

UIL Nexus

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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 information from 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 sending an e-mail to w.mauch@unesco.org.

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1. Eighth World Assembly of the International Council of Adult Education (ICAE) in Malmö

2011-06-21

Slideshow from the World Assembly

Claudia Pioli has put together this slideshow with pictures from the world assembly accompanied by the music of Wood Raft.

Welcome to A World Worth Living In!

The International Council for Adult Education (ICAE) is organizing its VIII World Assembly in Malmö, Sweden, 14–17 June 2011.

Twitter

RT @kaaja_digital incl RT @digic find Digidit here: <http://digidit.se>

From the ICAE homepage

To assert the value of adult education and learning in enabling citizens to build a world worth living in, the Eighth World Assembly was held in Malmö from 14 to 17 June 2011.

For UIL, a priority was the thematic strand on how the international community of adult educators can best strategise for a unified follow-up to CONFINTEA, the Education for All (EFA) agenda and the Millennium Development Goals (MDGs).

The first-ever education strategy of the German Ministry for Economic Cooperation and Development (BMZ) was presented. The strategy, which will be finalised in autumn, enshrines education as a human right and is guided by a lifelong learning vision.

Continued advocacy for adult learning was raised as a task of prime importance, closely aligned to specific areas such as health or employment in order to demonstrate adult learning's concrete contribution and value. The need for more research on several fronts was identified, to provide evidence on the benefits of adult learning, to develop indicators, benchmarks and goals – particularly with regard to financing and participation, and to collect data on a longitudinal basis. Moreover, the ICAE is planning to form a global task force on literacy with the Global Campaign for Education (GCE) in order to promote the concept of literacy as a continuum.

All these issues clearly point to possibilities for future cooperation with the UIL. The follow-up to CONFINTEA VI, to the EFA agenda and the MDGs will remain ICAE's continuous priority. Indeed, ICAE's Draft Declaration includes a request to UNESCO to continue the thorough monitoring of the implementation of the *Belém Framework for Action* by asking Member States to report on progress, making these reports available and supporting civil society organisation in the monitoring process.

ICAE's General Assembly elected a new Board and President. Mr Alan Tuckett from the United Kingdom of Great Britain and Northern Ireland was elected as the ICAE's new President succeeding Paul Bélanger.

For more details click [here](#)

Further information is available at the following websites:

<http://aworldworthlivingin.se>
www.icae.org.uy

2. CONFINTEA VI follow-up in Latin America and the Caribbean



Mr Arne Carlsen, Director UIL and Mr Alonso Lujambio, Secretary of Public Education, Mexico

"From Commitment to Action: Taking the CONFINTEA Agenda Forward" was the title of the first regional CONFINTEA follow-up meeting for the Latin America and Caribbean region which took place in Mexico City from 25 to 27 May 2011. Its aim was to discuss and generate regional action points for implementing and monitoring the recommendations of the *Belém Framework for Action*.

Participants from the region shared their experiences on progress, challenges and plans in pursuit of their countries' commitments to the *Belém Framework for Action*. A regionally-specific implementation and

monitoring matrix previously developed by UNESCO-OREALC on the basis of UIL's global Monitoring Matrix as well as the resulting 55 national and regional action points for consideration by all participants were presented. Some of these will be now adopted as concrete projects. At a concluding roundtable session ministers, vice-ministers and delegates from regional organisations reconfirmed their commitment to implementing the recommendations of the *Belém Framework for Action*, to working on the action points at national level, to increasing budgetary allocations as a primary responsibility of governments, and to documenting and disseminating effective practice.

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For more details click [here](#)

3. CONFINTEA VI Advisory Board Meeting

The CONFINTEA Advisory Group was held on 28 May in Mexico City. A major outcome of the Advisory Group meeting was the advice given on the draft questionnaire prepared by UIL in consultation with several stakeholders for the first national post-CONFINTEA progress

reporting. UIL will use these comments to enrich the draft questionnaire to be presented and discussed in the meeting the Editorial Board of the post-CONFINTEA *Global Report of Adult Learning and Education (GRALE)*.



Concrete proposals for joint action were discussed such as the establishment of a regional observatory of communication and cooperation to implement and monitor the *Belém Framework for Action* in Latin America and the Caribbean. Regarding the next steps in monitoring the *Belém Framework for Action*, possibilities for regional follow-up meetings in other

regions were brought up, with concrete proposals emanating for the Arab States, Africa and Asia/Pacific, which will be further explored and confirmed. In addition, partnerships, networks and cooperation projects across regions and harmonisation with other initiatives such as the Literacy Initiative for Empowerment (LIFE), the E-9 agenda and the Millennium Development Goals will play an important role in the overall monitoring process. Participants agreed that the road map should be updated with forthcoming activities and events.

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For more details click [here](#)

4. CONFINTEA VI follow-up in South-East Europe intensified



The Regional Workshop on the Implementation of CONFINTEA VI in South East Europe (Ljubljana 2 June 2011) was an outcome of a series of national workshops held within *CONFINTEA VI in action*, a regional project supported by *dvv international*, aiming to intensify CONFINTEA follow-up in South East Europe.

The results of the national workshops were presented with regard to implementing and monitoring the CONFINTEA VI follow-up as well as demonstrating examples of good practice in adult education already in place in the region.

The participants unanimously agreed that the *Belém Framework for Action* is an important and relevant framework that provides a valid set of guidelines for further development of adult education and learning in South East Europe. They expressed their readiness to implement the recommendations spelled out in the *Belém Framework for Action* by drawing upon the Monitoring Matrix developed by UIL.

For further information about CONFINTEA in Action: www.confintea.dvv-soe.org or click [here](#)

5. United Nations Literacy Decade Progress Report

From 9 to 10 May 2011, a small expert group was invited by UNESCO to discuss the final evaluation of the United Nations Literacy Decade (UNLD) at UNESCO Headquarters. In a short explanatory note on the envisaged nature and process of the UNLD evaluation, participants proposed a) to create links and synergies with other initiatives and frameworks (CONFINTEA, EFA, MDGs); b) to use the opportunity for promoting a broad-based literacy concept as well as integrated approaches to literacy and c) to document innovation, success stories and what has been done differently during the decade, among others. The joint questionnaire to obtain national reports on progress made in the framework of CONFINTEA and UNLD – prepared by UIL in coordination with ED/BHL/LNF – was analysed. In addition, proposals for its refinement were made. Suggestions for cross-cutting themes and countries on which the final report should particularly focus were brought up. The meeting ended with a session in which the specialists provided advice on the way forward to accomplish the ambitious roadmap set by UNESCO for the production of a good report.

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6. Family learning project in Durango, Mexico

In the framework of a co-operation agreement with the Regional Cooperation Centre for Adult Education in Latin America and the Caribbean (CREFAL) UIL has been providing technical assistance with the development of a pilot project for family learning in five Mexican States (Chiapas, Durango, Guerrero, Nayarit and Veracruz). Accordingly, UIL was invited to attend the launching event of the Mexican family learning pilot programme. This was organised by CREFAL and took place 22 and 23 May in Durango. The coordinator of this pilot project presented CREFAL's proposal. The participants worked to adapt the project concept to the specific context and needs of their communities and to plan the initial steps of the pilot project. UIL will continue to provide technical backstopping to this promising experience as a "critical friend".

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7. National Conference on Education in Namibia breaks new ground for lifelong learning



On June 27 the President of Namibia, Hifiken Pohamba, opened a five-day national conference on education to examine the education system in Namibia and devise new strategies to improve the sector. The Minister of Education, Abraham Iyambo, emphasised that this gathering would guide the work of the Ministry so that it could “deliver, deliver, deliver”.

Namibia is one of the few countries with an explicit lifelong learning component in their educational system, and the government is in the process of finalising their lifelong learning policy. Expecting to

Namibian Learner

© UNESCO/Karin Hunziker contribute to this process, the Institute’s Deputy Director, Carolyn Medel-Añonuevo, spoke in the plenary on the first day where she highlighted the critical role of lifelong learning in achieving educational goals and sustainable development and the importance of addressing persistent inequalities.

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8. Annual Conference of the European Basic Skills Network (EBSN)



The annual Conference of the European Basic Skills Network was held in Vaduz, Liechtenstein from 17 to 19 June 2011. The main item on the agenda was to amend the EBSN charter drafted by the Secretariat. It was agreed to include two categories of members: policy makers (e.g. governments; ministries), and policy providers (e.g. research institutions; NGOs; UIL). Other key partners will be invited as “Associated Members” (e.g. the European Commission and the Global Learners’ Network).

The newly-elected EBSN Executive Committee is composed of seven members. They are from Spain (ACEFIR), Switzerland (SVEB), Liechtenstein (Adult Education FL), the United Kingdom of Great Britain and Northern Ireland (Learning & Teaching Scotland), the Netherlands (Stichting Lezen & Schrijven), Hungary (Association for LLL), and Norway (VOX), which is also the seat of the Secretariat and the Chair. The next General Assembly will be hosted by the Czech Republic in Prague (Jakub Stárek).

UIL is a member of this network and participated in this meeting in order to contribute to the development of the management structure and the discussion of concrete future activities.

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9. Promoting mother tongue-based literacy through community learning centres in Nepal

On 16 June 2011, UNESCO Kathmandu organised a seminar on “Achieving Literacy for All: Promoting Mother Tongue Based Literacy through Community Learning Centres (CLC)”. UIL was invited to share international experiences, such as LIFE and CLC.

The crucial role of non-formal education in achieving MDG and EFA goals in Nepal was highlighted.

The study's finding that half of the CLCs are not functioning, meaning they are not running NFE activities, is a cause for alarm especially to the NFEC. The issue needs to be addressed by designing and providing effective support measures to CLC facilitators and management committees. UNESCO could support the NFEC to draw up a proposal to JICA for further technical and financial support to CLC which is one of the international education development priorities of Japan.

Contact: Rika Yorozu (r.yorozu@unesco.org)

10. Education for All Forum on women's and girls' education in Oslo

The Forum, which was entitled "Gender dimensions of quality education", took place on 5 May. It coincided with the 2011 Global Action Week (GAW) for EFA under the slogan "It is a right, make it a right! Education for girls and women now."

One of the main reasons identified for why progress towards EFA Goal 4 has so far been too slow was the lack of donor support. Among the conclusions was the perception that the specific characteristics of non-formal and alternative forms of learning, within the lifelong learning perspective, have the potential to particularly benefit girls and women who have missed out on formal education. It was also stressed that these processes need to engage everybody – not only girls and women but also boys and men, within the broader family and community context.

UIL's visit to Oslo was also an opportunity for an exchange with colleagues from the Norwegian National Commission for UNESCO and the Department of Policy Analysis, Lifelong Learning and International Affairs in the Norwegian Ministry of Education and Research on their work, CONFINTEA follow-up and potential areas for cooperation.

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

11. In Brief:

Kha Ri Gude South African mass literacy campaign

From 30 to 5 April UIL was invited by the South African Department of Basic Education to attend two workshops of the *Kha Ri Gude* South African Mass Literacy Campaign as an international observer. The overall impression resulting from the field visit, workshops and interviews during the five days in Pretoria is that *Kha Ri Gude* has managed to evolve into a highly successful programme which has matured over the years and which in many respects is probably unparalleled at the regional and international levels. (For more on formation on the Programme click [here](#))

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

Youth forum on quality assurance of lifelong learning in Brussels

In April 2011, the European Youth Forum organised a series of events on non-formal education. The forum closed on 19 April with a high-level experts' conference on quality assurance of lifelong learning. The objective of the conference was to exchange expertise and good practice on the topic and to explore the potential of quality assurance to facilitate coordination and cooperation amongst different "lifelong learning providers". In addition the pilot project on quality assurance of non-formal education was presented, which the European Youth Forum had implemented through six European youth organisations in the past two years. The goal is to have the network fully functional in 2012 and to award the first labels of "Provider of Quality NFE".

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

Strategic plan on lifelong learning in French Polynesia

The first meeting on Education, Learning and Work in French Polynesia was held in Papete (Tahiti) from 2 to 6 May 2011. One of the aims was to launch a strategic plan on lifelong

learning in the region. UNESCO confirmed its interest to support French Polynesia by providing its international expertise on lifelong learning. Adama Ouane –Director of UIL at the time – participated in this meeting and gave a presentation entitled “Lifelong learning – a concept and its challenges”.

Contact: Christiana Winter (c.winter@unesco.org)

UIL's donors' meeting

A one-day meeting with the donor agencies of UIL was held at UIL on 12 May. Representatives from the European Union, the German government, the Nigerian government, the Swedish International Development Agency (SIDA) and the Swiss International Development Agency (SDC) participated in the meeting. The objective was to discuss the Institute's new activities in connection with the *Belém Framework for Action*, as well as to introduce Arne Carlsen, the new Director of UIL, to the donors.

UNESCO Institute for Education founded 60 years ago



June 2011 marked the 60th Anniversary of the first governing board meeting of the UNESCO Institute for Education (UIE), the forerunner of the UNESCO Institute for Lifelong Learning (UIL). UIL is one of six UNESCO Education Institutes.

The Institute is grateful to all the partners and donors who have supported its work throughout the years – in particular UNESCO, the Free and Hanseatic City of Hamburg, the Ministry of Foreign Affairs in Germany, the European Union, the governments of Brazil, Canada, Denmark, Nigeria, Norway and Sweden, and

the Swiss Agency for Development and Cooperation (SDC).

Workshop on family literacy pilot project in Nouakchott, Mauritania (15 to 17 May 2011)

UNESCO Rabat organised a workshop within the framework of the “Capacity Development for Literacy and Non Formal Primary Education in Mauritania 2009–2011” – CapEFA Mauritania Programme, from 15 to 17 May 2011. The aim was to discuss the concept of a community-based family literacy pilot project. This resulted in a vision, objectives, principles and building blocks of a curriculum and action plan for the pilot project which will be implemented in connection with another pilot activity to establish community learning centres in eight rural areas of Mauritania.

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

Carla Bruni-Sarkozy Foundation: meeting against illiteracy

On 17 May the Carla Bruni-Sarkozy Foundation organised a meeting in Paris on the subject “fighting against illiteracy”. Delegates and stakeholders met and presented programmes and suggestions to curb illiteracy.

G8 Summit: Spouses of the head of state discuss literacy with UIL's director (26 May 2011)

Mrs Carla Bruni-Sarkozy invited the spouses of the heads of state and government taking part in the G8 Summit in Deauville to join her for a working session on overcoming illiteracy. They shared their respective experiences and discussed the causes of illiteracy with Marie-Thérèse Geffroy, Director of France's National Agency to Fight Illiteracy (ANLCI) and Adama Ouane (former Director of UIL). Among other things it was mentioned that the European Commission has set up a group of independent experts aiming to reduce the number of illiterates by 15% in the EU by 2020.

UNESCO and human rights

On 19 May Professor Klaus Hüfner, Steering Committee member of the German Society for the United Nations and former Chairperson of the German Commission for UNESCO, gave a

lecture (in German) at UIL on “UNESCO and human rights”. Professor Hüfner was a member of several UNESCO committees on human rights, such as the Advisory Committee on Education for Peace, Human Rights and Democracy, and the UNESCO Executive Board’s Temporary Working Group on Human Rights Education.

Cooperation with UNESCO Category 2 Centres

On the occasion of a meeting of representatives from UNESCO Category 2 Centres and Institutes in Seoul, Republic of Korea (May 30 – June 1) concrete proposals for closer cooperation between them and UIL were discussed, e.g. joint research activities, better use of advocacy events, exchange of personnel and fellowships.

Cultural diversity and education

At the International Forum on Cultural Diversity and Implications for Education (Seoul, Republic of Korea, 1 June) held in the Parliament, legislators and the public exchanged on different perspectives on the ways forward in ensuring multiculturalism in Korea. The Forum offered an opportunity to parliamentarians to look at the different angles of multiculturalism and implications concerning laws which need to be introduced. Speakers came from the academe, from the government, and from civil society. UIL's Deputy Director made a presentation on the challenges of promoting cultural diversity through lifelong learning

12. Visitors

17 June: Jörg Schmitt from the Hamburg University of Applied Sciences, (Hochschule für Angewandte Wissenschaften, HAW) with five students

20 – 24 June: APAL Fellowships: Ms A.Paré-Kaboré (Burkina Faso), Mr J.-B. Rakotozafy-Harison (Madagascar), Ms R. Bakyono Nabaloum (Burkina Faso), Mr A. R. Baba-Moussa (Mali)

24 June: Ms Katharina Cramer-Hadijimos, German Foreign Office

13. Staff matters

On 1 June, Arne Carlsen, the new Director of UIL took office, succeeding Adama Ouane, whose directorship ended on 30 June.

Arne Carlsen's Greeting is available [here](#) and Adama Ouane's goodbye message [here](#). A summary of their meeting with the Mayor of Hamburg on 1 June is available [here](#).

On 30 June Programme Specialist Ms Maren Elfert, UIL's Public Relations Officer and Editor of Nexus, left UIL after more than ten years of dedicated work at the Institute. We wish her all the best on her return to university to undertake a PhD.

On the same day, Project Secretary Ms Brigitte Cardot-Baumewerd left UIL after three years. We wish her all the best in her professional future.

UIL would like to thank the following interns for their contributions to UIL's work: Amarachi A. Igboegwu, Nigeria (February 1 to 30 April), Mihika Shah – Wunderberg, India (26 April to 10 June), Mariana Simoes, Brazil (15 June to 31 August), Angelina Robitschko, Germany (20 June to 20 August), Jackline Kayatta, Kenya (4 July to 30 September).

Marina Tota, Italy (27 June to 20 August), Marija Mitic, Serbia (27 June to 20 August) and Emmanuel Obeng-Ankoana Yaafi, Ghana, (6 July to 6 September) are enrolled in the European Masters Programme in Lifelong Learning: Policy and Management, jointly organised by the Danish School of Education – University of Arhus (Denmark), the University of Deusto (Bilbao, Spain) and the Institute of Education, University of London (United Kingdom of Great Britain and Northern Ireland).