



BULLETIN No. 24 May 2019

Table of Contents

Looking forward: messages from PIMA's first two Presidents	2
<i>Dorothy Lucardie, Outgoing President</i>	2
<i>Shirley Walters, Incoming President</i>	2
Editorial <i>Chris Duke</i>	3
The Christchurch Massacres	5
<i>Terrorist attack on Christchurch Mosques <i>Colin McGregor</i></i>	5
<i>Mass shooting: Challenges for adult education <i>Brian Findsen</i></i>	6
<i>Using memory for learning to create peace <i>Rob Mark</i></i>	7
Democracy in Crisis	7
<i>Learning rationality and practical economic literacy – what to do? <i>Chris Brooks</i></i>	7
Life-deep Learning	10
<i>Seeking out Beauty with the optimism of youth <i>Norman Longworth</i></i>	10
<i>Social pioneering for Educational transformation <i>Yahui Fang</i></i>	11
Special Interest Groups (SIGs) and Later Life Learning (LLL)	13
<i>New Directions for the PIMA LLL SIG <i>Brian Findsen, Thomas Kuan</i></i>	13
The Sustainable Development Goals (SDGs)	14
<i>The 'Big Tent' Communiques – collaborate to persuade <i>Budd Hall</i></i>	14
New Themes and Directions?	16
Tertiary Education and Lifelong Learning	16
<i>Australian vocational education and training (VET) in the election climate <i>Francesca Beddie</i></i>	16
The Extinction Crises – LLL for a new survival culture <i>Editor</i>	18
LLL and Development in Lao PDR and Timor-Leste	18
<i>Lao PDR: developing a national policy for lifelong learning <i>Lamhoune Luangxay</i></i>	18
<i>Celebrating Anniversaries: looking out and ahead in Timor-Leste <i>Helen Hill</i></i>	20
XVith PASCAL Conference, 16-19 October – Revised Call for Papers <i>Mike Osborne</i>	21

Looking forward: messages from PIMA's first two Presidents

Dorothy Lucardie, Outgoing President

dorothy.lucardie@bigpond.com.au

PIMA's Fourth Annual General Meeting was held on Monday April 15th 2019 and the results of the Committee elections were announced. The successful candidates for the five committee positions are: Julia Denholm (Canada), Yahui Fang (Taiwan), Min Gui (PR China), Heribert Hinzen (Germany), Colin McGregor (New Zealand).

The following Officers were elected unopposed: President Shirley Walters, Vice-President Peter Welsh, Treasurer Thomas Kuan. Ken Thompson (Victoria Australia) was nominated to take up the position of Secretary and approved by the meeting.

On behalf of the outgoing Committee I would like to thank members for their support and encouragement. We wish the continuing members and new committee members all the best for the future.

To the new members: I would like to congratulate you and thank you for being willing to serve as the PIMA Governing Committee for the next two-year term 2019-2021. Our President Shirley Walters will be in touch in due course.

Shirley Walters, Incoming President

ferris@iafrica.com

Congratulations to all the new members of the committee – we straddle the world from western Canada, England, South Africa, Germany, People's Republic of China, Taiwan, Singapore, Australia, New Zealand..... Finding ways to meet via Zoom or Skype which has us all awake at the same time will be a challenge – our inventiveness will be stretched from the outset! We are an impressive multi-generational group of people with much to offer PIMA. I look forward to working with you.

I will be travelling for the next month, so suggest that we try for a first meeting in mid-June but perhaps in between we can share our Skype addresses and WhatsApp numbers so we can be in touch with one another if need be. I will appreciate one on one discussion with each of you to begin to get to know you and your ideas for PIMA.

Thanks to the outgoing president, Dorothy Lucardie, who also played an excellent role as returning officer; and to Chris Duke who has been a driving force behind the many achievements to date. Fortunately, Chris has agreed to stay on as Bulletin Editor and will work with a Bulletin Team to continue the high standard of regular communication which reflects some of the pressing global/local issues.

Dear friends and colleagues

In the midst of a rare reunion on Vancouver Island with my globally dispersed family, I am wondering about the possibilities for PIMA, a network of about 140 adult, continuing, community educators and lifelong learning practitioners and advocates....

I look to the books which I am currently reading for clues of what is troubling me - the first is 'The uninhabitable earth: life after warming' by David Wallace-Wells; the second is 'White fragility: why

it's so hard for white people to talk about racism' by Robin Diangelo, and the third is a memoir, 'Educated' by Tara Westover.

I am wondering what books are at your bedside? Do these give us signals as to what and how we can build PIMA as a network to provide support and solidarity to shine light into dark corners to help us collectively understand and act? We are all but fragments of a mirror from very different geographical locations - how can we play off one another to deepen our own practices for the collective, public good? This is a time when we cannot act alone - we need one another. What contribution would you like the PIMA network to make to your life and what can you offer to strengthen the network further? I look forward to having this conversation with you.

Editorial *Chris Duke*

chris.duke@rmit.edu.au

As we approach the third decade of the third millennium, PIMA begins its second cycle of leadership. With seven of its nine governing body members new to the committee it is timely to ask whether what we are doing is as fitting as it can be. What new matters might it take to encourage this adult learning and education (ALE) and lifelong learning (LLL) network to make itself most locally and internationally useful and relevant? How can our collective passion, knowledge and practical expertise best contribute to help solving what may without exaggeration be called a fast-impending *Extinction Crisis*?

Recent Bulletins have explored attitudes to and recognition of indigenous people, their knowledge and wisdom. Some of this has become more obviously relevant to today's mismanagement of our world and ourselves. We have tried to probe meanings of *lifelong – and wide and deep – learning*: a term of fashion too casually tacked on to many educational policies. We have asked what ALE and LLL mean for 'development'; and what development itself does and should mean.

We have taken small steps towards looking at ways to support learning applied to meeting real needs; and in distinguishing between LL *learning* and the deliberate *education and training* part that takes place under instruction in school, college and enterprise. In particular we have sustained a discussion about failures of *governance*, which we call the crisis of (western-style) democracy. This year 1919 happens to be a year of ALE anniversaries in many places. So we are taking note of how our own world of practice has changed, 1919 having marked the end of the 'war to end wars'. What may reflecting on where we have come from suggest about where we are going, and how we might do it better?

In this context I cite from a note from **Sir Alan Tuckett**, who contributed *UK Centenary Commission - Adult Education 100* to the previous Bulletin: *In my brief piece for PIMA, NIACE was described as now defunct. This isn't accurate. It amalgamated with the research based Inclusion, which focused particularly on youth unemployment. Whilst many of us who were active in NIACE regretted the name change and the move away from acting as a voice of a movement LWI is now under its second CEO recognisably concerned in its research and development work a daughter of NIACE, albeit with fewer resources like other austerity-affected NGOs, more reliant on government contracts, less advocacy, and publications. But it does have a policy impact particularly on participation and on apprentices.*
www.learningandwork.org.uk

Maybe the UK centennial review, in reviewing what has been achieved, won and lost, will assist campaigning and advocacy to refocus energies also on the multiple crises and ALE needs of these

coming years. Meanwhile we will continue to track Germany's centennial celebrations of its outstanding post-World War One national ALE organisation DVV; and of its equally outstanding, and continuing international development work through 50 years of DVV International.

Looking ahead PIMA needs to engage with the central dangers that the world and its diverse communities and cultures face – *the what*; and to be clearer and better, if we can, about how advocacy works and change can be directed - *the how*.

Climate change, global warming, the extinction of myriad species, threats of war, social and ethical degradation, all rank high in the 'perfect storm of crisis'. The power, malign as well as benevolent, of the electronic technologies underpinning 'big data' and the social media, fascinate and terrify.

In this Bulletin several colleagues share their reactions to the appalling Christchurch New Zealand massacre – reminiscent of Sweden's 'loss of innocence' when Prime Minister Olof Palme was assassinated; and about how peace and living well together may be promoted. We see how easily infection spreads; connections are suggested with the subsequent dreadful massacre in Colombo Sri Lanka; and back to ISIS, and surrogate great power wars being fought in the Middle East. 'Populism' and 'fake news' sit high among our serious concerns: why do the 'bad guys' seem to have the best stories and the most numerous adherents?

This Bulletin starts with words from PIMA's first and second Presidents. They invite each of us to reflect on such questions as these; and to contribute to the development and new directions of PIMA.

One of the last decisions of the outgoing governing committee was to set up a Publications Group or Sub-Committee to help guide our communications, including but wider than the Bulletin. Here are possible TOR (terms of reference) for such a Group:

- *Advise the Governing Committee how PIMA can best make its values, beliefs, knowledge and understanding more widely shared and available through electronic and possibly other print media; and in other ways*
- *Offer advice and guidance on the PIMA Bulletin function, contents, presentation contributors, distribution and dissemination, and impact*
- *Suggest to the Bulletin Editor new themes and contributors; explore ways of achieving greater interaction and response to Bulletin materials*
- *Consider whether from time to time different materials for past Bulletins should be extracted, drawn together and suitably edited on a thematic basis.*
- *Propose to the PIMA Governing Committee different occasional and regular forms of communication with PIMA members and others*
- *Advise the Committee on collaboration with other bodies to enhance the utility, impact and reach of their and our different publications and other media*

From being a small newsletter the Bulletin has become a quite substantial bimonthly e-communication. It blogs but does not tweet. It is archived and can be accessed on the PASCAL Website. How might it further and more usefully evolve? What other media and methods should PIMA now also be considering to get its vision, views, values and practical knowledge better dispersed, so as to have greater impact?

The Christchurch Massacres

Terrorist attack on Christchurch Mosques *Colin McGregor*

Colin.mcgregor@aceaotearoa.org.nz

The attack on the Christchurch Mosques on 15 March 2019, which resulted in 51 deaths and 50 injuries, brought to an end the thought that ‘it could never happen here’.

Anger, hurt, grief and passion were the emotions that ran through the day after what was initially reported as a shooting with theoretically few casualties became an act of terror the like of which has never been seen in New Zealand.

New Zealand is a country that has welcomed refugees and migrants from across the world.

One of our founding documents, The Treaty of Waitangi, established a set of principles for Maori (Tangata Whenua- people of the land) and Pakeha (European settlers) to work with. Whilst it could be argued that these principles were not always at the forefront of all interaction, the Treaty today is respected and is upheld, if not necessarily totally understood, by all. The Treaty guides the work of government and the legal system and (in theory at least) ensures proper consultation.

Our largest city, Auckland, is a ‘super diverse’ city with 39 % of citizens born overseas and more than 220 recorded ethnic groups living there. Auckland is also the largest Pacific City in the world. New Zealand is graced with peoples from Samoa, Cook Islands, Nuie, Tonga and other Pacific Island nations. Ours is a rich cultural nation. New Zealand is recognised as adept at assisting migrants in our communities.

All of this points to a society that values diversity and respects different cultures. But our statistics for poverty, crime and education indicate that there is a gap between Maori and Pasifika and Pakeha. Whilst we view ourselves as egalitarian, there is an increasing gap between the haves and have-nots. As in other countries we find that, when people are disaffected and living on the margins, there is often fear, intolerance and anger towards particular cultures or beliefs. Community education is a way of breaking down this intolerance.

Civil Society learning can help redress some of the imbalance through second chance opportunities for those failed by the system. New Zealand has a rich history of Adult and Community Education provision, albeit subject to funding highs and lows due to the variable policies of government.

The Adult and Community Education sector provides many supports to people: English Language learning, literacy and numeracy; classes for migrants which enhance their understanding of kaupapa Maori (indigenous culture); night schools where people can learn together with others who share their interests, Treaty of Waitangi training. Learning Te Reo (Maori) has become one of the most popular courses at our night schools. We have over 71,000 people doing 12,000 courses.

The response to the Mosque attacks reflected a strong community. First, the leadership by our politicians captured the mood and helped with the healing process. Secondly, the various vigils around the country - I along with 12,000 others attended on a fine Wellington night - provided an opportunity to grieve and show support. Thirdly the openness of the Mosques and the community response to this showed a willingness to learn and understand other cultures.

New Zealand will never be the same again. Our eyes have been opened to the terror that has existed across the world. However, as a New Zealander our healing process has started, built on strong foundations of a nation that respects cultures, has an understanding of what civil society is and a call for action, in this context banning automatic guns.

Mass shooting: Challenges for adult education *Brian Findsen*

b.findsen@waikato.ac.nz

As I begin writing this commentary, I am based for a brief period in Qingdao, China, where nobody is aware of the recent massacre in Christchurch. I suspect little if any coverage of this atrocity has occurred in local media. In contrast, the New Zealand community has been focused on the horror of this unanticipated disastrous event, which has severely disrupted the lives of both the Muslim community and the wider society.

Only once before in New Zealand have I witnessed a mass community response on this scale, where many thousands of citizens have come together to confront evil and find comfort in one another. In 1981 the South African Springbok tour took place and disrupted a country where the people were divided along *for and against* lines regarding the rugby tour of New Zealand. History has proven that the protesters were right to challenge both Governments of that time (the racist South African Government and the compliant New Zealand Government) to address apartheid in South Africa, exemplified in their sending an all-white-only team.

On this very recent occasion of the shooting by a single actor, a populace previously non-aware and largely ignorant of the Muslim faith has been awakened to this minority who have been the target of a white supremacist bigot who killed 50 innocent people engaged in the most peaceful of acts, prayer. The perpetrator used social media to spread this horrendous performance to other bigots across the globe. Unfortunately, the video was slow to be halted by Facebook.

Somewhat ironically, at the time of the attack on 15 March 2019, I was teaching my adult education undergraduate class at the University of Waikato about perspective transformation, according to Jack Mezirow's conceptualisation. Here in New Zealand there has been perspective transformation not on the individual scale of Mezirow but in accord with a mass social movement.

While arguably the innocence of New Zealand has been disturbed again as in 1981, the resultant collective outpouring of grief and empathy for the family of victims has been amazing to witness. The leadership of young Prime Minister Jacinda Ardern has been exemplary, and comforting across diverse groups; the coming together of disparate groups – Māori performing hongi with Muslims; motorcycle gangs visiting mosques; thousands of ordinary kiwis leaving floral tributes where Muslims assemble - would never have occurred previously.

The New Zealand Government has been speedy in addressing gun laws. There has been an armistice for owners of semi-automatics and a new law has been implemented already to prevent the ownership of these weapons without special permission. The police presence at anything approaching a large audience has been conspicuous, so the State has provided extended security over a sustained period of time. Facebook has been chastened to clean up its act to implement better censorship of offensive content.

What does the above mean for lifelong learning, I am left pondering. We often speak of an active citizenry that can be critically engaged in the life of a country, and deconstruct the significance of events such as the murder of 50 innocents. I believe there has been some progress for some sectors of New Zealanders in raising their awareness to act in support of a Muslim minority and to better understand "the other". In my view, the local media have been doing a grand job of public education, engaging with a full range of affected people and providing greater access for the populace into an insider's view of the atrocity. We also use the rhetoric of social inclusion as a mainstream function of lifelong learning/education. The willingness of many thousands of kiwis across divergent ethnicities and belief systems to empathise and positively support Muslims, both spiritually and materially, has been amazing to observe. However, there is also an opportunity here for sustained education at multiple levels in conventional learning establishments - early childhood centres, schools, tertiary

education agencies - but also in sites of civil society such as families and voluntary organizations, to continue to collaborate.

It would be naïve to believe that adult learning/education on its own could magically change the orientation of disrespectful people in this and other societies. Any amount of adult education is unlikely to sway the distorted views of extremists of violence. On the other hand, we should not give up by allowing distorted information, prejudice against minorities and discriminatory acts to go unchallenged. In whatever spheres where we may have some influence to combat bigotry and intolerance for “the other”, we need to educate and enlighten proponents of blind hatred to adopt more humane attitudes and actions as civilized human beings.

Using memory for learning to create peace *Rob Mark*

rob.mark@dcu.ie

Yesterday I had a visit from a colleague from Queens University Belfast formerly the Dean of Law. I worked with her for some years when she was international officer at the university, and indeed many of my international and cross border projects in Ireland were as a result of good personal relations and networking supported by the international office staff.

At her suggestion, we visited Glasnevin Cemetery in Dublin, which in the past has been associated with Irish nationalism and where there are many monuments telling the story of the struggle for independence. Interestingly there is a move now to make this cemetery more international in focus as a way of promoting peace building on a wider level. For example, on Sunday I will attend an unveiling of a memorial there in memory of the Irish RAF war heroes who lost their lives in conflict and their families. The event will be attended by the British and French ambassadors to Ireland. So there will be recognition of both national and international struggles for peace side by side for the first time. I assist as a volunteer with the war veterans and their family through the RAF Republic of Ireland association. This I feel is a welcome development - national and international struggles should not get separated out completely. [Readers may not need reminding of the very recent assassination of a young journalist in Northern Ireland, with its warning how easily conflict can be reignited after a hard-won peace accord. Ed.]

Democracy in Crisis

Learning rationality and practical economic literacy - what to do? *Chris Brooks*

chris.brooks@dbmail.com

I return to my previous questions about how education can contribute to calming and healing the excess of anger, which is tearing apart our societies. For Stephane Zweig it was Erasmus who embodied hope, without preaching or moralising: the triumph of rationality and of truthfulness. His thoughts are an antibiotic for healing our current predilection for tearing ourselves and our societies apart. Perhaps it is for this reason that this inspirational Dutch theologian and philosopher's name has been taken for the European Union Erasmus Programme.

Two questions that I posed in the January issue of Bulletin No. 22 were:

It would seem that rationality has disappeared from much of public debate - what can we do?

and

It would seem that there is a numerical illiteracy about how government and public services are financed which, if applied to households, would create widespread bankruptcy - what to do?

Rationality

Erasmus vehemently opposed fanaticism which he regarded as the destroyer of all fine agreements freely entered into between men. He juxtaposed freedom, reason and pluralism against people of stubborn nature, narrow views and zealot-like behaviour who systematically insist on everyone agreeing with their opinions and beliefs as being a sort of exclusive and absolute truth. Is it possible to point to any happy society which is controlled by extremists?

If rationality is important for creating and sustaining open and equitable societies we must look to reinforce the sources of rationality. It would seem that organised debate, dissent and disagreement is the fundamental route to rationality. Without intelligent and respectful dispute we do not advance. We need constantly to pose the question *why*, and not to accept the first reply. The Japanese often remind us that the question *why* needs to be posed at least five times before we approach a complete response. Here we are at the centre of education's mission.

I would like to return to my experience of over ten years as a university teacher at the Institut des Etudes Politique - Sciences Po - in Paris. It was here that I first encountered what has come to be called *safetyism*.

Such is the grip of safetyism that university bureaucracies now often enforce codes that stifle speech. Much as the definition of trauma has been widened to anything the subject feels has harmed them, so the definition of safety has grown to include language that may cause offence. 'Trigger warnings' are stuck on great works of literature. Faculty and students are schooled to avoid 'micro-aggressions' that may cause offence. Ideologically offensive speakers are 'de-platformed'. Scholars are called upon to retract articles, rather than to invite rebuttal. The culture of safety is increasingly taking precedence over the goal of educating and in the process challenging young minds. As is often the case, what is designed to protect you makes you weaker, and in time more vulnerable. The goal of Socratic education should be to arm us to refute and counter unacceptable arguments rather than to shelter us from anything that might cause offence.

We must fight against this instinct to protect by censoring rather than to debate. Naturally resilient young minds should not be treated as fragile things that need to be sheltered. The purpose of education is to make people think. It is not to make them comfortable.

We should not overlook the influence of social media in encouraging safetyism. *Likes* encourage people to associate and dialogue only with those of similar opinions. Those with other opinions are insulted rather than rebutted. This is an aspect of the campaign on IT and social media literacy which I proposed in my last article.

Lukianoff and Haidt argue in their excellent book *The Coddling of the American Mind: How Good Intentions are Setting up a Generation For Failure*, that the iGen code of life in the following three 'Great Untruths': what doesn't kill you makes you weaker; always trust your feelings; and that life is a struggle between good and evil people.

Each of these dictums is dangerous. Within reason, what does not kill you does in fact make you stronger. Similarly, our feelings are frequently wrong, as is our intuition.

Universities must cultivate the ability to reason. This will only be achieved if we allow children to take many small risks, such as walking to school. It involves limiting the time children are allowed to be in front of the screen. Educate the young to forget about social media ratings. Ensure that gap years are a part of all young people's development. Stop over-protective parents, and offer them counselling to reduce their destructive behaviour. Most important for those working in higher

education is our responsibility to fight against these dangerous trends, which contribute to immaturity and intolerance. Why don't we start a national campaign on this critical issue?

Economic illiteracy

Economics teaching is often dull and unhelpful at school. Much of it is removed from real life. And much of it is ideology dressed up as science. It is also a subject, which is increasingly questioned by those studying it. After the Global Financial Crisis (GFC) of 2007/2008 it was difficult to have much faith in macroeconomics and macro-economists that had told us that economic cycles and boom and bust were a thing of the past, at the same time ignoring widening inequality in advanced countries. Economics teaching needs quite radical change - firstly to introduce an explanation of the history of economic thought.

Again a startling revelation for me from my time at Sciences Po, I asked my students in a Public Policy Masters course to list the most important thinkers in economics over the past three centuries. No mention of Edmund Burke or of Fischer or Webb or Marshall or Schumpeter or Ricardo. Few had read Keynes or Marx or Hayek. I could go on; but I want to stress the need for history and economics to come together in providing young people with an understanding of what and how economics and economists have contributed to the progress of mankind. This does not mean that we should turn our backs on the immutable laws of economics, such as that spending and saving always balance, that resources are scarce and their allocation is complex, that opportunity costs are real and that abundance is more or less an illusion. But as Daron Acemoglu has so brilliantly shown in his study of how institutions foster or inhibit growth*: you can do great history and then have enough mathematics to model it. In the end economics education needs to be more realistic, more critical and more liberal.

One more thing

Economics was a bit of a taboo with our six children. This was something of a problem for me – and in a sense I was most of the problem. I felt it absolutely necessary to help our children understand that choices in life are also trade-offs: that they have costs as well as benefits. Like nearly all parents I also wanted them to understand about scarcity. Most material things come with a price tag.

Our approach was to open up our family budget fairly completely to them all as adolescents so that they could see and question - and how they questioned! - the choices and the costs and benefits we chose. This involved many joint decisions, and consequently joint responsibilities. We often worried about invading the right of innocence of our children; but looking back, and asking them for their own judgements on this approach, we feel it helped them to become more rational, and incidentally more socially progressive.

Can we copy this approach with school and university budgets, the budgets of sports and drama clubs etc? Let us consider how to involve young people: not just in taking decisions but also in the responsibilities that follow.

See you next time.

*'Institutions as a fundamental cause of long run growth' in Philippe Aghion and Steve Durlauf, *Handbook of Economic Growth*, 2005. More complete and more readable is *Why nations Fail: The origins of power, prosperity and poverty* (Random House 2012 republished by Currency in 2013).

Life-deep Learning

Seeking out Beauty with the optimism of youth *Norman Longworth*

norman.longworth@gmail.com



In February my wife Maggie and I flew to Tromsø in the North of Norway in search of the dancing lady, the Borealis or Northern Lights, which we had never seen in all the decades of our travelling lives. We did the usual things: Nordic museum, ice hotel visit, Nordic culture house and so on. But the major event, the purpose of our journey, was the excursion in search of the Northern Lights. We had booked it in advance with an outfit we didn't know.

At the appointed time we checked in to the venue, which we were surprised to find, was a youth hostel in the middle of town. We completed a party of 12 with ten youngsters from Germany, Hungary, France, Spain, Austria and Italy, all of them more than 50 years younger than ourselves.

We climbed into a small mini coach to seek out the Borealis. The exploration, for such it was – the dancing lady is fickle and often hides behind a covering of cloud – searched far and wide over the countryside. But what wonderful people these youngsters were. All of them, including a couple of Muslims, were proud to be European. They welcomed the opportunity to travel with other Europeans of like mind. It was the glue that bound us all together.

We may have been Granddad and Grandma to them all; but as we sped around the North of Norway in our little bus we shared their dreams and hopes; and their delight in the freedom to travel and in the camaraderie of being European. As we sat around a makeshift campfire we discussed the advantages of diversity: of nationality, of culture, of understanding one another, of breaking down the barriers that separate us.



We did see the Borealis in all her finery and beauty. That was marvellous. But the sheer pleasure of being Europeans together more than matched that experience. It's what humanity is about – learning, listening, understanding, thinking, adapting, creating, and doing.

This has happened to us several times in our journey through life. Meeting groups of people young and old, in Australia, Fiji, New Zealand, Canada, Africa, Thailand, China, Japan and many other places around this beautiful planet has opened our minds, given us wider horizons and fulfilled our own dreams of an open world of peoples working and interacting in harmony with one another.

That has always been our approach to life: to create and not to destroy; to open up minds, including our own and not to close them down; to care for our planet in its hour of need. In our minds the earth needs that level of care from everyone. Only 30 years ago Europe was a place of hope and an exciting place to be for the British on our island. Indeed it widened our horizons and gave us a broader perspective than the insularity that tends to fill the minds of islanders.

How times have changed. Darker forces in the human psyche seem to have taken over in so many countries. Italy, Poland, Hungary, the USA, Australia, Britain and many more have succumbed to a blinkered brain-dead vision of nationalism and inward-looking negativity. It fills us with sorrow, and not a little anger. For the whole of our lives we have strived to make the world a better place. It seems now that the dream is fading. Is this not sad? Bring us back to Norway, to the camaraderie we enjoyed with those young dreamers, their concern for this beleaguered planet and their enthusiastic pursuit of a better, more open and intelligent world. Our time is almost done, but what we have left we will devote

to fighting the backward drift of humanity into the darkness. This I believe is not overstating the threat.

Social pioneering for Educational transformation *Yahui Fang*

yahui.fang@gmail.com

Holding the image of a teacher as a social pioneer with a tender heart

In early November, the weather was like a summer day in southern Taiwan. Principals, including five from rural indigenous village areas, of elementary, middle, and high schools, as well as teachers from primary to senior high school and Community University practitioners from North, Central and Southern Taiwan, gathered at Zoujhen Elementary School to promote village education in Tainan.

The workshop on 10-12 November 2018, *Social Impact of Education as Social Pioneers*, was part of the Institute of Cultural Affairs (ICA) Asia Pacific Regional pre-conference activities. It was the culmination of nearly six months of intensive collaboration by a team of six and grounded in previous local and rural school engagement led by Yahui Fang and Eric Tseng that began in 2016. Thirty-five members eventually participated.

The workshop opened by inviting the participants to think of the teacher or teachers who had inspired them to become educators. These images and stories helped open a deep dialogue, and create the safe environment that participants needed to support their individual exploration and to feel comfortable in portraying themselves as educational pioneers. Imaginal learning is a whole-person approach to life and learning that is at the core of ICA's work in human development and participatory social change.

Changing images

During the two-day workshop, groups explored possible new innovative curricula using two specific techniques developed and used widely by the ICA - the Kaleidoscope Design Process and Image Shift. The Kaleidoscope Design Process aims to transform negative behaviour through a process of self-discovery that draws on the innate wisdom of all participants to shift and shape images, perceptions and beliefs. Image Shift rests on four key assumptions:

- Everyone operates out of images of themselves and the world
- People's images determine their behaviour
- Images can be changed by new messages
- When images change, behaviour changes.

Over the two days, participants were invited to share stories from their lives and their life philosophies, through hands-on experiences with imaginal learning. During the first afternoon's Nature Observation session, the teachers walked in silence through a demolished area of the campus, searching for new growth and exploring what it meant for them to find newly growing shoots of plants.

The next day, when we invited reflections from participants they talked about the possibility of opening up image changes and creating new stories and behaviours through the Image.

Recognizing First Peoples

One colleague recounted Australia's continuing journey of truth telling and healing (restoring or rebuilding relationships) in recognizing its First Peoples- the Indigenous people of Australia. This

shift in how society sees itself, being driven by a major emphasis on educating Australians about previously untold parts of their history, is manifesting itself through such steps as abandoning the 'White Australia' policy. Societies at large are still on this journey of shift in 'image change' - treating all as equals - with the First Nations Peoples of most countries, much like the aboriginal indigenous tribes of Taiwan.

Every day, a participant brought into the group's learning a story of something which had just happened to him or her. The first day was a school principal from a neighbouring village. He had just finished visiting the family of a student whose father died in an accident and who therefore suffered from financial problems. The school principal shared this story while introducing himself. He also expressed his own worries and despair publicly.

The next morning, a teacher received a message of her best friend's death. She felt devastated and, unable to stay in the workshop, left immediately with other teachers. Other workshop participants shared in processing this unexpected trauma, which brought real life fully and profoundly into the classroom.

Participants exchanged ideas and mutual support. There was a community tour in a local village known for its Siraya cultural regeneration. Sirayas, the earliest indigenous people in Taiwan, played an important role in Taiwanese history.

Working with Loss

Aware of our emotions, and the sense of loss and regret, we asked ourselves "how could we invite people to share and express these kinds of emotions and learn together?" We decided to use a 'focused conversation' the next afternoon to discuss how we could meet despair and loss fully, and lead the conversation around it.

Then, in the context of working with restorative practices, we explored how to use a restorative conversation process on the topic: "How do we lead a dialogue in the classroom that deals with despair and loss?" Participants found that they could apply the principles of restorative process, rather than a punitive or blaming process, to all aspects of life.

On the third day we spent time in the community, visiting a small farmer who farms sustainably with nature; a gardener who preserves rare and valuable plant species; and an agriculture co-operative. The visits were organized by the principal of the Zoujhen Elementary School, and the whole event benefited from the strong support of the school's faculty. Returning to the school, we donated money to support the school bus and for the family in need.

The workshop finished with a circle, and an appreciation of all the participants and facilitators. The learning about working with deep loss and with the value of surfacing real life issues and struggles remains, now embedded into our teaching practices. Teachers are motivated to 'being present' and 'being now'; in being more collaborative and empathetic; they hold the image of a teacher as a social pioneer with a tender heart.

An Opened Doorway

Two weeks after the workshop I was injured on my way to school. As well as causing pain, the accident reminded me of a similar event that happened when I was a young primary school student, and reminded me of 'the flow of time'. At the time, I had been developing a teacher development dialogue for 2019 Asian Chinese Speaking Waldorf Teachers Conference, tracking a hundred years of human development and exploring education of now and education for the future from the perspective of Anthroposophy. (Rudolf Steiner defined anthroposophy as "a path of knowledge that connects the

spiritual in man with the spiritual in the cosmos.” He considered it to be a “spiritual science” which would enable its practitioners to systematically pursue a path to higher knowledge. It has been applied to Waldorf Education by Rudolf Steiner 100 years ago.)

The accident seemed to open a doorway, linking my personal experience, from my physical body and my past experience, to my education work on a larger scale of school> regional> national - especially after the November elections and public polls in Taiwan - >Asia-Pacific> worldwide.

I have found that it is a healing process as well as a spiritual journey. It is a stance of being grounded in myself (micro-universe) and at the same time resonating with the world (macro- universe). This is, I believe, my personal spiritual harvest from the Education Workshop.

The proposal for future work of the PIMA Later Life Learning Special Interest Group (LLL SIG) comes from discussion between the current and founding leaders of the SIG. It is for the consideration of the SIG, but also for the information to all PIMA members. Please look at it and if you are interested to join or otherwise contribute, write to the authors. (Ed.)

Peter Kearns (p.kearns@netspeed.com.au) has suggested that later life lifelong learning needs a rethink following PIMA work on active ageing, with the Fourth Stage not really covered and the looming impact of artificial intelligence and the fourth industrial revolution. He refers to The Unesco *International Review of Education* special issue on lifelong learning a few years ago where PASCAL Chair Jarl Bengtsson went back to the idea of recurrent education promoted by OECD in the 1970s. [personal communication. Ed]

Special Interest Groups (SIGs) and Later Life Learning (LLL)

New Directions for the PIMA LLL SIG *Brian Findsen, Thomas Kuan*

b.findsen@waikato.ac.nz, kuanthomas@gmail.com

The principal objective for the LLL SIG of PIMA is collectively to promote greater engagement from seniors in all forms of learning, aligned to lifelong principles of economic sufficiency, personal development, active citizenship and social inclusion.

While arguably each principle has importance, we propose to focus on promoting active citizenship, including critical thinking, and social inclusion across the globe. There are gross inequalities within and between nations in terms of access to effective learning in later life, whether formal, non-formal or informal learning and education.

We propose to align our initiatives to the stated goals of global, national and local organizations with responsibility for promoting adult learning and education in later life.

Specific suggestions

As the SIG

- We encourage more engagement of individuals from a diverse array of countries - increasing membership.
- We critique proclamations from prominent global organizations and agencies that should have older people as a priority; for example the UNESCO Agenda 2030 Item SDG 4.0 where education is the focus which does not give much emphasis to later life learning.

- At local and national levels we develop a map of what is occurring in our respective countries in LLL. This necessitates leadership from respective national-level organizations such as ACE Aotearoa (New Zealand).
- We focus on a specific social issue for a specific duration, such as combatting ageism in our societies.
- We look for greater alignment between policies on lifelong learning and active ageing in our respective nations.

As self-identifying individuals and groups

- We propose that we as the SIG self-identify individuals and groups in each nation to construct a map and share what we find in a conference, perhaps in 2020 or 2021. In terms of when and where to hold a Conference, we should give priority to members who may want to host it in their own countries.
- To some extent, Marvin Formosa and Brian Findsen have started this work in their 2016 publication *International perspectives on older adult education*. The mapping of later life learning will enable us to compare and contrast productively across countries, systems, demographics etc. It may also enable us to 'shame' and put pressure on countries with no policies on LLL.
- We know that the UN is aware of LLL; and have acknowledged activities by Professor Francois Villas of AIUTA; but other U3As worldwide have somehow yet to be acknowledged. UNESCO is doing something about LLL in Africa - a sort of pilot project on but a small scale. They get their own experts to write curricula; they do not implementing ground-up activities like the U3As. Hopefully the PIMA LLL SIG can play a part to contribute to UNESCO efforts.

The Sustainable Development Goals (SDGs)

The 'Big Tent' Communiques - collaborate to persuade *Budd Hall*

bhall@uvic.ca

On 23 September 2010, eight international networks supporting community university engagement across the world gathered to participate in the first Global Video Dialogue on Enhancing North-South Cooperation in Community-University Engagement. These networks, some of which did not know of one another, represent several thousand universities, professional bodies and civil society organisations. Networks that gathered for the Global Dialogue on Enhancing North-South Cooperation in Community-University Engagement are both university-led and community-led.

They were as follows: the Centro Boliviano de Estudios Multidisciplinarios, Commonwealth Universities Extension and Engagement Network, Global Alliance on Community Engaged Research (GACER), Global Universities Network for Innovation (GUNI), Living Knowledge Network, PASCAL International Observatory, Participatory Research in Asia, and the Talloires Network.

They noted that, "In this age of faltering financial economies and particular attention to environmental sustainability, the video platform of the dialogue intentionally set out to explore a new way of working together by gathering from various corners of the globe without taxing already limited resources". The Global Dialogue was hosted by the Institute of Education at the University of London

and Co-Chaired by Professor Sir David Watson, with the Centre for Higher Education Studies and Principal of Green Templeton College at Oxford University and Dr. Rajesh Tandon, President of PRIA and Chair of GACER.

David Watson described the exercise as having “all the joy of good professional companionship, along with the excitement of an innovative format and the reassurance that we were achieving results without burning significant natural or financial resources”. Rajesh Tandon noted that, "as higher education in India and China expand dramatically to meet the needs of our rapidly changing nations, the responsibility of higher education to their communities and regions must be a central concern". The idea of gathering internationally focused Community-University Engagement networks to discuss the unique role and perspective of each network, tensions and challenges faced, and ways in which such networks can work together to make an impact on complex issues affecting local, national and international communities originated with Budd Hall from the University of Victoria's Office of Community-Based Research and GACER Secretary.

This first Global Dialogue produced a [Global Communique on Enhancing North-South Cooperation in Community University Engagement](#), which was ‘owned’ collectively by all of the networks that had worked to produce the document. The communique was distributed to universities, government ministries, funding bodies and throughout the various networks. The experience of working together to produce a statement of common concern was a positive one that led to a decision to continue the tradition. The label of ‘Big Tent’ statements emerged, as it seemed to be a good description for an intellectual co-owned space where diverse networks can share ideas for advocacy without worrying about administrative or bureaucratic complications.

Note also that the full text of the most recent Big Tent Declaration is reproduced in PIMA Bulletin No. 23: Big Tent Declaration on HE Support for the UN Sustainability Goals. [Ed.] It calls upon ‘Higher Education leaders worldwide, students, policy makers, research funding agencies, academics, industry and civic society partners to commit to collaboration, cooperation and action on the following 10 Point Plan:

1. Address the Sustainable Development Goals through informed research and innovation initiatives that provide new or improved product, process, practice or policy;
2. Work with national Government agencies responsible for the implementation of the SDGs to ensure cooperation, implementation progression and impact;
3. Incentivise and build capacity across the higher education sector and local communities for knowledge exchange to address the SDGs;
4. Undertake a review of policy, infrastructure and protocols on campus to embed a culture and practice of ‘Reduce, Reuse, Recycle’;
5. Introduce approaches to the study of the SDGs across programs at undergraduate and graduate levels;
6. Engage research funding agencies to address the SDGs through funding for community-university transdisciplinary teams, involving civil society and industry;
7. Promote personal reflection of students and faculty to take responsibility and action towards achievement in their own families and communities
8. Demonstrate University Social Responsibility by adopting and championing SDGs as basis of a ‘good public institution’ anchored in society and by giving visibility to examples where this action has been taken
9. Monitor progress towards achieving the SDGs in community-based and engaged research, teaching and learning across cities, provinces, countries and globally

10. Develop a strategy to lobby conference organizers nationally and internationally to include SDGs in conference themes and call for presentations in cooperation with UNESCO offices, its specialised institutes and UNESCO Commissions’.

New Themes and Directions?

As PIMA enters a new phase of leadership (see President Shirley Walters’ message with which this Bulletin opens), let us ask what themes would be most important for the Bulletin to discuss in this new two-year period. Peter Kearns has suggested that ‘Tertiary’ would be a good theme to run sometime, particularly if Labor wins the Australian election and as is expected then sets up an enquiry into tertiary education. (As we go to press however, we learn that the opinion pollsters were again confounded, and Labor failed to take office. Media commentary called it a defeat for climate change.) [Ed]

Tertiary Education and Lifelong Learning

Australian vocational education and training (VET) in the election climate *Francesca Beddie*

fbeddie@makeyourpoint.com.au

Australia votes on 18 May in the 2019 federal election. This time VET reform made it onto the agenda. Why?

There has been a decade of falling investment in vocational education, and a scandal of roting (corruption): the consequence of poor implementation of a policy designed to deliver equity, poor regulation and crooked providers; and policies of privileging degrees, which have lost value in the labour market. This means that VET reform is well overdue.

The conservative Coalition Government is playing catch-up on most issues, having to respond to the main Opposition Labor Party’s bold move to present its policies and position itself as a reformist alternative government. Even before the campaign the Coalition found itself having to follow Labor on VET policy.

In June 2018, the Labor Party asked a group of experts to recommend [terms of reference](#) for a comprehensive inquiry into post-secondary education. In February 2019, the Shadow Minister for Education, Tanya Plibersek, [announced](#) a National Inquiry into Post-Secondary Education that will look at every aspect of the vocational and higher education systems, to ensure they can best respond to the needs of Australia’s economy and society. ‘Labor wants prospective students to see TAFE and uni as equally attractive study options’, she said. The emphasis on the public provider, TAFE, has become even more prominent during the campaign and has upset the private sector, which has the majority of students (60.2%) in the system.

In late November 2018, the Prime Minister announced an independent review by Steven Joyce, a former New Zealand Minister for Tertiary Education, to examine how VET could deliver skilled workers for a stronger economy. The review had a determined focus on industry. Mr Joyce delivered his report in March 2019; and in April some of his recommendations were incorporated into the budget. Linda Simon [explains](#) that the \$525.3 million Skills Package the government announced was

mainly unspent money from an apprenticeship initiative
<http://johnmenadue.com/linda-simon-more-of-the-same-in-vet-or-a-new-vision/>.

The package includes yet another attempt to improve careers advice by setting up a National Careers Institute.

Perhaps anticipating a Labor win, the [Monash Commission](#) (an initiative of Monash University in Victoria, led by Vice-Chancellor and President Margaret Gardiner who is the current chair of Universities Australia, a powerful lobby group for universities) this week released three recommendations for renewal of post-compulsory education in Australia:

- To establish a statutory agency for post-compulsory education and training
- To introduce a universal learning entitlement and a lifetime learning account
- To design a coherent, sustainable model of financing public providers.

Some of the same ideas were put forward by the [dual-sector universities](#). This group includes RMIT where Gardiner was formerly President and VC. These institutions deliver both VET and higher education (HE) but have over the last decade cannibalised much of their VET offering because HE students were a better financial proposition. They too want to see universal access; students making informed decisions; better-connected systems, saying an integrated system is too difficult to achieve and could threaten diversity; demand-driven funding across the system - which has big implications for the states and territories - and work-integrated learning, which universities are all now trying to offer.

Pardon my apparent cynicism, but none of this sounds visionary or altruistic. Nor do I see any resolution to the wicked problems the system has faced and ducked for decades. The idea of individual learning accounts is not new - I mentioned in my last Bulletin letter in January 2018 that the [Business Council of Australia](#) (http://www.bca.com.au/future_proof) had suggested it - and it is laudable. The question is whether we have the capacity to administer it.

Millions of dollars have been spent on career advisory websites and other initiatives. Is this the answer? Or do we need to think more radically, by acknowledging that nearly all young people will need to keep studying beyond year 12; and that their choice of a post-school pathway should be more about further education than a pre-determined career path.

Many will find their first job serendipitously; all will need critical thinking and entrepreneurial nous to navigate the modern labour market, which no longer offers jobs for life. Until post-school education offerings are truly diverse, rather than hierarchical, I can't see parents or career advisers re-thinking their preference for university.

The Labor Party wants to address this lack of parity of esteem. I hope it will also see fit, should it get to have such an inquiry, to keep being bold: to be prepared to restructure rather than just fiddle with a system that was shaped in the 1970s, when the Kangan inquiry was tasked to look at what came to be called TAFE (for technical and further education) in the overall context of 'manpower policy'.

For some of my ideas about the wicked problems and possible solutions set out most recently see <http://aph.org.au/tertiary-education-policy/>

The Extinction Crises – LLL for a new survival culture *Editor*

chris.duke@rmit.edu.au

As this Bulletin is being concluded the results of more national elections come in, this time as it happens for Australia, and USA is already on pre-election campaigning mode. One common observation in Australia is about the new and striking prominence of climate change as a big concern for voters. Partly because of the devastating impact of drought and a hot summer for this dry continent, it seems that a new awareness – a culture shift - is taking place here: the lucky ‘she’ll be right’ country is less relaxed about itself and its future.

Community-wide culture change may be a key to constructive social and human development; an antidote to populist manufacture of fake facts that mislead and abuse. Can different forms of civil society lifelong learning bring about deep cultural change? If so, how? Is there a kind of leadership different from that of Donald Trump and other forceful populists? When sixteen-year-old Greta Thunberg can take herself from Sweden to Davos and command the attention of a world economic summit, then to London to gain audience with political leaders who decline to meet President Trump, does leadership take on different, more grassroots, meaning and offer new hope?

Perhaps the global ecological crisis should be considered as a new special interest theme within the pages of the Bulletin, and given more space in future issues?

LLL and Development in Lao PDR and Timor-Leste

Lao PDR: developing a national policy for lifelong learning *Lamphoune Luangxay*

lphoune@outlook.com

The Lao People’s Democratic Republic, Lao PDR is in the process of developing the Prime Minister’s decree on Lifelong Learning, the so-called LLL decree. This aims to improve learning opportunities for all people throughout life, and to provide knowledge and skills for the variety of jobs needed in rapid social and economic change. The most important issue in this decree is recognition of the values of all learning forms including formal, non-formal and informal learning; and establishment of the recognition, validation and accreditation of learning outputs among these learning forms. Currently, the final draft is being reviewed, hopefully to be approved soon this year.

The PDR is a small landlocked country in Southeast Asia with an estimated 7 million population, consisting of 50 ethnic groups who have their own dialects, beliefs and traditional social and cultural practices. The population is predominantly young, with over 50% under 25 years of age. Nearly 2/3 of the population live in rural areas, one of the highest ratios in the region. Lao PDR is still a Least Developed country (LDC). The Human Development Index rates the country 139th among 189 countries¹. According to the Ministry of Education and Sports (MOES) 2018², although significant progress of in the education sector has been made since 2016, disparities continue to exist across all levels of education, with differences across various levels.

Disparities occur in gender, ethnicity, poverty, geographical location and disability. For example, it is estimated that the net enrolment rate (NER) for primary education is approximately 98 percent, but the cohort survival rates are still a low 82 percent. Completion rates are associated with household wealth, location and ethnic group. More importantly, there is a concern about the quality of learning. A learning assessment conducted in 2017 shows that only slightly more than one third of grade 3 children had met literacy standards for grade 4 and less than 20 percent had met the standards for grade 4 mathematics (mid-term review of the Education Sector Development Plan 2016-20). Those who leave school before completing primary education may have difficulties to read and write, or

¹ <http://hdr.undp.org/en/2018-update>, last visit 12 May 2019

² The mid-term review of the Education Sector Development Plan 2016-20

even to remain adult ‘illiterates’, particularly for non-Lao ethno-linguistic groups who speak their mother tongue in their everyday lives.

The LLL decree should bring new and alternative learning approaches to promote learning for all. It will offer a broader view of education than the traditional belief that learning happens just in formal and non-formal educational settings. For educators and policy-makers, a national legal framework is a breakthrough for education to open learning opportunities and recognize the value of all learning modes – formal, non-formal and informal. In this sense, the LLL decree should be a guideline to rethink, and to think of innovative policies and programs to promote learning opportunities for all people, recognizing the importance of informal knowledge and skills acquired from informal learning – learning through everyday life activities.

Locally, the LLL decree is a legal document to support Article 24 & 26 of the 2015 Education Law³, which identifies informal learning and lifelong learning, coming into practice particularly at provincial and district level. In this sense, the LLL decree should open learning opportunities for different social groups and uphold the value of informal learning as being important as formal and non-formal learning. Thus, the decree will be useful and beneficial for all people, particularly the age productive group that cannot access to formal and non-formal education. It will also create more alternative choices for learning and jobs. The Decree is expected to help them get benefits such as wages and welfare from their entrepreneurs when their knowledge and skills acquired from work experience and everyday life activities are officially recognized, contributing to a better quality of life.

For private and public educational institutes both within the county and in terms of international cooperation, the LLL decree will give them the following benefits:

- as a legal framework to promote education in the form of lifelong learning, and ensure quality so that learning is effective. In this sense, innovative learning approaches together with effective coordination among different sectors and stakeholders can be developed;
- as a guideline for all sectors, particularly organizations having educational institutes to develop lifelong learning programs and appropriate learning approaches, to allow all people to access learning at any time and anywhere. In addition, registration, regulation, and curriculum can be flexible and respond to the need for individuals and organizations of all sectors in developing educational opportunities;
- as a national and local guideline to all for cooperation among different organisations, particularly sectors having educational institutes to support lifelong learning, and provide learning opportunities for all. The consequence will be a supporting mechanism to call for more investment on education, especially on the legislation and infrastructure that are already in place, or to reuse them more effectively;
- as a guideline to develop learning assessment systems with recognition, validation, learning outputs equal and transferable among formal, non-formal and informal learning;
- as a national framework to link learning programs and learning outputs acquired from all forms of learning with regional and international cooperation in education development.

Thinking also regionally and internationally, this will transfer the concepts of education agenda 2030 to promote implementing the 4th Sustainable Development Goal (SDG 4 goal) and *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* in national policy.

In summary, the LLL decree will bring change to education development that meets the needs of people in the ongoing context of social, economic and technological change. Beneficiaries will include individuals and social groups, private and public sectors, and should contribute to the ultimate

³ registered number 62/NA, issued on 16th July 2015

development goal of Lao PDR in promoting people to acquire the knowledge and skills required for moving forward from least developed to a more industrial country by 2030.

Celebrating Anniversaries: looking out and ahead in Timor-Leste *Helen Hill*

Helen.hill@email.com

It is great to see Tanzania celebrating 50 years of Adult Education. The Folk High school movement is one of the things that Timor-Leste could look more closely at, rather than putting all its money into Technical and Vocational High schools, teaching industrial skills for jobs with (largely non-existent) foreign investors. However the SDGs are a great blessing to us and I have interested the Education Minister in replacing all the Natural Science and Social Science subjects (disciplines) with a Finnish style project-based curriculum organized around the knowledge and skills needed to implement fifteen of the SDGs.

It will bring in a whole lot of immediately usable skills. The Minister herself (one of my former MA students) is no stranger to controversy, and took a bold step when she was Vice-Minister of introducing legislation which mandates a Permaculture Garden in every Primary school and permaculture principles and cuisine to be taught up to year 6. She also did battle with the Portuguese Embassy over the language of instruction in early literacy, and won. It is now Tetum (an official language) with a pilot project using three indigenous languages in municipalities where Tetum is not widely spoken. Now those students who learnt to read in the local languages are better speakers and readers of Portuguese than those who went to schools where they started learning it from Day 1.

The emphasis in the SDGs and in the Tanzania document on *Leaving No One Behind* is a great one, which particularly needs to be heard in Portuguese-speaking countries [*provided to Dr Hill via PASCAL and PMA Ed.*]. I will pass it on to our Director General who is always looking for good material in Portuguese, as it is the official language of secondary school (English is also taught from Year 7). The Minister will also be very pleased to see it.

Timor-Leste is a member of the CPLP, the Community of Portuguese Speaking Countries (a sort of Portuguese speaking Commonwealth of Nations (Mozambique is actually a member of both). The CPLP should be encouraged to engage in more policy-making on education, particularly life-long learning, as most Portuguese-speaking countries have a high level of adult illiteracy,

I am on the organizing committee for a conference to be held in July on Engaging Young People in the Sustainable Development Goals, a joint conference of Victoria University in Melbourne Australia and the National University of Timor Loro Sa'e. We will hopefully have some of our first brainstorming sessions on how to get good stuff into the Secondary curriculum (years 10 to 12) amazingly Chris, some of the stuff I researched for my PhD in New Caledonia all those years ago has turned out to be really usefully in making recommendations for transforming the Agricultural High schools.

The UNDP also published a fair bit of my stuff on the Maisons Familiaes Rurales in their Timor-Leste Human Development Report, which was useful - but I wish more people here would read it.

Lack of libraries and the reading habit is what is really holding back lifelong learning here. When I was in Brazil last year I met with a couple of Paulo Freire's collaborators whom I knew in Geneva in the 1970s. I will send it to them as well; they are still doing great work in democratizing education in Brazil. As to the immediate future, a new government has come in and I don't know how they are faring. I have heard that the new government is trying to expunge all of Paulo Freire's ideas out of the system.

XVIth PASCAL Conference, 16-19 October – Revised Call for Papers *Mike Osborne*

michael.osborne@glasgow.ac.uk

PLEASE NOTE: CALL FOR PAPERS REVISED ON 25 APRIL, 2019

The [2019 PASCAL XVIth Conference](#) from 16-19 October 2019 will have a focus on adult/lifelong learning place making and cohesion. This three-day international conference will bring together scholars and practitioners who develop learning opportunities in community settings.

The communities that epitomise the contemporary world are diverse, ranging spatially from inner cities to remote rural areas and encapsulating the complex web of identities that are part of life today. And learning by people at all ages is at the core of problem- solving in the face of 21st century problems.

The themes of resilience and lifelong learning will cover some of the key challenges to be explored among experts and with stakeholders and community people in Cork UNESCO Learning City and at the Skellig Centre for Research and Innovation in Skellig Coast area of the Iveragh peninsula in county Kerry.

To help us focus on some key challenges we offer the following working themes for the conference

- Learning Cities
- Learning Rural Communities

The deadline for submission of Proposals is June 30th 2019. Early submissions are encouraged as the committee will adjudicate on proposals on an ongoing basis and will issue advance acceptances prior to the closing date.

Please express your interest at the following link. <https://www.ucc.ie/en/ace/pascal2019/>