

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. If you would like to unsubscribe from *UIL Nexus*, please inform us by sending an e-mail to [uil-nexus@unesco.org](mailto:uil-nexus@unesco.org)

## Foreword

---



In all of its programme activities, UIL applies, to varying degrees, four key modalities of operation: capacity building, research, advocacy, and networking. At different periods, one or more of these modalities may dominate our work. For example, in recent months, the

main focus of UIL's work has been capacity building.

Capacities in Member States were developed both in workshops and seminars in respective regions (Asia and Africa) and countries (Mozambique and Nepal), and by inviting senior professionals working for governments and NGOs with responsibilities for policy design and implementation to visit UIL within our scholarship and fellowship programmes. UIL, in partnership with the Erasmus Mundus Programme European Masters in Lifelong Learning: Policy and Management (MA LLL), also offers the opportunity for students from all parts of the world to spend time at the Institute as interns, thereby gaining insight into UIL's work and gaining practical work experience.

The research component of UIL's work was evident in specific contributions provided to selected audiences, such as the state authorities responsible for human resource development in The Islamic Republic of Iran, the adult learning community in Scotland, or the Berlin Demography Forum. LitBase, UIL's database on effective literacy practice, has also been updated with innovative projects from different countries.

Our advocacy and networking activities focused on the further development of lifelong learning policies and practices, adult learning and education, and literacy and basic skills. These were among the objectives of the World Forum on Lifelong Learning in Marrakesh and the World Innovation Summit in Education in Doha, in which UIL participated. A mid-term aim of UIL's advocacy and networking activities for adult learning was also achieved with the revision of the UNESCO Recommendation on the Development of Adult Education, an activity about which you will hear more in the coming issues of NEXUS.

*Arne Carlsen*  
Director, UIL

## Key Activities

---

### Successful international workshop for literacy facilitators

Providing basic literacy skills to the world's 800 million illiterate adults is an essential step in empowering people to become agents of positive social change in their communities. However, this issue is low on the agenda of education policymakers, judging by the status and conditions of adult literacy teachers. Their marginalization contributes to a vicious cycle of low-quality, poorly performing literacy programmes, which in turn provide little

inducement to governments to support greater investment in literacy and basic skills.

In response to this situation, the UNESCO Institute for Lifelong Learning, in partnership with the Institute for International Cooperation of the German Adult Education Association (dvv international), Ethiopia's Ministry of Education, the UNESCO International Institute for Capacity Building in Africa, and the UNESCO Addis Ababa Liaison

Office, organised an International Workshop on Strategies for the Improvement of the Status of Literacy Teaching Personnel in Addis Ababa, Ethiopia, from 25 to 29 March 2013.

Over 60 directors of literacy agencies, government personnel in charge of teacher training, and heads of civil society organizations involved in literacy training from seven countries (Ethiopia, Nigeria, South Sudan, Egypt, Afghanistan, Indonesia and Nepal) attended. Participants gained insights into the situation of literacy facilitators, shared best practices, and identified ways to improve the status of literacy facilitators. To ensure the implementation of the action points developed at the workshop and to support the country teams, several UNESCO Field Offices (namely Abuja, Juba, Kabul, Kathmandu and Nairobi) also



sent colleagues in charge of literacy.

The main outputs of this workshop were draft action plans with concrete timelines and indicators, which each country team developed based on the discussions held and inputs given.

→ [Article on the ERTA website, the Ethiopian Radio and Television Agency](#)

## Revising the 1976 Recommendation on Adult Education



At its 19th session in 1976, the UNESCO general conference adopted a Recommendation on the Development of Adult Education, based on an impetus from the third International Conference on Adult Education (CONFINTEA III). This Recommendation continues to form UNESCO's most important set of standards on adult education for member states.

Visionary in its broad set of objectives and adoption of a rights-based approach to adult learning, the original 1976 document nevertheless requires an update to more accurately reflect developments in the discourse of adult

education and its relationship to literacy as a continuum and to lifelong learning, among other topics. In July 2012, an expert group met at UIL to discuss necessary revisions to the Recommendations, which was followed by an online consultation with over 300 participants from more than 30 countries.

The revision process has continued in April with a meeting of the UNESCO Executive Board to discuss proposed amendments. UIL will continue to coordinate the revision process, with an outcome expected to be adopted by UNESCO's General Conference in autumn 2015.

## The 2013 CONFINTEA Fellowship Programme

The UNESCO Institute for Lifelong Learning is currently accepting applications for the 2013 cohort of four [CONFINTEA Fellowships](#) for key personnel from Member States to improve adult education at country level by supporting the implementation of the [CONFINTEA VI Follow-up](#). They will be invited in October 2013 for a fully funded research-cum-capacity-building visit of four weeks. Participants should be government officials or senior specialists in adult education.

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

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

→ [More information on the CONFINTEA Fellowship Programme](#)

Please contact Ms Angela Owusu-Boampong with any questions you might have: [a.owusu-boampong@unesco.org](mailto:a.owusu-boampong@unesco.org)

## CONFINTEA Scholarships 2013

In 2013 UIL is pleased to be able to offer three CONFINTEA Scholarships for a period of one month to students and researchers from UNESCO Member States (particularly from the global South):

- one Peter Jarvis / Taylor & Francis CONFINTEA Scholarship



- two Nomura Center CONFINTEA Scholarships

All scholarships are funded by private donations.

CONFINTEA Scholars will benefit from UIL's knowledge base and

resources for their research in the area of lifelong learning

with a focus on adult and continuing education, literacy and non-formal basic education. The scholarships will take place at UIL either in August or September 2013. Candidates should be fluent in English, which is the working language at the Institute.

UIL will provide each scholar with a fully equipped and networked computer workplace and the use of the resources and support of its unique Documentation Centre and Library. With 60,000 books, documents, non-print media and periodicals in adult education, literacy, non-formal education and lifelong learning, it is one of the most comprehensive collections of its kind in the world. Started in 1952 by the UNESCO Institute for Education, UIL's predecessor organisation, the Documentation Centre comprises English language materials (some 60% of the collection), as well as publications in German, French, Spanish and a variety of other languages.

UIL maintains effective working relations with the University of Hamburg, which is within walking distance. Its supportive infrastructure, such as its library and dining facilities, are open to scholars, as (in principle) are other research institutes in UIL's research environment such as

the German Institute of Global and Area Studies (GIGA), which is also within walking distance of the Institute.

Each of the three scholarships worth a fixed amount of US \$2,500, provided by the donors as a contribution to costs related to the stay. UIL will arrange for suitable accommodation close to the Institute and health insurance and pay for these out of the scholarship money. The remaining amount will be forwarded to respective scholarship recipients, to pay for their air-ticket and all other costs before, during and after the research stay at UIL (such as visa costs, transportation, daily food, etc.).

Scholars will be working under the supervision of a UIL researcher, but should be prepared to work on their own terms for a good deal of time. They will be expected to present the research they have undertaken at UIL for discussion at a concluding seminar and to report on follow-up activities and results of their research in the following months. The scholars will be offered membership in UIL's Alumni Network.

For further information please contact Ms Lisa Krolak at [l.krolak@unesco.org](mailto:l.krolak@unesco.org)

## Activities in the Regions

---

### Africa

#### Capacity development for adult literacy and education in Mozambique



Mozambique has one of the highest rates of illiteracy in the world, with approximately 44% of adults (nearly 60% of women) unable to read and write. To address the urgent need for technical support, UIL participated in two training events in Maputo.

UNESCO has been providing support to the Directorate of Adult Literacy & Education (DINAEA) of the Ministry of Education of Mozambique under the auspices of its Capacity Development for EFA (CapEFA) programme. The training workshop in Maputo was held from 18 to 22 March 2013, and focused on the role of supervision for continuous quality improvement and professional development among literacy facilitators.

The workshop took a highly participatory approach, allowing the participants - senior staff from DINAEA and all provinces as well as directors from the five Adult Education Training Institutes (IFEAs) - to take ownership of the process to critically analyse existing structures and practices of pedagogical supervision and to come up with an improved strategy and tools for supervision. In the final evaluation, participants confirmed the high relevance of the workshop

topic and that the process has enhanced their capacities to follow up on the required steps at the sub-national levels.

Following this workshop, a technical seminar was held to prepare a training manual for literacy facilitators. It was attended by 15 senior DINAEA staff from central and provincial levels as well as the pedagogical directors of the five IFEAs. The seminar concluded with participants agreeing on the contents of four training modules to be developed for flexible use at different levels.

#### IICBA and UIL – An Effective Partnership



The International Institute for Capacity Building in Africa (IICBA) focusses on building and strengthening capacities of teacher education institutions in the region and contributes to the design and implementation of the Second Decade of Education for Africa in the areas of teacher education, distance education, curriculum development and educational management. As this encompasses the strengthening of teacher development for formal and non-formal education and needs to be approached holistically, IICBA and UIL share a common goal. Cooperation between

the two institutes was intensified in July 2012, when the Director of IICBA, Mr Arnaldo Nhavoto, visited Director Arne Carlsen at UIL.

The recent International Workshop on Strategies for the Improvement of the Status of Literacy Teaching Personnel is testimony to the successful collaboration between the two UNESCO category I institutes.

In the context of their participation in the Workshop, UIL Deputy Director Carol Medel-Añonuevo and Programme Specialist Anna Bernhardt visited the IICBA offices. Both institutes pledged to work together in tackling global literacy challenges by building capacities of formal and non-formal teaching personnel.

## Asia & Pacific

### A pilot family literacy programme for Nepal



With an overall literacy rate of 65.9% (men 75.5% and women 57.4%) according to the 2011 Census, Nepal is at risk of not meeting the 2015 Education for All Goal 4. A recent workshop in Dhumbarahi (Kathmandu) organised under the Capacity Development for EFA (CapEFA) Programme sought to address the situation.

Around 30 government officials, school and head teachers, community learning centres managers, social mobilisers, facilitators, and representatives from UN organisations and non-governmental organisations met during the three day workshop from 9 to 11 March to reflect on the potential of family literacy in Nepal and to discuss steps in developing a related pilot project. The workshop, entitled “Introducing innovative approaches of learning through family literacy in Nepal” was jointly organised by UNESCO Kathmandu Office and the Non-formal Education Centre of the Nepalese Ministry of Education. UIL and the Hamburg Institute of Teacher Training and School Development provided technical input as resource persons.

Participants analysed promising practices in family literacy from different contexts around the world in the light of their own experiences, and even gained first-hand insights into local conditions by interviewing learners from the Sikharapur community. In the closing of the workshop, the Director of UNESCO Kathmandu Office Mr Axel Plathe reinforced the importance of literacy for development, as reflected in the new United Nations Development

Assistance Framework 5-year framework for Nepal. The planned pilot family literacy activity will contribute to this and the ongoing “Literate Nepal” campaign.

### Building a Lifelong Learning System in the Islamic Republic of Iran



The Iranian government has committed to embedding lifelong learning into the national education policy, and to this end invoked a high-level workshop on lifelong learning, the first of its kind to be held in Iran.

The National Training Workshop on Innovative Concepts and Systems of Lifelong Learning was held from 11 to 14 February 2013, organised by the Ministry of Education of the Islamic Republic of Iran, the Iranian National Commission for UNESCO, and the UNESCO Tehran Cluster Office in Tehran. The National Commission for UNESCO and the UNESCO Tehran Cluster Office asked UIL, global centre of excellence for lifelong learning, to provide technical and conceptual assistance in preparing and holding the workshop.

The Workshop addressed both the Iranian context and an international perspective on lifelong learning, the latter which was implemented by a UIL team of experts. UIL’s contribution took a good practice approach, presenting a series of examples of successful lifelong learning policies in Asian and European countries. The UIL team comprised Jin Yang, Senior Programme Specialist and Rika Yorozu, Programme Specialist, along with two external consultants (Jørn Skovsgaard, Senior Adviser, Ministry of Children and Education of Denmark; and Professor Yadollah Mehrizadeh, Shahid Chamran University of Ahvaz, Iran). The Iranian contribution included presentations on policies and perspectives along with the Iranian educational, socio-economic and cultural context by leading researchers in Iran.

Over 40 representatives from ten ministries and institutions with responsibilities for human resource development exchanged experiences and generated new ideas to develop a lifelong learning society in Iran during the Workshop. The initial output of the proceedings was a proposal to set up a national committee on lifelong learning under the Iranian National Commission for UNESCO and an expert task force to develop a national policy framework on lifelong learning, along with a pledge from individual participants to (1) file a short report on the workshop to each respective

minister/director; (2) write articles on lifelong learning and publish them in newspapers and journals in Iran; (3) organise internal workshops for colleagues in the ministries; (4) conduct empirical need assessment of learners; and (5) introduce several changes in policies to promote lifelong learning for all.

The Islamic Republic of Iran is well on track as regards the 2015 Education for All goals and education-related Millennium Development Goals. Fully integrating lifelong learning for all into the Iranian education and development system will significantly contribute to building coherent and holistic strategies beyond 2015. UIL will continue to provide technical support to the Islamic Republic of Iran with a focus on developing a national policy framework for implementing lifelong learning for all.

**More information:**

- [Concept note](#)
- [Agenda](#)

**Developing lifelong learning policy frameworks for ASEAN countries**



UIL co-organised a Seminar on National Policy Frameworks for Lifelong Learning for seven Association of Southeast Asian Nations (ASEAN) countries, specifically Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Vietnam. This Seminar was organised in Hanoi, Vietnam on 10 and 11 January 2013 in collaboration with the Ministry of Education and Training (Vietnam) and UNESCO Office in Hanoi and with the support of dvv international Regional Office for Southeast Asia and UNESCO Offices in the region.

Asian countries that participated in the Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States (Hamburg, 2010) shared their experiences in developing lifelong learning policy frameworks. A number of initiatives were reported, such as:

- Handbooks on LLL (Cambodia)
- Integrating the concept of LLL in national NFE policy (Lao PDR)
- Blueprint on Enculturation of Lifelong Learning for Malaysia 2011-2020
- National Directory on Lifelong Learning (Malaysia)
- Education reform in Thailand putting ‘All Thais have access to quality lifelong learning’ in the centre

- Viet Nam’s National Framework on Building a Learning Society 2012-2020, approved by Prime Minister on 9 January 2013

**More information:**

- [Press Release](#)
- [Advocacy Brief](#)
- [Terms of Reference](#)
- [Agenda](#)
- [Report by dvv international](#)

**Developing Lifelong Learning in South-East Asia**

The [Southeast Asian Ministers of Education Organisation \(SEAMEO\)](#) was established in 1965 to promote regional cooperation in education, science and culture. In 2013, SEAMEO agreed to the creation of the new Regional Centre for Lifelong Learning (RCELLL). It was formally established at the 47th Council Conference from 19 to 21 March 2013 attended by more than 200 participants from 18 countries. His Excellency Mr Truong Tan Sang, President of the Socialist Republic of Viet Nam, addressed the delegations and presided over the Opening Ceremony, speaking about the increasing importance of SEAMEO and of lifelong learning as a tool to develop the learning society.

This was followed by a Policy Forum on “Lifelong Learning: Policy and Vision”, with contributions of the new Chair of the [ASEM LLL Hub](#), Claus Holm from Aarhus University, Arne Carlsen (Director of UIL) and Andreas Schleicher of OECD. In his keynote speech, Mr Carlsen promoted “A New Deal for



Education” with a coalition of a multitude of stakeholders representing not only government, but also civil society and the private sector, learners and teachers. He stressed the importance of teacher quality, new strategies for developing learning societies, targets for women’s access to lifelong learning, better use of ICT in learning, and developing learning cities and districts.

[More information on the 47th SEAMEO Council Conference](#)

**Capacity Building for Implementing the UNESCO RVA Guidelines**

The UNESCO Institute for Lifelong Learning (UIL), on behalf of the UNESCO Education Sector, has taken the initiative in working with Member States to develop the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning. In June 2012, Mr Qian Tang, the Assistant Director-General for Education of UNESCO, officially approved the Guidelines and invited authorities in Member States to make efforts to implement the Guidelines in line with their specific national context.

Acting upon this initiative, the DVV International Regional Office in Southeast Asia organised a workshop on 7 and 8 January 2013, in Vientiane (Lao PDR) to facilitate the implementation of the UNESCO Guidelines for RVA in the sub-region. Eighteen policymakers and experts from Cambodia, Laos, the Asia South Pacific Association for Basic and Adult Education and the Southeast Asian Ministers of Education Organization Centre for Lifelong Learning participated in the workshop. With the help of DVV International and the UNESCO Office in Ha Noi, the Guidelines were translated into the national languages of Cambodia, Lao PDR and Viet Nam and disseminated to national stakeholders in the three countries.

Mr Jin Yang, Senior Programme Specialist of UIL, served as a resource person and made four presentations at the workshop on the following topics:

- Conceptual evolution and policy developments in lifelong learning – A UNESCO perspective;
- The nature of learning and the importance of non-formal and informal learning;
- Synthesis report on RVA in UNESCO Member States, and
- The key messages of the UNESCO Guidelines for RVA



During group work, the country teams elaborated on opportunities/strengths, threats/weaknesses and developed some concrete key action points for implementing the Guidelines in their countries in the next two years. Additionally, the participants also requested UIL and DVV International to continuously support the implementation of the Guidelines through provision of technical expertise and capacity building in developing skill assessment tools and qualification criteria.

In all, the two-day Workshop successfully mobilised several key change agents in the three countries for implementing the UNESCO Guidelines, deepened participants' understanding of key concepts of lifelong learning and RVA, and strengthened their capacity for implementing the UNESCO Guidelines for RVA. These outputs will result in concrete steps for Cambodia, Lao PDR and Viet Nam in constructing a national RVA system.

## Europe and North America

### Scotland puts the learner in focus

[Scotland's Learning Partnership \(SLP\)](#) is the umbrella organisation for 500 members working in adult learning, covering stakeholders from learners to colleges and universities. Scotland's devolved government was established in 1999, and developed an ambitious strategy for lifelong learning. Today there is a ministry for education and lifelong learning, with adult learning falling under lifelong learning.



On 6 February 2013, SLP organised a meeting in Edinburgh with 35 of Scotland's leading adult learning experts on "The future of Adult Learning", among them Tom Schuller (Director of Longview), Professor Mike Osborne (Glasgow University), and David Hughes (Director of NIACE).

The expert meeting was followed on 7 February by the SLP Annual Conference on the topic of "College Community Partnerships in Adult Learning". The Conference was attended by 80 participants and opened by State Secretary for Education and Lifelong Learning, Michael Russell, who stressed the importance of focussing on the learners, and not on the institutions, and the need for developing a culture of creativity. UIL Director Arne Carlsen delivered a keynote speech on the [CONFINTEA VI follow up](#) meeting, the Sixth International Conference on Adult Education.

### The role of lifelong learning in changing societies



Societies in Northern Europe and parts of Asia are ageing rapidly, with fewer births and longer life expectancies. This

demographic shift presents challenges in the realm of politics, employment, education and social services, among others.

The second Berlin Demography Forum was convened in December 2012 to address issues relating to these shifts in population structure. UIL Director Arne Carlsen participated in the Forum, contributing a presentation on the role of lifelong learning in addressing demographic change.

The Forum was attended by over 200 political and opinion leaders, and sought to identify best practices and concrete recommendations for action. Specific topic areas included sections on "Demographic Change as Global Challenge", a Young Experts Panel, an Executive Panel "Acting on Demographic Change", and several local and regional focus panels.

→ [Interview with Arne Carlsen in the Allianz Knowledge Base](#)

## Early literacy – A stepping stone for lifelong learning

The International Conference on early literacy education, organised by the German Foundation Stiftung Lesen, adopted a set of recommendations on how to improve early literacy education. UIL Senior Programme Specialist Ulrike Hanemann delivered the closing speech, bringing the various topics of the



conference together by drawing on the comprehensive approach to Education for All (EFA) and citing research evidence to make the case for an intergenerational approach to early literacy in order to break the cycle of illiteracy. Such a family literacy approach recognizes the importance of early literacy and adult education as solid foundations for lifelong learning. Stepping stones in the early literacy process include implementing long-term policies and strategies, programmes and initiatives assigning parents an active role in supporting children's learning and development, and coordinating various stakeholders.

The conference was held from 12 to 14 March and resulted in the Leipzig Recommendations on Early Literacy Education, which recognises the UNESCO definition of literacy as a continuum of learning in enabling individuals to understand and use printed and written language.

The recommendations are in accordance with the European Union High Level Group of Experts on Literacy held in September 2012, and call for all relevant stakeholders to become involved in early literacy education, from politicians and policy makers to donors and fund raisers, professionals, volunteers, families, societies and researchers. In short, early literacy education is everyone's responsibility.

→ [The Leipzig Recommendations on Early Literacy Education \(pdf\)](#)

## Training future leaders in lifelong learning



The [Erasmus Mundus Programme European Masters in Lifelong Learning: Policy and Management \(MA LLL\)](#) was established in 2006

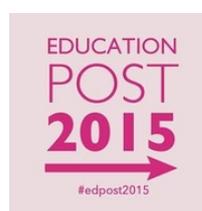
as the first pan-European programme dedicated to lifelong learning, offered by a consortium of four partner universities. The programme is primarily focused on bringing promising university students from outside of Europe to study at the four partner universities. In the interest in promoting cooperation and the exchange of ideas among future researchers and policy makers, UIL has formalised a partnership with the MA LLL consortium.

The partnership agreement envisages an active exchange of ideas between UIL and the consortium, including a reciprocal annual one-week scholar exchange between the

Institute and one of the partner universities. UIL also intends to strengthen its internship programme by promoting UIL as a preferred destination for MA LLL students seeking opportunities as interns.

## Cross-regional

### The future of Education for All goals



The Education for All Global Monitoring Report (GMR) is published annually by an independent team of experts and UNESCO, highlighting progress in achieving the Education for All (EFA) goals. The most recent report (2012) focusses on youth and skills they need

for life, while the upcoming 2013/14 report is entitled "Learning and Teaching", and will illustrate the role of education in long-term development in a changing world.

The GMR Advisory Board meeting was held in January 2013, and examined lessons learned from the 2012 report and progress of the 2013/14 report. Arne Carlsen, Director of UIL, made a strong case for a holistic approach to teaching and learning, and advocated the inclusion of trainers in the non-formal sector, adult education practitioners, and literacy teachers.

The Board also discussed post-2015 strategies, including the "Looking Ahead: the GMR after 2015" report, to be launched prior to the EFA Global Conference in the Republic of Korea in April 2015 and which will include a stocktaking of progress made across the entire EFA process from 2000 to 2015.

### 3rd International Forum on Lifelong Learning advocates to "Learn throughout life"



The World Committee on Lifelong Learning (CMA) is a Paris-based NGO which has organised two international fora on lifelong learning, the first in Paris (2008) and the second in Shanghai (2010). The Third

Forum on Lifelong Learning, held from 31 October to 2 November 2012 in Marrakech, was organised jointly by CMA, UIL and the International Council for Adult Education (ICAE).

Entitled "Learn throughout life – Why and how", the conference welcomed some 200 international participants. UIL Director Arne Carlsen delivered the inaugural address on "Lifelong Learning: Why and How?" after welcoming speeches by Abellatif Miraoui (President of the University of Cadi Ayyad), a representative of the Mayor of Marrakesh, Yves Attou (President of CMA), and Alan Tuckett (President of ICAE).

The conference comprised several working group sessions along three main axes: a) the learner; b) the role of enterprises; and c) learning to transform society. UIL Director Carlsen provided the main closing remarks with a synthesis of issues raised during the Forum and with

messages on behalf of UNESCO's Director-General, Ms Irina Bokova.

The fourth World Forum on Lifelong Learning is planned for 2014. More information, presentations, etc. can be found on the [Third Forum website](#) and the [CMA website](#).

## The World Innovation Summit for Education 2012



UIL Director Arne Carlsen and Deputy Director Carolyn Medel-Añonuevo were joined by UIL Governing Board members Benita Somerfield, Gugulethu Ndebele and Malak Zaalouk in representing the Institute at the fourth World Innovation Summit for Education (WISE) in Doha, Qatar from November 13 to 15. WISE is one of the leading international forums for education, bringing together more than 1,000 policy-makers, educationists, researchers, practitioners and learners from more than 100 countries. Mr Carlsen was one of the speakers in the Thematic Plenary Session on "Educating for our Times". He spoke on the theme of "A new deal for education", referring to the historical concept of a New Deal as a response to crisis, suggesting a new partnership for education between all relevant stakeholders, including learners, ministries, teachers, the non-formal sector, civil society and the world of work.

Outside the formal proceedings of the summit, the UIL team answered questions about the Institute and its work at the UIL stand and distributed materials (annual reports and publications).

## 2012 CONFINTEA Fellowship Programme

From 2 to 30 October 2012, UIL was pleased to organise the second annual [CONFINTEA VI Fellowship Programme](#). This year, the six participating fellows were from Africa, Latin America and Asia.

They were senior specialists in adult education or adult literacy from Tanzania (Ms Watugulu), Malawi (Mr Mkunga), Namibia (Ms Tjikuua), Mexico (Ms Mendoza Ortega), Indonesia (Mr Sawung) and Myanmar (Ms San), all of whom worked within their respective ministries. Their main research aim was to devise strategies for the implementation of the [Belém Framework for Action](#) in their countries.

The four-week Fellowship Programme comprises a mix of leading thematic presentations by UIL colleagues and

external experts, peer-group work and individual study time, during which the Fellows will be able to benefit from the rich resources of the Institute's Documentation Centre.



©UIL. From left: Ms Mary Watugulu (Tanzania), Mr Charles Mkunga (Malawi), Ms Claudia Tjikuua (Namibia), Ms Sara Elena Mendoza Ortega (Mexico), Mr Aryo Radityo Sawung (Indonesia) and Ms Ni Ni San (Myanmar)

The agenda is organised into seven thematic modules based on key components of the *Belém Framework for Action*. At the close of the Fellowship, each of the fellows presented the results of their research, a draft proposal for implementing the *Belém Framework for Action* in his or her respective country.

UIL wishes to thank the Fellows for their hard work and insights during the four weeks, and pledges to monitor the implementation of the proposals in the countries.

## New cases added to UIL's Effective Literacy Practice Database

The Effective Literacy Practices website is compiled on an ongoing basis. This section contains the programmes added most recently.

- [The Indian Saakshar Bharat Mission](#)
- [Literacy and Language Classes in Community Centers in Osaka, Japan](#)
- [The Workplace English Language and Literacy \(WELL\) Programme, from Australia](#) and
- [The Australian Language, Literacy and Numeracy Program \(LLNP\)](#)



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

Please contact Mr Jan Kairies for suggestions and to submit material at: [j.kairies@unesco.org](mailto:j.kairies@unesco.org).

## UIL donates publications to Book Aid International

"As soon as the library opens, the students run to get a seat." For librarian Nancy Phiri, the result of her work is

demonstrated by the enthusiasm of learners. The regional library in South Malawi is a great asset to secondary school pupils and students, who use the reference materials for courses.

The South Malawi Regional Library is supported by Book Aid International, a UK-based non-governmental organisation that sends donated books to libraries in developing countries, particularly in Sub-Saharan Africa. UIL recently sent a large consignment, comprising 450 kg of books and reports on adult education, literacy and non-formal basic education, to Book Aid International.



UIL is committed to finding new ways to share its publications on lifelong learning, particularly in regions with the greatest need. If your organisation is interested in

receiving and disseminating UIL publications, please contact [uil-pub@unesco.org](mailto:uil-pub@unesco.org)

## Visitors

<b>4 to 29 January</b>	Ms Marcella Milana, University of Aarhus (Department of Education - Research Programme on Lifelong Learning), Research Scholar	<b>30 January</b>	German Society for the United Nations/Dt. Gesellschaft für die Vereinten Nationen
<b>8 January</b>	Ms Deborah Tal, UNESCO HQ, Administration (DIT/MIS/BS)	<b>15 February</b>	Ms Alexandra Molz, Employment Policies and Skills Development Programme, International Labour Organisation (ILO), International TrainingCentre, Torino, Italy
<b>15 to 17 January</b>	Ms Michelle Montrose UNESCO HQ, Bureau of Financial Management, Ms Bilyana Grujic, Ms Marlies Spronk, UNESCO HQ, Administration (DIT/MIS/BS)	<b>26 and 27 February</b>	Prof. (Mr) Han Soong Hee, (Seoul NationalUniversity, Republic of Korea), Prof. (Ms) Katarina Popovic (University of Belgrade, Serbia)
<b>18 January</b>	Ms Katrin Heeren, German National UNESCO Commission, Prof. Hermann Held, Mr Amancio Mendiondo, Sustainability and Global Change Research Unit, University of Hamburg	<b>25 March to 4 April</b>	Auditors from Cour des comptes, France (General Auditor of UNESCO)
<b>22 January</b>	Prof. (Mr) Joachim Knoll, Hamburg	<b>26 March</b>	Planning meeting towards a EU consortium to develop the European Platform for Adult Learning and Education (EPALE)
<b>23 and 24 January</b>	Ms Othilie du Souich, UNESCO HQ, Team for Knowledge and Programme Management Issues		

## Staff Matters

UIL would like to thank the interns during the first quarter of 2013, Ms Stephanie Harvey (United Kingdom of Great Britain and Northern Ireland, 18 October to 28 March), Ms Michelle Viljoen (South Africa, 10 December to 15 March),

Ms Amina Salaho (Germany, 11 February to 5 April), Mr Robert Kaden (South Africa, February 2013), and Ms Débora Gastal (Brazil, 19 March to 17 May).



### UIL Nexus

Feldbrunnenstr. 58  
20148 Hamburg  
Germany  
Tel. +49 40 44 80 41 0  
Fax +49 40 410 77 23  
[www.unesco.org/uil](http://www.unesco.org/uil)  
[uil-nexus@unesco.org](mailto:uil-nexus@unesco.org)