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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 cycles of the UIL homepage (www.unesco.org/uil) and the Annual Report.

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1. First Meeting of UIL's Governing Board

From 21 to 24 May 2007 UIL's Governing Board met for the first time after creation of the Institute which legally took effect in February 2007 when the Host Country Agreement for the UNESCO Institute for Lifelong Learning between the government of Germany and UNESCO was signed. The Board is composed of eleven members from all world regions. Its main function is to advise the Director-General of UNESCO on all relevant matters concerning UIL's programme and budget.

UIL's programme is now structured according to four specific goals, and activities are grouped in respective programme clusters as follows: 1) The Lifelong Learning cluster covers key programmes such as the initiative on Recognition, Validation and Certification of Non-formal and Informal Learning and Experience, a Policy Dialogue on Lifelong Learning organised in co-operation with partners in the Republic of Korea, and an initiative on synergies between formal and non-formal approaches in HIV preventive education. 2) The Literacy cluster entails all activities related to literacy. One of the priorities of this cluster is the coordination of UNESCO's Literacy Initiative for Empowerment (LIFE) which includes a series of activities to give technical support to the 35 LIFE countries. 3) Programme activities in the area of adult learning and non-formal education are grouped in the Adult Education cluster and focus predominantly on the preparation of the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009. These preparatory activities comprise, among others, the development of an overall strategy, steering the preparatory processes on different (international, regional, thematic) levels as well as development of reporting and monitoring instruments including adult learning benchmarks. The International Adult Learners Week and a programme on prison education are also part of this cluster. 4) The Africa cluster covers UIL's programmes in support of capacity building in literacy, non-formal education, adult and lifelong learning in the region. In 2007, a special focus will be on

the preparation of the All-African Regional Conference in Support of Global Literacy in Bamako (Mali) in September as part of a series of conferences in support of the UN Literacy Decade.

2. CONFINTEA VI to take place in Brazil in May 2009

Subsequent to the first meeting of the CONFINTEA VI Consultative Group (March 2007) and in response to the candidacy presented by the Brazilian Minister of Education, the UNESCO Director-General announced in April 2007 during the 176th UNESCO Executive Board session that Brazil will host the Sixth International Conference on Adult Education (CONFINTEA VI) in May 2009. UIL, as the UNESCO unit in charge of adult learning, non-formal education and lifelong learning, is coordinating the preparation of the conference, in cooperation with UNESCO Headquarters and Regional Bureaux and the CONFINTEA VI Host Country.

CONFINTEA VI is part of a series of global UNESCO meetings which have been carried out every twelve to thirteen years since 1949. The first CONFINTEA took place in Elsinore (Denmark) in 1949, followed by conferences held in Montreal (Canada) in 1960, Tokyo (Japan) in 1972, Paris (France) in 1985, and finally in Hamburg (Germany) in 1997. CONFINTEA VI will constitute an important platform for policy dialogue and advocacy on adult education and learning at international level, with the participation of UNESCO Member States, United Nations agencies and international development partners, civil society, research institutions, the private sector and learners.

CONFINTEA VI will be based on three major principles:

- Advancing the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation;
- Highlighting the crucial role of adult learning and education for the realization of current international education and development agendas

(EFA, UNLD, LIFE, DESD, and MDGs); and

- Taking implementation at its heart by creating political momentum and commitment and producing the tools for implementation in order to move from rhetoric to action.

The preparation of CONFINTEA VI will rest on the following pillars:

- National reports on the place of and conditions for adult learning and education;
- Regional preparatory meetings to assess the overall regional state-of-the-art of and the challenges for adult learning and education;
- Thematic consultations and reviews;
- Advocacy; and
- Partnerships between UN agencies, international development partners, civil society, research institutions, the private sector and learners.

A critical element will be the development of benchmarks on adult learning and education in order to provide the tools to measure progress and to ensure implementation. The benchmarks will serve as input for CONFINTEA VI; they will be further discussed, refined and adopted during the conference and constitute one of its crucial outputs.

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3. CONFINTEA VI Preparation: Benchmarks for Adult Education and Learning

In preparation for the 6th Conference on Adult Education (CONFINTEA V) in 2009, a workshop on benchmarks for adult education and learning will be organised by UIL in Hamburg from 11 to 13 July 2007. A core group with participants from all world regions will discuss appropriate strategies and develop a set of draft benchmarks.

In an inclusive process, representatives from all world regions will contribute to the formulation of the benchmarks. This process will be carried out by the core group in close contact with the CONFINTEA VI Consultative Group and under the coordination of UIL. The group will take into account previous experiences and will draw

on a wide range of policy papers, in particular UNESCO documents such as the Nairobi Recommendations on Adult Education (1976) and the CONFINTEA Agenda for the Future (1997), as well as documents from the adult education field such as the European Benchmarks on Education and Training and International Benchmarks on Literacy by Action Aid. The core group will meet twice during the year 2008 to finalize the draft benchmarks and to analyse the consultation with the Member States.

The objectives of the process are:

To develop a set of internationally applicable benchmarks for adult learning;

To support the CONFINTEA VI preparatory processes, in particular the country reporting;

To make available convincing instruments to measure progress, carry out effective advocacy and create commitment in adult education and learning;

To stimulate international co-operation for achieving concrete objectives in the further development of adult education and learning world-wide;

To strengthen the development and application of a broad concept of adult education and learning for improved learning practices for a wide range of learners, including especially disadvantaged and marginalized groups.

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4. Workshop on Developing a LIFE Monitoring and Evaluation Strategy

UIL is planning to establish an effective monitoring and evaluation strategy for LIFE to monitor its progress at international and national levels. LIFE – Literacy Initiative for Empowerment – is a ten-year framework of collaborative action created by UNESCO with 35 countries as a priority target. Through monitoring LIFE, UIL plans to identify and disseminate good practices on literacy from the LIFE countries and promote South-South co-operation with other countries and regions. In this connection, UIL has organised a workshop on “Developing a LIFE Monitoring and Evaluation Strategy” on 9 and 10 July in Hamburg, Germany.

The main outcomes of the workshop were:

- (1) review of current monitoring and evaluation practices and underlying schemes in LIFE and other countries;
- (2) development of a strategy for monitoring and evaluating LIFE at national and international levels;
- (3) agreement on further steps at country level and at international level.

Around 15 experts on evaluation and LIFE focal points from four world regions participated in this workshop.

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5. Seminar on “Recognition of Experiential Learning: Prospects for Development in African Countries”

Recognition, validation and accreditation of competencies acquired in different learning settings, including non-formal and informal learning and experience, is vital for achieving the broad aims of realizing integrated lifelong learning policies in Member States. UIL is implementing a programme on Recognition of Experiential Learning (REL) in collaboration with the French National Commission for UNESCO, which has been in the forefront of conducting research on REL as a contribution to Education for All. The practices of REL are developing in a number of countries across the world. But these practices are still often in the experimental stage with a great diversity of approaches and applications.

In collaboration with UIL and various French institutions, the French National Commission for UNESCO has organised a seminar from 25 to 27 June 2007 in Paris, bringing together about 60 experts from the French and English speaking countries of Sub-Saharan Africa. This meeting endeavoured to be a forum for policy makers and experts for exchanges on policy and practice. The objective of the seminar was to arrive at a common understanding on how and why we measures should be taken to set up a framework for the recognition of experiential learning.

UIL is currently preparing a publication on “Recognition, Validation and Accreditation of non-formal and informal learning in African Countries” as well as an advocacy guide

and an internet platform for exchange of experience.

The experts who attended the conference have been requested to validate the information on their respective countries. They will be serving as focal points for implementing the recognition of experiential learning in their respective countries and will be instrumental in forming country teams responsible for the recognition of non-formal and informal learning, certification, training of personnel to evaluate attainments, and developing methodologies.

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6. Regional Workshop on Improving the Quality of Mother Tongue/Bilingual Literacy Programmes

A training workshop on Mother Tongue/Bilingual Literacy Programmes has been held from 18 to 22 June 2007 in Dhaka, Bangladesh, organised by UNESCO Bangkok’s Asia-Pacific Programme of Education for All (APPEAL) in cooperation with UNESCO Dhaka and the UNESCO Institute for Lifelong Learning (UIL). Special emphasis was placed on capacity-building in designing effective mother tongue/bilingual literacy programmes and transition plans from mother tongue to national language. Participants from eleven project implementing countries from the Asian region (Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Malaysia, Nepal, Philippines, Thailand and Viet Nam) attended the workshop. UIL supported the participation of seven experts from Africa, Latin America and Europe.

APPEAL has been supporting the eleven represented Asian countries to implement pilot projects in using mother tongue/bilingual literacy programmes to benefit learners in ethnolinguistic minority communities. The project aims at providing support to countries to undertake research with the participation of linguists and community members, prepare context-specific literacy materials using mother tongue/bilingual approaches and train locals in the use of these teaching/learning materials for facilitating learning by community members.

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7. HIV Prevention: Synergies Between Formal and Non-formal Learning

UIL has launched an initiative on exploring synergies between formal and non-formal education approaches in support of HIV/AIDS prevention in Africa. In a first phase two sub-regional workshops were organised, one for West Africa in Segou, Mali (3 to 6 April 2007) and one for Southern and East Africa from 1 to 5 May in Cape Town, South Africa, organised by the South Africa Office of DVV International. About 15 participants from Botswana, Mozambique, Namibia, South Africa, Tanzania and Zambia came basically from NGOs active in HIV prevention and from University departments doing respective research.

A series of presentations on HIV prevention work with a focus on NFE practices and potentials for synergies between formal and non-formal approaches were made. A presentation on addressing and confronting stigma was delivered by a South African activist living openly with HIV while experiences of the South African Treatment Action Campaign (TAC) in disseminating information on need for treatment was presented by a member of the TAC team.

After this sub-regional meeting, the next step is the organisation of a regional meeting bringing together experiences from Western, Southern and Eastern Africa, which is planned for December 2007.

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8. Concluding Meeting of the QualiFLY Family Literacy Project

The intercultural aspect of family literacy was one of the main themes of the concluding meeting of the QualiFLY project, held in Istanbul, Turkey from 22 to 25 May 2007. Hosted by the Turkish NGO ACEV (Mother-Child Education Foundation), the meeting reviewed all aspects of the project such as teacher training and involvement of parents. Impact indicators for successful programmes were developed and the strengths but also limits of family literacy defined. The meeting concluded with a statement giving the view of the group with regard to the perspectives of family literacy.

QualiFLY is a European project supported under the Socrates/Grundtvig 2 programme and coordinated by the UNESCO Institute for Lifelong Learning. Its partner countries are Germany, Ireland, Italy, Malta and Turkey. Other countries that have been involved in the project are Bulgaria, Canada, England, Israel (Palestine) and South Africa.

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9. Workshop and Conference on Adult Education and Non-formal Education in Egypt

The UNESCO Institute for Lifelong Learning provided technical support to a workshop (held on 13 and 14 May) and a conference (15 and 16 May) in Cairo on adult education and non-formal education under the title "Towards an Innovative Vision of Adult Education in Egypt", organized by the Regional UNESCO Office Beirut and the Cairo Field Office, jointly with the Egypt Adult Education Authority. Both events were organised in the framework of the extra-budgetary EFA project "Capacity-building to Enhance Policy Development, Institutional Change, and Programme Delivery in Literacy and Non-formal Education in Egypt". Being one of the first-round LIFE countries, Egypt has more than 20 million adults who are illiterate, mainly women and rural populations. Consequently, the event focused on literacy. It was attended by about 100 representatives of the Adult Education Authority from national and states levels, NGOs, universities, media people and other institutions. UNESCO was present with a team of six staff from Rabat, Amman, Bangkok, Headquarters and UIL, in addition to the organizers from Beirut and Cairo Offices. UIL's input consisted of two presentations: (1) on international experiences in partnership building and networking for literacy, and (2) on some trends and experiences in promoting literacy for all. The mission to Cairo was also used to coordinate with the National Adult Education Authority and UNESCO colleagues the technical assistance that UIL is requested to provide within the extra-budgetary funded project in support of LIFE.

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10. UIL Mission to Bangladesh in the framework of UNESCO's Literacy Initiative for Empowerment (LIFE)

From 5 to 11 May UIL carried out a first mission to Bangladesh to technically support the EFA extra-budgetary funded project "Strengthening Capacity of GO/NGO Managers and Policymakers for Planning, Monitoring and Evaluation including use of Research in Literacy and Pilot Literacy/Skills Training for Empowering Rural Illiterate Girls and Women". This project, which is implemented in the framework of UNESCO's Literacy Initiative for Empowerment (LIFE), is coordinated by UNESCO Dhaka Office. Bangladesh with 6% of the illiterate population worldwide (about 52 million adult illiterates) and an adult literacy rate of just 43% is one of the 35 LIFE countries. The UIL team, which consisted of two staff and a resource person from the J. Nehru University, New Delhi, provided technical assistance in the areas of "advocacy for literacy" and "creating literate environments". In a series of working meetings that took place in Dhaka, the UIL team helped to analyse and refine the technical proposals of the four NGOs which UNESCO Dhaka had selected as implementing partners to carry out advocacy-related activities and promote literate environments. These meetings were also used to share UIL's international experience in the related areas. In two field visits to rural areas, including a visit to the Northern district of Sylhet, the UIL team had the opportunity to meet learners, facilitators and villagers engaged in literacy programmes and to gain a clearer idea of needs, challenges and potentials "on the ground".

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11. Optimistic Mood at IRE Editorial Board Meeting

The 52nd session of the Editorial Board of the *International Review of Education* (IRE), which took place on 18 May 2007, was the first meeting of the Board since the creation of the UNESCO Institute for Lifelong Learning. The meeting was chaired by UIL's Director, Adama Ouane and attended by nine of the Board members as well as a representative from the journal's publishers,

Springer, the Executive Editor of the journal, and various staff members of UIL. The Executive Editor reported that the journal had entered the information age with a vengeance. The potential readership worldwide had reached several million thanks to on-line subscriptions through consortia of institutions, and the number of downloads of individual articles had risen dramatically from 11,000 in 2005 to 19,000 in 2006. The meeting went on to discuss a variety of editorial and organisational matters, including future special issues, i.e. issues on a particular topic, compiled by guest editors. Topics of special issues planned for the next few years include: education and intercultural dialogue, literacy, education for sustainable development, education for reconciliation and conflict resolution, new directions in adult learning, evaluation and assessment, education and gender, and multilingual education. The meeting thanked two departing Board members, Justin Ellis of Namibia (also retiring from the chairmanship of the UIL Governing Board) and Vida Mohorčič Špolar from Slovenia.

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12. Latin American Network on Education in Prison

The members of the governmental Latin American Network on Education in Prison met in Hamburg from 4 to 5 June 2007. This seminar, focusing on literacy, constituted the first part of a European mission for these participants in charge of education in prison in their countries. The second part of the mission took place in Barcelona and focussed on non formal education, and especially theatre.

This governmental network is part of EUROsociAL, a project managed by the Centre International d'Etudes Pédagogiques (Paris) and Organizacion de Estados Iberoamericanos (OEI); UIL joins the group as expert. An observer from the Association for the Development of Education in Africa (ADEA) attended the meeting.

The participants exchanged information and best practice materials for literacy in prisons. Ms Anita Wilson (EPEA) and Ms Fougou Savitzsky (LLU+, London South Bank University) presented experiences with family literacy in prison. Some specific

pedagogical tools can support the motivation of the inmates and, at the same time, preserve the links between the family.

A first version of the Regional Survey on the State of Art of Education in Prison in Latin America was presented by Dr Rangel. This survey will be the basis for the preparation of the Regional Preparatory Meeting of the International Conference on Education in Prison, which will be held in October 2008 in Brussels.

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13. Editorial Board Meeting of Series “African Perspectives on Adult Learning”

The ninth meeting of the Editorial Board of the book series “African Perspectives on Adult Education” was held from 12 to 13 June and took place for the first time in Maputo, Mozambique, instead of in Gabarone, Botswana, where the Board has met up to now. The series is being co-published by UIL, the University of Botswana, the DVV International (development branch of the German Adult Education Association) and the publishers Pearson Education South Africa. UIL was represented by the Director Adama Ouane, chair of the meeting, and by Christopher McIntosh, Head of Publications. Attending the session were adult education experts from several African universities, as well as two members of the editorial office of the series, a representative of the DVV International and a member of the editorial staff of Pearson. The Board noted that the first four titles in the series – *Foundations of Adult Education in Africa*, *The Social Context of Adult Learning in Africa*, *The Psychology of Adult Learning in Africa*, and *Research Methods of Adult Educators in Africa* – were being effectively used both in universities and in community education programmes and were filling a gap in the market for adult education text books, which has so far been dominated by publications from Europe and North America. As well as addressing the extension of the series to francophone and lusophone Africa, the meeting discussed a projected new title on alternative models and approaches in the area of adult education. A call for proposals for this book, issued earlier this year, has been revised in the light of the discussion in Maputo and is attached below.

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14. Technical Support to Pakistan in the Framework of UNESCO’s Literacy Initiative for Empowerment (LIFE)

Within UNESCO’s extra-budgetary funded programme for EFA (2006-2008), UIL was asked by the UNESCO Islamabad Office to provide technical support to a project entitled “Capacity-building for Improving Quality and Scope of Literacy Programmes in Pakistan”. In a joint mission with the Regional Bureau in Bangkok, held from 10 to 11 April, UIL participated in and contributed to a training workshop for senior and middle level literacy managers in Islamabad and provided technical assistance to the overall coordination of the capacity-building project in the framework of UNESCO’s Literacy Initiative for Empowerment (LIFE). In addition, UIL provided technical support to the refinement of the National Literacy Curriculum which had been drafted by national experts under the supervision of the Ministry’s Curriculum Wing. The mission was also used to meet and hold discussions with key national partners involved in planning and implementing LIFE in Pakistan.

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15. Literacy and Life Skills in Prison

From 29 May to 2 June, the third and concluding meeting of the EU-funded Grundtvig 2 project “Literacy and Life Skills in Prison” took place in Bucharest, Romania. Partner countries of this project which is coordinated by UIL are Germany, Greece and Romania.

The participants visited two institutions: a high security prison for adults and a rehabilitation centre for young adults. The main exchanges focussed on the literacy materials needed for sustaining the motivation of adults. The cultural dimension of these materials was underlined and products developed by partners were presented to some of the teachers working in the prisons.

A proposal for a continuation of the project in a second year has been submitted to the European Grundtvig programme in order to

deepen the exchange on assessment, monitoring and evaluation of literacy and life skills training in prison and professionalization of staff.

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

Within the consultancy on the development of an Adult Basic Education Programme (ABEP) in Botswana, the UIL team carried out two missions to Gaborone at the beginning of February and at the end of April in order to organize the 11th and 12th intensive workshops. The activities, which were jointly implemented by an international team coordinated by UIL and the Botswana Department of Non-formal Education (DNFE), consisted mainly of further improvement of level 2 modules and the development of level 3 modules for the ABEP programme which is equivalent to Standard 7. At the same time, the workshops were used to refine the pre-testing approach and develop further capacities of the DNFE staff involved. In addition to these intensive workshops of two weeks each, individual members of the UIL team have followed up through a number of short missions on the material development process in specific learning areas by providing intensive support to the writers. Currently the UIL team is finalizing the review work of level 2 materials to be handed over to a professional publisher. Meanwhile the DNFE staff is preparing level 3 modules for the pre-testing which will be carried out in August and September. It is planned to start with drafting level 1 material at the end of September.

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17. African Regional Conference in Support of Global Literacy

From 10 to 12 September 2007, the African Regional Conference in Support of Global Literacy, under the title "Renewing Literacy to face African and International Challenges" will take place in Bamako, Mali, hosted by the Government of Mali.

The African Regional Conference is embedded in a series of six Regional

Conferences supporting global literacy that are organised by UNESCO within the framework of EFA and, in particular, the United Nations Literacy Decade (UNLD) and UNESCO's Literacy Initiative for Empowerment (LIFE). The conferences are part of a major drive to promote literacy at national, regional and international levels as a major EFA goal and foundation of Lifelong Learning. The ultimate aim of the initiative is to assist countries in addressing their literacy challenges and to make a real and measurable impact in the life of their populations, with the aim of contributing towards sustainable human development and poverty eradication.

Literacy is a very important issue in Africa. Of the 35 LIFE priority countries, 19 are African countries with a literacy rate of less than 50 per cent or a population of more than 10 million without literacy competencies. Thus, the conference is of utmost importance for UNESCO and its Member States and partners in achieving the Education for All goals, the Millennium Development Goals and in responding to its commitments to EFA, the UNLD and the Decade for Sustainable Development. Momentum for advocacy will be gained through five important initiatives during the conference:

1. The strong involvement of First Ladies to drive a movement of support for and promotion of literacy in their respective countries and regions but also internationally;
2. A forum of ministers in charge of literacy and language, informed by research and analytical work to create a solid commitment for new policies and renewed investment in literacy;
3. The building of a broad coalition of partners and multiple stakeholders in support of new literacy policies, renewed commitment and increased investment and resources;
4. UNESCO's official celebration of the International Literacy Day to be held within the conference, drawing greater attention of the international community to it;
5. A forum to enable exchange and the sharing of experiences in terms of innovations and evidence-based studies on critical issues, and access to a stock of knowledge and know-how.

Partnerships will be forged among key stakeholders, decision makers, civil society

organisations, community-based organisations, bilateral and multilateral organisations and private providers in the field of literacy. The conference is intended to lead to renewed commitment with concrete proposals in support of activities at country level.

The main themes of the conference will be: Mother-Child Literacy and Intergenerational Learning; Literacy for Health and HIV/AIDS Prevention; Literacy for Empowerment and Economic Self-Sufficiency; Languages in Literacy and Basic Education; Literacy and ICTs. In addition, roundtables and panel discussions will be organised around the following themes:

- Trends and Innovations in Policies, Gender Mainstreaming, Effective Cost and Financing Strategies: Integration of Literacy into Sector-wide Education and Development Policies
- Innovative Programme Content and Delivery in Response to African and International Challenges
- Benchmarking, Monitoring and Evaluation
- Creating a Literate Environment in Multilingual Settings

The Conference is being organised by the UNESCO Education Sector under the direct responsibility of the UNESCO Institute for Lifelong Learning (UIL), the Regional Bureau for Education in Africa (BREDA), the Division of United Nations Priorities (ED/UNP), the Division of Basic Education (ED/BAS) and the Bamako Cluster Office. Key partners are the Government of Mali, the Education Program Development Fund (EPDF), the Association for the Development of Education in Africa (ADEA), USAid, the Organisation Internationale de la Francophonie (OIF), and the World Bank. Key sponsors are Microsoft Africa, the Swedish International Development Cooperation Agency (SIDA), the Government of Norway, and the Swiss Agency for Development and Cooperation (SDC).

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18. Visitors

On 27 April, **Anne Müller** (Chief of Service, Knowledge Management Service) and **Martina Simeti** (UNLD Coordination unit) from UNESCO Headquarters in Paris visited UIL for a one-day working discussion on further co-operation with a focus on the UNESCO Literacy Portal.

On 19 June, Dr **Beate Backhaus** and a group from the NGO “Zonta Club” visited UIL to learn more about its work and programmes.

From 11 June to 6 July **Malini Ghose** from India worked at UIL for a consultancy to support UIL’s activities in the context of LIFE and the African Regional Literacy Conference.

From 24 June to 7 July **Norbert Niekéma** from Burkina Faso worked at UIL to prepare a volume in the African Perspectives on Adult Learning (APAL) book series.

From 25 to 29 June, the Swedish literacy expert **Agneta Lind** visited UIL to facilitate a workshop with UIL staff on the LIFE initiative.

From 25 June to 6 July **Diarra Mahamadou Cheick** from Mali worked at UIL to prepare an advocacy document on literacy and HIV/AIDS .

From 2 to 7 July **Rokhaya Bâ Niang**, Head of the Human Resources Division of the Directorate of Literacy and National Languages in Senegal visited UIL to share her work and exchange with UIL staff.

19. Staff Matters

UIL thanks Katharina Schiebold for her internship from 1 April to 30 June 2007 and Olivia Förster for her internship from 10 April to 10 June 2007.

20. Recent Publications

International Review of Education. Vol. 53, No. 3, 2007

This issue contains the following studies:

Ian Hill:

“Multicultural and International Education: Never the Twain Shall Meet?”

Mel Dunn and Pam Nilan:

“Balancing Economic and Other Discourses in the Internationalization of Higher Education in South Africa”

Joel Kivirauma and Kari Ruoho:

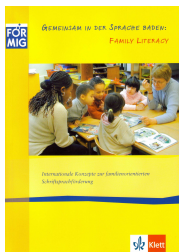
“Excellence through Special Education? Lessons from the Finnish School Reform”

Greg Burnett and Govinda Ishwar Lingam:

“Reflective Teachers and Teacher Education in the Pacific Region: Conversations with us not about us”

This book is part of the textbook series *African Perspectives on Adult Learning*. It critically analyses the principles, theories and models of adult learning programmes in the African context and promotes an approach to programme development that makes African ways of thinking and learning, beliefs and value systems integral aspects of the planning process. The chapters provide an introduction to programme development and address the following issues: approaches to programme development; the planning process; identifying and assessing learning needs; determining goals, objectives and content; identifying and selecting materials; advocacy and marketing; participation in development; implementation; and evaluation.

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



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 978-3-12-555111-4

Dieser Textband bietet einen Überblick über internationale Family Literacy-Projekte und Entwicklungen in Deutschland, allen voran das Hamburger Pilot Projekt FLY. Der Band enthält Artikel über Family Literacy-Arbeit in England (Greg Books, Peter Hannon, Viv Bird), Malta (Juan Camilleri, Sandro Spiteri), Türkei (Sevda Bekman), Südafrika (Snoeks Desmond) und über das HIPPY-Projekt (Miriam Westheimer).

Weitere Artikel zur Entwicklung des Ansatzes in Deutschland kommen von Sven Nickel, Hedi Colberg-Schrader, Imke Lange, Maren Elfert und Gabriele Rabkin sowie Peter May und Andrea Eickmeyer.

Forthcoming Publications

Developing Programmes for Adult Learners in Africa

by Mathew Gboku, Nthogo Lekoko
UIL and Pearson Education South Africa –
ISBN 92-820-1120-8

African Book Series: Call for Proposals

The Department of Adult Education of the University of Botswana, the Institute for International Co-operation of the German Adult Education Association, and the UNESCO Institute for Lifelong Learning (UIL), have co-operated to develop a textbook series entitled *African Perspectives on Adult Learning*. The purpose of the series is to provide accessible textbooks to students in Africa studying adult education, especially at the Diploma and Bachelor's degree level. The books are published in collaboration with a commercial publisher.

Five titles already published, are:

The Psychology of Adult Education in Africa, by Thomas Fasokun, Anne Katahoire and Akpovire Oduaran.

Foundations of Adult Education in Africa, by Frederick Nafukho, Maurice Amutabi and Ruth Otunga.

Developing Programmes for Adult Learners in Africa, by Matthew Gboku and Nthogo Lekoko.

The Social Context of Adult Learning in Africa, by Sabo Indabawa and Stanley Mpofo.

Research Methods for Adult Educators in Africa, by Bagele Chilisa and Julia Preece.

Further titles on the *History and Management of Adult Education in Africa* are currently being written.

The Editorial Board of the series now believe that there is a need for a further volume addressing the question of which approaches and models in the area of adult education are appropriate for Africa, as these differ radically in underlying philosophy and in their implications for planning and implementation. Some examples of widely applied models include: the functionalist model, emphasising human capital formation; the critical literacy model, focusing on consciousness raising and empowerment; the reflective learning model, aiming to develop thinking skills; and the humanistic model, whose purpose is to broaden learners' horizons and enrich their minds.

The proposed book will examine a variety of approaches and models, including traditional African ones, discussing their suitability for the African context and which combinations may be more appropriate than others. The book will be about 70,000 words long and consist of approximately 10-12 chapters, each including an overview, a list of learning objectives, a glossary of key terms, a series of suggested activities to assist learning, and a proposed reading list. There will also be a full bibliography at the end of the book.

There is a possibility of a discussion/seminar on the focus of this book for potential authors prior to the final selection of the proposal of authors who will write the book.

If you wish to submit a proposal you should have an academic background and preferably a higher degree in adult education or a related field, plus experience in teaching adults. A broad knowledge of the theory and practice of adult education is essential, as is a thorough familiarity with Africa and a variety of its regions and cultures.

The proposal should be about 1,000 words long and consist of an overview of the book, a summary of the proposed contents chapter by chapter, a sample of text and an indication of the sources that will be used.

Evidence must be shown that the text will be centred on the realities of adult learning in Africa. Thus, every effort must be made to refer to publications and research rooted in the African context, rather than to works from North America and Europe. Furthermore, discussion of theories, policies and practices must be primarily in terms of the African situation, with examples drawn from Africa. The proposals will be evaluated from this perspective.

Book Proposals accompanied by Curricula Vitae of all authors should be submitted by **30 August 2007** to:

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More information about the Textbook Series (including the Book Guidelines) can be found in the **Project Description. *African Perspectives on Adult Learning. A Textbook Series***, which is posted on the following websites:

<http://www.ub.bw>
<http://www.iiz-dvv.de>
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