

## Literacy Day 2009

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### Content

- \* MESSAGE FROM MR KOÏCHIRO MATSUURA
- \* UNESCO CELEBRATES THE POWER OF LITERACY, SEPTEMBER 8
- \* INTERNATIONAL LITERACY DAY 2009
- \* INTERNATIONAL LITERACY DAY – 1 IN 5 PEOPLE CANNOT READ THIS
- \* **OTHER ACTIVITIES OR INFORMATION**
- \* **ICAE FACEBOOK**

### MESSAGE FROM MR KOÏCHIRO MATSUURA

Director-General of UNESCO on the occasion of International Literacy Day 8 September 2009

This year, International Literacy Day puts the spotlight on the empowering role of literacy and its importance for participation, citizenship and development. 'Literacy and Empowerment' is also the theme for the 2009-2010 biennium of the United Nations Literacy Decade (2003-2012).

While the empowering role of literacy and its significance for development have been recognized worldwide, there are still 776 million illiterate adults in the world and 75 million children out of school whose rights and needs remain unfulfilled.

Literacy, in fact, is by far the most neglected goal on the Education for All (EFA) agenda.

Who are the 776 million illiterate adults? In most countries, these are the most disadvantaged and marginalized populations, with a high percentage of women and girls, indigenous people, linguistic and cultural minorities, nomads, rural dwellers, and the disabled. There is a high correlation between poverty and illiteracy. In this perspective, empowerment is the key. For all those women and men who live without access to basic reading and writing skills, literacy opens up new horizons of opportunity, improves standards of life and contributes to processes of social change and poverty eradication.

However, despite clear evidence of the power of literacy to transform individual lives and patterns of social development, in many parts of the world there is neither the political will nor the resources to make youth and adult literacy an area of priority action. In consequence, those whose lack of basic literacy and numeracy skills is not being addressed - almost one in six adults - are being told that their rights, their needs and their hopes do not count. This is an unconscionable situation whose blatant injustice must not be allowed to continue. Fortunately, there are many governments, civil society

organizations, enterprises, community groups and individuals who understand the benefits of literacy and are conscientious in their support of literacy programmes. Many persons work anonymously, quietly and steadily to help others to acquire literacy and numeracy skills and the chance to embark on the adventure of learning. International Literacy

Day is an occasion to salute and applaud their efforts and to encourage them to sustain their commitment. By tutoring and mentoring others, literacy workers – whether professional or voluntary – are important catalysts of change who are making a real difference to the lives of others.

Literacy produces these human benefits with and through the learners themselves.

As many studies have found, literacy is an empowering force that serves to increase self-esteem, confidence and assertiveness and helps to build a sense of personal competence and independence together with better awareness of one's rights. Literacy gives enhanced autonomy to individuals in both the family and community context.

These human benefits of literacy give rise to consequences of significance for society as a whole. Thus, the self-esteem generated by literacy skills facilitates social and political participation and is, in fact, associated with greater interest in national and community activities, influencing attitudes and practices in the political sphere. In many and varied contexts, literacy has demonstrated its extraordinary power to equip individuals to participate more actively and more effectively. In this era of widening disparities, literacy brings not only greater self-esteem but also opportunities to those who have been disenfranchised, marginalized and neglected: neo-literates acquire greater capacity and skills to raise their income levels, build sustainable livelihoods, gain access to health and educational services, and engage in the public arena. Indeed, literacy is vital for securing access to political, economic and cultural opportunities, and this is particularly the case for women thanks to the enabling and transformative impact of literacy on their lives.

Each year, International Literacy Day is an occasion for worldwide mobilization for literacy. Today, I call upon governments, intergovernmental organizations, development partners, employers, trade unions and civil society organizations everywhere to stop the neglect of youth and adult literacy and to strengthen their commitment to literacy. Literacy is not just about reading and writing, it is about selfrespect and human dignity and about opportunities that give hope to individuals, families, communities and entire societies. Literacy, an integral part of the right to education, has shown itself time and time again to be a vital tool of empowerment.

It is time for the right to education of all persons, of whatever age, to be realized in practice.

Koïchiro Matsuura

<http://unesdoc.unesco.org/images/0018/001836/183671e.pdf>

## **UNESCO CELEBRATES THE POWER OF LITERACY, SEPTEMBER 8**

A visit by Mrs Laura Bush, an awards ceremony and the launch of a touring classroom in a truck form part of UNESCO's International Literacy Day celebrations in Paris.

This year's theme, Literacy for Empowerment, highlights the staggering 776 million – or one in five - adults worldwide who still lack basic reading and writing skills. Two thirds of them are women.

Mrs Bush visits UNESCO Headquarters in Paris as the guest of honour and in her role as UNESCO's Honorary Ambassador for the UN Literacy Decade. She will be present at the ceremony to award this year's International Literacy Prizes for innovative literacy projects with representatives from India, Afghanistan, Burkina Faso, the Philippines and Bhutan attending.

Also taking place will be the launching of the 2009 tour by the 'Camion des Mots' (word truck), a French initiative which brings educative tools to children living in areas of educational priority throughout the country.

The truck, kitted out as a mobile computer classroom, tours France each year and children aged 8 to 15 test their knowledge of the French language using fun interactive computer games. It is a joint enterprise between the French magazines Lire and L'Express, the MAIF insurance company, France 3 and the French Ministries of National Education and Culture and Communication

This will be the fifth tour for the truck since its start in 2005 and so far it has reached 150,000 students and 5000 teachers. It will be stationed outside UNESCO Headquarters in Place Fontenoy, Paris on the morning of September 8.

Literacy Day will also include a presentation of symbolic pens and notebooks by children taking part in 'Un cahier, un crayon' (an exercise book, a pencil), an initiative to collect and distribute basic educational materials in Burkina Faso mounted by humanitarian organisation Solidarité Laïque, insurance companies MAIF and MAE, Radio France Internationale and Milan-Pressé.

In the afternoon the distinguished adult education expert Professor Lalage Bown will give the International Literacy Day Lecture on the theme of empowerment. The day will end with a round table in the 60 Minutes to Convince series featuring contributions from the winners of the 2009 literacy prizes.

[http://www.unesco.org/en/literacy/dynamic-content-single-view/news/unesco\\_celebrates\\_the\\_power\\_of\\_literacy\\_september\\_8-1/back/11922/](http://www.unesco.org/en/literacy/dynamic-content-single-view/news/unesco_celebrates_the_power_of_literacy_september_8-1/back/11922/)

## INTERNATIONAL LITERACY DAY 2009

As last year, UIL will organize a national celebration for International Literacy Day (ILD) on 8 September in Berlin, in cooperation with the Federal Association for Literacy and Basic Education (BVAG) and the German Adult Education Association (DVV), and with the support of the Federal Ministry for Education and Research (BMBF).

The focus of the event is "Literacy in the Workplace". Employers and social partners from Germany and other European countries will present and discuss their activities in this area. Among the speakers are Carol Taylor (NIACE, UK), Bertrand Le Grix de la Salle (Vice-President of OPCA FAF Propreté, France), Hans Jørgen Hansen (Folk High School South Jutland, Denmark) and Shirin Huber

(United Parcel Service, Germany). As in previous years, the BVAG will present awards to 'Literacy Ambassadors' for their commitment in advocating and promoting literacy.

Approximately 100 literacy practitioners, funders and researchers will attend the event at the Hôtel Concorde, whose Director-General is Ambassador for Literacy in Germany.

UIL's role as coordinator of the national ILD celebrations is linked to its role in a major literacy research and development initiative of the German government. The German Federal Ministry for Education and Research (BMBF) invests €30 million in the "alphabund" initiative, which is a German contribution to the United Nations Literacy Decade (2003–2012). Currently, 26 collaborative research projects, comprising more than 100 sub-projects, link adult learners and agencies involved in both academic and practice-based basic education and literacy research efforts throughout Germany. UIL hosts the transfer office for the alphabund projects, with a team of 7 staff.

The aims of the initiative are: to foster networking between project partners; to analyse, streamline and disseminate results to key target groups (policy developers and funders, literacy course providers, literacy tutors, tutors working in vocational preparation courses, universities, companies, international stakeholders, the general public and the media); to promote literacy awareness in Germany; and to ensure the sustainability of successful project outputs.

The majority of projects funded by BMBF have a focus on workplace literacy, which is relatively underdeveloped in Germany. That is the reason why this theme has been chosen for this year's ILD celebrations, to create awareness, especially among employers and social partners as new stakeholders for literacy and basic education.

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Alphabund website: <http://www.unesco.org/uil/en/unesco/focus/life/www.alphabund.de>

Web page on the 2009 International Literacy Day:

<http://www.unesco.org/en/literacy/advocacy/international-literacy-day/>

UNESCO International Literacy Prizes Website:

<http://www.unesco.org/en/literacy/literacy-prizes/>

## **INTERNATIONAL LITERACY DAY – 1 IN 5 PEOPLE CANNOT READ THIS**

8th September 2009

Global Campaign for Education

In the fifty nine years since literacy was first declared a human right, the number of people who are illiterate has increased. Today, on International Literacy Day, 776 million people cannot read or write.

Education is an internationally recognised right. It was enshrined as a universal human right in article 26 of the 1950 Universal Declaration of Human Rights and since then has been adopted by

international conventions, treaties and goals calling for 'Education for All'. Governments have the legal and political obligations to respect, protect as well as facilitate and provide for this right. Yet these rights remain inaccessible to hundreds of millions of people.

Despite an increase in adult literacy, the number of adult illiterates continues to rise because of population growth. Illiteracy rates are particularly high in Sub-Saharan Africa. Whilst gender disparities have decreased in basic education for children, they remain particularly marked in adult literacy. One in four women cannot read this.

"Adult illiteracy is a double violation of the human right to education. Firstly, it is a consequence of the lack of available, accessible, acceptable and adaptable education for adults when they were children. Secondly, the state's failure to provide free, quality and inclusive adult literacy programmes represents an ongoing violation of the right to education" states Peter Hyll-Larsen (Right to Education Project Coordinator)

For the first time this year the Global Campaign for Education's Action Week focused on adult and young people's literacy – in a campaign dubbed the Big Read. More than 14 million people showed their concern and commitment by adding their name to the campaign. Nelson Mandela, Alice Walker, Paulo Coelho, Chimamanda Ngozi Adichie, Natalie Portman, Desmond Tutu and many others contributed their stories which became the basis for an international round of reading and story-telling during Action Week in April this year. Readers and participants added their names to the campaign in the call for adult and young people literacy

The Global Campaign for Education is delivering these names to the postponed CONFITEA (the international convention on adult literacy) in December this year. With this huge demand for literacy for All, GCE is committed to ensuring that this time the 'Framework for Action' becomes something that can fulfil its name, and decreasing illiteracy rates.

"The outstanding participation of more than 14 million people in over a hundred countries, shows the importance that education to children, parents and grandparents and their determination to help make sure that everyone can have the chance to learn vital skills that give them a fighting start in life", said Kailash Satyarthi (President of the Global Campaign for Education).

#### Notes to Editors

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The Global Campaign for Education, founded in 1999, brings together major non-governmental organizations (NGOs) and teachers' unions in more than 120 countries. GCE promotes access to education as a basic human right and raises public awareness to create the political will for governments and other leaders in the international community to fulfil their promises to provide at least a free, public basic education for all children. Every April GCE organizes a week of campaigning on education called Global Action Week. This year's Action Week was called 'The Big Read' 20th – 26th April [www.campaignforeducation.org/bigread](http://www.campaignforeducation.org/bigread)

The right to education has been enshrined in a range of international conventions, including the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979), International Convention on the Elimination of All Forms of Racial Discrimination (CERD) and the Convention on the

Rights of Persons with Disabilities (CRPD). It has also been incorporated into various regional treaties, at the African, Inter-American and European level, with direct binding legal effect on States. Beyond this, many countries have made provisions for the right to education in their national laws and constitutions. The Dakar 'Education for All' goal of reducing adult illiteracy by 50% by 2015 was endorsed by 185 governments.

#### GCE's Key Messages to CONFINTEA

1. Youth and adult education must be recognised as enforceable human rights (see comment 13 on the International Covenant on Economic, Social and Cultural Rights) and discrimination in provision must not be tolerated.
2. Youth and adult education should be seen as the invisible glue, essential for the achievement of MDGs and national development goals; requiring inter-ministerial collaboration and active participation of civil society at all levels.
3. Literacy must be seen as a continuum and the old polarized dichotomy of literacy and illiteracy must be abolished. New national surveys are needed that collect data on a spectrum of literacy levels to show the real scale of the challenge and to end the myth of there being a magic line to cross from illiteracy into literacy.
4. There should be no more short term campaigns to eradicate adult illiteracy. Rather, sustained investment is needed in programmes lasting at least two or three years, with continuity into programmes of lifelong learning.
5. There is an urgent need to develop qualified and professional adult education facilitators, teachers, administrators and researchers - and to ensure they are properly paid.
6. The International Benchmarks on Adult Literacy, published by GCE, should be used as a starting point for new national dialogue, for the design of effective programmes and as a basis for monitoring and evaluation of existing provision.
7. States should commit themselves to allocate a minimum 6% of their GNP to education and, within the education budget, to assign a minimum of 6% for Youth and Adult Education, with a priority given to literacy.
8. Donors should fill the financing gap of \$16 billion a year for EFA, including filling the financing gap for Youth and Adult Education of \$1-2 billion per year
9. The EFA Fast Track Initiative, and any future global financing mechanism for education, should actively require education sector plans to include credible strategies and investment to address adult literacy.
10. The International Monetary Fund macro-economic conditions that undermine investment in education should be challenged, especially in the present context of global recession, so that States can adequately invest in the full EFA agenda. The G20 should not give the funds they have pledged to the IMF until there is real reform of the conditions that block investment in education.

#### **\* OTHER ACTIVITIES OR INFORMATION**

**please find below other activities and/or information in Spanish, French and English.**

### **NO BASTA CON ENSEÑAR A LEER Y ESCRIBIR; HAY QUE ACERCAR LA LECTURA Y LA ESCRITURA A LA GENTE'**

Entrevista con Rosa María Torres\*

08 de septiembre de 2007

¿Qué significa estar alfabetizado, hoy?

Lo común sigue siendo a este respecto dividir al mundo entre “analfabetos” y “alfabetizados”, y dividir a su vez a los analfabetos en dos grupos: los llamados “puros” o “absolutos” y los “funcionales” (personas con débil manejo de la lectura y la escritura, con baja y/o mala escolaridad). No obstante, ya hay abundante conocimiento indicándonos que estas clasificaciones simplifican realidades que son mucho más complejas, que no se trata de polos opuestos sino de un continuo, en el que existen diversos niveles de dominio del lenguaje escrito. Entre los que nos consideramos “alfabetizados” hay diferencias enormes, desde lectores incipientes y personas que apenas dibujan su firma, pueden copiar un texto pero no escribirlo propiamente, hasta lectores y escritores con un altísimo nivel de sofisticación en el manejo del lenguaje y en varios idiomas. Prefiero por mi parte hablar de niveles de alfabetización antes que de niveles de analfabetismo. No existe estrictamente un “estar alfabetizado”; estamos continuamente perfeccionando nuestras habilidades para leer y escribir. Porque a leer se aprende leyendo y a escribir se aprende escribiendo.

En todo caso, diríamos que una persona está “alfabetizada” cuando maneja con autonomía el lenguaje escrito, lee comprendiendo lo que lee y es capaz de transmitir con claridad sus propias ideas por escrito, de modo que otras personas puedan comprender lo que escribe. Esta persona no necesita más facilitadores o programas ad-hoc para seguir aprendiendo a leer y escribir; a partir de lo que sabe puede continuar leyendo y escribiendo sola, con propósito y con sentido, utilizando y perfeccionando sus habilidades para expresarse y comunicarse, lo que es la base misma del aprendizaje a lo largo de la vida.

La definición de “alfabetizado” dada por UNESCO a mitad del siglo pasado y que muchos siguen citando como si fuese actual – “estar en capacidad de leer y escribir un enunciado simple de la vida cotidiana” – requiere repensarse, porque cambió mucho lo que entendemos por “leer” y “escribir”, la noción de “enunciado simple” y la propia vida cotidiana de la gente. ¿Cuáles son los requerimientos básicos de lectura y escritura, por ejemplo, para una persona joven o adulta que vive en área urbana, usa transporte público, camina por la calle e intenta cruzarla, necesita buscar y conseguir trabajo, llenar un formulario, entender un manual, leer un periódico, un cartel, un libro, los subtítulos en la televisión, inscribirse en algún curso a distancia para continuar estudiando, participar en el mundo escolar, en la vida del barrio, manejarse en un centro de salud, un banco, una plaza pública? ¿Qué se requiere hoy, en materia de lectura y escritura, para enfrentarse a una computadora y aprender a manejarla?

Para acceder a la entrevista completa por favor hacer click aquí:

<http://www.campanaderechoeducacion.org/action.php?i=69>

## **COMO SABER SI UNA PERSONA ESTA ALFABETIZADA / COMO SABER SI UN PAIS ESTA "LIBRE DE ANALFABETISMO"**

A menudo me enfrento a esta pregunta: ¿Cómo saber si una persona esta alfabetizada? ¡Es la del millón! Contestada ésta, se da por descontada la otra.

La mayoría de programas resuelven ambas preguntas estadísticamente. Cuántas personas analfabetas mayores de 15 años hay en el país (todavía se hace esta estimación en base a la autodeclaración de las personas, a través de censos de población u otros, no a través de una verificación efectiva de competencias); cuántas se inscribieron en el último y/o en los sucesivos programas o campañas de alfabetización; la diferencia entre una y otra cifra se asume como el resultado: cuántos se alfabetizaron, cuántos restan por alfabetizarse, qué tasa de analfabetismo tiene el país. (Dicho sea de paso, los especialistas en el tema hemos buscado durante años la cita que se atribuye a la UNESCO, según la cual un porcentaje menor a 4% de analfabetismo equivaldría a - técnicamente- "libre de analfabetismo" y nunca la hemos encontrado. Los propios técnicos de la UNESCO no saben de dónde proviene originalmente esa afirmación, que se ha corrido de boca en boca por décadas! Si alguien encuentra la fuente, que por favor la circule!).

En realidad, el asunto es a la vez más complicado y más simple. La mejor manera de determinar si una persona o un grupo de personas aprendió o no a leer y escribir es sacar a las personas de la clase y pedirles que lean lo que hay para leer allí afuera, en la vida real, en el hogar, en el barrio, en la comunidad, en el mercado, en la plaza: carteles, anuncios, pintas en las paredes, signos de tránsito, menús, hojas volantes, rótulos de los buses, propaganda política, etc. Incluso en zonas rurales, donde hay poco o nada para leer, a menudo puede encontrarse algún calendario o afiche como material de lectura, un periódico viejo convertido en envoltorio, marcas e instrucciones de productos en cajas y frascos, cuadernos y textos escolares, materiales de difusión en el centro local de salud, etc, etc.

Esto es lo que vengo haciendo yo a menudo, cuando visito centros escolares o centros de alfabetización de adultos en diferentes países, o cuando me encuentro con personas dadas por "alfabetizadas" en campañas y programas.

Puedo decirles que rara vez esas personas están en capacidad de leer materiales de la vida real. Fuera de la cartilla o el video - y, en el caso de niños y niñas, fuera del texto escolar - se sienten generalmente perdidos, adivinando y descifrando, no leyendo. A menudo también encuentro que quienes pueden leer esos materiales de la vida real, son personas con algunos años de escolarización, inscritas en los centros de alfabetización a falta de otra oferta educativa ajustada a sus necesidades o, simplemente, a fin de llenar el número necesario.

Quien no es capaz de leer materiales de la vida real, por lo general tampoco está en capacidad de escribirlos. Manejar la escritura es bastante más complejo que manejar la lectura. Dibujar el nombre, copiar palabras o frases, o escribir alguna frase sencilla bajo dictado, está muy lejos de lo que implica escribir - con fines de expresión y comunicación - en la vida real. Pidamos a cada persona que haga un pequeño listado de cosas que le importan (lo que compra en el mercado, los ingredientes que necesita para hacer un determinado plato, los muebles que tiene en su casa, los nombres y fechas de nacimiento de sus hijos, los nombres de sus artistas o deportistas preferidos, etc., etc.) y veremos si saben o no escribir, haciendo uso efectivo, personal y social, de la escritura.

Después de este sencillo "test de realidad", hablo con los alfabetizadores, los educandos, las autoridades o quienes me acompañan en la visita, y les recomiendo continuar el programa hasta que las personas estén realmente habilitadas para leer y escribir con autonomía fuera del aula y del material programado. De otro modo, el esfuerzo de alfabetización no pasa de ser una ilusión, un conteo estéril de estadísticas y tasas que suben el ranking del país pero dejan a la gente frustrada y a



medio camino, sin herramientas realmente útiles para mejorar su vida a partir de la lectura y la escritura.

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## COMUNICADO DE PRENSA / DÍA INTERNACIONAL DE LA ALFABETIZACIÓN

8 de Septiembre

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“El desarrollo económico, el progreso social y la libertad de los seres humanos dependen del establecimiento de un nivel básico de alfabetización en todos los países del mundo”, Unesco.

La Unión Argentina de Trabajadores Rurales y Estibadores (UATRE) adhiere al Día Internacional de la Alfabetización, a la vez que insta a continuar con las acciones en ese sentido para que “no quede una sola persona, en el ámbito rural sin ser alfabetizada, de modo que alcance la plenitud del goce de los derechos, a partir de la igualdad de oportunidades”, explicó Gerónimo Venegas, Secretario General de esa entidad gremial.

La UATRE implementa, desde el año 2002 el Programa de Alfabetización Rural (PAR), a través del Instituto de Capacitación y Empleo (ICE) y junto al RENATRE. Hasta la fecha, se capacitaron más de 900 facilitadores y facilitadoras de todo el país para que enseñen a los pares a leer y escribir, nociones de cálculo básico, ampliar el vocabulario, de modo que eleven la autoestima y, en consecuencia conozcan y comprendan los derechos civiles y laborales.

Desde la creación del PAR, se alfabetizaron a más de 26.000 argentinos y argentinas que habitan la zona rural de nuestro país.

Rogamos a los medios dar difusión a la presente información de interés público

Más información: 11-4312-2500 int. 3343, Secretaría de Igualdad de Oportunidades y Géneros de la UATRE.

## MAKE LIKE CHARLES DICKENS ON INTERNATIONAL LITERACY DAY

Español: <http://www.wan-press.org/article18216.html>  
Deutsch: <http://www.wan-press.org/article18217.html>

The World Association of Newspapers and News Publishers (WAN-IFRA) is providing the world's newspapers with an eight-part serialized story for publication around International Literacy Day, 8 September, to help parents and teachers instil a love of reading in young people.

WAN-IFRA is encouraging newspapers to launch the series on or near 8 September to coincide with International Literacy Day, a United Nations initiative to promote universal literacy. WAN-IFRA is also providing cartoons celebrating reading that were donated by some of the world's leading cartoonists, including Jim Davis, creator of Garfield, for newspapers to print on that day.

The cartoons, the story and accompanying activities can be found at [www.wan-press.org/nie/articles.php](http://www.wan-press.org/nie/articles.php)? ....

The idea of serialized stories in newspapers is not new; novels by Charles Dickens, Victor Hugo and Leo Tolstoy began this way. Serialized stories are finding an important new audience in the 21st century and are being used to encourage family reading.

The story being offered by WAN-IFRA has no literary pretensions. It is a tale for 9- to 12-year olds about a group of insects who must learn to cooperate to create a newspaper (The Fly on the Wall Journal) to spread the news in City Park.

But behind the story is a serious objective - to help teachers and parents show children that reading and learning are fun. The companion lesson plan includes reading comprehension questions, writing exercises, science facts and exercises that teach children about newspaper journalism, and offer ways to learn about the local newspaper.

Newspapers with a combined circulation of over four million have already made plans for the story. Among them: The Hindustan Times in India will arrange contests to encourage students to create their own school newspapers, and to submit paintings and artwork about insects. El Bravo in Mexico will award prizes to children who complete all the activities for all eight chapters. The Daily News of Effington, Illinois, in the United States, will print the first chapter as part of its literacy supplement that focuses on pre-school through adult literacy.

International Literacy Day was established in 1965 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and is celebrated around the world each year on September 8. One in five adults over the age of 15 world-wide is unable to read, according to UNESCO.

Newspapers world-wide are working to change this; in many countries where textbooks are in short supply or too expensive, the local paper serves as the reading primer.

"In many countries, teachers use newspapers to teach both children and adults how to read, and we constantly hear of new ways newspapers are working with, or even creating, libraries," said Aralynn McMane, Director of Young Reader Development at WAN-IFRA. "A serial story remains a great tool for all involved and is a fresh way to attract new partnerships."

WAN-IFRA is offering the story free of charge, in English and Spanish, to newspapers that can begin publishing it before the end of the year. Newspapers are authorized to translate the story into any other language.

The author of the story, Cathy Sewell, the Newspapers in Education Manager for the St Louis Post-Dispatch, will talk about how to use serial stories as a circulation and loyalty builder at the World Young Reader Conference, to be held from 27 to 30 September in Prague, Czech Republic. Full programme and registration details can be found at [www.wan-press.org/prague2009](http://www.wan-press.org/prague2009).

The serialized story initiative is part of WAN-IFRA's Newspapers in Education Development Project supported by Norske Skog, the Norway-based global paper producer. The story, activities and art were donated by The Curriculum Closet. Additional photos and stories about real insects were provided by Paris-based Sardine Features and are available at [www.sardinefeatures.com/%7Estories/](http://www.sardinefeatures.com/%7Estories/)  
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Cartoon donors include Jim Davis, creator of Garfield, French cartoonist Michel Cambon, and artists working with CartoonArts International, which represents political cartoonists from 75 countries.

WAN-IFRA, based in Paris, France, and Darmstadt, Germany, with subsidiaries in Singapore, India, Spain, France and Sweden, is the global organisation of the world's newspapers and news publishers. It represents more than 18,000 publications, 15,000 online sites and over 3,000 companies in more than 120 countries. The organisation was created by the merger of the World Association of Newspapers and IFRA, the research and service organisation for the news publishing industry.

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## LA RENTREE SOLIDAIRE, C'EST PARTI !

La rentrée scolaire en France est l'occasion de lancer cette nouvelle collecte "Un cahier, un crayon" pour les enfants du Bénin.

Elèves, enseignants, parents d'élèves... sont invités à participer à cette opération de solidarité qui permettra, dès septembre 2009, de doter des milliers d'élèves béninois en fournitures scolaires et ainsi soutenir l'éducation dans ce pays.

Contactez-nous pour recevoir des affiches, des dépliants présentant l'opération : 01 45 35 13 13.

C'est aussi l'occasion, pour tous les participants, de découvrir le Bénin grâce à un dossier pédagogique regroupant des fiches-ressources sur la culture, l'éducation ou encore d'organiser des activités avec les élèves.

> le dossier pédagogique: [http://www.solidarite-laique.asso.fr/ewb\\_pages/d/dossier\\_pedagogique\\_2008.php](http://www.solidarite-laique.asso.fr/ewb_pages/d/dossier_pedagogique_2008.php)

Et cette année, Solidarité Laïque a réalisé un DVD-Rom pédagogique [http://www.solidarite-laique.asso.fr/e\\_upload/pdf/presentation\\_dvd\\_benin.pdf](http://www.solidarite-laique.asso.fr/e_upload/pdf/presentation_dvd_benin.pdf) (un film documentaire + des fiches-ressources) présentant à la fois le Bénin et la vie quotidienne de Rachidatou.

> Vous pouvez le commander dès maintenant en ligne. [http://www.solidarite-laique.asso.fr/ewb\\_pages/b/boutique-eduquer.php](http://www.solidarite-laique.asso.fr/ewb_pages/b/boutique-eduquer.php)

Bonne rentrée à toutes et tous !  
Et n'hésitez pas à nous contacter :  
[contact@uncahier-uncrayon.org](mailto:contact@uncahier-uncrayon.org)

## ICAE FACEBOOK:

**Sofía Valdivielso Gómez :** Nice to meet you all in facebook, a great idea. Congratulation!

**Frank Fuller:** I'm very happy to have found this site. Thanks to Bob Hill for letting us know that ICAE is represented in Face Book.

- Journée internationale de l'alphabétisation à l'UNESCO
- United Nations Literacy Decade (2003-2012)
- World Forum of Vocational and Technological Education, 23 to 27 November, Brazil
- Día internacional de la alfabetización (Con la educación) - RTVE.es AUDIO
- Quedó instalado el Consejo Nacional de Educación No Formal (CONENFOR)
- VI Congreso Iberoamericano de Educación Ambiental a realizarse del 16 al 19 de septiembre de 2009, en la Ciudad de La Plata, provincia de Buenos Aires

<http://www.facebook.com/pages/ICAE/115598113324>