

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.

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Lifelong learning – a basic pillar of Germany's new education strategy for development cooperation



In the context of a larger consultation process to develop a new education strategy, the German Ministry for Cooperation and Development organised an expert meeting in Bonn on Thursday 7 July. The meeting was attended by specialists from governmental and non-governmental organisations and institutions, including UIL.

It was the latest in a continuing series of consultation meetings on the key objectives of the Ministry's draft education strategy. After discussing appropriate ways to refine Strategic Objective 2 ("Promote education on a holistic basis"), participants made recommendations for its effective implementation.

It was agreed that while sound analysis of national contexts is key to channelling development aid effectively, the concept of lifelong learning can be considered an especially useful analytical framework in reforming the national education systems of German development aid recipients. Input was provided by the German Society for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ), dvv international (the Institute for International Cooperation of the German Adult Education Association [Deutscher Volkshochschul-Verband e.V], DVV) the German development bank (Kreditanstalt für Wiederaufbau, KfW), the German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD) and UIL. The presentation by UIL focused on reflections and challenges in capacity development to establish lifelong learning systems in UNESCO member states. A study prepared by UNESCO's International Institute for Educational Planning (IIEP) provided additional background information.

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Improving literacy, basic education and adult education in Arab countries

During a regional consultation meeting in Sharjah (United Arab Emirates, 10–12 July 2011) organised by UNESCO Beirut, around 60 decision-makers and practitioners in basic education, literacy and adult education from 15 countries in the Arab region discussed how to reinforce efforts in meeting the Education for All targets. There was agreement on the need for a closer coordination of activities undertaken within a number of inter-related frameworks and UNESCO initiatives such as Education for All (EFA), the United Nations Literacy Decade (UNLD), the Literacy Initiative for Empowerment (LIFE) and the Follow-up to the Sixth International Conference on Adult Education (CONFINTEA VI).



One of the overall goals of the meeting was to discuss how CONFINTEA VI can be more systematically followed up in the Arab Region. The UNESCO Institute for Lifelong Learning (UIL) provided an overview on the activities set up to monitor the implementation of the Belém Framework for Action and shared the experience of the

recent meeting in Mexico for the Latin America and Caribbean Region which resulted in the proposal of a matrix with concrete action points. Participants were in favour of organising a similar meeting for the Arab Region.

Another specific focus was a review of progress in implementing LIFE in Egypt, Iraq, Mauritania, Morocco, Sudan and Yemen within the framework of the LIFE mid-term evaluation coordinated by UIL. On the basis of the information received from the Arab LIFE countries before the meeting, UIL presented a regional synthesis of progress, challenges and future plans for implementing LIFE in the region. The Egyptian and Moroccan delegates shared their experience in conducting major literacy projects within UNESCO's Capacity Development for EFA Programme, and participants discussed how to scale-up and use this experience in other countries in the region.

UNESCO Beirut invited the Islamic Educational, Scientific and Cultural Organisation (ISESCO), the Arab League Educational, Cultural and Scientific Organisation (ALECSO), the Arab Bureau for Education in the Gulf States (ABEGS) and other organisations active in the region to join a proposed Literacy Enhancement Arab Programme (LEAP) for effective coordination of the implementation of EFA, UNLD, LIFE and the Belém Framework for Action resulting from CONFINTEA VI.

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CONFINTEA VI Follow-up News

The second issue of the "CONFINTEA VI Follow-up News" reports on recent activities undertaken in pursuit of the Belém Framework for Action, both within and across countries. In addition to highlighting a series of events at country level, it includes information on the first Regional CONFINTEA VI follow-up meeting (held in Latin America and the Caribbean) and the Eighth World Assembly of the International Council for Adult Education (ICAE), held in Malmö, Sweden.

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A model of good practice for institutional and technical cooperation: UIL and UNESCO/BREDA join forces for RAMAA project



The UNESCO Institute for Lifelong Learning (UIL) and the UNESCO Regional Bureau for Education in Africa (UNESCO/BREDA) are joining forces to give African countries a measurement system for the monitoring and evaluation of non-formal education. From 18–20 July 2011 they ran a second technical workshop in Rabat (Morocco) to validate skill descriptions and develop frameworks for the creation of measurement tools. This meeting, which took place at the halfway point in the process of developing measurement tools for action research on measuring literacy programme participants' learning outcomes (RAMAA), a project launched at the initiative of the UIL, also afforded an opportunity for the new Director of the UIL, Mr. Arne Carlsen, to meet the country teams, find out about the project and the progress made so far, and take the steps necessary for its success.

Among the participants invited to the workshop were Mr. Youssef Belqasmi, the Secretary-General of the Moroccan Ministry of National Education; Mrs. Touria Majdouline, the Secretary-General of the Morocco National Commission for UNESCO in Rabat; Mr. El Mostafa Hddigui, Head of the Office of the Minister of National Education; Mrs. Fatiha Karème, Delegate-General from the World Committee for Lifelong Learning; and Mr. Philippe Quéau, the Director of the UNESCO Office in Rabat, as well as representatives of the country teams selected for the pilot phase, namely Burkina Faso, Mali, Morocco, Niger and Senegal.

The ultimate aim of RAMAA is to develop and test measurement tools in order to provide fact-based arguments for advocacy of literacy and boost South-South cooperation and capacity-building in Burkina Faso, Mali, Morocco, Niger and Senegal. RAMAA was also borne out of a desire to provide evaluation leading to certification, which would allow participants to access lifelong learning opportunities. A series of workshops held between June 2008 and February 2011 focused on the launch of RAMAA, the meeting of national coordinators and the development of frameworks of reference for literacy skills.

Regarding the coordination of the project, the Director of the UIL underlined the need to enhance coordination between UNESCO/BREDA and the UIL given the project's relevance to efforts to achieve the objectives of the Literacy Initiative for Empowerment (LIFE), the United Nations Literacy Decade (UNLD) and the recommendations arising out of the Sixth International Conference on Adult Education (CONFINTEA VI) in

the African region. The outcomes of RAMAA, he stated, will be presented in the Global Report on Adult Learning and Education (GRALE) and the follow-up of CONFINTEA VI for the African region. The RAMAA project should also help to incorporate newly developed tools into national and international programmes for the training of literacy and non-formal education specialists, such as the Développement et éducation des adultes (DEDA) course at the University of Ouagadougou, Burkina Faso, the Institut de formation en alphabétisation et en éducation non formelle (IFAENF, formerly the Centre de formation des cadres de l'alphabétisation, CFCA) in Niger.

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The Global Report on Adult Learning and Education – GRALE 2012 – will focus on adult literacy

CONFINTEA VI, The Sixth International Conference on Adult Education held in Belem, Brazil , in 2009, ended with the endorsement of the The Belém Framework for Action (BFA) by 144 countries. As an important part of the CONFINTEA VI Follow-up, the Framework includes the recommendation to publish an updated version of GRALE every three years. The 2012 issue of GRALE is under preparation. UNESCO member states will be asked in autumn 2011 by way of a questionnaire to produce national reports on the development of adult education in order to provide the data for GRALE 2012. Since 2012 also marks the end of the United Nations Literacy Decade (UNLD), GRALE 2012, as recommended by the "International Expert Meeting on Monitoring the Belém Framework" earlier this year, will focus on adult literacy.

During the first meeting of the GRALE Editorial Board held on 21 – 22 July 2011 at the UNESCO Institute for Lifelong Learning (UIL), the questionnaire for Member States which will be used for the national reporting was finalised. Aside from questions pertaining to the five BFA areas: policy, governance, participation, financing and quality, it also contains questions which aim to take stock of the outcomes of the UNLD.

The GRALE Editorial Board is so far composed of representatives from China, Ecuador, South Africa, the United Kingdom of Great Britain and Northern Ireland, the United States of America, the UNESCO Institute of Statistics and UIL. They agreed on an overall framework and outline for GRALE, as well as recommending the topics for commissioned background research papers.

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UIL Internships: Capacity-building for young professionals in literacy, non-formal education, adult and lifelong learning

At the time of reaching its 60th anniversary, the UNESCO Institute for Lifelong Learning (UIL) seems younger than ever! This summer UIL is a learning and working venue to as many as six young professionals, which is an unprecedented number of concurrent interns at the Institute. In order to support UNESCO Member States in capacity-building efforts, UIL offers internships to Master's students and recent graduates with various backgrounds, such as education, social sciences or humanities, with a focus on international development and cooperation. They have the opportunity to enrich their experience, share knowledge and assist UIL in its commitment to realising the concept of lifelong learning in policy, research or practice levels. Some of our interns are students of the Erasmus Mundus European Masters Programme in Lifelong Learning: Policy and Management, who are thus, as future lifelong learning professionals, empowered to apply the knowledge and competencies acquired during their studies.

All interns are working closely with experienced supervisors on the topics related to their fields of study as well as to their interests but also to the needs of the Institute. They are engaged in UIL activities in support of literacy initiatives, lifelong learning policies and information provision in the field of adult learning and education.

The six interns are Mariana Simoes from Brazil, Angelina Robitschko from Germany, Emmanuel Yaafi from Ghana, Marina Tota from Italy, Jackline Kayatta from Kenya and Marija Mitic from Serbia. During their stay they are increasing their understanding of cultural diversity and combining different educational traditions they belong to into a learning forum where they can ask questions and exchange ideas. This is of manifold benefit to them, to the Member States and to the Institute itself.

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A new study on family literacy in Europe has resulted in recommendations for policy makers and programme providers



A new study produced for the European Commission on „Family literacy in Europe: using parental support initiatives to enhance early literacy development“ concludes that involving families in literacy programmes is essential to increasing literacy levels of children and adults. UIL has contributed as a partner to this research project, which was coordinated by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) in the United Kingdom of Great Britain and Northern Ireland. Two specialists from UIL were part of the research team and contributed to the policy

recommendations.

The report, which is aimed at policy makers, programme providers and researchers, provides an overview of research and evaluates strategies, policies and initiatives in the field of family literacy, in particular those targeting disadvantaged families. It highlights good practice through case studies of unique and successful initiatives throughout Europe. By using quantitative meta-analyses to measure the impacts of family literacy programmes, the research team found substantial benefits. However, the study also found a number of barriers to the effectiveness and sustainability of such programmes. According to the findings, four key factors shape the long-term success of family literacy programmes: programme quality, partnerships, research-based evidence of achievement, and funding. Some programmes also cited media support as a fifth factor for sustainability. The study also underlines the importance of comprehensive, consistent and sustainable family literacy policies.

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UIL's online library holdings now searchable in UNESDOC



All the data of the UIL Documentation Centre and Library's 30,000 online catalogue entries have been transferred during the last 12 months to UNESDOC, UNESCO's online catalogue. As of last Friday, users can now either search for UIL holdings in UNESDOC – or widen their search to all UNESCO library holdings.

UNESCO started the cooperative cataloguing project in 1991, with the aim of having a single common access point to the online catalogue data of all participating UNESCO

libraries, with unified cataloguing procedures.

Underlining UNESCO's aim to enable free and equitable access to relevant materials, UNESDOC increasingly provides free access to full-text documents. Most UNESCO documents are available full-text and in several UN languages.

The unique collection of UIL's Documentation Centre and Library is now more visible, to a much larger global audience, through UNESDOC. Access to the new UIL online catalogue search interface is available via UIL's Documentation Centre and Library website.

In addition to the materials already available in our online catalogue, another 23,000 archive items (1951-1991) can be accessed in the Library's Reading Room. The UIL Documentation Centre and Library also houses a special collection of more than 7,000 learning materials used in adult literacy, post literacy and out-of-school education from over 120 countries in more than 160 languages.

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Literacy and Peace



The theme of this year's International Literacy Day (8 September) was "Literacy and Peace". It was marked in New Delhi, India, at an International Conference, "Women's Literacy for Inclusive and Sustainable Development", organised by the Government of India's Department of School Education & Literacy.

Among the objectives of the Conference, which takes place from 8-10 September, were:

- to present key aspects of India's Saakshar Bharat adult literacy programme and advocate for its adoption or adaptation in other E-9 countries;
- to facilitate a network of countries which will exchange knowledge and technical expertise on planning, monitoring and financial management models for literacy; and
- to develop an outline capacity-building plan, as part of a South-South collaborative process.

In addition, the awards ceremony for the UNESCO King Sejong Literacy Prize and the UNESCO Confucius Prize for Literacy was held on the first day of the Conference.

UIL prepared a comprehensive description of the “Bilingual Literacy for Life” programme of the Institute for Adult Education in Mexico, which has won one of the two 2011 UNESCO King Sejong Literacy Prizes. This can be found on UIL’s Effective Literacy Practice Database together with other newly-loaded case studies.

In his presentation entitled “Adult Education and Lifelong Learning. International Developments, UIL Director, Arne Carlsen stated that “literacy is the foundation of lifelong learning. Even if there is a positive movement as far as adult learning and education is concerned, there is still a lot to be done. By organizing the CONFINTEA conferences, by monitoring the Belém Framework for Action, as well as by publishing the GRALE report, and by conducting the LAMP programme as well as the LIFE strategic framework, UNESCO aims to support Member States to develop holistic and sustainable lifelong learning systems”.

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CONFINTEA VI Belém Framework for Action and Community Learning Centres



UIL staff gave a presentation on the CONFINTEA VI follow-up process at a regional conference on community learning centres (CLCs), held in Bangkok, Thailand, 31 August - 3 September. The Conference addressed a key recommendation of the Belém Framework for Action (BFA), to create 'multi-purpose community learning spaces and centres', as an important means of promoting greater participation in adult learning. It also discussed

the role of the community in the governance of adult education policies and programmes. Delegates from 25 countries took part. Several countries outlined their plans for implementing the Belém Framework for Action, including the organisation of a national forum.

Participants were encouraged to take an active part in the national reporting process for the 2012 edition of the Global Report on Adult Learning and Education, which will have a thematic focus on adult literacy.

The Conference was co-organised by the Office of Non-formal and Information Education, Ministry of Education, Thailand and UNESCO Regional Bureau for Education in the Asia and the Pacific Region.

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New cases added to UIL’s Effective Literacy Practice Database

The Effective Literacy Practices website provides a selection of effective adult literacy and numeracy programmes from all regions of the world, in order to encourage all key actors to share their experiences and gain inspiration from innovative approaches in the field of literacy. The Effective Literacy Practices website is compiled on an on-going basis. These programmes were added most recently:

- [Bilingual Literacy for Life Programme \(Mexico\)](#)
- [En el país de Varela: Yo, sí puedo – Education Programme for Young People and Adults \(Uruguay\)](#)
- [Integral Family Literacy \(Guatemala\)](#)
- [APLICA Participatory Liberating Literacy Instrumented by Active Communities \(Angola\)](#)
- [The Lifelong Learning and Training Project \(Programa de Educación y Capacitación Permanente, Chilecalifica\) \(Chile\)](#)
- [National Programme for Education and Work: Education Centres for Training and Production \(CECAP\) \(Uruguay\)](#)
- [Adult Basic Education Programme \(ABEP\) \(Botswana\)](#)
- [The Tostan Community Empowerment Program in Senegal \(Senegal\)](#)
- [Prison Education Programmes for Young People and Adults \(Uruguay\)](#)

Please visit <http://www.unesco.org/uil/litbase> for these and more innovative and effective literacy practices. Materials and information on literacy programmes in which you are involved in as well as material on effective programmes known to you would be very welcome. Please contact uil-litbase@unesco.org for suggestions and to submit material.

Germany promotes youth and adult education in North Africa and the Middle East

Against the background of recent developments in the Arab region, a series of UIL activities is under way to promote learning opportunities and the improvement of skills for young people and adults with financial support from Germany. Special attention is given to North Africa. The concept of lifelong learning is seen as an effective contribution to supporting the democratisation of societies through strengthening civil society, in particular in the fields of non-formal and informal learning. The strategic aim is to support sustainable development through strengthening capacities to improve educational provision and learning opportunities especially for disadvantaged and marginalised populations.

These objectives were among a number of topics discussed on the occasion of a visit of Germany's Minister of State in the Foreign Office, Ms Cornelia Pieper at UIL on 14 September 2011.

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Enhancing Cooperation between UIL and the University of Hamburg



The Adult Education section of the German Society for Educational Sciences marked its 40th anniversary at its annual meeting on 22 September 2011. Speaking at the event, UIL Director Arne Carlsen expressed his intention to intensify UIL's fruitful collaboration with the hosts of the meeting – the University of Hamburg.

In his speech he emphasised that adult learning and education are key components of an overarching and comprehensive lifelong learning system. Such a system integrates formal, non-formal and informal learning, and addresses – explicitly and implicitly –

both youth and adult learners. He argued that only an informed, literate and active citizenry can effectively meet the challenges our societies are facing – and that this is only possible by placing adult learning and education at the centre of policy and action, as a transversal agenda that cuts across policy domains and resource allocations.

The University of Hamburg and UIL have undertaken steps to concretise and strengthen their collaboration, including follow-up work to the Leo Level One study on adult literacy skills in Germany.

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Building a Learning Society in Viet Nam



In recent years, the Government of Viet Nam has striven to improve access to lifelong learning opportunities. From 2005 to 2010, it introduced its National Scheme on Building a Learning Society. It is now developing the successor Scheme (2011-2020), having established a National Steering Committee on Building a Learning Society in June 2010, chaired by the Deputy Prime Minister. Similar steering committees have been established at provincial and district levels.

In response to a request from UNESCO Hanoi, UIL provided technical support to a mapping exercise on priority-setting, roles and responsibilities of different sectors in implementing the new National Scheme. UIL staff facilitated two workshops organised by the Ministry of Education and Training of Viet Nam and UNESCO Hanoi on 23 and 30 August 2011 in Hanoi. As result of the workshops, the 22 member organisations of the National Steering Committee reviewed their strategies to expand learning opportunities and discussed ways of improving synergies with other members. Field visits and meetings with key stakeholders in three provinces and districts illustrated innovative approaches in building a learning society at local level. UIL will contribute to the development of a handbook on building a learning society for community learning centre personnel.

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Contributions of Inter-Governmental Organizations to World Education

In its National Outlines for Education Reform and Development 2010 – 2020, China has committed to strengthen collaboration with UNESCO and other international organisations and



participate actively in global and regional education cooperation. Against this background, Shanghai Normal University (SHNU) hosted a Symposium from 20 to 22 September 2011 under the above title to recognize the functions and approaches international organizations contributing to world education development and to explore opportunities for China to strengthen international cooperation in education.

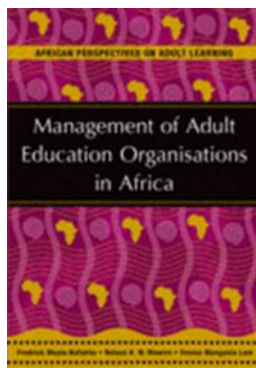
Representatives of OECD, EU, the World Bank and three UNESCO institutes (IBE, IIEP and UIL) made presentations on the roles and contributions of their respective organizations to world education development. The UIL representative highlighted the institute's role in advancing lifelong learning with an emphasis on literacy and adult education through advocacy, research, capacity-building and networking.

Besides officials of the Ministry of Education and National Commission for UNESCO of China and Shanghai Education Commission, about forty professors and scholars from some universities in Beijing, Shanghai and Zhejiang participated in the Symposium.

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Recent Publications

Management of Adult Education Organisations in Africa



Adult education is now considered a mainstream academic discipline in several African countries, and its importance in today's knowledge and "ideas" economies is growing steadily. It is provided by organisations such as public universities, training colleges, corporate universities and employers. The successful operation of educational organisations requires sound leadership and management. Management of Adult Education Organisations in Africa examines African perspectives of managerial leadership, highlighting the importance of management in the design and effective delivery of adult education programmes.

The ten chapters in this book focus on the following:

Management and diversity; Leadership in adult education organisations; Management approaches in Africa; Human resources development; Organisational development and change; Ubuntu embedded leadership and organisational learning; Planning, implementation and evaluation; Time management in an organisation;

Financial management; and The challenges and opportunities of managing adult education organisations.

Making explicit reference to African models and understandings of management, chapters in Management of Adult Education Organisations in Africa include a set of learning objectives, definitions of key terms and clearly written summaries of the essential information and discussion points. Additional activities, case studies and suggested reading material help to provide a complete resource for students of management in an adult education context. The book will have special appeal to those wishing to learn about and embark on an educational management career. It will also be a useful reference source to those who are already in positions of management and leadership of educational organisations.

The African Perspectives on Adult Learning series was conceived and funded by the UNESCO Institute for Lifelong Learning and the Institute for International Cooperation of the German Adult Education Association (dvv international).

Authors: Fredrick Muyia Nafukho, Nelson H.W. Wawire and Penina Mungania Lam

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CONFINTEA VI follow-up special edition of UIL's journal *International Review of Education*

Volume 57, Numbers 1-2, 2011 is a Special Edition, entitled CONFINTEA VI follow-up: The challenges of moving from rhetoric to action, and guest-edited by Carolyn Medel-Añonuevo, Carlos Alberto Torres and Richard Desjardins.



The edition includes articles that survey the adult education landscape in the wake of the Sixth International Conference on Adult Education (CONFINTEA VI), which took place in Brazil in 2009. In particular it examines the issues and challenges ahead if adult education is to be embedded in educational plans and strategies. Written by an impressive array of international scholars and activists, this edition of the *International Review of Education* is essential reading for all those who are serious about implementing adult education policy and practice.

Contents: CONFINTEA VI follow-up: The challenges of moving from rhetoric to action, C. Medel-Añonuevo, C.A. Torres and R. Desjardins; Adult education as a human right: The Latin American context and the ecopedagogic perspective, M. Gadotti; Learning/work: Turning work and lifelong learning inside out, S. Walters and L.

Cooper; Dancing on the deck of the Titanic? Adult education, the nation-state and new social movements, C.A. Torres; Sustaining advocacy and action on women's participation and gender equality in adult education, C. Medel-Añonuevo and A. Bernhardt; Inclusion of indigenous peoples in CONFINTEA VI and follow-up processes, S.L. Morrison and T.M. Vaioleti; Adult education and indigenous peoples in Latin America, S. Schmelkes; CONFINTEA VI follow-up and the role of university lifelong learning: Some issues for European higher education, B. Németh; CONFINTEA VI from a Canadian perspective, K. Rubenson and T. Nesbit; Formation des formateurs : Place dans une éducation de qualité des adultes, M.C. Diarra; Alphabétisation à travers l'Initiative LIFE et le suivi de CONFINTEA VI au Maghreb, M.A. Kissami; Defining and measuring literacy: Facing the reality, M. Ahmed; Measuring the continuum of literacy skills among adults: educational testing and the LAMP experience, C. Guadalupe and M. Cardoso; book reviews.

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Optimising Learning, Education and Publishing in Africa: The Language Factor



UIL and ADEA present the results of a comprehensive stocktaking research that assesses the experiences of mother tongue and bilingual formal and non-formal education in 25 sub-Saharan African countries as well as the creation of multilingual literate environments. The research has served as a foundation for the advocacy brief *Why and how Africa should invest in African languages and multilingual education* (2010) and the *Policy guide on the integration of African languages and cultures into education systems* (2010).

The authors of the study highlight that improvements in educational quality and learning outcomes derive from strong multilingual language models and socio-culturally relevant curricula which use African languages as media of instruction for at least six years. Further, they make the case that locally-based multilingual publishing will support the education sector effectively and help to develop a literate environment. Both educational quality and publishing are instrumental

in African nations' social and economic development, and in the continent's knowledge creation and scientific development.

Through this publication, policy-makers and others interested in how language use influences education and development obtain practice-based evidence and recommendations regarding policy, language education models, teaching, assessment and learning approaches, financing strategies and publishing adapted to the sub-Saharan African context.

Title: *Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa.*

Editors: Adama Ouane and Christine Glanz

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Visitors

18 August: Chinese Delegation from Shanghai referred to UIL by Hamburg Senate

24 August: Ms Joka Janssen, Springer Publishers Utrecht, the Netherlands

12 September: Ms Sigrid Prause, Head, Multilateral Cultural and Media Politics, German Foreign Office:

14 September: Ms Cornelia Pieper, Minister of State in the Foreign Office of Germany, Mr Max Maldacker, Head of the Executive Office of The State Minister, Ms Anna Prinz, Deputy Director General, Culture and Communication, Foreign Office of Germany

15 September: Mr Jakob Erle, Danish Intercultural Center, Cairo, Egypt

22 September: Mr Pätzold, Ms. Kil, Ms K. Popovic, Ms Strauch, German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung, DIE)

Staff Matters

Ms Ayda Hagh Talab from the Islamic Republic of Iran started her internship on 5 October.

Ms Joanne Runkel left UIL on 30 September 2011 after eleven years, working as a Project Secretary. We wish her all the best for her professional future.