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.
INTEGRATING
Lifelong Learning
PERSPECTIVES

Carolyn Medel-Añonuevo
EDITOR

UNESCO Institute for Education
Contents

Preface • ix
Acknowledgments • xii
Introduction • xv

Part 1
Overcoming False Dichotomies

Lifelong Learning in the North, Education for all in the South • 3
Rosa Maria Torres

The Practice of Lifelong Learning in Indigenous Africa • 13
Michael Omonwa

Gender and Information Societies: Creative Challenges and Testing Opportunities • 18
Gillian Youngs

Lifelong Learning for a Modern Learning Society • 29
Kla Somtrakool

Part 2
Scanning Developments in the Regions

Challenges of Lifelong Learning in Africa • 39
Sibry Tapioba

Promoting Community-Based Learning Centers in Asia-Pacific • 43
Kiichi Oyasu

The EU Memorandum on Lifelong Learning • 47
Alan Smith
A Hungarian Response to the EU Memorandum on Lifelong Learning • 53
Vaddsz István

The Regional Framework for Action for Adult and Youth Education in Latin America and the Caribbean (2000-2001) • 59
Maria Luisa Jáuregui de Gáinza

Lifelong Learning: Sharing the Tunisian Experience • 65
Najoua Essefi

Part 3
Promoting Democratization

Learning in a Global Society • 77
Titus Alexander

Citizenship and Democracy in Socrates and Grundtvig’s Europe • 88
Judit Ronai

Education for Non-discrimination • 102
Cecilia Millan

Part 4
Making Lifelong Learning Relevant for Work

Lifelong Learning and Work in Developing Countries • 113
Enrique Pieck

USA’s Welfare to Work — Work First Program • 126
Gwen McGray

Globalization, Lifelong Learning and Response of the Universities • 128
Wu Peng

Combining the World of Work with the World of Education • 134
Clemens Romijn

Part 5
Making Lifelong Learning Work for Women

Gender Equality in Basic Education:
A Gateway Toward Lifelong Learning for All • 143
Graciela Messina

Developing Traditional Herbal Medicine Business in the Framework of Optimizing Women’s Empowerment • 161
Nahiyah Ja’id Faraz

Women as Lifelong Learners • 162
Naima Benaicha

Lifelong Learning for Elimination of Violence Against Women • 169
Juniko Kuninobu

Part 6
Learning Across the Generations

Achieving Youth Empowerment Through Peer Education • 175
Yola Wissa

Lessons from the Practice of Adult Education in China • 185
Huang Yao

The Role of Inter-generational Programs in Promoting Lifelong Learning for All Ages • 186
Toshio Osako

Part 7
Learning Across Cultures

Cultural Contexts of Learning: East Meets West • 211
Baiyin Yang

Building Community Through Study Circles: Cross-Cultural Perspectives • 226
Len Oliver

Culturally-Based Adult Education:
Educating Teachers of Native American Adults • 244
Douglas Smith
The Perspective of Lifelong Learning in South Asia • 245
Anil Bordia

Part 8
Laying Foundations
Through Literacy and Non-Formal Education
Literacy Linked Women Development Programs:
Attempts Made by States in South India • 253
M.N. Usha

The Tokyo Statement on Non-formal Education • 263
Lifelong Learning Policy and Practices in the Lao
People Democratic Republic • 265
Mithong Souvanivong

Distance Learning and Adult Education • 268
Pamela Wilson and Donna White

The Role of Partnerships in the Promotion of Lifelong Learning • 270
Myrna Lim

Toward Eradication of Illiteracy Among Youth
and Adults in China • 276
Xie Goudong

Part 9
Creating Environments Conducive to Lifelong Learning
Learning Cities/Region in the Framework of Lifelong Learning • 281
Christos Doukas

Adult Education and Lifelong Learning in Sweden • 289
Sven Salin

Promoting Lifelong Learning in Beijing for a Learning Society • 293
Ma Shuping

Characteristic Elements and Accompanying
Performance Indicators for Lifelong Learning • 299
John Hensche and Pat Porterfield

Reorienting Teachers as Lifelong Learners:
A Personal Account for Experiential Learning Programs • 302
Zhang Tiedao

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 in-
ternational 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 learn-
ing.

It started in 2000 when the Beijing Academy of Educational Sci-
ences (BAES) and the UNESCO Institute for Education (UIE) signed a
memorandum of understanding and pledged to undertake one joint activ-
ity 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 organ-
izing 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.

Adamou Ouane
Director
UNESCO Institute for Education
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.