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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 longer-term information cycles of the UIL website ([www.unesco.org/uil](http://www.unesco.org/uil)) and the Annual Report.

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## 1. Preparations for CONFINTEA VI

### Overall Coordination:

The date for the CONFINTEA International Conference in Brazil has now been fixed for 19–22 May 2009. The proposed motto of the conference is “Living and Learning for a Viable Future: the Power of Adult Learning”. In line with standard procedures the list of invitees has been submitted to the Executive Board of UNESCO for adoption in its spring session from 1–17 April 2009. The most prominent invitees are representatives of member states, but the list also includes a large number of international organisations. These include UN organisations and agencies, intergovernmental and non-governmental organisations and networks, and foundations and bilateral organisations active in the field of adult learning and education. Invitation letters will be sent out once the list has been approved.

Meanwhile, most of the dates for the regional preparatory meetings have now been set. The cycle of meetings will begin with Latin America and the Caribbean in Mexico from 10–13 September 2008. To facilitate synergies, especially regarding literacy as a focus area of CONFINTEA, this conference will be combined with the Regional Conference for Global Literacy, a UNESCO initiative in support of the UNLD and LIFE. From 14–16 October 2008 the Asian Preparatory Conference will take place in the Republic of Korea, followed by the African meeting in November. From 3–6 December 2008 the European Preparatory Conference will be held in Hungary. Finally, the meeting for the Arab region will take place in January in Tunisia.

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### National Reports:

At the request of several national UNESCO commissions the deadline for submitting the National Reports on the Development and State-of-the-Art of Adult Learning and Education (ALE) has been extended to 30 April 2008. This should help the commissions to undertake the necessary consultations and other activities, such as a national workshop to validate findings. The national reports will constitute a major input

to the International Conference, help to prepare a regional synthesis for the Regional Preparatory Conference, and supply critical data for a Global Report on Adult Learning and Education (GRALE). To ensure that the reporting process is transparent the reports will be made available online (<http://www.unesco.org/uil/en/nesico/confintea/confinteanatrep.html>). This website will incorporate reports as they are received by the Institute. It is expected that this will also provide good examples of national reports for those countries still in the process of preparation.

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For comprehensive information on the CONFINTEA process please see <http://www.unesco.org/uil/en/focus/confintea.htm>.

## 2. UIL Takes Over Transfer and Coordination of Literacy Research Initiative in Germany

On International Literacy Day 2007, the German Minister for Education and Research, Ms Annette Schavan, announced an investment of 30 million Euros between 2007 and 2012 in research related to literacy and basic education for adults. This research initiative represents a contribution by the Ministry for Education and Research (BMBF) to the United Nations Literacy Decade. Twenty-seven networks will be funded to conduct research projects in the following thematic areas:

- 1) The fundamentals of literacy and basic education for adults
- 2) Improving the efficiency and quality of measures to support adults with insufficient basic education (guidance and counselling)
- 3) Literacy and basic education projects in the context of the economy and work
- 4) Professionalization of tutors in the fields of literacy and adult basic education

UIL has been mandated by BMBF to coordinate the transfer of results of the research initiative. This task will involve the coordination and support of projects, as well as the analysis and dissemination of results to different stakeholders such as literacy

course providers, literacy tutors, tutors working in vocational preparation courses, universities, funders of literacy provisions, involved companies, international stakeholders, the general public and the media.

UIL will set up a team of six staff members to work on this project over a period of five years.

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### **3. Regional Meeting of the African LIFE Countries**

The Literacy Initiative for Empowerment (LIFE), which is intended to support countries with particularly low literacy rates, includes 18 African countries. To ensure that LIFE countries in the Africa region are able to exchange knowledge and experiences, the Regional Office for Education in Africa in Dakar (BREDA), the UNESCO field office in Maputo and the UNESCO Institute for Lifelong Learning organized a regional meeting of all LIFE countries in sub-Saharan Africa from 29–31 January 2008 in Maputo, Mozambique.

The meeting brought together about 70 Directors of Literacy, LIFE focal points from the governments and UNESCO offices, and representatives of civil society and bilateral agencies in the following African LIFE countries: Benin, Burkina Faso, Chad, Democratic Republic of Congo, Eritrea, Ethiopia, The Gambia, Guinea, Guinea Bissau, Madagascar, Mali, Mozambique, Niger, Nigeria, Senegal and Sierra Leone. As an exercise in South-South cooperation, representatives from Southern Sudan, Brazil and Haiti also participated.

The meeting allowed all LIFE countries in Africa to

- a) Develop a common understanding of the LIFE concept, framework and strategy,
- b) Exchange lessons and challenges and innovative literacy practices and
- c) Discuss common priorities.

One of the major outcomes was the creation of LIFE country action plans for 2008–2009 outlining concrete activities in the respective countries. Moreover, the meeting highlighted the major impact LIFE could have on the achievement of the international

development agendas MDG, EFA, UNLD and DESD. Most importantly, the African LIFE countries adopted the Maputo Strategic Platform, which strongly emphasizes the common overarching agenda of LIFE as a collaborative framework, strategy and operating mechanism.

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### **4. Regional Meeting of the Asia & Pacific LIFE Countries**

The second regional meeting of the nine Asia & Pacific LIFE countries took place from 21–24 January 2008 in Dhaka, Bangladesh. It was jointly organized by the UNESCO Dhaka office, the UNESCO Institute for Lifelong Learning and APPEAL / Regional Bureau of Bangkok. The national focal points for LIFE, together with the LIFE focal points of the UNESCO offices, reviewed progress so far, exchanged past experiences, discussed the LIFE implementation strategy and analyzed innovative approaches to literacy and NFE. The meeting was attended by 30 participants from Afghanistan, Bangladesh, China, India, Indonesia, Iran, Nepal, Pakistan and Papua New Guinea, as well as by participants from the respective UNESCO field offices, UIL and APPEAL Bangkok. Bangladesh and Pakistan were also represented by a number of civil society organizations.

The meeting contributed to a deeper understanding of LIFE as a platform for collaborative action to accelerate literacy efforts by pushing literacy higher on political agendas, mobilizing resources, strengthening capacities and intensifying South-South cooperation. The sharing of experiences from Bangladesh and Pakistan was a core function of the meeting, because both of these countries have benefitted from an extra-budgetary-funded LIFE project as part of UNESCO's Capacity Building for EFA Programme (2006–2008). Participants reported that the various capacity-building activities have already had a visible impact and have resulted in a closer partnership between government and civil society.

National presentations on the current situation of literacy and LIFE made clear that, on the one hand, important achievements and progress have been made.

However, on the other hand there are still huge challenges to overcome. These include a lack of political will, absence of a consistent policy, scarcity of resources, and lack of coordination, research and a (test-based) literacy assessment system.

The meeting showed that there are many examples of effective practice and innovative approaches to literacy in the participating countries and within the region. The challenge remains to embed these approaches in national literacy policies and programmes.

The meeting provided an excellent opportunity to exchange and learn from each other's experiences. It also provided a forum in which to explore opportunities for South-South cooperation. Most of the LIFE country teams pointed out that the activities listed in their work or action plans for 2008–2009 will require financial and technical support from UNESCO. The way forward will require a well designed support strategy and strong partners for implementing LIFE. The report of the meeting will be published by the end of April 2008.

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## **5. European Literacy Research Meeting**

From 18–19 February 2008, 15 literacy research experts came together at the UNESCO Institute for Lifelong Learning for a European Literacy Research Meeting. The meeting built on previous activities of UIL, in particular the European Regional Meeting on Literacy that was held in 2005 in Lyon, France.

While the issue of measuring literacy was a major concern of the Lyon meeting, it was also clear that a broader research agenda was needed to develop and/or reinforce policies and improve quality of programmes. Framed within the United Nations Literacy Decade, the European Literacy Research Meeting brought together representatives of research institutions from Austria, Belgium, Canada, England, France, Germany, Ireland, Malta, Norway, Romania, Scotland, Spain, Switzerland as well as a representative from the OECD, who reported on their latest or upcoming research initiatives. The presentations covered four themes:

1) Comparative surveys;

- 2) Research on learners' needs and backgrounds;
- 3) Research on quality and the enhancement of provision;
- 4) Research on literacy in the context of the economy and work.

In addition to sharing the results of the latest country-specific research, participants also discussed the policy and programme implications of those results. As UIL is coordinating LIFE, lessons drawn from this meeting will be fed back to the series of LIFE activities. Finally, as the Institute prepares for the Sixth International Conference on Adult Education (CONFINTEA VI) with literacy one of the key topics, the results of the meeting will also be used to generate recommendations for CONFINTEA VI.

The meeting showed that the funding and effort invested in literacy research in Europe varies considerably. Likewise there is variance in the stakeholders that carry out research on adult literacy in Europe. The NDRC stands out as a centre solely devoted to research on adult literacy and numeracy. Just a few countries, such as France and Ireland, have established agencies whose sole purpose is to coordinate literacy research. More frequently, adult education institutes, universities and non-government organizations carry out research in the field. As an international institution, the OECD is a major stakeholder in literacy research, both in Europe and worldwide.

The participants stressed the need for improved networking and cooperation, and for the coordination of existing or planned initiatives such as literacy (research) databases. UIL is currently planning a database for the dissemination of literacy research findings.

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## **6. Lifelong Learning Policy Dialogue in West Africa**

Through policy dialogues, the UNESCO Institute for Lifelong Learning aims to offer decision-makers and researchers the opportunity to reflect on national experiences and understand the relevance and validity of lifelong learning practices in their contexts. Two such policy dialogues

were held in Korea in 2006 and 2007. As a result of the dialogue and exchange between participants, UIL, in collaboration with the UNESCO Regional Office for Education and the cluster offices, has decided to support inter-regional exchanges, especially in Africa and Asia.

As a follow-up to the International Policy Dialogue held in Changwon, Korea in September, a meeting was held in Ouagadougou, Burkina Faso from 14–15 February 2008 organised by UIL and the UNESCO cluster office in Bamako in collaboration with the Burkina Faso Ministry of Basic Education and Literacy. This meeting was conceived in Changwon when the West African participants came together and discussed a possible follow-up where the experiences in Changwon could be shared in their countries.

The main aim of this meeting was to discuss how to integrate issues of lifelong learning in literacy policies into LIFE. Around 30 participants from five LIFE countries – Burkina Faso, Guinea, Mali, Niger and Senegal – were invited to share their experiences as well as to discuss how their literacy policies could be strengthened.

One of LIFE's four key objectives is to build national capacities to enable countries to develop literacy policies. In terms of the strategies needed to integrate the concept of lifelong learning effectively into policies and practices, the country representatives mainly emphasised the importance of revisiting their policies and determining how lifelong learning perspective could be included in such policies. Furthermore, they recommended the establishment of advocacy spaces and efforts to mobilise partners in relation to lifelong learning at the national and sub-regional levels. Action plans have been developed in each country, and UIL will provide technical assistance to these countries to support the implementation of these plans.

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## **7. Capacity Building to Improve the Quality and Scope of Literacy Programmes in Pakistan**

As part of UNESCO's extra-budgetary-funded programme "Capacity Building for EFA" (2006–2008), UIL was asked by the UNESCO office in Islamabad to provide technical support for the preparation and implementation of two national events that took place in Lahore from 27 March–3 April 2008. Both events were organized by the National Commission for Human Development (NCHD), a parastatal organization and the largest provider of literacy programmes in Pakistan, in collaboration with UNESCO Islamabad. UIL brought resource persons from Dhaka Ahsania Mission (DAM), Bangladesh, and the Indian Jamia Millia Resource Centre, and was also teaming up with the Director of APPEAL UNESCO Bangkok office.

The National Seminar on Exchange of Information on Effective Practices in Literacy (27–28 March 2008), which was attended by about 80 policy-makers, managers and representatives of governmental and non-governmental providers of literacy programmes from all provinces of Pakistan, looked at ways of sharing information on innovative approaches to literacy and non-formal education that had been successfully implemented in Pakistan and internationally. While addressing the key challenges of literacy in Pakistan, most of the presentations focused on the need to link literacy with post-literacy and local development through community-based approaches. Other presenters stressed the importance of having a national policy and overall coordinating mechanisms, of using local languages when initiating literacy programmes, of creating equivalencies between formal and non-formal education, and of building public-private partnerships. At the end of the two-day seminar, participants discussed how effective practices and innovative approaches to literacy can be adapted to different national contexts, and formulated appropriate recommendations.

Around 40 managers and material developers from governmental and non-governmental organizations participated in the ensuing national Training Workshop on the Development of Post-Literacy Material, which took place from 31 March–3 April

2008. The main goal of this workshop was to raise awareness of the need to create a literate environment for new literates through the provision of good quality learning material, to broaden participants' understanding of quality learning material and of how to use it effectively to support further development of literacy and life skills. One of the major challenges that became apparent in the discussions was the lack of an institutionalized coordinating mechanism for the production and use of post-literacy materials.

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### **8. Capacity Building of Trainers of Literacy Facilitators for LIFE**

In the context of capacity building – one of the four objectives of LIFE – UIL, UNESCO Bamako, the Ministry of Education of Niger and the National Commission of UNESCO in Niger organized a workshop to reinforce facilitator's training through the exchange of good practices and innovative methods. The workshop was held in Niamey, Niger, from 26 February–1 March 2008.

The focus was on selected African LIFE countries that have implemented training programmes for literacy facilitators. Two representatives, one from the government and one from a non-government organization, had been invited from the following countries: Burkina Faso, Democratic Republic of Congo, Ethiopia, Gambia, Madagascar, Mali, Niger, Nigeria, Senegal, and Sierra Leone.

The three main objectives of the workshop were:

- 1) to provide an overview of the background and training requirements of literacy facilitators and their training programmes;
- 2) to share information on innovative training practices designed to increase participation and promote gender awareness at both individual and community levels; and
- 3) to exchange training practices in the area of evaluation.

During the workshop, participants shared and showcased the different tools and methods used in their countries. The outcomes of the workshop are:

- 1) a better understanding of the various concepts of literacy and the implications for developing training programmes;
- 2) a shared understanding of what constitutes good practice for the training of facilitators;
- 3) improved training practices that highlight the importance of participation and gender awareness;
- 4) better tools for evaluating literacy; and
- 5) an improved exchange of good training practices.

An advocacy publication is foreseen to disseminate the lessons of this workshop as well as a previous workshop on literacy facilitators held in Senegal in July 2007.

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### **9. Regional Seminar on Literacy of Indigenous Youth and Adults in Multilingual and Multicultural Contexts in Guatemala**

Within the framework of UIL's project "Literacy in Multilingual Contexts", and in cooperation with UNESCO Guatemala, OREALC, UNLD Unit and PACE/GTZ, UIL commissioned, in December 2007, seven studies in Bolivia, Brazil, Ecuador, Guatemala, Mexico, Nicaragua and Peru on literacy among indigenous youth and adults. The outcomes of these studies, synthesized into an advocacy paper, will be presented and discussed in the regional conference on literacy in preparation for CONFINTEA VI, which takes place in September 2007 in Mexico City. In order to discuss the draft reports with researchers from the seven Latin American countries covered by this project and to come up with a common framework for conclusions and recommendations that will feed into the advocacy paper, a regional seminar was held in Guatemala City from 11–13 February 2008.

The draft country studies report on the general situation of literacy policies and programmes for indigenous populations and also include more in-depth analysis of one or two literacy programmes that successfully use intercultural and bilingual/multilingual approaches. These studies found that in most of the seven countries the illiteracy rate among indigenous populations was more

than double the national average and the gender gaps among indigenous illiterates were also double the national average. In synthesis, the literacy challenge focuses on indigenous rural women. A number of countries have constitutional, legal and policy frameworks supporting intercultural and bilingual approaches to literacy and education, however no effective implementation and funding mechanisms are in place to make these a reality. On the other hand, several literacy programmes have managed to successfully integrate an intercultural and bilingual approach. In the final evaluation the seminar participants agreed that it had been a highly productive, creative and rich learning experience for everybody, in particular for participants from Guatemala.

On 12 February, in a public event – organized by UNESCO and PACE/GTZ and officially opened by the Minister of Education of Guatemala, Ms. Ana Ordóñez de Molina – the researchers from the seven countries presented their findings on literacy among indigenous youth and adults in Latin America. In the ensuing discussion it became clear that literacy cannot be separated from other social processes and that interculturalism implies collective rights and the sharing of power.

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#### **10. International Conference on Education in Prison – First Regional Preparatory Meeting in Latin America**

The first regional preparatory meeting for the International Conference on Education in Prison (Brussels, 20–24 October 2008) was held in Brasilia, organised by the UNESCO office in Brasilia, the Brazilian Ministries of Education and Justice and the Organizacion de los Estados Iberoamericanos, in close cooperation with the EUROsociAL project, a Latin American/European network on prison education funded by the European Union. About 100 delegates from 14 countries participated in the meeting.

The delegates reflected on the reasons why more and more people are incarcerated in all regions of the world. While education in prison is a need and a right, universal access to education is a political emergency involving all the sectors of society and not only educators and teachers. Universal

access to basic education and sustainable development policies represent the first line of prevention measures against crime and delinquency.

It was underlined that close cooperation between all stakeholders could be a tool against the tendency towards privatisation (to private enterprises and churches) of prisons, and particularly education in prisons. UN agencies such as UNESCO stressed the urgent need for cooperation at the national, regional and international levels.

Literacy, gender and women's issues, peer education, the role of libraries and the right to vote in prison were some of the themes discussed. The role of the State, the presence of civil society and a global multi-sector and multidimensional approach were the key points of the final resolution. This also recommended that the conclusions of the International Conference be fed into CONFINTEA VI.

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#### **11. Forthcoming Meetings**

##### **South-South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development**

UIL is happy to announce the forthcoming South-South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development (ESD) to be held in Jakarta, Indonesia from 21 to 23 April 2008. The forum is a close collaboration between UIL, the Ministry of National Education (MONE), Indonesia, the Indonesian National Commission for UNESCO, and the UNESCO Office in Jakarta.

About 25 representatives from countries in Asia and sub-Saharan Africa (Bangladesh, Botswana, Brunei-Darussalam, China, India, Indonesia, Kenya Malawi, Malaysia, Mauritius, Namibia, Nigeria, the Philippines, Zambia, South Africa, Thailand, Timor-Leste and Zimbabwe) will be attending. A further 40 participants from Indonesia are expected. Over a period of three days, some 65 participants will share ideas and experiences of best practice in meeting the

challenges of sustainable development through educational activities in different contexts. Key items for discussion are:

- conceptual clarifications of lifelong learning and our vision of sustainable development;
- the essential competencies in education for sustainable development;
- the changes called for in learning and teaching culture so as to further sustainable development;
- the institutional architecture of lifelong learning.

The forum is part of UIL's commitment to support the United Nations Decade of Education for Sustainable Development (UNDESD) (2005-2014) by strengthening the broad application of the lifelong learning, including formal, non-formal and informal approaches and encompassing issues such as poverty alleviation and the inclusion of vulnerable groups. UIL is also committed to the integration of EFA with DESD.

The focus of this forum will therefore be on the potential role of non-formal and informal learning modalities in promoting sustainable development at the global, regional, national and local levels. These include projects for socially disadvantaged groups, farmers' cooperatives, community-based organisations, trade union educational schemes, and learning on the job in the informal economy. Such learning modalities play an essential role, especially in countries where formal education is not accessible to all.

The main outcome will be a strategy paper that will reflect a shared understanding of the contribution of non-formal and informal learning to sustainable development. The paper will include recommendations and an agenda for future policy and research. A full-length report will be published for wider dissemination and capacity building.

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### **Workshop on the Global Report on Adult Learning and Education (GRALE)**

As one of the preparatory steps for CONFINTEA VI, UIL is laying the ground work for the Global Report on Adult Learning

and Education (GRALE). In the first meeting of the CONFINTEA VI Consultative Group in Elsinore in March 2007, it was decided that this report will be one of the inputs for CONFINTEA VI. GRALE will serve as a reference document and an advocacy paper bringing together trends and key issues of adult learning and education at the global level.

An editorial team with a pool of writers and peer reviewers expert in the field of adult education will work on GRALE under the supervision of UIL. The Consultative Group will act as the editorial board. A preparatory meeting for GRALE was held in Hamburg in February 2007 to discuss the overall structure of GRALE and the regional synthesis report. Based on the results of this meeting, the first workshop on GRALE will be held on 24–25 April in Hamburg, Germany. Bringing together the editorial team and the pool of writers, the workshop will mainly focus on developing a shared understanding of GRALE, discussing its contents and flow, and producing an initial analysis of the national reports that have been submitted to the Institute.

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### **2008 ADEA Biennale on Education in Africa**

UIL will participate in the Biennale organised by the Association for the Development of Education in Africa (ADEA) on the theme "Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa". This meeting will focus on post-primary education and training. Around 600 participants from Ministries of Education, bilateral and multilateral agencies, as well as education professionals, are expected to attend the meeting in Maputo, Mozambique, from 5–9 May 2009.

UIL will contribute presentations and papers on LLL connections and post-primary and post-basic approaches and strategies to provide quality education and training to out-of-school children and youth in Africa within a context of lifelong learning. A major priority will be to explore the contribution of national qualification frameworks and recognition of non-formal and informal learning to the



integration and articulation of post-primary education and training in Africa.

As a member of the ADEA Working Group on Non-formal Education, UIL has commissioned studies that will be presented in a session devoted to non-formal education. All of these studies will be available online on the Biennale Website: [http://www.adeanet.org/Biennale%202008/en\\_index.htm](http://www.adeanet.org/Biennale%202008/en_index.htm)

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## 12. In Brief

UNESCO headquarters and the International Institute for Educational Planning organised a course on education policy analysis and planning within the context of international development cooperation. Two colleagues from UIL, Bettina Bochynek and Rika Yorozu, participated in this pilot course held in Paris from 21 January–1 February 2008. It is planned to hold this course again at regional level for more staff members in 2008/2009.

It was with great sadness that UIL learned of the death, on 5 March, of Sonja Fagerberg-Diallo, Director of ARED in Senegal. She was a close partner of the Institute and a highly competent and committed colleague.

## 13. Visitors

On 25 February, Professor **Hans G. Schuetze**, Director of the Centre for Policy Studies in Higher Education and Training at the University of British Columbia, Vancouver, visited UIL to learn about the Institute's work, in particular in the field of lifelong learning.

On 28 March a Finnish delegation composed of Ms **Zabrina Holmström**, Secretary-General, Finnish National Commission for UNESCO; Ms **Ulla-Jill Karlsson**, Senior Adviser, Finnish Ministry of Education and Culture; Ms **Eeva-Inkeri Sirelius**, Secretary-General, Finnish Association for Adult Education; and Mr **Heikki Kokkala**, Counsellor, Permanent Delegation of Finland to UNESCO, visited UIL to discuss the Finnish contribution to CONFINTEA VI.

From 7–11 April, Mr **Beans Ngatzjizeko** from the Directorate for Adult Education at the Ministry of Education, Namibia spent a week at UIL as a research fellow, working on a lifelong learning policy for Namibia.

On 14 April a delegation from Peru visited UIL to gather information on UIL's work. The delegation consisted of Dr. **Natividad Isolina Rubio Abanto**, Consultant to the Parliamentarian **Cesar Zumaeta Flores**; Maria Teresa Merino de Hart, General Consul of Peru in Hamburg, and **Roxana Castro de Bollig**, Deputy General Consul of Peru in Hamburg.

## 14. Staff Matters

UIL welcomes four new staff members:

On 1 February 2008, Jin Yang began working at UIL as a senior programme specialist on secondment from his post as Deputy Director General of the Department of Basic Education in the Ministry of Education of the People's Republic of China. He is a professional civil servant and educational researcher with substantial experiences in national policy issues in the fields of early childhood care and education, primary education, secondary education, technical and vocational education as well as adult literacy. Jin also served as China's national representative for EFA, LIFE as well as UNICEF's educational programmes, and has been active in facilitating educational exchanges between China and other countries and international organizations. At UIL, Jin will mainly be involved in preparing for CONFINTEA VI, and carrying out research and capacity development to build lifelong learning systems in member states.

On 1 April, Sabine Karwath began working for UIL on the BMBF project for the promotion of literacy research. Sabine has worked for several years in adult education, first in the field of political adult education in Hamburg and since 2004 in Ireland where she worked with disadvantaged communities and individuals in the areas of employment, training and education. She coordinated a number of equality projects, with a particular focus on women's issues. She holds a master's degree in Educational

Science and a diploma in Community Leadership and Management.

Since 15 April, Dietmar Kleb is working at UIL as programme specialist on the BMBF project. Dietmar worked for the last three years within a Youth Association in rural areas in Schleswig-Holstein, focusing on the inclusion of disadvantaged youth. Following his involvement in establishing a community government in El Salvador in 2000 he worked as a trainer for the ASA development cooperation programme of InWEnt. Dietmar holds a Diploma in Educational Science and is currently undertaking further studies in education and culture management.

On 7 April, Brigitte Cardot-Baumewerd from France began working at UIL as a full-time project secretary. She will support the Institute especially in its preparations for CONFINTEA VI.

UIL would like to thank the following people who have supported the Institute's work as interns: Alice Piras from Italy (1 Januar–6 April); Hanna Reuther from Germany (1 February–1 March); Friederike Heuck from Germany (3 March–11 April); Leonie Hintz from Germany (25 February–16 May), and Mareike Koch for the second phase of her internship in the Documentation Centre (7 April–5 September).

## 15. Recent Publications

*International Review of Education*. Vol. 54, No. 2, March 2008

This issue contains the following studies:

Manuel Souto Otero:

“The Socio-Economic Background of Erasmus students: A Trend Towards Wider Inclusion?”

Lili Dong and David W. Chapman:

“The Chinese Government Scholarship Program: An Effective Form of Foreign Assistance?”

Charlene Tan:

“The Teaching of Religious Knowledge in a Plural Society: The Case for Singapore”

Agostinho Reis Monteiro:

„Droit international de l'éducation: und discipline nouvelle“

Mark O'Brien, Tünde Varga-Atkins, Diana Burton, Anne Campbell and Anne Qualter:

“How are the Perceptions of Learning Networks Shaped Among School Professionals and Head Teachers at an Early Stage in their Introduction?”

Vitallis Chikoko:

“The Role of Parent Governors in School Governance in Zimbabwe: Perceptions of School Heads, Teachers and Parent Governors”

It also features reviews of recent publications in comparative and international education.

## Forthcoming Publications

### Signposts to Literacy for Sustainable Development

Complementary studies by Harbans S. Bhola and Sofía Valdivielso Gómez

Joint winners of the 2004-2005 International Award for Literacy Research  
UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany  
2008, ISBN 978-92-820-1153-9

This book contains complementary studies by H.S. Bhola and Sofía Valdivielso Gomez, joint winners of the sixth International Award for Literacy Research from the UNESCO Institute for Lifelong Learning, Hamburg. Prof. Bhola's text systematically explores how adult literacy drives can be combined with the promotion of sustainable development, while Dr. Valdivielso Gomez argues for an integral approach to literacy and sustainable development, informed by the ideas of the philosopher Ken Wilber. Both provide valuable signposts for researchers, policy-makers and practitioners in the field.

### Hitos de la Alfabetización para el desarrollo sostenible

Estudios complementarios de Harbans S. Bhola y Sofía Valdivielso Gómez  
Ganadores *ex aequo* del Premio Internacional de Investigación en Alfabetización  
2004–2005  
Instituto de Educación a lo Largo de Toda la Vida de la UNESCO (UIL)  
(Hamburgo, Alemania)  
2008, ISBN: 978-92-820-3070-7

Este libro incluye dos estudios complementarios de Harbans S. Bholá y Sofía Valdivielso Gómez, ganadores *ex aequo* del VI Premio Internacional de Investigación en Alfabetización otorgado por el Instituto de Educación a lo Largo de Toda la Vida de la UNESCO (Hamburgo, Alemania). El texto del profesor Bholá explora sistemáticamente cómo se pueden conjugar el fomento de la alfabetización y la promoción del desarrollo sostenible, mientras que el de la Dra. Valdivielso Gómez aboga por un enfoque integral de la alfabetización y el desarrollo sostenible informado por las ideas del filósofo Ken Wilber. Ambos constituyen valiosos hitos para investigadores, responsables de la formulación de política y practicantes sobre el terreno.

**Family Literacy. Experiences from Africa and Around the World**

Ed.: Snoeks Desmond and Maren Elfert  
dvv international, The Family Literacy Project, South Africa; and UIL, 2008

This volume presents an overview of intergenerational literacy approaches, family literacy or related activities in Africa and other parts of the world. The book contains articles from Mali, Namibia, Senegal, South

Africa, Uganda as well as Australia, Canada, Malta and the Palestinian communities. The annex contains snapshots of further family literacy projects worldwide.

**Enjoying Language Together: Family Literacy**

Practical Materials for Parents with  
Preschool Children  
by Gabriele Rabkin  
LI and UIL, 2008

This exercise book is an outcome of the family literacy project FLY, which was initiated in 2004 by the State Institute for Teacher Training in Hamburg in cooperation with UIL. It contains 50 tried and tested master copies for reading, writing, speaking and listening, provides ideas for phonological exercises and documents that support self-evaluation of family literacy work.

**Renewing Literacy to Face African and International Challenges**

Final Report of the African Regional Conference in Support of Global Literacy, which took place in Bamako, Mali, from 10–12 September 2007.