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Comparing Personal Learning and Educational Institution Elements Required in Various Countries for a Re-Orientation toward a Focus on Lifelong Learning

Abstract: This extended research study focused on the question: What is the comparison of personal learning and higher educational institution elements to be considered for helping those higher educational institutions and individual learners in various countries to re-orient themselves toward a focus on lifelong learning? Research is presented on the background and experiences of various higher educational institutions and individual learners in this regard, developing a tentative policy statement and identification of the elements of a re-orientation toward lifelong learning focus as products of several worldwide conferences.

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. Their individual abilities in lifelong learning influence how they enact learning. They come into the higher education setting on a part time basis, study and take courses for a period of time, and then drop out for a while. They return later, seeking to 'pick up' their course of study again where they were when they were previously enrolled. The institutions have to deal with shifting populations, learning needs, and how to work in these situations.

Research Design

This research study focused on the question: What is the comparison of personal learning and higher educational institutional elements to be considered for helping higher educational institutions in various countries shift toward a lifelong learning focus? Some Adult Educators at the University of Missouri –St. Louis (UMSL) were involved in researching the background of this topic on the North American Continent and the Northern Hemisphere. Other Adult Educators at The University of The Western Cape [UWC], Cape Town, South Africa were involved in researching the background of this topic on the African Continent and the Southern Hemisphere.

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 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.

These gatherings of adult educators resulted in the formulation of the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution. They named six major elements. The next step in the process saw the two schools from South Africa and The University of Missouri, changing those six elements to seven major elements, and developing measurable performance indicators [MPI] for the practice of lifelong learning in higher education institutions.

A five member team from The University of Missouri [UM] went to Cape Town to work with personnel from The University of The Western Cape [UWC] in May, 2001. The 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. They developed Measurable Performance Indicators [MPI] for tracking the progress of any educational institution in the direction of Lifelong Leaning. This information also applies to the educational function of other institutions as well. This coming together of adult educators two different times resulted in the formulation of the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution, and the MPI. The six [and ultimately seven] elements included: [1] Overarching Frameworks, [2] Strategic Partnerships, [3] Research, [4] Teaching and Learning Processes, [5] Administration Policies and Mechanisms, [6] Decision Support Systems, and, [7] Student Support Systems and Services. Some of the major changes that occurred during this process included, but was not limited to the following.

An additional study adds some perspective on the responsibility of the learner in developing and maintaining an orientation toward lifelong learning. Li [2005] presented her findings on a system of lifelong learning at the Commission on International Adult Education [CIAE] Pre-Conference of the American Association for Adult and Continuing Education, Pittsburgh, PA. Her system is narrowly focused on the learner and does not take into account what an educational institution may need to do to be supportive in the process of helping the learner maintain a lifelong learning orientation.

Some of the major changes that occurred during the development of the process of the higher education re-orientation toward lifelong learning are included. However, this is not limited to the following definition and good faculty practices.

Developing a Life Long Learning Definition

A master concept or principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness that occur partly through deliberate action but even more as a result of the business of living, where learning may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on five pillars of learning: learning to live together, learning to know, learning to do, learning to be, and learning to change (Henschke, 2000).

Faculty Development of Good Practices Oriented Toward Understanding and Helping Adults Learn
(Maehl, 2000).

1. **Determining learner needs**
   - assessed carefully
   - addressed
     - fairly &
     - equitably
2. **Adult learning programs**
   - arise from needs assessment
   - planned to accomplish learner outcomes
3. **Adult learning experiences**
   - high quality
     - positive learning environment
     - flexibility
     - adaptability
     - mutual respect between
       - teacher &
       - learner
   - adult learner-centered
     - encouraging a positive psychological environment by learning
     - allowing learner participation in the design of experiences
     - relating learning to learner's
       - prior experience &
       - application
     - using varying types of learning techniques
     - recognizing & addressing different learning styles
     - providing continuous feedback to learners
     - arranging appropriate physical settings
4. **Adult learning assessment**
   - outcome based
   - (designed to evaluate participants' previous learning
     - formal or
     - informal
5. **Faculty and staff needing**
   - to be adequately prepared to work with adult learners by
     - participating in faculty development learning experiences &

- o keeping abreast with the current literature and research in how to help adults learn
- to participate in ongoing evaluations and development of their own capabilities in six major building blocks of
  - o beliefs and notions about adults learners
  - o perceptions concerning qualities of effective teachers
  - o ideas of the phases and sequences in the learning process
  - o teaching tips and learning techniques
  - o implementing the prepared plan
  - o cultural and contextual awareness
- to articulate and clarify their own teaching philosophy regarding adult learners

6. Programs for adult learners having
- clearly stated missions
- sufficient resources to carry out their missions
  - rigorous financial administration that supports the adult, lifelong learning mission
  - necessary services for
    - learning &
    - student support
  - policies governing
    - learner confidentiality &
    - other matters
  - ethical standards for
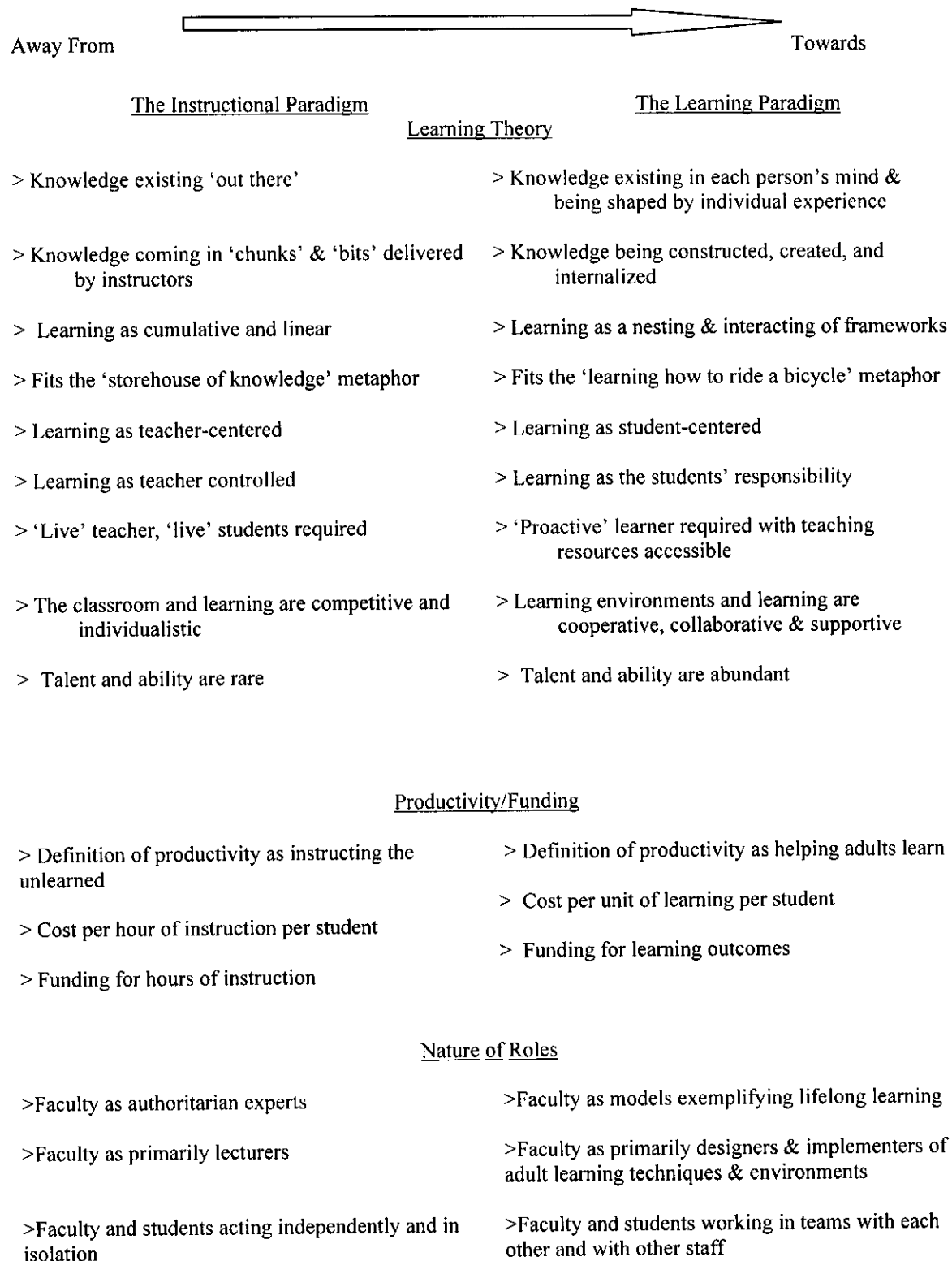   - learner recruitment &
    - professional practice

7. Identifying Characteristics of Highly Effective Adult Learning Programs

Characteristics of Highly Effective Adult Learning Programs are clearly delineated by a major piece of research (Billington, 1988, 2000; Henschke, 2000). It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image. Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment; they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

1) An environment where students feel safe and supported, where individuals needs and uniqueness are honored, and where abilities and life achievements are acknowledged and respected.
2) An environment that fosters intellectual freedom and encourages experimentation and creativity.
3) An environment where faculty treats adult students as peers-accepted and respected as intelligent experienced adults, whose opinions are listened to, honored, and appreciated. Such faculty members often comment that they learn as much from their students as the student learn from them.
4) Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
5) Pacing or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged to little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up overwhelmed. If the other player is less experienced and can't return one of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation – to the point of feeling discomfort—grew more.
6) Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, and where exercises and experiences are used to bolster facts and theory, adults grow more.
7) Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input.

8. Changing Faculty Roles

Emphasis on changing faculty roles focused on moving according to the following paradigm (Lemkuhle, 2000; Henschke, 2000):

Away From ══════════════════════▷ Towards

The Instructional Paradigm   The Learning Paradigm

Learning Theory

> Knowledge existing 'out there'	> Knowledge existing in each person's mind & being shaped by individual experience
> Knowledge coming in 'chunks' & 'bits' delivered by instructors	> Knowledge being constructed, created, and internalized
> Learning as cumulative and linear	> Learning as a nesting & interacting of frameworks
> Fits the 'storehouse of knowledge' metaphor	> Fits the 'learning how to ride a bicycle' metaphor
> Learning as teacher-centered	> Learning as student-centered
> Learning as teacher controlled	> Learning as the students' responsibility
> 'Live' teacher, 'live' students required	> 'Proactive' learner required with teaching resources accessible
> The classroom and learning are competitive and individualistic	> Learning environments and learning are cooperative, collaborative & supportive
> Talent and ability are rare	> Talent and ability are abundant

Productivity/Funding

> Definition of productivity as instructing the unlearned	> Definition of productivity as helping adults learn
> Cost per hour of instruction per student	> Cost per unit of learning per student
> Funding for hours of instruction	> Funding for learning outcomes

Nature of Roles

>Faculty as authoritarian experts	>Faculty as models exemplifying lifelong learning
>Faculty as primarily lecturers	>Faculty as primarily designers & implementers of adult learning techniques & environments
>Faculty and students acting independently and in isolation	>Faculty and students working in teams with each other and with other staff

>Teachers classifying and sorting students	>Teachers helping develop every student's competencies and talents
>Staff serving/supporting faculty and the process of instruction	>All staff as educators who help produce student learning and success
>Any expert can teach	>Empowering learning through challenging and complex means
>Line governance; independent actors	>Shared governance, teamwork

The Measurable Performance Indicators

The background of research on Lifelong Learning (LLL) resulted in a practical measurement system for indicating whether a higher educational institution is moving in that direction. One of the major trends in LLL focuses on Performance Indicators (PI) that requires the characteristic elements to be measurable and concrete in action. It is well to note that moving higher educational institutions toward serving the needs of all lifelong learners is a lifelong endeavor that will continue for many years. The discussions between the University of Missouri [UM] Team and The University of The Western Cape [UWC] Personnel modified the original six (6) "Characteristic Elements" into seven (7). The seventh one that was added to the original six was "Decision Support Systems. A few accompanying "Measurable Performance Indicators" [MPI] are indicated in the list that follows. The complete MPI Instrument is available from the author by request from the following e-mail: 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 will 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 knowledges, 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 in 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) 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.

(7) 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.

A more extensive explanation of number four [4] above is included on the topic above. It is on the teaching and learning process.

The Teaching and Learning Process

- *Educators encourage self-directed learning; engage with the knowledges, interests and life situations which learners bring to their education and use open and resource based learning approaches.*
- *The institution provides a central infrastructure in the form of Libraries services, informational support and personnel necessary for lifelong learners.*
- *Self-directed learning (SDL) is one of the highly effective characteristics of Lifelong Learning (LLL). SDL is where students take responsibility for their own learning. They work with faculty to design individual learning programs that address what each person needs and wants to learn in order to function optimally in their profession.*
- *Active involvement in learning – opposed to passively listening to lectures, where students and Instructors interact and dialogue, where students try out new ideas in the workplace, Where exercises and experiences are used to bolster facts and theory – helps adults grow more.*

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

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

Educator role

- *The educator should understand and reflect the values of the mission in curriculum design and delivery.*
- *Educators will respond to the needs of students who enter alternative admissions policy.*
- *An environment is needed where faculty treats adult students as peers – accepted and respected as intelligent, experienced adults whose opinions are listened to, honored, and appreciated.*
- *The educators are encouraged to use different te4aching methods and techniques to respond to the diverse learning styles of LLLs including co-learning, inactive learning, and continuous learning while also integrating appropriate technology.*

10. Educators and tutors demonstrate competencies as lifelong learners' effective learner-centered instruction.
11. An environment is provided where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinion are listened to, honored, and appreciated.
12. Educators will improve their own competencies in LLL.
13. Educators will offer themselves to the students as exemplifying a model of LLL.
14. The curriculum is developed so that traditionally marginalized social groups inside and outside

the institution can be full participants.

15. Assessment is conducted in various forms and used to improve the quality of learning in LLLs.
16. Educators optimally pace and challenge the learners' intelligence just beyond their present learning abilities.

Learner role

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

It is obvious that the internal structure of this educational system on re-orientation toward lifelong learning is focused on the interaction between the institution and the learner. Each as a part in making the system work and accomplish the goals of the system.

Another Indicator System of Lifelong Learning

An additional study adds some perspective on the responsibility of the learner in developing and maintaining an orientation toward lifelong learning. Li [2005] presented her findings on a system of lifelong learning at the Commission on International Adult Education [CIAE] Pre-Conference of the American Association for Adult and Continuing Education, Pittsburgh, PA. Lifelong learning literacy in her study is defined as having the skills/abilities to continue learning throughout the lifespan—knowledge, skills and attitudes we need to be developing from childhood. It seldom finds the term lifelong learning literacy in the literature. However, being aware of lifelong learning and possessing the competence of lifelong learning are keys to future success. Therefore, the term is meaningful and deserves full attention. The research looked at lifelong learning literacy from the perspectives of lifelong learning abilities/competences, the characteristics of lifelong learners, and self-directed learning to formulate the research framework.

This research was intended to find out the contents of lifelong learning. The Delphi Method was used with 30 research targets who are either scholars who have had in-depth researches on lifelong learning, people who actually work in the field of lifelong or exemplary lifelong learners. In the contents of the indicator system, the input-process-output (IPO) model was applied to cover the three aspects of cognition, skill/knowledge and attitudes and to establish a system of lifelong learning literacy

Li's (2005) system is narrowly focused on the learner and does not take into account what an educational institution may need to do to be supportive in the process of helping the learner maintain a lifelong learning orientation. The structure of her indicator system is composed of three tiers: domains, dimensions and indicators. There are three domains, including learning input [LI], learning process [LP], and learning output [LO]. The LI consists of three dimensions: self-awareness, learning awareness, and basic cognitive concepts. The LP includes four dimensions: learning strategies and methods, pursuit and integration of learning resources, learning time planning / management, and team learning. The LO takes into account the final two dimensions: learning evaluation, and learning transfer. The paper provides the definitions of the domains, and fully describes and explains as the indicators, the meaning of each dimension which are the labels of very specific indicators. Details of the three tiers of this indicator system [domains, dimensions, and indicators] are provided below.

Planning Structure of the Indicator System

Three [3] Tiers:
- o **Domains**
- o **Dimensions**
- o **Indicators**

<u>First Tier: Domains -- 3</u>   <u>Definitions</u>
1. <u>Learning Input [LI]</u> – means the correct understanding about lifelong learning and the readiness for lifelong learning. Only when an individual has a positive attitude toward learning and is ready for learning, is he or she willing to invest time in learning continuously.
2. <u>Learning Process [LP]</u> – in the learning process an individual acquires the ability of lifelong learning, including learning strategies and methods, pursuit and integration of learning resources, learning time planning/management, and team learning.
3. <u>Learning Output [LO]</u> – an individual enjoys lifelong learning and is able to self-evaluate learning status, including learning evaluation and learning transfer.

<u>Second Tier: Dimensions – 9</u>
- o **LI – Learning Input**
    1) **Self-Awareness**
    2) **Learning Awareness**
    3) **Basic Concepts**
- o **LP – Learning Process**
    4) **Learning Strategies and Methods**
    5) **Pursuit and Integration of Learning Resources**
    6) **Learning Time / Planning and Management**
    7) **Teaming Learning**
- o **LO – Learning Output**
    8) **Learning Evaluation**
    9) **Learning Transfer**

<u>Third Tier: Indicators – 9</u>
Provides Further Descriptions of Each Specific Indicator in
Each Dimension

(A) LEARNING INPUT
1. Self-Awareness – the ability to know one's
- Interests
- Attitudes
- Abilities
- Needs
and appreciate the importance of
- Self-Recognition
- Self-Realization
also (in the <u>Learning Process</u>) of great importance is
- Personal Recognition of Subjectivity

<u>five indicators</u>
- understanding his/her own interests, attitudes or abilities
- awareness of the importance of self-recognition and self-achievement
- understanding his/her potential and developing suitable habits
- positive self-recognition and self-discipline
- having high persistance

2. Learning Awareness – the ability to
- Recognize the meaning and importance of lifeling learning abilities
- Set learnng goals
- Further develop learning plans based on personal needs

<u>six indicators</u>
- able to find motivations for participation and learning
- understanding the necessity of participating in learning activities
- strong awareness of the connections between lifelong and daily life
- understanding his/her own personal learning type
- able to make learning plans based on his/her own needs
- able to set his/her learning objectives

3. Basic Cognitive Concepts – the basic abilities of

- listening
- speaking
- reading
- writing
- concept formation
- abstract thinking
  - these are basic personal cognitive abilities for learning activity participation.

three indicators:

- having basic proficiencies of / abilities of
  - o listening
  - o speaking
  - o reading
  - o writing
- having the abilities to apply mathematic
  - o concepts
  - o skills
- having the abilities of
  - o concept formation
  - o abstract thinking

(B) LEARNING PROCESS

4. Learning strategies and methods -- an individual can use effectively in learning activities

- methods used to promote understanding
- learning and memorizing new knowledge to fulfill personal learning goals

eight indicators – including able to

- detect and distinguish the emotions, intentions, motivations and feelings of others
- effectively use all kinds of resources to make learning plans
- select suitable information and services to facilitate the implementation of learning plans
- use memory strategies
- use creativity and imagination to solve problems
- achieve learning objectives through the process of self-decision-making, problem solving and planning
- systematically analyze the known and unknown parts of problems
- adapt to different environments and use different learning skills.

5. Pursuit and integration of learning resources -- abilities of individual learners to

- collect and analyze information
- make critical judgments
- use and integrate resources in the process of learning
  - In this society of information explosion, each individual should learn how to
    - collect data
    - analyze information
    - to find out helpful data
    - further used and organize the data

Many scholars also regard information literacy as one of the abilities required for development of life-long learning skills.

six indicators-- including able to

- collect and analyze data
- to use IT tools and technologies
- use resources to make analysis and judgment and to integration learning information
- use the information searching functions of different kinds of media
- able to find, select, evaluate, organize, use and create information
- overcome learning difficulties based on personal learning resources.

6. Learning time planning/management
- the skills of time management of a learner
- in the learning process
- in order to guide and arrange his/her personal learning activities
- to use free time reasonably and effectively

four indicators -- including able to
- do effective time management and use it in daily life
- keep regular learning activities and good physical conditions
- fully use learning skills to arrange learning plans,
- plan learning participation early and implement personal learning plans

7. Team learning
- the sharing of learning results
- collaboration of individual learners with others
- to fulfill tasks in the learning process

In the society of life-long learning, team learning will be
- an irreversible trend
- an important ability for learners to learn
  - how to work with others in a team
  - accept the common goals of the team
  - in order to complete the common learning tasks

three indicators -- including able to
- communicate and cooperate with others
- clearly express himself or herself and share experiences with others
- discuss learning objectives and cooperate with others to complete the tasks

(C) LEARNING OUTPUT
8. Learning evaluation -- the ability to effectively evaluate one's performance in learning activities.
four indicators – including able to
- self-evaluate learning efficiency
- design creative learning activities in the future
- use learning results to improve future learning quality
- have reflective learning and thinking on this learning event.

9. Learning transfer -- the ability to effectively apply what one has learned to related contexts in daily life.
five indicators -- including able to
- use what he or she has learned in future planning
- use what he or she has learned in future planning
- use the learned skills and knowledge at work
- use the leaned knowledge to promote family harmony
- use the learned knowledge to help community building development

In this system, the sole responsibility is upon the learner. In addition, it is much more detailed, than the previous system, on the perspective of the learner regarding what the learner needs to do, and the learners' responsibility in the learning process. It is not related to anything that an educational institution would have to do with the learning process.

Updates and Follow-Through on The Cape Town Statement and Implementing the "Measurable Performance Indicators" into Various Institutions

In 2002, John A. Henschke was instrumental in enlisting two people he knew and had worked with to translate the Cape Town Statement into two other languages beside English. Dr. Eihab Abou-Rokbah, a Saudi Arabian Ph. D, graduate from the University of Missouri - St. Louis, translated it into the Arabic language. Ms. Wang Yan, Director of the International Educational Programs at the Beijing [Peoples' Republic of China] Academy of Educational Sciences translated it into the Mandarin Chinese language. These are being used in the countries where these languages are spoken in conjunction with the efforts of the UNESCO Institute of Education [UIE].

In September, 2003, a six-year review on the UNESCO Institute of Education [UIE] 1997 Hamburg, Germany Confintea V Conference was held in Bangkok, Thailand. The "measurable

performance indicators" [MPI] for characteristic elements of a lifelong learning higher education institution were distributed and discussed among the eighteen [18] representatives of the participating institutions. The MPI have been shared and presented at numerous adult education conferences in the USA and internationally.

In addition, The Barnes, Jewish, Christian [BJC] Health System in St. Louis, MO [the fourth largest health care system in the USA] adopted the MPI as the standard toward which the institution will move itself in re-orienting their focus. In 2004, Dr. Susan Isenberg, a Ph. D. graduate from University of Missouri - St. Louis, and Director of the Center for Training and Development, A BJC Center for Lifelong Learning at Christian Hospital, implemented adult learning principles [andragogical] and the MPI into their institutional operation. They developed "Strategic Plan 2004" with the vision to be recognized as a magnet lifelong learning center by 2009. The Strategic Plan includes four [4] major components: Demonstrate Excellent Customer Service, Demonstrate Teamwork to Earn Each Other's Trust, Create a Change Welcoming Healthy Work Culture, and Be Financially Responsible.

The reflection of this BJC Strategic Plan moving forward is depicted in additional documents entitled: "Operational Plan," "GAP Plan," and "Action Plan." Results from the first year of implementing the Strategic Plan included the following new things: Place, name, responsibilities, programs, partnerships, and attitude. The second year results instituted: An e-learning center, online registration, Wound Center, Diabetes Center, six [6] promotions to leadership positions of the original twelve [12] staff. In addition, Dr. Isenberg has been promoted to a new staff position [reporting to the President], that will oversee the development of the Christian Hospital in accordance with the adult learning [andragogical] principles and the Measurable Performance Indicators [MPI], thus connecting these with Corporate Profitability.

In the 2002 annual report of the Division of Lifelong Learning at The University of The Western Cape [UWC] in South Africa, they posted their progress regarding key performance areas of lifelong learning: Recognition of Prior Learning [RPL], 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.

Additional examples of implementing the MPI will be provided as they become available and known in the future. Further explanation of the MPI implications will also be presented, as information about the results is shared by the various organizations and institutions.

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