Back Cover

TRANSFORM YOUR ADULT EDUCATION PROGRAM PLANNING WITH THIS INDISPENSABLE GUIDE

In the newly revised edition of *Planning Programs for Adult Learners: A Practical Guide*, Sandra Ratcliff Daffron and Rosemary Caffarella deliver an interactive, practical, and essential guide for anyone involved in planning programs for adult learners. Along with international perspectives and global examples, this edition features extensive updates, refinements, and revisions to simplify and enhance the reader experience. Perfect for adult educators and participants in continuing education programs for adults, *Planning Programs for Adult Learners* will also earn a place in the libraries of graduate students in education, nursing, and human resource development.

"*Planning Programs for Adult Learners* is the go-to resource for adult educators who want a comprehensive guide to creating meaningful, impactful, and timely evidence-based ideas and tools for making learning experiences meaningful for adults and translating their value and impact to key stakeholders."
—Laura Bierema, *Professor of Adult Learning, University of Georgia*

"This is a wonderful update of a true classic of our field, adding important contemporary issues and insights alongside a well-established and proven foundation. Sandra Daffron is an experienced and respected educator of adults, and has positioned this powerful text to offer pragmatic value for practitioners and theoretical links for students of the field. An essential volume for anyone working alongside adult learners."
—Ralf St. Clair, *Professor and Dean, Faculty of Education, University of Victoria, Canada*

SANDRA RATCLIFF DAFFRON is a program planner, professional educator, project and program director, administrator, and organizational executive in the U.S. and the Middle East. She has extensive experience working with lawyers, judges, teachers, correctional educators, physicians, military trainers, and graduate students. She is Professor Emeritus of Adult and Continuing Education at Western Washington University in Bellingham, Washington.

ROSEMARY S. CAFFARELLA is an emerita professor of education in the College of Agriculture and Life Science at Cornell University. Her research and writing activities have focused on adult development and learning, and program planning and evaluation. She has authored or coauthored a number of books, including the award-winning *Learning in Adulthood*.

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PLANNING PROGRAMS FOR ADULT LEARNERS

Front Cover

SANDRA RATCLIFF DAFFRON
ROSEMARY S. CAFFARELLA

PLANNING PROGRAMS FOR ADULT LEARNERS

A PRACTICAL GUIDE

FOURTH EDITION

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"This is a wonderful update of a true classic of our field, adding important contemporary issues and insights alongside a well-established and proven foundation. Sandra Daffron is an experienced and respected educator of adults and has positioned this powerful text to offer pragmatic value for practitioners and theoretical links for students of the field. An essential volume for anyone working alongside adult learners."

Ralf St. Clair, Professor and Dean,
Faculty of Education,
University of Victoria, Canada

"This is the new edition many people and I have been waiting for. It moves the seminal work of Rosemary S. Caffarella to a next level. The nonlinear and interactive model of program planning presented in the book was never more relevant than in our rapidly changing world."

Bernd Käpplinger, Prof. Dr., Justus-Liebig-
University Giessen, Germany

"This book is very practical and useful for practitioners in the area of adult learning and education in Thai society. I am confident that all students of lifelong education in Thailand will be happy to read this book for helping them to understand and see a clear theoretical and practical framework of planning programs for adult learners in the future as adult educators."

Archanya Ratana-Ubol, Chair, Department of Lifelong Education,
Chulalongkorn University, Bangkok, Thailand

"The signature names of adult education and lifelong learning brought not only the contemporary update to their own leading guide of the field in both academic and practical terms. But also they have created a future-proof guide for anyone who would like to share their knowledge, skills, and experiences through new and upcoming technologies over educational platforms."

Kerem KÖKER, Business and
Adult Education Consultant, Istanbul, Turkey

"Designed with a broad audience in mind, the fourth edition of *Planning Programs for Adult Learners* has something to offer for everyone, from novice to expert, who is responsible for planning and delivering site-based and virtual educational programs for adults. Caffarella and Daffron draw on their own rich reservoirs of experience in planning programs, as well as that of their students and colleagues from around the world, to provide a systematic yet flexible guide for developing programs grounded in understanding of the characteristics of adult learner across a broad array of settings."

Jovita M. Ross-Gordon,
Distinguished Professor Emerita,
Texas State University

"With the challenges of the COVID-19 pandemic, the fourth edition of *Planning Programs for Adult Learners* prepares practitioners for rapid changes and innovation. One important addition is the use of guides, prototypes, and tips for planning programs in virtual environments. This book is a must for adult educators and program planners to effectively respond to these difficult times."

Simone C. O. Conceição, Professor and Department Chair,
Administrative Leadership, School of Education,
University of Wisconsin-Milwaukee

Planning Programs for Adult Learners

Planning Programs for Adult Learners

FOURTH EDITION

Sandra Ratcliff Daffron
Rosemary S. Caffarella

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Preface

PLANNING PROGRAMS FOR ADULT education and training is often challenging but always exciting for those who understand and embrace a detail-oriented reality. Sometimes the challenges come when the goals and objectives of the program are unclear and ever changing. Sometimes the challenges come from mixed messages sent from those sitting around the planning table. Other times the details of managing all the administrative tasks are the challenging part of planning. But when the program is presented and all goes well, there is a real sense of satisfaction that we did what was intended: we presented a successful program to adult learners. Some programs run smoothly from beginning to end. Other programs have minor but fixable glitches, such as presenters going over their time limit or equipment not working or soggy potato chips for lunch. Still other programs seem to wander all over the place, with lots of revisions and changes along the way, and some even stall before they get off the ground. But we know that in the end, we have found our profession, our career path, our excitement and satisfaction in helping other adults as they learn and achieve knowledge, skills, and abilities and for the program sponsors, a good return on investment.

In this fourth edition of *Planning Programs for Adult Learners*, you will find many scenarios in each chapter that are true and show the challenges presented to the program planner, and then you will find solutions as you read through the chapter. For example, imagine it is the night before a conference you are organizing, and the keynote speaker texts you to say she is stuck at the airport in another region. She has been there most of the day and has just learned that she cannot get a flight out until early tomorrow morning. Unfortunately, her presentation is scheduled for

the opening address in the morning. It's time to reorganize the schedule, contact other speakers and move them into the opening session, and reschedule the keynote speaker for the afternoon. The next morning the announcement is made about the switch in schedule and the program goes forward as planned. Several attendees comment that they appreciate the way the dilemma was handled. Whew! Or there was the time that management complained to you because the new virtual reality caused by the pandemic meant the virtual meetings should be more professional without kids and dogs interrupting the agenda. Now what do I do? Even when these seemingly unmanageable problems spring up, we know programs still can have successful endings, and we feel a real sense of accomplishment and satisfaction with our work when this happens. We wrote this fourth edition to assist those who take on this challenge of putting together the many components and tasks that are a normal part of planning programs for adults.

If one searches "Program Planning Models" or checks "Images" of "Program Planning Models," hundreds of planning models come up. But if the search is narrowed to models for planning education and training programs for adult learners, there are few. They range from conceptual and data-based studies on program planning and graphics of complicated, often linear models and how-to handbooks, guides, and workbooks. Some of the planning models are considered seminal works, such as R. W. Tyler's *Basic Principles of Curriculum and Instruction* (1949), Cyril Houle's *The Design of Education* (1972, 1996), Malcolm Knowles's *The Modern Practice of Adult Education* (1970), and Ron Cervero and Arthur Wilson's *Planning Responsibly for Adult Education: A Guide to Negotiating Power and Interests* (1994). Käpplinger and Sork (2014) have provided a useful examination of the field of program planning, but they found there is little new research about planning models or even new models to be used. Among the hundreds of program planning models found in a search, most of them have limited application as they are targeted at planners who work in very specific contexts, and most are not interactive in design.

Planning Programs for Adult Learners is distinctive for two major reasons. First, the Interactive Model of Program Planning presented in this fourth edition both captures and reconfigures classical and current descriptions of the program planning process. The result is a comprehensive 14-component model, the Interactive Model of Program Planning, which draws on the best conceptual, empirical, and practice knowledge from across a variety of contexts—the corporate sector, continuing education

for the professions, public schools, colleges and universities, health care, international development projects, social agencies, nonprofit organizations, governmental agencies, community action programs, religious institutions, and other less formal programs. In addition, the Interactive Model takes into account three key factors that make this model a viable resource for educational planners: the practicality and usefulness as a technical description of the planning process, the emphasis on stakeholders being at the heart of the process, and the recognition that we live in a globalized world where the diverse culture of the audiences attending education and training programs has become the norm and enriches the program.

Second, the fourth edition of *Planning Programs for Adult Learners* provides a concrete framework for program planning and a how-to guide and resource book for practitioners. This 14-component framework can be applied in many ways, as there is no one best way of planning education and training programs.

Program planners are asked, for example, to select which components of the model to use and when and how to apply these components based on their professional judgment. Effective and successful planners make these decisions in collaboration with other key stakeholders. Planners also may start the process at varying points, focus on only one component at a time, or work on a number of components simultaneously, depending on their specific planning situation. In addition, they also may choose to give some tasks more emphasis than others and may need to revisit components or tasks more than once during the planning process. Therefore, program planning for adults, working within this framework, is an interactive and action-oriented process, in which decisions and choices are made about learning opportunities for adults; thus, flexibility is a fundamental norm of the planning process.

The Interactive Model of *Planning Programs for Adult Learners* serves as a practical guide and provides hands-on resources for planners, most of whom are constantly in the middle of planning one program or another. The many exhibits, figures, and checklists presented throughout the text give readers substantial information in a concise and easily usable format. In addition, in this fourth edition, we have added prototypes for collaborative e-learning and emergency staff training and a template for preparing lesson plans. We also have provided theories of adult learning as well as research articles pertaining to the many components of planning. We have created these materials to be used by planners to assist them in completing the different tasks required for successful programs.

This book is intended for novice and experienced planners who plan education and training programs for adults in a variety of settings. It is targeted primarily at people who either have obtained or aspire to obtain positions as program planners. These people already have (or will have) major responsibilities related to planning education and training programs as all or part of their jobs. Their work settings are diverse, with multiple responsibilities. In addition, there are two other audiences for whom *Planning Programs for Adult Learners* can be helpful. The first is paid staff members who plan education and training programs as only a small but important part of what they do, whether or not planning is a part of their official position descriptions. For example, many staff members who are not identified as program planners, such as managers, supervisors, and subject matter specialists, are expected to plan education and training opportunities for their staff members. The second audience is the volunteers who develop programs for adult learners—from committee and board members of social service agencies to community action groups. The commonality among all the many audiences for this book is that they are all responsible in some way for planning programs for adult learners, whether these learners are colleagues, other staff members, customers, external audiences, or the general community.

Overview of the Contents

Planning Programs for Adult Learners is organized into 15 chapters with numerous exhibits and figures that allow readers to see the tools for planning and a glimpse of the future of program planning. The chapters of the book lay the planning groundwork by introducing what program planning is all about, in other words, the Interactive Model that provides the framework for the remainder of the book and the basic knowledge bases on which the model is grounded. More specifically,

- **Chapter 1 provides a glimpse of who program planners are, what they do, where and when they work, and why they present programs.** The chapter presents the newest approaches to planning programs with a global look at programs in a variety of settings planning. We introduce a new topic, "Wicked Problems," that is a focus throughout the book. A new feature, "Going Deeper," is found at the end of each chapter and challenges the reader to dig deeper into topics at hand with an emphasis on global research and practice.

- **Chapter 2 provides an overview of the new fourth edition Interactive Model of Program Planning.** Seven learning components comprise the model: context, evaluation, learning transfer, instruction, goals and objectives, needs assessment, and support. The next seven components are the seven administrative tasks that are ongoing, separate but necessary and not tied to the learning process. They are budgeting, marketing, staffing, formatting, managing details, scheduling, and negotiating. Next, there are five assumptions—change, culture, power, the stakeholders, and global problems—upon which the model is based. The five assumptions affect each of the components at differing times and with differing amounts of influence. The model is grounded and supported by three influences: ethical, political, and social justice. Comparisons are made to several other program planning models.

- **Chapter 3 is a new topic, "Planning Programs in Difficult Times with Technology."** We created guides, prototypes, and tips to use in response to the need to help planners set up classes, training, and meetings in a virtual world created by the COVID-19 pandemic. There is a prototype for collaborative interactive asynchronous e-learning and another prototype for planning emergency staff training. We hope the ideas we provide here can help you with the new challenge of teaching, training, and/or conducting meetings virtually that no doubt will never be the same again. We believe that after the virus has been controlled, the big challenge to program planners will be to spend much more of their time planning programs and meetings using technology as their platform.

- **Chapter 4 explores five areas of foundational knowledge especially important to understand in both designing and implementing programs for adults.** They are adult learning theories, ways of knowing and learning with a global perspective, cultural influences on learning, relationship building, and issues of power in continuing professional education—all drawn from the literature and practice of program planners. Each topic connects to the components of the Interactive Model of Program Planning through the examples and scenarios in this chapter and throughout the book.

- **Chapter 5 describes the facets of the planning context.** We explore and discuss the issues program planners consider when using this contextual knowledge—the human element, the organization, and the wider environment. Having the ability to work within power relations and

successfully negotiate difficulties allows planners to move forward with the planning process.

- **Chapters 6–10 make up the rest of the learning components of support and needs assessment, goals and objectives, instruction, learning transfer, and evaluation.** All chapters have scenarios, case studies, research, tips, illustrations, and ideas presented for a global audience. We have used information from practitioners to lend authenticity to examples and have a template for a lesson plan.

- **Chapters 11–14 tackle the administrative tasks that make up the bulk of the details needed to produce programs.** Because we found ourselves in the midst of a pandemic while the book was written, we have made every effort to provide the guidance for planning virtually in addition to these chapters that use descriptors and advice for planning programs face to face. These four chapters cover the seven remaining components of the Interactive Model: budgeting, marketing, staffing, formatting, managing details, scheduling, and negotiating. As we have found in the past 5–10 years, we have been asked to plan programs without staff. Therefore, these chapters have accounting and budgeting charts, the latest "infographic" marketing information, ideas for managing staff and advisory committees and boards, formatting to include a wide variety of techniques, managing the schedules and details of small programs to large conferences, and ideas for negotiating with venues and sales staff.

- **Chapter 15 allows readers to revisit the Interactive Model of Program Planning and glimpse what the future might hold for program planners.** A review of the current model and tasks that make this model useful are highlighted and are a viable resource for practitioners. The chapter closes with a snapshot of what the future might hold for program planners and concludes with a short personal reflection from the authors on the writing of the fourth edition of *Planning Programs for Adult Learners*.

Acknowledgments

WE ARE PLEASED to present this fourth edition of *Planning Programs for Adult Learners*. The initial edition of this book, which was published in 1994, and subsequent editions two and three were inspired by practitioners, students, and colleagues who wanted a sound conceptual model—but one that was grounded in practice, while at the same time usable and practical. We have maintained the book as grounded in practice with the input and help from many.

First, we would like to acknowledge the support of our families: Ed Caffarella and Christy. I, Sandy, appreciate the support of my husband, John Daffron, with a special thanks to my children, Chris and Casey Ratcliff, Sally and Frank Fernandez, and Sarah and Mike McFarland for all the moral support. Another special thanks to Dylan DiRuscio and Sarah McFarland for supplying the resources needed to physically create this book and to Justin DiRuscio, Wendy Henley, Leland Fernandez, and Ellie, Abbey, and Frank Fernandez for their emotional support. Thanks to Linda Heinritz and Peg Walker, my sisters, who knew how much I wanted to complete this book, and my brothers, Paul and Warren Widicus.

Although we are both Emeritus status now, we wish to thank our graduate students in the College of Education at Cornell University and Western Washington University and other universities we have been affiliated with over the years. A special thanks to Archanya Ratana-ubol, Baifern Suwithida Charungkaittikul, other faculty and graduate students of the Department of Lifelong Education, Chulalongkorn University, Bangkok, Thailand, who inspired the "emergency staff training prototype" and other ideas for this edition. Thanks to Kerem Koker, Esin Akdemir, Mehmet Dogan, and many others from ISMEK, Istanbul, Turkey, that allowed us

to try out the ideas in the book. A special thanks to Bulent Soysal of Izmir, Turkey, for his inspiration.

Thanks to Maznah Muhamad, Kula Lumpur, Malaysia, and the CARE group of Malaysian cancer survivors for their support as well as those colleagues at Western Washington University who supported us through the whole writing process: AJ Barse, Gabe Gossett, and Gail Goulet. We appreciate the initial ideas of Pierre Walters, Steve Monroe, Ramond Hamilton, Maznah Muhamad, and Carrie Danielson for their suggestions for the fourth edition and the initial support and ideas of Tom Sork, University of British Columbia. There have been many practitioners we have worked with throughout our careers who have inspired us and helped us to write the scenarios and exhibits by example and with conviction. Thanks to Ed Webster, who introduced e-learning as it should be.

On a personal note, I, Sandy, thank Leza Madsen, Eva Winebrenner, Lori Mick, Barbara Disko, CP Jackson, Pat Tuchman, Julie Williams, Kate Sampson, Mary North, and Dr. Robert Sperry for their duties as cheerleaders and thanks to Abigail, Olivia, Emilia, and Jorge Uzcategui for all of the hours of sharing Brenna for the completion of this book. A special thanks to Maria Monk for her undying support and artistic help and to graphic artist, Chad Kesegi, Seattle, Washington, for the graphics that grace this book. It is with much appreciation and we especially would like to thank Cara Story, Bellingham, Washington, for the ongoing reference work!

Thanks to the editors at Jossey-Bass, Christine O'Connor and Elisah Benjamin, and with much appreciation to Riley Harding and to Tom Dinse, editor at Wiley.

Dedication

Planning Programs for Adult Learners: A Practical Guide (Fourth Edition)

This fourth edition of *Planning Programs for Adult Learners* is dedicated to Dr. Rosemary Caffarella and Dr. Sharan Merriam. Rosemary was unable to lend her voice to this edition, so instead I have made every effort to preserve the essence of Rosemary's words and dedication to planning programs in the field of adult education. Sharan Merriam agreed to read every chapter of the revision as I wrote them and guided me through the process as I added my own voice as a practitioner. Rosemary Caffarella and Sharan Merriam, two close friends and two pioneers in our field, have unselfishly given much of their lives to adult education. I thank them for their invaluable contributions.

A very special thanks to Brenna Uzcategui, my former colleague from Western Washington University, and program planner extraordinaire, who stepped up to help me when I needed it the most. Brenna has handled all the formatting and editing of the book and has acted as a sounding board through every idea in every chapter. Thank you, Brenna! I could not have done this without you!

Sandra Ratcliff Daffron

Material for the Back Cover on Daffron and Caffarella

Sandra Ratcliff Daffron is an emerita professor of adult and continuing education, Woodring College of Education, Western Washington University. Her research and writing activities have focused on continuing professional education, transfer of learning, program planning, staff development in the Middle East, and e-learning. She was coauthor with Rosemary Caffarella of the third edition of *Planning Programs for Adult Learners* and coauthor of *Successful Transfer of Learning*.

Rosemary S. Caffarella is an emerita professor of education in the College of Agriculture and Life Science at Cornell University. Her research and writing activities have focused on adult development and learning, and program planning and evaluation. She has authored or coauthored a number of books, including the first three editions of *Planning Programs for Adult Learners* and *Learning in Adulthood*.

The Authors

Sandra Ratcliff Daffron, EdD, is professor emeritus of adult and continuing education after 12 years as director of adult and higher education and associate professor in Woodring College of Education, Western Washington University, in Bellingham, Washington. Daffron's EdD in adult and continuing education is from Northern Illinois University. Her research and many publications have focused on program planning, transfer of learning, the rule of law in the Middle East, and e-learning. Daffron taught in the major areas of leadership, continuing professional education and training, and program planning. She also has a focus on educational policy development in the Middle East and North Africa.

Daffron has been dividing her time between projects with the Cancer Resource and Education program (CARE) in Malaysia, staff development work and strategic planning with ISMEK in Istanbul, Turkey, and program planning sessions for the Faculty of Education, Chulalongkorn University, Bangkok, Thailand. Daffron's background in program planning comes from planning programs for the state courts in the United States; the administrative offices of the courts in the states of Hawaii, Illinois, New York, Utah, and Kentucky; and legal education in Illinois. Daffron has had extensive administration experiences, with the most recent at American Judicature Society, Rule of Law project in Palestine for the United States Agency for International Development (USAID), and at Western Washington University. In addition to numerous refereed journal articles and book chapters, this is Daffron's third book; she was coauthor of the third edition of *Planning Programs for Adult Learners*, published in 2013, and is the coauthor of *Successful Transfer of Learning*, published in 2011 with Mary North.

Rosemary S. Caffarella, PhD, is professor emerita of adult education and an international professor in education. Her PhD is in adult and continuing education from Michigan State University. In March 2016, Rosemary suffered a massive hemorrhagic stroke while traveling in South Africa. The stroke left Rosemary completely paralyzed on the left side and unable to read and write. Because of this Rosemary was unable to contribute new material but her thoughts and voice in the first three editions still shine through in this new fourth edition. Interestingly, Rosemary's first research in adult education grew out of her father's stroke in the mid-1970s. She was very concerned about the poor quality of rehabilitation that her father received as he attempted to learn again to read and write. The therapists treated him like a young child using flash cards with "rubber duckies" and "farm animals" that were designed for preschoolers. From that research grew Rosemary's dissertation (1978), "Opinions of Health Care Professionals Concerning Patient Education for the In-Patient Population with Implications for Program Planning and Staff Development." Her research and writing activities have focused on adult learning, program planning, and designing culturally sensitive programs for adults. She taught in three major areas: learning in adulthood; education and community development in international settings; and non-Western and Indigenous ways of learning, knowing, and teaching.

Caffarella's major research and development projects, in collaboration with Universiti Putra Malaysia, Cornell University, and a number of other organizations and individuals from Malaysia, the United States, Australia, and the Netherlands, is in educating Malaysian cancer patients, their families and friends, healthcare professionals, and the general public about the early detection, treatment, and survivorship for those diagnosed with cancer. As the cofounder and codirector of the CARE Program in 2003, she provided leadership for the program for 7 years, after which leadership was successfully transitioned to the Malaysian staff. The initial major goal of this project was achieved in May 2012—that CARE would become a sustainable program for and by Malaysians—as a Center of Excellence at University Putra Malaysia. Caffarella continued to work with this program as an advisor and consultant.

Caffarella has authored or coauthored 14 books, 2 of which have been translated into Chinese and 1 into Japanese, and numerous book chapters and articles in refereed journals. Caffarella received the prestigious Cyril O. Houle World Award for Literature in Adult Education for *Learning in Adulthood: A Comprehensive Guide* (2nd ed.) (1999), coauthored with Sharan Merriam in 2000, and again in 2007 for the third edition of *Learning in*

Adulthood, coauthored by Sharan Merriam, Rosemary Caffarella, and Lisa Baumgartner. In addition, she was the author of *Planning Programs for Adult Learners* (first edition 1994 and second edition 2002). Caffarella and Daffron coauthored the third edition of *Planning Programs for Adult Learners*. Caffarella was inducted into the International Adult and Continuing Education Hall of Fame in November 2009, was awarded a Fulbright Specialist Award in 2010, and honored by Springfield College, her undergraduate alma mater, with the Distinguished Alumni Award in 2011.

Chapter 1

Planning Programs for Adults

What It's About Today, Tomorrow, and into the Future

SCENARIO 1.1:   A DAY IN THE LIFE OF A PROGRAM PLANNER IN 2025.

Sandy and Pierre sit in the University of British Columbia's (UBC) Virtual Reality Theatre, Vancouver, British Columbia. It is 10:00 a.m. Pacific Standard Time, October 12, 2025. The 5th Annual Adult Education in Global Times virtual reality conference has just ended, and in the studio with the North American hosts Sandy and Pierre are Bulent representing Turkey and the Middle East, Bwambale representing Uganda and Africa, Antonia representing Brazil and South America, and Biafern representing Thailand and Asia. The Global conference had 1,500 attendees virtually and made a very small carbon imprint, yet the reviews of the conference were very positive. This postconference review lasted several hours and had the following positive and negative reviews:

- Sandy said the session from the "Boeing Institute for the Protection of Salmon and Chinook Reproduction" and "Environmental Efforts to Prevent Drilling" had 300 people watching the salmon ladder and protective deep hole farming out of Alaska. She said the 45-minute virtual tour of the facility followed by a discussion originating from the facility was so busy that Sandy had to stop the discussion just to end the session on time.

- Bulent said the session he hosted on the world's refugees was met with a mix of positive and some negative reactions, almost breaking down on the sides of political issues. The live interviews

of Syrian, Palestinian, and Iraqi children were very moving until the Friday Call for Prayers was so loud the interviews had to be stopped. Bulent asked why the director of the film wasn't familiar with the timing of the Prayers and he wondered how poorly this reflected on this segment of the conference.

- Biafern said her session on the "Institute for the Preservation of the Rain Forests of Asia" in conjunction with Antonia and the session on "Stopping the Deforestation of the Amazon" was presented in its 2-hour slot. She said some unexpected footage of a live boa constrictor ready to wrap itself around a wild boar was too realistic and they had to move away from that scene, which made the scene of the logging road to the jungle fairly boring. But this was all live, and the burning of the fields in the Amazon was really shocking to everyone. Both Biafern and Antonia said they received immediate texts from 50 people wanting to get involved in their efforts.

- The Uganda session reported by Bwambale on the celebration of closing of the state orphanage was very emotional. Because AIDS had been eliminated in Uganda in 2024 and there weren't any recent tribal wars, families were intact, and children didn't have to be placed in orphanages this year. The women who used to work in the orphanages had been retrained to be teachers for the growing preschools, which had more children than the last 3 years. Classes to prepare these teachers and for the new master's program in adult and continuing education set up by Pierre had doubled in size, and those in other parts of Africa were asking Pierre to expand the UBC master's program to their countries.

  With such positive reports, Sandy and Pierre were ready to celebrate with their outstanding program planning teams when the group said they needed to talk about some things that went wrong and may have affected the positive evaluations made about the conference. Sandy and Pierre started taking notes and heard the following:

- The power went out in the Brazil site several times during the conference. People there were really upset so Antonia immediately enlisted 10 people stationed across Brazil and Argentina in various sites to hold discussions about the topics being discussed when the second power outage occurred. The evaluations

reflected how appreciative the audiences were to have the discussions rather than sit and stare at a blank screen and at each other like they did for a half hour during the first outage.

- The team in Uganda went over budget by $10,000. Sandy asked how that was possible and wondered who was expected to pay the caterer and audiovisual rental company.

- Those attending the Uganda presentation also complained that the research cited for the AIDS report was old research and people objected to hearing figures from 2020.

- Bulent said the fiasco with the Call of Prayer interrupting the live interviews with refugee children stopped after 10 minutes and once the interviews continued, he had footage that could be posted on the website for the conference that was very touching and showed the efforts of the Turkish adult educators who had accomplished amazing work with children in the refugee camps.

- Pierre said the only negative issue he had to report was the overcrowded rooms at UBC and the problem of finding chairs for the extra people who wanted to crowd into the studio.

- A final complaint came from a program planner sitting in the virtual reality theatre who said that because of the unexpected numbers of UBC students who crowded into the studio at the last minute, they ran out of snacks for the break and there were complaints about that.

- The review ended with the team vowing to look at these complaints and make sure they didn't occur next year. The team members were otherwise very pleased with this conference.

Although this scenario is set into the future of *2025*, all parts of the scenario were possible when *this book was written in 2020*. Technological advances such as virtual reality allow for global interactions in program planning, and live interviews and scenes such as interviews with children in refugee camps can easily take place. Creativity in program planning allows adult educators to bring about issues relating to difficult environmental problems and social issues that threaten the very existence and stability of our planet. As program planners become creative and incorporate the newest technology in their programs, scenarios like this can and will present problems that come with live programs and the use of

technology and mistakes made through human error. But problems are also an integral part of the program planning process and should be anticipated. Consider the following questions: How typical would this scenario be in the future? What are the issues that can be controlled and what problems did the team have that could be anticipated and avoided? What were the positive aspects that ought to be repeated another year of the virtual reality conference? Virtual reality programs as shown in this example may be possible now, and with the need for virtual calls during the worldwide COVID-19 pandemic, it may be possible that new and even more creative programs will start to appear. These questions are representative of the problems addressed throughout the book.

The purpose of this book, and the message in this first chapter, is to show the role of those planning programs for adult learners by providing a glimpse of who they are, what they do, where and when they work, why they present programs, and how programs can be planned for adults to be creative and educationally challenging. In this chapter, we consider the following:

- We examine the latest changes in program planning to create the newest approaches to planning programs.

- We explore the many roles of people who plan programs and the variety of settings and cultures where these programs are held.

- We examine the purposes and primary outcomes of programs for adults. We discuss how planning models can be useful tools in the planning process, especially for novice program planners.

- We conclude the chapter with an exploration of the model presented in this book, the Interactive Model of Program Planning, and how it currently is used and what the future holds for program planning. And then, it is hoped, by 2025, program planners will have helped to address the aforementioned troublesome environmental problems.

Who Are the Planners of Education and Training Programs?

Education and training programs for adults are planned and coordinated by people in numerous roles who have varied backgrounds and experiences. Nearly anyone could conceivably find themselves in a situation where they are responsible for planning a program for adult learners. Some are in formal positions where their primary responsibility is to plan such programs. These might include corporate or government training staff; community educators; college or university continuing education

coordinators; continuing professional education specialists; health, environmental, literacy, labor, and popular educators; and extension agents. Others work in settings where developing education and training programs is in addition to other responsibilities. These might include activists, business owners, leaders of schools and nongovernmental organizations, union stewards, volunteer organizers, and salespeople. The following scenario illustrates the range of roles planners might occupy.

SCENARIO 1.2:   THE PLANNERS

Connie is a training director for the international division of a global corporation based in central Europe. She is responsible for planning programs for new midlevel managers across Europe. Connie was told she needs to present more of her programs online because of the cost of travel. She dislikes the idea but is told to make sure the managers learn their new duties.

Jason is a new administrator of English as a second language (ESL) teachers in California who monitor homeschooled students. Jason has taught ESL for 5 years but has little experience in planning programs. Jason is expected to set up staff training for the ESL teachers to learn about a number of state and federal mandates that require all ESL teachers to adopt new instructional practices.

Andre is a local volunteer coordinator of a statewide group advocating social justice. Andre finds himself constantly planning numerous programs, such as community-wide forums and action-oriented events, by "just doing it."

Ina is an assistant director of continuing professional education at a large research university in Singapore. Although Ina does have a graduate degree in adult and continuing education and 5 years of experience as a program specialist, she finds that program planning and delivery are driven mostly by the ever-changing needs of the professors and staff and the newest research agenda.

Although some program planners like Connie and Ina have clearly defined roles and responsibilities as trainers and program planners and carry official titles such as Director of Training and Assistant Director of Continuing Professional Education, many of those who plan educational programs for adults do not have a degree in adult education and are not familiar with the term "adult education." For example, supervisors and line administrators, like Jason, are often expected to serve as staff developers

and trainers through such mechanisms as coaching, the supervisory process, and even planning formal educational and training programs. Their job descriptions may or may not reflect these responsibilities, and some supervisors are not rewarded or even recognized for their efforts. In addition, many people give countless hours as volunteers like Andre and find themselves planning programs.

Those who have primary roles as program planners spend the majority of their time developing, implementing, and evaluating programs, often without support from other people. In addition, they may take on other tasks, such as organizational development and facilitating change activities. Others are responsible for program planning tasks as one of their many duties for which they are accountable. Still others plan programs for adults when the occasion arises or when their supervisor assigns a program to them.

What Do Programs for Adults Look Like?

Educational programs for adults can be as varied as those who present them. There are very formal programs that are often offered by one-way communication, to give information, and informal training that might occur on the factory floor as a problem is discovered. Programs for adults can be intensive lengthy programs like graduate classes, or conferences that are 2 to 3 days in length, or wilderness experiential learning programs out in the woods. Those who sponsor these programs may offer one or more of these kinds of educational opportunities. For example, Linda is president of her garden club and presents a 20-minute lesson at each monthly meeting, whereas Ross holds educational meetings with his engineering staff including a 3-hour workshop once a month. Linda guides the garden club members through open-ended discussions following the 20-minute lecture. Ross's engineers prefer to take notes from the meetings and workshops and be taught through lectures with time for questions at the end. We know through research that different professions, different cultures, and different settings for adult education mean that courses, workshops, seminars, retreats, and other educational activities are planned to meet the specifications of the adults being educated.

Programs for adults are also planned by individual learners and designed for small or large groups of learners, including those in the community and offered and developed at regional, national, and international levels. Methods like individual learning plans and portfolios are used to tailor programs for learners for group learning experiences, such as

workshops and national or international conferences. Professional associations usually host continuing professional educational programs for their members to gather in one location to share what they have learned with others in their profession or field.

In this fourth edition of the program planning book, we examine changes brought to program planning by new technological advances. Developed more than 20 years ago, e-learning has become extremely popular and is used across the world. E-learning itself has gone through many changes since it was first presented, and adult learners have new expectations for interactive learning from this method.

Where and When Are Programs for Adults Presented?

The venue and the timing of presenting educational programs for adults can be just as important a factor in the success or failure of a program as its content. Educational and training programs for adult learners can be presented in lunchrooms, on the floor of factories, at formal training facilities, and at conference and resort sites. Continuing professional education programs are presented on ships, at colleges and universities, virtually, and just about anywhere that adults gather. Successful program planners will learn the customs of the group they work with to determine the site of their meetings and will work with an advisory group to learn about the length and preferred days of the week for programs, and they will even realize the importance of transportation schedules to adhere to when setting the time for the end of a program. Planning programs for adults that don't consider the many ways adults learn, their physical and emotional requirements, and the cultural expectations for program presentation will not succeed. Even with virtual programs, classes, training, and meetings, planners still need to know how adults learn best and their cultural preferences for learning (Garrison, 2007; Merriam & Baumgartner, 2020; Merriam & Bierema, 2014).

Why Present Programs to Adult Learners?

Education and training programs for adults are conducted for five primary purposes and for a variety of audiences:

- Preparing people for current and future work opportunities
- Encouraging individual development and continuous growth
- Helping individuals respond to practical problems and issues of adult life

- Assisting organizations in achieving desired results and adapting to change

- Providing opportunities to examine community and societal issues, foster change for the common good, and promote a civil society

Education and training programs often serve more than one purpose. For example, workplace literacy programs are usually designed to assist individuals in developing their language and math skills while at the same time meeting organizational and societal needs for competent workers. Many types of organizations sponsor education and training programs for adults. As in staff roles, the centrality of these programs to these organizations varies depending on the mission and goals of the sponsors. For example, providing education and training programs for adults may be the primary mission, such as at continuing education divisions or conference centers, whereas for others, such as professional organizations or cultural institutions, it is a secondary or tertiary mission. In addition, these programs may be sponsored by noneducational organizations (i.e., business and industry, military). In addition to formal organizations, informal groups, such as hobby clubs, support groups, book clubs, and community action committees, also provide educational programs for their members.

Implicit in each of these five purposes for conducting education and training programs is the expectation of change as an outcome or result. Education and training programs foster three basic kinds of change: individual, organizational, and community/societal. Individual change relates to the acquisition of new knowledge, skills, and abilities. Organizational change leads to new or revised policies, procedures, and ways of working. Community and societal needs for change provide ways for differing segments of society (e.g., members of lower socioeconomic classes, women, ethnic populations, governments, and business enterprises) to respond to the world around them to bring about changes like the Arab Spring, Black Lives Matter, or the recent demonstrations against "stay in place" rules caused by the COVID-19 pandemic. Organizers of these events and movements planned their actions and activities through social media—and the actions that flowed from the programs resulted in overturning oppressive governments or blocking policies or legislation considered repressive, or removing restrictions of the population. Issues such as the warming of the climate, treatment of refugees, and drilling for oil bring groups together to fight environmental injustices. To further answer the "why" of presenting educational programs to bring about change, examples of program outcomes in all three categories—individual, organizational, and societal—are outlined in the following subsections.

Example Outcomes: Individual Change

The Honorable Judge Smith, a bankruptcy judge for the federal courts of the United States, wants to understand better the new bankruptcy laws for small businesses that have just been enacted to help small business owners cope with their indebtedness. The American Bar Association is sponsoring a program on this topic, and although it is usually attended by lawyers and business owners, Judge Smith attends the program. When he returns to his chambers, he holds informal discussions with the other judges in the same courthouse that also will need to know the changes in the law.

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Sophia is taking an individual spiritual journey to discover what she really believes and how she wants to live her life. This journey was precipitated by the death of her husband and her entrance into older age. The resources she uses are books, seminars, retreats, friends, and a spiritual guide. She also is committed to being in residence at a spiritual community for a 3-month period. After the first 6 months of her journey she has decided that she will change her place of residence and the kind of work she does.

Example Outcomes: Organizational Change

Budget managers in all Munich governmental departments of the Bavarian State Parliament are being asked to adopt a new budgetary system that will be implemented 3 months from now. In preparation to effectively manage their budgets through this new system, the vendor is offering three hour-long online training sessions over the next 2 months, each of which will address a different aspect of the new system. In addition to these sessions, other online tutorials will be available after each training session to assist participants in actually trying out various components of the new system. Supervisors of these budget managers have agreed to provide on-the-job time to practice using the system components. Once the 2-month training program is completed, the vendor will post a test online for each manager to assess their competencies to use the new system. Those who do not pass this test will be given extra online training activities related to the specific competencies that need strengthening.

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Except for current immigration staff members who can demonstrate proficiency in several languages including Arabic, Spanish, and French, all new and current immigration staff members who are responsible for

providing information, medical care, and services to patients and their families at the Canadian borders of the United States are required to enroll in an intensive language program, online. The reason for this requirement is that the immigrant population has changed in the past 3 years and now is not only Spanish, but many immigrants now speak Arabic or French, which is required for Canadians in Eastern Canada. The end result of the program will be that all staff will be able to effectively communicate verbally with immigrants in both English and one other language (Spanish, Arabic, or French). As part of this organization-wide training initiative, the personnel system will be modified to provide incentives for all staff members who are able to demonstrate or achieve a high language proficiency in their second language.

Example Outcomes: Community and Societal Change

Cancer CARE organization of Malaysia will sponsor action workshops on a regional level on how to organize similar volunteer organizations like CARE related to cancer prevention, treatment, and education for other countries in the region. One of the major goals of the workshop is to develop regional and statewide networks of people who will lobby for legislative action in their geographical areas.

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A group of women in rural Thailand enjoyed weaving palm fronds to make baskets. They had learned the skill from their mothers and would gather twice a week to weave and to socialize with other women from the area. One of the women brought her daughter to meet her friends. The daughter was visiting from Bangkok and was impressed with the quality of the baskets. She also realized how poor conditions were in rural Thailand and the need for a school in this area. But without any source of income, most rural residents struggled to have enough funds to live. An exception to the poverty in the area was the coastal areas where locals worked in hotels and restaurants for the tourist industry and managed to have a better level of living. The daughter thought the woven baskets could be sold for a source of income. She searched for nonprofit organizations in Thailand who provided funds for small businesses, to help launch their business into a profitable business to support local populations. She found several, and with her mother's permission and that of the group of women, she wrote several grants. She received notice that two small grants were awarded, and the women received the funds to set up a shop for the

weaving with a place to keep their palm fronds and other supplies. The daughter found a local woman with some experience in managing grants to take over the administration of the project. She organized the group to produce a training film to be used for their expanded group who might not know how to weave the baskets. The women began small, hired other women, and expanded to a thriving small business that sold the baskets to the tourists who visited the coasts of Thailand. They used the money generated from their sales to build a new school for their children.

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Although change of some form is an assumption of most, if not all education and training programs, the reality of these programs is that planning for change, that is, preparing concrete and workable transfer of learning plans, is often overlooked (see Chapter 9). Contextual factors that affect the change process, such as organizational constraints and political and economic realities, are also not routinely taken into account (see Chapters 5 and 6). Rather, people responsible for planning and implementing education and training programs have assumed that those attending these programs will be able to apply what they have learned, without follow-up assistance and support being an integral part of the programs they deliver. In addition, those who are responsible for ensuring that the desired changes actually take place rarely allocate enough time for the changes to be integrated into the daily lives of those affected, especially when these changes are major. As Hall and Hord (2011) so astutely observe:

> Change is a process and not an event. In other words, change is not accomplished by having a one-time announcement by an executive leader [other people, or even oneself], a two-day workshop . . . and/or the delivery of the [most up-to-date technology or other resources]. Instead change is a process through which people and organizations move as they gradually come to understand and become skilled and competent in the use of new ways. (p. 4)

How Education and Training Programs Are Planned

Most education and training programs are carefully planned and organized. However, we all have participated in programs that appear to be thrown together and are disappointing. For many people who develop and

coordinate education and training programs, the progression seems to be more a mass of decisions, political maneuverings, negotiations, details, and deadlines than precise and clear steps of what should be done, when, where, by whom, and how. However, with careful planning of education and training programs the likelihood of a successful program is greater. Things can still go wrong, some of which is in the planner's control, some of which is not. This lack of certainty in the planning process can be overwhelming, especially to novice planners. One avenue that helps many planners get through this maze of tasks, people issues, and political agendas is to have a guide or road map of the planning process to assist them in getting from start to finish. A program planning model is one way to provide this needed guide.

Program planning models consist primarily of someone's ideas about how programs should be designed and what ingredients are necessary to ensure successful outcomes. These "normative" or "prescriptive" models come in all shapes and sizes and a search of "graphics of program planning models" brings up hundreds of models. The majority of program planning models may be simplistic in their orientation—with steps one through five, for example—or very complex, using highly developed flowcharts or in-depth qualitative descriptions to depict a comprehensive array of issues and decision points (e.g., Cervero & Wilson, 2006; Eldredge et al., 2016; Green & Kreuter, 2005; Knowles, 1980; Käpplinger & Sork, 2014). For this reason, adult and higher education programs, especially in the United States and Canada, historically have made program planning a core competency or requirement for a master's or doctoral programs. Käpplinger and Sork (2014) discuss the issue of program planning theories, models, and frameworks internationally as a core competency for adult and higher education students in Chapter 2 of their book.

Sources for the Model

The fourth edition of the Interactive Model of Program Planning presented in this book is derived from several sources. These include the classic and current descriptions of program planning approaches and models and the concepts and ideas related to each approach and the practical experiences of program planners. The authors share this foundational knowledge, as well as the voices of practitioners to help provide an

understanding of how the Interactive Model was constructed and has since evolved, and to credit the many individuals who have influenced this evolution (Caffarella, 1994, 2002; Caffarella & Daffron, 2013; Käpplinger & Sork, 2014). Discussed first are three approaches to program planning, followed by a description of practitioners who have assisted in reformulating the model.

Approaches to Planning Programs

Three of the most often used approaches to planning programs are the conventional or traditional approach, the pragmatic or practical approach, and the radical approach. The revision of the Interactive Model of Program Planning presented in this book is drawn from each of these ways of thinking about program planning as illustrated by the following approaches. Linkages are made to each of these approaches with both the revised model as well as the renditions of the earlier models (Caffarella, 1994, 2002; Caffarella & Daffron, 2013).

Conventional Approach

The conventional approach as described by Sork (2010) "labels those ways of thinking about planning that are still largely grounded in the technical rational tradition" (p. 7), which in essence means planning programs primarily in a stepwise progression, where you move logically through the planning process. The majority of those creating program planning models have constructed their frameworks for planning within this conventional approach. Major voices have developed models using this approach and include the seminal work of Tyler (1949), Houle (1972), and Knowles (1970). Other models framed primarily in the conventional approach have been developed in a number of fields and settings, such as e-learning (Bierema, 2014; King, 2017b), health care (Green & Kreuter, 2005), human resource development and management (Abdrahim, 2018; Allen, 2006; Chan, 2010; Moore & Kearsley, 2017), logic model for changing policy (Shakman & Rodriguez, 2015), residential wilderness programs (Day & Petrick, 2006), human service programs (Kettner, Moroney, & Martin, 2008), adult education (Käpplinger & Sork, 2014), social work (Netting, O'Connor, & Fauri, 2008), adult education research in Europe (Rubenson & Elfert, 2015), and student affairs administration (Claar & Cuyjet, 2000). Ramond, in Scenario 1.3, illustrates the conventional or traditional approach to program planning.

SCENARIO 1.3:   KNOWING WHAT TO DO

Ramond, who is director of training and human resource development at a major corporation, has been asked by his manager on Monday to put together a one-day training program for key administrative support staff to be held on Wednesday. Because a recall of one of their hottest selling products would be announced at week's end, Ramond has to conduct a fast-tracked training program so that staff members can respond effectively to their supervisors and put themselves in a crisis-response mode. Ramond was caught by surprise, but knowing the importance of the task, he attacks it with a fury. Thank goodness he has a step-by-step program plan that he uses when he finds himself in need of designing a program with little, if any lead time, and he has found it for the most part to be foolproof. Ramond also knows that his training program will be the model that other trainers will use, both within the organization and in other locations where the company is located.

Those who employ this approach believe the best way to plan a program quickly and correctly is to follow a systematic path from needs assessment through evaluation. There should be clear logical connections between needs, objectives, instruction, and outcomes. Once the program is planned there will be little if any change in how it is carried out. Others should be able to use the same program in similar settings, with few modifications, no matter whether they are in the United States, Nigeria, or Australia. The fourth edition Interactive Model of Program Planning can certainly be used in a stepwise fashion to guide planning, but in practice, a fixed sequence of steps is rarely followed, and some components are ignored because of their marginal relevance to the task at hand.

Pragmatic Approach

The pragmatic or practical approach of adapting planning to what Friedmann (2008) has termed "real-world constraints" takes into consideration the continuing changing conditions and the complexity of practice. Rather than planning in a stepwise fashion, which assumes you can end up with the results you initially state upfront, this approach recognizes that changes will be made throughout the process, and at times planners may not even be sure where they are going as they run into novel or surprising situations. A healthcare worker in Bangladesh demonstrates this approach.

SCENARIO 1.4:   THE COMPLEXITY OF PRACTICE

Fatima, a healthcare worker in Bangladesh working with an international nongovernment organization (NGO) and a major research hospital from the United States, knows that she is working in a complex and difficult situation in developing a breast cancer education program in her home country. Breast cancer, although a deadly cancer for women, is just not talked about among women there, and often not even in families when a member has been diagnosed with the disease. In essence, breast cancer is a taboo subject, and one of her main tasks will be to make it an acceptable topic of conversation among women, and also in the public sphere, especially by policymakers and governmental and nongovernmental agencies committed to women's health. But for this change to happen, which could lead to more women surviving the disease, Fatima is well aware that ways of thinking about breast cancer, and especially early diagnosis of the disease, must be changed. She is intrigued by what she has been learning from a more experienced program planner about alternative approaches to program planning and decides, in consultation with her colleagues and survivors of the disease, to choose the practical approach, which acknowledges cultural norms, the complexity of the problem to be addressed, the willingness to confront tough issues, and flexibility in the planning process.

In more recent years, various scholars and practitioners have argued that the situations in which planners find themselves—their planning contexts—should have a major influence on how they approach their work (Cervero & Wilson, 2006; Daley & Cervero, 2018; Forester, 2013a). Cervero and Wilson (2006), among others, urge planners to "see what matters" and to adapt their planning approach to those features of the context. Those who employ a conventional approach are likely to work through a more or less fixed sequence of planning steps or tasks within what is perceived as a static set of power relations, whereas those who employ the pragmatic approach are likely to continually analyze the context and negotiate decisions about the program in a way that recognizes the varied interests and dynamic power relations at play.

It has been heartening to see the contribution of Gboku and Lekoko (2007), whose book on developing programs for adult learners in Africa filled a serious gap. Specifically, they have developed a program planning model from an African perspective which, even though it consists of many

of the same components as displayed in conventional models, is to be interpreted through the lens of African knowledge, experience, and traditions. Gboku and Lekoko (p. 45) ask planners to adhere to a set of critical practices, a sampling of which includes:

- Appreciation and understanding of African indigenous knowledge and experience and have the capacity to integrate the two into program development

- Gearing content toward integration of the individuals into their communities and the wider African society

- Stakeholder commitment to ensure African solutions to meeting the needs of adult learners

These authors encourage planners to think differently about practicing in cultures other than their own and to explore how cultural factors make a major difference in their practice as planners.

Ryu and Cervero (2011), through in-depth interviews of planners in Korea, illuminated how Confucian values "shape the way in which program planners construct educational programs" (p. 156) and influence the exercise of power and negotiation of power and interests. More specifically, they found that the following values "were mentioned throughout the course of this study as important influences on the dynamics of planning: (a) group harmony, (b) respect of hierarchy, (c) propriety, (d) face, (e) bond of affection; and (f) distinctive gender roles" (p. 146). Hiok and Haslinda (2009) studied planning of continuing professional education programs within three professions in Malaysia. They concluded, among other things, that planners did not follow a fixed set of steps.

A recently published book from Germany provides an important corrective for the relative lack of studies on planning outside North America (Käpplinger, Robak, Fleige, von Hippel, & Gieseke, 2017). Included in this volume are studies of planning carried out in Korea on a program for North Korean refugees (Lee & Roh, 2017), in China on planning online higher education programs (Bin & Mixue, 2017), on arts education in museums (Fleige & Specht, 2017) and on continuing education in Germany (Lorenz & Pohlmann, 2017), and the art schools and folk schools (HFS) in Russia (Mukhlaeva & Sokolova, 2017). In addition to these country-specific studies, the volume also contains research on program design comparing Germany and Poland (Gieseke, Słowińska, Solarczyk, & Stock, 2017) and of planning models comparing Germany and North America (von Hippel & Käpplinger, 2017). With these examples, it is now clear that there is a growing body of work that can help us understand the role of culture and

the variety of ways that context influences the dynamics of planning. We will be referring to some of this work as we introduce the relevant components of the fourth edition of the Interactive Model of Program Planning.

There are some gender-focused studies about program planning with Bracken (2011) drawing from "a critical ethnographic study of a Latin American feminist community-based organization," who says it is important to consider "the centrality of feminist identity to understanding and analyzing day-to-day program-planning process issues within" these types of organizations (p. 121). One of her findings focuses on leveraging power as one of the core competences women in such organizations need to demonstrate to effectively negotiate in the community when representing a feminist organization. Among the strategies described within this theme are using contextually based methods, assessing and managing risk, and building alliances with nonfeminist groups.

Practitioners in the pragmatic approach are willing to confront tough issues, facilitate difficult meetings, are flexible, and openly address issues of power and control, often in creative ways. In addition, they carefully assess the context and culture in which they are working, which they view as an important determinate of what direction a program should take. They adopt strategies such as negotiation, listening, willingness to learn, respecting differences, dialogue, and debate to address these types of issues.

Radical Approach

The radical approach to program planning, with its focus on social activism, democratic principles, and transformation, has a long history, dating back to the 18th century (Beard, 2003). Many social movements come to mind when thinking of the radical approach to planning—Gandhi's commitment to peaceful societal reform and decolonization; the workers', civil rights, and anti-Apartheid movements; uprisings in the Arab world and in some countries in Africa; and pro-democracy demonstrations in Hong Kong. Although not often discussed in the adult education literature in these terms, societal change—whether social, economic, or political—as a goal of program planning has had many advocates (Alinsky, 1969; Beard, 2003; Brookfield & Holst, 2011; Cervero & Wilson, 2006; Forester, 2013a, 2009; Freire, 1970; Harnecker & Bartolomé, 2019; Holst & Brookfield, 2009; Sork, 2020). There are very few "models" of program planning that have emanated from the radical approach. Rather, concepts and ideas about important aspects to consider in working within this framework—such as power, conflict, negotiation, democratic ideals, cooperative and participatory planning, and social learning—are the major

contributions from these practitioners and scholars. The radical approach to program planning is illustrated in Scenario 1.5, through the way Mustafa, a community developer and educator, works.

SCENARIO 1.5:   FACING SEVERE SOCIAL, ECONOMIC, AND POLITICAL PROBLEMS

Mustafa is employed as a community developer and educator for an international nongovernmental agency based in Australia that is known for its ability to work in low-income countries. It has a focus on effectively assisting grassroots movements related to pressing social and economic issues. He has just relocated to serve as the director of development and training at a new branch of this NGO in South Sudan. This is the newest nation and poorest country in Africa. Mustafa is well aware how difficult this assignment will be from choosing which needs to address to promoting meaningful participation of local activists and allies, toward common goals and objectives. In addition, South Sudan is still a country with an uncertain future, where insecurity, hunger, and ethnic and tribal conflict abound (Gettleman, 2011). Mustafa knows that his only real choice is making a difference in one small, but important area of need for the people of Sudan. However, he must move slowly and deliberately, and listen carefully to the voices of key stakeholder groups like government officials, other NGOs, and importantly, to those who will be most directly affected by the organization's interventions. Therefore, his first 6 months will be spent in gaining a clearer understanding of the context in which he is working and the major problems, as well as building relationships with those in power and "grassroots" leaders.

The metaphor of the planning table, as explored by Cervero and Wilson (2006), is especially useful when asking such questions as: Who is allowed at the table? Who is being heard and who is being ignored? Which voices silence other voices during the planning process? There is some overlap between the pragmatic and radical approaches; however, the major difference between them is the willingness of those working from the radical approach to engage with pressing social, economic, and political issues such as environmental degradation, repressive leadership, violence, persistent poverty, and growing inequality. In addition, a hallmark of this approach is the active and sustained participation in planning of those

most affected. Sork (2020) describes serious global problems without known solutions, labeled "wicked problems," that are plaguing today's world. He challenges program planners to become involved in discussions and activities about social justice and wicked problems.

Those employing the radical approach spend whatever time is needed to gain a clear understanding of the nature of the problems they hope to address. They engage in deep listening with those most affected by these often complex, vexing problems. A major portion of this upfront time is spent building relationships with potential program participants, which requires them to welcome new ways of thinking and being in the world. This engagement process requires the "bracketing" of any preconceived notions planners have about the reasons the problems exist, the role that an educational program might play in addressing them, or the time that might be required before change becomes apparent. They embrace the fact that these kinds of changes at the community or societal level can take many years, and therefore, must focus on capacity building and sustainability, developed in partnerships with local leadership (Sork, 2020). Important ideas and approaches from the program planner's perspective are provided throughout this book.

Practitioners' Voices

As noted earlier in this chapter, another source used in developing the Interactive Model is the practical experience of program planners. This bank of experiences is generated by scholars who ground their work in the stories and detailed case studies of actual planning situations, the authors' own experiences, and other professionals whose daily work is planning programs in a wide variety of settings.

Authentic Planning Experiences Captured by Scholars

Scholars who have provided fascinating glimpses of the program planning process include Abdrahim (2018), Bierema (2014), Cervero and Wilson (2006), Forester (2009, 2013a), Garrison (2007), Gboku and Lekoko (2007), Harasim (2017), Käpplinger and Sork (2014), and Pennington and Green (1976). Pennington and Green were among the early scholars to challenge the assumption that program planners always follow specific models of planning and include all the steps in those models. Although they found that planners could identify a clear set of tasks and decision points, they saw major discrepancies between what planners did and what popular

models of program planning said they should do. For example, comprehensive needs assessments were rarely conducted as the basis for program development, and often those designing instruction did not take into account the background, characteristics, and experiences of the learners who they hoped would attend the program. A more recent study by Chang, Huang, and Kuo (2015) carried out in nonprofit organizations in Taiwan "found that the widely used linear training design framework, including assessment, design, development, implementation, and evaluation, might not be appropriate for many nonprofits" (p. 25).

Three of these scholars have used the stories of authentic planning situations that they observed and conducted extensive interviews of the planners to capture what they actually were doing (Cervero & Wilson, 1994, 2006; Forester, 2009, 2013a). Cervero and Wilson, both with many years of experience as planners, chose three narratives, which they use throughout their work, to illustrate the rich ideas that they discuss, both in terms of the practice itself as well as in confirming new ways to think about planning. They found that power, personal interests, ethical commitment, and negotiation "are central to the planners' everyday work" (2006, p. vii). They became very aware that, yes, planners do influence the planning process, but the other players, and the context where planning takes place, influence these planners' decisions and actions. In other words, program planning is an interactive and action-oriented process in which decisions and choices are made that do not follow the conventional approach to planning, even though the authors link their stories to specific components of planning, such as needs assessment, instructional design and implementation, and the administrative aspects of programs (Cervero & Wilson, 2006).

Forester (1999, 2009, 2013b) developed "practitioner profiles," which are detailed descriptions of the specific everyday practice of planners. He uses profiles, captured from a wide variety of places (e.g., the desperately poor cities in the United States, cities in Israel, rural Venezuela, and the native homeland of Hawaiians), to better understand how human dynamics—including power relations—influence the process and products of planning. Narrative accounts of planners came from environmental specialists, planning consultants, community developers, architect-planners, and university-based planners. Forester tackles many topics such as cultivating surprises, exploring values-based disputes, envisioning possibilities, recognizing opportunities in the face of conflicts, and encouraging transformational learning experiences. As Forester observes: "These stories illuminate complex and messy situations of real life no less than they portray the tragic choices citizens face in a world of deep conflict" (1999, p. 15).

Therefore, to promote useful interaction and dialogue to address this messiness, program planners "must *facilitate* conversation . . . must *moderate* an argument, . . .and to promote successful negotiations . . . must *mediate* proposals for action" (2009, p. 7, italics in the original).

An African perspective was added by Gboku and Lekoko (2007) about the importance of culture and place to the planning process. They point out how the "experiences of slavery, imperialism, colonialism and apartheid have contributed much to changing African attitudes, values, ways of thinking and, ultimately ways of acting" (p. 10). However, they also stress the traditions and principles on which many African societies were based, such as "acting in a co-operative and collaborative manner . . . and connectedness as opposed to individualism" (p. 10). Therefore "programmes that are well negotiated with their prospective learners in association with local authorities and leaders are likely to be more effective than programs that are simply put to offer" (Oxenham et al., 2002, p. 3, as cited in Gboku & Lekoko, 2007, p. 11).

Program Planning Experiences from the Field

Rosemary Caffarella has had a long career of academic teaching, research, administration, and program planning in a wide variety of countries and situations. Sandra Daffron also has had a long career of teaching, research, administration, and program planning in the United States and other countries. In addition, Sandra has conducted training and professional education programs for a variety of professionals and lived and worked in other countries. The material in this book comes from those experiences in planning programs. Each of the scenarios, examples, exhibits, and stories has come from the authors' program planning experiences and those of colleagues and students. Truth being stranger than fiction, the authors have used situations that really happened because they make the best examples from which lessons are learned.

One example given is about the potentially expensive costs of a snowstorm in Chicago in the winter. A snowstorm rages the day before a conference that is sure to keep most of the speakers from arriving, but the conditions aren't severe enough to call off the conference for the hundreds of attendees that live in the city. Fortunately, the program planners were creative and used a variety of techniques that saved most of the overrun costs of the conference. In another situation, one of the authors had planned a series of workshops for professors and students in Palestine. The second Intifada had been raging for several months, but several consultants agreed

to come from the United States to teach research skills to the graduate students and to help the professors with their own research and publishing. Although the author followed the many steps of the Interactive Model of Program Planning, she had to quickly change plans to be able to present four workshops throughout the universities in West Bank and Gaza and to also change sites, roads, and situations to keep the consultants, faculty, and students safe.

We also have learned and continue to learn more about what works and doesn't work in our roles as program planners and program participants. "Fond memories" of workshops and conferences abound where the planners and facilitators did an excellent job. We remember well a research conference that went off without a hitch. Were we ever proud of the planning committee, consisting mainly of graduate students, who pulled it off very well. These students had worked long hours and paid close attention to "the big picture," such as matching the theme of the conference to the call for papers, and ensuring the venue included a taste of the local foods and a boat trip that highlighted the beautiful site where the meeting was held. In addition, the planning committee considered all of the detail work that can make or break a conference, such as travel arrangements among different physical spaces where conference activities were housed, special meals that met the needs of conference participants, and providing students as hosts to the speakers and VIPs to help them with their needs at the conference.

Our students are always ready to share their experiences, both formally in classes and informally over coffee or a meal. One young man from Africa, who had worked in a poor rural community in India for a summer designing programs for mothers related to the health of their children, found the experience to be both fascinating and frustrating. Although he spoke his native language and English well, he did not speak Hindi, the language of the people with whom he was working. The mothers kept wondering what he was saying and always wanted to hear him talk, though they could not understand him, even when he was talking with his colleagues. Although he was uncertain at times about how he could best be part of the team, he found ways to work around the language difficulty (e.g., using hand signals, pictures, and a translator to assist with any discussions and conversations). Another of his colleagues on this venture was Anu, a woman from Nepal. Unlike Joseph, Anu could speak Hindi as she lived close to the border with India, and she found the experience to be fulfilling in terms of what she could bring to these mothers and what she could learn from the whole experience. To learn more about cultural

challenges in program planning, read the story in Chapter 8 about Tibetan monks who became refugees in a small village in India, and how a group of university students from Arizona had one of the greatest lessons of their lives when their university sent them to help the monks and villagers and how planners used service learning projects with the students (Tulku, Tsori Rinpoche, personal communication, 2012).

We have learned through years of experience, as both scholars and practitioners, that in building and revising models it is important to understand the theory and research on which program planning is based but also the reality of what it takes to plan an effective and workable program. There is no one "right way" to plan programs for adults. The Interactive Model, versions 1, 2, 3, and now 4 are intended to be flexible yet comprehensive guides to the many components of planning that may be useful to both novice and experienced practitioners. An important component of the model is the current global context in which program planners work.

Engaging with "Wicked Problems"

Since the previous edition of this book was published in 2013, we have observed that public attention has increasingly been focused on complex and persistent problems that are environmental, social, economic, political, and recently, complex problems related to global health. Evidence of the magnitude and complexity of these problems can be found in studies and research papers on climate change, poverty, refugees, inequality, violence, racism, food and water scarcity, pandemics and disease, and human rights violations. As mentioned previously, Sork (2020) raises the question of whether adult educators and in particular, program planners, sufficiently address these "wicked problems," many of which represent significant threats to humans and the planet. The concept of "wicked problems" came from Rittel and Webber (1973), who observed that some problems have unique features that make them very difficult to solve in any conventional sense. A real difficulty in solving wicked problems is that there is no agreed upon definition of the problems, as is the case with "climate change," "global warming," etc. This difficulty of the proper naming of the problems makes it challenging for those who may wish to address them. Another issue is the matter of disagreement on how to address these problems. This feature can be problematic to program planners who want to "make a difference."

Many of those who plan programs want to be responsive to educational needs identified by learners and others. But sometimes the problems to be

addressed are so complex that it is not at all clear what needs to be solved or learned. In fact, it is sometimes the case that prospective participants in a program may not recognize or be able to articulate a learning need. In fact, it may not be clear at all what the outcome of a program will be. We end this chapter by urging those who plan programs for adult learners to be aware of what is happening in the broader global context and think of ways to make a difference. We, the authors, have tried to make a difference but have left many "wicked problems" of the world for you to tackle.

Chapter Highlights

Variety and diversity are key words that characterize the what, who, when, where, why, and how of planning programs for adult learners. These programs may be formal or informal, may focus on an unlimited variety of topics, may be offered in a dizzying variety of formats, and may be intended for adults whose backgrounds, life circumstances, and motivations defy generalization. There is some key knowledge about planning that is important for program planners to know:

- People who plan programs, including paid staff and volunteers, have diverse backgrounds and experiences. In addition, for some (i.e., training specialists, continuing professional educators), program planning is central to their work, whereas for others it is not considered a major or even secondary part of what they do (i.e., supervisors, content specialists).

- A variety of organizations sponsor programs for adults, and the centrality of these programs to these organizations varies depending on the mission and goals of the sponsoring groups.

- Education and training programs for adults are conducted for five primary purposes: (a) encouraging ongoing growth and development of individuals; (b) assisting people in responding to practical problems and issues of adult life; (c) preparing people for current and future work opportunities; (d) assisting organizations in achieving desired results and adapting to change; and (e) providing opportunities to examine and foster community and societal change.

- As adults change and grow, continuing education programs help them with individual development and growth.

- Some education and training programs are carefully planned, whereas others are less formal. In addition, although on the surface program

planning seems like a very rational and orderly endeavor, those involved know that it is often chaotic and unsystematic in nature.

- The Interactive Model of Program Planning can be a guide for planning programs for adults. The model includes (a) the classic and current descriptions of program planning approaches and models and (b) the practical experiences of program planners.

- Three program approaches, which originated from the examination of the classic and current descriptions of program planning, are the conventional, the pragmatic, and the radical.

- The practical experiences of program planners have influenced this version of the Interactive Model of Program Planning.

The next chapter explores the components and tasks that make up the Interactive Model of Program Planning and the assumptions upon which it is grounded. The chapter also addresses which components of the model to use and when, who has found the model useful, and the ethical issues planners face in their daily work.

Going Deeper

A new feature of this fourth edition is called, "Going Deeper." The term was first coined by Karash and Goodman in 1995 in an article, "Going Deeper: Moving from Understanding to Action." Karash and Goodman were engineers and created six steps to help with systematic thinking about business issues. They created a "Systems Thinking Toolbox" from which to apply a tool or an approach to solving a problem by going deeper. Over the years, journalists and writers have used a variation of the two words to encourage the reader to continue to read, to research, to think further about the work they have just read. That is our purpose with "Going Deeper." At the end of each chapter, you will find several interesting references that were selected to answer one or more of these questions:

1. **What problem is being solved?** What is the purpose of the study? What are the measures taken trying to solve this problem? What results are we looking for? What results were found?

2. **What mental models are examined?** What are the beliefs, assumptions, and the rationale involved in making the decisions in the study?

3. **What personal responsibility is acknowledged?** What are we doing that adds to the problem? Is there a move to creatively solve the problem?

4. **How does this study fit into a historical perspective?** Is this issue viewed as a one-time issue? Is it part of a long-standing problem? How does the study fit into the overall picture?

5. **What improvements are suggested in this study?** Is there a redesign of the system to improve it? Will the suggested improvement be a one-time solution or a long-lasting solution?

We hope you enjoy "Going Deeper" and will find your own answers to the many questions raised about planning programs for adult learners and be challenged to "Go Deeper." The following is the first set of topics posed by different authors.

1. Walters, S. (2018). The drought is my teacher: Adult learning and education in times of climate crisis. *Journal of Vocational, Adult and Continuing Education and Training*, *1*, 146–162.

   Here is your first "wicked problem" to consider. Walters discusses in her dissertation from University of British Columbia how her life has changed many times because of climate crisis in her home country of Africa and what that has meant for her journey to become an adult educator.

2a. Sork, T. J. (2019). Adult education in an era of "wicked problems." *Adult Learning*, *30*(4), 143–146. https://doi.org/10.1177/1045159519872457.

2b. Sork, T. J. (2020). Program planning in an era of "wicked problems." In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.), *The handbook of adult and continuing education* (pp. 128–139). Sterling, VA: Stylus.

   Sork's article and chapter provide the most recent studies on "wicked problems" and his challenge to adult educators to include discussions about the issues in their classes and programs.

3. Merriam, S. B., & Muhamad, M. (2013). Roles traditional healers play in cancer treatment in Malaysia: Implications for health promotion and education. *Asian Pacific Journal of Cancer Preview, 14*(6), 3593–3601. https://doi.org/10.7314/APJCP.2013.14.6.3593.

   This is an excellent example of adult educators taking action to help programs planned for women cancer patients. Read this amazing journey to understand the huge role culture plays in program planning and research!

4. Daffron, S. R. (2005). Program planning in war-torn Palestine. *Adult Learning*, *16*, 18–21.

The author relates the difficulties of planning programs in volatile situations. She describes how the Caffarella Model of 2002 was useful as a tool in an ever-changing situation during conflict.

Questions to Consider

1. What is your role as a program planner? If you are studying to be a planner, what kind of planner would you like to be?

2. Using the scenario at the beginning of this chapter, how would you change the program for the following year? What problems would you anticipate and prevent?