

# UIL Nexus

Vol. 6, No. 1 (April 2011)



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.

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## 1. New Director of UIL appointed



*From left to right: Mr Arne Carlsen; Mr Qian Tang, Assistant Director-General for Education, UNESCO; Ms Suzy Halimi, Chairperson of UIL's Board, Mr Adama Ouane.*

Arne Carlsen from Denmark has been appointed as the new Director of UIL by the Director-General of UNESCO. Mr Carlsen, Director for International Affairs at the Danish School of Education at Aarhus University in Copenhagen, has a long-standing professional background in teaching and research and a leading role in several international initiatives in lifelong learning. He is Executive Director of the International Alliance of Leading Education Institutes (IALEI), Programme Manager of the Erasmus Mundus European Masters Programme in Lifelong Learning Policy and Management, and Chair of the ASEM Education and Research Hub for Lifelong Learning, a

network of Asian and European universities and researchers. Mr Carlsen has a long-standing affiliation to UIL, for example as a member of the Consultative Group for the Sixth International Conference on Adult Education (CONFINTEA VI). He will take up his post from 1 June 2011.

Mr Carlsen will succeed Adama Ouane from Mali, who completes a career of almost 30 years with UNESCO. Prior to becoming Director of the then UNESCO Institute for Education in 2000, he had worked at UIE as researcher between 1982 and 1995 and at UNESCO Headquarters from 1995 to 2000.

Welcoming Mr Carlsen at the recent UIL Governing Board meeting, Mr Ouane said, "With his long experience and devotion to lifelong learning, Arne Carlsen is in an excellent position to take forward UIL's work to make lifelong learning a reality. I am glad to leave the Institute in his capable hands."

Mr Carlsen said, "I am glad to have had an early opportunity of meeting the Institute's staff and Governing Board. I am happy to take up this post. I look forward to the role of steering UIL in its essential mandate of seeking a higher profile for lifelong learning, which I passionately believe to be critical for the development of individuals and societies around the world."



## 2. Pilot Workshop on developing capacity for establishing lifelong learning systems in UNESCO Member States

As part of its strategic objective to build capacity for effective lifelong learning policy and practice in Member States, UIL organised this Pilot Workshop in Hamburg, Germany, from 22 November to 3

December 2010. Tailor-made for policy-makers and researchers, the Workshop aimed to strengthen Member States' capacities in developing national policy and strategies to establish lifelong learning systems. Twenty participants from ten countries in Africa (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) and Asia (Cambodia, Laos, Malaysia, Thailand and Vietnam) took part.

The Workshop demonstrated the evolution of lifelong learning as a concept and as a guiding principle in transforming education and generated key elements of lifelong learning policies, strategies and systems. It also confirmed that, particularly in poorer countries, lifelong learning is seen as a means to enhance individuals' capability to overcome developmental challenges, to reduce poverty and to build democratic societies. Through field visits participants were able to get an understanding of lifelong learning policies and systems as they are implemented in some European countries. One participant said afterwards that the field visits were 'a lifetime opportunity to experience lifelong learning in real life'.

One of the main outcomes of the workshop was the presentation by each country team of a draft proposal for a national lifelong learning policy framework in their respective countries. A follow-up strategy, covering actions to be taken by participants and by UIL, was discussed and adopted at the end of the workshop.

As a first step to follow-up the Workshop, UIL will contribute to this year's ADEA Triennial with a cross-national study, *Key issues and policy considerations to promote lifelong learning in selected African countries*. All five African countries who took part have made since progress in implementing the workshop follow-up strategy. In Rwanda the Kigali Institute of Education is creating a department of lifelong learning. The participants from Kenya have presented the key messages and outcomes of the Workshop to adult education officers in five national districts. In Namibia lifelong learning will be on the agenda in the upcoming National Conference on Education. Tanzania is planning to organise a national workshop to raise awareness of the importance of lifelong learning for community development. The role of lifelong learning in promoting sustainable social and economic development has been further emphasised in the implementation of Ethiopia's new Development and Transformation Programme.

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### **3. Monitoring the implementation of the *Belém Framework for Action*: International Expert Meeting**

Twenty-seven governmental experts, heads of non-formal adult education departments and representatives of inter-governmental and civil society organisations took part in an international meeting at UIL from 25 to 27 January 2011 to discuss approaches and methods in monitoring the implementation of the *Belém Framework for Action*. Specialists from all UNESCO regional bureaux and from the UNESCO Institute for Statistics (UIS) complemented the group.

The first objective of the Expert Meeting was to scrutinise and amend two documents, which had already been the subject of an international online consultation forum in October/November 2010. The first of these was an Overall Monitoring Strategy, which had been drafted by UIL to establish an integrated approach to monitoring both the implementation of the *Belém Framework* and general developments in adult education and lifelong learning. The second document reviewed was a Monitoring Matrix, which was derived as a technical tool. The Matrix can be applied in implementing the key areas at operational level – and can subsequently serve as a global template, adjusted to different contexts and levels as required. The Meeting's second objective was to discuss and develop a core set of common indicators which can be applied to a range of contexts. Third, the Meeting was to propose additional areas of research necessary to track the implementation of the *Belém Framework*.

Concerns put forward by participants confirmed UNESCO's emphasis in the Monitoring Strategy and mirrored comments from the online consultation. First of all, national contexts and specificities must be taken into account, and ownership of the monitoring process must remain clearly at national level, even if the overall monitoring strategy is global in scope. Second, monitoring adult education in general and the *Belém Framework* in particular must streamline with other reporting processes, both internationally as well as nationally (and across ministries).

As a major outcome, priorities were suggested for the next issues of the *Global Report on Adult Learning and Education (GRALE)*, which will be UNESCO's main instrument in giving a global account of the CONFINTEA follow-up process. The specific proposal is to focus on one thematic aspect in each forthcoming *GRALE*, in addition to a consistent set of core questions on the overall development of adult education. For the next *GRALE*, anticipated for publication in 2012, the focus proposed by the meeting is adult literacy.

Complementing the intense deliberations on the national reporting process, the meeting proposed specific areas where in-depth research would be needed to generate the information which cannot be obtained through national reports. The priority areas recommended for further research were around conceptual definitions, financing mechanisms, literacy and the recognition, validation, and accreditation of learning.

UIL is now developing a set of preliminary guidelines for reporting on national progress, in close collaboration with UIS and the UNLD department at UNESCO Headquarters. These will be further discussed in the second meeting of the CONFINTEA VI Advisory Group that will take place in Mexico City, Mexico, on 28 May 2011.

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## **4. Regional Workshop on the Mid-Term Evaluation of LIFE**

The Literacy Initiative for Empowerment (LIFE) is a ten-year (2006-2015) strategic framework launched by UNESCO as part of the United Nations Literacy Decade through which national governments, NGOs, civil society, the private sector, UN agencies and bilateral and multilateral agencies collectively accelerate adult literacy efforts in 35 countries where illiteracy poses a critical challenge.

The current LIFE mid-term evaluation is reviewing the extent to which its objectives have been met by national plans and actions in the LIFE countries, with a target date of 2015. Two mid-term evaluation meetings have recently been held: one in the African Region (March 2010) and one in Asia (Bangkok, 13-15 December 2010). The Bangkok Workshop, organised by the UNESCO Asia-Pacific Regional Bureau for Education, reviewed five years of implementing LIFE in the Asia-Pacific region, home to 73% of 659 million illiterate adults in LIFE countries. Teams from the nine LIFE countries in the region – Afghanistan, Bangladesh, China, India, Indonesia, Iran, Nepal, Pakistan and Papua New Guinea – participated.

An evaluation report was prepared prior to the Workshop, based on a desk study of existing documents and reports, a collection of successful initiatives from countries and analysis of an evaluation questionnaire which had been sent to the countries beforehand.

During the three-day Workshop participants discussed national progress and achievements in literacy along the four LIFE strategic areas of action: advocacy and communication, policy, delivery mechanism and innovation. They prepared and presented a proposal on action points to speed up literacy achievement, both in their countries and at regional level. The UNESCO Regional Bureau is finalising the evaluation report, based on the Workshop discussions.

The mid-term evaluation workshops in Africa and the Asia-Pacific regions revealed that LIFE has contributed significantly to strengthening national capacities for the formulation of gender-sensitive literacy policies and programmes. A further positive development has been the promotion of innovative practices in the use of information and communication technologies (radio, mobile phones, internet, etc.) to expand access to literacy programmes – particularly for women and rural populations – and to foster partnerships and information exchange. South-South cooperation has also proven an effective means of promoting the exchange of experience and good practice, and of establishing networks for literacy and non-formal education.

The outcomes of these meetings, and the forthcoming evaluations of LIFE implementation in the Arab States and in Latin America and the Caribbean, will feed into the global mid-term evaluation of the initiative in 2011.

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## **5. UNESCO Guidelines on recognising all forms of learning**

In the *Belém Framework for Action*, the outcome document of the Sixth International Conference on Adult Education (CONFINTEA VI) in Brazil, December 2009, UNESCO Member States represented by 144 delegations committed themselves to ‘developing or improving structures and mechanisms for the recognition of all forms of learning by establishing equivalency frameworks’ and called for UNESCO ‘to develop guidelines on all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognised and validated’ (*Belém Framework for Action*, 2009).

Against this background, the UNESCO Institute for Lifelong Learning (UIL) has taken the initiative to work with Member States to develop the UNESCO Guidelines on recognition of all forms of learning with a focus on non-formal and informal learning. The guidelines aim to constitute an international framework, providing an orientation for developing national policy and international cooperation in this area.

This initiative builds on 33C/Resolution 10 of the 33rd session of UNESCO’s General Conference (2005), entrusting UIL to conduct studies and promote the sharing of information and mutual learning through international meetings. Emerging results show that the recognition of non-formal and informal learning has relevance not only with regard to education and training policies but also to the related challenges of poverty-reduction, job-creation, employment and social inclusion.

All Member States are asked to participate actively in the drafting process by: organising broad national consultation with all stakeholders, including relevant ministries, education and training institutions, social partners (employers and trade unions) and voluntary and community organisations; providing relevant inputs to the consultation questions on the recognition policy and practices in their countries; and appointing a focal point in their countries for communicating with UIL on the drafting of the Guidelines.

UIL has prepared a set of consultation questions that will be sent to UNESCO Member States. With the responses, and with the insights drawn from previous research, UIL will produce the first draft UNESCO Guidelines, to be validated by an expert group consisting of national specialists and representatives of international agencies.

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## **6. Measuring the learning outcomes of adult literacy programmes**

UIL, in collaboration with the Regional Bureau for Education in Africa (BREDA), organised the first technical workshop in its multi-country research project on measuring the learning outcomes of adult literacy programmes (RAMAA), held in Senegal from 9 to 11 February 2011. The participating countries in this comparative study are: Burkina Faso, Mali, Morocco, Niger and Senegal. The focus of the workshop was the preparation

of the joint literature research and the conceptual development of a competence framework as a research tool.

The workshop was attended by the Secretary General of CONFEMEN, the Director of the Direction de l'Alphabétisation et des langues nationales, Senegal, the Director of the Centre National de Ressources éducationnelles, a representative of the ADEA Working Group on non-formal education, members of each country team and Professor Peter Easton from Florida State University Tallahassee.

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## **7. Capacity development in UNESCO Member States**

Capacity Development for EFA (CapEFA) was launched by UNESCO in 2008 as a multi-donor fund to accelerate progress towards achieving Education for All by developing the capacities of Member States to enhance learning programme delivery. The UNESCO Institute for Lifelong Learning is involved in this initiative, providing technical assistance to different Member States:

*Togo:* UNESCO Accra, in cooperation with BREDA and UIL, organised a workshop to validate a diagnostic study and the development of an Action Plan for literacy and non-formal education in Togo. The launch event, which was attended by some 40 participants from government and civil society organisations, was chaired by Ms Legzim-Balouk Essosimna Bernadette, Minister for Primary and Secondary Education and Literacy. The diagnostic study as well as the Action Plan will be finalised on the basis of feedback received during the workshop.

*Rwanda:* UIL, BREDA, UNESCO Nairobi and UNESCO Headquarters provide technical and financial support to the Republic of Rwanda to review a policy document on adult education and to develop a literacy curriculum framework. The documents will be finalised by the Ministry of Education, in collaboration with key national partners.

*Democratic Republic of Congo:* In the context of UNESCO's CapEFA programme and LIFE, UIL has been invited by the UNESCO field office in Kinshasa to contribute to UNESCO's capacity development programme on managing and planning non-formal education using a sector-wide approach. The field office organised a joint planning meeting which was attended by several UNESCO offices and institutes. UIL provided technical assistance to the adult literacy and non-formal education strategy that is currently being developed by the Ministry of Social Affairs' General Directorate of Non-formal Education.

*Chad:* The UNESCO office in Yaoundé, in close cooperation with the CapEFA implementation team N'Djamena and with support from UIL, organised a meeting from 19 to 21 January 2011. The objective of the meeting was to validate the report of the Situational Analysis Study conducted in 2010, which identified the pedagogical, institutional and organisational capacity-building needs in revising the Chad National Literacy and Non-Formal Education Strategy. The meeting brought together some 60 participants from the Ministries of Education, and Health, NGOs and civil society. One

main outcome was the development of an detailed Action Plan translating the capacity-needs identified into concrete activities to be implemented in Chad in 2011.

*Cambodia:* UIL is involved in building capacities to strengthen non-formal education in Cambodia, with the aim of developing a comprehensive education sector strategy to achieve the national EFA goals by 2015. The Department of Non-Formal Education (DNFE) carried out a mapping of existing capacities in the Department, which was presented and discussed at a meeting in Phnom Penh held on March 3. The next step will be the development of an Action Plan.

## 8. In Brief

### 5th Session of the Governing Board



The 5th session of the UIL Governing Board was held from 12 to 14 April, preceded by the 56th session of the Editorial Board of the *International Review of Education*, held on 11 April. Along with its usual task of supervising UIL's work and budget, the board members reflected on UIL's strategic perspectives, gender mainstreaming and how UIL could improve its work on institutionalising lifelong learning. It was the last session under the presidency of Ms Suzy Halimi from France. Ms Halimi will act as chairperson of the Governing Board until the end of 2011, when she will be succeeded by the current vice-chairperson Ms Kyung-He Sung from the Republic of Korea.

### Preparation for the 2011 ADEA Triennial

UIL has supported the ADEA Working Group on Non-Formal Education in developing a strategic orientation framework for non-formal education that reflects a holistic, integrated and diversified vision of lifelong learning. The document, as well as an action plan and a strategy framework for the 2011 Triennial, was validated at a workshop in December 2010 in Harare, Zimbabwe.

### Guidelines for non-formal education in Africa

UIL, in cooperation with BRENDA, supported CREEA (the Conseil Régional pour l'Éducation et l'Alphabétisation en Afrique – regional governmental network for education and literacy) in developing guidelines (1) for the training of staff in the non-formal education sector with regard to the *faire-faire* strategy and (2) for educational planning focussing on literacy and non-formal education in CREEA and African LIFE Member States. These guidelines will be integrated into the training programmes run by leading training institutions like the Institut de formation en alphabétisation et éducation non-formelle (IFAENF, formerly CFCA, a training centre for literacy educators in Niger), Développement et éducation des adultes (DEDA, an adult education training course in

Burkina Faso) and Ecole normale supérieure de Koudougou (ENSK – a higher education and research institute for education in Koudougou, Burkina Faso).

## **CONFINTEA Fellowships offered by UIL**

To support the implementation of the commitments made at CONFINTEA VI, the UNESCO Institute for Lifelong Learning offers fellowships for key personnel from selected Member States. Participants should preferably be government officials and senior specialists in adult education, who will be asked to produce a draft proposal for a country-based policy and strategy framework which would lead to operationalising the *Belém Framework for Action* in their respective countries. More information available at <http://uil.unesco.org/content/home/news-target/confintea-fellowships-offered-by-uil/daa05bb6f7b7c2ed16107b806f366dff/> or from [a.owusu-boampong@unesco.org](mailto:a.owusu-boampong@unesco.org).

## **New cases added to UIL's Effective Literacy Practice Database**

This year's first updates to the UIL Effective Literacy Practice Database are mostly themed around literacy for work and community life. The *Bibliobus* from Nicaragua effectively extends library services to the rural population around Nicaragua's second biggest city, León. A case study on Nepalese *Community Learning Centres* takes a look into this special kind of community-based non-formal education system. Two programmes from India, both implemented by NIRANTAR, the Centre for Gender and Education in New Delhi, give useful insights into successful programmes specifically targeting women: a project for reducing illiteracy in the state of Uttar Pradesh and a related project in which women who have participated in this basic literacy programme have set up a newspaper.

For these and more case studies on effective literacy programmes, please visit our *Effective Literacy Practice Website* at: <http://www.unesco.org/uil/litbase>.

## **ALADIN is on Facebook**

ALADIN is now on Facebook! All friends and members of the Adult Learning Documentation and Information Network are encouraged to visit the ALADIN Facebook page at <http://on.fb.me/h6aGph> and enrich it with links, comments and news.

## **9. Forthcoming Events**

### **Regional CONFINTEA VI Follow-up Meeting**

UIL would like to thank the government of Mexico for its generous hosting of the first regional CONFINTEA VI Follow-up Meeting, held for Latin America and the Caribbean from 25 –27 May 2011 in Mexico City. The Regional Meeting's overall objective is to share concrete steps and successful initiatives in implementing or monitoring the *Belém Framework for Action's* key recommendations. Back to back with the regional meeting,

the second Meeting of the CONFINTEA Advisory Group will be held on 28 May 2011, also hosted by Mexico.

## 10. Visitors



On 9 and 10 December UIL welcomed a delegation from the Ministry of Education and Training in Viet Nam, headed by the Vice-Minister for Education and Training, Dr. Nguyen Vinh Hien (in the photo with UIL's Deputy Director, Carol Medel-Anoñuevo). The delegation visited UIL to learn about its perspectives and activities in lifelong learning and visited lifelong institutions in Hamburg and Denmark.

On 7 February, Professor Katarina Popovic from Serbia and Professor Joachim Knoll from Germany visited UIL to share with UIL colleagues various CONFINTEA VI follow-up activities carried out by dvv international in South East Europe. More information can be found under <http://www.dvv-soe.org/>.

On 8 February, Professor Anke Grotlüschen from the University of Hamburg visited UIL to present the "level-one survey" to the Institute's staff. This is the first survey in Germany that assesses the literacy levels of the population in Germany, focusing on the lowest level.



On 11 February, a delegation of 11 researchers from the Beijing Academy of Educational Sciences, China, visited UIL to learn more about the Institute's activities. The delegation was composed of Ms. Zhang Cuizhu, Mr. Gao Weidong, Ms. Jiang Li, Mr. Wei Hong, Mr. Shi Feng, Ms. Wang Yubo, Mr. Yuan Dayong, Mr. Li Huangui, Ms. Wu Ying, Mr. Zhang Qingli and Ms. Guo Nan.

On 15 February, Ms Soli Choi and three other students from the "Global Challenger" programme of the Hanyang University in Seoul, Korea, visited UIL.

On 16 February, Mr Roland Schwartz paid an inaugural visit to UIL in his new role as head of dvv International.

On 28 February, Mr Reinhard Stuth, Minister of Culture of the Free and Hanseatic City of Hamburg, visited UIL to meet with the Director.

On 6 March, Professor Katsumi Akao from the Kansai University in Osaka, Japan visited the Institute to meet with the Director and discuss trends in literacy research.

On 25 March, Professor Masumi Takuachi from the Kyoto Free University in Japan visited UIL.

## 11. Staff matters

UIL warmly welcomes Ms Ana Başıoğlu who started work at UIL on 7 March to support the project secretary team and Ms Anja Schomaker who joined the administrative team as administrative clerk on 4 April.

UIL would like to thank:

– Mr Richard Lazar for his support to the administration team from 20 December to 14 January.

– the following interns for their contributions to the Institute's work: Ms Julieta Marotta, Argentina (20 December to 30 January); Ms Amarachi A. Igboegwu, Nigeria/USA (1 February to 30 April); Ms Sarah Marschall, UK (1 February to 31 March).

## 12. Recent Publications

***International Review of Education***  
**Vol. 56, No. 5-6**

**The edition includes the following articles:**

Editorial: Lines from afar – and a new line-up / *Virman Man*

The non-instrumental vision of the learning society / *Y. Su*

What's in a right? Two variations for interpreting the right to education  
/ *L. K. McMillan*

A meta-look at meta-studies of the effectiveness of development assistance to education  
/ *D. W. Chapman, A. S. Moore*

Decomposing inequalities in performance scores: The role of student background, peer effects and school characteristics / *T. Mostafa*

Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature / *B. Shulruf*

Teacher development under curriculum reform: a case study of a secondary school in mainland China / *M. Lai*

Programa de fortalecimiento de capacidades: reflections on a case study of community-based teacher education set in rural northern Peru / *S. Alsop, P. Ames, G. C. Arroyo, D. Dippo*

Job stress and locus of control in teachers: comparisons between samples from the United States and Zimbabwe / *L. M. Crothers, G. Y. Kanyongo, J. B. Kolbert, J. Lipinski, S. P. Kachmar, G. P. Koch*

A comparative overview of citizenship education in Cyprus / *F. Silman, M. Çağlar*

Socialisation interculturelle et dynamiques identitaires chez les jeunes adultes issus de l'immigration maghrébine en France / *A. Qribi, A. Courtinat, Y. Prêteur*

Can India's "literate" read? / *B. Kothari, T. Bandyopadhyay*

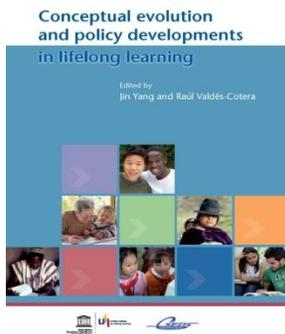
Book Reviews



**Annual Report 2010**  
*Bilingual edition (English/French)*

Download:

<http://unesdoc.unesco.org/images/0019/001918/191891E.pdf>



**Conceptual evolution and policy developments in lifelong learning**

Eds.: Jin Yang and Raúl Valdés-Cotera  
UIL, 2011

This book is an outcome of the Shanghai International Forum on Lifelong Learning co-organised by UNESCO, the Shanghai Municipal People's Government, the Chinese Society of Educational Development Strategy and the Chinese National Commission for UNESCO. The Forum took place in Shanghai during the World Expo 2010, from 19 to 21 May. The 24 papers collected here document the debates and discussions led by experts from across the world. The UNESCO Institute for Lifelong Learning and its Chinese partners hope that this publication will contribute meaningfully to international endeavours in making lifelong learning a reality for all.

Download:

<http://unesdoc.unesco.org/images/0019/001920/192081E.pdf>



### **¿Por qué y cómo África debería invertir en las lenguas africanas y la educación plurilingüe?**

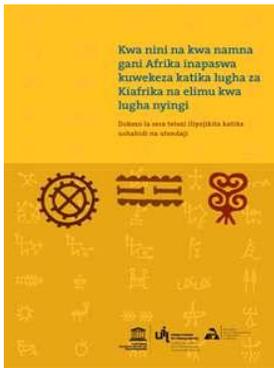
Opúsculo de apoyo activo a una política basada en la práctica y en pruebas

by Adama Ouane and Christine Glanz

UIL and the Association for the Development of Education in Africa (ADEA), 2011

Download:

<http://unesdoc.unesco.org/images/0019/001919/191941s.pdf>



### **Kwa nini na kwa namna gani Afrika inapaswa kuwekeza katika lugha za Kiafrika na elimu kwa lugha nyingi.**

Dokezo la sera tetezi iliyojikita katika ushahidi na utendaji

by Adama Ouane and Christine Glanz

UIL and the Association for the Development of Education in Africa (ADEA), 2011

Spanish and Swahili versions of the publication: *Why and how Africa should invest in African languages and multilingual education? An evidence- and practice-based policy advocacy brief.*

Download:

<http://unesdoc.unesco.org/images/0018/001886/188642swa.pdf>

## **Forthcoming publications**

### **Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique**

Eds.: Carolyn Medel-Añonuevo, Madina Bolly

UIL, 2011

Cette publication résulte d'une session de formation recommandée par la Biennale 2003 de l'ADEA et dont l'objectif consistait à renforcer les capacités en genre et alphabétisation. Cinq pays d'Afrique de l'Ouest affichant un taux d'alphabétisation très faible, en particulier auprès de la population féminine, y ont participé : le Burkina Faso, la Guinée, le Mali, le Niger et le Sénégal. Cet ouvrage documente la méthodologie appliquée dans le cadre de cette formation, énumère les recommandations émises, analyse les résultats de recherche par pays et engage une réflexion sur le développement des capacités en genre et alphabétisation en Afrique.