



PIMA Newsletter No. 19
August 2018

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The International Observatory acronym PASCAL stands for Place, Social Capital, also Society and Community, and for Learning, or Lifelong Learning. The Observatory focuses on locality-based learning cities and communities. PIMA as a Member Association extends the scope and efforts of the Observatory deeper into local and regional communities and networks; and outward to connect with the pressing concerns of the 'real world' beyond Education. PIMA members are worldwide, with a special focus in the Asian and South Pacific region where its HQ are located. It complements the learning cities work to ask other questions.

The message from CEO Jenny Macaffer in the current Australian journal *Quest* suggests that adult and community education (ACE) is Cinderella: a good but undervalued investment; "ACE is the introvert in a world of extroverts". She calls for stories to make the concept of lifelong learning (LLL) come alive.

PIMA too loves a good story. But stories about education that remain inside the world of education are playground talk among kids separated from the world of affairs where lifelong learning also and mainly occurs – not only or even mainly in places created by and for Education. LLL was, is and remains a lovely idea. It is a concept much written about by those whose trade is writing and who work in colleges and universities within the education sector.

Scholars, employed or former academics and others, love words, meetings, symposia and dialogue; the employed also need them to get on. The task of PIMA as a member network is to connect educators' world more directly to the problems and needs of humankind in a stressed environment cohabited with all other species in complex ecosystems. PIMA is apolitical in terms of countries' politics. And yet it is instinctually highly political, as it must be, in terms of the use and abuse of power. Most politicians are short-sighted, driven by quick impressions and quick results. We need a citizenry, local and global, that can look further ahead, more thoughtfully and self-critically. Specifically in these years this can be in relation to the Sustainable Development Goals (SDGs). Longer and wider vision turned into practical action is the core duty of 'lifelong learning'.

This offers a connecting thread through different contributions found in this and other PIMA Bulletins. Here we continue to ask what education (and LLL) can do for democracy (Peter Kearns), and keep tabs on work within the Later Life Learning special interest group (Thomas Kuan and Archanya Ratana-Ubol). Regular PIMA contributor Chris Brooks looks back from old Europe at the world's largest democracy and asks from its pre-colonial and colonial past what it will become in the current century.

Two new themes surface in this issue. Universities are supposed global pioneers of the 'knowledge society', with a supposed duty also to 'speak truth to power'. They come under frequent attack for overpaying their leaders and underperforming in what is wanted of them. Research by the European University Association (EUA), draws on its annual scorecards of how institutions are governed, to conclude that university systems across Europe are giving 'board-type bodies more power through different avenues'. A survey of "University governance: autonomy, structures and inclusiveness" on how institutions are governed concludes that 'Boards of governors are gaining more power over universities in European countries, sometimes at the expense of academic senates'.

Here we ask how forms of university governance affect institutional capacity to engage. John Rushforth and Gavin Moodie report on two countries with similar political and economic if not always socio-culturally benign environments. The Bulletin welcomes accounts of university governance in other countries, maybe in different and much more difficult political environments, about how they are influenced and work.

PIMA is strengthening its presence in the People's Republic of China and will conduct a small informal 'think-tank' seminar there shortly. With that in mind this Bulletin includes several items about China as it has emerged from the turmoil of invasion and civil war into a post-colonial era: from the traumatic isolation of the Maoist years to become the new global economic super-power of the 21st century. As PASCAL meets in Korea, still divided and technically at war within the peninsula, how does the enthusiasm and rhetoric of learning cities relate to the political realities of the East Asia region, with its different rich cultures and histories different from those of the 'old North'?

This Bulletin concludes with a welcome to three new women members from different Asian countries, Malaysia, Singapore, and, in the case of Rika Yoruzu, Japan but working with PASCAL's UNESCO partner UIL in Hamburg. It also profiles the circumstances and challenges of recently new member Dr Muzinga Pierre, and the civil society COCEDA of the Democratic Republic of Congo (DRC). Here we may discern a good news story in the direst of circumstances. Aid agencies joining the struggle to conquer Ebola have come to realise, and to adopt, what looks to be a sustainable strategy of working with and further empowering local approaches based on local knowledge and resources; no more riding in on a white horse to do a hi-tech fix, then leaving with their bags of magic. Here is a form of post-colonial partnership that connects the IGO and INGO worlds with local people in their communities.

1. CHINA

INSIDE THE FORBIDDEN CITY WITH YAO ZHONGDA: ADULT EDUCATION IN THE MIDST OF REVOLUTION *Roger Boshier*

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Chinese leaders live behind walls in the Zhongnanhai complex adjacent to the Forbidden City. There are three sections in the Zhongnanhai leadership complex. After 1949 Chairman Mao lived in the first zone where he had a swimming pool in his villa. The next tier of leaders lived in the second section and leading civil servants lived and had offices in the third zone. Passes were needed to get from one zone to another.

In 1925 Yao was born in Yaojiazuo village near the Wutai Mountains in Hebei province. In 1953 he was appointed Chief of the Bureau of Workers and Peasants Education in the Chinese Ministry of Education. In 1954 Yao moved into the Zhongnanhai where Premier Zhou Enlai was his neighbor (Boshier, 2013).

After 30 years of war, China was in a shambles and party leaders knew they needed widespread and innovative adult education. As Bureau chief, Yao was at the centre of massive literacy and adult education programmes and very aware of debates and political manoeuvring inside the Forbidden City.

Yao Zhongda was short in stature but large in spirit. Westerners who attended the landmark 1984 Shanghai symposium on adult education [see next article-Ed] were impressed by the jovial boss from Beijing (Boshier & Huang, 2005). Chris Duke had a leading role in the Shanghai symposium and considered Yao a helpful and productive partner. He was the right person in the right place.

Since 1984 the author has made numerous trips to China and, working with Yan Huang, interviewed and written biographies of adult education pioneers like Fang Jing, Li Li and others (see Boshier & Huang, 2005; 2009a; 2009b). Yao was the one we needed to fill gaps in our knowledge about (particularly rural) China. In 2009 the old soldier was available. “Do it at my place - in Fengtai [south Beijing]”, he said.



Yao speaks almost no English and Boshier’s Chinese is as limp as a wet noodle. Help was needed. In 2009 Xu Minghui was a 26-year-old doctoral student at Beijing’s Beihang University of Astronautics and Aerospace. Would she be willing to act as interpreter for an extended chat with Yao? Only ten days. Daily train trips from Haidian to Fengtai? The answer was yes.

Yao sat on one couch, Boshier on another, with Minghui in a chair close to Zhongda. Yao Lili, Yao’s daughter, brought tea but, in general, our 6 or 7-hour conversations went on without interruption. My Olympus audio recorder was on a table between Yao and me. At night, I downloaded very high quality audio files onto a computer and emailed them to Yan Huang in Vancouver.

There was a significant moment on Day 3. We had been proceeding chronologically and were discussing Yao’s childhood when he told us how, at age 15, someone hurried to the village school and said “come home quickly, your father is dying”. Yao ran the short distance to farewell his dying father.

“When your father died, what was the impact?” I asked Yao.

“There was no impact,” he said. “It was the anti-Japanese war and many families had no father. Fatherless families were normal,” he said.

Silence.

I shook my head at Minghui.

“There was some impact – what was it? There is more to this story. Ask him again,” I said to Minghui.

Yao liked Minghui and she liked him. After three days together there was a feeling of conviviality. Now Minghui pulled her chair closer and fixed big brown eyes on the old soldier.

“Yao, Professor does not like your last answer. When a boy loses a father it has an impact. How did you feel? What about your mother? Brothers, sisters? The farm? Animals? School? Life in the village.....?”

By now Yao realized we were very interested in his thoughts and feelings and not overly persuaded by the party line. On the 9th floor in Fengtai, Yao now gazed at the attractive (but persistent) 26-year-old doctoral student and grinned.

“O.K.” he said. And off he went.

My role was to let Minghui engage with Yao. The audio recorder was catching everything. As expected, the death of Yao’s dad had an enormous impact on the family. There was a reshuffling of family

responsibilities and kids had to choose between school or “the farm”. Yao was very close to his mother and, after the dad died, she had her hands full. But there was a strong sense of solidarity amongst siblings.

I was deeply moved (even thrilled) to see and hear Minghui in action with Yao. The Day 3 chat was a turning point. After that, we discussed sensitive issues and Yao soon understood we were interested in him. One day Yao’s older brother disappeared from Tang Xian. After a few months, the family received a photo of the older boy in a Red Army uniform.

Zhongda was so proud of his brother that he too decided to join the effort to repel the Japanese. Their village – near the Wutai mountains – was the scene of intense fighting. Yao and his mates sat in scrub on nearby hills watching Japanese army columns marching through their village. Animals, rice, farm tools and valuables had also been moved to the hills.

During the Great Leap Forward (1958-1959) Yao’s older brother was tossed out of the Communist Party for defying Mao’s order to stop building (a Russian) airfield and start making ‘backyard steel’. The older brother was labelled a rightist, fired from his job, and expelled from the party. Major trouble. Normally, when one family member falls, the rest go with him. But in Yao Zhongda’s case there was no spill over effect from his older brother defying Mao. Yao family connections to Mao’s comrade Bo Yibo may have helped avert a spill over. Moreover, the airfield project was in northern China and far from Beijing. With millions of citizens dying from famine, Mao had many big problems.

Yao Zhongda was a loyal (but critical) communist but no friend of Chairman Mao. Concerning the purging of Bo Xilai (Xi Jinping’s competitor), Yao trusted the party investigation. “If the party says guilty, he is” said Yao. When organising Red Guards during one of the big 1960s Cultural Revolution rallies at Tiananmen Square, Yao met Mao. But, from 1949 onwards, he had greater respect for Zhou Enlai and Liu Shaoqi. During the Cultural Revolution Yao was on the State Council and sent for re-education in the Ningxia border region.

At the end of each day, Minghui and I went to my hotel, recharged recorder batteries, discussed Yao’s answers and zoomed in on unclear responses and areas needing elaboration. Unanswered issues from today would be lead questions for tomorrow.

Yao was impressed by the fact we were making a big 10-day effort to get his story, and wanted to see what we wrote. Looking at a draft manuscript he laughed and had questions, but did not want to censor or eliminate anything. For several years after the interview Minghui and I went to his place for tea, shared photographs, gossiped about mutual friends and made other cadres in the building wonder about all the laughter, and why we treated the diminutive Yao like a rock star.



Chinese university-based researchers typically show little interest in old comrades like Yao Zhongda. Although he directed one of the biggest adult education programmes in history, for 21st century Chinese scholars, his tales of rural hardship, Saturday night films at Zhongnanhai, ill-fitting army uniforms, literacy struggles or wildly creative adult education theatre troupes are an embarrassing reminder of a tortured past. In contrast, Minghui and I feel privileged to have celebrated the long reach of Chinese adult education with Yao Zhongda.

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ADULT EDUCATION: INTERNATIONAL PERSPECTIVES FROM CHINA *Chris Duke*

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In an unusual move for the going-forward print publishing world which migrates from print to electronic, Routledge have decided to look back and on paper as a new 27-volume initiative is explained: "As educators and policy-makers rethink the meaning of education, the purpose of schooling and the place of learning in our everyday lives, educational institutions are opening up to those traditionally deprived of the opportunity. The books in this set, originally published between 1979 and 1992, including global case studies, reflect upon major issues confronting adult educators worldwide and

- Discuss the role of adult education in social and community action
- Examine the relationship between class and adult education
- Look at the concept of culture and the transmission of cultural values in relations to adult education
- Evaluate the role of adult education in reducing unemployment"

The 5th of these 27 volumes is *Adult Education: international perspectives from China*, first published in 1987. There is no attempt to update the book or correct errors of fact or understanding: its value is in the way that the different parties, Chinese and foreign, perceived and engaged back in 1984. An updated preface however offers a brief sketch from a current point of view:

When this book was first published by Croom Helm in 1987 the People's Republic of China (PRC) would have been almost the last country in the world where scholars elsewhere would have looked for international perspectives. How much has changed. And why re-issue it now, over thirty years later?

First, the story itself - the first international symposium on adult education ever to be held in China, hosted by the Shanghai Adult Education Research Society in 1984. The event followed two exploratory visits in 1978 and 1980 soon after the demise of the Gang of Four; and two lengthy study tours by small teams of visiting scholars in 1981. [A 147-page monograph *Adult Education in China* edited by Carman St

John Hunter and Martha McKee Keehn and published by Croom Helm in 1985 is based on the findings of these two visits.]

The Symposium was negotiated nationally on behalf of the recently formed International Council for Adult Education (ICAE) with the doyen and lead builder of China's modern adult education Yao Zhongda, and hosted by Madame Li Li, former Mayor of Shanghai.

Both were among Mao Zedong's 'little devils' on the Long March. The intention was to bring China into the global adult education community, as it became more open to the outside world, notwithstanding that the symposium took place at a time of high Cold War tension. The most tangible early outcome was that China quickly took up the invitation, joining the Council with a dedicated Vice-Presidential position. Other forms of bilateral and wider partnership followed.

The link to the past thus spanned the era of Chairman Mao's rise to and tenure of power. By the early eighties PRC was in Mao's words dedicated to 'weed through the old to bring forth the new, and make things foreign serve things Chinese'. The symposium was as much a political as an educational and mobilising success. Its planning had to surmount difficulties mainly arising from the sheer lack of knowledge and understanding about China in the West. One eminent American participant caused a diplomatic flurry for the joint planning secretariat by applying for a visa to PRC through the Taiwanese Embassy. The tough issues were not ideological but practical: what costs would be borne by which of the parties; the most harmonious and satisfying were about symposium design and management.

Twenty-four of the participants and speakers were drawn from China; the 32 foreign participants came from 20 other countries. Sequential translation was used. Simultaneous would have been prohibitively costly, and people made do with simpler means. This slowed down interaction and multiplied rates of real hearing and understanding. Three decades later, the far better equipped and informed 'global community' struggles to converse intelligently, and to hear across the cultures and contexts from which different philosophies have emerged to shape diverse assumptions and practices.

This volume has not been altered in any way. Some chapters may appear dated. More remarkable is how little is irrelevant to today's circumstances; and to the chronic challenge of truly hearing, understanding and then collaborating to shared purpose. With the 'rise of the East' and the arrival of the 'Chinese century', 'the West' has come to hear and heed the voice of China. Its economic power and its capacity to make decisions and enact them with speed are recognised, admired and feared. Responses vary from confrontation, and threatening at the least trade wars, to sustained and ever more deeply interwoven interdependencies even as the balance of power alters, for example in respect of international students.

Some of the issues addressed at the symposium are chronic and recurrent: the shifting target of literacy, the shifting location of corruption and abuse of power; the seemingly irreversible widening gulf globally and locally between rich and poor. Others are new: multifaceted global ecological crisis; a changing demography alarming enough for China to modify its one-child policy; and a related new quest to keep the elderly healthy, in good spirits, and constructively engaged. These issues are however essentially similar across most nations. This volume reminds us that with good will new approaches to dialogue can enable mutual learning for action within diversity.

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Wei Li meets Sumalee Sungsi at Thai OU

The changing context in China: towards a sustainable learning society. With the rapid development of ICT and the rise of knowledge economy, to build a lifelong education system and a learning society has become a common trend and inevitable choice of human society. The Chinese government began to promote lifelong learning and a learning society from the beginning of the 21st century. It was considered one of the key tasks in the Report of the 16th, 17th and 18th CPC National Congress. As a result, State Council made a strategic plan for education development from 2010 to 2020 with lifelong learning as a main goal. Under this policy

guidance, varieties of lifelong learning practices such as the building of learning city, learning community, learning enterprises, learning family, and the launch of the Lifelong Learning for All Week have spread all over Mainland China.

The establishment of the Open University of China

In 2012, the Chinese government established the Open University of China (OUC) on the basis of Central Radio and TV University (CRTVU), expecting it to meet the diversified and personalized learning demands of the public, and to contribute to the construction of an open and flexible lifelong education system. Shortly after that, OUC put forward its 10-year strategy aimed at being one pillar of Chinese learning society and one of the world's top open universities with Chinese characteristics. From 2012 to 2017, OUC has made reforms in many aspects for promoting Lifelong Learning.

A nation-wide university network

The OUC has a different university network from the conventional universities in China. It is nationwide and within the society. First it has a vertical section based on different administrative divisions inheriting from CRTVU system which is called the: headquarter (national level), branch (provincial level); college (city level); study centre (county level) system. Secondly, it is developing a new parallel section with social partners such as enterprises, industries, cities, and universities. Many joint colleges are established and the network is getting more and more powerful. By the end of 2016, OUC had set up 1 headquarter, 44 branches, nearly 1,000 colleges and more than 3,000 study centres, as well as 11 joint colleges. As a cross-industry and cross-regional university with a service network covering both urban and rural areas in China, up to now, the OUC has 3.5 million registered students, of which more than 70% students are from the grassroots level, 55% located in the central and western ethnic minority border regions.

Online teaching and learning model

After research on promoting online learning behaviour and outcomes, the OUC selected six key factors for high quality online education. These are: online learning space; learning courses; teaching teams; learner support; learning assessment; and management, called the 'Six Network'. The Six Network is both relatively independent and mutually supportive. It works together to form an open and distance learning

model. From 2012 to 2017, OUC has made great progress in developing every network; the Six-Network Integration Model gained the first prize of teaching achievement of Beijing city in 2018.

Digital learning environment and resources

The OUC is promoting in-depth integration of technology and education. As President Yang Zhijian said, OUC is taking a cloud-road-terminal model to use the new information technology. It works with Alibaba Group to set up a cloud platform for teaching and management; with the network operation enterprises to build different roads for delivering the services; and with communication terminal product enterprises to produce OUC learning terminals for receiving the services. All of these support millions of visitors and billions of personal accounts for online learning, forming a nationwide digital learning environment that satisfies learners' autonomous learning needs. In order to make learning more convenient and solve the problem of the uneven distribution of high quality educational resources, OUC cooperated with other colleges and universities, vocational schools and social education institutions to establish the National Digital Learning Resources Centre and share tens of thousands of courses, free-to-use lectures, a digital library, and special learning websites that are open to the public.

Customized services for specialized groups in growing need

The OUC is providing customized services for migrant workers, college students as village officials, employees of large-scale enterprise such as McDonalds, the disabled, military personnel and others. It has also worked with relevant industries and established 11 joint colleges, including the School of Coal Mining, the School of Social Work, and the School of Logistics. In order to serve specific sections of the population, OUC has established 10 special colleges, including the Bayi School aimed at military personnel, and the School for the Disabled. According to OUC, 200,000 of the 3.5 million registered students are rural students, 120,000 are military personnel, 270,000 are ethnic minority students, and 6,000 are disabled students.

Credit Bank System for bridging formal, non-formal and informal learning

The OUC is providing formal and non-formal higher education programs. Since 2012 it has started to research and design a model called Credit Bank for the accreditation, accumulation and transfer of formal, non-formal and informal learning outcomes. Under the guidance of the Ministry of Education, OUC has completed a general framework for a national credit bank system with a framework + standard approach, and carried out pilot work. Up to now, it has organized 55 units to be engaged, including relevant ministries and commissions, colleges and universities, vocational schools, open universities, training institutions and communities. An alliance for the mutual recognition of learning outcomes has been initiated and has established one Learning Outcome Accreditation Centre and 67 Sub-Centres established across China. In 2017, the OUC launched an online platform called Online Credit Bank Platform.

Conclusion

The establishment of OUC was planned as a response to meet the diverse needs of China's political, economic, social, technological and educational development. As an important approach to a sustainable and lifelong learning society by the Ministry of Education, OUC has made a tremendous difference in the last five years following its establishment.

For ‘*open to people*’ OUC is getting more accessible and providing customized education provision to the different groups such as on-the-job workers, farmers, migrant workers, elders, soldiers, and disabled people. For ‘*open to places*’ it is producing more and more online learning resources to the students and more and more OERs (Open Educational Resources) to the public. Resources and learning support can be reached at the workplace, learning centres and home through Pad, laptop, TV and in many other ways. For ‘*open to method*’ it is the in-depth of ICT with teaching and learning. The proposal of six key factors of online teaching and learning and its practice improve the learning behaviour and outcomes. For ‘*open to ideas*’ the OUC has a bigger and wider university system than before, and its ideas of co-share and win-win of stakeholders show how it has adapted to the holistic promotion of lifelong learning society in China. ICDE (the International Council for Open and Distance Education) gave OUC the Institutional Prize of Excellence for its performance.

On the other hand, problems and challenges are still there, and need to be solved. These are related to many aspects like policy support and regulations, capacity building, quality assurance and improvement in the use of ICT.

DO THE DEMANDS OF GLOBAL FORCES SHAPE LOCAL AGENDAS? AN ANALYSIS OF LIFELONG LEARNING POLICIES AND PRACTICE IN CHINA *Dayong Yuan and others*

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PIMA Committee member *Yuan Dayong* recently co-authored a paper, with *Mo Wang* of the UNESCO Institute for Lifelong Learning, Hamburg, Germany and *Maximilian Weidlich* of Charity Engagement Executive - GivingForce Ltd, London, UK. Here we have their concluding thoughts, which are of global relevance and should be of keen interest to lifelong learning communities of scholars and practitioners both globally and locally

The paper is very thoroughly referenced. References are omitted from these brief extracts. For a copy of the full 6,000-word paper please contact Dayong via email.

The paper begins by noting that “Lifelong learning has become a global phenomenon. It has significantly reshaped the conventional foundation of national education systems by extending learning beyond the traditional confines of age (the perceived schooling age) and location (the formal schooling system).

The concept of lifelong learning first emerged in the 1970s, though it was then more commonly known as lifelong education. By the 1990s, the concept of lifelong learning had quickly gained significance in prevalence. There is a general consensus that this rise in popularity of lifelong learning propelled by social changes was caused by intensified globalisation.

Since the 1990s, there has been a dominant albeit disputed trend in literature that lifelong learning serves the global knowledge economy. This paper aims to position itself in a set of existing literature that investigates the policies and practices of lifelong learning on a national level, and to explore the various ways in which different countries act under the influence of globalization. While there are many research essays focusing on lifelong learning in the Western countries, which are mainly the USA and those in Western Europe, few studies explored the lifelong learning (policies and practices) in East Asia. Therefore, in order to provide the first step in filling this research gap, this study aims to explore the topic “*What is*

the relationship between globalization and lifelong learning and in what way does this relationship vary in China?"

The paper then examines the evolution of the lifelong learning concept and agenda in two generations with a review of existing literature, within a two-generation LLL framework, then discusses lifelong learning in the global age. It offers a theoretical argument for how lifelong learning is shaped by global forces before turning to lifelong learning in China in this 'Global Era', and examining lifelong learning practices which reflects broad concerns of china government.

The conclusion is reproduced here in full:

It is likely that China, in order to further develop its economy, puts efforts into following the Western tradition and gearing its polices for lifelong learning to solely or primarily achieve economic goals. However, based on our analysis, China has adopted broader agendas of lifelong learning than those required by the global core. With a typical state-led model, lifelong learning in China has the potential to offer real change while the social purpose of lifelong learning is sustained to a certain degree.

The broader view on lifelong learning is also reflected in how highly learning and education is appreciated and reflected in Confucianism, which has been the driving force of Chinese culture for thousands of years (Kim, 2004). The Confucian belief regards learning as a merit while education is for both personal fulfilment and social development (Lee, 1996). Many Chinese classical proverbs, such as 'keep learning as long as you live', 'there is no end to learning', and 'those who do not learn easily become old and feeble,' all have reflected the Chinese value of lifelong learning: learning is not merely instrumental, but an inherent part of life and all-around wellbeing (Zhao, 2014).

Seen from a global perspective, promoting lifelong learning to build a learning society has become one crucial part of the government agenda of many countries. Heated discussions have been carried out among researchers on what the characteristics of a learning society should be. The human capital perspective on lifelong learning, which considers learning as individuals' investment in stock of productive skills to serve the economic needs, is the view that currently dominates discourse but is increasingly criticized (Becker 1964; Riddell, Wilson et al. 2001; Evans 2009; Ogawa 2009). Instead, many researchers advocate a social capital version of the learning society, in which learning is deemed for the purpose of social cohesion and social inclusion, and is to improve the quality of life, personal fulfilment and citizenship, in which employability takes its right place (Riddell, Baron et al. 1997; Jarvis 2007; Evans 2009). What is more, according to this social capital perspective, in a real learning society, individuals' participation in education is no longer assumed to be driven by instrumental reasons but by a "desire to enhance a sense of self-worth and to engage with the excitement of learning" (Riddell, Baron et al. 1997, p.476).

Looking forward, in order to realize the social capital perspective, countries will have to go beyond merely expanding existing lifelong learning opportunities. It will require a "complete reformulation of education, training and employment" (Riddell, Baron et al. 1997, p.477). In order to realize this reformulation, concrete and committed efforts from the nation states are required. And promoting a real learning society, which is advocated by the social capital perspective, should serve as an important goal for China, the rest of East Asia, and the increasingly globalized world as a whole.

2. MEMBER NEWS AND VIEWS

EU CENTRE AT RMIT TO CONTINUE UNTIL 2020 *Bruce Wilson Director, RMIT EU Centre*

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The EU Centre at RMIT will continue until at least 2020 with the support of new project funding from the European Commission's Jean Monnet program.

Two major projects have both been launched in the last month. One is the development of a research network focused on the role of the European Union (EU) in the implementation of the Sustainable Development Goals (SDGs) in Asia Pacific. The network will bring together current understanding and insights over the challenge of achieving the SDGs in this part of the world, and seek to focus attention both on areas where significant progress is being made and on those which warrant particular attention in order to address barriers. A central focus will be on the kinds of partnerships, governmental, business, education and research and civil society that are forming to work on SDG implementation.

The second major initiative focuses on the EU's initiatives to promote regional innovation linked to regional development, specifically its emphasis on smart specialisation strategies, and the implications of this approach for regional initiatives in Australia and Asia. With a strong emphasis both on quadruple helix partnerships and on identifying specific examples for growing regional economies, the Centre of Excellence will develop a research agenda that overlaps heavily with the work on SDGs. A place-based focus is one way of thinking through the interconnectedness of the SDGs, and exploring how achievements towards some Goals become necessary for work to proceed on others.

NGO ADULT EDUCATION AND EBOLA IN DEMOCRATIC REPUBLIC OF CONGO DRC *Dr Muzinga Pierre Coordinator of COCEDA*

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In Bulletin No 18 PIMA welcomed Muzinga Ngola Pierre into membership as Coordinator of the civil society organisation COCEDA, the Congolese Coalition for Adult Education. Here we take a look at the Coalition in one of the world's most challenged countries, probably best or even only known in the popular mind outside Africa as a source of the deadly disease Ebola. Dr Pierre writes as follows:

For us in the Congolese Coalition for Adult Education COCEDA, it is clear that the policies and practices of Adult Education (EA) must be part of the response to multiple crises: climate, energy, health, the socio-economic and food challenges that we face in this large country with continental dimensions.

DR Congo, a country in central Africa with an area of 2,344,885 km², has at least 70 million inhabitants. Despite its mineral wealth, the largest country in Central Africa, its gross domestic product (GDP) dropped from \$10 billion in 1991 to \$5.7 billion in 2003. After twenty years of war and decades of corruption, Congo is on the road to standardization. The DRC was able to accede to the Heavily Indebted Poor Countries (HIPC) initiative and found for the first time in a decade a positive growth in 2002. Note, however, that due to anarchy and disorganization that affect the country for many decades, all statistics are to be taken with caution.

Dr Pierre then sets out in detail: the policy, legislation and funding circumstances of COCEDA; arrangements for and the condition of quality and training services, supply, acquisitions and participation in adult education in DRC. There is an inter-ministerial commission for the implementation of the National Poverty Reduction Strategy, but lack of coherent and consistent government policy. DRC also lack significant financial resources, qualified and motivated staff, and any mechanism for monitoring the objectives of adult education. The actions carried out by the government, and by local and foreign NGOs, are insignificant compared with the scale of need.

He then turns to battling the Ebola virus, of which frugivorous bats are thought to be the natural hosts. Ebola is a disease caused by infection with the Ebola virus, the most serious form of which is a haemorrhagic fever with a very high mortality rate. It was first identified in 1976, during serious epidemics that resulted in several hundred deaths in northeastern Zaire, now the Democratic Republic of the Congo, and south-western Sudan. Its name comes from the Ebola River, which flows near Yambuku Hospital in the Democratic Republic of Congo. It is part of the group of emerging and re-emerging diseases. It is responsible for an extremely serious haemorrhagic fever which is transmitted by needles and other medical equipment un- or badly sterilized; and by contact with the body fluids (blood, saliva, urine, stool, vomit) and secretions (genital secretions and perhaps sweat) of a person infected, which explains its high epidemic potential.

Once in the body, the virus quickly invades the blood and liver cells. The progression of the disease is accompanied by the involvement of vital organs such as liver, spleen and kidneys, which can cause internal haemorrhages. During the second week after onset of symptoms, Ebola can progress to recovery or, in 50 to 90 percent of cases depending on the viral sub-type involved, to death within a few months or days. Ebola fever appears through epidemic peaks marked by a high mortality rate. There is no medicine or vaccine against the virus. The only treatment available is symptomatic; it aims to compensate for the significant dehydration that accompanies the evolution of the disease. It has been shown that rehydration reduces the mortality rate linked to the disease.

An epidemiological surveillance network has been set up, particularly under the auspices of the World Health Organization WHO, which reports and analyzes any deaths potentially caused by Ebola with the aim of preventing or limiting as far as possible future epidemics. In addition, research is continuing to determine the natural reservoir of the virus and to elucidate the mechanism of transmission of the reservoir to monkeys and to humans.

In March 2014, a new outbreak of the Ebola virus Zaire was identified in forest Guinea, then spread to neighboring countries, Liberia and Sierra Leone, reaching urbanized areas. The virus was then transmitted by air to Nigeria and by road to Senegal. In June 2016, when the World Health Organization (WHO) announces the official end of the epidemic, the record is sad: at least 28,000 cases officially declared, including more than 11,000 deaths. This is the largest epidemic known to date. The latest news, as this is being written, is that Ebola has again struck DRC, this time in North Kivu Province, only a week after the previous outbreak in the north-west of the country was declared ended. This is an active conflict zone, making a response still harder.

An interesting and optimistic aspect of the DRC struggle against Ebola features in the development press by Sara Jerving, the DEVEX East Africa correspondent. She reported on 22 June 2018, via a USA DC Washington-based NGO working in the Kasai region which includes five of the 26 provinces of DRC, that a new approach gives priority to local medical services (Devex June 2018).

“As a crisis hits a country, the humanitarian sector often rushes in to assist communities with escalating medical needs. Frequently, this means bringing in foreign health workers and setting up makeshift health centers. As the crisis passes, foreign health workers leave and tent clinics are packed up. While intended to sustain communities through disaster, these types of parallel health systems can often damage the existing health infrastructure in the country, as local health worker salaries go unpaid and health clinics are abandoned in favour of free services suddenly available in the communities.”

“Up to 70 percent of the overseas aid funds were used to eliminate fees for the patients. IMA World Health paid the health clinics directly, which meant that health workers still received salaries and facilities were kept functioning. These humanitarian efforts built off a foundation that was already in place from the development project, such as training, equipment, and support to provincial and health zone supervision.” “In other humanitarian crises, depending on the length, health workers may have to seek work elsewhere if patients aren’t coming to their clinics. An influx of foreign health workers could also distort the payment structure for health workers in the local economy, making it difficult to sustain in the long run. ‘Continuing, as much as possible, the normal way that the system functions was a high priority for us’.” “This type of model also makes it easy for humanitarians to transition out of the crisis... Now that... funding for free care has ended, the existing health systems remain intact.

In another report from which we quote at length, Oly Ilunga Kalenga Minister of Health in DRC, asked ‘What went right?’ (Report by Oly Ilunga Kalenga in the UK Guardian 25 July) and explained: The global community’s ability to contain the spread of the Ebola virus has greatly improved since the 2014 west Africa Ebola epidemic. With our partners, we applied many of the lessons learned from our experiences in both West Africa and DRC. Local ownership remains the cornerstone of a successful response. The Ministry of Health stepped up to lead the efforts on the ground.

By the time international support arrived in DRC, the major elements of a full-blown response were already in place and functioning. Swift mobilisation of finances was supported by international partners including donor governments and the World Bank – the latter triggered its newly operational pandemic emergency financing facility for the first time and swiftly repurposed funds through its existing health programme in DRC to support the effort. The new vaccine has proved safe and effective against Ebola, and changed community perceptions of the disease, which is now seen as treatable. More than 3,300 people were vaccinated. I was vaccinated myself to show the vaccine’s safety and break the stigma around it.

I learned that working with the community, especially on public health information campaigns, would get you a long way. Church and traditional leaders are your best allies to carry public health messages that require communities to change age-old habits and challenge their traditions. In Mbandaka, our strongest health advocates became the 4,000 motorcycle taxi drivers, whose daily work put them at risk of transporting infectious people. They started promoting vaccination and hygiene messages on local radio.

The pan-African nature of this response was quite exceptional. Epidemics do not stop at national borders... This regional collaboration sends a strong signal that Africa is willing to take the driver's seat in solving its problems... This ninth Ebola outbreak in DRC was unlike any other, but the lessons learned here can be applied anywhere in the world... The first step is to learn from each other and take responsibility by improving our capacity to detect and respond to any outbreak that starts within our national borders.

For further information about COCEDA and the civic and multi-party local and national government and non-governmental) response to the Ebola crisis, and for ideas how to attract new contributions to support ongoing R&D as well as direct action, please email Muzinga Pierre, cocedacpoalition@gmail.com.

Stop press: On 14 August Dr Muzinga wrote of the new Ebola threat in North Kivu: some 100 new or suspected cases and 11 deaths this month, mobilising a UMIR (medical unit of rapid intervention) on 9 August. Dr Muzinga writes: "We must raise awareness on the fight against this terrible pandemic. We are all in Kivu. We must train people for this fight. If not all of us are threatened and we must endow our specialists with consistent means."

3. LATER LIFE LEARNING SPECIAL INTEREST GROUP

LATER LIFE LEARNING SIG *Thomas Kuan, PIMA SIG convenor*

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At least six of us from SIG Later Life Learning – Peter Kearns, Denise Reghenzani, Alexandra Withnall, Tsai Hsiu Mei (together with some friends from Taiwan), Eunice Mareth Areola (new PIMA member), and myself will be attending the World Forum for Lifelong Learning in KOREA co-hosted by the PASCAL from 30 August -1 September 2018 in Gyeonggi Province, Republic of Korea. Also attending will be our PIMA President Dorothy Lucardie, VP Shirley Walters, and SG Chris Duke.

On 3 September, six of us will then go on to join Dayong and the Beijing Adult Education Association (BAEA) in a Beijing Meeting on later life learning and other related adult education issues.

Together from these two meetings, we hope to produce some Statements to facilitate future SIG LLL discussions and contributions this year.

I look forward to bringing you information from these two meetings.

SENIOR CITIZENS FUNCTIONAL ROLE IN SOCIETY IN THAILAND: REPORT ON A RESEARCH STUDY *Archanya Ratana-Ubol, Chulalongkorn University*

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The objectives of the research reported on here were:

- 1) To study policies, mechanisms, and measures to promote the potential of the elderly (knowledge, skills, abilities) of the work of Government and related agencies
- 2) To study the actual status of the implementation of programs to promote the potential of the elderly through the schools for the elderly, activity-based gatherings, and gatherings with other age groups
- 3) To propose policies, mechanisms and measures for implementation, to further promote the potential of the elderly through schools for the elderly, activity-based gatherings and inter-generational social and cultural activities.

The study looked at 556 people. These included: administrators, members of active groups, as well as interested members of society, the elderly involved in the implementation of programs to promote the potential of the elderly, as well as representatives from the Elderly Quality of Life Development and Career Promotion Center. Mixed research methods were used in this study: questionnaires, interviews and focus group discussions. The results of this study showed that the policies, mechanisms and measures to promote the potential of the aged of the Government and Related Agencies, were clearly formulated. Related agencies, including public and private sectors and civil society agencies emphasized health factors, participation in social activities and security in the home and in society. Measures and mechanisms established to achieve effective implementation in a sustainable manner, as well as promoting self-esteem, were observed in all the activities.

From studying the actual status of the implementation to promote the potential of the elderly, it was found that models and activities varied between localities and supporting agencies, organizations and networks. This is seen as a reflection of activities, taking the differences between groups in communities into consideration during planning and implementation. Related organizations and networks collaborated: first by focusing on social and health promotion; and secondly by promoting ways that could generate some financial benefits for participants.

Studying the strengths and weaknesses, it was found that they had focused on health issues and self-care practices. The elderly and the community are encouraged to participate in the management of the activities – to take ownership of them. Weaknesses are that security mechanisms were not consistent in policies and measures at the gatherings of the elderly. Learning exchanges with community members and of the establishment of a savings fund for individuals and families, lacked support. The strength of a model of activity-based gatherings is the promotion of value awareness through activity.

The weaknesses were lack of encouragement by local communities to collaborate and interact with the elderly. For a model of Elderly Quality of Life Development and Career Promotion Center, the strength is in increasing the self-esteem of the elderly through various health and social activities. The weakness is the lack of encouragement and community participation and the encouragement for the establishment of a savings fund. All policies aim to increase self-esteem among the elderly through health activities and interaction with others in their society. Meanwhile emphasis on security and life security policies, and measures for protection from injury and life, as well as the protection of the environment, were low.

All measures focused on organizing activities that encourage the elderly to participate in the management, while emphasis on community participation in the management was still low. Health mechanisms promoted the elderly's self-awareness. Participation focused on irregular participation in activities and a variety of activities, which respond to the needs of the elderly. Security and life sustaining programs focused on profession promotion. All mechanisms placed the importance on quality of life on a low level.

4. GOVERNING HIGHER EDUCATION – FOR ENGAGEMENT?

John Rushforth is the Executive Secretary of the Committee for University Chairs (CUC), the membership organisation for Chairs of University Councils and Boards and produces the documents that underpin the approach to governance in all UK HE institutions. Prior to that, he was for nine years Deputy Vice Chancellor and Clerk to the Board of Governors at the University of the West of England, reporting to the Chair of the Board and advising her on all aspects of governance and the operation of the Board and its Committees; and before that worked for the Higher Education Funding Council England (HEFCE) for 13 years across the a wide range of areas. No one could be better equipped to reflect on the governance of universities in England. [Ed.]

THE GOVERNANCE OF UNIVERSITIES IN THE UK *John Rushforth*

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What is the current state of UK HE Governance? And what does it do for institutions' engagement with the needs of their local and regional communities? The argument on the benefits of diversity has been won, but the achievement of diversity is proving difficult. We see increasing numbers of women joining and leading governing bodies (GBs), but progress on other protected characteristics is glacially slow and the age profile of GBs is still heavily skewed to the 'experientially gifted' (or old) end of the scale. More recruitment to Boards is by open advertisement, with increasing use of head-hunters to seek people from diverse backgrounds. To what extent do new members represent stakeholders with significant influence from community and regional interests with authority and knowledge to critique the role and curriculum of the university?

Governance itself is becoming more central to how institutions operate. With greater expectations coming from regulators, high quality governors are seen to add value to an institution. There is growing awareness of the risks and challenges faced by institutions. At the same time the GB workload is increasing and likely to increase further. This is fuelling debate about whether the UK model of the unpaid volunteer can continue, given people's experience in for example the health sector.

A significant part of workload increase comes from new expectations in respect of quality assurance. Boards are now expected to provide public statements about the quality and standards of academic provision. Initially this generated anxiety about the competence and confidence of Boards to consider and assess academic quality issues. Most Boards have adapted by seeking additional members with academic experience; and by providing better induction and investing in governor development programmes.

Boards are increasingly aware that decisions may expose them to public scrutiny and challenge. The highest profiles tend to be decisions about Vice-Chancellor remuneration and expenses; other challenges relate to free speech on campus, and any major financial loss.

What of the future? As ever it is uncertain. England has a new regulator with a very different model of regulation from the former benign supporter of the sector, HEFCE (the Higher Education Funding Council for England), a buffer between Government and the institution. HEFCE had a clear commitment to excellence. The new Office for Students (OfS) more closely aligns to Government. Its commitment is to police minimum standards, encourage new entrants to the sector and leave the dynamic of the market to drive innovation and improvement. This shift to 'consumer – to prioritise the student interest' still however recognises the need to respect autonomy and enable dynamism.

This new model has the student consumer at its heart. It uses a register of providers - notice the change in language from institutions to providers, and students as or to customers. Institutions must demonstrate that they meet several key conditions to be on that register. Failure to comply can lead to fines, suspension or removal from the register, thereby losing the right to admit students. GBs are expected to uphold the public interest principles that OfS has set out, and to have in place adequate and effective management and governance arrangements to:

- Operate in accordance with its governing documents.
- Deliver, in practice, the public interest governance principles that are applicable to it.
- Provide and fully deliver the higher education courses advertised.
- Continue to comply with all conditions of its registration.

How all this works in practice remain to be seen. The OfS has a clear commitment to autonomy, diversity and a focus on student outcomes, but there are already signs that they may be forced to intervene at a micro level – for example over 'excessive' staff remuneration. On an optimistic note several organisations are thinking through potentially exciting new models. Thus a new institution in Hereford is exploring the role of the community in governance, and the UK's Co-operative society is working through what a true Co-Operative University might look like.

If we lift our sights above immediate compliance we can ask some more interesting questions.

Continued technological change impacting on the future shape of the UK labour market will have implications for the demand for higher education from students.

Differences in demand by students and of provision across higher education institutions may impact on recruitment patterns across the higher education sector, and the outcomes experienced by specific institutions.

Technological change may change how students wish to be educated, and how higher education institutions invest to provide a high-quality student experience. This will have implications for long-term financial planning.

- The use of technology to simulate experiments and field trips if video-recording (VR) takes off
- The redesign of assessment and feedback using artificial intelligence (AI)
- 'Flipped learning' – the use of online preparatory activities to enable face-to-face tuition
- Time for richer interaction, or to improve the use of expensive facilities such as laboratories – which may be virtual.

- Changing role of the teacher
- Artificial Intelligence in a pervasive way
- Staff responsiveness to changing technology
- Big Data and Learning Analytics

The challenge is whether institutions have the expertise at Board level to anticipate and deal with the potential that these opportunities present

The UK political environment continues to be turbulent. The impact prospect of exit from the EU presents one main area of uncertainty for UK higher education and the wider UK economy, with implications for the recruitment of students and staff. There is also uncertainty over student funding, challenges on diversity issues, particularly attainment gaps, an increasing concern over the mental health of students and continued rhetoric around social mobility.

With their responsibilities for institutional reputation Boards have to reflect on the impact of the Internet and social media. Here they have no quality or accuracy control, nothing can be deleted, bad news has rapid and global reach, big is seen as bad, and there prevails a destructive narrative about experts and the elite versus 'the people'.

So, institutions and their governing bodies experience a continually changing political environment and market place: increased competition, a changing regulatory framework, continued rising expectations and decreasing resources, with student and staff engagement critical. In order to respond GBs will need highly effective:

- Reputation management
- Quality Management
- Student engagement
- Cost Management
- Market Understanding
- Agility
- Innovation systems
- Risk management
- Passionate and committed staff
- All the key elements of good governance need to be in place, namely
- Commitment to a commonly accepted within the institution model good governance
- Appropriate structures and processes
- Effective members with the right mix of skills and competencies
- A shared vision, culture and values
- A robust strategy
- Good communication both internally and externally
- Demonstrated appropriate behaviours
- A clear focus on evidence and outcomes

A new period of change and uncertainty follows a period of change and uncertainty. How far can the present system extend? What further changes in governance may be needed to do well? Good governance will be critical; although most of the elements are in place there will surely be further change in elements of the system, and in how risk is managed.

Gavin Moodie is now at the University of Toronto Canada, having worked as a senior strategic adviser to the Chief Executives of two Melbourne universities. He writes often on university governance, strategy and management. [Ed]

EXTERNAL ENGAGEMENT AND INTERNAL MANAGEMENT: AUSTRALIAN UNIVERSITIES SINCE THE MID-20TH CENTURY *Gavin Moodie OISE, University of Toronto*

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For the head of an Australian university in the middle of the 20th century the ideal chair of their university's governing body was like the queen or the governor-general of a Commonwealth country: a ceremonial figure who welcomed unimportant dignitaries and did not 'interfere' with important business. While few enjoyed their ideal, the fall back was that the chair of the governing body would be primarily responsible for the university's external relations, which were then considered of lesser importance, while the head would be responsible for internal management. This was consistent with many chairs of university governing bodies being retired judges who were mainly concerned with the observance of procedure and the maintenance of tradition.

But this was never a good description of Australian universities' governance. Chairs of university of governing boards were inescapably drawn into internal university management by scandals, big problems, and proposals for significant change; and university heads did not leave to their chairs external relations which involved government funding, relations with other universities, or any other issue which they thought had major internal implications.

From the mid-1990s both major Australian federal political parties encouraged, enjoined and insisted that universities become more 'business-like'. State governments agreed, appointing business leaders to chair university governing boards. Today no chair of a university board is as powerful as the most powerful chairs of company boards, but they have much more influence than they had half a century ago.

Over the same period for many of the same reasons Australian university governing boards have lost most of their elected students, staff and alumni, who have been replaced by appointed 'stakeholders' – mainly businessmen whose 'stake' in the university is not anything that they or their companies have invested in the university, but what they want out of it. The internal academic deliberative body remains important, but much less so than previously, and mainly for what it may veto, rather than for what it initiates.

Australian university heads now consider it too important to leave to their chairs much external relations, such as seeking government favours, influencing public opinion, courting the powerful, glad-handing potential big donors, and participating in overseas trade missions to attract international students and possibly do other deals. The heads of many bigger Australian universities are following USA universities in delegating much of the sophisticated and detailed internal university management to a provost.

Since their foundation in the middle of the 19th century most Australian universities have increased their accessibility to non-traditional students by offering strong part-time programs which enrol 29% of all students, and many universities including some of the elite have offered correspondence, external, distance and now online study which caters to 26% of all students. The Australian university federal funding body of the 1970s strongly encouraged universities to become more engaged with their local

communities informally through adult and continuing education, and Australian universities have continued and adapted that tradition, earlier UK-derived extramural adult education arrangements having been much diminished. Students aged over 30 remain a modest 22% of all students.

Australian universities have been interested in the idea of lifelong learning as it was developed by the OECD from the mid-1990s, and some universities' faculties have formed associations with employers and occupational associations to tailor continuing education for specific occupations. But institution-wide commitments to lifelong learning have been rare and fleeting. Australian universities have never considered civic education core to their mission, as have USA universities since at least the 19th century. Australian universities have readily incorporated work experience into their programs, including those in the liberal arts and sciences. And they have encouraged their domestic students to study abroad for a semester, though this remains tiny in comparison with the 27% of students who are international. But Australian universities have never incorporated community engagement into their core teaching and research in the way that USA universities incorporate service learning.

Australian universities and the invaluable government research body CSIRO were the founding sponsors of the electronic public media outlet The Conversation. Many universities founded the online education provider Open Universities Australia, and many offer massive open online courses. While the Australian public criticises its universities for being 'ivory tower' elites and alternatively for being too money-grubbing, Australia has not yet suffered the divide between educated elites and disaffected white male nationalists seen in UK's Brexit, USA Trump's election, and the French Macron election.

Perhaps the most prominent contemporary disputes between universities, and external governors and governments in Australia, Canada, the UK and the USA are in industrial relations. Though government ministers, senior public servants and business leaders are paid huge sums, they consider pay rates, staffing levels and the terms of employment for university staff to be too soft and generous. Externals do not understand and still less do they value academic freedom, which they and even some internal university people conflate with freedom of speech. Externals believe that collegial governance concedes far too much managerial prerogative to workers. They seek far greater control over how much university staff do, what they do, and how it is rewarded.

Astute assailants of traditional academic staff conditions will not usually provoke set-piece industrial confrontations in the way that the leadership of Murdoch University did in 2017, and as have the governors of some USA states; they will just encourage a process that has been undermining academic conditions for years. This is the steady replacement of tenured teaching and research staff with research stars on performance contracts and adjunct or casual teachers engaged for the hour by the semester, who are supervised by a shrinking cadre of academic managers.

Casualisation of the academic workforce is not being imposed by the exploitative forces of neoliberalism. Research universities casualise their workforces to increase their investment in research in order to increase the institution's research reputation. Research competition is not an academic aspect of marketisation, commercialisation or any other manifestation of materialist capitalism foreign to academe.

The concept of institutional research performance, in contrast to an activity done individually by some academics, was developed by German universities in the early 19th century and was adopted by Australian universities in the mid-20th century. All the indices of research reputation – grants, publications

and citations – were designed and are heavily shaped by academics, and the first research ranks were constructed by academics in the late 20th century.

Increased casualisation of the academic workforce removes the discretionary use of time enjoyed by full-time staff (but seen as ‘slack’) available for adult and community education, and universities’ other informal engagement with their local communities. This will not end universities’ external engagement, but restrict it to looking past their local communities to big government and big business, and to interacting with research stars in the distant firmament. As a result lifelong learning, civic education and community engagement will remain marginal to Australian universities without a major change of policy and direction, which seems unlikely at present.

5. WHAT IS HAPPENING TO DEMOCRACY?

CAN EDUCATION SAVE DEMOCRACY? *Peter Kearns*

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A number of events and developments over the last decade have suggested that a crisis exists in democracies in western countries such as America, Europe including Britain, and Australia. Events such as Brexit in the UK and the 2016 American presidential election have added to the general lack of confidence in government in many countries as revealed in a succession of polls and elections. The failure of governments to carry through necessary reforms adds to this sense of malaise in democracy. Is the world now too complex and uncertain for democratic government to work well?

This note has a focus on the established western liberal democracies, but indicators such as the Freedom House Democracy Index Score also tell a depressing story of democratic decline in a large number of countries, for example Turkey, the Central Africa Republic, Mali, Burundi, as well as in Central and Eastern Europe. Has the wheel turned to a new cycle of autocratic government?

While much of this malaise pertains to long-standing questions relating to the fitness of the people – the demos - to think and act responsibly with wisdom and judgment in a representative democracy, the pace and extent of economic, social, and technological change have enhanced these dilemmas and concerns. In addition, the impact of the ‘Fourth Industrial Revolution’ (Schwab) or the ‘Second Machine Age’ (Brynjolfsson & McAfee) has been added to the further concern that the Internet and social media are killing democracy (Bartlett).

A useful overview of the issues from a government perspective is provided by philosopher A.C. Grayling in *Democracy and its Crisis*. Grayling identifies a range of causes of malaise, goes back to Plato’s assertion that the members of the demos lack the knowledge and virtue of the superior aristocracy – the aristoi - and are unfit to govern. Does the absence of education, information, and a high moral sense testify to the failure of civic education to provide the qualities in the people needed to make a representative system of democratic government work?

Cambridge political scientist Runciman takes a pessimistic, and perhaps realistic, view of the future prospects of democracy in his book *How Democracy Ends*. Adopting the principle that nothing lasts for ever (although we often think so), “at some point democracy was always going to pass into the pages of

history". So is the time now, or is democracy passing through a mid-life crisis with the end some distance off?

Bartlett takes up the problem of the overpowering impact of digital technology in this era of artificial intelligence, robotics, and the Internet of things. Yuval Noah Harari argues that the digital revolution marks the true end of history because it spells the demise of human agency as the primary determinant of social change. All this adds up to a gloomy prospect for a democratic future. However, it is interesting that most of these authors see an important role for education if the crisis of democracy is to be overcome.

Grayling argues that civic education on the political and government system should be obligatory in schools for pupils aged fourteen and above.

Brynjolfsson and McAfee argue that education must "teach the children well" while the need exists for good digital models of learning and teaching.

Bartlett proposes six pillars to make democracy work well, the first being "Active citizens: alert, independent minded citizens who are capable of making important moral judgments".

The OECD initiative The Future of Education (Education 2030) recognizes the need for new solutions in a rapidly changing world including broader education goals to foster individual and collective well being. OECD states: "Education can equip learners with agency and a sense of purpose and the competencies they need to shape their own lives. OECD argues for transformative competencies to address the need for "young people to be innovative, responsible, and aware".

UNESCO in 2015 Rethinking Education reaffirmed the need for a humanistic approach, while recognizing the need to broaden the scope of education in a more integrated approach that addressed multiple social, ethical, economic, cultural, civic and spiritual dimensions.

PASCAL in the Pretoria Statement resulting from the 2017 Pretoria Conference included the statement that "Cities/regions should demand from universities, graduates who can contribute to local and global challenges, particularly those expressed in the Sustainable Development Goals."

Schwab, the founder and CEO of the World Economic Forum, in Fourth Industrial Revolution asserted that people will need four kinds of intelligences to thrive in this emerging context: contextual (the mind), emotional (the heart), inspired (the soul) and physical (the body).

All these statements take the position that we need to rethink our education goals and strategies. Although they vary in their suggestions some common themes can be carried forward in thinking about lifelong learning and learning cities, starting with the Annual PASCAL Conference in Suwon at the end of August 2018. Enhanced learner agency is needed for this complex and difficult world. Would the transformative competencies suggested by OECD, aligned with stronger critical thinking and problem-solving that goes along with a capacity to change and a commitment to responsible citizenship, be a start? What can learning cities contribute as a framework for collaborative action and innovation? Can older people contribute from life experience in a revitalized approach to learning in later life?

I hope this provocative piece will generate responses and suggestions for ideas on lifelong learning and learning cities that can be carried forward by PASCAL and PIMA to the Suwon Conference on learning

cities from 30 August to 1 September. We need to look at learning city ideas with fresh eyes in the emerging context confronting us.

Please send comments and suggestions to me at this email, p.kearns@netspeed.com.au, and also to chris.duke@rmit.edu.au for the next PIMA Bulletin, and perhaps as Letters to the Editor, to the PASCAL website.

Representative democracy is better than the options and is worth saving, so let's generate some ideas for action, starting with learning cities.

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6. LETTERS FROM...

WILL INDIA INSPIRE THE 21ST CENTURY? *Chris Brooks*

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When Chris Duke asked me to write about India I hesitated. I had spent a long period there earlier this year; have taught many Indian students and read quite a lot of books about Indian history and current affairs. But I am no expert. However I agreed: the only thing I know is that I know nothing [Aristotle]. Why did I agree?

A New Era

I am sometimes a little doubting of the claims made about what education can and cannot do. This comes from all the failed 1960s enthusiasm about social revolution through education. But it does seem to me that the culture of a changing society is much influenced by education – as well of course as reflecting it. In that sense India may play a disproportionate role of shaping the 21st Century patterns and behaviours, which will emerge. Building a society where education creates values and patterns of behaviour that allow people to live and interact together without authoritarian pressures is for me a massively importance responsibility of education and lifelong learning. Hence looking at the challenges in what will become the world's largest population is important: they will weigh heavily on the 21st Century globally.

I was born into that post Second World War time of momentous change. It included the end of the British Empire; the end of colonialism on the Indian sub-continent with the creation of India and Pakistan; the creation of the Bretton Woods institutions and the reconstruction of Germany, which was to become the new leader of Europe. It was a remarkable period leading to a period of great moderation internationally that was to end only with the financial crisis of 2008. The following ten years have been far from stable and moderate. The world created in the wake of 1945 has ended. The turmoil we now confront in international and domestic order makes how, and if, we can achieve lasting peace and stability the priority question for us all.

India Emerges

India before 1947 struggled for independence under the remarkable example of Gandhi and his non-cooperation Congress movement, later the Congress party. This dreamed of a united and non-aligned India spanning the continent. Muslim-Hindu tensions flamed by American foreign policy, encouraged the creation of a separate Muslim State, Pakistan. In the end the Gandhi dream was only partly realized. Two separate States were created. The religious divides which destroyed the Congress Dream, plus US determination to weaken an Indian State regarded as too close to the Soviet Union, won out. Partition preceded the creation of the two States, with many millions of people crossed borders to join lands with which they had few or no connections, the largest flow of forced human migration in the history of mankind. Some two million people lost their lives. It was easy to think that the world largest, youngest, fledgling democracy would not last for long. Remarkably, it survived first under the leadership of Nehru, Lal Bachadur Shastri and then under Nehru's daughter Indira Gandhi.

So as Duke's and my generation were growing up India was in the news as the centre of starving children, illiterate peasants, cheating and swindling commercial practices and corrupt and bureaucratic government. Alongside this was an India of unimaginable wealth: some carried over from the previous centuries of the British Raj; other created out of crony capitalism between Indian businessman and the Congress Party, rather like the United States of America in the 19th Century. None the less the India State lived on as the worlds' largest democracy.

India Enters the Global Economy

Deeply protectionist and highly corrupt, the State often found itself close to bankruptcy. But as the Nehru/Gandhi hold over the Congress party started to slip, a new generation of Congress party politician. Manmohan Singh, India's Finance Minister in 1991, started the process of economic liberalization and reform which created India's remarkable period of economic and social growth. He was determined to end the thirty-year period of average three per cent growth, what was called the 'Hindu Growth Rate'.

The 21st Century is now often called the Asian Century. But the current place of India, and more so of China, are only the beginning of the new era. According to the latest OECD Long Term Economic Forecasts, India accounts for 9 per cent of World GDP this year, estimated to rise to 13 percent by 2030 and to 21 per cent in 2060. China's part of world GDP is expected to rise from today's 23 per cent to 27 per cent in 2030 and then to fall back to 24 per cent in 2060. India and China would then represent 45 per cent of world GDP with the OECD countries share falling to 42 per cent: down by nearly half from 72 per cent in 2000. Those in the 'developed world' must think hard about the contribution of India and China to tackling the crises of modernity, which threaten us today.

Taking stock of the past 70 years, it seems remarkable in its right own right that India as a nation has survived and even prospered. Of the 27 States that make up modern India there are only three where there are serious disputes about attachment to the Indian State; and these do not go as far as separation. Secondly, there is a real and lively Indian identity shared by Indians of different origins. The 20 or so different language groups, which became official after independence and were much opposed by Nehru have enhanced Indian cohesion and culture. Hindi and English are link languages across the sub-continent. Indians were wise to preserve linguistic diversity; it has strengthened the nation in many ways. Third, India has an effective army which is neutral politically and which gains the respect - and sometimes the fear - of the Indian population. It is perhaps too big and too expensive; but India has hostile neighbours and complex border disputes with China and Pakistan. Fourth, the Indian economy is increasingly integrated, and trades extensively across provinces. It is now becoming technologically sophisticated and innovative. Fifth, India enjoys a vibrant and effective elective democracy. Indians have the right to free movement within the country, something that does not exist in China, and effective free speech and access to information. My colleague Hans Schuetze comments on China in the next issue.

The Challenges – Fighting Corruption and Building an Honest State

But India is also flawed. First of all, politics is horribly corrupt. The last Presidential elections, which saw the election of Narendra Modi, involved party expenditure of over 5 billion dollars, or 6 dollars per voter. This is often financed by corruption deals. Modi has moved against crony capitalism and started to modernize and clean the public administration, but corruption runs deep. The ties between the public sector elite and the banks and developers have been much improved, but the culture of corruption is still present. Modi may have made the practice of crony capitalism more difficult, but India is far from becoming a clean and efficient State. The changes are in the right direction and this is comforting to those who feared that the long-held relationship between markets and democracy ended with the financial crisis of 2008.

Political corruption is aided because the independence and honesty of the elite civil service have declined, and in some areas disappeared. Many charges involving political leaders are not converted into convictions; sometimes for lack of evidence, sometimes because of the timidity of the judicial system. A further blight is growing criminality of the political class. Indian politics has increasingly fallen foul to nepotism. The Gandhi family business did much harm to India, possibly destroying the long-term credibility of the Congress Party and much of what it stood for. In addition, Indira Gandhi's love of nepotism and dynasty building has created a model that others now seek to emulate. There are of course many honest politicians in India, but the growth of nepotism and the fascination for dynasties is sufficiently widespread to be worrying. Finally, the legal system is very slow, inaccessible for many and sometimes partial. How far it might be corrupt is a question I am unable to answer.

Given its enormous and growing economic weight India will be critical in charting the global future. The domestic challenges it faces are difficult, but not impossible to overcome. Most developed countries faced similar problems in their own past. India will become a very large player very quickly. Can she repair her domestic problems fast enough to be a moral and ethical example leading the way to chart a new era of global moderation and stability?

7. NEW MEMBERS

On behalf of PIMA President Dorothy Lucardie has welcomed the following as new members of PIMA.

NG SIEW FOEN (ANGIE)

Ng Siew Foen, known as Angie, siewfoen@umk.edu.my, is the Deputy Director of the Centre for External Education of Universiti Malaysia Kelantan, Malaysia; Associate Professor in the Centre For Language Studies and Generic Development, Department of English Language there. She also represents Malaysia on and is Vice-President of the East Asia Federation for Adult Education (EAFAE).

Angie graduated from Universiti Putra Malaysia with a bachelor's degree in TESL and a master's in Human Resource Development. Her Ph.D. is in Extension Education, majoring in Adult Education, also from Universiti Putra Malaysia. She is a Master Learner Autonomy Coach, and a former high school English instructor; she spent seventeen years as a senior lecturer at Universiti Teknologi MARA Malaysia before transferring to the Universiti Malaysia Kelantan in August 2016.

Her research interests lie in the area of extension education specifically adult education, ranging from theory, to design, to implementation. She collaborates actively with researchers in several other disciplines such as language and technology. She has published many articles in scholarly journals, presented papers at national and international conferences, served on numerous conferences and workshop programme committees, and was the Program Chair for EAFAE 2017.

CAROL KUAN

Carol Kuan, u3a.carol@gmail.com, is the Managing Director of U 3rd Age Pte Ltd, an U3A (University of the Third Age) organisation in Singapore. In this capacity she writes that U 3rd Age is a not-for-profit NGO with over 3,000 'Friends' (non-fees paying members). Seniors are encouraged to participate in lifelong learning and networking activities.

Activities include courses on crafts and arts, conceptual drawing & cognitive enhancement, qigong exercises, intergenerational bonding activities, guided autobiography, and SMS ('Seniors-Meet-Seniors'), where seniors are nudged into later life learning by sharing skills, knowledge and experiences. U 3rd Age also endorses the forming of interest groups to enhance wider participations. Through curated workshops and activities, seniors maintain their cognitive functions, make new friends and have fun in learning.

Most of the activities are recognised and supported by local authorities where course fees are subsidised. Later life learning activities can be seen at www.u3a-singapore.com and www.facebook.com/u3rdage.

The U 3rd Age model has motivated friends in Thailand to set up their own U3As to benefit their senior citizens in rural learning centres. This is an area where Carol hopes to contribute to PIMA's effort as it sets out to promote later life learning in the Asia-Pacific region.

RIKA YORUZU

Rika Yoruzu, r.yoruzu@unesco.org, is a Japanese-born and speaking Programme Specialist for the Literacy and Basic Skills Programme at UIL, the UNESCO Institute for Lifelong Learning, in Hamburg.

She has worked there since 2003. She has provided support to developing and middle-income countries in Asia and Africa in the fields of policies and strategies for learning throughout life, addressing inclusive participation in adult learning and education, and making youth and adult literacy programmes gender-responsive. Her special interests are community learning centres and the professional development of adult educators.

Before joining UIL Rika initiated regional collaborative activities for adult literacy programmes and community learning centres at the Asia-Pacific Cultural Centre for UNESCO (ACCU Tokyo) and at the UNESCO Regional Bureau for Education in Bangkok

An authority on adult education, adult learning and especially community-based learning in the Asian region generally, as well as expert on community-based-learning in Japan, she is looking forward to learning new practices in community education with and in the company of other PIMA members. In recent years she has played a lead role in the UIL partnership with SEAMEO CELLL based in Vietnam, to study, disseminate and support the high quality development of community learning centres and other means of improving access to and use of LL for all. This has involved partnering PIMA colleagues in SEAMEO CELLL as well as project consulting PIMA members Heribert Hinzen and Chris Duke.

Rika's publications include:

Communities in action – lifelong learning for sustainable development (UIL, 2015)

Building a Learning Society in Japan, the Republic of Korea and Singapore (UIL, 2015)