

# UIE NEXUS

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## Vol. 3, No. 3 (September 2004)

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/uiie](http://www.unesco.org/education/uiie)).

If you would like to unsubscribe from UIE Nexus, please inform us by e-mail to: [uienews@unesco.org](mailto:uienews@unesco.org).

### In this issue:

1. International Adult Learners Week 2004: Adult Learning and Literacy for Democracy and Citizenship, Cape Town, South Africa, 6-11 September 2004
2. Spotlight on illiteracy in Germany: An information seminar for journalists
3. "E-learning for Literacy"
4. Call for Book Proposals for the textbook series "African Perspectives on Adult Learning"
5. Start of "Family Literacy" pilot project
6. Minority education in Botswana
7. Indigenous youth and adult education: Evaluation of a GTZ-Project in Bolivia
8. Latin American Observatory on Indigenous Youth and Adult Education
9. 47<sup>th</sup> session of the International Conference on Education in Geneva
10. Northern German Partnership for the United Nations Decade for Education for Sustainable Development
11. People without written language. Readings by the German actor Christian Quadflieg
12. Historical films of the United Nations
13. Visitors at UIE
14. Staff matters
15. Recent Publications

## **1. International Adult Learners Week 2004: Adult Learning and Literacy for Democracy and Citizenship, Cape Town, South Africa, 6-11 September 2004**

*International Adult Learners Week* was launched by UNESCO in September 2000 as a transnational advocacy framework to promote literacy and lifelong learning for all and is coordinated by the UNESCO Institute for Education. The program has gained new vitality in helping mobilize stakeholders to work for the goals of the United Nations Literacy Decade (UNLD) and Education for All (EFA), as well in furthering the aims of the CONFINTEA V agenda. Linking 35 learning festivals worldwide, *International Adult Learners Week* showcases cultures of lifelong learning, reinforcing capacity-building and increased participation of citizens as well as greater cooperation among everyone interested in education.

Together with approximately 200 national participants from South Africa, 50 international experts and coordinators of learning festivals discussed in Cape Town the relation between adult learning, literacy and lifelong learning and the building of diverse, inclusive and democratic societies, as well as the potential of learning festivals and the role of partnerships in meeting these ends. They also celebrated the awarding of prizes to learners and providers from different provinces of the country, and had a chance to visit a range of learning sites in the Western Cape region. A number of recommendations addressed to policy-makers, program designers, networks, civil-society organizations and governments were drawn up at the conclusion of the forum. These will be finalized and disseminated as a means to help advance the UNLD, EFA and CONFINTEA agendas.

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## **2. Spotlight on illiteracy in Germany: An information seminar for journalists**

On 2 September 2004, the UNESCO Institute for Education and the German Commission for UNESCO held an information seminar for journalists on "Literacy in Germany" on the premises of the Ernst Klett Sprachen publishing house in Berlin. 30 journalists attended the meeting where they were updated on the current situation with regard to literacy in the country. The seminar took place in connection with the "German Coordination Group for Literacy and Basic Education" established on the occasion of the UN Literacy Decade.

Jürgen Genuneit, an editor at Ernst Klett Sprachen and member of the Board of the Federal Literacy Association, presented an overview of illiteracy in Germany and other industrialized nations. An estimated four million adults are functional illiterates in Germany. Every year about 80,000 young people leave school without a formal certificate.

Dr. Hermann Lange, former Secretary of State in the Hamburg Ministry of Education, gave a presentation on "PISA and its consequences for the educational system in Germany". The PISA findings for Germany were called "dramatic" indication of the fact that the literacy skills of 25% of German students were in the bottom ranking. Peter Scholz of the Berlin Ministry of Education reported on the situation in Berlin, where approximately 25% of elementary school pupils, that is, 800 to 1000 young people per year, leave schools as functional illiterates.

Dr. Christian Fiebig, project coordinator of the internet portal APOLL, reported on the new website [www.ich-will-schreibenlernen.de](http://www.ich-will-schreibenlernen.de) ("I want to learn to write"), which enables functional illiterates to learn to read and write anonymously at home. Dr. Gabriele Rabkin of the Institute for Teacher Training and School Development in Hamburg presented the "Family Literacy" pilot project which started just a few weeks ago in Hamburg in cooperation with UIE. In conclu-

sion, Christoph Schäfer, press officer of the "Stiftung Lesen" (German Reading Foundation), presented the Dietrich Oppenberg media prize for young journalists, awarded especially to contributions about reading in the modern information and knowledge society and the development of media competence.

With a "Week for Literacy" during 1 to 8 September 2004 the "German Coordination group for Literacy and Basic Education", of which UIE is a member, highlighted the problem of illiteracy in Germany. Activities included the award ceremony for a contest of literary texts written by neo-literates (3 September); the concluding event in an art project currently travelling throughout Germany highlighting the difficulties faced by illiterates (5 September); and finally the launch of a new national internet portal on literacy along with the appointment of Rita Süssmuth, former President of the German Parliament, Philip Haußmann, Managing Director of the publishing house Ernst Klett Sprachen, and the television journalist Hanne Huntemann as new German Ambassadors for Literacy (8 September).

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### 3. "E-learning for Literacy"

"E-Learning for Literacy" was the theme of a Roundtable organized by the UNESCO Institute for Education at the European Conference on Educational Research held from 22 to 26 September 2004 in Rethymnon, Crete. Alexander Schrof from UIE's "Literacy Exchange Net"-team, Dr. Christian Fiebig from the German Association for Adult Education, coordinator of the German internet portal APOLL, and Uta Papen from the University of Lancaster, who is coordinating a web-based MA course for teachers of adult literacy, numeracy and ESOL, discussed approaches to e-learning in the field of literacy, with special focus on learner motivation.

The use of Information and Communication technologies in education, an important issue especially in Africa, was the theme of the "Sub-Regional Ministerial Conference on Integration of ICT in Education" which took place in Abuja, Nigeria, from 24 July to 31 July 2004. Several West African Ministers of Education attended the conference.

UIE presented its "E-learning for Literacy" project at the technical session "ICT in Non-formal/Adult Education". The recommendations of the discussion, chaired by Mr. Ahlin Byll-Cataria (Chairman of the ADEA Working Group on Non-formal Education), were integrated into the final communiqué of the conference.

The meeting provided a good opportunity for the "E-learning for Literacy" project to enlarge its network with African ICT specialists and representatives of various institutions. The project was also featured prominently in an article in the Nigerian daily newspaper "The Guardian".

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### 4. Call for Book Proposals for the textbook series "African Perspectives on Adult Learning"

The Editorial Board of the textbook series "African Perspectives on Adult Learning" invites the submission of book proposals for two new volumes. These will deal with *The Management of Adult Education in Africa* and *The History of Adult Education in Africa*.

The UNESCO Institute for Education is publishing this series together with Pearson Education South Africa in collaboration with the Institute for International Cooperation of the German Adult Education Association and with the support of the University of Botswana. The Series Editorial Board, chaired by UIE's Director, includes representatives of academics from across Africa. The project, which

involves textbook production and writer development, aims to have a positive impact on curricula in training programs for adult educators on the continent.

The first five volumes in the series to be published in the first half of 2005 include:

- *The Psychology of Adult Learning in Africa*
- *Foundations of Adult Education in Africa*
- *Research Methods for Adult Educators in Africa*
- *The Social Context of Adult Learning in Africa*
- *Developing Programmes for Adult Learners in Africa*

(For more information visit: [www.kalahari.net/promo/adult-edu](http://www.kalahari.net/promo/adult-edu).)

The purpose of the series is to provide accessible textbooks to students studying adult education at universities and teacher-training institutions. Each book presents an overview of the topic; introduces appropriate theory; provides discussion and examples rooted in professional practice, actual policies and empirical research; and indicates further areas of inquiry and reading. A key principle is that the volumes reflect African social realities, theoretical and cultural perspectives, policies and modes of practice.

Book proposals should be submitted by 31 October 2004.

For more information, see the UIE website:

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

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## 5. Start of "Family Literacy" pilot project

Many experts consider the involvement of families fundamentally important for the prevention of illiteracy. The "Family Literacy" pilot project conducted by the UNESCO Institute for Education in cooperation with the Institute for Teacher Training and Curriculum Development of the Hamburg Ministry for Education started in August 2004 with the first meet-

ing of the 8 schools and 2 kindergartens participating in the project. The pilot study being carried out with 5-year-old pre-school children and 6-year-old first-grade school children and their parents is based on three elements: 1) a stronger involvement of parents in school/kindergarten activities; 2) parent's sessions; and 3) joint activities of parents and children aimed at improving the literacy skills of parents and their ability to support the literacy development of their children.

For a period of five years, the project will be given financial support by the "Bundesländer-Kommission für Educational Planning and Research Promotion" in the context of a program to support children from a migrant background.

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## 6. Minority education in Botswana

Botswana is very concerned about bringing disadvantaged students into the education system. Evidence shows that the San (Bushmen) populations are the most disadvantaged. Mother-tongue education is currently not available for the San (or other minorities) in Botswana's mainstream education, which makes it difficult for minority language groups to learn and often leads to school drop-out.

The UNESCO Institute for Education was contracted to carry out a consultancy for a Minority Education Project for the San people in Botswana. Debswana/De Beers, a major force in the diamond industry in the country, is providing financial support to the initial planning consultancy and the initial phase of the project.

The consultant team drafted a proposal including three Primary Schools and one Junior Secondary School. The three Primary Schools will be language-specific, catering for the Naro, Ju/'hoansi and Khwedam San-languages. These three are the most advanced San-languages in terms of orthography and materials

development and could be employed for mother-tongue education in Botswana within 2-3 years.

The opening of the schools is foreseen for January 2007 at the earliest. Funding from Debswana/De Beers has been requested until 2016. This date and the objectives of the schools match the Botswana Government's Vision 2016 incorporating Education for All. It is expected that by 2016 at the latest the government will have assumed responsibility for financing the schools.

The project is supposed to provoke an overall discussion on educational reform in Botswana helping to improve mainstream education for Botswana's children.

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### **7. Indigenous youth and adult education: Evaluation of a GTZ-Project in Bolivia**

Intercultural and bilingual education is one of the cornerstones of the ongoing Bolivian Education Reform. The UNESCO Institute for Education was invited by the German Agency for Technical Cooperation (GTZ) in Bolivia to coordinate the impact evaluation of its PINSEIB-Project, which started in October 1997 and will conclude in the middle of 2005. The main focus of the project has been to build capacities in curriculum development, training of trainers and institutional development in eight public Teacher Training Institutes for primary school teachers in intercultural bilingual education. The evaluation of the project was carried out by UIE from May to June 2004 together with a team of local experts supported by a German linguist from the University of Hamburg. This participatory process involved the Ministry of Education and the Institutes as well as teachers, students and representatives of indigenous organizations. GTZ will publish the main report and the five individual institutional reports, with UIE and the Bolivian Ministry of Education as co-publishers.

The results of the impact evaluation of the PINSEIB-Project were presented at the International Seminar on Teacher Training and Intercultural Bilingual Education in La Paz, Bolivia, 20-23 July 2004. The event was attended by about 300 participants coming mainly from the Bolivian Teacher Training Institutes, the Ministry of Education and indigenous organizations, but also from 11 other countries in the region. The seminar led to the foundation of a Bolivian Network on Intercultural Bilingual Teacher Training which will be taken up into the already existing Latin American Network on Teacher Training promoted by UNESCO-OREALC. Another highlight of the seminar was a roundtable discussion among four (ex-)Ministers of Education, all of whom voiced their support for intercultural bilingual education.

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### **8. Latin American Observatory on Indigenous Youth and Adult Education**

Educational and cultural rights of indigenous peoples represented a major concern of the Fifth International Conference on Adult Education (CONFITEA V). From 11 to 13 August 2004, the UNESCO Institute for Education and PROEIB Andes (Training Program in Intercultural Bilingual Education for the Andean Countries) jointly organized an intensive workshop in Cochabamba with participants from Bolivia, Ecuador and Peru to formulate a project proposal on indigenous peoples as part of the CONFITEA V follow-up. The *Latin American Observatory on Indigenous Youth and Adult Education* will start in three countries – Bolivia, Ecuador and Peru – and expand in its second stage next year Guatemala and Mexico. The overall goal is to improve educational provision for indigenous youth and adult populations by guaranteeing equity, quality and relevance of education. In each country, the watch will be coordinated by one NGO as the focal point involving relevant indigenous organizations and networking with all partners active in the

field of indigenous youth and adult education.

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#### **9. 47<sup>th</sup> session of the International Conference on Education in Geneva**

"Quality education for all young people: Challenges, trends and priorities" was the theme of the 47<sup>th</sup> International Conference on Education, held from 8 to 11 September 2004 in Geneva. A message adopted by the delegates from more than 135 countries at its close reaffirmed the crucial importance of education for national development policies. Among the priority actions identified by the delegates were: expanded use of information and communication technology to improve access and equity for all young people to quality education; greater emphasis on innovations, including the reform of educational delivery systems; affirmative action to compensate gender imbalance; enhanced recognition of the importance of teachers and trainers; increased educational research; and improved use of resources and development of more effective partnerships.

The UNESCO Institute for Education was represented by a Publications and Information stand showcasing the Institute's International Award for Literacy Research as well as the textbook series "African Perspectives on Adult Learning" and the *International Review of Education*.

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#### **10. Northern German Partnership for the United Nations Decade for Education for Sustainable Development**

The UNESCO Institute for Education took part in a recent meeting of the Northern German Partnership in Support of the United Nations Decade for Education for Sustainable Development hosted by the Ministry of Environment, Nature Protection and Agriculture of Schleswig Hol-

stein. Representatives of all five Northern German states attended the meeting. On 2 November 2004, a national Roundtable on Education for Sustainable Development will be held in Berlin, organized by the National Committee initiated by the German National Commission for UNESCO. The Roundtable will be attended by 80 representatives of organizations committed to Education for Sustainable Development.

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#### **11. People without written language: Readings by the German actor Christian Quadflieg**

Experts estimate that at least four million German adults are illiterate. Every year 80,000 young people leave school without any formal certification.

In an event organized by the UNESCO Institute for Education in cooperation with the Federal Literacy Association, the German Association for Adult Education and the Publishing House Ernst Klett Sprachen, the renowned German actor Christian Quadflieg gave a reading of texts written by participants in literacy classes. These texts document many of the reasons for illiteracy in Germany and illustrate the ways in which illiterates cope with their daily lives. The reading – which took place in the Hamburg "Literaturhaus" and was attended by an overflow public audience – was complemented by a lecture by Jürgen Genuneit, Board member of the Federal Literacy Association, entitled "Even Tarzan wouldn't have a chance without writing" – a presentation of literary texts about illiterates.

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#### **12. Historical films of the United Nations**

Education was the topic of the third event in a series of four programs organized by the UNESCO Institute for Education and the Hamburg Film Archives showing films from the early years of the

United Nations. The program entitled "Saber es Poder – The Role of Education" was shown at the end of August in the Hamburg Metropolis cinema. Among the films presented were "Man One Family", a plea for better human relations voiced by Julian Huxley, first Director-General of UNESCO; the UNESCO film "Hungry Minds", a portrait of the need for education after the Second World War, and "Saber es Poder/That All May Learn", a film highlighting the importance of literacy for empowerment. Prof. Klaus Hüfner, former President of the German Commission for UNESCO, introduced the evening.

The concluding event, framed by Dr. Manuel Fröhlich, an expert on the United Nations from the University of Jena, was entitled "The Early Years of the United Nations". Three of the films ("International Zone", "The Peace Builders" and "Clearing the Way") dealt with the founding of the United Nations, the Conference of San Francisco and the construction of the UN Headquarters in New York. The last film in the series was the first German production (1951) on the work of UNICEF, "For the children of the world/Für die Kinder der Welt".

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### 13. Visitors at UIE

The Nigerian Minister of Education, Professor **Fabian Osuji**, visited the UNESCO Institute for Education on 19 July 2004. He was accompanied by **Mariam Y. Katagum**, Secretary General of the UNESCO National Commission of Nigeria, Dr. **A. Oyinlola**, Executive Secretary and member of the Mass Literacy Commission of Nigeria, and Professor **Michael Omolewa**, Permanent Delegate of Nigeria as well as President of the UNESCO General Conference. The visitors discussed with the Director and professional staff of UIE various possibilities to strengthen the co-operation between the Institute and the Nigerian government in the areas of adult learning and literacy programs. UIE especially welcomed the visit of the Minister be-

cause he is the chairman of the African "Education For All" program strongly related to UIE's work.

During his stay in Hamburg, Minister Osuji also met with Prof. Karl-Werner Hansmann, Vice-President of the University of Hamburg, and Mr. Roland Salchow, Councillor of State for Science, Health and Culture.

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**Hans-Heinrich Wrede**, German Ambassador to UNESCO and currently President of the Executive Board of UNESCO, visited the Institute on 3 September 2004. He shared with UIE's Director and staff his views on the current difficult situation concerning the still-pending Host Country Agreement.

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Mr. **Outub Khan** from the UNESCO office in Amman is in charge of co-ordinating UNESCO's activities in connection with the reconstruction of Iraq's education system. Together with the Director of the Amman office he accompanied an Iraqi delegation visiting Bonn and the German UNESCO Commission as well as UIE on 23 September 2004. In Hamburg, he explored the possibility that UIE prepare a funding proposal for a project focusing on post-literacy activities in connection with building infrastructure to support a literate environment, with special emphasis on marginalized groups and on building a respective ICT infrastructure.

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**Michel Lokhorst**, Senior Publishing Editor at Kluwer Academic Publishers, met with UIE's Head of Publications and Information on 19 August 2004 to discuss the Institute's *International Review of Education* – including its planned complete on-line availability – as well as other co-operative publishing ventures.

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#### 14. Staff Matters

The Library and Documentation Centre welcomed Luigi Ciullo from Chur, Switzerland, for his internship lasting from 2 August to 30 September 2004. The Publications Department welcomed back Lena Ahlborn from Lüneburg, Germany, for the second phase of her internship lasting from 15 July to 15 October 2004. UIE thanks Inke Rosebrock from Neuenkirchen, Germany, for her services during her internship from 1 July to 31 August 2004.

#### 15. Recent Publications

*Pourquoi manger des concombres verts juste avant de mourir ?*

*Étude de la relation entre l'alphabétisation des femmes et le développement: la perspective du Népal*

par Anna Robinson-Pant  
UIE 2004

Y-a-t-il une relation entre l'alphabétisation des femmes et le développement ? Ce livre met en question l'hypothèse selon laquelle le taux d'alphabétisation des femmes peut se mesurer et être corrélé aux indicateurs statistiques de développement, tels que la mortalité infantile ou les taux de fécondité. En ayant recours aux nombreuses données ethnographiques empruntées à deux programmes d'alphabétisation différents réalisés au Népal, l'auteure examine le type d'alphabétisation et le type de développement promu actuellement par les organisations humanitaires internationales. Cette étude est le lauréat du Prix international de recherche en alphabétisation de 1998, parrainé par le Secrétariat national d'alphabétisation du Canada et l'organisation gouvernementale française d'alphabétisation, le Groupe permanent de lutte contre l'illettrisme, et supervisé par l'Institut de l'UNESCO pour l'Éducation de Hambourg.

Forthcoming Spanish version:

*¿Por qué comer pepino verde cuando se está moribundo?*

*Explorando la relación entre la alfabetización de las mujeres y el desarrollo: una perspectiva nepalesa*

Anna Robinson-Pant  
UIE 2004

*Institutionalising Lifelong Learning. Creating Conducive Environments for Adult Learning in the Asian Context. Second Edition*

ed. by Madhu Singh  
UIE 2004

This volume collects papers presented at an international Policy Dialogue on Adult and Lifelong Learning in the Asian Context. It discusses the policy and institutional environment of adult learning as well as issues related to promoting a culture of quality reflected in learning outcomes and impact on people's lives. The second edition has been corrected and features an index of subjects.

*Saber lo que es la letra.*

*Una experiencia de lectoescritura con mujeres de Mixquic*

Judith Kalman

UIE and siglo veintiuno editores 2004

Este libro mereció el Premio Internacional a la Investigación sobre Cultura Escrita 2002 otorgado por el Instituto de Educación de la UNESCO y es la primera vez que gana una investigadora mexicana. Es resultado de una amplia investigación de varios años. En una Convención un grupo de mujeres de Mixquic. Muestra cómo ha aumentado paulatinamente la presencia de la cultura escrita en la comunidad hasta ocupar el lugar que hoy tiene en su vida comunicativa.

*International Review of Education*, Vol. 50, No. 2 (March 2004)

This issue contains the following studies:

Aïcha Maherzi: "Éducation et Culture dans l'Œuvre de Lê Thành Khôi"

Kaori H. Okano: "Koreans in Japan: A Minority's Changing Relationship with Schools"

Obed Mfum-Mensah: "Empowerment or Impairment? Involving Traditional

Communities in School Management"

Ali Yildirim: "Student Assessment in High-School Social-Studies Courses in Turkey: Teachers' and Students' Perceptions"

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

### **Forthcoming Publications**

*International Review of Education*, Vol. 50, Nos. 3+4, 2004

Special Issue: "Decentralisation and Privatisation in Education: The Role of the State". Guest Editor: Joseph Zajda

This issue contains the following studies:

M. V. Mukundan and Mark Bray: "The Decentralisation of Education in Kerala State, India"

Christopher Bjork: "Rhetoric and Reality: Decentralisation in Education, Institutional Culture and Teacher Autonomy in Indonesia"

Adam Davidson-Harden and Suzanne Majhanovich: "Privatisation in Education in Canada: A Survey of Trends"

David Gamage and Pacharapimon Sooksomchitra: "Decentralisation and School-Based Management in Thailand"

Macleans A. Geo-JaJa: "Decentralisation and Privatisation of Education in Africa: Which Option for Nigeria?"

Holger Daun: "Privatisation, Decentralisation and Governance in Education in the Czech Republic,

England, France, Germany and Sweden"

David Turner: "Privatisation, Decentralisation, and Education in the United Kingdom: The Role of the State"

Ernesto Schiefelbein: "The Politics of Decentralisation in Latin America"

Alberto Arenas: "Privatisation and Vouchers in Colombia and Chile"

Carlos Ornelas: "The Politics of Privatisation, Decentralisation and Education Reform in Mexico"

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

ed. by Madhu Singh

UIE and Kluwer Academic Publishers

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. The present volume documents case studies, sponsored by the UNESCO Institute for Education and the International Labour Organisation, 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.

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