

UIE NEXUS



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Welcome to the new issue of UIE Nexus, the electronic newsletter of the UNESCO Institute for Education (UIE), 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.

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1. European Regional Meeting on Literacy to be held 2 5 April 2005 in Lyon

About 150 policy-makers and representatives of research institutes, universities, and public and private providers of literacy along with other stakeholders will attend the European Regional Meeting on Literacy in Lyon, France. This meeting, which is organized by the UNESCO Institute of Education, the UNESCO French National Commission, the Agence Nationale de Lutte Contre L'Illettrisme (ANLCI), and the European Association for the Education of Adults (EAEA) with support from the European Union, will bring together key experts on literacy from 50 countries.

Apart from the opening and concluding plenary sessions, there will be three plenary sessions with different thematic focuses: one on international perspectives with Ann Therese Ndong Jatta, Director of the Basic Education Section of UNESCO, with Jean- Marie Byll-Cataria, the Chairperson of the Association for the Development of Education (ADEA), being one of the plenary speakers. Another plenary session will focus on "Ensuring Quality in Education". The speakers are Andreas Schleicher, Director, Education Indicators and Analysis Division, OECD, and Ursula Howard, Director, National Research and Development Centre for Adult Literacy and Numeracy, UK. Inez Bailey, Director of the National Agency for Literacy of Adults (NALA) in Ireland, and Dominique Simone Rychen, Swiss Federal Statistical Office, will be the speakers in the plenary session on the "Status of Literacy in Europe and Literacy as Competency and Tool for Inclusion". Another session will deal with "Challenges for Literacy in the Future". Aicha Bah Diallo, the Acting Assistant Director-General for Education, UNESCO, will be the closing speaker of the conference.

Workshops will be held on different topics: "Integrating Lives and Spaces" (Literacy in the Family, in the Workplace, in the Community and Public Spaces and in Distance and Virtual Spaces), "Literacy for Excluded Groups" (Migrants, Offenders, Romas, Women and Young Adults) and "Ensuring Quality" (Ensuring Learners Participation, Capacity building/Professional Development, Materials Development/toolkits and Assessment, Measurement and Accreditation). This is the first meeting focusing on literacy in Europe since the UNESCO Institute for Education hosted a workshop on the topic in 1986. The purpose of the Lyon meeting is to improve policy and practice in the field of literacy and citizenship in Europe. A Final Report will summarize the main contributions and results of the meeting. It will also contain a synthesis of the questionnaires on literacy which each participating country has been asked to answer. The main outcomes of the questionnaires will be presented during one of the plenary sessions.

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2. Workshop on HIV/AIDS Education at Regional Learning Festival in Asia

The Asian South Pacific Bureau of Adult Education (ASPBAE) celebrated its fortieth anniversary with an Asian Festival of Learning on the theme "Learning is Freedom". The event was held 13 - 18 December 2004 in Yogyakarta, Indonesia. The Festival housed a number of regional workshops on the thematic areas of ASPBAE's work. The UNESCO Institute for Education organized the workshop on HIV/AIDS Education, focusing on the promotion of AIDS competence through learning from action and local experiences. The workshops aimed to assess the current status and achievements of community-based HIV/AIDS education in the region; to capture the lessons learned from

using participatory approaches to community-based HIV/AIDS education; and to develop an integrated strategy and plan for future action.

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3. Launch of the 2005 EFA Global Monitoring Report in Germany

The EFA Global Monitoring Report, developed by an independent team and published by UNESCO, assesses every year the progress with regard to the commitments towards Education for All.

The launch of the 2005 EFA Global Monitoring Report in Germany took place on 28 January 2005 in the Federal Ministry for Economic Co-operation and Development in Berlin. An expert meeting organised by InWEnt and hosted by the Ministry provided the organisational setting for the launching. On the invitation of the German National Commission for UNESCO about 40 participants from agencies, universities and governmental departments debated the topic of the Global Monitoring Report: "The Quality Imperative". After a presentation of the GMR by Steve Packer from the GMR Team and a discussion of its overall scope and focus opened by Prof. Christoph Wulf, chairperson of the education commission of the National Commission for UNESCO, the thematic debate focused on "Contributions of quantitative and qualitative educational research for the analysis of quality basic education in developing countries". It was accompanied by a lecture on quantitative approaches by Katja Michaelowa, an economist from the Hamburg World Economy Archive (HWWA) and another on qualitative aspects by Arnd-Michael Nohl, Professor for Intercultural Education from the Free University of Berlin. In the final panel on "Consequences for development policy with regard to educational policy and with regard to the German development co-operation", representatives from the Federal Ministry

for Development Co-operation, the GTZ, InWEnt and the KfW (the federal "Bank for Reconstruction") discussed the perspectives offered by the GMR with respect to German development co-operation. All in all, the expert meeting provided a broad perspective on quality issues in educational development co-operation without, however, addressing questions concerning educational quality to the German educational system (which would have certainly resulted, as a participant said, in another inspiring debate).

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4. Literacy Exchange and E-Learning – Call for Partners

The UNESCO Institute for Education is glad to announce that the development of UIE's 'Literacy and Basic Adult Learning Course' is completed, after several delays caused by technical problems and changes in the composition of the developing team.

UIE's 'Literacy Exchange' and e-learning website has moved and is now hosted by the University of Hamburg. The new internet address is <http://www.rrz.uni-hamburg.de/UNESCO-UIE/literacyexchange/>.

The course targets students, practitioners and programme developers in the field of adult literacy and basic education. It consists of five consecutive modules, covering skills for web-based learning; concepts and aims of literacy programmes; curriculum development; programme implementation and management; monitoring and evaluation. Step by step, learners are guided towards developing their own literacy project.

Its duration is six months, requiring about one hour per day for learning activities. The level of difficulty corresponds to academic standards. The learning process will be supported by tutoring

and peer exchange via an internet discussion forum that has been developed and provided by the University of Hamburg.

As the course has to be field-tested, UIE would like to invite interested universities and training institutions to run or accompany a pilot implementation, with the perspective of a future non-profit implementation within their own training programmes.

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5. German Conference in Support of Education for Sustainable Development

The United Nations has declared 2005–2014 the Decade of Education for Sustainable Development. On the occasion of the launching of the UN Decade for Education for Sustainable Development, the Partnership of Northern German Federal States in Support of the Decade (NUN) will organise a conference in Lübeck 23–24 November, 2005. According to the provisional programme, the first day will be devoted to presentations of examples of best practice from the partnership states Hamburg, Lower Saxony and Schleswig-Holstein (Mecklenburg-Western Pomerania may join the partnership as a fourth member state later this year depending on the approval of the government). On the second day, after a series of lectures given by representatives of GOs, NGOs and the UNEP a range of workshops will take place covering the formal system as well as non-formal education and informal learning. While the overall topic of the conference is “Learning from Each Other - Working With Each Other”, the thematic discussions will revolve around the topic “Consumption and Sustainability - Examples With Regard to Water Supply, Energy, Food and Agriculture”.

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6. The *International Review of Education* at the 49th Annual Conference of the Comparative and International Education Society

Thinking ‘Beyond Dichotomies’ – the theme of the 49th Annual Conference of the Comparative and International Education Society which convened in Palo Alto, California in March – refers to the task of comparative and international educationists to define differences within or between educational systems, referring to principles, values and implementation, as well as to determine similarities or commonalities underlying or surpassing established distinctions and standards or modes of practice. Major dichotomies addressed at the meeting in Palo Alto included conflicts, tensions and contradictions related to the educational significance in various world regions of economic development, ethnicity and religion, gender, globalization, language of instruction, migration, privatization and reform, and the relation of theory and practice. The Executive Editor of the *International Review of Education*, Finn Summerell, represented the journal in a session on technical publishing matters with other education journal editors as well as in a panel discussion about the aims and scope of the journals designed to inform researchers about publishing opportunities in the field. In separate sessions, IRE Editorial Board Members Prof. Birgit Brock-Utne and Prof. Steven Klees held their own presentations on “Teaching through a Familiar Language vs. Teaching through a Foreign Language: A Look into some Secondary School Classrooms in Tanzania” and “World Bank Discourse on Education and Development”, respectively. Among IRE Consulting Editors, Prof. Mark Bray gave a paper on “Balancing the Books: Household Financing of Basic Education in China”, while Prof. Nelly Stromquist held the Eggertsen Lecture on Gender Equality.

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7. European InfoNet Adult Education

Accepting an invitation to contribute to the development of a potential Grundtvig-Programme 4: "European Infonet Adult Education" sponsored by the European Union, the Head of Publications and Information at the UNESCO Institute for Education, Finn Summerell, met in Cologne in February with editors of adult education and lifelong learning journals to discuss possible avenues of cooperation and to prepare the funding application. The project envisions an organized European platform for collecting, exchanging and disseminating information about research, policies and practices in adult education and lifelong learning in the region. Partners include the European Adult Education Association (EAEA), the German Institute for Adult Education (DIE), the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), the National Institute of Adult Continuing Education (NIACE), and the European Institute for Education and Social Policy (EIESP), among other national and international agencies. A decision is expected on the funding application later in the year.

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8. In Brief

The terms of office of UIE's Governing Board members Ms. Suwarsih Madya from the Indonesian Ministry of National Education, and Mr. Mamadou Ndoye, Executive Director of the Association for the Development of Education in Africa (ADEA), ended on 31 December 2004. Both Board Members deserve special gratitude for their tireless and most valuable support to UIE. Ms. Madya was replaced by Ms. Kyung He Sung from Korea, Mr. Ndoye by Mr. Jean-Marie Byll-Cataria from Togo.

9. Visitors

On 4 January, Prof. **Christine Mayer** and 20 students from the Education Department of the University of Hamburg visited the UNESCO Institute for Education in connection with their course on 'Gender and Education'. The students were given a presentation into the work of UNESCO and UIE and discussed related topics with staff members.

On 3 February Prof. **Hansen** and 8 students of the University of Lüneburg visited the Documentation Centre. They were introduced to the work of UNESCO, the UIE and the use of UIE's documentation resources for their studies.

On 4 February, Prof. **von Enzberg** of the University of Lüneburg visited the UNESCO Institute for Education with a high-ranking Polish Delegation of the Adam Mickiewicz University in Poznan. Head of the delegation was **Ewa Solarczyk-Ambrozik**, Professor for Adult Education and Lifelong Learning, who was part of the editorial committee of the *Agenda for the Future* at the CONFINTEA V conference in 1996.

On 11 February Mr. **Philipp Wennholz** of the local Hamburg group of the German Society for the United Nations visited the UNESCO Institute for Education with a group of students. The purpose of the meeting was to learn more about the work of UIE and to explore areas of co-operation.

On the same day, Ms. **Angelina Ivanova** from the Project Office in Sofia, Bulgaria of the Institute for International Co-operation of the German Association for Adult Education (IIZ/DVV) visited UIE to meet with Maren Elfert. The purpose of the meeting was to discuss future co-operation in the planned European "Family Literacy" project.

On 17 and 18 March, Mr. **Qian Tang**, Director of the Executive Office, UNESCO Education Sector, and Mr.

Alexandre Sannikov, Chief of the Coordination Team: Institutes and External, UNESCO Education Sector, visited UIE. Apart from the Director and staff, Mr. Tang and Mr. Sannikov met in Hamburg with the Councillor of State for Science and Health, Dr. Roland Salchow, and the Councillor of State for Education and Sports, Dr. Reiner Schmitz, to discuss issues relating to the change of status of the Institute and the pending Host Country Agreement. Exploring the strengthening of the already existing cooperation of UIE with the University of Hamburg was one of the issues of a meeting with the Vice-President of the University of Hamburg, Prof. Holger Fischer.

From 22–25 March, Ms **Jude Fransman**, Research Officer from the team of the EFA Global Monitoring Report, visited the UNESCO Institute for Education to do research in UIE's library and discuss with UIE staff matters related to the next Global Monitoring Report, which will focus on literacy.

10. Staff matters

In January 2005, Laura-Maria Rinta of Finland took up a position at UIE as Associate Expert. Laura-Maria worked in the field of development co-operation and global education at Plan, Finland for three years. At UIE she will be involved in several projects, including the Institute's co-operation with the Association for the Development of Education in Africa (ADEA), Adult Learners Festivals, and various conferences and new project development. Laura-Maria holds a Master of Education from the University of Oulu, Finland. Her assignment at UIE is financed by the Government of Finland.

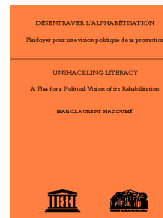
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The Publications Unit welcomes Gertraud Eibl of Salzburg, Austria, for her internship lasting from 15 February to 20 May. UIE also welcomes Kate Archer of Perth, Australia, for her internship lasting from

25 January to 25 May. The Library and Documentation Centre welcomes Myra Thürsam of Hamburg for her internship lasting from 14 February to 15 August. UIE thanks Steffen Krach of Berlin (1 March to 31 March) and Aisulu Aldasheva of Kyrgyzstan (15 January to 31 March) for their contributions to the Institute's work.

11. Recent Publications

Désentraver l'alphabétisation. Plaidoyer pour une vision politique de sa promotion / Unshackling Literacy. A Plea for a Political Vision of its Rehabilitation.
Édition bilingue / Bilingual edition
par Marc-Laurent Hazoumê
IUE, 2005



In February 2003, the Secretary-General of the United Nations launched the United Nations Literacy Decade. It is legitimate and necessary to draw a balance of past

actions in this field, numerous as they have been, along with the social and political as well as technical and scientific obstacles which have deprived hundreds and thousands of women, men and children of instruction. This is the aim of the present essay as it looks critically towards the future.

Enhancing Adult Basic Learning: Training Educators and Unlocking the Potential of Distance and Open Learning
Eds.: Madhu Singh, Veronica McKay
UIE and the Adult Education and Training Institute of the University of South Africa, 2004.



This volume opens up new perspectives on improving the quality of adult basic learning and literacy by focusing on the training of adult educators and grassroots workers. It is

based on a five-country study carried out in Bangladesh, India, Nigeria, South Africa and Tanzania.



International Review of Education. Vol. 50, Nos. 5+6, 2004
Regular double issue

This issue contains the following studies:

George M. Osei:

“The 1987 Junior Secondary-school Reform in Ghana: Vocational or Pre-vocational in Nature?”

Edith Mukudi:

“The Effects of User-fee Policy on Attendance Rates among Kenyan Elementary Schoolchildren”

Magali Jaoul:

“Enseignement supérieur et origine sociale en France: Étude statistique des inégalités depuis 1965”

Leanne Reinke:

“Globalisation and Local Indigenous Education in Mexico”.

Wing Wah Law:

“Translating Globalisation and Democratisation into Local Policy: Educational Reform in Hong Kong and Taiwan”

Yusef Waghid:

“Compassion, Citizenship and Education in South Africa: An Opportunity for Transformation”

Ratna Gosh:

“Public Education and Multicultural Policy in Canada: The Special Case of Quebec”

It also features Book Reviews and Recent Publications in comparative and international education.

Forthcoming Publications

Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico

by Judy Kalman

UIE, 2005

Winner of the 2002 International Award for Literacy Research

This winner of the prestigious UNESCO International Award for Literacy Research examines the many routes which a group of Mexican women living in a small town on the edge of Mexico City has taken to full participation in written culture. The work is full of insights into the daily use of literacy as these women live their lives in their community. It draws a number of important conclusions regarding the significance of literacy in its local context for adult education.

Urban Literacy: Communication, Identity and Learning in Development Contexts
Ed.: Alan Rogers
UIE, 2005

Views on development have for many years focused on the status of the rural poor living in villages dominated by traditional economic, political and social patterns. Recent discussions of poverty reduction, however, have succeeded in drawing attention to the important role played by the inhabitants of cities and towns in the dynamics of development. This volume significantly advances these discussions by thematizing the relation of urbanization and literacy, literacy practices in urban settings, and literacy and livelihoods. This work should command the attention of researchers, policy-makers and practitioners worldwide concerned with adult literacy and adult education and their manifold and subtle interconnections with pressing issues of economic, political and social development.

Integrating Education and Skills Development for Decent Work, Empowerment and Citizenship in the Informal Sector

Ed.: Madhu Singh

UIE and Springer Science+Business Media, 2005

The informal sector is an important segment of the economies and the civil society of developing countries. But there is only limited information on the extent and type of programs in

education and training within this sector. This volume documents studies sponsored by the UNESCO Institute for Education and the International Labour Office on education, training and skills-formation for decent work in the informal sector. It examines interesting cases of skills-transfer combining social and technical learning processes and draws lessons pertinent for the design and implementation of education policies and programs.

*Adult Learning and Poverty Reduction
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Eds.: Julia Preece, Madhu Singh
UIE, 2005

*Strengthening the Training of Adult
Educators: Learning from an Inter-
regional Exchange of Experience
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Eds.: Madhu Singh, Frank Youngman
UIE, 2005

*Adult Learning and Institutions of Higher
Education
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Ed.: Werner Mauch
UIE, 2005

*Monitoring and Evaluation of Adult
Learning
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Ed.: Werner Mauch
UIE, 2005

*Museums, Libraries and Cultural
Heritage: Democratising Culture,
Creating Knowledge and Building
Bridges
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Ed.: Jutta Thinesse-Demel
UIE, 2005

*Adult Learning and the Changing World
of Work
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
Eds.: Rupert Maclean, Madhu Singh
UIE, 2005

*Energizing the ALADIN Network
Report on the Workshop Held at the
CONFINTEA V Midterm Review Meeting,
Bangkok, September 2003*
by Lisa Krolak
UIE, 2005

*Jede Vierte, jeder Sechste
Analphabetismus und Alphabetisierung
in Entwicklungs- und Industrieländern*
von Ursula Giere
UIP und Ernst Klett Sprachen, 2005

Dieser Band, der sich in erster Linie an Schulen richtet, gibt einen für Kinder und Jugendliche verständlichen Überblick über Analphabetismus in Entwicklungs- und Industrieländern.

African Perspectives on Adult Learning

This groundbreaking series puts the African context at the center of adult education topics; foregrounds the importance of African philosophies, indigenous knowledge systems, traditions and cultures; accounts for the impact of colonialism, liberation struggles, neo-colonialism and globalisation; and provides examples of the policies and practices that characterise adult education across the continent.

*The Psychology of Adult Learning in
Africa*
by Thomas Fasokun, Anne Katahoire,
Akpovire Oduaran
UIE and Pearson Education South Africa
– ISBN 92-820-1117-8

Presenting psychology as an applied discipline that can help adult educators be more effective in their work, this book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It

emphasises the collective orientation of African cultures and the view of the self in terms of interdependent relationships within a community. The chapters in this book provide an introduction to the psychology of adult learning and address the following: characteristics of adult learning; life span development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.

Foundations of Adult Education in Africa
by Fredrick Nafukho, Maurice Amutabi,
Ruth Otunga
UIE and Pearson Education South Africa
– ISBN 92-820-1121-6

This book presents key concepts, information and principles that should underlie the practice of adult education in African contexts. It assumes that adult educators should have a historical perspective on the current educational context, understand how the colonial experience has impacted on indigenous traditions and be aware of the philosophical underpinnings of adult education activities. The chapters in this book introduce the foundations and the history of adult education in Africa; philosophy and adult education; socio-cultural, political and economic environments; opportunities and access for adult learners; gender and development in adult education; adult education as a developing profession; information and communication technology; globalisation and adult education; and policies and structures of lifelong learning.

Developing Programmes for Adult Learners in Africa
by Mathew Gboku, Nthogo Lekoko
UIE and Pearson Education South Africa
– ISBN 92-820-1120-8

This book critically analyses the principles, theories and models of adult learning programmes in the African context. It promotes an approach to programme development that makes African ways of thinking and learning,

beliefs and value systems integral aspects of the planning process. The chapters in this book provide an introduction to programme development and address the following issues: approaches to programme development; the programme planning process; identifying and assessing learning needs; determining programme goals, objectives and content; identifying and selecting programme materials; advocacy and marketing; participation in programme development; programme implementation; and programme evaluation.

The Social Context of Adult Learning in Africa
by Sabo Indabawa with Stanley Mpofo
UIE and Pearson Education South Africa
– ISBN 92-820-1119-4

This book examines how adult education is influenced by and has an influence on the society in which it takes place. It presents a clear analysis of the development challenges and sociological realities of the adult education context, which is essential if educators are to help African countries and communities achieve their developmental goals. The chapters in this book address the following issues as they impact on adult education: development; social change; community; race, ethnicity and religion; social class and gender; empowerment; democracy; health and HIV/AIDS; poverty and debt; globalisation; and the environment.

Research Methods for Adult Educators in Africa
by Bagele Chilisa, Julia Preece
UIE and Pearson Education South Africa
– ISBN 92-820-1118-6

This book explores and critiques existing research paradigms, presents African counter-arguments and examples, and proposes methodologies more appropriate for African contexts. The emphasis is on African realities, values and ways of knowing. The chapters in this book address contexts for adult

education research in Africa;
philosophical and theoretical
perspectives and their implications for
research; doing a literature review;
getting started with a research proposal;
quantitative research designs and
carrying out surveys; summarising and
analysing survey data; the nature of
qualitative research; carrying out

qualitative studies; combining
qualitative and quantitative methods;
research ethics; action research; feminist
research approaches; and writing up
and disseminating research.

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