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Editorial The year ahead – a turning point? – medium and long-term challenges – proposed contents for the rest of 2021

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Foolhardy it may be in this second year of pandemic, but first to sketch how the rest of 2021 may look, if only in terms of this Bulletin. The aspiration at least says something about what this year, pandemic apart, feels most pressing in importance and urgent.

We hope to publish a special issue jointly with the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education held by two of our most active members. Timed to feed into the 3rd UNESCO Higher Education Conference in Barcelona, later this year, this was to have been for the next issue. With the all-consuming pandemic sweeping Tandon's India, it is now scheduled for September, as Bulletin No 38. Meanwhile, the UNESCO HE Conference has itself bowed to the pandemic and is delayed to 2022.

Instead, the next issue, in July, will feature a significant symposium on the Sustainable Development Goals (SDGs), also delayed by C-19 troubles, which have held back several contributions. The final 2021 Bulletin Number 39 will be dedicated to the world's most compelling urgency, one we are just wakening to act on and not just talk over: the onrush of an ecological global warming crisis that will sweep all else aside. There's the plan – let's see what can be done.

Immediately we have Jane Burt's report on the recent 4th Climate Justice Extraction Climate Webinar; but first, a reminder to members of the next Climate Justice Webinar, taking place on May 25, again a joint venture with other ALE partners: *Resilience or Rebellion?*

The title may lead us also to think of many countries where citizens prove both resilient in the face of brutal repression and, when peaceful resistance fails, are pushed into bloody rebellion and either submission or grinding civil war.

These situations are proving, if it is possible, even commoner, yet beyond the reach of a greatly weakened UN (IGO) system of global governance. International and more local NGOs it seems may mitigate but cannot solve these.

If 2021 does prove to be a turning point, this must surely be marked by an at least partial return to effective collective global collaboration. If the dramatic immediacy of C-19 does not achieve this, one wonders what will affect the change, and kindle a necessary worldwide deep cultural change that sits, beneath and yet over, the conduct of our Member States.

Can the shared nurturing values of BLM (Black Lives Matter), women, and climate activists unite and succeed? Will the influence of very young, usually female, influence leaders like Malala Yousafzai and Greta Thunberg, and the energy of the youth masses behind them, turn the tide – and in time? Can older active adults with time and conscience on their hands affect the change through their collective wealth and influence? Where do ALE and LLL come into the picture – if at all?

Please keep this in mind as you use this Bulletin. Together we inherit a great tradition of ALE for shared purpose, and a recently submerged but now again revived understanding of the full meaning and power of lifelong learning (LLL), treated literally, as two book reviews here may suggest. If our work seems slow in impact and permeative only over time and in certain contexts, at least we share hope, a vision, and a longer-term agenda than have most vote-focused politicians; with powerful new ICT capabilities to use for good; for new forms of learning and teaching; and to challenge when misused to misinform.

The aspiration to advocate for and raise the profile of our mission, working more closely together, is shown through the section on global collaboration – *We Are ALE*. PIMA’s wish to widen membership and so capability, especially involving new young as well as older activist leaders, shows in the new members and contributors in this issue; and in the spread of countries from which we draw news and views, straddling national policy and laws, through philosophy to applied local community action. Please sustain your energy, renew your commitment to ALE within LLL for good, and help make PIMA better. Your thinking ‘outside the box’ is always welcome.

UNESCO will be organising its [World Higher Education Conference \(unesco.org\)](https://www.unesco.org/en/conferences/world-higher-education-conference) in Barcelona and virtual mode from 7 to 9 October 2021. * The Conference aims at breaking away from the traditional models of higher learning, and at opening the door to creative and visionary conceptions that not only serve the current global agendas for sustainable development, but also pave the way for a future learning community that speaks to all, and that is inclusive of all lifelong learners. [* Now deferred to 2022.Ed]

Climate Change and Catastrophe

May 2021 Webinar: Resilience or rebellion. Exploring ‘resilience’ and climate justice: challenges for ALE

JOIN US ON 25 MAY 2021

Deepening understandings of adult learning and education (ALE) contributions to climate justice



Co-hosted by PIMA, ALA, CASAE, SCUTREA

Resilience or rebellion?

Exploring 'resilience' and climate justice: challenges for ALE

In these times of extreme precarity, a new buzzword is 'resilience'. In combination with adjectives resilience means many different things to different constituencies across the natural and social sciences, ranging from absorptive to adaptive; restorative to transformative resilience. This webinar explores different interpretations of resilience and outlines a variety of resilience capacities in the context of climate justice. We pose the questions: how do we as adult educators understand and utilise the concept of 'resilience'? What understandings of 'resilience' are most useful and generative in the collective struggles towards climate justice?

Link: <https://ala.asn.au/wp-content/uploads/2021/04/PIMA-webinar-flyer-copy.pdf>

Speakers: *Odirilwe Selomane* is a Researcher at the Centre for Sustainability Transitions (CST), Stellenbosch University, South Africa and director of the global Programme for Ecosystem Change and Society (PECS).

Mela Chiponda is an African feminist working for gender and environmental justice, with a PhD in Development Studies and currently working for Just Associates in Zimbabwe.

Eurig Scandrett is a senior lecturer at Queen Margaret University, Edinburgh, and former chair of Friends of the Earth, Scotland.

We look forward to your participation in the Climate Justice and ALE webinar series – these are defining issues of our time.

Loss and reclamation through aesthetics, creativity and disruption *Jane Burt*

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The climate justice and adult learning working group held a webinar on 30 March 2021 exploring aesthetic, creative and disruptive strategies, and sharing illustrations of how adult educators can become more engaged with the climate justice movement. Approximately 45 people attended from around the world. The webinar was conducted in partnership with SCUTREA and CASAE.

A commitment to Climate Justice requires us to frame climate change as an ethical and political issue rather than only an environmental concern. Climate justice requires us to understand how we got here, as well as imagine how we can transform for the betterment of us all. The climate crises are the culmination of destructive human activity that has benefitted some to the detriment of many, including more than human beings. This was demonstrated to us all during the previous climate justice and adult education webinar [Women who hold up the Sky: Climate Change, resource extraction and ALE](#).

This webinar on aesthetics, creative and disruptive strategies was moderated by [Darlene Clover](#), a feminist, scholar-activist and Professor at the [University of Victoria](#), Canada. Darlene positioned the concept of ‘the aesthetic’ within a feminist pedagogy as vision, visibility and invisibility. She quoted Rob Nixon’s work on ‘[Slow Violence and the Environmentalism of the Poor](#)’ that calls on us to render visible the catastrophe of climate change through new images and stories. Rob Nixon argues that the violence of environmental damage can remain unseen except for those, most often the poor and disenfranchised, that are directly experiencing the effects in their everyday lives.

Darlene’s introduction was followed by illustrations by three artist-adult educators. Although all worked with very different strategies, the common thread of loss and reclamation through all this work was inspiring.

The first speaker was [Victoria Foster](#) from Edge University, England. She is also the Associate Director of the [Institute of Social Responsibility](#). Victoria has written a book on [Collaborative Arts-based Research for Social Justice](#). Victoria shared a yearlong arts-based research project that she had initiated in collaboration with Dr. Barnaby King, a performing artist. This project took place at a community farm in West Lancashire. People from all walks of life contribute to the farm: the elderly, unemployed, home schooled children and people referred by their doctors to improve their mental health. The project aimed to attract new visitors/volunteers to the farm; and to encourage people to think about their relationship to the land. The arts-based approach was based on a feminist methodology which argues that there is a relationship between the forces that lead to the domination of nature and those that lead to the domination of women. Sixteen artist-led workshops were run in four blocks roughly aligned with the seasons. These workshops explored creative writing exercises, mindful movement, photography, and sculpture. What struck me was that through the arts, the farm became more than a space to grow food. It became a place of wonder, beauty and ambiguity filled with unknown spaces waiting to be discovered. It was fascinating how the sculptures, poems and photographs drew on deep mythology and spiritual symbolism. A farm, a domestic space, became once again ‘seen’ as ‘more than human’ through stories, images, and movement.

[Njabulo Chipangura](#) is an archaeologist who works at National Museums and Monuments in Zimbabwe. His ambition is to undo colonial ethnographic practices in museums. He presented his work on curating an exhibition on the impact of diamond mining as a site of resistance and resilience. Surface diamonds were discovered in Chaidzwa which led to a massive invasion of the area by approximately 20 000 illegal diamond miners. This illegal invasion was followed by the Zimbabwean government paving the way for the original community to be displaced so that a Chinese mining company could mine the diamonds. The community was moved to an area 17 km away from their ancestral home into small houses with not enough space to graze cattle and grow food. Before the illegal miners arrived, the local community would mine the diamonds which were viewed as an ‘ancestral resource’. This small-scale mining operation had less impact on the natural environment than the mechanized and large scale operation of the Chinese company. Njabulo wanted to create a diamond exhibition that not only highlighted the geological facts of finding diamonds in the area but also the cultural loss and

social exclusion of the original community who lived on the land where diamonds were discovered.

The exhibition, called [Ngoda: wealth beneath our feet](#), traced the historical genealogy of the diamonds up until the point when the community was displaced. It included the opinions of community members. During the exhibition, the museum became a place for dialogues on mining and displacement, as opposed to what museums in Zimbabwe are mostly used for, to streamline public education. The exhibition also contributed to open dialogue between the government, the community, and civil society groups.

Comments on this presentation reflected on how museums are usually places that portray heroism. The Mutare Museum became a space where local history and local contradictions were given voice. The exhibition did not resolve the issues, as the mining continues, but it did bring attention to the complexities and damage that occurs when a landscape is only valued for what it can contribute to a global economy. The communities' unhappiness, pain, loss and displacement was recognized, and 'seen' as part of the story of diamond mining.

The final speaker was [Hannah Gelderman](#), an artist, educator, and community organizer in the Province of Alberta, Canada. She focuses on the role participatory visual arts can play in the climate crises. Hannah shared four projects that she has been involved in, two of which are educational resources that share the value of the arts for the climate justice struggle, and two demonstrated the application of art to make ordinary people's voices heard. Hannah made a series of 'zines' on how to use [collective art for climate justice](#) for her Master's thesis, For 350.org; and created a series of resources for climate activists on how to make social movement work more creative and arts-based.

Her two illustrations of arts-based activism were striking. Alberta is an oil-dependent province. The narrative that is told by the local media and politicians focuses on the benefits of oil for Alberta, and yet ordinary people do not necessarily agree with this vision for their future. Hannah worked with Climate Justice Edmonton to encourage people to put forward their future visions for Alberta in a project called 'People on the Path'. These future visions along with six-foot portraits of the people who submitted them were created by volunteers and, on numerous occasions, appeared in the landscape of Alberta.

Her second project was done through the [International Centre of Art for Social Change](#). She was paired up with the Alberta Council for Environmental Education to work on a project called 'Brighter Futures'. Working with youth, they created a stop motion video during Covid, that portrayed a vision for what they would like to see for environmental education in their province, and what they wanted their schools to look like. Youth groups wrote the script and made the artwork with Hannah compiling the stop motion video.

Comments on the presentation led to reflections on how the visual arts enable people to speak out in a hostile environment against the oil pipelines. What struck me, in particular, was how people could reclaim their voice and protest against an 'oil future' without putting their physical bodies on the line. The six-foot portraits claimed a presence.

This led to further discussions around the work that adult educators need to do around climate justice: such as the binary around the environment and jobs; and how climate justice is more than trees, flowers, and mountains, but includes issues of water, food, sanitation, and housing. There is a need in the climate justice space to disrupt the understanding of nature as something separate from human life. The three speakers demonstrated this need through their projects by enabling the voices of ordinary people to become seen through their art-based activities.

What I have been contemplating since this webinar is the value of the aesthetic for climate justice and adult learning. I was struck by how all of the illustration projects linked people to landscapes: to the farm, to dispossessed land, to ‘our’ school and to the Alberta we want. All the projects disrupted how we relate to space, institutions and land. In Victoria’s illustration, the farm became more than a place to grow food, and the land became more than a resource that provides food. In Njabulo’s illustration, the space of the museum shifted from being a space that promotes public education – an exhibition of information – to a space of the community, where local voices were exhibited, and the history of diamond mining included the - often unseen - stories of dispossession, environmental damage and loss. Hannah’s example disrupted the dominant narrative of the media and politics with a physical presence of 6-foot portraits in the landscape. I was moved by the common theme of loss and reclamation in these illustrations, and by how the aesthetic and the creative imagination helped people connect with what they had lost, but also to imagine a different kind of future. Finally, the arts pedagogies, as a practice, wove together a new story of nature as interconnected with the lives of the human species. The more than human was present and concerning all that is human.

Global Collaboration and Advocacy for ALE

CONFINTEA VII – moving towards a major contribution to ALE and the SDGs *Heribert Hinzen*

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The previous issue of the *PIMA Bulletin* (No. 35 March 2021) carries an article by the PIMA President on the new ALE campaign *We Are ALE*, which has just kicked off, and which is going to last for the next five years. A great chance for all of us in PIMA to support and further growth also.

Let me continue from there and provide some examples and experiences to build on these interwoven linkages, where we have chances to cooperate with partners in our countries and globally, as individuals or in associations. For information on CONFINTEA VII visit <https://uil.unesco.org/events>.

The Call to Action of the campaign **We Are ALE** has come up with an important proposal full of opportunities such as:

“6. Engage in the UNESCO processes in your own country and region leading up to UNESCO’s Seventh International Conference on Adult Education – CONFINTEA VII, to be held in 2022, to ensure strong civil society engagement in the conference processes, programmes and outcomes.

Meet with the UNESCO National Commission and Ministry of Education to know more about country preparations for CONFINTEA VII and seek participation.

Present a Civil Society Organization (CSO) position paper on ALE and issues on global citizenship education to delegates and government agencies attending CONFINTEA VII.

Link up with ICAE and DVV International to participate in the CONFINTEA VII sub-regional consultations being organised by Unesco Institute of Lifelong Learning (UIL) and regional offices of UNESCO.”

Example 1: CONFINTEA VII - sub-regional and/or regional meetings

We had the first round of regional meetings by the UNESCO Institute for Lifelong Learning (UIL) already last year to inform focal points and civil society on their plans, and to invite for their cooperation. The reality is that we have to cope with some diversity about how the CONFINTEA process is moving on the different continents. Therefore, it is good to find out early from UNESCO National Commissions, UIL, or civil society ALE partners like ICAE, ASPBAE, CEAAL and EAEA as well as country ALE Bodies when, where and how the meetings are planned.

It seems that the Asia Pacific region is moving ahead. The East Asia Sub-regional consultation took place already in January 2021. A report on the meeting has been circulated. Here are a few key points that were raised:

“Representatives of China, for example, recognized the potential of ALE in addressing urban and rural as well as social and economic disparities, promoting poverty alleviation, and responding to the learning needs of an ageing population. Japan, meanwhile, stressed the importance of ALE for upskilling the workforce; Mongolia highlighted the potential to broaden access to literacy opportunities through ALE; and representatives of the Republic of Korea noted possibilities to increase disadvantaged populations’ participation in ALE through new funding mechanisms, such as vouchers for individual learners. Among the key challenges underlined by participants included ensuring visibility and recognition of ALE in the national education law and comparably moderate-to-low budget allocations for lifelong learning and ALE in government spending plans.

In response to these and other issues, the representatives developed a list of priorities for the further development of ALE in the East Asian sub-region; these include the establishment or refinement of legal frameworks in support of lifelong learning and ALE; recognition of ICT’s role in learning in general and ALE in particular; and the promotion of ALE for economic development and in the world of work. Moreover, participants agreed that it was essential to

facilitate ALE development for several specific target groups, e.g. older and disadvantaged populations.”

In February the Central Asia Sub-regional consultation took place with country representatives from Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, and Turkmenistan, and the UNESCO Almaty Office, DVV International and ASPBAE. It was another rich meeting. A quite substantial report is available via <http://en.unesco.kz/summarising-the-sub-regional-consultation-for-confintea-vii-in-central-asia-and-iran>

Here I would like to point to another opportunity to get involved in the process. We had built a Team of Consultants (including colleagues from Kazakhstan and Kyrgyzstan as well as PIMA) and participated in an open call for the writing of the Central Asia Sub-regional report. Those sub-regional reports form the basis for a similar report like one in 2009 on *The state and development of adult learning and education in Asia and the Pacific, Regional synthesis report*, which will be major contributions to the global conference in 2022. Our Team has won the contract and we are now developing the Central Asia sub-regional report. Similar opportunities to make use of our professional experts are available in other regions also.

Example 2: Bringing ALE closer to the SDG and the 2030 Education Agenda

In previous PIMA Bulletins, we were informed already on the UNESCO Futures of Education initiative, where Executive Members of PIMA joined an ICAE writers' group to contribute a statement on *Adult Learning and Education (ALE) – Because the Future Cannot Wait*. It is a very helpful orientation in the process towards CONFINTEA VII, and also guidance in the new ALE campaign now starting up. It adds very well to *Embracing a culture of lifelong learning. Contribution to the Futures of Education Initiative. Report. A transdisciplinary expert consultation* which UIL also conducted in 2020 and published.

Another initiative is a collection of relevant articles for a Special Issue of the *International Review of Education. Journal of Lifelong Learning* which is published by UIL. The tentative title is *Strengthening the future of adult education and lifelong learning for all: Building bridges between the CONFINTEA and SDG processes*. Key themes will cover inter-sectoral issues, principles of ALE and LLL, literacy, financing, and monitoring, from theoretical, political and practical perspectives, or community learning centres (CLC) as hubs for ALE and the SDG and peoples' participation. Several of the prospective authors are PIMA members. If plans work well the publication will be ready in time for COFINTEA VII in Marrakesh.

Example 3: Global citizenship education - narrowing the generation gap

It seems important that the younger generation joins the ALE campaign, the CONFINTEA and the SDG processes. One important theme is global citizenship education, a term that incorporates ALE for sustainable development, for human rights, for participatory democracy. These studies can take place in CLCs, folk high schools, or study circles. Digital and blended modes of learning and teaching are used, and they become even more important for community-based ALE.

Two PhD students and two professors of the *Adult Education Academy on International and Comparative Studies in Adult and Lifelong Learning* are currently researching and writing a contribution for the Portuguese journal *SISYPHUS*, looking at learning communities in their four different home countries in the context of citizenship education. This is also the major theme of the 5th GRALE (Global Report on Adult Learning and Education) which will be published alongside CONFINTEA VII in 2022. Two of the contributors are members of PIMA; maybe the others could follow.

Example 4: Financing of ALE – studies, findings, recommendations

The Belem Framework for Action (BFA) of CONFINTEA VI in 2009 identified five important areas which need to be addressed: Policy, governance, financing, participation, inclusion and equity, and quality.

We know that ALE is underfinanced in most countries. All the GRALE reports so far have chapters on financing: improvements in some countries are balanced by downward trends in others. There is also a dire need for more information, and if possible relevant and robust data.

This led DVV International to engage in and sponsor two studies on ALE financing which were presented in a well-attended Webinar on 29th March 2021. See Ruth Serrazin’s paper in this issue of the Bulletin, and Duke, C., Hinzen, H., Sarrazin, R. (Eds.) (2021): *Public Financing of Popular Adult Learning and Education (ALE). Experience, lessons and recommendations from 14 country and case studies*. Analysis series. Bonn: DVV International.

The Webinar started with the ICAE report on *Financing Adult Education. The way forward: What works, how and why?* It covers all three ALE domains listed in the *UNESCO Recommendation on Adult Learning and Education (RALE)* which “...includes many learning opportunities for equipping adults with literacy and basic skills; for continuing training and professional development, and for active citizenship, through what is variously known as community, popular or liberal education.” There are six case studies covering examples from all continents. The study also looks into different funding opportunities, public, private company or individual, and a variety of funding mechanisms and models. It concludes with several interesting findings, including the lack of ALE financing in the global development aid architecture. However, the recommendations are very helpful for influencing governments and multilateral stakeholders that to do its job ALE well needs strong policies, legislation and financing. [see reference above to Serrazin et al 2021]

The second report is *Public Financing of Popular Adult Learning and Education (ALE)*, based on work led by a Team of Consultants with 22 authors and 14 country and case studies on the history and understanding of popular ALE, their governance and structures, financing and support, with recommendations. ‘Popular’ comes from RALE and includes “community, popular or liberal” Some of the case studies use ‘general, democratic or civic’. A key finding of the study is the diverse reality of public financing and related mechanisms from national to the local level in the different countries, but they have in common that it is nowhere enough to reach the SDG goal of ‘leave no one behind’.

All three consultants are PIMA members, as also are several of the case study authors. These as well as the other examples show some of the challenges and opportunities for us as PIMA to further engage in the process of CONFINTEA VII as civil society activists and professionals. We should fully support the *We Are ALE* campaign. We should participate in the regional conferences of 2021. Many of us will then hopefully meet and take part in CONFINTEA VII itself in 2022 in Marrakesh.

We are ALE – Country Report: Hungary, in preparation for CONFINTEA VII, Central-Eastern Europe sub-region *Balázs Németh*

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The Covid-19 situation – Making us reconsider what matters and who we are

At this time of growing uncertainties and economic instabilities, we have to consider and rethink our values and principles to find a stable and reliable route out of this pandemic situation. I think history has taught us not to underestimate large-scale virus-based pandemics as we look back into a hundred years to rediscover the lessons of the Spanish Flu and its consequences.

Although this situation is much different, we should not forget about our recent past. with such rather lethal virus pandemics as Ebola and AIDS. In this regard, COVID-19 is different and can be handled by new creative innovative vaccines to control infection and effectively reduce related mortality rates too. Adults of all continents have had to experience again that life is fragile. So much is valuable that we should collaborate to get over. and step forward to a new, so-called post-COVID future. Some say that COVID-19 will always stay with us as flu does, but this turbulent and global case with several mutants has recently made things complicated enough to both raise vaccination rates and speed up vaccination itself.

In the context of adult learning and education, the global challenges of health and well-being have become among outstanding matters of social and economic concern in respect of aspects of employability, community participation and family responsibilities. It turned out that the Hungarian situation reflects some local/regional problems of health care and health-related services that were inherited and still resonate: challenging dimensions of system maintenance with the issue of financing; governance resulting in temporary shortages of doctors and nurses to be directly involved in the fight against the second wave of the COVID-19 pandemic. However, I think that most decisions, having been based on professional virologists and researcher, have helped definitely to step forward far enough to reach soon an advanced rate of vaccinated adults and older adults, and realize a real herd of vaccinated people effectively resisting the virus and its occurring mutants, which would result in immunity.

In Hungary today, the most challenging and necessary topic of health and well-being is to make people recognise their responsibility towards their health and their community members' health. In this regard, people as adult learners must learn to become and stay vaccinated so as to resist viruses. This is a rather complicated issue at a time of uncertainties

and a globally connected world of information full of fake news and propaganda. Therefore, adult education should help people to become and stay critical thinkers and consider what things are at stake, referring to social cohesion, stability, economic growth and prosperity, together with equitable, inclusive and tolerant environments.

It is, additionally, a hard and difficult thing to see that the political in some particular cases may make for populist steps and favour top-down policies, instead of good compromises that reach for consensus and understanding in society, towards challenging issues like a pandemic. A sad story it is to see a fragmented and polarised society in several issues causing conflict and misunderstandings even in cases with universal, global and transnational dimensions. Party-politics, traditional media, social media, community problems: each will reflect that real and virtual fragmentation. This whole matter points out that active citizenship education needs to be developed in several contexts in Hungary.

The impact of limited international co-operation in European and other global platforms to develop adult learning and education other than VET

Having scrutinized the world of adult learning and education, some recent trends show that Hungarian adult education and training have been deformed to mainly and exclusively reflect issues of VET, and more precisely, continuing Vocational Education and Training for adults both in formal and non-formal structures. From an opposite angle, this means that Vocational Education and Training has become a major and dominant field for government-recognised adult education and training intending to strengthen employment and employability of adults through labour-market oriented training programmes provided by VET centres in each county across Hungary and financed by the national budget.

It was the Hungarian Chamber of Commerce and Industry (MKIK) that emphasized setting up such a scheme to train adults in vocations through skills development, based on the skill needs of major big employers in the country. The Act on Adult Education and Training of 2013 (LXXVII/2013 Act on Adult Education), and its modification through an 11/2020 govt. decree aimed at registering and declaring the start of specific programmes for adults, following the aim of the National Government to raise necessary skills and competencies of adults referring to labour market needs.

This new Decree was accepted by the majority vote of Government parties MPs last year to initiate further high-quality development of non-formal training programmes for adult learners. It has aimed to keep central government actions tied to the needs of the major multinational industrial and trade firms, and still keep SMEs away from such focuses, together with minimizing the certainty of educational and training enterprises to initiate individual training in skills and competence development, together with participating with their bids in particular VET programmes. These kinds of orientations can be easily linked to OECD's skills policy frames, and seen at the CEDEFOP platform through country reports. (oecd.org); [Hungary \(europa.eu\)](http://Hungary.europa.eu)

One significant consequence of such fragmented and reductionist orientation is the lack of concern towards other important fields of adult learning and education demonstrated by UNESCO as needed to raise participation. That is why the Hungarian government cannot be

identified as an active participant in participatory discourses at the UN and at the UN High-Level Panel (UNHLP to focus on Agenda 2030 and its SDGs, in the context of quality education and lifelong learning. Also, Hungary has not been very active in the Council of Ministers of the EU, to enhance adult learning for the last ten years and beyond. Consequently, it has not made use of the non-vocational-oriented adult learning initiatives of the European Commission, with equitable, inclusive and equality measures of better participation by vulnerable groups of adults across Europe and its regions suffering difficulties, inequalities and deprivation.

International governmental and non-governmental organisations must call for more active involvement of nation-states in the development of adult learning programmes, to raise both employment and active citizenship, with a clear and balanced format, to avoid reductionist views, and focus to get legitimate. Another reason for such an approach is in case we may want to help underrepresented and vulnerable groups of adults to be given more attention and care. To get integrated and get access to adult learning we need to reconfigure law, financing and policies to result in better provision in adult education with a learner-centred focus. This is very much demonstrated today by ICAE, DVV International, the European Lifelong Learning Platform and EAEA as civil society platforms of adult learning and education to strengthen the role, the visibility and necessary involvement of their voices, through dialogue, platform-building and common actions as We are ALE, which is also not at all visible yet in Hungary, at any official professional bodies' activities or platforms.

You will find internationally oriented and led campaigns and activities at only a small number of civil society groups, some university departments and institutes having been engaged in the research and development of adult education and learning, which are devoted to non-vocational adult learning and education.

Some small steps towards professional development and research work: the Role of EPALE HUNGARY and other research environments

One important and exceptional positive example is the EPALE* Hungary platform, where a special platform has been formed since 2017 in accordance with the EPALE platform itself. This might be considered as the only case where non-vocational adult education practices are collected with country and topic-specific scopes. [*The National Office of Vocational Education and Training and Adult Learning]

The Adult Education Committee of the Pedagogical Commission of the Hungarian Academy of Sciences has created an Adult Education Research Workshop at EPALE Hungary to discuss certain issues for research and development recognised as current trends and issues. These are:

- Intergenerational learning;
- Museum Andragogy/Adult Education in Museums;
- Digitalisation – the role of digital education in the learning of adults;
- Andragogy and Adult Learning Policies – In between employment and social cohesion;
- Andragogy and the profession of adult educator;

- Learning Communities and Learning Cities in the Dimension of Andragogy/Adult Education;
- Adult Education Research and Basic Skills Development.
EPALE Hungary at: [Andragógiai Kutatások Szakmai Műhelye](#) | [EPALE \(europa.eu\)](#)

Those topics have generated discourse amongst some young researchers and lecturers with both academic and professional backgrounds to collect and share ideas, narratives and critical approaches to how adult learning participation, performance and partnership-based actions can be pursued in mutual commitment.

Another valuable example of Hungarian universities being involved in international research and development programmes with an impact on national ALE formation is the European Erasmus+ INTALL project, where partner universities and their designated departments or institute have been collaborating on international studies in adult and lifelong learning through the annual Adult Education Academy at the University of Würzburg and, simultaneously, developing an on-line tool for students of the field at MA and doctoral levels with the aim to expand their knowledge and skills in the field. This platform is called INTALL@home. *[Adult Education Academies - Fakultät für Humanwissenschaften \(uni-wuerzburg.de\)](#); [INTALL@home - Fakultät für Humanwissenschaften \(uni-wuerzburg.de\)](#)*

A particularly important outcome of this Adult Education Academy program is a recent collection of studies published by the University of Florence: *International and Comparative Studies in Adult and Continuing Education* This publication includes a paper on learning cities with reference to the case of Pécs, Hungary compared to trends in India, Palestine, and the UK. <https://fupress.com/catalogo/international-and-comparative-studies-in-adult-and-continuing-education/4405>

Members of the above-mentioned Adult Education Committee of the Hungarian Academy of Sciences try to indicate and refer to the trends and issues signalled by EAEA, ICAE, ESREA on the one hand, and also to those of UNESCO UIL, OECD and ILO on the other under the SDGs discourse. In this regard, around thirteen to sixteen members of the Committee have discussed influential aspects of the *Futures of Education* focus and related comments, for example, that of ICAE, and collected reflections on the ILO publication of *Working for a Brighter Future* and to the OECD PIAAC survey's relevant materials on the changing skills of adult learners in Hungary. This means that professional academic bodies are aware of international trends; and are relating their research work and analytical studies to highlight aspects of global trends compared to local and regional realities.

Some notes to end this short report:

The *Education and Training Monitor 2020* of the European Commission indicates that adult learning participation has recently been measured by the Hungarian government at 5.9%, below the EU average of 7.9%, for 2019: *[Education and Training Monitor 2020 \(europa.eu\)](#)*

This echoes two things. One is that the indicated statistics are far behind realities; seemingly more adults participate in learning activities beyond statistical reach, resulting in lower figures than expected. Another issue is that the rate for Hungary is still below the expectation to reach a more competitive adult public with better skills and competencies. This underlines

the necessity to put a clear and stronger emphasis on expanding adult learning opportunities in dimensions of both VET and NVAL (non-vocational adult learning).

We can only hope that the Hungarian government will make efforts to prepare well for UNESCO CONFINTEA VII in 2022, and preliminary events in Europe, by involving internationally recognised experts and researchers with practical and academic experience.

A Swedish paradox – adult education and international development cooperation *Mats Ehn*

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As we have seen from various reports from organizations like those of ICAE and OXFAM, neither public funding for adult education nor public funding for development cooperation is faring well globally. Cuts have become the norm, as well as the failure to ensure sustainable institutions. The global campaign *We are ALE* can be seen as a response to this.

In contrast to this global trend, Sweden still has a robust public system in all three domains of the UNESCO Recommendations of Adult Learning and Education (RALE) from 2015. Adults are assured the legal right to participate in schooling up to the secondary level to qualify for tertiary education; investments in vocational training as well as in Swedish for immigrants are substantial, and the more than 150-year-old folkbildning or popular education sector mainly run by civil society organizations is thriving, and with its freedom of syllabus constantly taking on new challenges in contemporary society.

The folkbildning sector has two branches: the study circle organizations and the folk high schools. The study circle organizations are run by civil society organizations. They are present in all municipalities in the country, do non-formal education mostly as evening courses, and have about one million participants every year. The folk high schools have been growing substantially in numbers and full-time students in recent years. They do both formal and non-formal education and are also more and more seen as important actors, not only by the Ministry of Education but also by the Ministries of Integration and Labour Market. Together the two branches are allocated about € 00 million in public financing per year.

The public support for folkbildning is based on four goals:

- To strengthen and develop democracy
- To increase the capabilities of citizens to change their lives and participate in all spheres of society
- To bridge educational gaps
- To increase interest for and participation in cultural life.

Within this framework, each folkbildning actor designs its programme.

Of course, there are clouds in the sky. There has for several years been growing marketization of parts of the adult education sector. New Public Management principles of governance instead of trust and professionalisation are present. The growing authoritarian right-wing movement is a real threat to the idea of critical thinking and learning for active citizenship.

Swedish development cooperation, contested by the right-wing, is still living up to its standards and international agreements. The financial goal of dedicating 1% of GDI is upheld. Sweden is one of only four OECD countries that achieves the goal of 0,7% set by the organization. The goals and the strategies of Swedish development cooperation are based on a rights-based approach and the perspective of the poor. They adhere to the Paris agreement on climate change, and the Agenda 2030 for a sustainable future. Substantial parts of the cooperation are channelled through Swedish civil society organizations to organizations and movements in the global south.

One would think that given the high national appreciation of adult learning and education and the strong Swedish commitment to development cooperation multilaterally, bilaterally and through civil society, ALE would play a major role in this field. Paradoxically this is not so. ALE is almost totally absent in Swedish development cooperation, be it bilateral or through civil society.

Why is that so?

To understand this paradox there is a need for a thorough investigation. I here only propose some possible answers.

1. The low status of ALE globally might affect interest in bilateral development cooperation in this area
2. The failure of Swedish folkbildning organizations to form structures that can support ALE globally through funding from Swedish development cooperation
3. The weak position of ALE, both in the educational sector and in civil society organizations focused on issues like democracy, gender equity, climate justice etc, and the failure to show that ALE is crucial for success. Swedish civil society organizations and their counterparts very much use the participatory methods of folkbildning in development cooperation, but they do not see the need to advocate the right to education for adults, and the importance of creating sustainable institutions.

A shining exception from this paradox is the Swedish Tanzanian cooperation in ALE. Starting with an agreement between President Julius Nyerere and Prime Minister Olof Palme in the seventies, a national structure of Folk Development Colleges (FDCs) was created and has against all odds survived and become a part of the Tanzanian education system. Over the years there has been an intensive exchange between Swedish folk high schools and Swedish university departments in adult education, and their Tanzanian counterparts. Karibu Tanzania Organization (KTO), the umbrella organization for the FDCs, is now maintaining and

developing this unique structure combining further education, vocational training and learning for active citizenship with a special focus on gender equity. The Tanzanian example could be seen as a showcase for what can be achieved through the combination of long-term bilateral state and civil society engagement in development cooperation.

Through DVV International, the German adult education movement has managed to establish itself as the main actor in international development cooperation in the field of

ALE, contributing with substantial financing, advocacy and sharing of experiences globally. When will Sweden and the other Scandinavian countries step up and share the responsibility? Could the We are ALE campaign be the moment?

Everything you always wanted to know about the public financing of popular adult learning and education (ALE) *Ruth Sarrazin*

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In August 2020, DVV International commissioned a study of the public financing of popular (also known as community or liberal) adult learning and education (ALE). The reasoning behind this was the recognition that while the funding of literacy and vocational education from public sources is widely accepted and more or less granted in many countries, this is far less the case for popular ALE. With its role in fostering active citizenship, it is still a controversial issue in parts of the world. Furthermore, there is often little knowledge about its benefits and existing financing models. With this study, DVV International wanted to provide good practice examples and recommendations, thus strengthening advocacy work to ensure the public funding of this part of ALE.

The study was conducted by a team of consultants – Chris Duke, Heribert Hinzen, and myself – together with 22 authors from different parts of the world. At its heart are 14 country and case studies, from Scandinavia to Uganda and Palestine to New Zealand, to name just a few. They present a variety of different contexts: geographical, political, economic, cultural. As diverse as the countries are the definitions of popular ALE and the funding mechanisms applied: from countries with a strong history of the institutionalisation of popular ALE and corresponding funding systems to countries that are just now exploring new paths in establishing sustainable ALE structures and financing systems.

Diversity, complexities, practicalities

The lack of reliable and comparable data makes it difficult to provide concrete numbers, for example about the percentage of the total education budget that is accounted for by popular ALE. But it is obvious from the studies that the public funding of ALE, and popular ALE, in particular, is very small compared to other education sectors. It is, however, extremely valuable in practice. Compared with for example vocational education and training (VET), popular ALE attracts much less interest and money from the private sector, making public funding even more important.

The case studies show that governments use mostly supply-side funding mechanisms when it comes to popular ALE, meaning that the money goes to institutions that offer ALE and less to individuals or companies that demand ALE. Usually, the State supports providers and offers which are considered to be in the public interest. There are differences in how public interest is defined: top-down or bottom-up, often a mix of both. In some cases, popular ALE offers are funded no matter what the content is, as long as they find enough participants.

The importance of public money is underlined by the fact that for some providers of popular ALE presented in the studies, the public funding can comprise 50 % or more of the overall funding, usually with participant fees covering the rest. If you add the fact that popular ALE is often a vibrant part of community life, with high levels of civic engagement and volunteering, a little public money can have a big impact. Nevertheless, we are not anywhere near reaching the full potential of popular ALE with the little funding currently provided.

The diversity of countries and the historically evolved systems presented in the studies do not allow “one size fits all”-solutions, that can be copied from one country or context to another. But the studies provide some comprehensive understanding of the functioning, advantages and challenges of different funding mechanisms and approaches. They also provide some important lessons and recommendations.

The take-aways include that regular financial support – even if far too little – is more useful than short-term funding, e.g. through tenders, which prevents agencies from providing reliably. If there is no basic funding for ALE providers, they constantly have to engage in chasing money from different sources. This takes a lot of resources (that could otherwise be spent on actually providing ALE) and adds to the precarity of working conditions in the sector.

The studies also show that in addition to money, other forms of public support are often crucial: for example, the provision of premises by public authorities can help a great deal. In some countries, public bodies provide training for staff and educators or help out with free materials and equipment. All these have to be counted in when looking at public funding, making the picture even more complex, but also a bit brighter.

Public funding for institutions is often attendance-based, sometimes attainment-based and there are different mechanisms in place to monitor the outcomes of popular ALE. Many of the authors argue that the existing monitoring systems do not allow us to measure the real impact of the money spent. To improve these mechanisms is a recurring recommendation. After all, the question is not only how much money is spent, but also how it is spent and what impact it has on the people and communities on the ground.

Another lesson is that the lines between the three types of ALE (for literacy/basic skills; continuing training/professional development, and active citizenship, see UNESCO 2015) are very blurry, to say the least. If you look closely, you will find that popular ALE is a vital part of most literacy and VET activities (for example in the form of “life skills” or “employability skills”). In our opinion, the best strategy to protect and advance this vital element of popular ALE is to embed it within a larger all-encompassing concept of ALE.

A public and political affair

Popular ALE is usually associated with political empowerment and enhanced participation, making it a strong tool for democracy. Depending on the political context, however, this can be a controversial and sensitive topic in any advocacy work. Therefore, one of our overall recommendations is: “Rather than explicit campaign for ALE for political change, its future may be best served, and a flow of resources assured to local communities where the heart of community learning and active citizenship reside, and grow, simply to argue for the full spectrum of ALE as an indivisible right and necessity, rather than separate, as for IT or languages” (Duke, Hinzen, Sarrazin 2021: 22f.)

We sometimes hear the argument that popular ALE is a private matter, a “nice-to-have” for individuals. We have strong arguments to underline its much broader meaning and role.

First of all, education, which includes ALE, is a human right. As humans, we are by our very nature ‘designed to learn’; we would not survive without learning. You could say it is written in our DNA. Accordingly, the Universal Declaration of Human Rights defines education in a very holistic sense: “Education shall be directed to the full development of the human personality...” (United Nations 1948). But a human right is not an actual right if it cannot be realised. Therefore, it is my understanding that States have to play an important role in the provision of lifelong learning, which includes ALE in all its dimensions, by setting the framework conditions and providing at least some stable basic financing.

Secondly, popular ALE has enormous benefits not only for the individual but for communities and societies as a whole. Popular ALE may be less easy to “grasp”, and its outcomes, hard to count or to translate into profit. But to keep it short, you could say that it helps us to cope with a changing world throughout our whole life. It improves our mental and physical health, boosts our confidence, empowers us to participate in society, navigate in a globalised world and actively shape our future.

Popular ALE also has an important role to play in coping with the current COVID-19 pandemic and eventually recovering from it. Just think of health education, media literacy or education for tolerance and solidarity. Much learning today happens informally via google, social media, or YouTube. Understanding these new media and critical reflection on their contents and sources is vital when it comes to dealing with fake news and conspiracy theories that are on the rise.

Against this backdrop, governments across the globe should have a big interest in supporting popular ALE, as a crucial part of ALE.

Advocacy

To provide a clear, compelling message on the benefits of popular ALE and to better communicate them to governments and other stakeholders is another recurrent recommendation from the studies. In this respect, the study comes just in time for the “we are ALE” campaign that has recently been launched by ICAE and a global alliance of ALE networks, associations and organisations. They have chosen three keywords or goals that are

at the heart of ALE: *justice, well-being and change*. No doubt, popular ALE has an important role to play here.

The study was presented at a webinar organised by DVV International on March 29, together with another study conducted by ICAE, which looks at the financing of the whole ALE sector in all its facets (Popović 2021). The two studies are complementary and provide important tools for advocacy also about the upcoming CONFINTEA VII (2022 in Morocco) and the preparatory regional consultations which are under way.

Besides the 14 country and case studies, the study includes summaries of the key elements of the studies as well as a synthesis of the local findings and global trends. We heartily invite you to dig deeper and to read the studies online at: <https://www.dvv-international.de/en/materials/publications/analysis>.

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A Year in Paris UNESCO HQ *Rika Yorozu*

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I moved to Paris in January 2020. It has been a strange and challenging time for me and my family as pandemic stalks Europe and the world. I have been preoccupied with the move back and force between Paris and Hamburg while learning about the work of higher education and finishing my EdD dissertation for which I am graduating this summer from the University of Glasgow. My family started living in Paris, but we still haven't explored the city. I hope that this summer we will be able to freely visit places.

It has been over a year since I started working in the Section of Higher Education at UNESCO Headquarters in Paris. Before that, I was working on community education and lifelong learning at the UNESCO Institute for Lifelong Learning in Hamburg.

My special interests have shifted from adult literacy and community education to extension services by higher education institutions. Extension work is defined in the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel as “a service by which the resources of an educational institution are extended beyond its confines to serve a widely diversified community within the state or region regarded as the constituent area of the institution, so long as this work does not contradict the mission of the institution. In teaching, it may include a wide range of activities such as extramural, lifelong and distance education delivered through evening classes, short courses, seminars, and institutes. In

research, it may lead to the provision of expertise to the public, private and non-profit sectors, various types of consultation, and participation in applied research and in implementing research results.” From supporting the national government and civil society to provide high-quality learning opportunities for adults, I am now looking at how UNESCO can support researchers and students in higher education to do better in extension services for people.

UNESCO will be organising its *World Higher Education Conference (unesco.org)* in Barcelona and virtual mode from 7 to 9 October 2021. The Conference aims at breaking away from the traditional models of higher learning, and at opening the door to creative and visionary conceptions that not only serve the current global agendas for sustainable development, but also pave the way for a future learning community that speaks to all, and that is inclusive of all lifelong learners.

This is the third conference on higher education organised by UNESCO. Since the second one in 2009, UNESCO has adopted global and regional conventions on the recognition of qualifications concerning higher education. These conventions and national recognition authorities support the academic mobility of students and researchers as well as jobseekers across borders, which was on increase before the pandemic. UNESCO is supporting countries for implementing these conventions and improvement of quality assurance mechanisms. To address access to higher education by refugees without paper certificates, UNESCO is piloting UNESCO Qualifications Passport for refugees and vulnerable migrants. This pilot is drawing on the experiences and methodology of the European Qualifications Passport initiative taken by the Norwegian Agency for Quality Assurance in Education and the Council of Europe.

The topics that I will be supporting in preparation for the World Conference are student affairs and services, short-cycle tertiary education (ie community colleges) and lifelong learning services by universities. I look forward to meeting some of the PIMA members in this October Conference, ideally real and face to face, but at least virtually.

I am also working with the UNITWIN/UNESCO Chair Programme. This Programme, established in 1992, promotes inter-university cooperation and networking among higher education and research institutions. The UNESCO Chair in Community Based Research and Social Responsibility in Higher Education is one of the dynamic UNESCO Chairs. It is co-led by Drs Budd L Hall and Rajesh Tandon. Issues covered by projects and programmes of the network members are diverse, covering the full range of the UNESCO mandate from education to water security, gender equality, intercultural dialogue. The programme serves as UNESCO’s network of brilliant minds for the 2030 Sustainable Development Agenda 2030. In this programme, I am a focal point for Chairs in Asia and the Pacific.

The field of higher education has several strong international networks and associations. UNESCO aims to strengthen its partnership with them, to achieve a caring and sharing learning society.

Book Reviews

Review of Lifelong Learning, Global Social Justice and Sustainability, by Leona English and Peter Mayo *Shirley Walters*

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Leona English and Peter Mayo (2021) *Lifelong Learning, Global Social Justice, and Sustainability*, Palgrave Macmillan https://doi.org/10.1007/978-3-030-65778-9_1

Congratulations to PIMA members, Leona English and Peter Mayo, for seizing the moment to publish this book on `lifelong learning, global social justice and sustainability` amid the Covid-19 pandemic and movement towards UN's aspirational Agenda 2030.

The authors locate the book within a world dealing with the aftermath of Brexit, the turmoil of Trump, continued mass migration, and the panic of Covid. They start by giving a wide-ranging, critical account of the prevailing neo-liberal approaches to lifelong learning (LLL) in the European Union (EU) and elsewhere, where the humanist agenda of lifelong learning and education in the 1970s and 1980s transmuted to one concerned primarily with economic competitiveness and servicing the labour market. They describe the paradox of lifelong learning which is, on the one hand, understood at face value as a common good, and on the other, 'the serpent beneath the innocent flower' at the service of neo-liberal capitalism.

The imperative and possibilities for more critical and radical approaches to LLL are signalled from the first chapter, where in addition to the policy proposals from intergovernmental organisations, the learning through action within anti-colonial and other struggles is acknowledged. The mainstream LLL discourses and those within grassroots popular movements, in the form of popular education/social movement learning, play off one another in different ways throughout the text. The authors importantly point, as did Paolo Freire, to the significance of social movements as agents of change that imbue alternative forms of learning through action. In the book, there is also an acknowledgement that LLL is differently understood in the global North and global South, although these differences are not explored in any detail.

An implicit theme that runs through several of the chapters is the ideological tension between those supporting the neo-liberal assumption of the primacy of the individual who is responsible for her/his economic success or failure, including education, and those who argue for collective action and responsibility to address serious socio-economic-environmental crises and fallout. The chapter on growing waves of forced migration and displacement of people in response to economic, environmental, and other devastation, describes the 'human waste disposal industry', most vividly. It illustrates the chronic problems that need urgent collective attention with LLL playing its essential part.

The increased spectre of the push towards decontextualized, market-driven, individualised learning and teaching is visible in the aftermath of the Covid pandemic, with the dependence within and across countries on digitally-driven approaches. The authors describe this trend across all stages and forms of education and training which requires urgent, critical

engagement with educators. While the authors raise the alarm about the massification of ‘online learning’ in the chapter on Covid, they do not refer to the extensive debates on these matters within the scholarly literature on distance, open, flexible learning and teaching. In other words, while the scale of the problem has changed exponentially, these concerns are not new and there are many resources on which to draw. This does not take away from the urgency of interventions required.

Major, related themes signalled in the book’s title are ‘global social justice’ and ‘sustainability’. Neither of these interconnected themes is dealt with systematically while they are alluded to throughout. ‘Sustainability’ is linked variously to the SDGs.

One of the reasons for the lack of sustained argument may be the nature of the book itself. It is made up of mostly previously published articles with some updates. The result is a varied collection of essays rather than a sustained argument across the text. While the authors are positioned as critical scholars, I am surprised by the lack of engagement with the robust debates about the relevance of the SDGs and understandings of ‘sustainability’ and ‘global social justice’.

The authors are very aware of the climate crisis and the finiteness of the planet but they don’t pursue probing questions about the kind of economic and political futures that are possible if life on the planet is to be sustained. This in turn raises questions about the meanings of sustainability itself in the light of the SDGs. There is a widely held view that the SDGs do not go far enough and are ‘too little too late’ (Hickel, 2015). Linked to this, is the discussion about ‘sustainability’ – what is to be sustained for whom, at what cost to life and why? The fundamental contradiction of the irrationality of the endless growth paradigm, which is one of the causes of the ecological crisis, is not being tackled within the SDG debates which are strongly influenced by corporate interests.

While there are different positions on the value of engaging within the SDG processes, which are usefully captured in the discussions within PIMA Bulletin No. 33 (November 2020), the authors don’t locate themselves within this debate.

The impact of the Covid pandemic is discussed in the final chapter. It usefully reminds the reader of previous calamitous times around the world, where innovative, daring teaching and learning responses arose, ranging from ‘the flying university’ in Poland, to young literacy workers being rushed to the field without adequate preparation in Latin America. During Covid-19 there are several imaginative organisational and pedagogical actions. However, the full import of the devastation that has befallen the adult learning and education (ALE) dimension of LLL, has not begun to be written. It is too early for this, although the clues are lying in the flotsam and jetsam floating in the streets of many societies.

In summary, this is a timely book that is raising a host of crucial questions to be engaged by LLL scholar-activists and practitioners who want to nurture possibilities for socially just, environmentally sustainable and democratic societies. While it at times skims the surface of complex issues, it does provide an important platform to extend and deepen debates about the difficult choices that must be made to avoid catastrophic climate disruption – this includes debates on the praxis of lifelong learning for the collective good.

Paulo Freire's Pedagogy of the Oppressed: 50th-anniversary edition *Budd Hall*

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[This review was prepared for another outlet but withdrawn to secure the benefit of open access and free use and dissemination that the Bulletin provides. Editor]

Paulo Freire. Bloomsbury Academic, New York and London, 2018, 232 pp. Translated by Myra Bergman Ramos. With a new introduction by Donald Macedo and an afterword by Ira Shor. ISBN 978-1-5013-1414-8 (hbk), ISBN 978-1-5013-1413-1 (pbk), ISBN 978-1-5013-1416-2 (ePDF), ISBN 978-1-5013-1415-5 (ePUB)

If you have not yet had a chance to read *Pedagogy of the Oppressed*, do so now. The ideas are as relevant to our battle for justice over demagoguery today as 50 years ago.

I think that it was in 1971. I was working at the Institute of Adult Education at the University of Dar es Salaam at the time. I had stopped by to drop something off at the home of Marjorie Mbilinyi, an Education Professor at the University. She held up a red-covered book, a Penguin edition of *Pedagogy of the Oppressed* and said, “You have to read this. It is the best book that I have ever seen on the radical potential of literacy and adult education!”

I am not sure how I got my copy, but I did. I read it. And the reading of *Pedagogy* was like being immersed in an intellectual north-eastern Brazilian tropical storm. For Marjorie and myself and the many others working in education in support of Mwalimu Julius K Nyerere's vision of African socialism, Freire's book was the first piece of writing that provided us with a theoretical underpinning to what we were trying to do. It was an empowering book. It was a book of validation. It was an intellectual tour de force about adult education and literacy, a field of educational discourse that was marginal and under-theorised.

The stories that Freire told brought together classic socialist thinkers such as Marx, Engels, Lenin and Lukacs with the existentialist thinking of Sartre and de Beauvoir, with the phenomenology of Husserl, the humanistic psychology of Fromm, the theological ideas of Niebuhr, the Global South revolutionary thinkers such as Fanon and Debray with the thoughts of peasants from north-eastern Brazil. No one had previously had the imagination to bring these thinkers together before.

But to my mind what makes *Pedagogy* so powerful is that the theoretical scaffolding which Freire created grew from his practice. Before the theories, before the sophisticated, even elegant, arguments, was the lived experience of Freire and the thousands of north-eastern Brazilian peasants who were part of the transformative literacy movement based on the creation of cultural circles, circles of dialogue. At the heart of what happened when literacy learners and teachers came together to learn reading and writing through discussions of their lives of poverty, oppression and subjugation was conscientisation. Freire told the world what many of us knew from our practices of teaching and learning that education is not neutral. That that process of learners being transformed from objects of theory into subjects of their history was the heart of what education for radical social change should aspire to. His poetic

ability to express his ideas such as the explanation that learners needed to move from “reading the word to reading the world” caught our imaginations. Those of us working in literacy, adult education, education more broadly not only had a critical role to play in a transition to a more just and equitable world, but we were also in some ways a critical or foundational element in the historic project of socialism.

There is a list somewhere of the 25 most-cited social science works according to Google Scholar. Freire’s *Pedagogy of the Oppressed* is listed as number 3 in this list. What is astounding is that *Pedagogy* is the only book out of the 25 featured which was written by someone outside of Europe and North America! His is the only book from the Global South, that term which we use to refer to 80 per cent of the world’s population. The fact that the majority of the world’s writers and thinkers are excluded from this list says a lot about the unequal distribution of knowledge in the world. But for our reflections about *Pedagogy* in this review, the question is what is it about this book and this man that has allowed his work to be so well known. Some have said that he was the most influential educational thinker of the 20th century. Thus, the 50th-anniversary edition of *Pedagogy of the Oppressed* is a most welcome celebratory publication.

The Introduction to the anniversary edition is by Donaldo Macedo. Macedo, one of the many fine critical educators who worked and published with Freire in the last years of his life, was in my opinion closest to Freire. I will return to why I think that Macedo’s introduction is the best piece that I have read on *Pedagogy*. Readers will also be interested to hear from Ira Shor, a good friend of Paulo’s and a great teacher. Shor provides the anniversary edition’s afterword. There are also brief thoughts from a list of others who have been associated with Freire’s work including Marina Aparicio Barberán, Noam Chomsky, Gustavo Fischman, Ramón Flecha, Ronald David Glass, Valerie Kinloch, Peter Mayo, Peter MacLaren and Margo Okazawa-Rey. One disappointing note is that this list of authoritative voices about the work of Freire does not include a single Brazilian, Latin American, African, Asian, Caribbean, Arabic or Indigenous voice. Why not?

Macedo’s introduction provides us with important insights into why *Pedagogy* the book has had the remarkable popularity it still retains. The publishers note that more than 1 million copies of *Pedagogy* have been sold. Macedo opens his introduction with the observation that “Leading intellectuals ... have wisely and incessantly alerted people around the world of the dire consequences ... of the far-right hegemony that, if left unchecked may potentially result in the end of humanity as we know it” (p. 1). Not only do we need to find an alternative political path, but central to this agenda must be the development of people’s critical awareness of how they are in the world and of the world.

According to Macedo, the central goal of *Pedagogy* is “to awaken in the oppressed the knowledge, creativity and critical reflective capacity necessary to unveil, demystify and understand power relations responsible for their oppressed marginalization” (p. 2). Macedo reminds us that Freire’s intention was not specifically to advocate for a method of teaching literacy as a way of addressing the oppressive nature of the “banking method”, but to introduce us to the powers of dialogue and reflection as the basis of *conscientização* or conscientisation as the “practice of freedom”. Macedo argues that Freire’s rage and insights

into the nature of class-based oppression resulted from his family's fall into poverty from middle-class status when he was young. When Freire's family moved from their middle-class neighbourhood to Morro de Saude, a low-income part of Recife, he came face to face with the violence of poverty. I believe that Macedo is right about this. I also believe that the power of *Pedagogy* could not have been achieved without Freire's deep involvement in the literacy movements linked with the theology of liberation and revolutionary organising in 1960s north-eastern Brazil. Conscientisation arose not from a study of classical thinkers but from the lives and thoughts of peasant farmers with whom he worked during these years. His genius was to learn from village intellectuals and transform their experience into a discourse which intellectuals, academics and well-educated revolutionaries could understand. Without *praxis*, there would not have been a book called *Pedagogy*.

Ira Shor's afterword does a lovely job articulating the pedagogical brilliance of Freire's work. I always think of Ira as foremost a teacher, a facilitator of learning whose own explorations into how to use education as a process of liberation preceded his introduction to Freire's work. Shor's work is based on an ongoing praxis. His analysis supports Freire's claim that *Pedagogy* "is rooted in concrete situations and describes the reactions of labourers... and of middle-class persons whom I have observed ... during my educative work (p. 37). Shor provides a list of reasons why *Pedagogy* has been so widely read, debated, used and even abused over these past 50 years. While all of his reasons bear reading in full, taken together, *Pedagogy* provides a pedagogical link to practices of social justice, a situated pedagogy adaptable to multiple educational settings, a set of practical tools for critical pedagogues to explore, and a denunciation of oppositional leaders who denounce oppression while depending on authoritarian exhortations and propagandising.

I want to close with a poem that I wrote a year after Paulo died. I share this poem because it explains, I believe, the other reason why the man Paulo Freire was such a powerful influence on the lives of so many of us.

Surf On Pauliño

Budd L. Hall

For Paulo Freire on the celebration of his birthday in the year after his death in 1998

Lire les mots
Lire les textes
Lire les vies
Lire le monde
Lire nos cœurs

I mean picture this
600 street-wise American and Canadian activists
Assembled in the conference hall of the New School of Social Research in New York
City
Where in 1932 the first North American meeting of the Workers
Education Association was held

A birthday conference for Paulo Freire, the most influential
Educational thinker of the 20th century
Academics jammed in next to homeless organizers who are

Jammed in next to Lady Garment Workers who are
Jammed in next to the Puerto Rican Independence underground who are
Jammed in next to kindergarten teachers who are
Jammed in next to high school students who are
Waiting to hear from Paulo Freire

And Paulo, 70 years old, who has come to town to help us all
Celebrate ourselves through him, stands up behind a table on the Stage

“I'd like to tell you”,
Paulo says in his quiet gentle voice,
“About the best gift that I have had for my birthday.
I received it from a young boy in Recife, in Northeast Brazil where
I was born.
He gave me the gift of a picture which he had drawn himself
A picture of the crashing Atlantic coastal waves
And in the picture was a man riding on what I think is called a
Surfboard.
And on top of the board, riding the waves, was an old man with a
white beard and glasses.
That old man was me. It was a picture of me.
And my young friend had written words beneath this picture in his
own handwriting.
He told me “Surf On Pauliño”
Surf on little Paul
“And”, Paulo said with a smile that reached out to the entire hall,
“I intend to do just that”.

For Paulo was a transcendent rider of the waves
Waves of respect for the oppressed people of this planet
Waves of intellectual curiosity; lover of words
Waves of exile and loneliness in Chile, Geneva and Africa
Waves of love for his children, his dear Elsa who died before him
Waves of love for the final love of his life, his widow Nita.
And waves of love for his friends in such places as Guinea-Bissau,
Cuba, India, Fiji, France and, yes, for us in Canada.

For if he was a teacher
For if he was an activist
For if he was a writer
For if he was a teller of stories
He was above all a person in the great and ancient tradition of
Brazilian mystics

New and Revived Themes and Issues

Towards Citizen Enablement: a hand-up, not a hand-out *James Powell*

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After Covid-19, academics should enable and empower citizens to achieve their aspirations.

The Conversation

Citizens are beginning to demand responses from their governments, which will enable them to satisfy their future needs, wants and desires, more than ever before. For instance, look at how Marcus Rashford, footballer and the number 10 for Manchester United, campaigned for free school meal vouchers to continue over this summer holiday. As a child, he was raised in a single-parent family and knew what it was to be hungry and how dependent his family was on such vouchers. With the experience of his childhood, he wrote with passion yet humility to the Prime Minister and achieved a reversal of government policy and what most people felt to be right. He knew his own ‘why’ in this context.



After Covid 19, many citizens will be in the same situation themselves, trying to develop ‘*new normal ways of living and working*’ and developing their own ‘whys’ for the future. They now realise no one size any longer fits all, and they want to become *enabled/empowered* to change their local world, for personal benefit and that of their fellow citizens, by, and for, themselves. We believe we are now at a time, and stage, where new ways of working are now entirely possible and by way of example look at the current take-up of video conferencing/zooming during Covid 19, when the technology has already been available for over 25 years. We call this new way, **Citizen Enablement**.

Citizens’ journeys to self-development and enablement, as with anyone wanting to make them, start with *themselves* and *locally*, and at any time people are ready, but this may not be as easy as I make out, because much of the necessary change is no longer simple, predictable, orderly or defined; the world has now become volatile, uncertain, complex and ambiguous, as we have all seen in the present pandemic and this requires all of us to develop skills to think more systematically and systemically, about how we might drive change where enablement/empowerment needs to be personally contextualised.

This is where academics can help citizens, with their knowledge and capabilities, which should drive citizens’ self-learning towards coping with even difficult issues, empowering them to achieve more for themselves. And, our studies of best practice, mainly in the UK, but also across Europe, do show what can be achieved in solving a broad range of problems, if the change is directed towards education for the self-learning of citizens.



ONCE UPON A TIME IN A TRADITIONAL UNIVERSITY

For significant changes to occur for Citizens Enablement, the values and behaviour of both academics and citizens will need to alter; and academics will need to refocus their efforts towards supporting citizens’ learning, and the citizens themselves will have to gain the confidence to work in collaborative partnerships to their tackle their real-world problems. But in myriad examples we have

Academics must move on from their Ivory Tower to help citizens

shown how those who have often in the past come from competing sub-cultures can combine their efforts.

Using a questioning framework to guide collaborations we have shown, in dozens of best practice cases how joint projects can be initiated where insightful academics and willing citizens can share ideas that lead to sensible working practices, which then lead them to enact feasible outcomes, thus satisfying their important aspirations.



Bouncing Higher through Action Learning to Innovative Futures

Let's just take a few examples we developed in the cities of Salford and Manchester, mainly with the University of Salford: in an Action Learning project, which citizens began to call 'Bouncing Higher', small business managers learned in small collaborative teams how to cross-fertilise one another's best practices to enable them to develop better innovation and wealth creation for themselves - in this case making them an average gross value-added profit of around 2.4%.



Similarly, a Community Reporters project, enabled by Peoples Voice Media, developed over 2,000 citizens who are now practising **COMMUNITY REPORTING CAPTURING STORIES OF LIVED EXPERIENCE**

Professional Community Reporters are the Future working across the whole of Europe, with different levels of professional competence, acting in gainful employment as bona fide commercial reporters.

Finally, Contraception. The Board Game was developed with young citizens to help other youngsters learn about contraception and sexual health; it became a world leader, was translated into 3 languages and its enabler became woman innovator of the year.



Youngsters learning about sexual health with a fun game

I believe the world will be a very different place, for higher learning, after Covid-19, and if universities, and their insightful academics, can learn to support citizens, communities and small businesses, in a very different way, we could provide a true ‘bridge towards an effective future’. A project, known as Citizen Enablement is striving to do just this and can be explored at <http://citizenenablement.net/>, where you can read more about fifteen other Citizen Enablement/ Empowerment best practices. So, the game is on.

My next challenge is to use our approach to support the vulnerable young in our British/ European cities, once Covid 19 is under control. For those who might like to hear an audio-visual presentation of the work go to URL <https://www.youtube.com/watch?v=nRovz4HL-BY>

By way of a conclusion, the cartoon below depicts the front door of the Prime Minister’s formal abode in London. It shows how many in the UK now feel to be Rashford’s powers of persuasion, which could be similarly used to meet their own diverse needs. As I said earlier, Rashford knew his own ‘Whys’. In the context of developing work on citizens’ enablement and empowerment I have come to realise this clear and confident sense of purpose to be an important first step for any citizen wanting to achieve their change, and for those enablers trying to help them.



In-depth learning *Bernt Gustavsson*

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One of the most internationally famous educators that Sweden has produced is Ellen Key. She is often quoted when it comes to questions about education and learning that becomes lasting in life. One of her most famous expressions is that education, deep learning "is what is left when we have forgotten everything we have learned". My friends in Norway have the motto on their screens.

The first answer when someone asks what education, bildung is, is this. Ellen Key turned to the school of her time, which taught what she called ‘parrot chatter’, that is, external

knowledge and things we forgot as soon as we heard it. She, like many others in the Nordic folkbildning tradition, spoke and wrote about what we today call *deep learning*.

Grundtvig, the founder of the folk high school, said that school is for young people to orient themselves in life, what he called *life enlightenment*. School is for life and not for the school itself.

Hans Larsson, one of the most influential founders of Swedish folkbildning, had an expression that tells us to learn "not everything, but the whole, in the part". So it is better to read something that is in-depth knowledge than to try to read everything. By showing a piece of chalk, he was able to give the entire history of geology. There is a deep line of deep learning in folkbildning that is at the same time critical of the school's traditional education system. It can be lifelong learning that only talks about 'investing in human capital', or adaptability and flexibility to the demands of the labour market, or about following a manual for what can be good teaching.

In short, *efficiency* is set against *meaning* in studies, learning and education. Learning for life means integrating knowledge into ourselves, acquiring it in our personality, which is a necessity to be able to use it in our lives and practice. Meaningful learning means that knowledge is based on our own needs, our questions, our interests, and our motivation for what is important and meaningful. The question is what characterizes such learning? In the debate today there is a trend favouring facts and only facts, for learning. No one who has read Charles Dickens' novel *Hard Times* has such a view. Several debaters place scientific facts as the only alternative for truth against post-truth, relativism, and populism, such as the denial of scientific knowledge on the climate issue.

My alternative to post-truth is to present different possibilities for truth, including in science's different criteria for different sciences. But this is in addition to the truths that we can partake of in art, literature, politics, and ethics. We can call this pluralism and a wealth of perspectives so that students and people, in general, can form their own opinion. It is the path to democratic, deep learning.

My formulation of true, life-deep learning begins in the meeting between the known and the unknown. When we encounter new knowledge, which is foreign to us and different, we interpret, we understand it, based on what is familiar to us. We interpret and understand life that way. An accepted name for that way of learning is an *excursion and return*. We start at home with ourselves, with what is familiar and recognizable. When we open ourselves to a new interpretation and understanding, we make an excursion, a journey, an adventure, out into the world; we open ourselves, as in dialogue, to a new and expanded interpretation. To open up means to put oneself at risk to be able to incorporate something else. Acquisition of new knowledge goes like this.

Upon returning, home again, after the trip, we meet a new and different home than the one we left. We have reinterpreted what we came from. Learning, interpretation and understanding of life are connected in that way.

Deep down, this is also a description of man's existential situation. We have the stories in the Odyssey and the return of the Lost Son of the Bible. These are stories that are told and retold again and again. It is man's story of himself, of losing himself, of finding himself. Life is an adventure that never ends. Learning, knowledge, and education are endless adventure.

Vietnam's New Education Law and its Effects on Continuing Education in Vietnam *Tong Lien Anh*

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In the past, Continuing Education (CE) in Vietnam was conceived as a second approach to reach disadvantaged population groups who had missed out on basic education, focused mainly on literacy and alternative education programmes. Since the early 20th century, a new CE discourse is evolving that emphasizes employment-related and career-enhancement skills training in response to emerging needs from a much broader and more diverse range of the population. It reflects a concern to reinforce the country's human capital base in response to the 4.0 industrial revolution and globalization.

On 14 June 2019, the National Assembly of Vietnam issued the Law on Education No. 43/2019/QH14. Education Law 2019 (including 9 chapters and 115 articles) officially took effect on July 1, 2020, replacing Education Law 2005 and Education Law 2009 amending and supplementing several articles of Education Law 2005. The Law provides the most comprehensive recent legal framework guiding the sector. With new provisions relating to CE, it reflects a new vision of the government regarding the importance and role of CE in the national education system in a new phase. This paper explains the effect of different Articles in the new Education 2019 Law.

Recognition of the value of CE diplomas and certificates

Education Law Art. 5 states that the Vietnam education system is an open system with recognition of certifications and pathways across education sub-sectors (general, vocational, professional), qualifications, levels and specialisations, based on quality standards set against the Vietnamese Qualifications Framework.

This means that diplomas and certificates for students/learners of the CE system and the formal education system are equally recognized, with no difference. Students/learners who pass the national graduation examination will be granted certificates according to their respective training levels, regardless of the form of training (regular, continuing, or online/distance form).

This contributes to removing the prejudice that has existed for many years in Vietnam about CE as a second-class education. It also contributes to eliminating inequalities in recruitment as well as income and job promotion for CE learners in the labour market.

Expansion of new types of CE institutions

Education Law Art. 44 states: “CE programs are conducted at institutions of continuing education, general education, vocational education or higher education, cultural institutions, at the workplace, residential communities, through mass media or other means”. In this way, CE is defined in terms of its flexible organizational modalities, using non-formal approaches to deliver contents for learners outside formal systems of schooling.

For the first time, learning at the workplace is added officially to the Law, reflecting a new open mindset of policymakers about stakeholders and providers who are involved in CE. It also sets an important premise to legalize step by step the role of enterprises in providing continuous learning opportunities to improve work-related knowledge, skills, and professionalism for workers and employees. This has been done very well in neighbouring countries such as Japan, Singapore, Korea, and Malaysia, and many developed countries.

In addition, Education Law Art. 44 also acknowledges the legal status of private Continuing Education Centres, one of four types of CE institutions (namely Continuing Education Centres, Vocational-Continuing Education Centres, CLCs and other institutions carrying out CE programmes). This reform has overcome the limitation of the 2005 Education Law, which only regulates public Continuing Education Centres established at the provincial and district levels by the state-owned agencies.

Role of higher education in supporting CE to promote LLL for all

The Education Law Art. 46 states: "... higher education institutions are responsible for providing of educational materials for CE institutions to meet learners' learning needs".

Currently, only about 12% of the population of Vietnam can access and pursue formal higher education programmes. In other words, higher education in Vietnam is still considered elite education for a very small number of Vietnamese people. The Education Law 2019 has for the first time legalized the participation of universities in cooperation with CE to provide learning opportunities for adult learners. This is expected to help improve the educational quality of CE institutions, especially provincial Continuing Education Centres and CLCs.

Since the issuing of the Law on Education 2019, the Ministry of Education and Training, together with Vietnam Association for Promoting Education has organised seven conferences at the national level to discuss the role of higher education institutions in supporting CE institutions and promoting LLL in Vietnam. Related pilot programmes and policy recommendations regarding building and sharing open educational resources among higher education institutions, and between these institutions with CE institutions, have also been started to realize new articles of the New Education Law.

With study circles in my bag... *Sturla Bjerker*

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PIMA Bulletin No. 36 (May 2021)

My name is Sturla Bjerkaker. I am a longstanding adult educator with engagements both in Norway and abroad. Now, at the age of 73, I should sit down and look back on my life, but adult learning and education are too exciting for just relaxing.

But a short bio anyhow:

I have a background as General Secretary and Director for the Norwegian Association for Adult Learning for almost 20 years.

Before that, between 1990 and 1995, I was principal and director for the Nordic Folk Academy (NFA) run by the Nordic Council of Ministers. NFA was a Nordic centre for teachers, study circle leaders and others working for popular adult learning and education.

My university degrees are in pedagogy/adult education, sociology and social science. I was a Board member of the European Association for the Education of Adults and have been Vice-President, Treasurer, and Board member of the International Council for Adult Education (ICAE).

In 2014, I became a member of the International Adult and Continuing Education Hall of Fame, together with PIMA Secretary Dorothy Lucardie and Bulletin Editor Chris Duke. From 2018 to 2020 I was also a member of the Hall of Fame Executive Board. At present, I am Vice-Chair of Seniornet Norway, and chair of the Senior Council of Oslo Municipality.

I have written several books and articles, for example about adult learning and study circles. I think study circles and boarding folk high schools are some of the Scandinavian gifts to lifelong learning. These days, we see an increased interest in the study circle as a learning tool, especially connected to active citizenship, local development and democracy.

My present activities are projected partnership, management, project evaluation, teaching, and training adults. For these purposes, I run my own NGO-company Bjerkaker LearningLab (BLL) and am chairing the co-operative consortium Phronesis SA, of some 15 active senior consultants. I am looking forward to being a part of the PIMA Network.

PIMA Business

President's Report on PIMA AGM, 17 May 2021 *Shirley Walters*

On 17 May 2021, PIMA held its 6th AGM to account to the members, and to renew its leadership. The elections occur every second year. The AGM was well attended with vibrant discussion.

The new Committee members to serve for the next 2 years are:

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Shirley Walters (President); Heribert Hinzen (Vice-President); Dorothy Lucardie (Secretary); Khau Huu Phuoc (Treasurer); additional members – Julia Denholm, Chris Duke, Min Gui, Colin Mc Gregor, Maria Slowey,

We are confident that outgoing members Thomas Kuan, Carol Kuan and Yahui Fang will continue to be very active. We thank all the members for their contributions both in the past and going forward.

The Annual Report (<https://tinyurl.com/pimaAR2021>) was adopted and excellent ideas emerged from the Breakout Room conversations. A vibrant discussion was held around the four questions posed in the Report. The contours of this discussion will guide the new Committee, along with PIMA's guiding mission and values. Particularly important was the identification of the two legs on which PIMA stands: one is working together with other associations to engage with interventions driven largely by international governmental organisations like UNESCO's forthcoming CONFINTEA Conference in 2022, but where civil society campaigns also, from its own *We are ALE* platform. The second is working together with social movements and other civil society organisations to ensure that adult educators-scholar-activists are part of finding safe and just ways to meet human needs and to sustain life – this is about deep transformation.

The new Committee will build on the firm foundations laid by the previous one. We will contribute towards a world that 'can breathe more easily' as we strive for a more socio-ecologically just planet. This will only be possible if we achieve an active membership working together with other networks, associations, and organisations, in ways that inspire around issues that matter.

We look forward to constructively and playfully building together over the next two years.

Welcome to New Members

Welcome to Professor Wei Huichuan, Taiwan, Dr Elizabeth Lange, Canada, Niharika Kau, PRIA India, Dr Karol Anshuman also of PRIA, India.

Professor Wei Huichuan aduhcw@ccu.edu.tw, aduhcw@gmail.com is Principal Investigator, Head of the Guidance Group of Active Aging Learning Program in the Department of Adult & Continuing Education at National Chung-Cheng University, Chia-Yi, Taiwan.

Dr Wei designs and plans programmes for the middle-aged and above, especially retirement preparation programme planning. She advocates for active ageing education and policies. Most of her research focuses on preparing for ageing programmes and applying the ideas of theories into practice. She has published widely, including the book *Planning and Learning for Retirement* used as a textbook by National Open University since 2015.

Recently she published a book entitled *Design your second half of life* promotes to the general public the concept of pre-preparation for the coming super-aged society. Currently, she is

developing a set of core courses and instructional models on training for trainers and programme managers. Her work is funded in part by the Ministries of Education and Labor of Taiwan including vocational training instructors, union leaders, and employment counselling service station staff.

Dr Elizabeth Lange e24lange@gmail.com and at <https://www.elizabethlange.ca/>

is a Canadian scholar-activist and currently an Honorary and Adjunct Fellow in the Institute of Sustainable Futures, University of Technology Sydney. She has served in three Canadian universities. A specialist in adult learning and education, specifically transformative sustainability education, she seeks to mobilize knowledge on the ground in the community, helping to build a just and sustainable society. Currently, she serves on a local Climate Action Committee in West Coast Canada, organizing a citizen engagement strategy to reach a net-zero community by 2030. She also founded the Fireweed Institute dedicated to sustainable living.



Niharika Kaul Niharika.kaul@pria.org; niharikakaul94@gmail.com

is a Research Associate, Participatory Research in Asia (PRIA) located in New Delhi, where she researches issues related to migration, labour law, human rights, open science, gender-mainstreaming, gender sensitization, gender-based violence (specifically prevention and redressal of sexual harassment of women in the formal and informal economy in India) and adult learning and other subjects. Previously she worked as a Supreme Court of India law researcher and practised law before moving into Development.



Working with Dr Rajesh Tandon on projects for the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, Niharika helped bridge knowledge between communities and higher education institutes, reducing information asymmetries and co-producing with local communities through Community-Based Participatory Research. She sees knowledge inequities as at the heart of societal challenges today, and PIMA allowing her to share knowledge and resources promoting and building knowledge democracies across borders.

Dr Karol Anshuman anshuman.karol@pria.org also works with PRIA, the leading activist civil society organisation for participatory action research, based in New Delhi. He is a versatile and seasoned Social & Community Development professional with 19 years of multi-functional experience in programme management, decentralised planning, participatory research & evaluation, community development, capacity-building and training.

He initiates and manages projects, undertaking research work & networking with different stakeholders - community, NGOs, Government Organizations and Agencies. He is an expert in addressing the concerns of marginalized communities and has a thorough understanding of the governance system in both Urban and Rural India. He is a certified mentor under the Mentor Training Programme (MTP) on Community-Based Research, organised by the Knowledge for Change (K4C) Consortium, an initiative of the UNESCO Chair in Community-Based Research & Social Responsibility in Higher Education led by PRIA and the University of Victoria (UVic), in Canada.