This year the CASAE Conference took place at the universities of Wilfrid Laurier and Waterloo as part of the 2012 Congress of the Social Sciences and Humanities. Over 60 associations representing a myriad of disciplines were involved and approximately 10,000 scholars, graduate students, practitioners, and policy makers from Canada and beyond attended.

We thank Tara Gibb who has been secretary for several years and welcome Hongxia Shan into that role. Behrang Foroughi will continue as our treasurer.

We have managed to revitalize our regional representation and welcome Cindy Cowan (North), Amanda Benjamin and Melissa White (Atlantic), Nancy Taber (Ontario) Arpi Hamlin (Quebec), Karen Magro (Prairies), Jude Walker (BC).
Presidential Greetings: Coast-to-Coast
Continued from Page 1

We hope to see CASAE regional events occurring more regularly. Plans are underway for such an event in BC and the Atlantic (see details below). We will be sending out a call for nominations for new executive members including president in the spring (prior to our 2013 AGM). Another item on our agenda is revising the constitution and we will be bringing news about that to next year’s conference. The executive met shortly after the 2012 AGM and again in early October. Another meeting is planned for November 13th.

Much of our attention has been on planning for the conference in Victoria June 3-5, 2013. Maureen Coady has been receiving proposals for the conference and Darlene Clover, on-site chair of the conference, has been involved in numerous meetings to continue to develop collaboration with other associations (CSSE, CSSHE). There will be some preconferences also happening on June 1 & 2 so stay tuned.

The Canadian Association for the Study of International Development (CASID) and the Canadian Association for the Study of Women in Education (CASWE) have also been in contact regarding various ideas of collaboration. Adult education by its nature can easily connect with other disciplines and we see this in the last few years. We are also in contact with Ronald Cameron at the institute for adult education in Quebec.

On the regional front, Atlantic CASAE recently organized a day long workshop with Dr. Deborah Barndt on participatory and art-informed practices, which took place at St. Francis Xavier University. Dr. Barndt, a well known author and popular educator, is this year Chair in Social Justice at St. FX. She also delivered a fascinating lecture on various cases of arts used in social movements.

As fall is quickly slipping away, we are looking forward to a regional CASAE conference organized by students at Mt. St Vincent for the coming spring. For those in Atlantic Canada, or anyone planning a trip to the east coast in the spring, stay tune! Jude Walker and Shauna are planning a regional conference some time in early April of 2013 which will be focused on bringing together adult education practitioners from around the province.

As noted in other articles in this newsletter and on our website, we celebrate the accomplishments of Allan Quigley who was admitted...
Strategizing Publications: Suggestions for Graduate Students

program. By publishing certain texts, students can increase their chances to receive awards, socialize with like-minded peers and scholars, and, as Aitchison (2009) suggests, use the process of publishing as a form of pedagogy to bolster the graduate student experience. A pedagogical process in this form seeks the development of a) writing and organizational skills, b) collaboration skills, c) networking skills, d) giving and receiving feedback and e) new ideas and concepts. Writing circles, where students and faculty meet as a group to share and discuss writing samples, is one example of a collaborative space where this pedagogy could take shape (2).

Based on my experience, some strategies that address the aforementioned challenges could be co-authoring papers, re-working previous coursework and conference papers, submitting thesis chapters for publication (if permissible), writing in non-traditional venues (e.g., blogs and community organizations), establishing a writing agenda that is sensitive to workloads, and volunteering to be a reviewer on a journal to further de-mystify the publishing process. To become a reviewer, for example, means writing an editor of a journal and asking to be included in the list of reviewers to read and critique potential articles in review.

Writing Forms
Some of the more traditional routes for publishing are writing texts aimed at becoming book reviews, journal articles and book chapters; all of which contain a unique set of challenges and benefits and have specific rules that may be different from one another. Visiting the journal’s website, for example, is a good starting point to learn of the various types of publications (e.g., reflections or literature reviews) and the processes required to submit a publication. For instance, an author can contact a journal’s book review editor to determine if there is a book waiting to be reviewed in the journal or suggest a book for consideration. Once approved to write a review, the author can request a free desk copy from the publisher and then begin the process.

During the seminar, we also talked about the value of conferences to meet potential book editors and co-authors in order to develop opportunities. There can be other forms of publishing, such as contributing to websites, blogs and

Continues on Page 7
On October 15, 2012, Allan Quigley was the tenth Canadian to be inducted into the Adult and Continuing Hall of Fame. Established in 1996 at the University of Oklahoma, the Hall of Fame now has over 200 inductees from all over the world. Canada’s inductees to date include:

- Bill Griffith 1996
- Teresa McNeil 1996
- Roby Kidd 1997
- Coolie Verner 2004
- Budd Hall 2005
- Paul Belanger 2006
- Allen Tough 2006
- Thomas Sork 2008
- Daniel Pratt 2011
- Allan Quigley 2012

Through the years, the induction ceremony has been held in Mexico, Germany and Canada, as well as in the United States. Next year it will be in Florida and, in 2014, in Romania. This year, the ceremony was held in Reno, Nevada. The eleven inductees for 2012 included: Allen Allensworth (U.S.A./posthumous), K. Douglas Beakes (U.S.A./posthumous), Gary Dean (U.S.A.), (Grey Edwards (U.S.A.), Brian Findsen (N.Z.), Jose Guevara (Philippines/Australia), Lucy Gugliemino (U.S.A.), Lisa Guion Jones (U.S.A), Allan Quigley, (Canada), Koichi Sasagawa (Japan), Timote Vaioleti (Tonga, N.Z.) and Raymond Wlodkowsski (U.S.A.).

For more information about this the Adult and Continuing Education International Hall of Fame, see their Website [http://www.halloffame.outreach.ou.edu/](http://www.halloffame.outreach.ou.edu/).
In the late 1950s at the end of the long days in a number of the factories throughout the greater Montreal area, groups of young people joined with tired workers to look at films that raised issues about the nature of society, the nature of struggle and the nature of social change.

The cine clubs, a project made possible by links between the Catholic Workers Movement and the Trade Union Movement of Quebec, organized these film shows.

Among the animateurs of the cine clubs was a young Quebec nationalist and socialist with a love of film and the arts, freshly returned to the city from a year at St Paul’s Seminary in Ottawa where he had considered going into the Priesthood. This young man was Paul Belanger. Little did Paul, or his cine club colleagues or the workers that he interacted with imagine that he would one day become perhaps the best-known adult educator in the world.

Paul was so intrigued with adult education that he travelled to Manchester, England to study in the famed Manchester Adult Education programme for his Masters Degree where he met many other young radical adult educators some of whom he ended up working with throughout his life. He did a PhD later on in international development looking at social justice issues in Senegal.

Dr. Paul Bélanger has made numerous contributions to the field of adult education nationally. Born in Quebec, he is one of few French-speaking adult educators known equally well among English-speaking adult educators in Canada. For more than four decades now, his passion for education as a social force for greater justice and prosperity, and his belief in the dignity of individuals and the importance of solidarity have led him to seek avenues to support adult learning.

His ability to translate these needs into active and effective organizational and policy settings has been remarkable. He has played a major role in advancing the cause of adult education in Canada. From 1972 to 1984, he was the Director of the Institute Canadien pour L’education des adultes before becoming President of the Commission for Evaluation of Colleges in French-speaking Canada (1984-1987).

He was also the Director of the Institute for Applied Research on Work (1987-1989) and since 2000 has been a Professor of adult education at the Faculty of Education at the Université du Québec à Montréal.
The theme focused on scholarship in an uncertain world and the rapid transformations challenging our society, our environment and our understanding of humanity. The aim was to bring together scholars who could help shape the future through dialogue and debate.

Of the 150 or so registered participants for the CASAE conference, some addressed the Congress theme more directly than others. One involved a roundtable led by Natalie Abdou, Behrang Foroughi, Catherine Irving, Shelagh Savage and Anton Struchkov from the Coady Institute at St Francis Xavier University, renowned for its pioneering work in adult education that promotes community engagement and social action. Two course offerings were discussed: “Foundations in Development Leadership” and “Skills for Social Change”. A paper on adult education in a have-not province, given by Amanda Benjamin, Melissa White, Mary MacKeracher and Katie Stella from the University of New Brunswick, examined the perils of growing unemployment. They presented evidence that adults with no clear job goals are drifting into both formal and non-formal adult education programs and showing increasing inclinations toward a neo-liberal skills agenda.

CASAE co-president, Shauna Butterwick, along with Maren Elfert from the University of British Columbia, presented a paper on social movement learning among women activists in Atlantic Canada. The emphasis was on how lifelong learning is key to longstanding civic engagement with sustaining elements of hope and determination. Suzanne Cook from the Ontario Institute for Studies in Education presented on the experiences of retirees who volunteer with non profit organizations and, in the process, construct a new sense of self worth.

Kaela Jubas, Dawn Johnston, Angie Chiang and Rebecca Reznick from the University of Calgary presented a paper on the topic of “Healthcare, Culture and Politics”. They examined the pedagogical function of popular culture with specific emphasis on how the American television show “Grey’s Anatomy” influences Canadian debates on healthcare policy. In her paper Jennifer Sumner from OISE/UT spoke on food literacy and adult education, pointing out that while literacy is central to the field of adult education, when it comes to food, it is just beginning to emerge as a crucial concept. The subject is gaining traction in an era of rising crises from increasing world hunger to the obesity epidemic.

David Livingstone from the University of Toronto and Milosh Raykov from the University of Alberta spoke on the recent Occupy movements around the advanced capitalist world and indications of widening perceptions of serious inequities, injustices and a willingness to engage in active social protest. I picked up on this theme in my own paper on corporate rule, climate change and social upheaval with emphasis on Leadnow initiatives in Canada to channel growing discontent with prevailing social and economic trends into the established process of electoral politics. On the issue of social upheaval, I focused on huge profits taken in by the gaming industry which markets violent popular culture, creating a hidden curriculum which is counterproductive to non-violent approaches to conflict resolution. I ended with emerging institutional attempts to address the growing challenges posed in a rapidly changing digital world.

In his “big thinker” talk at the Congress, American journalist, Chris Hedges, had all three of his recent books for sale. *The Death of the Liberal Class, Days of Destruction/Days of Revolt* and *The Empire of Illusion*. In the latter he discusses the role of popular culture and its impact on society in detail and argues that we are now immersed in a society that has “passively given up the linguistic and intellectual tools to cope with complexity, to separate illusion from reality” (p.44).

Following the CASAE conference, Jody Macdonald, from the Faculty of Nursing at the University of Toronto, joined me at the annual Canadian Peace Research Association Conference where we both presented for a second time. About 45 of us joined President Shreesh Juyal, Professor Emeritus, Political Science, University of Regina and now professor of International Law and Political

[Concludes on Page 7]
Science at Himgiri Zee University in India, to discuss issues involving nuclear disarmament, peace and conflict studies, security and climate change. A student panel on Water, Cyberactivism and Genuine Wealth focused on new approaches to global problems. Robert Rattle, a colleague and independent researcher, consultant, and author with interests in sustainable consumption, social determinants of health, impact assessment, and information technologies spoke on the role of science and technology in global peace. Eryl Court, a long time attendee and presenter at CPRA conferences declared the one held this year as “among the best yet”. On the whole, the Congress proved to be a rich and rewarding experience for many of us.

Rose A. Dyson, Editor
rose.dyson@alumni.utoronto.ca

Strategizing Publications: Suggestions for Graduate Students (concluded from page 3)

training manuals to practice writing and organizing skills. The key is to keep open about the different possibilities that are available, try to move beyond feelings of disappointment when there are rejections, and be realistic about what is (im)possible in respects to workloads and work commitments.

In short, publishing during the graduate program is more than expanding the curriculum vita. It is about engaging the pedagogical richness of receiving and giving mentorship, working on communication skills, organizing ideas, networking with established and emerging scholars, socializing with like-minded individuals, and learning of the publication process.

For detailed information on publishing during a graduate program, see Mizzi, R. (in press). “Writing realities: An exploration of pitfalls and benefits of publishing during a doctoral program.” *New Horizons in Adult Education and Human Resource Development*.


Robert Mizzi rmizzi@fiu.edu

(Centre) Dr. Mizzi and some pre-conference seminar participants.
Photo provided by Erin Careless.
Celebrating 20 Years of the Global Ecological Integrity Group (GEIG)

By Anne Venton

Between June 18th and 22nd this year, GEIG held a celebratory conference at the University of La Rochelle in France. Against a background of government inaction at RIO+ 20 at the international level, the incremental work of many environmental activists across the world, especially in Europe, New Zealand, Australia and North America, provides a focus for hope. Foot soldiers, not generals lead the way forward. From ethicists to lawyers and scientists, participants at the GEIG conference asked questions and proposed solutions for the way forward to a greener world at the local, national and international level.

A highlight of the GEIG conference in La Rochelle held the same week as RIO+20, was the keynote address by UBC Professor Emeritus William Rees who arrived at La Rochelle from the United Nations Conference on Sustainable Development (RIO+20) held in Brazil June 20 to 22. Sustainable development emphasizes a holistic, equitable and far-sighted approach to decision-making at all levels. It emphasizes not just strong economic performance but intra-generational and inter-generational equity. Intra-generational equity is concerned with equity between people of the same generation. This is separate from inter-generational equity which is about equity between present and future generations. Intra-generational equity also includes considerations of distribution of resources and justice between nations and what is fair for people within any one nation.

At the GEIG Conference, in his presentation titled “Debt, Depletion and Disaster: Why are so few Politicians Paying Attention?” Bill Rees lamented the lack of progress being made at the international level. He stated that the Global System is complex. Politicians and other leaders cannot wrap their minds around these global systems but bio-regionalism can be grasped. Cities are important. Over 80% of Canadians live in cities. The city state is an important organizing unit. Some progress is being made here.

Rees was one of two UBC ‘ecological footprint’ creators to win a prestigious Blue Planet Award at the RIO+20 UN conference. Established in 1992 by Japan’s Asahi Glass Foundation, the Blue Planet Award recognizes research achievements that have helped provide solutions to global environmental problems. This year, 98 nominees from 24 countries were nominated, and three – Rees, Wackernagel and U.S. ecologist Thomas Lovejoy – have received the distinction. Past recipients include the UN’s Special Envoy on Climate Change and former Norwegian Prime Minister Gro Harlem Brundtland, and Canadian entrepreneur and activist Maurice Strong.

Rees and his former doctoral student, Mathis Wackernagel, developed the ‘ecological footprint’ model in the early 1990s which won them the prestigious Blue Planet Award for Sustainability, valued at nearly $645,000 CDN. Their work advances the global conversation around human carrying capacity, ecological economics and environmental policy. It is an accounting system for estimating national, regional or individual demand on the biosphere and can document human consumption relative to the biosphere’s regenerative capacity.

Using the ecological footprint as a measure, Rees and Wackernagel suggest that humanity already exists in a state of severe ‘ecological overshoot’. They estimate that if every person uses as many resources as
the average North American, more than four Earths would be required to sustain the total rate of con-
sumption, depletion and waste assimilation. Rees cautioned, however, that, in the current economic
climate, the ecological footprint has some way to go before governments perceive it to carry the same
weight as GDP as a measure of national well-being.

During the week of June 20, the RIO+20 Conference was a front page story and the topic of many edito-
rials and articles in major newspapers in Europe and Great Britain including the *Manchester Guardian,*
*London Times,* *Financial Times of London* and *Le Figaro.* By comparison, this important UN Summit held
in Rio, Brazil received little coverage in the major newspapers in Canada.
Other participants at the GEIG conference also echoed concerns voiced by the
participants at RIO+20.

Dr. Rose Dyson presented a paper on “Corporate Rule, Climate Change and
Social Upheaval: Challenges and Opportunities for Media Scholars and
Educators”. She ended her paper stating that, “we need to decide how we should
govern technology in the 21st century” – bearing in mind the objective of environ-
mental sustainability. She referred to a number of failures in the governance of
information technologies, in particular, and how they impact negatively on the larg-
er objectives for environmental sustainability, often fuelling crime and violence in
civil society. She focused on problems within several institutions, including universi-
sities, where scientists frequently working in tandem with media corporations,
creating new products and services for profit with little regard for the larger public
interest. An example, involves generous government subsidies and tax credits
for the gaming industry in Canada and the U.S. frequently resulting in the production and distribution of
violent video games such as World of Warcraft which impact negatively on young people. Another exam-
ple is the lack of regulation of the advertising industry, with the exception of the province of Quebec, as it
relates to products targeting children. Unbridled commercial exploitation of children ensures consumer dri-
ven value systems at odds with a sustainable future.

The GEIG Conference opened with an address by Gerard Blanchard, President de L’Universite de La
Rochelle and Andre Giudicelli, Doyen de la Faculte de droit, de science politique et de gestion de
L’Universite de La Rochelle. Special thanks go to Dr. Laura Westra for her energy and enthusiasm over
the past 20 years in organizing the GEIG Conferences in various locations around the world. Dr. Westra

Some attendees at the GEIG Conference, from left to right, Yuliya
Lyamzina (Russia), Katy Kintzele (USA), Anne Venton (Canada) and Geoff
Carver (Canada).
International Adult Learners’ Week in Canada 2013

International Adult Learners’ Week (IALW) 2013 in Canada April 6 to 14.

The Week celebrates adult learners across the country and the joy of learning throughout life.

Background and History
Across this country and around the world, adult learning and literacy festivals and events share a common purpose – they are advocacy tools for raising the profile of adult learners and lifelong learning; they mobilize individuals to take advantage of the multitude of learning opportunities open to them; and they serve as a reminder that adult learning can be a powerful instrument for change.

Delegates to the Fifth International Conference on Adult Education (CONFINTEA V), held in Hamburg in July 1997, committed themselves to promoting the development of a United Nations Adult Learners’ Week. International Adult Learners’ Week (IALW) was officially launched by UNESCO on September 8, 2000. The pioneers of Adult Learners’ Week understood that the most effective way to underscore the importance of lifelong learning was to give adult learners themselves the chance to express their views, describe their challenges, and document their success stories.

International Adult Learners’ Week in Canada
The Canadian Commission for UNESCO, together with its partners, identified International Adult Learners’ Week as a priority project that would foster joint action by a broad network and would raise the profile of adult learning throughout Canada. IALW is both a promotional campaign to raise awareness of a broader public and an opportunity for the cooperation of diverse partners, including governmental, non-governmental organizations and civil society, to demonstrate the importance of adult literacy and lifelong learning.

International Adult Learners’ Week in Canada 2013
Canadian Commission for UNESCO:
Information on the Commission’s Programmes & Background.

Report from the Assembly of First Nations (AFN) National Chief Shawn A-in-chut Atleo was recently at Esgenoopetitj First Nation (New Brunswick) to participate in the opening of the Esgenoopetitj School.

“I want to congratulate all the community members, parents, students and leaders of this community who worked so hard to see their vision of a new school become a reality,” National Chief Atleo said. “First Nations across the country have set education as a key priority, founded on our right to First Nations control of First Nations education. Community leadership is key to our success. Today, the people of Esgenoopetitj First Nation begin a new chapter in taking control of education for their youth and community.”

The National Chief stated: “This new school shows that First Nations are making great strides in education. We have won the advocacy effort for a new approach to education. We know unilaterally imposed solutions do not work. Our task now is to support every Nation and every Treaty area to define and design the approaches that will work based on their needs, their communities and their traditions. First Nations must drive this process. At the national level, the Chiefs Committee on Education is working together to advance the principles required to achieve this transformation. We will only achieve success when we engage our people, our communities, families and parents to ensure support for new systems that deliver quality education including our languages and cultures. The new school we are celebrating here today is a testament to the reality that this is the right approach and it achieves results.”

“Today marks a special occasion for the community of Esgenoopetitj,” said AFN Regional Chief Roger Augustine. "It demonstrates the incredible resilience of our First Nations citizens and dedication to our future generations. There is no question that it is a day to celebrate the strength and bright future for all of our First Nations communities."
Congratulations are in order to Drs. John Collins and Dan Pratt, recipients of the AAACE (American Association for Adult and Continuing Education) 2012 Imogene Okes award for Outstanding Research in Adult Education for their article "The Teaching Perspectives Inventory at 10 years and 1000,000 Respondents: Reliability and Validity of a Teacher Self-Report Inventory", published in Adult Education Quarterly, November 2011 (pp 1-18). The award will be presented at the November 8th annual conference of AAACE.

Dan Pratt is Professor of Adult & Higher Education in the Department of Educational Studies and holds a cross-appointment to the Faculty of Medicine where he is a Senior Scholar in the Centre for Health Education Scholarship (CHES). He is a faculty member for the American Academy of Orthopaedic Surgeons Educators’ Course and the Macy Institute for the Health Professions in the Harvard Medical School. He has been a visiting professor at universities across North America, Europe, Asia, and Australia.

In 1992 Professor Pratt received the Killam Teaching Prize at UBC. In 1999 his book, Five Perspectives on Teaching in Adult and Higher Education, won the Cyril O. Houle Award for most outstanding literature in adult education. In 2008 he received Canada’s most prestigious university teaching award – the 3M National Teaching Fellowship. In 2011, Dan was inducted into the Adult and Continuing Education International Hall of Fame.

John Collins is Adjunct Professor in the Department of Educational Studies at the University of British Columbia and collaborates with several schools and departments in the Health Sciences. He specializes in program evaluations of educational training and initiatives, especially for mid-career adults in medicine, nursing, pharmacy, law, education, and other social and health services. He maintains a particular focus in developing and validating surveys, scales, and custom-designed indices for large-scale information gathering and analysis.

During 2007-2008, he was invited as contracted researcher at Republic Polytechnic, the newest of Singapore’s five polytechnics and its only completely problem-based instructional institution. Currently, he evades retirement by collaborating on several research projects, writing, publishing, and advising students on thesis and dissertation committees across-campus and at other universities.
to the Adult Education Hall of Fame earlier this term (several other Canadians are on that list – see details in that article). Congratulations are also in order to Drs. John Collins and Dan Pratt, from UBC, recipients of the AAACE (American Association for Adult and Continuing Education) 2012 Imogene Okes award for Outstanding Research in Adult Education for their article “The Teaching Perspectives Inventory at 10 years and 1000,000 Respondents: Reliability and Validity of a Teacher Self-Report Inventory”, The article was published in Adult Education Quarterly, November 2011 (pp 1-18). The award will be presented at the November 8th annual conference of AAACE.

AND, as we head into winter weather with wetter, colder, snowier and darker days, we’re reminded of the important role adult education brings and how it can add some warmth, light and guidance to many adult learners.

Shauna and Carole
CASAE-ACÉÉA Co-Presidents
croy@stfx.ca
shauna.butterwick@ubc.ca

Separating Reality from Fantasy

There is, of course, no one answer to the gun violence that erupted at a neighbourhood barbecue on July 16 in the Toronto Suburb of Scarborough and the following Friday, July 20 at a midnight screening in Aurora, Colorado, of the latest Batman movie, The Dark Knight Rises. But to dismiss the similarities between these two tragic incidents beyond the obvious, that both involved too many guns in our midst, a tragic loss of life and many injuries, is to cling to denial about links between fictional violence and real life violence that can only be described as irrational.

It is true that the United States has a politicized gun culture that is not yet matched in Canada and that this frequently plays into the hands of disaffected, angry people who see carnage as a means of vengeance or self-expression. It is also true that we have known for decades that young men in black and immigrant communities often associate carrying and using guns with their sense of masculinity and status among peers. But we also know from countless studies that violent entertainment in popular culture fuels these problems. By the time the average child finishes Grade 8, they’ve seen at least 8,000 murders on TV; by age 18, they’ve seen 200,000 violent acts.

Tapping into teen emotions like love and fear, Addictinggames.com has become one of the Internet’s premier casual gaming sites. Every month, over ten million players log on to play games such as Whack Your Soulmate, involving excessive amounts of blood and gore. The interactive nature of violent video games in particular, one of the fastest growing forms of electronic arts, is frequently identified as dangerous and dysfunctional play when rewards involve points for blowing off the heads of fictional characters.

It really does not require much in the way of mental gymnastics to see both shootings as manifestations of a growing culture of violence where, as Chris Hedges points out in his book, The Empire of Illusion (2010), we are collectively losing the ability to separate reality from fantasy (p44). In Colorado, an intelligent, highly educated gunman with no criminal record crossed the line between reality and fantasy when he joined the Batman face-painted look alikes, posing as the joker, in a theatre premiere of the latest film in the series and began shooting into the crowd. Many who witnessed the shooting commented on how they initially believed the gunman’s appearance was part of the staged premiere. This should be a wake-up call for policy makers, law enforcement personnel, educators and anyone else purporting to be in search of solutions to the growing culture of violence on

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Video on the Go

Video on the web has become a popular and vibrant method of communication to tell our stories and show our work. A good example is Human Development online videos which visually present the process of community development. Go to http://hdr.undp.org/en/humandev/

If you like the idea of effectively telling the stories of your work or research through video, and would like help doing it, contact Bill McQueen at william.mcqueen@alumni.utoronto.ca
US commentators who celebrated the “revenge” killing of Osama refuse to ask themselves some basic ques-
tions about Osama, the Taliban government, US policy after 9/11, military action, and international law. Had
there been an arrest and a trial it’s just possible that US citizens (and by extension Canadians) would have
been able to reflect on many aspects of Western policy in the Middle East and Afghanistan. Although this
opportunity has been missed for a “public adult education” moment we as educators may still find ourselves
discussing this issue with our students – here are some interesting questions to reflect on.

First: what was the US relationship with Osama during the conflict with the Soviet Union? The CIA went
around Pakistan whipping up support for a Jihad against the “un- godly Soviets” – ignoring those in the country
who argued this was a “bad idea” – giving guns and training to Islamic extremists. The US wanted Saudi
involvement in this conflict and embraced Osama as a leader of Saudi/Arab forces. CIA funds channeled arms
to the fighters and helped set up training camps and Osama and his followers were active participants in those
camps. Similarly the Pakistani secret service was encouraged by the CIA to get involved in organizing support
and the Taliban (the students of the fundamentalist Islamic schools) were recruited. In short Osama was treat-
ed as an “asset” by the CIA.

The forces that fought the Soviets were referred to as “freedom fighters” by Ronald Reagan with no mention
made of the atrocities performed by Mujahedeen forces. When asked about the effect of US support for these
most important to the history of the world? The Taliban or the collapse of the Soviet empire? Some stirred-up
Muslims or the liberation of Central Europe and the end of the cold war?” The point to take from all this is that
Osama was encouraged by the defeat of one “super power” into believing he could take on another – a classic
case of CIA policy “blowback,” the unintended consequences of short term policies coming back to haunt the
US.

Secondly: what was the US relationship with the Taliban government of Afghanistan? The US may not
have been too happy with the emergence of a Taliban government after the conflict preferring a more moder-
ate Islamic state, but they were happy enough with the defeat of the Soviets and they encouraged the Saudis
and others to recognize the new government while they waited on other Western acceptance before doing
likewise. The Taliban government had a representative at the UN pleading the case for their recognition and
inclusion in the UN and had enough diplomatic ties to the US to be awarded $43M by the US on the 18 May
2001 (announced by Colin Powell) to aid the Taliban fight against the opium trade (this was in addition to other
small amounts of aid given by the US).

US policy had created the conditions for the Taliban to come to power and although they criticized aspects of
Taliban government and even bombed a training camp in Afghanistan that the US held responsible for terror-
ist’s attacks in Sudan they were, prior to 9/11, leaning towards recognizing the Taliban government and was
the largest aid provider according to the Los Angeles Times (22 May 2001) the USA was “the main sponsor of
the Taliban” government.

Third: what was US policy after 9/11 trying to achieve? The US held the Taliban responsible for harbouring
Osama after 9/11 – the Taliban was charged with “handing over” Osama, they responded by saying they would
if the US provided the evidence that he was responsible for these crimes – not an unreasonable question
according to Noam Chomsky, who reminds us that even long after the bombing of Afghanistan had started in
October 2001 the US were still not sure Osama was behind it – in June 2002 the FBI head Robert Mueller
commented that “investigators believed” al Qaeda was responsible for the plot they still did not know.

There were few military targets in Afghanistan and the US bombing campaign had by 3 months in racked up
more innocents killed (3,500 recorded by verifiable sources) than by the
Terrorist attack on the Twin Towers – including of course the first 4 Canadian soldiers to die in Afghanistan. The Taliban government became the main target of US policy, displacing Osama as “the enemy,” and shortly after so did Iraq. Iraq had nothing to do with 9/11 but approximately a half million dead Iraqis later the world has forgotten this US-British initiated war crime.

It’s informative to reflect on the alternatives to bombing and invasion – many called for diplomatic means to isolate Osama rather than war. Some individuals, as Simon Jenkins of the Guardian informs us (2 May, 2011), argued that provided the West did not go to war against Afghanistan, “Bin Laden is dead,” the point being that he had become somewhat isolated within Taliban circles because of “al-Qaeda's murder of the Tajik hero Ahmad Shah Massoud two days before 9/11, meant that every loyal Tajik wanted Bin Laden’s blood.” But the US ignored this intelligence and Taliban pleas; Bush announced war and declared to the West “if you are not with us you are against us” pushing countries like Canada into providing troops; and the Bush government succeeded in driving the Taliban into alliance with al Qaeda.

Fourth: what is the role of the US military in all this? Americans have become used to seeing the military as a major part of US society, members of the forces appear at major cultural and sporting events and they are feted at every occasion, Americans find it difficult to argue against the decisions of military leaders. It seems a lifetime ago that Dwight Eisenhower warned against the dangers of the growing “military-industrial complex” that could determine US policy if unchecked. But it’s difficult to argue that the military did not play a major role: asked to mobilize in readiness for an attack on Afghanistan, they did so and having done so pressed the President for action arguing they could not stay “mobilized” for long – they would have to “go” or “stand down” – they did not want the US to only pursue diplomatic channels to isolate al Qaeda. Once let loose the US military dropped cluster bombs and rockets, uranium-tipped, napalm and sulphur bombs and other inappropriate modern weapons on what is a relatively unsophisticated and ill-prepared society creating massive casualties among innocent men, women, and children (the International Red Cross investigated 167 cases of injuries caused by “dud” cluster bombs in Afghanistan in November 2002 and found 69% of those affected were children).

The affect of all this may have been greeted as “heroic” in the West but only served to alienate Muslims the world-over and arguably evaporate what sympathy there was for the US following 9/11.

Finally: was this killing of Osama “justice done”? In spite of President Obama’s assertions this assassination was not “justice done.” It’s understandable that many feel no sympathy at all for Osama, but that’s not the point. An ordered killing when an arrest was possible followed by a dumping of the body at sea (even if referred to as a proper burial) is not in accordance with international law.

Rather than recount the legal context a reminder from British barrister Geoffrey Robertson quoted by Noam Chomsky makes the point of how far the US has moved: “When the time came to consider the fate of men much more steeled in wickedness than Osama bin Laden — namely the Nazi leadership — the British government wanted them hanged within six hours of capture. President Truman demurred, citing the conclusion of Justice Robert Jackson that summary execution ‘would not sit easily on the American conscience or be remembered by our children with pride, the only course is to determine the innocence or guilt of the accused after a hearing as dispassionate as the times will permit and upon a record that will leave our reasons and motives clear’.”

This quote calls to mind the CBC interview with a Canadian widow of 9/11 — she was pregnant at the time of the terror attack — she turned to her son who had never met his father and explained that Osama had been Concludes on page 16
A Passion for Learning, A Passion for Life: Paul Belanger  
continued from page 5

He is also the founder and Director of the Interdisciplinary Research and Development Centre on Lifelong Learning.

As former Director of the Institute Canadien pour l’education des adultes and of the Applied Research Centre on Work, Dr. Bélanger demonstrated foresight in identifying the issues of work in a global context and the relevance of adult education to the development of a just and prosperous society. He realized early the importance of Canadian adult educators being involved with others around the world. He has received significant international recognition including membership in the Russian Education Academy and Life Membership in the National Institute for Adult and Continuing Education (NIACE) in Great Britain and membership in the International Adult Education Hall of Fame.

At the international level, Dr. Bélanger has made some of his most significant contributions to the field. He served as Director of the UNESCO Institute for Life Long Learning (ULL) in Hamburg, Germany from 1989-1999. This Institute strengthens the United Nations’ work in literacy, non-formal education, and lifelong learning. Perhaps his best known adventure while at the Hamburg Institute was the organizing of the Fifth UNESCO World Conference on Adult Education known as CONFINTEA V, in 1997. This gathering brought together thousands of civil society activists and government leaders to work on major issues of education and literacy in both developing and industrialized countries. In typical Belanger spirit, he closed the conference with street party of great German food and music from around the world to dance the night away. Some claim that the CONFINTEA V street party was the best adult education party ever held.

Between the years 2000 – 2011, Paul played one of the most delicate and diplomatic roles in his career. Upon leaving the UNESCO Institute Directorship, Paul accepted the Presidency of the International Council for Adult Education at a time when it had fallen on hard times. International funding agencies were losing interest in international non-governmental organizations and global networks were becoming more difficult to finance. Paul oversaw the move of the ICAE from Toronto where it had been founded to Uruguay where it remains today. This was not a popular decision amongst Canadian adult educators at the time, but necessitated by the cessation of CIDA support and the high cost of doing business in Canada. The ICAE not only survived in its new base, but it became the educational heart of the global civil society movements linked to the World Social Forum process. If Paul had not had the vision and the courage to make that early decision, the ICAE would have perished for sure.

Paul’s career illustrates what it means to be a public intellectual. He has defined and redefined the role of adult learning in his birthplace and through his writing and global leadership in countries throughout the world. He knows how to link the ideas of the ordinary person to the structures of both government and civil society in creating policy. He not only dreams the big dreams, but he knows how to make the dreams come true.

I have profoundly enjoyed my years of friendship with Paul. He has, by the way, the best eye for interior design of anyone that I know. He can swim in colder water than anyone I know of. He is at home in a canoe in the isolated and wild rivers of the Canadian North. And his laughter is highly contagious. Paul, it is with a deep degree of appreciation and respect that on behalf of the Canadian Association for the Study of Adult Education, that we thank you tonight and present you with this special tribute. We salute your laughter, your joy, your hope for a better world and your most remarkable and passionate belief in the power of learning.

Budd Hall  bhall@uvic.ca - UNESCO Chair in community based research and social responsibility in higher education - School of Public Administration - University of Victoria (BC).
After Osama: Questions the US will not ask

(koncluded from page 14)

killed, the son asked how, she said, he was shot in the head, and the son asked why was he not arrested and brought to trial? If a 10 year-old gets it, why not Barak Obama?

Experienced Middle East correspondent Robert Fisk (who interviewed Osama at 3 different times) believes that Osama had become irrelevant to developments in the region – he has been overtaken by the Arab democratic movements; that the US by its actions has created a martyr; and that one lesson learned by those in the Middle East as a result of this action is “that executing your opponents is perfectly acceptable.”

But will US citizens now get a chance to reflect on any of these issues? Will they be able to put pressure to bear to bring US troops out of the region? If Osama is dead isn’t the stated reason for US intervention ended? It is tempting to conclude that silencing questioning in the US (and by extension in Canada and elsewhere) is exactly the reason why Osama was assassinated in the way that he was.

Bruce Spencer bruces@athabascau.ca

Challenging Transitions in Learning and Work: Reflections on Policy and Practice. Edited by Peter Sawchuk and Alison Taylor
Reviewed by Bruce Spencer


This brief review will not follow normal review protocols partly because I am excited by this edited collection and partly because I am dismayed at the quality of the final Sense Publishers product.

This is probably the best Canadian edited collection on work and learning published to date. The excellent editors’ introductory chapter provides a way for readers to understand the literature and make sense of the field and is highly recommended. It’s not the only way to consider work and learning scholarship but their approach has a coherence that allows for explorations of transitions in learning and work that go beyond the simplistic school-to-work emphasis, or supply-side economic solutions of training/education for jobs, or investing in human capital to fit into the so-called “knowledge economy” (a phrase so beloved by political commentators but so absent in the lives of most Canadian workers).

The editors approach learning and work transitions as “increasingly complex, extended across the life course, differentiated and in turn differentiating across social groups” and they also adopt what they call an “expanded critical vocationalism approach to learning/work transitions” – that recognizes context, difference and power as well as informal practices/learning. This can be contrasted with new vocationalism which emphasizes a move away from specific skills and knowledge training into flexibility, teamwork, adaptability etc all allied to the needs of a supposed “knowledge economy” emphasizing the importance of workers investing in their own human capital in order to qualify for multiple job opportunities in the claimed “post-industrial,” “post-capitalist” economy and labour market.

As the editors acknowledge there are a range of perspectives adopted by writers in the field some favouring aspects of new vocationalism while others are more aware of critical vocationalism although still playing lip-service to neoliberal economics and the knowledge-work rhetoric. This collection is intended to be located at the critical vocationalism end of the spectrum and most contributors succeed in indentifying key markers of the critical paradigm although as with most edited texts there is some unevenness. The contributions can be read

Continues on page 17
as providing case study evidence supporting the core ideas about the importance of difference/identity and unequal power as well as informal learning. Although it can be argued that when considering conclusions and policy options one or two authors are seduced by the possibility of minor reforms or appeals to “reason” to rectify structural inequity (conclusions to chapters 3, 11, 13, and even 14 can be read in this way).

In addition to the editors introduction and afterword there are 15 chapters broadly divided into two sections one focused on “education and training” and the other on “work, career, and life changes.” Half of the chapters are generated from WALL projects. Chapters cover such topics as youth, immigration/racialization, women in trades, volunteer work, ability/disability, a bio-pharmaceutical case study, retirement, and an interesting examination of the social relations and labour process in a college program. Some of this material may be familiar but is nonetheless valuable while others are introducing new research, insights and understandings of work and learning scholarship.

It seems to me the odd contribution is bounded by an Ontario, or perhaps OISE-centric, focus that does not draw on similar work undertaken elsewhere in Canada (chapters 8 and 9 may be examples, which also lack an historical perspective) and given the nature of the case studies I was surprised to find little reference to the 2003 UBC Press *Training the Excluded for Work: Access and Equity for Women, Immigrants, First Nations, Youth, and people with Low Incomes* (edited by M Griffen Cohen) with the exception of several references to it by Bonnie Watt-Malcolm.

This raises some interesting questions about the nature of scholarship in Canada that I have been mulling over for a number of years (see David Livingstone’s reference in chapter 2 to acknowledging the “wisdom” of the aged as justification for this “senior moment” observation); does the stretched-out population of Canada strung across the border with the USA combined with the presence of US academics in Canada influence approaches to research? Are Canadians more likely to look to the South rather than “coast to coast” for references and inspiration? And in particular is Ontario, as the most populated province, more insular academically than other provinces – although I have also witnessed this phenomenon on the West coast where academic work produced in Central Canada was completely ignored in favour of US examples. Finally are many Canadian institutions today producing PhDs in the differentiated subfields of “Adult Education” that are not connected to an understanding of the “foundations” of adult education or even the more pedantic familiarity with “program planning and methods” types of courses/literature?

I don’t know how *Sense Publishers* manage the production process or final editing but this is the first time I have seen an editor’s comments in bold embedded in a published chapter (chapter 8). There is also a key to a chart that is cut off on page 213, these two errors are visually obvious if someone had looked over the galleys prior to printing. There are also a few minor errors that I found without particularly looking for them – a reference to Lloyd and Payne (2002) is missing from Chapter 17 and it seems to me that footnote 7 in the previous chapter is out of place. These are the kind of errors that a good final editing would reveal.

However, I want to end with a solid recommendation in favour of the book (that overlooks the publishing process shortcomings) and finish with a plea for a version of the editors’ introductory chapter to be included in future collections of Canadian adult education or work and learning collections of readings targeting both graduate and undergraduate students.

Bruce Spencer bruces@athabascau.ca
New Book: Politics of Indignation – Imperialism, Postcolonial Disruptions and Social Change


Description: Peter Mayo shows us with his most challenging and original new book not only the central problem of a globalizing Mediterranean world (including the Arab world and its indignant youth), but he also provides us with most important insights on how to develop new concepts for new learning situations. Ursula Apitzsch, Professor of Political Science and Sociology, Goethe-University of Frankfurt/Main,

Politics of Indignation is a challenging, accessible and exciting book. Not only does it provide a critical analysis of the neoliberal onslaught on public education across a range of countries, it also offers new insights into the dynamics of control, while demonstrating how and where resistance has succeeded… I strongly recommend it to all of those who wish to comprehend and to resist the attacks on public education. Kathleen Lynch, UCD Equality Studies Centre, School of Social Justice, University College Dublin, Ireland.

Peter Mayo’s fascinating book is as timely as it is important. Benedetto Fontana. "This book will appeal to all of those out there who are trying to come to terms with and understand the radically transformed world of 2012.” Isabelle Calleja, International Relations, University of Malta Professor, Political Science, Baruch College, CUNY, New York.

Author: Peter Mayo is Professor and Head, Department of Education Studies, Faculty of Education, University of Malta, Msida, Malta where he researches and teaches in sociology of education, adult education and comparative education.


Leona English, co-written with noted adult education theorist Peter Mayo (University of Malta), a critical perspective on issues of policy, participation, and governance in the education of adults. Writing in the wake of the UN conference on adult education, CONFINTEA VI, in Brazil in 2009, the authors reaffirm the central role of adult education in addressing worldwide crises and environmental degradation, and in creating a sustainable world for all. The book has received very favorable international reviews for providing an incisive and much needed critique of adult education in ways that highlight not only its historical and philosophical roots but also its major significance to the practice of democracy. The authors also provide an analysis that is accessible enough for newcomers to the field, while offering wide-ranging coverage and a radical approach for the most experienced adult educator. Up-to-date, genuinely international and passionately committed, Learning with Adults is a great book.

The scholarly contributions of StFX adult education professor Dr. Leona English were lauded on Oct. 11, 2012 when over 75 people gathered on the StFX campus to celebrate the launch of her two latest books, Adult Education and Health, and Learning with Adults: A Critical Pedagogical Approach. The book launch took place at the Marie Michael Library at the Coady International Institute. (St. Francis Xavier University News Oct. 16, 2012)

Learning with Adults: A Critical Pedagogical Approach will be reviewed in a subsequent issue of The Learning Edge. - Eds.
Narrative Reflections of a Researcher  
by Samaya Van Tyler

To collect data for my PhD research, a convergence of methodologies, narrative, feminist and Indigenous gave me academic license to engage fully in conversations with nine HIV+ women living in Kibera, a global mega slum of Nairobi Area, Kenya. It was not until I began to analyze my data that I realized how deeply affected I had been by my experience. To tell this part of the story, and to reflect on my own experience, I found myself shifting from a purely formal academic style of writing to a creative one with poetic renderings in some places.

Despite the hardships of squalid living conditions and ongoing challenges of providing for children, the women told me stories of courage about their life experiences. In voices once silent in meta-narratives of dominant western discourse, each woman shared her own individual tales of a collective heritage. As I listened to hear the women speak, my conscious definition of a “me” became blurred. There were moments when I lost touch with time and space and experienced the notion that “Silence is our listening openness” (Levin, 1989, p. 232). This emergent temporality in the loss of personal boundary, this visceral encounter with something larger than the me/you divide, participant/researcher in this context, served as a segue, a connector to other realms of reality. And I began to sense something exceptional. As I listened, my balance in the role of a western academic on a research standpoint teetered, causing me to totter and plunge into something nebulous, somewhere unfamiliar.

These African women openly talked with me, an English woman, another woman, yet a stranger. They told me stories of many forms of abuse in their lives, stories too of abandonment by those closest to them. They told me of struggles in maintaining personal dignity; they spoke of their fear for the future of their children if they were to die leaving their children alone. These nine women confided in me, and the open details of their lives ate away at our flesh exposing the raw bones of vulnerability.

It is well documented that those who live in poverty are disproportionately vulnerable to the dark side of life; these women face enormous challenges every day. Yet I sensed an inherent quality in their lives. So I began to wander in wonder, calling up past stories of my own life’s experiences. I recalled words written in books and other wordy records. I came to understand that “trauma shatters old structures of consciousness, both in the individual and collective psyches and provides an opportunity for the development of either healing and the creation of imaginative new structures or pathological and rigidified reaction” (Higgins, 1994: Wall & Louchakova, 2002, p. 263).

Yet western explanations do not satisfy me, there is more. I read of an old African philosophy, Ubuntu (Chilisa, 2012). This African philosophy gives voice to my own experiences as a researcher in Kibera exploring the experiences of HIV+ African women in community. It is a philosophy that connects human beings in an undercurrent of interdependency and flows steadily in the mainstream of modernity. The concept of Ubuntu which in the Zulu maxim, “umuntu ngumuntu ngababtu” translates to “a person is a person through other persons,” and differs from the Cartesian maxim of “I think therefore I am” which defines the individual as a solitary self. The Ubuntu

**Continued on Page 20**
philosophy defines the individual in terms of relationships to others in community and as relationships change so do individuals (Chilisa, 2012; Ubuntu, 2003).

Ubuntu, say it enough times and the residue of sound vibrates through the universe like echoes released to eternity. Ubuntu, repeat it slowly, opening a mouth to let out sounds from deep within you and there is a sense of opening-up to something bigger than the containment of a solitary self. Ubuntu, say it loudly in the presence of others who join in chorus and veiled forces begin to shift the shrouded, rigid layers of human separation. Ubuntu, Ubuntu, say it loudly, say it softly, say it many times and, like the raw pulsating rhythm of a heart, the steady beat of a drum, a resonance begins to fill the air, connecting one’s life force with the life force of human kind.

The nine HIV+ African women in my study continue to provide care for themselves and their thirty-six children in Kibera.

References

Editorial Notes:
Some pictures were provided by the author and others are taken from the following video productions of the Kibera Slum Foundation, whose mission is to improve living conditions in Kibera Slums, Nairobi, Kenya.
Video:
Africa’s Largest Slum: [http://www.youtube.com/watch?NR=1&feature=endscreen&v=PcbqaxNfU64](http://www.youtube.com/watch?NR=1&feature=endscreen&v=PcbqaxNfU64)
Walking through Kiberia: [http://www.youtube.com/watch?v=5TlZRcgopQs](http://www.youtube.com/watch?v=5TlZRcgopQs)
Local Community Development Efforts: [http://mapkibera.org/](http://mapkibera.org/)

Separating Reality from Fantasy (concluded from page 12)

both sides of the border. In Ontario, the McGuinty Government should reconsider the $2 million subsidy they have just awarded Rockstar Productions to relocate from Vancouver to Toronto to give us more video games like Grand Theft Auto, Bully and L.A. Noire. More discretion on how our tax dollars are used to fund electronic arts, in particular, is long overdue and as urgently needed as additional funding for community centres and other social services in at risk communities. The academic call for more research must not be used as a smoke screen for inaction and an excuse for reverting back to business as usual. It is time the cultural industries were also held accountable for contributing to social breakdown and mitigating the value of more responsible educational objectives.

Rose A. Dyson, Editor
CELEBRATING LIVES LIVED: - Canada - Allen Tough (1936 – 2012)

by Roger Boshier

The Faure Report came out in 1972 and the National Commission of UNESCO in New Zealand, along with the Council of Adult Education, liked the way it fitted the kiwi do-it-yourself ethos. As such, they were keen to broadcast the findings and organised a national conference in Otaki (near Wellington).

Someone found money to bring Allen Tough to this meeting because, at the time, he was focused on learning outside formal settings. At the time, I was a Junior Lecturer in Psychology in Wellington, trying to do a doctorate and keep house and home together while devoting most time to the anti-Vietnam war and anti-French nuclear testing movement.

I was keen to meet Allen but shocked when this shy, introverted man walked into the hall. Just off a plane, he looked formal, over-dressed and overwhelmed. When it was time for him to speak he drew on Canadian civility and methodical preparation to talk up “learning projects” as an alternative to the irritants of formal schooling. Inside the suit was a quiet bloke preaching something akin to revolution.

Allen was a mild-mannered anarchist utopian in the same school as Illich, Ohliger and other firebrands. But, unlike them, he came across more like an accountant or church minister. Even so, he and I developed a friendship at this Otaki meeting and, after I reached Canada in 1974, Allen was one of the first to be in touch.

At the time we had a mutual interest in “futures” so, in 1980 (or was it 1981) I tooled around the massive “World Futures” conference (in Toronto) with Brother Tough. Over several jugs of beer he talked of his interest in extra-terrestrial life. We even had lunch with people planning to build towns on far-off planets. I was more interested in women and boat engines. Allen was very serious about the far-beyond. He liked extra-terrestrials. And women.

Later, we brought him to Vancouver for the usual round of talks, lunches and walks around the seawall. Ingrid Pipke designed the brochure advertising Allen’s talk. At the time I had a Minolta camera which shot in black-and-white and have photos of Allen and key inhabitants of the Adult Education Research Centre at 5760 Toronto Rd. In the photos we all look so youthful. Too many lovely people from that era (e.g. Ingrid Pipke, Paz Buttedahl and now Allen) have gone to the House of Learning in the sky.

In the very early days there was rivalry (or unease) involving UBC and OISE. I never understood it. But it had something to do with strong personalities. There were Canadians who resented the fact Verner “was an American” (even though he had lived in Vancouver more than 20 years). This sentiment often crossed mountains and landed in OISE.

Allen Tough, bless him, did not have these tendencies and, at UBC, was regarded as a great friend. He was still the mild-mannered introvert. But, in his soul, a good man, a decent bloke. And very happy to amble around Vancouver.

He knew some of us had reservations concerning the learning projects methodology. In his quiet but methodical way, Allen was interested in building a better world. And felt self-directed learning was the way to do it. Methodology was not his major interest.

After Cyril Houle published The Inquiring Mind Allen was hunting for a dissertation topic. At the time, formal educational settings were blamed for creating more problems than they solved. Ivan Illich wanted to throw schools over a cliff and said so in Deschooling Society.

If Houle could talk to people who attend classes, could Allen speak with those who don’t? This is how Allen got started on learning projects.

If Allen was active today he would be on the Taylor/Carfax “most cited” list. Not because of the elegance of the work or soundness of the interview methodology. But because of its timing. Like a surfer waiting for the best wave,

(Concludes on page 22.)
Allen Tough - FRIEND AND COLLEAGUE

Allen published his work at the peak of critique concerning schools and false promises nested in formal education. He saw the wave coming, got on his board and rode up the beach.

Allen seemed to say most people engage in learning projects – all the time. I think this claim was an artifact of his methodology. The brutal truth is otherwise. Most people do not engage in learning projects. They are too busy watching television. But this did not matter because Allen rode the anarchist-utopian wave (along with Knowles, Illich, Ohliger and others).

By the mid-1980s, anarchist-utopian energy had been expended. Even so, I (and many others) still reference his work in articles about lifelong learning – where "learning-out-of-school" is still the central idea. Allen opened a space for a discussion that still goes on.

I am sorry to hear of Allen’s death. I regret I did not do more to stay in touch with an old mate. Who goes back than 40 years. Right into 1970s New Zealand.

Wherever you are Allen – kia ora, thank you, haere ra, farewell!

Roger Boshier

CELEBRATING LIVES LIVED: - Australia - Alison Lee (1952-2012)

Alison Lee was Director of the Centre for Research in Learning and Change (L&C) at University of Technology, Sydney. She researched and taught in higher education, including doctoral education and professional education. She was published widely on doctoral supervision, research writing, practice-based research and the changing nature of the doctorate. She held a national citation from the Australian Learning and Teaching Council (ALTC) in 2008 for her contribution to doctoral education at the University of Technology, Sydney.

Her broader research expertise was in pedagogy, curriculum and literacy, particularly in post-school and higher education. Most recently she was leading a research program investigating the changing relationship between the university and the worlds of professional practice, with a focus on health and higher education. She was a member of the Executive of the Australian Association for Research in Education, and a member of the editorial Board of Teaching in Higher Education. She was a co-editor of Literacy and Numeracy Studies: an International Journal in the Education and Training of Adults. Professor Lee became a leading authority on doctoral education, publishing a series of co-edited texts such as Changing Practices of Doctoral Education (2008), Publishing Pedagogies for the Doctorate and Beyond (2010) and Reshaping Doctoral Education: International Approaches and Pedagogies (2012).

Bill Green, professor of education at Charles Sturt University in Australia, paid tribute to Professor Lee as "a truly major scholar...an educator, a gifted, dedicated, often inspiring teacher". Her collaboration with him on research supervision and doctoral pedagogy, he added, was "some of the most engaging and productive work I've been involved in, in my whole career".

(Continues on page 23)
CELEBRATING LIVES LIVED: - Australia - Alison Lee

From Tara Fenwick - Professor of Professional Education Director of ProPEL - Professional Practice, Education and Learning, School of Education, University of Stirling, UK.

Many in the Canadian adult education and lifelong learning communities will have worked with Alison Lee, who died on Tuesday at 10:45 pm surrounded by family and friends after a long struggle with cancer.

Alison, a professor of education at the University of Technology in Sydney, is well known internationally for her work in doctoral education, workplace learning, and professional learning. She was an intense and brilliant scholar, a generous collaborator, and highly committed to students – tributes are pouring in on the doctoral education listserv.

Her latest books were just published in the past few months:

Practice, learning and change – Springer (with Paul Hager and Ann Reich)

Reshaping doctoral education – Routledge (with Susan Danby)
http://www.routledge.com/books/details/9780415618137/

Alison will be missed by many around the world.

-Tara Fenwick
see also: http://www.timeshighereducation.co.uk/story.asp?storycode=421365

CELEBRATING LIVES LIVED: - USA - Phyllis Cunningham (1927-2012)

Dr. Phyllis Marie Cunningham was born November 10, 1927 in New Sharon, Maine. She passed peacefully on April 24th, 2012 in DeKalb, Illinois, USA. Dr. Cunningham was a long time resident of DeKalb. She had joined the Northern Illinois University community in 1976.

Dr. Cunningham contributed to the university and to her profession of adult education significantly during her long and distinguished career. It was her ten-year span of volunteer work, starting in 1958, when Phyllis managed staff development and training for the Pioneer Girls organization that started her work in the field of adult education. Over her lifetime, she engaged in an impressive array of innovations and service, and a long list of accomplishments bears witness to the impact her 30-year career has made on the field of adult education. Dr. Cunningham lived her credo, and colleagues and friends now rush to point to her kind and humble spirit that accompanied her resolute and honest confrontations of issues. Her commitment to others by means of education is best expressed in her autobiographical writing, “As a professor in my later years, to help build a program that opened up space for others is my greatest accomplishment, and in doing so, others have been encouraged to be spacetakers as well.”

Continues on page 24
Dr. Cunningham’s career in higher education began as Assistant Project Director for the National Study of Cost Benefit Relationships in Adult Education at the University of Chicago. She moved on to support the Study Unlimited project at the City Colleges of Chicago as director and was promoted to Dean of the Center for Open Learning at the City Colleges, a position she held from 1974 to 1976. During those years in Chicago, she was most deeply engaged with the efforts of community activists and educators in Chicago to establish the Urban Life Center. This center was instrumental in supporting undergraduate students of small, Midwestern Christian Colleges by providing field placements. Looking back, she often said, this volunteer work was but a flame that fanned the fire for her lifelong commitment to social justice and participatory education.

After joining the Northern Illinois University faculty she served the profession of Adult Education full-time, finishing her work life as Presidential Teaching Professor in the Department of Counseling, Adult and Higher Education (CAHE) at the College of Education until her retirement in 2003. Her career in academia included positions as adjunct professor at Goddard College; Union Graduate School at Antioch; and the University Without Walls at Chicago State University. Over her career she was welcomed as Visiting Professor to the Ontario Institute for Studies in Education at the University of Toronto; the University of Alaska; the University of Saskatchewan; Syracuse University; Penn State University; University of North Carolina; University of British Columbia; and National-Louis University.

In addition to her duties as faculty member at NIU, she directed the Regional Adult Education Service Centers for the Northern Illinois Region from 1976 to 1980. When Dr. Cunningham became program and faculty chair of the then Department of Leadership and Educational Policy Studies (LEPS), she excelled in leading the department. The department earned worldwide recognition and gained the reputation during the 1980s and 1990s as one of the top five adult education graduate programs in North America. Noted and internationally renowned education practitioners and scholars joined NIU for groundbreaking events, conferences, or as visiting professors during those years. LEPS department faculty was instrumental in cutting-edge publications and innovations in adult education practices. At the same time, students in the LEPS programs graduated well-prepared and with strong career trajectories, and most have continued to contribute to the field of adult education in leading positions throughout the country’s universities as scholars, dedicated teachers, or skilled administrators.

Dr. Cunningham was a committed and outspoken ally for her students and disenfranchised communities, vigilantly supporting individuals and organizations that fought for social justice. She directed projects like the Bottom up Leadership Development through Participatory Research and Study Circles, an Urban Community Service Program of the Department of Education. From 1994 through 2001, she was pillar of support for efforts to organize the North American Association of Popular and Adult Education, an alliance of social movement education organizations from across the United States and Canada that sought to make connections among adult educators and activists working for social justice. In her community activism, she stood on the same firm platform of her values as she did in her teaching practice, “Teaching starts with respect. The teacher respects all students – their knowledges, their cultures, and their potentials. The teacher respects the power differential in the classroom: the power of grades, social class, race, gender, and dominant paradigms.”

She held leadership positions in the American Association for Adult Continuing Education, Illinois Adult Continuing Education Association, Lindeman Center, National Council for Black Studies North American Popular Educators for Social Change, North American Alliance for Popular and Adult Educators. Her commitment to the profession is in evidence with myriad awards she has received, notably among them the Lifetime Achievement Award of the North American Alliance of Popular and Adult Education (2001); the N.I.U. Minority Faculty and Staff Award (1999); her 1996 induction into the Hall of Fame by the American Association for Adult Continuing Education; the Outstanding Service and Dedication to Latino(a) and
CELEBRATING LIVES LIVED: - USA - Phyllis Cunningham (continued from page 24)

African American Students in Adult Continuing Education at Northern Illinois University (1995), and the Presidential Teaching Professor Award at Northern Illinois University (1994). In 1996, the Phyllis M. Cunningham Annual Award for Research for Social Justice was established in the Adult Education Research Conference. Subsequently, NIU students created an endowed Phyllis Cunningham Social Justice Scholarship within the CAHE department in her honor.

Dr. Cunningham became a strong supporter of the international community of adult educators. In 1983, she was selected as a representative of the International Council for Adult Education. Her work resulted in the creation of an exchange program between USA and British institutions in 30-40 universities. Dr. Cunningham also edited the flagstaff journal of the ICAE, Convergence. She was honored with the John Ranton McIntosh Visiting Scholar Award by the University of Saskatchewan in 1990. For her work with Chinese students, she was awarded the title of Honorary Professor from the Shanghai Second Institute of Education in the People’s Republic of China in 1988.

Throughout her lifetime, Dr. Cunningham penned numerous articles, contributions to books, and to other publications. She is noted for a plethora of ideas she introduced to the field of adult education in scholarly articles, essays, chapters, and monographs. In her dissertation she shattered mainstream assumptions about the causes of Black student behavior in adult education settings. Dr. Cunningham underscored the need for change among adult educators in teaching Black students so that existing practices are not based on prevailing values regarding class and race. In later writings, Dr. Cunningham bluntly reminded the profession to uphold its mandate to develop informed citizens, and to go beyond adhering to a technical reality in our teaching that should be grounded in ethical and emancipatory rationalities as well. Collegial respect and honest relationships between teacher and student were key themes in Dr. Cunningham’s writings. Her critique of the profession is succinctly expressed when she wrote about the hegemony of educational psychology, “This continuing focus on a psychology of individualism has contributed to a problem in adult education in which too little adult education thought or action understands or responds to the social conditions in which we live, work, and learn. Without such analyses, adult educators miss many opportunities for contributing to altering conditions of inequity in society.” Noteworthy is the fact that her voluminous body of work is characterized by many collaborative publications with students and colleagues. Dr. Cunningham is revered by her colleagues for holding her profession accountable to its mission to serve all and its values of democracy, diversity, and social justice. She was an outspoken advocate and mentor to many, and her focus on community development, participatory research, and critical pedagogy was unwavering.

After her retirement in 2003, Dr. Cunningham remained deeply engaged in participatory community education and continuing to mentor a large number of graduate students through the completion of their doctorates. With NIU students, she founded the Phyllis Cunningham Social Justice Institute in 2010 and was instrumental in the development of the Conexion Comunidad, the first community-based Latino organization in DeKalb.

Dr. Cunningham spoke and wrote about her credo and adult education praxis, but most importantly, she lived it. Real for me is critiquing what we do and recognizing and naming our social reality, and if we don’t like it, doing something about it. Dr. Cunningham was a powerful voice in the world community and from the perspective of many she was the single most influential US adult educator of the 20th Century.

A memorial service was held May 19, 2012

From the website of: the College of Education (CoE) at Northern Illinois University
By Sarah Cunnane

Through her work in adult education and her force of personality, Paula Allman was “revered by those who dream of and work towards ushering in a better world”.

Born on 17 January 1944 in Chicago, Dr Allman was a champion swimmer as a child before injury forced her to retire from the sport. She taught at a variety of levels before turning to academia, studying for her doctorate at Florida Atlantic University.

In 1973, Dr Allman came to the UK for the first time on a postdoctoral fellowship at the University of Nottingham.

She went on to work for The Open University, where she was social science staff tutor for the East Midlands region.

Dr Allman retained her links to Nottingham, and became honorary research fellow in its School of Continuing Education.

Entwined with her academic life were Dr Allman’s political leanings. A scholar of Karl Marx, Paulo Freire and Antonio Gramsci, Dr Allman was very active in social movements. At Nottingham, she was the first co-chair of the city branch of the Campaign for Nuclear Disarmament and also chaired the education subgroup of the Socialist Movement.

Throughout her career, she remained committed to adult education, and her ideas about education and politics can be found in the many books she authored.


Peter Mayo, professor and head of the department of education studies at the University of Malta, paid tribute to his former colleague: “Paula Allman continues to be revered by those who dream of and work towards ushering in a better world,” he said.

“She touched the lives of many people, I was privileged to get to know her personally and to collaborate with her on conference and journal projects, also co-writing a couple of pieces with her.”

He added that “like many”, he would miss her scholarship and her deep understanding of her academic field.

“I also admired her spirituality,” he said. “Above all, I will miss her deep, genuine friendship and her love for humanity and other species, including the pets which shared her space and which she adored. Here was a woman who knew how to love.”

Dr Allman died on 2 November from lung cancer. She is survived by her daughter and grandchildren.

sarah.cunnane@tsleducation.com.
http://www.timeshighereducation.co.uk/story.asp?storycode=418263
http://rikowski.wordpress.com/2012/01/03/symposium-on-the-work-of-paula-allman/
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