

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

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1. Shanghai International Forum on Lifelong Learning at the Shanghai World Expo 2010

In recognition of the World Expo's status as a platform for the exchange of ideas and experiences relating to lifelong learning, UNESCO, the Shanghai Municipal People's Government, the Chinese Society of Educational Development Strategy (CSEDS) and the Chinese National Commission for UNESCO joined forces to co-organise the International Forum on lifelong learning from 19 to 21 May, 2010 in Shanghai, China, during the World Expo 2010.

The Shanghai Forum was the first major international event to follow up on CONFINTEA VI and the Belém Framework of Action. Its aim was to strengthen the momentum for

lifelong learning created by CONFINTEA VI, pursue policy dialogue for lifelong learning and capacity development in UNESCO Member States and help translate the discourse on lifelong learning into practical action for building lifelong learning systems.

The Forum brought together more than 200 participants from 35 countries from all regions and a truly remarkable group of experts from across the world, including Roberto Carneiro, Rosa María Torres, Shirley Walters, Kasama Varvarn, Manzoor Ahmed, John Daniel and Roger Boshier, all of whom have made a crucial contribution to developing learning concepts and practices within the perspective of lifelong learning.

The Forum offered a unique opportunity for practitioners, policymakers, advocates and academics alike to meet and debate the most crucial issues facing education today in a series of plenaries, thematic debates, breakaway sessions and visits to lifelong learning institutions.

During the reception dinner of the second day, Ms Irina Bokova, Director-General of UNESCO, and Mr Yuan Guiren, Minister of Education of China, addressed participants, emphasising once again the vital importance of lifelong learning in our societies. The event was a great success, much of which can be attributed to the dedication, attention to detail and strong commitment from UIL and co-organisers in China.

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2. CONFINTEA VI Follow-up activities

The CONFINTEA VI Final Report (currently available in English and French) and a trilingual version of the Belém Framework for Action have been produced and widely disseminated to CONFINTEA VI participants, UNESCO National Commissions, field offices and many other stakeholders. Following the first meeting of the CONFINTEA Advisory Group, UIL developed two strategy documents to drive forward the implementation of the CONFINTEA agenda: an overall CONFINTEA Follow-up Strategy – which will be published after the ongoing consultation process – and a concerted CONFINTEA Communication Strategy.

UIL is grateful for the numerous reports received from governments on follow-up activities to CONFINTEA VI. Several ministries are in the process of translating related documents into national languages. The Ministry of Education in Thailand has published a Thai translation of the Belém Framework for Action, while the Czech Ministry has published a Czech version of the Executive Summary of the Global Report on Adult Learning (GRALE). Both documents are available for download on the CONFINTEA website.

National seminars to discuss and plan follow-up activities in the countries have been organised in Japan, Switzerland and Uzbekistan. The Second Forum on Literacy and Adult Education for the Maghreb Region was held in May in Nouakchott, Mauritania and centred on the CONFINTEA VI follow-up in the region. Participants adopted the Nouakchott Declaration, containing a series of recommendations addressed to institutions from governments, civil society and international organisations working in the

field of adult education. The forum will continue to meet in future and act as a standing body to monitor the CONFINTEA VI follow-up in the region.

The theme of the 2010 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of ICTs in Education – Digital Literacy: Preparing Adult Learners for Lifelong Learning and Flexible Employment – was inspired by CONFINTEA VI and GRALE. This is the first time that the theme of the prize has focused on adult education. The prize, which is funded by the Kingdom of Bahrain, has been awarded every year since 2005.

UIL strongly encourages governments and other stakeholders to send information on CONFINTEA follow-up activities and developments in their countries and/or regions so that this can be featured on the CONFINTEA website.

For more information on the CONFINTEA follow-up activities and the UNESCO King Hamad Bin Isa Al Khalifa Prize or to download the CONFINTEA VI Final Report and the Belém Framework for Action, please visit the following site:

<http://www.unesco.org/en/confinteavi/>

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3. National ALADIN Workshop in Nepal

A national ALADIN workshop was held in Nepal on 21 June, 2010. It was jointly organised by UNESCO Kathmandu and the Nepal Reading Association / Nepal Library Foundation, Canada to promote adult learning and community libraries throughout the country. 50 participants representing 35 governmental, non-governmental and academic bodies active in the field of library science met with representatives from UNESCO Kathmandu, UNESCO New Delhi, ALADIN India and the ALADIN co-ordinator Lisa Krolak from UIL Hamburg. Workshop participants were introduced to the global ALADIN network and reviewed the successful ALADIN India and PALDIN initiatives. They then explored their relevance to the Nepalese context and learned about experiences and good practices in establishing and supporting literate environments. The following day, international participants had the opportunity to visit various libraries in the Kathmandu valley, which fed into follow-up discussions with workshop participants and helped to paint a more realistic picture of how libraries functioned on the ground.

One major outcome of the workshop was the creation of an ALADIN Nepal committee, with representatives from the Nepal Library Association, the Nepal Community Library Association, community learning libraries and centres, the Nepal National Library, Kathmandu University and other INGOs and NGOs. The committee has already met three times since the workshop to draft the ALADIN Nepal constitution and to discuss their first joint activities, such as the development of a country-specific PALDIN course for Nepal.

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4. In Brief

Fourth Session of the UIL Governing Board

The fourth session of the UIL Governing Board was held from 27 to 30 April. In addition to the regular deliberations on UIL's programme and budget, special emphasis was placed on reviewing and following up on CONFINTEA VI. In working groups, Governing Board members helped UIL staff to shape and plan activities to be carried out within the lifelong learning and Africa cluster, as well as to develop a communication strategy for the CONFINTEA VI follow-up process.

UIL Cooperation with CREFAL

In the context of UIL's longstanding cooperation with CREFAL (Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe – Regional Cooperation Centre for Adult Education in Latin America and the Caribbean), a General Cooperation Agreement has been signed between the two institutions. In May 2010, UIL was invited to hold a keynote speech on family learning at CREFAL's 59th Anniversary event taking place in Pátzcuaro, Mexico. UIL is currently providing technical support for the development and piloting of a community-based family learning project for social development in Mexico. During the 59th Anniversary event, UIL also participated in seminars, panel discussions and meetings devoted to preparations for this project.

Launch of the European Basic Skills Network

The European Basic Skills Network (EBSN) was launched during a conference held at the Norwegian Agency for Lifelong Learning (Vox) in Oslo from 2 to 4 June 2010. EBSN is an initiative that was established in 2008 by the Commission's Working Group for the Implementation of the Action Plan for Adult Learning. The members of the Working Group, representing the educational authorities of all countries participating in the Lifelong Learning Programme, agreed that a network should be set up to contribute to European and national policies for the enhancement of basic skills among the adult population. Initially, the network will focus on four of the main basic skills: literacy, numeracy, digital competence and oral communication. Other competences, in particular entrepreneurship and soft skills, will be added to this list once the network has consolidated its programme of activities. During the first twelve months, Vox will administer the network's activities in cooperation with an Interim Executive Committee elected during the conference. For more information, please see: www.basicskills.eu

E-9 Meeting Ministerial Review Meeting on EFA in Abuja, Nigeria

The Eighth E-9 Ministerial Review Meeting on EFA was held in Abuja, Nigeria, from 21 to 24 June 2010 and focused on the theme of “Literacy for Development”. In the outcome document, the *Abuja Framework for Action and Cooperation*, participants stated that there is a major risk that a number of the E-9 countries will fail to achieve EFA Goal 4 (halving illiteracy) by 2015 unless urgent and augmented action is taken. They reiterated their determination to achieve this and the other EFA goals by pursuing the following three priorities: 1) the mobilisation of stronger commitment to literacy; 2) the reinforcement of effective literacy programme delivery; and 3) the harnessing of new resources for literacy. The E-9 countries are furthermore strongly committed to raising literacy levels as a means of facilitating the achievement of the Millennium Development Goals (MDGs) and of reflecting the recommendations made in the 2009 *Belém Framework for Action*, issued during CONFINTEA VI.

In-house capacity-building seminar on indicators for literacy and adult education

In response to the mandate assigned to UNESCO and, more specifically, UIL by CONFINTEA VI – namely, to monitor the implementation of the Belém Framework for Action – the Institute is currently in the process of developing a set of comparable indicators for literacy and adult education. In November, an international workshop will be held at UIL, in cooperation with the UNESCO Institute for Statistics (UIS), to design a monitoring framework for the Belém Framework for Action, with a particular focus on developing appropriate benchmarks. To prepare this workshop, UIL staff attended an in-house capacity-building seminar from 29 June to 1 July 2010, led by Mr César Guadalupe, Head of the Literacy Assessment and Monitoring Programme (LAMP) at UIS. During Mr Guadalupe’s visit, other topics of common interest were discussed, such as how UIL can contribute to the expansion and development of LAMP and how LAMP and LIFE can be linked.

Family literacy as a component of CapEFA in Mauritania

In the context of UNESCO’s extra-budgetary programme Capacity development for EFA (CapEFA) in Mauritania, which focuses on building skills in the areas of literacy and non-formal primary education, UIL participated in an international seminar on “International experiences in literacy and non-formal primary education”, which was held on 7 and 8 July 2010 in Nouakchott. The meeting, which was organised by the UNESCO Rabat office, in collaboration with the Ministry of Economic Affairs and Development in Mauritania, brought together some 40 participants from the Ministry of Basic Education, the Ministry of Economic Affairs and Development, the Ministry of Religious Affairs and Original Education, NGOs, civil society and experts. The objective of the meeting was to review study visits related to non-formal primary education, partnerships and community mobilisation in Egypt, Indonesia and Morocco, and to examine the transferability of such

approaches to Mauritania. A further component of the CapEFA programme is family literacy. UIL presented a number of international experiences in this field. The next step will be to design and pilot a family literacy programme in Mauritania.

In-house Gender Equality Workshop

On 14 and 15 June 2010, UIL held a Gender Equality Workshop for its staff. The objectives were to formulate elements for a UIL gender strategy and indicators for monitoring and evaluating programmes and policies in line with UNESCO's Gender Mainstreaming Strategy and the Priority Gender Equality Action Plan 2008-2013; and to enhance the capacities of UIL staff members by integrating a gender perspective in their daily work. Three female experts were invited to facilitate the workshop: Ms Saniye Gülsor Corat and Ms Lydia Ruprecht from UNESCO's Division for Gender Equality, and Ms Sylvia Borren, former Executive Officer of Oxfam Novib. Carolyn Medel-Anonuevo, Deputy Director of UIL, also took part in a podcast on Gender, Education and Employment. For more information, please see:

www.unmultimedia.org/radio/english/detail/98037.html.

UNESCO King Sejong Literacy Prize 2010 goes to the FLY Family Literacy Project

This year, one of the two UNESCO King Sejong Literacy Prizes has been awarded to the Hamburg State Institute for Teacher Training and School Development for its Family Literacy Project (FLY). The project, which was launched in nine schools in 2004, focuses on providing parents and their children with literacy and language support. This intergenerational initiative – which encourages parents to participate in and benefit from their children's learning – provides a model for enhancing literacy in immigrant families and promoting integration. Since 2009, the Hamburg Ministry for Education has been scaling the programme up at a rate of 25 new participating schools per year. FLY received support from the UNESCO Institute for Lifelong Learning throughout its initial conceptualisation and implementation phases. For more information, please see UIL's website or http://www.unesco.org/en/literacy/dynamic-content-single-view/news/announcing_the_six_laureates_of_the_2010_unesco_literacy_prizes/back/11922/cHash/664403f8ec/.

5. Forthcoming Events

5th Frankfurt Book Fair Literacy Campaign (LitCam)

This year's LitCam event will take place on 4 and 5 October 2010 in Frankfurt under the theme "Literacy and Human Rights". Keynote speakers will be Verner Muñoz Villalobos, UN Special Rapporteur on the Right to Education, Alberto Estanislao Sileoni, Ministry of Education, Argentina (the 2010 book fair's Guest of Honour) and Vaira Vike-Freiberga, former President of the Republic of Latvia and Ambassador for the European Year for Combating Poverty and Social Exclusion. Presentations, workshops and the accompanying exhibition will feature organisations from Senegal, Argentina, Tibet, India,

Palestine, Germany and Switzerland. The first regional LitCam Conference will be held on 31 July 2010 in Cape Town, South Africa, with John Aitchison as keynote speaker. For more information, see: www.litcam.org.

6. Visitors

On 16 April, Ms Karen Sharkey from Book Aid International visited UIL's Library and Documentation Centre to discuss issues related to international library support and development.

On 26 May 2010, Ms Koumba Barry Bolly, coordinator of the ADEA Working Group on Non-formal Education (WGNFE), visited UIL to meet with colleagues from the Africa cluster and LIFE team. They discussed ongoing and future collaborations between the WGNFE and UIL, especially with regard to the follow-up of CONFINTEA VI and LIFE.

On 17 June, UIL welcomed three visitors from Japan: Ms Mayuko Saji, a doctoral student from Waseda University; Kazuaki Tani, Professor at the Tokyo University of Foreign Studies; and Akitoshi Teuchi, Professor at the Institute of Education, University of Tsukuba. The visit was arranged to provide the researchers with more information about CONFINTEA VI and the Belém Framework for Action.

In June, Mr Christoph Fittschen from the Careers Service of the Faculty of Humanities, Ms Esther Morgenthal from the Centre for Asian and African Studies, and Ms Susanne Umbach from the Faculty of Education (all University of Hamburg) paid a visit to UIL, accompanied by their students.

7. Staff Matters

UIL would like to thank the following interns for their contributions to the Institute's work: Mr Mattia Baglieri, Italy (3 May to 3 July); Mr Moussa Gadio, Mali (24 June to 22 August); Ms Fabienne Marry Köhler, Germany (19 July to 18 August), Mr George Orwa, Kenya (7 June to 15 October) and Mr Kwaku Gyening Owusu, Ghana (16 June to 17 December).

8. Recent Publications

International Review of Education
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Special Issue: The Midway Point of the UN Decade of Education for Sustainable Development: Where Do We Stand?

Guest Editors: Gerhard de Haan, Inka Borman and Alexander Leicht

Introduction: The midway point of the UN Decade of Education for Sustainable Development: current research and practice in ESD / *Gerhard de Haan, Inka Bormann and Alexander Leicht*

Education for Sustainable Development and retention: unravelling a research agenda /
Heila Lotz-Sisitka

ESD and Education for All: synergies and potential conflicts / *Moacir Gadotti*

Economic dimensions of sustainable development, the fight against poverty and educational responses / *Manzoor Ahmed*

ESD and lifelong learning: a case study of the Shangri-la Institute's current engagement with the Bazhu community in Diqing, China / *Yunhua Liu and Alicia Constable*

Mainstreaming environment and sustainability: an analysis of a master's in environmental science and a tree-planting project at Chancellor College, University of Malawi / *Sosten S. Chiotha*

The Interfaculty Graduate Environmental Sciences Program of the American University of Beirut: an ESD initiative in the Arab World / *Rami Zurayk, Mutasem El-Fadel and Iman Nuwayhid*

The development of ESD-related competencies in supportive institutional frameworks /
Gerhard de Haan

From environment to sustainable development: China's strategies for ESD in basic education / *Tiedao Zhang*

The Marine Education Programme and ESD Schools in Costa Rica / *Alejandrina Mata-Segreda*

UNEP's work to implement good practice at a regional level: contribution to the UNDESD / *Akpezi Ogbuigwe*

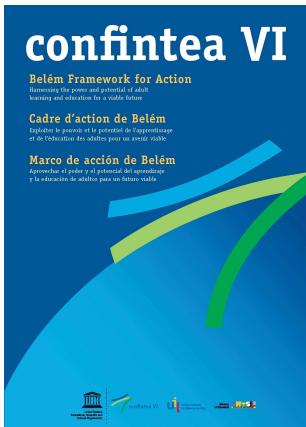


CONFINTEA VI Final Report

The Sixth International Conference on Adult Education (CONFINTEA VI) was held from 1 to 4 December 2009 in Belém, Brazil, with the participation of over 1,100 delegates, including 55 Ministers and Deputy Ministers from 144 UNESCO Member States. CONFINTEA VI was the latest in a series of global UNESCO meetings on adult education and learning which have been held every 12 years since 1949. The Final Report contains the proceedings and outcomes of the conference and a verbatim copy of the keynote speeches.

Download:

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UI_L/confintea/pdf/News/confinteavi_final_report_engl_online.pdf

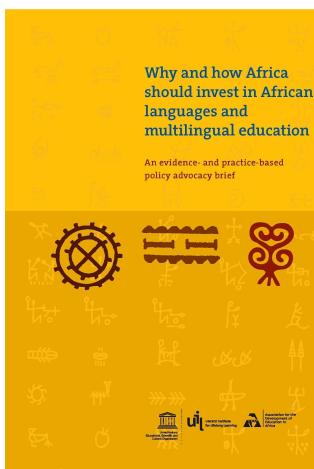


Belém Framework for Action (trilingual version)

CONFINTEA VI closed with the adoption of the Belém Framework for Action, which records the commitments of Member States and presents a strategic guide for the global development of adult literacy and adult education within the perspective of lifelong learning. The Belém Framework furthermore includes national and international monitoring and accountability mechanisms to ensure the follow-up of commitments.

Download:

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UI/L/confintea/pdf/News/belemframework_trilingual_online.pdf



Why and how Africa should invest in African languages and multilingual education

Eds: Adama Ouane and Christine Glanz
UIL and ADEA, 2010

This evidence- and practice-based policy advocacy brief is the product of an in-depth research and consultation process, which was initiated in 2005 and carried out in consultation with experts – the majority from Africa – in language, education and publishing and African Ministries of Education. It addresses seven common concerns about mother-tongue-based multilingual education in sub-Saharan Africa in the light of experiences of mother-tongue education in Africa since the 1950s. It also draws on a broad array of experiences and sources from around the world. The focus on African experiences redresses the mistake made so often in the past: namely, the practice of applying to this continent research results from regions with very different linguistic contexts and learning environments. Drawing on research results from Africa, the brief makes concrete suggestions as to how education systems can be shaped to foster individual and social development in African contexts.

In 2010, as a measure to facilitate the promotion of mother-tongue-based multilingual/multicultural education and learning cultures, Ministers of Education from 18 African countries adopted the Policy guide on the integration of African languages and cultures into education systems, which was informed by evidence supported by this brief and thus extensively included herein.

Download: www.unesco.org/uil