

## ALADIN Workshop at ICAE World Assembly

### ALADIN - Facilitating access to information and documentation on adult learning

Saturday, 13 June 2015, from 11 to 12.30 o'clock

An ALADIN workshop was held at the World Assembly of the International Council of Adult Education, which took place from 11-14 June 2015 in Montréal, Canada.

15 ALADIN members and interested participants discussed past, present and future ALADIN activities. Points raised below each presentation arose in the discussion afterwards.

#### Introduction to the ALADIN network

Lisa Krolak (UIL, Germany)

Lisa shared that ALADIN could add its 100<sup>th</sup> member that day and that ALADIN started a Twitter account on the same day.

She explained that unfortunately Sanjana Shresta from Nepal could not join for the workshop, but the idea was raised to ask her to present her presentation via a webinar in the near future.

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#### The ALADIN Online Alert

Sharon Hackett (CDÉACF, Canada)

The presenter shared that CDÉACF is now the only surviving adult literacy documentation centre in Canada, serving both, the French and English community.

The new ALADIN Online Alert is highly appreciated by workshop participants and many recipients, who addressed the ALADIN coordinator in person or in writing, before or during the ICAE World Assembly. Each Alert has been downloaded about 450 times and with each article having an individual bitlink we can track which documents are most popular.

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It was agreed that it is worth the investment and effort and shall be continued and constantly be improved.

Various participants stressed how useful it would be to archive and classify all items of previous ALADIN Online Alerts and to make them searchable via keywords. With about 70 items in each Alert, we have already compiled more than 250 documents.

Another participant reported that there was an “outburst” of activity on the ALADIN Facebook page with an additional 150 likes in a few days, shortly after publishing the fourth Alert on Facebook.

A lively discussion arose on the issue how to better balance the regional representation of information in the ALADIN Online Alert. Most materials are from the Global North, mainly in English. But first statistics show that materials most downloaded were from / about the Global South. How can we ensure that materials from the Global South are included? How can ALADIN help in creating relevant documentation and materials in and from the Global South? How can ALADIN and libraries in general nurture research, sharing of information and support in documenting local experiences and knowledge, particularly in the Global South?

The issue was raised that it might take longer for publications from the Global South to appear on the web and that we should not apply our strict bi-monthly period to these materials, but accept materials that are up to one year old.

Thematic issues could be a way of compiling materials for a longer time-frame.

Participants offered to assist in locating materials in Spanish and Arabic.

The need for a mobile version of the Alert was stressed, particularly for Africa where many people have access to mobile phones. In this context, the need for information in local languages was raised.

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### [The PALDIN learning package](#)

[Prof. S.Y. Shah \(International Institute of Adult and Lifelong Education, India\)](#)

Prof. Shah shared that he will conduct an evaluation of the PALDIN experience over the next months.

He is currently looking for potential partners and contributors for updating PALDIN.

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Nobody in the audience was aware of a similar training package in the South.

Synergies with the Coady International Institute (Canada) will be explored.

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### How library villages in Upper Egypt support literacy and self-learning Tharwat Salama (Horus Foundation for Development and Training, Egypt)

Since 2000, the Horus Foundation has set up 52 libraries, 9 were transformed into associations (including Horus), 5 into women's associations. The goal is that every library is transformed into a local NGO.

Their work is inspired by Paulo Freire and the REFLECT method: They want to empower people to change themselves, with a special focus on girls and women.

Currently the Horus Foundation is funded by French based CARITAS International, but the funding will soon run out. New funding sources are needed.

Participants showed great interest for the inspiring experience of setting-up community libraries in Egypt. For enabling ALADIN members from other parts of the world to learn from them, the need for ALADIN to strengthen peer learning and professional exchange was raised. One viable way of doing this will be webinars.

Currently there are three outstanding examples of organizations setting-up community libraries in ALADIN: READ Nepal, CODE-Ethiopia and the Horus Foundation in Egypt. ALADIN shall continue to be a meeting point for sharing best practices in library and knowledge management in adult learning and literacy.

There are digital ways of sharing experiences, but this does not replace the value of face-to-face meetings.

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