

ANNUAL REPORT 2000 – 2001



UIE

UNESCO INSTITUTE FOR EDUCATION



The UIE is a non-profit international research, training, information, documentation and publishing centre of UNESCO (the United Nations Educational, Scientific and Cultural Organisation). One of three educational institutes of UNESCO, UIE focuses mainly on adult and continuing education, literacy and non-formal basic education in the perspective of lifelong learning.

IN 2002 UIE WILL CELEBRATE ITS 50th ANNIVERSARY.

UIE



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CONTENTS

FOREWORD BY THE CHAIRPERSON OF THE GOVERNING BOARD	2
INTRODUCTION BY THE DIRECTOR	3
COMPOSITION OF THE GOVERNING BOARD	4
ORGANISATIONAL STRUCTURE AND SYSTEM OF WORKING	4
THE UIE PROGRAMME 2000-2001	5
CLUSTER 1 – LEARNING THROUGHOUT LIFE IN DIFFERENT CULTURAL CONTEXTS:	
FROM LAYING FOUNDATIONS TO STRENGTHENING CREATIVE PARTICIPATION	5
CLUSTER 2 – CONFINTEA AND DAKAR FOLLOW-UP: EVALUATING AND	
MONITORING POLICY AND INSTITUTIONAL CHANGES IN BASIC	
EDUCATION FOR ADULT AND YOUNG PEOPLE	10
CLUSTER 3 – CAPACITY BUILDING IN AND FOR LIFELONG LEARNING	13
CLUSTER 4 – STRUCTURED ADVOCACY, NETWORKING, DOCUMENTATION,	
COMMUNICATION AND SOCIAL MARKETING	15
PUBLICATIONS	17
FINANCIAL REPORT	20
LIST OF UIE STAFF	22
UIE SEMINARS AND MEETINGS IN 2001	24

FOREWORD

At the time when the last Annual Report appeared, the UNESCO Institute for Education was in the midst of a difficult predicament caused by a reduction in financial support from the host country and a corresponding uncertainty about the Institute's future role within UNESCO. It is gratifying to report that UIE has successfully weathered this storm. While the tightening budgetary situation will call for new sources of funding and imaginative solutions, UIE is now once again on a firm footing to continue its work, and this is due in large measure to the individuals, organisations and partner governments all over the world who rallied to the Institute's support. Equally, we are grateful to the Director-General of UNESCO, Mr Koïchiro Matsuura, the Deputy Director-General Mr Marcio Barbosa and the Governing Board of the Institute for their backing during that critical time.

We can now look forward in a more positive spirit to the 50th anniversary of the Institute, which will be celebrated on 23rd May of next year, 2002.

Over the period since its foundation, UIE has been through many changes. Having begun with the aim of assisting Germany in rebuilding its educational system after the Second World War, and integrating its researchers into the world academic community, UIE rapidly took on much wider aims, becoming a centre for research in comparative education, for international exchange of experience and knowledge and for documentation and publishing in the educational field. In 1972 a re-orientation took place, when the Governing Board decided that UIE should concentrate its work on lifelong learning, and from 1980 literacy became an increasingly important focus of UIE's work.

In recent years UIE has played a key role towards the fulfilment of UNESCO's goal of Lifelong Learning for All. This endeavour has been reflected in a series of important international conferences, including the 1997 Fifth International Conference on Adult Education (CONFINTEA) in Hamburg, the World Education Forum, held in Dakar in April 2000, and the Beijing International Conference on Lifelong Learning, held in July 2001. UIE is currently also actively involved in a series of sub-regional dialogues on policy and institutional

changes in the field of adult basic education and literacy. These international and sub-regional events and the follow-up to them are part of an on-going effort, in which UIE is playing an essential part.

Looking to the future, UIE will continue to make its own special contribution as a dedicated educational "think-tank", information provider and service provider in a world in which organised learning throughout life is taking on a new and ever broader urgency. On the one hand there is a need to keep pace with rapid socio-economic and technical change – notably globalisation and the growth of information and communication technologies. At the same time the boundaries of the concept "education" are widening. Increasingly, education is seen as having a vital role to play in areas such as sustainable development, empowerment of women, HIV-AIDS prevention, the world of work and the search for justice, peace and democracy. Furthermore, it is now widely acknowledged that there are many ways of being literate and many forms of knowledge that need to be recognised, other than those acquired through formal channels.

Effective educational policy-making and practical intervention over these diverse areas demand access to research, information, ideas, effective models and the possibility to form appropriate partnerships. UIE, with its research expertise, its extensive network of partners throughout the world and its ability to span the spheres of research, policy and practice, is well placed to meeting the growing challenges of this ever-changing field. The Institute is therefore ready to go forward with renewed energy and élan into its next half century of life and learning.

Justin Ellis, Chairperson of the Governing Board

INTRODUCTION

As UIE approaches its 50th anniversary it can look both back over the important ground covered since its foundation and forward to new challenges.

Despite the difficulties experienced by UIE from the early part of 2000, the Institute has not only been able to continue working at full speed, carrying out an extensive research programme, organising seminars and maintaining its publication and documentation services, but it has also embarked on a new programming cycle, involving a fundamental restructuring of its activities. This restructuring was completed successfully in 2000 and is now being implemented. The new structure, based on four clusters, has both streamlined the programme and made possible greater long-term continuity of work under the cluster themes.

The eve of UIE's 50th anniversary is an appropriate moment in its history for a major external evaluation which, as this report goes to press, is being carried out by an international team of four specialists: Anil Bordia, an Indian adult educationist and former Education Secretary in the Government of India, respected worldwide, who played a key role in Jomtien, in India and within several high-level education panels; Claudia von Braunmühl, a professor at the Free University of Berlin with an acknowledged reputation in gender issues and institutional and policy transformation and with proven experience in evaluation for German development co-operation agencies; Ahlin Byll-Cataria, an educational development expert originally from Togo, now working for the Swiss Development Co-operation, and currently Chairperson of the Steering Committee of the Association for the Development of Education in Africa (ADEA), whose field experience, familiarity with inter-agency work and expertise on literacy and non-formal education will be of tremendous benefit to the evaluation team; and Rosa Maria Torres, a renowned educational specialist from Ecuador with outstanding academic and practical expertise in all dimensions of adult and lifelong learning, who is well established as an independent free lance expert after serving in the field in decision-making positions and working for UNICEF and the Kellogg Foundation. The team's brief includes: reviewing programmes and activities and assessing their relevance, reach and impact; examining

UIE's mission, organisational structure, working methods, institutional culture and funding mechanisms; assessing the Institute's comparative advantage within UNESCO and in relation to other similar institutions; and making specific recommendations for the future programmatic direction of UIE as well as for organisational matters, staffing, funding, partnerships and networking.

In the meantime UIE has been faced with the challenge of seeking new sources of financial support following the planned curtailment of its previous institutional budget. To this end, in May 2001 a meeting at the Institute was held with representatives of a number of partners and co-operating agencies to present UIE's work and discuss possible collaboration. UIE will continue to explore a variety of ways to secure the necessary resources for its work. Some agencies have already pledged core funding and encouraging echoes are emanating from several others.

This issue was also addressed at the annual meeting of the UIE Governing Board from 24 to 27 April 2001, a particularly crucial one, at which the Institute was honoured by the participation of Marcio Barbosa, Deputy Director-General of UNESCO. As 2001 is the 50th anniversary of the Governing Board, the opportunity was taken during the week of the Board to hold a commemoration of the first Board meeting, held at Wiesbaden in 1951. Two former Chairpersons of the Board, Prof. Hubert Braun and Prof. Peter Fischer-Appelt, were present at the commemoration, which was a foretaste of the main UIE jubilee in 2002, which will be celebrated in collaboration with the Free and Hanseatic City of Hamburg and the University of Hamburg.

It is a matter of great regret that the 50th anniversary will not be witnessed by Ursula Giere, UIE's late Head of Documentation, who died on 21 November 2000. She was the longest-serving member of the UIE staff, having worked there for 32 years. Totally dedicated to the Institute and its work, she had a unique overview of its history and development. An indefatigable worker, she built up a Documentation Centre that is admired worldwide, initiated the ALADIN network of adult education documentation centres, carried out research

projects, produced bibliographies and organised seminars – and always found time to give her advice and expert knowledge to colleagues and visitors. She will be greatly missed.

UIE approaches the second half century of its existence with a commitment to seek new and expanded ways of responding to the growing and multifarious demand for lifelong learning coming from all quarters of the world and from a variety of different partners. Without anticipating the outcomes and recommendations of the external evaluation, the priority areas, emerging from preliminary discussions with the evaluation team, evolve around the programme clusters. Through its research programmes, seminars, publications, documentation service and training programmes UIE will continue to further lifelong learning in its various and ever-changing facets.

[Adama Ouane](#), Director

COMPOSITION OF THE GOVERNING BOARD

[Mr Justin ELLIS](#), President, Under Secretary, Department of Culture and Lifelong Learning, Ministry of Basic Education, Sport and Culture, Windhoek, Namibia – (Alternate: [Ms C. KALIMBA](#), Director of Adult Basic Education, Ministry of Basic Education, Sport and Culture, Windhoek, Namibia)

[Mr Wilfried HARTMANN](#), Vice-President, Hamburg, Germany – (Alternate: [Ms M. KRÜGER-POTRATZ](#), Münster, Germany)

[Ms Naïma BEN AÏCHA](#), Tunis, Tunisia – (Alternate: [Ms S. AGREBI](#), Tunis, Tunisia)

[Mr Anders FALK](#), Stockholm, Sweden – (Alternate: [Ms B. BERGMAN](#), Stockholm, Sweden)

[Ms Suwarsih MADYA](#), Yogyakarta, Indonesia – (Alternate: [Mr GUTAMA](#), Jakarta, Indonesia)

[Mr Saul MEGHNAGI](#), Rome, Italy – (Alternate: [Mr P. OREFICE](#), Florence, Italy)

[Mr Mamadou NDOYE](#), Washington, U.S.A. – (Alternate: [Ms R. THIOUNE](#), Dakar, Senegal)

[Ms Jacqueline PITANGUY](#), Rio de Janeiro, Brazil – (Alternate: [Ms F. ROSEMBERG](#), Sao Paulo, Brazil)

[Ms Judith ROUND](#), Portsmouth, U.K. – (Alternate: [Ms S. CARA](#), Leicester, U.K.)

[Ms Vida A. MOHORCIC SPOLAR](#), Ljubljana, Slovenia – (Alternate: [Ms Z. PANGERC PAHERNIK](#), Ljubljana, Slovenia)

[Mr Yoshihiro YAMAMOTO](#), Tokyo, Japan – (Alternate: [Ms Y. SAWANO](#), Tokyo, Japan)

ORGANISATIONAL STRUCTURE AND SYSTEM OF WORKING

From its base in Hamburg, UIE works in close collaboration with the Paris headquarters of UNESCO, with the field offices and with its five sister institutions: the International Bureau of Education (IBE) in Geneva; the International Institute of Educational Planning (IIEP) in Paris; the UNESCO Institute for Information Technologies in Moscow; the UNESCO International Institute for Higher Education in Latin America and the Caribbean, located in Caracas, Venezuela; and the UNESCO International Institute for Capacity Building in Africa, based in Addis Ababa, Ethiopia.

As its general steering body, the Institute has a Governing Board consisting of eleven members, appointed by the Director-General of UNESCO, who meet once a year to review the progress of the Institute's work and plan future policy. The Board is made up of specialists in the educational field from different regions of the world. The Institute is headed by a Director, appointed by the Director-General of UNESCO. About twenty-five people are employed by the Institute, including researchers, librarians, publications staff, technical and secretarial personnel. The government of The Free and Hanseatic City of Hamburg provides the Institute with a house protected as a historic monument. The premises are close to the University of Hamburg with which UIE has increasingly strong ties of partnership.

The broad agenda of UIE is formulated in the light of resolutions by the biennial General Conference of UNESCO and the annual meeting of the UIE Governing Board. Ideas for UIE's

projects also come from many other sources, and in particular from the Institute's formal and informal links with decision-makers, researchers and practitioners. UIE is connected to worldwide networks of individuals, universities, research institutions, government bodies and non-governmental organisations in the field of education. These contacts help to keep UIE informed of important educational issues and developments in all regions of the world and assist in framing the Institute's plans in order to render its catalytic role more effective.

THE UIE PROGRAMME 2000-2001

UIE has continued to structure its activities according to the new programme cycle built around a system of four clusters, established at the beginning of 2000, while recognising that certain activities still overlap within these categories whereas other themes cut across all of the clusters.

CLUSTER 1

LEARNING THROUGHOUT LIFE IN DIFFERENT CULTURAL CONTEXTS: FROM LAYING FOUNDATIONS TO STRENGTHENING CREATIVE PARTICIPATION

Co-ordinator: Toshio Ohsako – Research team: Bettina Bochynek, Marc-Laurent Haroumé, Werner Mauch, Carolyn Medel-Añonuevo

■ BACKGROUND

Activities in this cluster were influenced by three major events which took place in 2000: first, the World Education Forum, held in April in Dakar, Senegal, which entrusted the Institute with a clear and challenging mandate in its field of competence, namely adult and lifelong learning; secondly, the Global Dialogue on "Building Learning Societies – Knowledge, Information and Human Development", held at EXPO 2000 in Hannover in September; thirdly, the International Round Table "Developing Creative and Inclusive Strategies and Partnerships for Fostering a Lifelong Learning Culture", held at UIE in November.

Surveying UIE's field of work at this point in time, a number of key words stand out:

■ NETWORKING

This is an essential activity involving dialogue, exchange of information and joint pursuit of projects among all actors in lifelong learning including policy-making bodies, research institutions, centres of excellence, universities and NGOs. UIE works on the principle that creative networking – the art of connecting different ideas, individuals, bodies and cultures which at first glance may seem incongruous – should become a reality if we are to take advantage of diverse experiences in the furthering of lifelong learning.

■ GLOBALISATION

Current controversy on this subject has prompted UIE to think hard about the implications of globalisation for the entire spectrum of its lifelong learning programmes. One conclusion of the UIE International Round Table in November 2000 was that lifelong learning can help us to understand globalisation and its problems and to relate to it in a critical way.

■ CREATIVITY

This is a key principle in lifelong learning programmes and should safeguard us from negative impacts of globalisation, such as cultural homogenisation, marginalisation and exclusion. Being creative means also being willing to depart from traditional status-quo approaches to educational and social issues, and to undertake new and diverse initiatives. It means also being willing to explore integrated and inter-linked approaches. Examples of integrated approaches being explored by UIE are: the promotion of intergenerational learning, creating a synergy between formal and non-formal learning, and building co-operation between the worlds of industry and education for the enhancement of learning capacities.

■ INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

The prodigious development of ICTs and their penetration into all spheres of life raise challenging social and educational issues with profound implications for individuals, communities and societies. Like globalisation, they have both positive and negative potential. On the positive side they can serve as a valuable aid to our thinking and creativity. The learner should be master of this technology and not the other way around. How do ICTs impact on lifelong learning? How

can their educational potential be best exploited? How can users be encouraged to assess critically and apply selectively the information gained from ICTs? These are some of the questions that UIE is addressing in its ITC-related projects.

OBJECTIVES

While maintaining and consolidating its work on lifelong learning, which has been carried out over the past three decades, the Institute will continue to address new emerging priority issues in this area, concentrating on the following objectives:

1. To continue to review and assess state-of-the-art lifelong learning policies and practices in as many regions in the world as possible.
2. To expand the concept of lifelong learning by taking account of the cultural values, practices and developmental needs of diverse groups of lifelong learners, in particular those in developing countries and those facing the risk of social exclusion and marginalisation;
3. To undertake action research on new priority issues and themes relating to lifelong learning in co-operation with regional centres of excellence, Member States, non-governmental organisations, inter-governmental organisations and other relevant partners in the field;
4. To strengthen policy dialogue, inter-regional exchange of information, and exchange of research personnel and advisory services, with a view to assisting Member States in their efforts to sharpen and develop lifelong learning policies and practices.

CURRENT AND FUTURE ACTIVITIES

FOLLOW-UP TO THE INTERNATIONAL ROUND-TABLE ON DEVELOPING CREATIVE AND INCLUSIVE STRATEGIES AND PARTNERSHIP FOR FOSTERING A LIFELONG LEARNING CULTURE

This meeting took place at UIE in November 2000 and its main objectives were: firstly, to obtain a set of suggestions

and recommendations from a multi-disciplinary team of experts on UIE's medium-term strategic planning of lifelong learning activities; secondly, to discuss UIE's follow-up areas and themes emerging from the Dakar World Education Forum in April 2000. A final report of the Round Table was published, and the full text is available on line:

<http://www.unesco.org/education/uie/pdf/llrt.pdf>

The following strategic areas for action were emphasized by the meeting and are being taken into account by UIE in its programming:

- ◆ Lifelong learning, adult education and literacy programmes should take into account the knowledge-context of the learners and should respect local knowledge and wisdom.
- ◆ There should be increased integration of cultural and linguistic diversity into UIE's programmes.
- ◆ Lifelong learning should not be seen as serving purely economic ends, but should be given a wider interpretation, including social goals, citizenship, enlightenment and joy.
- ◆ Lifelong learning should lead to a critical understanding of globalisation and its problems.
- ◆ The lifelong learning implications of ICTs should be fully explored.
- ◆ Gender perspectives should be fully integrated into lifelong learning programmes.
- ◆ Full use should be made of the latest findings in the area of cognitive science.
- ◆ Intergenerational learning should be recognised and pursued as an important form of lifelong learning.
- ◆ There is a need for lifelong learning programmes that are relevant to individual life themes.
- ◆ Greater international and inter-regional exchange, policy dialogue and project co-operation are to be encouraged.

PROMOTING INTERGENERATIONAL LEARNING POLICIES, APPLIED RESEARCH AND NETWORKING

The aim of this programme is to promote a mutually enriching learning process between older and younger age groups.

One important aspect of the programme is to assist educational decision-makers by providing them with information about

intergenerational learning and its applications to enable them to integrate it effectively into their policies. For this purpose, UNESCO will continue to disseminate the monograph *Intergenerational Programmes: Public Policy and Research implications: An International Perspective* (UIE/Beth Johnson Foundation, 2000). This is now available in English and Spanish. Both versions are available on-line:

<http://www.unesco.org/education/uiie/publications/uiestud24.shtml>

In addition, four modalities of intergenerational learning will be tested, and a practical manual on interactive intergenerational learning will be produced in co-operation with the International Baccalaureate Organisation. The four models are: (a) older people serving or teaching children and youth; (b) children and youth serving or teaching older people; (c) older adults and children and youth collaborating in service to the community; (d) senior citizens, youth and children together engaged in informal learning activities.

A further important objective is to promote international networking of researchers, policy-makers and practitioners in the area of intergenerational programmes in co-operation with the International Consortium for Intergenerational Programmes (ICIP). This will include joint organisation of the first ICIP conference "Connecting Generations – A Global Perspective" (to be held on 2-4 April 2002 at Keele University, UK) in co-operation with the Beth Johnson Foundation.

Contact: Toshio Ohsako

LEARNTEC 2002

A one-day UNESCO international workshop on distance education was held in February 2001 within LEARNTEC 2001, the annual German trade fair and discussion forum for multimedia education and information technology, held in Karlsruhe. This was in the context of the follow-up to the Global Dialogue on "Building Learning Societies – Knowledge, Information and Human Development", held at EXPO 2000 in Hannover. In line with the importance placed by UIE on the use of information and communication technologies (ICTs) in a holistic perspective, the Institute participated as part of a cross-sectoral partnership that also included the Communication Sector, the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), and the German Commission for UNESCO. Building on this success-

ful co-operation, a UNESCO Global Forum on Learning Technology, including a conference of distance learning experts, will be hosted by LEARNTEC 2002 on 6-8 February 2002.

Contact: Bettina Bochynek

ACTION RESEARCH ON PROMOTION OF SUSTAINABLE AND TRANSFERABLE LEARNING ABILITIES (STLA) FOR ADULT BASIC EDUCATION AND LITERACY

There are two assumptions underlying the STLA programme: firstly, efforts to further basic education and literacy are wasted unless the learning foundations are sustainable and transferable; secondly, even lifelong learning does not permit the learner to learn everything – life is limited in time and space. The main objective of this activity is to produce a set of recommendations, for use by policy-makers and practitioners, on learning strategies to integrate STLA into their basic education and literacy policies and programming. The project will: (1) spot existing field projects and materials on basic education and literacy; (2) examine selected experiences in situ to analyze STLA; (3) develop STLA indicators; (4) identify STLA variables according to STLA indicators; (5) produce a report containing a set of recommendations for integration of STLA into national policy and programming in basic education and literacy.

The project will examine the interaction between the learner and his or her environment, focusing on the "learner variables" (motivation, will to learn, etc) and the "learning environment variables" (peer, teachers, local knowledge, learning methods, new media, etc) as well as the context of interaction (conditions and situations where STLA can effectively work).

Contact: Toshio Ohsako

TOWARDS QUALITY LIFELONG LEARNING: SETTING UP CO-OPERATIVE CENTRES OF EXCELLENCE ON ADULT AND LIFELONG LEARNING

The Dakar Framework of Action (DFA) underlined "quality" and "excellence" as key words in country initiatives and essential requirements for the work of the international community towards education for all. In order to build up a knowledge base that is culturally relevant, inclusive and conceptually robust, it is necessary to work in close partnership with eminent research bodies in the field of lifelong

learning and adult learning. To this end, a formal agreement was signed with the Beijing Academy of Educational Sciences, providing for research co-operation, exchange of research personnel and exchange of information and publications. Similar arrangements are under negotiation with the Institute of International Education at Stockholm University and the Centre for Research and Development of Education (CIDE), Santiago, the University of South Africa (UNISA), the University of Ibadan (Nigeria), and others to be identified. Indicators of quality lifelong learning will be developed in close collaboration with the UNESCO Institute for Statistics (Montreal) with the assistance of the other above-mentioned centres. Following two seminars on lifelong learning organised in Asia and Africa in 2000, two more regional meetings are planned for Latin America and Arab States during 2001–2002. The promotion of networking among centres of excellence will be a long-term objective of this programme.

Contact: Adama Ouane and Toshio Ohsako

INTERNATIONAL CONFERENCE ON LIFELONG LEARNING IN BEIJING, 1-3 JULY 2001

Two hundred participants from forty countries attended the International Conference on Lifelong Learning from 1–3 July 2001, held in Beijing. Jointly organised with the Beijing Academy of Educational Sciences (BAES), the UNESCO Institute for Education (UIE), the Chinese National Commission for UNESCO, the American Association for Adult and Continuing Education (AAACE) and by the Socrates Programme of the European Commission, the conference brought together policy makers, researchers and educators from governments, NGOs, research institutions, and women's organisations.

During the conference global aspects of education and learning were presented and discussed in plenary and concurrent sessions. The four plenary sessions were:

- 1) "Raising Key Issues in Lifelong Learning" (an overview was given on perspectives of lifelong learning);
- 2) "Landscape of Lifelong Learning Across the World: Regional Perspectives" (overview of different lifelong learning approaches and programmes);
- 3) "Understanding Processes in Lifelong Learning" (which looked at the different processes involved in lifelong learning); and

- 4) "Challenges for Lifelong Learning in the 21st Century" (which raised the key issues of lifelong learning in the 21st century).

Ten workshops were organised on the following issues: meeting basic learning needs, learning across the ages, teacher training and development, empowerment of marginalised groups, interface of national policies and practices, reexamining vocational and technical education, understanding learning strategies in communities and societies, the learning process, the use of technology in lifelong learning and on partnerships and networking.

The conference was not limited to the presentation of papers and workshop discussions as field visits were organised to see actual places of learning and share concrete experiences of lifelong learning in their specific contexts. The participants had the choice to visit a community college, a veteran college, an agricultural school or the capital iron and steel plant.

As a jointly organised event, with participants from Asia, Africa, the Arab Region, Latin and North America and Europe, the conference created a space for international networking. It demonstrated that all regions of the world could share ideas and benefit from each other. While they have different contexts and specific approaches, it was evident in the plenary sessions, workshops and field visits that the challenge remains for us to learn from each other across cultures – truly in the spirit of lifelong learning.

Contact: Carolyn Medel-Añonuevo

UIE JOINT STUDY ON ASIA-PACIFIC PERSPECTIVES AND PRACTICES IN LIFELONG LEARNING

The UIE Regional Workshop on Practices and Policies on Lifelong Learning in Asia brought together twelve participants from Japan, Malaysia, People's Republic of China, Philippines, South Korea and Thailand, from government agencies, NGOs and research institutions. The main objective of the workshop was to have an overview of the lifelong learning policies and practices in these countries. The heterogeneity of the region accounts for the uneven and complex landscape of lifelong learning. In countries like Japan and South Korea, there are institutionalised discourses and specific research insti-

tutions working on this area. On the other hand, in Thailand, lifelong learning is enshrined in its Constitution. China, with its long experience on lifelong learning is involved at all levels in the promotion of lifelong learning using various strategies. As in Thailand, community-based learning is a key educational strategy. In the Philippines, the vocational and technical sectors are slowly being introduced to the official discourse of lifelong learning via the CONFINTEA V [Agenda for the Future](#). While the context dictated the situation of lifelong learning policies and practices, there were also some common issues like the need for accreditation and recognition of prior learning, the need to strengthen the gender perspective (which still has to be elaborated in the region), and the need to critically assess the different strategies in the pursuit of lifelong learning in terms of its empowerment of the marginalised populations.

Contact: Carolyn Medel-Añonuevo

LIFELONG LEARNING IN THE INFORMATION AGE

This is a joint project with the national Institute for Educational Research of Japan (NIER) and involves comparative studies conducted in Brazil, China, Hungary, Japan, Korea Mexico, Slovenia, South Africa and Thailand. An NIER/UIE joint international seminar held in Tokyo in November 2000 resulted in a report to be published soon under the title [Lifelong Learning in the Information Age: a Transnational Study on Media Literacy in the Advent of Learning Societies](#). The main conclusion of the project is that media literacy must go hand-in-hand with the task of lifelong learning. The latter gives a vision and the former enables the learner to use media technologies including ICTs. More specifically, attention needs to be paid to the following areas: clarification and definition of the concept of media literacy in the information age; international exchange of information on diverse forms of media education and media literacy; combined use of ICTs and traditional media (TV, radio, newspapers etc); impact of ICTs on the learner's creative work and critical thinking.

Contact: Toshio Ohsako and Bettina Bochynek

UIE LIFE THEMES ANALYSIS SERIES (ULTAS) 2001: "LEARNING TO HATE, LEARNING TO CARE"

This project looks at some of the more affective aspects of lifelong learning. An individual's motivation for learning throughout life will be influenced by whether he or she finds

lifelong learning personally meaningful or relevant. All learners are subject to a wide variety of both positive and negative experiences during their lives: relationships, conflicts, friendships, violence, stress, birth, death, psychological and health problems, employment and income difficulties, etc. What is clear is that most learners are not entirely satisfied by simply continuing to accumulate skills and knowledge. For example, there is a place for lifelong learning that promotes a mature and compassionate citizenship. The ULTAS project is designed to create a dialogue with lifelong learners who seek for a meaning and a quality in life through their feelings, thoughts and actions in relation to their unique life history and its socio-cultural context. The central theme of ULTAS is to dig deeply into both the destructive and constructive sides of human nature and find lifelong learning strategies to increase the latter. The theme chosen in 2001 is "learn to hate, learn to care". ULTAS will draw upon expert studies and experiences on the learning issues involved in group conflicts, racism, xenophobia, prejudice and stereotypes, etc, and identify how cultural and socio-historical factors influence the negative attitudes of learners. It will then identify a set of learning strategies in order to promote caring, co-operative and altruistic attitudes and forms of behaviour.

Contact: Toshio Ohsako

APPRAISING ADULT EDUCATION IN CENTRAL AFRICAN COUNTRIES

The CONFINTEA [Declaration](#) and [Agenda for the Future](#) affirmed the importance of adult education, putting special emphasis on literacy and post-literacy. This was reinforced by the World Education Forum held in Dakar, Senegal, in April 2000. The Dakar Framework for Action, which emerged from the Forum, stressed the necessity "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes".

It was against this background, and bearing in mind the many difficulties that have beset the education sector in the sub-region of Central Africa, that the UNESCO Institute for Education, in collaboration with the National Association of Cameroonian Language Committees (NACALCO), organised a seminar from 6 to 8 December 2000 in Yaoundé, Cameroon,

on "Adult Education in Central Africa: Assessment and Prospects". The participating countries were: Cameroon, the Central African Republic, Gabon, Nigeria, Senegal and Chad. Participants were from various areas of education and literacy work, both formal and non-formal, and there was a strong representation from higher education institutions in Cameroon.

The broad aims of the meeting were: to compare the achievements of the various countries in adult education, including literacy; to examine relevant methods and innovations; and to facilitate an exchange between actors in the field with a view to future networking and joint evaluation of strategies, including linguistic policies. More specifically, the meeting addressed the following sub-themes:

- ◆ Appropriate models for literacy teaching
- ◆ Building bridges between the formal and informal sectors
- ◆ The links between literacy and development
- ◆ The role of higher education institutions in the education of adults
- ◆ Evaluation of literacy activities

Through its role in co-organising this meeting, UIE helped to create a rare opportunity for representatives from the participating countries and for professionals at different levels within Cameroon itself to meet and discuss issues of common concern. Informal contacts and exchanges between them will continue, pending the establishment of a more formal framework for networking and co-operation.

Contact: Marc-Laurent Hazoumé

CLUSTER 2

CONFINTEA AND DAKAR FOLLOW-UP: EVALUATING AND MONITORING POLICY AND INSTITUTIONAL CHANGES IN BASIC EDUCATION FOR ADULT AND YOUNG PEOPLE

Co-ordinator: Madhu Singh – Research Team: Bettina Bochynek, Marc-Laurent Hazoumé, Werner Mauch

The relevance of the 1997 Fifth International Conference on Adult Education (CONFINTEA) in promoting Education for All

was forcefully reiterated at the Global Framework for Action adopted by the World Education Forum (WEP) held in Dakar, Senegal (26-28 April 2000). The CONFINTEA Follow-up cluster is now closely aligned to the Dakar follow-up programme. Key areas of relevance are:

- To formulate and develop with relevant partners the expanded notion of adult basic education as proclaimed at CONFINTEA V and reaffirmed in the Dakar Framework of action;
- To intensify in-country actions in adult basic education;
- To reorient adult basic education policies and practices;
- To mobilise political commitment and relevant networks for concerted action;
- To develop community participation
- To promote research and case studies in areas of particular demand;
- To provide technical backstopping to member states, NGOs/CSOs and reinforce national and institutional capacities in the five major themes of action:
 - (a) promoting gender-sensitive approaches in adult basic education;
 - (b) meeting basic learning demands of special groups;
 - (c) promoting appropriate linguistic policies especially in contexts of multilingualism and cultural diversity;
 - (d) improving relevance of adult and non-formal basic education promoting critical citizenship, community participation and democracy;
 - (e) improving the statistical information and developing indicators pertaining to literacy, post-literacy, NFE, adult and lifelong learning.

Although all of the goals adopted in Dakar are important, the CONFINTEA follow-up will be concentrating on the following goals: (1) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; (2) achieving a 50 per cent improvement in levels of adult literacy by 2015; (3) eliminating gender disparities in basic education; (4) improving the quality of education.

The CONFINTEA follow-up in light of the Education for All Framework for Action has three specific objectives:

- 1 To evaluate and assess adult and basic learning policies by examining contents and contexts of holistic, integrated policies, and multisectoral and cross-cultural implementation strategies, especially for unreached individuals and communities.
- 2 To implement follow-up action and new directions in adult and basic learning on selected themes, issues and problems identified during CONFINTEA and the Dakar World Education Forum, which countries, institutions and individuals need to address urgently through adult learning.
- 3 To co-ordinate groups, networks and initiatives at the national level, which will be instrumental in shaping and implementing policy and institutional changes and designing future programmes.

SUB-REGIONAL POLICY DIALOGUE ON ADULT AND BASIC EDUCATION

Sub-regional policy dialogues are being organised to take stock of specific aspects of reforms in adult basic education and literacy. One such meeting for South and South-East Asia will be held in October 2001 and will bring together representatives from the government sector, non-governmental organisations, universities and civil society to discuss how countries within the region have formulated adult and basic education policy, and what programmes and practices have been implemented in order to meet the basic learning needs and aspirations of adult women and men. The meeting will provide examples of new and innovative approaches in adult and basic learning. It will analyse factors in the economic and social environment that have affected the degree of success of these policies. The following countries will be participating: India, Bangladesh, Pakistan, Sri Lanka, Bhutan, Nepal, the Maldives, Laos, Vietnam, Myanmar and Cambodia. The first session will include an overview of country situations and key areas of policy reforms. It will be followed by a thematic session dealing with issues of global concern, such as education and human rights, harnessing ICTs for adult education, inclusive approaches with regard to marginalised groups, excluded youth and special groups, poverty alleviation and livelihood strategies, citizenship education, democracy and gender issues in adult education. The third session will pre-

pare an outline of future strategy, define operational goals for 2015, discuss knowledge management in adult and basic education and evaluate UIE's role and future follow-up activities. The output will include some policy monographs.

Contact: Madhu Singh

CONFINTEA MID-TERM REVIEW

The mid-term review of the CONFINTEA [Declaration](#) and [Agenda for the Future](#) will bring together different stakeholders to discuss the following areas of normative policy making and reform in adult basic learning in light of the Dakar Follow-up:

- ◆ The role and focus of adult learning in response to new challenges in the field.
- ◆ Contemporary trends in adult basic learning policies and practices:
 - Establishing the institutional frameworks.
 - Ensuring equal access to adult learning and basic education.
 - Ensuring that learning policies and programmes for specific target groups are integrated with other relevant policies.
 - Promoting appropriate partnerships.
 - Developing new strategies and practices harnessing distance and open learning modes of learning.
- ◆ Reform of basic and vocational education and building bridges with non-formal adult basic education and literacy programmes.
- ◆ Improving quality – emphasis on the integrated and expanded vision of adult basic education
- ◆ Development of core and general skills

In connection with the mid-term review a new Draft Recommendation on Adult Basic learning will be prepared. It is expected to map policies, programmes and practices put in place in order to meet the adult basic education needs of their populations. It will provide examples of the new approach (paradigm) in adult basic education. Using the report as a reference and a source of ideas, UIE will invite UNESCO constituencies to provide suggestions regarding the scope and content of the New Draft Recommendation on Adult Learning.

Contact: Madhu Singh

PROMOTING THE INTERNATIONAL ADULT LEARNERS' WEEK

As one of the specific follow-up proposals of CONFINTEA and subsequently endorsed by UNESCO's General Conference, the official launch of *International Adult Learners' Week* during the EXPO Global Dialogue on 8 September 2000 marked a crucial step in the strategy of bridging the learning festivals already taking place in a number of countries worldwide and of deepening the cross-national exchange and co-operation. Via this globalisation process, an advocacy mechanism is created to consolidate the objectives of the national learning festivals: to give a voice to learners, to reach out to excluded and marginalised adults, to present the variety of existing learning opportunities, and to strengthen collaboration between all providers – notably NGOs and government agencies. Embracing International Literacy Day as its pivotal day, *International Adult Learners' Week* also reflects an amplified notion of learning throughout life.

The Learning Festivals Guide, being the most important communication tool for the movement to date, is the collective product of a group of learning festival coordinators from all world regions, helped significantly by the UK National Association for Adult Learning (NIACE), the Swiss Federation for Adult Education (SVEB) and the Latin American Network of Popular Education for Women (REPEM). It illustrates previous experiences of countries that have implemented the scheme and serves as a pragmatic handbook for the setting-up of such a campaign. Originally prepared in English, French, Spanish and German (http://www.unesco.org/education/uie/publications/e_pub.shtml) it has meanwhile been translated into Estonian and has been disseminated to the National Commissions of all UNESCO member states and to networks of NGOs and institutes worldwide.

Following the launch of *International Adult Learners' Week*, the number of countries organising learning festivals on their own or requesting technical support from UIE has steadily increased. A special *International Adult Learners' Week* website, including the internet forum initially hosted by Adult Learning Australia (ALA), is under preparation to facilitate the communication and monitoring of national activities. The website will be instrumental in mobilising and responding to requests for support from countries wishing to hook on to the

movement. An assessment study of the experiences is planned for around the end of 2001, and consultations are under way for an international celebration in September 2001 and 2002, with the prospect of a larger event as part of the CONFINTEA mid-term review activities in 2003.

Contact: Bettina Bochynek

ADULT LEARNING AND THE WORLD OF WORK

UIE, in co-operation with the International Labour Organisation (ILO) and the International Institute for Educational Planning (IIEP), is conducting joint studies on adult learning and training in the informal sector in five countries of South and South-East Asia (India, Bangladesh, Nepal, Thailand and Sri Lanka). The objective of the case studies is to develop an understanding of how training, education and skills development is provided to informal sector workers and to draw lessons that may be pertinent to the design and implementation of policies, programmes and legislative frameworks. UIE will issue a joint publication, and a meeting with stakeholders will be organised to discuss the recommendations emerging from the studies and to define operational goals and future strategies.

In May 2001 UIE participated in a roundtable on "Skills Development for More Decent Work in the Informal Sector", organised by the Informal Sector Programme on Skills Development at the ILO. UIE presented a draft policy paper on "Education and Training Linkages in Delivery Methods for the Informal Sector". UIE will also be co-ordinating the specialised workshop on Context and Regulatory Frameworks for Adult Learning in the Informal Sector at an inter-agency meeting to be held in Interlaken in September 2001 organised by the Swiss Agency for Development and Co-operation (SDC).

UIE also participated in March 2001 in a strategy workshop organised by the Division for Secondary, Technical and Vocational Education (ED/STV) at UNESCO, along with professional staff working in the area of education and work from IIEP, UIE, and the regional offices in Bangkok, Dakar and Beirut. The aim was to share ideas, promote common activities and strengthen co-operation, creating synergies and avoiding duplication.

Contact: Madhu Singh

LIFELONG LEARNING FOR POVERTY ALLEVIATION

In recent years a number of governments, in addition to a wide range of non-governmental organisations and training providers, have taken steps to develop and deliver basic education and training as a ingredient of anti-poverty strategies. Limited information is available about the current quality and extent of this provision, and there is a need to develop improved policy tools, institutional frameworks, learning content and strategies. There is also a need to review approaches that are already being tried out, exploring what innovative features they contain and how these might be reflected in a broad-based policy planning. This is therefore a timely study in which co-operation will be extended to IBE and IIEP for joint implementation.

Contact: Madhu Singh

OPENING UNIVERSITIES TO ADULTS

As a follow-up activity to both CONFINTEA V and the World Conference on Higher Education, an International Conference on Lifelong Learning, Higher Education and Active Citizenship was organised in Cape Town, South Africa, from 10 to 12 October 2000, by the University of the Western Cape together with the Adult Education Research Group of the Danish National University of Education and UIE. Regarded as an important step in the process of promoting adult and lifelong learning as a cornerstone of active citizenship, it aimed at debating issues regarding changing definitions and relationships of lifelong learning, higher education and active citizenship, developing criteria for assessing a "lifelong learning university" which can be used for advocacy in different contexts (laid down in the [Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution](#)) and at producing a publication of key papers and conference contributions. The [Cape Town Statement](#) has meanwhile been translated into French, Spanish, Arabic and Chinese. All versions are available from UIE or from www.uneco.org/education/uie/publications/ct_statement.shtml.

Contact: Werner Mauch

CLUSTER 3

CAPACITY BUILDING IN AND FOR LIFELONG LEARNING

Coordinator: Marc-Laurent Hazoumé – Research team: Werner Mauch, Carolyn Medel-Añonuevo, Gonzalo Retamal, Madhu Singh

National and/or regional capacity building is one of the pillars of UIE's work. Because of its breadth of expertise and ability to work with many different partners, the Institute is able to deploy a wide range of capacity building modalities according to the specific needs of the country or institution concerned.

NON-FORMAL EDUCATION IN MOROCCO

In its capacity-building role the Institute participated in a meeting in Rabat Morocco on 26 and 27 February entitled [Non-Formal Education: Stocktaking and Prospects](#). The essential objective was to help activists in the domain of literacy and adult education to acquire the necessary skills to evaluate and analyse the results of their work. Another objective was to identify, in collaboration with the various organisational structures in the field, new measures to bring about a constant improvement in the content of programmes.

Contact: Marc-Laurent Hazoumé

EFFECTIVE AIDS/HIV PREVENTION THROUGH EMPOWERING EDUCATIONAL STRATEGIES AND GENDER-SENSITIVE MATERIALS

The main aims of this programme are:

- (a) to formulate HIV/AIDS preventive educational strategies for adults addressing the needs of groups at risk in Eastern and Southern Africa and South-East Asia with a special focus on the gender perspective;
- (b) to develop educational materials which are gender-sensitive. In October 2000 UIE organised a regional workshop in Chiangmai (Thailand) in co-operation with the University of Chiangmai, bringing together 30 participants from nine Asian countries; the African "twin" workshop was organised in co-operation with the African Virtual University (AVU) in July 2001 in Nairobi (Kenya) for 25 participants from seven African countries.

Contact: Werner Mauch and Carolyn Medel-Añonuevo

EDUCATIONAL RESPONSE IN COMPLEX EMERGENCIES: PILOT INITIATIVE IN KOSOVO

There is an urgent need in many parts of the world for educational intervention to assist populations affected by emergencies.

UIE has developed an intervention pilot model in Kosovo, carried out in 1999-2000 with support from the Zeit Foundation (Zeit-Stiftung Ebelin and Gerd Bucerius), to assist local trainers in organising youth and adult education programmes in crisis situations.

Project personnel work together with local tutors and coordinators to develop and implement courses for skills development and employability and to impart and strengthen critical citizenship. Prototype methodological guides and material have been developed, and public meetings have been organised to promote reconciliation and peace.

Two sets of accompanying measures have been worked out to strengthen the Institute's own capacity in relation to crisis and war situations. The Institute has explored ways to involve universities in both Germany and Kosovo in programme development and networking and the creation of synergy among institutions and programmes/projects addressing this issue. It is planned to launch a major research initiative with university groups in both countries on the training of trainers for adult education in crisis situations. Furthermore, an experimental Internet-based training programme has been designed and implemented in co-operation with the University of Pittsburgh and other UN partners (namely UNICEF and UNHCR). The prototype format and materials are now being assessed.

Contact: Gonzalo Retamal

DISTANCE AND OPEN LEARNING IN ADULT BASIC EDUCATION

The growing and urgent need to expand non-formal adult education is leading governments in many developing countries to explore the potential of distance and open learning and its use in terms of outreach and cost-effectiveness. However, the success of non-formal education at a distance is conditioned by a variety of factors that need to be researched. UIE, in conjunction with the Commonwealth of Learning, has brought

out a research report with case studies demonstrating the potential and importance of distance learning approaches in enhancing the contribution of non-formal education to socio-economic development in Africa (See Siaciwena, Richard: Case Studies of Non-Formal Education by Distance and Open Learning, The Commonwealth of Learning, 2000). It has documented projects, analysed success factors and identified experimental projects to test guidelines. Some of these are: The Zambia Radio Farm Programme, Distance Learning for Uganda Health Workers, Ghana's Support to the National Functional Literacy Programme and Tanzania Support to Management Staff from Agricultural Enterprises.

UIE and the Commonwealth of Learning are also collaborating in developing a distance non-formal education training toolkit. The main purpose of the training toolkit is to serve as a resource for trainers and practitioners in non-formal education. It will provide generic guidelines and information on various aspects of the field in Africa. Illustrative examples will show the use of various media or application of distance learning approaches and key aspects of distance non-formal education.

Reporting and dissemination through case studies on the potential of non-formal distance learning in the training of grassroots workers in the area of adult basic education and literacy is the subject of a research and research-based training initiative currently underway. International experience shows that adult basic education programmes are often ineffective because of poorly trained field workers. Training is often hierarchical and reduced to knowledge transmission, rather than interactive, participative and learner-centred. The studies are intended to contribute to evolving suitable training strategies, enlarging information, improving stakeholder co-operation and improving the overall quality of adult basic education. Partners in this programme are the University of South Africa, Pretoria; National Open University, India; Institute for Nomadic Education, Nigeria; National Institute for Education, Sri Lanka; PROSHIKA (an NGO from Bangladesh), and the Southern Africa Extension Unit, Tanzania.

Contact: Madhu Singh

CLUSTER 4

STRUCTURED ADVOCACY, NETWORKING, DOCUMENTATION, COMMUNICATION AND SOCIAL MARKETING

Coordinator: Werner Mauch – Research Team: Bettina - Bochynek, Lisa Krolak, Christopher McIntosh

This cluster constitutes an attempt to systematise the activities through which the Institute presents itself to the outside world, disseminates the results of its work and makes relevant information available to those working within its field of competence. These include advocacy, publication, documentation, networking, fellowship and outreach programmes.

UIE'S TRAINING AND FELLOWSHIP PROGRAMME: REORGANISATION TOWARDS EDUCATIVE QUALIFICATION AND TRAINING

In order to restructure UIE's fellowship programme to give opportunities to students and post-graduates, initial contacts were made with a group of universities in Germany and other parts of the world. The aim is to provide study and work experience possibilities for students in the framework of ongoing UIE activities (especially research, but also publication, documentation and administration). These possibilities will be made available to students and post-graduates in a diverse range of subjects such as adult education, ethnology, anthropology, international relations, law, journalism and business administration. UIE's very successful and strongly demanded internship programme is already functioning according to a similar concept.

Contact: Werner Mauch

INTERNATIONAL AWARD FOR LITERACY RESEARCH

Since it was launched in 1991/92, the International Award for Literacy Research has resulted in the selection and publication of four research studies investigating such diverse topics as adult literacy in the context of the changing world of work (1993), definitions of literacy and numeracy as influenced by the social and cultural environment (1996), literacy and its cognitive consequences (1998), and literacy in relation to development as seen from the perspective of women (2000).

Thanks to the long-standing commitment of the Canadian National Literacy Secretariat (NLS), and with the help of funds from the Swedish International Development Co-operation Agency (SIDA), the fifth cycle of the competition could be opened in May 2001. As in previous years, the prize of US \$ 10,000 and the prospect of publication of their manuscript in English, French and Spanish have encouraged researchers all over the world to submit an investigative and analytical study on any of the diverse aspects of adult literacy. While the closing date for the submission of manuscripts has been fixed for the end of 2001, the selection process by an international jury and the awarding of the prize will be completed by mid-2002. Call for Papers: <http://www.unesco.org/education/ui/news/award.shtml>

The Award is part of UIE's overall strategy to stimulate new ways of thinking and to help generate innovative results pertaining to our field of expertise – which will in turn feed back to policy planners and implementers of literacy projects as well as to researchers in all regions. UIE is very appreciative that the Award notably benefits researchers from less privileged backgrounds and enables the international circulation of perspectives and findings usually excluded from the commercial publication sector.

Contact: Bettina Bochynek

UIE IN THE WORLD WIDE WEB

[HTTP://WWW.UNESCO.ORG/EDUCATION/UIE](http://www.unesco.org/education/ui)

UIE's homepage, which is being continually improved, offers a detailed view of the Institute's areas of work, its organisational structure, main activities and regular services. The "What's New?" section includes information about recent and ongoing activities. The publications list is continuously updated and includes all available UIE publications issued since 1990. All publication orders can be sent directly to the Institute's publications unit by e-mail. In the past 12 months efforts concentrated especially on the publication services, i.e. offering as many publications as possible through the Internet.

The list of UIE's online publications (www.unesco.org/education/ui/publications/e_pub.shtml) is growing continuously. UIE's new publications are in principle all available in PDF (Portable Document Format) which is widely used for the

distribution of documents and publications. The necessary software to view the documents can be downloaded for free from the internet. UIE's well reputed Lifelong Learning Bibliography which is distributed internationally since 1973 is available from the web, as well as the list of new acquisitions of UIE's library and documentation centre (www.unesco.org/education/uie/publications/doc_services.shtml) and the list of periodicals (www.unesco.org/education/uie/documentation/periodicals.shtml)

Design and structure of the homepage were profoundly revised with a special focus on user-friendliness, especially achieving reasonable transfer without the most sophisticated hardware conditions. Preparations for a French and German version of the homepage are underway. The catalogue of UIE's documentation centre will be accessible through the internet.

Contact: Werner Mauch

UIE'S DOCUMENTATION CENTRE AND LIBRARY – COLLECTION AND INFORMATION SERVICES

At present the Documentation Centre and Library holds about 66,000 books, documents, and non-print media. In 2000-2001, 1,700 research and policy oriented publications and non-print media were incorporated into the collection. In addition, about 260 journals/newsletters on education were received, analysed and indexed. UNESCO publications on education, culture and social sciences represent a substantial, though not the largest part, of the collection. About 60% of the holdings are in English, followed by German, French, Spanish and a variety of other language publications.

Part of the holdings is a unique continuously enlarged collection of at present more than 8,000 sample learning materials used in adult literacy, post-literacy and out-of-school education from more than 120 countries in more than 160 languages.

The List of New Acquisitions as well as the Lifelong Education Bibliography have been published regularly for almost 30 years and are distributed worldwide to more than 900 institutions, libraries, documentation centres and individual researchers. They are now accessible online through the UIE homepage.

Another special collection continuously updated comprises publications related to the United Nations family. With financial support from The Free and Hanseatic City of Hamburg, the Documentation Centre and Library serves as an information office on the United Nations and its specialised agencies.

Contact: Lisa Krolak

ALADIN – THE ADULT LEARNING DOCUMENTATION AND INFORMATION NETWORK

Most of the established adult education documentation centres are located in Western Europe and North America, and they collect, analyse, and disseminate predominantly mainstream knowledge from their regions. In many developing countries such centres are hardly yet developed and often lack sufficient financial and human resources.

In view of the need for everyone to participate in the learning and information society of the future, a Network of Networks is needed that strengthens existing Adult Education Documentation Centres and assists in setting-up new ones. It also must incorporate those that are not yet online and will not be so in the near future. Worldwide exchange of information means that everybody taking part in the exchange gives and takes, in accordance with their cultural background and level of technological development.

This challenge was addressed during CONFITEA, and ALADIN, the Adult Learning Documentation and Information Network, emerged from a workshop which focused explicitly on adult education documentation and information. It was concluded that an interactive knowledge management system was urgently needed and that UIE's Documentation Centre should lead and co-ordinate such an initiative. During this workshop, a Steering Committee was formed with 25 members representing various kinds of adult education institutions worldwide and encompassing the whole spectrum of adult education.

An international survey of Adult Education Centres resulted in the publication of an analytical and annotated Directory of Members, which includes 90 such centres worldwide. In 1999 the ALADIN website (<http://www.unesco.org/education/aladin>) was launched with online access to the Directory.

The development of ALADIN was stalled with the untimely sickness and death of the Co-ordinator, UIE's Head of Documentation Ursula Giere, in the second half of 2000. Her successor as Head of Documentation and Co-ordinator of ALADIN, Lisa Krolak, started in May 2001 and will implement the following activities that were agreed upon during the E-Mail Task Force Meeting that took place on 15-20 November 1999 in Hamburg:

An updated version of the Directory of Members will be created for publication in early 2002. The ALADIN Task Force members jointly screen the new applications for ALADIN membership. Updates are also entered on the ALADIN website.

Capacity building activities have been initiated in three low-income countries: Bangladesh, Cameroon, and Sri Lanka. In order to improve the adult education documentation and information infrastructure of these countries, surveys of the state will be carried out. Based on the surveys action plans will be developed in co-operation with the ALADIN members of the respective country and terms of reference for the establishment of new centres will be developed. Groundwork for new centres will be laid and staff training will be offered in co-operation with the UNESCO Regional Offices. Regional banks of duplicates will distribute duplicate publications available within ALADIN to those lacking publications.

Contact: Lisa Krolak

PUBLICATIONS 2000/2001

The Learning Festivals Guide – An internationally produced communication tool in support of the launch of the International Adult Learners' Week

(Also available in French, German and Spanish)

UNESCO/UIE, 2000 – in collaboration with NIACE (UK National Association for Adult Learning), SVEB (Swiss Federation for Adult Education) and REPEM (Latin American Network of Popular Education for Women), 26 pp.

Intergenerational Programmes: Public Policy and Research Implications – An International Perspective

Eds: Alan Hatton-Yeo, Beth Johnson Foundation and Toshio Ohsako, 2000, 64 pp.

Programas Intergeneracionales: Política Pública e Implicaciones de la Investigación – Una Perspectiva Internacional
(Spanish version of the above mentioned publication)

UIE/Beth Johnson Foundation, 2001, 70 pp.

Unlocking People's Creative Forces – A Transnational Study of Adult Learning Policies

Paul Bélanger and Paolo Federighi, UIE, 2000, 274 pp.
ISBN 92 820 1104-6

Analyse transnationale des politiques d'éducation et de formation des adultes

La libération difficile des forces créatrices (French version of above mentioned publication) IUE/L'Harmattan, 2001, 345 pp.
ISBN – 92 820 2081-9/ 2-7475-0196-5

Glossaire de l'éducation des adultes en Europe

(French version of the publication *Glossary of Adult Education in Europe*, UIE/EAEA 1999)

Sous la direction de Paolo Federighi avec le soutien de la Commission européenne, Programme Socrates, Education des Adultes, IUE/AEEA (Association Européenne pour l' Education des Adultes), 2001, 127 pp. ISBN 92 820 1103-8

The Financing of Adult Learning in Civil Society: A European Exploratory Study

Paul Bélanger and Bettina Bochynek in collaboration with Kai-Oliver Farr, UIE, with the Support of The European Commission, 2001, 147 pp.

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable – 27-29 Nov. 2000

Eds.: Gillian Youngs (University of Leicester, UK), Toshio Ohsako and Caroln Medel-Añonuevo (UIE), UIE, 2001, 124 pp.
ISBN 92 820 1110-0

Revisiting Lifelong Learning for the 21st Century

Caroln Medel-Añonuevo, Toshio Ohsako and Werner Mauch UIE, 2001, 26 pp.

Adult and Continuing Education in Malaysia

by Mazanah Muhamad and Associates, UIE, Universiti Putra Malaysia, 2001, 142 pp. ISBN 92 820 1108-9/983-2373-03-4

ALPHA: Current Research in Literacy
ALPHA: Recherches en alphabétisation

Alpha 2000 – Education écologique dans la vie quotidienne

sous la direction de Jean-Paul Hautecoeur 2000, 349 pp.
ISBN 920820 2080-0. Publication réalisée en collaboration avec le Ministère de l'Education du Québec.

INTERNATIONAL AWARD FOR LITERACY RESEARCH

Why Eat Green Cucumber at the Time of Dying?
Women's Literacy and Development in Nepal

Anna Robinson-Pant – Winner of the 1998/99 International Award for Literacy Research, UIE, 2001, 198 pp.

UNESCO/UIE Adult Literacy Exchange Network on Developing Countries – Directory of Members/Répertoire des membres/Directorio de los miembros

Eds.: Ursula Giere and A. Mahinda Ranaweera
UIE, 2000, 317 pp.



From Idea to Virtual Reality: ALADIN – the Adult Learning Documentation and Information Network

Report of a CONFINTEA Workshop and its Follow-up
Eds.: Ursula Giere and Susan Imel – UIE, 2000, 85 pp.
ISBN 92 820 1105-4

Task Force E-mail Seminar of the Adult Learning Documentation and Information Network (ALADIN).

(15 to 20 November 1999) Final Report
Eds.: Ursula Giere and Susan Imel – UIE, 2000, 75 pp.

Please also visit our website:

<http://www.unesco.org/education/aladin/index.html>

FORTHCOMING PUBLICATIONS
À PARAÎTRE PROCHAINEMENT

Jede Dritte – Jeder Fünfte....

Projekteinheit Analphabetismus/Alphabetisierung in Entwicklungs- und Industrieländern (only in German) U. Giere, I. Neu-Altenheimer and D. Wittkuhn. Co-published with Klett Verlag

Towards a Multilingual Culture of Education

Ed.: Adama Ouane – The enlarged and revised English version of the book *Vers une culture multilingue de l'éducation* published in 1995

Handbook on Evaluation – Ed.: Adama Ouane

Perspectives and Practices of Lifelong Learning in Asia

Ed.: Carolyn Medel-Añonuevo

Engendering HIV/AIDS Preventive Education: Some Lessons from Asia

Ed.: Carolyn Medel-Añonuevo

Lifelong Learning in the 21st Century: Policy Discourses and Practices (Report of the International Conference on Lifelong Learning in Beijing)

Ed.: Carolyn Medel-Añonuevo

THE INTERNATIONAL REVIEW OF EDUCATION

Edited by UIE since 1955, the International Review of Education (IRE) is the longest-running international journal on the comparative theory and practice of formal and non-formal education. It is edited with the professional advice of an independent Editorial Board and the assistance of consulting editors and other academic reviewers. The journal serves institutes of education, teacher training institutions and ministries, as well as non-governmental organisations and individuals in all countries. It is an international forum providing scholarly information on policy issues, educational trends and learning innovations worldwide. Education and learning throughout life are important concerns of the periodical. Contributions are published in English, French or German,

with abstracts in English, French, German, Spanish and Russian. The journal is published on behalf of UIE by Kluwer Academic Publishers of Dordrecht, Netherlands.

General Issues Published in 2001

Topics covered in articles and notes in general issues were: accelerated school programmes, the use of auxiliary teachers in deprived areas, fear of evaluation among teachers, cultural transmission, intercultural education for children, decentralisation of educational administration, schools evaluation in Brazil, the story of the ALPHA series of publications, the role of museums in education, vocational training in Turkey, development assistance in education, home education, cultural capital, the growth in university matriculation, adult literacy in Botswana and Zimbabwe, expectations of teacher candidates in China and the US.

Special Issues Published in 2001

Vol. 47, Nos. 3-4 Globalisation, Language and Education, edited by Birgit Brock-Utne, dealing with the threat to language survival posed by globalisation, the question of the choice of language as medium of instruction, and different approaches to this issue.

Contact: [Christopher McIntosh](#)

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UIE FINANCIAL REPORT

BUDGET

Budget in US \$

	Approved Budget 2001	Estimation 2002
1. INCOME	1 year	1 year
UNESCO	\$ 1,094,000	\$ 950,000
GERMANY	\$ 945,000	\$ 893,000
Member State's contributions for projects	\$ 714,000	\$ 797,000
Other income	\$ 10,000	\$ 10,000
TOTAL	\$ 2,763,000	\$ 2,650,000
2. EXPENDITURE		
Personnel	\$ 1,200,000	\$ 1,250,000
Board and Committee	\$ 40,000	\$ 40,000
Projects	\$ 1,513,000	\$ 1,350,000
Others	\$ 10,000	\$ 10,000
TOTAL	\$ 2,763,000	\$ 2,650,000
3. CONTRIBUTIONS		
City State of Hamburg	\$ 175,000	\$ 175,000
Others	\$ 250,000	\$ 150,000
TOTAL	\$ 425,000	\$ 325,000

DATE: 31. 07. 2001

MAIN FINANCIAL SPONSORS:

Canada, Denmark, Germany, The Netherlands, Norway, Sweden, the European Union, The Free and Hanseatic City of Hamburg.

Voluntary contributions from several countries:

(Canada, Denmark, Germany, Italy, Netherlands, Norway, Spain, Sweden, Switzerland and Thailand).

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UIE STAFF

DIRECTION

- Adama Ouane, Director
- Linda King de Jardón, Deputy Director (until 30 June 2001)
- Bettina Küster, Director's assistant
- (Annette Hentschel, up to February 2001)
- Gonzalo Retamal – Senior Research Specialist
- Madhu Singh – Senior Programme Specialist
- Louise Silz – Project Secretary

RESEARCH AND TRAINING

- Bettina Bochynek – Research Specialist
- Marc De Maeyer – Senior Research Specialist
- Maren Elfert – Public Relations Consultant
- Ursula Giere – Research Specialist/Head of Documentation Centre († November 2000)
- Marc-Laurent Hazoumé – Senior Research Specialist
- Christiane Hopfer – Consultant (up to December 2000)
- Werner Mauch – Research Specialist
- Carolyn Medel Añonuevo – Senior Research Specialist
- Amina Osman – Consultant
- Toshio Ohsako – Senior Research Specialist

PUBLICATIONS AND INFORMATION

- Christopher McIntosh – Head of Publications and Information and Executive Editor, [International Review of Education](#)
- Regina Niezgodka – Editorial Secretary
- Cendrine Sebastiani – Publications Assistant

DOCUMENTATION

- Lisa Krolak – Head of Documentation Centre and Library
- Christian Albrecht – Assistant Librarian (up to June 2001)
- Imke Behr – Assistant Librarian

ADMINISTRATION

- Susanne Buttkus – Administrator
- Klaus-Peter Humme – Assistant Administrator
- Detlef Pätzold – Book-keeper
- **EDP Consultant:** Alfred Gbadoe
- **Receptionist/Secretary:** Suzanne Musiol
- **Caretaker:** Morteza Ahi
- **Cleaning Staff:** Ms. Jakuta Bernstein,
Mr Mohammad Taleb Zahoori

UIE SEMINARS AND MEETINGS 2001*

DATES	PRG	VENUE	TITLES
26-27 February	2.01	Rabat, Morocco	Non-Formal Education: Stocktaking and Prospects – Within the Framework of CONFINTEA Follow-Up and the Evaluation of Literacy and Adult Policies
12-16 March		Bonn, Germany	UNESCO Staff Strategy Workshop on Technical and Vocational Education and Training
4-6 April	2.08	Copenhagen, Denmark	International Conference on Citizenship, Adult Education and Lifelong Learning
23 April	EB	UIE, Hamburg	47 Editorial Board
24 April	SC	UIE, Hamburg	96 Session of the Standing Committee
24-27 April	GB	UIE, Hamburg	53 Session of the Governing Board
21-23 May		Dakar, Senegal	Workshop on the Contribution of NGO/CSOs to EFA
24-28 May		Bamako, Mali	Experts' Meeting on Setting Up of an African Languages Academy
6-9 June	3.04	Mindanao, Philippines	National Workshop on Empowering Educational Strategies for AIDS/HIV Preventive Education and Gender Sensitive IEC Materials
19 June		Brussels, Belgium	Task Force on Indicators of Quality LLL
18-20 June		Paris, France	Workshop on Literacy Assessment & Indicators of NFE
28-29 June		Beijing, China	Review Meeting of the External Evaluation Team
1-3 July	1.08	Beijing, China	International Conference on Lifelong Learning: Global Perspectives in Education
9-13 July	3.04	Nairobi, Kenya	African Workshop on Empowering Educational Strategies for AIDS/HIV Preventive Education and Gender-Sensitive IEC Materials
12-14 July		Bangkok, Thailand	Annual Meeting of the CC of NGOs on Literacy and EFA
24-27 July	2.02	Kathmandu, Nepal	Education, Training and Skill Formation for Decent Work in the Informal Sector: Reporting of Country Studies

DATES	PRG	VENUE	TITLES
25-27 July		Gaborone, Botswana	Consultative Meeting of the Editorial Board Preparing a Series of Textbooks on Adult Learning from African Perspectives
9-11 August		Ocho Rios, Jamaica	ICAE World Assembly
16-18 August		Arvidsjaur, Sweden	Social Competencies of Learning, a Relation Causing Many Questions
1-8 September		Bamako, Mali	Experts Meeting on the African Languages Academy
10-14 September	2.02	Interlaken, Switzerland	Skills and Knowledge for Work and Life
September or October	1.03	University of Bath, United Kingdom	UIE/IBO Steering Committee for the Second Phase of Research on Intergenerational Learning
7-11 October		Arusha, Tanzania	ADEA Biennial Meeting
15-19 October	2.05	New Delhi, India	Sub-Regional Policy Dialogue on Adult and Lifelong Learning (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Laos, Vietnam, Myanmar and Cambodia)
22-26 October	2.08	Cotonou, Benin	Seminar on Raising Literacy and Adult Education Levels
November		Kunming, China	National Workshop on Empowering Educational Strategies for AIDS/HIV Preventive Education and Gender Sensitive IEC Materials
5-9 November		UIE, Hamburg	The Making of Literate Societies Revisited
19-21 November		Brussels, Belgium	Adult & LLL in Europe
November	1.09	Kiev, Ukraine	International Conference on "Pursuing Democracy Through Lifelong Learning: Concepts and Practices Across the Globe"
26 -27 November		Paris, France	97 Session of the Standing Committee
December		Bamako, Mali	Official Launching of the Languages Academy

* Note: some dates may be subject to change or are not fixed yet

31. 07. 2001

