

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



Looking back, moving forward: 60 years of UNESCO in Hamburg - This was chosen as the epigrammatic slogan for UIL's 60th anniversary on 24/25 May 2012. UIL is looking back to its illustrious history involving grand names in the history of adult education such as Montessori and Freire, but also to its impact on pedagogical thinking, policy and practice in the latter half of the 20th Century and the first decade of the 21st Century. It is important to ascend from the shoulders of predecessors, to build on previous gains, and to keep the best from the past in constructing answers to present and future challenges and opportunities. UIL is therefore planning an Anniversary Publication for 2012 with a focus on 60 years of contributions to pedagogical thinking, that have proved to resist the wear and tear of time, and that still have a positive impact.

Moving forward is moving towards not only new challenges, but also to new opportunities. Lifelong learning is on the rise everywhere in the world of today. Building the learning society in different contexts, offering opportunities to those who normally do not have them, making a vast effort to include the excluded through EDUCATION and LEARNING, have led us to suggest to move forward, from "education for all" towards "lifelong learning for all". This issue of NEXUS contains news and information about capacity-building activities and attempts to reach out to the learner, with a focus on the learner.

Arne Carlsen
Director, UIL

Looking back, moving forward: 60 years of UNESCO in Hamburg



On 24/25 May 2012, the UNESCO Institute for Lifelong Learning (UIL) celebrated the 60th anniversary of its creation and presence in Hamburg, Germany. Founded as the "UNESCO Institute for Education" (UIE) in the aftermath of World War Two to rebuild the grounds for peace in Europe through cooperation in education, it played a pioneering role in putting literacy, adult education and lifelong learning on the policy map, first in Europe, and then globally. Today, the Institute is the key reference for global lifelong learning policy and practice: it coordinated UNESCO's Literacy Initiative for Empowerment (LIFE) in 35 countries until 2012, it encourages the sharing of best practices, produces the Global Report on Adult Learning and Education (GRALE) and shepherds the International Conference on Adult Education – CONFINTEA – of which the most recent one was held in Belém, Brazil in 2009.

Irina Bokova, Director-General of UNESCO, joined UIL in person on 24 May to celebrate its 60th anniversary. The festivities included an official reception by the Free and Hanseatic City of Hamburg, two public events in cooperation with the University of Hamburg, as well as several side meetings with UIL's international partners. The anniversary celebrations highlighted the successful work of the Institute in the past 60 years and the key role of lifelong learning for our societies in the future. As **Arne Carlsen**, the Director of UIL so clearly coined it: "We need to move forward, from "education for all" towards "lifelong learning for all". "

Pictures and supporting documents can be downloaded [here](#).

See also: [UNESCO website](#).

Key Activities

Preparation under way to establish the UNESCO Global Learning Cities Network (UNESCO-GLCN)



As part of its 60th anniversary events, the UNESCO Institute for Lifelong Learning (UIL) organised an informal consultative meeting on establishing the UNESCO Global Learning Cities Network (UNESCO-GLCN). The building of a learning region/area is one of the operational approaches which have been adopted in the international community to promote lifelong learning for all. Given the rapid pace of urbanisation, cities are shouldering increasing responsibilities for policy-making and provision of lifelong learning opportunities. A global network of learning cities would provide technical backstopping to many cities, and promote policy dialogue and peer-learning among them, as well as capacity development.

The meeting on 25 May 2012 reviewed progress made in recent months regarding UIL's preparation of the UNESCO-GLCN, brainstormed on the up-coming work for the rest of 2012 and 2013, and - most importantly - discussed the development of a comprehensive framework for assessing learning cities and for a Global Learning City Index.

1976 Recommendation on the Development of Adult Education



The Committee on Conventions and Recommendations of the Executive Board of UNESCO monitors three Conventions and eleven Recommendations. One of latter is the 1976 Recommendation on the Development of Adult Education. The UNESCO General Conference 36C/Resolution 13 (2011) acknowledges the monitoring of the Belem Framework for Action and the triennial Global Report on Adult Learning and Education (GRALE) as the key instruments for following implementation of the Nairobi Recommendation. According to the Resolution, a Plan of Action for the review and update of this Recommendation should be submitted to the 189th meeting of the Executive Board of UNESCO in March 2012.

The Executive Board has adopted this Plan of Action, and an expert group will now be established to submit a preliminary study of the technical and legal aspects relating to the desirability of revising the Nairobi Recommendation to the Executive Board at its 191st session (2013).

Activities in the Regions

Africa

Measuring adult learners' competences in the African Region

The multi-country research project on measuring literacy programme participants' learning outcomes



(RAMAA) will assess the competences of beneficiaries of adult literacy programmes in Burkina Faso, Mali, Morocco, Niger and Senegal. The learners' competences will be assessed against a set of competences derived from the actual uses of literacy in each country's context, a competence profile of learners as defined by literacy programmes, and a reflection on the kinds of competences that any citizen regarded as 'literate' in these countries needs to have in order to pursue autonomously his or her individual development and to contribute positively to society. The project is currently preparing its pilot field research. In the fourth international workshop of RAMAA the pilot field research phase was discussed. The workshop was organised in collaboration with the UNESCO Regional Bureau for Education in Africa (BREDA) and hosted by UIL from 18 to 20 April 2012. It was attended by the five country teams, experts from OECD, the UNESCO Institute for Statistics and the University of Liège, Belgium.

Further information on [RAMAA](#).

Establishing priorities for capacity development in adult literacy and education in Mozambique

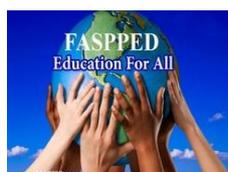


Further to a national seminar which took place from 28 February to 1 March in Beira, the same key staff of the Mozambican Ministry of Education, who coordinate adult literacy and education at the central and provincial levels, met on 14 and 15 May in Maputo to analyse the results of the capacity needs assessment exercise. In preparation for this second seminar, key stakeholders met in all 12 provinces to assess their capacity to

implement the Strategy of Adult Literacy and Learning in Mozambique (2010-2015). Its three pillars address access and retention, improvement of quality and relevance, and strengthening of institutional capacity. Assisted again by specialists from UNESCO Maputo, the UNESCO Capacity Development for EFA (CapEFA) Programme Team, and the UNESCO Institute for Lifelong Learning (UIL), around 30 participants discussed the nature of the differences found in the assessment and identified priority areas which need to be addressed in the future. Participants also decided on three major activities to be included in the work plan to be supported through UNESCO's 2012-2013 CapEFA Programme cycle for Mozambique: development of a partnership coordination mechanism, improvement of teaching quality and strengthening of human resource management.

Asia & Pacific

Parliamentarians in Asia and the Pacific poised to play an active role in promoting lifelong learning



UNESCO has encouraged and supported the establishment of parliamentary networks for promoting education. The "Forum of the Asia-Pacific Parliamentarians for Education" (FASPPED) was established in October 2008. From 28 to 30 April 2012, three important events of FASPPED were held back to back in Teheran: (1) a Workshop of Parliamentarian Members of FASPPED Member States in South and West Asia on Legislation for Promoting Lifelong Learning in those areas; (2) the 4th Session of the FASPPED Executive Bureau; and (3) the 2nd FASPPED General Assembly.

As a member of the UNESCO team headed by the Mr Qian Tang - the Assistant Director-General for Education – to participate in these events, the UNESCO Institute for Lifelong Learning (UIL) was represented by Mr Jin Yang, Senior Programme Specialist, who served as a resource person for the aforementioned Workshop, which contributed to increasing the awareness of parliamentarians about lifelong learning and the necessity for promoting and developing lifelong learning in their countries. More concretely, the Workshop developed a set of recommendations concerning the role of parliaments in promoting lifelong learning, covering: legislation, evaluation of lifelong learning results, budget allocation, information and public awareness raising, as well as regional and international cooperation.

More information on FASPPED activities: <http://faspped.com/index.aspx?siteid=257> .

A national workshop discussed the literacy curricula in Afghanistan



75 facilitators, trainers, master trainers, curriculum developers and managers met in Kabul in a national workshop jointly organised by the Afghan Literacy Department of the Ministry of Education and the UNESCO Office in Kabul. The workshop was geared to discussing how to improve existing literacy and numeracy materials and curricula implemented by the government, NGOs and international partners in Afghanistan. UIL co-facilitated the workshop and shared trends and experiences at the global level.

Inspired by examples from other countries as well as by presentations on the National Skills Development Programme (NSDP) and the Afghan National Qualifications Framework (ANQF), the participants of the workshop generated elements for a national literacy and numeracy curriculum framework. This forwardlooking framework, which is aligned with the NSDP and ANQF, will guide both the improvement of existing curricula and materials and the development of future literacy and numeracy programmes in Afghanistan. More than 11 million young people and adults are still lacking the ability to read and write as well as other basic skills to improve their income-generating and life opportunities. Due to the tense security situation, the workshop, which was planned for two and a half days, could only take place on 30 April and 2 May. However, on the basis of participants' group work results, strategies for the ways forward were elaborated and an action plan is now under preparation to be presented to the decision-makers in the Literacy Department of the Afghan Ministry of Education.

Capacity assessment of non-formal education in Nepal



The Non-Formal Education Centre (NFE) under the Ministry of Education, Nepal and the UNESCO Office in Kathmandu co-organised a "National Workshop on Capacity Assessment Exercise in the NFE Sub-Sector" in Kathmandu on 13 March 2012. The capacity assessment exercise involved around 300 people including NFE staff, District Education Officers and Community Learning Centre personnel

in 24 districts across Nepal and offered baseline information on self-assessment of NFE personnel's capacities. The results of the capacity assessment exercise were presented and an action plan for capacity development was discussed in the workshop by some 40 government and civil society stakeholders in NFE.

UIL has been providing technical support to the UNESCO Capacity Development for EFA Programme in Nepal and shared the main challenges and recommendations from the global LIFE mid-term assessment at this workshop. Major issues that need to be addressed in planning the second phase of the UNESCO programme will be prioritising actions by reflecting on which capacity and whose capacity development will have most impact on improving the quality (learning processes and outcomes) of education programmes, which are organised in over 1,800 community learning centres. Another challenge will be to accelerate the reduction of education gaps (40% caste gap; 27% gender gap; 24% rural/urban gap in literacy) in the next 3 years.

More news:

<http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/unesco-initiative-to-increase-capacity-of-nepals-non-formal-education-sector-goes-into-next-phase/>

<http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/we-need-better-training-to-teach-people-how-to-read-and-write-say-nepals-literacy-facilitators/>

Workshop to develop a curriculum for an Adult Basic Education Programme in Papua New Guinea



7 participants representing the governmental National Literacy and Awareness Secretariat (NLAS), the Curriculum and Basic Education Units of the Department of Education, the UNESCO National Commission (NatCom), different universities and non-governmental organisations met from 4 to 8 June 2012 in a workshop in Port Moresby, Papua New Guinea (PNG), to design elements of a curriculum for a national adult basic education programme. This workshop, which was facilitated and technically assisted by UIL, took place within UNESCO's Capacity Development for Education for All (CapEFA) Programme. It is following up on workshop processes started in August 2010 and continued in November 2011 to map existing experiences with curricula, materials and pedagogical approaches to literacy in multicultural and multilingual contexts.

This third workshop was able to build on the preparatory work of defining the overall orientation and principles of a national literacy and non-formal education curriculum framework. First, participants analysed the findings of a study which the UNESCO office in Apia had commissioned the Head of Language Department of the University of PNG to carry out under the technical supervision of the UNESCO Institute for Lifelong Learning (UIL). Then they looked at examples of literacy curriculum frameworks as well as equivalency programmes from other countries and decided to develop a curriculum for a national adult basic education programme which is aligned with the national vision and development strategy and provides possibilities of accreditation within the National Qualifications Framework. After five days of intensive work, and particularly with valuable inputs from NLAS partners working in the field of literacy, mainly church-based organisations, the following outcomes were generated: a draft curriculum of an Adult Basic Education Programme (ABEP), a draft technical and financial proposal to develop such a programme, and strengthened capacities of the participants, who greatly benefited from the workshop programme. It is hoped that the PNG NatCom will provide support to mobilise funds to make ABEP a reality in PNG.

The Nomura Center for Lifelong Integrated Education



The Nomura Center for Lifelong Integrated Education has organised international conferences since 1977: the first International Forum was held in Tokyo, followed, in 1978, by a conference in Paris at UNESCO, in which HQ and UIL participated and which has been organised every four years since.

The Centre celebrated the 50th anniversary of its foundation by Ms. Yoshiko Nomura, on 4 March, in Tokyo. The Centre is based on humanistic and spiritual ideas about human development and its harmony with nature.

Japan is still focusing much of its efforts on the aftermath of the earthquake and the destruction of the Fukushima Nuclear Plant in 2011. UIL's director Arne Carlsen in his congratulatory speech stressed that Japan is also concentrating on the field of adult education in 2012 since the recommendation adopted by CONFINTEA III in Tokyo in 1972 was developed into a Recommendation on Developing Adult Education, adopted by the UNESCO General Conference (Nairobi, 1976). The Executive Board of UNESCO decided in February 2012 to

adopt a Plan of Action to make observing this Recommendation's actual implementation part of the monitoring of CONFINTEA VI follow-up.

Europe and North America

Fifth meeting of EUR-ALPHA network in Brussels



EUR-Alpha's fifth partnership meeting, taking place from 13 to 15 June 2012 in Brussels, was attended by more than 40 learners, tutors and managers from governmental and non-governmental literacy organisations from different European countries. The main objectives were to finalise preparations for a high-level advocacy event which is scheduled for 4 September 2012 in Bonn and to discuss possibilities for future cooperation and exchange. UIL is a member of EUR-Alpha, a network of 15 partner organisations from 11 European countries, which is running activities over a period of three years (from October 2009 to September 2012) with funds from the European Commission within the Grundtvig Lifelong Learning Programme. It is coordinated by the Belgian NGO Lire et Écrire. What makes the network unique is the direct involvement of learners and their development of a Manifesto with their political demands. While their very first demand is to "have a voice in Europe", the learners' Manifesto ends with an encouragement for learners and adults with literacy needs in Europe to spread this message and organise themselves. During the meeting in Brussels, a theatre trainer worked with 17 learners to develop a sequence of sketches to present selected topics of their Manifesto at the Bonn event. Also the tutors developed their Charter which is rather a pedagogical document and based on good practice collected from the different countries. The overall focus of the good practices, which will be published and presented at the Bonn event, is participation and empowerment of learners.

Swedish adult education facing brain research and youth unemployment



Sweden organises an annual conference on adult education, that attracts 600 to 800 participants from municipalities, formal adult education institutions, private providers, folk high schools, trade unions and libraries as well as politicians, etc. The conference was this year organised 19-20 March with a key-note speech followed by 50 seminars over two days, and pinpointed brain research and learning. In his keynote speech on "Lifelong Learning", UIL's director Arne Carlsen focussed on Sweden's National Progress Report on Adult Learning and Education 2011, that has recently been sent to UIL as part of the preparations for the Global Report on Adult Learning and Education (GRALE) and as part of CONFINTEA VI follow-up. He stressed that Sweden has one of the highest adult education participation rates in the world, but that there are still many challenges in adapting a system to changing conditions. He pointed to the importance of recognition of non-formal and informal learning, and to the need for monitoring lifelong learning indicators. He elaborated perspectives in relation, on one hand, to new research results of brain research concerning its impact on learning, and, on the other hand, UNESCO's concept of value-based education.

Portugal and Centres for New Opportunities



Portugal has developed one of the most advanced systems for Recognition, Validation and Accreditation (RVA) in the world, with support from the European Social Fund. The New Opportunities Initiative (NOI) is a national strategic plan to speed up the pace of secondary level achievement in the Portuguese population in order rapidly to catch up with European averages. In December 2005, with NOI, the Portuguese Government established a national priority to raise the qualification levels of the Portuguese population, in line with the renewed Lisbon Strategy and the European Agenda for economic growth and social cohesion. In essence, the NOI is a vast public sponsored programme including Accreditation of Prior Learning (APL), Recognition of Prior Learning (RPL) and adult education, targeted at the entire Portuguese low-skilled adult population (estimated at around 72% of the labour force finding itself below secondary studies, or circa 3.5 million adults according to the 2001 Population Census). Five years after the announcement of the NOI, about 450 Centres for New Opportunities were put in place to operationalise the Initiative 'on the ground.' These NOC have registered a record 1.6 million enrolments and have topped the impressive figure of 430,000 certifications (equivalent to 9th and 12th grades). The number of Centres for New Opportunities has recently been reduced to 200, and the relationship between certification by them and salary increase or employment among successful learners is being surveyed.

At a seminar on 28 March at Portugal's National Agency for Qualification and Vocational Education, and with the participation of the Vice-minister of Education and the Vice-minister of the Economy and Employment, UIL's Director Arne Carlsen made a presentation of UNESCO's forthcoming Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning.

ASEM Forum on Lifelong Learning 2012: Learning Unlimited



The current economic crisis underscores the international community's need for new visions and effective models for promoting lifelong learning. Researchers and policy makers alike play a key role in creating lifelong learning opportunities for all in Asia and Europe. Against this backdrop, the Danish Ministry of Foreign Affairs, the Danish Ministry of Children and Education, the Asia-Europe Foundation (ASEF), the Ministry of Education, Science and Technology of the Republic of Korea, the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), as well as the UNESCO Institute for Lifelong Learning (UIL) co-organised the ASEM Forum on Lifelong Learning 2012 in Copenhagen from 28 to 31 May 2012.

Through a dynamic combination of keynotes, plenary sessions, seminars and panel discussions, the Forum successfully: shared knowledge and enhanced understanding of the concept and the role of lifelong learning; exchanged perspectives, good practices in developing and implementing lifelong learning strategies in different ASEM countries; strengthened academic cooperation in LLL research between ASEM universities; and facilitated critical dialogues between researchers and policy makers in order to develop research-based policies and to enhance the implementation of lifelong learning initiatives.

More information on the Forum can be found at: <http://asemforum2012.dk/>.

OECD survey on adult skills in technology-rich environments



The Programme for the International Assessment of Adult Competencies (PIAAC) was initiated by the OECD and is implemented in collaboration with 25 countries and an international consortium of specialised international organisations. For the first time, an international comparative survey is assessing key skills required in information-based economies. Four categories of skills are assessed: (1) reading skills (prose, documents, and digital texts), (2) components of reading abilities of people with low levels of literacy, (3) real-life mathematics skills, and (4) cognitive problem-solving skills in technology-rich environments. In addition to the assessment of skills rich individual background data on the uses of these skills, education, employment, etc. is being collected. The first international report on the results of PIAAC will be published towards the end of 2013. The UNESCO Institute for Lifelong Learning participated as an observer in the meeting of the Board of the Participating Countries on 3 and 4 May 2012 in Berlin which was hosted by the German government.

Latvia prepares a new National Strategy for Lifelong Learning



Latvia is preparing a new national strategy for lifelong learning to be implemented beginning in 2013. The country will host the ASEM Meeting for Ministers of Education in 2015, during Latvian EU- Presidency. One of four priorities for the ASEM Education cooperation is lifelong learning. Mr. Dmitrij Kulss of the Latvian Ministry of Education is co-chair of the Advisory board of the ASEM Research and Education Hub for lifelong learning. The University of Latvia has one of the still few Doctoral Schools of LLL in the world although the country has suffered from the current financial crisis more severely than most other European countries.

At a seminar of the Parliament's Education Committee on 27 March, UIL's director Arne Carlsen made a presentation on "Lifelong Learning: contemporary theoretical and practical questions in relation to how UNESCO understands lifelong learning and what UIL will do to promote LLL". The discussion afterwards focussed mainly on LLL in relation to emigration, to youth employment, and to value-based non-formal learning in civil society organisations.

In a meeting with the Secretary-General of Latvia's National Commission to UNESCO, Ms. Dagnija Baltina, the work of the National Commission was presented with a focus on non-formal education in libraries and story-telling. Experience shows that this first contact with non-formal education often led to formal studies. On this occasion, Arne Carlsen lectured for 25 PhD supervisors and students in the Doctoral Programme at the University of Latvia. He focussed on the sector-wide approach and how it can be dealt with in research, data-collection and statistics concerning lifelong learning

Enhancing the quality of TVET in a lifelong learning perspective



From 25 to 27 April 2012, the FOCUS Education and Training - an Istanbul-based training provider for youth and adults - organised the “International Conference on Vocational Education and Training and Lifelong Learning” in Istanbul, with the purpose of bringing together governmental organisations, industries and TVET colleges, to elaborate a strategy to improve the quality of TVET (TVET = technical and vocational education and training). A total of 160 participants from Canada, Spain, Italy, the United Kingdom of Great Britain and Northern Ireland, Turkey as well as from international organisations participated in the conference.

To strengthen the role of TVET as an integral part of lifelong learning, and to present a broad view on enhancing the quality of TVET, the UNESCO Institute for Lifelong Learning provided input on the nature of learning and on some key issues of enhancing the quality of TVET in a lifelong learning perspective. These were further addressed by the open debates at the conference. Key issues relating to the reform of TVET include (1) the increase of flexibility of TVET programmes, (2) the development of key competences, (3) the development of two-way pathways between TVET programmes and general education, as well as higher education, (4) the improvement of the effectiveness of teaching/learning, (5) the recognition of the outcomes of all forms of learning, and (6) the development of a national qualification framework.

For more information: <http://english.meslekiegitimkonferansi.com/>

Annual meeting of the South Danish Library and Cultural Association



The South Danish Library and Cultural Association held its annual meeting this year on March 1st in the cultural centre “Tobaksgarden” in Assens, Denmark. The meeting was attended by 45 participants – librarians, library directors and local politicians – all from the region. As part of the programme, UIL was asked to give a presentation on “The Role of Libraries in Motivating for Lifelong Learning” to enrich the discussion of the Association on the question of how far public libraries could contribute to the motivation of adult learners to become and stay engaged in lifelong learning. The UIL Senior Assistant Librarian Imke Behr based her presentation on the general concepts and principles of lifelong learning and the role UNESCO and UIL play in supporting lifelong learning worldwide. The UIL Documentation Centre and Library together with ALADIN, the Adult Learning Documentation and Information Network, coordinated by UIL, is – among other topics – working on the role of libraries in lifelong learning.

Raising the visibility of the need to enhance basic skills in Europe



Coordinated by the Norwegian Agency for Lifelong Learning (VOX), the European Basic Skills Network (ESBN) came together in its 2012 annual conference from 30 May to 1 June in Prague. Gathering research institutes and educational authorities from 25 countries in the European region, the main aim of EBSN is to exchange good practice and to support the European Commission’s “Renewed Agenda for Adult Learning”. UIL has been a member of EBSN since 2010.

The meeting in Prague was hosted by the Ministry of Education of the Czech Republic, and focused on the teachers and trainers of basic skills, with a particular focus on literacy teachers for immigrants and on numeracy teachers. Examples of useful materials and tools were presented, such as the “Teacher Education Handbook” developed by the National Research and Development Centre (NRDC) in the United Kingdom of Great Britain and Northern Ireland, or the “Train the Trainers” toolkit developed by the German Institute for Adult Education (DIE), or the European project “BASKET” (Professional Development of Basic Skills Trainers). Network members agreed that it is necessary to raise more awareness of the need to enhance basic skills in Europe, both with a view to the policy of the European Commission as well as towards national governments. The network considers itself as a critical “lobbying” agent for this task. An Activity and Strategic Plan will be developed for 2013, which will focus on two main activities: the production of short concise policy recommendations on selected topics (“Briefer than Brief”), and the development of a capacity-building module for policy makers and practitioners (“Academy”) on the professional development of teachers and trainers in basic education. The next annual conference will be hosted by the Ministry of Education of Spain in Madrid in May/June 2013.

Latin America & Caribbean

Glossary on adult education for the Latin American Region



Deeming that there should be commonly-recognised and agreed understandings and operative definitions, without which confusion and lack of precision will continue to hamper policy and practice in the region of Latin America, UIL agreed to develop a glossary together with the Organisation of Ibero-American States (OEI).

To prepare the proposal and enhance the operability of the glossary, a group from both organisations and two experts from the region met in Asunción on 21-23 March.

This working group finished the proposal concluding that the glossary:

1) should be envisaged as an easy-to-use (not encyclopaedic) tool providing a selection of around 100 of the most significant and frequently-used youth and adult education terms and concepts in the region;

2) should respond to the expressed needs and interests of policy-makers, programme developers, teachers and decision-takers, and be based on research conducted in the different sub-regions, each of which has its own nuanced understandings and usages.

The compilation language will be Spanish, with translation into Portuguese, and the glossary is planned to be ready in both languages in November 2012.

Miscellaneous

Exchange on measurement of low levels of proficiency in literacy



In the context of the [60th Anniversary of the UNESCO Institute for Lifelong Learning](#) (UIL), an ancillary meeting was held on the subject of **measuring literacy levels**.

Methods and approaches used in various countries were discussed. The meeting was attended by 28 policy-makers and researchers from OECD member states as well as countries outside the OECD. The objectives of the meeting were to **enhance cooperation and network building** and to **initiate specific joint projects**. With regard

to the latter aim, a fruitful debate took place on possible cooperation between France, the United Kingdom of Great Britain and Northern Ireland and Germany through a joint bid for ORA funding (Background: In June 2012, the European Union will publish a funding line for cooperation (Open Research Area, "ORA") between Humanities and Social Researchers of these countries. The deadline for the submission of related proposals will be in September 2012.) This would constitute a big step towards making national studies on literacy comparable and harmonizing approaches across borders.

Adult literacy is often measured on a scale of 1 to 5 with regard to prose and document literacy. The participants advocated an intensified international debate focusing on the measurement of the lower rungs of the level 1 category. In the exchange of experiences among participants at the meeting, two major ways of measuring literacy rates were highlighted: (1) Gathering literacy data on the basis of self-assessment; (2) measuring the distribution of literacy levels by testing. While the former is quicker and cheaper, the results of the latter are more in-depth, more reliable and more convincing.

It was felt that international initiatives such as OECD's Programme for the International Assessment of Adult Competencies (PIAAC) would help to give the topic of adult literacy greater prominence in public debate.

Another concrete result of the meeting was the establishment of a network via the creation of an initial mailing list. This will be an important tool in placing the subject on the agenda of more European and international congresses and conferences. Furthermore, it was stipulated that, in the various countries, proposals should be submitted to the national research agencies to join the ORA initiative and promote national or multinational projects for testing literacy and improving national adult literacy rates.

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 Learning Centres \(Republic of Uzbekistan\)](#)

[Community Learning Centres \(Republic of Kazakhstan\)](#)
[Room to Read: Local Language Publishing Programme \(Kingdom of Cambodia\)](#)
[Reading Together \(Australia\)](#)
[Ganokendra Model of Community Learning Centres \(People's Republic of Bangladesh\)](#)
[The Manukau Family Literacy Project \(New Zealand\)](#)
[Community Learning Centres \(CLC\) Programme \(China\)](#)

Please visit <http://www.unesco.org/uii/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 uii-litbase@unesco.org for suggestions and to submit material.

"The Role of Universities in Promoting Lifelong Learning": seminar proceedings available



On 25 May 2012, the UNESCO Institute for Lifelong Learning (UIL) and the University of Hamburg (UHH) co-organised a public seminar addressing the "Role of Universities in Promoting Lifelong Learning". The event was held in the context of UIL's 60th anniversary (for more information on the anniversary celebrations see here). A variety of distinguished researchers presented a picture of how universities are opening up to learners from different age groups and socio-economic backgrounds while ensuring high progression and retention rates. The seminar also highlighted the responsibility

of the universities to support sustainable socio-economic development and serve labour market needs in the local communities where they are situated. Flexible pedagogical and didactic approaches were emphasised as particularly important for enabling university students to learn "at any time, in any way and in any place". The proceedings of the seminar are now available for download. They provide an introduction to the topic, key discussion points and a set of conclusions.

Drawing inspiration from this public event, UIL intends to organise a second seminar in late 2012 to deepen discussions on the role of higher education in lifelong learning in close cooperation with the University of Hamburg and the Ministry of Education of China.

[Download summary.](#)

Visitors

27 April Mr Frank Frick, Director for Future of Employment and Good Governance, Bertelsmann Foundation, Germany

4 June Ms Ling Yang, Lecturer, University of Macao, China

5 June Mr António Silva Mendes, Director, Lifelong learning – policies and programme, Directorate-General for Education and Culture, European Commission

12 June Dr Ella Yulaelawati, Director, Directorate of Community Education Development, Ministry of Education and Culture, Indonesia

14 June Mr Juan de Dios Castro, General Director, Ms Wendy Briseño, Director of Strategic Alliances and Mr Jorge Díaz, Deputy Director for International Affairs, all from the National Institute for Adult Education, Mexico

15 June Prof. Kazuaki Tani, Tokyo University of Foreign Studies, Japan; Dr Takanori Ueda, Graduate School of Comprehensive Human Sciences, Institute of Education, University of Tsukuba, Japan; Mr Naoto Uehara, Adult and Community Education, Nagoya Institute of Technology, Japan, Ms. Tsuchida, student, Tokyo University of Foreign Studies, Japan

19 June Delegation of 22 experts from the National Institute for Lifelong Education, Republic of Korea

21/28 June Prof. Dr. Knut Schwippert, University of Hamburg, held two workshops on quantitative data analysis for UIL research staff

Staff Matters

Vacancy: Project Secretary

The UNESCO Institute for Lifelong Learning (UIL) is currently seeking a **Project Secretary**.

The description of this vacancy can be found [here](#).

Vacancy: Public Relations Specialist

The UNESCO Institute for Lifelong Learning (UIL) is currently seeking a **Public Relations Specialist**. The description of this vacancy can be found [here](#).

Ms **Anna Bernhardt**, Assistant Programme Specialist re-joined UIL on 2 April after finishing her four-month consultancy at the UNESCO Antenna in Juba (South Sudan).

UIL thanks the interns Ms **Malgorzata Pietrewicz** (Poland, 10 April–24 May), Mr **Thomas Day** (United Kingdom of Great Britain and Northern Ireland, 10 April–8 June), Ms **Sophie Shi** (China, 2 May–30 June), and Ms **Ahyun Moon** (Republic of Korea, 14 May–23 June) for their valuable contributions to the institute's programmes



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