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Message from PIMA President

Shirley Walters / ferris@iafrica.com



I was listening to a podcast by Leslie Green, Director of Environmental Humanities South at University of Cape Town. She emphasises that climate change is a catalyst which demonstrates that we need to rethink everything. A task of environmental humanities is to help shift knowledge frames. She uses an example of an engineer who needs to understand that pipes have a history, they tell a story, they have a politics, they are not neutral – many water systems were built in colonial times with assumptions about water use. For many Indigenous communities' water is sacred. In the neoliberal capitalist order, water has become a tradeable commodity on the stock exchange. Water scarcity is a reality for some, and floods are for others – many wars originate in fights over water. How do we respond personally and professionally on our finite, contested, crowded, polluted Planet?

Lesley references Paolo Freire as she argues for the importance of working at local levels, where those who are at the forefront of climate change must be central to shaping appropriate responses – their local knowledge is crucial. Learning to think together across disciplines, across communities, is key 'through imagination and laughter', she suggests! This is, of course, the work of adult educators - we have significant roles to play in finding ways to help shift knowledge frames, navigate knowledge wars, and work for the common good.

PIMA's role, as a network of ALE educators, scholars, activists, across all regions, concerned with Justice, has an important role to play in helping us all unlearn, relearn, and think anew in ways which connect and inspire.

It is hard to believe that we are heading towards the end of another year! This means that the current PIMA Committee's two-year term ends in six months' time. A couple of the current members have indicated that they will not be standing for re-election next year. This includes myself – I would have been President for three terms and believe that no-one should grow a taproot that is too long! So, this is an invitation to start thinking about the future leadership of PIMA. Would you be willing to put yourself forward for election; who would you like to see taking the lead? Let's start a conversation!

The PIMA Bulletin is an important vehicle for thinking together. Thank you to our co-editors, Dorothy Lucardie, Colin McGregor and Colette February for leading in the publication of this bulletin.

For more information on PIMA, please consult www.pimanetwork.com or PIMA Secretary Dorothy Lucardie dorothy.lucardie@bigpond.com.au

Warm greetings | Shirley Walters

Editorial

Dorothy Lucardie, Colin McGregor and Colette February

Welcome to this general issue of the PIMA Bulletin. In this issue we have contributions from across the PIMA membership. We commence our Letters from section with a research report from Bruce Wilson, European Union Centre of Excellence at RMIT in Melbourne Australia, that hosted a Jean Monnet Network project on “Social and Scientific Innovation to achieve the SDG”. This project was introduced to PIMA in the special issue in 2020 and we are pleased that we will be publishing reports from the project in a special issue Bulletin later in the year. In this Bulletin Bruce briefly outlines the outcomes of the project and puts the case that it is time to recognise the power of informal learning.

Our second letter from Australia is from Steve Garlick who writes on learning from wildlife catastrophe in the Australian Black Summer Fires of 2019 -20. We often detail the tragic deaths of people and firefighters and count the cost of lost farm stock and property, but we do not consider the impact on wildlife and their natural habitat. These bushfires claimed the lives of an estimated three billion wild animals in Australia in just one summer. Steve and his wife are working not only to rescue and rehabilitate injured wildlife but also to establish a learning centre in their Possumwood Wildlife centre.

A letter from Scotland has come from a roving New Zealander and Scotsman Colin McGregor. Colin had the opportunity to live and research in Scotland in the first half of this year. He spoke with two leaders in the field, Mike Osbourne at the University of Glasgow and Fiona Boucher at Scotland’s Learning Partnership on the recently released “Learning for Life. A report from the Independent Review of Community Learning and Development (CLD)” from the Scottish Government. This article outlines some of the results of the review, these discussions with Mike and Fiona and some comparison to the New Zealand CLD sector.

Another roving New Zealander who has lived in Canada for the past 20 years Roger Boshier shares with us a story of ingenuity by both the Public Health Educators in British Columbia, a Japanese airline and Japanese authorities struggling to stage the postponed 2020 Olympic games. A true story of planes, 18 miles in a small boat and vaccines in the River Rock Casino, Roger shares the creative, democratic and transnational connections that played a key role in Canadian attempts to subdue COVID.

In this issue we also have a collection of articles that explore life deep learning. Soonghee Han, South Korea, leads the collection with a personal reflection on the meaning of life deep learning from a theoretical perspective. He explores the multidimensional spatiality of lifelong learning, life wide learning and life-deep learning. Soonghee uses the experience of the worldwide COVID19 pandemic to illustrate learning as a complex system with dimensions that reflect temporality (life-long), spatiality (life wide) and existentiality (life deep).

Following the theme of life deep learning Karlyga Myssayeva shares her personal learning journey where she started at the age of eight in a small village primary school in Kazakhstan and continued to prestigious universities in the USA and Europe. The principle of "Live and learn" has guided her, shaped by social changes and her evolving perspective on the world.

In 20/20 rear vision: Reflections of a lifelong learning learner, teacher and researcher John Benseman reflects on his career and lifelong learning across fifty years from children's education in schools, to teaching adults, to research, academic and consulting experiences. He was inspired like his contemporaries and probably most PIMA members to want to make a difference in education and lifelong learning opportunities. His paper is an overview of his efforts.

An adult educator and student from Africa, Joanne Campbell shares with us the link between her health issues and writing a book about these experiences that has enabled further life deep learning. She underwent extensive operations, physical changes and practically reconstructing, not only her mind, but her body as well. Her life deep learning insights grew from writing the book *Memoirs of a diabetic survivor*.

The last paper in this section is *Learning in Leisure*. Leisure is often seen as the opposite of work and as a concept is unique to the individual. Leisure is also an area where adults in their everyday life do not normally identify learning occurring. Dorothy Lucardie was intrigued to revisit her early research in 2004 to see what may have changed in the research literature over the past 20 years. This article continues the discussion and highlights the disconnect still exists between learning and leisure.

We finish this issue with a review of a previous special issue on *Climate Justice Education* Number 46, January 2023, by Colette February. Colette highlights that readers were firstly invited to challenge their existing assumptions, engaging with nature, and secondly to consider more compatible ways of being with nature. She shares the personal impact of this issue of the *Bulletin* that has encouraged her to ask questions about how she can achieve a meaningful educator experience.

In this issue we also extend our welcome to new members Yurii Pyvovarenko, Dr Godfrey Mwewa, Dr Christy Rhodes, Dr Philipp Assinger and Dr Liz Sommerlad.

Agenda 2030 and Lifelong Learning: Time to Recognise the Power of Informal Learning

Bruce Wilson / bruce.wilson@rmit.edu.au

Abstract

In September 2015, the United Nations (UN) adopted its Agenda to 2030, Transforming Our World. Goal 4 on Education included reference to the importance of promoting lifelong learning. Since 2020, the European Union Centre of Excellence at RMIT has hosted a Jean Monnet Network project on ‘Social and Scientific Innovation to Achieve the SDGs’, bringing together researchers from Europe, Singapore, Australia and New Zealand. Bruce Wilson outlines the integral role which learning plays in the achievement of any of the Goals. The Network project has demonstrated that learning partnerships in themselves can be innovative, exploring new ways of encouraging the kind of learning which underpins broader kinds of innovative projects.

Keywords: Lifelong learning, informal learning, Sustainable Development Goals, Jean Monnet Network

Introduction

In September 2015, the United Nations (UN) adopted its Agenda to 2030, Transforming Our World. At its heart were the 17 Sustainable Development Goals (SDGs), with Goal 13 on climate action reinforced at the Paris Convention in November 2015.

Goal 4 on Education included reference to the importance of promoting lifelong learning, which many other Goals acknowledged, not least health and innovation, peace and justice, the importance of learning to the achievement of specific targets. In this way, the Agenda to 2030 was a ringing endorsement of the priority which should be accorded to lifelong learning.

Since 2020, the European Union Centre of Excellence at RMIT has hosted a Jean Monnet Network project on ‘Social and Scientific Innovation to Achieve the SDGs’, bringing together researchers from Europe, Singapore, Australia and New Zealand. The project has revealed a broad range of case studies of place-based initiatives that all contribute in one way or another to the outcomes sought under the UN’s Agenda. Each of these, in one way or another, illustrated the integral role which learning plays in the achievement of any of the Goals. Furthermore, it demonstrated that learning partnerships in themselves can be innovative, exploring new ways of encouraging the kind of learning which underpins broader kinds of innovative projects.

In the next few months, PIMA will publish a special bulletin which shares some of the key examples of these dimensions of the work to achieve the SDGs. This article points to the importance that the Network's results accorded to informal learning, and to the need for stronger advocacy for that importance to be recognised.

Place-Focused, Globally Oriented Learning

Amongst the case studies that were shared by Network members, there were examples of agricultural innovation that were implemented in circumstances marked by significant conflict. Others were in the context of sustainability transitions, whether the closure of a coal-fired power station or the end to native forest logging. Yet others were in large cities, reimagining processes of production and consumption.

Despite the significant differences in context, there were some common themes: the importance of bringing together diverse stakeholders each with distinctive knowledge to share; the challenge of building effective collaboration, given different types of knowledges, priorities and resources; the richness of the exchanges that occurred once the essential negotiation to support conversations had been undertaken. In each case, the conversations resulted in broader perspectives and new knowledge. In some cases, there were structured workshop programs which facilitated productive outcomes; in others, it was through a focus on field sites, working together to observe specific events and to make decisions about how to proceed. These were ordinary citizens and workers coming together to find strategies to address the local manifestations of global forces.

These were examples of structured learning, yet informal: led by program facilitators, negotiated with all stakeholders, and involving processes of co-design and evaluation even where quite sophisticated knowledge was involved. Program notes, presentation slides and background reading might have been part of the process, with facilitators also as learners. However, even when extending over months or possibly years, these examples of informal learning were documented in variable ways (if at all), and learners absorbed new learning that was critical for delivering innovation, without any recognition other than from the peers with whom they were working.

Recognition of Informal Learning

Insofar as the UN 2030 Agenda refers to education, the implication is for support for formal education, whether in schools and universities, further education institutes or other credentialled institutions. However, the Network's findings have demonstrated the importance of informal lifelong learning. That is to say, learning which occurs in community or organisational or perhaps blended settings, in a defined context and often with a quite purposeful agenda. Often, this kind of learning occurs in a collaborative setting, experience-based, peer mentoring, and targeted at achieving a socially or technologically innovative outcome.

Whether in a developed country such as Australia or Scotland, or in emerging economies such as Fiji, the Philippines or Bangladesh, informal learning has been shown to

be a crucial means for developing the capability necessary for communities to work towards one or the other (or several) of the SDGs. Yet, it is almost invisible, supported by ad hoc resourcing, valued only by the participants and then often in ways in which they struggle to recognise themselves.

Not only is this discriminatory, especially when it is vulnerable groups participating in the project, but it leads to public neglect of a crucial part of the work necessary for there to be any hope of delivering on the UN's ambitions. From a policy perspective, we now need to find ways of providing formal recognition of this kind of informal learning. This will not only strengthen the resources available to support informal learning, but it will also provide respect for learners in a way that will in itself contribute towards the SDGs.

About the author

Professor Bruce Wilson has been Director of the European Union Centre of Excellence at RMIT since 2010, leading research and debate on EU-Australian relations, encouraging mobility for staff and students, and building partnerships between Australian universities and organisations and their European counterparts. Over the last decade, he has worked on various investigations into the European Union's involvement in Asia Pacific, including major projects on the EU and the achievement of the Sustainable Development Goals (SDGs); the importance of building place-based innovation systems capability in country districts, cities and regions; and EU-Australia trade. He has published regularly on these topics, including the EU-Australia trade negotiations. He has presented keynote presentations in EU Joint Research Centre forums on Smart Specialisation and place-based innovation and was co-editor of the Australasian Journal of Regional Studies (2015-18, 2021-22).

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Learning from Wildlife Catastrophe in the Australian Black Summer Fires of 2019-20

Steve Garlick / steve.c.garlick@gmail.com

Abstract

The Black Summer bushfires in Australia in 2019-20 claimed the life of an estimated three billion wild animals. Steve Garlick writes how he and his wife established Possumwood Wildlife as a not-for-profit charity to advance our knowledge of the impact of trauma on wild animals. He provides an overview of how rescue, emergency triage, surgery and rehabilitation might benefit from in situ experience within an ethical and interdisciplinary framework of relationality and ‘being-for’ learning with animals.

Keywords: Bush fire, wildlife casualties, rescue, climate change

The Black Summer bushfires in Australia in 2019-20 claimed the life of an estimated three billion wild animals. A similar number will also have perished through the extensive loss of habitat resulting from the fires. These are highly significant losses in numbers, aside from the extraordinary suffering that eventuated. Disappointingly, the response to this environmental catastrophe by governments and animal specialists has generally been inadequate, which does not augur well for wildlife when the next significant climate change impacts occur.

A decade ago, my wife, Dr Rosemary Austen, and I established Possumwood Wildlife as a not-for-profit charity to advance our knowledge of the impact of trauma on wild animals and how efforts of rescue, emergency triage, surgery and rehabilitation might benefit from in situ experience within an ethical framework of relationality and ‘being-for’ learning with animals. During the fires our treatment and rehabilitation facilities were used as a central triage centre where many animals benefited with a high degree of recovery success. Many weaknesses in the general wildlife trauma response system became evident through this intense experience.

With our own and donated resources, we established a fully equipped specialist wildlife trauma veterinary hospital that gained government certification in late 2020. Veterinarians and allied professional specialists volunteered their time at the hospital, with several thousand everyday trauma cases being treated. It was the first specialist trauma facility for general wildlife to be licensed in the state of New South Wales.

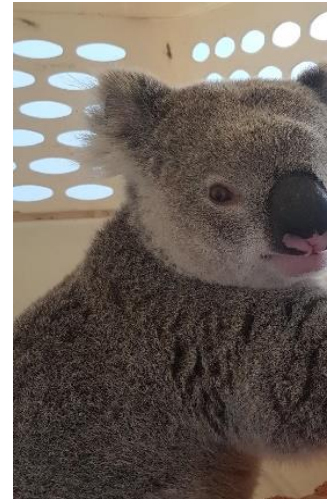
We also began running a series of training courses for wildlife carers and veterinarians on illness and injury topics that had hitherto not been explored. We have in mind several programs targeted at young people.

At this time, we realised we needed to build and expand learning initiatives more widely by generating engagement between specialist animal professionals and the general

community, which invariably finds itself witnessing wildlife trauma without knowing what they can do to help. We decided to establish a wildlife learning centre, adjacent to the trauma hospital, where in situ and online training would be provided for the benefit of animal professionals, landholders, volunteers, young people, and the general community.

The learning centre would also seek to progress a research agenda focused on wildlife sentience and emotion as key elements in achieving successful recovery outcomes. Initial topics for wildlife research will be stress and the autonomic nervous system, and the gut and the microbiome. Veterinary science and neuropsychology are brought together in a unique combination to advance outcomes in treatment and care of wild animals suffering from trauma.

The wildlife learning centre, now partially completed, will include a small lecture theatre, and a treatment procedure observation room for in situ learning. An audiovisual laboratory will facilitate online learning and there will be several research pods. Our aim is to create a national centre for wildlife trauma recovery and learning. We hope this centre will begin full operation in 2025 to ensure readiness for the next environmental catastrophes and their impact on our precious and unique wildlife.



About the author

Professor Steve Garlick gained his PhD in spatial economics from Southern Cross University in 2002 following 14 years as a senior executive with the Australian federal government. He has held professorial positions with various Australian universities publishing in economics, higher education, applied ethics, and animal interests. He has undertaken numerous international consultancies for the OECD and Pascal Observatory on the role of higher education in regional and community development. With a growing interest in the wellbeing of animals, Steve founded the Australian Animal Justice Party (AJP) in 2007, only the second political party representing animal interests in the world. After growing the party as president for eight years, he retired to focus more practically on the plight of Australian wildlife, while still maintaining his academic interests.

About Possumwood Wildlife

In 2020 following the catastrophic Black Summer bush fires of 2019-20, Steve with his wife established the first licenced veterinary general hospital for wildlife in the state of New South Wales. The hospital sees around 1000 patients a year. Steve is currently working to create a wildlife learning centre where interdisciplinary knowledge is brought together to widen community and professional understanding of the needs of wildlife recovering from environmental trauma

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Community Learning and Development in Scotland

Colin McGregor / colinmcgo1@gmail.com

Abstract

In July the Scottish Government released “Learning for Life. A report from the Independent Review of Community Learning and Development (CLD)”. Colin McGregor visited Scotland in June 2024 and had the opportunity to meet with two adult educators Emeritus Professor Michael Osborne, formerly the Professor of Adult and Lifelong Learning at the University of Glasgow and Director of Research within the School of Education and Fiona Boucher, CEO of Scotland’s Learning Partnership. This article outlines some of the results of the review, these discussions and some comparison to the New Zealand CLD sector.

Keywords: Community Learning and development, adult education, future directions

Introduction

I was fortunate to be in Scotland in June 2024. I took the opportunity to talk to Emeritus Professor Michael Osborne, formerly the Professor of Adult and Lifelong Learning at the University of Glasgow and Director of Research within the School of Education and Fiona Boucher, CEO of Scotland’s Learning Partnership. In July the Scottish Government released “Learning for Life. A report from the Independent Review of Community Learning and Development (CLD).

This article will outline some background information on Scotland, the results of the review, a summary of my discussion with Fiona and Mike and some comparison to the New Zealand CLD sector.

Background

Scotland has a population of 5.4 million and is part of the United Kingdom. Over one million Scots are aged 65 and over and 832,300 are aged under 15 (Sill, 2024, CLD Statistics Brief). 9.9% of the population aged 16 to 64 years have no or low qualifications and the unemployment rate for those aged 16 to 24 has been consistently higher than the unemployment rate for any other age group. The most surprising information is that there is no up to date data on adult literacy and numeracy in Scotland. As stated in the CLD Statistics Brief (Sill, 2024, p 6) “The most recent data was from 2010 where a survey found that approximately 27% of the population faced occasional challenges and constrained opportunities due to their literacy skills”.

The Scottish Government has had a commitment to CLD. As recently as 2023, the Minister for Further Education, Higher Education and Veterans (Graeme Day) said:

“Education is a fundamental right, not a privilege: everyone must have the opportunity to succeed. Community learning and development can be a first step along the path, through supporting some of our most vulnerable people. There is no wrong or less-esteemed path”. (Sill, 2024, p 3)

Purpose of the Review

The review was set up to provide advice on:

- Effective and consistently measured outcomes delivered through CLD and reported across the sector
- Delivering positive outcomes and improved life chances for vulnerable learners in communities, in the context of wider education reform and public finance constraints
- A strong and suitable professional CLD workforce equipped to deliver high quality outcomes for learners

(Sill, 2024, p 11)

Methodology for the review

The review was comprehensive. A literature review was completed, statistics were compiled, and previous reports analysed. The review lead, Kate Sill, was committed to putting learners at the centre of the review. There was an online survey, structured discussions with stakeholders and focus groups with learners and potential learners.

The recommendations of the review

There were 20 recommendations from the review divided into the following 6 sections:

Leadership and Structures – including suggesting the establishment of a CLD Strategic Delivery Group and CLD Strategic Leadership Group (SLG).

Overarching Policy Narrative – including developing a clear statement of strategic intent and communicate a clear and cohesive policy narrative.

Focus on Delivery – the SLG to agree and publish a detailed, prioritised and timed delivery plan and that the Scottish Government tackles the current crisis in ESOL.

Budgets and Funding – including a reassessment of the current balance of spending across all dimensions of learning in Scotland.

Developing the workforce and Standards – including appointing a Chief Advisor on CLD and the Standards Council to work to develop a CLD Workforce Plan.

Demonstrating the Impact – including the Scottish Government to fund participation in the OECD International Survey of Adult Skills (PIAAC) and developing a shared CLD Outcomes and measurement framework for use across the sector.

Next Steps

The Review is now with the Minister for Further Education, Higher Education and Veterans to consider the recommendations. Kate Sill, the writer of the review, cautions that the problems facing CLD won't disappear overnight. She states, "maintaining focus, measuring progress and minimising further disruption are likely to be essential" (Sill, 2024, p 43).

Discussion

I met Fiona Boucher and Mike Osborne before the release of the report. Our discussions focussed on the current provision of CLD in Scotland (Fiona) and the University sector participation in CLD (Mike).

Groups like Scotland's Learning Partnership have had a long-term commitment to CLD. Whilst recognising the commitment to CLD over the years, for example the Adult Learning Strategy 2022-2027 and the 2014 Adult Learning Statement of Ambition, there are concerns on the lack of actions that support the strategy. Fiona Boucher particularly noted the funding constraints that impact on the ability to provide services to CLD learners. Fiona thought the move of responsibility for CLD from Education Scotland to the Scottish Government Lifelong Learning and Skills Directorate was positive in providing much needed focus on the role of CLD.

Michael Osborne is a member of the School of Education at the University of Glasgow, which offers a range of Masters programmes in Adult and Lifelong Learning, notably the Erasmus Mundus International Masters in Adult Education for Social Change . The school also offers undergraduate and Masters programmes in Community Development. Collectively these programmes offer learners both locally from Scotland and from many parts of the world the opportunity to develop skills to work in the fields of Adult Education and Community Development.

The CLD review had a section that focussed on developing the Workforce and standards for CLD. Mike is concerned about the role Universities can play not only in training the next cohort of CLD workers but in adult learners attending University. In his most recent article (Osbourne, 2024), Mike outlines the decline in numbers of adults attending university suggesting this is due to costs and cuts in funding. He argues for free entry to some credit courses, especially for refugees and migrants. He also strongly advocates for the role of Liberal and Arts Education, noting the importance in developing the older people's skills, especially digital skills.

New Zealand

Unlike Scotland, New Zealand has participated in the OECD Survey of Adult Skills and has published several reports on the Ministry of Education website. Whilst there has been ongoing financial support to the sector which has addressed some of the similar concerns outlined in the Scottish CLD – such as workforce standards, other concerns, especially related to strategy, are yet to be addressed. There used to be a role in the

bureaucracy dedicated to CLD, but this was disestablished many years ago. There has been good cooperation between the sector and the policy makers (Ministry of Education) and the funding organisation (Tertiary Education Commission). Government support has waxed and waned over many years, and it will be interesting to see the ongoing commitment to the CLD sector in tough economic times. The greatest need right now in New Zealand is to have a CLD strategy similar to that being developed for Scotland.

About the Author

Colin McGregor is from Aotearoa/New Zealand. He has had an extensive career in the New Zealand Public Sector, mostly in the Ministry of Education. A strong supporter of Adult Education he was appointed the Chief Executive Officer of Adult and Community Education Aotearoa, the lead agency for Adult Education in New Zealand. He held this position for 5 years. He is currently on the PIMA Executive Committee. A lifelong learner himself, he has a Master's in Business Administration, a Masters in Psychology, and an Executive Master in Public Administration.

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Ingenuity of B.C. Public Health Educators and Gold Medal Efforts in the midst of COVID

Roger Boshier / roger.boshier@ubc.ca

Abstract

Roger Boshier has lived in Canada since 1974 and, in 1987, bought an 8-acre island 21 nautical miles off the B.C. coast. After the World Health Organisation decided COVID was a pandemic, numerous countries joined the race to vaccinate as many citizens as possible. At roughly the same time (March 2021) Roger travelled 18 nautical miles to the River Rock casino for his shot, Japanese authorities were struggling with COVID and had mostly postponed the 2020 Olympics. Roger shares the creative, democratic and transnational connections that played a key role in Canadian attempts to subdue COVID.

Keywords: COVID, Canada, Japanese airlines, Olympics

Introduction

After the World Health Organisation decided COVID was a pandemic, numerous countries joined the race to vaccinate as many citizens as possible.

Canada is one of the biggest nations on planet earth and, because a culturally diverse population is spread over a vast and impenetrable terrain, it would be a formidable challenge to get vaccination “shots” into 38 million arms. Global warming has destroyed ice roads in Arctic regions and in numerous other places. floods, landslides and wildfires challenge taken-for-granted public health procedures and other aspects of daily life.

Some public health authorities were tempted to assume mass media (and the Internet) would be the best – or only – way to arrange the vaccination of citizens residing on islands or living in mountainous, desert or icy regions, coastal lighthouses, forest fire lookouts and other isolated places.

Too many privileged (and mostly city-based) officials wrongly assumed everyone in Canada had a viable WIFI connection. However, in contrast to government fumbling in the United Kingdom and appalling behaviour of the Trump administration in the USA (e.g. “drink bleach to kill COVID”), B.C. public health authorities mostly embraced the democratic, participatory and fundamental canons of Canadian adult learning and education.

Island Life

Soon after the WHO said COVID was a “pandemic,” numerous epidemiologists and writers felt large-scale “social distancing” was the best way to deal with it. In the U.K., the

Times Literary Supplement urged citizens to buy a small island and move there to avoid the virus.

The author has lived in Canada since 1974 and, in 1987, bought an 8-acre island 21 nautical miles off the B.C. coast. Islands are deeply satisfying but owners struggle with cantankerous boat engines, mink attacks on poultry, deer that destroy gardens, otter fondness for beans and tomatoes, extreme climate events and whales who nod and smile as they swim past our dock (see Boshier, 2024). We live off the grid and depend on solar energy to power coffee grinders, laptop computers, lights and power tools. We have no WIFI. As for hot water, good luck with the bucket on the woodstove! It is now August, 2024 and, so far, the author has had six COVID shots and not caught the disease.

Gambling to stay alive

Soon after COVID reached Canada the Prime Minister (and former UBC Faculty of Education student) Justin Trudeau started using CBC radio to give “morning talks” about the need for social distancing, vaccinations and personal hygiene. At the same time public health authorities urged isolated citizens – with no other viable options – to get a COVID shot at places (like casinos or sports arenas) which are not usually in the health-care business.

Among vaccination sites mentioned was the River Rock casino and resort on the Fraser River in Richmond – near Vancouver International Airport and about 25 nautical miles from Bath Island (see Davis, 2019). The author perked-up when someone said River Rock casino anti-COVID “shots” would be administered by staff from Japan Airlines (who had stopped flying and were stuck in Vancouver because of COVID).

It is roughly 18 nautical miles from my island dock to the breakwater at Wreck Beach – close to UBC. From there it is another 6 or 7 nautical miles up the North Arm of the Fraser River to the River Rock casino.

At roughly the same time (March 2021) as I tied the boat to a dock near the casino, Japanese authorities were struggling with COVID and had mostly postponed the 2020 Olympic games and were dressing them in 2021 garb. They hoped the COVID pandemic might soon subside, and a 2021 festival of nations would satisfy governments, athletes, Japanese citizens and a worldwide television audience waiting for Olympic festivities.

Japanese authorities were on the horns of an awkward dilemma where their task was to honour Olympic obligations - without spreading disease. New Zealand 49er “skiff” gold medallists Pete Burling and Blair Tuke would be racing in Enoshima-Shonan harbour (near Kamakura) and have their all-important 49er “medal race” on 3rd August 2021. Burling and Tuke are the author’s mates from the Emirates Team New Zealand America’s Cup sailing syndicate.

The River Rock casino was not crowded on March 31, 2021, and a few feet inside the entrance the author had this conversation with a helpful Japanese Airlines (JAL) flight attendant who spoke good English.

“Good morning, sir, can I help you?” she said.

“Yes please, I’ve come for my COVID shot!”

“Right, do you have an appointment sir?”

“No, I’m from a small island. No WIFI, no electricity, no nothing. Just harassed hens and a woodshed. I came here in a boat. Just give me the shot. (Public Health Officer) Bonny Henry says senior citizens should all get this booster shot!”

“I can’t let you in without an appointment,” said the charming - and friendly - JAL staffer.

“I would need to talk with John,” she said.

About two minutes later John (from JAL) was on scene and, smiling while wagging a finger, said “follow me.” He was a polite Confucian gentleman.

The attendant at the author’s shot-table had a name tag - Keiko Hashimoto - and handled the injection apparatus like an experienced nurse or doctor.

“Where did you learn this?” I said.

The author was impressed with the professionalism of Keiko Hashimoto and tempted to involve her in his need to support New Zealand Olympic sailors looking to win gold medals at the 2020 (but now 2021) Tokyo Olympic games.

Because of new COVID variants, Tokyo Olympic games organisers had decided to limit the number of spectators admitted to their facilities. However, the author figured he’d find a way to see his kiwi mates (Burling and Tuke) replicate their Olympic sailing performances from London (silver medal, 2012) and Rio de Janeiro (gold medal, 2016).

CBC news said Tokyo had decided to solve spectator problems by appointing a new President of the Tokyo Olympic games organizing committee.

The new President of the 2020 (now 2021) Olympic Organising Committee was an Olympic speed skater, track cyclist and mother of six children. Seiko Hashimoto.

“Right, but still no spectators at Olympic events,” said Keiko Hashimoto.

“But if I borrow your name and appear at the Enoshima-Shonan sailing regatta – waving my kiwi flag - they will let me in. Even better, how about I borrow your name, and we go to the Olympic regatta together.”

So, what about Burling and Tuke? In the Tokyo 49er series “medal race” on 3 August 2021, Peter Burling and Blair Tuke had an encouraging lead but, close to the finish line, GBR sailors Dylan Fletcher-Scott and Stuart Bithell caught a favourable wind shift on their side of the course.



SEIKO ASHIMOTO

Gold medal to Great Britain; Silver to New Zealand; Bronze to Germany.

PREPARING FOR THE NEXT PANDEMIC

During the B.C. version of COVID, academics and public health authorities did a good job drawing attention to lessons learned from the 1914-1918 “Spanish flu” pandemic and later struggles against tuberculosis, polio, HIV/AIDS and other health-related crises.

Because B.C. (and other Canadian) public health authorities) worked hard to get citizens vaccinated in the community – and other local (and familiar) settings- much was learned from the battle against COVID.

Having lived through COVID and benefitted from the ingenuity of Public Health Officer Bonny Henry and B.C. Minister of Health Adrian Dix and willingness of Japan Airlines and River Rock casino to play a key role in Canadian attempts to subdue COVID, the author considers pandemics – and most other aspects of health promotion – to be matters requiring the attention of creative, democratic and research-oriented adult educators.

Finally, what about Olympic athlete and Tokyo games organiser Seiko Hashimoto and Japan Airlines employee Keiko Hashimoto?

Kia ora to both of you!

Thank you, Japan.

About the author

Roger Boshier is from Hawke’s Bay, New Zealand and went to the same school as George Lowe. In 1974 he moved to the University of British Columbia in Vancouver and, through UNESCO and other connections, met Madame Liu Yandong (Vice Premier of China, Lee Teng -Huii (President of Taiwan), Chris Duke and numerous other luminaries in the Asia-Pacific region.

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The Meaning of "life deep learning" - a Personal Reflection

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Abstract

In this article Han Soonghee explores the multidimensional spatiality of lifelong learning, life wide learning and life-deep learning. He uses the experience of the worldwide COVID19 pandemic to illustrate learning as a complex system with dimensions that reflect temporality (life-long), spatiality (life wide) and existentiality (life deep). The beauty of this spatial metaphor is that it emphasizes that these three dimensions of learning are not isolated or independent of each other, but rather are dimensions of a single integrated system that complement and support each other

Keywords: Lifelong learning, life wide learning, life deep learning, learning systems

Life deep learning

The way we metaphor various aspects of life to a kind of multidimensional spatiality is still valid. The spatiality we are familiar with consists of three dimensions: length, width, and height (or depth). life deep learning, along with lifelong learning and life-wide learning, repositions learning as a complex system created by the three-dimensional topology of space. In this way, the temporality, spatiality, and existentiality of learning are transferred to the first, second, and third dimensions of space, respectively.

The beauty of this spatial metaphor is that it emphasizes that these three dimensions of learning are not isolated or independent of each other, but rather are dimensions of a single integrated system that complement and support each other. Without length and width, depth is meaningless. Or length and width without depth merely reduce the three dimensions to a two-dimensional plane.

Life deep learning is also understood to be related to the content dimension of learning, especially the tendency toward deep learning. If lifelong means temporality and life wide means spatiality, then life deep means the content of learning, and in particular, it means that the content should not be shallow learning, which is simply instrumental, but deep learning that affects one's life and existence. The meaning of 'deep' in this case implies that learning goes beyond the surface of the individual and delves into the depth of his life experience. It includes the totality of life that cannot be separated from the temporality of his life and his social relationships.

However, here's a question that goes one step further, which is, the word 'deep' should not be understood as an individual. From a cognitive perspective, it is clear that learning can be a cognitive and affective activity that an individual performs. However, the point I want to emphasize here is that, from an "ontological" perspective, -- especially if we adapt posthuman ontology -- learning must be a process of encountering the world that goes beyond the scope of

an individual's isolated cognitive activity. In this sense, the notion of life deep learning should not be used as a synonym for the individual's liberal learning, experiential learning, existential learning, or philosophical studies.

In my opinion, no matter how profound philosophical theory is studied, it is never deep learning. It is just reading a book and learning the theory. It is no different from learning to hammer or practicing computer coding. Life deep learning is not about what an individual learns, but how all learnings are networked with each other and interconnected to the world.

I think 'deep' here does not mean the depth within the individual. There is no 'depth' in human knowledge unless it is connected with other parts of the world that are interconnected with my learning. It is about how deeply the learning layers are connected within the 'larger learning systems'. In this framework, 'humans' are not in the center of the learning processes, but a component that performs learning with others. Learning does not reside inside the human mind; rather "learnings" are simultaneously emerged, performs, and constructs multiple connections of 'learning systems'. Life deep learning may imply how humans can perceive the dynamics of the whole biosphere that works in a collective manner to sustain the totality. Humans are neither a sole actor to learn nor located in a center position.

Readers may not understand what I mean by a 'learning systems' here. I will illustrate with an example of a learning event that the world has experienced after COVID-19 in 2020. The world has changed a lot in the past three years when COVID-19 was rampant. The word 'changed' means that a lot of learning has taken place. First, viruses have learned diligently. Initially, the COVID-19 virus would have been confused by its quickly dying host. Over time, it successfully learned how to weaken its own virulence enough to use its host as a tool for reproduction without killing it, and thus the Omicron mutation was born.

On the other hand, people have learned a lot. In particular, T cells in the blood have continuously learned to create antibodies and accumulate and utilize new memories to deal with viruses from outside. When infected with a virus, humans have learned new habits such as wearing masks, avoiding contact, and washing hands. The development of vaccines has been a humankind's collective learning and discovery. In the process, we have learned how serious global inequality can arise due to the gap between countries with vaccines and those without. As national systems have worked out solutions to build new vaccines and health systems, the world has seen the WHO fail and flounder in the midst of this crisis.

Meanwhile, the economy was at risk, and a novel method called "quantitative easing" began to apply. Companies, finances, and small business owners began to learn what COVID-19 means beyond biological dimension. They learned new strategies to survive the collapse of the global economic system and witnessed the absurd situation where only a few out of 20,000 auto parts were not supplied, and the supply of cars was halted. Tourism was halted, and the transportation and airline industries were grounded, so they began to learn new ways to survive.

Schools learned how to teach online, and everyone began to learn on-line communication methods. In the process, the utility of traditional universities centered on large campuses and residential facilities became a subject of controversy.

The above is only a part of the enormous changes brought about by the COVID-19 pandemic. In the process of describing this content, I had to use words like “learn,” “realize,” and “remember.” All of these were phenomena related to learning. And they were all connected! Viruses, cells, bodies, individuals, groups, countries, vaccines, economies, and companies are all 'learning systems', and they are all connected to change the world during the three years of COVID-19. They were all connected, and one learning was influenced by another. It was not only humans who learned. In that learning, humans and non-humans, living and nonliving, thoughts and materials were mixed and re-assembled if applying Latour's Actor Network theory.

In this case, humanity encounters unknown objects. The existences are suddenly caught up in the changes it creates. Everything is unstable and uncertain, and the previously shared knowledge is non-existent or extremely weak. Everything had to be "relearned". And learning did not only occur at the level of individuals such as me, you, and us. Learning took place in immune cells, in the nervous system, at the psychological level, in the units of professional groups, in villages and cities under self-quarantine, amid the ripples and shocks of the depressed market and economy. It was not theoretical learning of 'what if...'. This was a real situation, and it was fatal in learning process that could lead to death if not known.

I have learned what life deep learning means in considering the situation. All the 'systems' learn, including humans, and are mutually co-evolve with each other. Learnings are all interconnected and performed simultaneously, from the simple to the complex, and no one can 'learn independently or in isolation' in this situation. My learning is a combination of my T cell's learning, my organ's learning, my muscle's learning, my nervous system's learning, my cognitive psychological learning. It is also a small part of larger units of learnings, for example, of the collective learnings of community, economy and politics, and the global health and medical system that surround me. In this sense, all living systems are learning systems, and the globe is a complex of learning systems - all connected and 'deep' in depth. The 'chains of learning systems' secures symbiosis of the whole biosphere. Humans are just a block of the entire learning process, and human learning is never deep enough. Learning is as "deep" as the levels of the whole biosphere that learns. If so, "life deep learning" to a lifelong learner may be a humble activity to perceive, understand, and participate in the grand process which 'sustainably' reproduces the living world.

About the author

Han Soonghee is an educational researcher who has studied the ideas and systems of lifelong learning throughout his life. He has taught at Seoul National University for nearly 30 years, and his professional life has been in line with the discourse, system, and trajectory of lifelong learning that has grown since the 1990s. He is grateful that he has been able to witness and be a part of the process in which the idea of lifelong learning has sprouted, grown, changed the world, and overturned the foundation of education. He recently wrote 'The World Created by Lifelong Learning'.

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Lessons from My Personal Learning Journey

Karlyga Myssayeva / myssayeva.kn@gmail.com

Abstract

Karlyga Myssayeva shares her personal learning journey with the reflection that writing about one's deep educational journey is challenging because you often uncover new insights or facts that were previously overlooked. Her educational path began at the age of eight in a small village primary school in Kazakhstan and has extended to prestigious universities in the USA and Europe. The principle of "Live and learn" has guided her, shaped by social changes and her evolving perspective on the world.

Keywords: Personal learning journey, Kazakhstan, Soviet Union, education system

"Once you stop learning, you start dying." – Albert Einstein

Introduction

In 2021, I collaborated with Professors Chris Duke, Heribert Hinzen, and Anastasia Dmitrienko on the CONFINTEA VII Central Asia Sub-regional Report, which explored the challenges and opportunities for Adult Learning and Education (ALE) and Lifelong Learning (LLE) in Central Asia. The report, which includes Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, outlines key issues guided by UNESCO frameworks, emphasizing the importance of sub-regional cooperation.

It was a valuable opportunity and an enriching experience to gain insights into Adult Learning and Education (ALE) in Central Asian countries. My contribution focused on Kazakhstan and Uzbekistan's development of ALE.

Since gaining independence in 1991, Kazakhstan has shifted its education system from the Soviet model to the Bologna Process credit system. The report highlights that Kazakhstan now prioritizes formal, non-formal, and informal education and targeted learning and training within LLE.

The Impact of Social Environment and Personal Needs on Lifelong Education

Writing about one's deep educational journey is challenging because, as you reflect, you often uncover new insights or previously overlooked facts. My educational path began at the age of eight in a small village primary school and has extended to prestigious universities in the U.S. and Europe. The principle of "Live and learn" has guided me, shaped by social changes and my evolving perspective on the world.

Lifelong, Life-wide, and Life-deep Education

My academic path started in the early 90s with a degree in primary school teaching, which I never ended up using. After college, I pursued my childhood dream of becoming a journalist and studied journalism at the Kazakh National University. Reflecting on my academic life, it has been driven primarily by my aspiration to become a journalist. However, my motivation to acquire new knowledge has always been rooted in my experiences and education throughout my life, from childhood to the present.

Learning in Early Childhood

My childhood was spent in the mountains, migrating with my family to different locations based on the seasons. Despite being shepherds, my parents were determined that all eleven of their children would pursue higher education. I fondly remember how my father brought newspapers, magazines, and books from the village, and we gathered around a kerosene lamp in the evenings to read it together. My eldest brother, who was passionate about reading, tested our understanding of the information. He played a pivotal role in ensuring that the rest of us completed our higher education, but he did not have a chance to study at the universities. Fulfilling my father's dream, our family members became educators, accountants, journalists, and military persons, but not shepherds.

I aspired to be a writer, but instead of that I chose journalism, a decision I believe was the right one. I wrote my first poem when my father passed away, as it was a way to cope with the hardest experience of my life. My father's last words, "Learn more and study well," became the guiding motto of my life.

Growing up during the Soviet Union as a shepherd's daughter, in a big family, without a father at a young age, taught me a lot about the hardships of life. My early years spent in nature gave me confidence and taught me to accept life as it is. Our large family supported each other in gaining knowledge and instilled a love of reading. We played games where we pretended to be teachers and students, which helped us learn to read and write at an early age, contributing to our academic success in the future.

Education During Schooling and Studies

In the Soviet Union educational system, formal education was prioritized, with a standardized curriculum focused on promoting Soviet ideology and building communism. This ideology was instilled in students through organizations like Oktyabryat, Pioneer, and Komsomol. Oktyabryat, a term introduced in 1923 to commemorate the October Revolution, referred to children aged 7-9. The All-Union Pioneer Organization, named after Lenin, was a mass voluntary communist organization for children aged 9-14, playing a significant role in society. Komsomol, reserved for the elite youth aged 15-28, required a strong commitment and was considered a prestigious group. Most students joined Komsomol in their later school years or higher education. Until 1991, these organizations included almost all 15 Soviet Union countries' children and youth, including myself.

My formal education ended after the eighth grade when I chose to continue my studies at a pedagogical college in the city. This experience was transformative, as it marked my first time living away from home and taking responsibility for my life. These years laid the foundation for my future career in journalism. My articles published in the city newspaper during college led me to study international journalism at the Kazakh National University. After earning my bachelor's degree, I pursued a master's and doctorate, eventually becoming a lecturer at the same university and embarking on a career in adult education.

Education During My Professional Academic Career

My academic journey has largely been focused on administrative work and teaching at al-Farabi Kazakh National University. Administrative duties and responsibilities as a vice dean and an associate professor consumed much of my time, leaving little energy for research. However, winning a Fulbright scholarship in 2016 allowed me to complete a one-year research internship at Ohio University. Also, I have been a Visiting Scholar at George Washington University, the University of Wyoming, and Oklahoma State University in the U.S., and a postdoctoral fellowship at the University of Strasbourg, France. These experiences deepened my understanding of research, and I began to take research more seriously. In 2023, I received a grant through Kazakhstan's "500 Scientists" program and am currently conducting research at George Washington University, USA.

I have come to realize that the pursuit of knowledge is endless. Every completed study reveals new avenues for further exploration, underscoring the invaluable role of science in society.

Kazakhstan has implemented programs and strategies to engage adults in education, with andragogy now introduced as a university discipline to support lifelong learning. Collaborating with international researchers has been crucial in advancing adult education, and I regularly present my research at international conferences, exchanging insights with colleagues worldwide.

I believe that transforming education in our country requires more than just adopting new technologies or digital media. We must focus on the sufficiency of knowledge and understanding of adult education's development, trends, and emerging paradigms in a rapidly evolving society.

Learning in Old Age

I believe that a person's curiosity and thirst for knowledge remain with them throughout life. Journalism, as a profession, demands constant personal growth, especially in the digital age, which has revolutionized the world of information and mass media. Recognizing that media is a powerful tool for adult education, we understand the importance of imparting quality knowledge to the next generation. The phrase "Live and learn" holds profound meaning. In today's fast-paced world, constant learning is essential, and even as we grow older, the concept of lifelong education continues to motivate and energize us.

Conclusion

For the first time, I have attempted a brief self-analysis of my personal educational journey. While this may seem unusual to some, self-reflection is key to appreciating the value of life-long education, encompassing both formal and informal learning.

This raises the question: what is the value of lifelong education?

Lifelong learning is invaluable. It not only equips us with the knowledge and skills necessary for success in our chosen careers but also enables us to engage with the world and work toward positive change, regardless of age.

About the author

Karlyga Myssayeva is an Associate Professor in the Journalism Department at Al-Farabi Kazakh National University, Kazakhstan. She holds a PhD in Journalism from Al-Farabi Kazakh National University. She has been a Fulbright Scholar at Ohio University, a Visiting Scholar at George Washington University, the University of Wyoming, and Oklahoma State University in the U.S., as well as a postdoctoral scholar (IFEAC) at Strasbourg University in France. Her research interests focus on the development of new media and social media in Central Asia.

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20/20 rear vision: Reflections of a Lifelong Learning Learner, Teacher and Researcher

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Abstract

John Benseman reflects on his career and lifelong learning across fifty years from children's education in schools, to teaching adults, to research, academic and consulting experiences. Like many of his contemporaries in the 1970s, he set out to make a difference as a teacher in the education system. He and his contemporaries wished to do away with fossilised, formal structures, rigid curricula and worst of all, negative learning experiences so that education could lead to a better and more just world.

Keywords: Education, Lifelong learning, career, teaching

Educational ideas – a beginning

Like many of my contemporaries in the 1970s, I set out to make a difference as a teacher in the education system. Many of us were convinced that the key to making an impact on the world was to radically change schools, how they functioned and especially how children learned, which would invariably lead to a better and more just world than what had been achieved in previous generations. We were determined to do away with fossilised, formal structures, rigid curricula and worst of all, negative learning experiences. We were inspired by the likes of Ivan Illich's Deschooling society (Illich, 1971) and Neil Postman and Charles Weingartner's Teaching as a subversive activity (Postman & Weingartner, 1972). Naïve we may have been, but nonetheless we set out to provide more flexible, creative and caring learning environments for all children and not just a select few.

Teachers college gave us many useful strategies and information for our teaching toolkits, but most of all we set out to provide a more creative and encouraging atmosphere where children would be excited by learning in ways that set them up as lifelong learners (although the term itself had little currency at the time). Motivate learners, provide them with some basic learning skills and sure as night follows day, fundamental changes in the education system would emerge from the conventional staid generations of schools.

Three years of teaching subsequently taught me that many aspects of this philosophy worked reasonably well. I found that I seemed to spend a lot of time and energy endeavouring to motivate many of those in my classroom with a zest for learning, but it was often an endless challenge that sapped my energy and subdued my belief in the potential of the formal schooling system.

Alongside my teaching in a primary school, I was also tutoring university-level Sociology part-time, mainly with mature-age adults whose motivation required little prompting. With these learners, I found the challenge was in teaching academic literacy skills and the teaching content

of the courses. The issue of motivation rarely raised its head with these learners. To me, it seemed to epitomise what true education was all about.

A new world – teaching adults

Hence my decision to change direction and move into the world of educating adults, which appeared to be a much more fertile ground for productive learning. With a postgraduate degree to equip me with some new skills, I set off in this new direction along with many of the ideals I had started out with in teaching children.

In my new world of educating adults, these ideals led me to the writings of people like Malcom Knowles and his more radical counterpart Paulo Freire. Knowles's theory of andragogy (the teaching of adults vs pedagogy, the teaching of children) Freire's conscientisation (gaining a critical awareness of the world, its inequities and a means to create alternative futures) were de rigueur in this new endeavour along with a range of feminist and indigenous writings. For me, programmes like Grundtvig's folk high school movement in Scandinavia, Horton's Highlander Center in Kentucky and the Antigonish movement in Nova Scotia all pointed to powerful examples of turning these ideals into reality.

Unlike schools, within this sector all learners had the potential to be self-directed, highly motivated and able to acquire lifelong learning skills and attitudes. The idealised role of the teacher was to stand alongside the learner, responding to what they needed, supporting if necessary and providing appropriate resources, although later observational studies would show that few matched this ideal in reality. For example, many practitioners espoused various forms of 'learner-centred' philosophies where directive teaching was scorned and teachers endeavoured to match their methods to a myriad of learning styles identified in their learners. Canadian Alan Tough's research (Tough, 1971) on self-directed learning was particularly influential and was seen by many as the epitome of adult learning.

Research beginnings

In the 1970s and 80s, there was little research about adult education or adult literacy, especially on any aspects of teaching, learning or programme impact. The little research that did exist was predominantly based on self-report – for example, how learners liked to be taught or their preferences for programme content. It was also small-scale and unsophisticated. But then the volume and quality of research improved dramatically in the mid-1990s and over the next decade, especially with the establishment of the National Center for the Study of Adult Learning and Literacy (NCSALL) in the US and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) in the UK, as well as other national centres in countries such as Ireland, Norway, Canada, Germany and Australia (the story of New Zealand's national centres for adult literacy and adult education are another whole). The development of these national centres was prompted at least in part by the emerging awareness of adult literacy (including politically) and the research it generated in these countries as well as with international bodies such as the OECD and UNESCO.

Both the NRDC and NCSALL funded a wide range of research studies that attracted a cadre of experienced, skilled researchers to explore a wide range of topics related to adult learning. Research methodologies also varied considerably and for the first time they included

large-scale studies that enabled greater generalisability of results such as the OECD's series of national adult literacy incidence studies and longitudinal research of national cohorts. The quality of studies such as these had considerable impact within many countries, especially with national politicians and bureaucrats who were under fire to respond to the realities of their adult population's literacy needs. Adult literacy therefore sat at the national policy table for the first time in many countries. (Milana, Holford, & Špolar, 2019). Adult education not so much, with a few exceptions such as the UK where a strong national advocacy body (NIACE) was prominent both in terms of policy and research (e.g. national studies of participation).

For the first time, the research included large-scale controlled trials of learner outcomes, meta-analyses of research on particular topics and high quality longitudinal studies. The calibre and nature of this new generation of research provided a depth of analysis on many aspects of adult learning, including findings on specific teaching strategies that were more effective than others. Even some hallowed strategies such as learning styles were critiqued and found wanting (Coffield, Moseley, Hall, & Ecclestone, 2004).

Although most of this research related to adult literacy, there were also studies relevant to broader aspects of adult education. Some of the more generic aspects of teaching such as formative assessment and learner feedback had been studied extensively in formal education sectors. For the first time there was a wealth of relevant research findings relevant to improving adult teaching practice in non-formal settings.

A new century, new horizons

At the turn of the century I was predominantly involved in adult literacy research as it now took centre stage both in terms of policy and research about adult learning. With substantial research funding available (relatively speaking) through the NZ Ministry of Education and strong advocacy from key players such as the Tertiary Education Commission, there was now a planned programme of research designed to inform the expanding provision for meeting the newfound needs identified in the OECD studies. First came some mapping work to identify the nature and extent of current provision (not clearly identified until then), an extensive literature review of best practice adult literacy provision and an observation study to understand how literacy teachers were actually teaching their learners. The Ministry were initially reluctant to fund this last study, but it came to play an important role in understanding what was happening between teachers and learners, how this compared with best practice in the literature review and what was needed to change to improve the quality of provision.

I was involved in all three of these studies as well as a number of others that had a major influence on my understanding about effective practice. One of these studies was the OECD international study on formative assessment (FA), which was later published as a book (Looney, 2008). The OECD had noted the impact of FA in formal educational settings and was interested in its potential to increase the effectiveness of adult literacy programmes, thereby building on its earlier international incidence studies. It therefore commissioned a study of 'best practice' of FA in nine OECD countries. The final report included a comprehensive literature review of FA in literacy programmes along with chapters on innovative practices, needs analysis, goal setting, relationships within the classroom, specific teaching techniques of feedback, questioning and scaffolding, developing learner autonomy and recognising learner progress.

The New Zealand observation study had showed me the realities of how teachers actually teach – in brief, they used a limited repertoire of teaching techniques, most of which were based on hearsay or watching how others taught and very few could name, let alone any specific teaching models or theories (similar findings to other overseas studies). It also identified how a lot of teaching involved generic tasks that were common to any teaching context. The OECD on the other hand showed me how exemplary teachers taught and in particular how they used FA in their teaching repertoire.

Workplace provision

In the mid-2000s I left The University of Auckland and worked as the principal researcher in a series of Department of Labour studies examining how literacy practices could be improved in workplace programmes. This initiative was essentially the brainchild of the then-head of the Tertiary Education Commission, but was not able to be hosted by it as they were not able legally to administer this type of research. Instead, the Department of Labour rather reluctantly took on this role along with the consultative involvement of a number of other government departments including the TEC, the Ministry of Education and Treasury.

Central to the overall research programme (with three full-time researchers plus occasional outside contractors) was the Upskilling project where the purpose was to identify best practice based on evaluations of a broadly representative 16 workplace programmes from around the country and across a range of industries and types of learners/contexts. Using a series of multi-method evaluations, the impact on a selection of workplace outcomes including workplace productivity were measured against changes in literacy skills and various facets of the educational dimensions of the programmes. Fundamentally, the questions being asked were: did the programmes improve participants' literacy skills, could any improvement be shown to affect workplace performance and what distinguished the more successful programmes from the others? Two of the programmes were also studied in terms of in-depth cost-benefits analyses (CBA) by two workplace economists. Very few CBAs have been done internationally (they concluded that the impact was positive, but the studies were never published for political reasons).

Each programme evaluation was reported separately as they finished and then a final report endeavoured to generalise the findings overall. Upskilling cost in excess of \$NZ 5m, which was an unprecedented budget for this type of study both in New Zealand and internationally. When the final report was written by the researchers, its findings were challenged by an internal Department of Labour economist predominantly on the grounds she believed that 'cause and effect' was not demonstrated sufficiently – in particular, there was not always a direct correlation between programme duration and subsequent impact. International project referees disagreed with this conclusion and so a 'toned down' version of the report was eventually published. The cynic in me questioned the validity of the findings being challenged by a single analyst with a statistical causation obsession sitting in a high-rise office vs. the extensive range of empirical and qualitative data (it was a mixed methods study after all) gathered over hundreds of hours on-site by a team of researchers.

Nonetheless, I found my five years of experience in this role instructive. It certainly taught me the value of workplace literacy programmes, what components contributed to impact

on learners and their workplaces and how factors out of left field sometimes determine the uptake of research in government departments.

With the muted release of Upskilling's findings, the Department of Labour promptly lost its enthusiasm for workplace literacy research and set about shedding its research budget elsewhere. My employment was part of the shedding process, albeit ending in a successful Employment Court outcome for members of the research team. Irrespective of the Department of Labour's change in interests, the tide was turning against adult literacy research not only in New Zealand but also in the US and the UK. Reagan's budget cuts dealt to NCSALL in 2007, while the NRDC limped on until 2015, when it too succumbed to budget cuts in an environment where adult literacy was largely confined to funding provision. The idea of developing a sector based on research had waxed and now was certainly waning.

Moving on and reflections

Following the demise of the Upskilling project, I moved on to several other positions in academia, a professional body and some self-employment before finally retiring from the paid workforce. In retirement I have done a little literacy tutoring 1:1, been a member of the International Jury for the UNESCO Literacy Awards and pondered often about what I have learned from these various experiences. So, what have I learned?

- First and foremost, I have come to see the value of research-informed literacy teaching to improve the impact on learners (Benseman, 2013) . If ever we needed proof of the value of research-informed practice, then surely COVID has demonstrated the effectiveness of this approach across any aspect of human behaviour. Relying on other people's opinions or previous experience is always interesting, but ultimately can never match the efficacy of insights from well-designed research findings.
- Research-informed teaching is an effective way to make the most of what funding is currently available as well as pointing to where increased funding is best used.
- Educational theories and philosophies are valuable, but need to be consistent with related research. Malcolm Knowles's theory of andragogy for example was useful in helping adult educators move away from formal schooling practices, but his approach is not necessarily the most effective way to help learners learn.
- Few people deny that teaching is at the heart of education. And yet 'teaching' is seldom mentioned in official documents or policies, training manuals, professional qualifications or other educational documentation. It appears the assumption is that teachers come already equipped with the means of making learning happen and need not be directed towards how the teaching should happen. It is probably not surprising that the strongest influences on teachers' teaching practices are that other colleagues teach and they themselves have been taught.
- Improving teaching does not necessarily involve starting from scratch. Improvements to teaching can be introduced incrementally and produce considerable benefit in the short term. A very experienced adult literacy teacher told me that being challenged about how long she waited for learners to respond to her questions had been the most useful feedback she had ever received. She said that increasing her wait time fundamentally changed the dynamics of the interaction she had with her learners.

- There is no magic list of how effective teachers teach. Research points to a range of strategies that increase learning – as well as many that don't. There is plenty of scope for teachers to choose what elements of their teaching they want to improve. Videoing current teaching practices for example can point to what they can change.
- There is now a considerable body of adult literacy research that can help inform teaching practice. There is also a lot of generic material such as formative assessment that can also be utilised. The challenge lies in linking research and practice.
- The gulf between research and practice remains large. The reality is that researchers have little time and few skills to help disseminate their findings to practitioners, while practitioners certainly have little time or inclination to go wading through the research literature and then incorporate relevant findings into how they teach. The gulf between research and practice needs to be bridged by third party organisations that are skilled in identifying and interpreting relevant research. This material then needs to be made available via PD strategies that include challenging practitioners' teaching, introducing relevant alternatives and helping consolidate changes in practice.

About the author

Dr John Benseman has worked in adult education and literacy for nearly 50 years as a practitioner, programme administrator, researcher and evaluator. He studied adult education in Sweden, then worked in a range of adult education organizations including continuing medical education for general practitioners, the Auckland Workers Education Association, The University of Auckland as well as a self-employed researcher and evaluator. Over recent years he has worked in literacy research projects for the Organisation for Economic Co-operation and Development (OECD) and United Nations Educational, Scientific and Cultural Organization (UNESCO). From 2007-2010 he ran the Upskilling workplace literacy, language and numeracy research project and has recently taken up an academic position at Unitec. From 2018-2024 John served as a Jury member for the UNESCO International Literacy Awards.

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Memoirs of a Diabetic Survivor

Jo-Anne Campbell / joannecampbell369@gmail.com

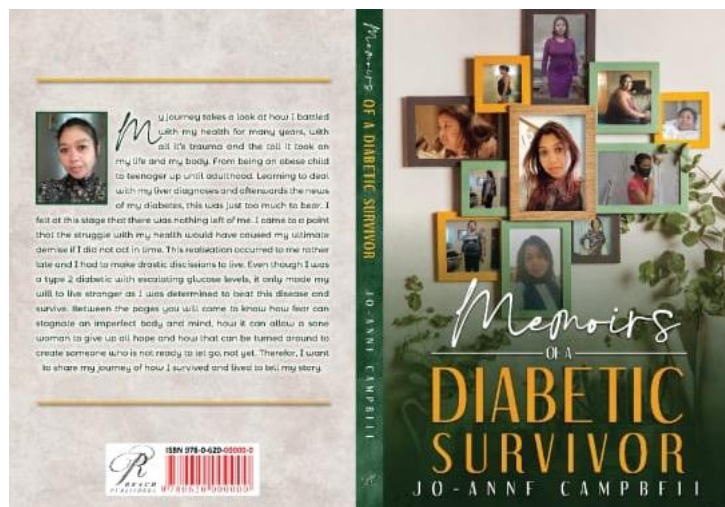
Abstract

Joanne Campbell shares how writing a book on her experience of significant health issues helped her life deep learning. She underwent extensive operations, physical changes and practically reconstructing, not only her mind, but her body as well. Joanne began putting the personal experience she lived through on paper. Her life deep learning insights grew from writing about her health journey and how she was able to integrate this theory into how she lived her life.

Keywords: Life deep learning, life-long learner, health journey, diabetes, diabetic awareness

My journey

I would like to share my experience as a life-long learner with you. I have taken the role of life-long learner for many years after obtaining my first diploma in education 24 years ago. Since then, I have been striving to better my understanding of education and the important role it plays in our society, especially within the adult learning community. Through my many years of academic reading and writing I decided to embark on a different path, relating to a more personal journey concerning my long-time struggle with my health.



Two years ago, after realizing that I will not live after the age of fifty, due to health issues, I underwent extensive operations, physical changes and practically reconstructing, not only my mind, but my body as well, I began putting the personal experience I lived through on paper. The thought process during the writing of my first book was to show others who find themselves in a similar situation, that they are not alone and that there is always hope.

The thought process behind my writing this book was to let others know or realize that they are not alone. During the time I battled with health issues I felt extremely alone and frustrated, there was no one who could educate or support me with the challenges I faced on a daily basis. This motivated my core idea or theme for my book which helped me go back and

pinpoint the relevant information I had gathered from my medical team after my diagnoses and the way forward. Even though I am an educational based academic, I found myself researching the medical aspects which are linked to my condition. I found the research interesting and relatable. Throughout my book I ensured a logical flow which spoke to the chronological timeline that fit my story.

My personal insights of my experiences after using these thought processes allowed me to focus throughout the writing process. I think that could be the reason for my two years of writing the book. I had to ensure that I connected with my personal history and recall all relevant events and occurrences which confirmed that my story remained coherent and on track. The process assisted me in creating a narrative that aligned with my overall vision for my book.

I am able to share my personal learning about health and hope by revealing my health challenges and how I managed to cope with it. In addition, presenting my inner strength, resilience and the support system I had established with my family and medical team. My book portrays my health issue realistically, showing both the struggles and victories that I had and still am experiencing. This helps the reader empathize with an experience and reflect on their own health and hope surrounding their well-being.

I consider my Life Deep Learning as my insights that grew from writing about my health journey and how I was able to integrate this theory into how I live my life. This learning has had a lasting impact on me as a person and has influenced relationships and my personal growth. It has become a part of my ongoing development as a writer and as a person. This experience has shaped my understanding and has led to growth that resonates throughout all aspects of my life.

I would describe my experience as Transformational Learning as this learning experience of understanding has impacted my inner core concerning not only my beliefs and values but how writing about health and hope allowed me as an individual to engage with the intricacies of the human experience.

Therefore, after two years of writing, I found myself finalizing the final pages of my book but not my journey. I was fortunate to team up with a very productive publishing company from Durban, South Africa and they assisted me with all aspects of editing my book. This process took an additional three months but we completed the editing process and my book was uploaded on various digital platforms. I am tremendously proud of myself as I have achieved something that I have wanted to accomplish for a long time. I feel that my experience as a life-long learner has added to my self-confidence and has motivated me to achieve this goal.

I surprised myself yet again, when I began writing my second book in December 2023. I would like to establish my unique writing style, not only as an author, but as a transformational learner as well, in the future through my books.

I leave you with the following:

“Nothing is ever lost or useless, every co-incidence, encounter or experience forms a path in your journey for a reason.” (Jo-Anne Campbell, 2024)

About the author

My name is Jo-Anne Campbell, a primary school educator but recently joined a private university as a lecturer. Currently, I am completing my Masters qualification in Adult Learning and Global Change. Highlights are being nominated for Teacher of the Year Awards in 2022 and 2023, sourcing programs which focus on uplifting and empowering young girls in primary school, and story writing for Foundation Phase learners. Recently, I published my book “Memoirs of a Diabetic Survivor”. I work with disadvantaged communities, consulting and discussing experiences in the classroom with students. I share my health journey as a motivational speaker at events.

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Learning and Leisure

Dorothy Lucardie / dorothy.lucardie@bigpond.com.au

Abstract

In this paper Dorothy Lucardie revisits her master's research (Lucardie, 2004) that was not concerned with organised activities for either learning or leisure. The focus was upon adults' everyday life. Leisure as an area where adults in their everyday life do not normally identify learning occurring. Adult learning and leisure share several commonalities identified in the literature that impact upon the leisure or learning experience. These are the roles of awareness, intentionality, consciousness and reflection. The learning that occurs in leisure is often unintentional, unplanned and informal. It also often displays the outcomes we have identified earlier as characteristics of life deep learning.

Keywords: Leisure, adult learning, informal learning, life deep learning

Leisure

What is this life if, full of care,
We have no time to stand and stare?
No time to stand beneath the boughs
And stare as long as sheep or cows:
No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:
No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

William H. Davies, *Songs of Joy and Others* (London, 1911)

The concept of leisure and its alternative concept work has its evolution in the industrial revolution in Europe and are relatively new concepts. Through the lens of the Puritan work ethic the concept of work has good values, hard work, obligation and duty. As a contrast, leisure is often seen as a time of idleness, non-productivity and evil. Although in some cultures, particularly those of the indigenous and Pacific, work and leisure are not viewed as separate concepts.

In this paper I revisit my master's research (Lucardie, 2004) that was not concerned with organised activities for either learning or leisure. The focus was upon adults' everyday life. Leisure as an area where adults in their everyday life do not normally identify learning occurring.

We often see the concepts of both learning and leisure through the lens of organised activities. Formal learning occurs in courses organised by others and there are expectations of attendance, completion and meeting externally devised standards. Leisure is often seen as recreation activities, organised by others, held in a particular space and time and may also have rules and regulation

Leisure and learning are both considered by society as universally good or beneficial. However, leisure has been viewed from a deficit perspective, something undertaken during times of idleness. Leisure could also be seen as a context for informal and incidental learning as learning is seen as a key benefit of leisure.

Adult learning and leisure share several commonalities identified in the literature that impact upon the leisure or learning experience. These are the roles of awareness, intentionality, consciousness and reflection. Common factors include the contexts of time and place, freedom of choice, obligation, personal attributes or personal control. Learning has been reported as a significant benefit for people undertaking leisure activities, the second benefit reported is that of social interaction, and the third benefit, change.

The results of my original research (Lucardie, 2004) found that when participants were experiencing self-defined leisure, they were often alone rather than in groups. The activities they were undertaking were most often reading or watching television. Interestingly they identified that during these episodes they learnt most about themselves, about others and other cultures. These findings have been supported by research over the past 20 years.

Moyer (2007) explored the educational outcomes of fiction reading and found that participants reported "awakenings, new perspectives and the expansion of possibilities" (p 66). Although a high number of Moyer's respondents saw fiction reading as an escape, 81% agreed that they learnt a lot from this. 77% felt they had a better understanding of other countries and cultures and 71% felt they better understood their world. Moyers research supports that of Ross (2000) who reported that readers felt they learnt about themselves and others. "Subjects talked frequently about how reading helped them learn about other perspectives, challenged their own ideas and assumptions, and made them think in a different way."(Moyer, 2007,p 73).

Isohola and Baumeister (2023) have also reported that watching television was the most common leisure activity in modern society and “encapsulates some of the paradoxes of leisure and meaningfulness” (p 1). For Isohola and Baumeister (2023) it is not the specific activity chosen that is leisure but the participants intrinsic motivation through the perception of choice and freedom. Csikszentmihalyi and Graef, (1980) had earlier proposed that watching television gives “felt freedom” (I wanted to do it) in a similar manner to sports and reading. The importance of leisure is not as providing meaning of life but rather to meaning “in” life (Isohola and Baumeister, 2023).

Learning in leisure has important benefits in health and wellbeing, one of the focuses of leisure research over the past 20 years. As adults age using creative processes can enhance self-understanding, problem solving skills, meaningful involvements and adaptive competence (Misluk, 2022). Boulton-Lewis (2010) found that “aging adults have strong motivation to learn despite slower cognitive processing and an increased need for more practice, with outcomes such as self-fulfilment and pleasure “(Misluk & Rush, 2022, p 212).

In terms of health benefits Fancourt et. al. (2021) proposed that leisure activities can immediately influence emotions, resilience, sense of self, personal transformation, psychological resources and help individuals to flourish. Leisure also helps people to become included in communities that build well-being and positively supports change (Anderson, 2021).

Environmental movements and activists have long supported the positive learning that occurs when people become involved in nature and this is especially during times of leisure. Lugg’s (2007) pedagogical perspective leads to her focus on the nature of the experience that will significantly influence the impact of learning. The environmental benefits of leisure are often considered in terms of the benefits derived from experiencing the outdoor environment, particularly in national parks, and thereby learning to value and protect the environment in general. On an individual level the experience and learning provide positive affect and deep learning.

Stringer and McAvoy (1992) proposed that spiritual experience often includes affective dimensions (feelings such as peace, awe, love), cognitive processes (e.g., contemplation), transcendence of oneself and environment, and a high level of emotional intensity. They found that spiritual experiences of wilderness adventure participants were described as "connection with other people," "clarity of thought or feeling," "moments of great emotional impact," and "a heightened sense of awareness (of self, of others, of the environment, and/or of a greater power)" (Stringer and McAvoy (1992) p. 18).

The learning that occurs in leisure is often unintentional, unplanned and informal. It also often displays the outcomes we have identified earlier as characteristics of life deep learning. Spirituality, wisdom, emotional development, inspiration, resilience, making meaning or making sense of life, reflection and transformation (PIMA Bulletin, 2022).

“Leisure is the free time, literally the free time, in which we are not enslaved by practical concerns that keep us from cultivating our higher powers of discernment. Leisure is the condition under which intellectual virtues can be acquired” (Pieper 2009, 4).

About the author.

Dorothy is a well-known practitioner, researcher, administrator and leader in the field of Adult Education in Australia and the Asia Pacific region. As a practitioner she has facilitated a range of adult education courses and programs in higher education, community education and in industry. Dorothy has contributed to the leadership of the national peak body Adult Learning Australia as President, her advocacy for its work and her relationship building with international allies. Dorothy was the foundation President of the Friends of PASCAL International Association (PIMA) and currently serves as Secretary.

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Review of Bulletin 46, special issue on Climate Justice Education, January 2023

Colette February | cfebruary@uwc.ac.za

What stood out for me from this issue? An idea, a concept, theme?

The January 2023 SPECIAL ISSUE ON CLIMATE JUSTICE EDUCATION invited substantive engagement in two main ways: in the first part, as readers we were invited to challenge our existing assumptions for engaging with nature, and in the second part we were invited to consider current climate justice undertakings potentially leading to more compatible ways of being with nature. Both parts of the PIMA conversation are important for us as educators as we try to live and teach, most appropriately, as part of nature in which we are appropriately environmentally aware and respectful.

Was there anything I particularly liked or something that could be improved?

I particularly liked the way in which PIMA's climate justice undertakings, article by article, contribute towards a human narrative of transitioning towards the making of new stories of ourselves, and new knowledge stories, mainly because of the unprecedentedly urgent way in which we are being called upon to address the challenges of our environment currently in crisis. One article in particular brings into view how, over time, how our "transition imagination" (Escobar, 2017) may lead to globally transformed education and better ways of living as part of nature. I am therefore particularly curious about and have a keen interest in shaping as far as I am able to, through my educator role, the kinds of new 'more-than-humans' stories we may allow ourselves to create.

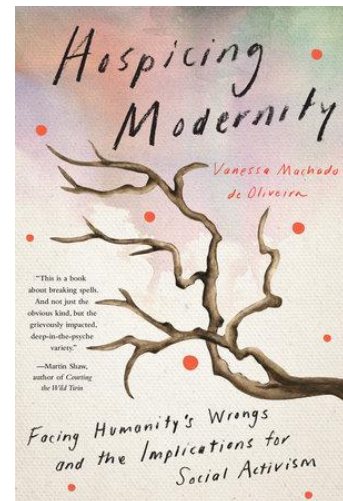
Can I suggest how these BULLETIN ideas might influence my practice/research/ community?

This BULLETIN also presented a timely moment for me to revisit sensitizing concepts I consider important in my own adult learning and teaching (ALE) architecture as an educator, and by this I mean an opportunity was presented for me to begin a new journey of asking new questions about what I regard as meaningful educator experience and knowledge by considering the kaleidoscope of insights offered by the BULLETIN authors and the scholarly works drawn in support of various climate justice matters. A few of these works, currently listed as references for this review, are already receiving a large part of my attention as I work towards understanding the possible benefits of unsettling and reframing how I as an educator ought to be repositioning myself in relation to my environment, and what I understand possibly as my new adult learning and education undertakings towards caring for it.

How could PIMA harness the energy in the articles for future development?

In her book Vanessa De Oliveira Andreotti offers several interesting insights about the status of modernity currently, and I would consider it a gift if PIMA were to think of making possible dedicated book club sessions so that due attention could be given to the works of interesting authors whom PIMA considers worthwhile proponents of climate justice.

Repurposing organisations and the worth of individuals are two matters that have struck a chord with me when I discovered Vanessa's story of her book on YouTube, and should PIMA want to work towards a climate justice book club, this would richly nourish my professional retooling beyond measure. Perhaps the authors might consider joining PIMA for such a book club event.



About the author

Dr Colette February is a lecturer in Adult Education at the University of the Western Cape. She has a master's degree in Literacy Studies from the University of Cape Town, and a master's degree in Adult Learning and Global Change from the University of the Western Cape. Since 2017 she teaches on an intercontinental, intentionally online, adult education postgraduate programme, which has become a successful twenty four-year international collaboration between the Universities of British Columbia, Linköping and the Western Cape. Her PhD dissertation allowed her to explore her interest in nontraditional students and lifelong learning in higher education. Colette is also interested in findings ways to make lifelong learning personally and socially meaningful, and believes that authenticated forms of lifelong learning may assist in democratizing the public spheres and educational contexts she knows and seeks to build.

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Hospicing Modernity: Vanessa Andreotti. <https://www.youtube.com/watch?v=X0ZkOFFmbIY>

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Welcome New PIMA Members

Pima welcomes Yurii Pyvovarenko, Dr Godfrey Mwewa, Dr Christy Rhodes, Dr Philipp Assinger and Dr Liz Sommerlad.



Yurii Pyvovarenko / bildung.in.ua@gmail.com

Yurii, from Ukraine, is an IT professional with experience in project and event management. He is head of the Council of the Ukrainian Bildung Network, having joined the team of Serhii Chumachenko in 2019 which established the Ukrainian Bildung Network in 2021. His passion is teamwork and making things work and lifelong learning. He would like to help reach greater social, economic and ecological justice in Ukraine

and worldwide.



Dr Godfrey Mwewa / godfrey.mwewa@unza.za

Godfrey, from Zambia, is a senior lecturer based at the University of Zambia, a Public University at the Institute of Distance Education. He is also a learning expert with the International Journal of Research and Innovation in Social Science. His areas of speciality are in Educational/Instructional Technology, and Open and Distance eLearning. He has more than 20 years of teaching and research in higher education institutions.



Dr Philipp Assinger / philipp.assinger@uni-graz.at

Philipp, from Austria, is the Assistant Professor at the Department for Adult and Continuing Education, Institute of Educational Science, University of Graz, Austria. His teaching includes courses on management in adult education, programme planning, teaching and learning methodology, and vocational education and training. In addition he has been a member of the steering committee of the Austria research network for adult education and member of the international advisory board of PLAIO: An International Journal for Theory, Research and Practice in Prior Learning Assessment. His research

interests are twofold – workplace learning and its relationship with formal education and policy and governance in adult education especially with an international comparative perspective.



Dr Christy Rhodes/ rhodesc14@ecu.edu

Christy, from America, is the Associate Professor of Adult Education, East Carolina University. Her voluntary commitments have included serving on the Board of Directors of the Coalition of Lifelong Learning Organisations since 2020 and is the incoming Director of the Commission of International Adult Education in the American Association for Adult and Continuing Education. She has been an adult educator for 30 years. Her research is situated in adult literacy education having conducted national and regional studies of the culturally inclusive teaching practices of U.S. educators of adult English language learners. She is currently collaborating with community-based organisations to examine the experiences of first and second – generation Hispanic immigrants to New Gateway states.



Dr Liz Sommerlad / liz.sommerlad@gmail.com

Liz, from Australia, is an applied social researcher with a PhD in Cross Cultural Psychology. She has travelled between Australia, Asia, UK and Europe and worked in different universities and research institutes focussing on indigenous education and empowerment, the formative evaluation of advanced technologies in university teaching and learning and public libraries, rural land – sharing communities and sustainability, learning at and through work and widening access to higher education..

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PIMA Bulletin No 51, September 2024

PIMA is incorporated in Victoria, Australia, as Friends of PASCAL International Association. It is an expanding global network of diverse individual adult and lifelong learning educators, activists, and scholars. It grew out of PASCAL.

We collaborate with PASCAL <http://pascalobservatory.org/> and many other bodies, towards greater social, economic, and ecological justice. We contribute to ‘outside-of-the-box’ thinking to address the contemporary local/global crises and issues. We encourage members to work together and in solidarity with one another to bring the expertise of adult learning and education (ALE), within a lifelong learning orientation, to the resolution of everyday issues and problems.

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