



PIMA BULLETIN NO 47 APRIL 2023

SPECIAL ISSUE
Honouring Chris Duke



Co-Editors: Heribert Hinzen, Phuoc Khau, Dorothy Lucardie, Maria Slowey, Shirley Walters

Technical Assistance: Leslie Cordie



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Message from PIMA President

Shirley Walters

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This Special Issue of the PIMA Bulletin is to recognise and honour Chris Duke, who has stepped down as founding PIMA Bulletin Editor, after seven years. Under Chris' watch 45 Issues of the PIMA Bulletin have been published. An outstanding achievement. They are all archived and easily accessible on the PIMA website www.pimanetwork.com/bulletins. They are an amazing resource for all scholars, activists, practitioners of ALE within lifelong learning perspectives and approaches.

Chris is a well-known, highly influential scholar-activist-organiser with global reach in education. In this Bulletin, we will learn more about his extraordinary contribution to adult education, lifelong learning, higher education, international networking and organising in the areas of adult and lifelong learning through a mosaic of stories, poems, letters and articles. However, this publication is not only about Chris – through Chris' story we capture significant historical and contextual moments in adult education and lifelong learning.



To honour and thank Chris for his immense contribution to PIMA and the PIMA Bulletin since its inception, we believe the most appropriate way is through a Special Issue of the Bulletin - to do for him what he has done for so many others!

Thank you to PIMA's editorial team of Dorothy Lucardie, Heribert Hinzen, Maria Slowey, Phuoc Khau, and Shirley Walters, and to the 35 contributors, along with technical assistance by Leslie Cordie. All have worked hard and fast to help produce this special bulletin in record time. This bulletin speaks volumes of Chris' life's work towards more egalitarian, democratic education and training across the lifespan and the Planet. We present this to honour and thank you, Chris, our wise elder!



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The Farm Lad and the World

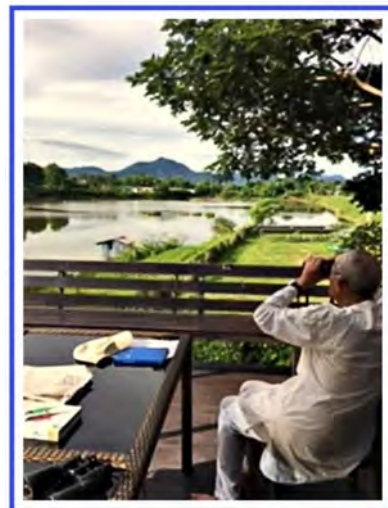
Budd L Hall

bhall@uvic.ca

Young Chris Duke spent his early years
The second world war years
On his family farm in Kent
Born into a peaceable family
His Mum active with the Women's Land Army
German prisoners, farm hands on their farm, befriended him

Something of the soil, the earth, the land and of the peaceable kingdom
Remained in his heart, in his imagination and even on his hands
As he grew into a brilliant and curious scholar
Cambridge, King's College and more
A critic of the high table
Seeking ways to use his knowledge and skills
To build communities of justice and inclusion

The education of adults caught his eye
Learning for a new world
Learning for justice
Learning for active citizenship
Learning to challenge greed and elitism
Learning how the moon effected the growing of crops in Burgundy
Learning to grow potatoes in allotments in Leamington Spa



The best of his generation
Dr. Duke, Professor Duke, Director Duke
Pro-Vice Chancellor Duke, President Duke
Secretary-General of ASPBAE Duke
Policy writer, UNESCO expert. OECD innovator

A beautiful writer
Policy texts with poetic phrasings
How many books? Countless
How many reports? Countless
How many articles and conference papers? Again countless

A walker on the earth
At home in his many gardens
Loved by his remarkable partner Liz
And his countless children and grandchildren
A friend, such a friend

Your PIMA pen is stilled now Chris
But the impatience of your ideas
The example of excellence in your work
The many whose lives you have touched
Will carry the needed work forward
From the soil, for the earth

For Chris Duke on giving up the Editorship of the PIMA Bulletin

With love, Budd L Hall



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Editorial

Heribert Hinzen, Phuoc Khau, Dorothy Lucardie, Maria Slowey, Shirley Walters

When Chris Duke informed the PIMA ExCo that he wanted to step down as Bulletin editor, it was not taken seriously. He was praised for doing a wonderful job and he was urged to continue. When the item was on the agenda for the second time, we had to sit up and take notice as he stipulated a deadline - the end of 2022. Intense discussions followed, no one person can replace Chris - so we set up the Bulletin Management Committee (BMC). This is the second bulletin published under this new arrangement and is the second in the new web-based format.

The BMC has worked fine so far. It plans forthcoming issues, oversees the editorial process, and allows for innovative thinking. The results are obvious in the latest two Bulletins. The BMC has also led the transition to an on-line format on the website, while retaining a **PDF version** for those who prefer it.

In one of our discussions, we resolved to honor Chris for his great achievements to bring the Bulletin to where it is today. But how to do this? We knew of the many and diverse honors Chris has received from

Honorary Professor, Doctor Honoris Causa in Korea, to induction into the International Adult and Continuing Education Hall of Fame. We decided that we didn't want to do an academic Festschrift, but in the spirit of the PIMA Bulletins, to produce a Chris Duke PIMA Bulletin Special Issue. We looked back at past bulletins to locate this special issue in that history (**see - link to article**).

We decided that this Chris Duke PIMA Bulletin Special Issue needed to capture Chris' personal, professional and political orientations. It needed to honor Chris and also be of interest to a broader



readership. We wanted to throw the net wide to invite as many contributors from across the globe as possible, and to present it to Chris before he steps down from the ExCo at the next PIMA AGM in May. Could we achieve a variety of forms like letters, poems, texts, photos, video and also reflect the diversity of gender, generation and geography? Inspired by previous bulletins and Chris himself, we decided on three paths – 'Letters from', 'Gardener's Corner', and a live 'Study Circle'. Given that Chris has been an enthusiastic market gardener and ornithologist throughout his life both metaphors appear throughout the Bulletin.

The editorial group had its work cut out. We communicated widely while trying to keep the project a surprise for Chris. Fortunately, people responded enthusiastically and on time - so we have about 35 contributions from a wide range of regions from many parts of Chris's life, including a moving [poem by Budd Hall](#). Chris and Budd share a long working relationship which hails back to the time when the International Council for Adult Education (ICAE) was founded in 1973 – celebrating 50 years in 2023.

Chris' biography reflects major influences, which affected not only Chris but many adult educators over the last 60 years – from World War 2 through to Russia's invasion of Ukraine. We reprint a biographical note which Chris wrote earlier and which starts off with his time as a child close to a camp of German prisoners of war working on a nearby farm, and leads us through his progress up the ladder in University hierarchy to the level of Vice-Chancellor and President and his multiple contributions to building networks and organisations in civil society, including the PASCAL Observatory and its offspring PIMA - dedicated to Promoting, Interrogating and Mobilising Adult Learning & Education.

You will find a link to the [Chris Duke Study Circle](#) - six longstanding colleagues and friends from England, Ireland, Scotland, Slovenia and Sweden, together with a next generation scholar from Mexico, gathered to reflect on the impact that Chris had on them. They clearly had fun reminiscing about relationships with Chris over several decades. What a treat to experience their stories about Chris and adult education moments across time.

In the ['Letters From'](#) section, friends and colleagues share some of their stories, values and thematic concerns through open letters. There are 15 letters from Ecuador, through Canada, to South Africa, UK, France, Germany, Hungary, Vietnam, India, Australia. Authors were also invited to include one thing Chris does not know about them in their bio. The stories capture relationships with Chris, threads of the history of adult education now and in the past, and some centrally important contemporary political and pedagogical issues. In the ['Gardener's Corner'](#) section another 15 people from Australia, Thailand, New Zealand, UK, Canada, Germany also describe their rich relationships with Chris over the years.

Throughout Chris' life, he has been a cultivator, a grower of flowers, fruit, vegetables and people. His love of life in its many forms shines through as you read the many stories and study the photos. He and his wife, Liz, have nurtured and fed many throughout their lives. The legacy that Chris is leaving through the PIMA Bulletins is there for all to savour www.pimanetwork.com - we hope you enjoy this latest contribution to the collection. We also invite you all to contribute to growing the PIMA Bulletin into the future, so it provokes out-of-the box thinking, helps us to remain connected to one another and builds on Chris' legacy.

We, and the numerous contributors involved from different parts of the globe would, of course, far prefer to present this Special Bulletin to you in person, Chris. Hopefully, the heartfelt tributes will reach across land and ocean. We also hope that readers who may not have had a chance to encounter you, will be encouraged to search out some of your remarkably insightful academic writing beyond the confines of the PIMA Bulletin. ***This Special Bulletin is a token of what you mean to so many of us.***



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Evolution of the PIMA Bulletin: From seed to produce

Shirley Walters

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Chris Duke has been a market gardener for much of his life. He has tended the soil and nurtured plants to flourish, whether in England, France, or Australia. He, as PIMA's first secretary-general, has done much the same with PIMA's communications which started with a newsletter in 2015. It was a small move to help the growing number of new members to get to know one another 'in line with PIMA's participatory and interactive principles.' PIMA was incorporated as a new network in that year.

The newsletters evolved in the following year 'in light of our shared experience of what seems interesting and what members contribute'. It was in 2016 when the first of Chris' now well-known, provocative editorials appeared. He asks: The end of a global era and its economic model? Narratives, paradigms, hopes and fears – where is Lifelong Learning? It was at this time that the dual, integral concerns with the wider world and education and training became established.

PIMA became more rooted in 2017 with the first election of the Governing Committee. The introduction of new members became a standing feature, as did the invitation to members to submit their news and views.



There was a transition from newsletter to bulletin in December 2017 with the fifteenth edition. The editorial focused on politics and policies, deep culture and populism. The official name change to The PIMA Bulletin occurred in February 2018. As the editor stated:

'The name change marks evolution from mainly general news for PIMA to mainly an informative and challenging discussion forum'.

August, 2018, Issue Number 19, provides an illustrative snapshot of some recurring themes in articles: What is happening to Democracy? Indigenous Identity; Lifelong Learning and Democracy; Get Serious about Indigenous Elders on Campus; Beyond Pastoral Care: First Nations Elders at Vancouver Island University; Walk this Path with Us: One University's Response to Reconciliation in Canada; Later Life Learning and Older Adults: Intergenerational war - a UK perspective.

Issue 19 also exemplifies the PIMA values that thread through the bulletins:

"The task of PIMA as a member network is to connect educators' world more directly to the problems and needs of humankind in a stressed environment cohabited with all other species in complex ecosystems. PIMA is apolitical in terms of countries' politics. And yet it is instinctually highly political, as it must be, in terms of the use and abuse of power. Most politicians are short-sighted, driven by quick impressions and quick results. We need a citizenry, local and global, that can look further ahead, more thoughtfully and self-critically".

The February 2019 Bulletin, carried the new PIMA logo which conveys the mission of **P**romoting, **I**nterrogating, **M**obilising **A**dult learning and education (PIMA). This was also the first Special Issue – it focused on Later Life Learning.

Chris was clear in the May 2019 editorial: "Looking ahead PIMA needs to engage with the central dangers that the world and its diverse communities and cultures face – the what; and to be clearer and better, if we can, about how advocacy works and change can be directed - the how." He highlights in particular climate change, global warming, the extinction of myriad species, threats of war, social and ethical degradation, which all rank high in the 'perfect storm of crises'.

While the July 2019 issue, looks first and mainly at the world outside formal education, it does consider the place of lifelong and civil society education in acting on it. It also introduces the theme of anniversaries. Chris asserts that these are not for mere nostalgia but rather reflections on steps taken and what is to come.

Linkages between the bulletin and a series of PIMA webinars and other events started in 2019 and this became a common feature from then on. The increase in virtual events was propelled during Covid-19, which required 'physical distance but also social solidarity'.

In May 2020 the 30th issue was published – a remarkable feat – six issues a year! An astonishing achievement under Chris' leadership.

In July 2020 the second Special Issue focused on SDGs – and so the practice of guest editorship became embedded.

Another key mantra that permeates the bulletin, 'only connect'. Chris says in the September 2020 bulletin, '*Only connect! Never was this injunction more fitting than today. I scan the material in this issue and realise how much each is part of an interwoven web.*'

A year after the Covid-19 lock-down, in March 2021, the editorial states: *The new normal? This is the year of paradoxes. Everything has changed and maybe nothing has altered. The impossible is easy, the familiar impossible. Taboos become normal conduct, as the taken-for-granted slips away. New information technologies and the use of media open up incredible learning opportunities, and more sinister ways to influence, control, enslave and destroy. There is nothing like a global pandemic or war to make the impossible obvious and easy. C-19 pandemic sweeps across everywhere and everything.*

In July 2021, Chris' perceptive comments continue: *One solution to the puzzles of being and living in strange and fast-changing times is for educators to treat education as existing only in institutions for education, not in the wider, more complicated 'real world' outside the Education sector: 'there be dragons, not really our business as educators'. This is a death sentence for ALE.*

Special Issues become more common: with the third published in November 2021 on Climate Justice Education; the fourth in March 2022 on Higher Education; the fifth in July 2022 was on Later Life Learning, the sixth was on CONFINTEA; the seventh on Life Deep Learning in December 2022; and in January 2023 on Climate Justice Education.

In 2022 Chris signalled that after seven years of leading, his term as PIMA Bulletin Editor was coming to an end. The PIMA ExCo Committee reluctantly accepted this reality and established a Bulletin Management Committee (BMC) to help guide the bulletin into the future. Under Chris Duke's watch 45 Issues of the PIMA Bulletin have been published. They are all archived and easily accessible on the PIMA website www.pimanetwork.com. They are an amazing resource for all scholars, activists, practitioners of ALE within lifelong learning perspectives and approaches. Thank you, Chris, for this nutritious produce which will feed us for years to come!



PIMA BULLETIN NO 47 APRIL 2023

A 'gathering' in honour of Chris Duke: 'The Chris Duke Study Circle'*

Maria Slowey

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In reflecting on the enormous contribution Chris Duke makes to global developments in the field of adult and continuing education, we must address a basic conundrum: is it possible that one individual could achieve so much, and have such a major impact on researchers, practitioners and policy makers across so many parts of the world (not to mention his contribution to horticulture and ornithology)? Or, might an alternative hypothesis be that this could only be achieved if Chris may in fact be an early AI model?

Building on the classic adult education tradition of the study circle, a number of his 'old mates' - from England, Ireland, Scotland, Slovenia and Sweden - decided to get together and convene a 'study circle' to investigate this issue further.*

As the tributes in this special addition of the PIMA Bulletin make clear, Chris plays a large and unique role in the professional and personal lives of many colleagues. He continues to support and inspire us, as he has done in many ways over decades. He has a wonderful generosity of spirit, helping us to achieve far more than would have been possible without his engagement and encouragement.

Chris is well known for being a gregarious person, with a vibrant - rather mischievous - sense of humour. So a few of us felt it would be appropriate to organise a virtual gathering of 'old mates' - or, in more technical terms, the 'Chris Duke Study Circle'. We would of course prefer to have done this in-person, with the subject under discussion preferably over a pint in a 'real' Irish pub (i.e. a pub in Dublin).

There are dozens of people who would love to contribute to this gathering/study circle. But in order to keep our conversation within a constrained time, the gathering mainly comprises colleagues associated with Chris' extraordinarily influential time at Warwick University in England.

We hope the video accessible through the link below captures at least some of the impact he has made on the people included in this tribute. Most of us have known Chris since at least the mid the 1980s and several trace their connection back to the 1970s.



In alphabetical order our 'CD study circle' comprises:

Agnieszka Bron, Emerita Professor Stockholm University, Sweden, who has known Chris since the mid-1970s.

John Field, Emeritus Professor, Stirling University Scotland, who worked closely with Chris during his time at Warwick University.

Ana Kranjc, Emeritus Professor, Ljubljana University, Slovenia, and one of Chris's early collaborators in the wider European and international context.

Tom Schuller, Former Dean, Birkbeck College, University of London, and close colleague of Chris's at Warwick University.

Maria Slowey, *Convenor, the Chris Duke Study Circle*, Emeritus Professor, Dublin City University, Ireland, who worked with Chris in many capacities over the years in the UK, internationally- including, memorably, Ireland.

Dick Taylor, Emeritus Professorial Fellow, Wolfson College, Cambridge University, who worked closely with Chris on many British agencies and bodies.

Lucia Vazquez Mendoza, Postdoctoral Researcher, Dublin City University, representing the next generation of scholars influenced by Chris's work.

Our short interventions only scratch the surface, but we hope they capture something of the high esteem and deep affection which we all have for Chris.

* Inevitably (!) Chris has recently published on this exact topic, in collaboration with Heribert Hinzen - his great friend and colleague over five decades. Duke, C. & Hinzen, H. (Eds.). (2020). *Voluntary-based study circles and related municipal policies: international best practices*. CR&DALL Working Paper. Glasgow University, <http://cradall.org/workingpapers/voluntary-based-study-circles-and-related-municipal-policies-international-best>



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So, who is Chris Duke?

By Chris Duke, himself

dukeozenay@gmail.com

We thought Chris should speak for himself - he wrote this in 2019 (Duke & Hinzen, 2019)

The personal, professional and political – some respective confessionals

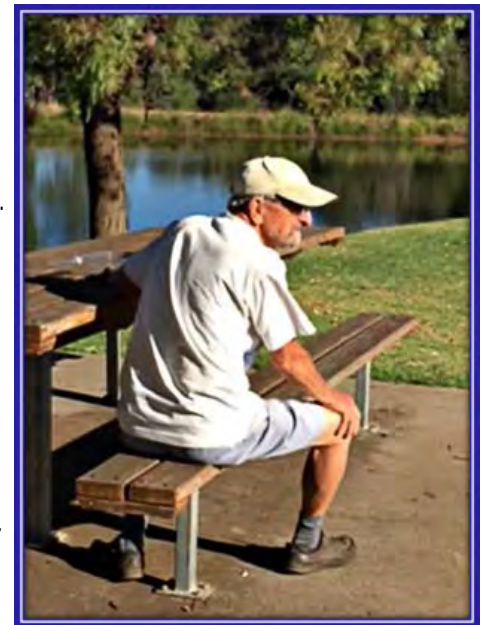
I worked for 50 years in and from universities in the United Kingdom and Australia as an activist scholar, adult educator, critic and champion of lifelong learning. Academic freedom and self-direction allowed him to hold senior office in international, regional and national professional and civil society organisations for adult learning and education and lifelong learning, building and using informal networks, from 1970 to now.

Why?

Childhood years

Looking back reveals what in early years mattered most for later life.

Growing up on a farm close by and beneath the London blitz in a pacifist family taught that life is hard and that peace matters; also, why it can be hard to stand for what is good, when appeasement fails and the strong bold voice of Churchill provided the nation with essential purpose through the traumatic cultural events of Dunkirk, the Battle of Britain, the Blitz, and on to Victory in Europe (VE) Day. It inspires some English 'Leave Europe' campaigners even today. My fringe-dweller playmates, the children of casual farmer-labour gypsies, were also a powerful force: one side of a cultural class schism straddled by a poor scholarship kid going through selective State school to upper middle-class Cambridge. Different does not mean better or worse. Diversity is unsettling. It is also enriching and ecologically essential



A crucial factor looking back was German prisoners of war bussed from prison camp to work on the farm. They befriended this lone bespectacled and toy-deprived little boy, carved him magical toys from boxwood, and in some cases later became post-War neighbours next door. By then the national heroes of Government were not Churchill, man of war, but socially inclined builders of the Welfare State led by dull hard-working Clement Attlee.

Youth

Cambridge gave status as well as equipment: a highly respected history degree, a measure of self-confident ambition to work hard, and a well-trained critical mind. But my ambition was skewed and channeled, thanks to those earlier years and to teenage low-church membership and a similarly value-infused secondary schooling. These led inescapably towards 'public service'. My ambition was to do good as well as doing well for myself; something less well regarded today but not one hopes undervalued in development work for the Sustainable Development Goals.

Another legacy was from the Low Church in which I grew up. Congregationalism was quintessentially democratic, as suited both my low-church mother and my father who had been a Quaker. Members chose their Minister who was not placed beneath a bishop in a hierarchy reaching down from God. The congregation of people chose how to connect with God: direct accountability in both directions; a recipe for good secular government.

From this grounding came fundamental belief in the ability and authority of ordinary folk. In later working life I was good at 'managing down' (enabling and empowering 'subordinates'), less good at deferentially 'managing up': deference to authority had to be earned. I was thus better equipped for authentic popular and participatory development than for stasis-seeking hierarchies of control. Civil society and NGO sector networking, animation and leadership were a natural choice. All too often the useful wisdom of farm-workers, gypsies and tradespeople outshone the knowledge, ways and results of owner, manager and foreman. I learned to judge on results more than words.

Working young adult

For a decade I cut my teeth in English higher and adult education, moving from history to sociology and organisational behaviour, and teaching and practising community engagement. I studied and practised access and return-to-learn work: learning multiculturalism with home and overseas second chance students, and community-building with new Caribbean and South Asian immigrants in inner city Leeds. We studied, door-knocked and wrote about ghetto racism in housing practices and took action to counter it: old Adult Learning and Education equity principles from Workers' Education Association and early university adult education days applied to new disadvantaged communities. I was introduced into relevant national adult education NGOs: the Workers'

Education Association, and the national University Adult and Continuing Education and university teaching and research association and the National Institute for Adult and Continuing Education; and the international NGO world of Commonwealth, University Adult and Continuing Education and other international university organisations. I became the Editor of the *International Congress of University Adult Education Journal* at an indecently young age and for twenty years.

As the world of acronyms became familiar I added to my own mix UNESCO, including the Hamburg Institute for Lifelong Learning and later the Organisation for Economic Cooperation and Development, as well as other United Nations bodies involved in adult learning and education as applied to their worlds: notably the International Labour Organisation, Food and Agriculture Organisation, World Health Organisation and the World Bank. I assumed an INGO journal editorship which ran a quarter century, and undertook casual-but-serious 'moonlight' consulting for these bodies. With the emergent intermediate regional IGO and INGO governance emerging in Europe I added the EU and assisted in the formation of European NGOs for university continuing education and research on the education of adults. Seduction to an ambitious young man, with little time to reflect on what it all added up to, and how the parts connected.

Growing-up global-local

In 1968 Leeds UK Professor and Grand Old Man of the university liberal 'Great Tradition' recommended me to direct a new Australian National University venture. The new University Centre for Continuing Education as it became, was an acclaimed and at times controversial 'lighthouse' of innovation. It allowed me to lead the national adult learning and education body; and to work for Australian adult learning and education globally through official Organisation for Economic Cooperation and Development and UNESCO National Commission channels. The position offered a platform in and beyond Education as Australia found its place in Asia. It was a privilege of academic life in the seventies to be able to work in free spaces both through IGOs and also locally on access, professional updating etc; and to involve Australia on the emergent global INGO Adult Learning and Education map. Through leadership positions with the new International Council for Adult Education founded after the UNESCO 1972 Tokyo Conference (CONFINTEA III), and as Secretary-General of the regional body



ASPBAE I met Dr Hinzen. Together we worked to build enduring South-South links and an abiding non-colonist partnership between Germany's DVV and ASPBAE in the new Asia.

From the end of the seventies this work has evolved on a basis of explicit shared mission and values, straddling levels from local through local-region to national, large-regional and international. New locations, mode and means of collaboration for development evolved as new opportunities and needs arose; the work for development – post-colonialist, balancing social with economic, participatory, for equity and sustainability – continued with unchanged basic principles: is this work good? – above all what is it good for? – and how well is it succeeding? My own roles have been diverse and changing: the last 15 years for example built on regional development work with the Organisation for Economic Cooperation and Development to create an INGO 'Observatory' part-emulating ACU's borderless HE approaches, through PASCAL and its affiliated membership body PIMA.

Until well into the new millennium I also held senior positions as deputy and then chief executive officer in United Kingdom and Australian universities: organisationally speaking a reality-check on the theories of social change and collaboration about which Hinzen and I frequently wrote. Biting the hands that fed me, I was and often remain critical of universities when practices fall short of high public service principle in the face of tough commercial reality and self-interest is disguised by rhetoric. Recent years of active retirement from paid employment give privileged freedom to reflect more deeply on the tangles of power, networks, roles and pressures that characterise the world of 'development'; and to attempt to learn more and better about what works well and why. Now to the formation and contributions, including shared years of maturity and self-critical reflection of friend and colleague Hinzen.

Taken from:

Duke, C. & Hinzen, H. (2019). *Adult Learning and Education: Active global citizens for sustainable development - a political, professional and personal account*. CR&DALL Working Paper. CR&DALL WP401/2019, CR&DALL, Glasgow (UK), pp 10-12.

<http://cradall.org/workingpapers/adult-learning-and-education-active-global-citizens-sustainable-development-political>



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Letters From . . .

One of the traditions in the bulletin is a section on **Letters From . . .** In these short letters people write about issues of concern, perhaps a burning socio-ecological-political issue which impacts the world of ALE and LLL in their region/country/sector. A cross section of PIMA members from different regions, were invited to write a letter either to Chris or the readership in general. Sixteen letters below convey critical issues, at times imbedded within historical relationships with Chris, at times not. The results are stories of people who have deep connections to one another and to the world – they reflect Chris' *'abiding passions for a decent life for all, to nurture and restore our shared ecosystem, and to realise and value the neglected wisdom of 'ordinary people'.*

Contributions in Letters From includes:

- **France:** Chris Duke, modern-day Renaissance Man. Chris Brooks
- **Canada:** A Tribute to Chris. Shauna Butterwick
- **Australia:** Chris Duke's concerns – never more relevant and needed. Jim Falk
- **Australia:** Wildlife knowledge systems and climate change. Steve Garlick
- **Germany:** Bildung and Education for Sustainable Development (ESD). Uwe Gartenschlaeger
- **Australia:** Chris Duke: Mentor, leader and friend. Robbie Guevara
- **Germany:** Bringing the personal and professional together. Heribert Hinzen
- **Vietnam:** Chris in my reflection. Khau Huu Phuoc
- **England:** Universities are also for working-class adults. Barbara Merrill
- **Hungary:** Personality Made it Real to Promote Learning: A Tribute to Chris Duke. Balázs Németh
- **England:** The birth of PASCAL. Chris Shepherd
- **India:** Letter from India via Ibague, Colombia. Rajesh Tandon
- **Ecuador:** Just one figure: How much was the illiteracy rate reduced? Rosa Maria Torres
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PIMA BULLETIN NO 47 APRIL 2023

Letters From ~ 1

Letter from France

Chris Duke, modern-day Renaissance Man

Chris Brooks

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We first met when the sun had already risen over the first two thirds of our lives. But the instant friendship which dawned has been a source of joy and inspiration to me for the last ten years. Chris is an intelligent, thoughtful, diligent and determined person. For any man this might seem like quite a lot, but he is also insightful, determined and above all kind and generous. That makes him quite an outstanding character who can always be turned to for wise and sensitive advice. But most importantly he lives what he speaks.

In any discussion with Chris, and indeed with his wonderful wife Liz, one is always struck by the sheer breadth of sources and inputs which are brought into play when forming a judgement - history, film, books and philosophy but also nature and plants and images from painting and photography. To all this is always added a degree of intuition and a certain sort of sixth sense. This makes him a sort of modern-day Renaissance Man.

But Chris is also a man of action. First as a teacher he's respectful of the wide nature and diversity of intelligence. Having spent his life in institutions which increasingly see themselves as producers of certificates, he is profoundly attached to the idea of imparting and drawing out knowledge from others. And this knowledge and the aptitudes it brings are for him a vehicle of building a better world.

Chris Duke is an activist, an activist who sees humanity as the only answer to the problems of our troubled world brought on by selfishness, excessive material individualism and the ruthless pursuit of power. Over many years and in many ways, he has sought to make the world a better place and to equip people with the skills and knowledge to make them effective agents of change. In his quiet way he is a new incarnation of a revolutionary - not an ideologue trapped in the confines of pre-established thought, but somebody capable through his remarkable skills of observation and intuition of forming a just view. I have been privileged to benefit from this remarkable capacity in the happy and joyful discussions we have had together whether in our treasured gardens or by the fireside drinking his beloved Burgundy wine.

We are all better people for knowing Chris and have benefited greatly from the many insights he has brought to us from his wide network of friends and professional relationships. The Bulletin has been a sort of intellectual food to enrich our daily lives and to inspire our collective and individual actions to make progress for a kinder, fairer, more dignified humanity. He is the living incarnation of what adult education stands for at its best. Thank you, Chris.

Chris Brooks was a senior director at the OECD and a Professor at The Institute for Political Science (Sciences Po) Paris. He learned to read at 14 years of age and makes him eternally grateful for adult educators!



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Letters From ~ 2

Letter from Canada

A Tribute to Chris Duke

Shauna Butterwick

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What words can we find
to give honour to Chris
do justice to his impact
his leadership and all this.

His vision of an earth
of ecosystems and interconnections
of animals, plants and humans
he's provided us direction.

His commitment, his passions
a decent life for everyone
the ordinary, the real
his words they have spun.

An international network
linking many folks
different views, different places
all wanting to promote.

A global commitment
To climate justice and truth
with humans and more
with elders and youth.

He tends his market garden
nurtures seeds, they grow tall.
His bounty feeds community
nourishing us all.

Seven years he was editor
Of 45 PIMA publications.
That's more than 6 per year(!)
He's established a foundation.

For climate justice education
and all that's required
to transform our relations
we've been so inspired.

*Shauna Butterwick, Professor Emerita, University of
British Columbia, Canada*



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Letters From ~ 3

Letter from Australia

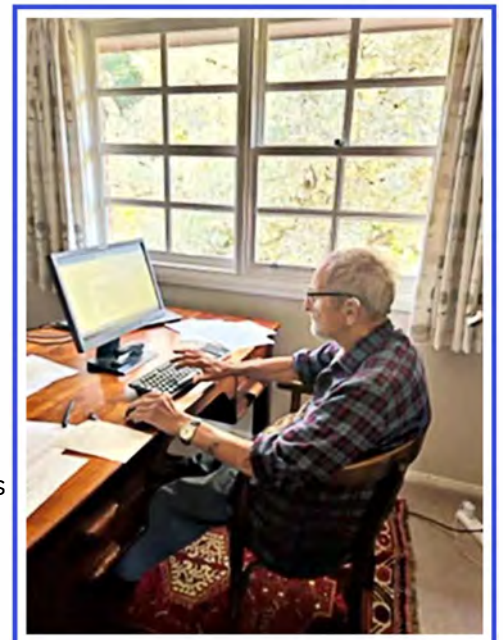
Chris Duke's concerns - never more relevant and needed

Jim Falk

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Like Chris Duke, those of us who share an abiding passion for a "decent life for all" and the desire "to nurture and restore our shared ecosystem" know that achieving this is as difficult as it is vital. Each year, in Kyoto, over 1000 invitees gather to discuss relevant options at the renowned Science, Technology and Society Forum (www.stsforum.org). It brings together leading figures from science (including usually some ten or more Nobel laureates), with leaders of governments, corporations and universities from around the world. Associated with it is the RACC (Regional Action on Climate Change Symposium (www.stsforum.org/racc2022/). This focuses on issues of climate change. In recent years it has produced an annual "Consensus Statement". Over the last three years this expert statement has reflected growing alarm.

The basis for that alarm has been sketched in a letter published in Nature (Falk *et al.* 2021). It is not just that humanity is losing the battle against climate change. Human actions are also driving risks and cascading impacts across diverse areas of activity. These are now interacting ever more strongly and in this sense converging. This has the potential for devastating outcomes in the second half of this century.



For this reason, RACC warns of “a comprehensive crisis within our children's lifetimes”. The basis for this concern was developed further at the STS Forum in October last year and published in the Journal, *Sustainability Science* (Falk *et al* 2022). In November, with the support of the Japanese Government, it was the subject of a presentation at COP-27.

The most recent RACC statement, “An urgent need for COP27: confronting converging crises”, reports that the evidence for “cascading ecological and socio-political crises” is accumulating. Symptoms include: the incidence of extreme events (droughts, floods and fires) as planetary systems are destabilised; decline in bio-diversity; impacts from pandemics (notably COVID-19 and cholera); the political and economic disruption from the Russia-Ukraine war; the increasingly evident connection of these to challenges to human health, food crises and climate refugee movements; and associated water, food, economic and climate system disruptions. The signs are that these interacting disruptions, driven also by the relentless increase in human population (which is not expected to peak until around 2090), will grow more intense over the rest of this century.

What is to be done? Constrained by forces from the status quo, the solution will not come simply from the leaders of nation states. This brings us to Chris Duke's third abiding passion – supporting local people to do something about it. The *Nature* letter argued that “convergence of risks demands cooperation between knowledge providers and networks that can take action.” In short it is local communities who in the end must face and respond to these trends. It is thus crucial to arm them with the available knowledge to build their resilience to, and act to head off, the impacts of converging risk. That aligns well with the work of Chris Duke, PIMA (and also RACC) focused as they are on empowerment by learning throughout life. Meeting this goal across the planet, where acquired knowledge enables the necessary technical, social and political changes, will be crucial if humans as a whole are to find a secure way forward.

Jim Falk, Australia. Jim is an Honorary Professorial Fellow at the University of Melbourne and Emeritus Professor at the University of Wollongong, his least known publication being “Pilot Experiments in Memory”, a 440-page thesis he submitted in 1960 (in the successful search for a prize) when he was 14. (For more recent publications - see meta-studies.net).

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Letters From ~ 4

Letter from Australia

Wildlife knowledge systems and climate change:
Threads for a new learning

Steve Garlick

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The devastating Black Summer bush fires of 2019-20 in Australia lead to the loss of an estimated three billion wild animals and 479 humans. You would think this disaster and many other climate-related disasters like it around the world over the past decade would spur a country on to successful efforts in addressing climate change. Not so. Human exceptionalism ensures wildlife are simply not valued in a neoliberal human exceptionalism context. They are not seen as having knowledge agency in the climate debate despite being at the forefront of its escalating impact.

Higher education has provided little leadership and few conceptual tools to assist us in leading the world towards a more sustainable future. We continue to educate society in ways oblivious to the mounting crisis of unsustainability (Orr, 1992). Instead, our universities reinforce human exceptionalism in environmental matters with a diet of managerialism, funding demands, competitive ratings predicated on institutional instrumentalism, and path-dependent curricula. This approach has proven spectacularly disastrous in dealing with the planet's critical concerns (Mathews *et al.*, 2009, Garlick and Matthews, 2016).

In the book *Sustainability Frontiers: Critical and transformational voices from the borderlands of sustainability education*, I argued that human centric knowledge generation about the natural world has got us into our current environmental mess. One way forward is to

generate new knowledge directly from the non-human, i.e., a wildlife knowledge system from those who have lived in the natural world for millennia.

This is a learning agenda that PASCAL and PIMA and others with a goal of engaged learning might take on. It is an agenda that embraces cognitive justice and the democratisation of knowledge (Visvanathan, 1997, de Sousa Santos, 2007); rejects human exceptionalism and anthropocentrism (Plumwood, 2007); values transformative encounters with wildlife others in engagement (Derrida 2008); recognises the capability of the non-human (Nussbaum, 2011); and explores avenues for learning through other ways of communication (Garlick & Austen, 2014; Garlick, 2017).

How might such knowledge generation be activated at a community, national and international level? In several publications, I advanced the spatial idea of the 'ecoversity' where a community of interested and committed people wanting to contribute to the global climate challenge, even in a small way, pursue learning by engaging nature with values of cognitive justice.

The goal of the ecoversity is to teach us what we are a part of (Sacks 2008) – our environment. It does this by sharing knowledge, identifying local/global problems and solutions, stimulating ethical debates, and challenging unsustainable development and the excesses of transnational capitalism (Mathews *et al.*, 2009).

The notion of an ecoversity is best played out in critical and sensitive places which act as stimulating contexts for learning about environmental integrity and repair (Garlick, 2011). In Australia, such places might be an environment devastated by the fires and it could be a focus for an organisation like PASCAL or PIMA to take the lead in facilitating the engagement required to repair nature by drawing the various threads of knowledge together in a learning environment.

Steve Garlick is an economist, ethicist, wildlife behaviourist.

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Letters From ~ 5

Letter from Europe

Bildung and Education for
Sustainable Development (ESD)

Uwe Gartenschlaeger

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I would like to dedicate my letter to a project ALE networks from eleven European countries have worked on during the last two years. Its main idea is to use the traditions of the Nordic Folkbildning and the European enlightenment for re-thinking the methods and values of current ALE in our challenging times of transition. The Danish Adult Educator and Philosopher Lena Rachel Andersen gave us the initial inspiration to try this. For me, it represents an attempt to contribute to a global discussion by offering some of our European experiences.

One issue we discussed was about enriching ESD with some Bildung ideas, here is what we suggest:

As the consequences of ignoring the natural boundaries of our planet become more and more obvious, the concept of "sustainability" gained momentum in the previous decades. In 2015, world leaders adopted the 17 Sustainable Development Goals (SDGs) as a framework to respond to the challenges. Education has to play a central role in reaching these goals. Target 4.7 of SDG 4, which covers the education sector, underlines the importance of Education for Sustainable Development (ESD). ESD focuses on a holistic and global view of our complex world with its interdependent ecological, economic, social and political dimensions, while valuing the importance of interventions at the local level. A social process of understanding and negotiation is needed on what the path to a sustainable society can look like. With the background of urgency, adults have to be acknowledged as the main drivers for the changes needed.

The World Conferences for ALE, CONFINTEA VII in June 2022, claimed that "ALE must be part of this green transformation". It gives youth and adults an understanding of the issue, raises their awareness and equips them with the knowledge and agency needed to adapt to and counter climate change, and develop resilience and agency for transformation.

The concept of Bildung can enrich the debates and the practices of ESD in several aspects:

- The Bildung concept as it is reflected in the "Bildung Rose" reminds us to widen the existing ESD concepts by including more elements dealing with e.g., narratives, ethics and aesthetics, recognizing their potential in the change processes ahead.
- The aspects of individual learning, with its emphasis on emotional depth and morality, are weakly reflected in the current ESD concepts. This has to be rectified.
- ESD and the Bildung concept talk about the need to expand people's sense of responsibility beyond the community and the nation-state, including the responsibility for the planet and humanity. We have to equip people with the skills and competencies needed, e.g., by promoting language learning and intercultural exchange.
- Finally, the idea of empowering citizens to become "agents of change" is present in the Bildung concept, based especially on the experiences of the Nordic Folkbildning, underlining how adults can become active transformative forces as well.

Curious about it? I would like to invite you, Chris, and all readers to visit our webpage:

<https://eaea.org/project/bildung/>

All the best!

Uwe Gartenschlaeger is the Director of DVV International and the President of the European Association for the Education of Adults (EAEA).



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Letters From ~ 6

Letter from Australia

Chris Duke: Mentor, leader and friend

Robbie Guevara

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You were,
her guide beside.
She was,
my guide beside.
Years apart,
we shared a bond,
facilitating good change,
through adult learning.
Decades apart,
we shared a platform,
as educators and leaders
in ASPBAE.
In the future,
we commit to build,
a more equitable world,
together.



The generations of adult learning PhD supervision: (From left to right) Chris Duke was Helen Hill's PhD Supervisor, and Robbie Guevara was supervised by Helen Hill. A rare reunion at RMIT University in 2017.



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Letters From ~ 7

Letter from Germany

Bringing the personal and professional together

Heribert Hinzen

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This story cannot be told without mentioning the cooperation between ASPBAE and DVV. Chris had moved from England to be the founding chair of adult education at the Australian National University in Canberra. The job was not big enough to keep him busy for 24 hours seven days a week. He had to give a wake-up kiss to the Asia Pacific Bureau of Adult Education (ASPBAE) which had been a sleeping beauty ever since its foundation in 1964 alongside a major conference in Sydney. Interestingly, the treasurer of the European Bureau of Adult Education Helmuth Dolf was also invited; at the time he was Director General of DVV, the German Adult Education Association.

In 1975 Chris travelled to Iran to participate in the historic gathering of A Turning Point for Literacy. He and Bernd Pflug as the representative of DVV met and made use of the creative atmosphere to develop ideas for a program of cooperation which is still strong enough today to be influential on the development of adult learning and education globally as well as for both organizations.

Chris and I met first at an ASPBAE meeting around the later part of the 70s in Indonesia, myself representing DVV and observing first steps of our new cooperation. Liz and Chris had decided to have a few days off to be spent in Bali. At that time their son Alex had started walking, but could not do for long. Therefore, while we were climbing together in the hilly forest area of Ubud we



shared carrying Alex on our shoulders. While being based in Laos we met Alex and his wife Annie in Bangkok, and this time my wife Siggi and I enjoyed carrying their little daughter Alicia, by then only a few months old. This family friendship has lasted till today and when Chris and Liz had an extended European tour in summer 2022 their final stop was our village close to Bonn, including a visit to the Cologne cathedral and our local environmental campaign area. In between we had stayed in their house in Leamington Spa, they came for birdwatching while we were based in Hungary, we visited their mill in France, and they came to us during our years in Laos. A highlight was certainly a joint stay in an ecological farm in the North of Thailand with Alex and his family and our three sons.

During all those years or better decades that lie in between, enlisting the number of projects we did together, the number of publications, the joint participation in conferences – all that would fill too many pages easily. No need to mention here as we both are reminded about it often enough, not only via google messages. However, one book called *Knowing More, Doing Better*, a title suggested by Chris I will never forget as it was so close on how I understood the motto Knowledge is Power as it was part of the movements towards our first German democracy, and even close to Sharing Knowledge which was the motto of the 100 years celebrations of the Volkshochschulen in 2019; we find also in the PRIA logo.

I think it was good that in the midst of all the consultations and reviews on CONFINTEA and the SDGs, lifelong learning strategies and voluntary study circles we did together during our retirement period we lent back for a moment and wrote that piece together on *Adult Learning and Education: Active global citizens for sustainable development - a political, professional and personal account* which was published by CR&DALL.

No doubt in one aspect you have always been far ahead - in cultivating the fruits and vegetables of your large allotments compared to our little organic garden.

Heribert Hinzen is PIMA Vice President and a long-time friend and colleague of Chris Duke.



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Letters From ~ 8

Letter from Vietnam

Chris in my reflection

Khau Huu Phuoc

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Chris – an older brother whose knowledge and sense of humour I admire, a friend that wins the heart of everybody who knows him, and a global citizen whose abiding passions are for a decent life for all, to nurture and restore our shared ecosystem, and to realise and value the neglected wisdom of 'ordinary people'. He has inspired many thinkers internationally.

I got to know Chris during the implementation of a regional project that my centre, SEAMEO CELLL, was doing on lifelong learning in Southeast Asia. I was with Rika Yorozu, from the UNESCO Institute for Lifelong Learning, coordinating the study of the status of lifelong learning development in eleven countries. And Chris together with Heribert were the consultants, who provided expert advice in reviewing the country reports and prepared a preliminary analysis.

During the project, a country submitted an extra piece of writing, and did it quite late on the timeline. When asked if it should be included, I said another petal of a rose would only add more sense without spilling the full glass of water. Chris found my comment interesting and replied to the report writer, "Perhaps I can add a little fertiliser to Mr Phuoc's glass of water to assist your further work in preparation for the full report which you are working to complete this month." With Chris' professional advice, the report was revised and information from it was included in the project compendium.

That was seven years ago, and I have had many opportunities working with him and learning from his immense reservoir of knowledge. More than that, his ideology has begun to take root in my thinking. Education is for all, and equity must be ensured for this to happen. True, and without doubt of its value. He

gave me advice and prompted my thinking in matters related to my work. He cared how I was when he happened to know I was sick. He is a big brother to me.

I joined PIMA in 2017. Chris was the editor of the then newsletter of this network. Inspired by his dedication to the development of the network, certainly through the publication of the newsletter as one of the channels of communication with the outer world, I contributed to this. People often point out charisma as an attribute of a strong leader. Chris does have it. He has garnered scholars, educators, academia, and many others working in the field of adult education for the newsletter, which is now a sizable bulletin, and has been supported through the love they have for him. Past PIMA online meetings did not have a sense of completeness when he was once or twice absent. The completeness of the content. And more than that, the sense of wholeness of PIMA.

If asked "Who is Chris Duke?" My immediate answer would be "a friend and thinker with a heart full of love, a character that inspires you to strive for the realization of education for all, and a thirst for knowledge that never ceases." That is why I love Chris.

Khau Huu Phuoc is Manager of Research and Training at the Regional Centre for Lifelong Learning (SEAMEO CELLL), Vietnam, and member of PIMA's EXCO



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Letters From ~ 9

Letter from England

Universities are also for working-class adults

Barbara Merrill

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I first met Chris in 1991 when he appointed me to work in my first job in academia in the Department of Continuing Education at the University of Warwick, UK. Initially I was employed to work with him and others to develop the 2+2 Social Studies degree and Part-time degree, both aimed at local adults. These two degree programmes put into practice Chris' belief that universities are not just for younger adults. The 2+2 Social Studies degree is a full-time degree programme and was unique in the UK. The practice and ideology behind the 2+2 degree reflected Chris' ideals and passion for adult education and university education and in particular the belief and recognition that university degree programmes should be available to adults and particularly working-class adults.

Over the years hundreds of working-class adults have graduated and achieved a 2+2 degree at Warwick in an institution which is elite and middle class. The programme is a recognition that class culture and inequalities meant that working-class young people left school at the earliest possible age. The Social Studies degree offered the opportunity for them to 'complete' their education and as many women students have said 'to do something for myself' other than being a partner, mother and housewife.

In establishing these two degrees Chris was challenging and questioning what a traditional university should be – not an easy task. It was difficult to persuade some social science departments to teach adults and adults who did not have the traditional university entry requirements. Chris was also asking colleagues to step out of the 'ivory tower' and collaborate with lecturers in local further education colleges (post-compulsory education) as the first two years of the degree were taught in the further education colleges. The adult

students came to Warwick for the final two years (honours level) but were Warwick students from day one. The two degree programmes therefore brought about significant institutional change.

Chris was enthusiastic about his work as Professor of Adult Education and Chair of the Department. He had endless energy for new ideas on a daily basis, while at Warwick. However, this did entail phoning myself and other colleagues – Russell Moseley and John Field - late in the evening or even 0600 on a Saturday morning!

On a personal level I would not have had a career in academia without Chris' support and encouragement as I changed career in my early forties leaving teaching in secondary education. Chris enabled me to become a researcher in adult education, initially through a project about adults in university with Belgian colleagues Etienne Bourgeois and Jean-Luc Guyot. The research culminated in a book entitled *The Adult University* in which Chris outlined his arguments for opening up universities to adults. And finally thank you, Chris, for being a great 'boss' and a democratic and an egalitarian one to me at Warwick.

Importantly, Chris has made a significant contribution to adult education not only in the UK but also in Europe and worldwide.

Barbara Merrill, Emeritus Professor, Centre for Lifelong Learning, University of Warwick, UK.



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Letters From ~ 10

Letter from Hungary

How Personality Made it Real and Valuable to Promote Learning in and through Communities:
A Tribute to Chris Duke

Balázs Németh

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I got acquainted with Chris Duke in 2006 at the Pécs Conference of PASCAL International Observatory which opened the way to a special project work, namely PURE – PASCAL Universities in Regional Engagement.

Chris really impressed me by his genuine curiosity, human nature with an open mind, critical thinking and social sensitivity. Not only his accurate focus, but also a reflective approach indicated a well-prepared man with great experience in international collaborations amongst higher education institutions to deliver effective knowledge transfer. He always reminded folks in university lifelong learning of having to stay collaborative, sensitive and innovative to understand both economies and societies based on diverse cultures and traditions.

Chris Duke has taught many of us in adult and lifelong learning the importance of understanding trends and issues and, accordingly, relating experience to realities. Thereby, as an educator recognising the necessity to stay sensitive to participation, but also to non-participation. Chris highlighted the impact of adult learning through communities, cities and regions - the benefits of collecting and sharing amongst active citizens to develop for work and for community engagement, at the same time engaging vulnerable groups of adults to enhance a more tolerant, equitable and socially democratic society.

Chris Duke has demonstrated that higher education institutions are just one of the stakeholders of learning communities which enables universities to formulate quality education based on flexibility, innovation and

partnership.

This is what I have learned from an academic character, an adult educator and from a friend!

Balázs Németh is associate professor and leader in adult learning and education (ALE) at University of Pécs, Hungary and a member of PIMA's EXCO.





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Letters From ~ 11

Letter from London

The birth of PASCAL

Chris Shepherd

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I have known Chris Duke for over 20 years. We first met in Melbourne even before PASCAL was conceived. I had been one of the public sector sponsors of the OECD series of Learning City and Regions conferences in Europe in the late 1990s and I was asked by CERl at the OECD to visit the Victorian Government in Melbourne in 2001 to advise on the forthcoming OECD conference supported by the RMIT University. My first meeting was with Chris Duke from RMIT. He impressed me with his directness and organisational skills and we quickly found common ground when we discovered that he grew up in Foots Cray in what is now London, only two miles from where I live today.

Needless to say, the conference was a success and at a meeting with Professor Ruth Dunkin VC at RMIT it was clear that there was a wish to continue the promoting of lifelong learning, social capital and community cohesion around the world. To achieve this Ruth Dunkin suggested an observatory to promote best practice and act as a bridge between academics and practitioners. Chris was given the task to start the ball rolling and he suggested we needed a name and that was PASCAL. He then worked on establishing an advisory board made up of a wide range of professionals' and chaired by Jarl Bengtsson head of CERl. Chris acted as Secretary General, adding new centres around the world and steered the PASCAL program of activity.

The birth of PASCAL with no money, staff or business plan was a challenge and I enjoyed the early days of establishing relationships with public, private and third sector organisations, firstly to engage with the concept of the observatory and then to contribute resources to allow the concept to expand and grow. Chris promoted the work of publishing hot topics, networks across sectors and particularly the PURE project which Chris led and which, in a different form, continues today.

The success of PASCAL today is a testament to the work and leadership of Chris Duke in these early days and I am grateful for the opportunity it has given me to retain this commitment over many years and particularly the friendship that has grown between Chris and me during this time.

I fondly remember sitting in his garden in France enjoying the sun, the sound of water from his watermill and of course the wine and cheese or the tea and cakes in Leamington Spa and the wine tasting in Bruce Wilson's Garden. I recall breakfasts in Melbourne and even beers in Vancouver and of course coffee in Woolwich Arsenal. I can honestly say that I have few friends with whom I have shared experiences across so many parts of the world.

Chris Shepherd, Vice Chair PASCAL International Observatory, Senior Research Fellow, University of Glasgow, former City Manager, UK Government adviser, OECD consultant and passionate offshore ocean sailor.



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Letters From ~ 12

Letter from India via Ibague, Colombia

Rajesh Tandon

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Dear Chris,

Sitting in this beautiful campus of University of Ibague in Colombia, where I am in the middle of training 25 young faculty on community-based participatory research, I remember meeting you (and Liz) at National Labour Institute, Delhi 45 years ago. That encounter led me to explore adult learning roots of experiential knowledge, and participatory research. It also connected me to wonderful, life-long colleagues like you, Shirley, Budd, Heribert, et al.

You not only encouraged me to explore rural realities in India from a learner's lens (which smartly educated USA returned young professionals like me didn't care much about as we were arrogant with our theoretical expertise); you also included Asian Participatory Research network's first ever meeting in ASPBAE's Thailand conference in 1979.



That encouragement is your style, betting on young, somewhat crazy types, almost like younger Chris! Your support made the birth of PRIA possible (which celebrated its 41 years just this month). Your dynamism in including multiple voices and perspectives of adult education in Asia-Pacific region gave ASPBAE a 'new' life; the leadership development program at CCE, Canberra and partnership with DVV International you made possible, sowed seeds of the young 'take-over' of national and regional structures of adult education in the region.

It was thus not so difficult for me to take forward the rootedness and societal relevance of ASPBAE when I became its President in 1991. PRIA became a partner of DVV International with dynamic support from Heribert, and ASPBAE continued to play greater advocacy roles with UNESCO in the region, and beyond.

It has been a while since we have met in person. Over this period, our conversations have continued around newer challenges of our times. Growing inequality, displacements and climate crisis, further aggravated during the pandemic, which made new demands on the adult education movement. You encouraged us to continue to share our stories in new forms of learning and education, beyond the classrooms. It is this intellectual stimulation, with personal humanism, that pushed us to re-connect life-long learning to higher education.

Over the past decade, as UNESCO Co-Chair with Budd, it has been possible to bring life-long learning (and thus UIL) in fresh engagement with higher education systems both internationally (UNESCO's third world conference on higher education in May 2022) and nationally (University Grants Commission in India).

How I wish to be able to share these stories and vignettes with you Chris in person! How I wish you could visit PRIA and meet younger colleagues who only know this history intellectually!

PIMA is the most current example of your own professional journey; encourage and support young educators, then connect them with others; explore links of adult learning & education with poverty eradication, gender justice, climate crisis, SDGs etc; and, bring personal, human touch to those life-long relationships.

Awaiting a good hug, Chris.

Affectionately,

Rajesh

Raiesh Tandon is Director of PRIA, New Delhi, India.



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Letters From ~ 13

Letter from Ecuador

Just one figure:
How much is the illiteracy rate reduced?

Rosa Maria Torres

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Dear Chris,

I know you like stories. Am sure you will enjoy this one.

In 1988-1990 I directed the National Literacy Campaign "Monsignor Leonidas Proaño" in Ecuador. The day after the campaign was finalized, I had many journalists in my office asking for one figure: how much had the campaign reduced the illiteracy rate in the country.



1. Illiteracy and literacy data (in Ecuador and in many countries) are not reliable since they reflect self-perceptions in response to the question - Do you know how to read and write? YES/NO, rather than some sort of evaluation or verification.

2. In a literacy process there are three main data: a) number of persons registered, b) number of persons who completed the programme, and c) number of persons who learned (and how much they learned). Very often the data that are given as final are registration and/or termination data.

In Nicaragua, the National Literacy Crusade started on March 23, 1980 with an estimated illiteracy rate of 50.2% (722,431 illiterate persons). I was at the Plaza de la Revolución in Managua when the Sandinistas shared

the Crusade results: 406,456 persons had become literate and the illiteracy rate was reduced to 12%. In reality, as I realized later, those were registration or termination data, not learning data.

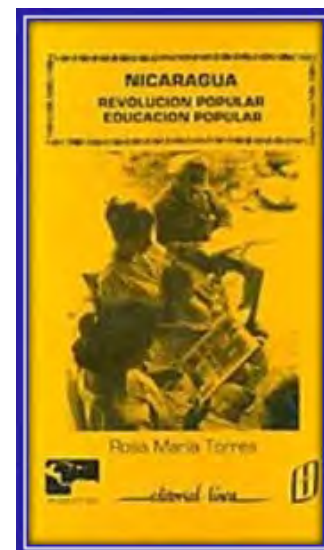
3. In the campaign in my own country I decided to place learning at the centre, conduct and disseminate widely a final evaluation of the campaign, and differentiate the three data: registration, termination, and learning. Literacy learners were asked to read a short text out of the primer and to write a short letter to the literacy teacher. For the literacy teachers – most of them students from the last two years of secondary school whom we trained for several months and assisted through radio during the campaign- we prepared a written questionnaire where we asked their opinions on the various components of the campaign and on their experience in it.

4. It would take us several months to collect the data since it was a national campaign, covering urban and rural areas. Before leaving, literacy teachers were asked to collect the required information and deliver it to the brigade coordinators or to the campaign personnel in the various places.

5. I decided to accept adolescents between 12 and 15 years of age into the campaign. Illiteracy statistics usually start at 15 years of age. Therefore, we would have to eliminate the participants below the age of 15.

6. Besides the internal evaluation conducted by the pedagogical team of the campaign, we requested UNESCO-Santiago to assist us with an independent external evaluation. We would publish both reports as well as an integrated one.

7. The campaign in indigenous languages, in charge of the National Directorate of Intercultural Bilingual Education (DINEIB), would be evaluated following its own parameters. Its final evaluation would be published in a separate report.



Explanations were useless. Journalists insisted on obtaining a number. Today, not in six months or a year! Next day, newspapers and other media, indicated that the campaign and the Ministry of Education were hiding information.

Almost a year later, in August 1990, when we published and distributed the final evaluation report (246 pages), nobody was waiting for it and nobody was interested to know what had been learned by the nearly 300,000 people who finalized the campaign, and by their literacy teachers.

Rosa María Torres

Rosa María was Pedagogical Director of the National Literacy Campaign, 1988-1990, and Minister of Education and Cultures in 2003.





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Letters From ~ 14

Letter from England

Chris Duke's influence on global
adult education movement

Alan Tuckett

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In 1991 I was in Harbin, China, as part of a delegation invited by Chinese colleagues to see in-service vocational training. The visit had been delayed for two years because of the student demonstrations and violent State response in 1989, and we were among the first Western visitors since then. At a banquet organised by the Harbin Ball Bearing Factory the first question we were asked was whether we knew Chris Duke, who had been such an inspirational colleague. The same thing happened at Changchung film studios, and at Dalian shipyard.

Chris Duke's combination of skills as an incomparable networker, mentor, and organiser, combined with relentless hard work characterised my own experience of working with him, and the echo of his engagement at ANU in Canberra, as vice-president of the International Council of Adult Education (ICAE) and as Secretary General of the Asian South Pacific Bureau for Adult Education (as ASPBAE was then called), his energy.

My own contact with Chris began with our shared involvement with the equality and diversity committees of the National Institute of Adult Continuing Education, contact that intensified when I went to work for NIACE in 1988, and again when he invited me to be a visiting professor at Warwick University in 1994. I discovered another characteristic



of working alongside Chris – his elusiveness. I saw him on campus just once in my time there – but we did meet at an event of the Royal Society in London.

Somehow Chris managed to work in Australia and England when he led NIACE's higher education work whilst also at Melbourne's RMIT, managing his garden in France, and maintaining a stream of academic publications. Despite frenetic travelling and a huge workload, he was immensely supportive to colleagues, and a key innovator – early in supporting credit accumulation and transfer, and in work with the learning cities movement, its NGO network and this newsletter, and as far as I can see he is just as active in retirement (notably in his work with Heribert Hinzen) as during his formal working life.

Overall, he has been a major support in the growth off the global adult learning movement, and a huge influence on my own working life

Alan Tuckett is emeritus professor of education at the University of Wolverhampton, England. Chris won't know that part of my responsibility at Clapham-Battersea Adult Education Institute was to preside annually as President on the prize evening of the Battersea Winemakers' Society.



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Letters From ~ 15

Letter from Fort Kochi and Cape Town

Vibrant link between the Arts and Adult Education

Astrid von Kotze

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The rickshaw stopped outside the museum and loaded 5 large boxes and two people. 'I recognize you!', said the driver, 'You are the people who performed the giraffe!' He had come to the Cabral Yard of Aspinwall where the Kochi Biennale performances were held, curious to just have a look – but he stayed for the performance, spellbound. For the rest of the journey, he hummed the 'Malindi' song from the play, happy to transport the boxes which he rightly assumed contained the giraffes and other paraphernalia, now on their way to be exhibited.

On 7 February, the Insurrections Ensemble performed '**Giraffe humming**', to a packed audience. The ensemble has an over 10-year history of research looking at ancient lineages and uncovering how colonialism resisted Afro-Asian countries to delve into their pre-colonial histories. Previously, they focused on the movements of people and stories of slavery. This play dealt with the violence against nature, within the context of power, classes, servitude. The story is based on a documented journey in 1414 of three giraffes from Malindi, East Africa, destined as a gift to the sheiks of Bengal. One was then taken further, to China. The giraffes are portrayed by a variety of puppets that demonstrate the cruelty and brutality of displacement, while vivid projections and music from both sides of the Indian ocean tell the story. The ensemble consists of artists from India, South Africa, Ethiopia, Tanzania and China.

Interestingly, the music resists the tag of 'fusion': it is the result of fine musicians listening and responding to each other, picking up similarities and working out connections, respectful of dissimilarities. This is beyond 'diversity' in that the dialogues created by African and Indian instruments and tonalities take music and messages further, towards new meanings.

What is remarkable are two things: firstly, audiences at this and other shows represent people across any divides such as caste, age, gender, and their determination to participate makes venues burst at the seams. Surely, the extensive literacy campaigns in Kerala state have borne fruit and kindled curiosity and passion for the arts. Secondly, the effect of a cultural policy that finds expression in huge support for the arts and literature in the state. A vibrant Cultural Affairs Department allocates funds to numerous international festivals, thus demonstrating their commitment to act as guardian of Kerala's cultural heritage. Kerala has a reputation for social justice, gender equality, health and education. Festivals play an important part in growing art forms and nurturing audiences. In my experience there has never been a warmer, more vibrant link between the arts and adult education! Reclaiming arts and culture as integral to adult education will have all of us humming! We have much to learn from Kerala.

Kind regards to Chris Duke with his insightful analytical writing – with warmth and humour!

Astrid von Kotze, Ensemble member and Puppeteer, living in Cape Town, South Africa.



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Letters From ~ 16

Letter from Australia

Partnerships towards socio-ecological innovation

Bruce Wilson

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Dear Chris

One of your wonderful qualities is a raw optimism that enables you to view any circumstance through constructive eyes: no matter how bad things might be at present; we're bound to find a way through.

The world, not least our own patch here in the Antipodes, faces global crises with a complacency that can only be understood through the lens of distance. In Australia, this applies to the Ukrainian war, to financial crises, and even now, to climate risks, notwithstanding fire and floods at home. At the heart of the complacency, is a deep preoccupation with fossil fuels as our key energy source. That there is even a debate about opening new coal mines in a country like Australia is simply bizarre. And you might say, even more so, when coal is seen to be a resource for generating hydrogen, which is apparently part of our solution to the reliance on fossil fuel.

The struggle for so many of us is to understand that 'business as usual' cannot deliver the kinds of changes that we need to order to manage the impending climate risk, let alone address the broader agenda that is represented by the United Nations' Sustainable Development Goals (SDGs). Notwithstanding that more than 190 national governments signed up to the SDGs, the reality of the implications for existing structures, interests, has not sunk in, even almost a decade after they were endorsed.

Indeed, there was an assumption that science and technology would do the work for us, that this would not only sort out climate adaptation but also deliver a 'levelling up' necessary for many other SDGs. An assumption

that cities would become more habitable even as temperatures keep rising.

As the 2030 targets recede further and further away, the imperative to rethink our existing modes of habitation, of production, of engagement has become irresistible. There are signs of this rethinking commencing, at a whole range of levels. The European Union Green Deal demonstrates immense ambition to address the challenges even if the capability to deliver on the ambition might be lacking.

Our work in the EU Centre at RMIT, with a broad range of partners is demonstrating that there can be promising initiatives pointing towards socio-ecological innovation. Central to our work is the consistent reaffirmation of the importance and power of adult learning, and a growing understanding of the necessity of partnership to deliver on its potential. This means partnership that spans government to village, policy makers and citizens, researchers and business. Increasingly it points to a democratisation of innovation, delivering the opportunity and responsibility of new ways of working from the citadels of power to ordinary people who take redesigning of their own circumstances into their own hands.

The wonderful thing about this kind of innovation, Chris, is that contrary to many daily headlines, it reinforces the optimism that has driven so much of your work. This, together with the passion, the intellect and the extraordinary capacity to bring people together that you have brought to so many activities and places, confirms the extraordinary contribution you have given. Liz, of course, has been a critical partner in this, bringing her own sharp agenda, organisational capacity and values to enhance even more the things that matter.

Is this evolution of learning and democratic innovation going to be sufficient to address global challenges? Well, that's up to all of us. In the meantime, as I've seen you say more than once, 'Keep purposeful and happy'!

Bruce Wilson

Professor Bruce Wilson is Director, EU Centre of Excellence Social and Global Studies Centre, RMIT University.



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Gardener's Corner ~ Overview

Chris has spent most of his life not just cultivating plants but also cultivating networks of people. In the Gardener's Corner we present brief reflections from a sample of people who have benefited from growing and learning with Chris. They share how they met Chris and what it has meant to them to have this relationship. They are from across the world and have known Chris for different lengths of time. All speak of his personal approach, kindness, and generosity in providing guidance and encouragement. Gardener's Corner celebrates the time and effort that Chris Duke has given to nurture participation within the Bulletin, PIMA network and much more.

Chris the Gardener

Darlene Clover, with Shauna Butterwick, Canada

Spending time with Chris and Liz
at their home in France
eating his delightful vegetables
her unbelievable cooking.

I smuggled him some
peaches and cream corn seeds
from Canada.
He grew them to perfection.

In Leamington Spa
his marvellous garden
a masterpiece of wildness.
He knew every single plant.



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Gardener's Corner ~ 1

Thank You Brother!

From Roger Boshier

Canada

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I first met Chris Duke 50 years ago at an adult education conference at the University of New South Wales. Having landed a job as Director of Continuing Education at the Australian National University Chris Duke (from the not-so-United Kingdom) would have to learn to distinguish wombats from kangaroos. There was also the need to squeeze CCE staff into two Holden Kingswood station wagons. With Chris at the helm, there were road trips and "search conferences." My boss in the University of Auckland CCE in New Zealand said, "Go and check out this Chris Duke chap at ANU." It was 1972 – a very significant year because of the Faure Report, the Third UNESCO Conference on ADED and, in New Zealand, a vitally important *Educational Development Conference*.

Chris Duke and others had organised a participatory conference around "stations." When told to move from one activity-station to the next, delegates did what they were told. For example, Dina Mellor taught us to make videos and Pacific islanders led us in arts and craft activities from their island homes. At other stations there were discussions about concepts – like "learning society", "andragogy", "conscientization," "dreamtime."

In the 1970s not many New Zealanders were interested in the academic study of (or theory about) adult education and I derived considerable comfort from the fact Chris Duke was across the Tasman, shaking-up Australia and reinvigorating ASPBAE (the Asia-South Pacific Bureau of Adult Education).

In 1991 Chris and I sat in the front row of a Taipei ceremony signalling the launch of the Year of Lifelong Learning in Taiwan. We all rose to acknowledge the arrival of Lee Teng-Hui, adult educator and President of Taiwan. The president would surely talk about semiconductors. Wrong! First, there were special greetings for foreigners in the front row. Next, he said "you foreigners teach us how to get people out of houses and apartments and into clubs, associations and community groups where they can work together to build a better world. How do we do this?"

Not one word about semiconductors!

Lee had a Masters in Agricultural Extension from Cornell University and, after his speech, came off the flower-festooned rostrum and chatted with foreigners.

"Chris Duke, Australia. Welcome to Taiwan. Thank you for coming here. We can learn from you!"

If President Lee Teng-Hui's warm welcome was designed to foster friendship, it worked. Chris and I both developed a profound appreciation for the congeniality, warmth and democratic tendencies of Taiwan people.

Chris Duke! Thank you, brother!

Many thanks for everything you have done to build a better world.

Kia ora Liz, thinking of you too!



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Gardener's Corner ~ 2

From Darlene (Lenie) Clover

Canada

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I first met Chris (and Liz) in 1994. It would be my first trip to England after graduation from the University of Toronto where I had read English Literature. Chris (and Liz) invited us to stay with them in their glorious home in Leamington Spa and use it as a base to explore the countryside. I will never forget the most glorious of all 'pub crawls', the extraordinary wild place that was Chris's garden and the exquisite tastes of his vegetables (and Liz's cooking). My husband and I have since had many adventures with Chris (and Liz) across Canada, England, Wales, France and Turkey and I look forward to more.

From Julia Denholm

Canada

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In 2018, I was introduced to PIMA, and consequently not only to Chris, but to the PIMA ExCo and its extraordinarily experienced members. Chris's generosity, kindness, and good humour have made me feel welcome despite my pitiful lack of knowledge of the ALE sphere. His global connections are enviable; his productivity is mind-boggling; and his expertise in ALE is beyond comprehensive. No-one can replace Chris; we are all going to have to step up to ensure that the work he has started continues to flourish. Thank you, Chris. The opportunity to work with you and your PIMA colleagues has been a tremendous honour.



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Gardener's Corner ~ 3

From Brian Findsen

New Zealand/Aotearoa

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Chris Duke

The year was 1994. This was my first study leave from the University of Auckland as a senior lecturer. Where to go? I had loosely followed Chris Duke's career with admiration from across the Tasman. I appreciated his leadership for continuing education in Australasia.

Chris was now Director of the Department of Continuing Education at the University of Warwick. I enjoyed around three months as a guest in that Department during 1994. Chris generously took me to my first SCUTREA conference in Hull and generally boosted my confidence to engage in serious scholarship and research. I thoroughly valued my first of several study leaves in the Northern Hemisphere. I continue to admire Chris's commitment to enhancing the work of people in our field.

Brian Findsen

Emeritus Professor of Adult Education

University of Waikato

From Thomas Kuan

Singapore

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Chris is a wordsmith who understands the nuances of Asian ALE (Adults Learning and Education) writers' minds. My latest article for PIMA Bulletin #45 was written with Chinese metaphysical content which I thought was difficult for Western readers, but Chris supported that article. That energized me to share life-deep learning with some Eastern I-Ching content. Fortunately, there are no adverse comments (yet). To me, Chris' editorial words are like leaves dancing in a cup of Earl's Tea. His flow of words is like a lake where the water ripples – it is only by observing its movement can one understand its beauty.



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Gardener's Corner ~ 4

From Yahui Fang

Taiwan

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I met Chris when I first attended the international conference of the lifetime-PASCAL conference held in Catania. Unfamiliar with any international academic activities, I presented a topic of a rural regeneration case in Taiwan with bouncing heartbeats, doubting if my English expressions could make the research accessible to the audience. Chris listened very attentively and gave me feedback right after my presentation. During the break, he approached me and exchanged his thoughts and work ethics on adult and community education. This comfortable connection eased me from culture shock. Later, I contacted him through email, and with his support, I participated in the early development of PIMA and got connected and supported by PIMA core team members in August 2015. I am very grateful for the connections and sharing I have received from this community.

After seven years of connections and in aligning with this cross-national adult education community, I tried to crystalize with I have nourished into a small poem as follows:

An island,
standing in between the Strait of
Technological Authoritarianism
In the shadow of the Power of Oppression
being sealed by numbness and powerlessness

The voice of silence resonates in the inner universe
bonded with the destiny of this island,
the humanitarian spirit of Adult Education delivered waves
of Liberal Arts thoughts
appreciated uniqueness and originality from the difference

Being presented as a trustful and noble companion
with his holistic wisdom,
he is a farmer and gardener
continue to nurture the land,
allowing multicultural intelligence to be
cross-pollinated,
planting seeds of hope for the future,
and cast new lights on the possibilities of
human beings



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Gardener's Corner ~ 5

From Peter Kearns AM

Australia

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A Tribute to Chris Duke

I first met Chris a long time ago when he was the director of the ANU Centre for Continuing Education, and I was a public servant with educational responsibilities in the ACT. I was impressed at that stage by his energy in gaining business for the Centre.

Some years later, I found that this energy was driven by a creative spirit always alert to new ways to address the big issues that blocked our search for a better world. This aspect of Chris was evident following an OECD CERI conference in Melbourne that led to the establishment of the PASCAL International Observatory with Jarl Bengtsson as chairman of the board, and Chris as the livewire executive driver.

While Chris has other achievements such as PIMA, I regard PASCAL as the most significant innovation he was involved in, particularly in the early years before other developments such as the UNESCO Institute for Lifelong Learning came into the learning city area that PASCAL had developed through PIE.

My life experience has suggested that creative people occur in small groups at particular times that are ripe for innovation. An Australian example is the influence of the "seven dwarfs" in administrative leadership after World War 2, in changing Australia in key respects. The influence of "the dwarfs" such as Nugget Coombs, Jack Crawford, and Fred Wheeler illustrates their great contribution to Australian development across a number of sectors.

Similarly, the world in the 1970s and 1980s was ripe for new and more flexible approaches to education and learning, and for leaders such as Chris Duke and Jarl Bengtsson to provide new ways, including more intensive collaboration in education between countries. Ideas such as recurrent education, learning cities and communities emerged in this environment, but much remains to be done, and a new generation of leaders is now imperative.

Chris has contributed much to connecting adult education in Australia to Asian and Pacific countries. When I think of Chris, I ponder the African word "ubuntu" which means "humanity" or "I am because you are" with tribal differences, and I think of the great African humanists such as Nelson Mandela, Desmond Tutu, and Julius Nyerere.

We need heroes to build our sense of our common humanity. Chris in my experience belongs to this tribe, along with my other heroes such as Peter Karmel, Jarl Bengtsson, and George Papadopoulos.

Stephen Hawking is another of this tribe, so I will finish with his words.

So remember to look at the stars, and not down at your feet. Try to make sense at all you see and hold on with childlike wonder about what makes the universe exist.

Not a bad summing up of Chris Duke.



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Gardener's Corner ~ 6

Chris's World

From Norman Longworth

England

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Chris's world is based on honesty,
integrity and truth
Goodwill, esteem and tolerance, an
exemplar for youth
Generosity of spirit, compassion, and
respect
Sagacity and reasoning, fair play, and
intellect

No hint of underhandedness, no disinformation,
No trying to deceive or lie, no
manipulation
No egotistic narcissists all rotten to the
core,
No despots and no autocrats to fan the flames of
war

His world believes in thoughtfulness,
thinking all things through
Using his intelligence to unearth what is
true
Elevating education, opening up the mind
Of every able person, empowering
mankind

His world promotes equality, billionaires
would not exist
Sheer affluence while others starve
was never on his list
Neoliberal politics would never pass the
test
While poverty and homelessness continue
unaddressed

In his new world economists would find
the wherewithal
To change this unfair system and to make
it work for all
To celebrate humanity as stewards who'll
repair
The broken-down environment that leads
us to despair

His world is quite magnificent, a
wonderland of life
He repudiates hypocrisy, greed and futile
strife
Ignited by human beings through hatred
out of place
His world could be a paradise, this
wondrous rock in space



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Gardener's Corner ~ 7

From Archanya Rattana-Ubol

Thailand

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How I met Chris and what has the relationship with him meant?

I have known Chris's reputation and work for a long period of time since I was studying at Chulalongkorn University. Two advisors of mine, Prof. Unta Noppakul and Prof. Dr. Rattana Pumpaisan, were well acquainted with him. I also had chances to read several of his publications. For instance, an article of Future Developments in Continuing Education in the Educational Management and Administration Journal in 1991, and an article of Adult Education and Poverty Reduction – A Global Priority in Adult Education and Development Journal in 2004. Additionally, he has had opportunities to meet and exchange knowledge and experiences with students of the Lifelong Learning Department, Faculty of Education, Chulalongkorn University, which was considered very beneficial in broadening our students' perspectives. Furthermore, he had also provided invaluable guidance for students on how to conduct their thesis. Another aspect of the relationship is that he has visited Thailand frequently to see his son and grandchildren who are living in Thailand, providing our opportunities for informal interactions.

Having a chance to collaborate with him on various articles at PIMA is considered another great honor and has allowed for our mutual development. He is a true academic mentor who has guided and advised several people on how to advance academically by suggesting various ways to improve academic articles. I can proudly say that he is one of the most genuine people I have ever met. He gives warmth, love, and kindness to those around him, and provides guidance to anyone who needs them

without any hesitation. His abiding passions are there to inspire and give invaluable wisdom to people, which should be considered the biggest accomplishment for any academics.

So Chris, I hope you realize how impactful you and your work is to people academically and personally. I would like to express my gratitude and admiration for your contribution to the academic community. Your years of dedication in academia has left an incredible mark and inspired countless students, colleagues, and fellow researchers. Thank you for everything you have done. I wish you a happy and fulfilling retirement and a sense of satisfaction of a job well done.



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Gardener's Corner ~ 8

From Denise M Reghenzani, PhD

Australia

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Plaudits for Professor Chris Duke

Early on, Chris Duke was an enigma, a man of mystery and myth who was based in distant Canberra and heading up Continuing Education when I first heard of him. He was known as a powerhouse in adult education circles and a catalyst for continuing education.

I was in Queensland and travelling throughout the state for the Education Department, supporting personal and community development within the Rural Youth Organisation. From working with young adults, it was a natural progression to move into further education with TAFE – all we did was based on adult learning principles. I knew that Chris 'had it' when it came to policy and action for people to be given opportunities to continue learning beyond formal education and wished we had his expertise at higher levels in our Department and Universities.

We met eventually through the PASCAL International Observatory and his zeal to reach a broader network was impressive. Then he tackled new topics through initiatives such as conferences and fulfilled further research and documentation individually or with international colleagues. This has been undertaken with energy and bright ideas.

Another undertaking was to create and lead PIMA in developing further in-depth material on pertinent issues confronting communities. This is more than a clearinghouse,

but an exploration into original, deep and futures thinking.

Chris embraces diverse cultures and heritage. On a personal level this does not only come through in his written work, but also in his transnational living choices with Liz. With a generous and open spirit, we were invited to his millhouse in France. One could feel his pride in having and honouring this piece of history with workings and weights intact, as well as his knowledge of the surrounding district. This respect indicates his bridging of divides.

Chris Duke is a man of stature and legacy.



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Gardener's Corner ~ 9

From Hans Schuetze

Germany

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Looking back to times we spent together, I realize how much I have enjoyed, and profited from our friendship.

'Not sad that it is over – glad that it has been!'

From our first meetings in the late seventies in Paris at the OECD to working together at Pascal and later PIMA over the last 15 years or so, I have always been impressed by your sincere and engaged yet human approach to the themes that we worked on, from education policies, especially lifelong learning, to learning cities and urban development and later, sustainable development. I particularly recall the two conferences in China you organized: Shanghai in 1984 and Hong Kong in 2013 - for reasons that I have already described in the PIMA Newsletter, most memorable for the way you organized and led them - relaxed and gentle yet firmly in control. But I also fondly remember other, more private meetings with you and Liz in Larrey, Ozenay, Paris, Melbourne and Vancouver



From Paul Stanistreet

Germany

paulistanistreet@gmail.com

I first encountered Chris in 2002, when I joined the National Institute for Adult Continuing Education (NIACE) as editor of its journal, *Adults Learning*. The first article I edited was written by Chris. Still unfamiliar with the adult education sector, I had lots of questions, which Chris graciously answered. Since then, Chris has been a significant, always positive presence in my working life. As part of NIACE's senior team he was always interested in what I was doing with the journal and was unfailingly supportive and encouraging. He saw the value in my work and gave me confidence in what I was doing. His intellectual reach and compassionate, far-sighted outlook were not only sources of inspiration but reminded me of why the work mattered. After leaving NIACE, I lost touch with Chris for a while. However, my work at the UNESCO Institute for Lifelong Learning (UIL) and with the *International Review of Education (IRE)* gave us the chance to work together again. A long-standing consulting editor and contributor to the journal, Chris is co-editing an upcoming special issue of IRE, reflecting on some of the landmark publications in the recent history of adult education. As in our previous collaborations, I have found Chris unstintingly kind, thoughtful and creative. His concerns for the future of our shared eco-system and the need to build a better world for all have not changed in the time I have known him but, in some respects, the world has, and his perspective is more relevant than ever.



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Gardener's Corner ~ 10

From Colin Mc Gregor

New Zealand/Aotearoa

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In this COVID age you can work with someone without ever actually meeting them in person. My interactions with Chris Duke have been solely through the medium of Zoom. As a newbie to PIMA Chris inducted me into different ways of viewing the world. What I have valued is his concern and awareness of the issues facing the world and, more importantly, his focus on identifying ways and means of addressing the issues. His focus is on taking action through building communities of interest and sharing what works. He has spurred me into action which I am thankful for.

From Rob Mark

Ireland

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Hello Chris

We first met just before you went off to Australia when you welcomed me to my first SCUTREA conference in Canterbury. You were in Warwick University then (around 1994). I was immediately struck by your sharp mind and your ability to speak out clearly and with passion. As a young educator it was important for me to experience these kinds of qualities in action. We continued to meet later off

and on in various parts of Europe (we spent a memorable journey together from Pecs to Budapest). I always felt I had known you much longer than I really had! I often found myself speaking my mind too on issues in lifelong learning and on Northern Ireland where I hail from and rarely speak about - I have always felt you were someone worth passing time with and wish you and your family, (which you often spoke of), well; how lucky to have passed so little time so richly. As always, Carpe Diem!

From Peter Welsh

United Kingdom

Peter.Welsh@ipsos.com

"Well young man, you've got your work cut out here!" This was the first thing I clearly recall Chris saying directly to me. It set the tone for our working friendship that followed. I met Chris in 2004 when I had just taken on a new role of Head of Research and Intelligence at Kent County Council in the UK. I had been asked to be the council's link person with an odd thing they referred to as PASCAL. Twenty years later, after meeting up with him in some wonderful locations around the globe as well as my own home, Chris' passion to take on important challenges and do good within our communities is alive and well in the work of PIMA and PASCAL. Importantly for me, Chris was the person who gave the younger me the confidence to rattle cages and grasp nettles wherever I feel it's needed, not least with him! Thank you, Chris, you've played no small part in where I am today.



PIMA BULLETIN NO 47 APRIL 2023

PIMA Business

1. Annual General Meeting (AGM)

PIMA's Annual General Meeting is scheduled for 12 May 2023. This year we elect the new Governing Committee to lead PIMA over the next two years. Your participation in the meeting is important, not only to make important decisions about leadership of PIMA, but also to get to know other members and to have your say about the direction of PIMA. Given that we are a virtual network from most regions of the world and we seldom have a chance to get to know one another, the meeting will encourage participation through both plenary and break-out rooms. The new Committee will want to hear first-hand what your ideas are about PIMA priorities for the next two years. Please be there and encourage others to do the same! For more information contact secretary, Dorothy Lucardie dorothy.lucardie@bigpond.com.au

2. PIMA Bulletins – opportunities for involvement

This Special Issue gives rich background to the PIMA Bulletins and to current developments. We encourage your involvement in the bulletin, whether as a guest editor of a special issue, an author or a member of the production team.

More specifically the Committee has circulated an advert for a volunteer to work together with the team as Website Editor to assist in the production of approximately 4 bulletins per annum. This is an opportunity for PIMA members to nominate themselves or a member of their network to work collaboratively with colleagues internationally, building the ALE networks. Please contact me if you'd like to explore possibilities.

3. Climate Justice Education: Strengthening Collaboration

Building on the collaboration across adult learning and education (ALE) networks over the last 3 years, PIMA's Climate Justice Education group hosted a meeting with MOJA, CASAE, ALA and SCUTREA on 21 March 2023 to see how to play off one another to have greater impact. This will help shape the programme for the year. The article which describes the last three years' work, was published in Australian Journal of

Adult Learning, entitled "Towards an emergent curriculum for climate justice educators/activists". This provided the background for the meeting. <https://ajal.net.au/latest-issue/>

4. Welcome to New PIMA Member: Serap Asar Brown

We welcome Serap Asar Brown to PIMA. She is a Water lover. Her love and care for Water reflect in her work, including advocacy, poetry, film making and academic studies. She is currently a Ph.D. candidate in Adult Education and Leadership Studies at the University of Victoria, Canada and aims to find ways to bring care and respect for Water.

Growing up in a strong community in Istanbul, Serap wears a community lens, which naturally brings the communal values to her light, such as inclusion, collaboration and connection. As a member of PIMA, she wants to promote rethinking and redefining our community relations to Water in the international political agenda.

Serap holds degrees in Dentistry (DMD), Psychology (BA), and Gender and Women's Studies (MSc). Previously in Turkey, she contributed to adult education in the fields of public health, dentistry and communication. Serap designed and implemented the United Nations HIV/AIDS Programme in Turkey, provided communications training to civil society organizations nationwide, facilitated campaigns, and coordinated communications and public relations at Bilkent University. Serap loves organizing creative activities, bicycling from source to sea along rivers (www.riverriders.net), writing and sharing collective poetry, playing the guitar and [singing. serapbrown@uvic.ca](mailto:serapbrown@uvic.ca)

Warm thanks to the outgoing Governing Committee who have worked with vision and purpose over the last two years. As Chris Duke steps down from the Committee at the AGM, he will leave large shoes to fill and footprints to follow – as we say in South Africa, enkosi kakhulu. Hamba kahle, Chris – we look forward to your ongoing wise counsel!

Shirley Walters, PIMA President

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