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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. Towards CONFINTEA VI

CONFINTEA VI will take place from 19 to 22 May 2009 in Belém (State of Pará), Brazil, under the title “Living and Learning for a Viable Future – The Power of Adult Learning”.

The overall thrust of CONFINTEA VI will be to draw attention to the relation and contribution of adult learning and education to sustainable development in all its dimensions: social, economic, ecological and cultural. The themes to be explored will include policies, structures and financing for adult learning and education; inclusion and participation; the quality of adult learning and education; literacy and other key competencies; and poverty eradication.

CONFINTEA VI will be preceded by five Regional Preparatory Conferences, which are programmed in relation to the overall thematic focus, yet adapted to the respective regional specificities. The regional conferences will discuss and validate the respective Regional Synthesis Reports (prepared on the basis of national reports on the development and state of the art of adult learning and education), identify the key issues on adult learning and education in the region, and suggest key recommendations and benchmarks for adult learning and education for CONFINTEA VI.

Apart from the Regional Synthesis Reports, a Global Report on Adult Learning and Education (GRALE) is in preparation, whose main results will feed into the CONFINTEA VI Working Document. Based on these reports, as well as on the consultations and outcomes of the regional conferences, CONFINTEA VI will aim at the adoption of a “Framework for Action” containing key strategies/recommendations and benchmarks for renewed action in and monitoring of adult learning and education.

The confirmed schedule for the Regional Preparatory Conferences is:

Latin America and the Caribbean, 10–13 September 2008 in Mexico City (Mexico): The conference, “From Literacy to Lifelong Learning: Towards the Challenges of the 21st Century”, is being organized in

cooperation with the Mexican National Institute for Adult Education (INEA) on behalf of the Government of Mexico, the UNESCO Regional Bureau for Latin America and the Caribbean in Santiago de Chile (OREALC), the UNESCO Office for United Nations Priorities (ED/UNP), and the UNESCO Office Mexico.

Asia/Pacific, 6–8 October 2008 in Seoul (Republic of Korea):

The conference, entitled “Building Equitable and Sustainable Societies in Asia and Pacific: the Challenge to Adult Learning”, is being organized in cooperation with the Korean National Institute for Lifelong Education (NILE) on behalf of the Government of the Republic of Korea, the UNESCO Regional Office for Asia and the Pacific in Bangkok, and the UNESCO Office in Beijing.

Africa, 5–7 November 2008 in Nairobi (Kenya):

The conference, entitled “The Power of Youth and Adult Learning for African Development”, is being organized in cooperation with the Ministry of Education’s Department of Adult Education on behalf of the Government of Kenya, the Regional Bureau of Education in Africa in Dakar, and the UNESCO Office in Nairobi.

Europe and North America and Israel, 3–5 December 2008 in Budapest (Hungary):

The conference, entitled “Adult Learning for Equity and Inclusion in a Context of Mobility and Competition”, is being organized in cooperation with the Hungarian Institute for Culture on behalf of the Government of Hungary.

Arab States, 5–7 January 2009 in Tunis (Tunisia):

The conference is being organized in cooperation with the UNESCO Regional Office in Beirut.

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2. Third Meeting of the CONFINTEA VI Consultative Group

The CONFINTEA VI Consultative Group serves as an advisory committee to provide

guidance on a wide range of aspects concerning the preparation of CONFINTEA VI. Its members represent UNESCO Member States, UN Agencies, development agencies, intergovernmental bodies, international or regional non-governmental organizations, academics, the CONFINTEA VI host country and UNESCO (Headquarters, Regional Bureaux and UIL). Reports of the first two meetings, which took place in March and November 2007, are available on the CONFINTEA homepage (<http://www.unesco.org/UIL/confintea6>).

The objective of the third meeting was to review overall progress in the preparations for CONFINTEA VI. In particular, the meeting was devoted to assessing and providing advice on the different strands of the CONFINTEA VI reporting process, namely the number and quality of national reports, the sources and production of the five regional synthesis reports, and the structure and methodology of the Global Report on Adult Learning and Education (GRALE). The second major concern of the meeting was to further enrich the programmes of the CONFINTEA VI Regional Preparatory Conferences, while also looking into the preliminary programme elements of the CONFINTEA VI global conference. A detailed report will be available soon on the CONFINTEA homepage (<http://www.unesco.org/UIL/confintea6>).

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3. Second Workshop on the Global Report on Adult Learning and Education (GRALE)

The workshop was held on 24 and 25 April 2008 at UIL, and brought together almost all of the members of the team involved in the production of GRALE: the editors, the writers of the regional synthesis reports, and the writers of the separate chapters of GRALE. The meeting focused on enabling the GRALE and UIL teams to develop a shared understanding of the nature and objectives of GRALE, broadly determine its contents and structure, identify additional authors and sources, and plan its concrete production.

As a reference document, GRALE is expected to highlight trends and issues in

the field of Adult Learning and Education (ALE). As an advocacy tool, it will promote the importance of ALE and show effective practices. By bringing together the perspectives of government, civil society, academe, research institutions and multilateral agencies, GRALE is expected to reflect the diverse ways in which ALE is understood and implemented.

GRALE will be developed from three main sources: 1) National Reports for CONFINTEA VI and Regional Synthesis Reports; 2) reviews and analyses of existing studies, research findings and documents (secondary literature); and 3) published reports and ongoing initiatives or programmes of bilateral and multilateral agencies.

For more detailed information on the content, structure and team of editors and writers, please consult the GRALE Background Document on the CONFINTEA VI homepage (<http://www.unesco.org/UIL/confintea6>).

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4. National Reports for CONFINTEA VI

A total of 107 national reports had been received by 7 July 2008. After extending the deadline several times, July 15 was fixed as the final date for submission of reports. Any reports received after this date will still be published on the UIL website, but can no longer be taken into account for the regional syntheses and the Global Report (GRALE). A complete list of the countries that have provided a report can be found on the CONFINTEA homepage (<http://www.unesco.org/UIL/confintea6>).

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5. Second Session of the UIL Governing Board

The second session of the UIL Governing Board was held from 20 to 23 May 2008. The Board adopted the revised UIL Strategic Medium Term Plan (2008–2013). Special attention was paid to the CONFINTEA VI preparation and the LIFE coordination. UIL's role as a centre of excellence in Lifelong Learning was at the centre of the Board

recommendations. Literacy, non-formal education activities and the special support to Africa were meticulously assessed. The Board made valuable suggestions to consolidate UIL's transformation and to improve and diversify its funding basis. Both the Director and the Assistant Director-General for Education, Nicholas Burnett, expressed their appreciation to the former Chairperson of the Board, Mr Justin Ellis (Namibia), for his remarkable and invaluable work on behalf of the Institute, as well as to Ms Vida Mohorčič Špolar (Slovenia) and Ms Judith Round (United Kingdom) whose terms expired at the end of 2007. Mr Anders Falk (Sweden) was elected as the new Chairperson and Ms Suzy Halimi (France) was elected Vice-Chairperson and Chairperson-Elect.

The new Board members nominated by the UNESCO Director-General are: Ms Benita Carole Somerfield, Executive Director of the Barbara Bush Foundation for Family Literacy (full member) and Ms Sharon Darling, National Center for Family Literacy (alternate) from the United States of America; Minister Walter Hirche, President of the German Commission for UNESCO and Minister for Economics, Labour and Transport and Deputy Prime Minister of Lower Saxony (full member) and Ms Barbara Malina, Head of Section for Education and Communication/Information, German Commission for UNESCO (alternate) from Germany; Minister Victor Manuel Barbosa Borges, Minister of Foreign Affairs, Cooperation and Communities (full member) and Mr Florenço Mendes Varela, Director General of Literacy and Adult Education (alternate) from Cape Verde, and Mr Davidson Hepburn, former President of the UNESCO Executive Board Committee on Conventions and Recommendations (CR) (full member) from the Bahamas.

6. Research Project on Tools for More Accurate Measurement of Literacy Acquisition

The UNESCO Institute for Lifelong Learning, together with a group of partners – the French Ministry of Foreign and European Affairs, Cadi Ayyad University in Marrakech, the Association for the Development of Education in Africa (ADEA)'s Working Group on Non-Formal Education, the French National Agency to Fight Illiteracy (ANLCI), the Impact Network, the UNESCO Institute

for Statistics, the UNESCO Office in Rabat, the UNESCO Regional Bureau for Education in Africa, especially the Pôle de Dakar and UNESCO headquarters (ED/UNP) – is coordinating a new international research project on tools enabling a more accurate measurement of the learning outcomes of literacy and non-formal education programmes. Ultimately, the research results will be used to develop a frame of reference for literacy competencies that will allow regional, national and international comparisons to be carried out and could lead to a system of certification that would facilitate opportunities for continuing education and interconnected training facilities. This study will be carried out over a two-year period within the framework of LIFE and CONFINTEA VI.

The launch workshop of the pilot phase was held from 2 to 4 June 2008 in Marrakech, Morocco, to agree on the conceptual and operational framework of the upcoming action research. It brought together the coordinating group, as well as governmental and non-governmental experts from Burkina Faso, Guinea, Mali, Morocco, Niger and Senegal. The pilot phase supported by a grant from the French Ministry of Foreign Affairs will be conducted in these six African countries before being extended to the international level.

The discussions underlined the importance of this action research for policy-makers and education providers and its complementary nature to UNESCO's flagship monitoring and evaluation programmes – the Literacy Assessment and Monitoring Programme (LAMP), focusing on household surveys and direct assessment of the literacy level of the population, and the Non-Formal Education Management Information System (NFE/MIS) offering a map of non formal education provision in individual countries. The study will build on the diversity of the actors, target groups and approaches involved and will ensure that the tools used nationally and internationally complement one another.

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7. South-South Policy Dialogue on Education for Sustainable Development and Lifelong Learning

From 21-23 April 2008, the UNESCO Institute for Lifelong Learning (UIL), in partnership with the UNESCO Jakarta office, the Ministry of National Education, Indonesia, and the Indonesian National Commission for UNESCO, held a policy dialogue bringing together representatives from 20 Asian and sub-Saharan African countries to discuss the critical role of all forms of learning – particularly from non-formal and informal settings – in pursuit of sustainability. The outcomes of the dialogue include: a Strategy Paper by participating countries informing future policy and practice; a permanent professional network to support its implementation; and a forthcoming monograph to document and guide good practice, entitled *Shaping Sustainable Futures: Learning for Life in the 21st Century*.

On 19 September 2008, the outcomes of the South-South ESD and Lifelong Learning Policy dialogue will be presented at UNESCO headquarters, along with outcomes from other Sustainable Development projects financed through the Japanese Fund in Trust (JFIT).

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8. 53rd Session of the Editorial Board of the *International Review of Education*

On 19 May 2008, UIL hosted the 53rd Session of the Editorial Board of the *International Review of Education*. The meeting was attended by all but one member of the Board, which this year welcomed one new addition: Benita Somerfield, the Director of the New York-based Barbara Bush Foundation for Family Literacy.

As usual, the meeting focused on reviewing the progress of the journal over the past year and providing a series of recommendations to be followed up before the Board's next annual session. In particular, the Board discussed the two special issues scheduled for 2008: one

double issue on education and intercultural dialogue based on the 2007 WCCES conference in Sarajevo, and a second double issue entitled "Literacy for All: Charting the Way Forward", guest edited by Adama Ouane, Michael Omolewa and Rosa María Torres. Upcoming special issues on peace education and gender to be published in 2009 were also discussed in detail, and proposals for future special issues on education with regard to (i) mobility, (ii) multilingualism, (iii) sustainable development, (iv) CONFINTEA VI and (v) evaluation and assessment were examined and revised. The list of consulting editors was updated and recommendations made regarding suitable candidates for available and new positions on the panel, bearing in mind the desire to maintain an equitable regional and gender balance.

Additionally, the Board wished the outgoing Executive Editor, Dr Christopher McIntosh, well as he announced his retirement in September 2008, and thanked him for the work he has done for the journal over the past fourteen years.

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9. UIL's collaboration with WALTIC – Writers' and Literacy Translators' International Congress

Through its worldwide network, the UNESCO Institute for Lifelong Learning supported the Swedish Writers' Union World Congress that was held from 29 June to 2 July 2008 in Stockholm, Sweden. The Congress brought together writers, translators and scholars to underscore the value of words for social development and demonstrate support for human rights. For example, literary activists such as Disha Mullick from the Indian Centre for Gender and Education, Nirantar, and the Ugandan writer Waalabyeki Magoba were present to share their experiences and ongoing commitment to developing literate environments and reading cultures in local languages that are not recognised as official languages.

For the past 30 years, Waalabyeki Magoba has been writing and publishing in Luganda, a language of wider communication, particularly in Southern Central Uganda. In 2007, he started writing and marketing the

children's magazine *Entanda Y'abato* ("The Children's Package") in Luganda. Until then, no such magazine had been available, even though Luganda is taught in primary schools. He tested several marketing strategies and found the most effective was to distribute letters introducing the contents and purpose of the magazine in each of the participating schools so that pupils could pass them to their parents. Despite the high rate of poverty, 70% of the magazines are sold in rural primary schools where Luganda is the language of everyday life.

In India, the non-governmental organization, Nirantar coordinates the production and development of a unique rural newspaper called *Khabar Lahariya* ("News Waves"), which is the only paper in the country to be written in Bundeli, a local language used in rural Uttar Pradesh. The area is characterised by low social and economic development, and as a result, literacy levels are also low. The newspaper seeks to sustain women's level of knowledge and literacy in a creative and innovative way by training them as journalists. It also provides reading material in simple language to readers who may not have completed formal education. *Khabar Lahariya* evolved from treading the ground between the powerful, mainstream "official language", Hindi, and the local dialect, Bundeli – to deciding to write only in Bundeli.

Participants in the congress adopted the WALTIC 2008 Resolution and its three political goals: 1) to increase the literacy skills needed to improve welfare and democratic processes, and to protect human rights; 2) to safeguard people's freedom of expression so that they have a better understanding of the world around them and can make informed decisions; and 3) to strengthen authors' rights in the digitalized world. For more information on WALTIC see www.waltic.com

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10. Editorial Board of African Adult Education Series APAL

The Editorial Board of the ground-breaking book series *African Perspectives on Adult*

Learning (APAL) held its tenth meeting at UIL, Hamburg on 9 and 10 June at an important moment in the development of the series, which continues to fill an important gap by providing Africa-centred books on adult education. The series, co-published by UIL, the University of Botswana, dvv international and the publishers Pearson Education South Africa, was launched in 2005 with the publication of titles on the *Foundations* and the *Psychology of Adult Learning in Africa*. Three further titles have since been published: the *Social Context of Adult Learning in Africa*, *Research Methods for Adult Educators in Africa*, and *Developing Programmes for Adult Learners in Africa*. Further titles on the *History of Adult Education in Africa* and on *Management of Adult Education Programmes in Africa* are in preparation, and proposals have been received for a further title on *Models and Approaches*.

Some 14 people attended the Editorial Board meeting, including experts from eight African countries as well as representatives of the publishing partners. Besides considering the impact of the books so far and the titles in preparation, the Editorial Board discussed proposals to extend the series to the francophone and lusophone countries of Africa.

The meeting was followed on 11-13 June by a special training session for two authors of the book on *Management of Adult Education Programmes in Africa*.

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11. Initiative of the Federal Ministry for Education and Research (BMBF) to Promote Research in Literacy and Adult Basic Education

The German Federal Ministry for Education and Research (BMBF) is providing 30 million euro to fund an initiative for the promotion of research on literacy and basic education as part of the UN Literacy Decade.²⁷ Partnership projects are currently working under the initiative, which will run until the end of 2012. These projects focus on four thematic areas: 1) the fundamentals of literacy and basic education for adults; 2) the enhancement of the efficiency and quality of measures to support and guide adults with insufficient basic education;

- 3) literacy and basic education in the context of the economy and the world of work; and
- 4) the professionalisation of tutors.

The UNESCO Institute for Lifelong Learning is in charge of sustaining and transferring the results of this initiative. This task will include creating synergies among the projects; analysing, summing-up and disseminating results to different stakeholders, and developing advocacy and communication tools. UIL has launched a logo ("alphabund") and is creating a website for the initiative, which will be launched on International Literacy Day.

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12. Concluding Meeting of the Learning Partnership on "Literacy and Life Skills in Prison"

The Grundtvig 2 Learning Partnership on "Literacy and Life Skills in Prison", which is coordinated by UIL and consists of partners from Germany, Greece and Romania, held its sixth and final meeting from 1 to 4 June 2008 at UIL in Hamburg. During the second project year from September 2007 to the end of July 2008, the three project partners – ARSIS, ARED & CRED and Billwerder Prison Hamburg - met twice - once in Thessaloniki, Greece (October 2007) and once in Bucharest, Romania (February 2008). These meetings were used to analyse effective practices from literacy and life skills programmes for inmates.

The main focus of the final meeting in Hamburg was on libraries, learning spaces and multicultural group learning in prison. One speaker was Mr Gerhard Peschers, Head of the Library System in North Rhine-Westphalia, that comprises 30 prison libraries including the facility in the JVA Münster prison that was awarded the "German Library of the Year 2007". He shared his experiences of transforming a small library into an attractive space for inmates for the purposes of learning, entertainment, self-development, further education, the acquisition of life skills and social rehabilitation. The transformation would not have been possible without the support of a network of partners and Mr Peschers' own perseverance in convincing the prison bureaucracy of the importance of this work. Mr Ulrich Diebe, his colleague

from the Hamburg prison library system, explained how a cooperation agreement with the Hamburg public library system – only the second of its kind in Germany – has contributed to improving library services for inmates. Ms Jutta Jüttner, who manages the Billwerder Prison library, described how security concerns and the lethargy of the prison authorities are complicating the task of promoting reading among inmates.

A thematic session on multicultural diversity was held, during which two resource persons (Mr Hüseyin Kocar of Turkey and Mr Demba Buaro of Guinea Bissau) working as integration officers with foreign immigrants in Hamburg's Fuhlsbüttel Prison, shared their experiences with participants. Many of non-German inmates are practically excluded from the diverse training and qualification activities on offer, or are not motivated to participate because of their unstable legal status and fear of being deported from Germany. Ms Christine Tuschinsky from the Association for Intercultural Education was invited as a resource person to provide some theoretical background on learning in multicultural groups. She used examples to illustrate how personal attitudes towards hierarchies play a particularly important role in prison learning settings.

The two thematic sessions on libraries and multicultural diversity were also open to interested experts and practitioners from Hamburg. The internal sessions were mainly used to evaluate the second project year and to come up with a plan for publishing updated information on UIL's website (<http://www.unesco.org/UIL/literacyinprison>).

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13. ADEA 2008 Biennale on Education in Africa

UIL participated in the Biennale organized by the Association for the Development of Education in Africa (ADEA) on the theme "Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa", which was held in Maputo, Mozambique from 5-9 May 2008. UIL contributed to the rich volume and quality of the presentations and discussions

by drawing on its research on lifelong learning, national qualification frameworks and the recognition of non-formal and informal learning. UIL presented the lead paper for one of the thematic sessions on "Lifelong Learning Connection: The Nodal Role of Diversified Post-Primary and Post-Basic Approach". Furthermore, two other studies were carried out and presented by UIL, "Creating Flexible and Inclusive Learning Paths in Post-Primary Education and Training in Africa: NQFs and the Recognition of Non-formal and Informal learning" and "School Enterprises and Sustainability: Challenges for Secondary and Vocational Education".

The Biennale's main conclusions were that post-primary education must be holistic, diverse and integrated. It was recognised that a diversified approach within a lifelong learning context is central to meeting the diverse learning needs and circumstances of young people. Post-primary education and training opportunities must be expanded in Africa through political commitment and partnerships.

Side meetings were organized by the ADEA Working Group on Non-formal Education, during which its medium-term strategic orientation and annual work plan was discussed and a governance framework was drafted. UIL will be a member of the WGNFE Scientific and Strategic Committee as well as the Executive Committee. A number of research papers and discussions referred to non-formal education. A proposal was made for the creation of national working groups to reflect on this research and publish a compilation of its outcomes.

The papers and presentations are available on the Biennale website (http://www.adeanet.org/Biennale%202008/en_index.htm).

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14. In Brief

Report on Regional Meeting of Asia and Pacific LIFE Countries published

The Report on the Regional Meeting of Asia and Pacific LIFE Countries (Dhaka, Bangladesh, 21-24 January 2008), which

was published jointly by UIL and UNESCO Bangkok, is now available in print, on CD-Rom and on the UIL website. The CD-Rom also contains country reports, draft work plans, presentations and photos. The meeting, which was attended by 30 participants from the nine LIFE countries in the region – Afghanistan, Bangladesh, China, India, Indonesia, Iran, Nepal, Pakistan and Papua New Guinea – contributed towards: assessing the progress made in implementing LIFE; gaining a more profound understanding of LIFE as a platform for collaborative action to accelerate literacy efforts; and sharing experiences and planning the way forward.

Iberoamerican Congress on Literacy and Basic Education for Youth and Adults

UIL, together with OREALC and UNESCO Brasília, was invited to participate in the "Iberoamerican Congress on Literacy and Basic Education for Youth and Adults", held from 9 to 12 June 2008 in Havana, Cuba. The congress, organized by the Cuban Education Ministry/the Latin American and Caribbean Pedagogical Institute (IPLAC) and the Organization of Iberoamerican States for Education, Science and Culture (OEI), was attended by around 1,500 people, most of them from Venezuela and Cuba. Other Latin American countries were also represented, as were a number of Lusophone African and Asian countries.

In her opening speech, the Cuban Minister of Education reiterated Cuba's commitment to join UNESCO, OEI and the international community as a whole in "a powerful offensive against illiteracy". The congress' scientific programme consisted of a series of special conferences involving plenary and parallel round tables, panels and sessions on "free oral themes", attended by almost a thousand participants, all of whom who had signed up to give a short presentation of their experiences of literacy work. The UNESCO delegates presented UNESCO's activities related to literacy and the CONFINTEA VI process.

15. Forthcoming events

Capacity Building for EFA (Cap EFA) Workshop in Senegal

The UNESCO Institute of Lifelong Learning and UNESCO BREDA will be holding a

workshop to review the Senegalese extrabudgetary project entitled Capacity Building for EFA (Cap EFA). This workshop will be held in Senegal from August 4-8 2008, and will bring together official representatives from the government of Senegal and experts from Benin, Burkina Faso, Guinea, Mali and Niger. Focusing on curriculum, materials development and training in the area of literacy, the workshop will be conducted using a system of peer reviews whereby experts from other countries will work with their Senegalese colleagues to assess the progress and outputs of the project and identify lessons which could be disseminated internationally. In keeping with the LIFE objective to build capacities, the organizers expect this workshop to contribute to the establishment of more systematic and sustained exchanges between the LIFE countries.

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International Literacy Day 2008

The theme of this year's International Literacy Day will be "Literacy and Health". In Germany, the national celebrations will focus on learners and research, paying tribute to the 30 million euro that the Federal Ministry for Education and Research (BMBF) has invested in research on literacy and basic education. The event, which will be held on the premises of the Federal press conference centre in Berlin on 8 September, will be organized by the UNESCO Institute for Lifelong Learning, in cooperation with the BMBF, the Federal Association for Literacy and Basic Education and the German Adult Education Association. The keynote speaker will be Ursula Howard, former Director of the National Research Development Centre, UK. A further item on the programme will be the awards ceremony for the Literacy Ambassadors of 2008.

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Third Frankfurt Book Fair Literacy Campaign (LitCam)

This year's LitCam will be held on 14 and 15 October 2008 on the theme of "Literacy and Integration – Languages as a Key to Intercultural Dialogue". Speakers will include

Leonard Orban, EU Commissioner for Multilingualism; Shashi Tharoor, Indian novelist and essayist, and LitCam patron; and Professor Cigdem Kagitcibasi, Dean of the College of Arts and Sciences at Koc University, Istanbul. Literacy projects will be presented from the USA (National Center for Family Literacy); Burkina Faso (Tin Tua); Turkey (ACEV/Mother Child Education Foundation) and Germany (RAA). Other programme elements will be a panel discussion on "Languages and Intercultural Dialogue" and workshops on a variety of related themes. An exhibition will be held in the LitCam Lounge during the Book Fair.

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16. Staff Matters

Since 1 July, Ms Hannah Mowat from the UK will be working full time at UIL, as Editorial Assistant to the *International Review of Education* (50%) and Editor (50%).

From 1 June to 31 July 2008, Ms Helen Foley, Principal Policy Officer, Department of Education Training and Arts, Brisbane Australia, will be working as a Research Fellow under the supervision of Madhu Singh. She will focus on activities relating to the recognition of non-formal and informal learning and experience, and the follow-up to the Jakarta Meeting on the contribution of lifelong learning to sustainable development.

Mr Sayatan Mandal from India, Mr Tanveer Maken from Pakistan and Mr Tebeje Molla from Ethiopia will be working at UIL from 14 July until mid-September 2008. They are all currently enrolled in the Masters of Lifelong Learning Programme offered by the Danish School of Education in Copenhagen.

UIL thanks Margarete Deters and Anna Bernhardt of Hamburg for their internships from 1 April to 14 April and 16 April to 16 July respectively. Anna will continue to work for UIL from July 2008 to January 2009 as an Assistant Programme Specialist for the GRALE report.

17. Visitors

On 24 April, Professor **Monika Thollefsen** from the University of Oslo visited the Institute with 21 international students from

the Masters programme in Comparative and International Education.

From 7 to 19 May, **Mahamadou Diarra Cheick** from the NGO Jeunesse & Développement, Mali, worked at UIL on a publication on synergies between formal and non-formal education approaches in HIV prevention in Africa.

On 28 May, Professor **Gordon Mitchell** from the University of Hamburg was one of a group of visitors who came to UIL to explore a possible collaboration between the Institute and a European network of universities in the field of inclusive education. The group included representatives from the universities of Copenhagen, Jyväkyla, London, Manchester, Groningen, Ljubljana, and Bari.

On 5 June, the German literacy expert **Marion Döbert** visited UIL for a working session with the UIL staff working on the BMBF literacy research initiative.

On 25 June, **In-Jong Park and Dae Joong Kang** from the National Institute for Lifelong Education (NILE) in Seoul, Republic of Korea, visited UIL with a delegation of 45 adult educators.

On 26 May, **H.E. Marie Odile Bonkoungou-Balima** (Minister of Basic Education and Literacy of Burkina Faso and chairperson of CREAA), Ms **M.A. Salou**, Ms **M.C. Kielwasser** and Mr **J. Akplogan** from the Conseil régional pour l'éducation et l'alphabétisation en Afrique (CREAA) visited UIL to discuss areas of cooperation with the Institute in the context of LIFE and CONFINTEA VI. 10 of CREAA's 15 member states are LIFE countries and ways of enhanced partnerships with UIL were explored. CREAA may also contribute extensively to the content of the African CONFINTEA Preparatory Conference that will be held in Nairobi from 5 to 7 November 2008.

From 30 June to 4 July, ALADIN Task Force member **Eva Kupidura** from Canada visited UIL to work with ALADIN co-ordinator Lisa Krolak to develop the content for an ALADIN booklet that will show the impact of ALADIN since it was launched at CONFINTEA V in 1997.

On 22 and 23 July, **Paul Bélanger**, former Director of UIE and Visiting Professor currently involved in the European Masters programme in Adult Education at the University in Duisburg-Essen, visited the Institute with his students.

18. Recent Publications

International Review of Education, Vol. 54, No. 3-4, 2008

The special double issue entitled "Living Together: Education and Intercultural Dialogue" was published in July 2008. The special issue is based on the WCCES conference held in Sarajevo last autumn and will subsequently be published in book form. The issue was guest edited by Suzanne Majhanovich and Christine Fox with Adila Pašalić Kreso, and contained the following articles:

Mark Bray:

"The WCCES and Intercultural Dialogue: Historical Perspectives and Continuing Challenges"

Michael Crossley:

"Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference"

Jagdish Gundara:

"Complex Societies, Common Schools and Curriculum: Separate is not Equal"

Adila Pašalić Kreso:

"The War and Post-War Impact on the Educational System of Bosnia and Herzegovina"

Larisa Kasumagic:

"Engaging Youth in Community Development: Post-War Healing and Recovery in Bosnia and Herzegovina"

Magdalena Kohout-Diaz:

"Le «Harcèlement entre pairs » à l'école élémentaire tchèque: une question d'interprétation"

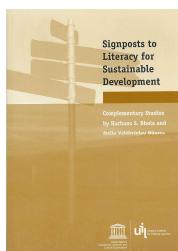
Elisa Gavari Starkie:

"Core Elements of the European (Higher) Education Policy: Market-

Driven Restructuring or Impetus for Intercultural Rapprochement?"

Mónica E. Pini and Jorge M. Gorostiaga:
"Teacher Education and Development Policies: Critical Discourse Analysis from a Comparative Perspective"

Philip Higgs:
"Towards an indigenous African educational discourse: a philosophical reflection"



Signposts to Literacy for Sustainable Development

Complementary studies by Harbans S. Bhola and Sofía Valdivielso Gómez, joint winners of the 2004-2005 International Award for Literacy Research. UNESCO Institute for

Lifelong Learning (UIL), Hamburg, Germany 2008, ISBN 978-92-820-1153-9

This book comprises complementary studies by H.S. Bhola and Sofía Valdivielso Gomez, joint winners of the sixth International Award for Literacy Research, awarded by the UNESCO Institute for Lifelong Learning, Hamburg. Prof. Bhola's text systematically explores how the adult literacy drive and the promotion of sustainable development can be brought together, while Dr. Valdivielso Gómez argues for an integral approach to literacy and sustainable development, informed by the ideas of the philosopher Ken Wilber. Both provide valuable signposts for researchers, policy-makers and practitioners in the field.



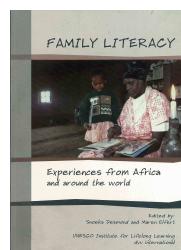
Hitos de la Alfabetización para el Desarrollo Sostenible

Estudios complementarios de Harbans S. Bhola y Sofía Valdivielso Gómez

Ganadores ex aequo

del Premio Internacional de Investigación en Alfabetización 2004-2005
Instituto de Educación a lo Largo de Toda la Vida de la UNESCO (UIL)
(Hamburgo, Alemania)
2008, ISBN: 978-92-820-3070-7

Este libro incluye dos estudios complementarios de Harbans S. Bhola y Sofía Valdivielso Gómez, ganadores ex aequo del VI Premio Internacional de Investigación en Alfabetización otorgado por el Instituto de la UNESCO para la Educación a lo Largo de la Vida (Hamburgo, Alemania). El texto del profesor Bhola explora sistemáticamente cómo se pueden conjugar el fomento de la alfabetización y la promoción del desarrollo sostenible, mientras que el de la Dra. Valdivielso Gómez aboga por un enfoque integral de la alfabetización y el desarrollo sostenible informado por las ideas del filósofo Ken Wilber. Ambos constituyen valiosos hitos para investigadores, autores de políticas y practicantes sobre el terreno.



Family Literacy Experiences from Africa and around the World

Eds.: Snoeks Desmond and Maren Elfert

Africa is the priority region both for UNESCO and for the UNESCO Institute for Lifelong Learning (UIL). A further priority area is literacy. This book will address both of these priorities and help to promote literacy by raising the understanding and awareness of family literacy in Africa. It will demonstrate that a variety of experiences with regard to this concept exist in this region and will help to bring the different stakeholders together, initiate a dialogue and chart a new course of action.

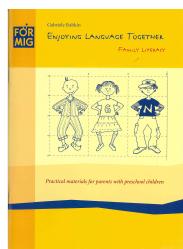


Family Literacy: A Global Approach to Lifelong Learning

Effective Practices in Family Literacy and Intergenerational Learning around the World

In November 2007, the UNESCO Institute for Lifelong Learning brought together family literacy practitioners and researchers from all over the world to take stock of policies, practices and research in the field of family literacy and to explore the relevance and potential of family literacy within the fields of adult education and lifelong learning. This publication

contains the report from this meeting as well as overviews of all the projects presented therein.

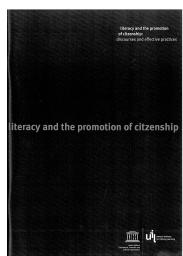


Family Literacy Enjoying Language Together

Practical materials for parents with preschool children
Gabriele Rabkin

This book of family

literacy materials contains forty-eight working sheets, all of which have been tested in real life to practice such skills as reading aloud, writing, talking and storytelling. These sheets also provide suggestions on how to encourage phonological awareness and enable learners to evaluate their own work.



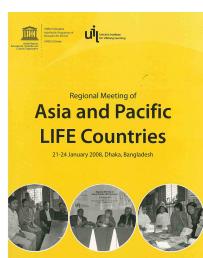
Literacy and the Promotion of Citizenship

Ed.: Carolyn Medel-Anonuevo

This publication brings together the main presentations from the meeting on "Literacy and

the Promotion of Citizenship: The Challenge of Learning", which took place in Lyon, France from 2-5 April 2005 and was organized by UIE (now UIL) and its partners, the Agence Nationale de Lutte Contre L'Illétrisme (ANLCI) and the UNESCO French National Commission. It documents the diversity of literacy-related thinking and practice in the region.

This advocacy meeting, attended by policy makers, researchers and practitioners, succeeded in creating a momentum to forge a collective commitment not only to put literacy high on the policy agenda but also to find ways and means of working together across national boundaries.



Report on the Regional Meeting of Asia and Pacific LIFE Countries

The second regional meeting of the nine Asia and Pacific countries participating

in UNESCO's Literacy Initiative for Empowerment (LIFE) programme took place from 21 to 24 January 2008 in Dhaka, Bangladesh. It was jointly organized by UNESCO Dhaka, the UNESCO Institute for Lifelong Learning (UIL) and the Asia and Pacific Regional Bureau for Education/Asia Pacific Programme of Education for All (APPEAL). LIFE focal points from both national governments and UNESCO offices reviewed what has happened so far, exchanged and learned from prior experiences and discussed the LIFE implementation strategy, as well as analysing innovative approaches to literacy and non-formal education (NFE).

Forthcoming publications

Jalons pour une alphabétisation au service du développement durable

Harbans S. Bhola et Sofía Valdivielso Gómez

(version française du Prix international de recherche en alphabétisation 2004-2005)

Optimizing Learning and Education in Africa – The Language Factor. A Stocktaking Research on Mother Tongue and Bilingual Education in Sub-Saharan Africa

Eds.: UIL and ADEA (also in French)

Renewing Literacy to Face African and International Challenges

Final Report of the African Regional Conference in Support of Global Literacy (Bamako, Mali, 10 to 12 September 2007)

Report on the Regional Meeting of African LIFE Countries (Maputo, Mozambique, 29 to 31 January 2008)