

Vol. 2, No. 4 (January 2008)

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.

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1. 34th Session of the General Conference

The 34th session of the General Conference of UNESCO took place from 16 October to 3 November 2007. The General Conference, which is being held every two years, is the most important meeting in the organization as it brings together representatives from the member states to deliberate key policy and organizational matters. It is preceded by two weeks of Executive Board meetings. In addition to plenary sessions with a series of roundtable meetings, five specialized commissions meet over four days to discuss the biennial plans (C/5) and medium-term strategy (C/4). Within this framework the Education Commission determines the policies and main lines of work in the education sector.

The Education Commission sessions were organized around 1) presentations by the different Institutes and 2) discussion of specific draft resolutions related to the education sector, leading to 3) the adoption of the Draft Programme and Budget for 2008–2009 for Major Programme I (Education). These sessions allow UNESCO to “take the pulse” of the different countries in relation to specific issues. The chairperson of the UIL Governing Board, Justin Ellis, reported on the activities of the UNESCO Institute for Lifelong Learning in the past year.

There was acceptance of the need to strengthen the institutes and to focus in particular on Africa. However, there was no consensus on where to draw funds from. A resolution tabled by the representative from Mali to follow up on the recent Bamako Conference on Literacy was adopted. One of the ancillary meetings approved by the Director-General for the 34th session of the General Conference was a meeting to discuss the synergies of UNESCO's three core EFA initiatives: The Literacy Initiative for Empowerment (LIFE) coordinated by UIL; the Teacher Training Initiative for Sub-Saharan Africa (TTISSA); and EDUCAIDS. The meeting, which had been prepared in cooperation with UIL, was attended by about 100 participants and was very lively. Some countries, mostly from Africa, that are not currently involved in the LIFE initiative asked why they were not part of it and how they

could benefit from this initiative. However, a representative from Costa Rica also drew attention to the need for the three initiatives to be expanded within the Latin America and Caribbean region (in particular to the Dominican Republic, Nicaragua, Guatemala, Honduras, El Salvador, and Bolivia). UIL stressed the need for targeted action to involve non-LIFE countries and for solidarity among countries in order to ensure benefits from the outputs of LIFE. It was agreed that field offices play a key role in promoting the three initiatives. Therefore, it was agreed that capacities should be developed at field office level to streamline the three initiatives in the plans for the UNESCO National Education Support Strategy (UNESS).

Also in the context of the General Conference, a meeting of the Standing Committee of UIL was held. This was the first formal meeting of the representatives of the Governing Board with the new Assistant Director-General for Education, Nicholas Burnett. It was emphasized that in the next two years UIL will concentrate on coordinating the LIFE initiative and preparing for CONFINTEA VI, and will need additional resources – both funding and personnel – to cope with these tasks.

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2. Regional Meeting of the African LIFE Countries

Africa is the priority region of UNESCO. It has the largest number of countries with a literacy rate below 50% or an illiterate population of more than 10 million. Although the literacy rates have doubled in the last two decades, they are still the lowest in the world. The Literacy Initiative for Empowerment (LIFE) which is meant to address countries with lowest literacy rates, includes 18 African countries. To ensure that LIFE countries in the region are able to share their literacy situation and their experiences, the Regional Office for Education in Africa in Dakar (BREDA), the UNESCO office in Maputo and the UNESCO Institute for Lifelong Learning are organizing a Regional LIFE Meeting for all LIFE countries in sub-Saharan Africa from 29 to 31 January 2008 in Maputo, Mozambique.

The meeting will bring together the Directors of Literacy, LIFE focal points from the governments and UNESCO offices and representatives of civil society and bilateral agencies in the following African LIFE countries: Benin, Burkina Faso, Central African Republic, Chad, Democratic Republic of Congo, Djibouti, Eritrea, Ethiopia, the Gambia, Guinea, Guinea Bissau, Madagascar, Mali, Mozambique, Niger, Nigeria, Senegal, Sierra Leone. As part of South-South cooperation representatives from Brazil and Haiti have also been invited.

The objectives of the meeting are: a) to allow all LIFE countries to develop a common understanding of the LIFE concept, framework and strategy, b) to share lessons and challenges and innovative literacy practices and 3) to discuss common priority areas. It is also envisaged that participants discuss the appropriate strategies and concrete steps that are needed to implement LIFE such as undertaking a situation analysis, developing the LIFE country support plan and setting up a literacy monitoring and evaluation system.

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3. Second Meeting of the CONFINTEA VI Consultative Group

The Consultative Group (CG) is UIL's advisory committee on the preparation for CONFINTEA VI. The group met for the first time in Helsingor, Denmark, in March 2007. The second meeting at UIL, Hamburg, concentrated on reviewing the overall preparation with a special focus on finalizing the guidelines for national reports, discussing a thematic structure and a research-based report on adult education, and planning the regional preparatory conferences.

Among the challenges that CG members discussed was the fact that CONFINTEA VI, scheduled for May 2009 in Brazil, will be held with three other major international UNESCO conferences, two of them proceeding and one following it, namely the International Conference on Education (ICE) in Geneva (November 2008), the International Conference on Education for Sustainable Development in Bonn, (April 2009) and the World Conference on Higher

Education in Paris (July 2009). Effective coordination will be necessary to channel all related preparatory efforts while ensuring synergies between the conferences and their respective themes and securing adequate funding.

Regarding the preparation of CONFINTEA VI national reports, the CG helped finalize the guidelines prepared by UIL. The intention is to focus on the developments in adult learning and education since CONFINTEA V, and on new, globally relevant issues and concerns that have emerged since then. Providing member states with guidelines, rather than a questionnaire, UIL aims to make reporting easier for them while also providing flexibility and space for essential information. The guidelines include clear recommendations that countries involve a range of stakeholders (different government ministries, civil society and NGOs, university and the private sector) in their countries in preparing the report, and encourage national debates as well as a national validation process. In this way, the preparation of the report can be a mechanism for creating open debates and raising relevant issues. The guidelines have meanwhile been sent out to the UNESCO National Commissions (see article below).

The discussions in the CG generated a thematic structure to guide CONFINTEA VI and the preparatory phase. It comprises a set of lenses with which to explore and analyze the field of adult learning and education and to provide answers to related questions. These include context and challenges, relevance, quality, policies, conditions and structures, and the way forward for ALE and the CONFINTEA agenda. A Global Report on Adult Learning and Education (GRALE) will be produced as an input to CONFINTEA VI, based on findings from the national reports and regional assessments, and also incorporating specific and focused studies.

Preparations for the Regional Preparatory CONFINTEA VI Conferences have begun. The provisional dates and locations are as follows: Kenya for Africa (first week of August 2008), Mexico for Latin America and the Caribbean (10–13 September 2008), the Republic of Korea for Asia/Pacific (17–22 November 2008), and Hungary for Europe (3–6 December 2008). The location

for the regional conference for the Arab States has yet to be decided (January 2009). The complete report of the CG is available on the UIL website.

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4. Regional Meeting of the Asia & Pacific LIFE Countries

The UNESCO Office in Dhaka, the UNESCO Institute for Lifelong Learning and the UNESCO Regional Bureau in Bangkok will hold a regional meeting on LIFE from 21–24 January 2008 in Dhaka, Bangladesh. This is one of three regional LIFE meetings taking place in the Arab Region (Marrakech, 3–6 December 2007), the Asia and Pacific Region, and the African Region (Maputo, 29–31 January 2008).

The Literacy Initiative for Empowerment (LIFE) is a ten-year key operational mechanism (2006–2015) initiated by UNESCO within the context of the United Nations Literacy Decade. LIFE aims to accelerate literacy efforts in the 35 countries that have a literacy rate of less than 50% and/or an adult population of more than 10 million people without literacy competencies. Nine countries – Afghanistan, Bangladesh, China, India, Indonesia, Iran, Nepal, Pakistan, and Papua New Guinea – currently comprise the LIFE Asia and Pacific Region. The overall goal of LIFE is to empower people, especially women and girls, who already have inadequate literacy skills. The immediate objectives of LIFE are as follows: to reinforce national and international commitment to literacy through advocacy and communication; to support the articulation of policies for sustainable literacy within sector-wide and national development frameworks; to strengthen national capacities for programme design, management and implementation; and to enhance national provision of literacy learning opportunities.

The first Regional Planning Meeting on LIFE in the Asia & Pacific Region took place in Islamabad, Pakistan from 20–22 March 2006. The aim of this meeting was to launch LIFE, ensure joint planning, and develop a shared agenda for addressing the literacy challenge. This meeting dealt with issues of a shared framework for needs assessment and support mechanisms, implementation

strategies and an agreement on follow-up developments and timeframes. The second meeting will bring together the national focal points for LIFE from the nine Asia & Pacific LIFE countries, as well as the LIFE focal points of the UNESCO offices, in order to review progress so far, exchange and learn from prior experiences, discuss a refined LIFE implementation strategy and concrete activities, analyse innovative approaches to literacy and NFE that may enrich existing policies, strategies and programmes, network, explore possibilities for South-South cooperation, and plan the way forward. A comprehensive report of the meeting will be available soon.

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5. Regional Meeting of the Arab LIFE Countries

From 3–6 December 2007, a meeting of the Arab LIFE countries was held in Marrakech, Morocco. The meeting, which was organized by the UNESCO Institute for Lifelong Learning in cooperation with the UNESCO Office in Rabat and the UNESCO Office in Beirut, was the second LIFE meeting in this region since the initiative was launched at a meeting in Sana'a, Yemen, in March 2006. It is one of a series of three regional LIFE meetings taking place in the Arab Region, the Asia and Pacific Region (21–24 January, 2008) and the Africa Region (Maputo 29–31 January 2008). The national focal points of the UNESCO offices as well as the national focal points for LIFE from six Arab countries – Egypt, Iraq, Mauritania, Morocco, Sudan and Yemen – came together to review progress so far, to exchange and learn from experiences and to look at certain issues related to the implementation and monitoring of LIFE, such as situational analysis as a preparatory step for LIFE, monitoring and evaluation, and strategies to bridge formal and non-formal education.

Most of the six countries were represented by their governments' LIFE focal points and by the LIFE focal points from the UNESCO country offices. A representative of DVV International as well as a consultant from a local NGO also participated.

A full day was dedicated to the experiences of all participating countries in relation to

literacy developments, strategies and policies (in general and within the framework of LIFE). The presentations revealed many common issues and challenges in the region, but also many differences. The participants raised a number of shared challenges, including high illiteracy school drop-out rates and lack of resources for adult education and lack of financial and material back up, lack of partnership between government and civil society and NGOs, poor efficiency of local governments, slow progress in moving from formal to non-formal education, inadequate human resources, and a shortage of tools and strategies for recording, assessment, monitoring and evaluation. Educators are poorly trained and badly paid, resulting in low quality teaching. Learner motivation is an issue in the Arab States as many people don't see how their lives and job perspectives will improve if they learn to read and write. There was a lively of discussion about incentives to motivate learners to attend literacy programmes. Language is another issue as there are many local dialects and variations of the Arabic language. All country representatives expressed the need for more effective partnerships and exchange of experiences.

The host country of the meeting, Morocco, only recently achieved considerable success in its efforts to reduce illiteracy. More has been achieved in the last two years than in the previous 20 years. In the last two years the illiteracy rate – which is now 43% – has dropped by 4.5%. However, school dropout rates in Morocco are the highest in the Arab world. Fifty percent of pupils leave school before the end of primary school. The government has committed itself to reducing the illiteracy rate by 20% by 2012. Despite this commitment, only 0.6 % of the state budget is spent on literacy programmes. Morocco closely collaborates with its neighbour Mauritania, where the responsibility for literacy has only recently been transferred from the Ministry for Islamic Orientation to the Ministry of Education. A new commitment to literacy and to developing a comprehensive vision and strategy has also encouraged international donors (e.g., EU) to support a major literacy programme in Mauritania.

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6. North-South Exchange on Family Literacy

From 5–7 November 2007, 20 family literacy experts, including practitioners and researchers, came together at the UNESCO Institute for Lifelong Learning in Hamburg, Germany, for the “North-South Exchange on Family Literacy”, which was organized and funded by UIL.

Apart from taking stock of policies, practice and research in the field of family literacy worldwide, exploring the relevance and potential of intergenerational learning in adult education and lifelong learning, and reflecting on the achievement of the Education for All (EFA) goals, one of the major objectives of the meeting was to show that the concept of intergenerational learning is not a concept of the North, but universal, even if it is less institutionalized in the South.

The “North-South Exchange on Family Literacy” brought together countries with a wide range of experiences gained in setting up family literacy policies and/or programmes. Some have already gained substantial expertise in this area. As a follow-up to this meeting, a second seminar is planned for 2008 or 2009. This will bring together countries that have little or no experience in family literacy – with a particular focus on LIFE countries – but are interested in learning more about it and developing their own programmes. That meeting will focus on capacity-building, drawing on the expertise of some of the participants in the first seminar.

All participants submitted reports on intergenerational literacy learning and family literacy policies, practices and research in their countries, based on a questionnaire. The questionnaires and other materials about the seminar are available on the UIL website (<http://www.unesco.org/uil/en/unesco/fliteracy/nordsouthex.htm>).

The three-day meeting consisted of short general introductions to their work by participants, as well as thematic sessions covering the following topics: community-oriented programmes, best practices, multilingualism, teacher training, and research. On the last day the outcomes and perspectives generated in the meeting were

discussed, and a statement was adopted reflecting the view of all participants that family literacy is an effective approach to promoting literacy and should be an integral part of education policy worldwide.

Following the meeting, an African Family Literacy Action Group (AFLAG) was founded. One of the aims of this group is to establish a Centre for Family Literacy in Africa, which could serve as a point of reference for promotion of and advocacy for family literacy, as well as the dissemination of tools and know-how.

The report of the meeting is available from UIL, and a more comprehensive publication including descriptions of all invited programmes is in preparation.

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7. PALDIN Workshop in India

A National Workshop entitled "Designing a Professional Development Program in Adult Education: Participatory Adult Learning Documentation and Information Networking (PALDIN)" took place from 11–14 December 2007 at the Indira Gandhi National Open University in New Delhi. For this workshop 55 learners, course writers and international experts (from UIL Hamburg, READ-Nepal, UNESCO Dhaka, DAM Bangladesh) met to compile feedback on the pilot phase of PALDIN. The pilot was carried out between July and November 2007 by students of the Adult Education Department at the Jawaharlal Nehru University in New Delhi and by a group of thirty learners drawn from different adult learning organizations in India. At the same workshop seven participants shared their feedback on the e-learning course "Literacy and Adult Basic Education" that was developed between 2003 and 2005 at UIL.

The workshop was organised by the Indira Gandhi National Open University in collaboration with the Indian Adult Education Association, the International Institute of Adult and Lifelong Education, and the UNESCO Institute for Lifelong Learning.

PALDIN is a capacity-building initiative of ALADIN India, a national sub-network of ALADIN, the Adult Learning Documentation

and Information Network, which is co-ordinated by UIL.

Since 2006 ALADIN India has been developing the comprehensive PALDIN learning package for adult educators. The 31 units of PALDIN are divided into two courses that cover general issues related to adult learning and literacy. The innovative element of the course is that it also includes units about information management in an adult learning environment, such as creating a literate environment, documentation, the use of ICTs, networking, and basic library management.

The possibility of simplifying the course for grassroots-level workers as well as the opportunity to transfer PALDIN to other LIFE countries, such as Nepal and Bangladesh, was discussed. Once PALDIN is finalized, it will be openly accessible and can be adapted to regional needs for capacity-building of staff working in adult learning and literacy institutions. For further information, please consult the PALDIN website: <http://www.unesco.org/education/aladin/paldin/>

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8. Non-formal Education in Uruguay

Cooperation with the Ministry of Education and Culture (MEC) in Uruguay began in Spring 2007 with an initial mission to explore the UNESCO Institute for Lifelong Learning's technical and conceptual support for the development of non-formal and adult education policies within a framework of lifelong learning, and to develop structures for longer-term cooperation between the MEC and UIL.

Following the invitation of the Uruguayan MEC, UIL participated in the First National and Regional Meeting (MERCOSUR) of educators who work in the field of non-formal education. This meeting took place from 15–16 November 2007 in Montevideo. The main goal of the event, which was organized by the MEC under the patronage of UIL, was to contribute to the consolidation of non-formal education in Uruguay.

The first day of the meeting had both an international and regional character. Delegations from Argentina, Bolivia, Paraguay and Sweden presented their non-

formal education (NFE) policies and programmes. UIL was invited to present the keynote speech on “NFE policies and innovative experiences within a lifelong learning perspective”. During the second day around 200 Uruguayan educators worked together in five thematic groups (NFE and social policies, NFE and work, NFE and health & environment, NFE and arts, and articulating formal and non-formal education) to discuss their experiences and views on pedagogical approaches, content, methods, evaluation, training needs, and challenges.

UIL also used the opportunity to visit the Uruguayan “*Yo si puedo*” Literacy Programme, which has been set up by the Ministry of Social Development with technical support from the Cuban IPLAC Institute. After a pilot phase from March to June 2007, the Uruguayan “*Yo si puedo*” programme began operating in September with about 3,000 learners country-wide. The programme will be handed over in 2008 to the National Office of Public Education (ANEP).

On 7 and 8 December the MEC organized the first Uruguayan Adult Learning Festival in Montevideo, which mobilized citizens around different themes related to adult and lifelong learning.

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9. Contribution of Education and Information to Climate Protection: Learning from the South

A workshop on the above theme was organized with the support of the UNESCO Institute for Lifelong Learning at the second biannual conference of the Northern German Partnership in Support of the UN Decade for Education for Sustainable Development (NUN), and held in Hamburg on 22–23 November, 2007. Representatives from Indonesia, Mexico, Morocco and Nicaragua shared and discussed experiences in raising awareness of climate change and associated learning initiatives. A set of brief guidelines on effective use of good practice experience from developing countries was developed. Among other things, the guidelines include recommendations to foster exchange on innovative practices through genuine and

unbiased dialogue, and to apply specific models of knowledge transfer such as triangular North-South-South partnerships and so called ‘reverse programmes’ that include study visits by experts from developing countries. An exchange forum for practitioners from development cooperation agencies, NGOs and the corporate sector is planned as a follow-up to the workshop. Also, a strategy to make effective use of experiences of development workers in development education initiatives is to be developed.

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10. 14th ABEP Workshop in Botswana

Within the consultancy remit of the UNESCO Institute for Lifelong Learning on the Development of an Adult Basic Education Programme (ABEP) in Botswana, a series of intensive workshops was developed together with a local team from the Botswana Education Ministry’s Department of Non-formal Education (DNFE). The 14th workshop in this series was held from 10 October to 2 November in Gaborone. Its main goal was to draft Level 1 learning modules and to improve Level 3 modules along the lines of the pre-testing results. Altogether nine experts were involved in the UIL team that worked with the writers and staff of the Media, Research and Evaluation Unit of the DNFE. In a meeting with the local Reference Committee overseeing the consultancy work, UIL presented the second mid-term report (September 2006 – October 2007), which was approved by the DNFE. Most of the remaining work will be carried out by the UIL team and a professional publisher to be contracted by the DNFE. The prototype materials are expected to be ready for delivery to the DNFE by mid-2008.

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11. ADEA Steering Committee Meeting

The Association for the Development of Education in Africa (ADEA) organized its biannual steering committee meeting from 17–19 October 2007 in Ermenonville, France. A representative of UIL participated in the ancillary meeting of ADEA working group leaders and coordinators. In line with

ADEA's strategy to transfer its secretariat to Tunisia and to increase the ownership and management of their working groups to Africa, the responsibility for the coordination of the Working Group on Non-formal Education (WGNFE) has been gradually transferred to APENF (Association pour la Promotion de l'Education Non Formelle), based in Burkina Faso. Ms Koumba Boly, the new coordinator of the WGNFE, is expected to take over most of the coordination work in 2008.

Two of the themes discussed during the meeting were the future direction of the African Union (AU), especially how the working groups can contribute to the AU Second Decade on Education in Africa, and the COMEDAF meeting held in South Africa. It was agreed that the WGNFE, to promote its goal of holistic education in Africa, will need to work closely with the Working Group on Education Statistics to ensure that NFE will be reflected in the Education Observatory that will be promoted by the AU.

At the steering committee meeting, the 'Bamako Appeal' and the report of the African Regional Conference in Support of Literacy were presented to the African ministers of education and representatives of bi-/multilateral agencies. An Inter-country Quality Node on Literacy is expected to be launched by ADEA, in cooperation with interested ministries, as a follow-up to this conference.

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12. Towards CONFINTEA VI: Preparing the National Assessment on the Development and State of the Art of Adult Learning and Education

In a letter to National Commissions sent out by the Director-General of UNESCO last November, UNESCO member states were asked to report on the situation and development of adult learning and education since 1997, the date when the fifth CONFINTEA was held in Hamburg.

The national reports will constitute a major input for the 6th International Conference on Adult Education (CONFINTEA VI) to be held

in May 2009 in Brazil, as well as for the Regional Preparatory Conferences during 2008. The findings of the reports will also supply critical data for a Global Report on Adult Learning and Education, which is in preparation. In addition, assessing the state of the art of adult learning and education in countries will provide an excellent opportunity to assess the progress of national EFA agendas in relation to literacy, adult learning and non-formal education.

To facilitate the preparation of these reports, UIL composed a set of guidelines, which were finalized with the advice of the CONFINTEA VI Consultative Group during its November meeting at UIL. The guidelines were sent out to UNESCO member states (National Commissions and Permanent Delegations) in mid-December, and subsequently distributed to the members of the International Council of Adult Education (ICAE), the federation of NGOs and CSOs actively involved in and promoting adult learning. The deadline for submission of the reports to UIL is the end of March 2008. The full guidelines are available in English, Spanish and French at <http://www.unesco.org/uil/en/focus/confintea.htm>.

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13. European Literacy Research Meeting

Literacy is a concern not only of developing countries but also of many countries in Europe. In the region, an increasing proportion of the population lacks the basic competencies to tackle the demands of everyday life. It is in this context that the UNESCO Institute for Lifelong Learning, with support from the European Commission, organized the European Regional Meeting on Literacy in 2005 in Lyon, France in collaboration with the Agence Nationale de Lutte Contre l'Illettrisme (ANLCI) and the French National Commission for UNESCO. Framed within the United Nations Literacy Decade (UNLD) (2003-2012), the main objectives of the regional meeting were to present and analyze trends on literacy and develop possible areas for collaboration and corresponding action plans.

While an issue of measuring literacy was a main preoccupation in the Lyon meeting, it

was clear that a broader research agenda was needed to develop and/or reinforce policies and improve quality of programs. Among the recommendations were 1) to start building a data base of good practices at the European level and 2) to strengthen institutional linkages with research centers to ensure that results of studies are disseminated and immediately utilized for policy formulation and strengthening program development. As UNESCO's international clearing house for literacy, UIL is required to respond to the needs of Member States with state-of-the art evidence that can help to improve their literacy policies, strategies and practices.

To follow up on the recommendations of the Lyon Meeting, UIL is organizing a meeting of representatives from key education and research institutes who are involved in literacy research. The meeting will be held on 18 and 19 February 2008 in Hamburg. Aside from sharing the results of the latest researches in the countries, a session will also be devoted to discussing the policy and programme implications of such results. As the Institute is coordinating one of UNESCO's key education initiatives, LIFE (or Literacy Initiative For Empowerment), it is expected that lessons drawn from this meeting could also be fed back to the series of LIFE activities. A support research strategy will be developed and put in place. Finally, as the Institute is preparing for the Sixth International Conference on Adult Education (CONFINTEA VI) where literacy is one of themes, the results of this researchers meeting will also be used as inputs for recommendations for CONFINTEA VI. The meeting will result in a report on the trends and policy implications for literacy as well as further development of UIL's planned database for dissemination of research findings.

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14. Visitors

On 26 October **Ralf Kellershoen** from the e-learning company Avallain visited UIL to discuss common projects and interests such as LitCam and e-learning in Africa.

On 29 October **Jürgen Genuneit** met with UIL staff to discuss co-operation with UIL on a planned German Literacy Archive

On 6 November **Professor Hipp, Alexander Strothe** and 10 students from the History of Art Faculty of Hamburg University visited the UIL Library and Documentation Centre.

On 29 November **Change Gwang Chol** from the UNESCO Division of Education Strategies and Field Support held a session with UIL staff to discuss the UNESCO National Education Support Strategy (UNESS), especially in relation to the LIFE initiative.

On 12 December **Dören Schröter** and 15 students of the Institute for African Studies visited the UIL Library and Documentation Centre.

On 14 January the Austrian journalist **Margarete Endl** visited UIL for an interview with UIL staff about literacy.

15. Staff Matters

UIL welcomes Dagne Hansen who is doing an internship in the Library and Documentation Centre from 1 November 2007 to 29 February 2008.

UIL thanks Pamela Adole Itodo for her support to the receptionist and the project secretaries from 26 November to 21 December 2007 and from 2 to 18 January 2008.

16. Recent Publications

International Review of Education. Vol. 54, No. 1, 2008

This issue contains the following studies:

George M. Osei:
"Career Ladder Policy for Teachers:
The Case of Ghana"

Anita Y.K. Poon and Wong Yiu-Chung:
"Education Reform in Hong Kong:
the 'Through-Road' Model and its
Societal Consequences"

Yuko Nonoyama-Tarumi:

“The Influence of Family Background on Student Achievement: Developing a More Sensitive System of Measurement”

Mehmet Ali Ozturk and Charles Debelak:
“The Unique American Vision of Childhood”

Stafford A. Griffith:
“A Proposed Model for Assessing Quality of Education”

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

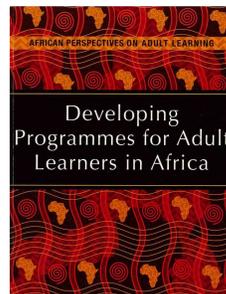
ALADIN Directory of Members 2007/2008 UIL, 2007

In the second half of 2007, all ALADIN members were asked to update their entries for the ALADIN Directory of Members 2007/2008. The updated Directory provides not only detailed entries and profiles of the currently 91 ALADIN members and their respective information services, but also offers basic information on ALADIN and recounts the history of ALADIN from 1997 to the present. ALADIN members will automatically receive the new ALADIN Directory, and anyone else is welcome to contact the ALADIN co-ordinator for a free copy.

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Developing Programmes for Adult Learners in Africa (APAL series)

By: Mathew Gboku, Rebecca Nthogo Lekoko, 2007
ISBN: 978-92-820-1120-1



Developing Programmes for Adult Learners in Africa is one of five books in the African Perspectives series which addresses adult learning in Africa from African perspectives.

This book identifies quantitative, qualitative and multi-method approaches, and is based upon existing research methods taught in Africa. It is grounded in African adult education contexts and draws on material and experiences from research courses taught in African universities.

It emphasises the importance of combining quantitative methods with qualitative research that is embedded in adult education contexts and that builds on indigenous knowledge. Examples of the contexts addressed in the book include village communities, agriculture development workers, literacy and income generation projects, community policing strategies, brigades, vocational training centres, mass health awareness campaigns on issues such as HIV/AIDS, work-based education and training, management development, needs analyses, and the training of adult education trainers.