

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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Foreword



The following pages bear witness to the wide array of advocacy activities, research, seminars, conferences, capacity-building workshops and publications, in which UIL has been involved in the past three months. Many network activities also testify to UNESCO's convening power, and to UIL's partnerships with national, regional and global stakeholders. You will find activities in all five regions in the world in the following pages, with a special emphasis on CONFINTEA VI Follow-up activities. UIL provides news updates every two to three days, and the increase in the number of visitors to UIL's website proves that this has been appreciated by our readership.

In spite of UNESCO's presently difficult financial situation, UIL will continue this high level of impact-focused activity in 2012, with a focus on policy-driven research, technical advice to governments, capacity-building and networking, in order to serve all Member States in developing learning societies, based on the humanistic values propagated by UNESCO.

Merry Christmas and a Happy New Year.

Arne Carlsen
Director, UIL

Key Activities

1) UNESCO is launching a reporting template for assessing progress in adult education



Following the recommendations made by 144 governments at the Sixth International Conference on Adult Education ([CONFINTEA VI](#)) in 2009, [a template](#) to report on progress in adult education has been developed by the UNESCO Institute for Lifelong Learning (UIL), with the support of the UNESCO Institute for Statistics and other experts. The template, available in English, French and Spanish, solicits data for the key areas identified in the [Belém Framework for Action](#) – policy, governance, finance, participation and quality. The template is intended to be a convenient and efficient means for Member States to provide background material for both the next Global Report on Adult Learning and Education (GRALE) in 2012 and the final evaluation of the [United Nations Literacy Decade \(UNLD, 2003-2012\)](#).

Adult literacy is the special thematic focus of the forthcoming edition of GRALE, given that the Belém Framework for Action reiterates the fundamental role of literacy in adult education, and that it coincides with the end of the UNLD. There will be a special theme in each future edition of the Global Report, which forms part of UNESCO's triennial international monitoring report series in adult education.

The need for valid and reliable quantitative and qualitative data to inform policy-making has been underlined repeatedly. However, consistent and comparable data of good quality on adult education in UNESCO Member States are scarce. It is anticipated that the national reports based on this template will contribute to generating the much-needed data to show progress in the field.

The template has been sent out to all UNESCO National Commissions. To complete the template and validate the data, Member States are requested to bring together the widest possible range of stakeholders. The template is accompanied by [explanatory notes](#), which aim to provide further clarification regarding the reporting procedure.

Member States are asked to submit their national progress reports to UIL by the end of February 2012.

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For more information

[CONFINTEA VI](#)

[United Nations Literacy Decade \(2003 - 2012\)](#)

[Reporting Template for National Progress Reports \(PDF 139kB\)](#)

[Explanatory Notes \(PDF 82kB\)](#)

2) Developing UNESCO Guidelines for the recognition, validation and accreditation (RVA) of non-formal and informal learning



Making visible and valuing individuals' real competences, in order to progress in lifelong learning, in employment and in personal development, have been the goal of the UIL programme on the recognition, validation and accreditation of non-formal and informal learning. The development of UNESCO Guidelines for the recognition of all learning

outcomes as a pillar of lifelong learning was requested at the Sixth International Conference on Adult Education (CONFINTEA VI) held in Brazil in 2009, and endorsed in the Belém Framework for Action.

As part of this process, an Expert Group Meeting was held on 13-14 October 2011 at UIL, with participants from Germany, Thailand, Jordan, Mexico and Mauritius, representing the different regions. Representatives from international and regional agencies also took part: the Association for the Development of Education in Africa (ADEA), the European Centre for the Development of Vocational Education (Cedefop) and the European Training Foundation (ETF).

The Expert Group reviewed a synthesis report based on responses from 42 member states as well as UIL research findings. In the next few months UIL will revise the draft Guidelines and hold further consultations with member states in different regions.

3) The First CONFINTEA VI Fellowships Programme



The first CONFINTEA VI Fellowships programme commenced on Monday 28 November, at UIL. Until the end of the programme, on 9 December, six fellows from Africa and Asia used UIL's resources to reflect on and devise strategies for the implementation of the Belém Framework for Action in their countries.

The Fellows are senior specialists in adult education or adult literacy from Burkina Faso (Mr Emile Kahoun), China (Ms Haihong Lu), Côte d'Ivoire (Ms Yvette Kouassi), Ghana (Ms Susan Berdie), Mongolia (Mr Khantulga Togoontumur) and Viet Nam (Ms Bui Thanh Xuan), all of them working in or having close relations with their respective governments.

UIL's Director and staff welcomed the fellows at the opening session. The two-week Fellowships programme comprised a mix of leading thematic presentations by UIL colleagues, group work and individual study time, during which the Fellows were able to benefit from the rich resources of the Institute's Documentation Centre. The agenda was organised into seven thematic modules based on the key components of the Belém Framework for Action.

At the end of the programme, each of the six fellows prepared a draft proposal for a national policy and strategy framework to implement the Belém Framework for Action in their countries.

From the Regions

Africa

UIL and BREDA sign RAMAA partnership deal



On 4 November 2011, the UNESCO Institute for Lifelong Learning (UIL) and the UNESCO Regional Bureau for Education in Africa (BREDA) signed a memorandum of understanding on the co-piloting of action research to measure the learning outcomes of literacy programme participants (RAMAA). The aim of this project, which was launched by the UIL, is to give countries a system that allows them to measure, monitor and evaluate basic literacy and post-literacy programmes for adults based on the development and testing of tools to measure learning. These tools will be designed with the aid of a single multi-country skill description. This cooperation with UNESCO/BREDA is of particular importance due to the fact that the countries participating in the pilot phase – Burkina Faso, Mali, Morocco, Niger and Senegal – are in Africa, where there is a huge need for greater capacity to evaluate learning. The two UNESCO bodies will therefore pool their expertise to help these countries in their efforts to adopt measurement tools. RAMAA will make a significant contribution to fact-based advocacy for adult literacy programmes.

Adult and non-formal education in the Democratic Republic of Congo's education management information system



With the assistance of UNESCO, the Democratic Republic of Congo is currently developing a decentralised sector-wide education management information system. In collaboration with UNESCO's International Institute for Educational Planning and UNESCO Kinshasa, UIL provided training on indicators for formal and non-formal education to a team of education planners and statisticians from the provincial government of Katanga from 10 to 16 November 2011. This newly-formed team is preparing to analyse recently-collected data on formal and non-formal education.

UIL highlighted current trends in indicator development for adult and non-formal education in different world regions and facilitated reflection on indicators for this sub-sector in the Democratic Republic of Congo.

Addressing vulnerable youth in Africa



The Africa Policy Forum on Literacy and Basic Life Skills for Vulnerable Youth was held 26-29 September 2011 in Bamako, Mali. It brought together 70 participants from Burkina Faso, Ghana, Liberia, Mali, Nigeria, Senegal and Sierra Leone. The Forum was jointly organised by the UNESCO Institute for Lifelong Learning, the UNESCO Bamako Cluster Office, with support from the Canadian International Development Agency (CIDA).

Directors of Literacy Offices and other government representatives, civil society and vulnerable youth were able to examine national policies relating to youth and their access to literacy and basic life skills, as well as to share innovative practice responding to the particular needs of vulnerable youth. A highlight of the meeting was the presentation of the UIL and CIDA research on outreach to vulnerable youth. UNESCO's commitment to youth was reaffirmed by the active participation of 17 young people in policy and programme discussions. By the end of the meeting, each country team had produced an action plan on how to implement targeted programmes for vulnerable youth.

Arab States

Support to Vulnerable Youth in the Arab States, Cairo, Egypt, 17-20 December 2011



UNESCO Institute for Lifelong Learning (UIL) and UNESCO Cairo Office are partnering with the Danish Egyptian Dialogue Institute to co-organise a sub-regional policy forum on literacy and basic life skills for vulnerable youth in the Arab states in Cairo from 17 to 20 December 2011 with the support of the German government, with representatives from Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Sudan and Yemen.

This policy forum provided a space for policy-makers and practitioners to identify vulnerable groups of young men and women in respective countries and to analyse existing policies and programmes which provide literacy and life skills education for them.

[Press Release \(English\)](#)

[Press Release \(Arabic\)](#)

Six Middle East and North Africa (MENA) countries explore ways to strengthen adult continuing education and training



Fifty policy-makers and experts from six UNESCO members – Egypt, Jordan, Lebanon, Morocco, Palestine and Tunisia – attended a Workshop in Amman, Jordan, 29-30 November, entitled “Strengthening Adult Continuing Education and Training as an Integral part of a Lifelong Learning Strategy”.

After being opened by the Secretary-General of the Ministry of Education of Jordan, with a message from the Minister of Education, the Workshop analysed the competences needed in light of social, economic and political demands. It explored how to assure the quality of adult and continuing education and training and examined how adult continuing education and training opportunities contribute to further learning and qualifications, enhance employment and facilitate equity. The Workshop adopted an Action Plan which recommends actions to set up a management system that makes overall plans, coordinates and gives guidance to the different academic, vocational training and community learning programmes. Supported by grants from the German Government, the Workshop was organised by UIL, in collaboration with the Ministry of Education of Jordan, the National Commission for UNESCO of Jordan, UNESCO Offices in Beirut and Amman, the Technical and Vocational Education and Training (TVET) Section at UNESCO Headquarters, the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), and the Amman Office of the German Folk High School Association (dvw international).

Regional consultation on new literacy initiative in Arab States



The Literacy Enhancement Arab Programme (LEAP) is a regional coordination and support mechanism to streamline national and international efforts in literacy and adult education in the Arab region, jointly steered by UNESCO, ALECSO (Arab League Educational, Cultural and Scientific Organization) and ISESCO (Islamic Educational, Scientific and Cultural Organization).

Participants from Egypt, Iraq, Jordan, Kuwait, Lebanon, Oman, Saudi Arabia, Syria, Tunisia and the United Arab Emirates discussed its activities, priorities and timelines at a regional consultation meeting organised and hosted by the UNESCO Regional Bureau for Education in Beirut on 15-16 November. Bettina Bochynek of UIL presented the key issues of the Belém Framework for Action to explore the role LEAP can play in following up CONFINTEA VI.

To address the lack and/or unreliability of data, the clearest priority for LEAP is improved data collection. A second major issue is quality improvement. General priority issues include advocacy, clarification of concepts, capacity-building and the integration of adult education into overall planning.

To be launched in 2012, LEAP will serve to renew momentum and coordinate activities in literacy and adult education with a lifelong learning perspective. Evaluations are planned in 2014 and 2016. Based on the results of the meeting, a draft work plan for LEAP will be prepared, which will help to mark and strengthen linkages with the CONFINTEA VI follow-up process.

Asia & Pacific

Malaysia adopts national strategy for lifelong learning



Several countries in Asia and the Pacific are developing national strategies for lifelong learning in order to become learning societies. In a well-attended International Lifelong Learning Conference in Kuala Lumpur 14-15 November, “Transforming Nations through Enculturation of Lifelong Learning”, the Deputy Prime Minister of Malaysia launched the “Blueprint on Enculturation of Lifelong Learning for Malaysia 2011-2020”. In his speech he stressed the importance of this national strategy as Malaysia’s tool to move from a middle-income to a high-income country by 2020.

The Minister of Higher Education in his speech (read by his Deputy) focused on the ambitious goal of attaining a participation rate of 50% in adult education and lifelong learning by 2020. The conference was jointly organised by Ministry of Higher Education, Open University Malaysia and Universiti Kebangsaan Malaysia, in cooperation with the ASEM Lifelong Learning Hub, and attracted some 250 participants, including 70 international delegates.

In his keynote address, Sir John Daniel, President and CEO of the Commonwealth of Learning, highlighted three projects with lessons for Malaysia, and UIL Director Arne Carlsen’s keynote presented the European experience in lifelong learning, as well as the CONFINTEAVI Follow-up process.

National Lifelong Learning for All Activities Week in China



At the invitation of the Government of China, Mr Arne Carlsen, Director of UIL, visited China for the Opening of China's National Lifelong Learning for All Activities Week, which took place on 22 October in Wuhan. This year's national event is the seventh of its kind since 2005. Nationally, the number of cities, districts and counties organising lifelong learning activities week has grown from 10 in 2005 to 215 in 2011.

In his congratulatory address, Mr Carlsen lauded the progress China has made in building a learning society. He pointed out that the concept of a learning society can apply to a nation as a whole, or to a province, a city or a community, and that a learning society in a state can only be built province by province, city by city, community by community, and family by family. The address expressed hopes that all participants from the provinces and cities commit themselves to making concrete efforts to transform the rhetoric of lifelong learning into real action. In a forum following the Opening Ceremony, Mr Jin Yang, Senior Programme Specialist at UIL, made a presentation on Building Learning Cities as a Strategy for Promoting Lifelong Learning. Prior to the event, exploring opportunities for UIL to strengthen collaboration with the Chinese authorities, Mr Carlsen held meetings in Beijing with Mr Hao Ping, Vice Minister of Education; Mr Zhu Xinjun, President of the Chinese Adult Education Association; Ms Hao Keming, President of the Chinese Society of Education Development Strategies; Mr Du Yue, the Secretary-General of the National Commission of China for UNESCO, as well as with other senior officials and experts.

Support to Papua New Guinea to raise the profile of literacy and NFE



In the course of providing technical assistance to the programme "Accelerating National Efforts in Papua New Guinea to Achieve EFA through LIFE", UIL was able to brief the Minister of Education and the First Secretary on the need for increased literacy efforts. Reporting to them on the outcomes of two technical workshops which took place in November, UIL Senior Programme Specialist Ulrike Hanemann highlighted the importance of addressing literacy within a lifelong learning perspective. Recommendations included strengthening the Ministry's institutional response and developing a coherent policy and strategic plans at sub-national level for literacy and non-formal education. They also included designing a flagship programme for adults, leading to a certificate equivalent to a qualification in formal basic education.

The urgent need for strong political leadership at the highest level to address the national literacy challenge has become even more evident in light of the results of a recent survey conducted by the Asia South Pacific Association for Basic and Adult Education (ASPBAE) and the Papua New Guinea Education Advocacy Network (PEAN) in five provinces. Literacy rates in four of the five provinces were less than 15%, while in the fifth province the literacy rate was 25%. In addition, the survey found significant gender disparities in literacy and education. Of those attending primary and secondary school, less than 20% were classified as literate.

The ageing society and the world of work



Some 20% of Europeans are aged over 60, compared with 10% in Asia and Latin America and 5% in Africa. It is predicted that for every three adults aged over 65 there will be four aged 15-64 in Japan, the Republic of Korea and Italy in the near future. In ageing societies (which are getting even older), recognising, validating and accrediting non-formal learning are key in updating older adults' qualifications, skills and competences for the labour market. Lifelong learning is needed in young societies too, for young and old – whether

literacy, basic skills, compensatory adult education, continuing education and training, or human resource development.

This conclusion was drawn by UIL Director Arne Carlsen in his keynote at the third international conference "Lifelong Learning Prospects in the Ageing Society: Integrating Lifelong Learning and Work" held by the Republic of Korea's National Institute for Lifelong Education (NILE) in Incheon on 1 September. It was opened by Director Sang-Jin Lee of the Ministry of Education, Science and Technology; Taeck-Soo Chun, Secretary-General of the Korean National Commission for UNESCO; Byung-Don Jo, Mayor of Icheon; and NILE president, Un-shil Choi. CEDEFOP (the European Union's Centre for Vocational Education and Training), OEI (the Ibero-American Organisation for Education, Culture and Science; ADEA (the Association for the Development of Education in Africa) and several Korean institutions gave further presentations.

The lifelong learning festival which followed attracted thousands of local residents to speeches, concerts and exhibitions of learning opportunities.

Latin America & Caribbean

20 countries active in CONFINTEA follow-up in Latin America and the Caribbean



The Regional CONFINTEA VI Follow-up meeting for Latin America and the Caribbean took place in Mexico in May 2011. Delegates at the meeting worked on finalising a draft matrix of follow-up actions in the Latin American and Caribbean context, developed by the Regional UNESCO Bureau in Santiago (OREALC), and based on a Global Matrix developed by UIL. The finalised regional Matrix was sent to all countries in August, and by October, 20 countries had responded to this consultation on their views of the importance of the

regional action lines and their preparedness to participate in different regional projects.

A synthesis report with the consultation results was sent to all Ministers of Education in Latin America and the Caribbean in November by OREALC and UIL.

The outcome shows a commitment to all regional action lines proposed in the regional Matrix. However, those related to quality aroused greatest interest:

- developing criteria to improve the quality of curriculum and teaching materials;
- developing profiles and criteria for teacher training for youth and adults, including volunteers and popular educators, in cooperation with university education centres; and
- strengthening research capacity in adult learning and education, through the establishment of a network of specialised institutions.

On the basis of this, information projects at regional and or sub-regional level will be developed to support the implementation and monitoring of the commitments to the Belém Framework for Action. Already underway is the establishment of a Regional Observatory on Youth and Adult Education, which will play an important role in the regional CONFINTEA Follow-up in the region in the coming years.

Ibero-American Congress for Lifelong Learning and Technical Education



The Ibero-American Congress for Lifelong Learning and Technical Education was held in Asunción, Paraguay from 27 to 28 September. Taking part were 25 ministers or vice-ministers and 3,000 teachers and researchers. The Congress was convened by the Organisation of Ibero-American States (OEI) in order to present and discuss its Education

Strategy and Plan for Literacy and Adult and Youth Education. At a special ceremony a Memorandum of Understanding between OEI and UNESCO/UIL was signed.

In his keynote address “Youth and adult education and learning in relation to labour markets today – The CONFINTEA VI Follow-up”, UIL Director, Arne Carlsen reviewed the current global labour market. He presented CONFINTEA VI and its follow-up process, and stated that youth and adult learning and education cannot remain only a philosophy.

CONFINTEA VI signalled that now is the moment to implement policies and strategies for lifelong learning. Many regions are already moving towards this goal. Mr Carlsen emphasised that lifelong learning is needed for both economic and social development, and that UNESCO focuses as well on the need for sustainable development. In guiding and driving policies, he stressed UNESCO’s position on the importance of humanistic values and human rights.

Europe & North America

South-Eastern Europe starts to prepare national CONFINTEA VI progress reports



Country teams will be set up in Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia and Slovenia to prepare the first post-CONFINTEA VI national progress reports on adult education and learning. This is the result of a sub-regional capacity-building meeting for South-Eastern Europe in Budva, Montenegro, on 22-24 November, organised by the DVV International Regional Office.

UIL explained how countries should complete the CONFINTEA VI reporting template that has been prepared jointly with the UNESCO Institute for Statistics and also the United Nations Literacy Decade evaluation, that has been prepared by the UNESCO’s Literacy Section, and that was sent to member-states at the same time. The meeting helped to clarify questions and provided a clear picture of how the reporting templates can serve the countries’ own information needs, echoing the meeting’s motto, “Think CONFINTEA – Act local!” The critical importance of involving different stakeholders in the reporting process was well understood, and factored into the preparation of national reports.

The CONFINTEA template will be used in all future rounds of national progress reporting on the implementation of the Belém Framework for Action, and to prepare forthcoming editions of the Global Report on Adult Learning and Education (GRALE). The UNLD template will be used in a forthcoming evaluation. To further support countries in the process and to help finalise reports, DVV International will organise a second sub-regional capacity-building meeting in February 2012.

Basque Government launches law on lifelong learning



At the Second International Congress on Lifelong Learning organised by the Basque Government in San Sebastian 7-9 November, the President of the Government, Patxi López, addressed some 500 members of parliament, directors and staff from technical colleges, adult and secondary education, universities and other institutions. The presentation was entitled “Euskadi wants learning throughout life to become a strategic guideline for the future for our country”. Isabel Celaá, Minister of Education, Universities and Research, gave a strong, motivational speech about the need for an education that will build peace in people’s minds.

The ground was thus prepared for a keynote speech at the opening event by the former President of the European Commission, Jacques Delors, on “The Treasure Within. Learning to know, learning to do, learning to live together, learning to be. What is the value of that treasure 15 years after its publication?” UIL Director Arne Carlsen, representing the Director General of UNESCO, Ms Irina Bokova, gave a presentation at the Congress’ closing event with a statement on “The future of lifelong learning in the world from the point of view of UNESCO”.

The law on lifelong learning will be passed in the Basque Parliament in December.

Annual gathering of adult educators in Slovenia



Every year the Slovenian Ministry of Education and Sports and the Slovenian Institute for Adult Education organise a national conference which brings together all stakeholders in adult education. The forum discusses the achievements of the sector for the year and the future challenges it faces. At this year’s meeting, held 15-16 November in Ptuj, the Minister of Education, Igor Lukšič, addressed the 200 participants where he expressed his satisfaction with the critical contribution of adult education and the Ministry’s continued support to the field. To mark the 20th anniversary of the Slovenian Institute for Adult Education, Carolyn Medel-Añonuevo, UIL’s Deputy Director, was invited to deliver a keynote speech, “Asserting the Role of Adult Education in Transforming the World”. She explained that amid rapid and complex demographic, social, political, economic and climatic change, adult education has an important role to play. The rapid development of ICTs and many countries’ transition to knowledge economies make it imperative that adults have the necessary skills to participate actively in their societies. The Belém Framework for Action builds on five previous international conferences on adult education to ensure that countries have robust adult education systems that can support their citizens in facing these challenges and enable them to help transform the world into a better place for present and future generations.

Other speakers addressed topics such as European economic policies, pedagogy and participation, and funding. One of the key issues raised concerning the latter is the increasing amount of funds going to vocationally-oriented programmes (now 47 per cent).

Portugal’s New Opportunities Initiative (NOI) has made a real difference to real people’s lives



Over 1 million people have enrolled on one of the largest Portuguese governmental programmes in recent decades to recognise and accredit prior learning and to upgrade adults’ low skill levels to secondary-level qualifications.

Why have so many participated? It is mainly because NOI was designed to fit people’s needs, lifestyles and life rhythms. It gave people a sense that their experience matters, and demonstrated what would be the clear benefits of participating – a major improvement in basic skills, and a bridge to formal learning and jobs.

The benefits of replicating this experience in other European countries such as Poland and Greece, as well as the now uncertain future of the NOI following the election of a new Portuguese government, were the main discussion points at the International Seminar on Innovation in Public Policy organised by UIL, CEPCEP, Universidade Catolica Portuguesa and MENON Network, in Brussels on 15 November.

Independent research conducted on NOI was published in the book *Accreditation of Prior Learning as a Lever for Lifelong Learning: Lessons learnt from the New Opportunities Initiative, Portugal*. The research formed the background for the seminar discussions.

[\(PDF 6.902 KB\)](#)

Adult learning in Bosnia and Herzegovina



There is a growing consensus in Bosnia and Herzegovina that adult learning – used as a blanket term for adult education and continuing vocational training – is of great importance for the country’s socio-economic development. Several strategic frameworks guide the development of adult learning: the Sarajevo Declaration on Lifelong Learning and Adult Education; the VET Development Strategy 2007-2013; the Strategic Direction for Education 2008-15 and the Roma Decade, as well as developments deriving from the EU integration process. The country’s National Report produced for CONFINTEA VI formed a basis for discussions on adult learning at the European Training Foundation (ETF) workshop “Vocational education and training reforms within a lifelong learning perspective in Bosnia and Herzegovina: what is at stake?”, held in Banja Vrućica on 26 October. Key national stakeholders reviewed recent achievements, challenges and opportunities in VET policy implementation, with a specific focus on adult learning.

There were contributions from Margareta Nikolovska, ETF country manager for Bosnia and Herzegovina, Slavica Ivosevič, Director, VET Department and Daria Duilovič, Education Department of the Ministry of Civil Affairs. Jose-Manuel Galvin Arribas, ETF expert in Governance and Lifelong Learning, presented the EU perspective on adult education and training (2011-2020), while Madhu Singh from UIL spoke about adult learning policies internationally.

Building learning cities and regions in Europe



Many cities and regions in Europe have developed strategies to foster a learning culture vis à vis economic, social and environmental change. The goal is the development of “learning cities” and “learning regions”, concepts that cities and regions can adapt to new knowledge and to new situations.

Investing in the Future – Building Learning Cities and Regions in Europe was the theme of a conference organised by EUROlocal at Murten, Switzerland from 27 to 29 October. It brought together some 50 academics and practitioners from 15 Member States in Europe. Discussions covered all aspects of learning cities and regions. Mr Jin Yang, UIL Senior Programme Specialist, gave a plenary presentation on building learning cities as a pragmatic approach to promoting lifelong learning in the international community.

Funded by the European Commission, the purpose of the EUROlocal project is to gather together all knowledge, tools, learning materials, strategies, cases studies of good practice, charters and publications on Learning Cities and Regions and to place them into a storehouse that can be accessed by all interested in this topic.

Miscellaneous

2012 CONFINTEA VI fellowships offered by UIL



In 2012 the UNESCO Institute for Lifelong Learning will offer a further six fellowships for key personnel from Member States to improve adult education at country level by supporting the implementation of the CONFINTEA VI Follow-up. They will be invited in October 2012 for a research-cum-capacity-building visit of one month. Participants should be government officials and senior specialists in adult education. Interested candidates

are asked to submit a written application to UIL through their National UNESCO Commission by the end of February 2012.

The overall aim of the CONFINTEA VI Fellowship Programme is to reinforce Member State capacity in executing the Belém Framework for Action at country level. The Belém Framework for Action, adopted by 144 countries at the Sixth International Conference on Adult Education (CONFINTEA VI), entails recommendations to improve policy, governance, financing, participation and quality in adult literacy and adult education in a perspective of lifelong learning.

One of the outcomes anticipated is that senior experts from Member States will develop specifically their capacity in policy analysis and formulation in support of adult education and adult literacy.

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ALADIN Adult Learning Documentation and Information Network

The Adult Learning Documentation and Information Network (ALADIN) is a follow-up project of CONFINTEA V. Since 1997 it has been connecting documentation and information services in adult learning and literacy to support networking, information-sharing and capacity-building. The ALADIN members list has been updated during the summer. After updating all ALADIN membership information, there are now 96 ALADIN members from 49 countries from all regions of the world.

In the coming weeks the printed version of the ALADIN Directory of Members 2012 will be available free of charge.

For more information on ALADIN please visit the

[ALADIN Website](#)

[the ALADIN Facebook entry](#)



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:

- [Community Self-prevention Against Trafficking of Women and Children \(CSPATWC\) \(Cambodia\)](#)
- [Bilingual Education Programme \(BEP\) \(Thailand\)](#)
- [REFLECT Literacy and Livelihood Programme \(Sudan\)](#)
- [Somali Distance Education and Literacy \(Somalia\)](#)
- [Non-Formal Education and Livelihood Skills Training Programme \(NFELSTP\) \(Uganda\)](#)
- [Community Education Centres for Literacy and Vocational Skills \(Sierra Leone\)](#)
- [Virtual Assisted Literacy Programme \(Colombia\)](#)
- [Zé Peão School Project \(Brazil\)](#)

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.

Events

Adult Literacy: What policies and programmes really work? High-Level Research Seminar, UIL, 12-13 December 2011



In order to support the commitment from CONFINTEA VI and the Belém Framework for Action to redouble efforts in adult literacy, UIL organized a High-Level Research Seminar in Hamburg from 12 to 13 December. Key objectives were to identify trends and critical issues in adult literacy and to map existing literacy research initiatives and global priorities.



Think Tank on the future of Lifelong Learning. UIL, Hamburg, 14-15 December 2011

UIL has invited a number of internationally-renowned thinkers and scholars to reflect collectively on key aspects and trends for the future of lifelong learning, on 14-15 December in Hamburg. Key objectives were to brainstorm questions, issues and avenues of enquiry to embark on, with regard to conceptual clarification, policy and programmatic issues in lifelong learning from a global perspective.



Lecture: How brain research can improve teaching and learning in adult literacy

Why are literacy learning achievements often modest and progress slow? Which cognitive processes are involved when adults learn to read? How can these processes be supported through more efficient methods and modern technologies? What are the implications for policy, programme design and teacher training?

These were some of the key questions raised by Helen Abadzi, Senior Education Specialist at the Education for All – Fast Track Initiative Secretariat (World Bank), in a lecture organised by UIL on Tuesday 11

October. Representatives from Hamburg University, the Hamburg Adult Education Centre for Literacy and Basic Education, the Federal Association for Literacy and Basic Education and UIL staff took part in a lively discussion with the Greek educational psychologist who has vast experience of working in many low-income countries in Africa, Asia and Latin America.

A key insight was that reading involves complex cognitive processes. It is critical to help learners quickly to attain a reading speed of one word per second. Realistically, only this level of automaticity can enable independent reading. In debate it became clear that it is important not only to improve understanding of these processes by literacy providers and teachers in order to increase the efficiency of their work. It is just as important to convince decision-makers to invest in good-quality adult literacy instead of squandering money on low-quality provision, with long-term costs for the societies concerned.

Recent Publications

Accreditation of prior learning as a lever for lifelong learning: lessons learnt from the New Opportunities Initiative, Portugal



The book gives an account of the research conducted in the independent evaluation of the New Opportunities Initiative (NOI), one of the largest Portuguese governmental programmes in recent decades to upgrade qualifications. The NOI demonstrates that the recognition of non-formal and informal learning is crucial in order to improve the competences needed in our societies today. This book reflects on the NOI and its potential for societies in Europe and the rest of the world.

The publication is based on a solid foundation of empirical evidence, encompassing seven papers subjected to an extensive academic peer review procedure.

The UNESCO Institute for Lifelong Learning, together with its partners in this publication, MENON and the Study Centre on Peoples and Cultures of the Portuguese Catholic University (CEPCEP), hopes that discussions on the NOI research papers will help to shed light on a reform agenda that is of the greatest urgency in our continuing and lifelong learning systems.

Research Director and Editor: Roberto Carneiro

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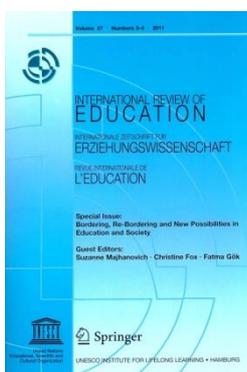
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IRE Special Issue: Bordering, Re-Bordering and New Possibilities in Education and Society



Volume 57, Numbers 3-4, 2011 is a Special Edition, entitled Bordering, Re-Bordering and New Possibilities in Education and Society, and guest-edited by Suzanne Majhanovich, Christine Fox and Fatma Gök.

The collection of papers appearing in this volume is an outcome of a gathering of some 1500 academics and practitioners at the XIV World Congress of Comparative

Education Societies, held at the prestigious University of Boğaziçi in the city of Istanbul, Turkey. From 13–18 June 2010, the historic Congress celebrated the 40th Anniversary of the World Council of Comparative Education Societies (WCCEs) since its foundation in 1970. Participants from more than 100 countries attended the Congress, and over 800 papers were presented. It was also an historic occasion for Istanbul and the co-hosts, the Turkish Comparative Education Society (TÜKED). As the designated European Capital of Culture for 2010, Istanbul city welcomed the event as a fitting celebration of Istanbul's educational scholarship in a global presence.

Contents: **Bordering and re-bordering in education: Introduction**, C. Fox, S. Majhanovich and F. Gök; **“Quality's others'?” The politics of bordering and rebordering our educational standards**, C. Soudien; **The new spatial politics of (re)bordering and (re)ordering the state-education-citizen relation**, S. L. Robertson; **From barriers to bridges: An investigation on Saudi student mobility (2006–2009)**, B. D. Denman and K. T. Hilal; **Frontières, traduction et politiques de la différence : la tâche herméneutique de l'éducation comparée**, R. Malet; **Self and the other in the Confucian cultural context: Implications of China's higher education development for comparative studies**, R. Yang; **Re-bordering spaces of trauma: auto-ethnographic reflections on the immigrant and refugee experience in an inner-city high school in Toronto**, G. Feuerverger; **Language learning through critical pedagogy in a “Brave New World”**, Z. M. Derince; **Colonial legacy, women's rights and gender-educational inequality in the Arab World with particular reference to Egypt and Tunisia**, N. Megahed and S. Lack; **Women and higher education in Iran: What are the implications for employment and the “marriage market”?**, G.M. Rezai-Rashti and V. M. Moghadam; **What underlies the shift to a modality of partnership in educational development cooperation?**, M. Mason; **Tradition, globalisation and language dilemma in education: African options for the 21st century**, H. Rwantabagu; **Re-bordering comparative education in Latin America: Between global limits and local characteristics**, F. Acosta and C.G. Perez Centeno. Contact: r.hoener@unesco.org

Visitors

Adult education students from Hamburg University discover the resources in UIL's library and its documentation centre



About 50 students from Hamburg University's adult education department visited UIL on 17 and 18 November to learn more about the Institute's work, the role of adult education in the UNESCO context and the possibilities of drawing on the Institute's extensive bibliographic resources for their own academic research.

By recounting the Institute's history, from its foundation in post-war Germany to its current status as a fully-fledged UNESCO Category I institute, UIL staff illustrated how UNESCO sees education as a key to human, social and economic development and how these core values are the fundamental basis for the Institute's programmes today in literacy, non-formal education and adult learning. An introduction to UNESCO's role in shaping global education policy was followed by an intensive debate, in which it transpired that UNESCO's mission “Building peace in the minds of men and women” is not only relevant for today's adult education students but also an inspiration for them to pursue an international career in this field.

The students were also introduced to UIL's library with its large collection of materials on lifelong learning, adult learning and literacy from all over the world and invited to use these facilities for their academic work.

Lifelong Integrated Education in Japan

Four members of Nomura Center for Lifelong Integrated Education headed by its Director General, Ms Yumiko Kaneko, met with UIL Director and staff on 4 October 2011. This Center has evolved from a small support group of housewives concerned about the children's education in post-war prosperity to a nation-wide network of volunteers promoting the learning and practice of LLL in contemporary society. Through seminars *and counselling services, the volunteers are learning about the oriental meaning of learning and people's relation with nature.* The Center also has five overseas branches. UIL has been participating in the International Forum organised by the Center every four years.

11 October: Helen Abadzi, Senior Education Specialist at the Education for All - Fast Track Initiative Secretariat (World Bank)

17 October: Rosemarie Mielke, Vice-President, University of Hamburg

24 October: Anke Grotlüschen, Knut Schwippert, Department of Education, University of Hamburg

25 November: Paul Bélanger, University of Montréal, former Chairperson of the International Council of Adult Education (ICAE) and former Director of UIL

7 December: 24 Students of African and Asian Studies, University of Hamburg (UIL Library)

19 - 20 December: Mr Khadim Sylla, International Institute for Educational Planning (IIEP)

Staff Matters

Ms Lan Yang from China started her internship on 1 November, **Ms Victoria Hentschel** from Germany started hers on 5 December.

Ms Bettina Kuester, Assistant of the Director, has been back from her maternity leave since 1 December.

Ms Kirsten Tatam covering for the Assistant of the Director who was on maternity leave, left UIL on 31 December to complete her studies with Fernuniversität Hagen, Germany.

Ms Anna Bernhardt, Assistant Programme Specialist, accepted a consultancy at the UNESCO Antenna in Juba (South Sudan) from 10 December 2011 to 2 March 2012.