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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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In this issue:

1. Towards CONFINTEA VI
 - 1.1. National CONFINTEA VI Reports
 - 1.2. Preparatory Conference for Latin America and the Caribbean
 - 1.3. Preparatory Conference in the Asia-Pacific Region
 - 1.4. Preparatory Conference for the African Region
 - 1.5. Pan-European Preparatory Conference
 - 1.6. Meeting of Francophone Countries in Preparation for CONFINTEA VI
2. International Literacy Day Celebrations in Berlin
3. Frankfurt Book Fair Literacy Campaign 2008
4. Regional Experience-Sharing Workshop with LIFE Countries in Bangladesh
5. LIFEline: Online Network for LIFE Stakeholders Launched
6. LIFE Resource Pack Launched
7. Education Forum on Family Literacy in Guanajuato, Mexico
8. APAL Seminar and Writers' Workshop
9. African Regional Conference in Global Support of Literacy: Call to Action and Final Report now available
10. Visitors
11. Staff Matters
12. Recent Publications

1. Towards CONFINTEA VI

1.1. National CONFINTEA VI Reports

At the end of October 2008, 142 national reports on the development and state of the art of adult learning and education have been prepared by UNESCO Member States and submitted to UIL in preparation for CONFINTEA VI. They have been forwarded to the writers of the Regional Synthesis Reports as the main data source. All submitted national reports are also available on UIL's CONFINTEA VI website at:

<http://www.unesco.org/uil/en/nesico/confinte a/confinteanatrep.html>

1.2. Preparatory Conference for Latin America and the Caribbean

Being the first in the series of regional CONFINTEA VI meetings, the CONFINTEA VI Preparatory Conference for Latin America and the Caribbean was implemented on 10 – 13 September in Mexico City, hosted by the Government of Mexico and co-organized with the National Institute for Adult Education (INEA) and the Ministry for Public Education. From the side of UNESCO, it was jointly organized by UIL, the UNLD unit at UNESCO Headquarters and the Regional Office for Latin America and the Caribbean in Santiago, OREALC, and the UNESCO Office in Mexico. The following field offices of the region contributed to the conference: Brasília, Guatemala, Havana, Kingston, Port-au-Prince, San José and Quito. In order to synergize efforts and resources, UNESCO had decided to merge the CONFINTEA VI preparatory conference with the regional conference in “Support of Global Literacy” under the title *“Regional Conference on Literacy and Preparatory to CONFINTEA VI for LAC: From Literacy to Lifelong Learning – Towards the Challenges of the Twenty-First Century”*. The Conference was attended by 180 international participants from 22 countries in the region, among them eight Ministers, Deputy-Ministers or State Secretaries in charge of literacy.

As the main input, the draft Regional Synthesis Report was orally presented by Rosa Maria Torres and subsequently discussed. She underlined that the paradigm of lifelong learning has not yet permeated the educational discourse and concepts in the Region and in some cases is even perceived as an “endogenous implant” and that inter-sectoral approaches are still an exception.

Apart from generating advocacy, creating partnerships and presenting effective practices, the Conference was a good opportunity to get some insights about the current discourse on literacy, adult education and lifelong learning in Latin America and the Caribbean and to network. Four Round Tables served to highlight critical areas in youth and adult literacy and learning, among them the key focus of CONFINTEA VI, namely: policies, strategies and financing in adult learning and education. The other Round Tables explored issues around the assessment of literacy and education and the specific situation of multi-cultural/multi-lingual contexts. A series of parallel panel presentations drew attention to effective practices in literacy and education, ranging from employability and health to ICTs, groups with special learning needs and inter-generational learning. One panel was dedicated to the regional ALADIN network, an initiative resulting from CONFINTEA V.

Following the discussions of key issues and challenges for youth and adult literacy and learning in the region and the elaboration of forward-looking recommendations and strategies, the Heads of Delegations adopted a final Conference document, which had been drafted under the leadership of Ms Susana Montaldo, the Deputy-Minister of Education from Argentina: “Recommitting to Lifelong Learning: Proposals from Latin America and the Caribbean”. The document calls for a broad and encompassing educational vision and provision of learning throughout life, with literacy as the point of departure. It acknowledges the advances made in youth and adult learning and

education with regard to legislation, the enhanced diversity of provision, the improved infrastructure and cooperation, but deplores the persisting lack of implementation of policies, the limitations in reaching out to marginalized groups of the population, and the chronic under-funding of youth and adult learning and education. The recommendations are directed towards calling for more recognition, integration and coordination mechanisms, resources, dissemination of knowledge, systematic evaluation of adult learning and education as well as efforts for more inclusion and participation.

The final Conference Document (in Spanish, English and Portuguese), the draft Regional Synthesis Report and the Powerpoint Presentation by Rosa Maria Torres are available on:

http://www.unesco.org/uil/en/nesico/confintea/confintea_mexico.htm

1.3. Preparatory Conference in the Asia-Pacific Region

Under the heading *“Building Equitable and Sustainable Societies in Asia and Pacific: the Challenge of Adult Learning”*, the CONFINTEA VI Preparatory Conference for Asia and the Pacific was held in Seoul, the Republic of Korea, on 6 – 8 October 2008, hosted by the Government of the Republic of Korea and organized in cooperation between UIL, the UNESCO Regional Office for Asia and the Pacific in Bangkok, the UNESCO Office in Beijing and the National Institute of Lifelong Education (NILE). Approximately 130 international participants attended the conference, representing governments from 28 Member States and eight multilateral agencies and international NGOs, as well as experts and stakeholders from the private sector, universities and the media, among them thirteen ministers, deputy ministers, secretaries of states.

Following the distribution and presentation of the draft Regional Synthesis Report by Manzoor Ahmed and a series of thematic panel presentations, the key issues and challenges in adult learning and education in the sub-regions were discussed, followed by a collective elaboration of recommendations, strategies and benchmarks, synthesized by the Drafting Group under the leadership of Dame Carol Kidu, the Minister for Community Development of Papua New Guinea.

Being the home to four million people or 60 percent of the world’s population, the Conference recognized that countries in Asia and the Pacific are rich in cultural and linguistic heritage, and that progress in adult literacy has been the fastest in the region, as compared to the other world regions. The Regional Synthesis Report highlighted that policy frameworks and systematic approaches to adult learning and education are developed in some countries. However, a range of continuing social problems such as poverty, unemployment, marginalization, and migration persist and make it urgent to create holistic frameworks for education that promotes social transformation, peace and a rights-based approach to education in the entire region.

The draft Conference Outcome document reaffirmed that adult learning is a core part of lifelong learning, and contributes enormously to the creativity, innovation and new ideas necessary for building equitable and sustainable societies. It is central to advancing individual and community wellbeing, social justice, gender equality, improving productivity and propelling economic growth. Recommendations call for a renewed commitment to adult learning and education in the framework of lifelong learning in the region, confirming the primary responsibility of governments in providing policy frameworks and mobilizing resources.

However, the number and level of detail of the collated strategies made it impossible for the Drafting Group to present a finalized document for adoption. Hence, the conference adopted the recommendations and the Heads of Delegations of Member States agreed in principle with the proposed strategies and benchmarks. The document is now being finalized and will then be submitted for final adoption to the Heads of Delegations through correspondence. Once the adoption process has been completed, the Conference Outcome document will be made publicly available.

The draft Regional Synthesis Report and all other documents distributed and presented in the Conference are available on:

http://www.unesco.org/uil/en/nesico/confintea/confintea_korea.htm

1.4. Preparatory Conference for the African Region

On the eve of the CONFINTEA VI Regional Preparatory Conference for Africa, to be hosted by the Government of Kenya in Nairobi on 5 – 7 November 2008, final preparations are currently being undertaken. Entitled “*The Power of Youth and Adult Learning for Africa’s Development*”, the Conference is organized in a cooperation between UIL, the Department of Adult Education of the Ministry of Education on behalf of the Government of Kenya, the UNESCO Regional Bureau of Education in Africa in Dakar and the UNESCO Office in Nairobi.

The African Regional Conference will focus on the current trends in adult education and learning that feed into a new vision for a holistic, diversified and integrated education system for lifelong learning in a multilingual context. The themes to be explored and discussed are policies, governance and financing, strategies for participation and inclusion, learning for livelihood, productivity and sustainable development, the professional development of providers, creating a learning environment, and the assessment of learning achievements. The Regional Synthesis report will be presented by its two authors, and a final policy document, highlighting issues and challenges in adult learning and education in the region as well as forward-looking recommendations and strategies, will be elaborated and adopted.

All relevant documents for the Conference are available on:
http://www.unesco.org/uil/en/nesico/confinte a/confintea_kenya.htm

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1.5. Pan-European CONFINTEA VI Preparatory Conference

The Pan-European CONFINTEA VI Preparatory Conference, to be hosted by the Government of Hungary in Budapest on 3 – 5 December 2008, will be fourth regional CONFINTEA VI meeting and the last one to be implemented in 2008. Under the heading “*Adult Learning for Equity and Inclusion in a Context of Mobility and Competition*”, UIL is organizing the conference in cooperation with the Hungarian Institute for Culture.

In a context marked by continuous social and political changes and growing complexity, adult education and learning has assumed a critical importance within lifelong learning and constitutes a key resource and indispensable tool for enabling people to participate fully in their societies and to take responsibility for their own lives. Given the challenges created by increasing voluntary and forced mobility within and across borders, and confronted with demographic changes, and presenting poverty and exclusion, the social and human capital built up by adult learning and education is of vital importance in the region to create more equitable, democratic and inclusive societies. Against this background, the Regional Conference in Budapest will prepare a regional perspective the key issues, challenges and forward-looking strategies to renew policies and action in adult learning and education.

For more information see:
http://www.unesco.org/uil/en/nesico/confinte a/confintea_hungary.htm.

1.6. Meeting of Francophone Countries in Preparation for CONFINTEA VI

The Agence nationale de lutte contre l'illettrisme (ANLCI) and the French National Commission for UNESCO, in close collaboration with UIL, the *Organisation internationale de la francophonie* (OIF) and the French Ministry of Foreign and European Affairs, will organize a CONFINTEA VI preparatory meeting from 11 to 13 February 2009, in Lyon, France. The theme of the meeting, “Enabling sustainable literacy: preventing and fighting illiteracy”, will bring together Ministers and Directors of Education and Culture, NGOs, and representatives of bi- and multi-lateral agencies from the 54 OIF countries. Literacy – particularly sustainable literacy – is an essential issue in all countries. In order to be effective in the long term, literacy must respond to the specific needs of the populations concerned in terms of their personal and working lives and their lives as citizens, including where appropriate measures enabling them to re-learn and retain knowledge. Literacy as a continuous process thus means that the emphasis should be placed both on literacy and the fight against illiteracy.

The aim of the meeting is to reinforce the idea that knowledge is not acquired “in one go”, but continues to develop throughout life. Hence, the thematic focus will be on the following areas:

- Sustainable literacy in everyday life
- Sustainable literacy in professional life
- Sustainable literacy in social and civic life

The recognition of learning experiences, the use of Information and Communication Technologies (ICTs), the literate environment and the multilingual dimension will be addressed as transversal issues. The recommendations of the meeting will be presented during CONFINTEA VI.

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2. International Literacy Day Celebrations in Berlin

The UNESCO Institute for Lifelong Learning (UIL) organized the national celebrations for International Literacy Day on 8 September in Berlin, in cooperation with the Federal Association for Literacy and Basic Education (BVAG) and the German Adult Education Association (DVV), supported by the Federal Ministry for Education and Research (BMBF). Approximately 100 people (press, media, literacy practitioners, funders and researchers) attended the event which took place in the Bundespressekonferenz in Berlin.

Carolyn Medel-Anonuevo, Deputy Director of UIL, opened the event stressing that literacy needs to remain on the political agenda. In order to work towards a time when International Literacy Day will become superfluous, literacy needs to have the same significance for society as it has for individuals who have problems with reading and writing.

Secretary of State Michael Thielen highlighted the responsibility of society and government to enable second and third chances to education, in particular in countries like Germany where life chances are closely linked to education.

Ursula Howard from the National Research Development Centre (NRDC) shared in her keynote speech experiences of the Skills for Life Strategy in Great Britain. She stressed the importance and impact of literacy research on policy and practice.

The event was marked by a presentation by the 30 million Euro literacy research initiative of the BMBF (“alphabund”) for which UIL is in charge of the transfer of results. The short documentary “Second Chances – A Day in the Life of a Literacy Learner”, which had been produced by UIL, was launched as well as the alphabund website (www.alphabund.de), which has been designed and will be maintained by UIL.

Aside from research, the biographies of learners were at the centre of the event. Encouraging personal stories of adult literacy learners were shared and celebrated. Rita Süssmuth, President of the DVV, interviewed Tim-Thilo Fellmer, a literacy learner and author of children’s books. Both signed the ‘Buch der Bildungsrepublik’ (‘Book of the Republic of Education’) which collates outstanding learning journeys of people in Germany.

Every year the BVAG awards people as ‘Literacy Ambassadors’ for their commitment in advocating and promoting literacy. Marion Döbert, board member of BVAG, held the honorific speeches for 1) The late Kai-Uwe Mix, an adult learner who advocated for destigmatizing literacy issues; 2) Esma Abdelhamid and Marianne Moesle, who published Esma’s life story as an adult learner in the bestseller “Löwenmutter”; and 3) Marie-Luise Oswald, literacy practitioner in Berlin who has been tirelessly promoting literacy for many years.

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3. Frankfurt Book Fair Literacy Campaign 2008

The UNESCO Institute for Lifelong Learning (UIL) is a cooperating partner of the “Frankfurt Book Fair Literacy Campaign/LitCam”, which was launched at an international opening event on 2 October 2006 under the patronage of the Indian essayist and novelist Shashi Tharoor.

This year's LitCam event took place on 14 and 15 October under the theme "Literacy and Integration – Languages as a Key to Intercultural Dialogue". Speakers were Jürgen Boos, Director of the Frankfurt Book Fair; Adama Ouane, Director of UIL; Leonard Orban, EU Commissioner for Multilingualism; and Shashi Tharoor. The keynote speech was given by Professor Çiğdem Kağıtçıbaşı, Koç University, Istanbul.

Literacy and basic education projects have been presented from Burkina Faso (Benoit Ouoba, Tin Tua), Germany (Alexis Feldmeier, University of Bielefeld, for the Bundesamt für Migration und Flüchtlinge/BAMF), Turkey (Derya Akalin, Mother Child Education Foundation/AÇEV) and U.S.A. (Sharon Darling, National Center for Family Literacy).

A panel discussion on "Languages and Intercultural Dialogue", chaired by Neil McClelland, involved Jacques De Decker, author and member of the "Group of Intellectuals for Intercultural Dialogue", Sharon Darling, Shashi Tharoor and Adama Ouane. Workshops were held on "Family Literacy", "LACE — The Intercultural Competences Developed in Compulsory Foreign Languages Education in the European Union", "Media Literacy" and "Bilingual books for Children and Literacy".

The programme also included presentations by learners and an exhibition of various international organizations working in literacy and basic education. For the first time, there was an exhibition space dedicated to literacy (LitCam Lounge) throughout the Book Fair.

Other partners of the LitCam are the Federal Association for Literacy and Basic Education, AVAILLAIN and Google. This year the event has been co-hosted by the European Commission in the context of the "European Year of Intercultural Dialogue".

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4. Regional Experience-Sharing Workshop with LIFE Countries in Bangladesh

UNESCO Dhaka invited the LIFE countries of the Asia and Pacific Region for a workshop on 13 and 14 August 2008, to share the findings of an (external) evaluation of their LIFE Project implemented from 2006 to 2008 in the framework of the Capacity Building for Education for All (CapEFA) Programme.

Delegates from Afghanistan, China, India, Iran, Nepal and Pakistan, representatives from the government and civil society organizations of Bangladesh and partners from UNESCO (UNESCO Headquarters, Regional Bureau Bangkok and UIL) analysed the achievements, challenges faced and lessons learned. A contribution from Pakistan illustrated experience with a LIFE project.

In both cases, it became clear that the various activities developed in the context of the project had made an impact in key areas such as advocacy, creation of literate environments, agreement on national curriculum framework, gender mainstreaming and piloting Non-Formal Education Management Information Systems in two districts. On the other hand, it was also evident that much more needs to be done to strengthen capacities for literacy and NFE. Strong partners need to be brought on board.

Participants concluded in their analysis that both countries benefiting from extra-budgetary grants for CapEFA projects in the region – Bangladesh and Pakistan – have not yet managed to use LIFE as a national framework to advance literacy and NFE, as is the case, for example, in Afghanistan. In a panel discussion on creating sustainable literate environments, UIL contributed lessons learned from a global perspective, while resource persons from Bangladesh presented the experiences of civil society organisations and government. The workshop was an excellent opportunity for participants to share experiences and knowledge, to network and to refine strategies to bring LIFE forward.

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5. LIFEline: Online Network for LIFE Stakeholders Launched

An online resource and network for the Literacy Initiative for Empowerment (LIFE) was launched in September, which will facilitate the exchange of experiences in 35 countries. The LIFEline is intended for LIFE focal points and other LIFE stakeholders, who were consulted upon its concept and contents earlier this year. It will be an interactive platform:

- * To communicate at inter-country and inter-regional level. Members can contribute to exchange knowledge and share experiences.
- * To provide direct and user-friendly access to LIFE working documents and national plans and strategies on literacy.
- * To disseminate examples of good practice or links to relevant websites.

The current test version provides news from Senegal's activities and a collection of LIFE documents from the first years of the initiative.

Based on feedback and contributions from LIFEline members, UIL plans to expand the contents of this network and add functions such as an online forum and electronic mailing list.

Please visit: <http://lifeline.unesco.org>

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6. LIFE Resource Pack Launched

On the occasion of International Literacy Day on 8 September, UIL launched a Resource Pack which was developed in support of UNESCO's Literacy Initiative for Empowerment (LIFE). The content of the Pack, published initially in English and French, includes the LIFE Vision and Strategy Paper, the three reports of the Regional Meetings of the LIFE countries in the Arab, Asia and the Pacific and African region, the Report of the African Regional Conference in Support of Global Literacy (Bamako, September 2007), Effective Practices in Literacy in Africa, Effective Practices in Family Literacy and Intergenerational Learning Around the World, the Bamako Call for Action, the Maputo Strategic Platform, "Why Literacy Matters for HIV Prevention" from the Series

"Literacy Matters", as well as several flyers and CDs with research-based advocacy documents on literacy. UIL has started to distribute the packs to the focal points of the 35 LIFE countries and will send it to other key stakeholders. It will also be available on UIL's website and/or the online platform LIFEline. The Resource Pack, which gradually will incorporate other publications and tools in support of literacy, is expected to help advance LIFE, the UNLD and EFA around the world.

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7. Education Forum on Family Literacy in Guanajuato, Mexico

The Mexican Institute for Literacy and Adult Basic Education (Instituto de Alfabetización y Educación Básica para Adultos – INAEBA) invited UIL to participate in the Third Thematic Forum on Family Literacy taking place in San Miguel de Allende in the State of Guanajuato on 17 September 2008. INAEBA, which was funded in 2005 within the framework of the UNLD, is a public decentralized institution working under the Ministry of Education of the State of Guanajuato. It is offering literacy, primary and secondary education to those youth and adults aged 15 and above who have missed out formal education. These courses and other services (e.g. library, Internet, and computer training courses) are offered through 152 Centres for Access to Social Services and Learning (CASSA). INAEBA also offers bilingual courses for indigenous adult learners who migrated from other states to Guanajuato. Two months ago INAEBA started a pilot project on family literacy for indigenous populations. Currently around 52,000 learners are enrolled in different levels of literacy, primary and secondary education.

The Third Thematic Forum was attended by around 400 educators working for INAEBA all over the State of Guanajuato. It was inaugurated by the Minister of Education of Guanajuato. The morning session was dedicated to the family literacy approach, which is quite new in Mexico as well as in Latin America in general. The afternoon session consisted of a panel about the evolving concept of literacy within a lifelong learning perspective and concrete

manifestations in policy, programmes and pedagogical approaches to literacy.

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8. APAL Seminar and Writers' Workshop

A seminar, organized jointly by UIL and dvv international, is taking place in Nairobi, 2-4 November 2008. The seminar is linked to the book series *African Perspectives on Adult Learning*, published since 2005 by UIL, dvv international, the University of Botswana and Pearson Education South Africa. The lessons generated by the series so far will be one theme of the seminar. In addition the meeting will attempt to identify and clarify the nature of African perspectives in general and how they relate to adult learning; and consider the implications for curricula, textbook provision and the training of adult educators.

The two-day seminar programme will consist of plenary debates, panel session and discussion groups. Invited keynote speakers include:

- Professor Catherine Odora-Hoppers on "Cognitive justice, African indigenous knowledge systems and the implications for an African perspective on adult learning";
- Professor Francis Nyamnjoh on "Endogenizing knowledge production and dissemination in Africa"; and
- Professor Norbert Nikiema on "Reflections on an African perspective on adult learning in Francophone Africa".

A one-day workshop will also be held, for authors who will begin the process of preparing chapters for the next book in the *APAL* series.

Participants will be given an opportunity to discuss and to make recommendations to the Africa Regional Consultative Conference for CONFINTEA VI, which immediately follows the seminar and workshop.

The seminar organizers are expecting attendance by some 50 participants, including authors of previous books in the *APAL* series, members of the Series

Editorial Board, invited experts and policy-makers in the field.

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9. African Regional Conference in Global Support of Literacy: Call to Action and Final Report now available

The African Regional Conference in Global Support of Literacy took place in Bamako from 10 to 12 September 2007, organised by UNESCO and the host country, the Republic of Mali. It was the first high-level conference fully devoted to literacy and aimed at renewing the commitment to literacy and non-formal education for adults and out-of-school youth.

The challenge to develop an educational infrastructure which can guarantee educational rights is an exacting and demanding one: out of 44 sub-Saharan African countries, only seven have an estimated adult literacy rate above 80 per cent.

The final Conference Report presents an analytical overview of the state of literacy and non-formal education, as well as recommendations on the next steps to be taken. The *Bamako Call to Action*, launched by the conference participants, has been adopted by UNESCO's General Conference, which has requested support from Member States in implementing its recommendations. The Bamako Report and Call to Action can be downloaded from <http://www.unesco.org/uil/en/nesico/bamako/bamako.htm>

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10. Visitors

On 2 July, **Othilie du Souich** from UNESCO Headquarters – Bureau of Strategic Planning/BSP - in Paris visited UIL for a one-day training seminar with UIL staff on results-based management.

From 14 to 18 July, **Hilmar Kämper**, auditor from the Federal Foreign Office, carried out the last audit of UIL funds under the subsidy law of the German Federal Republic.

From 22 to 23 July UIL's former Director **Paul Bélanger** visited the Institute with a group of students from the European Master in Adult Education Programme of the University Duisburg-Essen. Paul Bélanger, Professor at the Université de Québec à Montréal (UQAM) in Canada, gave a seminar on lifelong learning in the context of this programme as a Visiting Professor in 2008.

From 12 to 29 August, **Elisabeth Onushkin** from Russia carried out a consultancy in UIL's publications department.

In September, **Hassana Alidou** and **John Aitchison** spent some time at UIL to work on the Regional Report for the African Region in preparation for CONFINTEA VI. The Regional Report is being put together on the basis of the National Reports for CONFINTEA VI submitted by Member States. It will be discussed during the Regional Preparatory Conference in Nairobi in November 2008.

On 25 September, Prof. **Tsunenobu Ban** from the Naruto University of Education, Naruto-City, Japan, and his wife visited UIL to meet with UIL's Director and staff and exchange on adult learning and citizenship.

On 29 September, Prof. **Zhu Xiaoman**, Director of the UNESCO International Research and Training Center for Rural Education (INRULED), and her assistant, Ms **Zhou Zhiqin**, visited UIL to discuss areas of future cooperation between the two Institutes.

On 10 October, **César Guadalupe** from the UNESCO Institute for Statistics in Montreal visited UIL to inform the UIL Director and staff about the state of affairs of LAMP, the Literacy Assessment and Monitoring Programme, which is being currently piloted in several countries, as well as to discuss areas and modalities of cooperation.

From 20 to 31 October, **Hanna Hasnu Gjesdal** from Norway spent two weeks at UIL in connection with the Lifelong Learning – Leonardo da Vinci Programme. She is working as counselor at the section for upper secondary education in Hordaland county council.

11. Staff Matters

Anna Bernhardt started work at UIL on 1 July as Assistant Programme Specialist after finishing her Master of Education at the University of Hamburg. Anna specialized in the area of non-formal education in Africa and did some research on intercultural communication in the field of educational development cooperation. At UIL she assists in the preparation of CONFINTEA VI and the Global Report on Adult Learning and Education.

Virman Man started work at UIL on 1 September as Head of Publications and Information, taking over from Christopher McIntosh who decided to go into a well-deserved retirement. For the previous twelve years Virman had been working as Senior Publications Officer at NIACE in Leicester, UK, with responsibility for all aspects of book and journal publishing. In one of the duties of his new post, Virman will be the Executive Editor of UIL's peer-reviewed journal, *International Review of Education*. He holds a geography degree and an MBA.

Björn Otte started work at UIL on 1 September as public relations specialist in the team working on the literacy research project funded by the Federal Ministry for Education and Research/BMBF ("alphabund"). With 25% of his working time, he will be involved in the CONFINTEA VI preparations. One of his main tasks will be the maintenance of the two websites. Before joining UIL, Björn worked as a project manager in online marketing communication and as an editor of audio novels. Björn has a Masters degree in German language, literature and media studies.

Marion Döbert started work at UIL on 1 October as coordinator of the BMBF literacy research project. She works part time, continuing as manager of the health cluster at the Adult Education Centre (Volkshochschule) Bielefeld. Marion holds a diploma in educational science and has a wide range of experiences in adult education, involving project management, advocacy as well as publications. Marion is founding member of the Federal Association for Literacy and Basic Skills (Bundesverband für Alphabetisierung und Grundbildung). For her dedication to literacy in Germany she was awarded the Federal Cross of Merit in 2003.

UIL would like to thank the following interns for their support: Saskia Bartsch (18 August to 12 September); Ping Qian Dorn (29 September to 21 November), and Anne Darmer (29 September to 31 December).

12. Recent Publications

International Review of Education

Special double edition "Literacy Education for All: Challenges and Prospects", guest-edited by Rosa-María Torres, Michael Omolewa and Adama Ouane.

The edition includes the following articles:

Beyond Definition: Central Concepts for Understanding Literacy - Judy Kalman

Literacy and Access to the Written Culture by Youth and Adults Excluded from the School System: A cross-country field study in nine countries in Latin America and the Caribbean - Rosa-María Torres

Terra Incognita: How Research Can Help to Chart Unexplored Terrain in Adult Literacy - Ralf St. Clair

Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children - Helen Abadzi

Literacy and Communication Technologies: Distance Education Strategies for Literacy Delivery - Rachid Aderinoye

PIAAC – A New Strategy for Assessing Adult Competencies - Andreas Schleicher

Adult Literacy: Monitoring and Evaluation for Practice and Policy - Dan Wagner

Coûts et financement de l'alphabétisation - Amadou Wade Diagne

Adult Literacy in Africa: The Push and Pull Factors - Michael Omolewa

Literacy in Brazil: From Rights to Reality - Timothy Ireland

Notes:

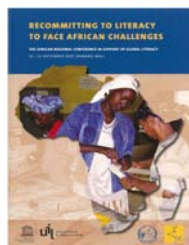
The Literacy Initiative for Empowerment (LIFE) 2006-2015 - Ulrike Hanemann

Reflections on Policies for Mass Literacy Education in Sub-Saharan Africa - Tonic Maruatona

Literacy Programmes for Adults – What Can We Expect? - Agneta Lind

Thailand's Path to Literacy - Sombat Suwanpitak

Let a Billion Readers Bloom: Same Language Subtitling (SLS) on Television for Mass Literacy - Brij Kothari



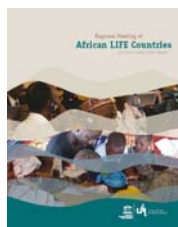
Recommitting to Literacy to Face African Challenges The African Conference in Support of Global Literacy

see above article

Un engagement renouvelé pour l'alphabétisation face aux défis africains
Conférence régionale africaine sur l'alphabétisation dans le monde
French version of the Conference report

The Bamako Call to Action/L'Appel de Bamako

Both documents can be downloaded from <http://www.unesco.org/ui/en/nesico/bamako/bamako.htm>

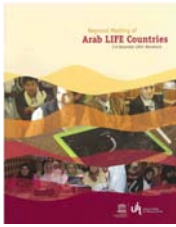


Report of Regional Meeting of African LIFE Countries

Report of the second regional meeting on LIFE in Africa in January 2008, which was organized by the

UNESCO Field Office in Maputo, the Regional Bureau of Education in Dakar (BREDA) and UIL. Sixteen African LIFE countries were present and the meeting was broadened by the participation of Brazil; Haiti and Sudan. A common understanding of the LIFE vision and strategy was developed and innovative experiences in different areas of literacy were shared. LIFE is the support mechanism of UNESCO to strengthen national processes and capacities that help to improve literacy programmes, to raise participation in

programmes and hence the countries' literacy rates and, most importantly, to empower excluded groups, especially rural women and girls.



Report of the Regional Meeting of Arab LIFE Countries

Report of the second Regional Meeting of the six Arab LIFE countries (Egypt, Iraq, Mauritania, Morocco,

Sudan and Yemen) which took place in December 2007 in Marakkech, Morocco. It was jointly organized by the UNESCO Cluster Office in Rabat, UIL, and the UNESCO Regional Bureau in Beirut. The national focal points for LIFE together with the LIFE focal points of the UNESCO offices met to review progress, and to exchange and learn from prior experiences. They also examined the LIFE implementation strategy and discussed innovative approaches to literacy and NFE that could enrich existing policies, strategies and programmes.

Maputo Strategic Platform

The Literacy Initiative for Empowerment in Africa

Leaflet, also available in French

LIFE

Literacy Initiative for Empowerment

2006-2015

Information leaflet about the Initiative, also available in French, Spanish and Portuguese

Maputo Strategic Platform

The Literacy Initiative for Empowerment in Africa

Leaflet, also available in French

CONFINTEA VI

Living and learning for a viable future: the power of adult learning

Information leaflet about CONFINTEA VI, also available in French, Spanish and Portuguese

Forthcoming publications

Jalons pour une alphabétisation au service du développement durable

Harbans S. Bholia et Sofía Valdivielso Gómez

(version française du Prix international de recherche en alphabétisation 2004-2005)