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The Leader of the Opposition in the UK addresses the annual Party Conference not as ‘members’ or ‘ladies and gentlemen’, but as ‘Conference’. This may sound strange in an age of competitive individualism. Is the whole really more than the sum of the parts? Does something called Conference, or Party, or Membership collectively, learn, think and act as a collectivity? What about a Learning City? - or Community? - or PASCAL itself?

The 2018 PASCAL Annual Conference in Suwon, South Korea was, to many who took part, a vigorous and successful affair, with reportedly the largest number of participants in the Observatory’s history. Last month Observatory Chair Josef Konvitz published a thoughtful and upbeat analysis on the PASCAL Website, as did Denise Reghenzani a little later of the contrastingly smaller also partly experiential PIMA Seminar which followed in Beijing. Here we look at the Suwon event instead through the eyes of five different participants, from five different countries, to uncover some of the diversity of learning and different possible follow-up action that also took place.

The question remains: did ‘Conference’ and its co-sponsors, a Korean Learning City and an international Observatory, *learn* as intelligent agencies that reflect on experience and adapt accordingly? For this participant a peak challenge and possible collective learning experience came early, with coincidentally connecting keynotes from Korea and South Africa which raised just such a question in relation to learning and action in the face of chronic global crisis. It was as if a challenge at that moment for new ways of seeing and acting was presented, shared and perhaps ‘Conference’-owned. If so, this new perception or paradigm was apparently left in abeyance; ‘Conference’ then returned to business as usual.

Peter Kearns also issued a ‘challenge to the Suwon Conference’, the subject of which, new demography and later life learning (LLL), is taken up in this Bulletin issue. It remains to be seen whether this well canvassed challenge – one of the three Suwon strands – is taken up via the LLL Special Interest Group and in other ways.

The Bulletin has explored and periodically probed another challenging question: the future or fate of ‘Western democracy’; or maybe we should say liberal participatory democracy for and through active citizenship. Notice it or not, it is a dominant theme in much global and national political news, out in that wider political world where if it is to have meaning and validity, lifelong learning must demand attention and action. In this issue Rajesh Tandon connects with the older ‘western’ tradition, but puts the question to his own country, following visitor Chris Brooks’ *Will India Inspire the 21st Century?* in Bulletin 19. We welcome further contributions to this theme from any part of the world.

The previous Bulletin No. 19 also focused on China, a rising power in economic terms but also in terms of other innovative and leading roles in the Chinese or Asian 20th century. Here Hans Schuetze, formerly of the OECD and now professor emeritus at UBC Canada, reflects critically on the rise of PRC since he first visited post-Maoist China in 1984 for the conference featured in Bulletin 19; especially from the point of view of the character and role of universities. It is a subject particular to China yet universal to all

countries, and deserves sustained Bulletin attention, from macro global rankings to micro curriculum design and delivery.

In other sections we hear from Tom Schuller in the UK about his adaptation of the 'Peter principle' via *The Paula Principle* as to *why women lose out at work, and what needs to be done about it*. Yahui Fang reports on *participatory action research on community-engaged curriculum design in higher education* in Taiwan, and Bruce Wilson updates us on the OECD Jean Monnet initiative through the RMIT Melbourne Australia EU Centre to see Sustainable Development Goals (SDGs) implemented in Asia Pacific. Finally, after celebrating the life and regretting the passing of great Australian community educator Glen Postle, we welcome ten new members into PIMA membership, including a significant contingent from Thailand.

All members, early and recent, are equally welcome and equally encouraged to send items of news, and views on matters of interest such as are raised in this issue: send anything from a paragraph or two or more, to chris.duke@rmit.edu.au. Ideas for new themes and editorial approaches are also always welcome.

1. WHAT IS HAPPENING TO DEMOCRACY?

INDIA - THE DEMOGRAPHICS OF DEMOCRACY RAJESH TANDON

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India is the largest electoral democracy in the world. Nearly 800 million Indians have the right to elect their governments at three tiers of governance: local, provincial and national. The expansion of electoral democracy through constitutional mandates to local governments in both rural and urban India has resulted in nearly 2 million elected representatives at any given point. And nearly 40% of these are women, though mostly at the levels of local governments.

This is indeed a formidable system of political democracy anywhere in human history.

India has also become a 'youthful' democracy. Half of its population (650 million) is less than 25 years of age. Nearly a third of the population—a full 350 million—are in the 15-35 years age cohort. This generation of youth has completed basic education, and nearly 40 million today are enrolled in post-secondary educational programmes. India's youth are making Facebook and WhatsApp the most used mobile applications anywhere in the world.

At this rate, India will be the most populated country in the world by 2022, if not already; it would have the largest number of young people with a median age below 30 years after a decade.

When I was growing up in post-independent India, population growth was seen as a problem, and population control programmes were enforced to reduce fertility rates. Now, the youthful population of India is being touted as providing a labour-force to the world in the later part of the 21st century!

The educated, digitally-savvy, urbanising youth of India can be a force for change in India's society and economy. Is this potential of demographic dividend likely to be realised soon? Or is it turning out to be a demographic nightmare?

The uneven and poor quality of basic education is not preparing India's youth for the future; less than 5% of them have formal skills training. Foundational education is reinforcing the caste and class character of Indian society, not demolishing it. The quality of democratic politics has reinforced social divisions around caste, class, religion and region.

As a consequence, youth in India have not imbibed, nor do they necessarily practise, modern secular, cosmopolitan world-views. Sexual harassment of girls and women in schools, colleges, bus-stands and market-places has been on the rise. Love marriages continue to be viewed as unacceptable deviance from societal norms, sometimes resulting in honour killings. Female foeticide rates are highest in the most educated and economically better-off families; these also practice dowry (bride-price in marriages) to an increasing extent.

As I wrote recently,

“The scaffolding of modern Indian State institutions is standing on somewhat ‘sandy’ soil in India. Indian society, 71 years ago, and perhaps even today, is a fractured, parochial, stratified, hierarchical social order. Not all its inhabitants are treated as ‘citizens’ in the sense of a modern sovereign State. Without addressing this basic character of Indian society, imported institutions of the modern State continue to be afflicted by similar traits of the society they are trying to govern.

Institutions meant for protection of its citizens then exploit them. It is the culture of such institutions, and those women and men who are appointed (and elected) to make them function, that needs transformation. Only then can the Westphalian State be justified as sovereign, at the expense of sovereignty of citizens.” [After the 1648 Treaty of Westphalia it is said that we live in a Westphalian world of sovereign states, equal in international law with none superior to the others. Citizens owe loyalty to their ruler, not to a religious leader, and the right to self-determination is recognised. *Editor*].

Democracy in everyday life needs to be learnt by the youth of India. Casting your vote once in five years to democratically elect a government does not make governance democratic, as India is demonstrating amply. Learning to do - reading, writing & skills - has been emphasised in India all these decades. But the essence of a learning society is ‘Learning to Be’, and ‘Learning to Learn’.

India's democracy, and its educational culture do not, unfortunately prepare its people to become active, sensitive, engaged and respectful citizens. If it is not addressed soon enough, the ‘youthful’ Indian democracy may become a most rule-violating, undisciplined and chaotic society in the not so distant future.

2. LETTER FROM CHINA

LEARNING AND DOING RESEARCH WITH CHINESE CHARACTERISTICS *HANS SCHUETZE*

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Since the end of the Cultural Revolution and the reform politics of Deng Xiaoping, China has changed profoundly and rapidly. The cities that I had first visited in the 1980s like Shanghai, Beijing and Wuhan have grown fast and now have many skyscrapers and some daringly modern avant-garde architecture. Instead of streets busy with just buses, army trucks and many thousands of bicycles there are now multiple-lane inter-city highways with heavy car traffic; the big cities are connected by high speed trains pulling in and out of modern train stations.

There are still a few old *hutongs* to be found in Beijing and Shanghai, one-story courtyard-centered living quarters along small lanes all of which, while still inhabited in the mid-eighties, have been replaced by modern apartment buildings and broad streets. Just a few such hutong quarters have been preserved and attract tourists, like museum villages in Alsace except that they are still the home of real people.

Rapid modernization and urbanization occurred in large population centres along the Eastern Coast and Corridor; western provinces have been starved of public infrastructure investment, including education institutions. This made sense to the Communist Party from a political perspective: the growing well educated, well-off middle class live in the highly populated Eastern provinces. Their support is more important than the small farmers and rural populations, once the backbone of Communism. The Western provinces however feel disadvantaged; their manifestations of discontent do not make media headlines since news in China is strictly controlled.

EDUCATION AND LEARNING

Learning has been central to China's rapid development and modernization. One of the first tasks of PRC was to bring the country to the level of literacy of other, especially Western, countries. Socialist China made major efforts to achieve this; adult education was the main instrument for a massive literacy campaign.

Public schools, many built after the new State came into being, had a major role in educating the younger population. While private schools accounted for almost 40 percent of secondary school enrolment when the new State was founded in 1949, by the mid-fifties all private schools had been closed. However, when it became clear that the State could not afford to build and maintain a public system of good schools for the entire population, private education made a come-back in the early eighties. 'Social forces' could now set up and operate 'minban' schools under government control. Later such schools could even be owned and operated by investors, including some foreign investors, who were not allowed to make 'profit' since that was forbidden by the constitution. However, 'reasonable returns' on investment were permitted.

Investment in higher education was even more impressive than that in schools. The number of public higher education institutions almost tripled from 1,071 in 1999 to 2,880 in 2017. The 37 million students enrolled in 2016 meant an enrolment rate of 42.7% compared with 1.55% in 1978 when Deng's reforms were initiated. Neoliberal policies also pushed for a growing private sector: 6.3 million students (22 percent) are now enrolled in minban universities and other non-public higher education institutions, with a rising tendency.

In the mid-nineties the government created about 100 high quality universities to receive special funding for research and research training (the '211 project'). A few years later, another massive effort was launched to create Chinese 'world class universities' (the '985 project'). Enormous sums went into about 40 top universities to enable them to catch up with such top research universities in the West. 20 years after the start of the 985 program Peking and Tsinghua Universities are among the top thirty universities of the Shanghai Top 500 league table (the only other countries with two institutions in that category are the US and England).

Part of this race to the top of international league tables is to invite western scientists and experts to spend time at Chinese universities as fellow researchers and teachers, especially in disciplines where

Chinese universities are not yet competitive. Most invitations go to western guest scientists and experts (“High Level Foreign Talents”) in the natural, medical, technical and other ‘hard’ sciences. Only a few experts are invited from the social sciences and humanities, presumably since these fields do not count in the global rankings which mainly use data on research such as research budgets, intellectual property, publications and citations. Also, the Party fears soft science fields as gateways for Western ideology and critical social science (it is unlikely that Karl Marx as ‘a high level foreign talent’ would receive an invitation today).

Foreign experts are there to help domestic colleagues conduct joint research projects where knowledge is transferred or created jointly; and to publish jointly in top journals co-authored with Chinese colleagues under the name of the host university.

INTERNATIONALIZATION

Western social sciences scientists are also invited as a result of the internationalization fever which hit Chinese universities. Studying in and about foreign countries is nothing new in China, at least since the 19th century, but the number of Chinese students in Western countries has grown significantly in the last 40 years. During the first years of PRC the Soviet Union had been the model of socialist development. Most Chinese students studying abroad went to Russia; most foreign experts including academics were Russian. Today, most Chinese overseas students study in the West, and return to pursue careers in their home country. Meanwhile, China has become a main destination for foreign students. It is now the country hosting the greatest numbers of overseas students, mostly from other Asian countries.

It can be presumed that quite a few Chinese graduates who studied in the West and have returned to work at Chinese universities have joined the Party, not least to enhance their career chances. This does not necessarily mean that they have become uncritical. Off the record some speak openly about ideological indoctrination and control. Foreign-educated Chinese scholars meet others at conferences, visit one another’s universities, work jointly on research projects, and publish together. Visiting professors are part of this network. It is hard to see how Western ideas could be excluded from discussion.

All Chinese universities however have Party secretaries, at all levels from department to the office of the President. They function as a sort of shadow administration, deciding about appointment of professors, research funding and topics, foreign sabbaticals, trips to conferences abroad, and publications. Some in the social sciences either conform to a Party line or disagree with passive resistance.

THE FUTURE OF ‘OPEN SCIENCE’

Another main form of control concerns the Internet. Western search engines such as Google are blocked in China, and so therefore is access to information from non-Chinese sources. Not only are the websites of some major Western news media such as the BBC, the Economist, the New York Times and the Guardian permanently blocked. News and commentary on public TV in English are, like Chinese newspapers in the English language, heavily censored. Some academic journals are not to be found in the libraries or accessible through the Internet in China.

Internet access on university campuses is strictly controlled; faculty and students can only gain access to the web using specific university filter software. Through these filters user addresses and length of usage

time are recorded and controlled. Outside the campus, jumping the 'great fire wall' by using one of the virtual private networks (VPNs) is risky following an official VPN ban in March 2018.

Controlling access to information and excluding some schools of thought runs counter to the principle of 'open science' seen in the West as a foundation of modern science and scientific progress. The Party acts as arbiter of what is legitimate knowledge, what can be published and what not, what are legitimate schools of thought - Article 3 of the Higher Education Law mentions "the principles of higher education as guided by Marxism-Leninism, Mao Zedong thought and Deng Xiaoping theory" - and what are not.

In spite of these issues and the direct strong control by the Party however, scientific research in China flourishes, producing 'world-class' high quality research. In September 2017 China launched an even more ambitious plan: the 'double world-class project', which aims at building forty world-class universities and approximately 450 world-class disciplines in 95 universities by the middle of the century.

What does such a top down, government planned, Party-controlled system of scientific research mean to universities as teaching and learning institutions, and to the community of scholars? What does strict Party control mean to open debate and critical analysis of society? Will the new Chinese world-class research university replace the traditional Western model of liberal higher education for educating informed and critical citizens and preparing the professional elites including future researchers?

3. REFLECTIONS AFTER THE PASCAL LEARNING CITY CONFERENCE, SUWON, SOUTH KOREA

CROSSING FRONTIERS AND LEARNING TOGETHER *ROB MARK*

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As part of the 15th PASCAL Conference in Collaboration with the 5th World Forum for Lifelong Education we made visits to local practice. It is these visits that perhaps had lasting impact on me.

On the visit to Osan City, a few hours' drive from Suwon, we saw how educational opportunities were changing people in the city. The Mayor of Osan City, Kwak Sang Wook, spoke to us about his passion for the city and showed how a programme of activities focussed on Education for Recovery had brought many people back to live in the city. We also saw how citizen participation was being encouraged. There were opportunities for everyone to develop skills and knowledge whether for work or leisure. The opportunities helped them feel more engaged in the life of the city. Sport and community activities were also offered everywhere, and a sense of belonging was clearly noticeable. Everywhere excitement and happiness exuded in their faces, and through the conversations we had with those involved in the programme. Osan City is indeed a very good example of how partners can be brought together to promote learning among citizens and in particular to engage people from previously excluded groups.

The visit to the ODUSAN Unification Tower and Paju Neighborhood Space was also important in that it reminded us that Korea is a divided country and that since 1953, there has been a physical border separating people previously from the same country into two parts - North and South. While as international tourists we can visit both the North & South part of Korea, the people from both parts of the

Korea peninsula are not able to visit each other. They cannot therefore engage in conversations with each other, learn from each other and develop ways to work in cooperation and with goodwill in the same physical space.

The ODUSAN Unification Tower and Paju Neighbourhood Space are both places in South Korea near to the border with North Korea. We were able to visit the Paju Neighbourhood Space and see the excellent facilities which exist for people learning close to the border. We saw exhibitions of art and the facilities for local theatre and the ODUSAN Unification Tower was a good example of an excellent museum, indoors and outdoors, which explained how the division occurred, and provide a space to view across the border and reflect on life on the other side.

For my own part, having grown up with a border between Northern Ireland and the Irish Republic, I was reminded of the physical separation that can arise from borders and conflict; but also the opportunities it brings in terms of building trust between people and dealing with the past and creating new learning experiences which promote peace and reconciliation.

So what does this all tell us? In my view, it demonstrates the need to share knowledge globally through research and practice about what we are doing and why. We need to know about how learning is developing in our global cities, how it is managed and so many other things about our practices and how they are impacting on the lives of ordinary people. We can learn from how various cities go about meeting citizen engagement and promoting local, national and international citizenship and wellbeing, as well as building bridges with excluded groups, and in developing an understanding so necessary for promoting lifelong learning in a global world.

THE SUWON EXPERIENCE *COLIN MCGREGOR*

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This was the first PASCAL Observatory Conference I have attended. I am the Director of Adult and Community Education (ACE) Aotearoa, the lead agency for ACE in New Zealand. I have held this role for 2 and a half years having been a public servant in the education field for over 30 years, the latter three being based as an advisor in parliament. ACE in New Zealand will change as the new government is reviewing ACE policy, the first time for many years. My attendance at the conference was sparked by the conference theme of connecting research, policy and practice for lifelong learning.

I had three key takeaways:

STATE OF ACE

The commitment of South Korea to ACE was strongly evident through the case study visits, in particular for me, the National Institute of Lifelong Education (NILE). The existence of a Lifelong Education Act and having NILE to promote systematic and comprehensive policy execution is something to aspire to. Whilst we have a Lifelong Learning Portal which we call ACE Place we don't have a Lifelong Learning Accounts system. Some of these ideas from NILE will be fed into our input to policy direction. In noting this I also

got the impression, in comparison to some jurisdictions, that as the lead agency for ACE in New Zealand we have been reasonably well supported by government.

POWER OF ACE

I was particularly impressed by Shirley Walters' Keynote on the power of ACE to mobilise individuals and communities - in her case for Climate Change. For me this linked well with Professor Ike Choi's session at the Distinguished Scholars Forum on meaningful problem solving. These two presentations challenged my perception of ACE and the trap of narrowing the ACE focus to "courses" as opposed to opportunities for strategic thinking and developing actions to address critical issues in society.

ACTIVE AGEING

Rob Mark's presentation at the Distinguished Scholars Forum and Professor Ilse on Choi's research helped to crystallise a number of issues related to ACE provision in New Zealand. Prior to the conference I had asked some of our providers on the participation of older people in their programmes. It was low - much lower than middle-aged people. Rob's data (from the UK) indicated similar trends - lack in participation from older people. Given the rise in numbers of older people there is a real opportunity to get the policy settings right and prepare now for the future. Professor Choi's research provided insights into what types of learning older people are interested in. It would be interesting to do a similar study in New Zealand which could then be used to encourage participation from older people by providing learning that meets their needs.

CAN SOCIETIES LEARN? A CRITICAL QUESTION IN THE LIGHT OF CLIMATE CRISES *SHIRLEY WALTERS*

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I was privileged to be invited to give the first keynote address at the most recent Pascal Conference. My presentation was entitled: Learning to Sustain (and restore) Life within Cities and Communities: Pedagogy, Politics and Organising. It was based on a paper which will be published shortly.

In the presentation I begin with two dramatic, contemporary stories: of Puerto Rican's Hurricane Maria; and the devastating drought in my home city, Cape Town, as two examples of climate devastation which are occurring on a daily basis around the world. The paper opens up a raft of complex economic, socio-ecological and political issues, and proffers suggestions for how adult learning and education (ALE) can respond, in concert with others. I ask in what ways Learning Cities or Communities are tackling these extremely urgent matters.

The second keynote was by Han Soonghee of the University of Seoul, entitled: Sustainability and Re-Shaping the Concept of Learning Society. The two keynotes fortuitously worked together 'hand in glove' from two speakers from opposite parts of the world.

Professor Soonghee posed a very important question which has stayed with me – how do we understand the ‘sustainability’ which has emerged through societal collective activities, and which is much more than the learning by a collection of individuals? How do we understand collective intelligence and consciousness, and their development at this critical time for all life on the planet? In short, can societies learn?

These are questions that I hope we can pursue through the Bulletin as we recalibrate our time-frames in the light of the very recent Intergovernmental Panel for Climate Change (IPCC) report. This states that we have to reduce carbon emissions by 45% by 2030, a mere 11 years from now, and the year in which the Sustainable Development Goals are intended to be achieved! How can we as ALE scholars, activists and practitioners contribute to this debate and action?

Shirley Walters ‘The drought is my teacher’: Adult Learning and Education in Times of Climate Crisis, in the *Journal for Vocational, Adult and Continuing Education and Training (JOVACET)*, November 2018

REFLECTION ON PASCAL SUWON CONFERENCE *HAN SOONGHEE*

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While lifelong learning has emerged from Europe and been introduced to East Asia for a few decades, the evolutions in new patterns with strong institutional structures in East Asia can hardly be found in other parts of the globe. The collaborations in a conference, like Pascal-Suwon this time, is more valuable if they are successfully combined with different experiences and tools to meet the common challenges in global issues like 'sustainable development goals' this time. We have been somewhat locked up in different silos of places, people, and issues. It is valuable to interconnect them and to weave another dimension of new patterns that can create a picture of possibilities in our future.

Professor Shirley Walters’ and my keynotes, in this sense, were a perfect combination, I believe, in the sense that we challenged the same issue from different but mutually combined ways. She first opened the door to expanding the ecological platform of understanding. Then I added up the importance from a systems approach. We both emphasized that the SDG issues cannot be achieved by merely increasing individual learning opportunities, but need to be enhanced from more collective approaches that 'make a society learn how to change'. We both were surprised how the two separately prepared notes can produce a 'connected knowledge evolution.' in beautiful harmony. It was, to me, a great value of the convergence to find a co-evolution of connected knowledge in a new knowledge container like the Pascal-Suwon conference.

Conference is not only a place for distributing individual ideas, but also a place that weaves new patterns with the various insights learned from previous steps. Follow-ups are more important, and in this sense, a conference should not be a single event, but an event that follows up the previous parts in a long continuum. It is so-called 'knowledge emergence'. I look forward to seeing this continuously in Pascal gatherings.

THE SURPRISE CAME AT THE END *HERIBERT HINZEN*

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The Suwon PASCAL conference and the Lifelong Learning Distinguished Scholars Forum had just been successfully completed when a small group of international colleagues were invited to join just one more meeting before leaving Ajou University later that Saturday 1st September evening.

We were confronted with the idea of a smaller research project looking into the idea and practice of study circles. The background is that the Korean National Institute of Lifelong Education (NILE) is interested in cases from other countries where such study circles help adults successfully to continue their education and learning. Findings could then be used to advocate for Government support to provide professional, financial or technical services to run such study circles complementary to all the other lifelong learning programs and activities at provincial and local level.

The discussions between Korean and international colleagues started with some clarifying of terms and understandings, followed by some experiences. It then resolved itself into a special sort of study circle which is now being explored through exchanging and communicating via E-mail and WhatsApp. It seems that following a common format for presenting the cases, we are collecting examples from a number of countries including possibly Australia, China, England, Italy, Norway, Singapore, Scotland and Sweden, as well as Korea. If all goes well then we shall have this collection of cases ready only two months after Suwon, and a more analytical part can begin, maybe resulting in some sort of synthesis report that can be presented to NILE for further discussion. As such it would be a valuable spin-off effect of the larger international gathering.

Personally I am reflecting in this process also on the idea of how such study circles could cooperate well with other more institutionalized forms of adult education centers or community learning centers in order to provide more and better services to all adults who want to continue their studies and learning.

4. LATER LIFE LEARNING SPECIAL INTEREST GROUP (SIG)

SOME PERSPECTIVES FROM THE SUWON AND BEIJING MEETINGS

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The Suwon Meeting was a combination of two events.

The World Forum for Lifelong Learning in Korea was hosted by GILL (Gyeonggi-do Provincial Institute for Lifelong Learning) and the PASCAL Observatory, for its 15th PASCAL International Conference on 29-30 August.

The second event was hosted by Ajou University: their 2018 Distinguished Scholars Lifelong Learning Forum, on 1st September. Academic presentations and insights were shared there, particularly Peter Kearns' suggested *8 Pillars of Later Life Learning*.

Site visits to Korea's Odusan Unification Tower and to Osan Citizen College were very interesting places to go to: one needs to be there to feel the 'qi' ('energy flow'). Another experiential feeling was the 'learning

bus' (term coined by Michael Osborne) where Alex Withnall, Eunice Mareth Querol-Areola, Yi-Chun Tsai & Ming-Lieh Wu, and Thomas Kuan did their presentations on a moving bus. At the Osan Citizen College, our PIMA and other PASCAL participants were welcomed by the Mayor of Osan City, Sangwook Kwak, who shared important perspectives of Osan's *Education Changes the City* and that *People are Schools*, through their *252 Stepping-stones Classrooms (Learning Place)*. These were great 'take-aways'.



PIMA members in Suwon included: Chris Duke, Dorothy Lucardie, Shirley Walters, Peter Kearns, Denise Reghenzani, Eunice Mareth Querol-Areola, Hsiu Mei TSAI (with Taiwanese colleagues Ming-Lieh Wu, Yi-Chun Tsai (Tracy), and Hai-Ching Lin), Alex Withnall, Waltraut Ritter, Heribert Hinzen, Han Soonghee, Thomas Kuan and Carol Kuan. Photos of the Suwon Forum can be seen here [https://www.facebook.com/u3rdageSuwon Meeting](https://www.facebook.com/u3rdageSuwonMeeting)

The Beijing Seminar was organised by Dayong Yuan, Min Gui and their team, supported by the Institute for Lifelong Learning and Sustainable Development (Beijing Academy of Educational Science, BAES) and the Beijing Adult Education Association (BAEA).

It started on 3 September with a visit to Beijing Shijingshan Community College (www.sjsyd.com.cn) guided by its President Ms Wenxia Yang. The facilities are impressive, confirming the fast development of later life learning in China.

I was glad to showcase some aspects of later life learning in Singapore. Our visiting PIMA members (Dorothy Lucardie, Shirley Walters, Chris Duke, Peter Kearns, Denise Reghenzani, Thomas Kuan and Carol Kuan) were given a demonstration of tea-ceremony, an insight into activities of the College, and a craft lesson on 'snow patterns' paper-cutting. The afternoon tour of Beijing's ancient hutongs, eateries and its palaces was both interesting and memorable. I could only wish that there were more time to visit other scenic places. The main takeaway is the network with Shijingshan Community College for future study visits. In the evening the Institute for Lifelong Learning and Sustainable Development Director hosted a very convivial dinner for the foreign participants and some other Chinese participants.

The Beijing Seminar started on 4 September with a welcome address by Dayong Yuan which was followed by the keynote speech of Mr. Feng Shi, Director of the Institute for Lifelong Learning and Sustainable Development. This was followed by Chris Duke's keynote address, and presentations by Mr. Yousheng Zhang, Vice-President of Beijing Adult Education Association, and Peter Kearns.

Throughout, Dayong, assisted by Gui Min, provided sequential summary interpretations, since few people were fluent in both Chinese and English.

The afternoon discussions were led by Shirley Walters and Denise Reghenzani, followed by Ms Cuizhu Zhang (Deputy Director of Beijing Learning Cities Research Center, and Senior Research Fellow of Institute of Lifelong Learning and Sustainable Development). Proceedings concluded with PIMA President Dorothy Lucardie's paper.

There were strong interests in international perspectives on adult education and lifelong learning. Some of PIMA's presentations were translated into Chinese version, and others will follow.

View more photos on the Beijing Summit here <http://u3a-singapore.com/beijingshijingshan/>
For the article by Beijing Shijingshan Community College, please visit this link
<http://www.baea.org/zixun/jiaoyuzixun/20180905/1202.html>

REPORT FROM THE PIMA SIG ON LEARNING IN LATER LIFE *PETER KEARNS*

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Learning in later life was one of the three strands at the recent PASCAL conference in Suwon South Korea. This subject was further discussed at the PIMA Beijing seminar that followed and then at a European research conference in Faro Portugal in October where the focus was on well-being in later life. Members of the PIMA SIG participated in each of these meetings, and this has given further stimulus to the work of the SIG so that the SIG is now expected to report before Christmas.

The location of the PASCAL conference in South Korea was opportune with demographic change and ageing populations most advanced in East Asia, particularly Japan, Korea, and China. This situation has focussed attention on the responses in these countries to the demographic challenge. These include learning city policies in Korea and Chinese cities such as Beijing and Shanghai, and institutions such as elderly universities in China and Taiwan.

The important role of community learning centres in six Asian countries (Korea, Thailand, Indonesia, Vietnam, Mongolia, Bangladesh) has been documented in a recent UNESCO report (Duke & Hinzen, 2016). With these institutions important in countries such as Germany, Japan, Australia, and the Scandinavian countries at a time when learning cities are growing around the world, there are grounds for taking the optimistic view that the impact of the demographic revolution could lead to important developments in learning in later life, and perhaps a new stage in lifelong learning development.

The PIMA SIG will be reporting later this year in this context, which provides opportunities for fresh ideas and new approaches. The editors of the SIG report welcome comments and suggestions directed at ways of moving forward to strengthen learning in later life, and build good resilient communities. Suggestions may be sent to p.kearns@netspeed.com.au by 16 November.

Here is a Work-in-progress trailer for the forthcoming Report of the PIMA SIG on Learning in Later Life, subject to reshaping as the work progresses and prepared by Joint Editors Peter Kearns & Denise Reghenzani-Kearns.

PART I CONTEXT & CONCEPTUAL ASPECTS

This part of the report is based on the lead paper prepared for this strand at the PASCAL Suwon conference titled *Towards a paradigm for learning in later life in the context of ageing populations*.

PART II GOOD PRACTICE EXAMPLES, ISSUES & PRINCIPLES

Part II includes 8 case examples of current good practice selected from around the world. The examples and authors are list below:

Volkshochschulen in Germany: Professor Heribert Hinzen.

Kominkan in Japan: Professor Atushi Makino.

Neighbourhood Houses in Australia: Dr Tracey Ollis.

Shijingshan Elderly University, Beijing: Under discussion.

The University of the Third Age role: Thomas Kuan, Singapore.

Suwon Village Renaissance, Republic of Korea: Under discussion.

Age-friendly policy initiatives: Under discussion.

Active Ageing Learning Centres, Taiwan: Dr Hsiumei Tsai

50+ Comprehensive Plan, Seoul Metropolitan Government: Under discussion.

PART III. MOVING FORWARD

Part III returns to the contextual challenges raised by the demographic revolution, ageing populations and the looming impact of the fourth industrial revolution, and sets out the conclusions of this report. It also discusses 5 ways of moving forward as examples of action that could be taken in progressing towards a situation where good active ageing in just sustainable communities became general.

The following examples of moving forward are given.

Enhancing well-being in later life: Professor Bernhard Schmidt-Hertha.

Achieving the wider benefits of learning: Dr Denise Reghenzani-Kearns & Peter Kearns.

Heritage learning & the role of cultural institutions: Professor Henrik Zipsane.

Managing the transitions: Professor Tom Schuller.

Harnessing learning cities & communities: Peter Kearns

5. MEMBER NEWS AND VIEWS

OBITUARY TO GLEN POSTLE *CHRIS DUKE, MIKE OSBORNE, BRUCE WILSON, CO-FOUNDERS OF THE PASCAL OBSERVATORY*

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Toowoomba in the Darling Downs region of southern Queensland, the Australian community education and lifelong learning movement, and the global adult education and lifelong learning community, have lost a great leader and quiet achiever with the death this month of Glen Postle.

Glen made a huge and lasting contribution to our understanding of people living together across social groups, roles and especially generations, within the academic and locality-based communities, and across disciplinary and managerial boundaries and levels. His communications are peppered with wisdom drawn from many eras and cultures; yet his work evolved, was tested and applied on the ground, in the community, through conversation and joint action. C4C, that is community for community, linked his University of Southern Queensland with diverse Toowoomba people and organisations. Connecting alienated youngster with retired oldsters was an elegant and truly innovative way of turning two kinds of lonely lost souls from problems to purposeful connection back into place.

In many ways Glen's work has grown roots and continues, fed by the same values of community mutuality. Glen is outstanding among our many friends many places: a person utterly without self-regard, self-interest and self-seeking, and a modesty of humility. He was self-effacingly generous: not from shyness or a wish to please, but as a way of living and being. The love and regard in which he was and is held in and far beyond every corner of Toowoomba bear witness to a model of how life can be.

Glen died on Monday 10 September. He was a long-time collaborator with many in the PASCAL family. His first association with our colleagues was in the early 1990s when he visited the UK to explore the field of widening access to higher education, a field of endeavour that was of high profile in Australia at the same time. His collaborators at that time, and for many years beyond then in this area, were PASCAL Associates, Pat Davies, Jim Gallacher, Kate Sankey and Mireille Pouget as well as PASCAL Director in Europe, Mike Osborne.

He also established long-term academic and personal relationships with other UK figures eminent in the field of access, including Geoff Layer, now Vice-Chancellor of Wolverhampton University, and Gareth Parry of Sheffield University. He published a number of excellent articles comparing Australia's and the UK's policies and practices. He made many visits in succeeding years, including stays as a visiting professor at



the University of Stirling with accommodation at Kate's organic farm and spins in the PASCAL webmaster Steve Rubin's Porsche. He also engaged in many adventures further afield in Europe. He was delighted to be able to spend time in Barcelona at the European Summer School for Continuing Education in 1996, where he made great friends with another

colleague well-known to PASCAL, Ettore Ruggiero from Bari.

Glen was also a leader in the field of distance education and a driving force behind USQ's developments as a dual-mode university and its eventual recognition by the International Council for Distance Education as the world's best such university. This inspired a collaboration between Mike and Glen to establish a completely online joint Master's Degree in Technology-enhanced learning in the late 1990s during the infancy of the Internet. The relationships that Glen created with colleagues in Europe and particularly in

the UK endured over a 25 year period, and he facilitated many exchanges between his colleagues and academics in UK universities, particularly at the University of Stirling, all of whom remember him fondly.

In his role at USQ, Glen provided supervision for a great many doctoral candidates across a variety of education topics. The consistent theme in the various topics of study related to ways of enhancing quality in student provision, as well as accessibility and the effectiveness of online communication. He was widely known in the University as a great, unassuming colleague, but even more so in the community for his quiet yet persistent support for initiatives which focused on inclusion and providing learning opportunities which brought out the best in people. It is a mark of his character that these activities encompassed both new life for disengaged students and meaningful engagement for older men.

Flexischool and TOMNET were two extremely important ventures which were not only very successful in their own objectives, but were linked. In a manner that was deeply representative of Glen's own qualities, he brought the warmth and experience of older men together with vulnerable yet courageous young people in Flexischool. Flexischool in particular came to be highly regarded nationally and was rewarded with a significant national prize. It is no surprise that Glen himself was awarded the Vice-Chancellor's Prize for Engagement. He also won Queensland's Miller-Grassie Award for Outstanding Leadership in Education.

Glen was committed to institutional innovation, and was a very active force in bringing USQ and the wider Darling Downs region into the Pascal Universities and Regional Engagement (PURE) Project. In turn, he contributed as a member of the team which visited Melbourne as part of its engagement in the PURE process.

Glen was exceedingly modest about his achievements, which were immense. He genuinely cared about people. Even when retired for over a decade he never stopped using education as a vehicle to promote social justice. He had a wonderful capacity to see the best in people, particularly the young, and knew that education could liberate them.

This Obituary also appears on the PASCAL Website at <http://pobs.cc/1koq0>. Readers are very welcome to post additional comments and photos direct there, or write to Michael.Osborne@glasgow.ac.uk

THE PAULA PRINCIPLE *TOM SCHULLER*

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One trend common to every OECD country is the increasing gap between the educational achievements of girls and women compared with boys and men. At every level, and in almost every subject area, women now outperform men, by a substantial margin. In several countries, there will in a few years be two female higher education students to every male. In the arena that interests PIMA members, moreover, the same holds true: women take part in adult learning more than men do, and so they go on adding to their relative advantage.

I have been aware of this in a general way for some time. I was for 10 years chair of governors of an adult education college in London, where women made up getting on for three quarters of the student population (ironically, since it is called the Working Men's College), and knew that women take part more in liberal adult education. But I then happened upon statistics, which showed me that in the UK women

are also more likely than men to take part in vocational training. This is partly because more women work in the public sector, which is a better provider of training, but the difference goes beyond that.

In other words, women do better in the initial period of education, and go on adding to their skills, competences and general learning throughout their lives at a greater rate than men. But when it comes to the material returns to this learning, we do not see the pattern changing nearly as fast as we might expect. The gender pay gap is shrinking only slowly, and in some respects hardly at all.

It was the contrast between these two trends – the rapidly growing female/male competence gap, and the slowly shrinking male/female earnings gap – that prompted me to coin the “Paula Principle”, and to write a book about it.¹ The Paula Principle is simply this: *most women work below their level of competence*. It is the mirror image of the Peter Principle, which became famous some 40 years ago: “every employee rises to his level of incompetence”, signalling the organisational problem of (almost always) men doing a job or two well but as a result rising to positions above their capability. Almost everyone could look round and identify an example of the Peter Principle, which explains its four million sales.

It’s not only about pay. People’s career aspirations are as much to do with feeling that their competences are being properly used and recognised as they are to do with financial returns – though men are more focussed on the latter. So the Paula Principle is as much about career progression as it is about money. And – most importantly – it applies at all levels. It does not refer only to glass ceiling jobs, but to all those women who aspire to move up and on, wherever they may be in their occupation.

The Paula Principle applies across a whole range of contexts, but very differently. Its salience varies between sectors, so it plays out very differently in finance than in education, in health differently from retail. It varies between organisations within those sectors. And it varies between cultures.

In Japan and Korea, women have made huge and rapid educational gains, such that Korean women are now the most educated group in the world. But the pay and careers gap remains very large in both countries. Their workplace cultures and social arrangements have not adjusted in response to the massive change in the qualification levels of their women. They are the most powerful examples of the Paula Principle, but it extends across all OECD countries, and is emerging worldwide, as in more and more countries women overtake men educationally.

My conversations with women led me to identify five factors that largely explain why the Paula Principle continues to apply so strongly, in so many different contexts. Four of these are negative barriers: discrimination (overt and covert); caring responsibilities (childcare but now increasingly also eldercare); self-confidence; and lack of vertical networks. The fifth factor is very different, and most controversial: positive choice, where a woman could get a new job or a promotion but decides that she does not want to. This could be because she feels she is still growing in her job and wants to carry on improving, or she wants to branch out sideways rather than move vertically, and does not need the money or the status that an upwards move would bring. It is always interesting to challenge people to give weightings to these different factors in explaining why women’s competences are so under-rewarded.

¹ *The Paula Principle: why women lose out at work, and what needs to be done about it*, Scribe 2017.

The Paula Principle raises issues of social justice, and of economic efficiency. It directly challenges those of us who work in education to think just where it leads. Of course, education's outcomes are not to be measured only or primarily in terms of careers or money. But the issues raised are ones that affect us all, men as well as women.

ENTREPRENEURING FOR TRANSITION: A PARTICIPATORY ACTION RESEARCH PROJECT YAHUI FANG

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An article *Entrepreneuring for transition: A participatory action research on community-engaged curriculum design in higher education* was published at the end of August this year:

Fang, Y. *Entrep Educ* (2018). <https://link.springer.com/article/10.1007/s41959-018-0003-x>

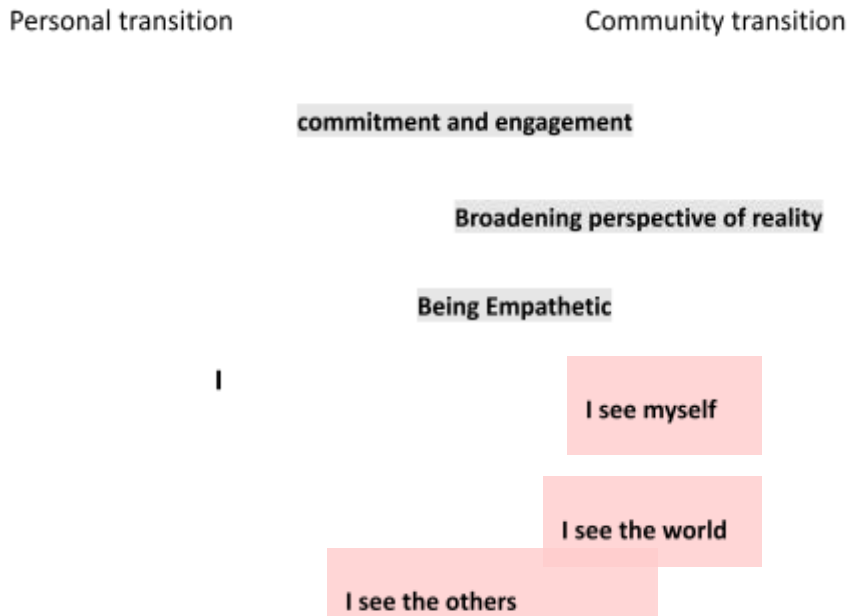
As the abstract explains, this paper is grounded in higher education in a local context in Taiwan. The purpose is to explore pioneering efforts against poverty and social exclusion to create a context and opportunity for authentic participation among educational institutions and communities in the co-creation of meaning, knowledge, and action during community transitions. Based on participatory action research, the researcher initiated an entrepreneurial spirit through teaching and learning in the context of community-engaged curriculum design. The paper provides an analysis of how university and local actors reach the common objective of local development, after which they initiate processes of personal transition as well as community transition.

During semesters, the teachers and students went to the community several times. The students went through some difficulties, misunderstandings, and confusion. At the same time, they learned to think about things from different perspectives, and they began to notice and be empathetic to the needs of others. They felt a sense of achievement and satisfaction by helping others. This change in consciousness occurred during their authentic experience of engagement in a community context. Also, this experience improved the relationship between the community, the teachers, and the students. All participants (teachers, students and local actors) started to learn, to discuss, and to identify the course's design and to change the movement together.

Participatory planning processes create a space for transformative social learning that leads to the evolution of academic research into partnership research, the transformation of oneself and others, and a shift in relationship dynamics leading to solutions for societal challenges and convivial and inclusive social action. Learning as an entrepreneurial process broke patterns through moving people to new self-constructs, new self-other and new self-world relations. I found that developing community-engaged curriculum has great potential to co-ordinate relations and open the creative power of life. The transformation manifested itself in the form of a meaning-making system that led to the development of self-generated, relationship-regulating mental models that could be used to deal with multiple demands and uncertainty (see Figure 1).

According to the research, scaffolding this social process creates a form of innovation systems; the entrepreneurial spirit emerges between personal transitions and community transitions. First the engaged individual was in the process of "seeing others" while encountered local people and students from different disciplines with empathy during field- trip research. During collaboration, he/she collected field

work data and analyzed with teams and local actors how to broaden the perspective of reality, then approached the stance of “seeing the world”. Therefore, he/she was able to work more like a partner with local actors to empower residents through co-learning out of commitment and engagement. Along the way, new self-other and self-world relations eventually enriched his/her understanding of the “self” (seeing thyself) and giving way to transformation to higher consciousness.



Implications

The case implies that building university-community partnership to redesign curricula to address personal as well as social transition has great potential to nurture popular entrepreneurial activities that make it possible for everyone to be entrepreneurial and contribute to building entrepreneurial learning regions. These will potentially lead to a more societal and sustainable future. Key curriculum design and related teaching methods are:

1. Contextualization is central to the entrepreneurial process, engaged stakeholders of real context will facilitate situated-learning either as individuals or in groups.



2. Learning through interaction: use participatory methods to create interdisciplinary social space, to cultivate inquiry-based environment for learning and praxis, and co-sense holistic understanding of issues and relations.
3. Self-directed learning requires informal and exploratory learning experiences with a supportive facilitator will aim to enhance learning
4. Support experiential learning through “learning by doing”, to trigger generation of multiple ideas and encourages reflective practice to elicit lessons learned
5. Cultivate a collegial collaboration in organizational setting and informal teachers learning community. It will work as a support system to nurture faculties’ inner self and professional development, therefore incubating scholar entrepreneurship for educational innovation. Interesting opportunities for future research would lie in more exhaustive repertoires of the various types of teaching innovation for developing entrepreneurship for transition, along with the distribution of different types within and between particular cultural, institutional and national contexts.

THE RMIT EU CENTRE’S JEAN MONNET PROJECT: THE EU’S ROLE IN THE IMPLEMENTATION OF THE SUSTAINABLE DEVELOPMENT GOALS IN ASIA PACIFIC *BRUCE WILSON*

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On Monday and Tuesday, 22-23 October 2018, the EU Centre at RMIT hosts representatives from five universities, all of whom are partners in a new research collaboration project on the implementation of the SDGs in Asia Pacific, and the role that might be played by the EU with other partners. The meeting roundtable will develop a work-plan for the next 2-3 years, including exploring opportunities for other partners, including PIMA, to become involved.

The EU is the global leader in development policy and aid. It was an active contributor throughout the process of the development of the SDGs. In June 2016 the EU released *Shared Vision, Common Action: A Stronger Europe*, the EU’s Global Strategy for its Foreign and Security Policy. It aims for global prosperity and speaks about building resilient societies which require fulfilling the SDGs worldwide. In November 2016, the European Commission released a statement for the EU institutions: *Proposal for a new European Consensus on Development: Our World, our Dignity, our Future*. The paper outlined a framework for implementation of the SDGs under the priorities of People, Planet, Prosperity and Peace, and emphasised that the Goals can best be met through enhanced cooperation of the international community, recognising that the EU integration process already facilitates and enhances collaboration amongst the EU and its Member States.

What does this mean for Australia and the other nations of the Asia Pacific? Australia has been less assertive in stating its commitment to the SDGs, and developing a comprehensive approach to the implementation process. Nevertheless, Australia has a strongly developed aid program with considerable expertise in managing aid projects. It has a strong framework for the provision of aid, with clear policies for strategic interventions. In recent years, it has steadily evolved a clear focus on providing aid which

facilitates the capacity of the recipient nation to enhance its trade performance: 'aid for trade'. It has also begun a series of policy dialogues with the EU on development issues.

Within this context, what might Australia expect from the EU in its practical contribution to the implementation of the SDGs in Asia Pacific? What kind of frameworks, processes and governance frameworks might serve to ensure coherent and effective collaboration and partnership?

This project will explore the work being undertaken to deliver on the UN's 2030 Agenda in Asia Pacific, the possible role of the EU in engaging with this work, and the opportunities and willingness for the EU and Australia to work together on their own obligations, as well as in supporting other countries in the region.

6. NEW MEMBERS

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

BOB ADAMSON

Professor Bob Adamson, unescochair@eduhk.hk, Hong Kong, first became involved with PASCAL in 2013 as the key organiser for its first Annual Conference held in Asia, which was hosted by The Education University (former Institute) of Education Hong Kong in 2013. In the same year Bob was named "Kunlun Expert"(昆仑学者) by the Qinghai Provincial Government in recognition of his 30 years' work in Chinese education, particularly his work in minority education. He is Chair Professor of Curriculum Reform and Director of the Centre for Lifelong Learning Research and Development. In December 2015, he was named UNESCO Chairholder in Technical and Vocational Education and Lifelong Learning.

Bob is founder Editor of the Journal of Multilingual Education, founder Honorary Secretary of the International Association of Multilingual Education, and Committee Member of the Comparative Education Society of Hong Kong, which he has also served as Secretary, Treasurer, Vice-President (twice) and President. As a researcher and consultant in the fields of language policy, teacher education, comparative education, curriculum studies, pedagogy, and higher education (work that he intends to pursue through an association with PASCAL), he has published more than 150 books and papers. His books include *China's English: a history of English in Chinese education* (2004); *Curriculum, schooling and society in Hong Kong* (with Paul Morris, 2010); *Comparative education research: approaches and methods* (co-edited with Mark Bray and Mark Mason, 2007; 2014) - a work translated into eight languages - and *Trilingual education in China: models and challenges* (co-edited with Anwei Feng).



His scholarship was acknowledged by the European Union in 2006 in the form of the European Label for Innovative Initiatives in the Field of Language Learning for *L'Europe Ensemble*, a web-based multilingual package. He was a co-author of *A Course in English Language Teaching*, which was awarded First Prize in the Outstanding National Higher Education Textbook category by the Chinese Government in 2001; the

second edition was designated one of 15 Key National Textbooks for Higher Education by the Chinese Government in 2006.

Since 1989 Bob has acted as a Consultant on English language curriculum development with the People's Education Press in the Ministry of Education in China. He was a member of the team that produced the *Junior English for China* and *Senior English for China* textbook series, which were used by approximately 400 million students. When the Press produced an official history of its English language curricula this year he wrote the Preface, and in 2013, he was the first foreigner to be elected to the Standing Committee on Teacher Education and Professional Development, National Association of Foreign Language Education of the People's Republic of China. He is now Honorary Professor at Yunnan Normal University, Qujing Normal University, Yanbian University, Henan Normal University and Qinghai University for Nationalities.

GUMPANAT BORIBOON

Dr Gumpanat Boriboon, gumpanat@swu.ac.th, Thailand, presented a very well received paper at the PASCAL Suwon Conference in Korea. He has maintained his keen interest in the areas of international lifelong learning, youth activities, adult education and exchange programs in ASEAN throughout his career as Head of the Department of Adult Education and Lifelong Education, Faculty of Education, Srinakharinwirot University Bangkok. Currently, he is one of the Lecturers of Graduate Program for Master and Doctoral Students at Srinakharinwirot University advising students in their research in Lifelong Education Management for HRD.

In his 15 years at Srinakharinwirot Gumpanat has initiated many successful training projects in adult education and non-formal education. Moreover, he led the Community Lifelong Learning Centers for Elderly or University of 3rd ages in Chiangrai Municipal, providing adult education, training programs and care protection projects to vulnerable people in many provinces.



SUWITHIDA CHARUNGKAITTIKUL

Dr Suwithida Charungkaittikul, known as Baifern, suwithida@yahoo.com, suwithida@chula.ac.th, Thailand, is an International Professor in the Non-Formal Education Division of the Department of Lifelong Education in Chulalongkorn University, Bangkok, Thailand.



She holds a doctorate in Non-Formal Education (Adult and Lifelong Education) from Chulalongkorn University. From 2010-2011 she was a Research Fellow in the Andragogy Doctoral Emphasis Specialty Instructional Leadership Program at Lindenwood University, MO, U.S.A, where she completed her post-doctoral training in Education Andragogy and Learning Society Development. Her main interests are lifelong education and learning, the development of a learning society, adult and continuing education, human resource development and training, non-formal and

informal education, adult and community education, education for underprivileged groups, distance learning, educational leadership, etc. Her most recent publication is a book entitled *The eight pillars of lifelong education: Thailand studies* (Cameron Richards and Suwithida Charungkaittikul, Editors, 2016).

Dr. Suwithida has been actively involved and worked for diverse national and international organizations such as the present Assistant Secretary of the Comparative Education Society of Asia (CESA), present Advisory Board Member of *ELA Journal of Educational Leadership in Action*, Lindenwood University, U.S.A., and UNESCO international consultant for Educational Framework Development, Kathmandu, Nepal.

Suwithida's intention is to contribute to the field of adult and lifelong education and conduct a pilot project at the community level and at the university to become the major implementer of a sustainable lifelong learning society.

DOUNGRAT PORRAWAN

Ms Doungrat Porrawan, porrawan.dot@dpu.ac.th, Thailand, is an Instructor at the Faculty of Fine and Applied Arts, Dhurakit Pundit University, Thailand where she is and has been an art instructor for ten years. Porrawan joined PIMA to become a Friends of Pascal Association member and to support its aims and principles, activities and ways of working, because of her interest in sharing ideas and suggestions from elders' learning experts in various countries, to develop her dissertation, and to gain more knowledge so as to build an appropriate informal learning model for the elderly in Thai Society.



She is a Ph.D. candidate from the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. Her educational background includes Bachelor of Education (Art Education), and Master of Education (Art Education) degrees from Chulalongkorn University. Porrawan has expertise in art education, art activities, art history, art aesthetics and drawing. She is interested in learning about the elderly and encouraging to realise their potential. She believes that it is important for older people to

discover their potential, and that informal learning and art activities will be an important part of effective learning of the elderly. She is also interested in studying the use of words and sentences that influence the feelings of the elderly, and the effects of the effective learning of the elderly as well. She was a research fellow in a research project funded by the Foundation of Thai Gerontology Research and Development institute (TGRI) and is now in the process of collecting data for the first objective. She plans to complete her Ph.D. by October 2019.

MIN GUI

Dr Min Gui, guimin1987@163.com, China. Min Gui received her PhD degree in Education from Beijing Normal University, P.R. China and is now working with the Beijing Academy of Educational Sciences as a junior research fellow. The focus of her research field is Lifelong Learning, learning cities and the relationships between cities and universities.

Min played an important part as assistant to PIMA Committee Member Dayong Yuan in planning and managing the PIMA Seminar conducted in Beijing at the beginning of September 2018 after the PASCAL Annual Conference in Suwon, and in follow-up work. As a result of this experience she chose to become a member of the Pascal International Member Association PIMA, because she judged that it would be helpful for her future study and work on lifelong learning and learning cities. Although young and recently awarded her doctorate, she also believed that her qualifications, experiences and current work qualify her for Pascal. She is indeed the kind of energetic and thoughtful young scholar-practitioner that PIMA wishes to attract as part of a commitment to equipping next-generation leaders of lifelong learning and the education of adults.



JUTHATHEP JITWILAI

Juthathep Jitwilai, Krutitle.education.chula@gmail.com, Thailand, is a graduate student at Chulalongkorn University in Bangkok. His educational background is Bachelor of Education in Non-Formal Education and General Science from the Faculty of Education, Chulalongkorn University. He has been working as teacher and facilitator in Chemistry, Earth Science and Astronomy for secondary school students for 10 years.

Juthathep's master's thesis topic is the *Effects of organizing a local wisdom-based non-formal educational process on the elderly-youth relationship*. He has finished the data-collecting process within his fieldwork, and is now in the process of content analysis. He plans to complete his thesis this October 2018.

He thinks that learning is not limited to the classroom only. So he is also interested in lifelong education, which with intergenerational learning for the elderly and youth can help bind relationships between those who want to change. He thinks that elders have many precious experiences, which can be shared with and transferred to youth through learning: exchanging experience from the elderly is a way of learning, adapting, and understanding intergenerational learning. The process can be successful by changing the role of teacher to become a facilitator. Juthathep would like to practise himself in the process of becoming the best possible facilitator.



In joining PIMA Juthathep wishes to become a friend of Pascal International, and to support and exchange experience with each member, thus opening his mind to people in difference fields of work. His thesis involves the elderly and youth, and the relationships between ages; as the knowledge transfers to the younger generation, these have inherited the knowledge. He hopes that his own body of knowledge from his thesis can be an inspiration to enhance intergeneration learning also within PIMA.

CHIN WA LI

Chin Wa Li, cwli@eduhk.hk, Hong Kong, wishes to contributor actively to the Pascal and PIMA networks; he is happy to share experiences, and to learn from friends all over the world. He works at The Education University of Hong Kong and was inspired by his participation in the recent Pascal Annual Conference in

Suwon, South Korea 2018. There he felt at home and felt like someone who, in the warmth and enthusiasm among international members and contributors, would be able to contribute to the betterment of humanity within Pascal's lifelong learning, learning city, and community visions.

Chin Wa has been one programme leader of the unique teacher training programmes in Hong Kong for trainers and professionals in the VET (vocational education and training) and professional education areas. He is teaching courses in philosophy, sociology and policy studies in VET and professional education, more or less within the framework of lifelong learning and four Pillars of Education. Recently he has been involved in exploration of the importance of life education within LLL, which definitely echoes the notion of 'life-deep learning'.



COLIN MCGREGOR

Colin McGregor, colin.mcgregor@aceaotearoa.org.nz, New Zealand, has been Director of Adult and Community Education (ACE) Aotearoa since 2016. This followed a thirty-year career in the Public Service of New Zealand, mainly in the Education Sector. ACE Aotearoa, a non-governmental organisation, is the lead body for Adult and Community Education in New Zealand. With over 100 members, its role is to support providers through training, resources, conferences and sharing best practice. ACE Aotearoa is 90% funded by the New Zealand Government. Its values align with those of PIMA: enabling young and older citizens to live richer and more meaningful lives, and support really useful lifelong learning. 'In a bi-cultural society such as New Zealand we strongly endorse the importance of "place". Indeed we run an event exclusively for Maori and Pacific peoples that is designed all around their place.'

Colin has three Master's degrees: a Master of Arts in Psychology from Massey University, Palmerston North New Zealand; a Master of Business Administration from the University of Wales; and an Executive Master in Public Administration from Victoria University, Wellington, New Zealand.

His specific interest in PIMA is in the connections and mutual support from colleagues with similar interests. 'Having met and mixed with PIMA members*, I feel a strong affiliation with their outlook, values and beliefs. In particular the working in alliance with other civil society bodies and networks to work through issues is appealing.' Likewise Colin can share whatever expertise he and ACE Aotearoa have to assist members. The specific issues facing adult education in New Zealand at present relate to (a) establishing a clear adult education policy and (b) clarifying the delivery mechanisms for adult education.



'We are at the crossroads with a new government who has a strong commitment to lifelong education.'

**Colin's reflections on the Suwon Conference appear above.*

ROB MARK

Dr Rob Mark, rob.mark@dcu.ie, Ireland, is currently the PASCAL Learning Cities Project Coordinator. He is a Senior Honorary Research Fellow at the University of Glasgow, Scotland, UK, and at the Higher Education Research Centre (HERC), Dublin City University, Ireland. He is



also Vice-Chair (International) of the UK Universities Association for Lifelong Learning. Previously, he was Head of Lifelong Learning at the University of Strathclyde, Glasgow and Director of Education and Research at Queen’s University Belfast, Northern Ireland. He has also worked in the schools, community and voluntary sectors.



Rob has had extensive engagement with research and policy activities at national and international levels; and has published widely in the broad field of lifelong learning, literacy and community, inter-generational learning, health and well-being, transitions, and learning and formal and non-formal learning. He has an interest in excluded groups such as older adults, adults with literacy difficulties, mental and physical disabilities and learning, and the benefits of lifelong learning policies and practices. He has also taught on a wide range of programs in the field of community education and learning

Rob has contributed to the editorial boards of several journals nationally and internationally, having served as Editor for the *Adult Learner* (Ireland) for an eight-year period. He has served on the executive board of several national and international lifelong learning bodies and organizations including the European University Continuing Education Network (EUCEN).

Rob finds the aims and objectives of PIMA to be closely related to those of the PASCAL project and is therefore happy to support them.

Rob’s reflections on the Suwon Conference appear above.

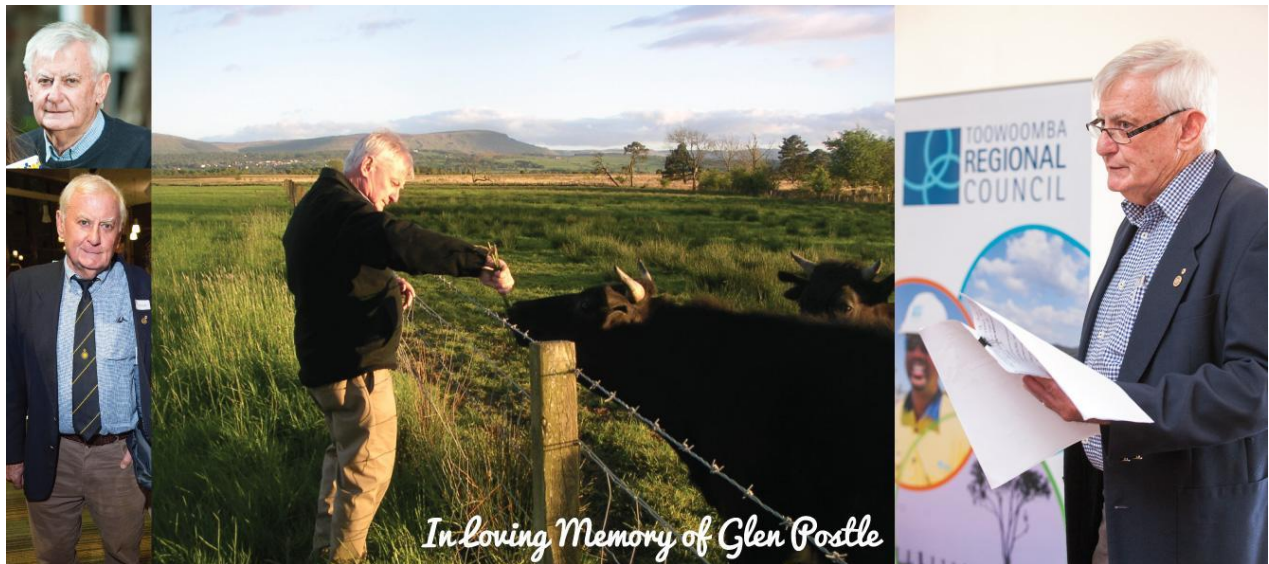
NARADEE SORATANA

Naradee Soratana, nardees@yahoo.com, Thailand, is a Ph.D. student from the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. Her dissertation topic is “A Process of Enhancing Family Lifelong Learning to Build Strong Family in The Context of Thai Society.” She plans to complete her doctorate in July 2019. Her educational background is Bachelor of Science in Education from Southern Illinois University at Carbondale, USA, and Master of Education (Early Childhood and Elementary) from the University of Missouri-St. Louis, USA.

Naradee’s working experience includes working as an editor, and Managing Director of a Fitness Magazine (a Thai Healthy and Medical Magazine) for 10 years. The scope of work included articles of the magazine itself. Pocket-books of the company were related to Healthy Well-being, Medicine, Family Learning, and Sports. Alongside being the editor, she also taught regularly as a part-time lecturer at Bangkok University for 25 years. She now conducts English for communication courses, and TOEIC courses to serve continuing educational students of Bachelor Program at Dusit Technical College, which she has done for 6 years.

She has also been participating in a Parental Support Group at Wattana Wittaya Academy (The oldest girls’ school in Thailand) for 17 years. Naradee was on an academic committee for Parents and Teachers Association at the school for four years, and at present is an advisor of the Association. The volunteer work that she did had an impact on real situations and activities involved with intergenerational learning: for children, parents and the elderly in the family, building strong families through family lifelong learning.

Naradee is interested in joining PIMA and supporting its aims, principles, activities and ways of working. She sees her experience through teaching in the university, and learning experience through volunteers' work from parental network's activities, including family consultation services, and magazine and pocket books' works, as being beneficial. She wishes to share such ideas as intergenerational learning, family lifelong learning in strong family, and related experiences, in PIMA. By the same token, she would like to learn and gain more knowledge from many countries to develop her dissertation and build her educational strengths to serve Thai and international learning communities.



We are very grateful to Lorelle Burton, Mike Osborne and Kate Sankey for providing portraits of Glen for this obituary. Ed.