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(eds.)

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vidual experiences together into a new 'third space,' a dialogical space that they jointly create. It is here that a new culture is born and changed, grown, and sometimes expanded to be more inclusive. We were able to see this happening in the 'cafes' and forums in which participants' conversations took place. In the end, we saw promise for what might be a way to bring even more diverse cultures to develop and meet in such a space, to build a strong sense of social presence, and perhaps begin to deal constructively with some of their differences. We would expect them to learn from the differences, even as their "third identities" change as the individuals members also change. This is but one view of adult learning as it might occur between nations and across multi-cultures; however, it seems inevitable in this new age of virtual, global communication.

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Lessons Learned in the Cooperative Development of Lifelong Learning Strategies of an US and South African University – Opportunities and Pitfalls in International Cooperation

1. The issue of the project: "borrowing"/sharing

The starting point of this project was a practical issue: Higher education institutions around the world in the 21st century are being 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. 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, and how to work in these situations.

Identifying the elements of such a re-orientation toward lifelong learning was developed by adult education researchers at the University of Missouri (UM) in the Extension Division, and the St. Louis (UMSL) Campus on the North American Continent and the Northern Hemisphere, and by adult educator researchers at The University of The Western Cape (UWC), Cape Town, South Africa, on the African Continent and the Southern Hemisphere. In this situation it seemed reasonable to bring together these two groups in an international project and to exchange the experiences. In the literature of comparative adult education it is a regular argument that "a practical reason for international comparison is "borrowing": it is hoped that learning from experiences abroad helps to adapt foreign experiences to one's own practice, avoids repeating mistakes and "reinventing the wheel" (Reischmann, 2005, p. 137).

This article will describe the process and some outcomes of the cooperation of these two institutions. During this process, elements of a re-orientation and a tentative policy statement were cooperatively developed. However, in the context of this book a second aspect focuses on: How this process of an inter-

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national project was started, how it developed, what opportunities and pitfalls we encountered, and what lessons we would like to share with other international colleagues that plan to start a project including other countries.

2. Background of the Relationship between UM and UWC

When divestiture of the economic holdings of other countries in South Africa came in the later part of the 20th century, the University of Missouri (UM) started the process of divesting itself of its monetary holdings in South Africa. In considering this, UM officials reasoned that since their greatest asset is education and learning, they may be able to help hasten the demise of apartheid by offering to make this asset available to the situation. When inquiring how this could be accomplished, it was suggested by some in South Africa that they contact The University of The Western Cape (UWC), an institution that had been established in the mid 1950s during the heyday of apartheid, to serve the "black and colored" population. This was the only university (higher education institution) this population could attend. All other universities served a "white" population. Thus, the relationship between UM and UWC was established and for about 20 years they have conducted numerous educational exchange projects for their mutual benefit.

When apartheid was legally abolished in South Africa, among other changes, this made it possible for people of all races to attend any of the universities. Consequently, UWC no longer had an exclusive population from which to draw their students. They needed to move in the direction of recruiting a wider spectrum of students. One of the topics focused on in this process was to begin the process of re-orienting a traditional university toward lifelong learning. The beginning focus was on administration power and decision-making processes. Next the focus shifted to the theory of lifelong learning (LLL) and the experience of higher education institutions implementing this. Following were a series of International Conferences that contributed to the process.

3. International Conferences Built Bridges

The topic under consideration became 'Reorienting a Traditional University toward Lifelong Learning'. Some Adult Educators at the University of Missouri in the Extension Division and the St. Louis Campus were involved in researching the background of this topic. Other Adult Educators at The University of The Western Cape, Cape Town, South Africa were involved in researching the background of this topic on the African Continent.

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, continued at the University of Mumbai, India in 1998, and the UNESCO World Conference on Higher Education in Paris in 1998.

At this point already a first result can be presented: International conferences (and the financial support for researchers to attend) play a matchless role for international research cooperation. What started as individual and local research grew through the face-to-face meeting of persons during conferences and the by this triggered further activities to international cooperation, including then additional contacts in various forms, leading to networking with continuity, reliability, and sustainability between persons and institutions. Not a single event made things develop, but the series of at the first conference meeting not foreseen activities growing out of a conference.

This international networking and cooperation grew further by and after our joint project: Based on these working-experiences the administrator from UM-St. Louis nominated Dr. Shirley Walters, Director of the DLL at UWC to the International Adult and Continuing Education Hall of Fame IACEHOF, and arranged for the support of her travel to Boston, MA in 2005, where she became inducted into the Hall of Fame. Becoming a member of the Hall of Fame made her worldwide visible and led to an invitation to be a keynote speaker at one of the 2006 Bamberg international conferences documented in this book. She first accepted the invitation, but had later disappointingly to cancel the invitation because of illness. These examples illustrate an experience many scholars attending regularly international conferences can confirm: Often international conferences were the starting point for the building of an international scientific community of andragogical scholars and experts.

4. The "Measurable Performance Indicators" of LLL

One of the major trends in Lifelong Learning focuses on Performance Indicators that requires the characteristic elements to be measurable and concrete in action. In our research on Lifelong Learning we had developed such a practical measurement system for indicating whether a higher educational institution is moving in that direction. The described gatherings of adult educators from the US and South Africa resulted 2001 in the formulation of the "Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution", and developing measurable performance indicators for the practice of lifelong learning in higher education institutions. They first named six major elements; the discussions between the University of Missouri Team and The University of The Western Cape Personnel modified the original six "Characteristic Elements" into seven (adding "Decision Support Systems" to the original six). A few accompanying "Measurable Performance Indicators" (MPI) are:

* The MPI Instrument is available from the author by request: henschkej@missouri.edu

1. **Overarching Frameworks** — provide the context that facilitates operation as a lifelong learning institution. This would mean that all stakeholders relating to the institution have a financial policy and implementation plan, the legal framework, and the cultural/social sensitivity as a foundation to operating the institution for serving lifelong learners.
2. **Strategic Partnerships & Linkages** — form collaborative relationships internationally, with other institutions nationally, and with other groups in society. The indicators needed focus on increasing the institution wide concern with promoting and increasing the number and quality of partnerships across multiple departmental, institutional, national, and international boundaries. Decisions regarding choice of programmes, assessment of learning outcomes, curriculum design and methods are a shared responsibility based on collaborative processes among academic staff, service staff and learners.
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: i.e. convenience, transportation, child care services, locations of offerings, library accessibility, computer and website services, etc. In addition, targets are set for increasing and encouraging a broader range of research paradigms: action research, case studies, story telling, etc.
4. **Teaching & Learning Processes** — Educators will need to move their teaching and learning processes away from the “instructional paradigm” toward the “learning paradigm,” thus encouraging self-directed learning, engaging with the knowledge, interests and life situations which learners bring to their education, and using open and resource based learning approaches. They will need to use different teaching methods that respond to the diverse learning styles of lifelong learners, including CO-learning, interactive learning, and continuous learning while integrating appropriate technology. The learners and faculty will need to mutually design individual learning programs that address what each learner needs and wants to learn in order to function optimally in their profession. This all means that the institution plans to employ and develop faculty who see their primary roles as facilitators of the learning process as opposed to dispensers of information, thus moving their development toward: knowing as a dialogical process; a dialogical relationship to oneself; being a continuous learner; self-agency and self-authorship; and connection with others.
5. **Administration Policies & Mechanisms** — service to learners is the top priority of the administration. The mission statement and allocation of resources, including staffing is increased to reflect the institutional commitment for operating a lifelong learning institution. The operational system is imbued with a belief that demonstrates active and systematic listening turned into responsiveness to meet needs of lifelong learners. Registration, class

- times, and courses — including modular choices and academics support — are available at times and in formats geared to the convenience of learners.
 6. **Student Support Systems & Services** — provides learner-friendliness, convenient schedules, and in various ways encourages independent learning. Obligations and responsibilities of the learners, educational providers and administration service are made clear from the beginning.
 7. **Decision Support Systems** — provide within the institution and community an atmosphere that is people-centered, caring, warm, informal, intimate and trusting. It also maintains a demographic profile on programs aimed at increasing the numbers of: students served, courses offered, locations of offerings, and contracts for educational programs with different organizations.
- Besides the further down described application in the joint UM-UWC-project the “measurable performance indicators” for characteristic elements of a lifelong learning higher education institution were distributed in September, 2003, at the six-year review on the 1997 UNESCO Confintea V Conference (held in Hamburg, Germany) in Bangkok, Thailand and discussed among the eighteen representatives of the participating institutions. The MPI have been shared and presented at numerous adult education conferences in the USA and internationally. For example Dr. Susan Isenberg (2004), a graduate from University of Missouri, adopted the MPI as the standard for The Barnes, Jewish, Christian Health System in St. Louis, MO. They developed “Strategic Plan 2004” with the vision to be recognized as a magnet lifelong learning center by 2009. An additional study by Li (2005) adds some perspective on the responsibility of the learner in developing and maintaining an orientation toward lifelong learning.

5. The exchange project

A five member team from the University of Missouri went to Cape Town to work with personnel from The University of The Western Cape in May, 2001. The general aim and task of this meeting was to address the issue of moving a higher education institution moving from a traditional orientation toward a lifelong learning orientation. However, to make certain that it was a mutually cooperative project and that both universities were operating from the same perspective during the meeting, broad, specific, and process objectives were worked out prior to and in preparation for the meeting.

Broad Objectives of visit were: Promote an institutional culture of lifelong learning at The University of The Western Cape through the development of instruments for ongoing quality assessment of the LLL mission; and, provide opportunities for the University of Missouri delegates to meet with a broad range of UWC people in order to assist with the refinement of plans to develop UWC as a LLL institution. This includes meeting senior management (administration and academics), educators and learners, particularly part-time learners and educators.

Specific Objective of the visit was: To develop measurable performance indicators, likely to be accepted and used at UWC, for the characteristic elements of a lifelong learning institution as described in the Cape Town Statement.

Process Objective of the visit was: In Cape Town, at the conclusion of the Lifelong Learning, Higher Education and Active Citizenship Conference in October, 2000, it was agreed upon by Shirley Walters and Kathy Watters from UWC, Werner Mauch from UNESCO, and John Henschke from UM, that in May, 2001, when we (a team from UM and personnel from UWC) would meet in Cape Town, we would then develop the actual "measurable, performance indicators." It was also agreed that during the visit in May, 2001, we would engage in an adult education process that would move us along a track of mutually supporting each other and identifying the things that need to happen to carry forward the implementing of what would become "The Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution.

It was discussed and further agreed upon that the process for May, 2001 would be mutually supportive, collaborative, and exploratory in a give and take relationship between the UM and UWC personnel. This choice would be in contrast to and instead of a process that would place the UM personnel in a "judgmental" position over the UWC personnel, which ultimately could be counter productive in light of the collaboration and commitment we are mutually seeking to accomplish between UM and UWC in this part of the Project.

During the time of the visit, to assure a broad spectrum of thinking two hundred different people from various groups at UWC were involved in discussions. These people included:

- Deans of various colleges within UWC;
- Center of Adult and Continuing Education Personnel;
- International Relations Center Staff;
- Division of Lifelong Learning Staff;
- Rector (Chief Executive Officer of UWC) and his cabinet;
- Academic and Business Officers;
- People from the Media;
- Various Classes of Full-Time and Part-Time Students;
- An informal gathering of people.

In the 2002 annual report of the Division of Lifelong Learning at The University of The Western Cape in South Africa, they posted their progress regarding key performance areas of lifelong learning: Recognition of Prior Learning, advocacy for a lifelong learning orientation, workplace learning and continuing education, part-time studies, and lifelong learning research and teaching. By 2003 the UWC Senate decided to adopt a thematic approach to monitoring the lifelong learning mission at UWC.

The theme for 2004 at UWC was on accredited part-time studies, in which they also developed the substantially revised fourth edition of "Juggling to

Learn," which is a handbook for students, educators and administrators in the UWC part-time programme. The aim of this document is to improve the quality and success of part-time provision at UWC by:

1. Providing suggestions for getting started in the programme;
2. Giving information on useful services;
3. Giving tips on learning and teaching; and,
4. Communicating the protocol and encouraging its implementation.

At this time the cooperative activities already had ended – not completely with the feeling of success on both sides – some of this will be described in the following paragraphs. But as could be noticed from the post-2001-activities, UWC further adapted some of the ideas worked on in the joint project, at their own pace, and fitting to their own organizational and cultural context.

6. Lessons learned in the international cooperative project

Cooperative projects develop their own experiences, surprises, dynamics, and results; this is even truer for international cooperation. Some of these experiences shall be reported to prepare other researchers to be aware of possible pitfalls and problems.

6.1 Problem: Different expectations of the partners

The perception prior to the May, 2001, UM team's arrival in Cape Town was that UWC had indicated through various documents a strong commitment to lifelong learning. But in spite of the extensive prior exchanges and agreements the expectations on both sides turned out to be different: The UM Team was action-oriented and wanted to get things accomplished. The UWC Professionals were much more oriented toward thinking, discussing and talking about a LLL orientation in traditional university. The UM Team worked vigorously throughout the first week of the visit, to develop a set of "measurable performance indicators" that would be acceptable to UWC, and conduct the various meetings in such a way as to convey our interest in lifelong learning and in helping to promote it within UWC. The assumption was also made, incorrectly as it turned out, that UWC was ready to move forward with implementing LLL. Although the concept of LLL is included in UWC's Mission Statement, one thing became apparent during the meetings: There were no inconsistencies at UWC between individuals regarding what "lifelong learning" meant. For some, it meant part-time students. For others, it was something the Division of Lifelong Learning (DLL) did. Still others clearly had no concept of LLL. Since the UM Team was at UWC for the purpose of helping them, all that UM could do was to wait until UWC was ready to take action, if they ever did. This was a difficult experience in developing patience. It became apparent that - from the perspective of the UM team - UWC was at a much earlier stage of development and commitment with respect to identifying and implementing "Measurable Performance Indicators"

of LLL. The sum of all of the UM-team first week of meetings and discussions with UWC personnel clearly indicated that LLL is a contested concept – there is no agreement on whether LLL should or should not be implemented at UWC. That LLL was a contested concept at UWC was difficult to understand. Nonetheless, it was easy to perceive that this was the case, with the diversity of responses from UWC Faculty and Administrators (even no response on the part of some) being made to the ideas and thoughts that were shared relating to the topic of LLL.

The lesson to be learned from this experience is: International projects always have to start with limited information. Even if the language is the same (as in our case) there is no guarantee that the same phrases and explicit commitments mean the same to all. In spite of prior meetings and exchanges between individuals it well might happen that in the actual complex “life” situation things turn out differently and the partners discover different expectations on both sides. This possibility has to be taken into consideration with international projects. And perhaps a “plan B” should be prepared if this becomes the case.

6.2 Problem: Cultural and political touchiness – and the fear of being “taken over”

In preparing to go to South Africa in May, 2001, I had the responsibility to gather a team from UM to address the issues and go the South Africa to work with them. I had the Vice-Chancellor of Students, an African-American Professor of Reading and Adult Education, an African American Professor of Adult Education, and myself as a Professor of Adult Education. I thought it would be helpful to have these two African-Americans on the team since we would be working with the UWC population who are mostly black and colored. When I shared with the Director of the DLL who I was bringing on the team, she expressed some dissatisfaction and said that she wanted everyone on the teams “twined” with someone from the same level in both UM and UWC. She also expressed that she wanted someone on the team that would have the confidence of the Rector / President of UWC. I responded to that concern by asking the UM Extension CEO to join the team. He was only able to come for one of the two weeks the UM Team was to be in South Africa.

While the total UM Team was in Cape Town, we went out to dinner with some from the UWC, and had some Faculty from the University of Cape Town (a private university) join us. What was quite disconcerting to the UM Team (we talked about it among ourselves after the dinner) was the DLL Director’s “diatribe” on how the USA was not living up to its social and economic responsibilities in helping the poorer countries, solving its own racial problems, supporting movements of justice in various spots around the world, and other things too numerous to mention. I am certain she felt justified and accurate in saying those things. The UM Team sought to be respectful guests, listened attentively, and did

not respond defensively. Needless to say, this was a bit difficult to hear from our perspective, since it was the United States Aid for International Development (USAID), the United States International Agency (USIA), and the University of Missouri that have paid the money for all the travel for people from UM to go the UWC, and for people from UWC to go to UM, and other things related to this program of support to UWC and South Africa for their present and future.

Another example may illustrate this touchiness: The discussions modified the original six “Characteristic Elements” into seven, so the revised list was ultimately changed (adding “Decision Support Systems” - see above chapter 4). This was not injected by the UWC, but it was added by the UM Team after the initial “Characteristic Elements” were rejected and there was a need for revision. Perhaps this was the “crowning blow” that made UWC perceive that this project was being taken over by the UM Team, and really did not belong to UWC.

These experiences also belong to the lessons to be learned in all international cooperation: Underlying in all exchanges is always a national level. In the task-oriented professional work and the friendship of individuals this often seems to disappear or at least go underground to seemingly pose problems at other times during the work together. But being there implicitly it suddenly shows up explicitly: Things are suggested or done by “the Americans”, Africans, East, West, Rich, Poor – and all the other categories. Referring to old (right or wrong) national experiences, the fear comes up to be “taken over” – or from the opposite side: a “missionary” style bringing the “best solution”. This cultural and political “insensitivity” or “touchiness” is also one of the unavoidable problems in international projects.

6.3 Problem: Diversity of opinion – and the need for listening to the others point of view

The development and beginning of this project was initiated by three adult education administrators – two from UM, and one from UWC. When I was invited to get involve and participate, my presence tilted the focus away from administration toward the teaching / learning process and especially as it is found in the university classroom and its outreach into the wider community and society.

In the middle of this project, I became involved and hence its movement away from the administration of adult education toward the facilitating of adult learning. Thus, the UM Team and UWC Team was not matched as closely as the UWC / DLL Director would have liked. Henschke is aware that although he proposed a give and take procedure prior to the UM team going to Cape Town, Shirley Walters thought that the UWC Personnel would not agree to conducting the sessions in that way. However, various people indicated during the meetings with the UM Team that the give and take exchange of ideas among UWC Staff would be helpful.

At the end, the administrator from UM-St. Louis, felt that I had overspent what was allocated to the project by taking five people on the UM Team, instead of just taking four as he would have recommended. Thus, as the project moved toward a slow down nearing the end, I suggested that he make the last trip to UWC, instead of me. Because he had a better idea of what he wanted to see accomplished, I felt that this would be the opportunity for him to pull the loose ends together as the project was being concluded. He went, but I have not heard anything more about the project.

Lessons to be learned from this is that working in national networks seems to be more oriented toward unanimity of thought, whereas, international networks appear to have more of diversity of opinion. Thus, a researcher must be aware that there is much more dialogue, clarification, conflict resolution and listening to the others point of view that must take place in international networks.

6.4 Problem: Too high expectations

To assert that "moving any higher education institution in the direction of developing a lifelong learning orientation poses a formidable task," is a major understatement. It is difficult to accomplish, especially more so in a two-week period of time. It needs to be noted that the struggle for agreement and action on the characteristic elements of lifelong learning and matching performance indicators was difficult at best, and will continue to be a struggle for some time to come. The UM team had to remind themselves of the nature of the visit and task. The visit for the UM team was to develop "Measurable Performance Indicators," which they thought would be accepted and used at the University of the Western Cape (UWC). It is well to note that moving educational institutions toward serving the needs of all lifelong learners, will be a lifelong endeavor that will continue for years to come.

The lesson to be learned from this seems to be two-fold. First, with almost any project whether national or international, human beings always want to accomplish much more (i.e. change the world, for instance) than we are realistically able to given the resources, time, focus, and understanding we have available to us at the beginning of any undertaking. Second, in order for any project to be sustained and accomplish what we think it could or should, there needs to be continual attention and energy devoted to its moving forward; instead, we start and give it a little energy and then seem to be surprised when the project just does not "run on its own steam".

6.5 Problem: Limited time frame

It seems to me that the central concrete mosaic-stone adding to the overall result was the desire of both UM and UWC to cooperate together and accomplish moving the institutions in the direction of LLL. If anything productive came out of this effort (and I believe it did and will continue) it is because of the mutual

caring of these institutions for each other and the constituencies they serve in their own countries and around the world.

Reflecting on the problems in this project a suggestion might be to encourage greater effort in discussing how we from the USA could have been of more help to them from South Africa. UWC has a philosophical perspective oriented towards discussion, and UM has a more action-oriented philosophical perspective. These two may not change. However, it might have been of benefit for UWC and for UM to spend more time working out the details of what UM could do that would be helpful to UWC, and to share with UWC the background of the things that inform UM's actions. More time would need to be devoted to the visits, if UWC were to be oriented in this way, and more time could add to UM's contributions to UWC's work. The DLL staff were doing excellent work and whatever could be done to provide to them additional help, should be done. More time with the students would also add benefit.

So the lesson might be: It has to be taken into account that International projects most often have a too limited timeframe, due to money and available work-time of the scholars and staff involved. National projects can stretch over a much longer time, and include many short-time meetings as time-consuming and expensive international travel is not needed; in national projects not "everything has to be done in two weeks".

6.6 Problem: Unclear dynamics

We developed much collegiality and friendship during our social time together. However, this did not always carry over into the work that had to do with re-orienting a traditional higher education institution toward the Lifelong Learning concept. For example:

When the UM Team, including the Chief Executive Extension Officer, who had worked with UWC for a decade and had been present in Cape Town numerous times, and the UWC top administrators came together to discuss the LLL re-orientation recommendations for UWC, that was the most confusing. The UWC Director of the Division of Lifelong Learning (DLL) was part of the reporting team. Both sides had agreed on what was to be reported / presented to the UWC Rector / President. Each of the persons from both sides at the table talked about his/her commitment to the project and the painstaking efforts and research that has gone into developing the report. However, when it came time for the Director of the DLL to speak, she said that she really didn't know if what we mutually had developed about LLL was actually LLL. Everyone was startled and confused by her comments since we all had expressed agreement prior to the meeting. I was tempted to say something in response to her but didn't. Moreover, I checked with the UM Extension CEO following the meeting, and he agreed that it was not our place to comment on or say something counter to her remarks.

Such bewilderments are not unusual in international projects. International projects, especially when including complex organizations like universities, and the included actors refer to various complex relationships on different levels. Actors have to work strategically, especially when – as in this case – different hierarchical ranks have to be taken into consideration. Even when things are agreed on one level, “suddenly it happens”: things happen that nobody expected, that often cannot be understood or explained. Individual, local, national, hierarchical, cultural ... reasons start unclear dynamics, creating confusion and misunderstanding. This has to be accepted, patient and/or stress-resistant.

6.7 The value of working in an international group

This chapter named a number of problems that might happen in an International project. Certainly there has been some disappointment in this whole project; there is still more work to be done, and I intend to do what I am able to do and turn it into accomplishment.

But there were also a lot of enriching experiences. I was delighted and hold valuable the fact that I learned so much from this experience and developed a LLL system (to which I am continually adding and refining) from which others in the USA are benefiting, and the benefits UWC have derived from it. I have made some excellent networks with many adult education colleagues from numerous countries around the world. Our adult education academic program at UM-St. Louis, a number of our masters and doctoral graduates are using this system to help improve their organizations, their personnel and the constituencies they serve. I have presented the findings from this research on LLL at National, International, Regional, and Missouri State Adult Education Conferences. Without exception, at least one person (and usually more than one) from each conference takes the information on re-orienting a traditional educational institution toward LLL, and seeks to apply it in their own community.

6.8 The ultimate lesson learned

After working almost a quarter of a century in the international arena, gaining many experiences and experiencing many surprises, I have learned the ultimate lesson: Working internationally never gets boring. And things happen when one never is expecting them! Hopefully this and the other reported experiences will not only help other researchers to avoid some possible pitfalls and problems, but also motivate them to enter this field of challenges and enrichment.

7. Result, outcome, insight for international comparative adult education

The idea of “borrowing” in international projects appears to be straight away reasonable. For sure in this project ideas and suggestions were shared, used, and “borrowed”. But it also became obvious that this process is not a simple transfer-process. International exchange is complex and multifaceted. This contribu-

tion tried to illustrate some of the problems that might happen; this should not stamp out motivation for people to undertake such projects, but help them to become aware and perhaps avoid these pitfalls.

Another important experience of this project is: Without international conferences (and the financial support for researchers to attend these conferences) the necessary contacts would not be possible. Networking between persons and institutions depends heavily on the possibility to meet face to face; conferences supply this chance. But the experience in the described project shows an aspect which might be overlooked often: It was not “the one” conference or meeting, it was the series of contacts in various form that made things develop. Continuity, reliability, sustainability are extremely important and crucial still there is no guarantee that sustainable effects will happen. The experience shows that some colleagues show up on one conference and never again. But as analyzing the existing networks (i.e. in ISCAE) demonstrates very well, most of these connections were started during international conferences. Without this being repeated and person to person meeting in conferences this network of experts would not be built.

A final “lesson” should not be forgotten but be shared with those entering the field of international comparative adult education: Recalling decades of work in international adult education and the number of encounters, disappointments, surprises, successes, and confusions experienced and lessons to be learned, I easily can confirm what Reischmann (2005, p. 141) concludes: “Those working in international comparative adult education report personal enrichment and reward from experiencing the wider international world.”

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C. Comparative Studies: Examples from the Field

Internet-Links in the field of International and Comparative Adult Education

www.andragogy.net: This website collects links to various national and international institutions and events, for example coming conferences and Adult Education University Institutes in USA, Canada, and Germany.

www.ALWinEurope.net: This website provides an ongoing gateway to the learning festivals landscape in Europe. The website will also remain as an interactive and dynamic repository of technical support tools, relevant links, useful materials, contacts and learners' stories.

www.dvv-international.de: *dvv international* is the Institute for International Cooperation of the German Adult Education Association (*DVV*). Until the end of 2006 it was abbreviated IIZ/DVV

www.eaea.org: European Association for Education of Adults (EAEA)

www.esrea.org: European Society for Research on the Education of Adults (ESREA). ESREA promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. Active members come from most part of Europe.

www.google.com/literacy: The Google literacy website is a resource for teachers, literacy organizations and anyone interested in reading and education, created in collaboration with LitCam, Google, and UNESCO's Institute for Lifelong Learning.

www.halloffame.outreach.ou.edu/Hall of Fame: The **International Adult and Continuing Education Hall of Fame** wants to provide a mechanism to honor and document contributions of the past to better build the future in adult education.

www.icae.org.uy/: International Council for Adult Education (ICAE)

www.iscae.org: International Society for Comparative Adult Education (ISCAE)

www.niace.org.uk: NIACE, the National Institute of Adult Continuing Education, is the major voluntary organisation representing the interests of adult learners and those who make provision for them in the UK

www.unesco.org/education/aladin/: Website of the Adult Learning Documentation and Information Network, which aims at facilitating informed policy-making, research and program development by making accessible documentation and up-to-date information on adult learning.

www.unesco.org/uil/: Homepage of the UNESCO Institute for Lifelong Learning (UIL). Contains informations on UNESCO's and UIL's work in the field of adult and non-formal education, literacy and lifelong learning.

http://portal.unesco.org/education/en/ev.php-URL_ID=40338&URL_DO=DO_TOPIC&URL_SECTION=201.html: The UNESCO Literacy Portal provides information, statistics and publications on literacy worldwide. The Portal aims to enhance UNESCO's capacity in coordinating the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE), a 10-year global strategic framework for achieving the Decade's goals.

www.unesco.org/education/uie/QualiFLY: The website of the QualiFLY project, a project on family literacy supported by the European Union in the framework of the Socrates/Grundtvig2 programme. The website provides informations on family literacy work in Bulgaria, Canada, England, Germany, Ireland, Italy, Malta, Israel/Palestine, South Africa and Turkey.

<http://www.wcces.net>: World Council of Comparative Education Societies

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ISCAE - the International Society for Comparative Adult Education - is devoted to serve international comparison by supplying a network of contacts, fostering exchange through conferences, and documenting and sharing the developments and standards of Comparative Adult Education in publications. Prior to the book in hand a first volume was published, based on conferences in Bamberg, Germany (1995) and Ljubljana/Radovljica, Slovenia (1998):

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This volume comprises an edited selection of papers which were originally presented at the 9th International Conference of the History of Adult Education that was held in Leiden in September 2002. The theme of that conference and this volume addresses the key dynamics associated with the impact of globalisation upon both the historical and contemporary development of the organisation of adult learning. Following a general introduction to the key themes by the chief editor, the first section of the volume comprises a number of papers of a distinctly historical nature. The focus in this section is upon the development of organised adult learning as a major component of the European modernisation project from the Enlightenment period in the eighteenth century to the twentieth century. The second section examines contemporary developments and the emergence of new forms for the organisation of adult learning in the learning society. The emphasis here is upon those societal developments that contribute to the centrality of lifelong learning in current education and training policies. The third section comprises a number of country studies focused upon the dilemmas associated with the restructuring of national education and training policies. Issues of social inclusion and the risk of exclusion form the recurring theme of these country studies.

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Adult and Continuing Education has become a field of action, reflection, and research all over the world. To learn from successful models developed worldwide, this book documents and discusses the progress of comparative adult education – aims, contents, methods, obstacles, and prospects. The first part examines basic questions of comparative adult education. The contributions offer a deeper understanding and include warnings of obstacles and pitfalls. They help to design research by building up on the theoretical framework developed in prior research. The second part presents experiences and “lessons learned”, suggesting advice and warnings for successful comparative work. The studies in the third part illustrate research methods as well as topics important to researchers in various regions of the world. Descriptions of international institutions in the last part may assist to use their assistance and services.

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