

National Forum on Information Literacy

Meeting Summary September 23, 2005

**Host: National Cable and Telecommunications Association
Washington, D.C.**

Members present:

Lorna Jones, Melange, Inc., co-chair
Barbara Cambridge, National Council of Teachers of English
Shelley Carey, Association of American Colleges and Universities
Marjorie Cook, SIL International
Nancy Davenport, Council on Library and Information Resources
Frank Gallagher, Cable in the Classroom
Craig Gibson, Association of College and Research Libraries
Steve Gilbert, TLT (Teaching and Learning with Technology) Group
Sarah Hamrick, Association of Specialized and Cooperative Library Agencies
Woody Horton
Mary Jackson, Association of Research Libraries
Barbie Keiser
Kelly McCarthy, National School Boards Association
LaJoy Mosby, Office of Minority Health Resource Center
Doug Newcomb, Special Libraries Association
Elaina Norlin, Institute of Museum and Library Services
Mary Jane Petrowski, Association of College and Research Libraries
Catherine Quinlan, University of British Columbia
Katie Ruffing, NASCDEc
Carole Sund, National Education Association
Julie Walker, American Association of School Librarians
Wanda Whitney, National Commission on Libraries and Information Science
Stanley Winkler, Society for Applied Learning Technology

Presentation by Frank Gallagher, *Cable in the Classroom*

Cable in the Classroom is the cable industry's educational foundation. The organization's web site at www.ciconline.org gives much information about the 16-year old organization. Its members are from the cable industry. Of timely interest is the "Virtual Schooling Opportunities" program, which provides virtual educational resources for children displaced by hurricanes. The web site for this program is at vskool.org.

1. Presentation by Ms. LaJoy Mosby, Deputy Director of the Office of Minority Health Resource Center

Ms. Mosby, the Deputy Director of the Center, holds an MBA in Health Services Administration.

The OMHRC is a national resource and referral service on minority health. It has developed a large database (over 15,000 records) of information on minority health issues. It responds to queries regarding minority health via telephone, email, and regular mail, through its Information Services desk. Question range widely, dealing with cancer, violence, infant mortality, HIV/AIDs, etc.

The OMHRC has identified articles on cultural nuances relating to minority health issues; offers information on funding resources, and on starting nonprofit organizations.

OMHRC applies information literacy principles in collecting, managing, and synthesizing information resources relating to minority health. In its hiring practices, the Office looks for information specialists trained to provide customized responses to queries. Its "Knowledge Center" offers a portion of its database online. A redesigned web site is forthcoming.

Projects of the Office: identification of program models; a Resource Persons Network (for providing technical assistance to organizations focused on minority health issues); "Health Campaigns" (very successful national campaigns to encourage people to go to doctors, and to raise their health awareness); Health Fairs for Hispanic/Latino populations; the Infant Mortality Initiative, focused on low birth rates and infant mortality among minority populations; the Center for Culturally and Linguistically Appropriate Services in Health Care; and CLAS (Culturally Relevant Standards).

2. Approval of May 2005 Meeting Summary

Meeting summary approved as read, with addition of Marjorie Cook on the list of "Members present."

3. Update on High Level Colloquium on Information Literacy and Lifelong Learning (Alexandria, Egypt)

Woody Horton gave an update on preparation and planning for the Alexandria Conference, but first gave background on the Prague Conference. The Prague Conference was held in September 2003, with 40 information literacy experts from 23 countries. Sponsors included U.S. Department of State, UNESCO, and NCLIS. UNESCO was involved especially because of the relevance of information literacy to UNESCO member countries. The 23 papers from the Prague Conference are available on the NFIL and NCLIS web sites.

UNESCO has emphasized information literacy as a high priority for all through the initiatives known as “Information for All,” “Education for All,” and, of course, the United Nations Literacy Decade.

From the Prague conference, a proposal for a followup conference was developed, to focus on concrete recommendations for UNESCO members countries regarding information literacy in all sectors of society.

The followup conference will be held in Alexandria, Egypt, at the Bibliotheque Alexandria, November 6-9, 2005. The format will be similar to that of the Prague Conference, with 35 invited experts in such areas a government/policy, education, economic development, and health. It is expected that these papers will offer many more detailed recommendations than those from the Prague Conference. The two-day IFLA/World Summit on Information Society follows immediately after the Alexandria High Level Colloquium.

Woody has visited a number of countries under the auspices of the U.S. State Department, including Nepal, India, Chile, and Peru. Common themes that have emerged from his visits with government ministers in those countries include:

- teachers and librarians need to collaborate closely
- public and private sectors of society need to collaborate more closely
- every primary school should have its own library staffed by a professional librarian
- teacher training in information literacy needs high priority
- there is a close connection between information literacy and cultural context

Peru, Chile, and Nepal are interested in passing legislation requiring qualified librarians in every school.

A “clearinghouse movement” in information literacy is growing in some countries.

Most officials in other countries understand the difference between information literacy and basic literacy.

4. Member Reports

National Commission on Libraries and Information Science—Trudi Hahn

Among the initiatives of the Commission currently underway and planned for 2006 are the following related to information literacy:

- **The Role of Libraries as Distribution Centers for HIV/AIDS Information for the people in Sub-Saharan Africa**

Promoting and supporting information literacy in developing countries whose populations have low literacy rates but a strong oral tradition, little library infrastructure, little cultural history of using free and open libraries for borrowing materials, and many indigenous languages and varying cultures, needs to be very different than in the United States and other developed nations.

With the support of an ICSECA grant from UNESCO, NCLIS sent a consultant in fall 2004 to Cameroon to study the feasibility of establishing “living libraries” in vans—something like bookmobiles, but staffed with storytellers and actors as well as librarians—to travel the country and visit villages on market days. Another consultant, an expert on information dissemination in developing countries, was tasked with writing a background paper, setting the broader context for the Cameroonian study and making recommendations for implementing similar programs in countries struggling against the HIV/AIDS epidemic.

The recommendations for improving the effectiveness of information literacy in Sub-Saharan Africa in the specific area of HIV/AIDS information dissemination are:

- Establish partnerships between libraries and other sources of HIV/AIDS information activities
- Expand the scope of information in Africa to include information sources outside the role of traditional libraries
- Redefine the role of African libraries and librarians.

NCLIS will publish the final report of all this work in October 2005.

- **The Role of Libraries in Health Information Literacy**

A recent report of the National Academies of Sciences states that nearly half of all American adults—90 million people—have difficulty understanding and using health information, and there is a higher rate of hospitalization and emergency services usage among patients with limited health literacy. Since 2004, the goal of this NCLIS initiative has been to ensure that all libraries in the U.S. are able to support Americans’ health information needs. The Commission believes that the successful implementation of this initiative will result in a healthier population, including a healthier workforce. It has been established that if people would make even small improvements in their lifestyles, there would be less illness, less suffering, more energy, fewer lost workdays, and the nation’s economy would be strengthened simply because the huge percentage of the economy now spent on health care would be significantly reduced.

The Commission created a Libraries and Health Communications Task Force to identify ways to encourage libraries to participate in resolving the nation’s health crisis, particularly with respect to delivering consumer health information and promoting a healthy lifestyle. The task force created Consumer Health Information Recognition Awards for Libraries to recognize those libraries that excelled in meeting the consumer health needs of American citizens. With the cooperation of the members of COSLA (Chief Officers of State Library Agencies), 37 libraries received awards. Each winning library was presented with a plaque and money to support a modest celebration event.

In May 2005, the Commission hosted a reception at the National Agricultural Library for about 250 people. The purpose of the gala event was to celebrate model programs in health information provided by libraries throughout the nation. In June 2005, a document with detailed descriptions of the 37 winners in 2004 was distributed to the President and Congress, as well as others in the library and information science field.

A second round of awards is planned for 2006. This round will again recognize outstanding library programs in each state, but will also narrow down nine semi-finalists for \$1000 prizes and one grand-prize winning library that will receive \$20,000. An all-day forum is planned at the National Library of Medicine in May 2006, followed by a reception. The forum will feature speakers from each of the ten top programs who will explore challenges and solutions in providing consumer health information in effective, efficient ways, especially to at-risk or underserved populations. As a consequence of the national scope of this activity, the Commission will be able to collect a set of best practices in health communication provided by libraries throughout the country (e.g., in both rural and urban areas, areas with large elderly populations, communities with many non-English speakers), and to establish a body of knowledge that can be shared with library managers who want to develop or enhance their own libraries' health communication programs. NCLIS will publish this body of knowledge and disseminate it widely through presentations at professional meetings, community groups, citizens' advocacy groups, and through publication on the NCLIS Web site.

The Commission hopes to coordinate and collaborate in this effort with the National Governors Association (NGA). In a news release dated July 18, 2005, the new NGA Chairman, Arkansas Governor Mike Huckabee announced his "Chairman's Initiative," which will focus on the "urgent need for Americans of all ages to live healthier, more active lives." Gov. Huckabee and the NGA want to "raise national awareness while highlighting simple yet specific behavioral and lifestyle changes for sustainable long-term health for children, teenagers, adults and seniors." The overlap in goals between the NGA and NCLIS in this area make a partnership of some sort eminently logical. For example, one of the NGA activities planned is "providing online toolkits and Web sites to offer families and policymakers useful ideas and information about healthy living." These are services that a large number of libraries are already providing and they should be encouraged to offer more.

Association of College and Research Libraries—Mary Jane Petrowski

ACRL's current and continuing initiatives on information literacy center on:

--developing disciplinary standards (adaptations of the Information Literacy Competency Standards for Higher Education) by such ACRL sections as: Science and Technology Section; Anthropology; Law; Political Science; and Literatures in English

--the Immersion Program (summer institute to train librarians in information literacy concepts, programming, pedagogy, and assessment); this year's national program will be held at Boston, Simmons College; the regional program in Houston, University of Houston

--grassroots advocacy for information literacy; ACRL President's Program at ALA Annual will center of implications for faculty/librarian collaboration

--continuing interest in NSSE (National Survey of Student Engagement), with connections between data from this instrument and information literacy

BEK, Inc.--Barbie Keiser

Through the World Computer Exchange, computer donations are being made to African countries.

National Council of Teachers of English—Barbara Cambridge

Some current NCTE initiatives deal with English language literacy; adolescent literacy (examining how students are already information literate); multi-modal literacy (involving how to judge and create information); and teacher quality/lifelong professional development for teachers.

NCTE is also involved with regional accrediting agencies for higher education, and in reviewing NSSE (National Survey of Student Engagement) data.

National School Boards Association—Kelly McCarthy

The NSBA offers an Educational Technologies Program; workshops on information literacy (at its October 2005 conference in Denver); and an "online campus" for educational technology administrators in K-12.

Association for Specialized and Cooperative Library Agencies—Sarah Hamrick

A focus of ASCLA is services to people with disabilities; a current project involves creating contacts with associations on advocacy for the disabled (i.e., National Association for the Deaf).

TLT (Teaching and Learning with Technology) Group—Steve Gilbert

Themes of current TLT Group activities: (1) collaboration across boundaries; and (2) assessment to improve teaching and learning.

TLT's online workshops (many co-sponsored with ACRL) continue; the "Best Practices" workshop has been especially popular. New workshops include: "Resources for beginners in information literacy", and "Discipline-specific approaches to information literacy."

SIL International—Marjorie Cook

SIL is currently working on materials to translate into various language groups in Africa concerning HIV/AIDS. In Asia, SIL is developing materials that give warning and teaching concerning avian flu.

Special Libraries Association—Doug Newcomb

SLA is very involved in outreach to corporate members. One current issue of much interest among SLA members is an "encryption issue" and legislation concerning it; there is also considerable interest in free trade agreements.

American Association of School Librarians—Julie Walker

The AASL Conference for 2005 will be held in October.

The new strategic plan for AASL places increased emphasis on information literacy. Of particular value to AASL has been the connections made through membership in the Forum, particularly regarding such projects as the "SOS for Information Literacy."

Cable in the Classroom—Frank Gallagher

Cable in the Classroom is reaching the National PTA with outreach to parents. One particular project relates to digital content through a resource entitled "Beyond the Textbook: Learning in a Digital World."

Cable in the Classroom is a member of the Alliance for a Media Literate America, and is a founding member of Partnership for 21st Century Skills

Society for Applied Learning Technology—Stanley Winkler

SALT sponsors science fairs in the Washington D.C. area through collaboration with the Washington Academy of Sciences. The most encouraging results with student involvement, however, have been through individual school events rather than in regional events.

University of British Columbia—Catherine Quinlan

UBC Library continues to provide a variety of information literacy programs and initiatives for its users. For the past few years the focus has been the integration of information literacy instruction into the curriculum. Librarians teach classes at both the undergraduate and graduate levels across a wide variety of disciplines. English 112 and Biology 140 continue to offer an information literacy component and almost all of UBC's 3,000 first year students take part in these classes. Special classes and seminars are offered for target groups, such as the Graduate Student Workshop Series, which addresses a number of key issues of interest to graduate students including using Google Scholar and conducting a literature review.

Last year the Library reorganized its committee structure to better address the implementation of its strategic plan. The Reference and Instruction committee was formed in recognition of the close relationship between reference and instructional activities, and to develop opportunities for sharing information and best practices among librarians across the system. Librarians are collaborating on a number of projects including providing outreach to student residences and the development of online tutorials using software such as Viewlet and Camtasia, to more effectively engage students. A number of librarians have also begun to use the Library's virtual reference software to provide information literacy classes to students at a distance, such as remote cohorts in the Faculty of Education. The Online Term Paper Research Clinic program also uses virtual reference software to provide one-to-one term paper assistance to students, who sign up and participate in the clinics virtually.

A new initiative is taking information literacy beyond the campus. As part of the development of the Irving K. Barber Learning Centre a number of programs are being created to support of lifelong learning in the broader community. These include the development of information literacy guides to help community member navigate the resources at UBC, as well as quality web-based resources around specific topics of interest.

For a complete list of information tools and activities at UBC, please visit:

<http://www.library.ubc.ca/home/instruct/welcome.html>

Association of Research Libraries—Mary Jackson

Two continuing program priorities of ARL relating to information literacy are:

Project SAILS (Standardized Assessment of Information Literacy Skills)

Spring 2005 participants have received their reports and the Project SAILS team is now conducting additional analyses on the data to determine how well the instrument worked, what technical requirements would be needed to enhance the system for future participants, and whether a sustainable model for administering the instrument is possible. The IMLS- funded project has been extended to September 2006 in order to complete these analyses.

Learning Outcomes Working Group

The activities of this group will be reviewed by ARL's Statistics and Measurement Committee at their meeting in October. The Working Group has been pulling together information on learning outcomes in research institutions and has identified what data currently collected by ARL could be used to support measures of learning outcomes and has also recommended the development of a research agenda for learning outcomes.

National Education Association—Carol Sand

NEA is much involved with external partnerships and advocacy, and its membership includes some school librarians. Some of its democratic processes involves caucuses on information literacy and technology skills for librarians.

Information about NEA's "Adopt-a-School" program can be found on the NEA web site (www.nea.org).

This program matches schools affected by hurricanes Katrina and Rita with schools and other organizations willing to help. There is also a fundraising project to assist teachers affected by hurricanes.

Council on Library and Information Resources—Nancy Davenport

CLIR is very engaged in fostering collaboration between faculty and librarians. It is also very interested in both "library as place" and "place as library" issues, the role of both digital and physical libraries (an early discussion of the "diffuse library", by Wendy Lougee of the University of Minnesota, was published as a CLIR paper in 2002).

CLIR is initiating an "incubator" for faculty skills, focused on the disciplines of political science, economics, musicology, and art history.

CLIR continues to be involved in sponsoring leadership programs such as the Frye Institute, and the “Managing Digital Assets” program

Melange Information Services—Lorna Jones

Melange, Inc., is a small consulting firm dealing with workforce development. Recent research has focused on diabetes. A teaching tool developed by Melange, previously shown at a meeting of the Forum is “Fashion Literacy”, that applies information literacy principles to workplace dress/attire/fashion sense. This is available both as videotape and as DVD.

Institute for Museum and Library Services—Elaina Norlin

IMLS focused on continuing education and training for librarians and museum specialists. The deadline for the “Librarians for the 21st Century” grant is December 15, 2005.

5. International Reports

- Krishna Bhandary of the Central Library, Tribhuvan University, Kathmandu, Nepal, sent a library brochure highlighting services there, to the Forum co-chairs.

- Sheila Webber of the United Kingdom sent the following report:

SCONUL (Society of College, National and University Libraries) has revised its committee structure and has renamed this group the Working Group on Information Literacy (it was formerly the Advisory Committee on Information Literacy). Its remit has been revised and I've given it at the bottom of this email.

There is more information at
http://www.sconul.ac.uk/activities/inf_lit/

One activity that I'm not sure has been reported yet was the publication "Information literacy and learning outcomes" which was published by SCONUL in cooperation with the Higher Education Academy and can be downloaded from
http://www.sconul.ac.uk/activities/inf_lit/papers/outcomes.pdf

We would also note that a number of librarians have been awarded Teaching Fellowship awards: these are awards given to educators in higher education (both faculty and learning support staff) which includes a 50K prize for each person to spend on a teaching-

related project. The latest two librarian recipients were Moira Bent and Jo Webb (see http://www.heacademy.ac.uk/news/20_3546.htm).

Other UK developments I would note are that the CILIP (Chartered Institute of Library and Information Professionals) Information Literacy group held a conference in April, and a number of the papers are available on the conference website. http://www.cilip.org.uk/groups/csg/csg_ilg/lilac05.html

The CILIP group and SCOUNL are also involved in an initiative to provide a portal in the UK for information literacy matters, which should be launched later this year - we'll provide more info. in due course.

At the European level, I have been involved in the lis-europe project funded by the European Union - see <http://www.db.dk/LIS-EU/>. This is developing statements (in the form of chapters for a book which will be freely available) on key areas in the library and information curriculum. One of these areas is "Information Literacy and Learning". I have been a member of a group led by Sirje Virkus (Estonia) looking at this area.

One other thing is that I and a colleague have been maintaining The Information Literacy Weblog for over 2 years, which gets used a lot internationally. Unfortunately over the summer the server got hacked into and we've had a lot of trouble getting it back up. We've had a good number of enquiries about what's happened to it, so I thought I'd mention that we've set up a temporary blog at <http://information-literacy.blogspot.com/> until we find a permanent home where we can restore the archive of posts.

●Carla Basili of Rome, Italy, who is with the National Research Council there and the coordinator of EnIL (European Network on Information Literacy), sent this report:

It is a pleasure for me to communicate to the National Forum on Information Literacy the work in progress within the European network on Information Literacy (EnIL) I co-ordinate.

The main action lines are:

1. SURVEY ON IL COMPETENCIES OF EUROPEAN UNDEGRADUATES
 - data collection: will be stopped at the end of September;
 - test of the processing software: almost completed;
 - comparative report: to be produced.

2. GATEWAY TO IL INITIATIVES IN EUROPE

- Denmark: completed
- Finland: completed
- Germany: almost complete
- Italy: almost complete
- other EU25 countries: work in progress

related actions: classification tools of IL initiatives (metadata - categories, ...)

3. THEORETICAL ACTIVITIES AROUND THE CURRENT IL DEBATE: in progress

4. ORGANISATION OF AN INTERNATIONAL CONFERENCE: in progress, foreseen after the processing of the survey results.

•Christina Tovote of Stockholm University Library, and chair of NORDInfolit, sent this report:

From NordINFOLIT (note the spelling of our name! It was NORDINfolit before) I can report that we had a very successful summer school, our nordic version of your Immersion, in Helsinki in June. Here is the link:

<http://www.helsinki.fi/infolukutaito/svenska/sommarskolan.htm> Most of it is in Swedish but many Finns speak only English in a Nordic context, so more than usual in the programme was in English this year. In that link you will also find an English access to the IL programme of Finnish University Libraries. More exactly here: <http://www.helsinki.fi/infolukutaito/english/index.htm>

NordINFOLIT, the Nordic Forum for Information Literacy in the Nordic countries, no longer has economic support from any organisation as of the end of 2004, when NORDINFO, The Nordic Council for Scientific Information, was shut down. Despite this, the network will continue to exist and will continue to be active in 2005 and beyond. The Steering Board will remain intact with the same members but without a coordinator. The difference is that participants in NordINFOLIT's arrangements have to bear the expenses themselves. We will therefore try to get fundings for special arrangements from different Nordic associations in order to keep the costs down. Our network has grown wide, dense and strong during the years of the project and there will be no difficulties in keeping it up. We have achieved visibility both in the Nordic countries and outside. The website, www.nordinfo.org, will continue to play an important role for our marketing and relations. Our Danish board member Annette Skov, as@db.dk, will try to keep it up to date during the transition period. Send her an e-mail about new activities and arrangements!

●Penny Moore, Educational Consultant of Wellington, New Zealand, sent this Report on the APEID Meeting on Lifelong Learning and Information Literacy:

5-9 September

Japanese National Commission for UNESCO

Tokyo Gakugei University

Japan Council of National University Centers for Educational Practice Research

Background:

This seminar workshop is the 4th in the cycle of activities beginning in 2002 with a focus on promotion of ICT education to narrow the digital divide. In following years the theme was ICT in the classroom, then e-learning and for 2005 the theme was ICT, lifelong learning and information literacy. Next year the focus will be on ICT and teacher education.

The key output from the 2005 seminar-workshop documents country reports and facilitates comparison of lifelong learning and information literacy activities and issues in nine countries. Excerpts from the draft report are included in the following overview.

Objectives for the Seminar Workshop:

To bring together national experts on lifelong learning and information literacy to share information and experiences related to national policies, curriculum integration, training of teachers, inclusion in the assessment process, and implementation in various learning areas;

To identify and document innovative practices in lifelong learning and information literacy in educational activities of participating countries;

To formulate plans of action for improving/strengthening existing lifelong learning and information literacy strategies which have specific implications to the teaching-learning process, and assessment of learning outcomes;

To inform development of curricula for lifelong learning and information literacy for educational sustainable development;

To formulate recommendations and guidelines for follow-up actions and plan for the 2006 Tokyo Seminar-Workshop.

The APEID aims that provide a context for this event are concerned with education for sustainable development, protection of indigenous knowledge, community involvement, integration of ICT with pedagogy and collaboration with companies. Participants therefore related the immediate objectives of the seminar workshop to the formulation of recommendations that support the over-arching concerns of APEID.

Definitions

Neither lifelong learning nor information literacy were defined prior to the meeting.

The key message from presentations was that the concept of lifelong learning is shaped by each country's educational, economic, socio-cultural, linguistic and political context. Dr. Domingo (SEAMEO INNOTECH) reviewed interpretations across the region that included adult education, non-formal education, informal education, life-long education, continuing education, recent education, second-chance education, further education, popular education, social education, and people's schools.

Despite a focus on basic literacy in Asian countries since the 1950s, lifelong learning programme are still targeting this in some countries. Indonesia, LAO PDR, Thailand and Philippines acknowledged that literacy is not a high profile concern for some sections of the populous and thus lifelong learning programme differ in character there compared with the New Zealand notion of adult and community education programmes. In Korea for example, although 70.1% of the population were reported as using ICT as a regular part of daily life, a divide is opening up between urban, literate and rural, illiterate communities. There it has been important to enact a law that permits the setting up of lifelong learning programme and acknowledges equivalency of qualifications gained in distance education along side those gained in traditional educational settings.

With regard to information literacy, the variation in operational meanings across the participating countries was less apparent. All delegates were agreed that information literacy has to be defined in terms of more than use of ICT but none, other than Takahasi (Japan) and Moore (New Zealand), articulated wider understanding of the concept. A keynote address (Ogasawara, Japan) had rejected the American Library Association definition and standards as lacking in concrete guidance, preferring instead a view of research skills and report writing.

Moore demonstrated how Bruce's (1997) relational model of information literacy could be applied to policy and practical initiatives to provide a profile of progress that accommodates seven perspectives on the concept. Similarly, Takahasi put forward the Australia and New Zealand Information Literacy Guidelines for consideration. These are founded on Bruce's model and both offered participants ways of accommodating information literacy initiatives beyond ICT use.

The relationship between lifelong learning and information literacy was discussed. Workshop participants were agreed that although individual country's interpretations of lifelong learning differ, its goals are:

- to create empowered citizenry
- to enable all people to participate in all aspects of society
- to increase life opportunities and choices through education.

Information literacy was seen as the “road map that leads to lifelong learning”. It provides understanding of how to learn and is the foundation of living in a knowledge society. This terminology was used in accordance with previous Asian-Pacific policy development meetings to prompt general understanding.

Participation by national experts on lifelong learning and information literacy

One delegate from each of the following countries presented reports on lifelong learning and information literacy in national policies, curriculum integration, training of teachers, inclusion in the assessment process, and implementation in various learning areas: The People’s Republic of China, Indonesia, Republic of Korea, LAO People’s Democratic Republic, New Zealand, Philippines, Thailand and Viet Nam. 20 senior Japanese academics and Dr. Zenaida Domingo, the Senior Training Specialist from SEAMEO INNOTECH also participated in all discussions.

The organisers request continuity of participation each year, but several delegates were attending for the first time although their countries had had previous representation.

Excerpt adapted from the Seminar Workshop Seminar Report

The country presentations provided diverse profiles of the present-day landscape in lifelong learning initiatives at the national, local and institutional levels.

Particular attention was given to descriptions of programmes and projects on the promotion of information literacy as an enabling instrument towards the achievement of lifelong learning goals and visions of the participating countries.

The common presentation strands of the country presentations were:

- (1) context-specific definitions of lifelong learning and information literacy;
- (2) policy directions on lifelong learning and information literacy;
- (3) components of lifelong learning efforts, including curriculum, instructional materials, capacity-building such as teacher training/training of school heads, infrastructure, monitoring, assessment, programme evaluation,
- (4) best practices in lifelong learning delivery, and;
- (5) next steps, as well as the agenda for the future.

Major insights emerging from the country presentations

While substantial attention is focused on the lifelong learning needs of their various clientele, the majority of the country participants are still in the process of defining and articulating concrete policy directions and thrusts specifically focusing on lifelong learning. At present, lifelong learning concerns are integrated into overall educational thrusts, either in the form of national issuances, laws and directives. Specifically, most reports mention Education for All National Plans as well as national policies towards achieving universalization of quality education for the citizenry. Thailand has formulated a draft law on lifelong learning and the Philippines is carrying out a development work towards

the establishment of a regional centre on lifelong learning. These initiatives are works in progress and will take some time to come to fruition.

The participating countries, other than New Zealand, did not include descriptions of policy issuances and directions on information literacy in their country reports. However, there was a common appreciation of the importance and high potential of information literacy in serving the interest of lifelong learning. While not all the participating countries use the term information literacy, they have employed in varying degrees, several learning strategies that include the promotion of information literacy in their lifelong learning programmes.

Lifelong learning is perceived differently among institutions and groups in the participating countries, both at the national and local levels. Because of these differences in perception, the action points and efforts on lifelong learning naturally differ from setting to setting. Some countries focus on basic/simple literacy and livelihood programmes while others attend to the professional development needs of their human workforce from the vocational/technical sector to the white-collar sector such as education, medicine and engineering. Still others attend to various “individual interest” concerns like the arts, physical fitness and values education.

Although there are many points of divergence in the strategic implementation of lifelong learning programme utilising information literacy approaches, there are several emerging areas of commonality, particularly :

- many of the participating countries undertake advocacy and social mobilisation in order to generate awareness of, and interest in, information literacy as an enabling instrument in the conduct of lifelong learning programmes
- all the countries attend to the development of curricular frameworks and instructional designs that call for information literacy in the delivery of lifelong learning programmes
- all of the participating agencies have substantial emphasis on capacity-building of educators – from the school leaders and principals down to the classroom teachers and providers of non-formal education/continuing education programmes
- in all the countries represented, information literacy strategies are present in both the formal, non-formal and informal education programmes. These strategies manifest themselves in various student /learner support services and programme delivery modalities

A recurring discussion strand was physical infrastructure and resource mobilisation. Some presentations reported considerable strides in the acquisition of ICT-based infrastructure while others are still at the beginning stage of identifying and acquiring the resources needed in order to integrate information literacy in their lifelong learning programmes.

In some countries like Korea, Internet use as a “representative environment of adult learning” has grown dramatically since 1997. The Vietnamese presentation likewise reported that live streaming and on-demand media services are available in a variety of formats and that the service offers “encoding services for live or recorded programmes.

Other presentations reported a considerable focus on community-based initiatives. The Indonesian presentation described the country’s effort to build “viable community access telecenters at the Kota/Kabupaten level, and then extend these to the village.”

Support structures were likewise prominent in the country presentations, for example, the structural mechanisms in China that have been put in place in order to respond to the needs and requirements of information literacy and lifelong learning clients.

In terms of best practices, the country presentations provided a wealth of insights and lessons:

- targeted programmes were identified as innovative and creative projects in lifelong learning schemes utilising information literacy. For example, New Zealand has utilised the progressive advocacy approach in the conduct of information literacy as ICT professional development. A selected number of school principals were chosen to serve as models for extending ICT use in the classroom. The professional development programme focused on creating and testing learning activities for across the curriculum that could be shared with other teachers. These schools now lead the clusters of schools as learning communities of teachers
- recognition of prior learning (RPL) through a system of accreditation and equivalency has gained acceptance among the lifelong learning practitioners in the participating countries
- engaging the services of mobile teachers and learning facilitators in delivering lifelong learning programmes was likewise identified as a best practice in the conduct of lifelong learning programmes for nomadic communities
- attention to the need for indigenous knowledge in lifelong learning programmes was a feature of the Lao PDR presentation and other country papers.

All the country presentations underscored the importance of partnerships and networking in the conduct of lifelong learning programmes which promote information literacy. These partnerships are between and among government agencies in co-operation with non-government organisations (NGOs), the business/private sector, civil society and other people’s organisations.

Next steps and agenda for the future were also given emphasis by the country presentations, particularly in the areas of:

- policy research, policy advocacy and promotions towards concrete policy formulation on lifelong learning and information literacy
- at the institutional and project level, raising the profile of lifelong learning and information literacy in strategic programme and project documents
- strengthening existing partnerships and building new ones in order to respond to the emerging needs in lifelong learning and information literacy
- as a result of partnerships and networking, appropriate regional/inter-country co-operation and joint undertakings in research and trialing/piloting/modelling of pilot projects on lifelong learning and information literacy
- closer attention to programme monitoring, assessment and evaluation
- information literacy mapping/inventory of resources and setting up appropriate MIS at the regional, country and local levels

Recommendations

In order to make a link between this seminar-workshop and those previously held by APEID, the participants discussed recommendations that support the overall goals of APEID. They are listed as follows:

Education for sustainable development (ESD)

- Develop a framework that models the relationships between the ICT and information literacy in the service of lifelong learning
- Advocacy and promotions of ESD in line with lifelong learning
- Strong collaboration with the private and public (NGO, NPO, INGO) sectors for ESD programme

Protection of indigenous knowledge

- Use ICT to gather, store, promote, organise, and facilitate retrieval of indigenous knowledge
- Use of local wisdom in developing lifelong learning curriculum in the learning process
- Use of indigenous knowledge for practical use like income generating programmes or projects

Community involvement

- Establish collaborative programmes between educational institutions, learners and citizens using ICT in creation and participation in learning communities
- Develop communities as a lifelong learning region (eg. LL city of Korea)
- Empower local government officials (governor, CEO), social workers, families, learning institutions and individual to initiate lifelong learning programmes
- Adapt laws that will provide incentives (tax, exemptions) to companies that promote lifelong learning programmes

Collaboration with companies

- Establish joint undertakings between government agencies, NGOs, business groups, other enterprises to develop and support innovative ICT-based lifelong learning projects

Integration of ICT and pedagogy

- Promote a paradigm shift of government and individual entities re: Edtech
- Establish KMS (knowledge management systems) to promote easy access to information

Finally the APEID meeting for 2006 will focus on ICT and teacher education and could provide a context in which to explore collaborative projects.

It is expected that the organisers will request that participants next year will have held at least one forum in their country to discuss the *Regional Guidelines on Teacher Development for Pedagogy-Technology Integration* (Working Draft) which is available from <http://www.unescobkk.org/index.php?id=3099>

6. Meeting dates

The next meeting of the Forum will be held on January 27, 2006.