

UIE

ANNUAL REPORT 2005



UNESCO Institute for Education



United Nations
Educational, Scientific and
Cultural Organization



The UNESCO Institute for Education is a non-profit policy-driven international research, training, information, documentation and publishing centre of UNESCO (the United Nations Educational, Scientific and Cultural Organization). One of six educational institutes of UNESCO, UIE focuses mainly on adult and continuing education, literacy and non-formal basic education in the perspective of lifelong learning.



©2006 UNESCO Institute for Education. All rights reserved.

Feldbrunnenstrasse 58
20148 Hamburg · Germany

Tel.: +49 (0)40 44 80 41-0
Fax: +49 (0)40 410 77 23

E-mail: uie@unesco.org · Homepage: <http://www.unesco.org/education/uie>

CONTENTS

FOREWORD	2
INTRODUCTION	3
GREETING	6
INTERNATIONAL ADULT LEARNERS WEEK 2005	7
SELECTED ACTIVITIES AROUND THE WORLD	8
ORGANIZATIONAL STRUCTURE	10
PROGRAMMES IN 2005	11
CONFINTEA V FOLLOW-UP	11
LITERACY	13
LIFELONG LEARNING	19
POLICY ADVOCACY, CAPACITY-BUILDING AND NETWORKING	22
DOCUMENTATION CENTRE AND LIBRARY	24
PUBLICATIONS AND INFORMATION	24
THE <i>INTERNATIONAL REVIEW OF EDUCATION</i>	28
FINANCIAL REPORT	29
GOVERNING BOARD	30
STAFF MEMBERS	31
SEMINARS AND MEETINGS 2005	32

FOREWORD

During the past year I have tried to keep in mind many wonderful people from all over the world who work in the field of adult and lifelong learning. They come from all kinds of organizations. Often they work in a strange kind of obscurity, out of the public limelight, without political appreciation. They don't find their reward in fame, nor certainly in their paycheck, but in seeing the growth that comes to individuals and communities with learning, over time, especially when that learning was previously frustrated.

It has been necessary to keep this mysterious network in mind as I believe that it underscores the value of the UNESCO Institute for Education as the only international institution that can assist in developing better professional practice, better policies, and maybe even in gaining some recognition of adult and lifelong learning as an essential part of that striving for a learning society that has rightly been espoused by UNESCO and its leading thinkers for four or five decades. In these pages many participatory activities are described to indicate how UIE continues to work in a collegial way to deliver the kind of professional research and leadership that is appreciated as much in Europe as it is in Africa, in fact on every continent.

This awareness of the network that we serve has been necessary to try and ensure that UIE survives this difficult period of institutional change. There have been frustrations, tensions and costs in bringing about a relatively simple – but important – change in UIE's status, to make it an international institute of UNESCO as opposed to a foundation under German law. However, at the time of writing it seems that all the major obstacles have been overcome and that UIE can now look forward to a more stable existence, as indeed it should be for an organization that bears the name 'institute' and is playing its part in the realisation of Education for All.

A special word of thanks is due at this time to the Director-General, the Deputy Director-General, and the new Assistant Director-General for Education of UNESCO, to the German authorities, particularly the City-State of Hamburg, and to our partners, the Swedish International Development Cooperation Agency (SIDA), the Norwegian Ministry of Foreign Affairs, the Swiss Agency for Development and Cooperation (SDC), the European Union Grundtvig Programme, the Government of Japan, the Association for the Development of Education in Africa (ADEA), the Agence intergouvernementale de la Francophonie (AIF), and the Governments of Canada, Finland and Nigeria, without whom UIE could not be effective.

UIE will therefore continue for many years, I hope, to serve the wonderful diversity of those who enjoy the challenging work of adult and lifelong learning.

Justin Ellis
Chairperson, Governing Board



"UIE has a key role to play in realizing Education for All."

INTRODUCTION

It is now foreseeable that 2005 was the last full year in which the UNESCO Institute for Education operated under its legal form as a German foundation. The 33rd General Conference of UNESCO has removed the last hurdle for the transformation of the Institute into a full-fledged international body. The decision to change the statutes of the Institute had been taken already in 2003 by the UNESCO Executive Board following a recommendation by the Director-General. The change will now be carried out in early 2006. In 2005 UIE made a big step forward towards being a more integral part of UNESCO. UIE actively participated in all reform task forces and implemented fully all decisions pertaining to Education Institutes. In the course of the current reform of the UNESCO Education Sector, all Education Institutes are being evaluated in order to improve their programmes and to optimize the cooperation between the Institutes and the Sector. UIE's evaluation was finalized only a few weeks ago. It was a fruitful exercise for the Institute and will facilitate the transformation process we are going through. We are grateful to the UNESCO Internal Oversight Service and the external evaluation team that provided the Institute with a mirror and a set of constructive recommendations to improve its work, input and visibility within the UNESCO family and so to serve better its strategic objectives and Member States.

UIE has managed to turn a serious threat into a real opportunity and demonstrated its unique ability to serve UNESCO and its Member States and partners. This was possible thanks to the broad and overwhelming support enjoyed by the Institute. We would like to express our deep gratitude to our partners, donors and supporters. Thanks are due to the Governing Board and particularly to its President, Justin Ellis of Namibia, for their commitment and unwavering sense of mission and unshakable conviction about the value and strength of the Institute. We wish to thank the Director-General, Koïchiro Matsuura, the Deputy Director-General, Marcio Barbosa, and the Assistant Director-General for Education, Peter Smith, for their continued support, their patience, and their creative and constructive attitude. The Deputy Director-General and the new ADG/ED have been the driving forces in engineering the last difficult solutions. Thanks are also due to the German government and the authorities of the Free and Hanseatic City-State of Hamburg for hosting UIE, for their lasting trust and confidence, and for cooperating in this difficult situation and increasing their already strong support.

We would like to express our appreciation to the other countries and organizations who supported us in 2005, namely Belgium, Canada, the European Union, Finland, Japan, Nigeria, Norway, the Swedish International Development Cooperation Agency (SIDA), the Swiss Agency for Development

and Cooperation (SDC) and the World Bank. Also in 2005, we have been able to secure resources through bidding for international tenders. UIE won an international competitive tender to develop an adult basic education programme in Botswana. In 2005, UIE collaborated with the Department of Non-formal Education and other stakeholders in Botswana on defining the curriculum framework and drafting modular learning materials.

Regarding UIE's new status, the agreement arrived at needs further investment in order to produce a truly viable Institute. This requires good will from all sides. Reducing UIE's core staff from 24 to 7 and converting the rest into precarious positions, as is now planned, is not the best solution. It is hoped that this core will be progressively enlarged to a wider and stable basis rendering the Institute effective and sustainable in the long term. UIE has the capacity to make such a breakthrough.

In 2005, UIE worked towards achieving the Education for All goals along with monitoring and implementing the objectives of the International Conference on Adult Education (CONFINTEA) series, the United Nations Literacy Decade (UNLD), and the Decade of Education for Sustainable Development (DESD), helping prepare as well the UNESCO Literacy Initiative for Empowerment (LIFE).

Also in 2005, a main focus of UIE's work was on Africa. Apart from the comprehensive work on the development of the Botswana National Adult Basic Education Programme (ABEP), a range of significant activities was developed in cooperation with the Association for the Development of Education in Africa (ADEA). UIE took up the scientific and technical responsibility for a comprehensive stocktaking covering bilingual education in 22 countries over the last 40 years and on the use of local languages in education in Africa. The draft synthesis was submitted to expert review and discussed during a regional conference jointly organized by ADEA and UIE in partnership with the German Agency for Technical Cooperation, hosted by the Government of Namibia in May/June 2005. The stocktaking research follows up on a major study and policy dialogue on the quality of education in Africa. The use of African languages in education and bilingual education are proven determinants with respect to quality of education. The stocktaking research will provide African Ministries of Education with evidence-based advocacy supporting them in making informed choices. An advocacy guide will be prepared on the basis of the evidence collected. The outcome of the revised stocktaking will be published by UIE and ADEA.

INTRODUCTION

UIE has a key role in organizing and facilitating the literacy sessions of the forthcoming ADEA 2006 Biennial that will be held in March in Libreville, Gabon. The Biennial will explore in greater depth the factors that determine the effectiveness of schools and adult literacy programmes as well as successful and affordable initiatives for early childhood development.

To prepare the literacy theme for the ADEA Biennial, a comprehensive set of studies was launched in cooperation with the ADEA Working Group on Non-formal Education, BREDA and ED/BAS. Studies were conducted on the policies and strategies, funding and costs, innovation and efficiency of literacy programmes in Africa. Eight studies were conducted on transversal themes and 19 on good national practices, among them five illustrative cases from outside Africa. These looked at various factors that may positively influence decision-makers and the donor community with regard to improving implementation of policies and programmes and increasing resource allocation for literacy in sub-Saharan Africa. A review meeting attended by researchers, technical experts, partners and members of the ADEA Working Group on Non-formal Education was held in mid-November in Dakar, in collaboration with the UNESCO Regional Bureau for Education in Africa (BREDA). The review meeting, apart from providing feedback and major inputs to the authors for the finalization of their papers, allowed for a cross-fertilization of ideas and experiences among more than 12 Anglophone, Francophone and Lusophone countries of sub-Saharan Africa. It also worked out a scenario for the Biennial, suggesting the various content units and supportive inputs and facilitating teams and animators.

The contribution of adult and non-formal education to HIV/AIDS-preventive education was another area of focus in Africa and cooperation with ADEA. The Institute initiated a research project on the contribution of non-formal education to HIV/AIDS-preventive education covering 13 African countries (Botswana, Burkina Faso, Cameroon, Ivory Coast, Kenya, Mali, Namibia, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia). A regional meeting was held in Kampala, Uganda, in December to present the results of the inventories and case studies.

Other regions were also served in 2005 with significant activities. In Latin America, UIE and the Mexican National Institute for Adult Education (INEA/CONEVYT) organized a "South-South Policy Dialogue on Quality Education for Young People and Adults" in Mexico City in June 2005. The three-day international meeting focused on four national programmes of adult and youth education. These were: (1) the National

Literacy Mission in India; (2) the Mexican INEA/CONEVYT Programme on "Education for Life and Work"; (3) the Literacy and Adult Basic Education and Training (ABET) Programme in South Africa; and (4) the Brazilian Literacy Programme "Brazil Alfabetizado". Both the in-depth studies and the core expertise will be enlarged by including new cases.

The cooperation with OREALC was strengthened through increased networking in the field of adult education and more specifically in the form of an observatory on education for indigenous people with a focus on Andean countries.

In Asia, the inter-regional project on Capacity-Building of Literacy and Life Skills Education for Disadvantaged Young Adults (CABLE4Y) joined an International Workshop on Life Skills Learning that took place in Baoding and Beijing, China, in June 2005. UIE co-organized this workshop with the UNESCO Asia-Pacific Programme of Education for All (APPEAL), the UNESCO Beijing Office and the National Commission of the People's Republic of China for UNESCO. In addition to identifying key issues concerning life skills, the outcomes were country action plans for maximising the use of manuals for providers developed in the first phase of the project and a draft outline and strategy for producing a training manual on local curriculum development with adolescents and youth.

On the whole, South-South cooperation and inter-regional programmes of capacity-building and exchange remained preferred modes of operation in 2005. Similar exchanges of experiences, utilization of local expertise and reinforcement of capacities have taken place in the field of community-based literacy and life-skills education programmes as well as in monitoring and evaluation of literacy and non-formal education, covering more than 15 countries mainly in Africa and Asia.

Following a well-established tradition, UIE has carried out activities on literacy, lifelong learning and adult learning in Europe as well. In April, the Institute organized in Lyon, France, the first pan-European Conference on Literacy in cooperation with the French National Commission for UNESCO, the Agence Nationale de Lutte Contre l'Illettrisme (ANLCI), and the European Association for the Education of Adults (EAEA) with support from the European Union. The UN Literacy Decade offers an excellent opportunity to review policies and practices in the European region and to share these with other parts of the world. Even in Europe millions of people do not have the basic competencies needed to tackle the demands of everyday life. These European citizens are left at the margins of the knowledge society that the

INTRODUCTION

European Union aims to become, as expressed in the Lisbon Agenda. A wide range of initiatives and networks emerged from the Lyon Conference, considered as a landmark and turning point by the European Literacy Community.

In Germany, UIE's host country, the Institute has played a leading role in the German Coordination Group for Literacy and Basic Education and is a member of the network of Northern Federal States in support of the UN Decade for Education for Sustainable Development. The family literacy pilot project conducted in Hamburg in cooperation with the Institute for Teacher Training and School Development of the Hamburg Ministry for Education and supported in the framework of the programme "Promotion of Children and Young People with Migrant Backgrounds" – financed by the Federal Ministry for Education and Research and the participating Federal States – has blossomed into a European project supported by the European Union under the Grundtvig programme. Partner countries of this new QualiFLY-project are Bulgaria, Germany, Ireland, Italy, Malta and Turkey.

UIE has deepened and widened the international survey on recognition, validation and accreditation of prior learning, pursuant to a resolution by the 32nd General Conference, in cooperation with the French National Commission for UNESCO, the initiator of this project being carried out with various partners.

A highlight of UIE's activities in 2005 was the International Adult Learners Week hosted by Norway and held in Oslo in October, attended by over 150 participants from more than 40 countries from all world regions. The theme chosen for the event was "Education for All in an Era of Increasing Mobility: The Implications for Adult Learning". A multi-dimensional understanding of mobility served as the overall background against which the role of adult learning was examined through the lenses of the EFA agenda – with a focus on life skills – and in the perspective of increasing participation embedded in the CONFINTEA framework. The meeting also allowed for the presentation of UIE's International Award for Literacy Research. The Ambassador of Nigeria to UNESCO, Michael Omolewa, congratulated the two authors who will share the 2005 Award for their studies on adult literacy, Sofia Valdivielso Gómez of Spain and Harbans S. Bhola of the United States.

UIE derives enormous gain from its networking activities. Its flagship network ALADIN was strengthened and diversified through the launching of ALADIN India at a national workshop in New Delhi in March 2005 and a range of capacity-

building initiatives for heads of literacy and adult education documentation centres from developing countries.

For the year 2006 we hope to finalize the legal transformation of the Institute in order to be able to concentrate our efforts on UNESCO's current priorities, namely EFA and the Millennium Development Goals, and by contributing to the three flagship innovations LIFE in the framework of the United Nations Literacy Decade, EDUCAIDS and Teacher Training in Sub-Saharan Africa. Furthermore, with its overall mandate on life-long learning, UIE has been invited to start the preparatory work for the next conference in the CONFINTEA series, a major project which is now approaching: CONFINTEA VI in 2009.

Adama Ouane
Director



"UIE has proven once more its unique ability to serve UNESCO and its Member States and partners."

GREETING

As priority concerns of UNESCO, non-formal education and adult and lifelong learning fall within the mission and mandate of the UNESCO Institute for Education. These are also topics to which I devoted much of my own work prior to coming to the Organization this past June. Over 20 years ago, I published a book entitled *Your Hidden Credentials: The Value of Learning outside College*. It was meant to challenge the artificial rigidity of education systems by making a case for knowledge gained experientially, outside of formal structures, by campaigning for its assessment for academic credit, and by outlining the substantial impact of such learning on human development. Making possible education for all, and then making it real, means making the learning of everyone, everywhere, count. This includes recognizing, validating and accrediting the many ways and the many places in which learning takes place at all ages, at school as well as outside it, at the workplace, and at home.

The International Adult Learners Week Celebration Festival organized by UIE in Oslo in October was for me a tangible demonstration of how much the adult learning community shares in and contributes to Education for All (EFA) along with the United Nations Millennium Development Goals (MDGs). It provided me with a sounding board for my own initiatives for reforming the Education Sector and recasting its emphases. I am grateful for the enthusiastic endorsement given for concentrating on greater inclusion, workforce training and development, teacher training, the use of ICTs, HIV/AIDS prevention, and on our role in the United Nations Decade of Education for Sustainable Development (DESD) and the United Nations Literacy Decade (UNLD).

The profound relevance of UIE and the credibility which it enjoys in the fields of literacy, non-formal education, and adult and lifelong learning were also underscored to me during my first mission to the UNESCO Regional Bureau for Education in Africa (BREDA) in November. There I was particularly pleased to see the difference that Education Sector Units can make in genuinely working together. The 2006 Global Monitoring Report on Literacy for Life was launched by BREDA with a presentation by the UIE Director. Joint studies on literacy for the 2006 Biennial of the Association for the Development of Education in Africa (ADEA) and the regional consultation on the UNLD exemplify the kind of collaboration I wish to encourage in the Organization. UIE's specialization in these areas represents one of UNESCO's major assets for responding to the urgent needs of groups and populations especially in developing countries without sufficient access to bona fide possibilities for learning in accord with the demands of the 21st century.

I welcome the fact that the transformation of UIE – pending for many years – from a private German foundation to a full-fledged international institute has now entered its final phase. UIE is ideally situated to play a key role as a specialized institute in the reformed management framework of the Education Sector. The Institute will be called upon to shoulder greater responsibility for implementing programmes geared towards Education for All goals 3 (learning and life skills for young people and adults) and 4 (adult literacy), and making technical and transversal contributions to goals 5 (gender equality) and 6 (quality of education). It will also be indispensable for cooperation in the UNLD; UNESCO's new Literacy Initiative for Empowerment (LIFE); and the Regional Support Team of the Sector for work in different areas of the world and technical support to Member States and UNESCO Field Offices. In addition, UIE has been entrusted by the 33rd General Conference of UNESCO to prepare the Sixth International Conference on Adult Education (CONFITEA VI), scheduled for 2009, which will address such issues as learning for freedom, democracy and critical citizenship, workforce development and the contribution of adult learning to meeting the MDGs along with the challenges to accomplishing the EFA goals and implementing the DESD.

A second, related mandate given to UIE concerns an international survey and capacity-building in the recognition, validation and accreditation of non-formal, informal and prior learning. These should be constitutive elements of overall systems of lifelong learning in the countries of the global North and South. What we need is a solid knowledge-base documenting field-proven good practices and innovative approaches. This should provide substance to the web portal I intend to create to assist education practitioners, researchers and decision-makers in improving their work and enhancing the flexibility of education.

In the coming years, the Member States of UNESCO should be well served by UIE, and UNESCO itself would benefit from boosting the Institute's position as an international reference centre for out-of-school learning. As education systems all over the world have to adapt to face new challenges for inclusion, learning for empowerment, democracy and sustainable livelihoods, UIE is needed to help us find creative ways for bringing education to all from access to success without leaving any learner anywhere behind.

Peter Smith
Assistant Director-General for Education, UNESCO



INTERNATIONAL ADULT LEARNERS WEEK 2005

Following the tradition established by Brazil in 2002 and South Africa in 2004, International Adult Learners Week (IALW) this year was hosted by Norway, in conjunction with the national Norwegian Adult Learners Week. Jointly organized and supported by the Norwegian Ministry of Education and Research and UIE, and in cooperation with the Norwegian UNESCO Commission, the Norwegian National Institute for Adult Education (Vox) and the Norwegian Association for Adult Education (NAAE), the event was opened by the Norwegian Minister for Education, Øystein Kåre Djupedal, on 24 October 2005 in Oslo. 150 participants representing more than 40 countries from all world regions attended the meeting.

The theme chosen for the event was "Education for All in an Era of Increasing Mobility: The Implications for Adult Learning". It was conceived as a forum for exchange, policy dialogue and advocacy on the importance of adult and lifelong learning and as a further step to strengthen the international learning festivals movement. A multi-dimensional understanding of mobility (geographical, social, and cultural, but also personal and spiritual) served as the overall background against which the role of adult learning was examined through the lenses of the EFA agenda – with a focus on life skills – and in the perspective of increasing participation embedded in the CONFINTEA framework.

Three thematic blocks were explored in plenary and workshop sessions:

- 1) Bridging Gaps through EFA in the Context of Mobility,
- 2) Acquisition, Recognition and Transferability of Life Skills in the Perspective of Increasing Mobility, and
- 3) Shaping Mobility: Adult Learning for Diversity and Participation.

One of the keynote speakers, the Brazilian Vice-Minister for Continuous Education, Literacy and Diversity, Ricardo Henriques, presented his country's national literacy programme with its aim of reaching out to all in a highly diverse society. He passionately argued in favour of quality and equity when discussing access to education. The President of the Asian and South Pacific Bureau of Adult Education (ASPBAE), Sandra Lee Morrison of New Zealand, highlighted the views of the NGO community on the Education for All agenda and the gaps to be filled, and explained the strategies and alliances undertaken by civil society organizations.

In his opening address, Norway's Education Minister Djupedal recalled that learning festivals are advocacy instruments for learning and participation. IALW aims to increase the international visibility and recognition of the international learn-

ing festivals movement by bringing together different stakeholders from different countries: high-ranking national and international education officials, lifelong learning experts from diverse contexts, and the protagonists of the international learning festivals scene: coordinators and learners.

In addition to the presentations and discussions, a full morning was reserved for study visits to a variety of learning sites in and around Oslo. IALW also provided the space to honour and celebrate adult learners who have made a remarkable journey through learning, along with outstanding adult learning initiatives from Norway. Apart from being celebrated, adult learners played an active role in the IALW conference as both plenary and workshop speakers – making the case for themselves and partnering with other learners and with providers to form networks and learners' forums across countries and regions.

The 2005 IALW meeting also allowed for the presentation of UIE's International Award for Literacy Research. The Ambassador of Nigeria to UNESCO, Michael Omolewa, congratulated the two authors who will share the 2005 Award for their studies on adult literacy, Sofia Valdivielso Gómez of Spain and Harbans S. Bholra of the United States.

The meeting was closed by the Assistant Director-General for Education of UNESCO, Peter Smith, who acknowledged the value of IALW by presenting an outlook of UNESCO's future education strategies – including a prominent place for adult and lifelong learning.



Øystein Kåre Djupedal, Norwegian Minister for Education

SELECTED ACTIVITIES AROUND THE WORLD

INTERREGIONAL ACTIVITIES

The **International Adult Learners Week**, a transnational advocacy framework for promoting literacy and lifelong learning, links 35 learning festivals around the globe.

ALADIN, the Adult Learning Documentation and Information Network, links 100 libraries and documentation centres in the field of adult education worldwide.

UIE is conducting an **international survey** on the recognition, validation and accreditation of prior learning.

UIE has constructed the internet platform "**Literacy Exchange: World Resources on Literacy**".

The **International Review of Education**, devoted to both formal and non-formal education, reaches over 15 million researchers and professionals worldwide.

LATIN AMERICA

Brazil:

Project on "Literacy, Basic and Continuing Education for Young People and Adults in a Context of Diversity".

Bolivia:

Publication of an Evaluation Report on Teacher Training Colleges for Intercultural Bilingual Education Project carried out by the German GTZ.

Mexico:

A "South-South Policy Dialogue on Quality Education for Young People and Adults" was held in Mexico City in June 2005.

EUROPE

Regional:

A European Regional Conference on Literacy was held in Lyon, France. UIE is coordinating the European Adult Learners Week network (IntALWinE).

UIE is coordinating a European project on family literacy (QualiFLY).

UIE was part of the now-concluded Network on Intercultural Learning in Europe (NILE).

International Adult Learners Week was held in October 2005 in Oslo.

Kosovo:

Capacity-building for adult learning.

Germany:

UIE collaborated in a "Family Literacy" pilot project.

UIE is a leading member of the German Coordination Group for the UN Literacy Decade.

UIE is a member of the Northern German network for the UN Decade of Education for Sustainable Development.

ASIA

Regional:

UIE is a member of "Positive Learning", a network for adult educators and HIV/AIDS-preventive education practitioners.

An International Workshop on Life Skills Learning was held in Baoding and Beijing, China, in June 2005.

Afghanistan:

UIE provided technical assistance for capacity-building in literacy and non-formal education.

Bangladesh, China, Lao PDR:

Project for the development of training materials for co-ordinators and trainers of community-based literacy and life-skills education programmes.

India:

The launch of ALADIN India took place at a national workshop in New Delhi in March 2005.

AFRICA

Regional:

The Secretariat of the Working Group on Non-formal Education (WGNFE) of the Association for the Development of Education in Africa (ADEA), which was located in the Commonwealth Secretariat in London, is now operating from UIE, Hamburg, awaiting its full transfer to Africa.

The WGNFE is working on the technical and scientific coordination of the literacy theme for the Biennial Meeting of ADEA, to be held in March 2006 in Libreville, Gabon.

The textbook series "African Perspectives on Adult Learning" is being published jointly with Pearson Education South Africa, the IIZ/DVV and the University of Botswana.

For ADEA, a comprehensive stocktaking research on bilingual education and the use of local languages is being carried out, covering 22 African countries.

A research and capacity-building project on gender and literacy is taking place in Mali, Niger, Burkina Faso, Senegal and Guinea, in cooperation with ADEA.

The project "Monitoring and Evaluation of Non-formal Education" is going on in five countries (Botswana, Kenya, Malawi, Namibia, Uganda).

A research project on the contribution of non-formal education to HIV-preventive education is being carried out in 13 African countries (in cooperation with the ADEA WGNFE).

13 national studies on literacy have been made.

UIE is cooperating with ACALAN (African Academy of Languages).

Mali, Niger, Zambia:

A project for the development of training materials for co-ordinators and trainers of community-based literacy and life skills education programmes is ongoing, specifically targeted towards female youth in six countries: Bangladesh, China, Lao PDR, Mali, Niger and Zambia.

Botswana:

An Adult Basic Education Programme (ABEP) is being developed.

A Minority Education Project, a Pilot Model School for the Indigenous San-people in Botswana, was finalized.

ORGANIZATIONAL STRUCTURE

From its base in Hamburg, the UNESCO Institute for Education works in close collaboration with the Paris headquarters of UNESCO, the four UNESCO Regional Bureaus, the field offices of the Organization and its six sister institutions: the International Bureau of Education in Geneva; the International Institute of Educational Planning in Paris; the International Centre for Technical and Vocational Education and Training (UNEVOC) in Bonn; the UNESCO Institute for Information Technologies in Moscow; the UNESCO International Institute for Higher Education in Latin America and the Caribbean, located in Caracas; and the UNESCO International Institute for Capacity-building in Africa, situated in Addis Ababa. UIE also works closely together with the UNESCO Institute for Statistics in Montreal.

As its general steering body, UIE has a Governing Board consisting of eleven members appointed by the Director-General of UNESCO who meet annually to review the Institute's work and plan future policy. The Board is made up of specialists in the educational field from different regions of the world. The Institute is headed by a Director also appointed by the Director-General of UNESCO. Numbering among the 30 or so members of its workforce are researchers, publications staff and librarians as well as administrative, secretarial and technical personnel. The Free and Hanseatic City of Hamburg provides the Institute with a house protected as a historic monument. The premises are close to the University of Hamburg, with which UIE enjoys an increasingly stronger partnership. UIE is audited yearly by Price Waterhouse Coopers & Lybrand Deutsche Revision AG.

The broad agenda of UIE is inspired by UNESCO's strategic goals reflected in its Medium Term Strategy. Its more specific objectives and activities are formulated in the light of resolutions made by the biannual General Conference of UNESCO and at the annual meeting of its Governing Board. Ideas for UIE's projects also come from other sources, in particular from the United Nations and world conferences and commitments as well as the Institute's formal and informal links with decision-makers, researchers and practitioners in education around the globe. Two external evaluations – one carried out in 2001 and another in 2005 – have also helped shape the programmes and modalities of operation of the Institute. UIE's priority issues and activities for the period 2002–2007 are reflected in its Medium Term Strategy.

PROGRAMMES IN 2005 · CONFITEA V FOLLOW-UP

UIE's CONFITEA programme on adult and lifelong learning is aligned with UNESCO's major programme of EFA. It is focused on literacy, basic education, and lifelong learning. It contributes to achieving all EFA goals, but especially goals 3 and 4: "ensuring the learning needs of all young people and adults through equitable access to appropriate learning and life skills programmes" and "adult literacy". Its focus on disadvantaged groups and on connections to the world of work and to categories such as identity, citizenship, empowerment and leadership builds new bridges between youth education and adult learning.

One of the significant achievements of the CONFITEA V follow-up programme has been promoting national capacities in policy development and strengthening adult education as an important subsystem of the education sector in Member States. This has been done in several ways. Adult and lifelong learning is monitored and evaluated regularly. The national profiles submitted during the CONFITEA V Midterm Review in 2003 by 70 countries are regularly updated and new country papers on the status of adult and lifelong learning are being added. Analysis has highlighted not only the strengths but also the challenges that adult education is confronted with. Governments are showing a greater tendency to engage multisectorally with partners from NGOs, universities, civil society and the private sector.

"One of CONFITEA V's major responsibilities involves having well-prepared adult educators develop and implement high-quality education programmes for young people and adults."

UIE has already begun preparing the Sixth International Conference on Adult Education (CONFITEA VI) to be held in 2009, which will focus on "Lifelong Learning for Sustainable Human and Socio-economic Development". It has set up a steering group which will advise UNESCO in planning this international conference at the global and regional level. A key to the success of the conference is involving all stakeholders. Several countries have submitted their candidacy to host CONFITEA VI. The final decision will be made by the Executive Board. The conference will be based on results from Member States participating in country and thematic reviews coordinated by UIE against a grid for analysing and monitoring institutional changes in adult learning. The Institute is identifying areas where more research is needed and collecting examples of national initiatives which give special emphasis to adults who are without certificates. There is a louder call for more action to meet the commitments already made.

Exchanging outstanding national models of youth and adult education on a South-South basis and through policy dialogue has been a significant strategic objective for supporting national capacities in planning, management and evaluation of Education for All. UIE and the Mexican National Institute for Adult Education (INEA/CONEVYT) organized a "South-



South-South Policy Dialogue in Mexico: Chris Chinien of the University of Winnipeg and Madhu Singh, UIE

South Policy Dialogue on Quality Education for Young People and Adults" in Mexico City in June 2005. Countries of the South can learn a great deal from each other if they have the opportunity to exchange experiences and best practices. The three-day international meeting focused on four national programmes of adult and youth education. These were: (1) the National Literacy Mission in India; (2) the Mexican INEA/CONEVYT Programme on "Education for Life and Work"; (3) the Literacy and Adult Basic Education and Training (ABET) Programme in South Africa; and (4) the Brazilian Literacy Programme "Brazil Alfabetizado". Through the active participation of educational planners and managers from Ministries of Education, South-South cooperation was secured on a sustainable and long-term basis. The meeting was seen by the delegates not only as a chance to improve the profile of adult education and an opportunity to learn from the innovative examples provided by different countries, but also as a chance to improve adult learning policies and their implementation in their respective countries, as well as to undertake pilot projects and feasibility studies on a South-South basis. The second step in disseminating outstanding innovations will include Bangladesh, China, Thailand and Namibia.

As part of the CONFITEA V follow-up activities, UIE also continued its work in monitoring adult education for disadvantaged groups with special learning needs, such as prisoners, persons with disabilities, indigenous peoples, minorities, refugees and migrants. In partnership with UNESCO/OREALC and the Training Program in Intercultural Bilingual Education

CONFINTEA V FOLLOW-UP

for the Andean countries (PROEIB Andes), UIE formulated a project proposal on indigenous peoples as part of the preparations for CONFINTEA VI and in line with the goal of monitoring progress and evaluating EFA strategies. This Latin American Observatory on Indigenous Youth and Adult Education was planned to start in three countries – Bolivia, Ecuador and Peru – and expand in its second stage to Guatemala and Mexico. The overall goal was to improve educational provision for indigenous youth and adult populations by guaranteeing equity, quality and relevance of education. Unfortunately, in 2005 it was not possible to raise funds for this project.

Prisoners are another disadvantaged group with special learning needs. Teaching and learning in prison requires specific expertise and motivation. In September 2005, UIE and the International Watch on Education in Prison held a training seminar on non-formal education in prison in Hamburg. The seminar was supported by the European Union in the framework of the Grundtvig 3 and Grundtvig 4 programmes. Twenty educators from 10 countries, mostly from Europe, came together for an exchange on their practices in prison education, prison administration and the needs of prisoners. All participants agreed that non-formal education must occupy a central place in educational initiatives in prisons, reintroducing detainees to a learning process and to the world of collective responsibility. The participants established an international network on non-formal education in prison. Publication is planned of an international survey on the state of art of education in prison in 70 countries worldwide.

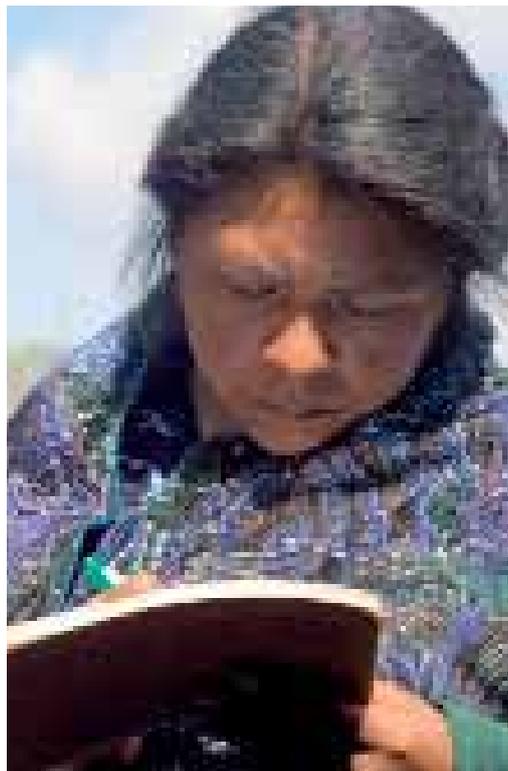
One of CONFINTEA V's major responsibilities involves having well-prepared adult educators develop and implement high-quality education programmes for young people and adults. This has been recognised by UNESCO as one of the core activities in the field of education, in addition to literacy and

HIV/AIDS prevention. Adult basic education is also an important element in many tangible benefits, including improved agricultural and food production, sustainable agricultural practices, effective water conservation, enhanced productivity, improved income-generating capacity, better awareness of health issues etc. Adult learning also underlies democracy, critical citizenship, cultural diversity, social inclusion and human rights. UIE's state-of-the-art reviews on adult education have brought out all these facets which need to be reflected in the professional development of grassroots functionaries.

The thematic "Adult Learning and the World of Work" focused on the dissemination of useful and effective learning methodologies for stakeholders dealing with the informal economy, that is, those segments of the population which lie outside formal work and education. The informal economy can no longer be viewed only as a survival economy. Basic education and continuing education and training are essential to empowering people and crucial to strategies for poverty reduction and sustainable social and economic development. UIE will be supporting the National Conference on "Skills for the Informal Sector for Sustainable Development in India" in New Delhi in February 2006. This conference aims to provide a platform for promoting the informal sector in India.

A global movement which resulted from CONFINTEA V is the International Adult Learners Week, a network of 35 learning festivals worldwide which is coordinated by UIE. Following the tradition established by Brazil in 2002 and South Africa in 2004, an International Adult Learners Week event was hosted in October

2005 by Norway. Over 150 participants representing more than 40 countries from all world regions attended the meeting. Parallel to that global network UIE also coordinates the regional European network IntALWinE (International Adult Learners Week in Europe), financed by the European Union in the framework of the Socrates/ Grundtvig programme.



The CONFINTEA V follow-up monitors education provision for minorities (Photo: UNESCO/V. M. Camacho Victoria)

LITERACY

Literacy has been one of the core areas of work in the Institute's more than 50 years of existence. Its work in literacy has gained more visibility in the context of the EFA agenda, inasmuch as UIE has consistently pushed for more attention to realizing the literacy goal. Its competencies, built through the years, are focused on research, research-based advocacy, capacity-building, networking and programme implementation.

In terms of its advocacy work, the Institute has devoted a great deal of attention to ensuring that literacy remains a priority in Africa, a region with one of the lowest literacy rates.

As part of its efforts in the Working Group on Non-formal Education (WGNFE) of the Association for the Development of Education in Africa (ADEA), UIE is responsible for organizing and facilitating the literacy sessions of the forthcoming ADEA 2006 Biennial Meeting, to be held 27–31 March 2006 in Libreville, Gabon. ADEA's Steering Committee has shown a strong interest in making literacy an ADEA priority, integrating the issue into the agenda on Policy Dialogue and Strategies for the Development of education in Africa.

In March 2005, the ADEA WGNFE and UIE held a consultative meeting in Paris on the conditions and factors needed to develop effective policies and literacy programmes in Africa. The workshop was held in preparation of the sessions of the ADEA 2006 Biennial, which will focus on effective literacy policies and programmes for socio-economic development.

"Literacy has been one of the core areas of work in the Institute's more than 50 years of existence."

Subsequently a number of studies were commissioned. These looked at various factors that may positively influence decision-makers and the donor community with regard to improving implementation of policies and programmes and increasing resource allocation for literacy in sub-Saharan Africa. A review meeting attended by researchers, technical experts, partners and members of the ADEA WGNFE was held 14–19 November in Dakar, in collaboration with the UNESCO Regional Bureau for Education in Africa (BREDA). Eight thematic studies covering policies and strategies, curriculum renewal, costs and financing, the creation of conducive literate environments, resourcing and capacity development as well as linkages and articulation with other development sectors were carried out together with documenting 11 good practices from Africa and five outstanding illustrative cases outside Africa. These were undertaken in the overall framework of lifelong learning and globalization. As a consequence,



Literacy is a global issue and not only a concern of Africa (Photo: ARED/Amadou Diol)

five content units were identified and will be used to organize the debates during the forthcoming biennial meeting. Each unit will consist of a situation review, an analysis of evidence and indicators of successful factors, presentation of illustrative cases and recommendations for policy and action.

The ADEA Working Group on Communication for Education and Development (COMED) worked closely with the WGNFE during the review meeting to sensitise journalists reporting on education and communication officers working in the education sector to the key role of literacy in poverty alleviation and social and economic growth. The review meeting, apart from providing feedback and major inputs to the authors for the finalization of their papers, allowed for a cross-fertilization of ideas and experiences among more than 12 Anglophone, Francophone and Lusophone countries of sub-Saharan Africa.

To demonstrate that literacy is a global issue and not only a concern of Africa, the Institute has been at the forefront in advocacy for literacy as a foundational element of lifelong learning and a basic skill in Europe. In April 2005, the Institute, in collaboration with the French Agence Nationale de Lutte Contre l'Illettrisme (ANLCI) and the French UNESCO National Commission, with financial support from the European Union, organized in Lyon the first-ever regional meeting on literacy in Europe. Attended by 150 participants from 35 countries, the regional meeting brought together policy-makers, practitioners and researchers concerned that while literacy is a critical issue in the region, not many governments have put it high on their educational agenda. The participants agreed that within the context of the Lisbon Strategy

LITERACY

of the European Union, literacy remains a basic skill that needs to be addressed to reach the goal of the EU to become one of the most competitive knowledge societies in the world. The meeting also emphasized the need for sharing good practices not only within the region but also with other regions of the world. Finally, the meeting recommended that UIE be responsible for collecting good practices within the region as well as inter-regionally and coordinating the networking efforts of the region. An outcome of the meeting is the advocacy document "Why Literacy in Europe?", which contains the highlights of the meeting and is available in four languages (English, French, Spanish and German).

To broaden its advocacy reach, the Institute has also produced three video clips on literacy. The first one shows different literacy posters in Europe and portrays the changing notion of literacy in the region. It was first shown during the European Regional Literacy Meeting in Lyon and has been shown in different literacy conferences in the region. The second was a joint-venture co-produced with the UNESCO Regional Bureau for Education in Africa (BREDA) and was shown on television in African countries as part of the International Literacy Day celebration on 8 September. The third features an international collection of literacy posters which was launched during the UNESCO General Conference in October in Paris.

Within its host country, Germany, the Institute has also been actively working with many organizations to put literacy high on the policy agenda. Together with the Federal Literacy Association, UIE coordinates the German Network for Basic Education and Literacy established in the context of the Literacy Decade to raise public awareness of the importance of literacy in an industrialized country like Germany. Apart from the two coordinating organizations, the Federal Ministry for Education and Research, the German National Commission for UNESCO, the Association for Adult Education, the publishing house Ernst Klett Sprachen, the Institute for Adult Education, the Trade Union for Education and Science and the Reading Foundation are members of this group. To strengthen media support for its advocacy work, UIE also organized, in cooperation with Ernst Klett Sprachen and the Federal Literacy Association, a seminar for journalists on "Literacy in Germany". UIE and Ernst Klett Sprachen have also published the first school book on literacy entitled *Jede Vierte, jeder Sechste ... (One in four, one in six ...)*.

Recognizing invaluable research on literacy through the International Award for Literacy Research gives substance to the advocacy work of the Institute as well as supports its programme activities. For the sixth cycle of the International



Michael Omolewa presents the 2005 International Award for Literacy Research to Sofia Valdivielso Gómez

Award for Literacy Research, it was decided to focus on adult literacy for sustainable development, one of the themes of the UN Literacy Decade, thereby complementing the recently launched UN Decade of Education for Sustainable Development. Two manuscripts were selected from the entries received as they specifically addressed the theme, displayed a focused and reflective approach and developed original insights which could help design new strategies for literacy as a tool for sustainable development. Instead of one monograph, a combined publication will be produced containing shortened and revised versions of the two manuscripts.

The two authors who received the award are Sofia Valdivielso Gómez of Spain for her study *Alforjas Para un Viaje: Desde la Alfabetización Funcional y el Desarrollo Económico a la Alfabetización Integral y el Desarrollo Sostenible (Luggage for a Journey: From Functional Literacy and Development to Integral Literacy and Sustainable Development)* and Harbans S. Bhola of the United States for his study *Adult Literacy for Sustainable Development: Knowledge-based Discourse for Course of Action*. Valdivielso's study introduces the new concept of "integral literacy" which corresponds to a holistic vision of sustainable development and is innovative in its conceptual approach, including a critical review of international literacy discourses and agreements of the last decades. Bhola's study develops a strong argument in favor of a more serious consideration of development and the purpose of adult literacy, giving an empirical review and inter-linking lessons learnt in the past. It is accompanied by a critique of dominant development discourses and suggests a forward-looking model for adult literacy.

To support researchers in Western Africa, the Institute has also started a capacity-building/research initiative in collaboration with the ADEA Working Group on NFE. The main objective of this initiative is to ensure a gender perspective in

LITERACY

literacy research as well as to provide opportunities for researchers to implement a research project. A workshop which brought together government representatives, researchers and NGOs from Burkina Faso, Guinea, Mali, Niger and Senegal was organized in September in Bamako, Mali. An outcome of the workshop was the operationalization of the gender perspective in concrete country research proposals. The results of the research projects are expected to be presented in the ADEA Biennial.

Also in line with its mandate to enhance national capacities to provide adult education opportunities for all, UIE is providing technical services to governments in evaluating and developing non-formal education programmes. In October 2004, UIE was awarded a consultancy for the development of a new Adult Basic Education Programme (ABEP) through a call



Working group on ABEP syllabus formulation in Botswana

for tenders by Botswana's Ministry of Education. UIE's proposal aims at the development of a customized programme design, curriculum and relevant learning material together with its partner team of the Department of Non-formal Education (DNFE). In addition, it aims at building internal capacities in the Department as well as strengthening effective partnerships with major stakeholders such as learners, facilitators, curriculum developers, employers, community authorities, extension support, NGOs, private providers and others. The consultancy was officially launched in Gaborone in February 2005 with a first meeting of the Reference Committee and will last until the end of 2007. The first activities involved setting up the counterpart structure at the DNFE, clarifying roles and procedures, collecting information on existing activities in the field of adult education, and mapping the learning needs at grassroots level. The development of a new curriculum for adult education has important implications for the Botswana education system and the society as a whole. Therefore it needs to be a negotiated and participatory process. During a second mission at the end of May, a major stake-

holders' meeting was organized with more than 70 participants from civil society, parastatal and governmental institutions including field staff of the DNFE, facilitators and learners. The third mission in August was chiefly dedicated to the discussion and development of a curriculum framework which was approved in October by the Reference Committee. Rather than in the traditional subject areas, the curriculum matrix has been organized in three broad fields: core learning, general studies, and practical skills. The core learning areas (languages and mathematics) are compulsory and developed throughout the curriculum. Each of the four areas of general studies (health, social issues, economy and work, science and technology) is linked to both the core curriculum and to a series of practical skills, which are in turn optional and may be selected by learners according to their preferences. During the fourth mission in October the team started to draft syllabi for the different learning areas. All workshops and meetings during 2005 were also used for training and capacity-building, as envisaged in UIE's project approach.

Ensuring the right to education in post-crisis and post-war situations through providing access to literacy and basic education, particularly for those who formerly were excluded, is the main strategy for UIE's capacity-building interventions in Kosovo and Afghanistan.



Fevzi Berisha, Deputy Minister of Education, Science and Technology, Kosovo, and Ulrike Hanemann, UIE

LITERACY

UIE's technical support continues to be provided to the Kosovo Ministry of Education, Science and Technology, in partnership with UNICEF-Kosovo and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV). The German Foreign Ministry granted UIE € 50,000 for the programme "Literacy and Adult Education for Girls and Women in Kosovo" lasting from March 2005 to February 2006. As capacity-building is the key feature of education in post-crisis and reconstruction, emphasis is put on guidance and training, technical backstopping and the development of non-formal education programmes within a long-term vision. The main focus of UIE's interventions in Kosovo is shifting towards building institutional capacities for adult and lifelong learning systems and strengthening the Education Ministry's ownership in the implementation of related activities. With these activities UIE is contributing to ensuring gender equality in EFA and promoting lifelong learning through literacy and non-formal education.

On the basis of the available statistical data it has to be assumed that about 30–35% of the Kosovo population aged 15 and above have not completed compulsory basic education, and a large number of them have to be considered as functionally illiterate. The programme "Literacy and Adult Education for Girls and Women in Kosovo" – *Dritare Jete (Windows onto Life)* – that started in 2001 addresses the problem of female illiteracy (estimated to be above 20% in rural areas) and the high percentage of girls and women who have not completed their basic education (almost two-thirds according to a survey conducted in 2001). About 2,800 women are currently enrolled in four levels (equivalent to grade 5 of formal education) which are implemented through a network of 130 centres Kosovo-wide. The main achievements of 2005 were the publication of a level IV textbook, the upgrading of the training and monitoring skills of the involved personnel and Education Ministry's staff, and an assessment and final evaluation model jointly prepared with the competent authorities within the Ministry and allowing for the official accreditation of the courses.

With technical support from UIE the Education Ministry organized a second seminar and workshop on the "Role of Accreditation and Qualifications Systems in Promoting Lifelong Learning" in June/July which was attended by 45 participants from different divisions within the Education Ministry and other ministries, as well as by stakeholders from NGOs and international organizations. The main goal was to discuss and develop a policy framework conducive to creating a sustainable lifelong learning system for youth and adults in Kosovo. In addition to a number of recommendations with regard to the creation of a National Qualifications Framework, one

of the concrete results of this event was the establishment of a permanent working group in charge of defining standards, criteria and instruments for an appropriate assessment of the ongoing *Dritare Jete* programme. In September this working group prepared a proposal of standards, learning outcomes and assessment criteria for language (Albanian) and mathematics. The next steps include the preparation of standardized instruments and the training of internal facilitators and external assessors, so that those learners who wish to acquire a certificate may undergo a final examination next year.

In Afghanistan, the general objective has been to promote non-formal education for conflict-affected populations, with a special focus on gender equity and sensitivity, and at the same time to build institutional capacities for adult and lifelong learning systems. These activities also contribute to advance the EFA, UNLD and Millennium Development Goals.

UIE prepared a project proposal ("Capacity-building through innovative approaches to literacy and non-formal education programmes, in particular for girls and women in Afghanistan"), which constitutes a continuation of the project started in 2002 in the framework of an inter-institutional UIE-UNICEF Afghanistan agreement. Along with training the staff of the Afghan Department of Literacy, two textbooks for women and facilitators' manuals were developed in the Dari and Pashto languages. UNICEF is now continuing this initiative within a literacy programme for women. The textbooks and manuals are being printed, facilitators trained, and pilot courses set up in order to meet the immense demand for basic education among Afghan adults, in particular women. UIE is continuing to provide technical advice.

Developing countries with rapid population growth tend to have a high proportion of illiterate and low-skilled youth. This has serious repercussions for future literacy scenarios and special needs. Many of these youth have not attended primary schools or have dropped out in early stages. Even those completing primary schools may not have received quality education. It is in this context that UIE has implemented its Capacity-Building for Community-based Literacy and Life Skills Education Programmes for Disadvantaged Young Adults (CABLE4Y Project).

Addressing EFA goal 6 on improving education quality, the project aims at building the capacities of facilitators to design locally relevant learning opportunities for out-of-school youth in rural areas. For this purpose, the training needs of facilitators, training strategies and required training materials are being identified and developed with the participation of stakeholders. In addition, innovative examples of learner-centred learning activities are being collected.

LITERACY

Supported by UNESCO Japanese Funds-in-Trust for the Capacity-Building of Human Resources, this two-year project is designed to reinforce on-going NFE programmes targeting youth in six countries from the African and Asian Regions, namely Bangladesh, China, Lao PDR, Mali, Niger and Zambia. Each country has set up a project team composed of government departments such as non-formal education, women's affairs, and community development, research institutes and NGOs at national and local levels. In 2005, the national project teams conducted an assessment of training needs through questionnaires, discussions, field visits and other activities in each country. Based on this analysis of training needs, tailor-made and context-relevant curriculum materials using learner-generated elements were developed. Selected life-skills training topics cover critical citizenship, good governance, learning for diversity and learning to live together, family planning, HIV/AIDS and drug abuse prevention, environmental protection and value education for youth. In late 2005, the teams organized training activities using the materials developed. Inter-regional activities were organized in June and October. The first was an international workshop on progress in national activities and training on life-skills in non-formal education, while the second involved a study-tour to South Africa. With the support of the University of South Africa's Adult and Basic Education Training Institute, leaders of national project teams visited various life-skills and literacy training programmes.

Another capacity-building project of the Institute involves reinforcing national capacities to evaluate non-formal education and literacy programmes for young people and adults. Non-formal education and literacy – although important components of EFA – are still poorly served in current national plans and attract little attention from cooperation partners. One reason often given is that there is not enough proof of the efficiency, results and impact of the programmes. Quality is another common weakness in non-formal education programmes.

This project aims to contribute to the UN Literacy Decade by improving the quality of learning and enhancing programme impacts, and most of all by deepening the understanding of in-built evaluation concepts.

Participants are exposed through field- and practice-based comprehensive exercises to the newest research on designing and implementing built-in evaluation systems attuned to their contexts and needs. They are trained to create conceptual frameworks as well as to develop systems, to design and use tools, to analyze information and data, to take corrective measures and to create new policies. At the end of the pro-

ject cycle all dimensions and aspects of monitoring and evaluation will have been covered and mastered.

This year, the project focused on the African region. Five African countries (Botswana, Kenya, Malawi, Namibia and Uganda) prepared national situation analysis papers by reviewing policies and analysing current practices in evaluating non-formal education programmes. The studies will be cross-analysed in an inter-country workshop planned for February 2006.

Another type of capacity-building project is UIE's International E-Learning for Literacy project, conceived for practitioners, researchers, policy-makers and young professionals in the field of adult basic education and literacy. It complies with the capacity-building goals defined for the UN Literacy Decade and EFA, informing and training facilitators and project developers. The Literacy Exchange website (<http://www.rrz.uni-hamburg.de/UNESCO-UIE/literacyexchange>) gives an overview of national literacy programmes in Brazil, Jamaica, Kosovo, Mexico, Nicaragua, South Africa, Tanzania, India, Spain, Tunisia, Germany, Oman, Syria, Somalia and Mongolia. A resource site links to national and international institutions that offer literacy training, as well as to relevant online materials, reference statistics and journals.

Training is offered through an e-learning course that can be implemented by any interested educational institution on a non-profit basis. The course consists of five consecutive modules plus an introductory study skills module. It is designed for a six-month period of in-service training and requires a workload of 5–6 hours per week. The learning process is to be supported by a tutor and peer exchange via an internet discussion forum provided by the University of Hamburg. No funding was secured for the pilot-testing of the course in 2005 and negotiations are underway to identify partners who will carry out this task on behalf of UIE.

Finally, the Institute is involved in two literacy pilot projects, one in Botswana and another in Germany. Building on its already existing networks in Botswana, the Institute, in collaboration with the Kuru Family of Organisations (an NGO working with indigenous peoples' rights) has finalized its Minority Education Project – a pilot model school for the indigenous San people. The project outlined the curriculum, management plan and budget of primary and secondary schools to be financed by Debswana, Botswana's diamond mining company. The schools suggested have the following guiding principles: 1) a learning environment that incorporates and builds on the language and culture of learners and enhances their confidence and self-esteem; 2) a system for

LITERACY

advocacy and programme development through national, regional and international exchange programmes; and 3) an education system that enables learners to develop skills useful to them and allowing them to live more self-determined lives.

The second pilot project on Family Literacy is based in Hamburg but also covers other European countries. Family literacy takes an intergenerational approach to promoting children's literacy skills. In cooperation with the Institute for Teacher Training and School Development of the City-State of Hamburg, UIE is carrying out a pilot project on family literacy in Hamburg – supported in the framework of the programme "Promotion of Children and Young People with Migrant Backgrounds" (FörMig) financed by the Federal Ministry for Education and Research and the participating Federal States for a period of five years. The project carried out with 5-year-old pre-school children and 6-year-old first-grade children and their parents started in summer 2004 and will run until 2009, involving 7 schools and 2 kindergartens in socially disadvantaged districts of Hamburg. Working sessions are held with parents and their children, with the aim of enabling parents

field. An important issue for the coming years will be to look into the applicability of this intergenerational approach in different contexts.

At the European level, the QualiFLY project has started, a learning partnership on the quality of family literacy in the framework of the Socrates/Grundtvig programme of the European Union, with a focus on best practices and monitoring and evaluation. The aim of the project is to promote good quality in family literacy programmes through identifying and disseminating good practices, creating a core group of expertise in each partner country through the active involvement of tutors, and assisting countries in developing capacity-building programmes for policy-makers as well as educators and parents. Seven institutions from six countries – Bulgaria, Germany, Ireland, Italy, Malta and Turkey – are taking part in the project.



Family literacy takes an intergenerational approach to promoting children's literacy skills

to help their children acquire literacy skills. The project is being monitored and evaluated by the Department for Quality Development of the Institute for Teacher Training and Curriculum Development. The project is expected to contribute to the development of teacher training modules and materials enhancing the qualifications of teachers and educators in preventing illiteracy. It will hopefully be pioneering for similar projects in Germany, where there is little experience in this

LIFELONG LEARNING

One of the key areas of work of the Institute is the promotion of lifelong learning as an educational principle articulated and embedded in educational systems in all regions of the world. Concretely, this means having a watchdog function in insisting on a lifelong learning perspective in the EFA agenda, and elaborating on the role of non-formal education in meeting the EFA goals. It also means raising the profile of literacy as a foundational skill necessary for learning throughout life.

To support its advocacy work the Institute, in collaboration with different partners, has undertaken several studies intended to provide evidence documenting the role of non-formal education in contributing to the attainment of EFA goals and demonstrating its synergy with formal education.

“The Institute has a watchdog function in insisting on a lifelong learning perspective in the EFA agenda.”

Recognizing, validating and accrediting prior learning and experience is one research concern which the Institute has taken on board in collaboration with the French National Commission for UNESCO. After the results of an international survey on recognizing, validating and accrediting prior learning were presented in an international workshop at the end of 2004, the partner agencies agreed to extend the undertaking. In July 2005, an inter-agency meeting in Paris brought together the Organisation for Economic Co-operation and Development (OECD), the European Union, the European Training Foundation (ETF), the UNESCO Institute for Statistics (UIS), the Association for the Development of Education in Africa (ADEA), the German Federal Institute for Vocational Education (BIBB), the Centre d'Études et de Recherches sur les Qualifications (CERAQ), the Conservatoire National des Arts et Métiers (CNAM), the French Ministry of Foreign Affairs, the Norwegian Ministry of Education as well as the University of Sorbonne. Representatives agreed that priority areas in policy, research and advocacy strategy would have to do with intensifying the attainment of EFA goals. At UNESCO's 33rd General Conference, the Institute and the French National Commission organized a roundtable with representatives from Member States and specialized agencies concerned with establishing international frameworks and mechanisms and implementing policies on recognition of prior learning. It was also suggested to launch a capacity-building plan for national officers in charge of recognition, validation and accreditation of learning through regional seminars, starting with Africa in 2006.

The Institute also participated in an international research project on the synergy of non-formal and formal education initiated by the UNESCO Basic Education and Literacy Section

(ED/BAS/LIT). Among its key findings were: 1) there is a range of non-formal education delivery modes which are effectively providing much-needed educational services to marginalized populations; 2) non-formal education initiatives, because they bring in different partners and due to their participatory approaches, are able to respond effectively to the learning needs of the population they serve; 3) non-formal educational methodologies are increasingly being adopted by the formal education sector; and 4) recognition and validation of prior learning is increasingly gaining ground in the world. In spite of these contributions, non-formal education continues to be marginalized and sustainability of programmes remains a problem.

In partnership with the Working Group on Non-formal Education of the Association for the Development of Education in Africa (ADEA), the Institute also initiated a research project on the contribution of non-formal education to HIV-preventive education. Covering 13 African countries (Botswana, Burkina Faso, Cameroon, Ivory Coast, Kenya, Mali, Namibia, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia) this project took an inventory of non-formal education initiatives in HIV-preventive education and elaborated on case studies. A regional workshop was organized in December 2005 to present the results with participation from 35 representatives of government and NGOs and researchers. The workshop highlighted the following: 1) Although marginalized within the educational system, non-formal education continues to make invaluable contributions to HIV prevention, whether in the form of literacy classes, sessions on reproductive rights and sexuality, life-skills training, work-based initiatives, income-generating activities, programmes addressing women's rights and gender-based violence and ICT programmes; 2) It is important to involve people living with HIV/AIDS in all stages of educational projects;



Community theatre on gender-based violence and HIV-prevention, Uganda

LIFELONG LEARNING

3) Because of its highly participatory processes, non-formal education is able to effectively reach its audience; 4) Dissemination of participatory methodologies like REFLECT and STAR and the lessons learned in such approaches are important; 5) Moving from acquiring information to behavioural change remains a key challenge, as many non-formal education initiatives are focused on providing information, whereas they ought to generate knowledge and know-how; 6) Evaluating, monitoring and documenting the impact of such initiatives are at early stage and therefore need to be urgently addressed; and 7) It is essential to create a regional network that will not only share lessons on non-formal education practices and HIV prevention but will also be an advocacy group whose primary role would be to highlight the contribution of non-formal education to HIV-preventive education.

In terms of its HIV-prevention education work in the Asian region, the Institute is part of the Positive Learning Working Group (PLWG), which is a concrete result of a regional meeting organized by the Asian South Pacific Bureau of Adult Education in September 2005 in Thailand. In this meeting, attended by adult educators and the seven largest coalitions in the region working in different areas on HIV, the Institute presented a paper on the importance of a lifelong learning perspective in addressing HIV prevention. In this way, it contributed to strengthening the response to HIV/AIDS through lifelong learning and understanding and mainstreaming the integration of both sectors.

As language plays a key role in learning, the Institute – in combination with the German Agency for Technical Cooperation (GTZ) – has been entrusted by ADEA with carrying out a stocktaking of bilingualism and the use of African languages in formal and non-formal education. This research accords with the UNESCO recommendation for the Education for All programme in its review of the implementation of the Dakar Framework for Action in Africa for the period 2000–2005. It is also a follow-up on a major study and policy dialogue on the quality of education in Africa (the results of which were presented during the ADEA 2003 Biennial) which highlighted the use of African languages in education and bilingual educa-

tion as proven determinants with respect to quality of education. The study, conducted by six language and education specialists, addresses African language and education policies; teaching practices at classroom level and active learning; models of instruction in African languages and bilingual education in formal and non-formal education systems; publishing in African languages and social marketing. The report will present a detailed review of experiences and methodological approaches in a variety of African countries. The first draft has been discussed during a peer-review meeting with a range of experts held in August in Namibia. This expert meeting was organized in cooperation with the GTZ and ADEA and in partnership with the Ministry of Education of Namibia and the Agence Intergouvernementale pour la Francophonie (AIF). The final version and a more condensed advocacy document will be submitted to African Ministers of Education and other stakeholders before the ADEA Biennial in March 2006. The report and the advocacy document represent reference and advocacy tools that will help policy-makers and practitioners in making informed choices in a much-contested field.

Also in Africa, the textbook series *African Perspectives on Adult Learning* launched its first volumes of the initial five in a special event in Cape Town in April. The book launch, featuring as keynote speaker the South African Minister of Education, was coupled with an international conference on “The Training of Adult Educators in Africa and Asia/Pacific: Present Situation and Recommendations for the Future”



Non-formal education provides much-needed educational services to marginalized populations
(Photo: UNESCO/P. Kruithof)

LIFELONG LEARNING

organized by the IIZ/DVV. On the heels of this meeting, the Editorial Board of the series continued its first steps towards determining the aims and scope of a first generation of books designed for universities in Francophone Africa by expanding its membership accordingly. Distribution and sales of the two volumes already in print especially through the UNESCO network were a focus for the remainder of the year. Final proofs of the two volumes on *Research Methods for Adult Educators in Africa* and *The Social Context of Adult Learning in Africa* were also corrected and the works approved for printing. In May/June, a Writers' Workshop was held in Cape Town for the author teams of the two new books in Phase Two of the series; these address *The Management of Adult Edu-*



Incorporating a gender-equality perspective in all its areas of work is an imperative for UIE (Photo: ARED/Amadou Diol)

cation in Africa and *The History of Adult Education in Africa*. By addressing intercultural learning through its involvement with the Network on Intercultural Learning in Europe (NILE) the Institute intends to highlight the importance of cultural dialogue in promoting lifelong learning. The first two years of the NILE focused on definitions and good practices in intercultural learning, while the final year has been used to look into strategies for mainstreaming intercultural learning in the context of lifelong learning. The project concluded with a symposium in June 2005 in Liverpool on intercultural learning with a range of local and national education experts from different cultural communities and neighbourhood renewal projects. Doubts about the effects and in the face of unfulfilled promises of intercultural learning dominated the discussions, in particular from the side of marginalized communities, and the need for thorough legislative and social changes was evident.

As a member of the NILE Editorial Committee, UIE helped prepare and coordinate two publications. The first NILE publication *Adult Education Embracing Diversity I: Snapshots from Intercultural Learning in Europe* is a collection of case studies selected by the project partners as examples of intercultural learning. They vary widely in their approaches and formats, and reflect the diverse understandings of intercultural learning that exist in the partner countries/organizations. Three categories of case studies/projects were identified: those aiming at capacity-building and empowerment of specific cultural groups; those with a more reciprocal approach trying to promote intercultural learning by bringing together members of different cultural groups; and finally informal or other initiatives addressing awareness-raising or the integration of different cultural groups and perspectives. The second and final NILE publication *Adult Education Embracing Diversity II: Developing Strategies for Mainstreaming Intercultural Learning Based on Needs and Experiences* was produced at the end of 2005. It focuses on change towards more inclusive and diverse societies.

Finally, an imperative in the Institute's work is the incorporation of a gender-equality perspective in all areas. In advocating for a lifelong learning perspective with a gender-equality lens, the Institute has been able to respond to requests for conceptual and technical assistance. In October 2005, the Institute, following the request of UNESCO Bangkok and the Ministry of Education of the Government of Laos, provided the main resource person in a one-week workshop on data analysis on girls' and women's participation in schools. This capacity-building activity was meant to provide the much-needed conceptual, analytical and writing skills to Ministry research staff to add to their data-gathering skills. The Institute was asked by UNESCO Kathmandu to give a contribution on gender-equality perspectives in lifelong learning in a national seminar in Nepal in November on "Measuring Gender Equality". One of the concrete recommendations of the seminar was to ensure that quantitative and qualitative indicators for gender equality be developed beyond girls' schooling and women's literacy rates.

POLICY ADVOCACY, CAPACITY-BUILDING AND NETWORKING

Advocating for literacy, non-formal education and adult and lifelong learning as crucial elements of the political agenda worldwide in connection with efforts towards achieving education for all are the main objectives of UIE with regard to policy advocacy, capacity-building and networking. The EFA goals, the objectives of the UN Literacy Decade and the CONFINTEA V recommendations represent here the major components in terms of policy frameworks. The European regional conference on literacy held in April 2005 underlined the need to collect, analyse and disseminate innovative approaches to literacy in industrialised countries and called on UIE to act as a clearinghouse to that end. The International Adult Learners Week Commemoration in Oslo highlighted the relevance of EFA as a priority area for both industrialised and developing countries by focusing on societal demand for increased mobility in the context of globalisation.

The Global Monitoring Report (GMR) on Education for All has become a widely recognised instrument for sensitising the international community to issues related to (non-)attainment of the six Dakar Goals. The 2006 GMR launched in November under the title *Literacy for Life* analyses the international literacy situation through a comprehensive study of literacy policies, concepts and practices applied worldwide, together with a statistical annex. Taking advantage of its

“By linking educational research, policy and practice, UIE functions as a networking focal point.”

ongoing research activities, UIE provided a series of background papers for the report on the topics such as Literacy in Conflict Situations, Literacy in Botswana, Literacy and Mother Tongue, Literacy for Special Target Groups, Libraries and the Literacy Environment, Literacy, and HIV/AIDS and Gender. As is the case for all background material produced for the Global Monitoring Reports, these have been made available to the public on the Monitoring Report Team’s Website (<http://www.efareport.unesco.org>).

UIE contributed to the launch of the report in Germany with the Director of the GMR team and in Africa, organized by UNESCO’s Regional Bureau of Education (BREDA). The report has been praised by the literacy community as it provides a unique and real reference documentation, making empirical cases for supporting and investing in literacy.

UIE’s capacity-building activities concentrate in principle on supporting Member States in their efforts to create conditions for institutionalising lifelong learning. This takes place in various ways: workshops and seminars on specific themes (e.g., policy and curriculum renewal through diversity, inter-

cultural learning and the use of local languages, family literacy, a gender-equality perspective on non-formal education approaches, empowering strategies in HIV/AIDS prevention, built-in systems of monitoring and evaluation, as well as recognition, validation and accreditation of learning through various modes) for policy-makers, researchers and practitioners. UIE continued to support CREFELD, the Regional Centre of Environmental Education for the Fight Against Desertification in Tchad. Its activities in 2005 included a workshop for practitioners from NGOs and environment education students on “Design and Implementation of Environmental Impact Studies” in autumn 2005. Specific services given to Member States through consultancies are another element, one example being the elaboration of a national adult education programme for Botswana as a follow-up to the evaluation of the National Literacy Programme in 2003, or the reinforcement of the capacity of the Kosovo Ministry of Education to design and implement lifelong learning.

By linking educational research, policy and practice, the UNESCO Institute for Education functions as a networking focal point for academic partner institutions, as well as governmental and non-governmental organizations. Created and fostered over more than half a century, these networks represent today a crucial aspect of the Institute’s role as a laboratory of ideas, standard-setter, clearing-house, capacity-builder and catalyst for international co-operation in its areas of expertise. Consequently, effective networking has become a key component within the overall strategy of promoting the enhanced vision of adult learning provided by CONFINTEA V along with the objectives of Education for All and the UN Literacy Decade. Providing the conditions for institutionalised lifelong learning is an overall aim of the educational reform worldwide that the Institute seeks to influence. Ultimately it is the learners themselves, with their aspirations, their specific projects and their different learning practices who are at the centre of the Institute’s efforts to promote quality learning. If no-one should be left behind in realising comprehensively the right to education and learning of all – which means everyone, without exception – a focus on capacity-building must involve supporting those who are often left aside by the narrow educational provisions of formal schooling.

Towards these ends, UIE maintains a number of networks, two of them created in connection with CONFINTEA V in 1997. One is ALADIN, the Adult Learning and Documentation Network, which aims at facilitating informed policy-making, research and programme development by making accessible documentation and updated information on adult learning. Strengthening existing ALADIN Centres and developing the ALADIN website into a comprehensive knowledge platform on

adult learning occupied the centre of activities in 2005. A national workshop on setting up ALADIN India and agreeing on national capacity-building initiatives – including an e-learning training on information management – was held in New Delhi in March. In May, more than 50 organizations and online services that assist resource centres and libraries in their information services were added to the ALADIN Webster. Decentralising ALADIN through national and regional capacity-building initiatives will be key issues in the near future.

Another network is the International Adult Learners Week, annually hosted by different countries (this year by Norway), which has become a valuable instrument for promoting an enhanced understanding of adult learning as a right, a tool, a shared responsibility and, last but not least, a fundamental joy.

A further networking function of UIE involves the fellowship programme. It allows researchers, mainly from developing countries, to spend a period of time at the Institute pursuing in-depth research. In 2005 two researchers, one from Burkina Faso and one from Nigeria, used the programme to prepare contributions for one of the next volumes of the *African Perspectives on Adult Learning* textbook series, which will focus on *The History of Adult Education in Africa*.

Other networks that continue to be supported by UIE include the Working Group on Non-formal Education (WGNFE) of the Association for the Development of Education in Africa (ADEA), which concentrated on preparing the next Biennial in March 2006, and thematic networks such as the Gender and Education Network of the International Council of Adult Education (ICAE).

To promote the objectives of the UN Decade of Education for Sustainable Development in its host country, UIE supports a partnership of institutions and experts formed by four Northern German Federal States. For the initial conference of the partnership held in Lübeck in October, UIE coordinated the preparation of the final declaration.



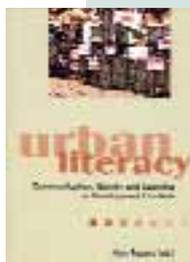
Regional launch of the EFA Global Monitoring Report in Africa with Peter Smith, Assistant Director-General for Education, UNESCO, Lalla Aicha Ben Barka, Director of the UNESCO Regional Bureau for Education in Africa, Moustapha Sourang, Minister of Education, Senegal, and Alberic Kakou, Resident Coordinator of UNDP

DOCUMENTATION CENTRE AND LIBRARY PUBLICATIONS AND INFORMATION

With more than 62.500 books, documents and non-print media along with over 200 periodicals in the areas of adult education, lifelong learning and literacy, the UIE Documentation Centre and Library holds one of the most comprehensive collections of this kind worldwide. Particular emphasis lies on material acquired from the global South. A significant part of the holdings consists of an ever-growing unique collection of more than 7,000 sample learning materials used in adult-literacy, post-literacy and out-of-school education from more than 120 countries in over 160 languages. The New Acquisitions List and the Bibliography on Lifelong Learning – regularly published for over 30 years and currently distributed to more than 900 institutions and individuals worldwide – are also available online. The UIE Documentation Centre and Library is open to the general public. Its services are increasingly used via e-mail, its website and its online catalogues.

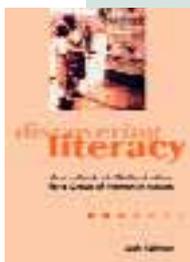
During 2005, several researchers from abroad spent longer study visits at UIE's Documentation Centre and Library. Special assistance was given to the 2005 Global Monitoring Report (GMR) on Literacy. Various national and international student groups visited the UIE Documentation Centre and Library, and three future Information Specialists from Germany and Switzerland were trained in internships lasting for 3 to 6 months.

The Publications and Information Unit of UIE contributes to adult learning, literacy and non-formal education in Member States by bringing out foundational studies or up-to-date reports in these areas and advocating for them. The year 2005 saw the appearance of a series of booklets on the CONFINTEA V Midterm Review, as well as the current winner of the International Award for Literacy Research in English translation. The Unit published an anthology on literacy in urban environments – the first of its kind. Two of the volumes from the first phase of the groundbreaking textbook series *African Perspectives on Adult Learning* (APAL), published in collaboration with Pearson Education South Africa and with the IIZ/DVV and the University of Botswana, came out. UIE is leading the Editorial Committee in the second phase featuring volumes on the history and the management of adult education in Africa. Two booklets appeared on multilingualism and literacy, respectively, in Africa, along with a literacy advocacy schoolbook in co-operation with Ernst Klett Sprachen. Together with Springer, with which UIE publishes the journal *International Review of Education*, and in co-operation with UNEVOC, the Unit published a volume on learning needs in the informal sector. A revised catalogue of available UIE publications was also printed and distributed, as was a new informational brochure on the Institute itself.



Urban Literacy: Communication, Identity and Learning in Development Contexts ed. by Alan Rogers · UIE, 2005

Recent discussions of poverty reduction have succeeded in drawing attention to the important role played by the inhabitants of cities and towns in the dynamics of development. This volume advances these discussions by thematizing the relation of urbanization and literacy, literacy practices in urban settings, and literacy and livelihoods.



Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico by Judy Kalman · UIE, 2005

This winner of the International Award for Literacy Research examines the routes which a group of women living on the edge of Mexico City has taken to full participation in written culture. It draws important conclusions regarding the significance of literacy in its local context for adult education.

PUBLICATIONS AND INFORMATION



Strengthening the Training of Adult Educators: Learning from an Inter-regional Exchange of Experience

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Frank Youngman, Madhu Singh · UIE, 2005

This volume examines the previously neglected domain of adult educator training. It proposes an agenda of future action to be undertaken prior to CONFITEA VI, and suggests how to monitor and evaluate progress.

Adult Learning and the Changing World of Work

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, Sept. 2003
ed. by Rupert Maclean, Madhu Singh · UIE, 2005

In thematizing the place of adult learning in the contemporary workplace, this booklet collects 11 contributions from a workshop on the topic along with common considerations and recommendations from the group.

Adult Learning and Institutions of Higher Education: Improving the Conditions and Quality of Adult Learning

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Werner Mauch · UIE, 2005

A workshop discussed the need for universities to install courses of study specializing in adult education, to disseminate information, and to influence state and national policies on these matters. The results are included here.

Adult Learning and Poverty Reduction

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Julia Preece, Madhu Singh · UIE, 2005

Education and training are among the most important preconditions for breaking the cycle of poverty and what it means for individuals – inadequate food, polluted water, insufficient sanitation and healthcare, powerlessness and a lack of dignity. This booklet looks at case studies which reveal how poverty reduction through adult education can be an enabling process.

Energizing ALADIN

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Lisa Krolak · UIE, 2005

This booklet outlines a workshop devoted to ALADIN which looked at the network's history and accomplishments, identified its priorities and outlined its vision for the years leading up to CONFITEA VI.

Monitoring and Evaluation of Adult Learning

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Werner Mauch · UIE, 2005

Monitoring and evaluation are valuable tools for adult educators and researchers, playing an essential role in improving adult learning. This booklet describes data collection methodologies and practices and identifies indicators to assess participation, achievements and outcomes.

Museums, Libraries and Cultural Heritage: Democratising Culture, Creating Knowledge and Building Bridges

Report on the Workshop Held at the CONFITEA Mid-term Review Conference, Bangkok, Thailand, September 2003
ed. by Jutta Thinesse-Demel · UIE, 2005

Among the most interesting environments for lifelong learning today are libraries, museums and cultural institutions. This booklet describes projects and programmes that have been installed in different countries to encourage more widespread and practical use of these facilities.

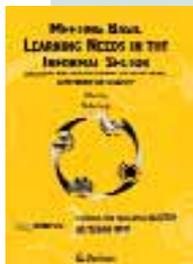


Nuevos Maestros para Bolivia: Informe de Evaluación del Proyecto de Institutos Normales Superiores en Educación Intercultural Bilingüe

Evaluation Report on the "Teacher Training Colleges for Intercultural Bilingual Education" Project · UIE and GTZ, 2005

This report assesses the impact of the Teacher Training Colleges for Intercultural Bilingual Education Project (PINS-EIB) implemented from 1997 to 2005 as part of Bolivian educational reform. It describes the lessons learned from a project that was an important cornerstone in one of the most exciting experiences in educational reform in Latin America.

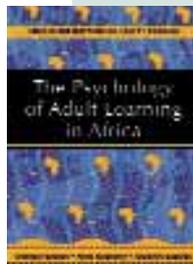
PUBLICATIONS AND INFORMATION



Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship

ed. by Madhu Singh
UNESCO-UNEVOC, UIE and Springer, 2005

Drawing from the International Labour Organisation's Decent Work Agenda, this book moves away from the mechanical connotation of skills development and employment towards a rights-based approach in which the meeting of basic learning needs and the right to basic education are pivotal.



The Psychology of Adult Learning in Africa

by Thomas Fasokun, Anne Katahoire and Akpovire Oduaran · UIE and Pearson Education South Africa, 2005

This book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It introduces characteristics of adult learning; life span development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.



Jede Vierte, jeder Sechste ... : Analphabetismus und Alphabetisierung in Entwicklungs- und Industrieländern

by Ursula Giere
UIE and Ernst Klett Sprachen, 2005

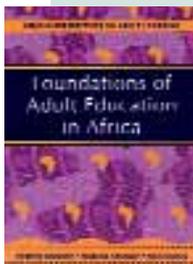
Meant for use in schools, this booklet provides an overview of illiteracy in developing countries and industrialised nations. The problem is expressed in stories of children from Ghana, Ecuador, Thailand and Germany.



Why Literacy in Europe? Enhancing Competencies of Citizens in the 21st Century

by Cynthia Banzon-Bautista and Carolyn Medel-Añonuevo · UIE, 2005
(also available in French and Spanish)

This pamphlet summarizes the results of a meeting on "Literacy and the Promotion of Citizenship: The Challenge of Learning" in Lyon, France in April 2005.



Foundations of Adult Education in Africa

by Fredrick Nafukho, Maurice Amutabi, and Ruth Otunga
UIE and Pearson Education South Africa, 2005

This book introduces the foundations and history of adult education in Africa; philosophy; socio-cultural, political and economic environments; opportunities and access for adult learners; gender and development; adult education as a developing profession; information and communication technology; globalization; and policies and structures of lifelong learning.



I Did It My Way: Journeys of Learning in Europe

ed. by Francisca Martinez
NIACE and UIE, 2005

This collection of stories from adult learners in 14 countries is intended for use as an advocacy tool for policy-makers, programme designers, educators and adult learners.

PUBLICATIONS AND INFORMATION



Du Multilinguisme à la société du savoir : Quelles Stratégies?

by Marc-Laurent Hazoumè
UIE, 2005

Illiteracy continues to be an enormous problem in Africa. Multilingualism can be advantageous if it is fostered and dealt with in an organized way. In this booklet, the author encourages educators to focus their efforts in this direction.



Alphabétisation, développement culturel et mondialisation : Quel statut pour les langues locales africaines?

by Marc-Laurent Hazoumè · UIE, 2005

People in most African countries speak more than one language. This booklet attempts to show that linguistic diversity can actually be of great value whenever the will exists to use it as an opportunity for learning.

INFORMATIONAL MATERIAL



Adult Learning Documentation and Information Network:

Directory of Members 2005/2006
ed. by Lisa Krolak
UIE, 2005

UIE *Nexus*, Vol. 4 (2005)

Nos. 1-4, also in German translation

UIE Publications Catalogue

UIE Brochure: *Promoting Literacy, Non-formal Education,
and Adult and Lifelong Learning*

Annual Report 2004, also in French translation

THE INTERNATIONAL REVIEW OF EDUCATION



The *International Review of Education* is a double-blind peer-reviewed journal featuring an international Editorial Board and a panel of Consulting Editors from academic and research settings around the globe. The journal is published by the UNESCO Institute for Education in conjunction with Springer Science+Business Media, responsible for its distribution. Each volume of six numbers usually includes general issues containing studies and notes on a wide variety of educational topics, together with book reviews, and

special issues, guest-edited by distinguished educationists, with contents devoted to individual themes of particularly contemporary relevance. The IRE represents an established forum for analyzing educational policy and practice worldwide. Published in its present form since 1955, it is the world's longest-running journal for comparative and international education.

Devoted to both formal and non-formal education, and so manifesting the broad educational vision of UNESCO, the journal offers a studied perspective on the lifelong learning at the heart of the Organization's work in conjunction with the rigor and legitimacy of juried discussion. The *Review* provides UIE with a means to situate and advance its own interests in the narrower field of adult education within the larger confines of comparative and international education. The large number of subscriptions requested by adult education institutions and organizations confirms that such readers wish to inform their own work in this greater educational context. The IRE also constitutes a means for engaging scholars and researchers from these fields directly or indirectly in the work and interests of the Institute and the Organization – whether through preparing articles or research and practice notes for consideration for publication, responding to solicitations to author studies for special issues, refereeing submissions, or composing book reviews.

While entertaining submissions from all world regions in the fields of comparative and international education, journal policy mandates making particular efforts to cultivate participation from scholars and researchers in developing countries as well as from UIE and UNESCO network partners. The *Review* also encourages contributions on themes close to UNESCO or UIE. Editorial policy makes a point of showcasing UNESCO and UIE publications, along with those of the Institute's partners, in appropriate manner, without prescribing judgment, through commissioning review essays and soliciting book reviews, as well as annotating recent publications in the field. Special issues afford the Editorial Board the chance to highlight particular matters of interest in comparative and international education, and these have repeatedly thematized topics in adult education and literacy. The journal – uniquely among its competitors – also serves the aims of the Organization and the Institute by publishing submissions in French and English, along with German, thus affording a greater diversity of educationists around the world with an opportunity to participate in and contribute to ongoing debates.

Along with its being featured in SpringerOnline, offered in more than 50 countries and reaching 15 million researchers and professionals worldwide, the *International Review of Education* is available electronically through 300 library consortia including over 7,500 institutes and departmental libraries. There were over 9,000 downloads of journal articles in 2005, in addition to over 1,100 paper subscriptions and about 400 site licenses.

Published in 2005

Regular issue. Vol. 51, No. 1, 2005

Regular double issue. Vol. 51, Nos. 2–3, 2005

Regular issue. Vol. 51, No. 4, 2005

Regular double issue. Vol. 51, Nos. 5–6, 2005

EDITORIAL BOARD

- **Adama Ouane** – Director of UIE and Chair
- **Christel Adick** – Bochum, Germany
- **Birgit Brock-Utne** – Oslo, Norway
- **Cristovam Buarque** – Brasília, Brazil
- **Françoise Caillods** – Paris, France
- **Justin Ellis – Windhoek** – Namibia
- **Suzy Halimi** – Paris, France
- **Steven J. Klees** – College Park, Maryland, USA
- **Vida A. Mohorčič Špolar** – Ljubljana, Slovenia
- **Michael A. Omolewa** – Ibadan, Nigeria
- **Judith Round** – Portsmouth, United Kingdom
- **Kyung He Sung** – Seoul, Korea
- **Tiedao Zhang** – Beijing, China

FINANCIAL REPORT



BUDGET

Budget in US-\$

	ESTIMATED 2005	ESTIMATED 2006
1. INCOME		
UNESCO		
Regular programmes	1,118,000	950,000
Extra-budgetary activities	309,000	435,000
GERMANY		
Government of Germany	642,000	706,000
City-State of Hamburg	223,000	262,000
MEMBER STATES		
Projects	1,767,000	2,501,000
Joint activities	611,000	611,000
OTHER INCOME		
	75,000	54,000
TOTAL	4,745,000	5,519,000
2. EXPENDITURES		
Governing Board and Standing Committee	25,000	75,000
Direct and indirect programme costs	4,422,000	5,128,000
Premises	223,000	262,000
Other	75,000	54,000
TOTAL	4,745,000	5,519,000

Major financial sponsors:

Agence Intergouvernementale de la Francophonie (AIF), Belgium, Botswana, Canada, European Union, Germany, Finland, the Free and Hanseatic City of Hamburg, Japan, Nigeria, Norway, the Swedish International Development Cooperation Agency (SIDA), the Swiss Agency for Development and Cooperation (SDC), UNESCO and the World Bank.

GOVERNING BOARD

FULL MEMBER

Chairperson

Mr. Justin Ellis

Under Secretary · Department of Culture and Lifelong Learning, Ministry of Basic Education, Sport and Culture Windhoek, Namibia (01/95–12/06)

Vice-Chairperson

Mr. Jürgen Lühje

President · University of Hamburg Hamburg, Germany (01/04–12/07)

Mr. Mohamed Bennani

Rector · Université Hassan II, Faculté des Sciences Juridiques, Économiques et Sociales Casablanca, Morocco (01/02–12/05)

Mr. Anders Falk

Deputy Permanent Delegate
Permanent Delegation of Sweden to UNESCO
Paris, France (01/00–12/07)

Ms. Suzy Halimi

Professor · New Sorbonne University III,
Institut du Monde Anglophone
Paris, France (01/02–12/05)

Ms. Kyung He Sung

Senior Research Fellow, Advisor to the President of KICE · Korea Institute of Curriculum and Evaluation Seoul, Republic of Korea (01/05–12/08)

Ms. Vida A. Mohorčič Špolar

Directress · Slovenian Institute for Adult Education Ljubljana, Slovenia (01/99–12/06)

Mr. Ahlin Byll-Cataria

Programme Officer · Education Division
SDC-Swiss Agency for Development and Cooperation
Switzerland (01/05–12/08)

Ms. Judith Round

Educational Consultant
Hampshire, United Kingdom (01/00–12/07)

Mr. Tiedao Zhang

Vice-President
Beijing Academy of Educational Sciences
Beijing, People's Republic of China (01/02–12/05)

ALTERNATE

Ms. Canner Kalimba

Director of Adult Basic Education · Department of Culture and Lifelong Learning, Ministry of Basic Education, Sport and Culture Windhoek, Namibia (01/95–12/06)

Ms. Marianne Krüger-Potratz

Professor · Faculty of Education, Westphalian Wilhelm University Münster, Germany (01/00–12/07)

Mr. Mostafa Haddou

Head of Division of Cooperation · Ministry of Higher Education, Administrative Training and Scientific Research Rabat, Morocco (01/02–12/05)

Ms. Ewa Durhan

Division for Student Financial Support and Adult Learning
Swedish Ministry of Education and Science
Stockholm, Sweden (01/04–12/07)

Mr. Jean-Pierre Regnier

Deputy Secretary-General ·
French National Commission for UNESCO
Paris, France (01/02–12/05)

Mr. Ki-Seok Kim

Seoul National University, Department of Education
College of Education
Seoul, Republic of Korea (01/05–12/08)

Ms. Zvonka Pangerc Pahernik

Head of Information Centre · Slovenian Institute for Adult Education, Ljubljana, Slovenia (01/99–12/06)

Mr. Kuamvi Mawulé Kuakuvi

Université de Lomé · Faculté des Lettres et Sciences Humaines Lomé, Togo (01/05–12/08)

Ms. Susan Elizabeth Meyer

Associate Director Policy and Programmes
National Institute of Adult Continuing Education (NIACE)
Leicester, United Kingdom (01/00–12/07)

Mr. Yingjie Wang

Professor of Education · International and Comparative Education Research Institut, Beijing Normal University Beijing, People's Republic of China (01/02–12/05)

STAFF MEMBERS

DIRECTION

Adama Ouane, Mali, Director

Bettina Küster, Germany, Assistant to the Director

ADMINISTRATION

Klaus-Peter Humme, Germany, Administrator

Amir Ahi, Iran, Caretaker

Claudia Brandt, Germany, Deputy Administrator

Fiaye K. Elhor, Togo, EDP Consultant

Alfred Gbadoe, Togo, EDP Consultant

Melekkhanaum Khalili Charandabi, Azerbaijan,
Housekeeper

Suzanne Musiol, Germany, Receptionist/Secretary

Louise Silz, United Kingdom, Project Secretary

Mohammad Taleb Zahoori, Iran, Housekeeper

DOCUMENTATION CENTRE AND LIBRARY

Lisa Krolak, Germany, Head of Documentation
Centre and Library

Imke Behr, Germany, Assistant Librarian

PUBLICATIONS AND INFORMATION UNIT

Orrin F. Summerell, United States of America, Head of
Publications and Information and Executive Editor,
International Review of Education

Maren Elfert, Germany, Consultant

Roselyne Höner, France, Publications Secretary

Regina Niezgodka, Germany, Editorial Secretary

Cendrine Sebastiani, France, Publications Assistant

Joanne Runkel, United States of America, Temporary Assistant

RESEARCH AND TRAINING

Anna Barkered, Sweden, Associate Expert

Bettina Bochynek, Germany, Research Specialist

Christine Glanz, Germany, Research Assistant

Ulrike Hanemann, Germany, Consultant

Marc-Laurent Hazoumê, Benin, Senior Research Specialist

Laouali Malam Moussa, Niger, Consultant

Werner Mauch, Germany, Research Specialist

Marc De Maeyer, Belgium, Senior Research Specialist

Carolyn Medel-Añonuevo, Philippines, Senior Research
Specialist

Adoum Ngaba-Waye, Chad, External Coordinator for
CREFELD

Almuth Reichel, Germany, External Coordinator for Lifelong
Learning and Social Competencies

Gonzalo Retamal, Chile, Senior Research Specialist

Laura-Maria Rinta, Finland, Associate Expert

Alexander Schrof, Germany, Consultant

Madhu Singh, India, Senior Programme Specialist

Rika Yorozu, Japan, Programme Specialist

INTERNS

Aisulu Aldasheva, Kyrgyzstan

Kathryn Archer, Australia

Madina Bolly, Germany

Séverine Cattin, Switzerland

Gertraud Eibl, Austria

Jan Kairies, Germany

Steffen Krach, Germany

Bettina Kühnast, Germany

Nadeshda Mamina-Horstkamp, Russia

Jessica Price, El Salvador

Barbara Schütte, Germany

Mariya Stoyanova, Bulgaria

Myra Thürsam, Germany

Nouhoum Traoré, Mali

Gereon Wulfange, Germany

Krishnan Yayakauth, India

Gonzalo Retamal of Chile retired in February 2005 from his position as Senior Research Specialist at UIE, where for seven years he focused on promoting adult basic education as a means for reconstructing educational provision in conflict or post-conflict areas. Through his relations with education specialists and institutions in Latin America and the Arab world, he was dedicated to providing insight into educational realities in these regions.



After ten years as Senior Research Specialist in charge of literacy and language, Marc-Laurent Hazoumê of Benin retired from UIE in December 2005. As a farewell, he published in 2005 two advocacy pamphlets criticizing the lack of commitment and action to address the intolerable levels of illiteracy in the world and their consequences for the suffering and marginalization of poor people, especially in Africa, as well as the neglect of local African languages in the development of knowledge societies.



UIE wishes these colleagues all the best in the next chapters in their lives.

SEMINARS AND MEETINGS 2005

10–11 January	Hamburg, Germany	Preparatory Meeting for a Grundtvig-2 European Project on Family Literacy
21 January	Hamburg, Germany	Second Expert Meeting for the ADEA Stocktaking Research on Mother-tongue and Bilingual Education in Africa
7–9 February	Gaborone, Botswana	Workshop with the Department of Non-formal Education on the Adult Basic Education Programme Development Project
15–16 March	Paris, France	The Conditions and Factors Affecting the Development of Effective Literacy Policies and Programmes in Africa
29–30 March	New Delhi, India	National Workshop on ALADIN-India: Building an Adult Learning and Information Network
2–5 April	Lyon, France	European Regional Meeting on Literacy and the Promotion of Citizenship
14–15 April	Cape Town, South Africa	Meeting of the Editorial Board of Textbook Series African Perspectives on Adult Learning
13–14 May	Hamburg, Germany	Review Meeting for the ADEA Stocktaking Research on Mother-tongue and Bilingual Education in Africa
17–18 May	Hamburg, Germany	Pre-Selection Committee for International Award for Literacy Research
22–26 May	London, United Kingdom	International Adult Learners Study Tour (EU Project on International Adult Learners Week in Europe)
30 May–2 June	Cape Town, South Africa	Writers' Workshop for Textbook Series African Perspectives on Adult Learning
31 May–3 June	Gaborone, Botswana	Stakeholder Meeting and Second Workshop with the Department of Non-formal Education on the Curriculum Framework for the Adult Basic Education Programme
13–18 June	Baoding, China	International Workshop on Life Skills Learning in Non-formal Education
15–17 June	Mexico City, Mexico	South-South Policy Dialogue on Quality Education for Adults and Young People
15–19 June	Reykjavik, Iceland	Third Working Meeting and Study Tour of Learning Festivals Coordinators (EU Project on <i>International Adult Learners Week</i> in Europe)
30 June–5 July	Prishtina, Kosovo	Second Seminar and Workshop on Accreditation and Qualification Systems for Promoting Adult and Lifelong Learning in Kosovo
7–8 July	Paris, France	Interagency Meeting on Recognition, Validation and Accreditation of Informal and Non-formal Experience and Learning
3–5 August	Windhoek, Namibia	Conference on Bilingual Education and Use of Local Languages
11–13 August	Oslo, Norway	ALADIN Task Force Meeting
16–19 August	Gaborone, Botswana	Third Workshop with the Department of Non-formal Education on the Curriculum Framework for the Adult Basic Education Programme
7–10 September	Hamburg, Germany	Training Seminar: Non-formal Education in Prison
12–15 September	Bamako, Mali	Capacity-Building Workshop on Gender and Literacy
6 October	Paris, France	UIE Standing Committee
6 October	Paris, France	Roundtable Meeting on Recognition, Validation and Accreditation of Informal and Non-Formal Experience and Learning
11–15 October	Pretoria, South Africa	Study Visit for CABLE4Y Project
18–27 October	Gaborone, Botswana	Fourth Workshop with the Department of Non-formal Education on Syllabus Development for the Adult Basic Education Programme
24–26 October	Oslo, Norway	International Adult Learners Week 2005
14–16 November	Istanbul, Turkey	First Meeting of European QualiFLY-project (Quality in Family Literacy)
14–17 November	Dakar, Senegal	Review Meeting on the Literacy Sessions for the ADEA Biennial 2006
20–21 November	Dakar, Senegal	Meeting of Coordinators of Capacity-Building Research on Gender and Literacy
21–25 November	Marseille, France	Meeting with CEREQ: Preparation of Research Proposed on the Second Stage of the International Survey on Recognition of Prior Learning
23–24 November	Lübeck, Germany	Conference on the UN Decade of Education for Sustainable Development in Northern Germany
28–30 November	Beijing, China	Fifth High-Level Group Meeting on Education for All
5–9 December	Kampala, Uganda	African Meeting on HIV/AIDS Prevention and Non-formal Education



United Nations
Educational, Scientific and
Cultural Organization

