

International Journal of Lifelong Education

Special Issue: “Literacy and Literacies in the 2020ies: A Global Perspective”

The International Journal of Lifelong Education (IJLE) is going to launch a special issue on “Literacy and Literacies in the 2020ies: A Global Perspective”. For this special issue we call for submissions.

Prof. Dr. Anke Grotlüschen and Dr. Klaus Buddeberg from Hamburg University are going to be the Special Issue Guest Editors.

Literacy has been a topic for adult education research for decades. The work of Paulo Freire in the 1960s (Freire, 2014 [1970]), the International Adult Literacy Survey (IALS) in the 1990s (OECD & Statistics Canada, 2000), or the UN Decade for alphabetization (2003-2012) mark important milestones as well as the Sustainable Development Goals in 2015 (with goal 4 – Education including goal 4.6 – Literacy and Numeracy) (UNESCO, 2016). Corresponding efforts developed to measure and document the progress to be made are represented by the Global Alliance to Monitor Learning (GAML) (UNESCO Institute for Statistics [UIS], 2017). The development led to a large number of international and national studies on competence measurement, e.g. the Programme for the International Assessment of Adult Competencies (PIAAC), the Skills Measurement Program (STEP) or the Literacy Assessment and Monitoring Programme (LAMP). The process also challenges critical discussion (Addey, 2018; Grek, 2013; Grotlüschen & Buddeberg, 2021). At the same time, qualitative research approaches map the issue of literacy and basic skills from other specific perspectives, many of which relate to understandings of literacy (Barton & Hamilton, 2003) or numeracy (Yasukawa et al., 2018) as social practice.

A social practice perspective also was the main perspective of a previous special issue of IJLE in 2019 (Critical viewpoints on adult literacy practices at the time of PIAAC) (Grotlüschen et al., 2019) with articles pointing to the social embeddedness of literacy skills and practices, questioning the notion of literacy as a measurable skill, and pointing to analyzing power relations inscribed into literacy practices e.g. in the context of refugee migration.

Special issues of other journals also dealt with questions of literacy and numeracy like the International Review of Education in 2020 (Special issue on Literacy and numeracy: Global and comparative perspectives), the Journal for Pedagogy (Zeitschrift für Pädagogik) in 2021 (Adult literacy and basic education), ZDM – Mathematics Education in 2020 (Numeracy and vulnerability in adult life) and Journal for Research on Adult Education (Zeitschrift für Weiterbildungsforschung) in 2019 (Numeracy – an underestimated domain of basic education?).

Since then the pandemic, the accelerated climate crisis and the war in Ukraine changed the global situation significantly and ask for new results and discussions. Part of the developments have been taken up in the context of the International Conferences on Adult Education

(CONFINTEA, Conférence internationale sur l'Éducation des Adultes). UNESCO's 'Marrakech Framework for Action' explicitly emphasized the importance of literacy and basic skills for participation in societies and labor markets and emancipatory aspects of basic education (UNESCO Institute for Lifelong Learning [UIL], 2022). A low level of basic competencies in reading, writing, arithmetic or the use of digital technology (only to mention a few) implies vulnerability to social exclusion. Vulnerability becomes visible along various lines of difference. This applies, for example, to the perspective of classism, ageism or gender differences, concerns differences between urban and rural populations, younger and older adults, or between the employed and the unemployed. Vulnerability might also particularly affect people in situations of refugee migration and indigenous populations.

We encourage submissions of an abstract for contributions

- that deal with the topic of literacy on a quantitative basis, either on the basis of their own studies or in the form of secondary analyses,
- that address the topic of literacy on a qualitative basis,
- that report from the practice of literacy education for disadvantaged groups,
- that address issues of social inclusion or social exclusion of specific subpopulations,
- that address specific reasons why adults have low basic literacy skills,
- that discuss alternative ways of teaching (e.g. distance learning) and alternative spaces for learning or
- that address the teaching and learning process

In order to have a diverse spectrum of contributions, we welcome submissions from all regions.

Please submit an abstract of up to 500 words describing your contribution until 31.07.2023 to klaus.buddeberg@uni-hamburg.de

Submission of abstracts: 31.07.2023

Submission of full papers for review: 30.4.2024

Launch of Special Issue: Winter 2025

References

- Addey, C. (2018). Assembling literacy as global: the danger of a single story. In M. Milana, J. Holford, S. Webb, P. Jarvis, & R. Waller (Eds.), *The Palgrave International Handbook of Adult and Lifelong Education and Learning* (pp. 315–335). Palgrave Macmillan UK.
- Barton, D., & Hamilton, M. (2003). Literacy Practices. In D. Barton (Ed.), *Situated literacies: Reading and writing in context* (pp. 7–15). Routledge.
- Freire, P. (2014 [1970]). *Pedagogy of the Oppressed: 30th Anniversary Edition*. Bloomsbury Publishing. <http://gbv.ebib.com/patron/FullRecord.aspx?p=1745456>
- Grek, S. (2013). Expert moves: international comparative testing and the rise of expertocracy. *Journal of Education Policy*, 28(5), 695–709. <https://doi.org/10.1080/02680939.2012.758825>
- Grotlüschen, A., & Buddeberg, K. (2021). Surveys of Lifelong Learning as Contributors to Neoliberal Processes of "Southering". In K. Evans, W. O. Lee, J. Markowitsch, & M. Zukas (Eds.), *Springer*

- International Handbooks of Education. Third International Handbook of Lifelong Learning* (pp. 1–24). Springer International Publishing. https://doi.org/10.1007/978-3-030-67930-9_53-1
- Grotlüschen, A., Thériault, V., Nienkemper, B., & Capstick, T. (2019). Critical viewpoints on adult literacy practices at the time of PIAAC. *International Journal of Lifelong Education*, 4(15), 1–5. <https://doi.org/10.1080/02601370.2019.1614105>
- OECD, & Statistics Canada. (2000). *Literacy in the Information Age: Final Report of the International Adult Literacy Survey*. OECD. <http://www.oecd.org/edu/skills-beyond-school/41529765.pdf>
- UNESCO. (2016). *Education for people and planet: Creating sustainable futures for all* (Second edition). *Global education monitoring report: Vol. 13.2016*. UNESCO Publishing.
- UNESCO Institute for Lifelong Learning. (2022). *CONFINTEA VII Marrakech Framework for Action: harnessing the transformational power of adult learning and education*. Hamburg. UNESCO Institute for Lifelong Learning (UIL). <https://unesdoc.unesco.org/ark:/48223/pf0000382306>
- UNESCO Institute for Statistics. (2017). *Global Alliance to Monitor Learning (GAML): Concept paper*. Montreal, Quebec.
- Yasukawa, K., Rogers, A., Jackson, K., & Street, B. V. (Eds.). (2018). *Rethinking Development Ser. Numeracy As Social Practice: Global and Local Perspectives*. Routledge.