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Brazilian Lifelong Education and Learning

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Providing an overview of Brazilian Education is a task that could take volumes to present. Moreover, to do this in a comprehensive way would involve many Brazilians that have been involved with the Brazilian Educational System for many years. There are many facets that would be included in this country's rich history and present manifestation of education and learning. Nonetheless, as a visitor from the United States of America who has been privileged to visit Brazil eight times and conduct various lifelong learning educational programs there, I will attempt in this paper to offer some of my observations about Lifelong Education and Learning in Brazil. My eighth trip to Brazil for this purpose has been an enriching experience and one that has rewarded me with tremendously beneficial learning over a period of 25 years, beginning in 1985 up until the present year of 2010.

A Sketch of the Brazilian Educational System

The Brazilian Movement for Alphabetization (MOBRAL) was the Brazilian Governmental Arm for dealing with Literacy especially as it has to do with adults, for some years prior to and after 1985. They were one of the groups that funded my work in adult education the first time I went to Para, Brazil in February/March, 1985. They had a number of people who participated in the 45 clock hour workshop I conducted over a period of nine days with 40 people from five states in Brazil [Para, Amapa, Amazonas, Maranjo, Rio de Janiero]. The topic of the course was "Methods and Techniques for Teaching Adults." This experience was what I would term as a "wonderful launch" for my exciting experiences in Brazil – that have provided me with the opportunity to make many friendships that have lasted over these many years.

During my first visit to Brazil, my hosts took me to visit a number of Brazilian Public Schools located in Belem and some of the outskirts of the city. As I remember, these schools had very limited facilities and had a number of grades in one room. The schools had desks with seats connected to them, no windows or screens in the building, poor lighting, a blackboard, chalk, a teacher, no textbooks since they were enormously expensive. The students had one pencil and a small supply of paper on which to write. To maximize the use of the building they had three groups meeting at three different times throughout the day: One in the morning from 8 am to 12 noon; one in the afternoon from 1 to 5 pm; and one in the evening from 6 to 10 pm. The toilet facilities were very meager, and the drinking water was taken from the faucet, with its purity being questionable. I have developed the habit of only drinking bottled water when I go there, to avoid getting coelera, disentary, or typhoid. Of course, I took my regimen of shots before going to this country – shots recommended by the St. Louis, Missouri, USA County Health Department prior to my departure from St. Louis to Belem. Thus, I was able to keep myself from getting ill.

The quality of the public school is somewhat problematic. Those who are graduated from the public schools have little hope of getting into the Universities in Brazil. The level of education in the public schools is not high enough for the students to meet the requirements for getting into the University. Public School education is of much lower quality than the private schools. Of course, it is only the people who have enough money, that are able to send their children to the private schools, because the tuition and fees are quite expensive. Some of the public school activities and learning are also carried on in the prisons where even young people are spending time.

Private Schools in Brazil are numerous. Families that have enough money to send their children to these schools usually do so because their perception of the public schools is that they are inadequate to prepare one to go to the university and/or much less be admitted to any one of the many universities. The Vestibular Entrance Examination for universities is very competitive, but the private schools appear to

be the only institutions that adequately prepare students to pass these entrance exams.

My second trip to Belem, Para, Brazil was in 1991. I arrived and the first thing my hosts told me was that I would be conducting a course on adult education methods and techniques. We would be holding the course at the Federal University of Para [Universidade Federal do Para – UFPA] in their Laboratory School. However, the day I arrived in Belem, Brazil, employees of the bus system throughout the city were going on strike so the start of our course would be delayed for a few days. The reason for the delay was that most of the participants that would be enrolled in the course, would be coming to the UFPA [the site where the course was scheduled to be held] by public transportation – the bus. Consequently, we went to Mosqueiro Island. This Island is 60 kilometers from Belem, an Island with 17 separate beaches on the Amazon River, where most of people from Belem that are able to afford it, go on weekends, since they have tropical weather throughout the year, being only 100 miles from the Equator. When we arrived at the Island, we went to what is called a Video School. This school is available in the remote areas of the Amazon River Basin, so that those participants in the jungle, who are not able to travel to a school location because there are no roads and transportation by water is difficult and limited, may participate in school through a video feed. They do have electricity available since there are more than 120 hydro-electric power generating dams and an unlimited supply of river water. The Video Feed is done live showing active participation and interaction with the each other and the environment. It was quite a learning experience to see how innovative the Brazilians are in seeking to meet some of the educational needs of their citizens.

The Universidade Federal do Para [UFPA] Laboratory School is owned and managed by UFPA as a research site for the education students that are preparing to be school teachers. It has grades K-12 – kindergarten, primary, middle, and secondary students. Although the major population that attends the school is the children of faculty and staff of the UFPA, others are able to attend and participate in its offerings. The subject matter that is taught here coincides with the public school and private schools.

Escola Bosque [School in the Jungle Park] was built on one of the Amazon jungle islands [Otiero] remotely on the outskirts of Belem, Para, Brazil. The school sessions conducted there and the buildings are owned and operated by the Belem City School System – Secretary Municipal Education and Culture [SEMEC]. It was designed and built to be integrated with the jungle setting. No trees were taken down as it was built. It is a resident school where students are able to live. Paths between the buildings are made of gravel [not dirt or concrete]. When it rains [which it does profusely] the water will sink quickly through the gravel and leave no trace of dirt, mud, etc., so that students and faculty may walk on it and not get their shoes muddy. The buildings are made of concrete, tile blocks and the roof is made of tile. This will help the buildings to last a very long time in the intense weather of the Equatorial Amazon Climate. Window openings are for the passage of air with

no windows or screens on them. The walking paths are shaded with the numerous trees, between which the buildings were built around and within. Many of the class sessions are held on benches outside the buildings when it is not raining. Shade of the huge trees provides protection from the burning tropical sunlight.

A number of Universities are present in the Belem, Para, Brazil – part of the Amazon Region. Following are a number of them. Universidade Federal do Para [UFPA] is one of 37 Federal Universities in Brazil, and it is the largest University in the Amazon River Basin. It has about 37,000 students and a total staff and faculty of about 4,500. It has numerous campuses throughout the state and provides distance education programs. Areas of study include: Arts & Humanities, Business & Social Science, Engineering, Language & Cultural Studies, Medicine & Health, Science & Technology, and Law. It provides degree studies at Bachelors, Masters, and Doctoral Levels.

Universidade da Amazonia [UNAMA] located in Belem, is the first private university established in the Amazon Region. It was mainly established for concentrating on Development of the Amazon. It has 20,000 students, four campuses in Para, and studies in Mathematics, Teacher Education, and Letters & Arts – Languages. It has degrees on the Bachelor, Master, and Doctor Levels. It was established in 1976.

Universidade Estadual do Para [UEPA]: It was founded in 1993 as a public, state school. It has 930 faculty and staff, with 9,000 students. The UEPA has campuses in Belém (reitoria), Santarém, Marabá, Cametá, Barcarena, Altamira, Conceição do Araguaia, Igarapé-Açu, Moju, Paragominas, Redenção, São Miguel do Guamá, Tucuruí, Vigia

Universidade Federal Rural da Amazônia [UFRA] was established in 2002 as a Public, Federal Institution. There are campuses in Belém, Santarém, Parauapebas e Capitão Poço, Pará

Escolas Superior de Educação Física do Pará. It is funded by the State of Para. It has campuses in Altamira | Belém | Castanhal | Conceição do Araguaia | Marabá | Paragominas | Santarém | Tucuruí. This school prepares instructors of physical education for various academic and or community recreational institutions.

How I Came to Be Involved in Brazil

I became involved in the Partners of the Americas through an adult educational exchange program between the State of Para in Brazil and the State of Missouri in the USA. This came about when the Dean of the College of Education in the University of Missouri at St. Louis, in response to a request from visiting Para Partners, recommended that I would be the most likely person to be able to teach a course on methods and techniques for teaching adults at the Federal University in Belem, Para, Brazil.

Brief Background of the Partners of the Americas

Partners of the Americas was inspired by President John F. Kennedy, who in 1963 launched the Alliance for Progress, a program of government-to-government economic cooperation across the Western Hemisphere. At the same time, Kennedy also called for a parallel people-to-people initiative, one that would allow private citizens to work together for the good of the Americas. Today, it is a private, nonprofit and nonpartisan organization, enjoying the support of many individuals, international corporations and foundations. Every U.S. president since Kennedy has endorsed the Partners' program, as have government leaders throughout Latin America and the Caribbean. There are 60 'partnerships' that have been permanently established between 45 states and the District of Columbia in the USA, and 31 Latin American and Caribbean countries. The relationship between Missouri and Para is now in its 41st year. The main program areas include: Citizen participation, education and training, economic development, family life, and culture. People volunteer their participation from all walks of life, including: Doctors, nurses, social workers, religious leaders, farmers, foresters, artists, city administrators, university professors, engineers, students in high school and higher education, and leaders of numerous community organizations. <http://www.partners.net/> The States of Missouri, USA, and Para, Brazil are partnered in this program and have the following Website: <http://web.mst.edu/~mo-para/>

Content of the Program

The program that I designed and conducted with the folks in Brazil were without exception focused on the methods and techniques of teaching adults. More specifically, the content relates to the principles of adult education [andragogy – the art and science of helping adults learn]. At this point, a capsule form of this content could be depicted in two ways which complement each other. The first one is oriented toward five building blocks of teaching teachers of adults how to teach adults. These include: Beliefs and notions about adult learners; perceptions concerning qualities of effective teachers; phases and sequences of the learning process; teaching tips and learning techniques; and, implementing the prepared plan (Henschke, 1987). The second one is about six assumptions and eight process elements. The assumptions are: Adults need to know why they should learn something; adults have a deep need to be self-directing; adults have a greater volume and a different quality of learning experience than youth; adults readiness to learn is tied closely with their needing to know or do something new in their life situation; adults enter into a learning experience with a task-centered orientation to learning; and, adults are motivated more by internal than external motivation. The process elements adults need are: Preparation for the learning; a climate conducive to learning; a structure for mutual planning; engagement actively in their determining their learning needs; translating their learning needs into objectives; designing a pattern of learning experiences; conducting the learning experiences; and, evaluating the extent to which their objectives have been met (Knowles, 1996; Henschke, et al., 2003).

Type of Program, Size, Duration and Organizations

The type of educational program that I led, spreads over my making eight trips to Brazil, in a period of 25 years, conducting 29 different courses (all focused of the art and science of helping adults learn), with a total of 1150 participants from 21 Brazilian states, and 37 educational, corporate, and service agencies. Total instruction time for all the programs came to 452 hours. The agencies included: The Federal University of Para [UFPA]- Belem and Santarem Campuses; Lutheran University of Santarem; Brazilian Movement for Alphabetization [MOBRAL]; Belem, Para, Public School Adult Education [BPPSAE]; Belem Community Adult Basic Education Programs [BCABEP]; Escola Bosque [School in the Jungle]; Central Electric Corporation of Para [CELPA]; Federation of Industries of Para [FIEPA]; Service to Small Businesses and Industries of Para [SEBRAE]; Secretary Municipal of Education and Culture [SEMEC]; O Liberal [Newspaper, Radio, and Television Communications of Belem]; Telecommunications of Para [TELEPARA]; Cement Company of Brazil [CIBRASA]; Colegio Paulino de Brito [CPDB]; Secretary of Work [SOW]; Companheiros Das Americas do Para [CDA]; Federal University Hospital; Para Community Educators; Procter and Gamble-Belem; State University of Para [SUPA]; Partnerships between nine Northeastern Brazilian States and their USA Partner States; Estacom Corporation; Institute of Educators in Belem [ISEBE]; University of Amazonia-Belem; Albras/Alunorte Aluminum Corporation [The Third Largest Aluminum Corporation in the World]; Universidade Federal do Para [UFPA] – Barros Barreto Hospital Educational Division [BBHED]; Bi-National Center English Language School [Preparing Teachers of English as a Second Language]; and, Professional Educators at the Para State Division of the Brazilian National Governmental Education Section Serving Learning and Work Related Needs in Industries, Corporations and Institutions [SESI].

Rationale / Purpose of Providing an International Program

The Para Partners included the Vice-President for Extension at the Federal University of Para [UFPA]. He was very much aware that UFPA had no program on methods and techniques for teaching adults. Nonetheless, he knew and understood the Field of Adult Education with a literature base that emphasizes how adults need to be taught differently from children (Knowles, 1980, 1996; Henschke, et al. 2003). Some of the sources of his information regard this difference came from his knowledge that the University of Missouri had some resources related to this and a graduate academic program in Adult Education. He was also very knowledgeable about one of the main Partner Program Areas, that includes bringing together institutions of higher education – north and south – to share and exchange knowledge. The Vice-President used the opportunity of a visit to St. Louis, to explore the possibility of garnering some of the help from the adult education resources at the University of Missouri to assist them in their learning needs. This

also set in motion the exchange of adult learning resources that would continue for many years to come.

Mission/Philosophy of the Organizations

As can be seen, the organizations served by this program cover a broad spectrum: Industrial production, service, education, healthcare, business operations, news media, volunteerism, professional associations, telecommunications, and municipal government, to name a few. Although each one of these organizations have a unique mission and philosophy, each of them have a common element – that their managers and employees live in a changing world, and thus learning is a continual component of their survival. The fact is that today's rapidly changing and increasingly, technologically oriented society has created a need for teachers and trainers whose outlook reflects understanding and concern for the unique needs of the adult learner, and each needs to take initiative in recognizing and for providing for the perspective that learning is a lifelong enterprise and proposition.

Issues, Barriers, and Strengths and Corresponding Strategies Applied in Program Development

The initial contact for me with this program came from the President of the Missouri Partners, in which he asked me to give him a one page list of adult education topics that I would lecture if I went to Brazil. My first thought was that in line with my philosophy of how adults learn, rather than my lecturing to them, they would be much more inclined to participate in the mutual planning and carrying out of an educational program. The Partners President nevertheless, told me that I was the authority in adult education and they would want me to lecture (Henschke, 1995). I kept it in my mind my doubts about that, but dutifully provided the one page list of possible adult education lecture topics to the Missouri Partners President, who passed the list on to the Vice President of the Federal University of Para [UFPA]. However, I made my preparations and readied my material that I would use. Of course, I knew that they speak the Portuguese Language [Brazilian Style], and consequently I would be working through translators they would provide.

By the time I arrived in Belem, Para, Brazil for the first course I would teach, my hosts had amassed a participant pool of 40 participants from five Brazilian States, for the 45 clock hours of learning together that we would do. In my adult education style, I set the 41 chairs in a circle around the room. I like to be able to face learners [and have them face each other] when I teach and not have them looking at the back of other learners' heads. In the beginning session of about an hour, I began by explaining that in adult education, I believe that active participation would net the most learning. It also consisted of each introducing him/herself, where they were from, and their interest in adult education and this course.

At the completion of the introductions of the participants, we took a break.

I started the next session as I suggested that we would take the next step in our process. I said no more than five words when someone interjected something like the following. "Wait a minute, you asked us to introduce ourselves, but you didn't introduce yourself. Who are you? Where did you come from? Who sent for you? What do you intend to do with us?" In other words this person was expressing the sentiments of the group and saying, "You say you believe in active participation; well, we believe in participation, and this is how." Or, "Are we in for another dose of whatever from a USA 'Gringo'?"

Immediately, a Para Partners representative started to explain how I was invited to come to Brazil, and that this was part of the exchange program between Para and Missouri. After that person explained, I apologized for my oversight, introduced myself and said something like the following. "I am here to see if we can create a beneficial learning experience together. I can not do anything without your cooperation. I would like to ask your participation and sharing to see if we can mutually benefit from interacting with each other in a constructive way. I am here to learn from you, and to share some things that I have learned in adult education." With that they opened up the doors of their hearts and invited me in. We began to investigate and demonstrate some interactive learning exchanges through a variety of learning and teaching techniques and methods that are in line with how adults learn. Needless to say, the sessions were lively and dynamic.

Perhaps the most beneficial and exciting technique we constructed and used is a simulation technique called the 'critical incident'. About 75 % of the way through the course, as we were demonstrating the various techniques, I presented the situation in the simulation. You are involved in an adult education methods and techniques course conducted by an adult educator from a foreign country. He has just had an emergency situation arise at home and has had to return home. How will you organize yourselves to continue conducting the course now that the leader is gone? They began organizing themselves to carry on. In 15 minutes, another intervention comes: Word has just come that your bosses will come to the session they heard you were involved in, and would like to see you demonstrate what you have been learning. How will you organize the session to demonstrate to them what you have been learning? They began organizing themselves to prepare for their bosses arrival. In 15 minutes, another intervention comes: This time the message is that your bosses will be using what learning you share with them for this course, as a basis for your salary adjustments for this next year. How will you prepare for this aspect to put yourselves in the best light for them to make their salary adjustment decisions? Needless to say, this was excellent as a capstone experience of learning for them, and the conclusion of the course indicated a great success from the participants' response to their active participation during the 45 hours of learning together.

Challenges and Solutions in Program Delivery

The success of the first venture on a methods and techniques for teaching adults had a snowball effect on this program. The Para Partners were very satisfied with the result. They planned another opportunity for me to come and conduct a course again. This time when I arrived in Belem, they had to postpone the start of the course, since most of the participants would travel to the course on public transportation by bus, and the bus company was on strike. We used this time to visit a 'video school' that is conducted out in the jungle. When the bus strike finally ended, we gathered the 20 participants and started the course. As we began, I had only brought a book chapter with me that I had written on the topic of 'training teachers of adults'. These were the five building blocks that after 22 years in adult education and looking at the literature in the field, I determined were the major ingredients in preparing non-experienced teachers of adults: Beliefs and notions about adult learners; perceptions concerning qualities of effective teachers; phases and sequences of the learning process; teaching tips and learning techniques; and, implementing the prepared plan (Henschke, 1987). During the time together, we had the article translated into Portuguese, so the participants would have that article as a continuing resource after the course was finished. However, for the course structure, I decided to preface each one of these blocks with the following words in the form of a question:

1. As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your – beliefs and notions about adult learners?
2. As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your – perceptions concerning the qualities of effective teachers?
3. As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your – phases and sequences of the learning process?
4. As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your – teaching tips and learning techniques?
5. As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your – implementing the prepared plan?

I planned to have small groups of four persons, thus giving me five groups. I would have all of the groups discuss and generate their responses to each of these questions in turn. However, I gave them a choice. Did they want me to share my answer first to one question at a time, then have them discuss, generate and share their answer to each one of the questions in turn? Or, did they want to discuss, generate and then share their responses to each question, and then I add what I would answer that is additional and different from what they answered? Interestingly they chose the later one. They wished to have the opportunity first to discuss, generate and share their answers, with mine added. This made it obvious that my early perception that they did not want me to lecture to them was affirmed. They were very much in line with what we know about how adult learn – they are inclined to be self-directed.

As an illustration for what they generated and what I added on, we will focus on question # 2. As you are readying yourself for helping a group of adults learn, what

would/do you focus on regarding your – perceptions concerning the qualities of effective teachers?

The Participants Responses:

- to identify the role / develop respect for the role;
- participative communication;
- define needs and experience of the group;
- connect theory to practice;
- content knowledge;
- motivate;
- dynamic / active [participative];
- friendly;
- provoke participation;
- perceive expectations of learner;
- use of multiple methods and techniques;
- accept critique during evaluation;
- skills in awakening interest in the learner;
- develop a flexible plan;
- share rich life experience;
- good listener;
- place value on learner's experience;
- always look for new / better ways;
- have adequate / applicable use of evaluation / feedback;
- enthusiasm – be creative;
- interest in learner / content; and,
- understanding that learners also teach (Titus, 1996).

My Responses:

- interest in the students and the subject being studied;
- able to communicate well;
- good knowledge of the subject;
- prepared to teach the lesson;
- enthusiastic;
- a desire to instruct;
- a sense of humor;
- being flexible;
- tact;
- patience;
- using a variety of teaching techniques;
- sensitivity; and,
- courtesy (Henschke, 1987).

Evaluation at Learners' Level and Program Level

As time moved along, the satisfaction increased on the value derived for the course offerings on 'methods and techniques for teaching adults / helping them learn'. Thus I kept receiving invitations to come back to Brazil and teach more times. I was engaged as a major evaluation designer, according to adult education principles, for the Partners Regional gathering in Recife, Pernambuco, Brazil. This was a gathering of nine states from Northeastern Brazil that were partnered with nine States in the USA. The four days spent planning and implementing leadership development of those partnerships focused on: Folks from 18 states / nine partnerships, getting acquainted with one another; sharing what was transpiring in each partnership; developing plans for the directions each partnership would take in the future; preparation for leaders from the USA States to spend time in their Partner state; and, reflecting on the value of a major gathering of this kind with implications for the future. The experience was enthusiastically embraced and recommendations were made that this same kind of meeting needed to be offered in the future, not only a repeat of these nine partnerships, but in other regions of the Partners of the Americas.

When we went to the Missouri Partners State of Para, we had an opportunity to plan for the future of the partnership with partner members. In addition, I had the opportunity to conduct a short seminar at the Federal University of Para. One of the most exciting things that happened at the seminar, was a participant from an earlier course a couple of years previously attended part of the session. At the break time, he came to me and said something like this, "I am a Professor at the Para State University and I attended your course three years ago when you were here. I want to thank you for all I learned during that course. I am using all of the methods and techniques I learned then, in my courses at the State University. They have been immensely beneficial and my classes are so much better, with my students being more enthusiastic about learning than ever before." I certainly must say that comments like that make the effort all worthwhile.

Sponsorship of the Belem Municipal Secretary of Education

Next, I was invited to conduct the course [methods and techniques for teaching adults] at the Institute of Educators in Belem [ISEBE] that services 53,000 teachers in the Belem metropolitan area of 1,500,000 inhabitants. This 40 hour course was attended by 28 participants. These were mostly teachers in the public school system of Belem, a different group of educators than I had worked with previously. This time, I had the opportunity to take an Adult Education Master's Intern and a Doctoral Intern with me to help in facilitating the learning of those adults.

In addition, we had the opportunity to visit a number of corporations, organizations, and educational institutions to talk with them about what they were doing in adult education and human resource development. This was mainly in preparation for conducting a series of courses the next year. I was already being invited again to expand the educational offerings. This was an evaluation commentary on our work. Satisfaction and results were increasing and expanding to other entities that have a

lifelong learning component involved in their work, although they are not primarily an educational organization.

A special experience came on this trip when we drove out into the jungle and visited what was to be called 'Escola Bosque' [School in the Jungle]. It was being built within the Amazon jungle, with the walkways made to accommodate the heavy rains of the area, without it becoming muddy. The building was being constructed in the midst of the trees and growth, without removing them. Some of the classrooms were placed outside to take advantage of that setting educationally when it was not raining. Housing was also being provided in such a way as to protect participants from the elements, especially the heavy rains [they receive about 90 inches of rain per year there].

We were offered the possibility of conducting our courses in that location the next year when we would come to Belem. However, time would not be on our side, since the school building was not finished by the next year. Some problems emerged that slowed construction.

Education as a Two-Way Street

The following Summer, Ms. Isabel Silva, an English Professor at the Federal University came to the University of Missouri-St. Louis to enroll in an adult education course I was conducting on the topic: Comparative International Adult Education. She came so that she could learn directly about how to teach adults. She indicated that they do not know how to teach adults, but have taught adults like they teach children – in a transmittal approach rather than in an inquiry approach. Even though they try to do transmittal less – like sitting in circles – she says it is not enough. They still ignore students' experience, and are very much preoccupied in transmitting the information. She learned a number of new active participation and interactive techniques on how to teach adults and found it to be an enlightening experience. She took those new techniques home to implement in her classroom. In addition, she will be helping in the instruction and translation of the courses the next time I would be going to Brazil [Marty, 1995].

Benefits for and Shortcomings of Faculty and Staff during All Phases

The fifth time I went to Belem to teach was a combination of excitement, collaboration, cooperation, stretching, engagement, fund raising, and some conflict. It also entailed some relaxation and recreation as did all of the other trips. I was especially invited by Ms. Tancredi Carvalho (1995) the Director of the School of Education, Federal University of Para [UFPA], to teach a series of four courses at UFPA. These courses were entitled: Methods and Techniques for Teaching Adults in Human Resource Development Programs; Curriculum Theory and Development in Human Resource Development Programs; Program Development Marketing in

Human Resource Development Programs; and, Distance Education and Learning in Human Resource Development Programs. The courses were conducted over a period of 84 hours of instruction, in conjunction with the numerous institutions listed in the beginning part of this chapter.

I recruited three others, with whom I had previously worked on other projects, from the University of Missouri-St. Louis to go with me to teach these courses: Professor of Reading and Adult Education, Dr. Gwen Turner; Adult Education Doctoral Intern, Mr. Tom Titus, Engineer from the Boeing Corporation; and, Adult Education Master's Intern, Mr. Murray Young, Private Consultant from Howlette and Associates. Although the national office of Partners of the Americas paid for two of the round trip plane tickets for our faculty, there was a major fund raising effort that was carried forward by Ms. Marcia Leite from Para. This effort garnered funds for the other two round trip plane tickets, housing, per diem, local travel, course materials. Marcia, as a member of the Para Partners and a faculty member of the UFPA, was the major force who obtained funds from the corporations, universities, municipal education office, social institutions and agencies. She also was one of the translators for the courses, along with Ms. Isabel Silva, and Mr. Robert Finnegan, whom the UFPA used on numerous occasions as a translator for academic projects.

The four faculty and three translators [from English to Portuguese and from Portuguese to English] worked very well and cooperatively during all this time. I can say that the work went very smoothly during the courses. A major benefit present was that I had worked in this kind of situation numerous times [conducting courses through translators] and so was able to manage the process quite well. We had a total of 54 people enrolled in the four courses, with most of them taking all four courses. One drawback in all of it was that, each one of the teachers and the translators did not always understand the differences in culture and differences in some of the meaning of academic words. Consequently, extra time was used to clarify what was being conveyed in both directions of the translation. Continuously seeking to improve our process of working together during the conduct of the courses was mandatory. We checked with each other to see how things were going and what we needed to do in order to continue to be effective.

One of the evaluative comments [in English, no less] about the courses came from Fabiola who works in the FIEPA [Federation of Industries in Para].

Mr. Henschke: I'd like to thank you for these extremely enlightening meetings. I'm certain the results of this course will be very useful for me, both professionally and personally. I would like to thank you saying: please come back. With pleasure, FABIOLA.

Another comment came from an engineering professor in the College of Engineering at the Federal University of Para [UFPA]. He had shared that he was having difficulty with getting some of his students to understand engineering

concepts. They just did not seem to get it, and he didn't feel the he was connecting with them. As we used the adult learning processes, we were trying to make a connection with the characteristics of the learners, and then would suggest [and demonstrate the use of] techniques that would constructively respond to each on of the characteristics. As examples we used, for the characteristic of 'immediate concerns', techniques suggested were to use realistic problems, adult-oriented materials, and concrete situations. For the characteristic of 'low self-concept', techniques suggested were to respect learners for what they respect in themselves, involve them in planning and decision-making for the curricula, and tap their experiences. For the characteristic of 'alienation-loss of control', techniques suggested were to enhance attitudes about their ability to learn, orient learners to be active and seek community resources rather than focus on events, cite examples in which awakened human potential changes one's life drastically (Henschke, 1989). As we went through these suggestions, one at a time, finally this professor exclaimed,

Now I get it, I know what I have been doing wrong with my students. I know why I have not connected with them and they don't understand. I now know what I need to do that will help them understand the engineering concepts. I have only been focusing on the content, and I need to focus on them and engage with them so that they can process the concepts through their minds.
-- Engineering Professor at UFPA --

In the Distance Learning Course, each group was assigned the responsibility to construct an event that would exemplify what they had been learning about the use of adult education methods and techniques for addressing the situation. One group used the short wave radio to reach their audiences located remotely in the Amazon jungle. The event they developed was a plane flying from one place to another and had crashed in the jungle. They used their short wave radios to make contact with help, and guided them to the location where the crash had occurred. No one was hurt but they were stranded. Through this means the helpers were able to get them out of the crash location and safely home. They emphasized that this situation was an actual happening in one of their programs and provided some of the details. What an enlightening experience this was when someone from another group spoke up and said, "My father was on that plane, and they actually rescued them in the way that you described." The 'oohs' and 'aahs' were definitely heard in the room at that time.

Role of Administration in the Para Partners and Missouri Partners Role

There was some difficulty that emerged surrounding the presentation of the four courses that were presented and the funds that were garnered from various Para sources. Marcie Leite, who single-handedly went to the corporations and organizations to ask them to contribute, used the FADESP [Foundation for the Development of Educational Special Projects] at the Federal University of Para

[UFPA] as the fiscal agent to deposit the money and pay bills for the project. This worked very well and helped the project run smoothly. However, the then President of Para Partners, felt that the money should have been deposited in the Partners Bank Account and that all expenditures should have been approved by her. She had no commitment to the Adult Educational Project in which we were involved, and had been known previously to divert Partner Funds toward personal projects of her liking.

A full accounting of the income and expenditures was provided by Marcia Leite to Partners of the Americas [POA] in Washington, DC. Nevertheless, Para Partners President wrote a letter to the Missouri President and POA in Washington, expressing her displeasure with how the funds had been handled, and she was asking the Missouri Partners to ban any further interaction with Marcia in the future. On the face and very practically, it seemed to me that it was a situation of 'jealousy' and 'desire for control' on the part of the Para President. Others may look at it differently. Nonetheless, before the Missouri Partners Meeting, the President indicated that he was prepared to present this letter from the Para President and ask for a vote of condemnation of the action that was taken by Marcia Leite. It finally came down to my saying to the Missouri Officers that if they insisted on doing that, I would ask for equal time to present the other side of the story. It turns out that they had not investigated both sides of the story, but only were going to take action based on the letter of displeasure they received from the Para President. To my knowledge, the issue was never discussed in the Missouri Partners Meeting, and not further action was taken, unless it was taken when I was absent from the meeting sometime later.

Opportunity of Conducting Adult Education & HRD in One Corporation

The sixth time I went to Para to conduct my now standard [with adaptations each time] methods and techniques for teaching adults, brought with it some special opportunities. All of the previous work I had conducted in Para under the auspices of the Partners of the Americas, had been held closely within the Belem [The Capital City of Para – 1,500,000 population – at the mouth of the Amazon River] and suburbs in the immediate close proximity. This time once again I conducted the course with 35 Faculty Members of UFPA, the University of Amazonia, the State University of Para, Public Schools in Belem, and from other institutions nearby. The usual excitement and interest was generated as the course progressed.

There were two special opportunities. One opportunity was with Albras / Alunorte, the third largest aluminum industrial corporation in the world. This was one hour by boat and one hour by auto away from Belem. When they built the plant, they also established a city nearby to accommodate 45,000 in population. The city, with houses and the infrastructure, needed to be developed because this plant was constructed in the middle of the Amazon Jungle. The second opportunity was 500 miles up the Amazon River in Santarem, the second largest city [250,000 population] in Para. This was for Faculty of the Santarem Campus of UFPA, Faculty of the

Lutheran University located there, and other interested adult educators from various institutions around the city. The only way to reach Santarem from Belem is a one-hour plane ride, or a 1200 mile auto drive through the only parts of the jungle where a highway was able to be built.

The Albras / Alunorte Corporation program was to be conducted as part of a series of 15 courses in a professional development project that Jose Trabulo [an Engineering Professor at UFPA, and Past-President of Para Partners] had negotiated with the Corporation. This course was being conducted for 26 engineers who were also managers, and had the responsibility of keeping their workers up-to-date with learning the new developments in their field. This time I didn't work through a translator. These people were fairly fluent in English, so we conducted the course in English. Thus, the course was labeled: The Engineering Manager as Educator (Ingalls, 1976). It cast their think in a whole different light, seeing themselves as facilitators of learning (Boone, 1991; Henschke, et al., 2003; Henschke, 2007; Knowles, 1980, 1996; and Titmus, 1989).

The course went well with my combining the five building blocks of training teachers of adults, and focus of getting them to assess themselves on the dimensions of manager as educator, along with their needs for change regarding the dimensions. There responsibility was to design an adult education program for their workers becoming updated in their field[s], based on the things they learned in the course. All went well at the beginning session, when Jose Trabulo was present. However, he had to be absent the second session.

During the second session, I had started to get them to assess themselves on the dimensions of 'manager as educator'. One engineering manager spoke up and we had quite an exchange between him and me.

[Walt – (a pseudonym)]

-- John, what is the objective of this exercise? [Then he repeated about four or five times, the following.] We are not teachers. We are not professional teachers. [Then he continued.]

-- Why is this part of a program for engineers?

-- Are you an engineer? Our first course in this series of 15 [this is # 4] was not taught by an engineer.

-- Trabulo is an engineer – he taught one of the courses.

-- Do you teach a group of engineers like this in the USA?

-- Is this part of a series you do for engineers in the USA?

[John]

-- You are managers and some of their role is as educators.

[Walt]

-- These are academic things.

[John]

-- Trabulo only negotiated this kind of program in Brazil, not the USA.

[Walt]

-- Why is this part of engineers program?

[John]

-- We (you) would have to take that up with Trabulo and the people in the corporation who made – entered into – this agreement. My responsibility is to do this on these topics. This is what Trabulo asked me to do.

[Walt]

-- What are we doing? What is the objective this week?

[John]

-- Five building blocks and application to your situation, along with assessing yourselves on the dimensions of a 'manager as educator'.

[Walt]

-- This is the first time you have taught a group of engineers? Does this connect with what went before and what comes after?

[John]

-- I am perfectly willing for you to discuss this with Trabulo and your bosses in the corporation. I have this responsibility to fulfill, and Trabulo paid my way down here from the USA, and to house and feed me while I am here to do what he asked. That is what I need to accomplish. We will move on with the agenda a hand.

With that we moved forward with the course as was designed. Trabulo came to the next session and addressed the matter very shortly. We addressed the agenda very smoothly from then on. Anytime *Walt* got a bit hesitant with what we were doing, the other 25 engineering managers in the program would chide him and say, "Come on now, *Walt*, get with it. We have this to do, and we are going to do it." They would also take some pains to explain to him if he didn't understand things immediately. The discussions went well during the remainder of the week, and each of the resulting products from the five groups were excellent.

The course was well received in Santarem, and all the participants were excited about the learning they were gaining. There were 20 participants and the instruction lasted 24 hours. The evaluations were such that they all indicated the benefit they derived for their jobs, and expressed hope that I would come back sometime in the future.

Applying Andragogy in Numerous Workshops

My seventh trip to Belem, Para, Brazil [May, 2009] included conducting seven different educational events, in the area of adult and lifelong learning which I had become known for in that location. The following Courses , Seminars and Workshops were conducted with a total of 652 participants.

1. Univeridade Federal do Para [UFPA] – Barros Barreto Hospital Educational Division – 24 participants
2. UFPA Undergraduate and Teachers of The Education and Language Departments – 44 and 34 participants in two different groups
3. Bi-National Center for English Teachers – 30 participants;
4. University of Amazonia [UNAMA] – Undergraduate and Graduate Faculty and Students – 55 participants;
5. SESI – Professional Educators at the Para State Division of the Brazilian National Governmental Education Section Serving Learning and Work Related Needs in Industries, Corporations and Institutions – 275 participants;
6. UNAMA Undergraduate and Graduate Students Seminar Including Some of Their Faculty – 180 participants; and,
7. UFPA Students Who Are Preparing to be English Language Instructors That Were Ready to Complete Their Degree – 15 participants

One of two major andragogical themes were followed in these workshops: (a) **Building**

Blocks for Adult Learning; and (b) **Using a Dynamic, Living, Interactive Lecture to Help Adults Learn.** All of the sessions were very interactive and much give and take information was shared between and among the participants, the groups, and the leader.

The structure of the “Building Blocks for Adult Learning” is as follows: (a) Identify the things that made this learning experience good / excellent / great. (b) Identify the things that made a learning experience bad. (c) Address the following questions:

If and when you are preparing to teach a class with adults, what would / do you focus on regarding their beliefs and notions about adults as learners?

If and when you are preparing to teach a class with adults, what would / do you focus on regarding their perceptions concerning the qualities of effective teachers?

If and when you are preparing to teach a class with adults, what would / do you focus on regarding the phases and sequences of the learning process?

If and when you are preparing to teach a class with adults, what would / do you focus on regarding teaching tips and learning techniques?

If and when you are preparing to teach a class with adults, what would / do you focus on regarding implementing the prepared plan?

(d) What idea[s] from the session would you like to try out back home and how do you intend to carry that forward? (Henschke, 1987)

The structure of “Using a Dynamic, Living, Interactive Lecture to Help Adults Learn” for the participants is as follows: (a) Before a presentation, the audience can be asked to serve as “listening teams” according to the section of the room where they are sitting – 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). (b) Then the speaker gives a short lecture or presentation on an appropriate topic. (c) After the lecture or presentation the teams are asked to “buzz” in groups of four or five to pool their thinking about points they want raised. (d) Then one member of each group gives a summary of its deliberations or asks a question the group has generated. (e) The speaker responds to each item in turn, until time runs out or all items are discussed (Henschke, 2009a; Knowles, 1980).

The first session conducted was at Univeridade Federal do Para [UFPA] – Barros Barreto Hospital Educational Division with 24 participants. Ana Isabel (Belle) Macedo translated. Henschke only speaks English and the participants speak Portuguese. The structure of this one was “Building Blocks for Adult Learning.” We started with the exercise of recalling a learning experience that you considered good / excellent / great. Identify what was good about it. Work in groups and get your answers to the question. Share it in the large group. I ended with the comment that they should remember those things mentioned and seek to implement those things in their practice. Then I repeated that process to have them remember a learning experience that was exceptionally bad / terrible / made them wish to get out of where it was happening. They generated their answers in groups; then shared with the large group. I ended with the comment that they should remember those things mentioned and seek to make certain they did not do those same things in their own classes they teach or will teach. Then I had each go back and identify one good thing they heard they would implement, and one terrible thing they would make certain to eliminate. Then they shared with the total group. Then we moved them into the first building block of [five] which asked the question: If when you are preparing to teach a class with adults, what would / do you focus on regarding their beliefs and notions about adults as learners? They worked in groups and then shared their answers with the total group. This came at the end of the session and I gave them each a packet for identifying their learning style. They also completed the Instructional Perspectives Inventory and other specific andragogical techniques.

The second session was in two parts with the UFPA Undergraduate and Teachers of The Education and Language Departments – 44 and 34 participants in two different groups. Their topic was “Building Blocks for Adult Learning.” Cintia Castro [Eduardo’s wife] took me to UFPA and got me started with the Undergraduate

students at UFPA [the Federal University of Para] who are preparing to be teachers of English as a Second Language. Forty-four people enrolled there. We conducted this in English. They thought it was fantastic. We met for the afternoon session with another group of undergraduate students who are also English Language Teachers in preparation. There are thirty-four students enrolled. I did the same with them as I did with the morning group. They were very interested and involved. Each session saw another excellent level of active participation. When we came to the UFPA to begin the afternoon session, it was raining in buckets. We tried to start the course and the lights & electricity went out completely. We were talking about rescheduling the afternoon session for Thursday afternoon, May 21. Just then the lights and electricity came back on. We had the session on Tuesday afternoon and finished the course. They gave me a gift – it was a hand carved jewelry box. I said that my wife, Carol, would love it, and probably would lay claim to it. [She did lay claim to it after I arrived home and she saw it.]

The third session was with the Bi-National Center for English Teachers – 30 participants. This is an English Language School for folks who are learning to be teachers of English. We did the course in English. This topic was also: “Building Blocks for Adult Learners.” The plan was to finish the course at 6 PM. We finished the class at the Bi-National Center about 20 minutes until 6 p.m.. It was very interesting. In the PM session that started at 3 p.m., we had a couple of girls that had to leave and go to class at the UFPA for their English Class. They told me how much they liked what we did and it helped them a great deal. They took the materials with them from the session they would miss at the end. For the next to the last session I had them tell about the learning / teaching technique they had used which they considered to be the most successful they had ever used, and the positive the results they had from it. They did and then I told them that they should remember some of these successful experiences others had, and that they, as well as their students, could use them and benefit from them. The last thing I asked them to do was to outline what one or two ideas they had received from the sessions we had, and outline how they planned to use those ideas in their jobs, as well as the obstacles and resistances they anticipated encountering, and how they would seek to overcome them. When they were finished, I said that I thought we could dismiss a few minutes early. They sat there and did not move. Earlier in the day, we had a discussion that indicated they could not dismiss their classes early, that no matter what, if they were done 10 minutes early, or however early, they had to fill up the time with some other activity. So, when our session was completed, they did not move because of this rule. So I said again that they could leave, but they did not move. So I added, unless it is too traumatic, you can leave because I have dismissed your class. They finally got up and left slowly.

The fourth session was with the University of Amazonia (UNAMA) Undergraduate and Graduate Faculty and Students – 55 participants. This is a private university and previously the former Dean of Education (Ana Celia Bahia) had spent some time in my home and working with our College of Education at the University of Missouri-St. Louis. We used the “Building Blocks for Adult Learning” process

during the three evenings we had the course. The sessions were very interactive and they participated very eagerly. We completed our session with the Faculty and Students at UNAMA this evening. This was the closing night of the class at UNAMA. Ana Celia was not able to come. They expressed their deep appreciation for all the things we had discussed during our session. They are eager to learn new things in their practice as adult educators. During the last session we had a time when all the participants shared the most successful adult educational technique that they had positive results with their students. They shared some excellent and captivating stories !!! Then we had them do the part where they talk about how they will implement at least one thing that they learned during the course. They shared some excellent things and many of them indicated how they appreciated my conducting the class in a way that reflected the importance I placed on what they had to say and their contributions.

The fifth session was a workshop that we conducted with SESI – Professional Educators at the Para State Division of the Brazilian National Governmental Education Section Serving Learning and Work Related Needs in Industries, Corporations and Institutions – 275 participants. Those registered beforehand were 238, and those who “walked-in” numbered 40. A busload of 100 persons from SESI had come from 70 kilometers away – Braganza, Para, Brazil. Ana Isabel Macedo and Eduardo Costa translated for me during the sessions. The first part I had the participants inquire into the “Five Building Blocks for Adult Learning” that I also consider as a Curriculum Development Process. We divided them into five different groupings and each developed their answer to the one of the five building block questions -- If / when you are preparing to teach a class with adults, what would / do you focus on regarding their: (a). ...beliefs and notions about adults as learners? (b) ...perceptions concerning the qualities of effective teachers? (c) ...phases and sequences of the learning process? (d) ...teaching tips and learning techniques? (e) ...implementing the prepared plan? During the second part I had them experience the adult learning technique of my “Dynamic Living Lecture” described above. This was to illustrate and demonstrate an adult learning technique that could be used with a large group of people to actively involve them in the learning process. The topic I used in the lecture was on the assumptions about adult learners. Their questions focused on what I said and were ones that asked for clarification, provided a rebuttal, asked for elaboration, and requested me to address problems of practical application. One group added a question regarding how I thought my approach to curriculum lined up with Paulo Friere’s (the patron saint of adult education in Brazil) ideas about curriculum. I responded by saying that I have looked at nine (9) different curriculum models in adult education and Friere’s model stayed mainly in the area of planning, rather than establishing numerous steps in the process as the others had. My speculation was that he did this because of concern about being co-opted by a system if he developed many steps in the process. This concern was reflected in his classic book *Pedagogy of the Oppressed* (1970).

The sixth session was a large group from UNAMA Undergraduate and Graduate Students Seminar including some of their faculty – 180 participants. I used the “Dynamic Living Lecture” process. I divided them into the four different groupings – clarification, rebuttal, elaboration, and application. My short lecture topic was on andragogy – the art and science of helping adults learn. They were very interested and asked some very pointed questions. Our session lasted about two hours and TV Cameras were there for presenting some of this on the local TV news report. The participants were actively involved and Fabihano Dias, the man in whose home I was staying at the time, was very excited about the session and how actively the students and faculty were engaged.

The seventh session was a class of UFPA students who are preparing to be English language instructors that were ready to complete their degree – 15 Participants. Some of them had been in my sessions that had been done earlier at UFPA the first Tuesday after I had arrived in Belem, but we finished two weeks later instead of the first Thursday I was in Belem because of the bus strike. One young man asked the first question of the session about what I thought was the essence of adult learning and education. I shared with him a number of things and then I asked if others had questions. We filled the whole time with addressing their questions. They asked many deep questions and shared many of their pains, hopes and dreams. One person said to me that she was certain I had worked hard trying to balance all the things I had to do, and asked how I made it through my doctoral program and until now in my work. I said in all honesty I don't know how I made it, but just struggling and putting one foot in front of another. Also, it was a call from the Lord to my wife and me and she was [and still is] very much supportive. One lady said that she has a husband, children, work, study, church, and many things to do, so she just seems to not able to get it all done. I shared the importance of taking time for herself. One guy asked if I was an English language teacher and I said that I teach teachers of adults how to teach adults--the process of adult education. Another lady said she has a husband, children, work in the morning, afternoon and evening, study, home to keep, and her husband, mother, and father all tell her she doesn't need to work and she feels like giving up. I encouraged her to never give up--like the cartoon of the bird with the frog half way swallowed and the frog had his hands tightly clutched around the bird's neck, with the cartoon caption being, "never give up." When I was telling one class earlier at UFPA about my career desire of becoming a professor of adult education, one young man asked me if I ever considered changing careers from trying to become a professor of adult education to something else, and I said, No, never. I suggested to the lady, whose family doesn't think she needs to work or study to become a teacher and is ready to give up, that she needed to take time for herself, or she would ultimately reach a point where there would be nothing left in her to give and her health would break physically and mentally. I also suggested that she never give up, and suggested that take a longer period of time to finish her school degree program and that she find a friend to talk with periodically about her struggles and pressure. I also said that God worked six days in creation and then rested the seventh day, and maybe she needed to rest also. I told her that one day if she didn't give up her family would be proud

of her, and she would be so delighted that she had not given up. An older guy said he was a testimony of never giving up and he thanked me for encouraging this lady. We ended the session and many thanked me for being so kind, caring and encouraging.

Insights about Teaching Cross-Culturally

One of the major things about cross-cultural teaching is to remember that language is not the only factor to be translated in the communication and learning. There is the culture that is to be also translated. Jaochim Gomez, for a number of years was the Executive Director of the Para Partners. He was my translator a couple of times in the courses I taught. He ran his own international shipping business. He also served as ambassador to Finland for a number of years. He has the capability to simultaneously translate when one was speaking. It was almost like a machine – I could speak in the English language, and it would come out his mouth at the same time in the Portuguese language. By the same token, someone else could speak in Portuguese, and it would come out his mouth at the same time in the English language.

I noticed that after the person was done speaking, he would go on for a bit with more words. When asked about this, he said that he was translating the culture and explaining the culture in the other language. Many times he said that it was difficult because some of the idioms or ideas in one culture had no likeness in the other culture, so it was necessary to go on with an elaborate explanation.

Lessons on Building Inter-Cultural Partnerships

Perhaps this situation is quite unique, in that this inter-cultural partnership between Para, Brazil and Missouri, USA has been in the building process for now more than 44 years. We have at least six or eight exchanges per year, going both north-to-south, and south-to-north. Most of us who have been active in this Partnership [I have not been active for 25 years, and I carried on the methods and techniques for teaching adults program for 25 years] entertain Para guests in our homes and work with them on their programs at least two to four times per year. It is like having a member of the family come and visit. We open our homes to them and make them feel at home. Although sometimes the visitor does not speak English very well or not at all, we are still able to communicate quite well. We have learned to interact quite well with non-verbal communication. Thus, the greatest lesson in all this is that there is no way better to build inter-cultural partnerships, than to be present and work with members of the partnership. When a new visitor comes, it is like picking up the relationship where the previous one left off when they went home.

We had some very enjoyable recreational things that we did while we were in Brazil. Dinners in a variety of exotic restaurants were always a very delightful experience, especially when local folks joined us. Shopping was a special treat, thus acquiring some uniquely Brazilian artifacts. I had the opportunity to be a judge at the Carnival Beauty Contest in Belem two different years. The others from USA that were with me were also selected for that opportunity. That was quite an event. These girls were rated according to their beauty, the creativeness of their costume which they each designed for themselves, and their dancing talent. After one Carnival Beauty Contest, we left immediately for a four-hour boat ride on the Amazon River to Marajo Island, and spent the week-end on some of the most beautiful sand beaches in the world. The relaxation was great, the food was exceptional, the swimming was excellent, the fellowship with our hosts was 'top-notch', and the accommodations were superb. All in all, Belem, Santarem, Mosquero, Bacarena, Marajo, Sourte, and Salvatere, in the State of Para, Brazil, are what makes this an enchanting, tropical paradise.

Overall Lessons Learned

It is great to have folks to work with that get along and have a heart for the Partners of the Americas Program. This makes it so that there is no fighting about who gets the credit for what. We are all there to get the work accomplished.

When there are those who want to take issue with what is going on or how things are done, I like to give some thought about and distinguish what I have control of and what is in the control of others. Keep yourself focused on what you are seeking to accomplish and your responsibility. If someone seeks to fault you for something out of your control, just keep your cool and remember how and why you got to where you are and where you intend to go with what you are doing. Don't allow yourself to become sidetracked by someone else's agenda. Don't let the 'crazies' get you down, because they will be there in most every situation.

Learning is the central focus of what we are about in adult education. That is a human process. I have found that learners learn much the same way in all parts of the world. The only thing I have found as a small variation to this is that we relate our learning to our own situation and setting. Do some adapting and things will 'sail along'.

It is the relation that teaches (Titus, 1996). So when I go into a situation, one I have been in previously or have not be in, I seek to establish a relationship with those there for our mutual benefit. In all the courses I have taught in Brazil, those relationships flourish as we spend time together seeking to understand the perspectives of each other. It is not all about 'me', but it is all about understanding others' point of view so that we may establish a personal working relationship in order that all of us may get to where we are seeking to go.

Be clear about what you are seeking to accomplish, devise the best way you know how to get there that is in line with your ideas about how adults learn, grow, and develop, and then seek to follow that path to produce huge benefits for all involved.

Always look to your host to guide you and support you in what you are seeking to accomplish. They know the local situation and can be of the utmost help to you. Be very sensitive, responsive, and give due honor to the local people and to the local culture.

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