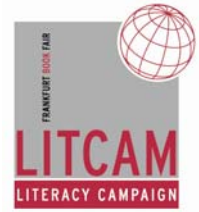


LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference



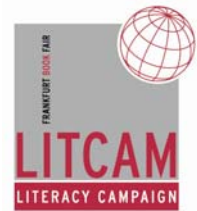
**Opening Event of**

**LITCAM**

**The Frankfurt Book Fair Literacy Campaign**

**2 October 2006**

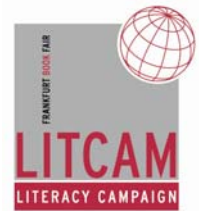
**Congress Center, Frankfurt/Main, Germany**



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Programme

- 10.00 a.m. **Welcome**  
**Juergen Boos**, Director of the Frankfurt Book Fair  
**Greeting**  
**Dr. Adama Ouane**, Director of the UNESCO Institute for Lifelong Learning  
**Greeting**  
**Andreas Storm**, Parliamentary Permanent Secretary in the Federal Ministry of Education and Research  
**Opening Speech from the Patron**  
**Shashi Tharoor**, Under-Secretary-General for Communications and Public Information United Nations and Indian author  
**Talk**  
**H. R. H. Princess Laurentien of the Netherlands**, Chair Stichting Lezen & Schrijven (Reading & Writing Foundation)
- 11.00 a.m. **Keynote Speaker**  
**Vimala Ramachandran**, Educational Resource Unit (ERU)  
*„The global literacy situation“*
- 11.30 a.m. Coffee Break
- 11.45 a.m. **Talk**  
Brief project-outlines from 4 organisations:  
**Dr. Sonja Fagerberg-Diallo**, ARED, Senegal  
**Chris Meade**, Booktrust, UK  
**Malini Ghose**, Nirantar, India  
**Regina Esteves de Siqueira**, Alfabetização Solidária, Brazil
- 1.30 p.m. *Lunch*
- 3.00 p.m. **Talk**  
**Jens Redmer**, Head of Google Book Search, Europe, Middle-East and Africa
- 3.15 p.m. **Panel Discussion „Literacy for all - strategies for the future“**  
**Dr. Sonja Fagerberg-Diallo**, ARED, Senegal  
**Chris Meade**, Booktrust, UK  
**Malini Ghose**, Nirantar, India  
**Regina Esteves de Siqueira**, Alfabetização Solidária, Brazil  
**Marion Döbert**, German Literacy Association
- 4.30 p.m. Coffee Break
- 4.45 p.m. **Presentation**  
Formerly illiterate people in conversation with sponsors
- 5.45 p.m. **Get Together**  
**Presenters:**  
**Regina Krieger**, Editor, Handelsblatt, Germany  
**Neil McClelland**, Director National Literacy Trust, UK



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Introduction

#### **Focus “Education for the Future” at the Frankfurt Book Fair**

The Frankfurt Book Fair in 2006 will focus on a new area: Education for the Future. The Book Fair is seeking to highlight this major issue, bringing it to the attention of the media and publishing world and to society in general. The topic of education is vitally important to countries and their governments all over the world, and will become an integral part of the fair in the coming years. The Fair's new focus on education is meant to attract the interest of the media and publishing sectors, governments and the economic sector, trade visitors involved in education, and the general public.

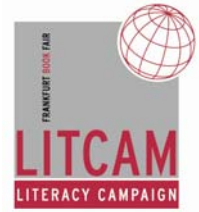
#### **The Opening Meeting of the Frankfurt Book Fair Literacy Campaign - “LitCam”**

One of the major pillars of the Fair's focus on education is the "Frankfurt Book Fair Literacy Campaign", to be launched at an opening event on 2 October 2006.

Reading, writing and numeracy are the basic skills needed today to enable people to live in a self-responsible and independent way. Basic education is the crucial prerequisite allowing citizens to take active part in important community processes and society in general. Basic education today also includes media literacy - the ability to use modern information and communication tools.

According to UNESCO's 2006 Global Monitoring Report, about 781 million adults today do not have these basic skills, meaning that about 18 per cent of the adult population around the world is illiterate. Illiteracy is a problem facing underdeveloped countries as well as leading industrial nations. Although industrial nations generally have extensive and comprehensive educational infrastructures, many of their adult citizens are more or less functionally illiterate. These adults attended schools as children because their education was compulsory, but their present literacy skills are poor to non-existent. Simple tasks such as reading a newspaper, filling in forms or writing a letter pose real problems.

The United Nations organises literacy activities and campaigns. UN Secretary-General Kofi Annan launched the UN Literacy Decade in 2003 with the ambitious goal of reducing by half the number of illiterate persons around the world within ten years. Every year on 8 September, International Literacy Day draws attention to this target. UNESCO also grants international literacy prizes to exemplary projects, organisations and programmes for their merits and efforts on literacy.



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Together with its partners, the Federal Association for Adult Literacy and Basic Education (Bundesverband Alphabetisierung und Grundbildung e.V.), the German Adult Education Association (Deutscher Volkshochschulverband e.V.) and the UNESCO Institute for Lifelong Learning, the Frankfurt Book Fair wants to use activities and events at the fair to draw attention to the urgent problems of (functional) illiteracy. Education for all means a better future for all.

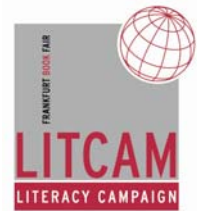
The international campaign will not just deal with literacy projects in developing and transitional countries, but also take account of the problems of functional illiteracy in the industrialised nations.

### Campaign objectives

- to optimise international cooperation/networking (e.g. through the opening event)
- to give a higher profile to the problem both among important opinion-shapers and the general public (e.g. with public events)
- to develop joint campaigns/projects with the partners involved.

This event will be the first in a series of such events taking place every year on the Monday before the Book Fair. The expectation is that it will motivate participating organisations to collaborate more effectively.

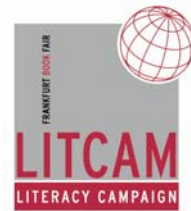
Also there will be regional projects in different parts of the world launched by LitCam. The Frankfurt Book Fair Literacy Campaign will be a long-term campaign.



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### Speakers and Presenters

Juergen Boos	Director of the Frankfurt Book Fair
Dr. Adama Ouane	Director of the UNESCO Institute for Lifelong Learning
Andreas Storm	Parliamentary Permanent Secretary in the Federal Ministry of Education and Research
Shashi Tharoor	Under-Secretary-General for Communications and Public Information United Nations and Indian author
H. R. H. Princess Laurentien of the Netherlands	Chair Stichting Lezen & Schrijven (Reading & Writing Foundation) It was while studying journalism in the US that Princess Laurentien first encountered people who had learned to read and write later in life. Following her study, she worked for CNN Headline News in Atlanta. Years later, alongside her professional activities in Brussels, she taught Flemish people with low literacy skills. In 2003, Princess Laurentien received the ABC award for her literacy work. In December 2003, The Reading & Writing Foundation was founded on her initiative. As well as being Chair of this foundation, Princess Laurentien is a freelance communications consultant.
Vimala Ramachandran	Educational Resource Unit (ERU), India Vimala Ramachandran, Educational Resource Unit has been working on elementary education, girls' education and women's empowerment issues. She was the first National Project Director of Mahila Samakhya (1988-1993) - a Government of India programme based in the Department of Education, MHD. She established Educational Resource Unit - a network of researchers and practitioners working on elementary education, women's education and empowerment. She has published extensively on primary education, girls' education and women's empowerment. She is a Trustee of Pratham (Delhi) a non-government organisation committed to education for all.
Dr. Sonja Fagerberg-Diallo	ARED, Senegal Sonja Fagerberg-Diallo received her doctorate in African linguistics from the University of Wisconsin (Madison) in 1982, with a speciality in the Pulaar language. She has lived in Senegal since 1976, where she helped create ARED in 1990. Her focus is to promote the use of African languages in all educational and informational venues. Since the creation of ARED, she is primarily focused on publishing books in African languages, and using these books in various training situations.
Chris Meade	Booktrust, UK Chris Meade has been Director of Booktrust since January 2000.



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He was Director of the Poetry Society from 1994 - 2000 where he established the Poetry Café at the Society's Covent Garden HQ and devised the Poetry Places scheme which set up residencies for poets in community settings including a North Sea gas platform, the millennium Dome, branches of Marks & Spencers and a firm of solicitors.

Malini Ghose

Director of Nirantar, India

Regina Esteves de Siqueira

Alfabetização Solidária, Brazil

Regina Célia Esteves de Siqueira, is graduated in Business Administration and master in University Management by DePaul University, Chicago. She was Dean for Community and Finances at the São Marcos University in São Paulo city, and acted as Projects Director for the Minister of Education in Brazil. Since its foundation, she is Chief Executive Officer of Solidarity in Literacy (ALFASOL) a non-profit organization that works for the reduction of illiteracy rates and to motivate public policies of education for youth and adults.

Jens Redmer,

Head of Google Book Search, Europe, Middle-East and Africa

Marion Döbert

German Literacy Association

Regina Krieger

Journalist at the German Newspaper *Handelsblatt*

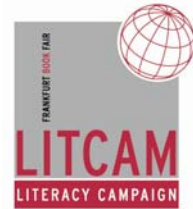
Neil McClelland

National Literacy Trust

Neil McClelland has been Director of the National Literacy Trust since it was launched in 1993. The Trust is a charity which works across society to promote improved literacy standards in the United Kingdom.

He started his career as a teacher and then entered educational administration - becoming Deputy Director of Schools for the Inner London Education Authority, and immediately prior to joining the National Literacy Trust, Director of Education for the London Borough of Greenwich.

Neil was awarded an OBE for services to education in the 2002 New Years Honours and is an Honorary Fellow of the Chartered Institute of Library and Information Professionals.



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## Keynote Address of Vimala Ramachandran

### The global situation and discourse on literacy

Today is the 2nd of October – a day when many people around the world remember Mahatma Gandhi. I would also like to start my keynote address reflecting on what one of the greatest statesman of the 20th century said about education.

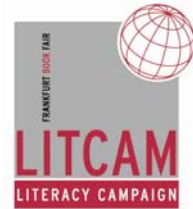
*“Literacy is not the end of education, not even the beginning. They are not related”*

*“The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.” (True Education, p 38, NCTE website Gandhi on Education)*

While I was preparing for this address I went through several global literacy reports brought out over the last ten years. We are informed that since 1990 the global adult literacy rate has risen from 75% to 82% and the number of illiterates has fallen by 100 million (China alone contributing 94 million), yet there are 771 million people who are not literate, with women accounting for 64% of adult illiterates and close to 100 million children are not in school. In 2002 the school life expectancy from primary to tertiary education in 2002 (world average) is 10.5 years – 9.4 years of primary and secondary education and 1.1 years of tertiary education. A child in sub-Saharan Africa can expect to attend school for an average of 5 to 9 years fewer than Western Europe or the Americas. Children in South, west Asia and in the Arab states have much lower educational prospects. Yet, we are also informed that globally share of education in national income (GNP) has increased.

What do these figures actually tell us? At one level they seem to say a lot but at another level the reader is left wondering if she has really learnt anything at all about the global situation with respect to literacy and learning. Official numbers tell us that all is well with education and that the world is making substantial progress – but our eyes and ears tell a different story.

What does literacy really mean? Having the skills to read with comprehension? To sign one's name? To be able to fill forms and write letters? Over the years – especially in South Asia – we have embraced a minimalist notion of literacy. Time bound campaigns teaching people to read generates a great deal of enthusiasm but in the absence of a larger literate environment – the adults who learn the skills quickly lose most of it. We are informed that the experience of Cuba, China and some of the South American countries has been different. Adult literacy programmes were located within the larger effort to ensure universal elementary education – thereby shutting the tap before mopping the floor. The period of the later 1980s and 1990s was exciting and creative – literacy movements in many parts of the world were embedded within people's struggles for equality and justice. The adult literacy movement was inspired by thinkers like John Dewey and Paulo Freire who emphasised broadening of intellect and development of problem solving and critical thinking skills. Literacy was seen as a powerful tool – one that would open the mind to new ideas, enable them to make informed choices and give people the courage to act.



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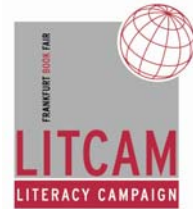
Unfortunately, notwithstanding the insightful contributions of Gandhi, Dewey, Freire and many others like them, the world today continues to take an instrumental or a functional view of literacy. At the heart of the discourse on literacy today are timeless questions related to the goal of education. Is it to enhance the capabilities of people to negotiate an increasingly unequal, divisive and polarised world from a position of strength? Is it to enable people to reflect critically on their life situation and understand the world they live in to make informed choices? Good quality education, in essence, involves creating a system that enables adults and children to learn to know, learn to do, learn to live with others and appreciate interdependence and diversity, and above all learn to 'act with ever greater autonomy, judgment and personal responsibility' .

An inability to address the fundamental goals of education does not augur well for democracies across the world. In an increasingly polarised world, religion, race, caste and language identities are reinforced. Government schools in most parts of the world no longer provide a common shared space for children of different backgrounds, races and communities. Children today grow up without getting an opportunity to mix with children from other religions and social groups. While children from middle class and affluent families with greater access to the world media may potentially be exposed to different viewpoints, the majority of poor children not only attend school where they mix with their own kind but have little access to the media (print, electronic and visual). This is also the case with adult literacy or continuing education programmes – the poorest across the world can at best access literacy classes. They do not have access to education that could help them deal with the challenges of a globalising world, agrarian distress, loss of traditional occupations and livelihoods and most importantly large scale migration and displacement. We seem to have lost sight of the real power and the true value of education and learning in the 21st century.

Let me dwell on the situation in India. At one level India is seen as making tremendous progress and the world is abuzz about the potential of this giant! Yet, India is home to a very large pool of "illiterates" – people who cannot read or write. Farmers struggling to eke out a living from land that has been pumped with chemical fertilizers, high yielding seeds and erratic supply of irrigation are committing suicide in many parts of India. While India is marching ahead on the IT front and setting up bio-tech industries – we are doing very little to enable farmers to access knowledge that can make their land more productive or even to reclaim traditional knowledge of organic farming that can restore the productivity of their land. Adult education and continuing education rarely address the real needs and concerns of people living on the margins of a society which is reported to be "developing" at breakneck speed. Livelihood opportunities for people living in tribal and in rural / remote areas are fast shrinking – we need new ideas, new ways of looking at the situation on the ground and new forums and spaces where people can reflect on their situation, debate options and help each other to break out of the vicious cycle of agrarian distress.

At another level, as we peel away the layers of the education system many contradictions reveal themselves. Larger governance issues like corruption, rent seeking and a patronage network make an already difficult situation even more resistant to reform; even well-meaning reformers at a loss about where to begin. Lofty goals are set every few years, the most recent being the nation-wide effort to draft a national curriculum framework for India. Yet institutions that are expected to set standards and provide leadership at different levels (international, national, state and district) have been reduced to petty fiefdoms that are least concerned about larger issues, such as the purpose of education.

The crisis faced by Indian education reflects a global concern. Be it rioting youth of migrant communities in Europe, the exasperated students in South and Southeast Asia, or the palpable unrest in Americas and Africa – all these are telling something. An education system that took shape in the early industrial period is no longer able to meet the growing aspirations and needs of people across the world. The "best" are happy with the Ivy



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League, Oxbridge, Sorbonne, the Indian Institutes of Technology and the Indian Institutes of Management their stepping stone to money, fame and power. Simultaneously, the media has equalised aspirations and raised hopes that education could indeed be the great equaliser. Yet the education that poor receive adds little real value. The real world is harsh – those on the margins are being pushed further out into the wild.

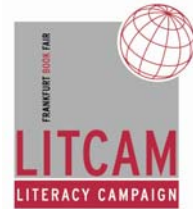
At the heart of all this is the content of education. Who gets to learn what and how much? What confidence and capabilities does it endow? Who decides what is taught in school or in adult and continuing education programmes? What accountability systems are in place to make sure that children and adults who come to school are able to engage in education in a caring and non-discriminatory environment and in a manner that enables them to realise their potential? Who ensures that caste, gender, race and community prejudices are not reinforced in school? Is anyone monitoring to see if a level playing field is being created in educational programmes?

At the heart of education is the quest of relevance (content) and quality. In many ways content and quality are the heart of the struggle for equality and justice. Who determines what we learn / what we teach? The educational needs of a tribal community living in forests and mountains are surely very different from those who migrate to cities in search of livelihood. Increasing demand for minerals, ores and other natural resources to fuel rapid industrialisation is imposing unheard of hardships on people livings amidst these resources. Social and political conflicts are pushing many people across the world into ghettos with little scope for life and livelihood with dignity.

I will now try and explore these issues with respect to the educational and empowerment needs of women. While the importance of education is acknowledged by one and all the relevance of literacy in poor women's struggle for survival with dignity is not understood in its totality. Leading women activists in many parts of the world have argued that 'illiteracy' is not a symbol of ignorance and making literacy a value in itself only ended up devaluing the traditional knowledge and wisdom of women and of indigenous communities. While no one consciously undervalues the importance of education per se, literacy (in such situations) is seen as not being important in itself. Collectivisation, confidence building, organisation building and leadership development – are highlighted as being of greater value. This is succinctly captured in the statement of an illiterate woman from Gujarat:

*If I learn to read and write, will my wages increase from the next day? Will water come to my doorstep? Will my husband stop drinking and harassing me? Will I get a government job? No, everything will still be the same! So why should I spend the evenings with a slate and chalk, when I am exhausted with the day's work, when my whole body is aching and my mind is numb? First show me to solve my problems, then I'll gladly learn to read and write! (Quoted by Srilatha Batliwala, March 1994)*

In the last two decades and especially since the Cairo conference, governments across the world have declared that education of women is the key to development. The population control philosophy gave way to a theory of long-term population stabilisation and women's literacy is seen as the strategic intervention that would make "the big difference". As a result, governments of the South and donors of the North focus on the relationship between literacy, fertility and women's autonomy. It is argued that a few years of schooling or adult literacy programmes can change fertility behaviour. Ensuring girls go to school, education programmes for adolescents and women's literacy are today accepted as a three-pronged strategy to contain population growth, reduce maternal and child mortality, combat HIV and AIDS and so on. This has no doubt infused new life into the campaign for women's education.



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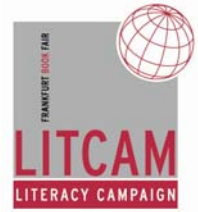
A wide range of variables determine women's autonomy and their position in society. Studies done in different parts of the world seem to show a broad correlation between women's position and fertility. However, innumerable studies have also shown that other factors like declining maternal and child mortality, access to reliable health care facilities, confidence over the survival of children, access to contraception and five to eight years of schooling leading to delay in the age of marriage exert a strong influence on family size – even in situations where women are not empowered or enjoy a good status in society. This has encouraged some demographers and policy makers to argue that women's empowerment is a desirable long-term goal, but in the short run improving the quality of primary health care and enhancing the basket of contraceptives (especially for spacing) and providing condoms could turn the tide.

The 'next-best' policy intervention for the government is to promote women's education, employment, income generation, credit and saving and so on. This is the new "magic bullet" promoted by leaders in the North and the South. Almost all such interventions in the above areas are justified on the expected impact on fertility, infant and child mortality and morbidity and maternal mortality rates, containing HIV and AIDS. Women are viewed as autonomous agents. Little effort is made to address larger patriarchal structures, male responsibility and male involvement in child survival, in the spread of HIV and AIDS and the vulnerability of women even in monogamous relationships. Notwithstanding prevalent gender relations – women's involvement is seen as the key to improving access to water and sanitation, household income, primary education, family health, environment protection – the list is endless. As a result literacy programmes for adult women are overloaded with "information" that women supposedly need.

Whether such educational interventions ultimately improve women's situation in the society or position within the family is an open question. Creating opportunities for income generation without initiating processes that help women gain greater control over the income they earn has been found counterproductive. Similarly, involving groups of women in thrift and credit groups without building their capabilities to critically analyse gain greater understanding and control the process can become a disempowering experience. Literacy drives which mechanically transfer reading skills have been shown to have little impact on the overall development of women. The newly acquired skills are forgotten quickly in the absence of a larger literate environment where newspapers, story books and other reading materials are readily available. Just look into South Asian families – urban areas are full of cases where young office going women hand over their entire income to their husband or mother-in-law and continue to be as oppressed and exploited as their illiterate sisters. In the last twenty years, there is a realisation that isolated interventions – be it in education, income generation or collectivisation – have little impact. What seems to work is a multi-pronged strategy and an approach that addresses the educational and empowerment needs of individuals and communities.

Women's autonomy and empowerment is not a simple linear process. Education, if understood in a broad sense, essentially involves opening the minds, enhancing self-esteem and self-confidence, building a sense of positive self-worth, accessing information and tools of knowledge and acquiring the ability (the collective strength) to negotiate this unequal and unjust world from a position of strength. Education, seen in this light, goes beyond literacy and schooling.

Can literacy be a vehicle for the attainment of other development goals, namely, improvement in the quality of life of poor women, enhanced income, control over income, access to information and the tools of knowledge to negotiate a hostile environment? Linking education to survival issues of the poor, especially women, has remained a challenge.



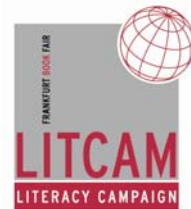
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The situation may seem grim. But as we look closer and listen carefully, young people across the world are not in a mood to take this lying down. May be there is the silver lining. There is an urgent need to re-imagine literacy and education, overhaul the system and link education to life, livelihood, peace and social justice. While striving for equality, the education system should be able to respond to both aspirations and opportunities while enhancing choices. A farmer should be able to enhance her productivity, weigh the pros and cons of traditional and modern technologies and make informed choices. Children living in a multicultural environment should have an opportunity to learn about each other while creating bonds of shared experiences – at the same time learning from the catastrophic consequences of racism, parochialism and communalism on humanity. Skilled and unskilled workers should be able to negotiate just wages and resist gender and age inequalities that exist. The education system should have the depth as well as the range to span different worlds that people live in and also create bridges. A child born into a community which is rooted in a traditional occupation must have the opportunity to move out if she so wishes or infuse modern technologies or marketing opportunities into a traditional occupation. This has implications for the global literacy programme and the education system. We may have to reconstruct education in such a way that it provides multiple points of entry and exit, accommodate the varying paces of learning and enable people to stand tall where they are and reach out to the world with confidence.

This can happen only if people who are committed to an alternative vision have the courage to put an end to the mindless pursuit of numbers (also known misleadingly as “goals”) and focus on content and processes. This is the only way we can strengthen the voices clamouring for “true education”.

I would like to end with another quote from Mahatma Gandhi:

*“The English word ‘education’ etymologically means ‘drawing out’. That means an endeavour to develop our latent talents. The same is the meaning of kilavani, the Gujarati word for education. When we say that we develop a certain thing, it does not mean that we change its kind or quality, but that we bring out the qualities latent in it. Hence ‘education’ can also mean ‘unfoldment’... In this sense, we cannot look upon knowledge of the alphabet as education. This is true even if that knowledge gains us the M.A. degree... True education is something different. Man is made of three constituents, the body, mind and spirit. Of them, spirit is the one permanent element in man. The body and the mind function on account of it. Hence we can call that education which reveals the qualities of spirit... Education can also be understood in another sense; that is, whatever leads to a full or maximum development of all the three, the body, mind and spirit, may also be called education. The knowledge that is being imparted today may possibly develop the mind a little, but certainly it does not develop the body and spirit. I have a doubt about the development of the mind too, because it does not mean that the mind has developed if we have filled it with a lot of information. We cannot therefore say that we have educated our mind.” Navajivan Education Supplement, 28 February 1926 (Collected Works of Mahatma Gandhi, Volume 30, pp. 58-59)*



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### **Brief Project Outlines from the Participating Organisations:**

#### **Alfabetização Solidária (Solidarity in Literacy) – ALFASOL, Brazil**

Solidarity in Literacy (Alfabetização Solidária - Alfasol) was created in 1997 as an NGO with the goal to contribute to the reduction of illiteracy and to promote an increase in the public offer of continued youth and adult Education.

To achieve the sustainable development nations must necessarily ally growth to human development and for this purpose a strengthening of the intersectorial alliances becomes mandatory. For this reason Alfasol created a simple, innovative and low cost partnership standard based on alliances with institutions of higher education, private companies, federal government, state governments, municipal governments, citizens, NGOs and international entities.

Due to this “partnership engineering”, in its ten years Alfasol has served over 5,3 million people historically excluded from the process of scholastic education and who represent greater social vulnerability, in a total of 2,088 municipalities, having qualified 244 thousand literacy teachers. Alfasol has also formed partnerships with 212 institutions of higher education and 178 private companies and governmental institutions.

The success of the activities conducted jointly with the public sector becomes clearly visible in the statistics regarding the offer of continued youth and adults education in Brazil. Between 2000 and 2004, there was an increase of 239 % in this sector in the municipalities served by Alfasol, compared to only 120 % in other municipalities during the same period. These activities thus led to a 32.2% decrease in the rate of illiteracy in Brazil in the last decade.

In 2003 Alfasol was indicated by UNESCO as one of the ten most successful literacy experiences ever conducted in the whole world. Thus, Alfasol’s work now integrates the commemorative kit of the Literacy Education Decade (2003-2012), an initiative introduced by the UN. After being awarded with prizes like King Sejong Literacy Award, in 2004, Alfasol became in 2005 the first Brazilian organization to maintain operational relations with UNESCO.

The Alfasol’s Literacy National Program has as target group the population aged 15 and above, which is illiterate or has some literacy skills. The priority areas are located in regions with a low human development index (HDI) and high illiteracy rates. The national program has complementary projects to reinforce its effectiveness, such as the “Large Urban Centres Project”; “Literacy at companies”; the “To see” Project and the Nutritional Supplementation Project. Besides the National Literacy Program, Alfasol has other programs, always focusing on youth and adults education.

#### **Alfabetizacao Solidária**

Rua Pamplona, 1005 2º andar - cj. 2A

Jardim Paulista - Sao Paulo/SP

Sao Paulo, BRAZIL

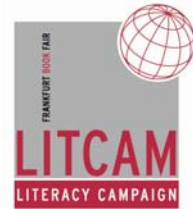
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## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Associates in Research and Education for Development – ARED, Senegal

ARED is a non-profit organization which specializes in non-formal education in African languages across the Sahel. Since 1990 they have published over 150 titles in African languages, and have sold over 800,000 books. Furthermore, they have carried out more than 425 trainings for roughly 9000 participants, all future literacy teachers or community organizers.

ARED programs provide participatory, learner-centered education in African languages to both individual learners and local communities. The programs focus on developing basic literacy skills plus reading for pleasure and leadership and organizational capacities, as well as providing information on citizenship and civil society so that people can make informed choices, allowing them to reach their own goals through increased access to education. They provide some of the necessary tools for mastery and change at the community level by continuously developing and teaching curricula which address the tasks that all adults have before them – be they leaders, decision-makers, elected officials, groups advocating for change, or simply a citizen who is trying to meet the needs of his or her family.

ARED's focus is the Sahel in West Africa, a zone of limited rainfall (under 400 mm. per year) which nevertheless contributes enormously to the income of the sahelian countries which depend upon the good management of both farming and herding strategies in this zone. Their first language is Fulfulde (also known as Pulaar, Fula, Fulani, Peul, depending on the region) which is spoken by more than 25 million people from Senegal in the west to Sudan in the east. But they also have worked in seven other languages, translating and adapting from the original Fulfulde materials.

ARED carries out training activities which run from 20 to 100 hours each in local communities, both rural and peri-urban. While every training activity is accompanied by a book in the language of the training, they do not assume that everyone in their trainings will be literate. They deliberately strive to bring together a mix of community members – “youth” between 15 to 30 years and adults at 40 to 70, men and women, literate community members and those who do not know how to read and write. Since classes are learner-centered, they depend on the knowledge and exchanges between participants, and this mix of participants is crucial for both the sharing and storing of information.

#### **ARED Association in Research and Education for Development**

BP 10 737

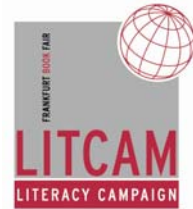
Dakar- Liberté

Senegal

Tel.: +221 /825 71 19, +221/824 5098

Fax: +221 / 824 7097

E-Mail: [ared@enda.sn](mailto:ared@enda.sn)



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Booktrust: Bookstart, Great Britain

Booktrust is not a literacy organisation - they encourage people of all ages and cultures to discover and enjoy reading. They run National Children's Book Week, support the Children's Laureate Jacqueline Wilson, run a portfolio of literary prizes and projects for all ages, including 'Get London Reading', targeted at those busy adults who tell they 'have no time to read'.

The biggest project is Bookstart, originated twelve years ago and now massively expanded thanks to Government funding to ensure that every new child in the UK can receive three gifts of books in the first four years of their lives. It has been replicated around the world.

By supplying a free book bag for every family, handed over by the Health Visitor at baby's 8 month check, Bookstart guarantees that every family has the opportunity to enjoy the delight of sharing books with babies.

The University of Birmingham continued to monitor the original Bookstart babies as they arrived at primary school and took part in the Baseline Assessment. The Bookstart babies performed noticeably better than their carefully matched peers in all 9 categories of the Baseline Assessment. Children who had had the advantage of Bookstart were clearly ahead in both literacy and numeracy.

Further research showed:

- A rise from 78% to 91% of parents reported reading to babies having received the Bookstart pack.
- Library visits increased from 64% to 85% (visit at least once a month), membership rose from 5% to 31%
- Changes in behaviour in the family setting, improving the parent/carers skills and confidence, improved language acquisition in areas associated with educational failure

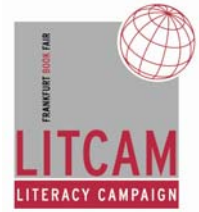
Bookstart stimulates reading with babies from all groups (age, social class, ethnic group, those with older siblings, those in families where more than one language is spoken, and across all regions. Most significant increases were in the activity reported by ethnic-minority respondents (28% reported increased reading).

The Bookstart programme is delivered through a multi-agency, public/private partnership. It is supported by funds from the Sure Start Unit in England and via the devolved administrations in Scotland, Northern Ireland and Wales.

Bookstart is usually co-ordinated and administrated via library services working in partnership with health professionals and early years practitioners in settings. Other professionals working with hard-to-reach families are also involved in the targeted delivery of the programme.

### Booktrust

Book House  
45 East Hill  
London SW18 2QZ, UK  
Tel.: +44 / 20 / 8516 2977  
Fax: +44 / 20 / 8516 2978  
E-Mail: [query@booktrust.org.uk](mailto:query@booktrust.org.uk)  
<http://www.booktrust.org.uk>



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Educational Resource Unit (ERU), India

Educational Resource Unit is a research group established in December 1996 with the objective of working in an interdisciplinary manner on child development, elementary education, health and rights. Since inception ERU has executed a wide range of research studies and evaluations/reviews. Their unique strength and expertise is in taking a holistic social development approach with a strong gender perspective. They have special expertise in qualitative research, impact assessment of developmental interventions (including gender and social audit), process documentation, monitoring & evaluation. They have the capability to work in several states and in different language zones of India and across South Asia.

#### **Educational Resource Unit (ERU)**

YA-6 Sah Vikas, 68 I P Extension

Delhi 110092

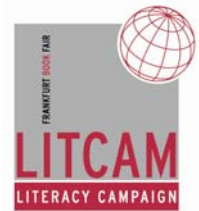
India

Tel.: 0091 / 11 / 222 318 42

Fax: 0091 / 11 / 222 318 42

E-Mail: [vimala@eruindia.org](mailto:vimala@eruindia.org)

<http://www.eruindia.org>



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Nirantar, a centre for gender and education, India

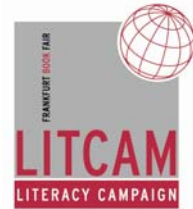
Nirantar is a centre for women and education set up in 1993. Nirantar seeks to bring back a gender perspective into education in the country, along with perspectives of class and caste. Nirantar works towards making education an empowering and enabling process for women. The organisation believes that education can be a decisive intervention towards women's equality. Nirantar argues that education should not be seen as a one-time transfer of reading and writing skills, but as an on-going process informed by a vision of justice and equality. An education, which empowers, must create circumstances where women critically analyze their life situation and become active participants in the process of change by seeking alternatives, breaking stereotypes and demanding new information.

Nirantar works in close collaboration with field based NGOs and women's collectives in the following areas:

- Plan and implement workable grassroots level strategies and methodologies in the field of Gender and Education
- Develop curricula, manuals and teaching-learning packages that are gender sensitive and relevant to the needs of poor rural women
- Produce information resources and reading material catering to the needs of adult readers with low literacy levels
- Conduct trainings with teachers in gender and pedagogy and with grassroots groups in participatory material production and curriculum development
- Undertake action-research and documentation of innovative experiences and case studies
- Network with NGOs, women's groups and other agencies on issues related to women, education and human rights

### **Nirantar - A Centre for Gender and Education**

B-64 Second Floor  
Savodya Enclave  
New Delhi 110017  
Indien  
Tel.: 0091 /11/2-696-6334  
Fax: 0091 /11/2-651-7726  
E-mail: nirantar@vsnl.com  
<http://www.nirantar.net>



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### Exhibitors

#### **ACEFIR - Associació Catalana per a l'Educació la Formació i la Recerca**

C. Rutlla, 20-22  
E 17002 GIRONA  
Phone: +34 972 20 07 85  
E-Mail: [acefir@acefir.org](mailto:acefir@acefir.org)  
[www.acefir.org](http://www.acefir.org)

ACEFIR is the Catalan Association for Education, Training and Research, a social initiative that brings together a team of professionals from different fields with the common interest for working for education, training and research related to youth, adults and older people. Their aim is to make institutions, media and society in general more sensitive to the importance of lifelong training and education, They promote international cooperation among different cultures and offer support and advice to any other organisations working in the same field.

#### **ANLCI - Agence Nationale de Lutte Contre L'Illettrisme**

1 place de l'École, BP 7082  
F-69348 LYON CEDEX 07  
Phone: +33 4 37 37 16 80  
E-mail: [jean-pierre.jeantheau@anlci.fr](mailto:jean-pierre.jeantheau@anlci.fr)  
[www.anlci.fr](http://www.anlci.fr)

#### **Lire et Ecrire**

Rue Antoine Dansaert, 2 A  
B - 1000 Brussels - BELGIUM  
Phone : +32 2 502 72 01  
E-mail: [lire-et-ecrire@lire-et-ecrire.be](mailto:lire-et-ecrire@lire-et-ecrire.be)  
[www.lire-et-ecrire.be](http://www.lire-et-ecrire.be)

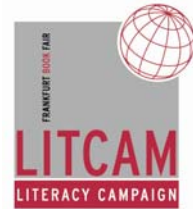
LIRE ET ÉCRIRE has three main objectives:

- Focussing public opinion and the authorities on adult literacy and the urgent need to combat its causes and provide solutions
- Increasing the number of literacy training centres for young people and adults, making them readily accessible and ensuring that the methods employed respect those involved, helping them to become autonomous
- seeking means of creating effective structures to combat illiteracy within the French-speaking Community of Belgium

#### **NALA - National Adult Literacy Agency**

76 Lower Gardiner Street  
Dublin 1  
Ireland  
Phone: (01) 855 4332  
E-mail: [literacy@nala.ie](mailto:literacy@nala.ie)  
[www.nala.ie](http://www.nala.ie)

NALA was established in 1980 and since 1985 it has received a grant to operate a national office. NALA is a membership organisation with voluntary status, concerned with national co-ordination, training and policy development in adult literacy work in Ireland.



## LitCam – The Frankfurt Book Fair Literacy Campaign - Opening Conference

### **NRDC - National Research and Development Centre for Adult Literacy and Numeracy**

Institute of Education, University of London  
20 Bedford Way  
London WC1H 0AL,  
UK

Phone: +44 020 7612 6476

E-Mail: [info@nrdc.org.uk](mailto:info@nrdc.org.uk)

[www.nrdc.org.uk](http://www.nrdc.org.uk)

The National Research and Development Centre for Adult Literacy and Numeracy was created in 2002 as part of the government's Skills for Life strategy. It is an internationally recognised centre for research and development and is based at the Institute of Education, University of London. The NRDC is a consortium of 12 organisations, including universities and national agencies, which specialise in literacy, numeracy, ESOL and ICT. The Centre provides an independent and sound evidence base for policy formation and the improvement of teaching and learning.

### **Oxfam Publishing**

Oxfam House,  
John Smith Drive  
Cowley, Oxford OX4 2JY,  
UK

Phone: +44 (0)1865 472188

E-Mail:

[www.oxfam.org.uk](http://www.oxfam.org.uk)

Oxfam helps communities to set up their own schools, and funds school buildings, equipment, and teacher-training programmes. They also support adult literacy classes for those who missed out on school as children. Oxfam's Health and Education for all campaign is putting pressure on world leaders to make education for every child a reality.

### **UNESCO Institute for Lifelong Learning**

Feldbrunnenstraße 58  
20148 Hamburg  
GERMANY

Phone: +49-40-448041-0

E-Mail: [uie@unesco.org](mailto:uie@unesco.org)

[www.unesco.org/education/uie](http://www.unesco.org/education/uie)

UIE, one of six educational institutes of UNESCO, is a non-profit international research, training, information, documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. By drawing on its long and unique experience linking educational research, policy and practice in these areas and by using its competence, its influence and its resources UIE makes a special contribution in enhancing access to learning, and improving the environment and quality of learning for all in all regions of the world.

### **World Vision Deutschland e.V.**

Am Houiller Platz  
61381 Friedberg  
GERMANY

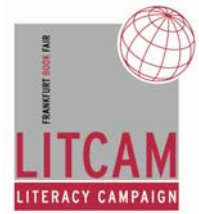
Phone: +49 6172 763-0

E-Mail: [info@worldvision.de](mailto:info@worldvision.de)

[www.worldvision.de](http://www.worldvision.de)

World Vision is a Christian relief and development organization dedicated to helping children and their communities worldwide reach their full potential by tackling the causes of poverty. We serve the world's poor – regardless of a person's religion, race, ethnicity, or gender.

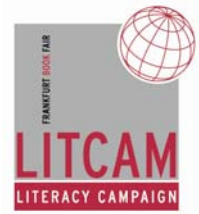
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## Partners



Thank you for your support!

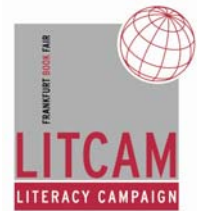


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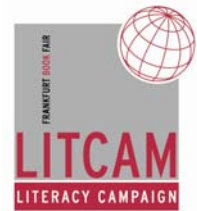
Thank you for your support!



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### Delegates

Markus Karras	Accenture	Kronberg, Germany
Mechthild Bartel	Ausstellungs- und Messe GmbH	Frankfurt, Germany
Alexander Skipis	Börsenverein des Deutschen Buchhandels e.V.	Frankfurt, Germany
Vanessa Badrodien	Cape Town Book Fair	Cape Town, South Africa
Toby Marais	Cape Town Book Fair	Cape Town, South Africa
Arineh Abrahamian Tatavos	Cheesta Publishing Co.	Tehran, Iran
Werner Wasmuth	Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH	Eschborn, Germany
Peter Heusch	entermeconsult	Germany
Jürgen Genuneit	Ernst Klett Verlag für Wissen und Bildung	Stuttgart, Germany
Monika Blume	Eselohr; Stiftung Zuhören	München, Germany
Dwarkesm N. Sham	Fachpresse Publishers p.Ltd.	Stuttgart, Germany
Nena Hartmann	Indien-Aktuell	Düsseldorf, Germany
Alexander Hartmann	Indien-Aktuell	Düsseldorf, Germany
Bill Carman	International Development Research (IDRC)	Ottawa, Canada
Dr. Ann Anders	Kulturdezernat	Frankfurt, Germany
Dr. Gabriele Rabkin	Landesinstitut für Lehrerbildung und Schul- entwicklung	Hamburg, Germany
Gillian Candler	Learning Media LTD	Wellington, New Zealand
Keith Tong	Malaysian Bookseller Association	Kuala Lumpur, Malaysia
Marion Schmitz-Stadtfeld	Nassauische Heimstätte - Wohnungs- und Entwicklungsgesellschaft mbH	Frankfurt, Germany
Nathalie Tremblay	Névé Editions (Publisher)	Montreal, Canada
Dudley H. Schroeder	Publishers' Associatio of South Africa (PASA)	Cape Town, South Africa
M.Si. Dra. Nova Rasdiana,	PT RajaGrafindo Persada	Jakarta/Utara, Indonesia
Magdalena Hj.	PT RajaGrafindo Persada	Jakarta/Utara, Indonesia
Sri Hayati Yayat	PT RajaGrafindo Persada	Jakarta/Utara, Indonesia
Claudia Regnart	Publisher's Association of South Africa (PASA)	Cape Town, South Africa
Vibhore Jain	Research Periodicals & Bokk Services Inc.	Housten, USA



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Faridhe Khalatbaree	Shabaviz Publishing Company	Tehran, Iran
Eric Merkel-Sobotta	Springer Science+Business Media Deutschland GmbH	Berlin, Germany
Ian Shine	Star Bright Books	Long Island City, USA
Deborah Shine	Star Bright Books	Long Island City, USA
H. J. Kraima	Stichting CPNB	Amsterdam, Netherlands
Paul Mosterd	Stichting CPNB	Amsterdam, Netherlands
Majid Semnar	SWK - Semnar & Wolf Kommunikation GmbH	Frankfurt, Germany
Maren Elfert	Unesco Institute for Lifelong Learning	Hamburg, Germany
Dr. Adama Ouane	Unesco Institute for Lifelong Learning	Hamburg, Germany
Marion Döbert	Volkshochschule Bielefeld/ German Literacy Association	Bielefeld, Germany
Jorgen Riiser	VOX, National Institute for adult learning	Oslo, Norway
Kirsten Waarli	Vox, Norwegian Institute for Adult Learning	Oslo, Norway
Avelyn Davidson	Weldon Owen Education	Auckland, New Zealand
Ian Massam	Weldon Owen Education	Auckland, New Zealand
Mr. al-Shamsi		Abu Dhabi
Dr. Rainer Speckardt		Abu Dhabi