

## **ALADIN:**

### **The Adult Learning Documentation and Information Network**

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The Adult Learning Documentation and Information Network (ALADIN) has been established to support networking and capacity building between documentation centres in the area of adult learning. It emerged in 1997 from a CONFINTEA V workshop in Hamburg which focused explicitly on adult education documentation and information.

Today it comprises of about 100 documentation centres in more than 45 countries in all regions of the world, with some being complex university libraries, some being small NGO Resource Centres and others being virtual collections.

Its main communication platforms are the ALADIN website at:

**<http://www.unesco.org/education/aladin>**

and the ALADIN Listserv, an e-Mail connection between all ALADIN members and a forum to exchange ideas, requests and relevant information and documentation on adult learning.

### **ALADIN`s Strategic Framework**

#### **ALADIN Vision**

ALADIN works for a global learning society, where information and knowledge on adult learning is created, well documented and made accessible to all.

#### **ALADIN Mission**

The mission of ALADIN is networking and capacity-building of adult-learning documentation and information services for a global network of networks. It thereby

facilitates informed policy-making, research and programme development by making accessible relevant documentation and continuously updated information on adult learning.

### **ALADIN Strategic Objectives**

To fulfill its mission, ALADIN is working towards serving as an information broker between researchers/practitioners and policy makers by

- sharing relevant information on adult-learning;
- correcting the uneven distribution of adult-learning documentation and information resources; and
- providing training in adult-learning knowledge management.

### **ALADIN Co-ordination**

The various activities of ALADIN are co-ordinated by Lisa Krolak, the Head of Documentation at the UNESCO Institute for Lifelong Learning (UIL) in close co-operation with the ALADIN Task Force.

The ALADIN Task Force consists of a maximum of ten active members, appointed by the ALADIN Co-ordinator, taking into consideration the need for regional, linguistic, gender and sectoral diversity. They meet once a year at different locations and are connected through regular e-mail contact. Serving as an advisory committee, they assist the UNESCO Institute for Lifelong Learning in setting priorities in ALADIN's work, assessing the activities carried out, and promoting ALADIN's work in different regions of the world.

To assure the consistency of ALADIN activities and to have a global overview, the ALADIN Co-ordinator needs to be informed in advance about local ALADIN initiatives. For the same reasons, regional and global ALADIN activities and funding initiatives are made in consultation with the ALADIN Co-ordinator and need her approval before being implemented.

### **ALADIN's History**

ALADIN, the Adult Learning Documentation and Information Network, emerged in July 1997 from a **CONFINTEA V workshop** which focused explicitly on adult learning documentation and information. A group of people representing both the potential users and the currently most active adult learning documentation and information centres took stock of the present situation in the different regions of the world and concluded that the organization of an interactive knowledge management system was urgently needed in this domain. The Head of the Documentation Centre at the UNESCO Institute for Education, Ursula Giere, initiated and planned the workshop and was asked by participants to lead and co-ordinate such initiative.

In 1998, a worldwide survey was conducted and the first annotated **Directory of Members** was published. During Autumn 1998, a **fellowship programme** took place and in October an **expert seminar** was held. The participants of the expert seminar decided to call the network ALADIN and agreed on a global **ALADIN Action Plan**. In 1999, the **ALADIN website** has been launched. In November, the ALADIN Task Force was convened through an **e-Mail seminar**. The development of ALADIN has been stalled with the untimely sickness and death of the first **ALADIN Co-ordinator**, Ursula Giere in the second half of 2000.

A new Co-ordinator, Lisa Krolak has started in May 2001. In August, an ALADIN workshop took place at the **ICAE World Assembly** in Jamaica. The **ALADIN e-Mail Listserv** was launched in January 2002. In April, the **ALADIN Task Force** met in Canada to discuss ALADIN capacity building approaches. In November, nearly 200 adult learning links were collected, annotated and added to the ALADIN website.

Five ALADIN members received in May and June 2003 full scholarships to attend a four-week **certificate course** at the Coady International Institute in Canada. Most members of the ALADIN Task Force and various friends of ALADIN met in September at an **ALADIN thematic workshop** in Bangkok. In February and March 2004, two members of the **ALADIN ICT and Standardisation group** from Norway and South Africa spent two weeks with Lisa Krolak to discuss various ICT issues related to ALADIN. Six **Latin American ALADIN members** met in July at INEA in Mexico. An **ALADIN lecture** was held in September during the International Adult Learners' Week in South Africa.

In March 2005, a national workshop on **ALADIN India** was convened in New Delhi. In September and October Lisa Krolak and Eva Kupidura worked on the context of the **ALADIN Toolkit** for setting up basic documentation centres on adult learning. In October, ALADIN members met at **International Adult Learners Week** in Oslo. In February 2006, the **ALADIN ICT&Standardisation Group** met in Brussels and in March 2006, a workshop on the **ALADIN e-Learning course** took place in India. In January 2007, the **ALADIN Task Force** met in Hamburg to develop an ALADIN Work Plan 2007-2009.

### **ALADIN at INFORUM**

Through the poster session at INFORUM we would like to raise publicity for ALADIN and attract new members, particularly from countries that are not represented in ALADIN yet.

Please contact the ALADIN Co-ordinator or visit the ALADIN website for an application form if you are a documentation or information service on adult learning and interested in becoming an ALADIN member.

If you are generally interested in documentation and information on adult learning, you are welcome to contact the ALADIN Co-ordinator who will subscribe you to the ALADIN e-mail Listserv, which is open to anybody.