



Pascal
International

PIMA Newsletter No. 10

February 2017

CONTENTS

1. [Editorial](#)

2. [PIMA Committee and AGM News](#)

PIMA 2016 Annual Report

3. [New Members](#)

Helen Hill

Paul Stanistreet

Leesa Wheelahan

4. [Resources](#)

Asia Global Fellows Program

5. [Member News and Views](#)

Letter from France. Chris Brooks

Three Moves in Pedagogy of Solidarity: Stepping forward, standing with and staying connected. Shirley Walters, Vice-President of PIMA

The EPIC project: an EDULINK project supported by the EU. Jose-Gines Mora Ruiz

6. [Seminar on the Sustainable Development Goals \(SDGs\) and Lifelong Learning](#)

How does lifelong learning promote the 17 SDGs?

The 17 Sustainable Development Goals

7. [Big Tent Communique](#)

8. [Appendix](#)

PIMA Register of Members February 2017

1. Editorial

Looking ahead

Chris Duke



It is February and we have passed all the New Years from January 1 to New Years more familiar and celebrated across East and South-East Asia. Enjoy the Year of the Rooster!

For PIMA it is New Year also. Our business year and annual report correspond to the Calendar Year and we now enter a second cycle, following 2015-16 when we were conceived, grew and held our first AGM. We have now elected a new **PIMA Governing Committee** for the years 2017-18. They appear below in the Annual Report, immediately after this Editorial.

The Annual General Meeting at which this the elections results were ratified also approved an **Annual Report for 2016**. This is included, together with the appended up-to-date **Register of PIMA Members**.

The meeting noted and welcomed three new members to PIMA who are identified below. New Committee members include Chris Brooks (France); the new Vice-President is Shirley Walters (South Africa). It is timely therefore to include something from Shirley writing personally but now in a new role for PIMA.

It is also timely to introduce new Committee Member from France Chris Brooks, and at the same time a new idea for the Newsletter. The idea is to trial a regular section of '*letters from*' several places where PIMA has an active interest. This first contribution is what we are calling '*letter from France*': perhaps as it evolves a regular letter from both France and Brexit-destabilised Europe. Chris will be a regular letter-writer. He may also exercise the option of delegating by 'guest-editing' to another member on occasion.

This innovation at once goes to the heart of a question about the scope of PIMA Newsletters. These connect and thus unify PIMA (and as PASCAL) with Member interests in lifelong learning, place, socio-economic development. But we look equally and also to trends and forces at play outside the education sector: things which pre-occupy us as citizens in wider civil society and internationally through to local affairs. The balance is a matter of judgement: you will see that Chris's letter leans heavily to the current state of political affairs in France, the outcome of which will be critical globally as well as for EU Europe and France. Other '*letters from*' will centre much more explicitly on lifelong learning.

If this proves to be of interest we may widen in successive issues, initially perhaps to Canada and Australia, with a view to drawing in other major regions in turn. Please for now (i) note the LLL implications of the state of affairs now reached in many European countries and also USA for what many in our field now judge to reveal an alarming failure of community education and lifelong learning. Secondly (ii) what are your views on the proper Newsletter and 'letter to' mix? Please write your own '*letter to the editor*' and let me know.

On the same weekend in Melbourne PIMA held a day-long **Seminar on the Sustainable Development Goals (SDGs) and Lifelong Learning**, which was linked to the recently formed Special Interest Group (SIG) on this subject. The PASCAL Board suggested that PIMA start a (for it) Second

SIG and PIMA chose the theme of SDGs which PASCAL naturally also considers to be of high importance. The Seminar focused on several selected SDGs, including the – for PIMA and PASCAL – pivotal SDG 4. In this Special Issue you will find a brief personal review and reflection by Secretary-General Chris Duke as a prelude to wider dissemination of the work of the Seminar which will follow. This includes ***an invitation to all PIMA Members*** to join the SIG and/or one of the several strands which it is addressing. Please write to bruce.wilson@rmit.edu.au (copy for info to chris.duke@rmit.edu.au) if you are interested. We include a ***Summary of the 17 SDGs*** for convenient reference.

Also in this issue is an item from our Spanish Member and colleague Jose Gine Mora (Pepe) about recent work in the South Pacific, a region where we have yet to engage effectively, but which is at the fore of concerns about global warming and rising sea levels.

Finally, PIMA played a central part along with Budd Hall, UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education, and other civil society partners, in giving voice to global concern among universities at new trends towards isolationism and belligerent nationalism. The Big Tent communication which has appeared on the PASCAL Website is presented here in full. Members are encouraged to disseminate this. Those in universities in particular are encouraged to foster its consideration in their own institutions. This and the other earlier Big Tent Communiqués can be found on the UNESCO Joint Chair Website at www.unescochair-cbrsr.org, www.gacer.org. Note that the new Communiqué is available there in Arabic, French, Spanish and Portuguese.

Please continue sending contributions for future Newsletters to me at chris.duke@rmit.edu.au.

1. PIMA Committee and AGM News

PIMA 2016 Annual Report

Origin and purposes

The PASCAL International Observatory (PIO) created in 2002 in Melbourne is an informal partnership of several universities and a Governing Board. The PASCAL International Member Association PIMA was set up in 2015 to solicit a larger active membership, and support different ways of involving different members, some of whom are also PASCAL Associates. PIMA is incorporated as a legal person under the law of the State of Victoria, Australia, with activities world-wide. Using the Observatory Website, it complements and extends the efforts of the Observatory which focuses on locality-based learning cities and communities.

PIMA extends the reach of PASCAL into local and regional communities and networks especially in the Asian and South Pacific region. It reaches into local communities to mobilise and energise civic effort through participation in policy and programme-making, connecting with locality-based efforts locally and globally elsewhere. It strives for consistency between what it advocates and how it conducts its affairs, with equal respect for all, shared leadership, and full valuing of diverse experience, approaches and points of view. It practises open, transparent and participatory democratic governance.

PIMA connects people, groups, associations and organisations with shared objectives and similar purposes, promoting lifelong learning for sustainable social, civic, economic, healthy well-being including caring for the environment and total eco-system, as custodians of our shared heritage. The Association expresses, supports, and helps to realize the principles and purposes on which PIO was founded, in pursuit of such values as Access to education and learning for all; Making the learning



society real; Supporting really useful lifelong learning; Reinstating Society and the Social; Education as a means to collaborate and solve problems.

Governance

2016 was the first full year of PIMA (formally the Friends of PASCAL Association known for convenience as PIMA). PIMA was formed at the end of 2015 in a first General Meeting held in Melbourne. It is governed by the PIMA Committee of nine, in accord with the Rules of the State of Victoria Registrar where the Association is registered.

The PIMA Officers for 2016 were Dorothy Lucardie (Australia) President, Peter Welsh (UK) Vice-President, Charlotte Scarf (USA and Australia) Treasurer, Chris Duke (UK and Australia) Secretary-General. The five other Committee Members were Choi Donmin (R of Korea), Steve Garlick (Australia), CM (Susie) See (Malaysia), Hans Schuetze (Canada and Germany), Shirley Walters (South Africa). Thomas Kuan (Singapore) was coopted to the Committee towards the end of the year. The Committee met four times by skype during the calendar year, and a fifth time at the beginning of 2017 prior to the 2nd AGM.

At the end of 2016 processes were under way to elect a new Committee for the two years 2017-18 (their names will be appended to this Report when known). Committee meetings were supported by a large volume of full Committee, small Group, and one-to-one email exchanges. Agendas and Minutes were issued as drafts and Minutes approved by the President and Committee.

Membership

In 2016 the Association's Membership was limited to individuals making application and approved by the President and officers. There was no fee. At the end of 2016 PIMA continued the practice of managing without its own finances, entirely on the basis of volunteered effort. Once funded projects are started an account will be opened in Melbourne operating under Victorian and Australian rules.

At the end of the year the Committee resolved in principle to extend membership to organisations, the detail and implementation to be managed by the Committee in 2017. Membership in 2016 grew in number and widened in terms of geographical range well beyond what had been visualised by the small group of founding members in 2015.

In summary, in December 2016 there were 92 members from 31 countries, 15 in Asia-Oceania and 16 in other regions. Just over half of the members, 48, are from Asia-Oceania, 25 from Europe and 19 from Africa and the Americas. Women are outnumbered by men almost two to one (32:60). The PIMA governing Committee is drawn from five continents with equal gender balance. PIMA's membership and Committee are thus weighted towards Asia and Australasia, complementing the more European and to some extent American and African character of PASCAL itself. Data on age are not collected, but bio-notes make it evident that the majority of PIMA members are senior experienced practitioners and scholars. There is a wish to rebalance somewhat in terms of age, and provide mentorship to the next generation of leaders, as well as more obviously in terms of gender.

Networking and dissemination

The Association was well represented at the 2016 PASCAL Annual Conference held in Glasgow in June. Several officers and members of the PASCAL Board and the PIMA Committee met on three occasions during that event and agreed on several modes of collaboration. Significant contributions were made to the PASCAL Website by PIMA members and to some other meetings, although attempts to reinvigorate the 'OTB' (thinking Outside the Box) lateral thinking facility on the Website proved so far unsuccessful because of a lack of regular postings and reader involvement.

Instead the Association developed bi-monthly Newsletters. These serve mainly to inform PIMA network members about one another's ideas and activities, and to encourage wider, alternative 'OTB' approaches to problems, using this medium. The 9th issue came out in December. The Newsletters grew in size and carried increasing volumes of well received news, views and analysis by and from PIMA Members, without duplicating the increasingly high quality PASCAL Website material. Since the June agreement, the Newsletter goes to all members of the PASCAL Board.

In the first half of 2016 a member survey was conducted to involve all members in agenda-setting. A good rich set of responses was analysed by the Committee. This informed its work and forward planning in the latter part of the year. Some of it is reflected in projects and ideas determined by the Committee; other ideas remain under consideration.

A Communications Group may also be set up to strengthen internal and especially external communication, especially the sharing of ideas and the dissemination of aspirations and results in diverse ways.

Other activities

At the invitation of the PASCAL Board PIMA created terms of reference (TOR) and the initial membership of a Special Interest Group (SIG) on the significant global Sustainable Development Goals (SDGs), which apply to all countries, not only the 'developing world'. The SIG is led by members at RMIT University Melbourne, a founding university member of PASCAL. At the end of 2016 ideas were being explored for additional SIGs on Higher Education, and on Older Adults. Some of these initiatives may lead to practical hands-on projects conducted by PIMA and involving more PIMA network members and partners. PIMA inclines to collaborating with and supporting the efforts of other bodies with similar values and purposes, including the PASCAL Board and regional bodies such as ASPBAE.

In order to conduct business democratically and efficiently, PIMA has developed several small working groups. One is a Strategic Development Sub-committee. Another is a Governance and Rules Group the task of which is to ensure that PIMA's own conduct of business complies with the State Registrar's Rules. A possible Communications Group is referred to above.

Officers and Members of the PIMA Governing Committee for 2017 and 2018

Surname	First Name	Position	Country	Email
Lucardie	Dorothy	PRESIDENT	Australia	dorothy.lucardie@bigpond.com
Walters	Shirley	VICE PRESIDENT	South Africa	ferris@iafrica.com
Kuan	Thomas	TREASURER	Singapore	kuanthomas@gmail.com
Duke	Chris	SECRETARY-GENERAL	UK	chris.duke@rmit.edu.au
Brooks	Chris	MEMBER	France	chris.brooks@dbmail.com
Garlick	Steve	MEMBER	Australia	steve.c.garlick@gmail.com
Han	SoongHee	MEMBER	R of Korea	learn@snu.ac.kr
Scarf	Charlotte	MEMBER	USA	charlotte.scarf@sydney.edu.au
Yuan	Dayong	MEMBER	China	yuan_dayong@163.com
Serafim	Mary	ADMIN OFFICER	Australia	mary.serafim@rmit.edu.au



2. New Members

Helen Hill

Helen graduated at the Australian National University with a doctoral study of adult non-formal education and development in Fiji, New Caledonia and Micronesia, and has been involved with ASPBAE then. She devised and taught the Diploma in Youth and Development at the Commonwealth Youth Programme's South Pacific Centre in Fiji for three years before moving to Victoria University (VU) in Melbourne where she introduced a BA (Asia-Pacific Community Development largely based on that experience and now enjoys honorary status there after 21 years teaching also at Masters and Doctoral level especially in Community Development. From study leave in Timor-Leste, where as a Masters student she had gone to study the movement for self-determination, she became deeply involved in the policies and politics of independent Timor-Leste, attracting Timorese students to VU. She now lives in Dili, assisting the Timorese build a postgraduate Community Development course at the National University and maintaining links that support development in Australia especially with VU. She played an active part in the Melbourne SDG Seminar featured in this Newsletter.

Paul Stanistreet

Paul was for many years a key member of the National Institute of Adult Continuing Education (NIACE), England and Wales, which was led for many years by PIMA Member Alan Tuckett (now a Professor at the University of Wolverhampton). In particular, Paul edited the highly valued NIACE *Adults Learning* journal. Recently, Paul moved to Hamburg in Germany to take up the position of Head of Publications at the UNESCO Institute of Lifelong Learning (UIL). UIL has long been a PASCAL and now also PIMA partner, as a 'co-worker' collaborating closely with PASCAL through the UIL Learning Cities initiative. Paul was for many years a key member of the National Institute of Adult Continuing Education England and Wales (NIACE), which was led for many years by PIMA Member Alan Tuckett (now a Professor at the University of Wolverhampton). In particular Paul edited the highly valued NIACE *Adults Learning* Newsletter-Journal. Recently Paul moved to Hamburg in Germany to take up the position of Head of Publications at the UNESCO Institute of Lifelong Learning (UIL). UIL has long been a PASCAL and now also PIMA partner, as a 'co-worker' collaborating closely with PASCAL through the UIL Learning Cities initiative.

Leesa Wheelahan

Leesa, another Melbourne-based scholar-activist like Helen Hill, moved from Melbourne University in 2014 to take the William G. Davis Chair of Community College Leadership at the University of Toronto's Ontario Institute for Studies in Education (OISE). OISE formerly housed the International Council for Adult Education and many leading Adult Education authorities including PIMA Member Budd Hall, former ICAE Secretary-General. She is particularly interested in pathways within the sectors of tertiary education and between education and the labour market, tertiary policy, and the role of knowledge in tertiary education qualifications. A frequent former contributor to the Australian *Campus Review*, she became a public policy intellectual with a passion for social justice and equity. Leesa is now a global authority on technical and further education, tertiary colleges, articulation with and between institutions, and student participation and access. Her partner Gavin Moodie, already a Member of PMA also moved from the Melbourne HE system to an Adjunct Chair at the same University.

3. Resources

Asia Global Fellows Program

The Asia Global Fellows Program is an inter-disciplinary and intensive leadership development program for mid-career professionals with an interest in Asian public policy matters. The program is an initiative of the Asia Global Institute at The University of Hong Kong, with funding from the University, donors, and others who believe that the future of the world depends on more leadership and better appreciation for addressing humanity's greatest challenges. The program is currently looking for 16 Fellows who have strong leadership potential and are up-and-coming influencers in politics, policy-making, business, or civil society. Fellows must also have a high level of English proficiency. Fellowships are fully funded, covering housing, travel expenses and a monthly supplemental stipend.

About the Program

- ◆ 13-week residential based in Hong Kong
- ◆ Provides access to all HKU's educational resources
- ◆ Features various leadership skills workshops and seminars
- ◆ Features trips to different Asian capitals and manufacturing centers
- ◆ Provides networking opportunities for promising future leaders in a further globalized world
- ◆ Fellows will be required to conduct research and produce a paper on a topic relevant to global affairs

Apply online on or before March 15: <http://www.asiaglobalinstitute.hku.hk/en/agfellows-program/>

4. Member News and Views



Letter from France

Chris Brooks

Chris Brooks is now a member of the PIMA Governing Committee. He worked for many years in OECD and subsequently at Sci Po in Paris. Here we trial the idea of regular notes from correspondents in different regions of the world which report and reflect on development there which are relevant to PIMA.

We live in a time of 'never say never'. All bets are off. Look at the Scottish and then the UK Referenda and the US Presidential contest. Note the surprise runs of two old Socialist candidates in Corbyn and Sanders, both apparently unsuccessful, and the unexpected success of young Trudeau in Canada. Now watch the Continent of Europe, and especially France where another very young candidate is surprising the 'chattering classes'. How can we in education and community learning engage constructively to influence widespread crises of failed vision of political leadership and civic community lifelong learning?

Recent referenda and elections in Britain and the US are taken as evidence of a drastic failure of community-wide civic education for lifelong learning, brushed aside by preference for short-view skills acquisition. This first '*letter from*' shares insights into global trends beginning with France, now at the eye of the 'Brexit storm' and the 'crisis of the European project'.

Request for a 'letter from France'

A surviving 'big beast' of late 20th century UK politics is Shirley (now Lady) Williams of Labour and Social Democrat persuasion. Here by extract is her request to friend Chris Brooks for comment on the French political situation, and Chris's response; at a time when nothing can be taken for granted, familiar governance has broken down, alienation is widespread and western democracy is in jeopardy. In her request for comment, reading about the French Presidency which she finds disturbing, she seeks a short assessment. To her the election of Marine le Pen or even of a candidate with a record of breaking the rules would be very damaging for the future of the EU. She sees the context as a souring of the 'special relationship' of the UK with the US, in turn affecting Brexit: the UK PM relied upon a friendly US administration, but the challenge to the judiciary and the rule of law went beyond anything expected. In Shirley Williams' view Labour in Britain 'was crazy not to vote against the Article 50 legislation for fear of offending voters in the old industrial areas who supported Leave.

Chris replies:

Politics are very uncertain in France at the moment so it is difficult to predict. I will go through the elements as I see them:

1. The assumption of a battle between Francois Hollande and Nicholas Sarkozy held front stage until September last year. The only issue discussed by political commentators was if Marine Le Pen would be in the second round of the Presidential election.
2. By mid-October it was clear that Holland could not win the Primary election to be the Socialist Party candidate. Juppe appeared very strong as the possible standard bearer for the republicans or the traditional right.
3. In the right-wing primary there appeared to be a battle between Juppe and Sarkozy until the last four weeks of the campaign - the last three weeks of November. The Sarkozists decided they could not beat Juppe and therefore deserted him in favour of Francois Fillon. Fillon, ignored during much of the campaign, seemed the honest, straightforward, reaction conservative that the right wanted. The middle, upper middle class, older small town / rural conservatives voted in great numbers for Fillon. He appeared comfortable, reactionary, honest. He won the primary by 64 to 36 against Juppe.
4. The press assumes Fillon has won the Presidential election but he more or less disappears from the public eye.
5. Francois Hollande decides not to be a candidate in the Socialist Primary election or the Presidential election. Valls resigns as Prime Minister and announces he will run for the nomination. In the end he is defeated by Benoit Hamon a 47 year old apparachik who has spent his whole working life in politics... Hamon wins very easily: 58 to 42.
6. A week ago the Press - *Le Canard Enchaîne* - reveals that Francois Fillon has been employing his wife as a parliamentary assistant for a total of over 800,000 euros and that she has also been writing book reviews for *Le Revue des Deux Monde* for over 100,000 euros. Only two book reviews had been published, the magazine is owned by a very rich financier, and it is suspected that this is a disguised gift. In then appears that Fillon employed his children when they were students and financed this from public Senate funds.
7. Fillon says he has done nothing wrong. His following in the polls falls by over 15 points. Will he - can he - remain as candidate? This will be settled [shortly]. The enquiry by the judges is continuing - if they decide there is a case he is finished... If they decide there is no case to answer he remains a major liability for the right. It is now less certain that he will be in the second round.

8. Who is responsible for putting all this information in the media? Clearly Sarkozy assisted by his former Justice Minister. Sarkozy cannot accept that anyone other than himself can be candidate of the right...
9. Fillon is a dead duck.
10. Hamon the socialist candidate is trying to fix an alliance with the Greens and the Communists. It seems improbable but if so he might just be a candidate in the second round. I think this is unlikely.
11. During all these unexpected outcomes one star has been rising - Emmanuel Macron - a brilliant young former Finance Minister of Hollande who resigned four months ago to run for President. Nobody thought he would go anywhere. He is now at 22- 24 per cent in the polls and could well be the second candidate. His rallies are electric - 15,000 at Lyon, 18,000 in Paris... He is neither left or right - liberal and social, clever and young.
12. Marine Le Pen is at 26 or 28% in the opinion polls and rising. She will be in the Presidential second round. The issue is who against. If it is Fillon I guess he would win. If it is Hamon I guess she would win. If it is Macron I guess he would win, as his following includes many people on the right and centre right who are highly anti-Le Pen.

The situation is very uncertain. I am strongly pro-Macron - even if he is inexperienced in defence and foreign affairs. It would be a cultural revolution in France... and we need one.



Three Moves in Pedagogy of Solidarity: Stepping forward, standing with and staying connected

Shirley Walters, Vice-President of PIMA

Inspired by the thoughts of Immanuel Wallerstein, Shirley offers these three moves of the pedagogies of solidarity with popular adult educators helping the struggle for a more sustainable and egalitarian world. She draws on participation in anti-apartheid women’s organizations of South Africa, where she had to cope with being young, educated and white in an organisation of mostly older, poor, black women, going back to the anti-apartheid resistance by women’s movements from the beginning of the eighties and asking how can 'white' people participate in non-racist, non-classist ways. It is a question that confronts especially while middle class activists “in the midst of a struggle for the successor to the current capitalist economic and political systems”.

The imperative need for solidarity in a perilous world

Asking why solidarity matters, Shirley comments on the depth and breadth of inequalities worldwide, and offers three moves that have emerged from working with colleague Shauna Butterwick with whom she co-authors the forthcoming 2017 book, *Forging solidarity: Southern Perspectives of Popular Education*, SENSE Publishers co-edited with Astrid Von Kotze. “These are (i) stepping forward, (ii) standing with, and (iii) staying connected. I will elaborate what I mean. These moves are not separate. Rather, they occur simultaneously and are mutually reinforcing.

The first move, ‘Stepping forward’ refers to those moments, which we sometimes plan carefully and other times are spontaneous; we speak out, stepping forward to disrupt and challenge gender (or other) oppressions. The move, in some instances, involves taking a leadership role. We may be in a meeting where we recognise that certain women are not being listened to, or the men in the room

have taken her words as his own (i.e. 'her words on his lips') so we interrupt and draw attention to this fact.

The second move, 'standing with', is about actions/moves that support other women (or other marginalised people) as they step forward to give leadership. This may mean encouraging and supporting less experienced or confident colleagues or students to take the lead in meetings, projects or community organising. In this move, we bear witness to, support and stand alongside others as they take the lead to provide critical analysis and outline actions to be taken. It is, to a certain extent, about middle class, more experienced educators and activists recognising the conditioning which fuels our impetus to speak for others.

The third move is about 'staying connected' while getting out of the way or moving aside. There may be a student 'sit-in', for example, where there are demands for the curriculum to change. We see what we can do to assist, by bringing food or whatever else may support the success of their action. Staying connected is centrally about being in relationship and working to build solidarity across divisions organised around class, gender, race, age and other social locations.

Both stepping forward and standing with require an understanding of how the location of the speaker is always epistemically significant. That is, who is speaking matters in relation to the knowledge being shared and how it is valued. It reflects to some extent, a feminist standpoint that sees those on the margins or in lower positions of hierarchical power relations as having a clearer vision and understanding of injustices as well as their remedies.

Staying connected is more of an overarching ethical stance that points to solidarity – it is ongoing. It is about middle class (often 'white') activists being available and in support and doing so in public ways thus, at times, taking risks in their solidarity."

Shirley concludes that stepping forward, standing with, and staying connected require us to be radically vulnerable and open to build common knowledge across generations about our futures which develop connection and collaboration across deep social and economic divides. "It is learning to work with people who are not necessarily like us. It is learning to be radically vulnerable through love and courage. It requires our organisations, classrooms and movements to create pedagogical spaces where we can practise our passions and our patience as we make the path by walking together".



EPIC project: an EDULINK project supported by the EU

Jose-Gines Mora Ruiz (Pepe)

It is a long way from Spain to the Pacific Islands, as PIMA Member Pepe well knows. He was recently a contributor to the EPIC project on renewable Energy in the Pacific Islands: developing skills and Capacity. Now a visiting Fellow at the Oxford Centre for Higher Education Policy Studies, University of Oxford, he consults in the field of lifelong learning and its applications, more commonly in the Latin American than the Pacific Ocean world. After retiring from the Chair at the University of Valencia, he became a Visiting Professor at the London Institute of Education (now part of UCL).

Pepe was an active member of the OECD Institutional Higher Management in Education (IMHE) Programme which drove the OECD studies of *The Role of Universities in Regional Development*. This project drew expertise from PASCAL (and now PIMA member) staff. It culminated its main working

2007 with an international conference at Valencia, hosted and managed by Pepe led to a substantial OECD book on the subject. It also led directly into the PASCAL PURE project, coincidentally also involving fourteen other regions and their universities around the world. As this report shows, Pepe continues to foster universities' commitment to their regions.

The Pacific Islands are still having huge issues in terms of the access to electricity of a high percentage of their population, which is spread all over the region in so many - too many - islands. The dispersion of the population among different islands, even when power comes to one of the Pacific Islands countries, makes it even more complicated to ensure access to energy in general.

Using fossil fuels for achieving access to energy of everybody is becoming a major issue, as under the evolution of ICT and the energy sector it is still too expensive to get the proper infrastructure in this sense. Thus, given the huge potential of renewable energy sources available in the region, a shift towards renewable energy systems is clearly the best solution. Therefore, Pacific Islands are facing another challenge going down this line: preparing professionals to work in the field of renewable energy. Hence, renewables are becoming crucial, and with it the challenge, as well of providing a cadre of well-trained and well-equipped practitioners and professionals in renewable energy management.

Having in mind this context, the general objective of the EPIC project is to support two regional universities, the University of Fiji and the University of Papua New Guinea, to prepare skilled professionals for renewable energy management in the region. The project addresses both institutional capacity- building and improvement of academic quality and relevance in the region, leading to:

- ◆ An enhanced contribution to national and regional policies on cooperation in higher education on renewable energy management studies
- ◆ Increased inter-institutional networking between Higher Education Institutions of the Pacific Islands and the EU, including institutions offering teacher training, degrees and diplomas contributing to regional solutions to teacher shortages.
- ◆ Upgraded qualifications of academic staff of Pacific Island Higher Education Institutions
- ◆ Improved institutional frameworks to pursue academic programmes and academic excellence in partner universities
- ◆ Increased mobility of postgraduate students and teaching staff through the provision of joint programmes
- ◆ More graduates with skills corresponding to those required in the national and regional labour markets

The EPIC consortium is made up of four institutions: University of Alicante, Spain (project coordinator); University of Fiji; University of Papua New Guinea; and the Secretariat of the Pacific Community.

The project, with a duration of three-years, is now in its last phase. After having received training in issues related to Quality of Education, and topics related with Renewable Energy management, partner universities started defining their new study programmes on renewable energies. A Masters Programme was being designed and developed in both Pacific universities. At present both study programmes have been accredited. They count already with pre-enrolled students with whom several activities were taken up as ongoing work.

In each partner university a Centre of Renewable Energy (CORE) was created, with the objective of promoting Renewable Energies, dissemination, regional conferences, a web page, and facilities for activities and research. These two COREs are currently working in both partner universities. Moreover, the EPIC project has been supported by strong dissemination focused on raising awareness of the importance of Renewable Energy. In addition to the academic staff, students and university managers, dissemination activities targeted the Ministries of Higher Education and the Ministry of Energy and Industry of the partner countries, and of other countries from the region such as Samoa. A regional conference with participants and stakeholders from the region was held recently.

The implementation of the project has been quite successful. The future obviously depends on the interest and support of universities and authorities in the region. We have good reasons for being optimistic.

5. Reflections on the Seminar on the Sustainable Development Goals (SDGs) and Lifelong Learning

How Does Lifelong Learning promote the 17 SDGs?

Chris Duke

From the Millennium (2000-2015) to the Sustainable Development Goals (2015-2030): nine syllables in three. SDG is easy to say and remember; one more ingredient in today's alphabet soup of words and acronyms manufactured daily and soon abandoned? Will these aspirational goals for humankind and our shared eco-environment for these next 15 years lead from resolutions to successful action?



This was the theme of an animated day-long seminar at RMIT University in Melbourne on 11 February 2017, organised by PIMA in collaboration with RMIT. It linked with a recently started PIMA Special Interest Group (SIG) on the SDG's facilitated by Bruce Wilson, Director of the RMIT EU Centre; a partnership venture with PIMA's sister organisation PASCAL, which originated 15 years ago through RMIT at an OECD conference in Melbourne on the role of universities in (balanced) regional development.

Our subject was the contribution of lifelong learning (LLL) to the 17 SDGs. We focused on Goal 4 which featured LLL more strongly than did the MDGs, and without which many of the other Goals will prove (even more) unattainable. For this event, Goals 11 (cities and human settlements), 13 (climate change) and 16 (peaceful and inclusive societies) were addressed as well as Goal 4.

After an authoritative global overview of the genesis and context for the creation and adoption of the Goals by Robbie Guevara, the sessions were led respectively by Ken Thompson, drawing on the local Hume Global Learning Village experience; Jim Falk, for many years a leader nationally and globally of the battle-hardened activist Greenpeace environmental movement; and Steve Garlick, founder and for seven years leader of the Australian Animal Justice Party – perspectives from local through national to global. The final main session turned to Jane Niall and the chronically vital question of what governments at different levels can (and should?) do. How can such a subject as the SDGs be managed by systems which – inevitably? – charge different departments with separate duties? To which department of State do the SDGs 'belong'?

'SDGs' simplifies vital ambition: to take back control of humankind's self-management, and management of our shared eco-system – but not 'take back control' in any backward-facing sense that leads to isolated separatism rather than to better, shared, self-governance.

Seventeen 'simple' goals and their tasks determine, in their completion or shortfall, whether we become again custodians and privileged fellow-tenants of the land we occupy; or rapists-unto-its-death, with little time to achieve what as the Goals, each again unwrapped, prove to be complex, multifaceted and inter-connected.

The Seminar concluded purposefully with hope trumping despair, though desperation lurked near the surface. Enormity and urgency jostled for attention as the mismanagement of inter-personal relations and behaviours from neighbourhood to international level were spelt out. (Do sustainability and development not today carry such different connotations? Aren't we swamped by competitive economic growth and election cycles?)

The Seminar closed with asking, but in no way answering, questions about how we in PASCAL, PIMA and a host of other radical and reformist civil society organisations and networks we can best influence and alter policy; and behind that culture, values and behaviour, so as to achieve essential and sustainable change: from lobbying, using the power of diverse mass and ever more prominent social media, to scholarly writing and teaching by doing.

The work of the SDG Seminar will become available through PASCAL, PIMA and other channels. The Seminar links with and feeds into the work of the PIMA-PASCAL SIG on the SDGs. This Special Interest Group is currently looking at four themes through four smaller groups listed below. A fifth group looking at SDG 4 itself and its connection across all the other SDGs is also under consideration.

1. The importance of LLL and learning communities for SDG 11 on cities - Peter Kearns and others;
2. The discontinuities of existing food systems (SDG 2), with one target for comment being the proposed Scottish Good Food legislation – Kate Sankey and others;
3. The challenges of multi-stakeholder engagement (SDG 16?) – Pat Inman; and
4. How organising and educational work on what matters in a particular place and context can lead to more informed and empowered political processes (SDG 8 and/or 12) - Shirley Walters and others.

All PIMA and PASCAL members and other colleagues are invited to join the SIG on the SDGs and work on one of its priority themes by writing to Bruce Wilson at: bruce.wilson@rmit.edu.au, if these things are important to them. If you wish to activate a group on another theme with the SDGs please likewise write to Bruce as soon as possible. You may copy to me as PIMA Secretary-General if you wish at chris.duke@rmit.edu.au.

The 17 SDGs

1. End poverty in all its forms everywhere;
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture;
3. Ensure healthy lives and promote well-being for all ages;
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
5. Achieve gender equality and empower all women and girls;
6. Ensure availability and sustainable management of water and



- sanitation for all;
7. Ensure access to affordable, reliable, sustainable and modern energy for all;
 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
 9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation;
 10. Reduce inequality within and among countries;
 11. Make cities and human settlements inclusive, safe and sustainable;
 12. Ensure sustainable consumption and production patterns;
 13. Take urgent action to combat climate change and its impacts;
 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development;
 15. Protect, restore and promote sustainable use of terrestrial ecosystem, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;
 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective and accountable and inclusive institutions at all levels; and
 17. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

6. Big Tent Communique

Big Tent Consortium affirms commitment and responsibilities of universities worldwide



Sponsors of the Big Tent Statement: UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, Talloires Network, Global University Network for Innovation, PRIA Asian Network, Copernicus European Network, PASCAL International Observatory, PASCAL International Member Association, International Right Livelihood College Network, Living Knowledge Network, Asian Pacific University Community Network, Action Research Network of the Americas, East African Community University Engagement Network, Asia Engage

Our networks of higher education institutions and civil society organisations have been shocked by recent tendencies towards xenophobia and even racism; and especially by the recent US government decision to prevent individuals from seven predominantly Muslim countries entering that country for 90 days. This action affects community members, workers, students, faculty and staff all over the world. Let us be clear that while the actions taken in the US are dramatic, they are the latest in a series of actions in many parts of the world that inhibit international exchange and learning on issues of knowledge, justice and democracy. Restrictions on refugees are widespread and violence against women explodes. Trends towards reducing inequality have been reversed. Differentials in income, wealth and the capacity to wield power have become grotesquely wide.

The executive order restricting travel into the US affects international community-university research partnerships, social justice conferences and networking, international studies, academic conference participation, field visits and sometimes the family relationships. The US Association of Public and Land-grant Universities, a leader in community-university partnerships says the “ability of faculty to continue teaching or conducting research is uncertain” because of the order. Statements from university associations and civil society groupings around the world condemning the order multiply. All call for the ban to end as quickly as possible; many demand a boycott of travel to the US until things change.

The US travel ban appears cruel by calculation: designed by lavishly funded internationally connected tacticians who won the White House for the xenophobic Right, and advise other far-right candidates especially in Europe to take their countries in similar directions by changing immigration and human rights policies. The assault on fundamental principles and human values that so angered the morality and decency of ‘ordinary folk’ in general has angered and mobilised the global engaged university community whose philosophy and work depend on openness and absolute respect for the work, knowledge and cooperation of others worldwide.

Our group of global community engaged universities, social movements and community organisations do not typically comment on the executive actions of a single country. Today we add our voices to those of others because of the violent assault that this new executive order represents: on the free flow of people and ideas; and Sharing of information, knowledge and dialogue for engaged scholarship.

Threats to Community-University engagement

In our efforts to build deeper partnerships in community engagement for research, teaching and community development purposes we make three fundamental points:

- ◆ Knowledge co-created and shared through community-university partnerships depends on a process of creation, access and action that is globally shared in an inter-connected world.
- ◆ Openness to different perspectives, experiences, ways of knowing and modes of inquiry is a basis for innovation and finding solutions to problems.
- ◆ Freedom of movement, assembly and voice are fundamental to building a global ethos of democracy, justice and inclusion.

Forging Paths of Solidarity: Questions

- ◆ How can our universities and communities work together to deepen practices of co-constructing knowledge for sustainability, justice and democracy?
- ◆ What learning and teaching practices can we as educators, workers and students develop that connect rather than separate our lives, communities and ways of thinking?
- ◆ How do we give visibility to our success stories?
- ◆ What ancient, Indigenous and diverse contemporary excluded knowledges are they drawing on, and what insights are being gleaned and put to work?

Call for Immediate Action

- ◆ Distribute this statement widely to raise awareness of the responsibilities of Universities and communities taking action on hate and exclusion now.
- ◆ Support the thousands of actions in your communities, many led by women around the world to combat Islamophobia and other exclusionary political activities.
- ◆ Create spaces to discuss how we resist and to create inclusion, mutual respect and love.
- ◆ Make use of opportunities in all of our courses, our research, our community gatherings for imagining the world we want.

Call for Longer Term Action Framework

- ✦ Identify, celebrate, support and multiply examples of good practice across regional and national higher education systems , and within individual universities themselves.
- ✦ Build capacity in community-university research and action at regional, national and institutional levels to drive change.
- ✦ Build capacities among the leadership of universities and community partners participatory pedagogies which draw on Indigenous, feminist, transformative and popular education principles and practices.
- ✦ Obtain political and financial support for the transformative work needed at regional, national and university levels.

Affirmative Action

We can combat widespread despair and foster hope and resilience through our own courageous acts of insubordination: as institutions, as students, as academics, as citizens, as workers. In so doing we remember that our own liberation is intimately tied to that of others. We can transform the old adage of ‘killing two birds with one stone’ into the life- affirming “picking two flowers with one hand” .

7. Appendix

PIMA Register of Members, February 2017

	Surname	First Name	M/F	Country/city	Institution
1	Jaxon	Ashley	M	Australia, Victoria	RMIT University, Postgraduate Studies
2	Barnes	Albert	M	UK, Kent, Folkestone	UK Resettlement Charity Founder & CEO
3	Beddie	Francesca	F	Australia, Canberra	University of Canberra, Researcher at the National Centre for Vocational and Education Research (NCVER)
4	Bedzarnik	Robert	M	USA, Washington DC	George Town University, Professor
5	Benseman	John	M	New Zealand, Auckland	Director, Critical Insight
6	Bhagwan	Raisuyah	F	South Africa, Durban	Durban University of Technology, Professor
7	Boshier	Roger	M	Canada, Vancouver	University of British Columbia, Emeritus Professor
8	Broadbent	Carolyn	F	Australia, ACT Canberra	Australian Catholic University, Associate Professor
9	Brooks	Chris	M	France, Paris	Sciences Po, Paris, The Institut des Etudes Politiques, Professor
10	Campbell	David	M	Australia, Victoria, Mount Eliza	Business for Development, Chief Operating Officer
11	Choi	Donmin	M	South Korea, Gangwon	Sangji University, Doctor, EFAAE, President, Korean Federation for Lifelong Education, President
12	Curry	Joanne	F	Canada, Vancouver	Simon Fraser University, Dean
13	Dabu	Maria Helen	F	Philippines, Quezon	Civil Society, Education Fund (CSEF), former Deputy Regional Coordinator (ASPBAE)
14	Duke	Chris	M	UK / France	RMIT University, Honorary Professor, Secretary-General, PIMA
15	Emery	Mary	F	USA, South Dakota	South Dakota State University, Department Head, Sociology and Rural

					Studies
16	English	Leona	F	Germany, Hamburg	UNESCO Institute of Lifelong Learning, Head of Publications
17	Falk	Jim	M	Australia, Victoria, Melbourne	University of Melbourne, Professor
18	Fang	Yahui	F	Taiwan, Kaohsiung City	National Cheng Chung University, Doctor
19	Field	John	M	UK, Scotland Sterling	University of Stirling, Emeritus Professor
20	Garcia	Blanca	F	Mexico, Monterrey	El Colegio de la Frontera Norte (COLEF), Department of Public Policy Administration, Assistant Professor
21	Gardner	Angela	F	UK, Scotland Edinburgh	AJ Enterprises, Public Affairs Consultant
22	Garlick	Steve	M	Australia, NSW Bungendore	University of Technology Sydney, Honorary Professor
23	Golding	Barry	M	Australia, Victoria, Ballarat	Federation University Australia
24	Gourley	Brenda	F	UK, Brighton	Council for Education in the Commonwealth, Professor
25	Guevara	Robbie	M	Australia, Victoria, Melbourne	RMIT University, Associate Professor, ASPBAE, President
26	Hackl	Elsa	F	Austria, Wien	Retired, Doctor, Austrian Ministry for Higher Education & Research, Director
27	Hall	Budd	M	Canada, British Columbia	University of Victoria, Professor
28	Han	SoongHee	M	Korea, Seoul	Seoul National University, Professor
29	Hayes	Helen	F	Australia, VIC, Sandringham	Executive Empowerment, Associate Director
30	Hill	Helen	F	Timor	Universidade Nacional Timor, Associate Professor
31	Hinzen	Heribert	M	Germany, Bonn	Senior Policy Advisor, DVV, Honorary and Visiting Professorships
32	Jacobs	Enrico	M	South Africa, Pretoria	IT University, Vice Chancellor
33	Jeffries-Britten	Patrick	M	France, Orsay	Adult Training Centres, Lawyer
34	Jiang	Yilu	F	China, Beijing	Assistant Researcher, Open University of China
35	Joris	Michael	M	Belgium, Diepenbeek	UCLL International Academy, Head, Senior Policy Advisor
36	Kang	Dae Joong	M	South Korea, Seoul	Seoul National University, Dept. of Education, College of Education
37	Kearns	Peter	M	Australia, Queensland	Member, PASCAL Advisory Board
38	Kim	Shinil	M	South Korea, Seoul	Seoul National University, Prof Emeritus, former Dy Prime Minister and Minister of Education
39	Kuan	Thomas	M	Singapore, Singapore	University of the Third Age, Founder, EAFAE, Secretary General
40	LaFay	Jason	M	USA, Michigan	DeWitt High School, High School Teacher
41	Lam	See Chung Terence	M	China, Hong Kong	Chinese University of Hong Kong
42	Le	Lam Huy	M	Vietnam, Ho Chi Minh City	SEAMEO Regional Centre for Lifelong Learning, Director
43	Li	Wei	F	China, Beijing	
44	Longworth	Norman	M	France, Eus	Retired, Professor

45	Lovegrove	Bernard	M	Australia, ACT	Civil Society Education Fund (CSEF), Regional Coordinator, ASPBAE Australia, Director
46	Luangxay	Lamphoune	M	Laos, Vientiane, and Brisbane, Australia	PhD student
47	Lucardie	Dorothy	F	Australia, Victoria Ballarat	Adult Learning Australia – ALA, President, PIMA
48	Massari	Antonio	M	Italy, Bari	Learning Cities Association, President
49	Mayo	Peter	M	Malta	University of Malta, Professor, Head, Department of Arts, Open Communities & Adult Education
50	Moodie	Gavin	M	Canada, Toronto	University of Toronto, Adjunct Professor
51	Mora	Jose Gines	M	Spain, Valencia	UCL-IOE, UK, Visiting Professor, Technical University of Valencia, Retired Professor
52	Nemeth	Balazs	M	Hungary, Szanto Kovac	University of Pecs, Head of Institute of Adult Education, Associate Professor
53	Newton	Anne	F	Australia, Victoria, Melbourne	Monash University, PhD Candidate
54	Nielsen	Howard	M	Australia, Queensland	Nielsen and Company Consulting, Consulting Director
55	O'Dwyer	Brendan	M	Australia, Victoria	Council on the Ageing (COTA), Communications and Media Director
56	Omolewa	Michael	M	Nigeria, Ibadan	University of Ibadan Emeritus Professor
57	Pienaar	Sunette	F	South Africa, Pretoria	University of South Africa, Professor
58	Postle	Glen	M	Australia, Toowoomba	Professor (Retired), University of Southern Queensland
59	Pouget	Mireille	F	France, Drumbeag, Muckhart	Retired, Doctor, Hong Kong Association for Lifelong Education, Doctor, Muckhart Community Councillor
60	Powell	James	M	UK, Greater Manchester	Retired, Professor
61	Power	Colin	M	Australia, Brisbane	Adjunct Prof of Education, Univ of Queensland, Brisbane
62	Reghenzani	Denise	F	Australia, Queensland	Policy-maker adviser, Doctor
63	Ritter	Waltaut	F	China, Hong Kong	Urban Researcher
64	Saleeba	Jim	M	Australia, NSW Albury	Australian Learning Communities Network, CEO
65	Scarf	Charlotte	F	USA, New York	University of Sydney Australia, Honorary Research Fellow
66	Schuetze	Hans	M	Canada, Vancouver	University of British Columbia, Emeritus Professor
67	Schuller	Tom	M	UK, London	University College London, Professor
68	See	Ching Mey	F	Malaysia, Penang	Universiti Sains Malaysia, Professor, APUCEN, DVC and Chair
69	Serafim	Mary	F	Australia, Victoria, Melbourne	RMIT University, Administrative Officer
70	Sharma	Sumedha	F	India, Gurgaon	Country Director, I Partner, Head of Publications
71	Stanistreet	Paul	M	Germany, Hamburg	UNESCO Institute for Lifelong Learning
72	St Clair	Ralf	M	Canada, Victoria	University of Victoria, BC Canada
73	Sungsri	Sumalee	F	Thailand, Bangkok	Sukhothai Thammathirat Open University, Professor

74	Symaco	Lorraine Pe	F	Malaysia, Kuala Lumpur	University of Malaya, Doctor, CRICE, Director
75	Szigeti-Toth	Janos	M	Hungary, Budapest	Budapest University, Associate Professor
76	Tandon	Rajesh	M	India, New Delhi	Society for Participatory Research in Asia (PRIA), President
77	Taylor	Martin	M	Canada, Ontario	University of Victoria, Professor Emeritus
78	Thompson	Ken	M	Australia, Victoria, Melbourne	Hume Global Learning Village, Foundation Chair, Police Officer
79	Tsui	Lawrence	M	Macao	Millennium Secondary School for Adults, Principal, EAFAE, Macao Association for Continuing Education, Honorary President
80	Tuckett	Alan	M	UK, Walsall	University of Wolverhampton, Dept of Education Health and Welfare, Professor
81	Vieira	Maria	F	Spain, Valencia	Universidad de León Faculty of Education Dept of Psych, Sociology and Philosophy Spain
82	Walters	Shirley	F	South Africa, Cape Town	International Council for Adult Education, Deputy President for Africa, Emeritus Professor
83	Weadon	Helen	F	Australia, Victoria Ballarat	Federation University, Doctor
84	Webster	Elaine	F	New Zealand, Dunedin	University of Otago, Director of Continuing Education
85	Welsh	Peter	M	UK, Folkestone	Evident Consulting Ltd, Founder, Glasgow University, Honorary Research Fellow
86	Wheelahan	Leesa (Elisabeth)	F	Canada, Toronto	Chair of Community College Leadership, OISE, U Toronto
87	Wilmoth	David	M	Australia, NSW, Randwick	Learning Cities International Pty Ltd, Director, Professor
88	Wilson	Ann	F	Canada, British Columbia	Phoenix Society, Executive Director, Director Program Development
89	Wilson	Bruce	M	Australia, Victoria, Melbourne	RMIT University, Professor, European Union Centre, Director
90	Wilson	Michael	M	Canada, British Columbia	Phoenix Society, Executive Director
91	Wong	Charles	M	China, Hong Kong	Retired, Doctor, Hong Kong Association for Lifelong Education
92	Yamamoto	Shinichi	M	Japan, Tokyo	Oberlin University, Professor
93	Yarnit	Martin	M	UK, Worcester	Educational Innovator
94	Yuan	Dayong	M	China, Beijing	Beijing Academy of Educational Sciences (BAES), Visiting Scholar
95	Zimmerman	Eric	M	Israel, Herzliya	Interdisciplinary Centre, Research & Global Engagement, Director