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

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## 1. International Literacy Day 2006

On 8 September, Adama Ouane, Director of UIL, spoke at an International Literacy Day event organized by the German Adult Education Association and the Federal Literacy Association in the representation of the Saarland in Berlin.

The German Minister for Education and Research, Annette Schavan, gave a speech and presented awards to the winners of a national writing competition for literacy learners. Other speakers were the Chairman of the German Adult Education Association, Ernst Küchler, the Director of the Frankfurt Book Fair, Jürgen Boos, and the Manager of the Federal Literacy Association, Peter Hubertus.

The highlight of the event was the announcement by the German Education Minister that the Ministry for Education and Research will invest 30 Million Euro up to the year 2010 in literacy research and development.

Also in the context of International Literacy Day 2006, the UNESCO Institute for Lifelong Learning organized – as in past years – an information seminar on literacy for journalists. This year, the event was held on 6 September in Leipzig, the capital of Saxony. Literacy is a relevant issue in the “new Länder”, a region with high drop-out and unemployment rates. Partners of this event were the Federal Literacy Association and the Ernst Klett Publishing House and, for the first time, a regional literacy project in Saxony called PASS alpha. About 25 local journalists and stakeholders attended the event.

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## 2. Global Campaign for Literacy

The White House Conference on Global Literacy took place in New York on 18 September. It was organized and hosted by the First Lady of the United States, Laura Bush, in her capacity as Honorary Ambassador of the UN Literacy Decade (2003-2012). The President of the United States, George W. Bush, US Secretary of State Condoleezza Rice and US Secretary of Education Margaret Spellings also participated, along with 32 first ladies and spouses of world leaders, 41 ministers of

education from around the world, and numerous other personalities.

During three discussion panels held during the day, conference participants were shown nine programmes from different countries (Afghanistan, Brazil, Bolivia, Burkina Faso, Egypt, India, Mali, South Africa, USA) showing how literacy can be achieved.

The first panel, covering “Mother-Child Literacy and Intergenerational Learning”, included the following speakers: Perri Klass, President and Medical Director, Reach Out and Read National Center (USA); Maria Diarra Keita, Founding Director, Institute for Popular Education (Mali); and Florence Molefe, Facilitator, Family Literacy Project (South Africa). This panel was moderated by Margaret Spellings, US Secretary of Education.

The second, moderated by Randall Tobias, Director of Foreign Assistance and Administrator of the US Agency for International Development, dealt with the theme of “Literacy for Health”. Panelists included: Hasina Mojadidi, Instructional Development Coordinator, Learning for Life (Afghanistan); Gonzalo Fiorilo, Director, ALFALIT (Bolivia); and Salah Sabri Sebeh, Head of Education Sector, Caritas (Egypt).

The third panel, moderated by Gerri Elliott, a Corporate Vice President of Microsoft, focused on “Literacy for Economic Self-Sufficiency”. Panelists included: Regina Celia Esteves de Siqueira, Chief Executive Officer, Alfasol (Brazil); Krishna Mohan Rao, Deputy Director, Directorate of Adult Education, Government of Andhra Pradesh (India); and Koumba Boly Barry, Coordinator, Directorate for Development and Cooperation, Programme for Literacy and Training (Burkina Faso).

Mrs Bush announced that the United States would contribute US\$ 1 million to the Literacy Assessment and Monitoring Programme (LAMP).

UNESCO Director-General Koïchiro Matsuura announced that UNESCO would organize a series of high-level Regional Conferences during 2007 and 2008. The first regional Literacy Conference, for the Arab region, will be hosted in Qatar from 12 to 14 March, 2007, by Her Highness Sheikha Mozah Bint Nasser al Missned, UNESCO Special Envoy for Basic and

Higher Education. Other regional conferences will be hosted by Azerbaijan (for Europe and Central Asia), Mali (for Africa) and Costa Rica (for Latin America and the Caribbean).

Together with the UNLD Coordination Unit UIL provided technical support to the conference since its inception.

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### **3. Frankfurt Book Fair Launches Literacy Campaign**

The UNESCO Institute for Lifelong Learning is a cooperating partner of the “Frankfurt Book Fair Literacy Campaign/LitCam” ([www.litcam.org](http://www.litcam.org)), a new initiative establishing the theme “Education for the Future” as a new priority of the Book Fair.



The initiative was launched at an international opening event on 2 October under the patronage of the Indian author and UN-Undersecretary-General Shashi Tharoor. Other

speakers were Jürgen Boos, the Director of the Frankfurt Book Fair, Adama Ouane, Director of UIL, Andreas Storm, Parliamentary Permanent Secretary in the Federal Ministry of Education and Research, Vimala Ramachandran from the Educational Resource Centre, India, H.R.H. Princess Laurentien of the Netherlands, Chair, Stichting Lezen & Schrijven (Reading & Writing Foundation), and Jens Redmer, Head of Google Book Search, Europe, Middle East and Africa who announced the launch of “The Literacy Project”, the new Google Literacy website. Literacy and basic education projects from India (Malini Ghose, Nirantar), Brazil (Regina Esteves de Siqueira, Alfasol), Senegal (Sonja Fagerberg-Diallo, ARED) and the UK (Chris Meade, Booktrust) were presented. The programme also included a panel discussion and an exhibition about various international organizations working in the field of literacy and basic education. The event was moderated by Neil McClelland, Director of the National Literacy Trust, England, and Regina Krieger, editor at the German newspaper “Handelsblatt”. The highlight of the event was when learners from all world

regions talked about their learning experiences.

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### **4. Litcam, Google, and UIL Launch “The Literacy Project”**

In cooperation with LitCam and the UNESCO Institute for Lifelong Learning Google launched “The Literacy Project”, a new website focusing on literacy ([www.google.com/literacy](http://www.google.com/literacy)). The initiative was launched at a press conference in Frankfurt on 4 October.

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### **5. International Adult Learners Week in Europe (IntALWinE) – Concluding Meeting of the Grundtvig Network**

Hosted by the Italian IntALWinE partner, UPTER (Popular University of Rome), the meeting took place from 14 to 17 September in Rome in conjunction with UPTER’s learning festival. The main objectives of the meeting were to wrap up the previous activities and remaining tasks of IntALWinE (in particular the final publication and the policy proposals, the concluding self-evaluation of the network partners and the follow-up of the project) and to collect support for the preparation of the final report to the European Commission. It was also an opportunity for the network partners to observe the learning festival practices in a partner country, in particular in the south of Europe.

Except for the partners from the Netherlands and Spain, all IntALWinE partners took part in the meeting, representing Bulgaria, Cyprus, Estonia, Finland, Hungary, Iceland, Lithuania, Norway, Romania, Slovenia, Switzerland, the UK and Italy, as well as the coordinator from UIL. The opening session on 14 September was organized as a public forum at the National Italian Commission for UNESCO, where adult educators from the Rome region received an overview of IntALWinE and of selected best practice of learning festivals in Estonia, Switzerland and Hungary.

While the final advocacy publication will be produced in the coming weeks (in English,

French and German) and subsequently disseminated, the IntALWinE website has been put online on the UIL homepage under <http://www.unesco.org/education/uie/InternationalALW/IntALWinE/>. It is directed towards policy makers, providers and practitioners in general, current and future organizers of learning festivals, and adult learners. The website documents the work of IntALWinE, but is also meant to communicate the value of adult and lifelong learning and to provide a gateway to the international learning festivals landscape. It will remain an ongoing interactive and dynamic repository of technical support tools, policy proposals, learners' stories and related materials. Whereas these have been originally put together by the network partners and learners from the partner countries, readers are invited to contribute their own experiences, knowledge and comments.

Regarding the continuation of the work begun by IntALWinE, one concrete initiative is the project proposal currently being prepared by the Scottish Adult Learning Partnership (SALP) to create a European Adult Learners Network, which is following up on the learner-centred activities of IntALWinE.

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## **6. International Policy Dialogue: Challenges in Implementing Lifelong Learning for Adults**

Over a hundred policy-makers, researchers and practitioners joined a policy dialogue on lifelong learning, held in Busan, Republic of Korea, from 28 September to 1 October 2006. This dialogue took place during the Annual Lifelong Learning Festival in the Republic of Korea. This year, Busan, the second largest city of Korea was the host of the yearly Lifelong Learning Festival, which brings together thousands of Koreans to show-case their experiences.

The UNESCO Institute for Lifelong Learning and the Korean Educational Development Institute (KEDI) invited thirty key stakeholders from Africa, Asia and South America to participate in the policy dialogue, which covered issues such as disseminating a culture of lifelong learning, expanding opportunities for learning basic skills, implementing equivalency and qualifications

frameworks, supporting strategies for distance learning, developing human resources and fostering partnerships which help promote lifelong learning policies and practices.

The policy dialogue was also supported by the Ministry of Education and Human Resources Development, the Korean National Commission for UNESCO, the Korean National Open University (KNOU), and the Korean Research Institute for Vocational Education and Training (KRIVET). Among the recommendations emerging from the policy dialogue were: 1) to intensify exchanges of practices between Asia and Africa in the field of lifelong learning; 2) to have more structured and sustained policy dialogues on lifelong learning; and 3) to identify specific areas where capacity building on lifelong learning could be carried out. Three outputs are planned as a result of the policy dialogue: 1) a publication with all the papers presented; 2) a synthesis report which summarizes the main points as well as details the recommendations; and 3) an advocacy guide/toolkit on developing and implementing policies on lifelong learning

In addition to the policy dialogue, the participants went on a field visit to Changwon where they were received by the Mayor and heard to how Changwon operates as a learning city. The final leg of the field trip was a visit to the lifelong learning center.

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## **7. Second Decade of Education for Africa**

The Africa Union (AU) launched the Second Decade of Education for Africa in Maputo, Mozambique on 8 September. Together with the Maputo Declaration of the Conference of Ministers of Education of the African Union, the plan of action for the Decade was also approved. Moreover an organizational strategy "Creating a positive climate for the implementation of the plan of action" which outlines the structure planned for the implementation as well as partnerships that have to be in place for the effective implementation of the Second decade, was also elaborated.

Before the launching, an experts meeting was held to fine-tune and finalize the plan of action. UNESCO was requested to provide assistance to the AU for this Decade and UNESCO has responded by sending its experts as well as the Heads and Representatives of the UNESCO offices in the region to lend support and show its commitment to the Decade.

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### **8. Communication on Adult Learning of the European Commission launched in Helsinki**

From 3-4 October 2006 a Conference on Adult Learning, Competence and Active Citizenship was organized by the Ministry of Education Finland in Helsinki within its EU presidency to examine the ways for adult education to respond to changes in society. One of the themes of the conference focused on the various dimensions of active citizenship, another theme introduced by the Director of the UNESCO Institute for Lifelong Learning focused on the impact of immigration and how adult learning can address issues of transcultural mobility and identity and support working, learning and communicating in multicultural communities. The highlight of the meeting was the launch of the Commission's Communication on Adult Learning under the Finnish presidency.

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### **9. CABLE4Y Project: Wrap-up Workshop**

The UNESCO Institute for Lifelong Learning has been supporting the development of capacities of coordinators and trainers in non-formal education programmes in six countries since 2004. Project coordinators from Bangladesh, China, Kenya, Lao PDR, Mali, Niger and Zambia joined the inter-regional wrap-up workshop of the CABLE4Y project. UIL co-organised this workshop with UNESCO Nairobi and the Department of Adult Education, Ministry of Gender, Sports, Culture and Social Services, Kenya in Nairobi from 1 to 4 August 2006 with the financial support of the UNESCO Japanese funds-in-trust.

The participants analysed the findings from national activities and developed post-project action plans. Through this exercise and visits to NFE programmes around Nairobi, participants exchanged views and strategies for building the capacities of practitioners of NFE programme. Countries that have been successful were able to include the life skills component in the national education plans and curriculum and find other partners to support further training activities.

A project leaflet and a report highlighting the achievements and lessons learnt from the project will be published by UIL in due course.

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### **10. The QualiFLY project continues**

The European Learning Partnership on family literacy – QualiFLY – has been renewed and will be further supported by the EU under the Socrates/Grundtvig 2 programme until autumn 2007. The next working meetings will be held in November 2006 in Rome and in February 2007 in Sofia. As the renewal proposals of the Irish and Bulgarian partner were not successful, the project now continues with partners from Germany, Italy, Turkey and Malta, but the other partners as well as an English partner will remain associated to the project. The website of the project ([www.unesco.org/education/uie/QualiFLY](http://www.unesco.org/education/uie/QualiFLY)) has been recently updated.

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### **11. Literacy and Life Skills in Prison**

The UNESCO Institute for Lifelong Learning has started a European project on Literacy and Life Skills in Prison. The project is funded by the European Commission under the Socrates/Grundtvig 2 programme. Partners are two non-governmental organizations ARSIS (Association for the Social Support of Youth) in Thessaloniki, Greece, and ANGEL in Bucharest, Romania as well as the Billwerder Prison in Hamburg. This project aims at analysing and improving the curriculum and literacy material for literacy and life skills training in prison, exchanging ideas and best practice, creating

a “knowledge base” website, identifying criteria for quality and relevance in literacy and life skills for the prisoners. It is envisaged that a first planning meeting will take place in November at UIL.

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## **12. Recognition, Validation and Certification of Informal and Non-formal Learning**

The Education Committee of the French National Commission for UNESCO met on 20 September in Paris to discuss progress on the action plan of UIL’s collaborative programme with the French National Commission on “Recognition, Validation and Certification of Informal and Non-formal Learning and Experience” (RVC). At this meeting UIL presented the 2nd phase of its research programme focusing on Africa. On the basis of a rough typology designed according to the results of the first international survey data, UIL is establishing a state of the Art on RVC for Africa. In addition to doing an analytical bibliographical survey and establishing a network of experts and practitioners, it has launched case studies in Member States in Africa, in order for countries to express their interests and needs. Together with the Inter-Agency group especially set up to benefit from synergies with international organizations, UIL is establishing itself as an international reference centre which can serve as a basis for an Africa-wide consultation process and for organizing exchanges between representatives of developing countries and developed countries on the most innovative practices with a view to their mutual enrichment. The intention is to put forward ideas that would facilitate the construction and establishment of systems of RVC with the aim of improving access to education and employment opportunities for people who are outside the formal system. Within the framework of the programme, the French National Commission is organizing an international seminar in June 2007 on Africa in partnership with UIL, for promoting awareness among all stakeholders, both private and public, on the various possibilities and potentials for recognizing informal and non-formal learning by

exchanging, discussing and comparing models and practice.

In order to discuss the preparations of the seminar and to carry further our discussions with regard to deepening research, preparation of guides and dissemination and capacity building strategy, UIL is organizing the 2nd Inter-Agency Meeting to be held on 21 and 22 November 2006. The Inter-Agency Group comprises representatives of the World Bank, the International Labour Organization, the OECD, the European Union, the UNESCO Institute for Statistics, the European Centre for the Development of Vocational Training, UNEVOC, the Association for the Development of Education in Africa (ADEA), the International Institute for Educational Planning (IIEP), the Bundesinstitut für Berufsbildung (BIBB), the French National Commission and UIL.

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## **13. Education for Sustainable Development**

In collaboration with the UNESCO section for Education for Sustainable Development and Japanese Funds-in-Trust for Education for Sustainable Development (JFIT), UIL is planning national capacity building field interventions in Africa in the framework of a South-South cooperation. An advocacy document will be produced on the basis of evidence-based country studies in Ethiopia, Kenya, Tanzania, Uganda, Eritrea, Democratic Republic of Congo, Chad, Bangladesh, Brazil and India, on adult and continuing education, informal and non-formal learning dealing with sustainable development issues. An Inter-sectoral, inter-ministerial South-South Policy Forum is planned for early 2007 with the aim of discussing and exchanging different local and national solutions to sustainable development. Partners in this activity are the African Union (AU), the International Bureau for Education (IBE), UNEVOC; the Regional Bureau for Education in Africa (BREDA), the UNESCO office in Nairobi and the Northern German Partnership for Education for Sustainable Development. This activity is being developed in the context of the United Nations Decade of Education for Sustainable Development (UNESD), the United Nations Literacy Decade (UNLD), the EFA goal 3 (training and life skills for young people) and EFA goal 4 (adult literacy and

basic education). UIL will establish a post-graduate capacity building for adult educators and educational planners.

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#### **14. Development of an Adult Basic Education Programme (ABEP) in Botswana**

In August 2006 the team of the UNESCO Institute for Lifelong Learning carried out the 8th mission to Botswana in the framework of the consultancy on developing an Adult Basic Education Programme (ABEP), which is equivalent to Standard 7 and compliant with the National Qualifications Framework. During a retreat of seven days, the UIL team worked together with 16 staff members of the central and regional offices of the Department of Non-formal Education (DNFE) to finalize the drafting of the learning material in the four key learning areas (Setswana, Maths, English and General Studies) of ABEP level 2. At the same time, the writers' teams started to plan for the level 3 materials. During a second week a workshop was conducted with the staff of the research, media and evaluation unit of the DNFE to prepare the criteria, guidelines and instruments for the planned pre-testing of level 2 materials. The instruments were tested during a simulation class and refined accordingly. The Action Plan for pre-testing foresees that 40 units of the four key learning areas are going to be tested in the six regions of the country during one week in October. The mission was also used to present the Mid-term report on the consultancy to the Reference Committee and discuss some of the challenges related to the preparations for implementing ABEP.

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#### **15. Capacity-building for Literacy in Afghanistan**

From 15 to 26 July 2006 the UNESCO Institute for Lifelong Learning, together with the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), undertook a mission to Kabul in order to provide technical support to the Department of Functional Literacy of the Afghan Education Ministry. A task force with

the mandate to formulate a strategy for a comprehensive national literacy programme invited UIL and IIZ/DVV to provide their assistance during two half-day workshops. A number of meetings were conducted with the management and directors of the Department of Functional Literacy in order to discuss the specific activities in which UIL and IIZ/DVV, in partnership with the Afghan National Association for Adult Education (ANAFEA), could best support the current preparations for the planned literacy initiative. UIL proposed to pilot a family-oriented and community-based literacy programme with a particular emphasis on women. The literacy material for women developed with technical assistance of UIE two years ago is currently being successfully used in more than 900 literacy centres country-wide that were set up by UNICEF. However, it still needs to be field-tested and this would be a good opportunity to grade up the Department of Functional Literacy's capacities in the area of curriculum and material development.

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#### **19. Information Meeting on CREFELD**

On 28 September, on the occasion of his visit to Hamburg, the co-ordinator of CREFELD (Centre Regional d'Education et Formation Environnementale et Lutte contre la Desertification dans le bassin tchadien, Sarh, Chad), Adoum Ngaba-Waye, met with UIL research staff for an informal exchange on the work of the centre and to brainstorm on future co-operation potentials with regard to the UN Decade on Education for Sustainable Development. CREFELD enjoys longstanding relations with partners at Hamburg, besides the Hamburg authorities, especially the Environment Centre Karlshöhe, the "Circle of Friends of CREFELD" and, of course, the former UIE. CREFELD had from its beginnings strong relations with UIE and several public events were organized at UIE, among others a conference on the risks of growing desertification tendencies (in 1996).

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## 20. In Brief

UIL is currently carrying out a series of in-depth studies on literacy policies, strategies, innovative pedagogical approaches and costs. From 27 to 30 November 2006 an international seminar on "International Pedagogical Approaches in Literacy" will be held in Hamburg. Both will feed into the Literacy Initiative for Empowerment (LIFE) for the coordination of which UIL has now taken the responsibility.

From 27 October to 1 November 2006, an international conference on adult literacy will take place in Québec, Canada. The meeting is organized by the Education Ministry in Québec.

The Seventh World Assembly of the International Council of Adult Education (ICAE) will be held in Nairobi, Kenya, from 17 to 19 January, 2007. The theme is "Adults' Right to Learn: Convergence, Solidarity and Action".

In September, a UIL staff member participated in two conferences on sustainable development in Hamburg. On 6 September the 5th Hamburg Conference on Sustainable Development was held in the Town Hall. From 13 to 15 September 2006 the 2nd European Fair on Education for Sustainable Development was held in Hamburg. The fair was organized by the TuTech Innovation GmbH in co-operation with the United Nations Economic Commission for Europe (UNECE), the Foundation for Environmental Education (FEE) and the Department of Education and Sports Hamburg (BBS).

On 12 October, the UIL celebrated the 100th birthday of Professor Gottfried Hausmann with a memorial event. Professor Hausmann was one of the key personalities in the history of the Institute. Speakers were Adama Ouane, Dietlinde Gipser (for Ilse Schimpf-Herken), Freimut Duve, Gabriele Rabkin and Jürgen Genuneit.

## 21. Visitors

On 21/22 August, Yvonne Caprino from Surinam visited UIL. She worked in the library and discussed with staff members to find new ideas for her work in the field of literacy in Surinam.

On 21 August, Nico van Oudenhoven from the International Child Development Initiatives (ICDI), The Netherlands, visited UIL, to meet with staff members and discuss matters of common interest.

On 15 September, two visitors from the NGO CRAFOD (Centre Régional d'Appui et de Formation pour le Développement) – Willy Bongolo Diangana and Jean Tala-dia-Ntshiana Yeta, accompanied by Silvia Gabriel from the Wirtschaftsstelle Evangelischer Missionsgesellschaften – visited UIL. CRAFOD is an NGO situated in the D.R. Congo in Kimpese near Kinshasa, working in the fields of environmental protection, agriculture, HIV/AIDS prevention and structural development. It also runs vocational training programmes for young people living in poverty and disadvantaged situations.

On 25 September, HE Philippe Kridelka, Ambassador and Permanent Delegate of Belgium to UNESCO, visited UIL to discuss with the Director the cooperation between the Institute and the Belgian government.

## 22. Staff Matters

UIL welcomes three new staff members: Madina Bolly from Burkina Faso who is working at UIL as Programme Specialist since 1 August, Maren Elfert, Public Relations and Programme Specialist who is a regular staff member since 1 September, and Fiaye K. Elhor who is EDP-Consultant since 1 October.

The Publications Department thanks Alina Hotzwick for her support during her three-month internship from 3 July to 29 September. UIL thanks Kim Gabrielli from Norway who has supported activities in the field of literacy research during his internship from 3 July to 14 August. UIL would also like to thank Anne Bock from Bremen for her work during her internship from 7 July to 31 August and Jennifer Dworkin for her internship from 8 July 2006 to 31 August 2006. UIL welcomes Sylvia Fabricius of Hamburg for her internship in the Documentation Centre and Library from 4 September to 30 November, Angela Owusu-Boampong of Berlin for her internship from 7 August to 31 October and Jennifer Musyimi-Wallar of Kenya/Hamburg for her internship from 1 September to 31 October.

### **23. Recent publications**

*International Review of Education*. Vol. 52,  
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This issue contains the following studies:

Rafal Piwowarski:

“The Role of Non-Public Education  
in Modern Education Systems”

Kwabena Dei Ofori-Attah:

“The British and Curriculum  
Development in West Africa: A  
Historical Discourse”

Fritz Sager:

“Erfolgsfaktoren von  
Lehrstellenmarketing in der dualen  
Berufsbildung: Das Beispiel  
Schweiz”

Bernard W. Andrews:

“Re-play: Re-assessing the  
Effectiveness of an Arts Partnership  
in Teacher Education”

Zacharie Zachariev:

“Éducation, dialogue interculturel et  
société de l'information”

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

### **Forthcoming Publications**

*Measuring the Right to Education.  
Scoreboard on the Right to Education for All  
in Burkina Faso*

Produced under the auspices of the  
Interdisciplinary Institute for Ethics and  
Human Rights, University of Fribourg,  
Switzerland, and the Association for the  
Promotion of Non-Formal Education in  
Burkina Faso (APENF)

*Gemeinsam in der Sprache baden: Family  
Literacy. Internationale Konzepte zur  
familienorientierten Schriftsprachförderung*  
Eds.: Maren Elfert and Gabriele Rabkin  
Ernst Klett Sprachen, 128 pp.