

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 fourth and final issue of the *UIL Nexus* Newsletter for 2012 reports on a large number of important activities in the international adult education community and in the field of lifelong learning. With this issue, UIL takes a step away from a culture of reporting on its activities, towards one of reporting results and impact. Many activities have, of course, a value in themselves.

People meet, exchange, make acquaintance, network. Sometimes, we say, the most important thing is not even the content or the agenda of a meeting, seminar or conference, but rather, the knowledge, experience, views, and beliefs that are exchanged over coffee. However, this being said, it is vitally important that we retain a steadfast focus on the desired results and expected outcomes of our activities. UIL will, therefore, in future place greater emphasis on the results and impact of its advocacy, research, capacity-building, and networking activities. This will entail a change of mind set, right from the moment an activity is planned. Evaluation and follow-up will also be more closely considered in the planning phase. We believe that this change of focus will help us to achieve our long-term goal of supporting Member States in social transformation towards inclusive and sustainable learning societies. UIL's function as a laboratory of ideas, standard-setter, clearing house, capacity-builder, and networker is represented by many of the activities that took place in the last quarter of 2012.

Looking forward, the Global Report on Adult Learning and Education is underway, with regional launches planned for 2013 in cooperation with the International Council of Adult Education. This report will supplement the Global Monitoring Report of the Education for All initiative, focussing on the field of adult and continuing education, especially the non-formal sector. The UNESCO Global Learning Cities Network is concluding its preparatory phase by developing indicators for the learning city, and is preparing for its launch in October 2013 at the First Global Learning City Conference in Beijing. The launch of the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning has taken place in several countries, and a UIL Observatory for RVA is currently being established to support Member States in using this standard-setting tool to develop national systems for RVA. The Action Research for Measuring Learning Outcomes from Participation in Literacy Programmes (RAMAA) in five francophone countries in West Africa will soon pilot contextualized test materials for 3,000–5,000 participants in each country, and will develop an advocacy and capacity-building tool based on quantitative and statistical evidence, which can serve as a model for other African countries. UIL will in 2013 involve a large number of its stakeholders in consultations on its Medium-Term Strategy for 2014–2021, and will take care to base this strategy on supporting Member States in developing learning societies.

Arne Carlsen
Director, UIL

Key Activities, Results and Impact

Second GRALE Editorial Board Meeting held at UIL



Every three years, UIL organises a comprehensive report on the progress made by Member States in implementing the [Belém Framework for Action](#), adopted at the CONFITEA VI international conference on adult learning and education in 2009. The first issue of this Global Report of Adult Learning and Education (GRALE) was published during the CONFITEA VI conference, with the second to be published in 2013. The GRALE Editorial Board Meeting met from 1–2 October 2012 at UIL to discuss

the six draft chapters of the next report and to gather feedback on how they might be improved.

By following up with Member Countries and making progress public, GRALE seeks to reinforce implementation of the Belém Framework. The structure of the report reflects the recommendations in the Framework, with chapters on adult literacy, policy, governance, financing, quality, and participation, inclusion and equity.

The Editorial Board is made up of seven external participants, representing both UNESCO Member States and civil society organisations, including Ms Cheryl Keenan (Director of Adult Education and Literacy, Department of Education, United States of America), Mr Alan Tuckett (President of the International Council for Adult Education), Ms Veronica McKay (Deputy Executive Dean of Education at the University of South Africa), and Ms Ella Yulaelawati (Director of Community Education Development in the Ministry of Education, Indonesia).

Additionally, the UIL team was supported by two consultants, Mr César Guadalupe (Associated Researcher at the *Centro de Investigación de la Universidad del Pacífico*) and Mr Kjell Rubenson (Professor at the University of British Columbia). As the monitoring of the Belém Framework for Action is a shared responsibility of UIL and the UNESCO Institute for Statistics (UIS), Mr Manual Cardoso was in attendance to represent UIS. Twenty-one programme colleagues from UIL also took part in the meeting, as most of them were involved in writing various chapters of the report.

After evaluating the draft chapters, the Board enumerated strategies for disseminating the forthcoming issue of GRALE and discussed potential themes for the third issue of GRALE in 2015.

Major steps taken in preparation of the 1st Global Learning Cities Conference



Working in close cooperation with the National Commission of China for UNESCO and the Beijing Municipal Education Commission, a preparatory meeting was held on 1 December 2012 in Beijing, China in anticipation of the 1st Global Learning Cities Conference. Representatives of UIL, the founding partners of the UNESCO Global Learning Cities Network (UNESCO GLCN) and the Chinese national authorities brainstormed around the main

themes of the Conference (scheduled for Autumn 2013) and elaborated on a master plan for preparing the Conference (including an open discussion on the scope of invitations, key presenters, level of experts, the annotated agenda and the overall road map). The Conference is expected to bring together approximately 500 mayors, chairs of city councils, directors of city education departments and experts/resource persons from the five UNESCO regions.

In his inauguration speech of the meeting, Mr Jiang Peimin, Director General of Beijing Municipal Education Commission, expressed the generous commitment of Beijing Municipal Government to host the Conference. Mr Arne Carlsen, UIL Director, indicated that UIL will, in collaboration with UNESCO Headquarters, UNESCO Regional Bureau in Bangkok, UNESCO Office in Beijing and all founding partners, work closely with the Chinese National Commission for UNESCO and the Beijing Municipal Education Commission for a successful Conference. Mr Du Yue, Secretary General of the National Commission of China for UNESCO, emphasised in his final remarks that all key documents of the Conference should be ready in early 2013 in order to organise a resonant conference with a high-level profile. While the Chinese partners are fully mobilised in their organisational work, UIL will set up a task force to expedite content preparation for the conference.

Networking Meeting of Researchers on Adult Education in Germany



On 10 December 2012, the UNESCO Institute for Lifelong Learning and the University of Hamburg invited ten young professors working in adult education and lifelong learning in Germany to come to Hamburg for a networking meeting. The objective was to bring together professors with an interest in adding an

international dimension to their research by working together with UIL and to co-host a network with the University of Hamburg in the future.

This first networking meeting was met with great interest by the participants. The discussion on the latest developments in research on adult education and lifelong learning in Germany and on UIL's work in this field concluded with the decision to develop a joint future work plan. A follow-up meeting will be held in the context of the [European Society for Research on the Education of Adults Triennial Conference 2013 \(ESREA\)](#) .

The Regions

Africa

CONFINTEA VI Regional Follow-up Meeting in Africa



A Regional Expert Meeting for the follow-up of the CONFINTEA VI in Africa was held from 5 to 8 November in Praia, Cape Verde, bringing together 50-some directors of adult education programmes, NGOs, and one youth representative. The Meeting was opened by the Minister of Education of Cape Verde, the honourable Ms Fernanda Maria de Brito Marques, and was jointly organised by the Ministry of Education of Cape Verde, the UNESCO Regional Bureau in Dakar (BREDA), and UIL. The meeting made efforts to identify, share and learn from achievements and successful examples in adult education policy and practice, and to develop an effective regional strategy to operationalise the Belém Framework for Action. Three representatives from UIL travelled to Cape Verde to organise and participate in the Meeting: Deputy Director Ms Carolyn Medel-Añonuevo, Senior Programme Specialist Ms Bettina Bochynek, and Programme Specialist Ms Angela Owusu-Boampong.

Participants

Three key messages emerged from the meeting:

1. Countries in the region must distinguish between mere declarations of political intention and actual will translated into action, reflected in funding and implementation mechanisms.
2. While there is widespread agreement about the direction ahead, what is lacking are operational strategies and concrete policy recommendations.
3. Two factors for success were identified: financial and material resources need to be mobilised and an intersectoral approach is essential.

A key output of the meeting was a matrix of action points for the region. All participants at the Meeting agreed on the importance of robust and concrete follow-up measures to track the implementation of this matrix at the national level. For the latest information on CONFINTEA activities, please visit our [CONFINTEA Portal](#).

Revitalizing Adult and Youth Literacy in Nigeria



With the purpose to review the implementation of project-related activities conducted in 2012 and to develop a work plan for 2013, UNESCO Abuja and the Nigerian National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) organised a meeting on 27–28 November 2012 in Abuja, Nigeria. The meeting was attended by around 30 participants, including senior government officials from different entities such as the Federal Ministry of Education, the Universal Basic Education Commission, the National Commission for Nomadic Education, and the UNESCO National Commission, as well as from non-governmental organisations and international development partners.

In addition to being part of this collaborative effort, in 2013 UIL will also welcome ten Nigerian researchers to Hamburg in order to support them in developing projects and research evidence that feed into the overall Revitalizing Adult and Youth Literacy Project. This initiative will be funded by a 50,000 Euro special grant to UIL by the Ambassador of Nigeria to UNESCO to benefit Nigerian scholars to research on literacy challenges. The UNESCO team technically guiding the meeting, led by the Director of UNESCO Abuja Office, was composed by senior programme specialists from UNESCO Headquarters, UNESCO BREDA, UNESCO Abuja and UIL. The meeting was formally opened by the Nigerian Minister of State for Education, Chief Nyesom Wike, who also received the UNESCO and NMEC teams after the meeting and briefed them on the outcomes and the commitment of the Nigerian government to address the serious literacy challenges of the country. As one of the most populous countries of the world (E-9), Nigeria has an estimated 40 million non-literate young people and adults, and around 10 million out-of-school children.

In May 2011, the Nigerian Government and UNESCO signed a Memorandum of Understanding to launch a three-year project titled “Revitalizing Adult and Youth Literacy in Nigeria” which is supported by a self-benefiting Funds-in-Trust of 6.5 million US dollars. The main goal of the project is to revitalise adult and youth literacy in Nigeria, by strengthening the commitment and capacities to improve and accelerate national literacy efforts. The review meeting resulted in an Action Plan 2013 which provides a clear road map for all actors to revitalise literacy in Nigeria. The implementation of the planned activities will be supported by technical assistance of the UNESCO team.

Workshop on Youth Employment Schemes in African Countries



UIL was invited to present its programme on literacy and life skills education for vulnerable youth at the “2012 Regional Workshop on Enhancing Delivery Capacities of Youth Employment Schemes in African countries”. Following the call of the Belém Framework for Action to address the learning needs of youth and adults in a holistic and comprehensive system of lifelong learning, UIL launched a research and policy dialogue process aimed at enhancing the capacities of UNESCO Members States to reduce barriers to basic education for young people.

The African Development Institute, member of the African Development Bank Group, convened the five-day workshop in Lagos, Nigeria, to share experiences in the field of youth employment in Africa. It brought together about 40 participants from various African countries, such as Egypt, Ghana, Kenya, Liberia, Nigeria and Tanzania and in addition representatives from the Youth Employment Network (YEN), the International Labour Organisation (ILO) and the International Youth Foundation (IYF).

From 15 to 19 October 2012, programmes and projects from the private sector, government institutions, civil society organisations and international agencies were presented, resulting in fruitful discussions and possible ways for cooperation. All initiatives presented were aimed at improving youth employment in general, but they tackled the issue from different perspectives and within a variety of contexts. Ms Anna Bernhardt from UIL emphasised the need to address the learning needs of youth and adults in a holistic and comprehensive system of lifelong learning. Through an interactive group work session participants were introduced to the concepts of literacy as a continuum, life skills and lifelong learning. The outcome of the workshop is a publication that elaborates the main issues involved in the planning and implementation of youth employment initiatives in African countries. UIL produced a paper as input to the publication which suggests possible ways to address the needs of vulnerable youth.

9th Annual Julius Nyerere Lecture on Rights-based Education and Lifelong Learning



Equity and equality in education were key themes in Deputy Director Medel-Añonuevo's Julius Nyerere Lecture, held at the University of Western Cape (UWC), South Africa on 10 October. The talk served as a catalyst for opening a discussion on the role of universities in lifelong learning among students and other audience members, which was then joined by the UWC Vice Chancellor.

The 9th of its kind in commemoration of the former Tanzanian president, Julius Nyerere, the lecture addressed topics such as the role of adult education in establishing democracy, drawing material from President Nyerere's works.

A one-day workshop on the topic of “Beyond Freire: A Feminist Dialogue on Power, Politics and Possibilities” was held leading up to the lecture for participants from the university and civil society organisations. Various short presentations were interspersed with group discussions. A booklet summing up the collected learnings from the workshop is set to be published in the future.

Arab States

Building a Culture of Lifelong Learning in the Middle East



The Middle East is in the process of embracing adult education as an important component of lifelong learning. With the stated aim of improving adult education in the region, a conference on “Closing Gaps, Opening Opportunities: Adult Education and Lifelong Learning in the Middle East” was organised in Amman, Jordan by the Regional

Office Middle East of the Institute for International Cooperation of the German Adult Education Association (dvv international) from 27 to 29 November 2012.

The conference aimed to leverage adult education to enhance employment and social development, to recognise adult learning achievements, and to support adult education providers.

Over 80 participants, including senior government officials from Jordan, Syria, Lebanon, the Palestinian Territories, and Egypt, as well as experts from key national, regional and international institutions and networks attended the conference. Princess Basma `Bint Talal, founding patron of the Jordanian Hashemite Fund for Human Development, inaugurated the conference.

In her address, Ms Madhu Singh, Senior Programme Specialist at UIL, advocated that “Developing Quality Frameworks for Recognising Adult Learning Achievements” should be an essential component of support environments in adult learning. She also presented a short background on UNESCO’s Recognition, Validation and Accreditation of Non-formal and Informal Learning (RVA) guidelines.

UIL and the dvv Regional Office Middle East committed to continue their close collaboration in future, with UIL planning further meetings in the Arab region for implementing the UNESCO RVA Guidelines.

Asia and Pacific

International Consultative Meeting for Establishing the UNESCO GLCN in Hangzhou, China



Under the framework of the 2012 Hangzhou International Conference on Educational Innovations, UIL, in close cooperation with the National Commission of China for UNESCO and the Education Commission of the Xiacheng District of Hangzhou City, organised an international consultative meeting for establishing the UNESCO Global Learning Cities Network (UNESCO GLCN) from 28 to 29 November in Hangzhou, China. Representatives of the founding partners or potential funding partners for establishing

the UNESCO GLCN participated in this meeting. UIL was represented at the conference by its Director, Mr Arne Carlsen, who spoke on the aims and potentials of Learning Cities and Lifelong Learning.

The meeting reviewed progress made in the preparatory phase of setting up the UNESCO GLCN, clarified the objectives and functions of the UNESCO GLCN, and developed a roadmap and a communication strategy for establishing the UNESCO GLCN. An important content of the meeting was the discussion on drafting a UNESCO GLCN index with both quantitative and qualitative indicators. The emphasis of the discussion was on how to make the index manageable and applicable at city-level in all development contexts. Based on the discussion in the meeting, UIL will refine the indicators and organise the piloting of the index in a small selection of cities in the various UNESCO regions.

Learning Unlimited and the World of Work Conference held in the Republic of Korea



The Fourth International Conference on Lifelong Learning, organised by the National Institute for Lifelong Education (NILE) was held on 22 November 2012 in Daejeon, Republic of Korea. The Conference was organised one day before the First Lifelong Learning Expo organised in the city from 23 to 25 November. After organising the annual Lifelong Learning Festival over the last ten years, NILE changed the format of their celebration to an Expo this year to celebrate and advocate for lifelong learning in a more formal and grand manner with over 50,000 visitors.

The aim of the conference was to discuss ways of making meaningful linkages between learning and the world of work. Keeping with the theme of the conference, “Learning Unlimited: Learning & the World of Work”, Ms Rika Yorozu, Programme Specialist at UIL, gave a presentation on trends in Europe. Presentations by other experts covered trends in Latin America, Scandinavia, China, the Republic of Korea and Japan.

International Seminar in Indonesia on Improving Literacy



The Indonesian Ministry of Education and Culture invited two literacy specialists from the UNESCO Institute for Lifelong Learning, together with two other specialists from UNESCO Headquarters and the UNESCO Regional Office in Bangkok, as resource persons for an International seminar on improving literacy based on mother tongue and ICTs, which took place from 31 October to 03 November 2012 in Jakarta, Indonesia. The seminar, entitled “Enhancing inclusion and equity of digital literacy

for all”, was a follow-up of the Eighth E-9 ministerial review meeting on Education for All held in June 2010 in Abuja, Nigeria.

The meeting was attended by roughly 100 participants from Bangladesh, Cambodia, Egypt, Indonesia, Malaysia, Nigeria, Philippines, Thailand and Timor Leste, and provided a platform for sharing experiences and innovative practices. The inputs of the UNESCO Institute for Lifelong Learning on measuring adult learners’ competencies and adult literacy in multilingual contexts prepared the ground for group discussions. These resulted in recommendations concerning

1. increased quality in adult literacy through mother tongue-based programmes;
2. expanded and equal access to ICT-supported literacy programmes for disadvantaged populations in remote areas; and
3. improved quality of adult literacy learning through strengthened capacities and accreditation of literacy providers.

Participants of the international seminar were also provided with several opportunities to visit community learning and empowerment institutions such as community reading centres, “Smart House” (different activity components under one roof) facilities and learning lounges located in large shopping malls in the city of Jakarta and sponsored by the private sector under the umbrella of Corporate Social Responsibility. All these learning facilities, which are open to the general public, are equipped with libraries, meeting rooms, computers and free Internet access. Participants also attended the annual community reading centres festival entitled “Indonesia reads: Improve literacy and develop character”, which featured 74 exhibition booths this year.

The UNESCO resource persons were given the opportunity in several press conferences and a TV talk show to express their views on the topic of the seminar and highlight the impressive achievements Indonesia has made in improving its adult literacy rates in recent years.

Asian Open Universities and Open Educational Resources



The annual conference of the Asian Association for Open Universities (AAOU) took place from 16 to 18 October in Chiba, Japan, and was attended by more than 300 open university presidents, administrators, teachers and researchers. Open Universities are among the largest global providers of learning opportunities in adult education and lifelong learning. A large number of their adult students are professional teachers seeking continuing education and new subject knowledge for career development or to improve the quality of their teaching. The 52 members of AAOU have a combined student body of over 12 million, while three

open universities have enrolments of more than 2 million students each.

The conference focused on the issue of Open Educational Resources (OER). Many open universities in Asia are already engaging with OER, by making learning materials available online free of charge, and collecting and collating existing free online material. These practices have reduced student costs considerably.

In his keynote speech, Mr Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL), focused on the role of open universities in lifelong learning for all, particularly in relation to inclusion and sustainable development. He referenced the Paris Declaration on OER, adopted at the World Conference on OER, which was organised by UNESCO and the Commonwealth of Learning in June 2012. In another keynote speech, the President and CEO of the Commonwealth of Learning, Ms Asha Kanwar, invoked many cases of OER at the global level. Ms Kanwar also spoke about Mass Online Open Courses (MOOCs), and presented an example of a MOOC involving more than 160,000 participants

Lifelong Learning in China Emphasises Continuing Education and Vocational Skills



On 11 October 2012, China’s annual National Lifelong Learning for All Activities Week, organised under the patronage of the Ministry of Education of China, Chinese Adult Education Association and the National Commission of China for UNESCO, was opened in Chengdu, capital of the Sichuan province in Western China. During an impressive opening ceremony at the Dacheng Conference Hall of Chengdu City, hosted by the Chengdu Community College, a series of initiatives of the Chinese authorities in support of lifelong learning was launched and a range of awards was granted

to individuals and institutions to honour their efforts in supporting lifelong learning practice on the local, provincial and national levels. The initiatives mentioned had a strong focus on improving cooperation between

cities and higher education institutions to enhance provision of continuing education for a broad range of potential learners.

In her address, Ms Lu Xin, Vice-Minister of Education of China, reinforced that continuing education is a most useful element of lifelong learning and crucial for reforming of education towards a modern system, while highlighting the need for effective pooling of resources from universities and municipalities to that end. She ended by reiterating that the demand for continuing education is evident and broadly shared, but concrete provision of learning opportunities must be strengthened, that responds creatively to the demand, with a focus on bridging initial vocational education and higher education.

Mr Werner Mauch, Senior Programme Specialist from the UNESCO Institute for Lifelong Learning, extended UNESCO's congratulations to China for the progress made with the Lifelong Learning Activities Week. Already celebrated for the eighth consecutive year in 2012, the initiative reaches out to more than 530 cities, districts and counties within 23 provinces nationwide. Furthermore, Mr Mauch praised the laudable efforts of the Chinese government in building a learning society in China.

Lifelong Learning and Migration



In September 2011, the Government of the Philippines convened a meeting in Manila, bringing together Filipino migrants from all over the world. This resulted in the formation of the Global Filipino Diaspora Council (GFDC) and a recommendation to organise regional meetings. In this context, the 1st Conference of Filipinos in Europe, entitled the

“Diaspora-to-Dialogue (D2D) Conference” was organised by the Philippine government (Philippines Embassy in Rome and Commission of Filipino Overseas), the International Organization of Migration, the City of Rome and several migrant organisations from 27 to 29 September 2012.

The objectives of the Conference, which was attended by some 200 participants, were:

1. to empower migrants for development by providing a forum for Europe-based Filipino migrant associations to discuss migrants' political, socio-economic and cultural integration/re-integration issues in the host countries and the Philippines; and
2. to organise a process that will best identify common and different issues at the local, regional and global levels that will contribute to the thematic agenda of the 2013 Global Filipino Diaspora Council in the Philippines.

The UNESCO Institute for Lifelong Learning (UIL) was represented by its Deputy Director, Ms Carolyn Medel-Añonuevo, who gave a plenary presentation on international migration and lifelong learning and facilitated a workshop on identifying education needs of migrants and their families.

The Conference ended with [the approval of a Declaration](#) which will be presented to the President of the Republic of the Philippines. A number of elements in the recommendations point to the need for diversified education and learning opportunities for migrants. [More information on the D2D website](#)

Europe and North America

Recognising Prior Learning at a pan-European Level



Europe is undergoing substantial demographic and technological changes, and will have to adapt its higher education system as a result. Methods for recognising prior learning (RPL) are becoming increasingly important, and will need to be compatible across national boundaries.

Against this backdrop, the European Association of Institutions in Higher Education (EURASHE), in co-operation with the European RPL Network (ERPLN), the Czech Ministry of Education, Youth and Sports (MŠMT) and the Czech Association of Schools of Professional Higher Education (CASPHE), organised the EURASHE Annual Lifelong Learning Seminar on RPL, on 13 and 14 December 2012 in Prague. The title of the seminar was “RPL: Flexible Ties within Higher Education”, and attracted over 50 international participants from universities, as well as Czech and European organisations. Mr Jin Yang, Senior Programme Specialist at UIL, spoke on the relevance of UNESCO's Guidelines on Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning to higher education. His talk focused on the principles and concrete mechanisms necessary for integrating RVA into higher education policy.

The aims of the conference were to raise awareness of RPL, discuss methods of incorporating RPL into policy, and to build partnerships within EURASHE and the European RPL network.

In summary, the Seminar showed that RPL has been widely accepted in higher education systems of Europe, but challenges remain. Key quality issues discussed in the seminar include developing appropriate assessment criteria to take into account the wide range of prior learning, guidance and counselling of lifelong learners, and the accountability of recognition authorities.

Matching Needs and Competencies on the Labour Market



In order to raise awareness of the importance of the UNESCO Guidelines on the Recognition, Validation and Accreditation (RVA) of the Outcomes of the Non-formal and Informal Learning, the coordinators of the Back to Work project invited UIL to participate in the international conference, “The Role of Validation of Competences in Professional Counselling of Adults”, held in Thessaloniki, Greece, on 7 and 8 December. The conference was organised as part of European project on counselling migrants, financed as part of the Leonardo da Vinci Transfer of Innovation programme. Seven organisations from Romania, Denmark, the United Kingdom of Great Britain and Northern Ireland, Greece, Germany and Bulgaria organised the conference with the aim of facilitating better matching between needs and competencies on the labour market.

The conference brought together around 60 participants, including representatives from institutions of higher education, organisations working with migrants, employment counsellors and adult education practitioners, with the goal of sharing techniques and best practices and building capacity among practitioners in implementing RVA systems. After a welcome address from Ms Simona Sava, Raúl Valdés-Cotera, Programme Specialist at UIL, held a presentation on UNESCO RVA guidelines and global trends in employment for the 21st century. Other presentations included a case study on issues and challenges in implementing validation frameworks in Greece, introduced by Magda Trantallidi from the Greek General Secretariat for Lifelong Learning.

Some of the main conclusions were that

1. the European debt crisis is actually affecting the labour markets, and validation and recognition are not necessarily responding in a way that helps to find jobs;
2. the price that learners are currently charged for the certification (around EUR 250) needs to be further analysed and discussed, particularly given present economic and political conditions; and
3. recognition, validation and accreditation of learning outcomes in all settings and modalities brings important benefits in reducing poverty, creating jobs and ensuring social inclusion.

More information:

[Back to Work Conference website \(English\)](#)

Mr Valdes' [presentation \(PDF in English\)](#):

[UNESCO GUIDELINES for the RVA of the Outcomes of Non-formal and Informal Learning](#)

Education with Impact



Education is notoriously difficult to measure, as many processes and results are difficult to quantify. Often quantitative assessments are limited to the question of *access*, leaving out the qualitative aspect of the actual *learning*. With the stated aim of increasing the effectiveness of education in supporting development goals, The German Federal Ministry for Economic Cooperation and Development (BMZ, *Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung*) hosted an international conference on “Education with Impact” on 5 December 2012 in Berlin. Participants in attendance were from a wide range of German and international organisations in the areas of development and education.

The conference was opened in plenum by Hans-Jürgen Beerfeltz, State Secretary at BMZ, who emphasised the significance of education in development, noting that for Germany it is “particularly important not only to increase our support for education but also to ensure that that support is as effective as possible”.

Participants then divided into four discussion groups to look at four questions:

1. To what extent can we achieve effectiveness in early childhood education, primary education, secondary education and adult education? Ms Carolyn Medel-Añonuevo, Deputy Director of UIL, took part in this forum, giving a presentation on adult education and the importance of documenting education results. She referred to CONFINTEA VI and the priority actions set out in the *Belém Framework for Action*, including the importance of literacy as a framework for later learning and the need for recognition, validation and accreditation.

2. To what extent can we achieve effectiveness in vocational training and university education? An inter-agency working group with representatives from the European Training Foundation (ETF), the International Labour Organisation (ILO) and UNESCO held a presentation on evidence-based analysis of technical and vocational education and training (TVET) indicators.
3. To what extent do current objectives and indicators result in greater effectiveness in the education sector? Albert Motivans from the UNESCO Institute for Statistics spoke on lessons learned in monitoring education progress and the importance of indicators at a national level.
4. How can evaluation results be used to help achieve greater effectiveness in education support? Ms Karen Langer from dvv international reported on the evaluation of adult education programmes in Afghanistan.

More information on the Education with Impact conference, including links to all workshop presentations: <http://www.education-with-impact.de/site/en/>

Promoting Numeracy International Conference in Berlin



Hosted by the Global Partnership for Education (GPE) and the German Federal Ministry for Economic Cooperation and Development (BMZ), an international conference on numeracy was organised by the German cooperation association *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) from 3 to 4 December in Berlin. The event was designed to explore numeracy as a rising topic at the “Education for All” (EFA) agenda and to discuss possibilities to create a movement to promote numeracy, and was attended by around 60 international specialists and academics, bi- and multilateral donors and implementing agencies, representatives of education ministries, non-governmental and civil society organisations as well as the private sector. While the main focus of the debate was on numeracy in pre-school and early grades of formal education, the keynote speaker Mr Madhav Chavan (Pratham, India), laureate of the WISE Prize 2012, also highlighted the relevance of numeracy education for youth and adults. Panellists from the Department for International Development (DFID), the Japanese International Cooperation Agency (JICA), the Canadian International Development Agency (CIDA), GIZ, Save the Children, and various academic institutions shared insights on on-going activities, lessons learnt and good practice in numeracy in a diversity of contexts including at school, out-of-school and fragile situations.

The conference divided into groups for several in-depth sessions on

1. early grade development and numeracy;
2. learning outcomes assessment and numeracy;
3. mobile learning and numeracy; and
4. synergies and lessons learnt from literacy: how to fast-track numeracy.

UIL participated in the fourth working group, which produced a set of recommendations with regard to goal-setting, kick-starting action and the creation of a community of practice to promote numeracy. The Conference resulted in a number of concrete recommendations for the next steps that will contribute to strengthening the importance of numeracy at the EFA agenda.

Adult Education as a Profession



The Fifteenth DIE Forum on Adult Education as a Profession was held from 3 to 4 December 2012 in Bonn, Germany, organised by the German Institute for Adult Education, Leibniz Centre for Lifelong Learning (DIE, after the German title). Over 150 participants, including international experts from South Africa, India, Serbia, Ecuador, the Former Yugoslav Republic of Macedonia, Bosnia and Herzegovina, Morocco, and Belarus who work in adult education, attended the two-day conference.

The main focus of the forum was a series of seven workshops dealing with issues relating to adult educators in Germany and Austria:

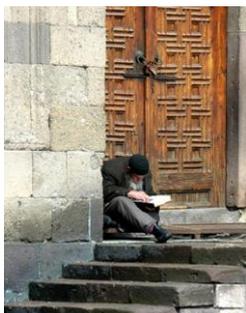
1. working conditions;
2. continuing professional training,
3. qualification requirements,
4. core competence frameworks;
5. quality management;
6. challenges facing the new generation of adult educators; and
7. formal and informal learning.

In addition to the workshop series, a special workshop entitled “Curriculum GlobALE” (ALE referring to Adult Learning and Education) was organised jointly by DIE, the German Adult Education Association (dvv international) and UIL. This workshop focused on introducing the Curriculum GlobALE to international experts from developing and emerging economies and eliciting feedback from them.

The aim of the common reference framework is to support adult education providers as well as adult educators worldwide in the design and implementation of their training programmes. The framework also aims to foster knowledge exchange and shared understanding between adult educators internationally. The framework contains an introduction, a curriculum structured into five modules, elements of a course design, a training concept, and an overview of best practices from Austria and Switzerland.

A second draft of the GlobALE curriculum is planned for 2013, incorporating feedback from participants. The Curriculum GlobALE will be piloted in 2013, and an editorial team has already been formed. A follow-up conference on lessons learned is planned for 2014.

Promoting Community-based Learning in Turkey



Turkey has made great strides in working towards its 2023 national development goals, including reducing gender inequality in education and enabling access to disadvantaged population groups. As non-formal education activities in particular are not adequately reflected in official statistics, a Workshop on Education Indicators and Statistics was organised from 19 to 20 November 2012 in Ankara by the Turkish Ministry of Family and Social Policies, along with UNESCO’s Division for Gender Equality, UNESCO Institute for Statistics and the UNESCO Institute for Lifelong Learning (UIL), to address this issue.

The Workshop focused both on progress made by Turkey in reducing gender inequality gaps and access to education, and on the importance of measuring quality of education, particularly on the role of education indicators and data. This workshop provided an excellent opportunity to both UNESCO and the Turkish officials to explain the respective systems of data collection, interpretation and ranking. Mr Jin Yang, Senior Programme Specialist at the UIL, held a presentation entitled “A Framework for the Global Learning Cities Index” on the first day of the Workshop, in which he highlighted common features of successful indicators (ambitious but achievable, crucial, easy to measure, relevant, clear and understandable, valid, and reliable). He also enumerated the groundwork for creating a learning city and the benefits to learners and the larger society.

In future, the Gender Equality Division of UNESCO and UIL pledge to work with Turkey’s Ministry of Family and Social Policies, to help organise a capacity-building workshop for establishing lifelong learning systems in Turkey.

Project for Promoting Lifelong Learning in Turkey



With financial support from the European Union, Turkey is currently implementing a Technical Assistance Project on Promotion of Lifelong Learning. The aims of this project are ambitious, namely to establish an institutional framework of lifelong learning in Turkey in line with EU practices, by *supporting individuals’ access* to education, which in turn shall *foster a more qualified labour force* in which *value is accorded to every kind of learning*.

An International Lifelong Learning Conference was organised from 13 to 15 November 2012 in Istanbul to raise public awareness for this project and to build capacity of related institutions, as well as to promote the lifelong learning approach based on EU practices and to provide an opportunity for discussing innovative learning methods, knowledge-based economies, the approach of recognition of prior learning, counselling and guidance services.

At the core of the Conference were four plenary sessions, focusing on Approaches in Lifelong Learning, Recognising Prior Learning, Lifelong Guidance and Employability, and Innovative Learning Techniques and Methods. Mr Jin Yang, Senior Programme Specialist at UIL, held a presentation on “Learning Cities and Lifelong Learning”, elaborating on the concepts of *lifelong learning* and *learning society* as first set out in [Learning to be \(Faure\)](#) and [Learning: The Treasure Within \(Delors\)](#). Mr Mustafa Kemal Biçerli, General Director, Ministry of National Education General Directorate for LLL, expressed his support for [the UNESCO Global Learning Cities Network initiative](#) and pledged to include building learning cities in Turkey’s national LLL strategy.

Financing the Adult Learning Sector in Europe



An expert team presented the interim findings of its research study to the European Commission's thematic working group on Financing Adult Learning, which includes representatives of UIL, on 7 November 2012.

The expert team is still in the process of analysing the data and key findings, such as the heterogeneity of the adult learning sector, the availability of data on participation and population size, and comparability of data and results. The following is a summary of the preliminary findings:

1. Almost all countries with low participation rates have more centralised structures.
2. High-income countries appear to have more financial mechanisms in place and higher participation rates.
3. Financing instruments for individuals appear to be more successful than company instruments.
4. Tax incentives have a positive aspect on participation.

The UIL representatives, together with country representatives, analysed these preliminary findings. They concluded that it is valuable to differentiate between vocational and non-vocational programmes, but stressed that the benefits of adult learning are not only related to economic gains, but also to democracy, peace and health. They also found that it was important to better identify target groups and to improve mechanisms for including the most vulnerable.

The conclusions of this research were presented in December 2012.

Adult Learning: Spotlight on Investment



It is essential that EU Member States cooperate in developing effective education and training systems. Since 2009, the instrument of the European Commission for pursuing this cooperation is the Strategic Framework for European Cooperation in Education and Training (ET 2020), which places lifelong learning at the core of its strategy, with adult education as a central component.

From 11 to 13 December, the European Commission and the European Centre for the Development of Vocational Training (CEDEFOP) organised a conference on financing adult education entitled "Adult Learning: Spotlight on Investment". The conference brought together 150 participants from throughout Europe to discuss issues and methods of financing adult learning. While most of the presentations and panel discussions focussed on the practical economics of adult education and vocational education and training in particular, UIL's Deputy Director Carolyn Medel-Anonuevo presented a holistic perspective of adult learning, elucidating UNESCO's rights-based approach to education.

Towards Equitable Access in Higher Education – A Lifelong Learning Challenge



The EQUINET project was an independent research and networking initiative which aims to map access to higher education for marginalised and non-traditional groups of learners based on the principle of equity. Funded by the European Commission, the initiative is led by the Brussels-based Menon Network and seven other international organisations and research institutes. On 7 November 2012, the final project conference was held in Brussels, bringing together some 50 researchers, policy-makers and practitioners in the field of equity research and policies in higher education, including a representative from

the UNESCO Institute for Lifelong Learning. Based on studies carried out over the past three years, the consortium presented key findings from their analysis of access of specific groups to higher education. These findings will be published in a series of three reports under the title of "Evolving diversity" (1–3). While the first two reports look at access and participation of students according to their socioeconomic conditions and their migrant status, the third report looks at access to higher education from a lifelong learning perspective, specifically by adult learners. This final report will be available by the end of 2012.

With a view to lifelong learning, the discussions clearly identified the need to work towards a more common understanding of the concept from a higher education perspective and to support universities in opening up to non-traditional learners, thus bridging the gap between policy and institutional practice.

Prior Learning Assessment in Canada



The Canadian Association for Prior Learning Assessment (CAPLA) organised an important conference "Recognizing Learning, Skills and Competencies: Strengthening Today's Workplace for a Better Tomorrow" on 22–24 October in

Halifax, Canada.

The conference was attended by 250 participants, mostly stakeholders in public policy, labour force development, immigrant integration, occupational and regulatory certification, career development, employment counselling, and credential assessment. After her opening remarks, the Nova Scotia Minister of Education, Marilyn More, presented the Recognizing Learning Awards to the 2012 award recipients. In her opening, she made strong advocacy for Recognition, Validation and Accreditation (RVA). In his keynote, Len Jillard, Senior Vice President of McDonald's Restaurants of Canada Limited, made an equally strong advocacy for RVA based on the human resource policy of McDonald's. McDonald's is a large multinational company with over one million employees worldwide.

UIL director Arne Carlsen presented the newly released UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning, which were well received by the North American practitioners in attendance. Mr Carlsen made extensive reference to Education First, the new education initiative of the Secretary-General of UN, and to the mismatch between skills development and the need in livelihoods. Case studies from South Africa, Ireland and Canada were discussed in a webinar in relation to national qualifications frameworks and systems for lifelong learning and related to the UNESCO Guidelines presented.

Adult Learning Skills Anticipation Meeting Addresses Skills Mismatch



UIL was invited to participate in the European High-level Meeting on Skills Anticipation in Adult Learning (EMSAAL) held from 12 to 14 September 2012 in Turin, Italy. EMSAAL aims to create a forum for knowledge exchange and the possible discovery of new approaches. The objective of this meeting was to identify mechanisms for effective skills anticipation in the adult labour force and ways of feeding back relevant information into the design of adult learning systems.

The three day meeting resulted in a series of recommendations to be addressed by each country, focusing on coordinating stakeholder involvement, adapting adult learning systems to bring them in line with labour requirements, and creating national databases of adult learning research.

On the basis of the discussions during the meeting, a summary report will be produced that systematises the research presented, captures the major discussion lines and layouts the approaches and recommendations identified. Ms Angela Owusu-Boampong represented UIL and coordinated a working session on 'Cost Benefit Analysis in Adult education'.

EMSAAL was organised by the [International Training Centre of the International Labour Organization](#) and supported by [Grundtvig programme accompanying measures funding](#). More than 85 participants from 27 European countries, among them decision-makers, national training authorities, representatives of public and private adult learning institutions labour market observatories, and universities, attended the meeting. [More information from the EMSAAL website](#)

Latin America and the Caribbean

Observatory Website for Adult and Youth Education for Latin America and the Caribbean



The UNESCO Institute for Lifelong Learning, together with the National Institute for Adult Education in Mexico (INEA), the UNESCO office in Mexico, and the Organization of Ibero-American States' (OEI) office in Mexico, took part in a working session in Mexico City on 14–16 November 2012 to prepare for the launch of the Observatory website. The Observatory is part of the follow-up of

CONFINTEA VI in the Latin America and the Caribbean region.

During this working session, the main functions of the Observatory were defined. These are:

1. to collect and disseminate objective, reliable and relevant information on the status and progress of youth and adult education in the region;
2. to monitor public policies for youth and adult education in the region; and
3. to establish a baseline of content for comparative study.

The Observatory will also help to build and strengthen relationships between different information systems for youth and adult education in the region, and to promote exchange among countries, researchers, academics,

and participants in youth and adult education, and was launched in January 2013 at the Regional Education Project for Latin America and the Caribbean (PRELAC) meeting.

Cross-regional

Global Monitoring Report Launch in Oslo



Every year, an edition of the Education for All Global Monitoring Report (EFA GMR) is published, focusing on a specific area of education. Each new report is an occasion for reflecting on progress made while also deepening understanding on the focus area. Results of the findings are then presented at events held around the world, drawing international attention to the importance of the EFA agenda and spreading the message to various audiences and potential partners. The 2012 report topic was “Youth and skills: Putting education to work”.

The EFA GMR 2012 was launched in Oslo, Norway from 17 to 19 October, as part of an international seminar on Youth, Skills and Work, organised jointly by the Norwegian Ministry of Education, the Norwegian Agency for Development Cooperation, the Norwegian National Commission for UNESCO, the University of Oslo and the Norwegian Refugee Council. Ms Carolyn Medel-Añonuevo, Deputy Director of UIL, took part in the seminar and held a presentation on “Ensuring learning opportunities for marginalized youth”, drawing on research carried out with the [Canadian International Development Agency](#).

This year’s EFA Global Monitoring Report draws attention to the situation of many disadvantaged youth around the world who leave school without the skills necessary to find adequate jobs and adapt to society. Beyond the suffering of individual young people, this failure to reach youth has a negative impact on economic growth and society as a whole. In addition to presenting the results of the GMR, the Youth, Skills and Work meeting in Oslo featured presentations on public-private partnerships in education and training, issues in sustainable development relating to youth education, and case studies from Bangladesh and Uganda.

More about the [EFA Global Monitoring Report](#)

More information on the [GMR launch in Oslo \(PDF\)](#)

Education: From Youth Problems to Youth Solutions



The UNESCO Institute for Lifelong Learning participated in the Policy Forum on Engaging Youth in Planning Education for Social Transformation which was co-organised by the UNESCO International Institute for Educational Planning and various partners. It was held at UNESCO Headquarters in Paris from 16 to 18 October 2012.

A wide range of people, including Ministers, researchers, youth representatives and education development specialists, participated in the discussions around three main themes:

1. Youth, education and peace building
2. Youth civic engagement in non-formal education
3. Youth transition from education to work in the Mediterranean region

The main insight the UNESCO Institute for Lifelong Learning took away from the meeting was the reaffirmation of the vital role of non-formal education not only for young people in schools, but even more so for young men and women who did not have a chance to complete their basic education. The latter urgently need access to literacy and skills development to increase their chances for a viable future. Another point for follow-up in the UNESCO Institute for Lifelong Learning’s next medium-term strategy is to engage youth in more instrumental ways in the quest to change youth problems to youth solutions.

If you are interested in UNESCO’s future activities concerning youth and education, you are invited to [participate in the online platform](#) which has been created for this purpose.

[Initial results of the Agenda for Action](#)

The 2012 International LitCam Conference



The Seventh International Literacy Campaign (LitCam) Conference took place on 8 and 9 October 2012 in the context of the Frankfurt Book Fair. The theme of the international conference was “Literacy and Active Citizenship”. The UNESCO Institute for Lifelong Learning (UIL) has been a partner of LitCam since its inception in 2006.

More than 75 participants from 20 countries took part in this year's conference. Keynote speeches, strategic presentations and practical examples from a range of political, social, and cultural contexts highlighted the importance of literacy for active participation in society. In her welcoming address, Ulrike Hanemann of UIL provided examples of international research findings on the positive effects of literacy on active citizenship and shared experiences from Latin America and Europe of the empowering and transforming nature of literacy.

The keynote speaker of the conference was Karen Margaret Sewell, former Secretary of Education at the New Zealand Ministry of Education. She shared her experience of the recent holistic education reform in New Zealand, which emphasises citizenship and lifelong learning. New Zealand, as Guest of Honour at the 2012 Frankfurt Book Fair, was the focus of much attention throughout the conference, while participants from Namibia, Nigeria, Norway, India, Turkey, Tunisia and the United Kingdom of Great Britain and Northern Ireland also shared their knowledge through workshops, etc.

The debates revolved around questions of:

- the influence of literacy on democratic movements;
- the importance of integrating principles of citizenship in education systems; and
- the role of literacy, language, culture and empowerment.

For more detailed information on the event please visit LitCam's website at <http://www.litcam.org/>. Some of the experiences presented at the conference will also be available on UIL's Effective Literacy Practices Website at <http://www.unesco.org/uil/litbase>.

Conference on "Indicators for Teachers and Teaching"



Formal learning environments rely on teacher quality for their success, yet data-based indicators are currently not sufficient. To address this concern, the UNESCO Institute for Statistics, the UNESCO Division for Teacher Development and Higher Education, and the Secretariat of the International Task Force on Teachers for Education for All organised "The Indicators for Teachers and Teaching Expert Group Meeting", held from 3 to 4 October in Paris. UIL contributed expertise in the areas of non-formal education and literacy.

The meeting was divided into three parts:

- an overview of existing initiatives tracking teacher-related data;
- a group discussion on policy challenges and the role of existing data in resolving them; and
- a plenum on future collaboration and data sharing among organisations.

The meeting resulted in a commitment to take a broader view of teachers in non-formal education. UIL pledged to improve and deepen data collection on adult teachers/facilitators in future activities.

[Information on existing initiatives](#)

UIL CONFINTEA Scholarships Support Individual Research on Educational Projects



In November 2012, two scholars conducted in-depth research at the UIL Library. Ms Bulelwa Keke (South Africa) and Mr Sanjeev Roy (India) spent a month at UIL in the framework of the UIL CONFINTEA Scholarships 2012.

The studies that Ms Keke prepared during her stay will be used to restructure the curriculum for next year's intakes for formal and non-formal teacher adult education programmes. This information will likely be accessed and used by the wider South African Basic and Higher Education sector once the results are published.

Mr Roy prepared a draft policy paper for the National Literacy Mission of the Government of India on how to reintegrate non-literates into society through Recognition, Validation and Accreditation (RVA) of the outcomes of their prior non-formal and informal learning.

Ms Keke and Mr Roy were the second cohort of scholars in 2012, following Mr Mohammed Gul Wahidi, accompanied by Mr Taj Ali Sabir (both Afghanistan) in July.

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. The Effective Literacy Practices website is compiled on an ongoing 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/uil/litbase> to find many case studies on innovative and effective literacy practices. Materials and information on literacy programmes 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.

UN Day Celebrations in Bonn



The 2012 UN Day, marking the 67th birthday of the United Nations with the signing of the UN Charter on 24 October 1945, was held on 20 October in Bonn with a public outdoor festival on the central market square. [As reported earlier](#), UIL teamed up with the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) to participate in this year's celebrations.

The festivities were preceded by the 13th annual UN Talks at the “*Haus der Geschichte*” museum, jointly organised and opened by the City of Bonn and the German Society of the United Nations. The motto of this year’s UN Day was “Make each purchase a goal – Score 8:0 for development”, with the aim of critically assessing consumer behaviour and involving visitors in making the world more sustainable with every purchase.

The principal event was held on 20 October 2012 and was opened by Bonn’s Mayor Jürgen Nimptsch and Jakob Rhyner, Vice-Rector of the UN University in Europe and acting chair of the Group of Heads of UN Organizations in Germany. A total of 18 UN organisations located in Germany presented information to the general public and to the academic visitors in attendance, with UIL and UNEVOC hosting a joint stand.

[More information on the 2012 UN Day](#)

Visitors

15 October, Prof. Vinzenz Timmermann, University of Hamburg, Germany
15 October, Prof. Christine Garbe and Mr Martin Gross, University of Cologne, Germany
22 October, Ms Gabriele Rabkin, Hamburg State Institute for Teacher Training, Germany
22–24 October, Ms Othilie du Souich, UNESCO, Team for Knowledge and Programme Management Issues and Support, for SISTER and RBM training with UIL staff
25 October, Ms Yoka Janssen, Springer Science + Business Media, the Netherlands
8 November, Ms Sachiko Tamura, Center for Adult Learning, Literacy & Japanese as a Second Language, Japan
9 November, Mr Nayelabadi, Deputy Consul General, Iran
13 November, Mr. Satonobu Matsunaga, Japanese Government and Mr. Hiromi Sasai, National Japanese Institute of Research in Politics of Education (NIER), Japan
15–19 November, Ms Mami Kawachi, University of Tsukuba, Japan
16 November, Ms Camilla Mehling, Aarhus University, Denmark
18–20 November, Mr Sobhi Tawil, Education Research and Foresight Team, UNESCO, for a staff retreat on UIL’s Medium Term Strategy
26 November, Prof. Hermann Held, University of Hamburg, Germany
28 November, Student visitor group, University of Hamburg, Germany, presentation on UIL
3 December, Mr Hans-Jürgen Fink, Hamburger Abendblatt
3 December, Ms Katrin Heeren, German National Commission to UNESCO
5 December, Student visitor group (educational science, ca. 20), University of Hamburg, Germany, visit to UIL Documentation Centre and Library
6 December, Student visitor group (educational science, ca. 20), University of Osnabrück, presentation on UIL
17–21 December, Ms Laia Caballé, Ms Marlies Spronk, Mr Lionel Chabeau, Ms Bilyana Grujic, UNESCO, for FABS training with UIL staff
18 December Mr Balász Németh, Mr Zsolt Nemeskéri, Faculty of Adult Education and HRD, Institute of Adult Education, University of Pécs, Hungary

Human Resources

Ms **Jennifer Musyimi**, UIL's Receptionist/Secretary, has left UIL as of 31 December 2012, after eight years of service. UIL wishes her all the best for her personal and professional future.



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