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Table of Contents

Editorial	2
Critical Global Issues	2
<i>Earth's Story</i>	2
<i>Skills and Values</i> Norman Longworth	3
<i>Global Crisis, Extinction, and the Human Prospect</i> Editor with Jim Falk	4
<i>Identity versus diversity. Can sacrificing immigrants save liberal democracy from populist authoritarianism?</i> Chris Brooks	5
Modes of Learning	8
<i>What does the Study Circle mean in the Republic of Korea (RoK)?</i> Sung Lee	8
<i>Review of Post-18 Education and Funding</i> Gavin Moodie, Tom Schuller, Chris Duke	11
Anniversaries	14
<i>Gandhi Anniversary</i> Budd Hall and Rajesh Tandon	14
<i>Education Never Ends – Julius Nyerere 50 Years Ago</i> Heribert Hinzen	15
<i>DVV International Celebrating 50 Years</i> Heribert Hinzen	16
PIMA and its Members	18
<i>Lifelong Education in Aging Society: How Science Literacy Can Contribute in a Future Scenario</i> Ganigar Chen, Chulalongkorn University	18
<i>Effects of organizing a local-wisdom-based non-formal educational process combining the elderly and youth</i> Juthathep Jitwilai	20
<i>Indigenous Māori Transitions into Higher Education</i> Diana Amundsen	21
<i>The community-engaged vision of Canada's Simon Fraser University</i> Julia Denholm	22
<i>News from the New Committee</i> Shirley Walters	23
<i>New members of PIMA</i>	24
<i>The PIMA Bulletin and the new PIMA Publications Group</i> Chris Duke	28
Hot Press last words	30

Editorial

This month PIMA enters a new phase of activity led by a new Governing Committee, and we review and reflect on progress and future directions. The world which we occupy and try to serve is moving deeper into a set of crises, principally ecological but also social and political. These merit the old term 'perfect storm'; the new term Extinction; and the renaming of global warming as global heating.

Old practices, norms and assumptions seem to crumble in the face of an explosion of populist authoritarian and aggressive me-first nationalism. The attempt at global governance, put in place following the Second World War and centred on the United Nations, is being partly dismantled and often ignored. Ethical human rights-based purposes underlying 20th century democratic arrangements are freely put aside. The dark side of free-trade economics becomes more obvious. The cultural base of traditional values seems to be weakening in many countries; and it is far from clear how civil society and lifelong citizenship education for balanced work and community oriented learning can win the political and popular support needed.

As usual, this issue of the Bulletin looks first and mainly at the world outside formal education. It considers aspects of multi-faceted and deepening crisis, and the place of lifelong and civil society education in acting on it. Arguably, the notes on 'tertiary education' could belong in this 'critical issues' section.

The theme of anniversaries, which we continue in this number, is not mere nostalgia; rather it invites reflection on steps taken and directions to head in today. We then look inward to PIMA's own planning and development, including a new Group of the new Committee charged with considering how the Bulletin and other means of dissemination can better enhance the impact of the PIMA Network.

First some words from Norman Longworth that links several of the first articles that follow.

Critical Global Issues

And before that, the final three verses of a poem from Norman's self-published book, *Poems for a safer planet* available from [Amazon.fr](https://www.amazon.fr) for 7 euros.

Earth's Story

I am fragile And easily broken
The challenges I face are magnifying
Those creatures who can't understand
They pollute my air, my seas, my land
I cannot breathe and I am dying

Like my siblings have died
In the cold, dim darkness of the past

That one aggressive sentient species
Gifted, yet thoughtless and ruled by hate
Obsessed by ceaseless growth and greed
Knowing that this can't succeed
In the finite world they desecrate
They show their ignorance
And they are killing me

My name is earth
In cosmic times to come
I will be here
Saddened and denuded
Circling round my mother sun
And they? Well they'll be gone
They showed me no respect
They offered only sad neglect
And it is they that died.
And broke my fragile heart with their passing

Skills and Values *Norman Longworth*

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In today's world nations are ripe for exploitation by extremist politicians and plausible, silver-tongued predators. It's a function of an overcrowded planet, a rapidly changing social environment, apathy, lack of vision and another twenty reasons I could name.

But the real culprit lies in the homogenisation of education - the turgid subject-based curriculum that is easily tested for the memorisation of facts rather than the development of **skills and values** that would enable people to take their place in a complex world: **skills** of reasoning, thinking, critical analysis, decision-making, information-handling, communicating, lifelong learning and more; and **values** of empathy, understanding, self-awareness, integrity, honesty, generosity, open-mindedness, resourcefulness, contribution, vision, aspiration etc. These should be supplemented by **knowledge**: of the world; the environmental crisis, politics, international relations etc.

These are the skills, values and responsibilities of a lifelong learning world, one that we are only now beginning to create, fighting against a mass communication system that favours

demagogues. It's a big task for schools, but the world will never be safe from extremist manipulators unless these find their way into the human DNA.

We cannot blame the schools because they haven't been asked to teach these things. And how can parents who themselves don't have these skills teach them to their offspring? Many politicians appear to have a vested interest in keeping people ignorant. Society is moving backwards into the dark ages of the 1930s, but with vastly superior weapons of mass destruction in the hands of sociopathic lunatic leaders. I lived through the last war. It was a nightmare. The next one will be a horror movie.

Global Crisis, Extinction, and the Human Prospect *Editor with Jim Falk*

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It is over half a century since Houghton Mifflin published Rachel Carson's *Silent Spring* in Sept 1962. As one reviewer explains, 'Silent Spring inspired the modern environmental movement, which began in earnest a decade later. It is recognized as the environmental text that "changed the world". She aimed at igniting a democratic activist movement that would not only question the direction of science and technology but would also demand answers and accountability. Rachel Carson was a prophetic voice and her "witness for nature" is even more relevant and needed if our planet is to survive into a 22nd century.'

Since then Barry Commoner's 1971 bestseller *The Closing Circle*, suggested that the American economy should be restructured to conform to the unbending laws of ecology. The book is described as one of the first to bring the idea of [sustainability](#) to a mass audience. He suggested a left wing, [eco-socialist](#) response to the [limits to growth](#) thesis. In 1976 *The Poverty of Power* addressed the 'three e's' crisis over the environment, energy, and the economy. Gradually a sense of ecological crisis has since grown up, usually around the facts of global warming and climate change, long contested and resisted, and increasingly well attested by rigorous scholarly research.

In recent years Al Gore has been among leaders of the movement, and Naomi Klein writes with commanding effect about the reality of crisis. This year, 2019, the climatic thermometer continued its inexorable creep, and the devastating consequences became more widely recognised and feared globally. The language is now shifting, from global warming to global heating; and from crisis to extinction. Sweden's sixteen-year old Greta Thunberg took herself to Davos and on to Mother of Parliaments Westminster, winning address where teenagers never trod or spoke.

Among other great names in the long road to avert a scorching midnight, Greenpeace, the world's 2nd largest environmental civil society organisation or NGO, continues to take a courageous lead by means of non-violent direct action underpinned by the rigorous assemblage of research evidence.

Among its national and global leadership Professor Jim Falk plays a prominent role as Chair of the Board of Directors of Greenpeace Australia Pacific, and member of the International Council of Greenpeace International. Through a long life from student activism at Monash, and service as a senior administrator at Wollongong, UWS, VU(T), and now as an Honorary Professorial Fellow in the Melbourne Sustainable Society Institute at the University of Melbourne, Professor Falk was the author of one of the very early books on Climate Change (“The Greenhouse Challenge: What’s to be done?”, Australia: Penguin, 1989) and has engaged with the issue throughout his subsequent career both in his research, subsequent books, and in his engagement with civil society.

This month he was at the Annual General Meeting of the governing Greenpeace International Council in Budapest, which faces the task of setting future directions for this global INGO. With its operations spanning every continent across the planet, Greenpeace faces the daunting task of applying its capabilities as effectively as possible to achieve success in its chosen priority area: hastening the inevitable demise of the use of coal, oil and gas. Whilst it works also in other areas (for example, ending the pollution of the seas by plastics) and is a celebrated guardian of the seas, Greenpeace has a reputation for going where its supporters cannot to bear witness to environmental degradation, and take non-violent direct action to highlight what it sees.

Straddling the twin roles of research academic and activist ‘elder statesman’, Jim has also been invited to chair the Environment theme at the Japanese Government supported Science, Technology and Society Forum in Kyoto in October. The Forum is an invitation only annual conference, unfailingly opened by the Prime Minister, and in 2017 closed by the then Crown Prince, but now Emperor. It is typically attended by some 1200 people with leading roles across academia, business and government, and usually attracts some 15 Nobel Laureates. Jim’s responsibility there is to attend all the environment sessions and then provide summary and his own views on the priority issues and actions that flow from them.

[Editor] Given the vital importance of global warming, and the reality of imminent life-as-we-know-it Extinction (unmistakable to any open-eyed countryperson and now even city-dweller) I have asked Jim to give us a summary of where in the eyes of Greenpeace and himself we now are - and must now go in order to survive.

This will appear in the next (September 2019 No. 26) issue of the Bulletin.

Identity versus diversity. Can sacrificing immigrants save liberal democracy from populist authoritarianism? *Chris Brooks*

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Vladimir Putin took centre stage at the G20 Summit on 28th June 2019 with some very revealing statements. He clearly believes that Russia is back at the top table; and that history is on his side. Talking to the Financial Times he reminded us, and I quote

‘We have forgotten that all of us live in a world based on biblical values’ and similarly, that ‘liberal ideology has outlived its purpose’.

Mr Putin insists that there is a shift in the world political balance of power from traditional western liberalism to national populism, fuelled by public resentment about immigration, multiculturalism and secular values at the expense of religion. Dramatically, he insists that ‘this liberal ideal presupposes that nothing needs to be done. That immigrants can kill, plunder and rape with impunity, because their rights as immigrants have to be protected’. Should we ask Eastern Europeans about rape and plunder by the Russians between 1943 and 1946?

Roots and identities

Is this just sensation seeking? Is he playing to the gallery of nationalist friends Xi, Orban, Salvini, Le Pen and of course Trump? My take would be that the struggle of man against power is the struggle of memory against forgetting. It is fundamental.

Mr Putin, his parents and grandparents, were and are profoundly Russian. He and his parents lived through many of the most appalling acts of human history: the Russian Revolution of 1917, the brutal civil war that followed; the mass starvation of Ukraine in the 1930s; the Great Terror; the Nazi invasion of 1941; the Holocaust; and Stalin’s anti-Jewish purge of the 1950s. He and his parents saw at first hand the twin totalitarian evils of Nazism and Stalinism. Any reasonable person who has seen this, or learnt about it directly from family, must surely conclude that there is no end in the world for the sake of which it is permissible to sacrifice human freedom. All who oppose Nazism and Stalinism must see this as a principal challenge. Stalinism and Nazism are mirror images of each other. In Mr Putin’s mind, and for many Russians, memory is a struggle about forgetting.

Mr Putin’s record on human rights, civil liberties and an independent justice system are well known. But his regime’s weaknesses also lie in the economy, with very slow growth and falling real incomes. The Putin system’s recent economic and social record is weak. Thanks to a failure to diversify away from natural resources, coupled with Western sanctions imposed over the Russian military invasion of Ukraine, annual growth rates since Mr Putin returned to the Kremlin have averaged a meagre 1.1%. Real household incomes have fallen five years in a row. Few would see Russia as a model to emulate.

Why this matters

The news is not all bad. There have been hopeful recent signs on the global political front recently. Erdogan was defeated in Istanbul. Two million demonstrated in Hong Kong, Hu retreated and Xi stood back. Putin released Ivan Golunov, the unfairly imprisoned journalist.

And there was the electoral success of Mette Frederiksen the Social democratic leader in Denmark.

But in general the free world has done little to address the failures of the ruling elites to be closer to citizens, or to seek new ways to bring the mass of working class voters back to the commitment to what might be called western liberal or social democratic values. It is in this context that the Danish election has been very interesting.

In Denmark we have seen the return of a social democratic/ progressive left government, and the collapse of the anti-immigration Danish Citizens Party which has kept right wing governments in power for most of the past twenty years. How has this happened? The Danish Social Democrats have become anti-immigration and to some extent anti-immigrant. Traditionally this was the most advanced and tolerant social democracy in Europe, perhaps in the world. In taking a hard line on immigration the social democrats assured the voters that whatever the result of the election, the new government would be anti-immigration. With that issue off the table, attention shifted to other issues: climate change, public expenditure, company taxation and redistribution.

Immigration and Identity

The Danish Social Democrats claim they have reconnected with their former working class electors by becoming 'tough on immigrants and immigration'. Have they taken Mr Putin's advice and sacrificed their principles? This is perhaps too simple, but the issue is worrying. Analysis of the election results shows that the social democrats did less well than in the previous elections of 2015; but that their left-wing and progressive allies did much better. The critical point is perhaps not here. What we need to look at is Danish social history, and why this society was able to create mass prosperity combined with a shared sense of wellbeing.

The Danes have understood better than most the limits and advantages of capitalism. Their society built a shared sense of common purpose, with a code of mutual obligations to bring them together to live cohesively and well. The networks of reciprocal obligations created a shared sense of self-esteem. The benefits of growth were shared. Denmark's tough social and economic history plus Nazi occupation during the Second World War created a favorable basis for creating this shared identity. When immigration started to grow, the assumption was that the shared sense of identity would be adopted by the new arrivals. But in the words of Mette Friederiksen it seemed not to confer a common identity, rather a sense of entitlement and entitlements. Shared obligations to the society were not part of the new immigrants' code; for them obligations were only for family and God.

It was perhaps this, which led to the breakdown of working class support for the Social Democratic ideas. This Party had become dominated by the urban middle class. It was this middle class urban population that somehow turned its back on the long-standing coalition of support with the Danish working class. The group which had led to the success of the

Danish Citizens Party and their decades of right-wing government was a mixture of anti-immigration working class voters and excessively individualist middle class urban dwellers who rejected the idea of a shared sense of identity and responsibility. Similar patterns can perhaps be found in the UK and France.

Mette Friederiksen rebuilt the sense of shared belonging by taking a radical position on immigration, rather as James Callaghan attempted in the UK in the 1970s. Working class voters returned to economic progressive politics, but at what price? I need more time to read and explore more fully to understand just what all of this means. But what is clear is that all progressive political movements must return to a serious and open discussion about immigration, and about the practical processes which build people into society, not just family and religion. If the United States Democrats are to have any chance of replacing Mr Trump they will be the first who need to do this. They surely now need shared identity, common purpose, and mutual obligations.

Modes of Learning

What does the Study Circle mean in the Republic of Korea (RoK)? *Sung Lee*

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Introduction

In the development process of lifelong learning in cities in the Republic of Korea (ROK), 'study circle' has meaningful functions in the sense that it is a combination of bottom-up and top-down approaches to promote lifelong learning.

The study circle is defined as follow;

"a small group of people who meet multiple times to discuss an issue. Study circles may be formed to discuss anything from politics to religion to hobbies. They are differentiated from clubs by their focus on exploring an issue or topic rather than on activities or socializing. When they emerged in the early twentieth century they were based on a democratic approach to self-education and were often linked to social movements concerned with temperance or working class emancipation." (Source: Wikipedia)



In the field of lifelong learning in the ROK, the study circle is usually defined and used by lifelong learning practitioners in the cities as 'a meeting where adults who are interested in the same topic gather together to learn'. It is differently understood from a 'small group meeting' in the sense that the process of 'learning' is not necessarily a simple social gathering, but a

pursuit of individual reflection and group growth. Unlike activity-oriented clubs, the purpose and subject consciousness is clearer, focusing on 'learning' and 'discussion'.

Study circles in the ROK have been evolved by various supporting policies by the local and central government with the voluntary involvement of adult learners. The central government has supported the study circle usually through the National Institute for Lifelong Learning (NILE). NILE has published a study circle manual and best practices to support local governments' lifelong learning institutes in using them in promoting study circles in their regions. The local governments also support study circles by providing classrooms for the circle, and a budget for the activities of the circle in some cases. Metropolitan and small scale provincial lifelong learning institutes usually directly support the study circle, while large-scale provincial lifelong learning institutes support the municipal lifelong learning centres to promote study circles in the local areas by providing financial and political support.

Brief history of study circle in the ROK

Study circles in Korea emerged in the late 1960s as a part of the National Enlightenment activities and the Consciousness-raising Movement, **together with the government's First Five-Year Economic Development Plan, which was started from 1962 as part of rising post-war prosperity.** The reading circle was formed to promote National Enlightenment activities, and academic study circles centred on university students, were parts of the circles.

Since the 1990s, activities of study circles have begun to be activated in non-profit private organizations including the YMCA, the Community Education Council, and the Life Cooperative Association.

In the 2000s, activities of study circles began in earnest from the viewpoint of lifelong education, followed by follow-up meetings and small groups of lifelong educational institutions and organizations, and activities for networking lifelong education activists. Policy interest in study circles was heightened and the activities of study circles were further promoted in 2001 as the Ministry of Education and Human Resources Development included policies to promote study circles in the first five-year National Lifelong Learning Master Plan. According to the five-year plan, the government started to designate learning cities in 2001.

Currently, most of the local governments financially support study circles' activities based on their applications, with activity plans. Many of the local governments provide instructors to the study circles, based on the requests of the study circles. The authorities usually believe that the study circle will contribute to fostering the growth of individual learners, and help learners to set new life visions and realize them. As a community, there is also a shared belief that it can pursue a common understanding and relationship. It has the potential to build a foundation for the democratic development of the local community and the local

culture, by making good use of the original value of the community. This is the reason why authorities continuously support the study circles.

Types of study circles in the ROK

There are four types of study circles, classified by circle members' purposes in joining the circle. The first type is 'Advanced learning', the most easily accessible type around us. This type is usually organised for the purpose of acquiring in-depth learning and higher level skills and knowledge by learners who have completed certain adult learning programs. Themes are focused on individual interests and personal growth. Learning happens through interaction between circle leader, instructor and participants.

The second type is 'Expertise exploration type,' where learners who share a certain level of intellectual ability generate joint discussions and explorations with their own themes selected for each area of specialization. This type focuses on the learning of individuals and collaborative learning. It develops professional skills as experts, and reproduces and disseminates expert knowledge. All members are in charge of its operation through provision of lectures and active exchange of information, research and discussion.

The third one is the 'Problem-solving type,' which usually focuses on learning and practice through discussion and reflection based on community problems. It identifies problem situations and appropriate agenda, and utilizes TV, newspapers, case materials, Social Network Services, etc. as materials for promoting various discussions. The leader of the circle and members mutually lead the circle.

The fourth type is the 'Community service type,' the purpose of which is to voluntarily work for community development. Members willingly participate in learning activities and volunteer activities for the development of communities.

Evolution of study circles

The roles of leaders of the study circles in the ROK are crucial, since the leaders usually organise them and mobilise members and financial bases with substantial action plans. Study circles are also considered as providing revitalising momentum for communities where people are being unknown to each other, and isolated from their neighbours.

For the success of study circles in Korea, several points have been suggested by a study conducted by the Gyeonggi-do provincial Institute for Lifelong Learning (GILL) to identify successful factors of study circles in the ROK. According to this study, the success of study circle leaders in getting trust and share the vision of the circles is crucial. This is why most of the municipal authorities provide training courses for study circle leaders, together with providing a study circle operation manual.

On one hand, having a good relationship with authorities is also critical for the leaders, since local government usually supports the circle financially. On the other hand, to have close

relationships with members is also very important, since leaders with their initiatives lead most of the Korean study circles. Conflicts among members can easily be expected. These are usually resolved by the efforts of the leaders. Thus leadership including negotiation, project management and conflict management is required, and is included in training courses for study circle leaders.

Infrastructures for study circles in the ROK have been dramatically expanded by local government since GILL started to designate restaurants, cafes, libraries, museums, churches, and other community spaces as neighbourhood learning spaces (Uri dong nei learning space) in 2014. Now local government is designating learning spaces in the city. For example, the city of Osan, of which the population is about 220,000 and the size is about 42.8km² had designated approximately 230 neighbourhood-learning places in the city by 2018. The owners of the neighbourhood learning places voluntarily open their properties for local residents to come and study in their territories during its idle time.

Conclusion

Study circles in the ROK are usually organised by leaders and managed financially with the support of local authorities and with membership fees. The learning spaces usually provided by local governments include classrooms of municipal lifelong learning centres and neighbourhood learning spaces designated by municipal and provincial authorities. Leaders are being trained through training courses provided by municipal authorities. The central government and provincial government also promote study circles by publishing study circle manuals and casebooks. There is consensus among authorities, practitioners, leaders and members of the circle in the ROK that study circles will promote individual competency, together with the revitalisation of communities through the learning process.

Review of Post-18 Education and Funding *Gavin Moodie, Tom Schuller, Chris Duke*

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The UK Augar report

On February 8 2018 the UK Prime Minister, Theresa May, announced that there would be a 'wide-ranging review into post-18 education' led by Philip Augar. The Review was to look at how future students will contribute to the cost of their studies, including 'the level, terms and duration of their contribution'. The Report came out a year later (House of Commons Briefing papers CBP-8239). The subsequent briefing note, and the media discussion that followed publication concentrated heavily on financial options (student fees and loans or graduate tax options, government funding) but the Terms of Reference were much wider:

- 1. Choice and competition across a joined-up post-18 education and training sector:**
 - How we can help young people make effective choices between academic, technical and vocational routes after 18, including information on earnings outcomes and the quality of the teaching they receive.

- How we can support a more dynamic market in provision, taking into account reforms already underway, whilst maintaining the financial sustainability of a world-class higher education and research sector.
- How we can encourage learning that is more flexible (for example, part-time, distance learning and commuter study options) and complements ongoing Government work to support people to study at different times in their lives.
- How to ensure the market provides choice with higher-level degree apprenticeships and shorter and more flexible courses, in particular accelerated degree programmes, and supporting innovative new institutions that can drive competition.
- How we can ensure that there is world-class provision of technical education across the country including through the new Institutes of Technology.

2. A system that is accessible to all:

- How we can ensure that people from disadvantaged backgrounds have equal opportunities to progress to and succeed in all forms of post-18 education and training.
- How disadvantaged students and learners receive maintenance support, both from Government and from universities and colleges.

3. Delivering the skills our country needs:

- How we can best support education outcomes that deliver our Industrial Strategy ambitions, by contributing to a strong economy and delivering the skills our country needs.

4. Value for money for graduates and taxpayers:

- How students and graduates contribute to the cost of their studies including the level, terms and duration of their contribution, while maintaining the link that those who benefit from post-18 education contribute to its costs.
- Ensuring that funding arrangements across post-18 education and training are transparent and do not act as barriers to choice or provision, considering how best to promote institutional efficiency and value for money for students and taxpayers.
- How the Government and institutions communicate with students and graduates around student finance, ensuring this communication is as clear as possible (consistent with the relevant legal requirements) about the nature and terms of student support.

Two members of PIMA, Tom Schuller and Sir Alan Tuckett, had hour-long meetings in turn with the Review Chair, thereby ensuring that learning throughout life and equity issues were strongly represented.

How good is Augar?

In response to my request for comment, **Gavin Moodie**, now working in Toronto and formerly in Australia's Victoria which has a 'dual sector' system where Further Education (FE or TAFE) and higher education co-exist in the same university institutions, observes that Augar furthered 'joined-up post-18 education and training' as its terms of reference requested, and as extra it offered some steps towards lifelong formal education.

But it restricted itself to formal or credentialed education, and it restricted itself to English qualifications levels 4, 5 and 6 (European Qualifications levels 5 and 6) presumably on the assumption that since most young people complete English level 3 (A levels) by the time they are 18, lower level qualifications were not so important to its terms of reference. But since only 65% of 25 to 64 year olds had completed upper secondary education or above in 2017, Augar left out a lot of education suitable for the most disadvantaged. Augar also left out a lot of further education provision. In short, Augar made good yet incomplete progress.

Moodie expected that the Australian Labor Party's (ALP's) planned tertiary review would have been greatly informed by Augar, since Australia and England have been borrowing their post-compulsory education policies from each other since the 1960s. But perhaps the issues are different in other systems.

[The ALP was expected to win the forthcoming General Election but was defeated and the planned review lapsed. At an earlier time Australia had a federal-level Tertiary Education Commission comprising three Councils, for Universities, Colleges of Advanced Education, and Further Education or TAFE, Technical and Further Education *Ed.*]

Germany seems most interested in what it translates into English as 'permeability' between its sectors. So while Augar was most concerned about the organisational and financial barriers to seamless adult education, Germany seems more concerned with the curriculum and to some extent the pedagogic differences between the sectors.

North America does 'tertiary' reasonably well for what it calls 'credit' or academic courses, although transfers of students and credits from 2-year to 4-year institutions remains of substantial concern. It does this rather less well for what it calls career and technical education, which it sometimes calls 'terminal' education; and transfer from applied to academic studies is a major new concern. North America also has a big sector of private for profit career and technical education, which is quite separate from its 'collegiate' education. It is as if Australia separated vocational education from 'and training' as deeply as it separates vocational from higher education.

There may be commonalities in countries seeking to reduce barriers by reducing boundaries within tertiary education, but the boundaries that countries identify as most important are different in each tertiary education system.

Tom Schuller's view is that 'the Augar Report is rigorously argued and offers big opportunities, though he would have expressed things differently at certain points. He considers that Gavin Moodie's interpretation gives too narrow an impression of what Augar says about further education (FE): Augar's main point is for rebalancing, with major capital expenditure on FE and also attention paid at levels below 4. Politically, Augar really needs support, as universities are seeking to discredit him, and the whole thing might be sidelined'.

A special interest for the Bulletin?

It may be that the Bulletin could take up the challenge set by Augar's TOR, and look wider, explored across countries and systems an underpinning cultural-social issue: that the middle classes favour academic post-school education, often via private schools, while 'the working classes' go a lower status vocational route – learning by being trained to work, to serve and to obey. There seems (to this Anglo-Australian observer) to be a huge cultural divide in UK, compared with France, and I assume Germany and much of continental Europe.

I think it is a fair perception that 'college' technical education is of little interest to the English middle classes: the route to remain and climb in the middle classes is 'a good school and then a good university' ever more separated from the rest. FE colleges have been described as a playpen for civil servants and 'planners'; no-one of influence really cares so one can test to destruction with impunity. I suspect that Canada is less socio-educationally divided in this sense, also that Australia and NZ are more open and less class-bound. 'Tertiary' may not be a helpful term; but the division running through the UK, especially the English, system carries high social and ultimately economic costs. Is this accurate, if so how widespread? And if so, which route points to a solution?

Anniversaries

Gandhi Anniversary *Budd Hall and Rajesh Tandon*

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We are organizing a series of events in celebration of the 150th Anniversary of the birth of Gandhi-ji. We will be holding a major event in India close to the October 2 [2019] date, but we are inviting all those interested to consider marking this date in some way, with a talk, a publication, a symposium or something still more creative. What does the life of Gandhi mean for the world today, for higher education, and knowledge democracy?

UNESCO Delhi has begun to participate in these celebrations in 2018, along with government and other agencies, by acknowledging the following:

Concerned with education in all its aspects, Mahatma Gandhi also believed that science should be the tool for enhancing not only welfare but also human values, at the same time stressing the importance of preserving the cultural heritage in every sense of the term.

Mahatma Gandhi's vision and commitment to learning, knowledge and education has several elements that we as Co-Chairs, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education (www.unescochair-cbrsr.org) have been pursuing for many years in our work. Some of these are:

- Education of the intellect requires training of organs—hands, feet, eyes, ears, nose
- Education of mind and body without education of heart is meaningless

- Rooted in local culture and life, education, even higher, should be anchored in mother tongue, otherwise
- The higher he goes, farther he is removed from his home and life, and his own civilisation is presented as imbecile, barbarous, superstitious and useless”
- The learning should be linked to life, with everyday life, 'revolution of educational methods' in the real world
- The end of all education should be service, and service during education should be a 'complement'
- A nation needs engineers, chemists and other experts; but they should speak language of the people; their knowledge will be common property of the people'
- A university never needs a pile of majestic buildings and treasures of gold and silver. What it does need most of all is the intelligent backing of public opinion

Mahatma Gandhi was a prolific writer, practitioner and speaker. Many of the above elements are his words.

- Are these above principles for higher education relevant today?
- How can learning be linked to real life, with methods beyond the classroom?
- How can practical, everyday knowledge of people be integrated in creating new knowledge?
- That new knowledge is common property, open source?

We invite all our partners to organize talks/discussion/symposium/exhibition/event on life and learnings of Mahatma Gandhi on his 150th Birth Anniversary. We would love to know your plan and find avenues of possible collaboration in this magnificent celebration of Gandhi and his life. Please share your plans with Pooja.Pandey@pria.org.

Education Never Ends – Julius Nyerere 50 Years Ago *Heribert Hinzen*

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Recently this Newsletter published a Workshop Report on Leave No-one Behind. Making the right education for adults a reality, which took place in Dar es Salaam, Tanzania, March 2019. The report was shared by Shirley Walters as Vice-President Africa of the ICAE, and now President of PIMA. It served as a reminder of my own involvement in Tanzanian Adult Education in the 1970s when I was writing my PhD at the University of Heidelberg on Adult Education and Development in Tanzania, spending time as Research Associate at the Institute of Adult Education in Dar es Salaam.

At that time I was reading the writings of Mwalimu (Teacher) Julius Nyerere, leader of the anticolonial movement and the first President of the United Republic of Tanzania since 1961. This included his New Year's speeches of 1969 and 1970, edited and published as one piece titled Education Never Ends. It was not his first writing on educational matters, or his last: In

1967 he wrote his best known Education for Self-Reliance, and in 1976 at the first World Conference of ICAE in Dar es Salam his keynote was on Adult Education and Development.

Now, 50 years after Education Never Ends we are in the midst of a fast changing socio-political, economic and technological environment where globalization and digitalization are the dominant driving forces. Our means to cope with this situation is the call for lifelong learning, which is dominating our discourse on education for the future. In this respect the call coming from Nyerere was a sort of wake-up call at an early time:

For I repeat, education is something all of us should continue to acquire from the time we are born until the time we die.

Today it is nice to read his full text again where he was looking at how children and how adults learn, the importance of schooling, the relevance of universities, and adult education:

It applies to every one of us, without exception. We can all learn more... A very pleasant thing about adult education is that we can learn what we want to learn, what we feel would be useful for us in our lives.

Those who would be interested to read more about Nyerere and education, but also those who would like to understand better how the education system tried to support the development of socialism at the time can read about it in a book on The Tanzanian Experience. Education for Liberation and Development which was co-authored by some twenty Tanzania colleagues and which I edited together a colleague for UIL and Evans to be published in 1979 – another anniversary 40 ago.

DVV International is considering starting a new Country Office in Tanzania next year. I was lucky and happy to join a team to work on a Feasibility Study during the past few weeks. This way Leave No-one Behind and Education Never Ends crossed my way again and gave guidance for future cooperation towards lifelong learning and sustainable development.

DVV International Celebrating 50 Years *Heribert Hinzen*

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In an earlier PIMA Newsletter this year I wrote some lines about the anniversary the German Volkshochschulen (vhs) are celebrating this year: The Weimarer Republic was the first democracy in Germany founded in 1919, at the end of WW1, and also the end our emperor system. In the constitution of this new democracy there is the clause: *Adult education, including the Volkshochschulen should be supported at national, provincial, and local level.*

This being a constitutional matter later led to the support which policy, legislation and financing brings to adult education as a system. These vhs, today numbering some 900 throughout Germany with a yearly level of 9 Million participants, came together in 1953 to

found the DVV, the Deutscher Volkshochschul-Verband, of which a popular translation is German Adult Education Association. The DVV is service provider to the local centers and the state level associations, and plays a key advocacy role on German, European and global level.

In the year 1969 the international work had grown so much that a special Institute was established within DVV to organize the diversity of collaboration efforts. One stream was within the development cooperation dealing especially with partners in Africa, Asia, and Latin America, and the other was constant professional exchange especially within Europe. Today this Institute for International Cooperation of the German Adult Education Association is widely known as DVV International. I was happy to work in its leadership for almost 40 years, and it was in 1978 that I first met Chris Duke.

On 7 and 8 May 2019 DVV International celebrated its 50th anniversary in the historic city of Weimar, not far away from the national theatre where the Weimarer Constitution was proclaimed. The celebratory event was back-to-back with two other important meetings: DVV and the vhs had their Annual General Assembly, and DVV International was host to the international 9th Adult Education and Development Conference with the title *The Power of Adult Learning and Education – Achieving the SDGs*”. The DVV Assembly and the AEDC ensured high participation of more than 300 colleagues in the celebratory event where Dr. Gerd Müller, Minister for Economic Cooperation and Development (BMZ) gave the keynote.

The occasion was also the first that the Rita-Süssmuth-Prize was given to three vhs for their outstanding contribution on international aspect of adult education, including migration.

Two publications were distributed alongside the conference and the jubilee: The analytical study on *Youth and Adult Education in the Agenda 2030 and the Sustainable Development Goals. Role, Contribution and Further Potential* is helpful for practitioners and the policy debate. Those who want to know more of DVV International’s long-term achievements it would interesting to read about 50 countries and partnerships, embedded in a historical reflection and a look into the future via the celebratory volume *50 Years DVV International and Half a Century of Adult Education*. Both can be ordered from www.dvv-international.de

[The story of DVV’s international work and the distinctive approach which evolved gives this *50 Years* volume a particular interest and global relevance in terms of ‘South and North’ partnership (rather than neocolonialism) and co-learning in development. Ed.]

PIMA and its Members

Professor Archanya Ratana-Ubol archanya@gmail.com, has taught and energised many past and present graduate students at Chulalongkorn University in Bangkok to take their interest beyond the requirements to earn an advanced degree. At her instigation a number of these are now members of PIMA, including several who have just joined (see below in this *Bulletin*). Here we feature contributions from two of these, Ganigar Chen and Juthathep Jitwilai, whom Archanya assisted to submit these pieces. There will more such contributions

in the next issue of the Bulletin (No 26 September 2019). It will be good if other Chula graduate students and former graduated alumni do likewise; and if the example set by Dr Archanya can be taken up elsewhere. [Editor]

Lifelong Education in Aging Society: How Science Literacy Can Contribute in a Future Scenario *Ganigar Chen, Chulalongkorn University*

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Aging societies are becoming worldwide issues in the upcoming era. Many countries have set up a number of policy and measures to prepare for the changes in term of public infrastructures, career projection, labor force structure, and healthcare service.

Most of these efforts have been planned to ensure that elderly people can have a good quality of life and be able to carry on their lives independently. However, a happy and sustainable future would also mean preparing people's mind-sets and skills that are adaptive to the new environment.

Science literacy is a foundation for making informed and logical decisions. Promoting science literacy would be an important tool for empowering society. This is not an issue only for the young generation but for senior citizens also. With new lifestyles driven by the advances in science technology such as health science, data science, automation, or network technology, it is obvious that in the future, the knowledge and relationship gap between different generations could be wider, and living in intergeneration situation could be more difficult thus unavoidable.

To narrow the gap as well as to maintain the independency of the elderly people, it is important to prepare a lifelong learning skill and technology-oriented mindset. At the same time, cultivating understanding and empathy across generations would also be important for meeting our social needs.

Rethinking of new education strategy could support and enhance the adaptability of the young and of senior citizens, which would be beneficial of us all. By this way, various generations would value each other and contribute to the other's growth and well-being.

A study of strategic development of lifelong education to enhance civic science literacy for Thai youth included a civic science literacy survey of 3,062 young students aged 15-24 years old and interviewed 11 experts in science literacy and lifelong education policy, then used a future study method to develop a future scenario of lifelong education in Thailand in the next 15 years.

New career and new skill, aging society and knowledge-sharing society were ranked top as key drivers, and used for developing future scenarios using a future wheel method. * In one of the scenarios, the future would be a society where the senior citizen has to live with

younger generations because the cost of personal health care will be too high. Technology will drive the senior citizen to continued education and lifelong learning. More public space would be needed to provide more social interaction and this could be a platform of 3-generation communication.

To achieve the scenario, 4 strategies were identified:

1. Setting up more knowledge platforms in health science for aging society:
2. Recognizing and mobilizing wisdoms from the elderly to the society especially in science and sustainability education:
3. Promoting science literacy for innovation and career for aging society:
4. Providing more “3 Generation learning spaces” based on informal science activities either in physical or virtual platforms. Examples in this study could inspire and suggest some thoughts for us to make future projections, both long and short term and look for possible approaches for lifelong education that would be appropriate for each of our different communities.

*Ganigar explains that the future wheel method is one technique used in developing scenarios, starting from key drivers as the center point of the event. The expert group discusses what would be the next possible consequences. It was developed by Jerome Glenn and used in the Millennium project.

More detail information can be found here:

<https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2F107.22.164.43%2Fmillennium%2FFRM-V3.html&data=01%7C01%7C%7Ceeb6a78a60324661528208d6fd79a3ba%7Cd1323671cdbe4417b4d4bdb24b51316b%7C1&sdata=caL%2F1zNrOKsFZvaW0xsnR9CKm5cb9hGk7ozjLM7SC3c%3D&reserved=0>

Effects of organizing a local-wisdom-based non-formal educational process combining the elderly and youth *Juthathep Jitwilai*

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The principles of non-formal education focus on education that is designed to solve problems for the particular target group in regard to their specific problems in relationships and lifestyles, and also on the needs of the community and society.

This is achieved by allowing people in the community involvement in organizing the process - both in learning resources and learning ways - with flexibility in learning in accordance with local conditions, and by using local resources as part of educational management which can

if necessary be corrected immediately. Therefore, the management of non-formal education means a process of organizing groups that allow good relationships between within the group, as by the *Andragogy Concept* of Knowles (1980), as a way of organizing activities together.

Providing opportunities for seniors and youth to meet, have time together and learn together in order to create the first step to a relationship between each other will lead to better relationships at other levels also.

For the study explained here, the content was the wisdom of making Mudmee silk. Khon Kaen is the Province with a prominent reputation at the national level for making silk. Especially for Mudmee silk, Chonnabot in Khon Kaen is the identity of the rural silk district, which is a unique fabric. Due to changing social conditions at present such wisdom has been ignored. Children and youth of today see the importance of making the Mudmee silk of the district as being less important.

However, if the elderly and youth share activities to learn local wisdom tis can be an activity that canbridge the relationship between the two groups. The objectives of the research behind this study were: 1) to organize a local wisdom-based non-formal educational process for the elderly-youth relationship; and 2) to study the effects of organizing a local wisdom-based non-formal educational process on the elderly-youth relationship.

The study was conducted qualitatively. Participants were the elderly and youth in Chonnabot District of Khon Kaen Province. Knowles 1980 andragogy theory was applied as a non-formal educational process for the activity planning, and to study the elderly-youth relationship.

The research instruments were an activity log, observations, and interviews. Data were analyzed through content analysis. The study indicated that to arrange such a local wisdom-based non-formal educational process based on an elderly-youth relationship, with elderly and youth planning to weave Mudmee silk together required: a collaborative learning atmosphere; an appropriate physical environment for learning; targeting silk activity planning; and collaborative planning in designing, and implementing silk activities, including collaborative assessment of the silk work.

As to the process and effects of organizing this local wisdom-based non-formal educational collaborative silk activity, the results showed the following requirements:

- 1) Straightforward communications
- 2) Assisting others by encouragement and being keen to help each other
- 3) Trusting others - elderly and youth were encouraged to feel trustful of each other during work

- 4) Expressions of sincerity and appreciation between elderly and youth
- 5) Acceptance of individual characteristics between elderly and the youth and realizing the individual characteristics between the two groups.

In addition to the immediate effects on the group, the activities will be supportive of valuing and using local wisdom in the area in which they worked.

Reference

Knowles, M.S. (1980). The Modern Practice of Adult Education: Andragogy vs. Pedagogy. New York: Association Press.

Diane Amundsen has recently been awarded her doctorate. She has written before in the PIMA Bulletin about Indigenous Māori in Aotearoa (New Zealand) society. Here she reports on the relevance and application of her doctoral studies to those peoples and that society. In the words of one of her PhD examiners, Diana holds up to view the complexities of indigenous students navigating the neoliberal model of education. To me her keywords include decolonisation, activism and agency. Congratulations, Diana on earning your doctorate on an important subject highly relevant to anyone concerned about indigenous communities, opportunity, and social change. [Ed.]

Indigenous Māori Transitions into Higher Education *Diana Amundsen*

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So far, Indigenous Māori have not enjoyed the same privileges as the total population of Aotearoa New Zealand, reflecting an unequal societal structure in Aotearoa, as evidenced by continual conversations around struggles by Māori, Indigenous and some liberal Pākehā academics for cultural, social, political and educational equality. Māori students' transition experiences are a fundamental dimension of Aotearoa society and in this regard, are inseparable from the overall process of social organisation and social change.

Recently, I completed my doctoral thesis entitled, [*Māori Transitions into Tertiary Education*](#) in which I explored the experiences of 20 Indigenous Māori adult students over a two-year period as they transitioned into higher education. I examined how differences in the institutional settings of a university, a polytechnic and a *wānanga* (Māori university-like institution) shaped their learning and their approaches to education. Education outcomes for Māori students are better understood in the broader context of social transformation. The question of how social change might bring about a reduction in the effects of inequality for Māori was implicit in my study.

In gaining a fuller understanding of what effective transitions look like for Māori students, application of this knowledge may benefit future students. Those benefits are that students remain engaged in higher education, experience educational success in terms of what that means for Māori, and use their knowledge as a basis for individual and community transformation. My doctoral exploration was about a bigger *kaupapa* (topic) than a singular piece of research. It was about adding to a movement of raising awareness of the importance of decolonisation through reconciliation in Aotearoa to address racial inequities between Pākehā and Māori through better understanding the importance of educational transitions processes.

Examiner 1: "Diana's recent PhD outlines learning for Māori students in higher education, it's really fascinating and the research itself is an act of activism as it holds up to view the complexities of indigenous students navigating the neoliberal model of education".

Examiner 2: "One of the many strengths of this research is the focus on the tensions that emerge between institutional structure and the agency of Māori individuals"

To download and browse/read [Diana's thesis](#), click on this link <https://researchcommons.waikato.ac.nz/handle/10289/12615> and select "thesis.pdf".

The community-engaged vision of Canada's Simon Fraser University *Julia Denholm*

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Following my recent election to the PIMA committee, it seems timely to draw attention to some of the ways in which Simon Fraser University embodies its vision to be Canada's leading community-engaged research university.

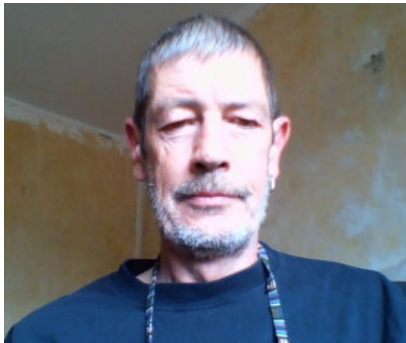
Initiatives such as Public Square, the Morris J. Wosk Centre for Dialogue, and many [Lifelong Learning](#) programs extend the traditional academic work of the university to the larger community. In Lifelong Learning (where I am the Dean), for instance, we run community-building programs, a City Program lecture series, and a Philosophers' Café, all of which provide destinations for people to engage in topics of the day, create positive social change, and strengthen communities. Thousands of people benefit each year from our low- and no-cost opportunities and events.

Of particular interest is the recent recognition of our colleagues at [SFU Public Square](#), who have received honorable mention for the [2019 MacJannet Prize for Global Citizenship](#) from [The Talloires Network](#). Created in 2012, SFU Public Square fosters university-community knowledge exchange and creates inclusive spaces for dialogue on key public issues. Each

year, the program hosts a 10-day-long Community Summit with thousands of participants. Recent themes include the new world of work and the proliferation of disinformation.

As a new member of PIMA and a relative newcomer to Lifelong Learning, I'm looking forward to engagement with this worldwide community.

News from the New Committee *Shirley Walters*



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At a time when, as one of our colleagues said, "It is difficult remaining optimistic in a world full of Trump, Brexit, Climate change and then to top it off Aotearoa/New Zealand lose the cricket..." this is a short update on what is happening with your newly appointed PIMA Executive.

As we reported in the last Bulletin, the members of the Committee stretch west to east from Vancouver, Canada, to Wellington, New Zealand, north to south, Bornheim, Germany, to Cape Town, South Africa, with everything in between. This requires sacrifices from members when trying to find times to meet virtually. We have had our first meeting with the second planned for later in July.

Relevant outcomes of the meeting were: to co-opt onto the committee, Chris Duke as Bulletin Editor and convenor of a newly establish 'publications group', and Carol Kuan as 'associate secretary'. Dorothy Lucardie has kindly agreed to be acting Secretary until we can fill the post. Colin McGregor has taken on the role of Membership Officer. Carol and Peter Welsh are looking at possibilities for a website for PIMA. Min Gui, Yahui Fang and Shirley will join the 'publications group' with others.

We are hoping to improve our communications with members so that we can encourage the nearly 150 people from around the world to build closer links with one another professionally and for purposes of solidarity.

We will also be discussing new ideas for special interest groups (SIGs) – ***we invite you to please put forward ideas/proposals*** for this or any other ways in which we can build greater cohesion across our vast geographical, political, economic and cultural landscapes so that we can together imagine, another more equal and just world.

New members of PIMA

Muir Houston, muir.houston@glasgow.ac.uk, is a Senior Lecturer in the People, Place and Social Justice Teaching and Research Group in the School of Education and a Core Associate of the Centre for Research and Development in Adult and Lifelong Learning (CR&DALL)



research network at the University of Glasgow in Scotland, UK. As Ethics Officer for the College of Social Sciences he has considerable experience in research governance issues, and is responsible for delivery and oversight of ethical review and training systems for both staff and students.

Muir holds a BA (Hons.) Applied Social Studies, and an M.Phil in Social Science Research. His Ph.D. was in the Sociology of Education. He has some 20 years of academic research experience. He has previously held positions in the Institute of Education at the University of Stirling and the Centre for Lifelong Learning at the University of the West of Scotland. He was also a visiting lecturer at Queen Margaret University in Scotland. He is a member of the Academic Advisory Board of the Academic Research Centre, a not-for-profit based in Zimbabwe, which aims to build doctoral research capacity in higher education institutions in the region, and to offer research consultancy that impacts on policy and practice in the wider region.

Muir has excellent interpersonal, communication and networking skills. He has experience of working within multinational, multidisciplinary teams, and has coordinated numerous work packages and research strategies including activities in the R3L+, THEMP, GINCO and LETAE projects. Through the PASCAL and CRADALL networks he has experience of the project dissemination and exploitation. He has published widely in the area of higher education with a focus on access, adult education and training, widening participation and the role of local labour markets in transitions to employment. He is currently working on the BA GCRF-funded project *Strengthening the Urban Engagement of Universities in Africa and Asia (SUEUAA)*. His key role in the work of the University of Glasgow's CR&DALL makes him a valuable new member of PIMA, and of its newly formed Publications Group.

Artittaya Phatikae p.artittaya@gmail.com is an Academic Officer in the public sector Office for National Education Standards and Quality Assessment. She graduated with a Master's Degree majoring in Non-Formal Education from the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. The topic of her thesis was "Action research for promoting learning to solve the product management problems of farmers".

As Artittaya explains, there are many problems in product management. One big problem for learning is to solve the product management problems of farmers. Farmers lack marketing skills, and do not have enough knowledge on marketing and product management. The purpose of her research was to understand farmers' product management problem, taking an action research approach to solve problems and develop. This should allow them to learn the truth, without reference to any other group, and to learn flexibly.

There are 4 steps for this: 1) Planning – Think about what we want to focus on and plan what to do; 2) Acting – Carry out plan, collect evidence; 3) Observing – Observe, monitor and record by researcher; and 4) Reflecting – Reflect on what has happened in order to improve further. The research studied the context of documents on the concept, culture, and problems of the community. Meeting with farmer groups guided the research and an operational framework explained the purpose, wherever it operated, and allowed comparisons for the purposes of the research. Farmers participated voluntarily, with the researcher interviewing farmers. The interviewer talked unofficially to get depth and understand the real problems.

The data were then collected and the research group met to jointly identify the problem, study it, and determine the causes in order to contribute to the planning. This led to taking steps to resolve the issue as the next step. The expected benefit is that farmers will learn to solve problems and applied in solving other problems, which use the processes learned.

Artittaya would like to learn more from PIMA, and to be able to apply such knowledge to her future work.

Chanchai Thavinpipatkul chanchai@intrans.co.th holds a Bachelor Degree in Pharmaceutical Science from Chulalongkorn University, an MBA Master Degree from Thammasat University, and a Doctoral Degree in Lifelong Learning from Chulalongkorn University.

She is the Owner and Director of the Intrans Co Ltd Institution, an Integral Transformative School, which is committed to the nurturing of a new and transcendental paradigm to uplift the holistic human potential on right principles.

Chanchai is the Developer of Hipot – Integral Human Potential Transformation, an Integral Philosophy leading to Sustainability. This covers:

1. Mindset Change leading to Integral Human Potential Development,
2. System Thinking leading to Integral Problem Solving, Innovation, Creativity, and Learning Organization Development,
3. EQ – Self-esteem Development,
4. Trust-Building,
5. Change Leadership.



Ganigar Chen Ganigar.c@nsm.or.th is a Ph.D. Candidate, Department of Lifelong Learning Faculty of Education, Chulalongkorn University, and Vice President of the National Science Museum (NDM) in Thailand. She has been working in promoting informal science education and science communication for almost 20 years, and has developed a

number of national and international projects related to public engagement in science, technology and environment.

Her work includes developing training programs for science communicators in different groups; coordinating the Thailand National Science and Technology Fair; leading the development of various education outreach programs including science caravan, Enjoy Science Careers travelling exhibition, Science Square, museum-makers space and online science for public including virtual museums and e-exhibitions.

Ganigar is also involved in media such as TV programs and science book production. She is an Executive Committee member of the Science Society of Thailand and other non-profit organisations related to STEM in out-of-class contexts. At present, she is working on her Ph.D. research at the Department of Lifelong Learning, Faculty of Education, Chulalongkorn University, on developing lifelong learning strategies for enhancing civic science literacy. She believes that a citizenship mindset could be cultivated, and is very important to support a true democracy.

Prakaidow Kaewchaithen pentdowluf@gmail.com, is an Academic Officer in the Office for National Education Standards and Quality Assessment (Public Organization) of Thailand. She graduated with a master's degree majoring in Non-Formal Education from the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand, where Dr Archanya is a strong and active and mentor to many graduate students, early and mid-career workers.



The topic of Prakaidow's thesis was "Guidelines for Arranging Lifelong Learning Resources in Neighbourhood Area of Chulalongkorn University to Promote the Youths to be Lifelong Learners". At present, informal learning space plays an important role to enhanced lifelong learning for young people because it provides the platform for their wider scope of learning.

An informal learning space is where youth can choose proper places, materials, devices, media, content and learning technology that meet their own needs by themselves. It is also a place that can make young people happy to learn and fulfil their learning. It promotes knowledge in each aspect, including skills, attitudes and quality of learning. Learning can be analysed from learning models, various learning styles, surrounding environment and comfortable atmosphere; and supporting factors, situations and activities that facilitate their self-learning and developments.

Therefore, informal learning space plays an important part in promoting the lifelong learning of youth. In addition, informal learning space is an important tool for developing knowledge, skills, attitudes and quality of life. Though these informal learning spaces are all around they

have not yet been fully utilized. Utilizing informal learning space to enhance lifelong learning of youths is based on a lifelong learning concept. This reflects a continuous learning model including formal, non-formal and informal learnings. However, youth need self-development processes and self-motivated learning, based on their own interests. They must choose a suitable learning space which meets their own learning interests. They must also choose how to learn, and to evaluate self-learning, by realizing what can encourage their development in various fields for adaptability in their own life and changing world.

Sirada Naiponsri Sirada.oncb@gmail.com is a Human Resources Officer at the Human Resources Development Institute, Ministry of Natural Resources and Environment, in Thailand. She is also a Meditation Instructor at the Willpower Institute Meditation Centers in Thailand.

Sirada is a Ph.D. candidate in the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. Her educational qualifications are Bachelor of Science (Microbiology), and Master of Science (Parks Recreation and Tourism) from Kasetsart University, Thailand. She has worked as an Environmentalist at the Provincial Office for Natural Resources and Environment Prachuapkhirikhan, Ministry of Natural Resources and Environment, Thailand for 2 years and is now with the Ministry of Natural Resources and Environment.

Sirada has expertise in environmental literacy, environmental education, natural resource and environmental management and solid waste management in communities. She is interested in learning about natural resources and environmental protection volunteers, and the appropriate characteristics to enhance environmental literacy for volunteers. For her it is important for volunteers to discover their potential by non-formal education process as an important part in developing the learning of potential volunteers. She is also interested in studying the development of non-formal education process to enhance environmental literacy for natural resources and environmental protection volunteers.

She is currently collecting the data for the first objective, and plans to complete her Ph.D.



next December. In PIMA she is interested to share ideas and suggestions from volunteers' learning experts in various countries: both to develop her dissertation and to gain more knowledge for building an appropriate non-formal education process for natural resources and environmental protection volunteers in Thai Society.

The PIMA Bulletin and the new PIMA Publications Group *Chris Duke*

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At its first meeting in June 2019, the new PIMA Governing Committee resolved to appoint a Publications Group with these terms of reference:

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 each of their and our different publications and other media

The members of the Group are as follows:

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Medha Soni medha.aspbae@gmail.com

Chris Duke dukeozenay@gmail.com (convenor)

When PIMA came into being, it started a Newsletter to inform members about PIMA's news and activities, and activities of other organisations and networks relevant to PIMA's work. This evolved into the PIMA Bulletin as we now see it in its 25th number (the numbering simply continued, transferring from Newsletter to Bulletin). This e-publication quickly

evolved into its current form of one-off and thematic reports, ideas, discussions and proposals relevant to the Association's mission and purposes.

The Bulletin currently appears every second month, or six times a year. It can be seen as a place for short items, and for more extended blog-time contributions, ranging from a few paragraphs up to over a thousand words. It has taken on somewhat the character of thinking 'outside the box' (OTB). OTB was attempted but was never much used on the PASCAL main Website.

Although PIMA has developed its own identity and trajectory its material goes onto that Website, where the OTB facility could be revised if seen to be useful. Contributors and other are free to send items (or the whole Bulletin) to colleagues not in PIMA. Our idea is to get knowledge around, not to copyright and hold it as intellectual property. We ask only that the PMA Bulletin source be acknowledged.

Some themes have been followed through a number of Bulletins over the months - the crisis in democracy, social and ecological crises, the identity, knowledge and experience of indigenous communities and peoples. The Sustainable Development Goals (SDGs) and Later Life Learning (LLL) were identified as special interests (or Special Interest Groups, SIGs). The SDG SIG has had limited success, mainly because the field is so vast, and so many bodies are active, that it is unclear what PIMA should best focus on. The LLL SIG is much better established. It has had many exchanges, and produced a substantial volume issued as a special issue, that has been widely disseminated. This SIG continues to run under the Leadership of Brian Findsen joining Thomas Kuan.

The new Group will help steer the Bulletin. New directions are likely to include new themes or special interests from time to time, and maybe topics, which directly support other PIMA activity. This number turns to climate and the extinction crisis; another might be on open and inclusive post-school education systems. Others will emerge, continue or subside over time.

The Group TOR are however wider than the Bulletin. PIMA members, and other readers and associates, are invited to suggest through any member of the Group different ways that we might use the social, mass and specialised media (including other forms of hard-copy publishing) to strengthen our advocacy, get heard more widely, and ensure that what we say goes on from purpose and policy into action. Collaboration, co-advocating and co-publishing might be other possibilities.

Hot Press last words

Bleeping transponders and international politics in the learning neighbourhood
Roger Boshier

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In December 2018, bumbling police and border officers arrested Meng Wanzhou at Vancouver International Airport.

Ottawa has an extradition agreement with Washington and had been asked to grab Ms. Meng when she landed at Vancouver while on a flight to Mexico.

Since then, Beijing has accused Ottawa of “kidnapping” Wanzhou and, as an expression of their anger, grabbed (and incarcerated) two Canadians and put a boycott on canola (and other) Canadian food products sold in China.

At the airport, Canadian and American authorities took Wanzhou’s tablet, computer and phone and were very slow to tell her she was under arrest and why. Now they say they did not copy the contents of her computer hard-drive or cell phone!

Meng Wanzhou is my neighbor and when it is time to run errands for the narcissist President of the USA or support the well-educated and charming Chief Financial Officer of Huawei, I’m backing her.

When first “arrested,” Wanzhou was carted off to a women’s prison. However, after hiring hotshot lawyers and going to court, a judge agreed to free her on bail provided she hired “guards” to ensure she hung out in Vancouver and did not flee to China.

She owns a house on West 28th Avenue, near UBC (University of British Columbia) in leafy Dunbar.

Dunbar is a PIMA hideout. Roger Boshier and Kjell Rubenson both live on West 30th (two blocks from Miss Meng); until recently Hans Schuetze lived on West 21st (seven blocks from Meng).

In addition to paying guards Meng was forced to wear a transponder on her ankle. She was permitted to leave her house but not allowed to go outside Metro Vancouver. The transponder means her movements are tracked so, if she swings past my place to enquire about PIMA friends in China, “authorities” know where she is.



An outfit called “Lions Gate Risk Management” rounded-up a fleet of mostly retired policemen and one policewoman. Like something out of a Peter Sellers movie or BBC crime drama, they dressed guards in black raincoat and provided shiny black Cadillac SUV vehicles - like those used in Presidential or rock-star motorcades.

“Is that Mick Jagger testing a new heart valve? Or Meng Wanzhou en route to lunch?”

Close to the corner of 28th and Dunbar there is a Starbucks where your agent does email. Not long after guards appeared at Wanzhou’s place on 28th, I was looking at the front page of *China Daily* where there was a picture of an elderly guard escorting Miss Meng out of the Vancouver courthouse. But what’s this? Right then, outside Starbucks, a black SUV is maneuvering into a parking place, doors open and out pops a sprightly guard.

“Kia ora ‘bro,” says Boshier “did you know 47 million people are seeing you in the *China Daily*? Here, take a look!”

“Yes, I know,” he said, “the wife just told me.”

Guards work shifts at Wanzhou’s house and there is a changeover at about 1500 hours. Hence, around 3 pm. most days, off-duty guards hurtle over to Starbucks and I’d ask “how is your client today?”

For the first few weeks after Wanzhou was bailed, guards did little or nothing. Most of the time they sat in vehicles at the front and back of Meng’s place and gossiped about T.V., holidays and grandchildren.

When temperatures plummeted and it snowed, Meng opened her front (and back doors) and brought tea, coffee and cakes out to guards parked on 28th Avenue or in the back lane.

“She’s nice,” said one of the more talkative guards. “Very gentle and kind.”

“A Confucian woman then?” said your agent.

Wanzhou bought her house on 28th because it is only a short walk (along 28th) to St. George’s – a private school favoured by Chinese-Canadian families. Wanzhou has studied at the Sauder School of Business and says that, if this China-USA trade war (and her extradition circus) goes on much longer, she will enrol in a Ph.D. at UBC.

For the first few weeks, guards acted like police. However, the only visitors to her house were lawyers, friends and people building her other house in Shaughnessy (an up-market part of Vancouver).

With not much happening in leafy Dunbar, guards became escorts. When Meng went to a flash Chinese restaurant for lunch, guards went with her. They also wandered around in home supply stores while she chose fabrics, fittings and furnishings for the new house on Mathews Ave. On some days, they went to a small but quaint coffee shop on Dunbar St.

Days turned into weeks and then months and the big event for guards was going to the courthouse. Every time Meng appeared in court it became more apparent no crime had been committed and, if there were any arguments for her extradition, they were not apparent. Scott Wiler spent 30 years in the Royal Canadian Mounted Police before launching

Lions Gate in 2008. After every court appearance, there were pictures of Lions Gate guards in the international press.

“Did you see my grand-dad in the *People’s Daily*?”

A laughable (and costly) aspect of Meng’s proposed extradition stems from the Huawei desire to supply equipment to 5G telephone networks. U.S. intelligence “experts” - not the brightest lights on the Christmas tree – claim 5G involvement means Huawei will gather data for the Chinese government. This is ridiculous because, as demonstrated by Chelsea Manning, Edward Snowden and Julian Assange, U.S. technology, telephone and social media companies long ago launched programs to harvest (and then sell-on to government and others) cell-phone, Internet and other forms of data. If you doubt this, ask Cambridge-Analytica or uncritical advocates of surveillance and “big data.”

Meng’s guards quickly gave up the idea Wanzhou would be scooped off Chaldecott Park or 28th Avenue by a helicopter, Ferrari or Lamborghini bound for China. Instead, they became (and still are) her friends and enjoy the thrill of finding themselves in the centre of a big international story featuring high heels, black transponders, fine dining and a university business school.

What has this to do with PIMA?

- First, our task is to say “ni hao” and reassure PIMA members in China Meng Wanzhou has many friends in Vancouver and there is almost no chance she will be extradited into Washington madness.
- Second, Wanzhou’s guards and Dunbar citizens are using these events to learn about China. At Starbucks there are three topics of conversation – Meng Wanzhou, dirty-oil pipelines and the October, 2019 federal election in Canada.
- Third, if Meng launches her plan to do a doctorate at UBC, does PIMA have good ideas concerning worthwhile thesis/dissertation topics?
- Fourth, when dealing with China, western governments should send negotiators who respect, know about and enjoy being with Chinese politicians and people.
- Fifth, Ottawa should have ignored Trump’s Meng Wanzhou extradition order and, thus far, Trudeau (Jnr.) gets D- for the feebleness of efforts to learn about and resolve the conflict with China.
- Sixth, if Meng writes something for PIMA will the honourable editor give her a few hundred extra words?

It is now summer and Meng is in her new house on Mathews Ave. where her new neighbor is the U.S. Ambassador. The Ambassador is a Trump appointee and, for good reasons, probably scared of upsetting the hire-and-fire narcissist in the White House. Even so, how long before the intelligent, charming and learning-focused Meng Wanzhou makes a plate of chilli-prawns for the B-B-Q at the Ambassador’s place, knocks on the door and says “let’s talk?”