

Vol. 2, No. 3 (October 2007)

Welcome to the new issue of UIL Nexus, the electronic newsletter of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg. UIL Nexus appears quarterly and contains concise, up-to-date news items about UIL's work. It complements the longer-term information cycles of the UIL homepage (www.unesco.org/uil) and the Annual Report.

If you would like to unsubscribe from UIL Nexus, please inform us by e-mail:
m.elfert@unesco.org.

In this issue:

1. African Regional Conference in Support of Global Literacy
2. International Adult Learners' Week 2007: Reviewing a Global Advocacy Network on the Way Towards CONFINTEA VI
3. International Policy Dialogue: Building Effective Partnerships for Lifelong Learning
4. Frankfurt Book Fair Literacy Campaign 2007
5. Workshop on Mass Literacy Campaigns in Nigeria
6. UNESCO-ISESCO Workshop on Community-based Capacity-building for Literacy and Non-formal Education for African LIFE countries
7. LIFE Activities in Bangladesh
8. Pilot Project on Recognition of Prior Learning
9. Education for Sustainable Development
10. Meeting of UNLD Expert Group
11. International Literacy Day in Germany
12. ABEP Workshops in Botswana
13. Launch of UIL-INEA Publication on Quality Education for Adults and Young People
14. Seminar "North-South Exchange on Family Literacy"
15. International Conference on Prison Education
16. Visitors
17. Staff Matters
18. Recent Publications

1. African Regional Conference in Support of Global Literacy

Literacy is a very important issue in Africa. Of the 35 LIFE priority countries, 20 are African countries with a literacy rate of less than 50 per cent or a population of more than 10 million without literacy competencies.

From 10 to 12 September 2007, the African Regional Conference in Support of Global Literacy took place in Bamako, Mali, under the title “Renewing Literacy to face African and International Challenges”. The conference was hosted by the Government of Mali.

The African Regional Conference was embedded in a series of six Regional Conferences supporting global literacy that are organized by UNESCO within the framework of EFA and, in particular, the UNLD and UNESCO's Literacy Initiative for Empowerment (LIFE). The conferences are part of a major drive to promote literacy at national, regional and international levels as a priority EFA goal and foundation of Lifelong Learning. The ultimate aim of the initiative is to assist countries in addressing their literacy challenges and to make a real and measurable impact in the life of their populations, with the aim of contributing towards sustainable human development and poverty eradication.

The main themes of the conference were: Family Literacy and Intergenerational Learning; Literacy for Health and HIV/AIDS Prevention; Literacy for Empowerment and Economic Self-Sufficiency; Languages in Literacy and Basic Education; and Literacy and ICTs. In addition, roundtables and panel discussions were organized around the following themes:

- Trends and Innovations in Policies, Gender Mainstreaming, Effective Cost and Financing Strategies: Integration of Literacy into Sector-wide Education and Development Policies;
- Innovative Programme Content and Delivery in Response to African and International Challenges;

- Benchmarking, Monitoring and Evaluation; and
- Creating a Literate Environment in Multilingual Settings.

Momentum for advocacy could be gained through five important initiatives during the conference:

1. A forum of 48 Ministers and Deputy Ministers in charge of education, literacy, language and finance, which was informed by research and analytical work to create a solid commitment for new policies and renewed investment in literacy;
2. The involvement of 11 First Ladies and 10 representatives of First Ladies to drive a movement of support for and promotion of literacy in their respective countries and regions but also internationally;
3. The building of a broad coalition of partners and multiple stakeholders in support of new literacy policies, renewed commitment and increased investment and resources;
4. UNESCO's official celebration of the International Literacy Day, which was held during the conference, thereby drawing greater attention to it on the part of the international community; and
5. A forum to enable exchange and the sharing of effective practices in terms of innovations and evidence-based studies on critical issues, and access to a stock of knowledge and know-how.

The main results of the conference are the following: The African First Ladies called for a renewed commitment for literacy and committed themselves to be part of the political leadership for its implementation. Furthermore, the African Ministers too have expressed their commitment and determined that literacy should be integrated in all development programmes. Regional, national and international literacy mechanisms for exchange should be established to disseminate and exchange the best methodological practices within non-formal education. Finally, the Ministers highlighted the need of close and diverse cooperation of all stakeholders.

The General Report on “Visions and Good Practices” resulting from the conference has formulated concrete recommendations for actions to undertake by African Govern-

ments, UNESCO and its partners, service providers and other partners. The official "Appeal of Bamako" pleads all African women and men to commit themselves to making non-formal education a reality as a fundamental human right exercised by all and for all.

The conference was organized by the UNESCO Education Sector under the direct responsibility of the UNESCO Institute for Lifelong Learning (UIL), the Regional Bureau for Education in Africa (BREDA), the Division of United Nations Priorities (ED/UNP), the Division of Basic Education (ED/BAS) and the Bamako Cluster Office. Key partners were the Government of Mali, the Education Program Development Fund (EPDF) of the EFA Fast Track Initiative and the World Bank, the Association for the Development of Education in Africa (ADEA), USAID and the Organisation Internationale de la Francophonie (OIF). Key sponsors were Microsoft Africa, the Swedish International Development Cooperation Agency (SIDA), the Government of Norway and the Swiss Agency for Development and Cooperation (SDC).

14 programmes selected for presentation at the Conference can be accessed on the UIL website (www.unesco.org/uil/literacyprogrammes).

Contact: Christine Glanz
(c.glanz@unesco.org) or
Madina Bolly
(m.bolly@unesco.org)

2. International Adult Learners' Week 2007: Reviewing a Global Advocacy Network on the Way Towards CONFINTEA VI

For sixteen years adult learners' weeks, literacy celebrations and lifelong learning festivals have been organized at local, national and/or regional levels worldwide to mobilize for adult learning and non-formal education with the perspective of lifelong learning. Addressing policy makers, providers, educators and adult learners alike, the campaigns have created visibility and support for adult and lifelong learning. The activities have also been conducive to building co-operation, networks and synergies, and have provided arenas for adult learners to articulate their aspirations

and to increasingly emerge as partners in policy dialogue.

This year's International Adult Learners' Week (IALW), *Reviewing a Global Advocacy Network on the Way Towards CONFINTEA VI*, took place in Manchester, UK, from 20 to 22 September 2007, co-hosted by UIL and NIACE. The IALW represented a step on the way to CONFINTEA VI, with an overall goal of reviewing the past and projecting for the future of the global advocacy network. It likewise served to create advocacy for CONFINTEA VI.

Approximately 120 participants from 30 different countries joined the conference representing the civil society, government, learners' networks and most importantly learners themselves. Keynote speeches were held by high level officials such as Mr Bill Rammell, UK Minister of State for Lifelong Learning, Further and Higher Education, and Mr Enver Surty, Deputy Minister of Education for South Africa as well as from festival organizers and learners. The workshop sessions focused on lessons learnt and way forward for the Adult Learners' Week movement, and on first draft elements for International Learners' Charter which will be developed further for the CONFINTEA VI.

Contact: Bettina Bochynek
(b.bochynek@unesco.org)

3. International Policy Dialogue: Building Effective Partnerships for Lifelong Learning

From 2 to 6 September 2007, the UNESCO Institute for Lifelong Learning (UIL) and the Korean Educational Development Institute (KEDI) organized the second International Policy Dialogue on Lifelong Learning in Changwon, Republic of Korea. It was held during the Annual National Lifelong Learning Festival in Korea with support by the Ministry of Education and Human Resource Development (MEHRD), the Korean National Commission for UNESCO (KNCU), the Korean National Open University (KNOU), and the Korean Research Institute for Vocational Education and Training (KRIVET). Aside from these national bodies, a key partner was the local government of Changwon.

The event focused on “Building Effective Partnerships for Lifelong Learning”, recognizing that a key element in ensuring lifelong learning is to develop and sustain partnerships. UIL and KEDI invited 38 key stakeholders from Africa, Asia, Europe and Latin America, and over a hundred policy-makers, researchers and practitioners joined the policy dialogue. The following issues were covered: 1) Lifelong learning policies: conditions, potentials and challenges; 2) Networks among lifelong learning institutions; 3) Partnerships in facilitating lifelong learning to create learning environments; 4) Synergies between formal and non-formal education; 5) Partnerships between open university and regional society; and 6) Partnerships for building successful lifelong learning systems.

The following recommendations emerged from the International Policy Dialogue:

- The concept of lifelong learning should be concretized and elaborated;
- The lifelong learning discourse should be linked to other educational discourses;
- There is a need for advocacy for a lifelong learning framework as well as a legislative and administrative framework;
- Formal, non-formal and informal learning should be integrated;
- Good practices in lifelong learning policies should be shared.

A publication including all the papers presented and a synthesis report of the meeting will be available soon.

Contact: Carol Medel-Anonuevo
(c.medel-anonuevo@unesco.org)

4. Frankfurt Book Fair Literacy Campaign 2007

The UNESCO Institute for Lifelong Learning is a cooperating partner of the “Frankfurt Book Fair Literacy Campaign/LitCam”, a new initiative established in the context of “Education for the Future”, which is a new priority of the World’s Largest Book Fair. The initiative was launched in 2006 under the patronage of the former UN-Undersecretary and Indian novelist Shashi Tharoor. This year’s LitCam event took

place on 9 October in Frankfurt, in parallel to the opening of the Book Fair. Speakers were Shashi Tharoor; Adama Ouane, Director of the UNESCO Institute for Lifelong Learning; and Savita Singh, Director of the International Centre of Gandhian Studies and Research. Literacy and basic education projects and policies were presented from Uganda (Patrick Kiirya, LABE), Egypt (Laila Iskandar, CID, with Salwa Keddiss), France (Marie-Thérèse Geffroy, ANLCl) and Spain (Monica Aymerich, ACEFIR). Workshops were held on “Adult Literacy Learning through Distance Education in Ireland” (Tom O’Mara, NALA, Ireland); “Literacy with Immigrants” (Monica Aymerich, ACEFIR); “Quick Reads: A Success Story from the UK” (Kathy Gale, Quick Reads and Richard Crabb, NIACE). The LitCam was also a platform for new and innovative initiatives in the field such as Google’s Literacy Website “The Literacy Project”, which is available in English, Spanish and German and will soon be available in French (www.google.com/literacy) as well as WikiAfrica, a project aiming at the “Africanization” of the internet encyclopedia Wikipedia, undertaken by the Italian foundation Lettera27. The programme also included an exhibition of various international organizations working in the field of literacy and basic education.

Other partners of the LitCam are the Federal Association for Literacy and Basic Education, the e-learning company AVAILLAIN and Google.

Contact: Maren Elfert
(m.elfert@unesco.org)

5. Workshop on Mass Literacy Campaigns in Nigeria

From 27 to 29 September, the UNESCO office in Abuja co-organized with the Government of Nigeria an international workshop on the relevance of mass literacy campaigns. The main objective of the meeting was to review lessons of mass literacy campaigns and highlight key issues that need to be taken into consideration when planning a mass literacy campaign in Nigeria. The initiative was part of the activities of Nigeria in the context of the Literacy Initiative for Empowerment (LIFE),

the achievement of the Millennium Development Goals (MDGs) and Education for All (EFA) goals. The workshop was supported by the UNESCO Institute for Lifelong Learning and the UNESCO Regional office for Education in Africa, BREDA.

Around 150 participants from Nigeria as well as six international experts participated in the workshop. Adama Ouane, Director of UIL, presented a paper on a "Global Overview of Adult Literacy in Developing Countries". Other presentations were held on the following themes: 1) Lessons from Mass Literacy Campaigns in India; 2) Multilingualism and its implications for Mass Literacy; 3) Action Aid Benchmarks; 4) Experiences from Cuba; 5) ICTs and Mass Literacy Campaigns; and 6) Involvement of Civil Society.

The presence of two Ministers and other high-level officials demonstrated the interest of the government in ensuring that existing evidence from other countries should help shape the mass literacy strategy of the country. A few speakers mentioned the need to build on the African Regional Conference in Support of Global Literacy.

A follow-up workshop will be organized bringing together Nigerian stakeholders to disseminate the results and to involve them in the development of strategies for a mass campaign in Nigeria.

Contact: Carol Medel-Anonuevo
(c.medel-anonuevo@unesco.org)

6. UNESCO-ISESCO Workshop on Community-based Capacity-building for Literacy and Non-Formal Education for African LIFE countries

In the context of a cooperation between UNESCO and the Islamic Educational, Scientific and Cultural Organization (ISESCO) related to LIFE in Africa, a sub-regional workshop was held on capacity-building for community-based approaches to literacy and non-formal education. The meeting, which was held from 23 to 27 July, 2007 in Dakar, Senegal, involved 23 participants from governments and NGOs from Senegal, Mali, Niger and Burkina Faso. The workshop was opened by the new Minister of Education of Senegal, Mamadou Makalou, representatives of ISESCO (Najib Rhiati), UNESCO (Teeluck Bhuanee) and

the Secretary General of the Senegalese National Commission for UNESCO (Mamadou Mané).

The workshop was divided into five parts: 1) sharing and analysis of community-based approaches; 2) innovative practices and challenges; 3) implications for training of literacy facilitators; 4) planning; and 5) field visit.

The key recommendation that resulted from the meeting was to ensure that the key principles of genuine community participation, partnership and sustainability are incorporated in LIFE activities. Moreover, the participants agreed to work on existing capacities and networks to strengthen literacy training and community-based approaches through domestic and regional exchanges.

Contact: Carol Medel-Anonuevo
(c.medel-anonuevo@unesco.org)

7. LIFE Activities in Bangladesh

From 14 to 20 July 2007, UIL carried out a second mission to Bangladesh to provide technical support to the EFA extra-budgetary funded project "Strengthening Capacity of GO/NGO Managers and Policymakers for Planning, Monitoring and Evaluation including use of Research in Literacy and Pilot Literacy/Skills Training for Empowering Rural Illiterate Girls and Women". This project, which is implemented in the framework of UNESCO's Literacy Initiative for Empowerment (LIFE), is coordinated by the UNESCO Dhaka Office. UIL also contributed to a national workshop on Advocacy for Adult Literacy, which took place on 19 July and was co-organized by UNESCO and its implementing partner BCCP (Bangladesh Centre for Communication Programmes). The main purpose of the workshop was to build expertise on advocacy for adult literacy among policy makers, development partners, media and civil society. The organizers had invited about one hundred high-level participants from government, international NGOs and media.

The mission was also used to monitor concrete project activities in the area of creating literate environments through field visits in rural areas and meetings with implementing project partners. UIL visited

BRAC (Building Resources Across Communities), probably the biggest NGO worldwide, which has extended its outreach of activities to Afghanistan, South Sudan and Uganda. In a meeting with the Dhaka Ahsania Mission (DAM), the UIL team presented PALDIN, a professional development programme for the capacity-building of adult learning practitioners prepared by ALADIN-India, and proposed to pilot test the PALDIN learning package in Bangladesh. The mission also served the purpose to coordinate further joint activities with the UNESCO Dhaka Office within the framework of LIFE.

Contact:
Ulrike Hanemann
(u.hanemann@unesco.org) or
Lisa Krolak
(l.krolak@unesco.org)

8. Pilot Project on Recognition of Prior Learning

The UNESCO Institute for Lifelong Learning collaborated in a joint venture with the Mauritian Qualifications Authority (MQA) in launching a pilot project on Recognition of Prior Learning (RPL) for adults with limited basic education, who have been retrenched from the Sugar Industry and given the opportunity to get employment in the tourism sector or access to further learning. The objectives of UIL's participation was to assist the Mauritius Qualifications Authority (MQA) in identifying, assessing and validating the previous learning and competencies of beneficiaries in order to facilitate access to a further education training programme and to design, plan and implement training programmes for facilitators and assessors in RPL. This model is now to be adapted to other countries, such as Namibia.

RPL is considered to have various advantages: (1) It supports capacity-building initiatives in difficult and challenging economic and social contexts. (2) It breaks down the traditional barriers to education and training; (3) It opens up opportunities of entry to courses; (3) It enables transfer and values knowledge and experience gained previously and experientially.

Contact: Madhu Singh.
(m.singh@unesco.org)

9. Education for Sustainable Development

UIL has been involved in several meetings related to Education for Sustainable Development (ESD). From 19 to 22 September, UIL – as a focal point for ESD in relation to lifelong learning – participated in the Expert Group meetings on DESD at Paris Headquarters. These expert meetings have been implemented to give advice to UNESCO. An issue addressed at the meeting was the facilitation of synergies and operational linkages between EFA and ESD. The overall consensus was to integrate ESD into EFA processes, in order to enhance EFA.

UIL as part of the "Initiative of the Northern German Federal States in Support of the DESD" (NUN) is jointly involved with InWEnt Hamburg in organising a panel on "International cooperation in ESD – Learning from the South". This panel will be held on 22 and 23 November 2007 in Hamburg, in the context of the NUN-Conference on "Climate and Energy Provision".

Madhu Singh
(m.singh@unesco.org)

10. Meeting of UNLD Expert Group

From 5 to 7 September, UIL participated in the Expert Group on the United Nations Literacy Decade (UNLD), held in Paris. One of the major responsibilities of UNESCO in fulfilling its coordinating role for the UNLD is to prepare and conduct a Mid-Decade Review in collaboration with all partners during 2007 and 2008 and submit its results to the UN General Assembly. The UNLD Mid-Decade Review Strategy foresees that UIL shall play a particular role with regard to monitoring and reporting on LIFE and the preparatory process for CONFINTEA VI, which will include a thematic strand on adult literacy.

Contact: Ulrike Hanemann
(u.hanemann@unesco.org)

11. International Literacy Day in Germany

The UNESCO Institute for Lifelong Learning was cooperating partner of a celebration event for International Literacy Day that was held in the "Hotel Concorde" (a four star

hotel committed to literacy) in Berlin on 7 September, organized by the Federal Association for Literacy and Basic Education and the German Association for Adult Education. The evening event was opened by the film "Literacy Matters", which UIL has produced for the African Regional Conference on Global Literacy. The main programme of the evening was the assignment of the awards of the writing competition "wir schreiben" ("we write") to literacy learners.

Contact: Maren Elfert
(m.elfert@unesco.org)

12. ABEP Workshops in Botswana

UIL carried out two intensive workshops in August and October 2007 in the framework of the consultancy for the Botswana Government to develop an outcome-based and modularized Adult Basic Education Programme (ABEP). The workshops were and are being jointly carried out by the Botswana Department of Non-formal Education (DNFE) and an international team coordinated by UIL in Gaborone. While the main purpose of the 13th ABEP workshop carried out in August was the preparation of the pre-testing of the learning material for level 3 (equivalent to Standard 7), the 14th ABEP workshop held in October will be mainly used to draft the learning material for basic literacy and numeracy (level 1) and to discuss and implement the results of the pre-testing results of the learning material from the previous weeks. During the four week workshop in October, nine experts joined the UIL team, in order to technically assist the local staff involved in the process and further strengthen their capacities in the field of material development.

Contact: Ulrike Hanemann
(u.hanemann@unesco.org)

13. Launch of UIL-INEA Publication on Quality Education for Adults and Young People

On 8 September, International Literacy Day, the UIL-INEA publication: *Literacy, Knowledge and Development: South-South Policy Dialogue on Quality Education for Adults and Young People/Alfabetización Conocimiento y Desarrollo: Diálogo Sur-Sur sobre Políticas Públicas en Material de*

Educación de Calidad para Jóvenes y Adultos was launched in Mexico.

The book is a product of a cooperation between UIL and the Mexican National Institute for Adult Education (INEA/CONEVYT).

Contact: Madhu Singh
(m.singh@unesco.org)

14. Seminar "North-South Exchange on Family Literacy"

From 5 to 7 November 2007, 20 family literacy practitioners and researchers from all world regions will meet in Hamburg for an exchange of experiences and information, focusing on four areas that are especially relevant in family literacy programmes: Multilingualism, community outreach, teacher training, research and best practices.

Family literacy bridges formal and non-formal education and seems to be an effective approach to promote literacy and an opportunity for adults and children to become lifelong learners. Family literacy is widely perceived as an educational approach of the North where the notion generally describes centre-based programmes involving children and their parents. However, the concept of intergenerational learning exists everywhere in the world, even if less institutionalized and often more community-oriented in the South. A North-South exchange on practice and research in family literacy will be beneficial for both sides, also because family literacy programmes in the North are often designed for immigrants from the South.

The objectives of the seminar are to:

- 1) take stock of policies, practice and especially research in the field of family literacy worldwide;
- 2) explore the relevance and potential of intergenerational learning within adult education and lifelong learning;
- 3) create an international network of experts and institutions working in the area of family literacy;
- 4) prepare recommendations/a report on this issue in preparation for the Sixth International Seminar on Adult Education (CONFINTEA VI), to be held 2009 in Brazil;

- 5) build capacities in family and intergenerational literacy programmes especially for LIFE countries.

The initiative includes holding two international seminars. The first seminar in 2007 will bring together countries and organizations with substantial experiences in setting up family literacy policies and/or programmes. A second seminar in 2008 will bring together LIFE countries that are interested in learning more about the approach and developing their own programmes.

A systematic report summarising the seminars will be published.

Contact: Maren Elfert
(m.elfert@unesco.org) or
Rika Yorozu
(r.yorozu@unesco.org)

15. International Conference on Prison Education

On 4 to 5 October, the Scientific Committee of the forthcoming International Conference on Education in Prison – to be held in October 2008 – met in Brussels, welcomed by the Prime Minister of the French Community in Belgium.

To prepare the conference, 15 international thematic groups will collect information, experiences and legislation on non formal education, literacy, libraries, vocational training, skills validation, training of trainers and other issues related to prison education.

Contact: Marc de Maeyer
(m.demaeyer@unesco.org)

16. Visitors

On 7 and 8 August, **Carlos Vargas Tames**, General Director for Educational Development, INAEBA, Mexico visited UIL, where he met with the Director and staff to get informations about UIL's work and discuss issues of common interest.

On 11 September, Ambassador **Günter Overfeld**, Permanent Delegate of Germany to UNESCO, visited UIL and met with UIL staff to inform himself about UIL's work and discuss issues related to the Institute's new status.

From 2 October to 10 December, **Victoria Okojie**, Director of the Nigerian Library Association, worked in UIL's library on her thesis on "Transformational Learning: Information Literacy for Adult Learners in Selected Villages in Oyo State, Nigeria".

On 5 October, Dr. **Ernst-Dieter Rossmann**, Chairman of the German Association for Adult Education (DVV) and Member of the German Parliament, visited UIL and met with UIL staff.

17. Staff Matters

UIL welcomes four new staff members: Joanne Runkel who is working as Project Secretary since 1 July; Jung Eun Lee from the Republic of Korea who works as Assistant Programme Specialist since 1 October; Peter Roslander from Sweden who has joined UIL as Associate Expert on 16 July; and Christiana Winter from Germany who works as Programme Specialist since 27 August.

UIL would like to thank the following for their support in the framework of their internships: Beate von Alm from Germany (2 July to 31 August); Bilic Bojan from Serbia (1 to 31 July); Magdalena Zellfelder from Germany (1 July to 30 September); Anna-Lena Leumer from Germany (16 July to 30 October); Mareike Koch from Germany (23 July to 24 August); Daniel Schmidt from Germany (1 August to 31 October); Chaiwat Kaewphanngam from Thailand (6 August to 31 October).

18. Recent Publications

International Review of Education. Vol. 53, No. 4, 2007

This issue contains the following studies:

Peter Roberts:

“Neoliberalism, Performativity and Research”

Birgit Brock-Utne:

“Language of Instruction in Higher Education in Europe: Highlights from the Current Debate in Norway and Sweden”

James Tooley, Pauline Dixon and Isaac Amuah:

- “Private and Public Schooling in Ghana: a Census and Comparative Survey”
- Margrit Stamm:
„Begabung, Leistung und Geschlecht: Neue Dimensionen im Lichte eines alten erziehungswissenschaftlichen Diskurses“
- Nilay T. Bümen:
“Effects of the Original versus Revised Bloom’s Taxonomy on Lesson Planning Skills: a Turkish Study among Pre-Service Teachers”

It also features reviews of recent publications in comparative and international education.

International Review of Education.
Special issue on “Quality Education in Africa: Challenges and Prospects”, guest-edited by Martial Dembélé and Joan Oviawe

This issue contains the following studies:

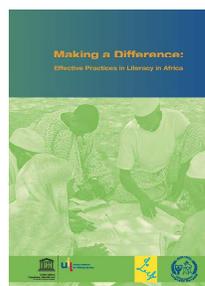
- Daniel N. Sifuna:
“The Challenge of Increasing Access and Improving Quality: An Analysis of Universal Primary Education Interventions in Kenya and Tanzania since the 1970s”
- Joel Samoff:
“Education Quality: The Disabilities of Aid”
- Birgit Brock-Utne:
“Language of Instruction and Student Performance: New Insights from Research in Tanzania and South Africa”
- Martial Dembélé and Pulane Lefoka:
“Pedagogical Renewal for Quality Universal Primary Education: An Overview of Trends in Sub-Saharan Africa”
- Jean-Marc Bernard, Alain Patrick, Nkengne Nkengne and François Robert:
“Réformes des Programmes Scolaires et Acquisitions à l’École Primaire en Afrique : Mythes et Réalités”
- Lesley Le Grange :
“Integrating Western and Indigenous Knowledge Systems: The Basis for Effective Science Education in South Africa?”
- Michael Omolewa:

- “Traditional African Modes of Education: Their Relevance in the Modern World”
- A. de Grauwe and C. Lugaz :
”Décentralisation de l’Éducation en Afrique Francophone de l’Ouest : Réalités et Défis au Niveau Local”
- Ward Heneveld :
”Whose Reality Counts? Local Educators as Researchers on the Quality of Primary Education”
- Thierry Karsenti and Salomon Tchameni Ngamo:
“Qualité de l’Éducation en Afrique: Le Rôle Potentiel des TIC”
- Nancy Kendall :
“Parental and Community Participation in Improving Educational Quality in Africa : Current Practices and Future Possibilities”
- Anton de Grauwe:
“Transforming School Supervision into a Tool for Quality Improvement”
- Jackie Kirk and Rebecca Winthrop:
“Promoting Quality Education in Refugee Contexts : Supporting Teacher Development in Northern Ethiopia”.



Gemeinsam in der Sprache baden: Family Literacy. Materialheft
Eds.: Maren Elfert and Gabriele Rabkin
UIL, LI and Ernst Klett Sprachen –
ISBN 978-3-12-555111-4

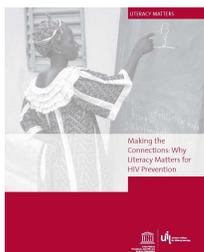
Das Materialheft enthält Anregungen sowie fünfzig in der Praxis erprobte Kopiervorlagen zu den Bereichen Vorlesen, Schreiben, Sprechen und Erzählen, zur Förderung der phonologischen Bewusstheit sowie Unterlagen zur Selbstevaluation für die praktische „Family Literacy“-Arbeit.



Making a Difference: Effective Practices in Literacy in Africa
Faire la différence – Pratiques efficaces d’alphabétisation en Afrique
UIL, 2007
Available in English and French

This collection of effective practices in Africa was put together in preparation for the African Regional Conference in Support of Global Literacy “Renewing Literacy to Face African and International Challenges”, which was held from

10-12 September 2007 in Bamako, Mali. Three best practice projects are presented on the following themes : Family Literacy and Intergenerational Learning; Literacy and the Promotion of Health and HIV Prevention; Literacy for Empowerment and Economic Self-Sufficiency; Languages in Literacy and Basic Education and Literacy and ICTs.

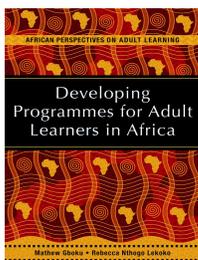


Literacy Matters. Making the Connections: Why Literacy Matters for HIV Prevention
L'Alphabétisation, ça compte. Faire les connexions : L'importance de l'alphabétisation pour

la prévention du VIH
 Available in English and French

This publication is the first of a series entitled “Literacy Matters” launched by UIL to highlight key issues of literacy. This series will be used to make the results of the Institute’s research accessible and to serve as an advocacy tool.

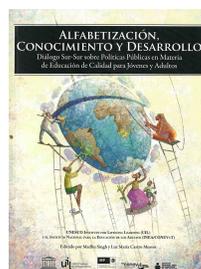
As UNESCO has decided to focus on health for this year’s International Literacy Year, the first issue of “Literacy Matters” deals with one of the key health issues in the world today, the prevention of HIV. This issue, which looks at the relationship between literacy and HIV prevention education, is the result of the Institute’s work on examining the contribution of non-formal education (NFE) to HIV prevention, carried out in collaboration with the Association for the Development of Education in Africa (ADEA).



Developing Programmes for Adult Learners in Africa
 by Mathew Gboku and Nthogo Lekoko

UIL and Pearson Education South Africa, 2007.
 ISBN 92-820-1120-8

This book is part of the textbook series *African Perspectives on Adult Learning*. It critically analyses the principles, theories and models of adult learning programmes in the African context and promotes an approach to programme development that makes African ways of thinking and learning, beliefs and value systems integral aspects of the planning process. The chapters provide an introduction to programme development and address the following issues: approaches to programme development; the planning process; identifying and assessing learning needs; determining goals, objectives and content; identifying and selecting materials; advocacy and marketing; participation in development; implementation; and evaluation.



Literacy, Knowledge and Development. South-South Policy Dialogue on Quality Education for Adults and Young People/ Alfabetización, Conocimiento y Desarrollo.
Diálogo Sur-Sur sobre

Políticas Públicas en Materia de Educación de Calidad para Jóvenes y Adultos
 Eds.: Madhu Singh and Luz María Castro Mussot
 UNESCO Institute for Lifelong Learning (UIL) and Mexican National Institute for Adult Education (INEA/CONEVYT), 2007
 ISBN 978-92-820-1151-5

The volume is the result of the *South-South Policy Dialogue on Quality Education for Adults and Young People*, a conference that took place in Mexico City in 2005. Fourteen articles were written by participants who presented their national programmes, which were reflected in the literacy policies, from the governmental perspective. In addition to that, the book includes contributions on basic education and competence recognition. For many, the conference provided the first opportunity to exchange experiences with people having the same educational needs. The question of quality education for adults and youth was high on the agenda. From Mexico’s use of ICT-based learning for

indigenous people to South Africa's national qualification framework; from Brazil's national literacy programme *Brazil Alfabetizado* to India's Continuing Education Centres for empowering the masses in Indian villages, the strategies presented showed that the countries of the South can greatly benefit from the kind of dialogue that took place at this conference.

The accent was put on the experiences of four countries that were considered as driving forces of development in the field: Brazil, India, South Africa and Mexico. The meeting was enriched by information provided by other African, Asian and Latin American countries: Angola, Bangladesh, China, Guatemala, Mozambique, Namibia, Nicaragua, Tanzania, Thailand, as well as the Arab States as a region.