Adult Learning Documentation and Information Network

ALADIN, the Adult Learning Documentation and Information Network, grew out of CONFINTEA V, the Unesco Conference on Adult Learning held in Hamburg, Germany in 1997. Coordinated by the Documentation Centre of the Unesco Institute for Education (UIE), ALADIN is a network of 90 adult learning documentation and information centers in all regions of the world. Members of the network are committed to sharing information with each other and with those adult educators who do not have ready access to resources.

During the Sixth World Assembly of the International Council for Adult Education (ICAE) held in Ocho Rios, Jamaica, August 9-13, 2001, a workshop was devoted to ALADIN. The workshop was coordinated by ALADIN Task Force members Susan Imel, Director of ERIC/ACVE, Eva Kupidura, ICAE, and Lisa Krolak, UIE and ALADIN coordinator. Participants included over 30 individuals, many of whom represented community-based organizations.

The following perspectives emerged from the workshop:

- Broader access to information on adult learning should be provided to everyone.
- The existing ALADIN network should be strengthened by connecting the members electronically.
- The development of dynamic information centers where people can work together for popular action should be promoted.

The workshop participants recommended the formation of a comprehensive training approach for further development of adult learning documentation centers and the creation of a listserv of ALADIN members to provide a forum to exchange ideas. They also recommended that the ICAE cooperate with UIE to strengthen ALADIN to identify new members and to link National Adult Learners’ weeks to raise awareness about ALADIN and the need to increase grassroots documentation efforts.

For more information about ALADIN, see http://www.unesco.org/education/aladin/. Additional information about the ICAE conference and the Ocho Rios Declaration can be found on ICAE’s website at http://www.web.net/icae/.

Susan Imel and Judy Wagner will be making presentations and staffing a booth at the Association for Career and Technical Education annual conference in New Orleans, December 13-16, 2001. The ERIC booth will feature free copies of many ERIC/ACVE Digests, Trends and Issues Alerts, and other user products. Check the conference schedule or stop by the booth to find out the time and place of presentations. Stop by, pick up a calendar or pen, and say hello!
In these days of the Internet with its access to thousands of databases, libraries, associations, research centers, and other information resources, it’s easy to forget that personalized reference service is just a phone call or e-mail message away. The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) offers a variety of user services related to all aspects of its scope areas.

- **Information about the ERIC system and ERIC/ACVE.** Publications such as *All About ERIC* and the *Pocket Guide to ERIC* offer information on the ERIC system. ERIC/ACVE has brochures and publications that address the scope and function of the Clearinghouse.
- **Search services.** Staff at ERIC/ACVE offer free searches that identify a few citations from the ERIC database on a specific subject.
- **Strategy consultation.** For those wanting to do their own searches, staff will advise on which terms should be used for the most effective search.
- **Referrals.** If the request is outside of ERIC/ACVE’s scope or there are other sources of information, staff will make appropriate recommendations.
- **Assistance with accessing ERIC.** The ERIC database can be accessed in a number of ways. Staff will assist users with finding the best access points for their needs.
- **Publications.** Paper copies of all ERIC/ACVE user products are available from the Clearinghouse as well as the electronic copies that can be found on the website or received via e-mail.

So, if you have a request related to adult, career, or vocational/technical education and are unable to find what you need or if you don’t have the time to do the searching yourself, take advantage of our personalized reference service! Send a message to ericacve@postbox.acs.ohio-state.edu, call 800/848-4815 ext. 28625 or 614/292-8625, or visit our website (http://ericacve.org/request.asp) to make your request.

Each year ERIC/ACVE’s National Committee helps us identify trends and issues in the field. The Clearinghouse uses this information to develop publications, acquire documents for the database, and understand the needs of our constituents. (More than 10 indicates ties.)

---

### Adult Education Top Ten

- Helping adults build metacognitive knowledge
- Adult learning in and through the arts
- Building and maintaining cohorts in adult education
- Distance learning: Has it changed in 75 years?
- Citizen participation, critical thinking, and adult education
- Role of adult education in controversial community issues
- Issues of bias in assessment (e.g., gender, linguistic, cultural)
- Oral history/storytelling/narrative
- Implications of the Americans with Disabilities Act for adult education
- Corrections and adult education
- Somatic/embodied learning
- Retention of adult learners in ABE/GED

### Career Education Top Ten

- Web-based career development tools
- Impact of work-based experience on students
- Standardized assessments vs. “important things that don’t standardize well”
- System-building
- Recruiting women into science and technology
- Gold-collar workers
- Career development/ guidance program accountability through assessment of skills
- “Everyone goes to college”
- Teaching of soft skills to adults—content standards—what skills need to be taught?
- Career development and spirituality (search for meaningful work/ quality of life)

### Career-Technical Education Top Ten

- How do schools transform old programs into true career pathways?
- How to help practitioners develop an accountability system that is relevant and drives improvement
- Impact of the new vocationalism on CTE programming
- Effects of academic/CTE curriculum integration on achievement
- Transition of traditional vocational education to career clusters
- Implications of models for development of career clusters
- Link between curriculum/assessment
- Unification of CTE—reintegration after reform
- Teacher education and preparation
- Accountability systems
- CTE professional development related to school improvement
SPOTLIGHT on Searching Our Website

The ERIC/ACVE website has searching capabilities on several areas of our website:

- Our “advanced” publications search (http://ericacve.org/advancedsearchinput.asp) allows you to combine terms, search in specific fields (title, descriptor, year, ED#) or limit to a specific publication type (Digests, Myths and Realities, etc.). A brief list of the descriptors used most frequently in our publications is provided.
- Search our In-Process Abstracts (http://ericacve.org/abstracts.asp) for the latest journal articles and publications in adult, career and vocational education. This early alert to records in the process of being added to the ERIC database is fully searchable.
- Link to the full ERIC database (http://ericir.syr.edu/Eric/). Information on obtaining ERIC documents and journal articles is linked to each citation.

ERIC Turns 35

continued from p. 1

I am confident that, in 15 years, ERIC will celebrate 50 years of service as a provider of education information. I expect, however, that in 2016 the ERIC system will be much different. If you have suggestions for how the ERIC system or ERIC/ACVE can better serve you and your information needs, please contact me at ime1.1@osu.edu or by calling or writing 800/848-4815, ext. 2-8606 or 614/292-8606; Susan Imel, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090.

I am confident that, in 15 years, ERIC will celebrate 50 years of service as a provider of education information. I expect, however, that in 2016 the ERIC system will be much different. If you have suggestions for how the ERIC system or ERIC/ACVE can better serve you and your information needs, please contact me at ime1.1@osu.edu or by calling or writing 800/848-4815, ext. 2-8606 or 614/292-8606; Susan Imel, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090.

Single copies of the following materials are available free and may be duplicated. Please send your request to User Services, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090; e-mail: wagner.6@osu.edu; fax: 614/292-1260. The materials are also available on our website: ericacve.org. Be sure to include your 9-digit zip code (U.S.).

ERIC DIGESTS

- Financial Aid for Lifelong Learning (224)
- Leadership Development in Career and Technical Education (225)
- Women and Minorities in High-Tech Careers (226)
- Implications of Distance Education for CTE (227)
- Career Development of Free-Agent Workers (228)

TRENDS AND ISSUES ALERTS

- Adult Education & Gay/Lesbian/Bisexual/Transgendered Communities (21)
- Adult Development (22)
- Keeping Vocational/Career-Technical Educators Current (23)
- Ethics: The Role of Adult and Vocational Education (24)
- Human Resource Development (25)
- Learning Communities/Communities of Practice (26)

MYTHS AND REALITIES

- Is the GED a Valuable Credential? (10)
- Future Work (11)
- Learning Organization: Theory and Practice (12)
- Diversity Training (13)
- Job Searching in the 21st Century (14)
- Postmodernism: Yes, No, or Maybe? (15)

PRACTICE APPLICATION BRIEFS

- Group Effectiveness in the Classroom and Workplace (15)
- Career Exploration by Adults (14)
- Career Portfolios (13)
- Contextual Learning in Adult Education (12)
- Vocational Teacher Professional Development (11)
- Informal Workplace Learning (10)

PRACTITIONER FILE

- Assessing Learners Online

These materials and many others are available on our website in HTML and PDF formats: ericacve.org/pubs.asp.

Please PRINT:

NAME: ____________________________

ORG: ____________________________

ADDRESS: ____________________________

ZIP+4

Developing countries face a number of challenges in designing national occupational and training standards and related assessment systems. Developing countries need to select alternatives that are appropriate for local conditions and that reflect the availability of resources to sustain the systems. This paper provides a rationale for developing occupational training standards. It discusses involving stakeholders, using multiple sources of labor market information, and ways to develop, assess and link occupational standards with training standards. Examples of selected standards systems in a number of countries are provided, along with recommendations for governance, financing, and administration of standards systems. This paper was published cooperatively by the ERIC Clearinghouse on Adult, Career, and Vocational Education, the World Bank, and the European Training Foundation.


What does it mean to learn from experience? And, what, if any, is an appropriate role for educators in this process? This paper explores the dominant approach to understanding experiential learning in adult education, an orientation commonly known as constructivism. It examines how educators have developed a variety of ways to enhance adults’ critical reflection on experience, as well as critiques of these educational practices. Four alternate orientations are presented to give educators different responses to the question about the most appropriate role for educators in working with adults’ experience: psychoanalytic, situative, critical cultural, and enactivist perspectives. The paper reviews the strengths and weaknesses of these orientations as well as critiques of each from the perspective of the others.