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An International Perspective on Reorienting Traditional Higher Education Institutions toward Lifelong Learning

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Abstract

This paper provides thoughts on how an international conception came about and moved forward regarding reorienting Higher Education Institutions toward Lifelong Learning (LLL). The background of LLL in ancient times and its emergence in recent times is presented. My involvement is described in bringing this about as a concept, and doing the research to flesh-out the specific elements. My research includes: Developing a definition of LLL; bringing together the international partners from 19 countries to identify the seven major elements of a LLL Higher Education Institution; engaging two universities from opposite sides of the globe in articulating and listing the 78 measurable performance indicators [MPI] for LLL; bringing together participants for discussing the MPI, from 13 nations at an International Lifelong Learning Conference; and, actively involving a major International University (Chulalongkorn – Bangkok, Thailand) to go through the steps for setting in place and implementing its being a global player on the stage in moving forward that idea for the future of the world in general and the world of lifelong learning [LLL] – its length, height, depth, and breadth.

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1. Introduction

From ancient times learning was to be life-long – in breadth, depth, height, and length. During Moses' day he actively engaged Israel in learning to love God and their neighbor and to diligently help their children learn the same when sitting in the house, walking by the way, lying down and rising up (Deuteronomy 6:4-6). Joshua, the successor to Moses, was to learn God's message by speaking it and meditating on it day and night while observing to do what it said, with the accompanying promise that if he did, his life would become prosperous and successful (Joshua 1:8-9). King David used a tree metaphor and declared that whoever learned, enacted and meditated day and night on God's message would be like a tree planted by rivers of water, with no withering leaves, but bringing forth seasonal fruit and being prosperous (Psalm 1:1-3). Jesus asserted that whoever continued learning his message would be his learner/disciple, thus resulting in her/his knowing the truth which gives freedom (John 8:31-32). Shaul of Tarsus [later renamed Paul, the apostle] was all inclusive in his letter to Timothy, saying that all learned and applied scripture is profitable for teaching, reproof, correction, and instruction in righteousness, thus equipping and furnishing a person for every good work (2 Timothy 3:16-17).

Cyril Houle was to have made the sweeping statement that all the ancient teachers were teachers of adults and that learning was to be lifelong. This included Confucius, Plato, Socrates, Aristotle, Quintilian, Cicero, Hebrew Prophets, Jesus, and many others. (Knowles, 1989).

However, in more recent times, LLL emerged on the scene from adult education through UNESCO (Dave, 1973; Knowles, 1973) with such concepts as the characteristics of lifelong education and developing learning communities; and, the pillars of the treasure within – adults' and others' learning (Delors, 1998) to know, do, be, work together, change, and develop sustainability.

I began this educational work in the last few years of the 20th century on extending research aimed toward helping higher educational institutions and other institutions in various countries to re-orient themselves toward a lifelong learning focus, and placing this within the support and context of lifelong learning (LLL) and education around the globe (Henschke, 2011).

I adapted what I call 'a living lecture' for helping a higher education institution reorient toward lifelong learning. I refer to this 'living lecture' as one 'best practice' I have used frequently in various situations and to great benefit. The living lecture for reorienting toward lifelong learning is described as follows. Before a presentation on lifelong learning the audience may be asked to serve as "listening teams" according to the section of the room they are sitting in – one section to listen to the presentation for points requiring clarification [the clarification team], another for points with which they disagree [the rebuttal team], another for points they wish to have elaborated on [the elaboration team], and a fourth for problems of practical application they wish the speaker to address [the application team]. After the 'living lecture' presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group in turn presents one point at a time, which they want addressed and the speaker responds until all items are discussed or time runs out.

I was not the originator of this adult education "best practice." There is no doubt that I borrowed it from Knowles (1970), who contributed to it, not only by his texts, but with his spoken word and lectures. Savicevic (2008, p. 375) called Knowles "a 'masovik', i.e. a lecturer on mass events in 10,000 visitor stadiums, as if he was inspired by an ancient agonistic spirituality!" This kind of spirituality could be described as: tough, gung-ho, sporting, contending, grappling, challenging, vying, surpassing – all reflections of the very positive way that Knowles was committed to and conducted his work in adult education. He used this learning/teaching technique during our doctoral program at Boston University. It 'caught-on' with me. Consequently, Knowles' contribution to the dissemination of the 'living lecture' ideas is huge. My involvement in the living lecture for lifelong learning has been quite modest by comparison (Henschke, 1975, 2009, 2011); especially in helping to encourage higher education and other institutions to reorient their purpose toward lifelong learning.

My research on LLL has moved through four major phases: [1] Developing a current definition of LLL; [2] helping 95 people from 19 countries in both the Northern and Southern Hemispheres identify seven characteristic elements of LLL; [3] engaging faculty from two universities (the University of Missouri, USA, and The University of The Western Cape, Cape Town, South Africa) half a world apart to focus on reorienting toward LLL, and instituting measureable performance indicators (MPI) for LLL; and, [4] helping a major Asian Institution

(Chulalongkorn University, Bangkok, Thailand) apply LLL to the Non-Formal Education Division (their name for adult education) and renaming it as the Department of Lifelong Education.

2. Developing a Definition of Lifelong Learning

As an adult educator, I have been exploring the concept of Lifelong Learning for a number of years and out of this I have developed what I think is a definition that could be considered as fairly comprehensive and substantive in scope. Lifelong Learning may be defined as follows: Lifelong Learning is a master concept or andragogical principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness including learning that occurs partly through deliberate action of Non-Formal, Informal, Formal educational systems, but even more as a result of the business of living; and, may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on six pillars of learning: learning to know – *acquiring appropriate information, comprehending the content subject matter, and employing the instruments of its application in various situations*; learning to do -- *be able to act creatively on one's environment*; learning to live together -- *participate and co-operate with other people in all human activities*; learning to be -- *an essential progression which proceeds from the previous three*; learning to change -- *encourages changes in behavior to create a more viable and fairer society for everyone*; and, learning for sustainable development -- *efforts towards sustainability in any field are built on processes for communicating, learning, and sharing knowledge, engaging people in their multiple roles as individuals, and as members of communities and organizations* (Delors, 1998).

3. Help 95 people from 19 Nations Encourage Higher Education Institutions to Change and Reorient their Purpose toward Lifelong Learning

Higher education institutions around the world at the end of the 20th century and into the beginning decades of the 21st century have been faced with serving the educational and learning needs of a non-traditional population [older than the traditional college age of 18-22]. This new population requires different approaches for fulfilling their educational desires. Their individual abilities in lifelong learning influence how they enact learning. They come into the higher education setting on a part time basis, study and take courses for a period of time, and then drop out for a while. They return later, seeking to 'pick up' their course of study again where they were when they were previously enrolled. The institutions have to deal with shifting populations, learning needs, how to work in these situations, and placing this within a global context of supporting lifelong learning and education.

Lemkuhle (1995) emphasized the changes that were needed in higher education institutions, especially from teaching to learning. He suggested the perspective of teaching yielding place toward focusing on a thrust of learning. This placed prominence on the learner and the internal process of learning, which would move away from the teacher and the process they were doing to advance a focus on subject matter content.

Maehl (2000) inquired into and identified the best experimental processes that were being developed by 34 higher education institutions to facilitate adult, lifelong learning. These were being crafted within standard higher education institutions (universities and colleges), that could be identified as new innovative 'cutting-edge' practices, but nevertheless met the rigorous academic standards of long standing, creditable and well accepted educational institutions. I began this educational work in the last few years of the 20th century on extending a research aimed toward helping higher educational institutions and other institutions in various countries to re-orient themselves toward a lifelong learning focus, and placing this within the support and context of lifelong learning and education around the globe. This global support was especially prominent from the [United Nations Education, Scientific and Cultural Organization] UNESCO Institute of Education (UIE), which later changed to UNESCO Institute of Lifelong Learning (UIL). This information was shared as one backdrop for a worldwide conference on the topic of "Lifelong Learning, Higher Education and Active Citizenship" held in Cape Town in October, 2000. There were 95 Adult Educators from 19 countries at the conference. This was also a follow-up and continuation of the work begun at the UNESCO Fifth International Conference on Adult Education [CONFINTEA V] in Hamburg, Germany, 1997 (The Hamburg..., 1997), continued at the University of Mumbai, India in 1998 (Mumbai Statement..., 1998), and the UNESCO World Conference on Higher Education in Paris in 1998.

These gatherings of adult educators resulted in the formulation of The Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution (2001). They named six major elements characteristic of Lifelong Learning Higher Education Institutions -- [1] Overarching Frameworks, [2] Strategic Partnerships, [3] Research, [4] Teaching and Learning Processes, [5] Administration Policies and Mechanisms, [6] Student Support Systems and Services (Henschke, 2006).

4. Two Universities (The University of Missouri in the USA, and The University of the Western Cape in South Africa) focus on Developing Measurable Performance Indicators (MPI) for LLL

I led a team of five Adult Educators at the University of Missouri System in researching the background of the lifelong learning topic on the North American Continent and the Northern Hemisphere. Other Adult Educators at The University of The Western Cape [UWC], Cape Town, Bellville, South Africa were involved in researching the background of this topic on the African Continent and the Southern Hemisphere (Flint, 2000; Walters, n.d.; Walters & Volbrecht, n.d.; & Wood, 2001).

The next step in the process saw the two universities, The University of the Western Cape from South Africa and The University of Missouri from the USA, change those six elements to seven major elements, and develop measurable performance indicators [MPI] for the practice of lifelong learning in higher education institutions. (Henschke, 2000, 2006). The seven major characteristic lifelong learning elements of a higher education institution that were formulated are as follows. 1. Overarching Frameworks – provide the context that facilitates operation as a lifelong learning institution. 2. Strategic Partnerships and Linkages – for collaborative relationships internationally, with other institutions nationally, and with other groups in society. 3. Research – includes working across disciplines, institutions, investigating what kinds of institutional adjustments need to be made to help the institution better serve lifelong learners. 4. Teaching and Learning Processes – Educators will need to move their teaching and learning processes away from the ‘instructional paradigm’ toward the ‘learning paradigm’. 5. Administration Policies and Mechanisms – service to learners is the top priority of the administration. 6. Decision Support Systems – provide within the institution and community an atmosphere that is people-centered, caring, warm, informal, intimate and trusting. 7. Student Support Systems and Services – provides learner-friendliness, convenient schedules, and in various ways encourages independent learning.

It is well to note that moving educational institutions toward serving the practical learning needs of all lifelong learners, is a lifelong endeavor that will continue for many years. Developing the 78 Measurable Performance Indicators [MPI] for the seven Characteristic Elements of a Lifelong Learning Orientation for Higher Education Institutions, was what made the ‘rubber meet the road’ in applying this research to the practice of a higher education institution. Numerous institutions, educational and otherwise have adopted those MPIs in moving the educational operation of Lifelong Learning into reality within their organization. Following is the listing of the 78 items from the MPI (Henschke, 2014).

5. “Measurable Performance Indicators” For The Characteristic Elements Of A Lifelong Learning Higher Education Institution

5.1. Overarching Frameworks

Overarching frameworks provide the context that facilitates an EI to operate as a lifelong learning institution.

Regulatory

1. The National Department of Education has a **financial policy** and implementation plan in place to promote lifelong learning at HEIs.
2. The National Department of Education has the **legal framework** and an implementation plan in place to promote lifelong learning at HEIs.
3. The National Department of Education has addressed **social concerns** in their policy and implementation plan to promote lifelong learning at HEIs.
4. The regional economic and social developmental plans include supporting lifelong learning.
5. The Institution has a financial plan in place to support lifelong learning.

6. The Institution has a culture that supports adult centered learning and is sensitive to and respectful of the needs, differences, and contributions they bring to the teaching and learning transaction.
7. An active collaboration and communication across all segments of the institution to meet the educational, career, financial, and personal needs of LLLs.
8. There needs to be a deliberate on-going commitment to high level of communication between the University and LLLs.

5.2. Strategic Partnerships and Linkages

In partnerships and linkages we include three types of relationships

International partnerships and linkages

1. A record is kept and uses are made at the institutional level of the extent of exchange, sharing of skills, research opportunities, student and staff development, and collaboration across national boundaries.

Partnerships and linkages across institutions & society

2. A record is kept and uses are made at the institutional level of the extent of collaboration in terms of the sharing of human and other resources, as well as joint research projects across institutions and society. This includes trade unions, governmental agencies, other educational sectors, and employers.

Partnerships and linkages within institutions

3. A record is kept and uses are made at the faculty level of responses to learner and community needs.

4. A record is kept and uses are made for reviewing periodically for program improvement and evaluation to determine how the types of relationships are improving programs.

5. A record is kept and used for making appropriate adaptations and modifications.

5.3. Research

Research is understood in a broad sense and includes working across disciplines and/or across institutions. Lifelong learning is regarded as an important and legitimate research area

- Collaborative research across disciplines and/or institutions is promoted and a record of this work is kept at faculty level.
- Collaborative research with civil society, the economy and learners is promoted and a record of this work is kept at faculty level.
- A broad range of research paradigms are used. Targets are set to increase forms such as action research, case studies and storytelling.
- Appropriate mechanisms are established to evaluate the extent to which The Institution's indicators are fulfilled.
- Performance indicators of lifelong learning will continue to be developed and enhanced during the life of the institution.
- Systematic dissemination of research information to the general public and population.
- Systematic collection of data on student expectations, experiences, needs, and satisfaction level.
- Appropriate mechanisms will be established to evaluate the extent to which The Institution's indicators are fulfilled.
- Performance indicators of LLL will continue to be developed and improved over the LLL of the institution.

5.4. The Teaching and Learning Process

Educators encourage self-directed learning, engage with the knowledge's, interests and life situations which learners bring to their education and use open and resource based learning approaches.

The institution provides a central infrastructure in the form of libraries services, informational support and personnel necessary for lifelong learners.

Self-directed learning (SDL) is one of the highly effective characteristics of LLL. SDL is where students take responsibility of their own learning. They work with faculty to design individual learning programs that address what each person needs and wants to learn in order to function optimally in their profession.

Active involvement in learning—as opposed to passively listening to lectures, where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory—helps adults grow more.

Institution role

Plans exist to employ and develop faculty who see their primary roles as facilitators of the learning process as opposed to dispensers of information.

- The institution employs faculty who do not limit themselves to the traditional role of lecturer in the classroom, and may perform in blended roles that include administrative duties, advising, teaching and facilitating. [Council for Adult & Experiential Learning (CAEL)]
- The institution engages all learners in a thorough process of education and career planning to determine their level of educational development upon entry, their educational and career goals, and a plan for reaching these goals as efficiently as possible. (CAEL)
- Number of credits awarded For Recognition of Prior Learning (RPL) I Alternative missions and life experiences are increased by a certain percentage within a specified time period.
- The institution is supportive of staff development.
- The institution supports on-going summative evaluations at the end of the modules for improvement of instruction and for the benefit of learners.
- Up-to-date records are kept of enrollment and throughput of adult learners.
- Content of the lecturer development needs to be oriented toward facilitation of LLL.
- The institution approves and certifies a variety of instructional delivery systems.
- The institution provides an atmosphere that is people-centered, caring, warm, informal, intimate, and trusting.

Educator role

The educator should understand and reflect the values of the mission in curriculum design and delivery.

Educators will respond to the needs of students who enter alternative admissions policies.

An environment is needed where faculty treats adult students as peers — accepted and respected as intelligent, experienced adults whose opinions are listened to, honored, and appreciated.

The educators are encouraged to use different teaching methods and techniques to respond to the diverse learning styles of LLLs including a co-learning, interactive learning, and continuous learning while also integrating appropriate technology.

- Educators and tutors demonstrate competencies as lifelong learners, effective learner-centered instruction.
- An environment is provided where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated.
- Educators will improve their own competencies in LLL.

- Educators will offer themselves to the students as exemplifying a model of LLL.
- The curriculum is developed so that traditionally marginalized social groups inside and outside the institution can be full participants.
- Assessment is conducted in various forms and used to improve the quality of learning in LLLs.
- Educators optimally pace and challenge the learners' intelligence just beyond their present learning abilities.

Learner role

- Learners provide the faculty with relevant information so they can assess educational development and convey credit where appropriate.
- Learners engage actively in the process of learning.
- Learners perceive that their individual needs and uniqueness are respected.
- Learners perceive that their abilities and life achievements have been acknowledged and respected in the classroom.
- Learners are engaged in a self-assessment process for determining readiness for self-direction in carrying out their LLL.
- Learners will engage in Self-Directed Learning (SDL).
- Learners will seek intellectual challenge.
- Learners will engage actively with the lecturer and other students.
- Learners will pursue intellectual freedom, experimentation and creativity.
- Learner expects to be treated as an intelligent adult whose opinions are listened to, honored, and appreciated.

5.5. Administration Policies and Mechanisms

Service to learners is the top priority of the administration.

1. The mission statement and the allocation of resources, including staffing, reflect the commitment of the institution to lifelong learning (**LLL**) at The Institution.
2. There is a strategic plan and action steps for implementing lifelong learning in the institution.
3. Admission processes are inclusive and non-competitive so as to match the educational processes to the needs of the lifelong learners
4. There is Council commitment and executive leadership to implement the lifelong learning policy.

Recruitment / Marketing

5. The operational system is imbued with a belief that demonstrates active and systematic listening turned into responsiveness to meet the needs of lifelong learners.
6. The marketing process, covering all faculties, targets a wide range of learners, specifically traditionally marginalized groups.
7. Admission processes are inclusive and non-competitive so as to make a match of the educational processes to the needs of the Las.
8. The information booklet addresses the needs of the entire target population, including part-time learners.
9. The information booklet supports the notion of lifelong learning.
10. The marketing process reflects an understanding of and sensitivity to the roles and responsibilities of adults.

11. The marketing process reflects an understanding of and sensitivity to the roles and responsibilities of adult learners.

12. Alumni are encouraged to invite others to join this lifelong learning institution.

Access

13. The entry and exit points of programs are flexible.

14. All learners have access to scholarships, including part time learners.

15. Registration, lecture times, and courses -- including modular choices and academic support are available at times and in formats geared to the convenience of learners.

16. Prior learning is recognized, both in terms of obtaining access and getting credit for modules.

Throughput

17. Systematic data of student throughput are collected, analyzed, and distributed throughout the university for the purpose of improving the graduation rate of LLLs.

18. Systematic data of student throughput are collected, analyzed, and distributed throughout the university for the purpose of supporting and improving student successes.

5.6. Decision Support Systems

1. The Institution conducts an annual assessment and evaluation of lifelong learners' needs, expectations, and satisfaction for the purpose of tracking, marketing, and improving programs/services.

2. A demographic profile is kept on programs aimed at increasing the numbers of:

- students
- courses offered
- locations of offerings
- contracts with different organizations

3. Decisions regarding choice of programs, assessment of learning outcomes, curriculum design, and methods are a shared responsibility based on collaborative processes among academic staff, service staff and learners.

4. Alumni are actively sought and encouraged to recruit others to join this lifelong learning institution.

5. Courses are regularly assessed by learners.

6. Curriculum development for lifelong learning with appropriate approval mechanisms will be established, maintained, and evaluated.

7. The Institution provides an atmosphere that is people-centered, caring, warm, informal, intimate, and trusting.

5.7. Student Support Systems and Services

The institution provides learner-friendly services at times convenient to the schedules of lifelong learners. Learners are also supported to become independent learners in various ways.

1. Obligations and responsibilities of the learners, educational providers and administration services are made clear from the beginning.

2. The strategic plan provides for:

- transport and catering facilities are available for part-time learners
- the needs of learners with a disability are looked after
- the needs of learners studying at a distance are looked after
- childcare facilities are available
- safe and secure learning environment
- safe and secure learning environment

3. Support structures are in place for wherever and whenever there are learners.

4. Support programmes are available to educators requiring guidance in dealing with "non-traditional" students.

5. Counseling (remote and face-to-face), advising, and career development are all-visible commitments to learners who are enrolled in evening classes

Using the Living Lecture to Help the Non-Formal Education Division of Chulalongkorn University, Bangkok, Thailand, Be Renamed as the Department of Lifelong Education

I have used the 'living lecture' with my students at the University of Missouri-St. Louis and at Lindenwood University for a period of 30 years with excellent results and success. In addition, I used it with 100 participants employed by a number of industries from many countries in the Middle East, 80 Academic Doctoral Students and Faculty through technology in the USA, and 275 participants from a Brazilian governmental/educational/corporate organization. (Henschke, 2011b). These follow:

- With 100 conference participants at the Arabian Society for Human Resource Management in Egypt, where the topic was "*Staying Ahead of the Curve of Human Capital Management*;
- On Instructional Television with 80 Doctoral students and professors in the North Dakota State University on the topic of, *Dynamic Adult Learning, Malcolm S. Knowles, and Andragogy*;
- Conducting a Course for 275 Personnel of SESI – The Educational Division of the Brazilian Government Section for Education within Industries and Other Corporate Entities, Belem and Castanial, Para, Brazil on the topics of *Program and Curriculum Development for Adult Learners in Corporate Human Resource Development*, and, *Increasing the Educational Value of Helping Adults Learn in Large Group Meeting*.

Moreover, I used the 'living lecture' with groups too numerous to mention in this limited space. Nonetheless, I also used it with Adult Educators in Thailand and accomplished some good results in moving them toward Lifelong Learning. Descriptions of these follow:

- A video conference workshop session during the September, 2010 International Literacy Day, 100 Faculty and Doctoral Students at the Faculty of Education, Chulalongkorn University (CU), Bangkok, Thailand, on the topic of *Lifelong Learning for Older Adult Learner*. (Henschke, 2009).
- A video conference workshop session, June, 2011, sponsored by the newly formed Department of Lifelong Education, (formerly the Division of Non-Formal Education) Faculty of Education, CU, Bangkok, Thailand, engaging 100 Faculty and Doctoral Students from CU and seven additional universities in Bangkok, Thailand, on the topic of *Developing and Implementing the University Academic Discipline of Lifelong Education*. (Henschke, 2011a).
- The 1st International Conference on Lifelong Learning for All 2013, July, 2013, sponsored by Chulalongkorn University, Bangkok, Thailand; UNESCO Thailand; The Thailand Ministry of Education; and, Lindenwood University, USA. There were 100 participants from 13 Nations – Thailand, Laos, Japan, Philippines, Cambodia, Taiwan, Indonesia, Malaysia, Singapore, Peoples' Republic of China, Bhutan, Vietnam, USA. Issues discussed in this Living Lecture Format, had to do with "*Sustainable Practices toward the Lifelong Learning Society*." (Henschke, 2013a).

The final thing that I was able to do with the seven faculty members in the Department of Lifelong Education at CU, was to have a day-long session with them on Professional Development. I emphasized to them the opportunity they have to take advantage of the following and move forward in Lifelong Learning:

- They have had these two video conferences and one face-to-face conference that have emphasized the 'living lecture' and have focused on lifelong learning;
- They have had their Division named by the CU Officials The Department of Lifelong Learning at Chulalongkorn University;
- They have the opportunity to lead the way and demonstrate to all of CU what it means to serve Lifelong Learners effectively;
- They have just completed at very successful Lifelong Learning Conference in which they have helped to bring together a very supportive coalition of adult educators that will be part of the ten Nations which will comprise the new ASEAN Region in Asia;
- They are positioned for the opportunity to help all of these Nations to serve the Lifelong Learning Population; and,

- They can be one of the most important driving forces to move this region in helping these Lifelong Learners with whom they work, comprise the foundation of a vibrant Lifelong Learning Society.
- The Faculty of the Department of Lifelong Education at Chulalongkorn University and the Faculty Chair of the Doctoral Emphasis Specialty in Andragogy at Lindenwood University, St. Charles, MO USA, agreed among other things to collaboratively design and conduct research on yet to be determined aspects of Lifelong Education in Higher Education, using as a basis starting point the “Measurable Performance Indicators” [MPI] for the Characteristic Elements of a Lifelong Learning Higher Educational Institution originally designed and coordinated by Dr. John A. Henschke. This effort will be combined with other aspects of research and exchange in andragogy and lifelong learning with which we will collaborate in the future.

To follow up on this broad sweep of LLL and to carry it forward, this international perspective is being presented in 2014 at The Fourth International Conference on Adult Education, Iasi, Romania, with the theme being “Adult Education in Universities – Local and Regional Perspectives.” Consequently, this all has the flavor of being international, regional and local as we look toward the future of education from an adult and lifelong learning point of view.

6. Conclusion

Earlier in this paper I said it is well to note that moving educational institutions toward serving the practical learning needs of all lifelong learners, is a lifelong endeavor that will continue for many years, once that effort is initiated. This will not be quickly accomplished but will take sustained determination and devotion of energy. The foregoing work is really a beginning point and will need to be built upon for success to be realized and accomplished into the future. It is not inconsiderable, but it is significant that to this end the research has moved us to: Develop a workable definition of Lifelong Learning [LLL]; brought together 95 persons from 19 countries around the globe to identify seven characteristic elements of LLL; engaging faculty from two universities in the Northern and Southern Hemispheres to develop the 78 Measurable Performance Indicators (MPI) of the seven LLL elements; and, provide research and practical activities on LLL to support Chulalongkorn University, Bangkok, Thailand in their renaming the Division of Non-Formal Education, as the Department of Lifelong Education. How this is all sustained and built upon into the future depends on the focus and commitment of many institutions and groups who may cooperate in this endeavor. This international context could well be the launching of renewed efforts toward the future of Lifelong Learning.

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