

UIL Nexus

Vol. 4, No. 1 (July 2009)



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 website (<http://www.unesco.org/uil>) and the Annual Report.

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

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1. New dates for CONFINTEA VI

In view of the global health risks in relation to the outbreak of the H1N1 virus, the Government of Brazil and UNESCO decided in early May to postpone the Sixth International Conference on Adult Education (CONFINTEA VI), originally scheduled to take place in Belém from 19 to 22 May 2009.

After consulting all key stakeholders, the Government of Brazil and UNESCO have now decided to hold CONFINTEA VI from 1 to 4 December 2009. The city of Belém has once again been confirmed as the venue for the Conference, as it offers all the necessary prerequisites for a successful conference. Health surveillance and coverage at the entry points in Brazil and to Belém will be guaranteed by the Host Country. The Government

of Brazil has also confirmed that President Luiz Inácio Lula da Silva will take part in the Conference.

By June 2009, 154 Member States had produced national reports, giving insights into the state of adult learning and education in their countries. UIL distilled these into synthesis reports for each UNESCO region. These fed into the five CONFINTEA VI regional preparatory conferences (Latin America and the Caribbean; Asia and the Pacific; Africa; Europe, North America and Israel; Arab States), which in turn recorded their resolutions in the form of five regional outcome documents. These summarise the specific contexts of and issues affecting adult learning and education in each region. They suggest future action at the regional level and propose recommendations to be taken forward to CONFINTEA VI.

For further information about the conference or to download national reports, regional syntheses, outcome documents from the regional preparatory conferences and other background materials in several languages, please consult the CONFINTEA VI website at <http://www.unesco.org/en/confinteavi>.

The invitations previously issued by UNESCO remain valid. However, all participants – including those who had informed the UNESCO Institute for Lifelong Learning (UIL) or the UNESCO Office in Brasilia (UBO) about their participation in the postponed May conference – will be contacted shortly for re-confirmation and will be required to register online again. Detailed guidelines for the online registration will be issued by the CONFINTEA VI Secretariat (UIL and the UNESCO Brasilia office).

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

2. The Global Report on Adult Learning and Education (GRALE)

GRALE will serve as an international reference document and advocacy tool, providing a clear overview of the current state of adult learning and education as reported by UNESCO Member States. Based on 154 National Reports and secondary literature, it will look into key areas of policy, provision, governance, quality and financing. As the first report to render global trends in adult learning and education, it will cover critical issues of participation, equity and inclusion. GRALE will produce key messages that will be used to finalise the Belém Framework for Action, the main CONFINTEA VI conference outcome document.

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

3. New UIL database on effective practice in literacy and numeracy worldwide

Recognising that knowledge exchange is a crucial means of promoting literacy and numeracy efforts, UIL launched a database (www.unesco.org/uil/litbase/) this March to provide examples of effective literacy and numeracy programmes worldwide. The

database supports the role of UNESCO – and in particular UIL – as a clearinghouse in the field of adult literacy and numeracy. It responds to the demands of UNESCO Member States for innovative and state-of-the-art evidence that informs and helps to improve their literacy policies, strategies and practices.

Stakeholders from countries around the world have been asked to share information on their ongoing literacy and numeracy programmes, particularly with regard to innovative features and lessons learned. Additional programme descriptions are being added to the database on an ongoing basis. UIL therefore welcomes further contributions on innovative and effective approaches to literacy and non-formal education, which can be sent to one of the contact persons below.

Contact: Ulrike Hanemann (u.hanemann@unesco.org)
and Angela Owusu-Boampong (a.owusu-boampong@unesco.org)

4. alphabund: Research and expert-led development activities in adult literacy and basic education in Germany

The initiative for research and development known as “alphabund” is funded by the German Federal Ministry for Education and Research (BMBF) as a German contribution to the United Nations Literacy Decade (2003–2012). Currently, 22 collaborative research projects comprising 100 sub-projects link adult learners and actors involved in both academic and practice-based basic education and literacy research efforts throughout Germany. The UNESCO Institute for Lifelong Learning (UIL) houses the transfer office for the alphabund projects, comprising a team of 7 staff. Its aims are to: foster networking between all project partners within the funding initiative; analyse, streamline and disseminate (“transfer”) results to different target groups (policy developers and funders, literacy course providers, literacy tutors, tutors working in vocational preparation courses, universities, companies, international stakeholders, the general public and the media); promote literacy awareness in Germany; and ensure the sustainability of successful project outputs.

The research results will indicate how participant numbers can be increased through basic education provisions for drop-outs, how existing structures can be improved and how appropriate learning opportunities to motivate adults can be established. Outcomes achieved to date are to be published in a forthcoming status report and include:

- Regional Literacy Alliances for developing and testing socially integrated provisions (projects: EQUALS and Pages);
- a prototype of a computer-based adventure game that has been created to motivate young adults in the field of literacy and numeracy education (project: Alhabit);
- the video platform www.youtube.com/alphabetisierung, featuring popular musicians’ statements on literacy (project: iCHANCE);
- the implementation of Germany’s first master’s degree for educators on “Literacy and Basic Skills” at the University of Education in Weingarten (project: PROFESS);

- a modular, non-academic training course for literacy educators in Adult Education Centres (project: Pro.Grundbildung).
- a diagnostic model to measure literacy competencies (project: lea); and
- the implementation of a long-term monitoring tool for literacy and basic education providers in Germany (project: Monitor).

Project coordinator Marion Döbert explains UIL's work to actor David Kross ("The Reader") at the "Soirée Littéraire" organised by the Hôtel Concorde in Berlin, where renowned German actors read extracts from Bernhard Schlink's novel.



Up-to-the minute information and background Information on all alphabund projects can be obtained online at www.alphabund.org.

Contact: Björn Otte (b.otte@unesco.org)

5. Planning seminar on the CapEFA LIFE Project in Mozambique

In the framework of LIFE, Mozambique is starting to implement a major project entitled "Capacity development for literacy and adult education within the context of LIFE in Mozambique". This project, which is subsidised by the Capacity Development for EFA Programme 2008-2009 (820,000 USD), is being implemented by the UNESCO Office in Maputo, in close cooperation with the Mozambican Ministry of Education. UIL, together with BREDA, UNESCO Harare and UNESCO Brasilia, has been invited to provide technical assistance in order to strengthen national capacities for policy and strategy development, programme design, management and implementation as well as monitoring and evaluation in the field of adult literacy. From 18 to 20 March 2009, UIL participated in a joint planning meeting in Maputo with UNESCO Maputo, national partners and other stakeholders, the aim of which was to coordinate the different activities and shape the project within a sector-wide strategy.

The planning process proved highly effective, helping to: strengthen national ownership; involve additional national and international partners who will be crucial to the implementation and sustainability of the various interventions; build a common understanding and agreement upon what should be done; streamline activities into the ongoing activities of the Ministry's Department of Adult Education (DINAEA); distribute responsibilities among partners collaborating on the implementation of the project; and fill a number of existing gaps. The key project activities were defined on the basis of the LIFE Situation Analysis and a National Colloquium on Literacy and Adult Education conducted in the 2nd semester of 2008 by UNESCO Maputo with support from UIL and dvv international.

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

6. Framework for the development of non-formal education and training

From 14 to 18 April 2009, a workshop on frameworks for the development of non-formal education and training took place in Frankfurt, Germany. It was organised by the Working Group on Non-formal Education (WGNFE) of the Association for the Development of Education in Africa (ADEA) and the German Society for Technical Cooperation (GTZ), in collaboration with the UNESCO Institute for Lifelong Learning (UIL) and dvv international. Its aim was to develop both a diagnostic tool for policies and practices in non-formal education (NFE) and a strategic planning mechanism for NFE focusing on countries' basic education needs and economic, social and cultural development. Furthermore, the framework should lead to the development of more targeted development activities and enable more constructive work to be carried out at the country level. It should, by extension, assist partners active in the country in integrating NFE activities into the development framework of basic education.

This international workshop brought together representatives from ministries of education, cooperation agencies and regional/sub-regional civil society institutions from Burkina Faso, Cap Verde, Kenya, Malawi, Mali, Mozambique, Namibia, Niger, Senegal, Tajikistan, Uganda and Yemen.

Contact: Madina Bolly (m.bolly@unesco.org)

7. Conversation on Family Literacy

On 1 July 2009, the University of Hamburg and the UNESCO Institute for Lifelong Learning co-hosted a conversation on family literacy with a focus on countries from the South. The meeting brought together researchers from both host institutions, experts and practitioners from the Hamburg authorities and a guest speaker from the Centre for Family Literacy in Canada. Against the backdrop of an increasing demand for family literacy from countries from the South, the objective of this meeting was to reflect on issues, challenges and opportunities relating to the transferability of family literacy approaches from the North to the South. The discussion centered on the definition and relevance of family literacy and intergenerational learning in different contexts, success factors, the key role of the community, gender, culture, and multilingualism. A summary report of the conversation will be available shortly, and will be disseminated in particular to LIFE countries to stimulate a discussion and exchange on this issue. The meeting also addressed further research and capacity-building activities in support of LIFE countries interested in this approach.

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

8. In Brief

The 3rd session of the UIL Governing Board took place from 24 to 27 March 2009. The Board, which consists of 12 international education experts, was honoured to be joined

by the UNESCO Assistant Director-General for Education, Mr Nicholas Burnett, on the first day. Discussions centred on preparations for the Sixth International Conference on Adult Education (CONFINTEA VI).

UIL's Director, Dr. Adama Ouane, was one of eleven educators to be honoured with one of the most coveted awards in the field of adult and continuing education: induction into the International Adult and Continuing Education Hall of Fame. The special induction ceremony was held on 4 December 2008 in the context of the European Regional Preparatory Conference for CONFINTEA VI in Budapest, Hungary.

9. Forthcoming Events

International Literacy Day Event in Berlin

As last year, the UNESCO Institute for Lifelong Learning (UIL) will organise the national celebrations for International Literacy Day on 8 September in Berlin, in cooperation with the Federal Association for Literacy and Basic Education (BVAG) and the German Adult Education Association (DVV), and with the support of the Federal Ministry for Education and Research (BMBF). The focus of the event will be "Literacy in the Workplace". Employers and social partners from Germany and other European countries will present and discuss their activities in this area. Carol Taylor from NIACE will speak about experiences with workplace literacy in the UK.

Contact: Silvie Boyd (s.boyd@unesco.org)

Fourth Frankfurt Book Fair Literacy Campaign (LitCam)

This year's LitCam will be held on 12 and 13 October 2009 on the theme of "Literacy and Media". Media-related literacy projects will be presented from Afghanistan (Deutsche Welle, Learning by Ear), Ireland (NALA); India (Planet Read); and Nigeria (National Commission for Nomadic Education), among others. Workshops will address topics such as e-learning for basic skills, publisher involvement and public awareness-building. The accompanying exhibition will offer an insight into current activities worldwide.

Since 2006, hundreds of participants from more than 30 countries in all five continents have participated in LitCam. To enable sustainable networking among LitCam community members, one of LitCam's cooperating partners, the Swiss e-learning developer Avallain, is sponsoring an internet-based social platform: www.literacy-campaign.org.

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

Seminar of E-9 LIFE Countries, Beijing, October 2009

Within the framework of a Memorandum of Understanding, UIL and the International Research and Training Centre for Rural Education (INRULED) will hold a seminar of E-9

LIFE countries from 26 to 29 October 2009 in Beijing, China. The seminar will be entitled “Literacy and Adult Learning in Rural Areas: Lessons Learned and Future Strategies”. Given that almost 70 per cent of the world’s illiterate adults live in these countries, E-9 countries have a key role to play in advancing the literacy agenda. The overall objectives of the meeting are: (1) to review strategies, progress and challenges in implementing LIFE; (2) to share experiences and effective practices in promoting literacy and adult learning in rural areas; and (3) to generate inputs for CONFINTEA VI in Brazil.

Contact: Hassana Alidou (h.alidou@unesco.org); Jin Yang (ji.yang@unesco.org)

10. Visitors

On 4 December 2008, Mr François Gérin-Lajoie, President and General Director of the Paul Gérin-Lajoie Foundation, visited UIL to exchange experiences and discuss common areas of interest with staff members. The Foundation, which is based in Montréal, Québec, promotes literacy within and outside Canada.

On 10 March 2009, Mr Harmen van Paradijs visited the Institute for a meeting with the Director and the editorial staff of the International Review of Education. As publishing house Springer’s representative, he discussed a number of contractual points and matters relating to the journal.

On 12 March 2009, the Chairperson of the UIL Governing Board, Mr Anders Falk, and his new alternate, Mr Jan-Sture Karlsson, Vice-President of the Swedish National Commission for UNESCO, visited the Institute and met with its Director, Adama Ouane.

On the same day, Ms Susan Brankler-Lashley, Programme Director of the Caribbean Support Initiative Programme (CARICAD), visited the Institute to exchange experiences and discuss potential future collaborations in the field of family literacy. Ms Brankler-Lashley coordinates a family literacy programme in Barbados, which is being supported by the Bernard van Leer foundation.

On 17 April 2009, the Director of CREFAL, Mexico, Ms Mercedes Calderón García, visited UIL to discuss potential collaboration between CREFAL and UIL, as well as CONFINTEA VI.

UIL welcomed two visiting fellows in the context of the Memorandum of Understanding between UIL and the Beijing-based International Research and Training Centre for Rural Education (INRULED): Dr. (Ms) Hangyin Qin (Project Specialist) in June and Ms Zhou Zhigin (External Relations Officer) in July. UIL and INRULED are currently planning a meeting on literacy and adult education for E-9 countries, to be held in October this year.

On 5 May 2009, the Chairman of the Board for the Human-Etisk Forbund and former Norwegian Minister of Education, Ms Åse Kleveland, visited the Institute to discuss and prepare her role as moderator of CONFINTEA VI.

On 12 June 2009, Prof. Bettina Dausien and a group of adult education students from the University of Flensburg visited the Institute to learn more about its activities.

On 15 June 2009, Mr Jürgen Scheller, Deputy Permanent Delegate, German Permanent Delegation to UNESCO, visited UIL to meet with its Director.

11. Staff matters

Jan Kairies started work at UIL on 15 August 2008 to support the Documentation Centre and Library while Lisa Krolak is on maternity leave. Jan also assists with the setup and maintenance of the Institute's database on Effective Literacy Practice. He is a trained Library Assistant and holds a Diploma in Library and Information Sciences.

Raúl Valdes-Cotera started working at UIL as a consultant in January 2009 to help with preparations for CONFINTEA VI. Before joining UIL, he was Director of Cooperations and Institutional Relations and Acting Head of CREFAL in Mexico.

Carola Bade started work on 1 February 2009 as an administrative clerk within the UIL Administration team.

On 1 November 2008, Birgit Keil joined the BMBF literacy research project as an administrative officer.

UIL would like to thank:

- Ms Jung Eun Lee from South Korea for her work at UIL until the end of June 2009, when she moved to the U.S.A. Since 2007, she had been supporting the adult education cluster, particularly with regard to the preparation of the Global Report on Adult Learning and Education (GRALE);

- Christine Kirsch from Germany, who left UIL at the end of May after nine months assisting the project secretariat with CONFINTEA VI preparations.

- Medaldo Runhare from Zimbabwe, doctoral student at the University of Hamburg, for his work on the Effective Literacy Database as a consultant during the months of March and April 2009.

- the following interns for their contributions to UIL's work:

Medaldo Runhare (1 November – 28 February)

Peter Molitor (19 February – 13 March)

Marianne Kraußlach (30 March – mid August)

Sonja Richter (6 April – 5 July)

Daniel Marwecki (15 April – end of July)

Raluca Batanoiu (6 May – 5 July)

Talia Guevara Torres Llosa (29 June – 9 September)

Leila Brown-Assadi (13 July – 31 August)

12. Recent Publications

International Review of Education

Vol. 55, No. 1, January 2009

The edition includes the following articles:

Introduction / Virman Man

Multilingualism and Education for Democracy / Heidi Biseth

Democracy through Learner-centred Education: A Turkish Perspective / Kaya Yilmaz

Media Education across four Asian Societies: Issues and Themes / Chi-Kim Cheung

The Development of Human Capacity in Malawi: The Role of Science and Technology / Dorothy Nampota, Jeff Thompson and Felicity Wikeley

Entre reproduction et mobilisation : Les rapports de genre en formation continue en France et au Canada / Christine Fournier, Pierre Béret, Pierre Doray et Paul Bélanger

A Study of Burnout in International and Country of Origin Teachers / Mary Ann Coulter and Paul C. Abney

International Review of Education

Vol. 54, Nos. 2-3, May 2009

Special Issue: Education for Reconciliation and Conflict Resolution, guest-edited by Birgit Brock-Utne

The edition includes the following articles:

Introduction / Birgit Brock-Utne

Why There Can Be No Conflict Resolution as Long as People Are Being Humiliated / Evelin Lindner

Educating against Extremism: Towards a Critical Politicisation of Young People / Lynn Davies

A Gender Perspective on Peace Education and the Work for Peace / Birgit Brock-Utne

An African Perspective on Peace Education: Ubuntu Lessons in Reconciliation / Tim Murithi

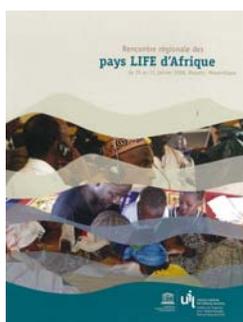
The Complexities of Teaching Historical Conflictual Narratives in Integrated Palestinian-Jewish Schools in Israel / Zvi Bekerman

Policing Matters: Addressing the Controversial Issue of Policing through Education for Reconciliation / Mella Cusack

Black Hawk Down: Film zwischen Reflektion und Konstruktion gesellschaftlicher Wirklichkeit / Holger Pötzsch

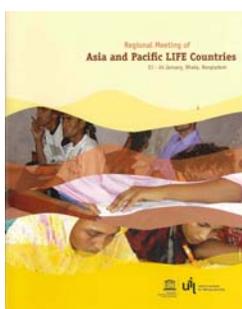
Core Competencies: The Challenge for Graduate Peace and Conflict Studies Education / John Windmueller, Ellen Kabcenell Wayne and Johannes (Jannie) Botes

Rencontre régionale des pays LIFE d'Afrique



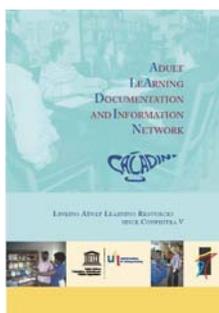
Cette deuxième rencontre régionale relative à l'Initiative pour l'alphabétisation : savoir pour pouvoir (LIFE), organisée par le bureau hors siège de l'UNESCO à Maputo, le Bureau régional pour l'éducation en Afrique (BREDA) et l'Institut de l'UNESCO pour l'apprentissage tout au long de la vie (UIL) a rassemblé du 29 au 31 janvier 2008 16 pays africains de LIFE auxquels se sont joints le Brésil, Haïti et le Sud-Soudan. Cette réunion a permis d'avoir une compréhension commune de LIFE, considérée comme une gamme de perspectives et stratégies collaboratives et opérationnelles de mise en oeuvre de la Décennie des Nations Unies pour l'Alphabétisation. La rencontre a également été l'occasion de s'informer sur les expériences innovantes menées dans différents domaines de l'alphabétisation et de définir les interventions prioritaires.

Regional Meeting of Asia and Pacific LIFE Countries



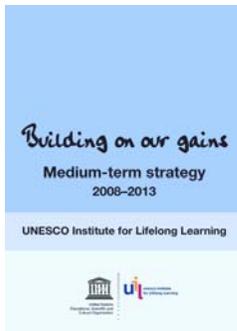
This meeting, which was jointly organised by UNESCO Dhaka, UIL and the Asia and Pacific Regional Bureau for Education/Asia-Pacific Programme of Education for All (APPEAL) and held in Dhaka, Bangladesh from 21 to 24 January 2008, contributed to a deeper understanding of LIFE as a platform for collaborative action to accelerate literacy efforts in the countries where it operates by putting literacy high on political agendas, mobilising resources, strengthening capacities and intensifying South-South cooperation. The sharing of experiences from Bangladesh and Pakistan was at the centre of the meeting because both Bangladesh and Pakistan benefit from an extra-budgetary-funded LIFE project as part of UNESCO's Capacity Building for EFA Programme (2006-2008).

ALADIN: Linking Adult Learning Resources since CONFITEA V



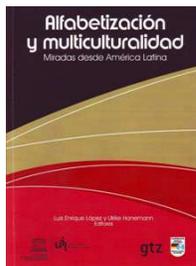
The UNESCO Institute for Lifelong Learning can look back proudly on the first twelve years of ALADIN, the Adult Learning Documentation and Information Network. ALADIN – a direct CONFITEA V follow-up activity – has been an active network in this area since its inception and supports co-operation and communication between approximately 100 adult learning documentation and information services worldwide. Despite a rapid expansion of knowledge and new media, many people, particularly in developing countries, have to contend with shortages of information and resources in their work. As a result, capacity-building has become an important aspect of ALADIN's work. This brochure is also available in French.

Building on our gains Medium-term strategy 2008-2013, UIL



Here, UIL presents its strategic objectives based on its analysis of the challenges in a globalised world and its mandate within the UNESCO family. As in the previous Medium-term Strategy, partnerships with the Member States, intergovernmental agencies, civil society and the private sector will be fundamental for UIL in reaching its objectives and translating this strategy into reality.

Forthcoming publications



Literacy and multiculturalism: Views from Latin America (Alfabetización y multiculturalidad: Miradas desde América Latina) Eds: Luis Enrique López and Ulrike Hanemann UIL and GTZ-PACE Guatemala, 2009

This publication, edited by Luis Enrique López and Ulrike Hanemann and published jointly by the UNESCO Institute for Lifelong Learning and GTZ-PACE Guatemala, provides an analysis of and recommendations on literacy learning with regard to indigenous youth and adults in multicultural and multilingual contexts. It is based on seven literacy studies focusing on indigenous youth and adults, which were carried out in Bolivia, Brazil, Ecuador, Guatemala, Mexico, Nicaragua and Peru in 2007 and 2008. These studies analysed programmes that recognised the importance of indigenous languages in the acquisition of the written code, and had attempted to use an intercultural and right-based approach to develop bilingual/multilingual learning opportunities. The lessons learned not only cover the programmes' achievements but also their failures, i.e. elements which subsequently required review or reconsideration. By focussing on concrete examples of programmes that worked with bilingual or multilingual approaches to literacy for indigenous youth and adults, the studies aim to draw on empirical evidence to demonstrate that these kinds of approach are at least as effective as monolingual approaches to literacy.

The first two volumes of the “**Kleine Reihe**” (small series) in the alphabund research initiative on literacy and basic education in Germany:

Professionell alphabetisieren: Bestandsaufnahmen und Erfahrungen aus dem In- und Ausland alphabund-Forschung, Band 1, hrsg. von UIL. Waxmann, 2009

In Band 1 der „Kleinen Reihe“ der alphabund-Forschung werden die Maßnahmen und Erfahrungen der letzten Jahrzehnte der Professionalisierung in der Alphabetisierung und Grundbildung in Deutschland sowie in ausgewählten europäischen Ländern (England,

Niederlande, Belgien, Österreich) dargestellt. Beleuchtet werden u.a. die Angebote zur Aus- und Fortbildung von Kursleiter/inne/n, die berufliche Lage der Praktiker/innen und die Erweiterung des Themenspektrums in der Alphabetisierungsarbeit (von der Alphabetisierung zur Grundbildung).

Professionell alphabetisieren: Studium und Qualifizierung in Alphabetisierung und Grundbildung
alphabund-Forschung, Band 2, hrsg. von UIL. Waxmann, 2009

In Band 2 der „Kleinen Reihe“ werden Ausgangsüberlegungen und Konzeptionen neuer Qualifizierungsangebote in Alphabetisierung und Grundbildung (Masterstudiengang, Basisqualifizierung) beschreiben, die im Rahmen des Förderschwerpunktes entwickelt, erprobt und in Regelsysteme übernommen werden. Mit der Professionalisierung des Lehrpersonals einhergehend wird die Frage aufgeworfen, inwieweit ein akademisches Berufsbild des Alphabetisierungs- und Grundbildungspädagogen realisiert werden kann.

Annual Report 2008