The publication Integrating Lifelong Learning Perspectives contains the major papers presented during the International Conference on Lifelong Learning: Global Perspectives on Education held in Beijing, China from July 1-3, 2001. Almost 200 participants from government agencies, academic institutions, research organizations, multilateral agencies and non-government organizations from 40 countries, shared their policies and practices on lifelong learning in their respective contexts. This compilation illustrates the range of perspectives and practices in different parts of the world. The organizers of this conference, the Beijing Academy of Educational Sciences, the Chinese National Commission of UNESCO, the American Association for Adult and Continuing Education, the Socrates Program of the European Commission and the UNESCO Institute for Education looked forward to the unique opportunity of bringing together such a range of stakeholders, not only for exchanging experiences but more important, to collectively reflect and analyze the implications for policy and educational practices of such discourses and experiences.

EGRATING LIFELONG LEARNING SPECTIVES

Carolyn Medel-Añonuevo
Editor

INTEGRATING
Lifelong Learning
PERSPECTIVES

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UNESCO Institute for Education

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Preface

The 2001 Beijing International Conference on Lifelong Learning: Global Perspectives in Education took place at the crossroads of many individuals' biographies and institutional itineraries. This international gathering became a symbol and good example of multi-agency and multi-partnership based on commitments, thrusts, competencies and dedicated work—the critical elements needed for pursuing lifelong learning.

It started in 2000 when the Beijing Academy of Educational Sciences (BAES) and the UNESCO Institute for Education (UIE) signed a memorandum of understanding and pledged to undertake one joint activity for 2001. This initiative coincided with another itinerary, laid down by the American Association for Adult in Continuing Education (AAACE). The three organizations gave birth to the idea of the present meeting. Another third stream reinforcing the program came from the European Union which issued the Memorandum on Lifelong Learning. It was thought that a cross-cultural dialogue may inform and enrich these related concerns.

UIE highly values partnerships and lifelong learning—it is at the heart of the mandate of the Institute and the mission entrusted to it by UNESCO and its member states—so we took on the challenge of organizing this meeting with our partners.

Since its founding in 1952, UIE has been through so many changes, having begun with the aim of assisting Germany on rebuilding its educational system after the Second World War and integrating its colors into the works of the academic community. UIE rapidly took on a much wider aim of becoming a center for research in comparative education for international exchange, including documentation and publishing in the educational field. In 1972, a re-orientation took place when the governing board decided that UIE should concentrate its work on lifelong learning. Since then, the Institute's research, training, publication, networking and documentation work are conceived and implemented in the Framework of Lifelong Learning. Lifelong learning is a guiding and organizing principle of educational reform that is gaining new relevance and posing formidable challenges as it requires a fresh look at the concept of learning. Consequently, a re-foundation of educational policies and a critical review of the discourse and underlining practices and realities are in order. The commitment made by the community of nations and partners for adult and lifelong learning during CONFINTEA, the 5th International Conference on adult education, the Dakar Framework for Education for All adopted by the World Education Forum are not likely to be met and sustained if there are no solid foundations for lifelong learning. It is all the more natural for UIE to be one of the key partners in this joint venture built around lifelong learning.

Building learning societies and creating open learning communities are only possible with the triumph of learning. This can be established only by admitting the trivial fact that there are multiple ways of learning, knowing and producing knowledge. This could be achieved by sharing the digital dividends more than the lamentation over the digital divide. It involves not only endless learning but also a great deal of unlearning and forgetting. In this respect, the role of wisdom is of paramount importance, for knowledge without wisdom is also learning without a soul. The discourse on the rediscovery of wisdom and traditional forms of knowing and learning is a recognition of limits of predominant paradigms about education and learning. With no doubt, it reflects the incapacity or inability of current educational systems to anchor lifelong learning in many countries and societies. The ambition of this meeting is to provide a forum to share views and practices centered on all these issues. The intention is not only to find solutions, but to sharpen the

issues and to start up the process, the ultimate goal of which, is to influence policies and to transfer practice to renewed action. The cross-cultural dialogue it offers and the cross-fertilization of practice it provides will lay favorable ground for bolder initiatives in favor of sustainable learning throughout life. It will promote learning projects that are responsive, relevant and empowering for facing and anticipating changes.

Looking to the future, UIE will continue to make its own special contribution as dedicated educators, information providers and service providers to a world in which organized learning throughout life has taken on a new and even broader urgency. On the one hand, there is a need to keep pace with rapid socio-economic and technological changes notably, globalization and the growth of information and communication technology. At the same time, the boundaries of the concepts of education are widely and increasingly pushed, where education is seen as having a vital role to play in areas such as sustainable development, empowerment of women, HIV/AIDS prevention, the world of work and the search for justice, peace and democracy. Furthermore, it is now widely acknowledged that there are many ways of being literate and many forms of knowledge that need to be recognized over and above those acquired through formal channels. Effective educational policy making and practical interventions are among the diverse areas that demand access to research, information, ideas, effective models and the possibility to form appropriate partnership. We sincerely believe that by organizing this international meeting, we are able to make a small contribution to renewing lifelong learning in the 21st century.

Adama Ouane
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Characteristic Elements and Accompanying Performance Indicators for Lifelong Learning

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Although much of lifelong learning is conducted outside of institutional sponsorship, there are emerging development trends and characteristic elements (CE) that bring lifelong learning to its current status. At present, there are seven characteristic elements which are discussed below with their performance indicators:

1. Overarching frameworks. Provide the context that facilitates operation as a lifelong learning institution. This would mean that all the stakeholders relating to the institution have a financial policy and implementation plan, the legal framework, and the cultural/social sensitivity necessary to the operation of the institution.
2. Decision support systems. Provide within the institution and community an atmosphere that is people-centered—caring, warm, informal, intimate and trusting. It also maintains a demographic profile on programs aimed at increasing the number of students served, courses offered, locations of offerings, and contracts for educational programs with different organizations. Examples include hostel programs for older learners, on-site learning centers within business and industry sites, and consortia composed of multiple educational and business institutions.
3. Strategic partnerships and linkages. Form collaborative relationships internationally, with other institutions nationally, and with other groups in society. The indica-

tors needed here will focus on increasing the number and quality of partnerships across multiple departmental, institutional, national and international boundaries. Decisions regarding choice of programs, assessment of learning outcomes, curriculum design and methods are a shared responsibility based on collaborative processes among academic staff, service staff and learners.

4. Research. This includes working across disciplines, institutions, and investigating what kinds of institutional adjustments are needed to help the institution better serve lifelong learners: i.e. convenience, transportation, child care services, locations of offerings, library accessibility, computer and website services etc. In addition, targets are set for increasing and encouraging broader range of research paradigms—action research, case studies, story-telling, etc.
5. Administration policies and mechanisms. Service to learners is the top priority of the administration. The mission statement and allocation of resources, including staffing is increased to reflect the institutional commitment to operate a lifelong learning institution. The system is imbued with a belief that demonstrates active and systematic listening responsive to the needs of lifelong learners. Registration, class times, and courses including modular choices and academic support—are available at times and in formats geared to the convenience of learners.
6. Student support systems and services. Provide learner-friendliness, convenient schedules, and in various ways, encourage independent learning. Obligations and responsibilities of the learners, educational providers and administration service staff are made clear from the beginning.
7. Teaching and learning processes. Educators will need

to move their teaching and learning processes away from the "instructional paradigm" toward the "learning paradigm." Thus encouraging self-directed learning, engaging the knowledge, interests and life situations which learners bring to their education, and using open and resource-based learning approaches. They will need to use the different teaching methods that correspond to the diverse learning styles of lifelong learners, including co-learning, interactive learning and continuous learning while integrating appropriate technology. The learners and faculty will need to mutually design individual learning programs that address what each learner needs and wants to learn in order to function optimally in their profession. This also means that the institution plans to employ and develop faculty who consider their primary roles as facilitators of the learning process as opposed to dispensers of information, thus moving their development toward: knowing as a dialogical process; a dialogical relationship with oneself; being a continuous learner; self-agency and self-authorship; and connection with others.