

# UIE NEXUS

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UNESCO Institute for Education

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Welcome to the new issue of UIE Nexus, the electronic newsletter of the UNESCO Institute for Education (UIE) in Hamburg. UIE Nexus appears quarterly and contains concise, up-to-date news items about UIE's work. It complements the longer-term information cycle of the UIE homepage: [www.unesco.org/education/uie](http://www.unesco.org/education/uie).

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## **1. UNESCO Institute for Education to become UNESCO Institute for Lifelong Learning**

The UNESCO Institute for Education (UIE) is to change its name to the UNESCO Institute for Lifelong Learning (UIL). The official French title is "Institut de l'UNESCO pour l'apprentissage tout au long de la vie". A decision recently taken by UNESCO's Executive Board confirms the change in UIE's legal status, transforming it from a foundation under German law into a fully-fledged UNESCO Institute. The new name is more closely aligned to the Institute's objectives and activities.

This name change was recommended during a process of external evaluation carried out in late 2005 under the guidance of UNESCO's Internal Oversight Service. The evaluation team noted that the name UNESCO Institute for Education was too unspecific and did not accurately reflect the Institute's long-standing focus on adult learning as well as out-of-school and non-formal education in the perspective of lifelong learning.

After the change in the Institute's legal status it will become a fully international body and an integral part of UNESCO, much like other UNESCO Institutes such as the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP) or the UNESCO Institute for Statistics (UIS).

The new UIL will come into being with new statutes, adopted by UNESCO's Executive Board in 2003. Negotiations regarding a Host Country Agreement are currently being conducted between UNESCO, the German government and the City of Hamburg. The new Institute is expected to open its doors on 1 July 2006.

UIL's programmes will continue to support UNESCO priorities and special programmes. These include Education for All, the Millennium Development Goals, the UN Literacy Decade and the UN Decade of Education for Sustainable Development, as well as special initiatives such as the new Literacy Initiative for Empowerment (LIFE), EDUCAIDS and the Teacher Training Initiative in Sub-Saharan Africa. UIL will

continue working on literacy, non-formal education and adult learning as part of lifelong learning. Most notably, it will be a resource centre for the recognition, validation and accreditation of informal, non-formal and experiential learning. An important priority for the new body is to begin laying the groundwork for the Sixth International Conference on Adult Education (CONFINTEA VI) to take place in 2009. Although adult learning in Africa will remain one of the Institute's major areas of work, special efforts will be made to organise programme activities with Arab states and countries in Latin America and the Caribbean.

## **2. Launch of the Second Decade for Education in Africa**

Ministers of Education in Africa have been trying for a long time to improve the quality of education in Africa. In 1997, the First Decade of Education was launched by the then OAU (now African Union). This was endorsed in 1999 in Harare by the Conference of African Ministers (COMEDAF). The evaluation of the First Decade of Education in Africa (1997-2006) showed that the goals that were set were not achieved. The Second Decade will be launched this year. This will emphasize political support, strategic issues, the enhanced role and capacities of regional economic communities and a limited area of intervention. It is also intended to work more closely with partners (UN agencies such as UNICEF and UNDP and African organizations and networks).

As part of the cooperation of UNESCO's Education Sector with the African Union in the preparation of the Action Plan for the Second Decade of Education in Africa, the UNESCO Institute for Education was represented at the First Meeting of Working Groups held in Johannesburg from 4 to 9 June 2006. About 80 participants from the African continent attended this meeting. The working groups were organized according to themes that were selected by the African Education Ministers as strategic areas of intervention for achieving a better quality of education during the Second Decade of Education in Africa. These themes included quality, teacher development, curriculum and teaching and learning materials, gender

and culture, tertiary education, technical and vocational education and Training (TVET) and Education Management Information Systems (EMIS). UIE was responsible for facilitating the working group on curriculum development and TVET from a non-formal education perspective.

The recommendations from the working groups are going to be harmonized into a comprehensive road map to guide the Second Decade of Education in Africa. The Decade will be launched in Maputo, Mozambique on 8 September, 2006.

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### **3. UIE Took Part in the First UNESS Mission**

The UNESCO Institute for Education took part in a UNESCO integrated mission to Abuja, Nigeria in May. The main objective of the mission was to pilot test the UNESCO National Education Support Strategies (UNESS) framework which is going to be the main tool of UNESCO's educational assistance to member states. UNESCO has developed this framework as a response to calls asking UNESCO to play a much more strategic role in supporting national development priorities and to strengthen its partnership with other development agencies in support of national goals.

To underscore the importance of this endeavour, the mission to Nigeria was led by none other than the Assistant Director-General for Education, Peter Smith. Comprising of colleagues from the UNESCO Abuja Office, the UNESCO regional office in Dakar, the UNESCO Institute of Statistics and Headquarters, the mission involved field visits, meetings with relevant government offices and meeting with bilateral and multilateral agencies. A critical component of the mission was a two-day round table meeting with all the education stakeholders in the country to develop the UNESS for Nigeria. The main objective of the above activities was to analyse national needs and management capacities and, on the basis of this, identify the gaps for implementing national development goals and specify in concrete ways how UNESCO could provide support. The highlight of the mission was the signing of the Memorandum of Under-

standing between the Permanent Secretary of the Ministry of Education and UNESCO to confirm mutual agreement on the key points of the framework.

For UIE, it was an important opportunity to ensure that literacy and non-formal education are accorded the appropriate attention within UNESS and to identify concrete actions to build and strengthen capacities in these areas. In addition, the Institute also pursued the gender mainstreaming agenda in the UNESS plan for Nigeria.

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### **4. Process of Material Development Started in the Botswana ABEP Project**

UIE is currently engaged in a consultancy project in Botswana, the main purpose of which is to develop a comprehensive, fully accredited Adult Basic Education Programme (ABEP) which is equivalent to Standard 7. The sixth mission in the framework of the consultancy took place from 20 April to 3 May 2006. An eight-day retreat was organized in the Central Kalahari Area with 14 participants to start the process of writing the learning modules for level 2 of ABEP. The first two days of this intensive workshop were used for a team building exercise. The integrated approach, which was chosen for the curriculum and syllabi (in the four learning areas Setswana, Maths, English, General Studies), require continuous communication and coordination among the four sub-teams and individual writers. The retreat was not only used to produce the first lessons on the basis of "storyboards", but also to agree upon rules, roles, tasks, procedures, work organisation and schedules. The agreed work plan foresees that at the end of this year the eight modules for level 2 and 3 will be ready in draft form.

The sixth mission was also used to coordinate with the Media, Research and Evaluation Division of the Department of Non-Formal Education with a view to establishing an effective monitoring and evaluation system. Moreover, consultations were held to develop a proposal for the National Qualifications Framework of which the future ABEP will be part. On 12 and 13 June, a workshop took place in Gaborone in order to

monitor the work that the writers teams had achieved and to provide guidance for the further material development. The level 2 drafts will be finalized during the next intensive workshop being held at the beginning of August.

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### **5. International Adult Learners Week in Europe (IntALWinE) – Initiating the Final Phase of the Regional Socrates/Grundtvig Project**

Fifteen European partners, representing mostly national umbrella organizations of adult learning from Bulgaria, Cyprus, Estonia, Finland, Hungary, Iceland, Italy, Lithuania, the Netherlands, Norway, Romania, Slovenia, Spain, Switzerland and the UK, have been networking in the European Commission-supported Socrates/Grundtvig project under the leadership of the UNESCO Institute for Education since the end of 2003.

From 26 to 29 April 2006, twelve of these partners came together for their fifth network meeting in Vilnius, Lithuania, in order to wrap up the work previously done and to initiate the concluding phase of the project, which will be completed in the second half of 2006. The meeting was hosted by the Lithuanian network partner, the Lithuanian Association for Adult Education.

The partners completed the technical support tools they have been developing in order to help establish and improve learning festivals in all world regions (collection of good practice, guidelines for cooperation models, and methods to evaluate learning festivals). The tools are ready to be made available on the revised and enlarged IntALWinE website which will go online shortly. In addition, the partners planned the final publication, which will include policy proposals from the network as well as from adult learners. The final network meeting is going to be hosted by the Italian partner in Rome in mid-September.

One full morning session was reserved for a meeting with local Lithuanian festival organizers. It was hosted by the Lithuanian National Commission for UNESCO on their premises in the lovely ancient part of Vilnius, and opened by the General-Secretary of the

Commission, who confirmed the Commission's support for ALW in Lithuania. The IntALW partners had the opportunity to disseminate the network's products and work in progress. In addition, the learner representative from Lithuania, who had taken part in all three learner-based activities of IntALWinE, shared her experiences.

The IntALWinE publication *I did it my way. Journeys of Learning in Europe*, compiling stories told by learners from the partner countries, is now available in English, French and German from UIE free of charge, as well as in Greek, Bulgarian and Hungarian from the respective network partners.

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### **6. 3rd Meeting of the QualiFLY Project**

The theme of the 3rd meeting of the QualiFLY project, which was held from 8 to 10 May 2006 in Dublin, was "working with parents". The aim was to discuss best practice in relation to aspects such as recruitment and motivation, approaches, materials and the role of parent leaders. Apart from the project partners, two guests from England and South Africa attended the meeting. The meeting was hosted by the National Adult Literacy Agency (NALA).

The adult learning and literacy field has hugely developed in the past ten years in Ireland. Also in terms of budget many investments have been made. In adult literacy, of 5,500 literacy tutors over 4,000 are volunteers. Also family literacy and learning projects are by now well established.

The group had the opportunity to meet with the coordinators of Irish family learning projects such as the Clare Family Learning Project and the Bray Adult Learning Centre and visited Adult and Further Education Centres in Dublin. Apart from the visits and meetings with stakeholders in Ireland, the group exchanged experiences of best practice with regard to the work with parents in family literacy programmes.

Snoeks Desmond, the guest from South Africa, reported on the "Family Literacy Project" which started in 2000 and works in seven sites in the Southern Drakensberg

area of KwaZulu Natal. The project is based on the work of local women. It consists of child to child groups, home visiting, the development of community libraries and other materials for the purpose of creating a literate environment in the community.

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### **7. UIE Provides Technical Support to the Ministry of Education in Kosovo**

Following up on the long-standing support of the UNESCO Institute for Education in building capacities for literacy, adult education and lifelong learning in Kosovo, technical backstopping was provided during the first week of June to prepare the final evaluation process of the women's Adult Basic Education Programme "*Dritare Jete*". The aims of the process are to assist in the management of the programme, to train the involved staff of the Ministry and to analyse together with relevant stakeholders the way forward.

Together with specialists from the Ministry and on the basis of learning outcomes for the key areas of the "*Dritare Jete*" curriculum, procedures, guidelines and instruments for the final evaluation were prepared. These were presented and discussed in a workshop with the participation of 21 women's NGOs, the 10 monitors of the programme, and the regional officers of the Ministry of Education who are in charge of standards and evaluation. In addition to specialists from the Ministry partners such as UNICEF and the IIZ/DVV were invited to discuss and learn from this as a pilot experience in preparation for the future National Qualifications Framework. From July to August 2006 about 2,000 learners, who completed the level IV course, will undergo the final evaluation process which consists of formative and summative elements and enables to acquire a (primary school) certificate.

The mission to Kosovo was also used to coordinate the further cooperation in UIE's field of expertise with different decision-makers within the Ministry of Education, including the Permanent Secretary, as well as with partners such as UNICEF, KOSVET (the EU-funded Kosovo Vocational Education and Training project), the Association for Adult Education in Kosovo

(IIZ/DVV), among others. UIE was asked to support the Ministry in Kosovo in drafting a strategy for an adult and lifelong learning system and a corresponding project proposal for fundraising.

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### **8. Annual Conference of "Community Learning and Development Managers"**

With a keynote speech on "Global perspectives and Trends: What UNESCO does to support adult learning" UIE was represented at the annual conference of "Community Learning and Development Managers", held in Glasgow from 16 to 18 May 2006. The participants were team leaders and managers working in 32 local authority councils – part of the devolved structure of education in Scotland.

Scotland has developed innovative strategies in lifelong learning, adult literacy and numeracy and assessment which cover a wide range of disadvantaged groups, such as the disabled, the elderly, and immigrants. Successful projects, such as the "Learning Workplace and Training Consortium", have been launched thanks to the creative partnerships between training providers, local employers and local development actors. Flexible teaching systems such as "Give Learning a Sporting Chance", "community radio", "Work Based Learning with Rail Network", and the "Learner's Forum" are being applied to education and training.

A highlight of this conference was the space and time devoted to reflections of community workers and learners. This approach of involving and engaging learners in reflecting on their own learning experience is giving adult learners an added impetus to take to non-traditional routes that have direct relevance to the lives of the learners.

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### **9. 2009 Global Monitoring Report on EFA to focus on Governance, Management and Financing of Education**

The theme of the 2009 EFA Global Monitoring Report was adopted by the Editorial Board during its annual meeting on 11 to 12 May 2006 which was hosted by the Interna-

tional Institute for Educational Planning (IIEP) in Paris, France. UIE is, like other UNESCO Institutes, an institutional member of the Board and contributes regularly to the GMR from its areas of expertise (literacy, non-formal education, adult and lifelong learning). By reviewing the dissemination of the 2006 report on literacy, the board noted, among other things, that world wide press coverage was substantial although not as strong as in previous years. There is increasing demand for the report for use as course material in academic contexts. The report's website has been improved and is now more accessible and user-friendly. The number of visitors to the site has increased by 10%, and thanks to a new interface service provided by the UNESCO Institute for Statistics visitors can now design and access statistic tables according to a large number of parameters. The balance between sustaining momentum towards all six EFA goals and focusing on literacy at the policy level was seen as a critical issue.

A formative review of the first four reports was carried out. The report underlines that the Global Monitoring Report conforms to its mandate and vision set in 2002, is widely recognized as an authoritative report in the field of education and has gained this authority within a relatively short time. There are, however, critical views with regard to ownership of the report, data issues and the report's size, tone and style.

Preparations for the 2007 report which will focus on Early Childhood Care and Education (ECCE) are progressing well, a series of background papers has been commissioned (while the overall number of papers decreased considerably compared to the literacy theme), and consultations have been organized through meetings, online consultations, workshops and discussions. The dual themes of *urgency* and *equity* will be prevalent throughout the report, with special attention to priority topics such as vulnerable and marginalized groups, working children, aid dependence, and secondary education.

The 2008 report intends to provide a global stocktaking to assess progress towards the achievement of the six EFA goals and the Millennium Development Goals. While placing a broad emphasis on equity and rights as an approach to providing a basis for advocacy of EFA, special attention shall

be given to topics such as non-formal education, governance and global reform, the correlation between the poverty trap and fertility rates and their impact on EFA, HIV/AIDS, rights of women and violence, teaching languages, the evolution and impact of curriculum content, and teacher training.

The decision on the topic for the 2009 report was made while recommending the themes "Teaching and Learning" and "Extending EFA" in the reports which are to follow.

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#### **10. „Literacy – the Gateway to Life“. International Meeting in Germany**

Initiated by a coalition of institutions representing a church-based development aid organization (Ev.-Luth. Missionswerk Leipzig), an institute of a church-related university (apfe Dresden) and a research project of the Saxon Ministry of Education (PASS – Pro Alphabetisierung in Sachsen), the meeting "Literacy – the Gateway to Life" held in Leipzig on 16 May 2006 brought together about 30 participants from various areas of literacy work in different world regions. By drawing a wide international horizon, the introductory debate focused on promotion of participation through literacy, followed by a presentation of literacy work in Papua New Guinea and a presentation of perspectives for literacy in developing and industrialized contexts (this latter element provided by UIE with reference to the 2006 issue of the EFA Global Monitoring Report on literacy). Perspectives on literacy policy and practice in Europe were discussed, especially in relation to the existing French model of literacy work presented by ANLCI (Agence Nationale de Lutte contre l'Illettrisme). The final discussion focused on aspects of empowerment and social integration as objectives and results of literacy work and underlined the importance of international exchange of conceptual developments and good practice.

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#### **11. EFA Week 2006**

EFA Week 2006 was celebrated from 24 to 28 April. EFA week is celebrated each year

on the anniversary of the World Education Forum, held in Dakar (Senegal, April 2000). It is intended to remind governments and the international community to keep their promise to achieve Education for All by 2015. The theme of this year's celebrations, organized by the Global Campaign for Education, is "Every Child Needs a Teacher". One of the highlights of EFA week 2006 was a new report by the UNESCO Institute for Statistics (UIS), entitled "Teachers and Educational Quality: Monitoring Global Needs for 2015".

During EFA week 2006, Laura Bush, the Honorary Ambassador for the United Nations Literacy Decade, announced an upcoming Conference on Global Literacy to be held in September 2006 in New York. The conference will take place immediately prior to the opening of the new session of the United Nations General Assembly. It will be organized jointly by the US Department of Education, the US Department of State and USAID.

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## 12. Frankfurt Book Fair Literacy Campaign



The Frankfurt Book Fair is the world's largest trade fair for books (7,100 exhibitors from 101 countries; about 12,000 journalists from 81 countries; more than 280,000 visitors; about 2,800 events). This

year's Frankfurt Book Fair will take place from 4 to 8 October 2006. The guest of honour 2006 will be India.

From this year on, the Frankfurt Book Fair will focus on a new area: education. The initiative, called Frankfurt Book Fair Literacy Campaign (LITCAM), will be launched at a grand opening event on 2 October 2006.

The opening event put on by the Frankfurt Book Fair and its partners, the German Association for Adult Education (Deutscher Volkshochschul-Verband e.V.), the German Association for Literacy and Basic Education (Bundesverband Alphabetisierung und Grundbildung e.V.) and the UNESCO Institute for Education (UIE), will focus on the importance of literacy and education

worldwide. The event will be used to draw the attention of the media, opinion-makers and politicians to the lack of political will in many countries to ensure the fundamental right of education for all. The event is also expected to encourage participating associations and organisations to exchange ideas and experience, motivating them to join forces in international activities.

Sashi Taroor, UN Sub-Secretary and Indian writer, is the patron of the event. Vimala Ramachandran from the Educational Resource Unit, India, will give the keynote speech on the global situation of literacy. Literacy and basic education projects from India, Brazil, Senegal and England will be presented. The programme will also include a panel discussion, a discussion with learners from different countries and an exhibition of various international organizations working in the field of literacy and basic education.

The closing event of the campaign will be held on 8 October. The focus of that event will be on literacy in Germany. It includes a panel discussion and readings of texts written by new literates, presented by well-known German actors.

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## 13. In Brief

A post-workshop report of the UIE workshop on non-formal education and literacy evaluation held in February 2006 is now available from the UIE website (<http://www.unesco.org/education/uie/news/evaluatingNFE.shtml>). It is planned to publish a guidebook combining that report, the workshop report and other manuscripts on evaluation.

The French edition of the 2006 EFA Global Monitoring Report "Literacy for Life" was launched at UNESCO, Paris on 25 April 2006.

The winners of the five 2006 UNESCO Literacy prizes have been announced. They go to literacy projects in Cuba, India, Morocco, Pakistan and Turkey. A project in China has also received an Honourable Mention.

A seminar on "Education and Citizenship of Youth and Adults: Unlearning and Learning

in the Construction of new Proposal" will take place in Montevideo, Uruguay, from 26 to 28 June, 2006. The seminar is being co-organised by the International Council for Adult Education (ICAE), the Latin American women's organization REPEM, the Latin American Adult Education Network CEAAL, the Ministries of Education and Culture and Social Development of Uruguay and the National Administration of Public Education.

The European Commission is currently preparing a communication on adult learning entitled "Adult learning: It is never too late to learn". The purpose of the communication is to draw the attention to adult learning as a key component of lifelong learning. It will be launched in October 2006.

On 12 October, the UIL will celebrate the 100th birthday of Professor Gottfried Hausmann with a memorial event. Professor Hausmann was one of the key personalities in the history of the Institute.

On 6 September 2006, in the context of International Literacy Day, the UIL – in cooperation with the German Association for Literacy and Basic Education, the publishing house Ernst Klett Sprachen, and the "apfe"-research institute of the church-related university for social work in Dresden will hold an information seminar for journalists on literacy in Leipzig, Germany.

#### 14. Visitors

On 21 April, Prof. **Eva Maria Kohl** and Mr **Michael Ritter** from the Institute for school pedagogy and primary school didactics of the University of Halle, Germany, visited UIE. The purpose of the visit was to prepare the memorial event for Professor Hausmann which will be held at UIE on 12 October. In the course of the event, Gabriele Rabkin's and Prof. Hausmann's collection of childrens' texts from all over the work will be donated to the newly established archive of childrens' text at the University of Halle.



On 15 May a group of university lecturers, primary teachers and other experts involved in teacher training from Guatemala, Honduras and Peru visited UIE. The group is in Germany

for a study programme organized by InWEnt. The group was accompanied by **Erika Harzer**.

On 16 May, **Jürgen Genuneit**, editor at the publishing house Ernst Klett Sprachen and member of the Board of the German Association for Literacy and Basic Education, held a lecture on illiteracy and sports at UIE. The event was organized by UIE in cooperation with the State Institute for Teacher Training and School Development.

On 30 May, a group of representatives of the House of Representatives and the Senate of Liberia visited UIE. The group, which was accompanied by Dr. **Heinz Jockers** from the Konrad Adenauer Foundation in Liberia, consisted of Mr **G. Samuel K.S. Bondo**, Mr **Roland Caine**, Mr **Tarnue H. Cooper**, Ms **Joyce Musu Freeman**, Mr **Eugene Kparkar**, Mr **Rufus D. Neufville**, Mr **Samuel Tormetie** and Mr **Nelson Wah-Barh** who have come to Germany in the framework of the programme "Support for the Legislative Assembly in Liberia" funded by the European Union and coordinated by the Konrad Adenauer Foundation.

On 8 June, **Iris von Barga**n from the Hamburg Ministry for Culture, and **Nina Kuhn** from the Pauw&Politycki press office visited UIE to get more information about UIE's family literacy activities. The Ministry for Culture is laying the grounds for the launch of *Book Start* in Hamburg.

On 15 June a delegation from the Ministry of Education of the People's Republic of China visited UIE. The delegation was composed of Mr **Han Min**, Deputy Director General of the National Center for Education Development Research, Mr **Gao Shu Guo** of the National Center for Education Development Research, Mr **Chen Feng**, Director of Division of the Department of Policy and Regulation of the Ministry of Education and Mr **Dai Jiqiang**, Division of Policy and Planning of the Department for International Affairs of the Ministry of Education. Ms **Anja Soltau** from the International Center for Graduate Studies of the University of Hamburg, Ms **Annette Borkel** from the Adult Education Centre in Hamburg and Mr **Helmut Köhler** from the Hamburg Ministry for Education and Sports also participated in the meeting. The Chinese delegation was in Germany to gain

insight into the German education system. The experts from Hamburg provided the Chinese guests with informations regarding the structure and reform of the adult, vocational and higher education system in Germany and Hamburg. Moreover, the Chinese delegation was introduced into the work of UIE.

## 15. Staff Matters



Louise Silz, good soul, master of ceremonies and “mother” to the UNESCO Institute for Education, will retire from service after devoting 32 years to the activities of the Institute. A farewell celebration and summer party were held on

21 June at UIE to celebrate this historical moment.

In connection with the transformation of UIE’s legal status, the Director-General of UNESCO has nominated six UIE colleagues to become UNESCO employees:

Ms Carolyn Medel-Anonuevo – Programme Coordinator/Deputy Director/P5  
 Ms Ulrike Hanemann – Programme Specialist/P4  
 Ms Rika Yorozu – Programme Specialist/P3  
 Mr Klaus-Peter Humme – Administrator/P2  
 Ms Bettina Küster – Senior Assistant to the Director/G6  
 Ms Roselyne Höner – Project Secretary/G5

The library and documentation centre would like to thank Jan Kairis who has been working as assistant in the library from April to June 2006. UIE also thanks Anna Philipp from Germany for her assistance during her internship from 27 March to 30 April.

## 16. Recent publications

*International Review of Education*. Vol. 52, Nos. 3-4, 2006

Special issue: “Education and Poverty Reduction”.

Guest Editors: Cristovam Buarque, Vida A. Mohorcic Špoljar and Tiedao Zhang

This issue contains the following studies:

H. S. Bhola:  
 “Adult and Lifelong Education for Poverty Reduction: A Critical

Analysis of Contexts and Conditions”

John Wallis:

“Combating Poverty: The Third World within the First World”

Tiedao Zhang and Zhao Minxia:

“Universalizing Nine-Year Compulsory Education for Poverty Reduction in Rural China”

Mary Khakoni Walingo:

“The Role of Education in Agricultural Projects for Food Security and Poverty Reduction in Kenya”

Senia Nhamo and Godwell Nhamo:

“Macroeconomics, (Adult) Education, and Poverty Eradication in Southern Africa”

Rebecca Nthogo Lekoko and Marietjie van der Merwe:

“Beyond the Rhetoric of Empowerment: Speak the Language, Live the Experience of the Rural Poor”

Mompoloki Bagwasi:

“The Role of Language in Adult Education and Poverty Reduction in Botswana”

Kazi Rafiqul Alam:

“Ganokendra: An Innovative Model for Poverty Alleviation in Bangladesh”

Xavier Rambla:

“Globalization, Educational Targeting and Stable Inequalities: A Comparative Analysis of Argentina, Brazil and Chile”

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

French Version of Award-winning Literacy Study



*À la découverte de l'Alphabétisation. Voies d'accès vers la culture de l'écrit pour un groupe de femmes vivant au Mexique.*  
 par Judith Kalman  
 IUE, 2005 – 92-820-2084-3

La lauréate du Prix international de recherche en alphabétisation de 2002 examine les nombreuses voies empruntées par un groupe de femmes mexicaines vivant

dans une petite ville à la lisière de Mexico, pour accéder pleinement à la culture de l'écrit. Dans ce livre, l'"alphabétisation" est comprise comme étant le développement d'un savoir et comme l'usage du langage écrit en milieu communautaire, ainsi que durant des manifestations culturelles. En présentant le succès qu'un groupe d'étude s'organisant lui-même peut avoir, Judith Kalman en tire une série de conclusions essentielles quant à la portée, pour l'éducation des adultes, de l'alphabétisation et de sa découverte dans son contexte local.