

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: Education for All Goals 2015



2015, the target year of the Education for All (EFA) initiative, is fast approaching. In September, the Secretary-General of the United Nations, Mr Ban Ki-moon, launched a five-year initiative to bolster global action on education. This initiative – called Education First – will seek to generate a renewed push to reach the education goals set for 2015 and ensure that education figures prominently in the future development framework. It leverages the convening power of the UN Secretary-General to make education more visible on the

agendas of world leaders, and to mobilize the increased political commitment and funding needed to achieve the EFA Goals. The Director-General of UNESCO, Ms Irina Bokova, has been designated to chair the steering committee.

UIL is redoubling its effort to support Member States in reaching the EFA Goals, within its mandate of lifelong learning, with a focus on literacy, non-formal adult education, and continuing education.

Let me take this opportunity to remind us all of the Goals.

Goal 1: Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensure all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

Goal 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4: Achieve a 50% improvement in adult literacy, especially among women. Secure equitable access to basic and continuing education for all adults.

Goal 5: Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to basic education of good quality.

Goal 6: Improve the quality of education so that measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Arne Carlsen
Director, UIL

Key Activities, Results and Impact

UNESCO Guidelines on the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning launched in New Delhi 29–30 June 2012



The UNESCO Guidelines on the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning were successfully launched at a [conference](#) on "Recognising Prior Learning: A key to Lifelong Learning" held in New Delhi on 29 and 30 June 2012 organised by the National Literacy Mission Authority (NLMA) in partnership with UIL. In the presence of the honourable Dr Daggubati Purandeshwari, Minister for State for Education, Government of India, Dr Arne

Carlsen, Director of UIL, elaborated on the contents of the Guidelines and highlighted that to implement the Guidelines, UNESCO will play an active role in the following areas: 1) Developing an RVA observatory for collecting and disseminating best practice at different stages in the development of Recognition, Validation and Accreditation (RVA) systems; 2) Facilitating policy dialogue, networking and sharing of experience between Member States through peer-learning activities and cooperation among key stakeholders in different regions; 3) Facilitating studies on different RVA systems, mechanisms, instruments and tools through collaborative international research in the field of RVA; and 4) Responding to the request of Member States to provide technical assistance and capacity-building to key national stakeholders and practitioners to enable them to construct and implement the RVA systems. In his concluding statement, Mr Jagmohan Singh Raju, Director-General of the NLMA welcomed the cooperation with UIL. NLMA will soon be developing its own Framework for the Recognition of Prior Learning for Adult Literacy.

Find Guidelines under: <http://unesdoc.unesco.org/images/0021/002163/216360e.pdf>

Developing a framework for the UNESCO Global Learning City Index



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 support to many cities, and promote policy dialogue and peer-learning among them, as well as capacity development. During its 7th Session, in

May 2012, the Governing Board of the UNESCO Institute for Lifelong Learning (UIL) approved the plan for UIL to establish the UNESCO Global Learning Cities Network (UNESCO-GLCN). This initiative received good support from the informal consultative meeting [on UNESCO-GLCN held on 25 May](#) on the occasion of the UIL 60th anniversary, and from the recent [ASEM Lifelong Learning Forum held in Copenhagen at the end of May 2012](#).

An important task in the preparation phase of this network is to develop the UNESCO Global Learning City Index – a set of key indicators for monitoring and assessing global learning cities. To this end, UIL held a workshop on developing a framework for the UNESCO Global Learning City Index from 3 to 5 July 2012 at its premises. Experts representing some founding partners of the UNESCO-GLCN, including the PASCAL Observatory, Bertelsmann Foundation, CISCO Systems, Beijing Municipal Education Commission, Kuwait University and the Cape Higher Education Consortium, participated in the workshop.

Through intensive group work and plenary discussions, the workshop identified indicators in the following three areas: (1) The wider benefits of building a learning city that covers individual empowerment and social cohesion; cultural and economic prosperity; and sustainable development. (2) Major building blocks of a learning city that covers inclusive learning from basic to higher education; revitalised community learning; effective learning for and in the workplace; extended use of modern learning technologies; enhanced quality and excellence in learning; and a vibrant culture of learning throughout life. (3) Fundamental conditions for building a learning city that covers vision, political will and commitment; governance and participation of all stakeholders; and mobilisation and utilisation of resources and potentials.

The outcomes of the workshop will be elaborated further in the 1st meeting of the International Consultative Committee for Establishing the UNESCO-GLCN, to be organised in Beijing in the autumn of 2012.

International expert group proposes revision of the '1976 Recommendation on the Development of Adult Education'



The *Recommendation on the Development of Adult Education*, adopted by the General Conference of UNESCO in Nairobi in 1976, is the key normative instrument on adult education, providing guiding principles and a global approach for promoting and developing adult education in Member States. Its review and update have already been proposed on several occasions, more recently in the *Belém*

Framework for Action, and UNESCO's Executive Board adopted a plan of action to that end in late 2011. As a first step, a group of five experts from several world regions met at UIL on 10–11 July to explore and clarify technical and legal aspects of a potential revision, and provided key arguments for a decision to be taken later on by UNESCO's governing bodies.

While the experts acknowledged the forward-looking and emancipatory spirit of the *1976 Recommendation*, which has not lost its critical substance, they also underlined the need to re-formulate substantial parts in the light of the changed reality and new challenges for adult learning and education. They discussed related consequences concerning conceptual clarity (e.g. with regard to the definition of adult education, its objectives and key areas) and updating the language

[Synthesis of Main Results and Proposals](#)

[List of Participants](#)

Conscious of the fact that to be successful this revision and update process requires support from key stakeholders and actors in adult learning and education world-wide, including representatives from governments, civil society, research institutions and national, regional and international networks, UIL organized an online consultation forum from 24 September to 5 October, 2012.

The Regions

Africa

Production of a manual on the training system of teachers in basic education



In the framework of the second phase of the production of a manual on the training system for teachers in basic education, UNESCO Accra (Ghana), in collaboration with UIL and ED/ BLS (Division for Basic Learning and Skills Development), organised a workshop from 30th July to 3rd August, 2012 in Baguida (Togo). This activity, which is part of CapEFA Togo, helped move towards a holistic approach to training within a lifelong learning perspective. The need for such an approach is derived from the findings and recommendations of the diagnostic study of the training of literacy facilitators commissioned in 2011 in the framework of CapEFA Togo. The objectives of this meeting, which were to stabilise the format of the training module of the manual and to integrate improvements in the modules of the manual, strengthened the capacity of representatives of central and regional departments of education, literacy and non-formal education and training in Togo. At the current stage, this manual is being developed on the realities of the education system in Togo but it should, on being terminated, take into consideration the education systems in Francophone African countries. Parallel to the finalisation and scientific validation of the present version, further communication will be developed, on one hand, with ministries of education, at least in Central and West Africa, and, on the other hand, with technical and financial partners at international, regional and national levels. The aim is to share the manual in terms of experimentation and editing of the final version.

Improving the training of trainers for quality education in multilingual Africa



Mother tongue-based multilingual education is a lever for quality in education in multilingual African contexts. Building on UNESCO's prior work with the African region UNESCO/BREDA, UIL and the African Academy of Languages recently collaborated with the Summer Institute of Linguistics in organising a training for teachers, trainers of trainers and curriculum specialists from state and private sectors as well as policy and decision makers. The training on "The rationale, purposes and strategies for implementing mother tongue-based education programmes which also ensure success in French" took place from 2–13 July 2012 in Dakar, Senegal. The participants came from four Sahelian countries, namely the Republic of Senegal, the Republic of Gambia, the Republic of Mali and the Republic of Niger. UIL and UNESCO/BREDA worked with the participants on two projects which will be beneficial for the training of trainers and teachers: an action research guide for improving adult literacy programmes in multilingual contexts and a curriculum framework for teacher training on bi/multilingual education in the Sahelian countries.

New cooperation between the UNESCO Institute for Lifelong Learning and the UNESCO International Institute for Capacity Building in Africa (IICBA)



During his visit at UIL on 6 July, Mr Arnaldo Nhavoto, Director of IICBA, met with Mr Arne Carlsen, Director of UIL, Ms Carolyn Medel-Añonuevo, Deputy Director of UIL, and some researchers to explore possibilities of a collaboration between both institutes. IICBA, which is based in Addis Ababa, Ethiopia, was created as a UNESCO category I institute in 1999 with the mandate to build and strengthen the capacities of teacher education institutions in Africa. Mr Nhavoto emphasised that IICBA's activities encompass the strengthening of teacher development for formal and non-formal education. To address this task effectively, synergies are to be sought and created and holistic approaches to be used. During the various meetings that Mr Nhavoto had at UIL, several areas for future cooperation were identified such as the follow-up on the implementation of the Belém Framework for Action (CONFINTEA VI) in the Africa Region, with a special focus on vulnerable youth, as well as the joint implementation of a policy development and capacity building programme, particularly with regard to the non-formal component of teacher education. In a final meeting to sum up the results of the consultative

meetings, both Directors expressed their strong interest to make closer cooperation between both institutes a reality.

Asia and Pacific

New Delhi Conference on 'Recognising Prior Learning: A Key to Lifelong Learning' - 29-30 June 2012



The National Literacy Mission Authority (NLMA), Ministry of Human Resource Development (MHRD), Government of India, in partnership with the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, organised a conference on the 'Recognition of Prior Learning: A Key to Lifelong Learning' in New Delhi on 29 and 30 June 2012. India is set to make a radical shift from adult learning to lifelong learning. The conference, attended by around 125 participants and 14 international experts, was inaugurated by Mr Kapil Sabil, Honourable Minister of Human Resource Development and Communication and Information Technology. Prior learning assessment and certification in adult learning and skills development were discussed and debated in four plenary sessions. The UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning were successfully launched in the presence of Dr Daggubati Purandeshwari, Minister of State for Education, Government of India, who lauded the strengthened partnership and joint activities between NLMA and UIL through the preparation of a Memorandum of Understanding, which is foreseen between the two institutions in the near future.

Europe and North America

High-level group of experts on literacy recommends addressing literacy challenge in Europe with a lifelong learning approach



As part of its responsibilities during its Presidency of the Council of the European Union, the government of Cyprus organised a conference on literacy in September. This is the first time that a country who has assumed the EU Presidency has decided to prioritise the issue of literacy. Held from 5 – 6 September, the conference also served as a launch pad for the Report of the [EU High-Level Group of Experts on Literacy](#), commissioned by the European Commission in February 2011. Chaired by HRH Princess Laurentien of the Netherlands, the group had met eight times to discuss key issues and solutions to achieve literacy for all in Europe. The Report, which is meant to be a "wake-up call about the crisis that affects every country in Europe", explains why literacy is so important: one in five 15-year-olds, as well as nearly 75 million adults, lack basic reading and writing skills. The report proposes a co-operative approach to address literacy as a societal problem rather than as an individual problem, with recommended actions showing a clear lifelong learning perspective, as they cover literacy issues for all ages: young children, primary school age children, adolescents and adults. Attended by 200 government officials, civil society representatives, academics and private sector representatives, the meeting provided the venue for the discussion of the policy proposals made in the Report in five parallel workshops on the benefits of literacy, and on how to address specific literacy issues for the different age groups.

In UIL's presentation made by the Deputy Director, Carolyn Medel-Anonuevo, she provided the global context of the literacy challenges and compared it to what the European region faces. She also described UNESCO's involvement in the field of literacy in Europe in the last 25 years and highlighted the different recommendations from the five different regional fora that UNESCO has organised since 1986. In conclusion, she enumerated the five action points that need to be addressed for sustained work in literacy: 1) maintaining continuous advocacy for policy makers at all levels; 2) establishing connections (lifelong – across the life phases and lifewide – in schools, in communities, in workplaces); 3) ensuring accessible and quality literacy programmes; 4) reviewing state-of-the-art literacy research, distilling lessons and identifying gaps; and 5) strengthening existing national agencies and networks

Meanwhile, in her closing remarks, the European Commissioner for Education, Culture, Multilingualism and Youth, Mrs Androulla Vassiliou, pointed to the lifelong coverage of literacy. She also announced the launching of the [Commission's webpage on literacy](#) and said that some funds were earmarked for a network on literacy.

Lifelong Learning and Higher Education



The University of Pécs in Hungary is the only university in Europe with a Faculty of Adult Education and Human Resources Development. It also has the largest student body of any university faculty of adult education, with a total of 1,602 students of adult education alone. This faculty therefore has a strong influence on adult education

research, not only in Hungary, but throughout Europe. Following the launch of the EU's 2020 Strategy for Growth and the Revised European Agenda for Adult Learning in spring 2012, the Faculty is now looking to Asia and to UNESCO in order to expand its international profile and develop a new European research agenda for lifelong learning. It therefore hosted, in partnership with Europe Direct Info Point Europe of Baranya County a conference entitled "Adult Learning and Education in Europe – Promoting the EU 2020 and the UNESCO UIL goals in the scope of the ASEM partnership" from 5–6 June 2012.

The conference was attended by 80 university lecturers and researchers. In his keynote speech, Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL), made reference to Hungary hosting the CONFINTEA VI preparatory conference for Europe. He highlighted the human rights basis of UNESCO's work, its humanistic values, and relevant responses to new trends and developments in the world. He pointed to the enlarged roles of technical and vocational education and training (TVET) and higher education in relation to lifelong learning, and to the growing need for research within and outside the education sector, as the understanding of learning expands. He envisaged a situation in which functional literacy would re-emerge as a major issue in Europe, which could lead to a new and more universal literacy agenda, in which developed and developing countries can meet.

Presentations by Mr Uwe Gartenschlaeger, Vice-director of the German Adult Education Association (DVV), and by Heribert Hinzen, DVV's Regional Director for South and South-East Asia, focused on the civil society view of EU2020, and on cooperation between Europe and Asia in the field of adult education and lifelong learning. The organiser of the event, Mr Balazs Nemeth, ended the conference with a presentation on "Adult Learning and Social Democracy".

More information on the conference can be found at http://hrdconf-pecs2010.eu/?page_id=7

10th Anniversary Research Conference in Russia on Lifelong Learning and Continuing Education for Sustainable Development



Pushkin Leningrad State University in Saint Petersburg has – for the last ten years – organised an annual International Conference on Lifelong Learning and Continuing Education for Sustainable Development. It is the only annual research conference on lifelong learning for Russian-speaking countries, and is also attended by a small number of non-Russian-speaking delegates. Organised in partnership with Russia's National Commission to UNESCO, the Inter-parliamentary Assembly of Eurasian Economic Community, the North-West Department of the Russian Academy of Education, the UNEVOC National Centre in the Russian Federation, and the Russian Academy of Sciences, the conference on 1–3 June 2012 attracted 150 researchers. There were big delegations from Russia, Belarus, Ukraine, Kazakhstan, Uzbekistan, Latvia, Lithuania, and Poland, and single representatives from Finland, Italy, Bulgaria, Serbia, Ireland, Cyprus, Turkey, and the former Yugoslav Republic of Macedonia. In his keynote speech, entitled "A new research agenda for lifelong learning", Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL), stressed the need for more research on a value-based concept of lifelong learning, on the implications of a sector-wide approach, on cooperation between areas such as health, work, environment, training and education, and on linking lifelong learning to sustainable development. Other keynote speakers included Mr Nicolai Lobanov, Director of the Research Institute For Social, Economical And Pedagogical Aspects Of Continuous Education at Pushkin Leningrad State University. He spoke about the "Historical stages in the development of lifelong education".

More than 200 research papers were presented in parallel sessions and roundtable discussions. More information on these can be found at <http://lifelong-education.ru/index.php/en/journal-of-applications.html>

Launch of White Book on Lifelong Learning in Luxembourg



The National Agency for the European Lifelong Learning Programme, ANEFORE, and the Ministry of Education and Training in Luxembourg, have worked together for more than a year to produce a white book on "Defining a Lifelong Learning Strategy for Luxembourg". This process has involved consultations with all major stakeholders. The result is a stocktaking of the current situation under seven headings: provision, access, quality, competences, mobility, certification, and guidance counselling. The white book concludes with a proposal for a strategy.

The launch of the white book took the form of a 2-hour conference on 10 June 2012, which was attended by 80 key stakeholders, most importantly Luxembourg's Minister of Education and Training, as well as various directors of ministries, trade unions, chambers of commerce and industry, and of education institutions. The conference was opened by the Director of ANEFORE, Ms Karin Pundel, and the keynote speech on "The Importance of a Strategy for Lifelong Learning" was given by Mr Arne Carlsen, Director of the UNESCO Institute

for Lifelong Learning (UIL). Mr Carlsen spoke about the development of the concept of lifelong learning, its implementation in Europe, the justification for a strategy, the role of major stakeholders, state, enterprises and social partners, and key elements of strategies in other European countries.

Mr Carlsen's keynote speech was followed by a presentation on Luxembourg's upcoming Lifelong Learning Strategy, by the Minister of Education and Training, Ms Mady Delvaux-Stehres. In her presentation the Minister referred to inspiration from UNESCO in relation to the social dimensions of lifelong learning, and commented that Luxembourg in its first steps had focussed primarily on the economic dimension.

For more information please visit <http://www.s3l.lu/default.aspx>

Launch of Learners' Manifesto at the final conference of the EUR-Alpha Network in Bonn



Around 100 participants from 16 European countries attended a conference entitled "Literacy Learning – Its Place in Europe: The Issues and Concerns of Learners and Tutors" that took place in Bonn, Germany, on 4th September 2012 in the context of the International Literacy Day. It was the final event held by the European Network for Adult Literacy and Numeracy (EUR-Alpha Network), of which UIL is a member, and it was co-organised by the network coordinator Lire et Écrire and the German Institute for Adult Education (DIE).

The conference included a greeting by a representative of the German Federal Ministry of Education and Research, and presentations by UIL and the European Commission on current literacy challenges at the global and European levels. The highlight was the launch of a Charter "Tutor Training for the Self-determination of Literacy Learners" and a Learners' Manifesto entitled The Voice of Writing and Reading Learners in Europe. In their presentation learners acted out several of their demands presented in the Manifesto under the overall claim to "Have a Voice in Europe" which helped them to organise themselves. More detailed information and an opportunity to discuss empowering literacy teaching and learning practices were offered by the 16 partner organisations during a programme item entitled "Walk, Discover and Debate!" In addition to the Charter and Manifesto, the outcomes of EUR-Alpha Network activities include a publication with examples of empowering literacy practices from learners' and tutors' perspectives submitted by the partner organisations.

Cultivating peace in the hearts and minds of adults with low or no literacy skills in Germany



The celebration of the International Literacy Day (8 September) 2012 by the German Federal Ministry of Education and Research and its partners provided a special forum for learners who became literate in their adulthood to be celebrated for their courage and determination. Five German learners read the "Manifesto: Voice of Writing and Reading Learners in Europe" which they produced together with other European learners in the framework of the EUR-Alpha network (2009-2012), a network of

exchanges among practitioners, learners, trainers, researchers and policymakers from 12 European countries. A video by EUR-Alpha portraying this group and the award ceremony of 2012 in honor of two highly committed adult learners and a literacy expert vividly demonstrated that literacy education builds peace in the hearts and minds of women and men who are, due to social issues, excluded from omnipresent written communication in contemporary societies. Adults with low or no literacy skills find themselves in a constant emotionally stressful situation of social dependency.

Recognising low literacy skills as an important social issue, Germany established adult literacy and basic education as a funding priority between 2008 and 2012. The transfer agency of the German Federal Ministry of Education and Research, "Alphabund", covers 100 projects for research and educational practice. Today, the new funding priority is literacy and basic education at the workplace.

Links:

EUR-Alpha: <http://www.eur-alpha.eu/>

Alphabund: <http://www.eur-alpha.eu/>

German Federal Ministry of Education and Research: <http://www.bmbf.de/de/426.php>

Press release (in German): <http://www.unesco.de/ua38-2012.html?&L=0>

Article on International Literacy Day 2012 (by the German Commission for UNESCO, in German):

http://www.unesco.de/uho_0912_alphabetisierung.html

Improving lifelong learning through NQFs



Lifelong learning and national qualifications frameworks (NQFs) have emerged as key themes in international development cooperation. More attention is being paid to the adult learning sector and the transition of young adults to lifelong learning and the

labour market, as it also involves social inclusion. At a conference attended by 120 participants, and organised by the Institute of Education, University of Zurich, on “The role of the dual system and NQFs in international development cooperation”, international and regional agencies and development partners reflected on their approaches to national qualifications frameworks and skills development. Ms. Madhu Singh from the UNESCO Institute for Lifelong Learning (UIL) highlighted “UNESCO’s work in promoting lifelong learning through National Qualifications Frameworks”. Countries from the North and the South need to learn from each other; however this exchange should be about ‘policy learning’ rather than ‘policy transfer’.

The presentations of the conference and the panel discussions are available on the website of the Institute for Education, Zurich University: <http://www.ife.uzh.ch/veranstaltungen/vsdconference/Documentation.html>.

Latin America and the Caribbean

Observatory for Adult Education in Latin America and the Caribbean



In order to implement the commitments adopted by the regional CONFINTEA Follow-up meeting on May 2011 in Mexico City, “From Commitment to Action: Taking the CONFINTEA Agenda Forward”, three members of the Mexican National Institute for Adult Education (INEA), headed by its General Director, visited the UNESCO Institute for Lifelong Learning (UIL) on 14 June to present the Observatory for Adult Education for the region of Latin America and the Caribbean.

The Observatory will monitor policies for adult education and will provide feedback to policy makers and other stakeholders for defining and implementing those policies, as well as to academics and participants in the field, through the integration, analysis and dissemination of information.

During the meeting, the structure of the Observatory project was defined. It will consist of a Governing Board formed by seven members, including representatives from international agencies and Member States. There will also be a Consultative Board involving the 33 Member States of the LAC region. A work plan for the first phase of the Observatory was designed with which operations are expected to start in the first quarter of 2013.

The meeting ended with the signature of a Memorandum of Understanding between both institutions.

Preparing to launch the Observatory for Youth and Adult Education in Latin America and the Caribbean



In order to agree on content, operation, and levels of cooperation, and to prepare the work plan for launching the Observatory for Youth and Adult education in Latin America and the Caribbean (LAC), the directors of the UNESCO Office in Santiago, Chile (OREALC), the UNESCO Institute for Lifelong Learning (UIL), the Organization of Ibero-American States (OEI), and the National Institute for Adult Education in Mexico (INEA), as well as

representatives of the Council of Adult Education in Latin America (CEAAL) and the International Council for Adult Education (ICAE), met on September 12 and 13 at the OREALC offices.

The Steering Committee of the Observatory – formed by the above institutions plus Brazil and a Caribbean country – will ask all Member States in the LAC region to appoint a representative, who will regularly update the Observatory on the development of adult education and the CONFINTEA follow-up process. It is planned to have a dedicated website ready in the coming three months, and to launch the Observatory in the second week of January 2013. The Observatory will monitor policies on adult education and provide recommendations to policy-makers and other stakeholders on how to define and implement those policies, as well as to academics and participants in the field.

Cross-regional

3rd World Forum for Lifelong Learning



The World Committee for Lifelong Learning, in partnership with The UNESCO Institute for Lifelong Learning (UIL and the International Council for Adult Education is organising the 3rd World Forum for Lifelong Learning to be held from 31 October – 2 November 2012 at the Royal Theater and Cadi Ayyad University in Marrakech, Morocco.

For more information please go to

http://www.wcfel.org/englishbis/index.php?page=forum_2012.

Literacy programmes in UIL's LitBase win 2012 UNESCO International Literacy Prizes



UNESCO is committed to supporting effective literacy policies and programmes. To that effect, the Organisation honours excellence and innovation in the field of literacy throughout the world. Every year, on the occasion of International Literacy Day (8 September), UNESCO awards the International Literacy Prizes (King Sejong Prize and Confucius Prize) to institutions, organisations and individuals whose efforts contribute to the promotion of dynamic literate societies.

Three of the programmes receiving a UNESCO Confucius Literacy Prize or an Honourable Mention in 2012 are covered in the «Effective Literacy Practices Database» (LitBase <http://www.unesco.org/uii/litbase/>), which is run by the UNESCO Institute for Lifelong Learning (UIL). The successful programmes contained in LitBase are:

- 1) The «Non-formal and Continuing Education Programme» of the Bhutanese Department of Adult and Higher Education – winner of the UNESCO Confucius Literacy Prize.
- 2) The Interactive system «Transformemos Educando» run by the Foundation Transformemos in Colombia – winner of the UNESCO Confucius Literacy Prize.
- 3) The literacy and post-literacy programme «Means of Empowerment and Socio-economic Integration of Women in Morocco» – Honourable Mention of the Confucius Literacy Prize.

The Indonesian programme “Improving Quality of Literacy Education Through Entrepreneurship Literacy, Reading Culture and Tutor Training” of that country’s Directorate of Community Education Development further won the UNESCO King Sejong Literacy Prize. A second UNESCO King Sejong Literacy Prize was awarded to the «National Adult Literacy Programme» in Rwanda and the «Functional Literacy Programme for Women and Girls Through Women’s Groups and Lifelong Education» in Niger was honourably mentioned. UIL expects soon to share these three programmes through LitBase as well.

To read more about the 2012 UNESCO International Literacy Prizes and the award ceremony on 6th September, see here: <http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/literacy-prizes/>

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:

[Mobile-Based Post Literacy Programme \(Pakistan\)](#)

[National Literacy Campaign \(Nepal\)](#)

[AKRAB! \(Literacy Creates Power\) \(Indonesia\)](#)

[Non-Formal and Continuing Education Programme \(Bhutan\)](#)

[Integral School Literacy Programme \(Colombia\)](#)

[Literacy and Community Development Programme \(Ghana\)](#)

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.

CONFINTEA Scholarships



Between 2 July and 13 July 2012, the first of the four recipients of the CONFINTEA Scholarships 2012, Mr Mohammed Gul Wahidi from Afghanistan (UNESCO Kabul) worked and shared his experience at UIL. The recipient of the Alexander Charters CONFINTEA Scholarship 2012 was accompanied by Mr Taj Ali Sabir, Director of the Curriculum Unit of the Department of Literacy in the Afghan Ministry of Education. Both worked with technical support from UIL’s Literacy and Basic Skills Programme on developing key elements of a draft literacy curriculum framework for the Ministry of Education of Afghanistan.

Later in the year UIL will be welcoming the two recipients of the Nomura Center CONFINTEA scholarships. Ms Bulelwa Keke from South Africa will be supported in writing her PhD thesis on teachers’ continuous learning

through formal and non-formal professional development programmes; and Ms Sanjana Shrestha from Nepal will be writing an article based on empirical research that shows the impact of sustainable community libraries.

The recipient of the Peter Jarvis CONFINTEA scholarship, Mr Sanjeev Roy from India, was selected to design a programme of recognition, validation and accreditation of prior learning for the National Literacy Mission of the Government of India.

Revitalized ALADIN Network



The ALADIN Network, coordinated by the UNESCO Institute for Lifelong Learning (UIL), currently encompasses 99 documentation and information services with a focus on adult learning from all regions of the world.

On 25 May, in the context of the 60th anniversary of UIL, the global ALADIN Advisory Committee held a highly dynamic and productive meeting at UIL's premises. Eight active ALADIN members from India, Chile, Lebanon and Germany met to discuss and analyse past, present and future ALADIN activities and tools.

The ALADIN Network can look back on 15 years of successful sharing of adult learning resources, information and expertise. The meeting covered a wide range of issues, such as the use of social media, the idea of establishing an online depository of adult learning materials, capacity building and training opportunities for ALADIN members, and various national and regional ALADIN initiatives. The main outcome of the meeting was a revised ALADIN Work Plan 2012-2013.

For more information on ALADIN, please consult the ALADIN website.

Contact: l.krolak@unesco.org

High-Level International Round Table on Literacy at UNESCO Headquarters to mobilise for EFA Goal 4



On 6 and 7 September, as part of the celebrations for International Literacy Day (8 September), representatives from those 41 countries that face the largest literacy challenges, including 14 ministers and vice-ministers of education, attended a high-level event in Paris titled "Reaching the 2015 Literacy Target: Delivering on the promise". They were joined by participants from other UN agencies, literacy experts, civil society stakeholders and participants from the private sector to identify ways of accelerating progress to meet the 2015 deadline. UNESCO Institute for Lifelong Learning, UIL, as the co-convenor, chaired the opening session and provided input to a discussion process which provided country delegates much opportunity to share experiences and opinions on advocacy, partnerships, resource mobilisation and forward looking strategies to tackle the literacy challenge by translating vision into action.

A Paris Communiqué on Scaling Up Literacy was adopted by participants to intensify efforts to reach the Education For All Goal 4 of a 50% improvement in adult literacy rates by 2015. UNESCO was requested to provide assistance with the implementation of related National Action Plans to reach the EFA Goal 4

(<http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/advocacy/international-literacy-day/action-plans/>). In a Technical Session with Senior Officials from countries represented in the High-Level International Round Table, partners and experts, UIL shared the key findings and recommendations resulting from the LIFE mid-term evaluation. UNESCO's Literacy Initiative for Empowerment (LIFE) is a ten-year (2006-2015) framework of collaborative action for enhancing national literacy efforts in 36 Member States.

In the context of the International Literacy Day, the award ceremony for the 2012 UNESCO literacy prizes and a ceremony to nominate in a special ceremony the Ivorian singer A'salfo UNESCO Goodwill Ambassador for literacy took also place.

Celebrating UN Day by teaming up with UN agencies



The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training assists UN Member States to develop policies and practices concerning education for the world of work and skills development for employability and citizenship, in order to achieve: access for all; high quality, relevant and effective programmes; and learning opportunities throughout life.

In a meeting on 17 August 2012 held on the UNEVOC premises in Bonn, Germany, the UNESCO Institute for Lifelong Learning (UIL) and UNEVOC agreed to collaborate at the occasion of the "UN Day" to be held in Bonn on Saturday, 20 October 2012, where they will host a joint stand. The day is dedicated to celebrating the 67th birthday of the United Nations (founded on 24 October 1945).

More information can be found here:

City of Bonn: http://www.bonn.de/wirtschaft_wissenschaft_internationales/uno-stadt/un_veranstaltungen/index.html?lang=en

UNESCO-UNEVOC: <http://www.unevoc.unesco.org/go.php>

Launch of a new mailing list to promote exchanges on literacy and basic skills



The UNESCO Institute for Lifelong Learning (UIL) has just opened a mailing list on literacy and basic skills. The objectives are:

- To foster exchange of knowledge and sharing of experiences in the field of literacy and basic skills education
- To disseminate UNESCO's work in literacy education.

This initiative has come in response to a call upon UNESCO made by the CONFINTEA VI Belém Framework for Action to create an open-access knowledge management system.

If you are interested in subscribing to this mailing list, please register here:

<https://lists.unesco.org/wws/subscribe/literacy-uil-en>

Libraries for Lifelong Learning



The annual World Library and Information Congress – organised by the International Federation of Library Associations and Institutions (IFLA), the leading international body representing the interests of library and information services and their users – took place in Helsinki, Finland from 11 to 17 August 2012. A total of 4,224 delegates from 141 countries had the opportunity to attend 218 sessions and to talk with about 200 poster presenters and 86 exhibitors involved in library and information management. The UNESCO Institute for Lifelong Learning was represented at the conference by its Head of Documentation, Ms Lisa Krolak.

Among the highlights of the conference – with a particular view to UNESCO and the topic of Lifelong Learning – was a keynote speech by Prof. Peter Lor (former IFLA Secretary General, South Africa), who looked at phases and developments of the IFLA-UNESCO partnership over the last 65 years. In her keynote speech on “Lifelong Reading” during the session of the IFLA Literacy and Reading Section, Barbro Wigell-Ryynänen (Finnish Ministry of Education and Culture) explored why Finland scored so high in the OECD PISA study, including facts about the outstanding Finnish library landscape: an impressive 80% of the population are active library users and, in 2011, 11 library visits and 18 loans on average per citizen were recorded.

More information on the IFLA Conference: <http://conference.ifla.org/ifla78>

Full text: “Lifelong Reading”: <http://conference.ifla.org/sites/default/files/files/papers/wlic2012/108-ryynanen-en.pdf>

Full text: “The IFLA - UNESCO partnership: 1947-2012”:

<http://conference.ifla.org/sites/default/files/files/papers/wlic2012/96-lor-en.pdf>

The 3rd International Congress on Technical and Vocational Education and Training



Every 12 years UNESCO organises the International Congress on Technical and Vocational Education and Training (TVET). The first one took place in Berlin in 1987, the second in Seoul 1999, and the third International Congress was held in Shanghai 13–16 May 2012.

The main working document of the most recent Congress was entitled “Transforming Technical and Vocational Education and Training – Building Skills for Work and Life”. It dealt with Global developments and their implications for TVET; Analytical lenses; Policy areas; Challenges and advancing frontiers, and Partnerships for transforming TVET.

UIL Director Arne Carlsen was responsible for the UNESCO team to support the General Rapporteur's Oral Report, and Director David Atchoarena from UNESCO Headquarters in Paris for supporting the Written Report. There were more than 700 participants from more than 100 countries.

Many plenary sessions and round tables dealt with TVET in relation to sustainable and inclusive development, and with the need to transform TVET.

The General Rapporteur's Oral Report included headings such as Transforming TVET to our changing world The need for a paradigm shift regarding skills development; Policy coherence and governance; Responsiveness of TVET in an increasingly unpredictable world; Sustainable development; Social equity and inclusion; The need for integrated policy approaches to skills development; National and regional qualification frameworks for lifelong learning; Multiple pathways to ensure effective transition of youth from school to work; Financing of TVET and Bridging the gap between research and policy development.

The written report focused on Recommendations such as Enhancing relevance of TVET; Expanding access and improving quality and equity; Adapting qualifications and developing pathways; Improving the evidence-base; Strengthening governance and expanding partnerships; Increasing investment in TVET and diversifying financing and Advocating for TVET.

Visitors

5 – 6 July Mr Arnoldo Nhavoto, Director of the International Institute for Capacity Building in Africa (IICBA)

18 July Ms Nicole Elleuche, Authority for Science and Research, Hamburg

21 – 22 August Mr Farice Quinio, Ethics Officer, UNESCO, for Ethics Workshop with UIL Staff

3 September Ms Martina Roth, Senior Director Global Strategy, Research and Policy, Corporate Affairs Group, Intel Corporation, Berlin, Germany

5 September Ms Rosemarie Mielke, Vice-President, University of Hamburg

12 September Prof. Knut Schwippert and colleagues from the Universities of Hamburg and Lüneburg for a meeting of their working group on teacher training.

26 September Mr Bryan Maddox, Senior Lecturer in Education and Development, University of East Anglia, Norwich, United Kingdom of Great Britain and Northern Ireland

Human Resources

On 15 September **Stephen Roche** from Ireland joined UIL as Head of Publications and Editor of the *International Review of Education*. Prior to this he taught English language and literature at the University of Hamburg and was owner/manager of the academic translation bureau Network Translators. He is a graduate of the National University of Ireland and the University of Hamburg (History).

Since 16 October **Lucas Millheim** from the United States of America has held the position of UIL's Public Relations Specialist. He previously worked as Country Manager (UK and Ireland) for jimdo.com in Hamburg. He is a graduate of the University of Michigan, USA, and the University of Tübingen, Germany (German Studies).

Ms **Ana Basoglu**, UIL's Project Secretary is on maternal leave from 22 October until December 2013.

Ms **Sevgi Oktay-Carré** joined UIL on 1 October to substitute her during this period.

UIL thanks the interns Ms **Sheri Money** (United States of America, 21 May – 17 July), Ms **Seara Moon** (Republic of Korea, 11 June – 10 August), Ms **Patricia Ruth Cristobal** (Philippines, 18 June – 2 October), Ms **Koeun Lee** (Republic of Korea, 9 July – 7 September), Ms **Mika Hama** (Japan, 15 July - 17 August), Ms **Essie Samtou** (Togo, 18 July – 19 September), Mr **Eugene Kwarteng** (Ghana, 9 July – 5 October), Mr **Fredrick Nyberg** (Sweden, 6 August – 14 September) and Mr **Thorsten Ahrens** (Germany, 13 August – 5 October), for their valuable contributions to the institute's programmes.

Record number of interns at the UNESCO Institute for Lifelong Learning



The UNESCO Institute for Lifelong Learning (UIL) in Hamburg is the educational institute of UNESCO dedicated to advocacy, research, capacity building and networking in the field of literacy, adult education and lifelong learning. As such, UIL opens its doors not only to established experts, but also to young students who, as interns, are eager to have a practical learning experience outside the classroom.

In August 2012, **UIL hosted a record number of 8 interns**, actively involved in all UIL departments (Publications Unit, Administration, Documentation Centre & Library, Research and Training). Here is what some of them have to say about their UIL experience:

Essie Samtou, a Togolese, studying at Essen-Duisburg University, Germany: "I am impressed by the friendliness and the cultural diversity of the workers which nicely reflect the diversity of the Member States; this experience is great and has immensely informed my decision as to what to do in the future."

Koeun Lee, American, studying at Duke University, USA: "I hope to use my experience at UIL while pursuing law school next year, particularly focusing on issues relating to education. Surrounded by the hard work and dedication at UIL has been inspiring, culminating in a truly enriching summer here in Hamburg! "

Thorsten Ahrens, German, graduate of Humboldt-University (Institute of Library and Information Science), Berlin, Germany: "Libraries are deeply linked to the topic of lifelong learning and they are an essential basis for the progress of this global issue. The internship at UIL gives me the opportunity to support the UIL staff with my know-how as a librarian and to get broad practical experience working in a UNESCO educational institute."

Mika Hama, Japanese, studying at Georgetown University, USA: "The experiences I had at UIL were nothing but incredible. There was a supportive and inclusive atmosphere at the Institute, and I always felt my work

was appreciated. My internship was 3 months, but what I learned there was worth at least a few years of studying in school. It was indeed a wonderful learning experience."

Patricia Ruth Cristobal, Filipina, studying at the Department of Education, Aarhus University, Denmark: "My internship at UIL has been a valuable learning experience thus far. Being involved in a project like GRALE has given me hands-on experience in research design and methods that I otherwise just read or hear about in lectures. I appreciate being given the opportunity to do meaningful tasks, to be included in meetings and to be given a voice during discussions. This experience has provided me a venue to cultivate competences and develop insight that could help me after I finish my studies."

Further information on internships can be found here: <http://uil.unesco.org/about-us/internships/>



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