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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/uil.

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1. The UNESCO Institute for Lifelong Learning Launches its New Logo

Following the transformation of the UNESCO Institute for Education (UIE) into the UNESCO Institute for Lifelong Learning (UIL) and the change of status from a foundation under German law into a fully-fledged international UNESCO Institute, a new logo has been created. It was decided to adopt a design based on the initials of the new name and conveying the spirit of the Institute's work, whereas the old logo featured the building that houses the Institute. Although the historic villa in the Feldbrunnenstrasse, which the City-State of Hamburg generously provides to the Institute, remains very dear to all staff members and closely identified with the Institute, the new logo stands for a new era in the Institute's history. It was chosen after a broad consultation process involving Governing Board members, partner agencies, NGOs/CSOs, UNESCO regional offices and selected educational specialists. The logo is made up of the initials of the Institute with the middle letter "i" rising above the rest. This letter, with its lengthened arm, symbolizes a person rising in the face of life's challenges, and emphasizes that the individual is at the centre of UIL's work. The colours used are the three primary colours. All other colours in the spectrum are derived from mixtures of these. This points to the elementary function of lifelong learning in the life spectrum of every human being. The logo has been kept purposely simple and clear cut so as to be easily recognisable in all sizes and resolutions.



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2. International Seminar on Innovative Pedagogical Approaches to Literacy

From November 27-29, 2006 an International Seminar on Innovative Pedagogical Approaches to Literacy brought together 23 education practitioners, policy makers and researchers from Burkina Faso, Egypt, Guinea, India, Ireland, Mali, Mexico,

Nepal, Niger, Senegal, South Africa, Tanzania, Uganda and the UK. The regional focal points of LIFE from the UNESCO regional bureaus in Bangkok, Beirut, Dakar and Santiago de Chile, the education officer of UNESCO Cairo and the Chief of the UNLD Coordination Unit from UNESCO Headquarters also participated in the seminar.

The meeting in Hamburg had the following objectives: a) to gain an overview of the main pedagogical approaches to literacy and how and why they have evolved in different contexts; b) to come to a common understanding of what constitutes a pedagogical approach and to identify elements of good pedagogical practices in the field of literacy; c) to examine the strengths and weaknesses of these approaches; and d) to plan how to disseminate the lessons learned from these different approaches.

Special focus was on the empowering capacities of pedagogical approaches to back up UNESCO's Literacy Initiative for Empowerment (LIFE). While underlining unanimously the need to make literacy a priority at the political level, the participants also discussed effective strategies to improve literacy practices, e.g. through continuous exchange on relevant developments and effective networking at national, regional and international levels.

The presentations in the five round tables were organized around: 1) REFLECT; 2) literacy and ICTs; 3) competence-based approaches; 4) text-centred approaches; and 5) approaches in and for multilingual environments.

Among the trends identified were: the growing convergence of different literacy approaches on the need for flexibility, learner-centredness, the need for well trained facilitators and eclectic use of teaching-learning methods; the acceptance of mother-tongue-based multilingual education; the increasing use of ICTs; and the importance of creating a literate environment. The presentations and the ensuing discussion raised a lot of questions on the appropriate means to develop large-scale programmes, a better understanding of the learning process itself, and ways to

assess and increase the societal impact of literacy programmes. Future work will have to address a range of issues such as identification of indicators of learning success in literacy programmes, design and implementation of literacy surveys and dissemination of research results, especially among literacy stakeholders.

A report highlighting the results of the meeting will be available at the end of March 2007. The presentations will be available on the UIL website at the end of January.

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3. Concluding Meeting of the International Adult Learners Week in Europe (IntALWinE)

Following three years of networking and advocacy work to strengthen mobilization campaigns for lifelong learning nationally and internationally, the Socrates/Grundtvig project of fifteen European partners under the coordination of UIL has come to a close. Between the end of 2003 and 2006, the IntALWinE partners shared their expertise to increase the technical skills of coordinators of learning festivals, included adult learners from their countries in their trans-national network activities and produced and disseminated collective materials and tools.

IntALWinE members joined each other for the last time as project partners in Rome, Italy, from 14-17 September 2006. Hosted by the Italian network partner, the Popular University of Rome (UPTER), the meeting was organized in conjunction with UPTER's learning festival. Apart from wrapping up the activities and tasks of IntALWinE, the network partners presented their work to an audience of adult educators and managers of adult education from Rome during a public forum at the National Italian Commission for UNESCO.

All proceedings and outcomes of IntALWinE have been documented on the network's website (www.ALWinEurope.net). This website, beyond containing the records of the project, is meant to provide an ongoing gateway to the learning festivals landscape in Europe. The website will also remain as an interactive and dynamic repository of

technical support tools, relevant links, useful materials, contacts and learners' stories. Provision is made on the website for everybody interested to contribute experiences, knowledge or stories and to keep this communication tool alive.

The final network publication is currently being printed and translated, and will be available in the beginning of 2007. It will include a series of suggestions and good practice collected by the IntALWinE partners for the improvement of learning festivals, and two sets of policy recommendations: one produced by the network partners and the other one drafted by the adult learners involved in the network activities.

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4. LIFE Coordination Meeting with Regional Offices at UIL

On 30 November, back to back with the International Seminar on Pedagogical Approaches, UIL organized a meeting of UIL staff with the four focal points for LIFE at UNESCO's Regional Offices and the coordinator of the UNLD at UNESCO to discuss and agree upon the direction, strategy and future planning of LIFE and to coordinate main activities for 2007. Participants discussed key issues relating to the implementation of LIFE such as the need to design a comprehensive strategy that brings together LIFE, UNLD and EFA, how LIFE can be rooted at country level, and how UNESCO can add value to ongoing literacy-related processes in LIFE countries in meaningful and realistic ways. The meeting was an excellent opportunity to revisit UNESCO's approach to LIFE by integrating perspectives from different regions and countries and to plan the way forward. There was a general agreement on the need to build strong communication, coordination and cooperation structures, effective support mechanisms, a user-friendly monitoring and evaluation system, and action-research capacities at all levels in order to bring the LIFE process forward. The LIFE processes should be driven by countries and regions and first tap local and regional expertise, before making use of external experts. Capacity-building and sustainability of interventions should be in the forefront of LIFE activities. Participants

also expressed their wish to organize similar coordination meetings at regional level.

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5. Second Meeting of the Inter-Agency Group on Recognition, Validation and Accreditation of Non-Formal and Informal Learning and Experience

Recognition, validation, accreditation (RVA) of non-formal and informal learning and experience lies at the heart of UIL's vision on lifelong learning. The purpose of the Inter-Agency meeting held from 21 to 22 November in Hamburg was to: (1) strengthen further discussions with lead agencies in the area of RVA and to create and to benefit from synergies; (2) arrive at a common understanding with agencies on priority topics and key questions regarding UIL's international research; (3) develop advocacy and capacity development strategies; (4) discuss the organization and agenda of the international seminar for the African region to be held in June 2007.

Participants included representatives from the Association for the Development of Education in Africa (ADEA), the International Labour Organization (ILO), OECD, EU, VOX (Norway), the International Bureau of Education (IBE), UNESCO-UNEVOC and the Section of Reform, Innovation and Quality Assurance (RIQ) of UNESCO's Higher Education Division.

The meeting started by highlighting the results of the synthesis report (2005), based on the questionnaires from 45 countries and their impact to EFA and lifelong learning for all. The second session consisted of inputs from partner agencies.

In June 2007 the French National Commission for UNESCO will be organizing in partnership with UIL an International Seminar "Recognition of experiential learning: Prospects for its development in African countries". The Commission presented a conceptual background to the forthcoming International seminar which will be organized in two parts: The first part will be attempting the mapping of the national situations with regard to recognition of non-formal and informal learning. The second part will be centred on the different usages of recognition that will enable principles and

practice that each country implements according to common objectives. It is planned to have a roundtable discussion on the (1) reasons of the initiatives, linked to actions and stakeholder involvement; (2) the processes of validation, assessment and quality assurance; (3) the impact of these initiatives on the beneficiaries.

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6. First Meeting of a Grundtvig Learning Partnership on „Literacy and Life Skills in Prison“

From 1 to 4 November the new learning partnership on "Literacy and Life Skills in Prison" held its first meeting at UIL in Hamburg. Each of the partner organizations - ARSIS (Association for the Social Support of Youth) from Thessaloniki, Greece, ANGEL from Bucharest, Romania, and Billwerder Prison in Hamburg, Germany – was represented by two participants. In addition, Lars Hoffmann from Tegel Prison Berlin, Germany, participated in the meeting as a resource person. The agenda included the identification of expectations, criteria for good practice and the planning of the next activities. A full day was dedicated to a site visit to the literacy and basic education programme in the Hamburg Billwerder prison. Visitors could participate in a class meeting and talk to learners as well as to teaching staff. They were also shown the very new and modern premises including the industrial areas where prisoners receive vocational training. The second partnership meeting will take place from 21 to 23 February 2007 in Thessaloniki and will focus mainly on the analysis of curricula and learning materials.

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7. 4th Meeting of the QualiFLY Project

The 4th meeting of the QualiFLY project was held from 13 to 15 November 2007 in Rome. It was organized by the Italian partner, the Università Popolare di Roma (UPTER). Participants from the partner countries – Malta, Turkey, Italy and Germany as well as from the UK and Ireland attended the meeting. A "special guest" was Mr Farid Abu

Gosh, Chairman of "The Trust of Programs for Early Childhood, Family and Community Education" (www.trust-programs.org), an NGO founded in 1983 working in Jerusalem (Palestine). The Trust offers a range of inter-linked community service programmes that offer an holistic and integrated service to the communities which live under very difficult circumstances in a region beset by violence and instability. The Trust currently offers, among others, mother-to-mother programmes, women empowerment programmes and learn-by-play programmes.

In a meeting with a representative of the Italian Union for the Fight Against Illiteracy (UNLA) the participants received information on the educational context in Italy: According to the last census of the Italian population (2001), literacy in Italy forms a sort of pyramid: At the top, there are those who hold a university degree (7,5% of the population, i.e. nearly 4 million), those having a higher educational degree (25,85%) and those at the base with a simple elementary school diploma or none at all (36,52%). At least 6 million Italians (11,11 out of 100) have severe literacy needs. If the figures are analysed by region, the situation is even worse: Nine (out of 20) regions have an illiteracy rate of 8%. All of those regions are in the South. Regions such as Basilicata, Calabria, Molise, Sicilia and Puglia, in which the activities of criminal organizations are high, are well above that rate.

On 13 November, UPTER organized a seminar with different speakers to which they invited interested public to mobilise stakeholders in the area of family literacy and family related work which is not an issue that has received much attention in Italy. Research done by UPTER showed that – apart from reading projects - there is very little experience with intergenerational learning and family literacy in Italy. UPTER is very interested in the issue – this was also stressed by Francesco Florenzano, UPTER's President – so that UPTER took the opportunity of the QualiFLY project meeting to carry out an awareness raising campaign. About 200 communications have been sent out to schools and different stakeholders to draw their attention to the family literacy approach. The seminar which was attended by approx. 30 participants was held in the premises of the Italian Commission for UNESCO.

On the other days, new developments among the partners were shared and discussed. A comprehensive report of the meeting can be found on the project's website (www.unesco.org/education/uie/QualiFLY). The next meeting of the QualiFLY project will take place from 19-22 February in Hamburg. The focus of that meeting is on monitoring and evaluation of family literacy programmes. The final meeting of the QualiFLY project will take place from 22 to 25 May, 2007 in Istanbul.

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8. Development of Adult Basic Education Programme (ABEP) in Botswana

From 27 November to 8 December 2006 a UIL team carried out the 10th mission to Gaborone to further the process of materials development within the consultancy for the Botswana Ministry of Education. The main task is to develop a comprehensive, fully accredited Adult Basic Education Programme (ABEP) which consists of three levels that are equivalent to Standard 7. The work involved 16 materials writers and other staff of the Department of Non-formal Education (DNFE) as well as five members of the UIL team. A nine-day workshop with material writers was mainly used to discuss, as a first step, the findings from pre-testing and the practical implications for each of the four learning areas. In a second step the writers were asked to implement the conclusions by improving the materials. Several additional meetings involving UIL and DNFE were dedicated to analysing ways to energize the work process. It was decided to finalize the level 2 material improvement process through a series of smaller missions and workshops in January 2007. A request was submitted to the authorities for extension of the ABEP consultancy for six months until June 2008. The 11th UIL mission to Botswana is planned for 5 to 15 February 2007 and will mainly consist of an intensive workshop with writers to draft level 3 materials.

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9. Second Workshop on LIFE in Southern Sudan

In December 2005, the former UIE signed a Letter of Agreement with UNESCO ED/BAS that UIE would provide technical assistance in the reconstruction and development of Sudan's education system according to a project proposal entitled "Capacity-building for the development of literacy and alternative learning opportunities in multilingual contexts in the post-conflict Sudan". Within this context, UIE participated in a national UNESCO conference in Khartoum in March 2006. Two studies were carried out in North and South Sudan to take stock of the current situation in literacy and language. In August 2006 the Southern Sudanese Ministry of Education launched its LIFE process in cooperation with UNESCO, which was followed by a second workshop held in Juba, Southern Sudan, from 18 to 19 October. The UNESCO Institute for Lifelong Learning substantially contributed with technical inputs and advice to this second workshop, which was attended by about 80 participants from governmental and non-governmental institutions as well as by international donor organizations. The Minister of Education showed by his participation that literacy is a priority for the Southern Sudanese government. Southern Sudan has with 92% one of the highest illiteracy rates world-wide. In some areas this rate is up to 99%. It is estimated that about 2.5 million adolescents and adults in Southern Sudan are without basic education. The Southern Sudanese Ministry adopted LIFE as the guiding framework for their planned literacy initiative. UIL's study on Southern Sudan was presented and discussed at this workshop and UIL had also the opportunity to provide technical advice to the Minister of Education on the language in education policy, which was supported by a presentation and a brief document.

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10. Training Workshop on Literacy for African Development Bank Project Managers

From 15 to 18 October a training workshop on literacy for African Development Bank project managers was held in Tunis,

Tunisia. The workshop was an activity in the framework of the UNESCO/African Development Bank (AfDB) cooperation.

A team of experts from the UNESCO Institute for Lifelong Learning, the UNESCO Institute for Statistics and UNESCO Headquarters conducted a training workshop on literacy for African Development Bank staff, especially project leaders and managers but also heads of the Bank's Education and Social Development Departments. The AfDB wants to strengthen its understanding and intervention capacity and improve its programme formulation, delivery and evaluation. Key concerns of the AfDB are how to make literacy attractive to the Regional Member Countries, and how to feature it in the Countries' Strategic Plans and ultimately sell it to clients.

The workshop which was led by Adama Ouane, Director of UIL, and Ms Sayeeda Rahman, Programme Specialist for Technical Vocational Education Training (TVET) in the Higher Education Division, was conducted in 3 phases: 1) A need assessment and statement of issues and expectations by the AfDB staff; 2) Two in-depth presentations by UNESCO staff on understanding literacy and on the formulation and implementation of comprehensive, integrated literacy programmes; 3) A synthetic discussion on prospective action and how to review and modify current visions, strategies and actions.

The training provided the AfDB staff with a sound theoretical framework, understanding and operational insight into a new strategy, alternative modalities and integrated methods of intervention.

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11. International Conference on Adult Education in China

From 28 October to 4 November 2006, an international conference and study tour on adult education was held in Beijing, China. The conference, entitled "Adult Education for Learning Societies – Asian and European Perspectives for a Globalized World", was organized by the Chinese Adult Education Association (CAEA), the Asian South Pacific Bureau of Adult Education (ASPBAE), the European Association for the Education of

Adults (EAEA), the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), in cooperation with the UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE), the China National Institute for Educational Research (CNIER), and the Beijing Academy of Educational Sciences (BAES). The aim of the conference was to promote adult education and lifelong learning in China and Asia and establish networks between China and Asian countries with partners in other world regions.

One of the plenary sessions was devoted to a discussion on the preparations for CONFINTEA VI. In addition, the Institute was one of facilitators for the ASPBAE Women's Leadership Workshop, which was held alongside the international conference.

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12. Annual Conference of the German Federal Association for Literacy and Basic Education

From 31 October to 2 November 2006, the German Federal Association for Literacy and Basic Education organized – with UIL and the German Association for Adult Education as cooperating partners – the 4th National Literacy Conference in the framework of the UN Literacy Decade under the title “Literacy and Basic Education in Germany: Questions and Answers in Science and Practice”. The conference, held in Bonn, was attended by about 200 participants. The first day was dedicated to current facts, trends and evidence from research in adult literacy and basic education in Germany and other European countries. Resource persons had been invited from the German Institute for Adult Education (DIE), the German Universities of Braunschweig and Dresden, the British National Research Development Centre for Adult Literacy and Numeracy (NRDC), London, the French Agence Nationale de Lutte Contre l’Illettrisme (ANLCI), Lyon, and the Austrian Adult Education Centre Florisdorf, Vienna, among others. All the presenters concluded from their different research experiences that learning is a social process and that social context,

interaction and communication are key success factors for adult learning. During the second day workshops on different themes were offered, among them a workshop on family literacy. The conference concluded with a round table debate on the interrelationship of economy, science and literacy/basic education and an assessment of achievements with regard to the “Bernburg Principles” adopted in 2003.

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13. Meeting of the Consultative Group in Preparation for CONFINTEA VI

UIL has started its preparation for UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI). The strategic importance of this conference, and with it of adult education has been reaffirmed through UNESCO's 33C/Resolution 5, which invited the Director-General at UNESCO's 33rd General Conference to make the necessary arrangements to organize the Conference in 2009, and to include provision for it within the draft Programme and Budget for 2008-2009 (34 C/5). The above resolution received unanimous support and acceptance at the 175th session of the Executive Board, held in October 2006. The Government of Brazil through the letter from its Minister of Education to the Director-General, dated 4 October 2005, has offered to host this landmark event.

Since CONFINTEA is a broad interagency forum led by UNESCO with a large participation of NGOs, CSOs, UN agencies, regional organizations, trade unions and private business, it is planned to bring together a facilitating and coordinating group that will have the overall responsibility of making suggestions on the conference agenda, its working methodologies, the monitoring tools and distribution of tasks. And since involving partners at an early stage of planning will be key to the success of the proposed conference, representatives from UN agencies, regional organisations, etc, have been invited to participate in the overall planning process and attend the first meeting of the group, which will be held on 1 and 2 March 2007, to be hosted by the

Danish National Commission for UNESCO
in Elsinore, Denmark.

CONFINTEA is the only significant platform at the international level for a political dialogue and renewed commitment to adult education. It is also the most powerful forum led by UNESCO with a large participation of NGOs, CSOs, UN agencies, regional organizations, trade unions and private business. CONFINTEA VI is also expected to enhance UIL's leadership in literacy, non-formal education, adult and lifelong learning as UNESCO's specialist agency in the field.

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14. UNESCO Arab Regional Conference in Support of Global Literacy

From 12 to 14 March 2007 UNESCO, in conjunction with the Qatar Foundation's Innovations in Education Series and within the framework of the UNLD, will organize a regional conference in Doha, Qatar, in support of literacy in the Arab states. The conference, which will be attended by about 400 participants from the region, will consist of presentations of effective literacy practices and roundtable discussions on main challenges and achievements in the region. The conference entitled "Addressing the Literacy Challenge in the Arab Region: Building Partnerships and Promoting Innovative Approaches" will also feature an exhibition on the creation of literate environments.

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15. ADEA Biennial in 2008: Post-Primary Education

In preparation for the next ADEA Biennial in 2008, an expert meeting was held in Paris on 8 to 9 December 2006 with the participation of numerous intergovernmental and governmental organizations, UNESCO institutes and regional offices and development cooperation organizations. In November 2004 the ADEA steering committee had decided to establish an ad hoc Working Group on Post-Primary Education (WGPPE) with a focus on secondary education and skills development, and to have Post-Primary Education as the theme of the 2008 Biennial, with

special emphasis on financing and teachers. It was felt that because of the priority given to basic education, little attention was being paid to the articulation between basic education, post-primary education, skills development and transition to work. Questions raised were: How can governments meet the massive demand from children seeking entry to secondary education? How can a massive skills development effort be integrated within post-primary education, and indeed, at what points? How can quality of training be ensured to the formal and informal sectors of the economy? How to manage the coexistence of a multiple of providers outside of the Ministry of Education?

The objective of the expert meeting was to discuss the contributions of partner agencies to the biennial. Partner agencies were expected to provide a summary of existing and ongoing studies on PPE, and the main thematic lines for presentation at the next Biennial Meeting in 2008.

In addition to UIL's study on "Recognition, validation and accreditation of non-formal and informal learning and experience", UIL will contribute through studies on literacy and basic education for out-of-school children.

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16. Book Series on African Perspectives in Adult Education

The Editorial Board of the ground-breaking book series *African Perspectives in Adult Education* held its eighth meeting in Gaborone, Botswana, on 5 and 6 December 2006, chaired by the Director of the UNESCO Institute for Lifelong Learning Adama Ouane, and including experts from various African universities. The series, intended to make good the lack of Africa-centred text books on the subject, is a joint initiative of UIL, the University of Botswana, the International Institute for International Cooperation of the German Adult Education Association, and the publishers Pearson Education South Africa. Since the idea for the series was conceived in 2001 four titles have been published, dealing with the foundations, the psychology and the social context of adult education in Africa, as well as with research methods in the field. A title

on programming and planning is in production, and two further volumes – on the history and management of adult education – are being written. A further title in the first phase, dealing with different models of adult education, was proposed at the December meeting and will be followed up by a call for submissions. The meeting also considered proposals for extending the series to Francophone and Lusophone parts of Africa and for holding a conference on the concept and philosophy of the African perspective and the related issues that have arisen during the creation of the series.

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17. German Launching of the 2007 *Global Monitoring Report*

The German launching of the 2007 *Global Monitoring Report* (GMR) on Early Childhood Care and Education (ECCE) was held at the Ministry of Economic Cooperation and Development (BMZ) on 9 November, 2006. The event which was organized by the German National Commission for UNESCO and the BMZ was attended by approximately 40 participants from GOs and NGOs active in the field of international cooperation in education and development. The National Statistics Authority was represented as well as agencies such as German Aid Against Hunger in the World (Deutsche Welthungerhilfe), InWEnt and the Standing Conference of Education Ministers (KMK). The representative from BMZ highlighted in his opening speech the importance of Early Childhood Care and Education as the foundation for a person's learning biography and mentioned the longstanding support of Germany for the GMR; the Secretary General of the German Commission for UNESCO underlined among other things that the GMR gives a comprehensive picture on the global state of education and that the report is important not only with regard to development cooperation, but also from the point of view of national education systems. In his presentation of the report, Mr Hinchcliffe from the GMR team underlined the double character of the report, which gives both an overview of the situation with regard to monitoring all the goals as well as an in-depth analysis of ECCE. In a focused response to the presentation, Prof. Christoph Wulf from the Free University of Berlin, Chair of the Education Commission of the German National

Commission for Education, underlined the great value of the GMR, but recognized problems with regard to validity of data and deplored the dominant quantitative paradigm, which entails the negligence of concrete learning processes. In this connection he said that more qualitative data and especially case studies on instructive practical experiences were needed, especially to give evidence on trends and developments in all forms of education. In the subsequent discussion the audience shared in principle the positive as well as critical evaluation of the GMR.

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18. UNESS Pilot Evaluation Workshop

UIL staff members attended a workshop on UNESCO's National Education Support Strategy (UNESS) which was held at UNESCO Headquarters from 26 to 29 September 2006 for educational staff. UNESS has been developed as UNESCO's core strategy for policy support at country level. UNESCO wants to play a more strategic role in supporting national education priorities and to strengthen its partnership with other development agencies, in conformity with international development goals. The aim of the workshop was to help refine the process, modalities, guidelines and procedure of developing UNESS at country level before being rolled out in the regions to all Member States.

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19. In Brief

Six members of the international Task Force of the Adult Learning Documentation and Information Network (ALADIN) will meet from 9-11 January 2007 at UIL in Hamburg to discuss current and future ALADIN projects. An important outcome of the sessions will be a concrete workplan for fulfilling the ALADIN objectives for CONFINTEA VI in 2009.

From 28 to 31 October, 2006, the Ministry of Education, Québec, Canada, held an International Conference on Literacy (Séminaire international sur l'alphabétisation) in Québec.

From 28 to 29 November, 2006, an International Workshop on the UN Decade of Education for Sustainable Development was held in Bonn. It was organised by the German Commission for UNESCO and the State Government of North-Rhine Westphalia and supported by UNESCO with additional support by the German Savings Bank Association (DSGV). The main objective of the workshop was to clarify the concept of ESD as well as the regional specifications in order to make ESD heard in the political arena.

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

A strategic planning meeting of the Association for the Development of Education in Africa (ADEA) Working Group on Non-Formal Education (WGNFE) will be held from 6 to 9 February, 2007 in Ouagadougou, Burkina Faso.

20. Visitors

On 10 November, Silke Ebsen and Kai-Oliver Farr of InWEnt visited UIL with a group of international visitors.

On 20 November, Mr Kim Gabrielli, former intern at UIL, shared some of his work on "The role of Islam in non-formal education" with UIL staff members.

From 7 to 12 December, Mr Xianjin Dou, Director of Lifelong Education of the National Centre for Education Development Research (NCEDR), Ministry of Education, People's Republic of China, visited UIL to share the work of the NCEDR on lifelong learning.

On 13 and 14 December, Laetitia Chambers and Jakub Slama of NAVIGANT, the Consulting Company entrusted with the Reform of the UNESCO Education Sector, visited UIL. The purpose of the visit was to inform the staff about the ongoing reform of the Education Sector and to consult UIL with regard to its further integration in the Education Sector.

From 30 November to 15 December, Sonja Fagerberg-Diallo from Ared, Senegal, stayed with UIL to conduct a desk study on pedagogical innovations in literacy programmes.

On 20 to 21 December, Ms Anna Haas from the team of the EFA Global Monitoring Report at UNESCO and Ms Jude Fransman, consultant, visited UIL's Documentation Centre and Library and met with members of UIL staff and the Director. Objectives of the visit were to prepare for the 2008 report and to explore ways of further co-operation, especially in connection with monitoring Dakar Goals 3 and 4.

21. Staff Matters

UIL welcomes two new staff members who work at the Institute since 1 August: Hannah Mowat, project secretary and IRE assistant, and Susanne Harder, receptionist. UIL also welcomes Jennifer Musyimi-Wallar who works as receptionist/secretary since 1 January, 2007.

UIL thanks Angela Owusu-Boampong of Berlin for her internship from 20 November 2006 to 31 January 2007 and Jennifer Musyimi-Wallar of Kenya/Hamburg for her work during her internship from 1 September to 31 December.

It was with great sadness that UIL learned of the death, in December, of Wilma Gramkow, former UIL publications secretary between 1991 and 1994. She was a popular figure in the Institute and a committed and warm-hearted colleague.

22. Recent publications

International Review of Education. Vol. 52, No. 6, 2006

This issue contains the following studies:

Grace Akukwe Nkansa and David W. Chapman:
"Sustaining Community Participation: What Remains After the Money Ends?"

Naz Rassool, Viv Edwards and Carole Bloch:
"Language and Development in Multilingual Settings: A Case Study"

of Knowledge Exchange and
Teacher Education in South Africa”

Sonja Steier:

“Der Weg nach Europa:
Bildungsreformen in Mittel- und
Osteuropa“

Manon Théorêt, Roseline Garon, Mohamed
Hrimech and Anylène Carpentier:

“Exploration de la résilience
éducationnelle chez des
enseignants“

Elena C. Papanastasiou and Michalinos
Zembylas:

“An Empirical Investigation of
Differences Between Mathematics
Specialists and Non-Specialists at
the High School Level in Cyprus: A
Logistic Regression Approach”

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

Measuring the Right to Education

Co-published by UIL, Schulthess publishers
and the Interdisciplinary Institute for Ethics
and Human Rights in Fribourg, Switzerland.
The book presents a methodology tested by
the Association for the Promotion of Non-
Formal Education in Burkina Faso (APENF).
UIL, 2006 – ISBN 92-820-1150-X
ISBN 978-3-7255-5252-8 (Schulthess)

Forthcoming Publications

*Gemeinsam in der Sprache baden: Family
Literacy. Internationale Konzepte zur
familienorientierten Schriftsprachförderung*
Eds.: Maren Elfert and Gabriele Rabkin
UIL, LI and Ernst Klett Sprachen –
ISBN 3-12-555111-0