

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/uiie.

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1. Literacy Day 2005: UIE's Contributions to Africa and Germany

On the occasion of Literacy Day 2005, a video clip entitled "Be part of Literate Africa" was produced by the UNESCO Institute for Education in cooperation with the Bureau régional de l'UNESCO pour l'éducation en Afrique (BREDA). The clip was sent to all National Commissions for UNESCO in Africa and shown in Literacy Day ceremonies in many African television channels. It was broadcast in the news of the French TV channel TV5. Also, it was shown during the Literacy Day Ceremony at UNESCO.

In Germany, the UNESCO Institute for Education and the Federal Literacy Association, in cooperation with the publishing house Ernst Klett Sprachen 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. The focus of the event held on 7 September 2005 was on how to reach people with insufficient reading and writing skills. 20 stakeholders and journalists were updated on the current situation with regard to literacy in the country. The seminar took place in the context of the "German Coordination Group for Literacy and Basic Education" established on the occasion of the UN Literacy Decade. The speakers were Maren Elfert of UIE and Jürgen Genuneit, editor at Ernst Klett Sprachen and member of the Board of the Federal Literacy Association, presenting an overview of illiteracy worldwide, in Europe and in Germany; Renate Valtin, Professor for Primary Pedagogy at the Humboldt University and President of the German Society for Reading and Writing with a presentation on the findings of the PISA study and the primary school study IGLU; Dr. Jörg Lösel of the educational channel BR alpha of the TV channel Bayerischer Rundfunk, who presented a new television series produced with the support of the Federal Ministry for Education and Research; Peter Hubertus, founding member and Managing Director of the Federal Literacy Association, who reported on the German "Alfa hotline", which offers advice and support to people who have difficulties with reading and writing and is celebrating this year its tenth anniversary; and Martin Ragg, project coordinator of the

internet portal APOLL financed by the Federal Ministry for Education and Research, who took stock of the first very successful year of the new website www.ich-will-schreiben-lernen.de ("I want to learn to write"), which enables functional illiterates to learn to read and write anonymously at home. The website had 200,000 clicks already in its first days. It has 19,000 registrations and 6,500 anonymous users.

In discussion Ute Jaehn-Niesert, Managing Director of the Arbeitskreis Orientierungs- und Bildungshilfe (AOB) and Marie-Luise Oswald, Chairperson of the Lesen und Schreiben e.V., both literacy course providers in Berlin, and their students reported that the spots and advertisements for the "Alfa" hotline had encouraged attendance at literacy courses.

On 8 September, the German Adult Education Association and the Federal Literacy Association celebrated Literacy Day with a festive event in the permanent representation of the Saarland in Berlin. The highlight of the event was the awarding of literature prizes for the best texts to literacy class students.

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2. Regional Conference and Expert Meeting on Bilingual Education and the Use of Local Languages

The UNESCO Institute for Education co-organised with the Association for the Development of Education in Africa (ADEA) and the German Agency for Technical Cooperation (GTZ), in partnership with the Ministry of Education of Namibia and the Agence intergouvernementale pour la francophonie (AIF), a conference for experts on bilingual education and the use of African languages as languages of instruction in sub-Saharan Africa. The conference, held from 3-5 August 2005 in Windhoek, Namibia, reviewed current knowledge in the education sector in order to identify relevant issues and strategies for the development of multilingual education in African countries. The conference participants critically examined the first draft of a study on mother-tongue and bilingual education in sub-Saharan Africa that was commissioned by ADEA in collaboration with the GTZ and UIE.

This study analyzes the situation in a variety of African countries. The topics addressed include African language policies, teaching practices at classroom level and active learning, models of instruction in African languages and bilingual education in formal and non-formal education systems, publishing in African languages and social marketing. The first draft of the report can be downloaded from ADEA's website (www.adeanet.org).

In addition, the conference developed a shared understanding on accomplishments and challenges in this field and made recommendations on the strategies and policies to be implemented. The conference's results and conclusions will help to develop arguments and materials to enhance advocacy and awareness campaigns aimed at decision-makers and the general public. Additionally, the conference prepared for discussions on bilingually oriented education policies at the next ADEA Biennial Meeting in 2006. The biennial meeting will explore in greater depth the factors that determine the effectiveness of schools and adult literacy programs as well as successful and affordable initiatives for early childhood development.

A variety of specialists took part in the conference, including linguists, educationists, experts in communication, academics, publishers, senior officials of education ministries, and representatives of development agencies from eighteen African countries (Benin, Botswana, Burkina Faso, Cameroon, Chad, Guinea, Kenya, Mali, Malawi, Mauritius, Mozambique, Namibia, Niger, Nigeria, Senegal, South Africa, Uganda and Zambia) and countries from other regions (France, Germany, Ireland, Norway, the United Kingdom and the United States). In addition to the organizers, several development agencies that support education in Africa and African languages also attended, including the African Academy of Languages (ACALAN), the Irish Cooperation Agency, the Norwegian Agency for Development Cooperation (NORAD), the Canadian International Development Agency (CIDA), and the International Development Research Center (IDRC). The two regional and sub-regional organizations CONFEMEN (*Conférence des ministres de l'éducation ayant le français en partage*) and the Southern African Development

Community (SADC), as well as three ADEA working groups participated as well.

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3. Seminar on Non-Formal Education in Prison

From 7 to 10 September, the UNESCO Institute for Education and the International Watch on Education in Prison held a seminar on non-formal education in prison in Hamburg. The seminar was supported by the European Union in the framework of the Grundtvig 3 and Grundtvig 4 programme. Twenty educators from 10 countries came together for an exchange on their practices in prison education. A major issue discussed among the participants was their difficulty in presenting non-formal education as an important part of education in prison. Often cultural activities such as theatre and film are often seen as occupational activities. The participants underlined that non-formal education is an invaluable opportunity for inmates –who generally have had negative learning experiences in school education – to comprehend that they can be part of a successful project inside a group. In this respect, non-formal education can enable inmates to change their lives, for instance, in helping them discover the meaning of cooperation.

The participants concluded that it is vital that penitentiary and administrative agents be informed on the opportunities of non-formal education in prison. A brochure presenting different experiences on non-formal education in prison will be available at the end of 2005.

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4. Workshop on Strengthening Capacities in Literacy Research through a Gender Perspective

The UNESCO Institute for Education and the ADEA Working Group on Non-formal Education (WGNFE) organized a workshop on reinforcing research capacities on literacy in Bamako, Mali from 12-15 September 2005. In partnership with the UNESCO Offices of Bamako and Dakar as well as the Educational Research Network for West and

Central Africa (ERNWACA), the meeting was able to bring together 35 participants from five countries (Burkina Faso, Guinea, Mali, Niger, Senegal) representing governments, universities, research institutions and non-government organizations.

The main objectives of the workshop were:

1. Build the capacity of participants to articulate the relationship of gender, literacy and other socio-economic variables;
2. Integrate a gender perspective in the study of literacy policies, plans and practices; and
3. Develop an outline of guidelines for the strengthening of literacy policies, plans and practices from a gender perspective.

During the workshop, each country team developed a research proposal that is expected to be carried out in the next three months. A concern of all countries is the impact of literacy programmes on reducing gender inequalities within the context of poverty-alleviation strategies. A meeting to bring together the final country results and produce a regional synthesis is foreseen for March 2006.

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5. UIE's Consultancy on the Development of an Adult Basic Education Programme in Botswana

The main purpose of the third mission to Botswana in the framework of UIE's consultancy on the development of an Adult Basic Education Programme (ABEP) was to discuss and define the curriculum framework for the program. In preparation for another intensive workshop, which was again moderated by Rosa María Torres, a survey was conducted in the six regions of the country in order to identify community profiles and learners interests. The assessment of the learning needs also included an analysis of a survey carried out in the context of the ABEP pilot course in 1998. In addition, the team of the UNESCO Institute for Education visited some literacy classes in urban and rural contexts in order to assess the concrete conditions on the ground.

The workshop was attended by the core team of the Department of Non-formal Education and stakeholders from other divisions of the Education Ministry as well as from other organizations. Comparative analysis of adult basic education curricula from 15 countries around the world allowed participants to make informed decisions in the course of the workshop. Other inputs provided through presentations, roundtables or compilation of materials to be analysed in group work also contributed to the capacity-building effect of the workshop. The next steps will involve the presentation of the curricular proposal to the Reference Committee in October and the drafting of the relevant syllabus of the different subject matters that will be part of the curriculum.

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6. "QualiFLY": European Project on the Quality in Family Literacy

The UNESCO Institute for Education is coordinating a learning partnership on the topic of Family Literacy. The project is supported by the European Union in the framework of the Socrates/Grundtvig programme. 7 institutions from 6 countries are part of the project. The Bulgarian partner, the foundation "Ethnocultural Dialogue", an NGO working in the field of education and social integration of Roma, is involved in the programme "A Second Chance: Social Integration by Adult Literacy" which gives adults – many of them Roma – access to new employment opportunities by teaching them reading and writing. The partner from Ireland, the National Adult Literacy Agency, is concerned with national co-ordination, training and policy development in adult literacy work in that country. In the last number of years NALA has researched and promoted the use of family literacy programmes in Ireland. The Italian partner, the "Università Popolare di Roma" is a non-profit cultural organization providing continuing education for people of all ages. The Foundation for Educational Services (FES), Malta, is closely linked with the Ministry of Education in Malta. It was founded in 2001 to provide a range of innovative educational initiatives, including the field of literacy and family literacy. The Turkish partner, AÇEV (Mother-Child Education Foundation), is an NGO founded in 1993 with the aim of empowering people

through education. It conducts research and develops and implements programmes in early childhood education and adult education, especially for disadvantaged preschool children and their families. AÇEV has also set up family literacy programmes nationwide over the past decade. Germany is represented by UIE and the Institute for Teacher Training and School Development of the City State of Hamburg, UIE's partner in a pilot project on family literacy which started in Hamburg last year. The pilot project is supported by the German "Bund-Länder-Commission for Educational Planning and Research Promotion" for a period of five years.

Family literacy represents an intergenerational and community learning approach – linking elements of adult education, parents' education and pre-school or primary education – to enhance the literacy of both adults and children and support teachers and parents in preventing future drop-outs. While a few European countries have had extensive experience with family literacy programmes, most do not. The QualiFLY project aims at promoting family literacy, and especially promoting good quality in family literacy programmes, by observing and monitoring best practice in a range of cultural settings; disseminating best practice through the creation of a "knowledge-base" website; reviewing monitoring and evaluation methods to identify quality indicators and promoting new approaches for effective programmes; creating a core group of expertise in each partner country through the active involvement of tutors in the project; and doing advocacy work for the family literacy approach.

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7. EFA and Recognition, Validation and Certification of Prior Learning

Recognizing, validating and certifying prior learning and experience is vital for achieving Education for All. Proper systems for doing so can play a crucial role in empowering people by encouraging the education of persons who have not received primary education and who are therefore unable to exercise their right to education or become lifelong learners.

The UNESCO Institute for Education has carried out an international survey on prior learning, pursuant to a resolution by the General Conference. In order to continue and intensify the articulation of this programme with the EFA goals, and taking into account the results of this survey, the French National Commission for UNESCO, the initiator of this project, will be submitting a Draft Resolution at the upcoming 33rd Session of the General Conference proposing amendments to the programme and budget for 2006-2007.

In this context, the UNESCO Institute for Education, in collaboration with the French National Commission for UNESCO, is organizing a roundtable on 6 October 2005 with representatives from Member States and specialized agencies concerned with establishing international frameworks and mechanisms and implementing policies on recognition of prior learning.

This program is a cooperation of different agencies that met in July 2005 in Paris to discuss the distribution of work and define priority areas particularly in policy, research and advocacy strategy. The interagency group comprises the Organisation for Economic Co-operation and Development (OECD), the European Union, the European Training Foundation (ETF), the UNESCO Institute for Statistics (UIS), the Association for the Development of Education in Africa (ADEA), the German Federal Institute for Vocational Education (BIBB), CERAQ, the Conservatoire National des Arts et Métiers (CNA), the French Ministry of Foreign Affairs, the Norwegian Ministry of Education as well as the University of Sorbonne. Together with these agencies and other networks, UIE will extend and deepen the international survey, taking into account the articulation with EFA and the special needs, demands and reform processes in Member States.

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8. Non-Formal Education and Literacy Evaluation Project

In the 1980s and 1990s, the UNESCO Institute for Education carried out research on evaluation practices in non-formal education. This resulted in a number of publications such as *Sharpening Our Tools:*

Improving Evaluation in Adult and Nonformal Education by Peter Easton and *Evaluating "Literacy for Development" Projects, Programs and Campaigns* by H. S. Bhola. A new project to revisit these studies and support the development of NFE and literacy programmes with in-built evaluation systems was initiated this year.

Five countries in Africa – Botswana, Kenya, Malawi, Namibia, and Uganda – are expected to conduct situational analysis of evaluation practices in national NFE and literacy programmes. Country teams established in collaboration with UNESCO field offices in Harare, Nairobi and Windhoek are composed of literacy specialists from government and non-governmental sectors at national, provincial and district levels, EMIS/statistics specialists, and multilateral or bilateral development partners.

A cross-national workshop is planned later this year to discuss the analysis papers and prepare a framework of evaluation concepts practiced in the participating countries. It will be discussed in groups how each country could incorporate evaluation practices in learning, curriculum, progress monitoring and impact assessment. The aim of these exercises is to contribute to better quality of learning and to enhance the impacts of NFE/literacy programmes.

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9. Meeting of the Editorial Board of the Global Monitoring Report on EFA

The UNESCO Institute for Education is an institutional member of the Editorial Board of the Global Monitoring Report, similar to the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP) and the UNESCO Institute for Statistics (UIS). The Board advises the GMR Team in the preparation of the report, decides on special themes and supervises work in progress. On 8-9 September 2005, a Board Meeting was held in Paris related to the imminent launch of the 2006 GMR and the preparation of the 2007 Report.

The last Global Monitoring Report 2005 on the quality of education has been produced in the six UN languages. Moreover, report summaries are available in a number of languages, including German. 20,000 copies

of the English version and 5,000 each of the French and Spanish versions have been disseminated world-wide. The English, French and Spanish versions as well as summaries in the three other official UN languages are available on the website (www.efareport.unesco.org). All GMRs produced so far are available on a CD that includes all background papers commissioned for them.

The drafting of the 2006 report on literacy has been supported by consultations held with a variety of interested parties, within UNESCO HQs and with field offices, UIS, IBE and UIE. A series of resource and background papers was commissioned by the GMR team for the coming report and made available on the website. The 2006 report will be launched in London on 9 November 2005 and will serve as a key document for the deliberations of the EFA High Level Group in Beijing in late November. The national launch in Germany will take place on 10 November in Bonn.

The 2007 report will focus on early childhood care and education (ECCE). The proposed structure includes five chapters: definitions; research review; progress towards EFA goals; policies and strategies; and improving practices. Early childhood is defined as the period from birth to age eight, while ECCE is understood as what serves children prior to their entry into primary schooling in informal and non-formal settings (delivered in partnership with governments, NGOs, communities and families) with a focus on supporting children's comprehensive growth, development and learning. Special attention will be given to vulnerable and disadvantaged children and those with special needs.

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10. International Award for Literacy Research

The International Award for Literacy Research 2004-2006 will be given in an equal share to two authors: Prof. Harbans S. Bhola from the United States of America for his study *Adult Literacy for Sustainable Development: Knowledge-based Discourse for Course of Action* and Ms. Sofia Valdivieso Gómez from Spain for her study

Alforjas Para un Viaje: Desde la Alfabetización Funcional y el Desarrollo Económico a la Alfabetización Integral y el Desarrollo Sostenible (Luggage for a Journey: From Functional Literacy and Development to Integral Literacy and Sustainable Development).

This cycle of the Award was thematically linked with two current international education agendas: The United Nations Literacy Decade and the United Nations Decade of Education for Sustainable Development. Researchers were requested to submit studies on the question of "Adult Literacy for Sustainable Development". These two studies selected develop original insights which could help design new strategies for literacy as a tool for sustainable development.

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11. Support Agencies for Resource Centres and Libraries added to ALADIN Website

The ALADIN website gives now access to an extensive, annotated list of 55 support agencies and online services that assist resource centres and libraries in setting up or improving their information services. It lists organizations that are donating books, computers, funds and training resources to poorer countries, with the aim of creating literate and informed societies for a more equitable world.

Under <http://www.unesco.org/education/alaladin/resource.html> the following topics are covered

- Book Donation Agencies for the English-speaking world
- Computer Donation Agencies (Hardware and Software)
- Funding Sources
- Basic Training Manuals

Capacity-building is one of the major objectives of ALADIN, the global Adult Learning Documentation and Information Network comprising more than 100 information centres on adult learning and literacy. The new list is a major tool for strengthening the information services and the capacities of staff of ALADIN members and other interested resource centres and libraries worldwide. It will become an essential part of the ALADIN Toolkit for

setting up basic documentation centres on adult learning that will be developed later this year.

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12. DVV/IZZ Donates Part of its Collection to UIE Documentation Centre

The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) has implemented a large number of adult education projects worldwide. The emphasis has lain upon Africa, Asia, Latin America and Central/Southeast Europe. In the course of time, many publications in the field of adult education and development have accumulated, amongst them non-formal literature (booklets, pamphlets, brochures, etc.), but also journals in various languages.

As the DVV/IZZ is in the process of re-organising their office space, they have kindly donated parts of their collection to the Documentation Centre of the UNESCO Institute for Education. There it has been catalogued, indexed and incorporated into the general collection (63,000 items in the area of adult education, lifelong learning and literacy) or the special literacy collection of more than 7,000 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 bibliographic data of the material is accessible via the online catalogues on the UIE Documentation Centre website: (<http://www.unesco.org/education/uiie/documentation/index.shtml>).

The UIE Documentation Centre is extremely grateful for this invaluable donation, considering how difficult it is to get hold of non-formal literature from other parts of the world in our area of expertise.

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13. Study Visit for CABLE4Y National Project Members

A study visit to gain insights into training activities for practitioners of NFE programme in South Africa is planned from 11 to 15 October 2005, in collaboration with the Adult Basic Education Training Institute, University

of South Africa (UNISA ABET). This study visit is organised in the framework of the Capacity Building of Community-based Literacy and Life Skills Education for Disadvantaged Young Adults (CABLE4Y) Project. Representatives of national project teams from Bangladesh, China, Lao PDR, Mali, Niger and Zambia will meet with trainers and practitioners of ABET and visit local NGO activities for disadvantaged youth and a government-based literacy programme.

After the mid-term review meeting of the project in China held in June, the national project teams are planning training activities using the manuals for providers of NFE developed in the first phase. This study visit is expected to provide good examples of training approaches and strategies which the participants adapt in their respective programs. A noteworthy training program organised by ABET Institute is problem-solving and conflict resolution. These skills would be useful for the literacy and life skills NFE programmes the CABLE4Y is supporting.

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14. International Adult Learners Week 2005 to be held in Oslo

The Royal Ministry of Education and Research of Norway, in co-operation with the Norwegian National Institute for Adult Education (Vox), the Norwegian UNESCO Commission and the Norwegian Association for Adult Education (NAAE) along with the UNESCO Institute for Education, will be co-hosting the 2005 International Adult Learners Week Commemoration from 24–26 October 2005 in Oslo, in conjunction with the national Norwegian Adult Learners Week.

The theme chosen for this event is "*Education for All in an Era of Increasing Mobility: The Implications for Adult Learning*". The intention is to provide a forum for exchange, policy dialogue and advocacy on the importance of adult and lifelong learning.

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15. Preparing the ADEA Biennial Meeting 2006

The Association for the Development of Education in Africa (ADEA) will hold its next Biennial meeting in Libreville, Gabon from 28 to 31 March 2006. Three topics will be explored in depth at the meeting: effective schools; effective literacy programs, and development of effective and affordable programmes for early childhood education.

The UNESCO Institute for Education (UIE) together with the ADEA Working Group on Non-Formal Education (WGNFE) and the UNESCO Regional Office for Education in Africa (BREDA), as the coordinators of the literacy theme, will hold a review meeting in Dakar, Senegal from 14 to 17 November 2005. The purpose of the meeting is to review the literacy studies commissioned and to develop the agenda for the Biennial under the literacy theme. Participants of the meeting will be the authors of the main discussion paper, UNLD resource persons in Africa, external reviewers as well as representatives from UIE, the WGNFE and BREDA. The expected outcomes of the meeting are: to provide feedback on all the studies, to develop a comprehensive agenda for the Biennial literacy theme; and to begin the process of formulating policy recommendations which will be presented at the Biennial.

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16. Conference on Education for Sustainable Development in Northern Germany

In the framework of the UN Decade of Education for Sustainable Development (DESD) UIE is supporting the Northern German Partnership in Support of the DESD (NUN), an alliance forged by five German federal states to strengthen the implementation of the UN Decade in the Northern German Region. To celebrate the launching of the Decade, a conference for educational policy-makers, researchers and practitioners has been organised for 24–26 November in Lübeck in November 2005 under the topic "Learning from each other – working together – making change a common cause". Its special focus is on consumption

and sustainability in connection with water, energy, food and agriculture.

About 300 participants will analyse current developments in the region and exchange information on best practices in all educational areas in seven working groups ranging from early childhood care and education through formal schooling, vocational and higher education to informal education and adult education in an international perspective. This latter dimension will be presented and discussed in a working group on international continuing education with a focus on "Learning from the South". Trainees from Africa, Asia and Latin America who are participating in an ongoing fellowship program of the German Agency for International Education and Development (InWEnt) will share experiences in education for sustainable development from their countries. The conference is the first of a series in a biannual sequence over the duration of the decade. The next one is foreseen for 2007 in Hamburg.

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17. Meeting on Non-Formal Education in HIV/AIDS Prevention in December

From 5–8 December 2005 a conference on "The Contribution of Non-Formal Education to HIV/AIDS Preventive Education" will be held in Kampala, Uganda. The meeting is being organized by UIE in cooperation with the ADEA Working Group on Non-formal Education and the Ministry of Gender, Labour and Social Development of Uganda.

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18. In Brief

UIE Programme Specialist Rika Yoroza presented UIE's activities on literacy in the 2005 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific organised in Tokyo, Japan from 12 to 16 July 2005. National leaders of NFE programme and UNESCO education officers from 19 countries expressed their interest in UIE's activities on family literacy, recognition of prior learning and initiatives in other regions.

19. Visitors

On 19 July, Ms. **Khoumba Bouly** from Burkina Faso visited UIE. She met with Carol Medel-Añonuevo to prepare the workshop on gender and literacy held in Bamako, Mali, from 12-15 September 2005. Ms Bouly works at the Burkina office of the Swiss Development Cooperation, where she is in charge of literacy. Moreover, she was instrumental in the formation of the national working group on Non-formal Education in Burkina Faso.

On 29 July Dr **Bernd Sandhaas** Director of the IIZ/DVV East Africa Regional Office in Addis Ababa, Ethiopia, visited UIE. He met with UIE's Director, Dr. Adama Ouane. The purpose of his visit was the planning of a conference in Nairobi which aims at fostering a network of adult education departments of universities in East Africa.

On 28 July, Dr **Sonja Fagerberg-Diallo**, Director of Associates in Research and Education for Development, Inc. (ARED) in Senegal, visited UIE. She met with the Director to discuss the study she is writing for the next ADEA Biennial Meeting. On 2 August, she talked to UIE staff about her activities in promoting literacy and publication in Senegalese languages.

From 12 to 16 September, Dr **Yuko Nakazono**, Director of Nakazono Research Institute for International Education, visited UIE for her research on international literacy trends and mother-tongue literacy for ethnic minorities.

From 19 September to 5 October, **Eva Kupidura**, Organization and Policy Consultant, Toronto Adult Student Association (TASA), Canadian member of the ALADIN network, will work with Lisa Krolak, Head of UIE's Documentation Centre and Coordinator of ALADIN, on the ALADIN Toolkit for setting up **basic** documentation centres on adult learning.

20. Staff Matters

Over the coming months, UIE will welcome as fellows the authors composing the volume on *The History of Adult Education in Africa* for the textbook series *African Perspectives on Adult Learning*.

Prof. **Florida Karani** of the University of Nairobi works in the areas of curriculum development, university teacher training, programme monitoring and evaluation, and gender issues in higher education.

Prof. **Norbert Nikièma** of the University of Ouagadougou focuses on the areas of ethnology and linguistics, especially on the use of local and national languages.

Prof. **Michael Omolewa** of the University of Ibadan, President of the 32nd UNESCO General Conference, works in the areas of the history of adult education, lifelong learning, literacy, girl's and women's education, and distance learning.

The Publications Unit thanks Nouhoum Traoré of Mali for his assistance from 4 July to 7 August and Nadeshda Mamina-Horstkamp of Russia for her internship lasting from 25 July to 19 September. UIE also hosted Jessica Price Heredia of El Salvador for her internship from 11 August to 11 September, supporting Madhu Singh, and Madina Bolly of Germany for her internship from 25 July to 24 September, support Carol Medel-Añonuevo. UIE welcomes Severine Cattin of Switzerland for her internship lasting from 5 September to 25 November as well as Krishnan Jayakanth of India for his internship from 15 September to 14 November.

21. Recent Publications

International Review of Education. Vol. 51, Nos. 2-3, 2005

This regular double issue contains the following studies:

Wim Hoppers:

“Community Schools as an Educational Alternative in Africa: A Critique”

Johnson M. Ishengoma:

“African Oral Traditions: Riddles among the Haya of Northwestern Tanzania”

Joseph Patrick Godson Chimombo:

“Quantity versus Quality in Education: Case Studies in Malawi”

Rubén Alberto Cervini Iturre:

“The Relationship between School Composition, School Process and Mathematics Achievement in Secondary Education in Argentina ”

Konstantinos Ravanis:

“Les sciences physiques à l'école maternelle: Un cadre sociocognitif pour la construction des connaissances et/ou le développement des activités didactiques”

Michele Schweisfurth:

“Learning to Live Together: A Review of UNESCO's Associated Schools Project Network”

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



Why Literacy in Europe? Enhancing Competencies of Citizens in the 21st Century by Cynthia Banzon-Bautista and Carolyn Medel-Añonuevo
UIE, 2005 – ISBN 92-820-1146-1

Contrary to the commonly held assumption that illiteracy in Europe affects only marginalised groups, many people throughout the general population have difficulties with reading and writing. Even today, many European countries do not have a national strategy for systematically dealing with this problem. The UNESCO Institute for Education, the Agence Nationale de Lutte Contre L'Illettrisme (ANLCI) and the UNESCO French National Commission organised a meeting on "Literacy and the Promotion of Citizenship: The Challenge of Learning" in Lyon, France in April 2005, which brought together 145 representatives of government, research institutes and universities, NGOs and public and private providers of literacy education from 38 countries in the European region. This booklet gives an overview of the meeting and the issues it dealt with – concepts, research and measurement systems, training provision, networking and partnerships.



Nuevos Maestros para Bolivia.
Evaluation Report on the Teacher Training Colleges for Intercultural Bilingual Education Project
UIE and GTZ, 2005

This report in Spanish assesses the impact of the Teacher Training Colleges for Intercultural Bilingual Education Project (PINS-EIB), which was implemented from 1997 to 2005 within the ongoing Bolivian educational reform. Germany's Agency for Technical Cooperation, GTZ, asked UIE to carry out an external evaluation one year before the end of the project to ensure the sustainability of the project's activities as an integral component of the educational reform. Interculturality and social participation continue to be the central axes of this reform. These goals are supported by bilingual teaching for those indigenous populations (altogether making up the majority of the population), whose mother tongue is not Spanish. This report provides important input for discussing the future of Bolivia's educational reform, and especially its intercultural bilingual approach. It also describes the lessons learned from a project that was an important cornerstone in one of the most exciting experiences in educational reform in Latin America.



Jede Vierte, jeder Sechste
Analphabetismus und
Alphabetisierung in
Entwicklungs- und
Industrielländern
 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 Alphabetismus in Entwicklungs- und Industrieländern.

Forthcoming Publications

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

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.

Alphabétisation, développement culturel et mondialisation. Quel statut pour les langues locales africaines ?
 par Marc-Laurent Hazoumè
 IUE, 2005

Le multilinguisme est une réalité linguistique de l'Afrique, dans sa majeure partie. Autant cette situation peut être « une source d'enrichissement » du continent autant fait-elle naître tant d'interprétations, souvent négatives qui inhibent l'action de tous ceux-là qui sont chargés de construire l'avenir de cette partie du monde dont le lot aujourd'hui est le taux anormalement élevé d'analphabétisme. La présente réflexion tente de montrer que l'hétérogénéité linguistique, source supposée de difficultés, n'est qu'apparente et que tout est possible. Mais à condition que nous le voulions.

Du Multilinguisme à la Société du savoir. Quelles stratégies ?
 par Marc-Laurent Hazoumè
 IUE, 2005

L'analphabétisme devient de plus en plus pesant en Afrique à travers des taux qui ne cessent de croître dans l'ensemble des pays. Or l'éradication de ce fléau signifie aussi promotion du développement. Mais malheureusement les entraves, ou du moins ce que l'on croit l'être, à un tel processus sont nombreuses, dont le multilinguisme. Contexte linguistique essentiel sur ce continent, il peut constituer un atout important dans l'émergence de sociétés du savoir s'il est organisé et balisé. Tel est l'objet du présent essai à travers lequel l'auteur a recherché et proposé des solutions scientifiques qui peuvent mener à un tel résultat.