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## Contributors

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**Paul Bélanger** After directing research centres on education and work in Québec, Canada, Paul Bélanger became Director (1989–2000) of the UNESCO Institute for Education in Hamburg, Germany and, in 1997, the General Secretary of CONFINTEA V. He is now Professor at the UQAM Montreal University and director of the Interdisciplinary Research Center on Lifelong Learning (CIRDEP). He is author and co-author, in particular, of *Lifelong Learning* (1995), *Shifting Patterns in Adult Education Participation* (1997), *Transitions Toward LLL: Social indicators* (1998), *Transnational Analysis of Adult Learning Policies* (1999) and *Participation à l'éducation des adultes* (2004). He is currently President of ICAE, the International Council for Adult Education.

**Stephen Brookfield** Since the beginning of his career in 1970, Stephen Brookfield has worked in England, Canada, Australia and the United States, teaching in a variety of college settings. He has written and edited ten books on adult learning, teaching and critical thinking, four of which have won the Cyril O. Houle World Award for Literature in Adult Education (1986, 1989, 1996 and 2005). He also won the 1996 Imogene Oakes Award for Outstanding Research in Adult Education. He has authored over 75 chapters in edited books, published over 70 papers in refereed journals and delivered 40 papers that were published in juried conference proceedings. His work has been translated into German, Finnish and Chinese. He has been awarded two honorary Doctor of Letters degrees, from the University System of New Hampshire (1991) and Concordia University St Paul (2003), for his contributions to understanding adult learning and shaping adult education. In 2001, he received the Leadership Award from the Association of Continuing Higher Education (ACHE) for 'extraordinary contributions to the general field of continuing education on a national and international level'. He currently serves on the editorial boards of educational journals in Britain, Canada and Australia, as well as in the United States. During 2002, he was Visiting Professor of Education at Harvard University. He is currently Distinguished University Professor of the University of St Thomas in Minneapolis-St Paul, where in 2008 he won the University's Diversity in Teaching and Research Award and the John Ireland Teaching and Scholarship Award.

**Rachel Brooks** Rachel Brooks is a Senior Lecturer in Social Policy at the University of Surrey, UK, and co-convenor of the British Sociological Association's Youth Study Group. She was

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awarded a Ph.D. from the University of Southampton for her work on young people's higher education choices (subsequently published as *Friendship and Educational Choice: Peer influence and planning for the future*, 2005). Since completing her doctoral research, she has explored the interface between higher education and lifelong learning through an Economic and Social Research Council (ESRC)-funded project on 'Young Graduates and Lifelong Learning' and is currently working on a British Academy-funded project on international higher education (with Johanna Waters at Liverpool University).

**Jacira Câmara** Jacira Câmara is a founder and Professor of Education at Brasília Catholic University, former director of the graduate programme and former dean of the postgraduate programme. As a curriculum specialist, she has wide experience of all levels of education. She was a postdoctoral fellow at the University of London and has extensive experience ranging from that of a rural and urban periphery school teacher to participation in postgraduate programmes. She has published widely both in Brazil and abroad and was Secretary-General of the Brazilian Comparative Education Society. She has contributed to the World Council of Comparative Education Societies.

**Clélia Capanema** Clélia Capanema is a founder and Professor of Education at Brasília Catholic University, with a wide experience of educational policies, particularly as Secretary of Education and Chair of the Federal District Board of Education. She has published widely both in Brazil and abroad. She has been a postdoctoral fellow at the University of London and President of the Brazilian Comparative Education Society, and has served on the World Council of Comparative Education Societies.

**Professor C P S Chauhan** is currently working as National Fellow at the National University of Educational Planning and Administration, New Delhi (India). He has previously worked in the National Council of Educational Research and Training, New Delhi, and Banaras Hindu University. He also worked as Professor and Chairman, Department of Education, Aligarh Muslim University, Aligarh. He has published over 40 research papers and articles in national and international journals. His contact email address is cps\_chauhan@yahoo.com.

**John Daniel** Sir John Daniel is President and Chief Executive Officer of the Commonwealth of Learning. A graduate of the universities of Oxford and Paris, he has worked in ten universities in five jurisdictions. He was President of Laurentian University, Canada (1984–90); Vice-Chancellor of the Open University, UK (1990–2001) and Assistant Director-General for Education at UNESCO, Paris (2001–4). Among his 250 publications, the best known is his book, *Mega-universities and Knowledge Media: Technology strategies for higher education*, which established his reputation as a leading thinker on how technology can improve academe. He was knighted by Queen Elizabeth II for services to higher education in 1994 and has received 30 honorary doctorates, fellowships and professorships from universities in 15 countries.

**Cornelia Dragne** Cornelia Dragne is a doctoral candidate in Leadership Studies in the Department of Education, University of Victoria, Canada. She holds an MSc in Computer Systems and a BSc in Engineering. Her research interests focus on adult and continuing education, lifelong learning and higher education.

**Kim Duckett** Kim Duckett is the Principal Librarian for Digital Technologies and Learning at North Carolina State University, USA. She takes a lead in the library's efforts to incorporate library resources, services and instruction into teaching and learning environments and serves as the primary distance education librarian.

## CONTRIBUTORS

**Chris Duke** Chris Duke is Honorary Professor of Lifelong Learning at the Universities of Leicester and Stirling and Visiting Professor of Regional Learning at the RMIT University of Melbourne. He was a Jesus College Major Scholar with a first-class honours degree in History from the University of Cambridge and a PGCE; he also holds a Ph.D. from the University of London and an Hon. D.Litt. from Keimyung University, Republic of Korea.

He has worked for 45 years in higher education institutions, mainly in the UK and Australia, across the spectrum from polytechnics to ancient and modern universities, including Auckland, Greenwich (as Woolwich Polytechnic), Leeds, RMIT, Warwick and Western Sydney Nepean. He has held such positions as Foundation Director and Professor of Continuing Education or Lifelong Learning at ANU, Auckland, UWS Nepean and Warwick, Pro-Vice Chancellor at Warwick and RMIT, and President at UWS Nepean. From 2002 to 2005 he was Director of Higher Education for the National Institute of Adult Continuing Education (NIACE), and from 2003 to 2005 he was Associate Director, Adult Learning for Action on Access.

Other leadership positions have included the Asian South Pacific Bureau of Adult Education (ASPBAE) (Secretary-General and Life Member); the International Council for Adult Education (ICAE) (Associate Secretary-General and Life Member); and the UK Universities Association for Lifelong Learning (formerly UACE) (Secretary, Vice-President and Life Member). He is currently the Secretary-General of Pascal, the International Observatory of Place Management, Social Capital and Learning Regions.

**John Field** John Field is Professor of Lifelong Learning at the University of Stirling, Scotland. His research interests include adult learning, social capital and the history of adult education and training. He has published widely, and has served as an expert adviser to various policy bodies, including the UK Government, the Northern Ireland Assembly and the Organization for Economic Cooperation and Development (OECD). He is a Visiting Professor at Birkbeck College, University of London.

**Candido Gomes** Candido Gomes is a founder and Professor of Education and Sociology at Brasilia Catholic University. He has been adviser to the Federal Senate and the Constituent Assembly, seeking to build bridges between educational research and policy, President of the Brazilian Comparative Education Society and Chairman of the Research Committee of the World Council of Comparative Education Societies. He has acted as a consultant for international organisations on the re-democratisation of Brazil.

**Stephen Gorard** Stephen Gorard holds the centrally funded Chair in Education Research at the University of Birmingham, UK. His research is focused on issues of equity, especially in educational opportunities and outcomes, and on the effectiveness of educational systems. Recent project topics include widening participation in learning (*Overcoming the Barriers to Higher Education*, 2007), the role of technology in lifelong learning (*Adult Learning in the Digital Age*, 2006), informal learning, 14–19 provision, the role of targets, the impact of market forces on schools, underachievement, teacher supply and retention (*Teacher Supply: The key issues*, 2006) and developing international indicators of inequality. He is also interested in the process and quality of research (*Quantitative Research in Education*, 2008).

**Colin Griffin** Colin Griffin worked for many years in the Department of Educational Studies, University of Surrey, UK, where he is now a Visiting Senior Fellow. He has published widely in adult education and lifelong learning, especially in the fields of curriculum and policy analysis. Among his more recent publications are *Adult and Continuing Education: Major themes* (5 vols;

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ed. Peter Jarvis with Colin Griffin) (2003), *Theory and Practice of Learning* (2nd edn; with Peter Jarvis and John Holford) (2003) and *Training to Teach in Further and Adult Education* (2nd edn; with David Gray and Tony Nasta) (2005).

**Budd L. Hall** Budd L. Hall is the founding director of the Office of Community-based Research at the University of Victoria, British Columbia. He is a former Dean of Education at the same university and previously he served as Chair of Adult Education at the University of Toronto and Secretary-General of the International Council of Adult Education (ICAE). Budd is a scholar-activist who has worked with Julius Nyerere, Paulo Freire, Dame Nita Barrow and others over the years in building adult education frameworks for large-scale social change efforts. He has been involved in peace movements, environmental movements, anti-apartheid movements, indigenous rights movements, the right to learn and adult literacy movements throughout his adult life. He is also a poet.

**Soonghee Han** Soonghee Han is Professor of Lifelong Learning in the Department of Education at Seoul National University, S. Korea. He earned his Bachelor's and Master's degree from Seoul National University and Doctorate from the State University of New York at Buffalo. His academic work has focused mainly on studies of the learning society and learning ecology, comparative and global studies of lifelong learning, and critical theories in adult education. He is also deeply involved in studies of popular education and human rights education in the Korean context. Currently he is leading a government-funded research project, BK21, which mainly investigates the agenda of Competency-based Education Change (<http://competency.snu.ac.kr>).

**Heribert Hinzen** Heribert Hinzen is the Director of *dvv international*, the Institute for International Cooperation of the German Adult Education Association (formerly IIZ/DVV), Bonn, Germany. His doctoral dissertation was on Adult Education in Tanzania at the University of Heidelberg. He joined the Institute in 1977, and has worked on a number of projects, serving for several years in Sierra Leone and Hungary, and is the editor of the journals, *Adult Education and Development* and *International Perspectives on Adult Education*. He is currently a Vice-President of both the European Association for the Education of Adults (EAEA) and the International Council for Adult Education (ICAE), and is a member of the CONFINTEA VI Consultative Group and of the UN Literacy Decade Expert Group. As an Honorary Professor he teaches at the Universities of Pecs and Iasi, Romania. In 2006 he was elected to the International Adult and Continuing Education Hall of Fame.

**John Holford** John Holford is Robert Peers Professor of Adult Education at the University of Nottingham, UK. He is the author of *Union Education in Britain* (1993), and has written widely on the history of adult and workers' education. His recent research has focused on life-long learning, citizenship and social cohesion, particularly in the European Union. He is joint editor of the *International Journal of Lifelong Education*, an Honorary Professor at the University of Hong Kong, and a Fellow of the Royal Historical Society.

**Susan Imel** Susan Imel is an Adjunct Instructor at Ohio State University and North Carolina State University, USA, and co-editor-in-chief of *New Directions for Adult and Continuing Education*. Previously, she directed the ERIC Clearinghouse on Adult, Career and Vocational Education and, from 1997 to 2006, served on the ALADIN Task Force.

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**Knud Illeris** Knud Illeris is Professor of Lifelong Learning the Danish University of Education in Copenhagen. He is also the author of *How We Learn: Learning and non-learning in school and beyond* (2007), *Adult Education and Adult Learning* (2004) and *Learning in Working Life* (2004). He was elected to the International Hall of Fame for Adult Education in 2006 and was Adjunct Professor of Educational Learning and Leadership at Teachers College, Columbia University, New York in 2004. Recently Illeris has edited *Contemporary Theories of Learnings* to be published by Routledge in 2009.

**Peter Jarvis** Peter Jarvis left school without sufficient qualifications to go to university and so he served for three years in the ranks in the Royal Air Force. Later he entered the Methodist ministry and during his training was able to study for his first degree. During his pastoral ministry he studied for a second first degree. On leaving the pastoral ministry he became a teacher trainer and then lecturer in adult education at the University of Surrey, UK. During these years he researched for his Masters degree and his Ph.D. None of his qualifications is in education. During his time at Surrey, he served as Head of Department of Educational Studies for a period, but for over ten years has been Professor of Continuing Education – now part-time.

He has published over 200 papers and written or edited over 35 books. He is the founding editor of the *International Journal of Lifelong Education* and has served on many other editorial boards throughout the world, including being Chairman of the Board of *Comparative Education*. He was awarded a higher doctorate (D.Litt.) by the University of Surrey for his publications in many branches of education for adults. He has many awards for his work, including five honorary doctorates, the Cyril O. Houle Award and the Comenius Award, and was elected as an individual member to the Standing Conference of University Teachers and Researchers on the Education of Adults (SCUTREA) and to the International Hall of Fame for Adult Education. He is also a Fellow of the Royal Society of Arts. He has been Visiting and Guest Professor in many countries of the world, having lectured in over 40 countries, and has been an Adjunct Professor at the University of Georgia, USA, and Noted Scholar at the University of British Columbia, Canada. He is currently Honorary Visiting Professor at City University, UK, and Professor of the University (honoris causa) at Pecs University, Hungary.

His latest books are a trilogy for Routledge on lifelong learning and the learning society: *Towards a Comprehensive Theory of Human Learning* (2006), *Globalisation, Lifelong Learning and the Learning Society: Sociological perspectives* (2007) and *Democracy, Lifelong Learning and the Learning Society: Active citizenship in an age of late modernity* (2008).

**Victoria J. Marsick** Victoria J. Marsick, Ph.D., is Co-Director of the J.M. Huber Institute for Learning in Organizations and Professor of Adult and Organizational Learning, Department of Organization and Leadership, Teachers College, Columbia University, New York. Victoria's research is on informal learning at the individual, team and organisational levels, action learning and organisational learning assessment.

**Roger Morris** Roger Morris was, until he retired, an Associate Professor in Adult Education at the University of Technology, Sydney, Australia. He retains an ongoing relationship with the University as an Honorary Associate. He is the long-term National Secretary of Adult Learning Australia. Roger has been inducted into the International Adult and Continuing Education Hall of Fame and has been appointed as a Member of the Order of Australia for services to adult and continuing education.

**Michael Omolewa** is a Professor of the History of Adult Education at the Department of Adult Education, University of Ibadan, Nigeria. He is currently Ambassador and Permanent

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Delegate of Nigeria to UNESCO and member of the Governing Board of the Commonwealth of Learning. He is also a recipient of the Fellowship of the Commonwealth of Learning (FCOL) and elected to the International Hall of Fame for Adult Education.

He was Dean of the Faculty of Education, Chairman of the Committee of Deans of Faculties of Education of Nigerian Universities and for two terms as Head of the Department of Adult Education at the University of Ibadan. He has also served as a member of the Executive Board of the International Standing Conference of the History of Education (ISCHE), President of the 32nd session of the General Conference and Chair of the Education Commission of the 31st session of the General Conference of the organization.

He has published widely in the areas of the history of formal, non-formal and informal education and he is a leading historian of adult education, member of several editorial boards of leading learned journals in education including the *International Review of Education*, the *Journal of African American History* and the *International Journal of Lifelong Education*. His most recent book is *Cross Over Unto the Other Side: The Mission of Adult Education* (2006), a Valedictory Lecture delivered at the University of Ibadan.

**Adama Ouane** Adama Ouane is currently Director of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany. In 1976, he received his Ph.D. in applied linguistics from the Institute of Linguistics at the Moscow Academy of Sciences.

From 1977 to 1982 he was the Deputy National Director-General for Literacy and applied Linguistics in Mali, Professor at the *École Normale Supérieure* (ENS) in Bamako and Consultant to UNICEF, the United Nations Development Programme (UNDP), the Agence de la Francophonie and the World Bank. He directed the overall linguistic development plan of Mali and launched the first programme of the use of local languages in schools. He was a founding member of the Regional Council for Literacy and Adult Education in Africa (CREAA), and created a doctoral on-the-job training course in literacy and adult education in Mali, within the Department of Psychology and Pedagogy of the ENS and with support from external visiting professors.

Adama has a very long association with the UNESCO Institute for Education (UIE), where he served as a Senior Research Specialist from 1982 to 1995. His responsibilities included research, capacity building and technical support to Member States, NGOs and CSOs in the areas of literacy, post-literacy, curriculum development, monitoring and evaluation. He also designed and implemented a large number of inter-regional programmes in these areas and conducted cooperation action and policy-oriented research on learning strategies, monitoring and evaluation and innovative content areas.

Adama has published many books and papers dealing with literacy, post-literacy and continuing education, adult and lifelong learning, mother tongue and multilingual education. He was Executive Editor of the world's longest-running comparative international education journal, the *International Review of Education* (IRE) from 1985 to 1987 and is Chairperson of the Editorial Board. He was the Director of the UNESCO Institute for Education in Hamburg from 2000 until its closure in June 2006 and spearheaded all the complex processes in its transformation into the UNESCO Institute for Lifelong Learning.

From 1995 to 1999 he was a Senior Programme Specialist as well as a leading specialist responsible for literacy, adult education, non-formal and basic education at the UNESCO Headquarters in Paris. He was coordinator of the UNESCO NGO/Civil Society Consultation on Literacy and Adult Education and organised major events in many developing countries to promote adult education at policy and professional levels. He was the main author of the major education papers and reports prepared by UNESCO and one of the key organisers of the Fifth

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International Conference on Adult Education (CONFINTEA V). He has full responsibility for preparing and conducting the forthcoming CONFINTEA VI, scheduled to be held in Brazil in May 2009.

Besides speaking many African languages, he is fluent in English, French, Russian and German, and has delivered keynote addresses on literacy, adult learning, non-formal education, lifelong learning and multilingualism in many universities and at conferences in all the world's regions.

**Santosh Panda** Santosh Panda has a Ph.D. in Education, Certificate in Educational Television (BBC, UK), and is a Professor of Distance Education and Director of the Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University (IGNOU), India. Santosh has taught in the faculty of education at campus-based universities; has been Director of Policy and Research at the Association of Indian Universities; founding Director of the Inter-university Consortium for Technology-enabled Education at IGNOU; a senior Fulbright scholar at the University of New Mexico, Albuquerque; Visiting Professor at Manchester Metropolitan University and the University of London, UK; and an Adjunct Professor at the University of Maryland, USA and the University of Oldenburg, Germany. His books include *Planning and Management in Distance Education* (2003) and, with William Bramble, *Economics of Distance and Online Learning* (2008).

**Otto Peters** Otto Peters is Professor Emeritus at the FernUniversität in Hagen, Germany. He studied education, psychology and philosophy at the Humboldt Universität and the Free University in Berlin and earned his doctorate at the University of Tübingen. He has been active in describing and interpreting distance education since 1965 for purely academic reasons, first at the Education Centre in Berlin, then at the German Institute for Distance Education Research in Tübingen and then as Professor of Education in Berlin. In 1975 he became the Founding Rector of FernUniversität in Hagen and served in this position for nearly ten years. After this he devoted his time exclusively to distance education research. He has visited many distance teaching institutions on all continents and has written a number of books, the most important of which are *Learning and Teaching in Distance Education* 4th edn (2004) and *Distance Education in Transition* (1998). For eight years he served as Vice-President of the International Council of Distance Education. Otto has received four honorary doctorates, from the Open University, UK; Deakin University, Australia; Empire State College, New York; and the Open University, Hong Kong. Since 1991 he has been Professor Emeritus at the Fern Universität, dealing mainly with pedagogical problems in distance education. In 1999 he was awarded the ICDE Prize for Excellence for lifelong contributions to the field of open and distance education. In 2008 he was elected to the International Hall of Fame for Adult and Continuing Education.

**Julia Preece** Julia Preece is Professor of Adult Education at the National University of Lesotho, and Honorary Senior Research Fellow at the University of Glasgow, UK, where she was formerly Professor of Adult and Lifelong Education. Prior to that she worked at the University of Botswana and, in the UK, at the Universities of Surrey and Lancaster, following a 13-year career in community education and development in the inner-city areas of Birmingham. She has published extensively on issues to do with social exclusion, gender, citizenship and lifelong learning. Her most recent publications include a co-authored book, *Research Methods for Adult Educators in Africa* (2005), and a co-edited book, *Adult Education and Poverty Reduction: Issues for policy, research and practice* (2007).

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**William M. Rivera** William M. Rivera has published widely. His research centres on interpretive and explanatory modes of investigation, and much of his work has been at the cutting edge of agricultural development and extension reform. He has edited three texts that are well known in his field: *Agricultural Extension Worldwide: Issues, practices and emerging policies* (1987), *Agricultural Extension: Worldwide institutional evolution and forces for change* (1991) and *Contracting for Agricultural Extension* (2002). The latter was described by Professor Emeritus Carl Eicher as a major contribution to the field and a seminal work for graduate studies. In a co-edited five-volume work compiled for the World Bank (2003), he organised case studies of agricultural extension reform experiences in more than 40 countries. More recently, in 2007, he completed research for a manual to be used by the Food and Agriculture Organization (FAO) of the UN in training senior-level government officials and practitioners on *Agricultural Extension in Transition Worldwide: Policy, strategies and reform*.

**Kjell Rubenson** Kjell Rubenson held the first Chair of Adult Education in Sweden before moving to Canada, where he is Professor of Education at the University of British Columbia and co-director of the Centre for Policy Studies in Higher Education and Training. He has been the research supervisor for several large national and international projects that have addressed the structures, policies and outcomes of adult education and lifelong learning. He is the founding president of the European Society for the Study of the Education of Adults.

**Henning Salling Olesen** Henning Salling Olesen is Professor of Education and Pro-Rector of Roskilde University, Denmark, and Director of the Graduate School of Lifelong Learning there, where he runs the Ph.D. programme for interdisciplinary learning and education research. He was a founding member of the school in 1973, following his graduation in Literature from the University of Copenhagen. He has been engaged in ground-breaking collaborative research with trade unions and work life since the 1970s and his research areas include adult learning, work-related learning, life history and psycho-societal methodology and lifelong learning policies. He has been Chair of the European Society for Research in the Education of Adults since 1998. He is a founding member of the International Research Group for Psycho-societal Research and Advisory Professor for doctoral studies at East China Normal University, Shanghai. He has published books, articles and research papers in Danish, English, German and several other languages.

**Tom Schuller** Tom Schuller, MA (Oxford), PGCE (London), Ph.D. (Bremen) is Head of the Centre for Educational Research and Innovation (CERI), OECD, Paris. Formerly Dean of the Faculty of Continuing Education and Professor of Lifelong Learning at Birkbeck College, University of London from 1999 to 2003, he was also co-director of the Centre for Research on the Wider Benefits of Learning. He worked previously in the UK at the Universities of Edinburgh, Glasgow and Warwick, at the Institute for Community Studies and for four years in the 1970s at the OECD. He is the author or editor of some 15 books, and his research history covers many areas of lifelong learning, but also fields such as employee participation, social capital and the social study of time. He has been an adviser to governments on numerous issues, especially on lifelong learning. From February 2008 he took up the post of Director of an independent inquiry into the future of lifelong learning, sponsored by the National Institute of Adult and Continuing Education (NIACE).

His major publications include: *The Benefits of Learning: The impact of education on health, family life and social capital* (with John Preston *et al.*, 2004), *International Perspectives on Lifelong Learning* (ed. with David Istance and Hans Schuetze, 2002), *Social Capital: Critical perspectives* (ed. with Stephen Baron and John Field, 2000), *Part-time Higher Education in Scotland* (with David Raffae *et al.*, 1998) and *Life After Work* (with Michael Young, 1991).

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**Hans G. Schuetze** Hans G. Schuetze, LL.M (UC Berkeley), Doctor Juris (Göttingen) is Professor Emeritus and former Director, Centre for Policy Studies in Higher Education and Training, University of British Columbia (UBC), Vancouver Canada. He is also an attorney-at-law, specialising in legal issues in education.

He studied law, economics, history and education in Göttingen and Bonn, Germany, Grenoble, France, and at the University of California at Berkeley, USA. Before the appointment as Professor of Higher Education at UBC in 1991, he worked as a lawyer, policy analyst and researcher in Germany (private law practice and two levels of government), France (Centre for Educational Research and Innovation at OECD) and the USA (research associate and private law practice). He has been a Visiting Professor in Austria, France, Germany, Japan and Mexico, and Honorary Senior Research Fellow at the University of Glasgow, UK since 1994.

His areas of interest and expertise include educational policy and legal and economic issues in education. He has published several works, especially in the fields of higher and adult education, lifelong learning and work and learning, most of them from a comparative perspective.

**Richard Taylor** Richard Taylor is Professor and Director of Continuing Education and Lifelong Learning at the University of Cambridge, UK, and a Professorial Fellow of Wolfson College. He was previously Professor of Continuing Education at the University of Leeds, where he had been Head of Department and, subsequently, Dean of the Faculty of Business, Law, Education and Social Studies.

His first degree was in philosophy, politics and economics (PPE) at Oxford and his Ph.D. was on the history and politics of the British Peace Movement in the 1950s and 1960s. He has published widely in politics and peace studies. He has worked in university adult education for many years and has published several books and journal articles on adult education and higher education, and comparative studies on the politics of post-compulsory education in North America and India. His most recent book is *For a Radical Higher Education: After postmodernism* (with Jean Barr and Tom Steele, 2002). He is currently engaged in researching and publishing on the evolution of the Labour Party's higher education policy since 1945.

He has had a long involvement in adult education teaching and development, with a particular focus upon trade union studies teaching, developing community education with educationally and socially disadvantaged adults, and continuing professional development programmes.

He was Secretary of the Universities Association for Continuing Education (UACE) from 1994–8, was Chair of the National Institute of Adult Continuing Education (NIACE) from 2001–6 and became the Chair of the Board of Trustees of the Workers' Educational Association (WEA) in 2006.

**Mark Tennant** Mark Tennant is Professor of Education and Dean of the Graduate School at the University of Technology, Sydney, Australia. His academic focus has been on developing a critical focus on psychology in its application to pedagogy, with emphasis on adult education contexts. He received the Cyril O. Houle Award for Literature in Adult Education for his book *Psychology and Adult Learning* (2006). His other well-known books are *Learning and Change in the Adult Years* (1995) and a collaborative book, *Reconstructing the Lifelong Learner* (2003). Mark has been a Visiting Professor at a number of universities in Japan, the USA, the UK and Canada.

**Janos Szigeti Toth** Janos Szigeti Toth is the President of the European Association for the Education of Adults (EAEA) and he has served on its Executive Board since 1998. He is also Managing President of the Hungarian Folk High School Society (HFHSS) and has been Head

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of the Adult Education Department at the Faculty of Esztergom of the Pazmany Catholic University, Budapest-Esztergom, Hungary, since 2006. He holds a doctorate in adult education and his research was on folk high schools. Among his honours are the Award for Culture from the Ministry of Education in 1993 and the Golden Cross of Merit of the Hungarian Republic, awarded by the President of the State in 1998. He also received the Appreciation Diploma of the Minister of Employment Policy and Labour of Hungary in 2003 and was elected to the International Adult and Continuing Hall of Fame. He also serves on the International Council of Adult Education (ICAE) Executive.

He has undertaken many consultations as an expert in adult education and has made presentations in many countries of the world. He was also a member of the editorial board of the *Socrates* magazine, Hungary, in 2001 and a Board member of Danube Television's public channel in 2000. He has published widely both internationally and nationally.

**Alan Tuckett** Alan Tuckett, OBE is Director of the National Institute of Adult Continuing Education (NIACE), having worked previously as an adult education organiser in Brighton, UK, and as a Principal in inner London. He started Adult Learners' Week in the UK in 1992, and supported its adoption by UNESCO, and then its spread to more than 50 countries. He is a Special Professor in Continuing Education at the University of Nottingham and an Honorary Professor at the Institute of Lifelong Learning at Leicester University. He is Treasurer of the International Council for Adult Education (ICAE).

He was Vice-Chair of the National Advisory Group for Continuing Education and Lifelong Learning from 1997 to 1999 and advises UNESCO on adult learning. He was President of the International League for Social Commitment in Adult Education in 1986–7, and President of the Pre-School Learning Alliance from 1999 to 2003.

Alan was a member of the Adult Learning Committee of the Learning and Skills Council from 2000 to 2007, and of the Government's Skills Alliance from 1997 to 2003.

He has seven honorary doctorates, is a Fellow of City & Guilds, and was inducted into the International Hall of Fame for Adult Education in 2006. He was awarded the OBE in 1995.

**Jean-Louis Vignuda** Jean-Louis Vignuda works with the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in Bangkok, Thailand, and is attached to the Transport Policy and Tourism Division within the Transport and Tourism Division.

**Kenneth Wain** Kenneth Wain is Professor of Education at the University of Malta, where he has served as Head of the Department of Foundations in Education and as Dean of the Faculty of Education. He currently teaches philosophy of education in the Faculty's B.Ed. (Hons) and M.Ed. courses and also moral and political philosophy to Arts students. Before taking up his first appointment at the University as lecturer, he taught in state primary and secondary schools for several years. He received his Ph.D. from the University of London. Over the years he has published numerous articles in academic journals as well as chapters in books. He has also authored the following books: *Philosophy of Lifelong Education* (1987), *The Maltese National Curriculum: A critical evaluation* (1991), *Theories of Teaching* (1992), *The Value Crisis: An introduction to ethics* (1995) and, most recently, *The Learning Society in a Postmodern World* (2004).

**Shirley Walters** Shirley Walters is Professor of Adult and Continuing Education at the University of Western Cape, South Africa. She is the founding director of the Division of Lifelong Learning, which is concerned with helping the university realise its lifelong learning mission. She is Chair of the South African Qualifications Authority and has been involved in many civil organisations, including being the Chair of the Cape Festival Steering Committee for four years.

## CONTRIBUTORS

**Karen E. Watkins** Karen E. Watkins is the Associate Dean for Research and External Affairs and Professor of Human Resource and Organisational Development in the College of Education at the University of Georgia, USA. Previously, Dr Watkins was an Associate Professor of Educational Administration at the University of Texas at Austin, where she directed the graduate programme in Adult and Human Resource Development Leadership. Research foci for Dr Watkins have been in the areas of human resource and organisational development. She has consulted with numerous businesses and industries and is the author or co-author of over 70 articles and chapters, and six books. With Victoria Marsick she also developed and validated the organisational survey, *Dimensions of the Learning Organization*, which was the focus of a recent issue of *Advances in Developing Human Resources* entitled 'Making learning count: demonstrating the value of a learning culture'. She was voted Scholar of the Year by the Academy of Human Resource Development and served as President of the Academy from 1994 to 1996; was named a distinguished graduate by the University of Texas at Austin, Community College Leadership Program; and was inducted into the International Adult and Continuing Education Hall of Fame in 2003.

**David Watson** Sir David Watson is an historian and Professor of Higher Education Management at the Institute of Education, University of London. He was Vice-Chancellor of the University of Brighton (formerly Brighton Polytechnic) between 1990 and 2005. His academic interests are in the history of American ideas and in higher education policy. His most recent books are *Lifelong Learning and the University* (1998), *Managing Strategy* (2000), *New Directions in Professional Higher Education* (2000), *Higher Education and the Lifecourse* (2003), *Managing Institutional Self-Study* (2005), *Managing Civic and Community Engagement* (2007) and *The Dearing Report: Ten years on* (2007).

He has contributed widely to developments in UK higher education, including as a member (from 1977 to 1993) of Boards and Committees of the Council for National Academic Awards. In 1988 he was appointed to the CNAAC Council and the Polytechnics and Colleges Funding Council, and in 1992 to the Higher Education Funding Council (England). He chaired the HEFCE Quality Assessment Committee until his retirement from the Council in May 1996 and was a member of its Learning and Teaching Committee between 1998 and 2003. He was a member of the Paul Hamlyn Foundation's National Commission on Education (whose report *Learning to Succeed* was published in 1993), of the National Committee of Inquiry into Higher Education chaired by Sir Ron Dearing (whose report *Higher Education in the Learning Society* was published in 1997), and of the Roberts Review of Research Assessment in 2002–3. He was the elected Chair of the Universities Association for Continuing Education between 1994 and 1998, and chaired the Longer Term Strategy Group of Universities UK between 1999 and 2005. He is a Trustee of the Nuffield Foundation and a Companion of the Institute of Management. He is chair of the Commission undertaking the *Inquiry into the Future for Lifelong Learning*, supported by NIACE. He was knighted in 1998 for services to higher education.

**Linden West** Dr Linden West is Reader in Education in the Department of Educational Research at Canterbury Christ Church University, UK, and Co-Director of the Centre for International Studies of Diversity and Participation. He was formerly Senior Lecturer in Continuing Education at the University of Kent and a researcher at the Universities of Keele and East London. He has been employed by the Workers' Educational Association (WEA), by Local Education Authorities, including heading an Adult Basic Education Unit, and in broadcasting. His books include the widely acclaimed *Beyond Fragments* (1996) and *Doctors on the Edge* (2001). He is lead editor of *Using Life History and Biographical Approaches in the Study*

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of *Adult and Lifelong Learning: European perspectives* (2007) and has a chapter in the book on families and their learning. Linden coordinates the Life History and Biographical Research Network of the European Society for Research on the Education of Adults (ESREA) and is a member of the Society's Steering Committee. He is also an Honorary Life Member of the Standing Conference of University Teachers and Researchers on the Education of Adults (SCUTREA) and a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA). He is presently working on a new book, with Dr Barbara Merrill of the University of Warwick, on the use of biographical methods in social science, to be published in 2008. Linden is also a qualified psychoanalytic psychotherapist.

**Arthur L. Wilson** Arthur L. Wilson is Professor and Chair of the Department of Education at Cornell University, USA. He earned his Masters in adult education from Virginia Polytechnic Institute and State University and his doctoral degree from the University of Georgia. He worked as a practitioner for nearly two decades in adult basic education, staff development and continuing education for the professions. His research has focused on adult education philosophy and history, programme planning and cultural studies/critical discourse analysis. Overriding research concern in all of these areas is with the politics of education. His 2006 book, *Working the Planning Table: Negotiating democratically for adult, continuing, and workplace education*, was awarded the Cyril O. Houle World Award for Literature in Adult Education. He has also co-authored *Planning Responsibly for Adult Education: A guide to negotiating power and interests* (1994) and was co-editor of *Power in Practice: Adult education and the struggle for knowledge and power in society* (2001). He was co-editor of the 2000 *Handbook for Adult and Continuing Education* and is a past editor of the *Adult Education Quarterly*. He has received the Imogene Okes Award for Research twice from the American Association for Adult and Continuing Education for his research into the politics of education.

**Mary Alice Wolf** Mary Alice Wolf, EdD, is Professor of Human Development and Gerontology and Director of the Institute in Gerontology at Saint Joseph College, Connecticut. She is a graduate of Boston University, and of the Sorbonne, University of Paris, and holds a Master's degree from Columbia University, New York. Her doctorate is from the University of Massachusetts, where her research was in the process of life review and the older learner. She is the author of over 80 journal articles and several books, including *Connecting with Older Adults: Educational responses and approaches* (with P.T. Beatty, 1996), *Adults in Transition* (with M. Leahy, 1998), *Using Learning to Meet the Challenges of Older Adulthood* (with J.C. Fisher, 1998) and *Adulthood: New Terrain* (2005). She is the Book Editor of *Educational Gerontology, An International Journal*, a Charter Fellow of the Association for Gerontology in Higher Education, and a Fellow of the Gerontological Society of America. She is interested in areas of lifespan development, learning and gerontological issues. Currently she has been working on methods for the study of life course narratives and moments of transition in adulthood.

**Weiyuan ZHANG** is Head and Chief Researcher at the Centre for Research in Continuing Education and Lifelong Learning, School of Professional and Continuing Education at the University of Hong Kong. He is an adjunct Professor at Beijing Normal University, Advisory Professor at East China Normal University, and Visiting Professor at China Central Radio and Television University, Shanghai Television University, Guangzhou Normal University, and Jiangsu Radio & Television University. He has over twenty years combined experience in educational research at East China Normal University, the University of Victoria, the University of Edinburgh, the Open University of Hong Kong, and the University of Hong Kong.

## CONTRIBUTORS

He is the recipient of eleven institutional, national, regional, and international awards in education, and has written or edited eleven books and published over 200 articles in scholarly journals and conference proceedings. He is a Chief Editor of *International Journal of Continuing Education and Lifelong Learning* (in both English and Chinese versions) and has been on the editorial board of a number of journals, including *International Journal of Lifelong Education*, *International Review of Research in Open and Distance Education*, *Asian Journal of Distance Education*, *Malaysian Journal of Educational Technology*, *Turkish Online Journal of Distance Education*, *China Distance Education*, *Open Education Research* and *Journal of Distance Education*.

**Henrik Zipsane** Henrik Zipsane obtained an MA in History from the University of Copenhagen in 1985 and a Ph.D. in History and Pedagogy from the Danish University of Education, Copenhagen, in 1996. He has been a Director for the Local Archives and Museums in the Municipality of Farum, near Copenhagen, including the Immigrants Museum, from 1987 to 2001, an external lecturer in local and immigrant history, University of Copenhagen, from 1997 to 2001, and Chair of the Association for the History of Migration in Denmark from 1999 to 2001. He has been a Director of Jamtli – the County Museum of Jämtland in Östersund, Sweden – since 2001, co-founder and Chair of the European Network LLOAM (Lifelong Learning in Open Air Museums) since 2002, and co-founder and co-director of the Nordic Centre for Heritage Learning in Östersund, Sweden, since 2005. He has been a PASCAL associate since 2007.