be experienced, and commitment to the transformation of our society strengthened.

### ***Key Competencies for Teachers and Learners to Become Agents of Change***

In the course of the process of negotiation and understanding towards a sustainable society, it is important to involve and activate people of all ages in the sense of lifelong learning. To this end, children and young people, as well as adults, must possess certain key competencies that enable them to critically reflect on their own roles and actions, to act sustainably in complex situations, and actively and cooperatively to help shape the future.

The following competencies comprise cognitive, affective, volitional, and motivational elements. They are thus an interplay of knowledge, skills, and abilities. Building competencies goes far beyond imparting knowledge. They must be developed by the learners themselves on the basis of their experiences and lived realities, and then applied in concrete situations in order to learn to assess the effects of their own actions.

The following competencies are relevant for understanding all SDGs and for bringing about a necessary societal transformation. They represent a link between individual and societal well-being.

**UNESCO Key competencies for sustainability (UNESCO, 2017):**

- **Systems thinking competency:** the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one’s own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes
- **Normative competency:** the abilities to understand and reflect on the norms and values that underlie one’s actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on own one’s values, perceptions and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one’s own role in the local community and (global) society; to continually evaluate and further motivate one’s actions; and to deal with one’s feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.

In conclusion, the goal of ESD is to open up possibilities for understanding oneself as an acting subject in a complex global web, through a better understanding of the world and one's own attitude. Transformative education creates spaces and perspectives that encourage reflection on one's own attitudes, foster a change of perspective, and promote sustainable action on the basis of self-efficacy experiences.

The full paper can be downloaded here:

<https://www.dvv-international.de/en/materials/publications/expert-and-position-papers>

**Citizen Education and The Long 40 Years: a work in progress *Martin Yarnit***

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Immediately after World War One, in 1919, the British government set up a Commission to create a framework for adult education. One of the key recommendations of the final report

was that university extramural departments, local authorities and the fairly recently created Workers' Educational Association, the WEA, should form local committees to run adult education programmes. This foundation stone provided the basis for the development of distinct traditions in the four parts of the United Kingdom, that drew on history and social movements in different ways. Wherever there were miners, for example, there were well established relationships between the National Union of Miners and the universities, drawing students into 30-week tutorial classes and, often, preparing them for higher education through Ruskin College, Oxford. Notable in the capital, London, was the city-wide programme of day and evening classes managed by what in 1965 became the Inner London Education Authority.

De-industrialisation and the curtailing of trade union power that was the hallmark of Thatcherism marked the turning point for the tradition of adult learning that was created in the decades after 1919. The working class, its collective institutions and its communities were transformed by economic change and by the arrival of economic and other migrants from every continent. The habits of learning together were replaced by internet communication. So, when the adult educators of today came together to reflect on the 1919 report and its meaning a century later, they were grappling with a bewildering landscape. That included me and my friend and colleague, Jol Miskin, as much as everyone else.

Ten years earlier, we had mounted a project called Cicero that offered groups of working-class students a visit to Brussels, the European Parliament, and a tour of EU institutions, after a WEA introductory course. That was when Britain was still a member of the EU, when there was European funding for UK adult education, and when the WEA prided itself on its commitment to social action education. Things are very different in 2021, but when the WEA advertised a programme of funding for innovative initiatives, Jol and I applied and were successful. He had recently retired from the WEA after a lifetime campaigning for education with a political edge. After my stint with the WEA in Liverpool I had gone on to co-found Adult Learners Week and to set up a national programme for community learning champions.

Our plan was to study and to try to make sense of the transformatory changes brought about during what we called the long 40 years – 1979, when Margaret Thatcher became prime minister through 1997, when Tony Blair was elected in a landslide for Labour, and on to 2019, when many Labour voters defected to the Conservatives, creating a landslide victory for Boris Johnson. Another key event during this period was the referendum on EU membership in 2016. The focus will be on how these events have played out in our region, Yorkshire, where coal mining, once a major employer, scarcely exists any longer, and where many traditionally Labour constituencies are now held by the Conservatives.

Our students – not yet recruited – would be at least dimly aware of these political changes and the accompanying social shifts, but few would have had the opportunity to view the 40 years as an event, and to consider how their lives and those of family, workmates and communities had been changed by it. We begin this October, running through till Christmas 2021. The outcome, we hope, will be a collective account of the period and its impact, seen from many different points of view, and one that addresses one of the themes of the 2019 report of the

Centenary Commission, fostering community, democracy and dialogue.\* The interpretation will take shape on a website and there may even be an exhibition. As the course develops you will hear more. We hope to demonstrate that learning about the pressing political issues of today remains at the core of liberal adult learning.

\* See the full report at <https://www.centenarycommission.org/wp-content/uploads/reports/The-Centenary-Commission-on-Adult-Education-Report-LOW-RES.pdf>

## Later Life Learning

### Planning for the Future *Brian Findsen, Later Life Learning SIG Convenor*

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I have recently reformulated a plan for this LLL Special Interest Group. It is intentionally less ambitious than previously, but hopefully more achievable. Your help in meeting any of the goals will be appreciated.

Goals for 2021-2022:

1. We encourage more engagement of individuals from a diverse array of countries - increasing membership.
2. At local and national levels we develop a better understanding of what is occurring in our respective countries in LLL.
3. We focus on a specific social issue for a specific duration, such as dealing with covid-19 and/or combatting ageism and discrimination in our societies.
4. We look for greater alignment between policies on lifelong learning and active ageing in our respective nations.

Essentially, these goals become meaningless without greater participation of PIMA members. Please contribute actively to the PIMA newsletter and feel free to discuss emergent issues affecting older people and their learning in your society.

I will set a date for a webinar to focus on events/issues related to learning in later life. You are most welcome to offer your views.

### Is senior work a hobby or a profession in Estonia *Tiina Tambaum*

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Healthy ageing includes, among other things, learning and development in old age, as well as older people's social inclusion. The results of a quantitative survey (see below) conducted in Estonia among senior workers show who supports healthy ageing in Estonia. and how.



Senior work includes activities for older people in the community that support active ageing. It is sometimes called cognitively stimulating leisure activities. It is different from social work, and is done in day centres, libraries, culture houses, community centres etc.

Estonia is one of three Baltic States along with Latvia and Lithuania on the Baltic Sea coast of northern mainland Europe. The proportion of its population of 1.3 million aged 65+ is 20%. There are 15 counties in Estonia. The country has a comprehensive network of libraries and, despite the fact that the Local Government Act does not provide for an obligation of day centre service, more than a hundred day centres are running in the country.

425 people drawn from all the counties in Estonia responded to a recent online questionnaire. 90% were women, and about half of the respondents were in the 50–64 age group. Although it is difficult to assess the population of senior workers in Estonia because there is no system or structure for this type of work, we can say that the gender and age distribution of respondents may correspond to the real situation.

The survey showed that younger people do senior work more as paid work, and older senior workers do this work more on a voluntary basis. Senior workers in Estonia are not networked, and as many as 90% of respondents working in day centres, and 97% of respondents working in libraries, do not belong to a network that shares information and experience about developing older people. Among those who do their job as paid work, there are fewer people who try to keep themselves professionally informed and updated. There are also fewer people among paid employees who feel that they should keep up to date with information.

What are the knowledge and attitudes of people doing senior work? Two out of three respondents think that older people should only be offered those activities that they want. This result contradicts the principles of critical educational gerontology that suggests older people's education is to be seen as an agent of social change. Indeed, it is important to offer the activities that older people want, but such a limited approach may hide the mechanism for exclusion and segregation. For example, if nobody does express the need to be offered activities related to sustainable development or social media (as a topic of younger generations or whatever other justification) these new and important areas of life may remain incomprehensible for older generations.

70% of respondents agreed with the claim that there is no problem if the majority of the activities offered in the community are related to music, dance, crafts and arts, so long as groups are full and participants happy. Research has pointed to the problem that the provision of such activities tends to be unsuitable for older men. Also, all those people who have no interest in culture and crafts are out of focus and not catered for. This current study confirmed that senior workers may not see problematic the very narrow target group that in practice they address.

The result that is concurrently both expected and surprising is that half of the respondents do not consider professionalism to be important in carrying out activities for older people. Take a guess whether the professional quality is more important for older or younger senior

workers? Well - older people value and expect quality more than middle-aged and younger ones. Did you guess right?

In local governments in Estonia, support for older retired people's activity is neither part of the educational work nor of a separate area, such as is youth work. The activities of older people in local communities are classified as social work, often related to the needs of people with disabilities; or it is considered as cultural entertainment. Nobody monitors the quality of activities aimed at the learning, development, and social inclusion of older people; there is no interest in the content of those activities – just the fact of activity is enough to get a positive assessment. However, it is known from the literature of educational gerontology that incompetent activity is not just a waste of resources; it can also have detrimental consequences for participants.

The fruits of the lack of a senior work system have become apparent now, in the pandemic situation. Older people have not been developed in the same rhythm, keeping up with the rest of society. They are not networked, they do not have the necessary life skills including digital skills, and as a result messages sent by the government (e.g. related to vaccination) often do not reach and activate them. The results of this study provide a basis for recommendations to establish quality criteria for senior work, and to develop a network and in-service training system for senior workers in Estonia.

In January 2021, Tallinn University, in cooperation with NGO 65b, conducted a quantitative web-based survey to map experiences, attitudes and knowledge of senior work practitioners in Estonia. This is the first nationwide survey to address as many actors as possible in the field of healthy ageing.

The questionnaire was created in the LimeSurvey. The questionnaire contained 53 questions with multiple choices based on the Estonian policy documents on the fields of education, health, coherence and well-being, and the results of the critical educational gerontology literature. The questionnaire was sent to all organizations in all counties where senior work could be expected: day centres and social centres, libraries, community centres, village houses, training centres, hobby clubs, town halls, care homes, volunteer network, schools, churches. The snowball method was used. The study is part of the strategic partnership project "Development of the ability to protect the interests of the older people" initiated by the Ministry of Social Affairs.

## **Curriculum and Instructor Training for Active Ageing Learning in Taiwan** *Wei, Hui-Chuan*

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The Taiwan, Ministry of Education has been promoting the Active Aging Learning Programme (AALP) since 2008, entering a new era of seniors' education. AALP is characterised as providing 'need' learning programmes for active ageing, in contrast to traditional ageing programmes, which only provide 'want' programmes. To implement the

concept of active ageing, AALP established a core curriculum framework, applying the concepts of andragogy and designing a 'Teaching 123' model of instructor training. This article shares the characteristics of the seniors' education curriculum and teaching that I *have* created with my research team in Taiwan over the past thirteen years.

*The need for a change in Taiwan's senior education programme*

Since 2008, Taiwan has been setting up Active Aging Learning Centres in communities across the country. This unique Programme encourages learning about life after age 50. We have replaced the term 'elderly' with 'Le-Ling,' which has been well received by the public, and portrays a new identity of adult after aged 55+. The theoretical basis of the AALP is to draw attention to a forward-looking concept of active ageing, so that education for later life includes not only traditional leisure and recreational activities but also 'health promotion-based' and 'value-creating' activities. This transformation in concept is critical as the 65+ population grew from 7% to 14% within 25 years.

We are born into a rapidly ageing society; but most people have no clear idea how to live well; there are still negative stereotypes about growing old or being elderly. The baby boomers, born between 1946 and 1956, are the largest age segment. They have been retiring since 2000, over 70% of them without preparation. They face dramatic changes in the political and economic environment: changes in the retirement pension system, unanticipated care for middle aged and older adults; unpredictable entry into the most uncertain times of their lives, with no model for a post-retirement career, the need for a change in Taiwan's ageing education program, and the need for Taiwan to start designing a new programme.

*Active Ageing Learning opens up a new perspective on learning after older age.*

In 2008, the Ministry of Education formulated the *Active Ageing Learning Implementation Plan* in facing the reality of an ageing population. The original plan was to set up one AALC in each of the 368 rural and urban areas in Taiwan over a three-year period, to provide early learning for middle-aged and older people aged 55 and above. For the AALC it is a place to attend classes; to network and build social relationships; to find learning information; to volunteer; and a place to become a second home for Active Aging people (Ministry of Education, 2008). The AALC was launched to great acclaim.

Active Ageing Learning is based on a vision of active ageing achieved through the core curriculum and learning. The core curriculum is arguably the most distinctive feature of Active Ageing Learning in Taiwan; the theory behind it is based on the World Health Organisation's *Active Ageing: A Policy Framework* published in 2002. The World Health Organisation (WHO) defines active ageing as enhancing quality of life and expanding their opportunities for health, participation, and safety as people age. The WHO identified personal health, social participation, and social security as the three pillars of a policy framework for active ageing. The concept of active ageing is the first basis for designing the Taiwan AALP. The second is inspired by Howard McClusky, a retired University of Michigan professor who believes that to improve their lives in old age, people must continue to participate in educational activities, which may lead to new resources, new responsibilities, and a new level

of life development. Otherwise, they may lose the resources to survive and be unable to live well, let alone create value.

The concept is of the five levels of needs including the need to cope (the needs of everyday life): the need to express (participating in activities for their interests); the need to contribute (feeling that older people also want to 'give' and have their contribution accepted by others); and the need to influence (to exert influence even in old age). Finally, there is the need for transcendence: by engaging in learning activities, a person can transcend the limitations of old age and gain a deeper understanding of the meaning of life, especially by looking back on one's life, examining turning points, understanding the meaning of life, and being able to move forward despite possible decline in physical functioning (McClusky, 1971).

### *Active Ageing Learning Instructor Training: 123 Teaching Model*

AALP is popular due to its innovative name and curriculum, and for introducing the concept of active ageing in old age. As a result, many adults with various specialisms, those preparing to retire and those who have retired, want to come to Active Ageing Learning to try out opportunities to continue their service, such as volunteering, eg. running an AALC. The Ministry of Education has been training lecturers since 2012 to engage better. I am in charge of the Active Ageing Learning Head Guidance Group and have started to design a training course for lecturers. In Taiwan, there is a great deal of respect for the 'teacher.' Lecturers must have not only the skills to teach but also knowledge and ideas about Active Ageing Learning. They will not be able to succeed otherwise.

Lecturer training has been a very important part of AALP since 2012. I developed a training model based on andragogy, which I call the *Teaching 123 Model*. The '1' represents key points (see Wei, 2016). It means that there should not be too many key points in each lecture, just one key point. It is a complete reversal of the community's lecturer's concept of teaching, focusing on the learner rather than the teacher. It focuses on what the students learn, not what the lecturer wants to tell. Each session focuses on a single point, designing in-depth explanations and applications or exercises to develop the lecturers.

The '2' divides into two parts, 2-1 and 2-2. It is best to start with experiential activities and design activities that are interactive and relevant to the topic: questions, games, videos or case studies, stories, etc., the activity attracting attention. The second activity is the knowledge-based learning design, where the lecturer explains the why, what, and how of the subject matter. This is the most important part. In the past, teachers may have used a narrative method, making the learning uninteresting and ineffective. Experienced teachers may design many units of 2-1s and 2-2s according to the different backgrounds of their students so that Active Ageing Learning can achieve the intended useful and interesting effect.

The '3' represents the three actions that the lecturer will design for students to apply at the end of the module. The lecturer does not have to design three or only three actions; we have named the pattern 'Teaching 123' simply to make the patterns more memorable. If learners have the opportunity to apply what they have learned and know how to apply the actions, they will be motivated to continue learning. (Wei, 2016).

The Teaching 123 model has been generally well-received by the participants. Many of the people who give talks at the community learning centres and come for training have no teacher training but have been 'teachers' in the community for many years. Therefore, it is a challenge to train the trainers: they may not be able to learn too much theory, but without theory, they have no foundation. This "Teaching 123" training model has been a major feature of AALP since 2014.

We conducted a survey of 727 questionnaires and found that the trainees were most impressed by the Teaching 123 model during the training (Wei & Li, 2014). Those who participated in the lecturer training had a wealth of experience, and their overall average satisfaction with the training was high. We also conducted a survey of learner satisfaction. Of 900 questionnaires were sent out, 666 valid questionnaires were returned (73.3%). High mean scores were found in several categories. It was clear that the training in Teaching 123 is helpful not only for the lecturers but also for the participants to evaluate their own learning outcomes positively.

#### *Next Step: From Active Ageing Learning to Life Design*

I share the three main features of Active Aging Learning in Taiwan. First, it starts with reversing old concepts; secondly, it establishes a core learning curriculum framework; and third, it applies adult education methods, and designs a Teaching 123 model to train lecturers.

Active Ageing Learning is bringing a new era of seniors' education to Taiwan. After thirteen years of practice, we have achieved a lot. Taiwan is expected to enter a 'super-aged society' in 2027. We need to continue to deepen our efforts in these three areas. First, we need to continue designing innovative programmes and activities for an actively aging learning framework, by inviting people from different fields to work together. Secondly, we need to continue nurturing cross-disciplinary professionals to serve as Active Ageing instructors. The role of instructors is also very meaningful in providing a bridge for middle-aged and elderly people to learn, contribute, and continue to work after retirement. Thirdly, as more and more people for Active Ageing emerge, we need to offer courses on the second half of life; to encourage middle-aged people to help them prepare for the second half of life as early as possible; and to find a new position so that they can live long and well.

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## **Activities in New Zealand *Brian Findsen***

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I hope the Covid pandemic is not impeding your life too much. In New Zealand, fortunately, there have been very few restrictions on daily life. The tourist industry, the international student market, and some seasonal work, are suffering the most, but other sectors, such as housing, are booming.

### ***Lifelong Learning in New Zealand (NZ)***

For seniors in NZ life is not too different. Those who have previously been marginalized (in relative poverty; poorer access to good health care) remain so. As a Board member for Age Concern Hamilton (an NGO focusing on the well-being of elders in this region), I learn about issues facing older people locally and nationally.

*The following are three items that I have selected from current news items (June 2021) which illustrate some of the issues for seniors.*

#### ***Elder Abuse Professional Development and Training***

*Source: Press Release, Age Concern 8 June 2021*

##### *Background*

Elder Abuse remains a serious issue at all levels of society - rich/poor; various ethnicities; urban/rural. It is principally carried out by close family members. Financial abuse is one of the most common, but psychological and physical abuse also occur. Age Concern Hamilton has a government contract via the Waikato District Health Board (Elder Abuse response Service). Training and professional development of Age Concern staff dealing with specific cases are sometimes missing from contracts.

##### *This is a shortened version:*

Age Concern New Zealand (ACNZ) is calling for funding to be invested in its vital elder abuse prevention and education programmes which complement the Government's Elder Abuse Response Service (EARS).

According to Stephanie Clare, Chief Executive at ACNZ, the Elder Abuse Response Service is great for supporting the victims of elder abuse, but we need this same investment in education and prevention of elder abuse. She urges support for the EARS workforce with professional development and supervision, and to educate New Zealanders about and to prevent horrific abuse happening in families and communities across Aotearoa. The work of ACNZ in this area shows 79% of alleged abusers were family members, of which 56% were adult children or grandchildren. ACNZ has been called on more and more to provide expertise in legislation, policy, workforce support, and prevention education. Most recently it contributed on submissions, legislation, and policy guidelines that advocate for the rights of older adults for the banking and telecommunications sectors, Police and Community Law, Ministry of Social Development, the Joint Venture for Family Violence and Sexual Violence, Government Inquiry into Mental Health and Addiction, and on the End of Life Choice and Palliative Care Committee.

#### **Sufficient Vaccine Supply to Vaccinate Half a Million New Zealanders in the Next 5 Weeks**

Friday, 11 June 2021, 4:27 pm Press Release: [Ministry of Health](#)

##### *Background*

The roll-out of the Pfizer vaccine has been slow in comparison with some other Western countries. The Government is coming under criticism that it may be delaying the vaccination roll-out. There are four levels of distribution urgency, the most important being front-line workers dealing with covid. In particular, over 65s are obviously affected by delays.

##### *This is a shortened version:*

The Ministry of Health has confirmed that there is sufficient supply of the Pfizer vaccine for district health boards to deliver more than half a million vaccinations as planned over the next five weeks. Some people in group 3 (those over the age of 65, people with disabilities, pregnant people, and certain health conditions) are anxious to know when they will receive their vaccination. District Health Boards (DHBs) have been asked to ensure that people in this group receive an invitation to be vaccinated by the end of July at the latest.

### **Retirement Commissioner recommends review of industry laws**

From [Morning Report](#), 7:37 am 9 June 2021

#### *Background*

Since covid there has been a nationwide shortage of housing stock and the prices of properties around the country have climbed by close to 30% in a very short time. Homeless people are commonly being accommodated in motels paid for by the Government. An issue really for the middle class and wealthy is that some residents of retirement villages feel the industry is ripping them off, especially related to significant loss on potential capital gains of property.

The government is being urged to "lift the lid" on the retirement village industry, as the Retirement Commissioner, Jane Wrightson, calls for an urgent review of the laws to better protect older adults. Feedback on the proposal is overwhelmingly in favour, with only the village operators against the idea. Wrightson says a growing number of New Zealanders are now heading into rest homes and it is time the 18-year-old Retirement Villages Act was made fit for purpose.

## **Other PIMA Business**

### **New Special Interest Group on Life Deep Learning *Dorothy Lucardie***

*dorothy.lucardie@bigpond.com.au*

The PIMA Committee has approved the formation of a Special Interest Group (SIG) that will research and explore the concept of Life Deep Learning as an important aspect of adult learning.

PIMA members are invited to join the SIG and contribute ideas and written discussion to an asynchronous group email thread. No formal meetings will be held and each month a summary of the ideas and discussion will be posted to the Forum on the PIMA Website. SIG members will be invited to contribute to the PIMA Bulletin and webinars that focus on Life Deep Learning.

*If you are interested in joining the SIG or would like further information, please contact Dorothy Lucardie [dorothy.lucardie@bigpond.com.au](mailto:dorothy.lucardie@bigpond.com.au)*

## **Welcome New Members**

**Dr Liz (Elizabeth) Boulton** [eliz.g.boulton@gmail.com](mailto:eliz.g.boulton@gmail.com) contributes to the symposium on the RMIT EU Centre SDG project contained in this Bulletin.

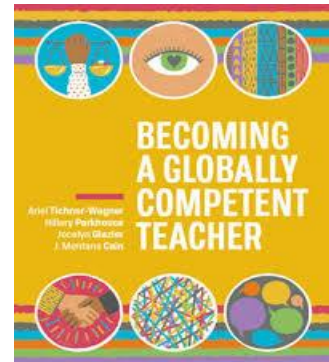
Liz grew up and lives in Regional Victoria in Australia. Her professional background is almost equally divided between work in emergency logistics as an Australian Army Logistics Officer East Timor in 1999 and Iraq in 2004, with NGOs in Africa, and in the climate science and policy sector. Her 2020 ANU PhD sought to join these two fields by exploring the question: “Climate and environmental change: time to reframe threat?”

As a civilian she undertook humanitarian work in Ghana, Nigeria, and Sudan, with a focus on food and water security and health. After a master’s thesis in Melbourne on sustainable freight transport she consulted in this area for local and State Government agencies, winning an Industry Award. Later she moved to the Bureau of Meteorology to support the Pacific Climate Change Science Program and the National Climate Centre, working on stakeholder engagement and climate risk communication. In general, her research focuses on framing, narrative, socio-cultural issues, and integrative humanities methods.



Liz is passionate about creating a ‘safe Earth,’ and particularly fascinated by transdisciplinary and ‘out of the box’ scholarship. She seeks to connect with others of like mind. PIMA’s approach of integrating thinkers from across multiple cultures and disciplines inspires her, and it accords with her own views on the need to transcend silos, and her own eclectic background. Given the urgency of the climate and environmental crisis, an approach which connects people and helps to harness their collective experience and knowledge seems exactly what the world needs.

**Colette February** [cfebruary@uwc.ac.za](mailto:cfebruary@uwc.ac.za) greets us as a Lecturer in Adult Education, Institute for Post School Studies, Faculty of Education, University of the Western Cape, South Africa, and Board Member of St George’s Home for Girls, Bute Road, Wynberg, Cape Town, South Africa. Most of her teaching currently aligns to the online Master’s in Adult Learning and Global Change (ALGC) Programme, part of a twenty - year collaboration between the University of the Western Cape (South Africa), University of British Columbia (Canada) and Linköping University (Sweden). She enjoyed being a student on this Programme herself, her experience as a part-time student valuably informing aspects of her teaching on the Programme today.



When she thinks of the teaching and learning challenges that continue to face South Africa, Colette believes that re-imagined lifelong learning frameworks may usefully guide us towards significantly more student success than is currently the case. It may also shape educational communities in ways that make wider circles of support possible for many adult students who might find this extended civic support useful. PIMA may thus offer opportunities to explore how new kinds of lifelong learning may support educationally successful South African communities.



**Christoph Jost, (Director DVV International)** [jost@dvv-international.de](mailto:jost@dvv-international.de) is married with two young children, and passionate about lifelong and intercultural learning, as well as travelling, and playing chess and table tennis. He is Director of the International Institute of the German Association for the Education of Adults, DVV International, which works with over 200 partners in more than 30 countries worldwide. A professional organization for adult education and international development, it aims to support setting up sustainable adult learning and education structures: facilitating courses for people most in need, strengthening organizational capacities and human resources, and by providing advisory services to improve overall framework conditions. Before joining DVV International Christoph worked with an international education institution and two development consulting firms. He is a member of UNESCO's Coordination Group of CCNGO (Collective Consultation of NGOs on Education 2030) and of the Executive Board of ICAE. Note his paper on Transformative Learning in this Bulletin.



**Jac Torres-Gomez** [Jac.Torres-Gomez@wyndham.vic.gov.au](mailto:Jac.Torres-Gomez@wyndham.vic.gov.au), is a passionate community development practitioner, teacher, facilitator, and author. She has worked in education and community development globally, including in Australia, Japan, Nepal, Papua New Guinea, Mexico, and Bolivia. Her focus is on supporting sustainable community and educational partnerships through innovative programme management and policy, particularly enhancing education and learning in fragile contexts, for human rights, cultural diversity and inclusion, and promoting healthy communities. Jac is the author of the children's book 'Cycling to Grandma's House'. She holds a Master's Degree in International and Community Development, a Bachelor's Degree in Education, and a Diploma in Business Governance.

Her work takes a focus on the UN Sustainable Development Goals, and on how sustainable and innovative models of education, lifelong learning and partnerships can help create an equitable, safe and kinder world for all. Being part of PIMA supports her vision to create and share thoughtful, equitable and inclusive policy and programmes that make the world a better place. Like Liz Boulton, Jac contributes to the symposium on the RMIT EU Centre SDG project in this Bulletin.

