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In February 2006 – after a long process - the Governing Board of the UNESCO Institute for Education (UIE) decided to dissolve the foundation which had given UIE its legal identity in Germany since its establishment in 1951/52. This closure was in anticipation of a new international institute of UNESCO being established in Hamburg in terms of the statutes which UNESCO had approved for this purpose in 2003. The last piece of the jigsaw puzzle, the host country agreement between the Federal Republic of Germany and UNESCO, has recently fallen into place.

Meanwhile, the Director-General of UNESCO has indicated that the name of the new international body will be the UNESCO Institute for Lifelong Learning (UIL) and appropriate interim arrangements have been made for UIL to operate as a UNESCO project until the formalities have been completed.

I am especially grateful that most of those who worked for UIE are now working for UIL, though under new arrangements, of course.

The UNESCO Institute for Lifelong Learning is thus emerging from a long and difficult structural process, going back more than six years, when the German audit court decided that it would no longer be possible for Germany to provide institutional support for UIE because of the way it was constituted under German law.

However, at the end of the day, it has been worthwhile and necessary to work through and endure all these uncertainties, risks and tensions because the Hamburg Institute is the guardian, at an international level, of a vital nexus of knowledge, ideas, resources, networks and practices, about adult learning and lifelong learning, and how they contribute to the growth and freedom of individuals and societies.

After all it was UIE that organized the Fifth International Conference on Adult Learning (CONFINTEA V) in Hamburg in 1997, that spoke of adult learning as „a joy, a tool, a right and shared responsibility,” recommended good practices, and tried to take forward the concept of the learning society. We now need UIL to help us follow up on those visions and commitments we developed in 1997, as governments and civil society together, and see how far we have got. CONFINTEA VI is already in the air!

I am most grateful to all who have given their best efforts, and patience, in this protracted transitional process, particularly the Director and staff of UIL, the Free and Hanseatic City of Hamburg, the German Foreign Office, the Director-General, the Deputy Director-General, the Assistant Director-General for Education, and other staff members of UNESCO, Member States of UNESCO and its governing bodies, and all the agen-

cies and partners who have continued to provide support in so many different ways. A most sincere and warm thank you to all of you!

As UIL takes up its clarified mandate, within its new institutional framework and international status, your support and collaboration will be all the more important in enabling UIL to serve so many in the growing community of adult and lifelong learning.

Justin Ellis
Chairperson, Governing Board

„UIL and the former UIE have always worked to help create a conducive environment and to promote learning societies which recognize and support the right of every citizen to diversified forms of education and learning.“

The year 2006 was another milestone in the transformation of the Institute. At the end of June 2006 the UNESCO Institute for Education (UIE), which was established in 1951/52 as a foundation under German law, closed down. The 174th session of UNESCO's Executive Board – following the recommendation of the Director-General - decided to turn the Institute into a body under international law and to give it a new name, the UNESCO Institute for Lifelong Learning (UIL). This was a historic moment in the life of the Institute. The name change was recommended during a process of external evaluation carried out in late 2005 under the guidance of UNESCO's Internal Oversight Service (IOS). The evaluation team from the Norwegian Institute for Studies in Research and Education – Centre for Innovation Studies (NIFU STEP) noted that the name UNESCO Institute for Education was too unspecific and did not accurately reflect the Institute's long-standing focus on adult learning as well as out-of-school and non-formal education in the perspective of lifelong learning.

The last hurdle for the full implementation of the new status is the Host Country Agreement which has been finalized and agreed by all parties and was signed by UNESCO, the German Foreign Office and the Free and Hanseatic City of Hamburg in February 2007.

We would like to express our deep gratitude to all those partners, donors and supporters without whom the Institute could not have gone through the difficult and challenging transformation process of the past six years. Especially, we would like to thank the Governing Board and its President, Justin Ellis; the Director-General, Koïchiro Matsuura; the Deputy Director-General, Marcio Barbosa; and the Assistant Director-General for Education, Peter Smith. Thanks are also due to the German Government and the authorities of the Free and Hanseatic City of Hamburg for their financial and moral support over the past years and decades.

We would like to thank the following Member States and organisations which supported our work in 2006: The Swedish International Development Cooperation Agency (SIDA), the Government of Norway, the Government of Nigeria, the World Bank, the European Union, the Government of Canada, the Government of Belgium, the Swiss Development Agency, the French National Commission for UNESCO, the Government of

Finland, the Government of Japan, and the Government of South Korea. A major development in 2006 was provided by the expanded responsibility provided to UIL as the result of the profound reform of the UNESCO Education Sector. The reform, to which UIL actively contributed has had a large impact on UIL's mission and workplan. The transfer of adult literacy, non-formal education and the LIFE programme from Headquarters to UIL was not welcomed by all but has been assumed by UIL staff with a great sense of responsibility.

After the transformation, UIL's work will continue to support UNESCO priorities and special programmes. In 2006, as in previous years, UIL's priorities included Education For All, the Millennium Development Goals, the UN Literacy Decade and the UN Decade of Education for Sustainable Development, as well as special initiatives such as the new Literacy Initiative for Empowerment (LIFE), EDUCAIDS and the Teacher Training Initiative in Sub-Saharan Africa. UIL has continued to work on literacy, non-formal education and adult learning as part of lifelong learning. Most notably, it will be a resource centre for the recognition, validation and accreditation of informal, non-formal and experiential learning. An important priority for the new body is to begin laying the groundwork for the Sixth International Conference on Adult Education (CONFINTEA VI) to take place in 2009. Although adult learning in Africa will remain one of the Institute's major areas of work, special efforts will be made to organise programme activities with Arab states and countries in Asia, Latin America and the Caribbean.

UIL and the former UIE have always worked to help create a conducive environment and to promote learning societies which recognize and support the right of every citizen to diversified forms of education and learning. The explicit reference to lifelong learning in the Institute's new name reinforces UIL's commitment to lifelong learning in all its areas of work. In this context, UIL has started a research programme in the area of recognition, validation and certification of non-formal and informal learning (RVA) and aims to establish itself as an international reference centre within this field. The programme was initiated by the French National Commission for UNESCO and entrusted to the then UNESCO Institute for Education by the 32nd UNESCO General Conference. An inter-agency group has been set up which consists of governments and international organisations with experiences in the area. As part of the programme UIL conducted an international survey covering 38 countries and the research conducted by our partners are dealing mainly with the developments in Europe. UIL has launched case studies in Member States in Africa which will serve as a basis for an Africa-wide consultation process and for exchanges between countries in the North and the South with the intention of encouraging and enabling the implementation of recognition, accreditation and validation systems outside the formal education system. The outcomes will be in

forms of new policies of RVA, assessment and validation tools and mechanisms, and national and international capacity to steer these policies. UIL will become an observatory of policies and trends and a resource and clearinghouse on RVA.

Another major activity in the field of lifelong learning in 2006 was the Policy Dialogue on Lifelong Learning held in Busan, Republic of Korea, from 28 September to 1 October 2006. This dialogue took place during the Fifth Annual Lifelong Learning Festival in the Republic of Korea and was joined by over a hundred policy-makers, researchers and practitioners mostly from Asia but also from Africa and South America. This policy dialogue was one of the tools used to foster Lifelong Learning and create conditions to institutionalize it in various contexts, especially in developing countries. The Republic of Korea has succeeded through a range of policies, reforms and creative measures in popularizing Lifelong Learning and creating a vibrant learning society. The Busan event, which brought key policy-makers and education decision-makers and activists in the field of education to a study-visit cum policy dialogue, proved to be a powerful advocacy instrument and created a conducive environment for promoting Lifelong Learning policies.

An area to which UIL and the former UIE have always given special attention is multilingualism. 21 February 2006, Mother Tongue Day, saw the launching of the final report of the stock-taking research project on mother tongue-based multilingual education in formal and non-formal education, carried out by UIL in partnership with the Association for the Development of Education in Africa (ADEA) and the German Society for Technical Cooperation (GTZ) in 2005. This study represents the outcomes of a thorough analysis of experiences from 25 countries and mirrors evidence and arguments in favour of mother tongue and bilingual education in Africa.

In 2006, literacy remained at the heart of the Institute's work. The coordination of the Literacy Initiative for Empowerment (LIFE), an initiative created by UNESCO to reinforce the United Nations Literacy Decade (UNLD), was transferred to UIL. LIFE focuses on those 35 countries which have a literacy rate below 50 per cent or a population of over 10 million adults with inadequate literacy competencies. UIL developed a strategy for coordination and implementation of LIFE through a facilitation mechanism based on a cooperation, negotiation and consultation framework involving all stakeholders. At the same time, UIL as a specialist centre will provide directly technical support to LIFE countries. As LIFE requires strong coordination with the Field Offices and UNESCO's Regional Bureaux, a LIFE consultative meeting took place at UIL in November 2006 with the participation of all UNESCO Regional Bureaux.

To reinforce capacity-building and research as a corollary to the LIFE programme, UIL organized an International Seminar on Innovative Pedagogical Approaches to Literacy with the par-

ticipation of about 30 practitioners, managers, and academics from governmental and non-governmental institutions in Asia, Africa, Latin America and Europe. The meeting was held at the Institute from 27 to 29 November. The focus was on learning and on innovative approaches – including text-based, competency-based and technology-based methods – devised and used in different contexts to meet learning demands from a range of constituencies and to equip individual learners and communities with the knowledge, critical thinking and capabilities to improve their quality of life and power of decision-making.

The year 2006 was one in which literacy was strengthened through international advocacy initiatives. The „White House Conference on Global Literacy“ was held on 18 September 2006 in New York, in support of the UNLD and LIFE. It was initiated by the Honorary Ambassador for the United Nations Literacy Decade, Mrs. Laura Bush. UIL helped to identify and select good practice examples of successful literacy programmes from nine countries, out of which six were LIFE countries. In 2007-2008 UNESCO will organize five regional literacy conferences as a follow-up to this event. UIL will conduct analytical thematic studies and identify innovative practices to back these major advocacy events. For the African regional conference UIL conducted a series of studies dealing with policies and strategies, costs and financing and pedagogical innovations in literacy which will serve as the basis for an advocacy document for literacy in Africa.

Another international initiative with which UIL was associated in 2006 is the „Frankfurt Book Fair Literacy Campaign/LitCam“, a new initiative of the world's largest book fair. UIL provided advice for the thematic focus and used its networks to select relevant experiences and appropriate experts to animate the session. The LitCam opening event offered the frame for the launch of another interesting new initiative which strengthens the cause of literacy worldwide: Google's „The Literacy Project“, the new Google Literacy website which was launched as a cooperation between the Frankfurt Book Fair/LitCam and UIL.

In keeping with its geographical location, UIL remained active in the area of literacy in Europe. UIL is one of the coordinating members of the German network for literacy and basic education, which was established on the occasion of the United Nations Literacy Decade. Especially on the occasion of the annual International Literacy Day, partners of the network organize a variety of events for advocacy purposes. On International Literacy Day 2006 I represented UIL at a ceremony in Berlin organized by the German Adult Education Association and the Federal Association for Literacy and Basic Education. The highlight of the event was the announcement by the German Minister of Education that the Ministry for Education and Research will invest 30 Million Euro for the next five years in literacy research and development.

UIL is involved in a family literacy pilot project conducted in Hamburg in cooperation with the Institute for Teacher Training and School Development of the Hamburg Ministry for Education and supported in the framework of the programme „Promotion of Children and Young People with Migrant Backgrounds/FörMig“ – financed by the Federal Ministry for Education and Research and the participating Federal States.

On a European level, UIL coordinates the „QualiFLY“ project, a European project on family literacy supported by the European Union under the Socrates/Grundtvig programme. Partner countries in 2006 were Germany, Bulgaria, Ireland, Italy, Malta and Turkey. Project meetings in 2006 were attended also by stakeholders from the UK, South Africa and Palestine.

Another major activity of the Institute is the follow-up to UNESCO's Fifth International Conference on Adult Education (CONFINTEA V) and the preparations for CONFINTEA VI. In 2006 UIL started the process of consultation and planning for CONFINTEA VI, which will be held in 2009. At its 33rd session the General Conference of UNESCO adopted a resolution which invited the Director-General to make the necessary arrangements to organize the conference. The resolution was reaffirmed at the 175th session of the Executive Board, held in October 2006. In March 2007, a meeting of an international consultative group will be held in Elsinore, Denmark, to take the consultation process further and propose a Steering Committee for CONFINTEA VI.

One of the Institute's main activities following CONFINTEA V, held in 1997, was the coordination of the International Adult Learners Week. For three years UIL coordinated the International Adult Learners Week in Europe (IntALWinE), a network funded by the Socrates/Grundtvig programme of the European Union and consisting of fifteen European partners. The project was concluded at its final meeting in September.

UIL also continued its work on groups with special learning needs, another thematic area that emerged from CONFINTEA V. In 2006 UIL prepared the ground for an international conference on prison education, to be held in Brussels in 2008, and took part in the Brazilian government's project to reorganise education in prisons. UIL has also started a European project on Literacy and Life Skills in Prison, funded under the EU Socrates/Grundtvig programme.

Capacity-building for literacy and EFA in post-conflict countries remained on UIL's agenda in 2006. UIL has continued to give technical support to the literacy and adult basic education programme „Dritare Jete“ for girls and women in Kosovo, which was initiated in 2001 in partnership with UNICEF. During the first semester of 2006, the programme covered over 2,800 girls and women in 165 literacy centres in 19 Kosovo Municipalities.

UIL's technical assistance to the Afghan Ministry of Education's Department of Functional Literacy focused on the capacity-building and preparatory components of the planned Literacy Initiative promoted by the new Minister of Education. An official request was made to UIL by the Minister's advisor to help in formulating a broader policy and strategy framework for literacy and non-formal education. This programme will be streamlined and integrated within UIL's intervention in Afghanistan within the LIFE implementation strategy and programme.

Another major focus of UIL's work is Africa. For many years UIL has been cooperating closely with the Association for the Development of Education in Africa (ADEA). UIL, in cooperation with the ADEA Working Group on Non-Formal Education (WGNFE), was the technical leader for the literacy theme at the ADEA Biennial held in Libreville, Gabon, in March 2006. UIL and the ADEA WGNFE also cooperated in the framework of a project on Strengthening Literacy Policy through a Gender-Equality Perspective. The studies conducted on literacy are now being edited for publication. They are also constituting a solid ground for further in-depth studies on literacy policies and strategies, innovative pedagogical approaches, costs, financing and management of programmes. Two major outcomes of the ADEA/UIL cooperation have been published and broadly disseminated. A manual on monitoring and measuring the fulfilment of the right to education, based on a study conducted by the Association for the Promotion of Non-Formal Education in Burkina Faso and the Interdisciplinary Institute for Ethics and Human Rights in Fribourg, Switzerland, has been published in cooperation with UIL and Schulthess publishers. In addition a comprehensive stocktaking study on mother tongue and bilingual education in Africa is being finalized for publication together with an evidence-based advocacy guide on the same theme.

UIL's consultancy in Botswana on the Development of an Adult Basic Education Programme (ABEP), which started in 2005, was continued in 2006. In the course of the consultancy the curriculum framework and programme design were defined, outcome-based learning modules developed, an assessment, evaluation, accreditation and quality assurance system designed, learning materials drafted, and learning modules developed and field-tested.

UIL is involved in the launching of the Second Decade of Education for Africa by the African Union. The Decade was launched in Maputo, Mozambique on 8 September. Before the launching, a meeting of experts was held to fine-tune and finalize the plan of action for the Decade. UNESCO/UIL will provide assistance to the African Union for this Decade with a particular focus on literacy, gender, language issues, non-formal education and alternative deliveries. UIL's contribution will be framed within the perspective of Lifelong Learning and centred on RVA and related National Qualification Frameworks

and overall quality assurance, which will help to bring education back into the agendas of African countries.

UIL's project on Capacity-Building for Community-based Literacy and Life Skills Education Programmes for Disadvantaged Young Adults (CABLE4Y) aims to improve the quality of education for on-going non-formal education programmes in six countries, namely Bangladesh, China, Lao PDR, Mali, Niger and Zambia. In August 2006 a wrap-up meeting was organised in Nairobi in collaboration with UNESCO Nairobi and the Department of Adult Education, Ministry of Gender, Sports, Culture and Social Services, Kenya. The main outcomes are a peer-review of activities and outputs of the project among the six countries and plans for the post-project phase. A publication dealing with this project will be brought out in 2007, highlighting the strategies adopted in producing the training manuals and organizing training workshops for trainers of literacy and life skills education programmes.

Another capacity-building project with a focus on Africa is on reinforcing national capacities to evaluate non-formal education and literacy programmes for young people and adults. This project contributes to the UN Literacy Decade and to LIFE. A cross-national training workshop was organised at UIL in February 2006 with 22 participants from six countries and four UNESCO field offices in Africa. As one of the outcomes, a post-workshop communiqué on upgrading monitoring and evaluation practices was shared with the national project teams, and proposals for developing in-built evaluation mechanisms in their programmes were elaborated by them.

UIL has joined UNESCO's reconstruction programme for Sudan in 2006. In March 2006, UIL participated in a workshop organized by Sudan's National Commission and UNESCO in Khartoum with the purpose of framing UNESCO's intervention in the context of the reconstruction and development process in Sudan. UIL is reinforcing national capacities in the area of literacy and mother tongue education in both parts of the country with particular attention to the deprived regions of the South. As in Afghanistan, a comprehensive approach will be developed to address these priority issues in the framework of the LIFE strategy, tailored to the context and specific circumstances of Sudan.

UIL together with UNESCO, the International Council for Adult Education (ICAE), the Africa Network Campaign on Education for All (ANCEFA) and Jeunesse et Développement organized two workshops within the Polycentric World Social Forum held in Bamako, Mali in January 2006.

The textbook series *African Perspectives on Adult Learning*, which is co-published with Pearson Education South Africa and with the support of the University of Botswana and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), was continued in 2006 with

two further titles on *The Social Context of Adult Learning* and *Research Methods for Adult Educators in Africa*. Another book on *Developing Programmes for Adult Learners in Africa*, is to be printed in the early part of 2007. Two new books currently being written deal with the *History of Adult Education in Africa* and *Management of Adult Education in Africa*. A major decision was taken in 2006 to extend the series to cover those parts of Africa with French and Portuguese as their official languages.

UIL was able to face all its obligations, to shoulder a complex and heavy transformation process and yet to implement a critical mass of activities efficiently with a high standard of quality thanks to the generous budget support provided mainly by SIDA, the Norwegian Ministry of Foreign Affairs, Germany, the Swiss Development Agency and the World Bank.

Looking ahead, we will concentrate our efforts on UNESCO's priorities, notably the LIFE coordination which will need the special attention of all staff. Other priorities will be the preparations for CONFINTEA VI and our work in the area of recognition, accreditation and validation of informal, non-formal and experiential learning, a theme vital for the achievement of Education for All.

Adama Ouane
Director

Since I took office as Assistant Director-General for Education, my main assignment has been to address the issues and dysfunction preventing the Education Sector from performing at its best and efficiently serving Member States with quality programmes.

A comprehensive and in-depth assessment was carried out, backed by a highly competent and experienced external consulting agency. A key feature of the reform process and one of the preconditions for its relevance and successful implementation was the fact that the great importance was placed on the full commitment, involvement and ownership by the leadership team of the ED Sector. This was fully achieved. Another feature of the reform, reflected in the composition of the leadership team, was the participation and genuine involvement of all components of the ED Sector, namely Headquarters Divisions, regional offices and education institutes. This was essential to create a shared vision and perspective, to negotiate and agree on common strategic objectives and to streamline and integrate all activities within a strong, united and motivated ED Sector. I am proud to say that this also was optimally achieved.

UIL participated energetically and enthusiastically in the reform process and contributed greatly to its success with relevant and inspiring analysis and creative and affordable solutions. I wish to thank all UIL staff for supporting its Director and contributing to this reform despite the painful and time-consuming transformation the Institute itself went through.

UIL's proven credentials and its acquired reputation in the areas of literacy, adult and lifelong learning fitted very well into the reformed framework and responded to the strategic objectives and the priorities set forth by the ED Sector and UNESCO following the recommendations of the General Conference and the Executive Board. The recent efforts made by UIL to streamline its activities, to align itself with UNESCO's priority themes and activities and to increase the quality and relevance of its programme contributed greatly to the renewed importance of the Institute and the appreciation of its work. UIL is indisputably UNESCO's specialized institute for adult literacy, NFE, adult and lifelong learning.

As eloquently and amply shown in UIL's Annual Report for 2006, the Institute's activities are more relevant than ever and are closely aligned with the priorities of UNESCO and its ED Sector. Within the context of EFA as the single most important activity of UNESCO, they bring great competence and dedication to areas such as adult literacy and basic education, and the learning needs of particular groups including linguistic minorities, indigenous peoples, and prison inmates. UIL's research is action-oriented and policy-driven and its contribution to adult basic and continuing education, to life skills development and to multilingualism is outstanding. This could not go unnoticed within the reform process. I am fully confident that UIL will

ably shoulder all the responsibility entrusted to it by the new reform and will fulfill its tasks to the highest standards. The support and guidance provided by its remarkable Governing Board will continue to be required and sought. Once again, I wish to thank especially the Chairperson for his guidance and perseverance.

The focus on recognition, validation and accreditation (RVA) of informal and non-formal learning as part of an overall policy of valuing diverse forms of learning and creating a conducive environment for workforce development, will give new relevance to UIL and reinforce its capacity to respond to the pressing demands of Member States in this area. The transfer of adult literacy to UIL, including the coordination of LIFE, is amply justified in view of the impressive work carried out by the Institute in this field and its well-established tradition of South-South cooperation and its inter-regional mode of operation in promoting good practices rooted in developing countries.

Preparation for the next International Conference on Adult Education (CONFINTEA VI) and the constantly developing field of adult education in general will open new perspectives for UIL, and I invite all partners to support UIL in its mission in the service of a reformed and more efficient ED Sector.

Peter Smith
Assistant Director-General for Education, UNESCO

INTERREGIONAL ACTIVITIES

Implementation and coordination of the UNESCO Literacy Initiative for Empowerment (LIFE) targeting 35 countries worldwide with high illiteracy rates.

Preparation for the Sixth International Conference on Adult Education (CONFINTEA VI).

The International Adult Learners Week, a transnational advocacy framework for promoting literacy and lifelong learning, links 35 learning festivals around the globe.

ALADIN, the Adult Learning Documentation and Information Network, links 100 libraries and documentation centres in the field of adult education worldwide.

UIL is conducting an international survey on the recognition, validation and accreditation of Informal and non-formal learning.

UIL is involved in the „Global Campaign for Literacy“, launched at the White House Conference for Global Literacy, September 2006.

UIL cooperates with Google's „Literacy Project“.

The *International Review of Education*, devoted to both formal and non-formal education, reaches over 15 million researchers and professionals worldwide.

NORTH AMERICA

Joint project development with Canadian and US partners in the area of literacy and family literacy .

LATIN AMERICA

Brazil:

UIL is involved in a government's project to reorganize education in prisons.
Literacy for economic self-sufficiency.



EUROPE

Regional:

UIL coordinated the European Adult Learners Week network (IntALWinE).
UIL is coordinating a European project on family literacy (QualiFLY).
UIL has started a European project on „Literacy and Life Skills in Prison“

Kosovo:

Capacity-building for adult learning.

Germany:

UIL is a cooperating partner of the „Frankfurt Book Fair Literacy Campaign“.
UIL collaborated in a „Family Literacy“ pilot project.
UIL is a leading member of the German Coordination Group for the UN Literacy Decade.

UIL is a member of the Northern German network for the UN Decade of Education for Sustainable Development.

United Kingdom:

Joint project development in the area of family literacy

ASIA

Regional:

International Policy Dialogue on Lifelong Learning for Adults in Busan, Republic of Korea

UIL is a member of the „Positive Learning Working Group“, a network for adult educators and HIV/AIDS-preventive education practitioners.

Afghanistan:

UIL provides technical assistance for capacity-building in literacy and non-formal education.

Bangladesh, China, Lao PDR:

Project for the development of training materials for co-ordinators and trainers of community-based literacy and life-skills education programmes.

India:

The UIL network ALADIN supports a distance learning project for capacity-building in the field of knowledge management in India.

AFRICA

Regional:

Close cooperation with the Working Group on Non-formal Education (WGNFE) of the Association for the Development of Education in Africa (ADEA).
UIL has given technical support to the literacy theme at the Biennial Meeting of ADEA, held in March 2006 in Libreville, Gabon.

More than 20 studies commissioned on literacy policies and strategies in Africa. The textbook series *African Perspectives on Adult Learning* is being published jointly with Pearson Education South Africa, the IIZ/DVV and the University of Botswana. For ADEA, launch of the final report of the stocktaking research project on mother tongue-based multilingual education in formal and non-formal education.

Research and capacity-building project on gender and literacy, in cooperation with ADEA.

The project „Monitoring and Evaluation of Non-formal Education“ is going on in five countries (Botswana, Kenya, Malawi, Namibia, Uganda).

A research project on the contribution of non-formal education to HIV-preventive education is being carried out in 13 African countries (in cooperation with the ADEA WGNFE).

13 national studies on literacy have been made.

Capacity-building project on reinforcing national capacities to evaluate non-formal education and literacy programmes for young people and adults (Botswana, Kenya, Malawi, Namibia, Uganda).

Mali, Niger, Zambia:

A project for the development of training materials for co-ordinators and trainers of community-based literacy and life skills education programmes is ongoing, specifically targeted towards female youth in six countries: Bangladesh, China, Lao PDR, Mali, Niger and Zambia.

Mali:

Workshops organized within the Polycentric World Social Forum, January 2006.

Botswana:

An Adult Basic Education Programme (ABEP) is being developed.

Senegal:

Involvement in project „Strengthening of capacities of personnel in literacy and NFE in Senegal“.

Sudan:

Capacity-building for the development of literacy and alternative learning opportunities in multilingual Sudan.

From its base in Hamburg, the UNESCO Institute for Lifelong Learning works in close collaboration with the Paris headquarters of UNESCO, the four UNESCO Regional Bureaus, the field offices of the Organisation and its six sister institutions: the International Bureau of Education in Geneva; the International Institute of Educational Planning in Paris; the International Centre for Technical and Vocational Education and Training (UNEVOC) in Bonn; the UNESCO Institute for Information Technologies in Moscow; the UNESCO International Institute for Higher Education in Latin America and the Caribbean, located in Caracas; and the UNESCO International Institute for Capacity-building in Africa, situated in Addis Ababa. UIL also works closely together with the UNESCO Institute for Statistics in Montreal.

As its general steering body, UIL has a Governing Board consisting of eleven members appointed by the Director-General of UNESCO who meet annually to review the Institute's work and plan future policy. The Board is made up of specialists in the educational field from different regions of the world. The Institute is headed by a Director also appointed by the Director-General of UNESCO. Numbering among the 30 or so members of its workforce are researchers, publications staff and librarians as well as administrative, secretarial and technical personnel. The Free and Hanseatic City of Hamburg provides the Institute with a house protected as a historic monument. The premises are close to the University of Hamburg, with which UIL enjoys an increasingly stronger partnership. UIL is audited yearly by Price Waterhouse Coopers & Lybrand Deutsche Revision AG.

The broad agenda of UIL is inspired by UNESCO's strategic goals. Its more specific objectives and activities are formulated in the light of resolutions made by the biannual General Conference of UNESCO and at the annual meeting of its Governing Board. UIL's projects also arise from other sources, in particular from the United Nations and world conferences and commitments as well as the Institute's formal and informal links with decision-makers, researchers and practitioners in education around the globe. Two external evaluations – one carried out in 2001 and another in 2005 – as well as the reform of the UNESCO Education Sector and the change of status of the Institute from a German foundation to a full-fledged international body, have also helped shape the programmes and modalities of operation of the Institute. UIL's priority issues and activities are reflected in its Medium Term Strategy.

Adult Education: Preparing CONFINTEA VI

As advocacy for adult education is one of main goals of the Institute, the organisation of UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI) is a major activity of UIL. The strategic importance of this conference has been reaffirmed through UNESCO's 33C/Resolution 5 which invited the Director-General at UNESCO's 33rd General Conference to make the necessary arrangements to organize the conference in 2009 and to include provision for it within the draft programme and budget for 2008-2009 (34 C/5). The above resolution received unanimous support and acceptance at the 175th session of the Executive Board, held in October 2006. In the meantime, the Government of Brazil has offered to host this landmark event in 2009.

At the international level, CONFINTEA is the main platform to foster political dialogue and to renew commitment to adult education. Therefore, it is essential to bring together Member States, bilateral and multilateral agencies, civil society, the academic and the private sector. CONFINTEA VI will also offer a unique opportunity to undertake a mid-term review of the United Nations Literacy Decade (2003-2012) and to promote and reaffirm support to the Education for All goals relating to the literacy and life skills for young adults and adults (Dakar goals 3 and 4).

To advise UIL on the CONFINTEA VI conference agenda, a Consultative Committee, composed of representatives from Member States, civil society, the Governing Board of UIL and researchers, will be constituted. The Danish National Commission for UNESCO has agreed to host this first meeting in Elsinore, Denmark, in March 2007.

To ensure that CONFINTEA VI integrates the concerns of the broadest stakeholders, UIL has taken part in several adult education conferences to identify the main issues. In May, the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) held a consultation on adult education in Berlin. In July, the International Council for Adult Education (ICAE), REPEM (the Latin American Network of Women Popular Educators) and the Ministry of Education of Uruguay organized an international meeting on adult education. In October, the Chinese Adult Education Association (CAEA), The Asian South Pacific Bureau of Adult Education (ASPB AE), the European Association for the Education of Adults (EAEA) and the German Adult Education Association (DVV), in cooperation with ICAE brought together more than a hundred participants in a conference on „Adult Education or Learning Societies – Asian and European Perspectives for a Globalized World“. The government of Finland hosted a European Meeting on Adult Learning in October where the European Union's Communication on Adult Learning was launched. Finally in November, the EAEA and the Spanish Association of Popular Universities organized a European meeting on adult educa-

tion to coincide with the celebration of the Spanish Learning Festival in Asturias.

Identifying the trends and main themes in adult education is essential for developing benchmarks and indicators and for refining the grid, against which UIL on behalf of UNESCO, its partners and the international community will analyse and monitor trends and institutional changes in adult learning. It will identify areas where more research is needed and continue to collect examples of national initiatives which give special emphasis to adults who are without formal education. These results will be documented and disseminated before the start of CONFINTEA VI.

CONFINTEA V follow-up activities have highlighted the value and importance of exchanging selected national programmes of adult education through policy dialogues and South-South co-operation. Exchanging outstanding national models, which have been shown to be a comprehensive and integrated response to the education of young people and adults, has been a significant strategic objective for supporting national capacities in planning, management and evaluation of Education for All.

Side by side with preparations for CONFINTEA VI, the Institute is also involved in some of the thematic areas of CONFINTEA V. As part of the CONFINTEA follow up activities, UIL monitors adult education for groups with special learning needs, such as prisoners, persons with disabilities, indigenous peoples, minorities, refugees and migrants.

For example, in the area of prison education, the Institute has finalised an agreement with the French Community of Belgium, to lay the groundwork for the organisation of an international conference on prison education, to be held in Brussels in 2008.

To prepare for this, regional meetings have been planned and working groups established to work on topics such as non-formal education, literacy, women's education in prisons, and instructor and prison agent training programmes. Meetings have taken place with UNESCO Regional Offices and a document, designed to provide the basis and define the content for this conference, is currently at the final stage of editing.

In addition, UIL is participating in two Grundtvig projects in the area of prison education, one focusing on the recognition and validation of learning and experience in prisons and the other, a pilot project, aiming to train teachers and facilitators in a non-formal education context through theatre.

The Institute also played a role in the EUROSOCIAL (Europe and Latin America) programme, whose objective is to set up a governmental network on prison education in Latin America. In addition, UIL took part in the Brazilian government's project to reorganise education in prisons.

In the meantime, the thematic area of „Adult Learning and the World of Work“ has focused on the collaboration with UNESCO-UNEVOC and the preparation of two sections of an International Handbook on Technical and Vocational Education and Training (TVET). One of the sections deals with „Adult Education and Skills Development“, and includes themes ranging from workplace development; poverty reduction through education; recognition of non-formal and informal learning; TVET for sustainable development, and essential skills and key competencies. The second section examines „Education and



Increasingly the workplace is also a place of learning (Photo: UNESCO/A. Gillette)

Training in the Informal Sector“ and contains a series of articles dealing with informal sector training needs; apprenticeship model of learning; schooling and basic skills; working children and their learning needs as well as informal learning and work. Another collaborative project with UNESCO-UNEVOC has been the broad dissemination of UIL’s work on „School Enterprises: Combining Production with Learning“.

One of the flagship programmes following CONFITEA V has been the International Adult Learners Week in Europe (IntALWinE). Following three years of networking and advocacy work, which was undertaken to strengthen the strategic potential of mobilization campaigns for lifelong learning nationally and internationally, the Socrates/Grundtvig project consisting of fifteen European partners under the coordination of UIL has come to a close. Between the end of 2003 and 2006, the IntALWinE partners shared their expertise to increase the technical skills of coordinators of learning festivals, included adult learners from their countries in their transnational network activities, and produced and disseminated collective materials and tools.

During 2006, the fifteen adult learners week and learning festival coordinators from Bulgaria, Cyprus, Estonia, Finland, Hungary, Iceland, Italy, Lithuania, the Netherlands, Norway, Romania, Slovenia, Spain, Switzerland and the United Kingdom came together in two more network meetings, to set up their collec-

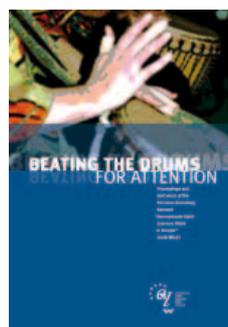
tive website, develop policy proposals, produce their concluding publication, carry out a self-evaluation of the project and prepare the final report to the European Commission.

The fifth working meeting of IntALWinE was carried out in Vilnius, Lithuania, from 26 to 29 April 2006, hosted by the Lithuanian network partner, the Lithuanian Association for Adult Learning (LAAE). It was used to finalize the results of the respective working strands on good practices, cooperation models, and evaluation methods. The meeting with local Lithuanian festival organizers provided the opportunity to present and disseminate the activities of IntALWinE, which got the full support of the Lithuanian National Commission for UNESCO.

“At the international level, CONFITEA is the main platform to foster political dialogue and to renew commitment to adult education.”

Finally, IntALWinE joined each other for the last time as project partners in Rome, Italy, from 14 to 17 September 2006. Hosted by the Italian network partner, the Popular University of Rome (UPTER), the meeting was organized in conjunction with UPTER’s learning festival. A public forum at the National Italian Commission for UNESCO opened the meeting. Apart from wrapping up the activities and tasks of IntALWinE, the network partners presented their work to an audience of adult educators and managers of adult education from Rome and the surrounding region and to the Provincial Counselor for Adult Education, who expressed her appreciation for the mobilization campaigns for lifelong learning.

All proceedings and outcomes of IntALWinE have been documented on the network’s website (www.ALWinEurope.net). This website provides an ongoing gateway to the learning festivals landscape in Europe. The website will also remain as an interactive and dynamic repository of technical support tools, relevant links, useful materials, contacts and learners’ stories. Provision is made on the website for everybody interested to contribute experiences, knowledge or stories and to keep this communication tool alive.



The final publication of the International Adult Learners Week in Europe (IntALWinE)

The final network publication is currently being printed and translated, and will be available in the beginning of 2007. It will include a series of suggestions and good practice collected by the IntALWinE partners for the improvement of learning festivals, and two sets of policy recommendations: one produced by the network partners and the other one drafted by the adult learners involved in the network activities.

Although literacy is a human right and at the core of Education for All (EFA), it constitutes one of the most neglected of the six goals (goal 4) adopted in 2000 at the World Forum in Dakar. Literacy is key to improving the lives of people, in particular women and those who live in extreme poverty, and it is playing a crucial role in achieving each of the other five EFA goals. Literacy is not only a prerequisite for most forms of learning, but it is the foundation for lifelong learning. About 781 million adults worldwide, 64% of them women, have yet to acquire those foundational literacy skills.

Literacy was one of the key areas of UIE's work which involved both global strategies and efforts at the national level to build the capacities of Member States for designing and implementing innovative and empowering approaches to literacy, especially for disadvantaged and excluded groups. As a policy-driven research institute, UIL's mandate also includes research on ongoing trends and good practices regarding policy, concepts and practices in literacy. This research evidence, in turn, has been the basis for UIL's policy-dialogue, advocacy and technical assistance to Member States. With the reform of the UNESCO Education Sector in July, the main responsibility for adult literacy within UNESCO has been transferred to the Institute. This means that, alongside its capacity-building, research and networking functions with regard to literacy, the Institute is also entrusted with overseeing and coordinating UNESCO's work in this field. A major part of this work is the implementation of the Literacy Initiative for Empowerment (LIFE), the key literacy programme of UNESCO.

UIL's vision is to achieve EFA goal 4 on the basis of a broad concept of literacy as the foundation for lifelong learning. Among UIL's aims in this thematic area are:

- to ensure the implementation of the goals of the United Nations Literacy Decade (UNLD) in different regions;
- to coordinate the implementation of LIFE and provide technical support to LIFE countries – in particular those that have started projects funded from extra-budgetary sources for capacity-building for EFA in 2006 and those countries that are recovering from conflict situations;
- to provide technical support to the Global Campaign for Literacy and to build capacities for literacy within a perspective of lifelong learning at all levels.

“Literacy is not only a prerequisite for most forms of learning, but it is the foundation for lifelong learning.”

The vision of the United Nations Literacy Decade (UNLD), which was launched in 2003, situates *Literacy for All* at the heart of *Education for All*. It is a strong assertion of renewed commitment of the international community to literacy. However, when it became apparent that existing literacy efforts

would not be enough to achieve a 50% improvement in levels of adult literacy by 2015, UNESCO created a ten-year global framework of collaborative action: the Literacy Initiative for Empowerment (LIFE). It constitutes one out of the three priorities of UNESCO's Education Sector. LIFE is focusing on those 35 countries which have a literacy rate below 50% or a population of over 10 million adults with inadequate literacy competence. It aims to contribute to the achievement of Dakar Goal 3 (meeting the learning needs of young people and adults), Goal 4 (50% improvement in adult literacy rates), and Goal 5 (achieving gender equality in education).

LIFE was officially launched on the occasion of UNESCO's 33rd General Assembly in October 2005. Eleven countries were selected for the first implementation phase (two from Asia, four from the Arab Region, four from Africa and one from Latin America and the Caribbean). During the first half of 2006, UIL's primary role was to support this process at the institutional, country, regional and international level by providing technical support in its areas of expertise, identifying relevant research outputs to be utilized for policy advocacy and improvement of literacy programmes, undertaking action-oriented research, building and strengthening capacity at different levels, and bringing together and tapping from the experience of a variety of stakeholders through its different networks. The Institute participated in two of the regional consultations and planning meetings that took place in Islamabad, Pakistan from 20 to 22 March 2006 for the Asian Region, and in Niamey, Niger from 22 to 24 March 2006 for the African Region. The main objective was to develop the overall framework and strategies as well as concrete plans of LIFE at regional and national levels.

The Institute has developed a strategy for coordination and implementation of LIFE which is based on a two-pronged approach. On the one hand UIL will undertake the macro-coordination of LIFE as a framework for action by creating networks and enabling and facilitating the process of continuous consultation and negotiation with all stakeholders. On the other hand, the Institute will also engage directly through providing its services to LIFE countries. This technical support will be tailor-made to specific contexts and needs at regional, country or institutional level.

To ensure effective coordination of LIFE, the Institute brought together the UNESCO regional education focal points in November. Participants discussed the status of LIFE programmes in the regions and the strategy paper for future implementation and roll-out of LIFE for 2007-2009.

In terms of technical assistance, UIL is, for example, among the supporting partners for LIFE-related projects in Pakistan, Bangladesh, Senegal, Egypt, Tanzania and Niger, which were granted extra-budgetary funds through UNESCO's Capacity-Building for EFA Programme 2006-2008 and which are run by the various UNESCO Field Offices. UIL's support was requested

mainly in the areas of curriculum, materials development, advocacy, training of facilitators, research and the strengthening of literate environments. In the case of Senegal, within the project „Strengthening of capacities of personnel in literacy and NFE in Senegal“, UIL’s technical support started in October with a workshop on planning for the development of a curriculum framework for literacy and adult basic education. Pakistan plans to make use of UIL’s technical assistance in the context of the project „Capacity-building for improving quality and scope of literacy programmes in Pakistan“ for the development of a literacy curriculum framework, the start of which has had to be delayed because of changing local arrangements. However, the collection of information on innovative and successful literacy approaches for training purposes has almost been completed by a research team at UIL. UIL’s activities in Bangladesh had to be postponed until the beginning of 2007 due to elections. In the cases of Egypt, Tanzania and Niger UIL’s activities will also start in 2007.

In the meantime, in preparation for LIFE, the Institute has been providing technical advice and guidance to the first group of LIFE countries to carry out needs assessment studies and national workshops to validate the results and discuss national LIFE action plans with a broad range of national stakeholders. Most of these countries are in the process of fine-tuning their country action plans.

The year 2006 was marked by major international initiatives in support of literacy. Together with the UNLD Coordination Unit the UNESCO Institute for Lifelong Learning provided technical support to the White House Conference on Global Literacy which took place in New York on 18 September. It was organized and hosted by the First Lady of the United States, Laura Bush, in her capacity as Honorary Ambassador of the UN Literacy Decade (2003-2012). 32 first ladies and spouses of world leaders, 41 ministers of education from around the world, and other leading figures from the educational field participated in the conference, together with influential policy-makers and representatives of business and corporation.

During three discussion panels held during the day, conference participants were presented with nine programmes from different countries (Afghanistan, Bolivia, Brazil, Burkina Faso, Egypt, India, Mali, South Africa, USA) showing how literacy can be achieved. The first panel, covering „Mother-Child Literacy and Intergenerational Learning“, included the Reach Out and Read National Center, USA; the Institute for Popular Education, Mali; and the Family Literacy Project, South Africa. The second panel dealt with the theme of „Literacy for Health“. The projects presented included Learning for Life, Afghanistan; ALFALIT, Bolivia; and Caritas, Egypt. The third panel focused on „Literacy for Economic Self-Sufficiency“, including Alfamol, Brazil; the Directorate of Adult Education, Government of Andhra Pradesh, India; and the Directorate for Development and Cooperation, Programme for Literacy and Training, Burkina Faso.



The Family Literacy Project, South Africa (Photo: Roy Reed)

Meanwhile, within the framework of research and capacity-building for LIFE and UNLD, the Institute organized in Hamburg in November an International Seminar on Pedagogical Approaches to Literacy with the participation of education practitioners, policy makers and researchers from governmental and non-governmental institutions in Asia, Africa, Latin America and Europe. The meeting in Hamburg had the following objectives: a) to gain an overview of the main pedagogical approaches to literacy and how and why they have evolved in different contexts; b) to come to a common understanding of what constitutes a pedagogical approach and to identify elements of good pedagogical practices in the field of literacy; c) to examine the strengths and weaknesses of these approaches; and d) to plan how to disseminate the lessons learned from these different approaches.



Participants of the International Seminar on Pedagogical Approaches to Literacy

Special focus was on the empowering capacities of pedagogical approaches to back up UNESCO’s LIFE initiative. While underlining unanimously the need to make literacy a priority in the political agendas, the participants also discussed effective strategies to improve literacy practices, e.g. through continuous exchange on relevant developments and effective networking on national, regional and international levels.

The presentation in the five round tables were organized around

- 1) REFLECT;
- 2) Literacy and ICTs;
- 3) Competence based approaches;
- 4) Text-centred approaches; and
- 5) Approaches in and for multilingual environments.

Among the trends identified were: the growing convergence of different literacy approaches on the need for flexibility, learner-centredness, the need of well trained facilitators and eclectic use of teaching-learning methods; the acceptance of mother-tongue based multilingual education; the increasing use of ICTs; and the importance of creating a literate environment. The presentations and the ensuing discussion raised a lot of questions on the appropriate means to go to scale, a better understanding of the learning process itself, and ways to assess and increase the societal impact of literacy programmes. Future work will have to address a range of issues such as identification of indicators of learning success in literacy programmes, design and implementation of literacy surveys and dissemination of research results, especially among literacy stakeholders.

Aside from promoting literacy in regions with a low literacy rate such as Africa and Asia, the Institute is also active in literacy advocacy in Europe. For example, UIL is one of the coordinating members of the German network for literacy and basic education which was established on the occasion of the United Nations Literacy Decade. Every year on September 8, International Literacy Day, partners from the network organize events for advocacy purposes. For 2006, UIL's Director Adama Ouane spoke at a ceremony organized by the German Adult Education Association and the Federal Association for Literacy and Basic Education in Berlin. The highlight of the event was the announcement by the German Minister for Education that the Ministry for Education and Research will invest 30 Million Euro for the next five years in literacy research and development.

Also in the context of International Literacy Day 2006, the UNESCO Institute for Lifelong Learning organized – as in past years – a press event on literacy. This year the event was held on 6 September in Leipzig, Saxony. Literacy is a relevant issue in the *new Länder*, a region with high drop-out and unemployment rates. Partners in the seminar were the Federal Association for Literacy and Basic Education and the Ernst Klett publishing house and, for the first time, the regional literacy project PASS alpha, funded by the Ministry of Culture in Saxony. About 25 local journalists and interested experts attended the event.

Another international initiative with which UIL was associated in 2006 was the „Frankfurt Book Fair Literacy Campaign/LitCam“, a new initiative of the world's largest book fair, which every year

attracts publishers, authors and journalists from around the world. The UNESCO Institute for Lifelong Learning is a cooperating partner of this international advocacy initiative in favour of literacy, which has been created by the Frankfurt Book Fair in the context of a new theme, „Education for the Future“, which will be established as a priority of the Book Fair. The initiative was launched at an international opening event on 2 October 2006 under the patronage of the Indian author and UN-Under Secretary General Shashi Tharoor. The keynote speech was given by Vimala Ramachandran from the Educational Resource Centre, India. Both of them congratulated the Frankfurt Book Fair on making literacy a central theme, as did the other speakers, H.R.H. Princess Laurentien of the Netherlands, Chair, Stichting Lezen & Schrijven (Reading & Writing Foundation); Jürgen Boos, Director of the Frankfurt Book Fair; Andreas Storm, Parliamentary Permanent Secretary in the Federal Ministry of Education and Research; and Adama Ouane, Director of UIL.

Literacy and basic education projects from India (Nirantar), Brazil (Alfasol), Senegal (ARED) and the UK (Booktrust) were presented. The programme also included a panel discussion and an exhibition by various international organisations working in the field of literacy and basic education. The event was moderated by Neil McClelland, Director of the National Literacy Trust, England, and Regina Krieger from the German newspaper *Handelsblatt*. The highlight of the event was when learners from Senegal, India, Brazil and Germany talked about their learning experiences.



Nirantar, a Centre for Gender and Education in India, presented one of its programmes at the Frankfurt Book Fair Literacy Campaign (LitCam)

The LitCam opening event offered the setting for the launch of another interesting new initiative that strengthens the cause of literacy worldwide: Google's „Literacy Project“, the new Google Literacy website, a resource for teachers, literacy organisations and anyone interested in the promotion of reading and education. „The Literacy Project“, an initiative in cooperation with LitCam and the UNESCO Institute for Lifelong Learning, attracted great interest on the part of experts and practitioners working in the field of literacy.

Given that Africa requires the most support in literacy, the Institute is concentrating on activities in this region, primarily involving policy advocacy and capacity-building at both re-

gional and country levels. For policy advocacy at the regional level, the main vehicle for the Institute is the Biennial meeting of the Association for the Development of Education in Africa (ADEA). Bringing together the Ministers of Education of Sub-Saharan Africa and bilateral and multilateral agencies, the Biennial is a unique opportunity to address important educational issues at the high policy level. In the Biennial held in Libreville, Gabon, in March 2006, the theme was „Characteristics, Conditions and Factors underlying Effective Schools and Literacy and Early Childhood Development Programs“. UIL and the ADEA Working Group on Non-Formal Education (WGNFE) were the technical leaders for the literacy theme. In preparation for the Biennial UIL had commissioned more than 20 studies focusing on the following themes: vision, policies and strategies; innovations from the grassroots; from literacy to lifelong learning; conducive environment for neo-literates; and capacities and resources for literacy programmes. The studies came from all regions of the world, although most of them were from Africa.

The discussions in the working group sessions brought up issues such as the language of the instruction, funding of literacy programmes, training of the facilitators, literacy campaigns vs. literacy programmes, and the need for literacy to be put higher on national, regional and international agendas. In the follow-up to the Biennial a synthesis publication of the literacy studies is in preparation, and an inter-country quality node on literacy in Africa has been put in place. A central concern of the follow-up is to keep the literacy issue high on the agenda within and outside of Africa.

The Institute also undertakes advocacy work on literacy in civil society. For example, together with UNESCO, the International Council for Adult Education (ICAE), the Africa Network Campaign on Education for All (ANCEFA) and Jeunesse et Développement, UIL organized two workshops within the Polycentric World Social Forum held in Bamako, Mali in January 2006. The first workshop focused on „Gender Perspectives and Millennium Development Goals: Practices on Literacy, HIV Preventive Education and Women’s Empowerment“. Topics included prevention of violence against women, the Global Call to Action against Poverty, the HIV Positive Teachers’ network in

Kenya as a support group and advocacy tool for better treatment of HIV positive people, and literacy classes for HIV positive women. The workshop was attended by about 50 participants who, after the presentations, openly discussed issues affecting women in Africa and the ways of working together to prevent HIV/AIDS and domestic violence. The other workshop was on „EFA and the Role of Social Movements“, which again highlighted the importance of literacy within the EFA agenda.

An important piece of research was carried out by UIL, in collaboration with ADEA WGNFE in connection with a project called „Strengthening Literacy Policy through a Gender-Equality Perspective“. The key results show that the concept of gender and its application to literacy was not well understood by the policy makers, educators and researchers. As a capacity-building initiative, the project demonstrates that there are different levels of capacities – such as research and team building capacities – that one needs to take into account. This being the case, long term and sustained interventions have to be put in place.

The results of the research were made available to the participating countries and other countries through short reports containing outline guidelines and a synthesis. National reports have been finalized and a draft synthesis report is ready for publication. In addition, a series of national workshops will be organized to share the results. Country reports will also be made available on all of the partners’ websites.

Another capacity-building project is on reinforcing national capacities to evaluate non-formal education and literacy programmes for young people and adults. This project aims to contribute to the UN Literacy Decade by improving the quality of learning and enhancing programme impacts, and most of all by deepening the understanding of in-built evaluation concepts. A cross-national training workshop was organised by the Institute from 20 to 23 February 2006 with 22 participants from six countries and four UNESCO field offices. The purpose of the workshop was to prepare national strategies for developing in-built monitoring and evaluation systems in five southern African countries. In preparation for this workshop, situation analyses were carried out in Botswana, Kenya, Malawi, Namibia and Uganda and the national analysis papers were presented in the workshop. UIL will continue with the subsequent cycles of training in specific areas of evaluation in selected countries. Through the organisation of training at national/sub-regional levels, the Institute will collect and disseminate innovative and practical examples of evaluation in four areas: learner evaluation, curriculum evaluation, progress monitoring and impact evaluation. Based on national experiences, UIL will update and publish a guidebook on evaluation practices to improve the quality of learning and enhancing programme impacts of NFE, literacy and adult education programmes. The lessons learnt from this project are going to be linked with LIFE activities, with emphasis on assisting the establishment of well-functioning, comprehensive monitoring and evaluation systems,



The Polycentric World Social Forum, Bamako, Mali, January 2006

to build a culture of improving both policies and practices in literacy, based on informed decisions.

With the project „Capacity-Building for Community-based Literacy and Life Skills Education Programmes for Disadvantaged Young Adults” (CABLE4Y), the Institute brought together six countries (Bangladesh, China, Lao PDR, Mali, Niger and Zambia) from Africa and Asia with the aim of addressing EFA goal 6 on improving education quality for on-going NFE programmes. Through the development of training manuals and organisation of training workshops, the NFE providers



Community Learning Centre coordinator sharing his experience in a training workshop (Yunnan Province, China, February 2006)

gained experience in training needs assessment, participatory materials development and training methodologies. In August 2006, a wrap-up meeting was organised in collaboration with UNESCO Nairobi and the Department of Adult Education, Ministry of Gender, Sports, Culture and Social Services, Kenya in Nairobi. This project will end in early 2007 with a publication on the achievements and lessons learned from the project. However, countries such as Bangladesh and China, which have been successful in transporting the project outcomes to a national scale, will organise further capacity-building for providers of NFE programmes with the support of UNICEF and national governments.

Outside Africa, the Institute has also carried out capacity-building at the country level, with a focus on countries in post-conflict situations. In Kosovo for example, following the requests of the Ministry of Education, Science and Technology (MEST), the Institute provided technical assistance in the areas of literacy and adult learning with financial support from the German Foreign Ministry and the World Bank (through UNICEF). The overall goal is to achieve basic education of good quality for all through increased participation of youth and adults in relevant adult basic education and training opportunities which are linked to enhanced (self-) employment opportunities. One of the priorities has been providing technical support to the literacy and adult basic education programme „*Dritare Jete*” for girls and women, which was initiated in 2001 in partnership with UNICEF. During the first half of 2006, the programme

covered over 2,800 girls and women in 165 literacy centres in 19 Kosovo municipalities. The Institute’s technical assistance focused on preparations for the accreditation and final evaluation of the level IV course. In June, training was provided to an interdisciplinary task group within the MEST to develop the standards, assessment criteria and relevant instruments (such as a portfolio of formative assessment) to measure learning attainment during and at the end of the course. An agreement was reached on the final evaluation procedures, guidelines and instruments for *Dritare Jete Level IV* graduates with all the involved stakeholders. The political, legal and technical implications of final evaluation and certification were also discussed with the Permanent Secretary of the MEST. In the final evaluation process in late November almost 600 learners passed. Ten people, comprising monitors and trainers, NGO coordinators and involved staff of MEST at central and regional level, were trained for the final evaluation process. This accreditation and equivalency pilot experiment is feeding into the ongoing process of developing a national qualifications framework and lifelong learning system in Kosovo. After this, the Institute’s assistance is required to help develop an integrated adult basic education and training programme that includes the assessment of learning needs of disadvantaged target groups, the development of a curriculum framework combining elements



UIL provides technical support to the literacy and adult basic education programme “*Dritare Jete*” in Kosovo

of basic education with pre-vocational skills, the development of relevant learning modules equivalent to 10 grades of compulsory general education, the training of involved staff and facilitators, and the piloting of community learning centers

In Afghanistan, the Institute’s technical assistance to the Ministry of Education’s Department of Functional Literacy is focused on the capacity-building and preparatory components of the planned Literacy Initiative promoted by the new Minister of Education. In partnership with the German IIZ/DWV and the Afghan Association for Adult Education UIL conducted training for facilitators and also participated in working sessions of a task force which had the mandate to draft a strategy for a community-based literacy campaign. Technical inputs were provided in several cases through e-mail communications.



In Afghanistan, UIL provides technical assistance to the Ministry of Education's Department of Functional Literacy for a planned literacy initiative

UIL has also joined UNESCO's reconstruction programme for Sudan in 2006. In March 2006, the Institute participated in a workshop organized by Sudan's National Commission and UNESCO in Khartoum with the purpose of planning UNESCO's role in the country's reconstruction and development. About 300 participants from governmental institutions, academia and other sectors discussed the main challenges and needs of Sudan. The workshop offered the framework for starting UIL's project on „Capacity-building for the development of literacy and alternative learning opportunities in multilingual Sudan“. The purpose of the project is to provide longer term support in the field of literacy and alternative learning opportunities for adults and adolescents based on an appropriate language strategy. Two studies have been carried out in North and South Sudan to take stock of the current situation. The



Second Southern Sudanese LIFE workshop

report on Southern Sudan was presented and discussed at the second Southern Sudanese *Literacy Initiative for Empowerment* workshop in Juba, which was organized by the Ministry of Education, Science and Technology and UNESCO. Southern Sudan has an illiteracy rate of 92%, one of the highest in the world. In some areas this rate is up to 99%. It is estimated that about 2.5 million adolescents and adults in Southern Sudan are without basic education. UIL will continue its collaboration with Northern and Southern Sudan in the framework of the LIFE initiative.

In 2005, the Institute had taken on a consultancy on the Development of an Adult Basic Education Programme (ABEP) in Botswana, which is funded by the Botswana Government. During the first half of 2006 activities mainly consisted in refining the curriculum framework and programme design, developing outcome-based learning modules, and designing an assessment, evaluation, accreditation and quality assurance system. The drafting of learning materials for level two of the ABEP in the four key learning areas (Setswana, Maths, English and General Studies) started with a team building exercise during a retreat at the end of April. In the second half of 2006 the learning modules of level 2 were finalized and field tested in



Curriculum development for the Adult Basic Education Programme (ABEP), Botswana

the different regions of the country. On the basis of the results of this comprehensive exercise, the appropriate adjustments were made and the structure and content of level 1 and level 3 modules were planned. The work was taking place in close cooperation with a local team and also aimed at building strong partnerships with major stakeholders such as learners, facilitators, curriculum developers, workplace employers, extension support groups, non-governmental organisations, parastatal organisations and the private sector.

In addition to policy advocacy and capacity-building, the Institute occasionally undertakes pilot projects. In 2006, the pilot project on „Family Literacy“ (FLY), based in Hamburg, entered its third year as a collaborative endeavour with the Institute for Teacher Training and School Development of the City-State of Hamburg. The project is part of the programme „Promotion of Children and Young People with Migrant Backgrounds“ (FörMig) financed by the Federal Ministry for Education and Research and the participating Federal States for a period of five years (until 2009).

The FLY project targets 5-year-old pre-school children and 6-year-old first-grade children and involves 8 schools and one kindergarten in socially disadvantaged districts of Hamburg. In the school year 2005/2006 the project adapted itself to the needs of the different schools and kindergartens involved in

the project, and certain more flexible approaches have been introduced, for example family literacy courses held in the afternoon to meet the needs of working parents. Through funds provided by the Hamburg publishing house Gruner + Jahr and the foundation BürgerStiftung, Hamburg, it was possible to start three additional courses and to produce new materials, for example a suitcase containing literacy and learning materials that can be taken home by parents and used with their children. In addition, partnerships with other ongoing activities have been established. In one of the participating schools, the family literacy course now links up with the German course for migrant mothers. Interest of media and stakeholders in the project is high. A TV documentary on the project has been produced by the Bavarian broadcasting services Bayerischer Rundfunk, which was shown on public television in December. In the past two years UIL has closely collaborated with the British Basic Skills Agency, which has carried out a consultancy for the FLY project.



Family literacy pilot project (FLY) based in Hamburg, Germany

In the context of this initiative, UIL is editing and co-publishing with the Ernst Klett Sprachen publishing house the first book on family literacy in German language. The book includes a chapter on the FLY project but also covers projects from England, Malta, Turkey and South Africa as well the HIPPY approach and other German initiatives. The book is intended to assist pioneers of family literacy in Germany, where such programmes are in their earliest infancy.

The European Learning Partnership „QualiFLY” on family literacy, supported by the European Union under the Socrates/Grundtvig 2 programme, will continue until summer 2007. The activities of the project include exchanging experiences and best practices in three areas: teacher training; working with parents; and monitoring and evaluation of family literacy programmes. The project aims at improving the quality of the family literacy provisions of the partners and helping some of the partners to set up family literacy programmes; creating a core group of tutors in each partner country; disseminating best

practice materials and informations for stakeholders through the project's website (www.unesco.org/education/uie/QualiFLY); and raising awareness for the family literacy approach.

In the context of UIL's work in the field of prison education, a new Learning Partnership under the EU Socrates/Grundtvig programme on „Literacy and Life Skills in Prison” started in August 2006 and will run until July 2007 with the option to extend it for a second year. Partners are two non-governmental organisations: ARSIS (Association for the Social Support of Youth) in Thessaloniki, Greece, and ANGEL in Bucharest, Romania, as well as the Billwerder Prison in Hamburg. A first meeting took place in early November at UIL and included the identification of expectations, criteria for good practice and the planning of the following activities. It also included a site visit to the literacy and basic education programme in the Billwerder prison.

UNESCO has consistently been at the forefront of lifelong learning both in terms of the discourse and at the level of policy and related educational reforms. This is reflected in the Faure Report in the early seventies, the Delors Report in the mid-nineties and numerous other important normative statements and concrete projects in the field. In the 21st century, the need for lifelong learning as an educational principle to be embedded in policies and programmes, takes on an even more urgent note. It is in this context that the UNESCO Institute for Lifelong Learning has repositioned itself to play a key role in ensuring the institutionalization of lifelong learning.

„The UNESCO Institute for Lifelong Learning has repositioned itself to play a key role in ensuring the institutionalization of lifelong learning.“

One of its strategies is to bring together countries with existing policies and programmes on lifelong learning with a view to strengthening their practices. Through policy dialogues, UIL provides the space for policy makers and researchers to reflect on their countries' experiences and critically examine the relevance and viability of those practices in their respective contexts. UIL also encourages countries in the process of educational reforms to consider the perspective of lifelong learning in the transformation of their systems.



**Gwang-Jo Kim, Deputy Minister
Ministry of Education and Human
Resources Development, Rep. of Korea**

In 2006 the Institute organized the International Policy Dialogue on "Challenges in Implementing Lifelong Learning for Adults" in partnership with the Korean Educational Development Institute (KEDI), the country's main education research agency. Held in the city of Busan, Republic of Korea from 28 September to 1 October, the meeting brought together over a hundred policy-makers, researchers and practitioners from Africa (Kenya, Mauritius, Namibia,

Nigeria, South Africa, Zimbabwe), Asia (China, Japan, Indonesia, Korea, Philippines, Thailand), Europe (England, Denmark, Switzerland) and South America (Uruguay). In collaboration with other Korean partners (the Korean UNESCO National Commission, the Korean National Open University, the Korean National Research for Vocational and Educational Training (KRIVET) and the local authorities of Busan, the participants were able to hear and observe first-hand how human resource development, within the perspective of lifelong learning, is given high government priority from the national to municipal levels in

the country. As the policy dialogue took place side by side with the Fifth Annual Lifelong Learning Festival, the participants experienced Korea's own unique celebration of lifelong learning, in which traditional dances, songs and other cultural expressions were featured side by side with modern technology.

The plenary presentations and workshop discussions addressed the following issues and concerns, which continue to pose challenges to the implementation of lifelong learning for adults:

- lack of conceptual clarification of the meaning of lifelong learning (LLL) and its links with adult education and the Education for All discourse, hampering advocacy for LLL;
- the unfounded perception that LLL is synonymous with adult education/learning or that it is confined to formal education and training;
- the tendency to equate education with formal schooling;
- the overemphasis on LLL solely as a means of furthering employability, market-orientation and workforce development;
- the prevalence of a mindset that marginalizes non-formal and informal education because of their perceived inferior status vis-à-vis formal schooling;
- the pathetically low budget for education in many of the developing societies, particularly for non-formal education;
- lack of political will, especially in developing societies, to formulate and implement lifelong learning policies in general and LLL for adults in particular;
- lack of integration of formal, non-formal, and informal education and the consequent lack of coordination among agencies in charge of various aspects of education;
- the continuing exclusion of disadvantaged and marginalized segments of the population from enjoying the benefits of development.

In addressing the above issues, the participants identified the key policy instruments to promote the integration of formal and non-formal education. It was urged that such policies be championed by political leaders and that these leaders should



Policy Dialogue on Lifelong Learning in Busan, Republic of Korea

not only advocate lifelong learning but also allocate sufficient human and financial resources. Given the broad and intersectoral nature of lifelong learning initiatives, the importance of partnerships among governments, private sector and civil society was also reiterated.

As a result of the dialogue and exchange among participants, UIL, in collaboration with the UNESCO Regional Offices for Education, has decided to support inter-regional exchanges, especially between Africa and Asia. To further disseminate the lessons learned during this meeting, a policy advocacy document is to be published by the middle of 2007. Given the success of the international policy dialogue in Busan, UIL's Korean partners and the local authorities of Changwon (who will be hosting the 6th Lifelong Learning Festival in 2007) have already invited the Institute to collaborate on their next International Policy Dialogue on Lifelong Learning, to be held in September 2007.

At the regional level, the Institute also promoted the importance of the lifelong learning perspective at the ADEA Biennale Meeting, held in Gabon in April 2006. Considering that ADEA is the space where Ministers of Education from Sub-Saharan Africa come together to discuss the range of educational issues, the Biennale is a strategic moment to call attention to specific concerns. As part of the Coordinating Group of the ADEA Working Group on Non-formal Education (WGNFE), UIL organized a series of literacy workshops within the Biennale where one of the themes was lifelong learning and its relation to literacy. It was clear that more advocacy platforms for lifelong learning have to be organized in order to address conceptual and policy issues and to demonstrate the relevance of lifelong learning in the African region.

Apart from organizing policy dialogues, the Institute also takes advantage of existing meetings to promote the importance of the lifelong learning perspective. In May UIL presented a paper to the Africa Caribbean Pacific (ACP) Conference of Ministers of Education, held in Brussels. While requested to give an overview of the status of the ACP countries vis-à-vis the achievement of EFA goals, the Institute incorporated the lifelong learning perspective by demonstrating the intimate relationship between EFA and lifelong learning. During the meeting, the Institute stressed that EFA goals encompass both formal and non-formal measures. However, the EFA movement tends to emphasize universal primary enrollment and completion, often losing sight of literacy and life skills acquired in non-formal ways. Non-formal learning should therefore be recognized and provided with sufficient resources.

The UNESCO Institute for Lifelong Learning also participated in the preparatory meeting for the launching of the Second Decade of Education in Africa by the African Union (AU), held in June in Johannesburg, South Africa. UIL also took part in the launching itself in Maputo, Mozambique in September. On

these occasions, the role of the Institute was to highlight the importance of literacy and non-formal education and demonstrate that a lifelong learning perspective is fundamental to education for sustainable development in the region.

As part of its strategy for institutionalizing lifelong learning, the Institute calls attention to the role of non-formal education and the importance of synergies between formal and non-formal education. It does so not only by highlighting the importance of non-formal education in general but also by focusing on specific areas such as HIV-preventive education. As a member of the Asian „Positive Learning Working Group“ (PLWG) network, the Institute emphasizes the importance of having a lifelong learning approach, in which HIV-preventive education is not limited to interventions in schools but is also integrated into a wide range of activities in the non-formal education sector.



UIL promotes the recognition of non-formal and informal learning and experience (Photo: Paul Weinberg)

One key lesson the Institute has learned in its six years of work in the area of HIV prevention is the involvement and participation of people living with HIV/AIDS (PLWHAs) in the designing and implementation of preventive education programmes. As part of its advocacy for greater involvement of PLWHAs, the Institute invited a PLWHA, the President of Kenya Positive Teachers Association (KENPOTE) to take part in the ADEA Biennale. Aside from making visible the importance of the contribution of PLWHAs in the region, this initiative has paved the way for discussions on how the synergy of formal and non-formal education can be accomplished. Alongside its effort to convince governments of the key contribution of non-formal education to HIV prevention, the Institute has also collaborated with civil society to highlight non-formal education interventions in HIV prevention. At the African Polycentric Forum, held in Mali in January, the Institute co-organized with the International Council for Adult Education a workshop focusing on NFE and HIV prevention. Among the issues discussed were the need for greater involvement of PLWHAs, the importance of a gender perspective in HIV prevention, and literacy levels among HIV positive women.

As part of its advocacy for NFE, the Institute is involved in pressing for the recognition of non-formal and informal learning and experience. Given that the formal education system cannot meet the needs of basic education and lifelong learning for all, it is necessary that non-formal and informal learning have systems of validation and certification that are integrated into national systems of qualifications offering further learning and career opportunities. In 2004 the then UNESCO Institute for Education (UIE) conducted an international survey on „Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience“ (RVA), the results of which were published in a Synthesis Report. Many Member States and stakeholders have expressed their wish to establish mechanisms and methodologies for the recognition of non-formal and informal learning and experience.

In September 2006, the Education Committee of the French National Commission for UNESCO met in Paris to discuss progress on the action plan of UIL's collaborative programme on RVA. On the basis of a rough typology, designed according to the results of the first international survey data, UIL is in the process of carrying out a research on the state-of-the-art on RVA in Africa. In addition to undertaking an analytical bibliographical survey and establishing a network of experts and practitioners, it has commissioned case studies in selected Member States in Africa. To further elaborate UIL's activities with regard to research, capacity-building and the preparation and dissemination of guides, UIL organized the Second Meeting of the Inter-Agency Group in Hamburg in November 2006. The Inter-Agency Group comprises representatives from the World Bank, the International Labour Organisation (ILO), OECD, the European Union, the European Centre for the Development of Vocational Training (CEDEFOP), UNESCO's International Centre for Technical and Vocational Education



Members of the Inter-Agency Group for „Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience“ (RVA)

(UNEVOC), the Association for the Development of Education in Africa (ADEA), the French National Commission, as well as UNESCO's Higher Education Section for Reform, Innovation and Quality Assurance (RIQ) and the International Bureau of Education (IBE). The following significant policy and research needs were highlighted at the meeting: to recognize different

kinds of enterprise-based learning; to go beyond skills development to skills recognition; to develop appropriate tools for measuring practical skills; to study stakeholder behavior and perspectives; to recognize a broader set of learning pathways in validating learning outcomes and competencies; to develop quality devices for the validation of learning outcomes; to recognize the diverse ways in which individuals are esteemed within national cultures, while also recognizing universal key competencies and curricular frameworks; to integrate diverse forms of education provided at the post-primary stage; to offer learners a lifelong learning perspective beyond basic education; to develop collaborative work between education ministries and ministries of labour, industry and welfare.

In a world of cultural and linguistic diversity, globalization is increasing population mobility and creating challenges which LLL has to preempt and respond to.

Most countries today have a population comprising speakers of various different languages and therefore having linguistic links across the national borders. Languages in use develop constantly. Education systems need to respond to this multilingual reality. People need to acquire good and broad linguistic competencies to communicate and learn effectively in all areas of life. Such linguistic competencies should ideally go on being acquired throughout a person's lifetime. Education can impede or promote this process. In 2006, the major stock-taking research project on mother tongue-based multilingual education in formal and non-formal education which started in 2005 was further carried out in partnership with ADEA and GTZ. The research report is designed to be a reference and advocacy tool that will help to guide policy-makers and practitioners in making informed choices in a much-contested field. The final report was launched on Mother Tongue Day, 21 February 2006. In March 2006, African Ministers of Education and other experts discussed the report during the ADEA biennial on Characteristics, Conditions and Factors underlying Effective Schools and Literacy and Early Childhood Development Programs. The report will be published in 2007 along with an advocacy publication which is funded by the Swedish International Development Cooperation Agency (SIDA).

„Adult and continuing education must be greatly expanded and diversified, and integrated into the mainstream of national education and poverty reduction strategies. The vital role literacy plays in lifelong learning, sustainable livelihoods, good health, active citizenship and the improved quality of life for individuals, communities and societies must be more widely recognized” (Education For All: Meeting Our Collective Commitments. Expanded Commentary on the Dakar Framework for Action). This message, sent out more than six years ago by the World Education Forum, has not lost any of its initial weight. On the contrary, the 2007 Global Monitoring Report on EFA notes, in comparison to the previous report, an increase in the absolute numbers of adults who „have yet to acquire minimal literacy skills” by ten million to 781 million. Although attributed mainly to specific corrections of the data base, e.g. for Afghanistan, where data were previously unavailable, current trends regarding adult literacy are completely unsatisfactory (EFA Global Monitoring Report 2007, p.58). The report also expresses concern that a substantial group of countries is unlikely to achieve the EFA Goals by 2015.

„It is necessary to ensure strong collaborative links between partners and stakeholders at all levels – from international agencies and groupings down to networks of local organisations.”

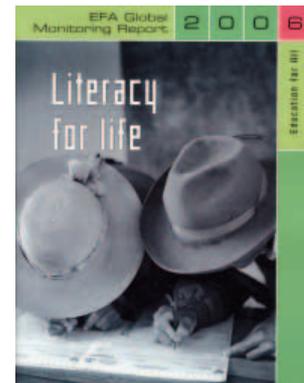
To achieve significant progress towards Education for All, especially with regard to the „Dakar Goals” 3 and 4, those with special relevance for the work of UIL, it is necessary that the key messages are communicated through a variety of channels and in different arenas so that they may reach the relevant stakeholders - and eventually be transformed into practice with the appropriate means. Organizing and promoting policy dialogue, partnership building, interagency co-operation, discussion and policy forums, workshops and seminars, interaction with different stakeholders, and local, regional and international exchange are consequently crucial elements of the Institute’s strategy to promote literacy, non-formal education, adult and lifelong learning in all world regions.

The following examples will show, in addition to the previous chapters, how advocacy, networking and capacity-building activities may help to spread the message.

While the International Policy Dialogue on Lifelong Learning in Korea in October was instrumental in sensitizing policy makers to the need for a lifelong learning perspective, the ADEA biennial in March in Gabon represented a key opportunity to make a case for effective literacy work with evidence provided by recent research and to address core questions regarding multilingual education in Africa. The international survey on

„Recognition, Validation and Certification of Non-formal and Informal Learning and Experience” received unanimous support at the 33rd session of the UNESCO General Conference by the Member States and by the new Assistant Director-General of Education. Further strategies to make use of these instruments in support of lifelong learning were developed in an interagency meeting held in November at UIL.

An opportunity to advocate good literacy policies and practices was afforded by the 2006 Global Monitoring Report (GMR) on Education for All entitled *Literacy for Life* which provided useful background information on literacy and adult basic education in both developing and industrialized countries. By using the momentum created after the launching of the report, UIL disseminated the report through its networks and participated in information meetings and seminars. At the request of the Austrian National Commission for UNESCO, UIL prepared a contribution on „EFA – claims and realities” to a seminar on „EFA – still a challenge?” organized on the occasion of the national launching of the GMR in March in Vienna.



It is part of UIL’s mission to make influential contributions to expert meetings and specific conferences in its areas of competence. In 2006 these included a European Conference on Adult Learning, Competence and Active Citizenship in Helsinki (see CONFITEA chapter) which was the setting for the launching of the EU Commission’s *Communication on Adult Learning*. At this meeting the Director of the UNESCO Institute for Lifelong Learning spoke on the impact of immigration and how adult learning can address issues of transcultural mobility and identity and promote positive conditions for working, learning and communicating in multicultural communities. On the occasion of International Literacy Day on 8 September he participated in a meeting where the German Minister for Education and Research, Ms Annette Schavan, announced a 30 million investment in literacy research for the coming years. The Institute also participated in conferences organized in England and Canada, which aimed to provide a forum for the exchange of experiences of good practices in literacy in Europe and industrialized countries. In April, the British National Research and Development Center for Adult Literacy organized a meeting to share examples of good practice in Nottingham, which brought



International Literacy Day 2006: Adama Ouane, Director UIL; Peter Hubertus, Managing Director, Federal Literacy Association; Jürgen Bos, Director Frankfurt Book Fair; Ernst Küchler, Chairman DVV (from left to right)

together more than a hundred literacy practitioners. In October, UIL staff attended an International Conference on Literacy organized by the Education Ministry in Québec, Canada. The objectives of the conference which was organized in the framework of the United Nations Literacy Decade, were to review the current definition of literacy, reorganize strategies for the expression of educational demand and reflect on what the UNLD means to industrialized countries.

During 2006 a range of capacity-building activities was carried out, usually as an integral element of research and development activities and covering all fields of expertise of the UIL. Projects in the field of literacy were carried out in the post-conflict areas of Kosovo and Afghanistan. The Institute also helped in the creation of an adult basic education framework in Botswana, conducted training activities in connection with capacity-building for community-based literacy and life skills education programmes for disadvantaged young adults in six African and Asian countries, and collaborated in the preparation of further volumes of the textbook series on *African Perspectives on Adult Learning*. In a seminar on „Pedagogical Approaches to Literacy” practitioners, policy makers and researchers from all world regions exchanged information on effective literacy practice with a focus on pedagogical approaches for empowerment and capacity-building.

In order to attain the objectives of CONFINTEA V, the *Dakar Framework for Action*, the UN Literacy Decade and the overall lifelong learning goals of UIL, it is necessary to ensure strong collaborative links between partners and stakeholders at all levels – from international agencies and groupings down to networks of local organisations.

Networking is present in all main areas of UIL's programme and embraces all of its goals. UIL also maintains a number of specific networks, some of them created in connection with CONFINTEA V in 1997. One is ALADIN, the Adult Learning Documentation and Information Network, which aims at facilitating informed policy-making, research and programme development by making accessible documentation and up-to-date information on adult learning. In 2006 the role of information and communication tools for connecting and strengthening the information services of ALADIN members were discussed in depth. A major tool for future capacity-building initiatives was developed and published online as the „ALADIN Toolkit for setting-up basic documentation centres on adult learning and literacy”. Regional ALADIN initiatives took place in India, with ALADIN-India publishing a National Directory of Members and carrying out in March 2006 an international workshop on developing PALDIN, an e-learning course on adult learning, documentation and information.



Another important network, the International Adult Learners Week, successfully concluded an initiative supported by the European Union: IntALWinE, the International Adult Learners Week in Europe. Following three years of networking and advocacy work to strengthen mobilization campaigns for lifelong learning nationally and internationally, the Socrates/Grundtvig project of fifteen European partners under the coordination of UIL came to a close. The final network publication has been printed and translated, and will be available in the beginning of 2007. It will include a series of suggestions and examples of good practice collected by the IntALWinE partners for the improvement of learning festivals, and two sets of policy recommendations: one produced by the network partners and the other one drafted by the adult learners involved in the network activities. UIL is also active in smaller networks. For example in its host country, Germany, on the occasion of the Decade of Education for Sustainable Development, UIL is supporting an initiative of federal states in Germany to strengthen ESD in all areas of education and learning. The Institute also coordinates a German network for literacy and basic education, a group of organisations involved in literacy work which has been established on the occasion of the launch of the United Nations Literacy Decade.



The International Adult Learners Week in Europe (IntALWinE) mobilized campaigns for lifelong learning (Photo: UNESCO / A. Jonquière)

The heart of the UNESCO Institute for Lifelong Learning is its Documentation Centre and Library. For a research centre, this department is indispensable as it provides the basis for research activities. Moreover, it is the task of the Institute not only to carry out research, capacity-building and networking activities, but also to document existing developments, research, practice and trends in its areas of expertise. With currently more than 63,000 international books, documents and items of non-print media along with over 170 periodicals in the areas of adult education, lifelong learning and literacy, the UIL Documentation Centre and Library holds one of the most comprehensive collections of this kind worldwide. Particular emphasis is on acquiring material from the countries of the South and on collecting non-published material. A significant part of the holdings consists of a unique and ever-growing special collection of more than 7,000 sample learning materials used in adult literacy, post-literacy and out-of-school education from more than 120 countries in over 160 languages.

The collection includes textbooks, but also videos, games, pictures and about 800 posters. One outcome of the special collection has been a literacy poster exhibition called "World of Words", showing 50 posters from all regions of the world and giving a comprehensive insight into the functions, ideologies and forms of aesthetic expression encountered in posters used for literacy work.

As a service provider, the UIL Documentation Centre and Library responds to research needs and gives assistance to in-house researchers, UIL project consultants, walk-in users and UNESCO Member States in line with UIL's areas of expertise. In this respect relevant bibliographical information will be gathered and disseminated, tailor-made thematic bibliographical lists will be compiled and database searches will be carried out on demand serving local and international requests in a professional and timely manner.

The New Acquisitions List and the Bibliography on Lifelong Learning – regularly published for over 30 years and currently distributed to more than 900 institutions and individuals worldwide – are also available online. A major current objective is to find ways of making its collection accessible to the widest audience possible. Since 2006 it has been possible to download the full text of selected UNESCO publications by clicking on a link available under the relevant entry in the online catalogue. Further digitalization of selected materials is envisaged for the near future. Building the information management capacities of national and international information professionals is another objective and every year several students are trained in internships lasting from one to six months. The UIL Documentation Centre and Library is open to the general public and its services are increasingly used via e-mail, its website and its online catalogues



UIL's Documentation Centre and Library boasts more than 62,500 international books, documents and items of non-print media

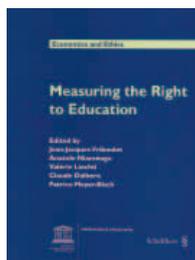


The Documentation Centre and Library provides the basis for UIL's research activities

The Publications Unit assists policy makers, researchers and practitioners by providing them with up-to-date studies, reports, research findings and other information material in the areas covered by the Institute's work. Many of these publications are produced in collaboration with co-publishers, NGOs, academic institutions and other partners. In addition to appearing in printed form, many are also accessible in electronic form through the UIL website. The year 2006 saw the continuation of the groundbreaking textbook series *African Perspectives on Adult Learning*, with the appearance of two further titles on *The Social Context of Adult Learning* and *Research Methods for Adult Educators in Africa*. The series, which is co-published with Pearson Education South Africa and with the support of the University of Botswana and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), is making good the lack of Africa-centred publications in this area and is also serving as an important capacity-building exercise in the creation of textbooks. Another book that breaks new ground is *Measuring the Right to Education*, which provides a very precise working tool for testing the application of the right. Other important publications of 2006 included *Widening Access to Education as Social Justice*, a collection of essays in honour of the Nigerian Permanent Delegate to UNESCO and long-time collaborator of UIL, Michael Omolewa.

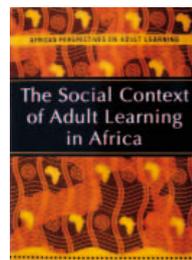
The Information Unit, which works in close collaboration with the Publications Unit, is responsible for public and media relations and presenting the corporate image of the Institute. Its tasks include organizing press conferences, issuing media communiqués, preparing the *Annual Report* and producing the quarterly electronic news bulletin *UIL Nexus*. In 2006 the Information Unit played a key role in publicizing the transition from UIE to UIL.

PUBLISHED IN 2006



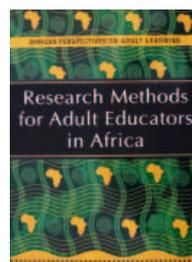
Measuring the Right to Education
by Jean-Jacques Friboulet, Anatole Niaméogo, Valérie Liechti, Claude Dalbera and Patrice Meyer-Bisch
UIL, the Interdisciplinary Institute for Ethics and Human Rights, and Schulthess publishers, 2006
153 pp. – ISBN 92-820-1150-x
ISBN 978-3-7255-5252-8 (Schulthess)

At a time when hundreds of millions of people in the world lack education, it is of little use to proclaim the right to education unless one can measure the implementation of the right and identify the factors that affect its fulfillment. A precise methodology for this purpose, carefully tested in Burkina Faso, is made available in this book, which marks a new departure in the global effort to promote the universal right to education.



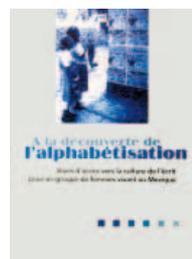
The Social Context of Adult Learning in Africa
by Sabo Indabawa with Stanley Mpofo
UIE and Pearson Education South Africa, 2006

This book examines how adult education is influenced by and has an influence on the society in which it takes place. It presents a clear analysis of the development challenges and sociological realities of the adult education context, which is essential if educators are to help African countries and communities achieve their developmental goals. The chapters in this book address the following issues as they impact on adult education: development; social change; community; race, ethnicity and religion; social class and gender; empowerment; democracy; health and HIV/AIDS; poverty and debt; globalisation; and the environment.



Research Methods for Adult Educators in Africa
by Bagele Chilisa, Julia Preece
UIE and Pearson Education South Africa, 2006

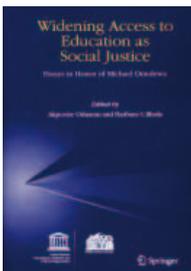
This book explores existing research paradigms, presents African counter-arguments and examples, and proposes methodologies more appropriate for African contexts. The emphasis is on African realities, values and ways of knowing. The chapters address contexts for adult education research in Africa; philosophical and theoretical perspectives and their implications for research; doing a literature review; getting started with a research proposal; quantitative research designs and carrying out surveys; analysing data; the nature of qualitative research; carrying out qualitative studies; combining qualitative and quantitative methods; research ethics; action research; feminist research; and writing up and disseminating research.



**À la découverte de l'alphabétisation
Voies d'accès vers la culture de l'écrit pour un groupe de femmes vivant au Mexique**
par Judith Kalman
IUE, 2006 (French version, also available in English and Spanish)

This winner of the UNESCO International Award for Literacy Research examines the many routes which a group of Mexican women living in a small town on the edge of Mexico City has taken to full participation in written culture. In this volume, 'literacy' is understood to be the development of knowledge

and the use of written language in the social world and in cultural events. Highlighting the success that a self-directed study group can have when given tailor-made support, Judy Kalman draws a number of important conclusions regarding the significance of literacy in its local context for adult education. She shows how the attributes of a literate society go beyond the number of reading and writing individuals, presenting as well a strong argument in favor of professionalizing instructors who teach marginalized adults and youths.



Widening Access to Education as Social Justice

Essays in Honor of Michael Omolewa
Eds.: Akpovire Oduaran, Harbans S. Bholu
UIE and Springer Science + Business Media, 2006

Overcoming oppression and exclusion through measures of equity, resolving conflict without violence, and establishing the conditions for mutual recognition of our individuality and cultural diversity are fundamental ambitions of justice everywhere. The ultimate goal is the promotion of human dignity and freedom, social harmony, and respect for the environment. To the extent that genuine empowerment, reconciliation, and tolerance rely on knowledge for making informed decisions and taking appropriate action, justice is an affair of education. The conviction guiding this book is that increasing the availability of educational opportunities and ensuring the ability to take advantage of them is a fundamental component of any equitable community.

This book pays tribute to the work of Michael Omolewa, President of the 32nd UNESCO General Conference and Permanent Delegate of Nigeria to UNESCO, attesting to the fact that life-long learning in all modes of education contributes substantially to empowerment, reconciliation and tolerance and in this way fosters social justice.



I Did It My Way Lernwege und Lernerfahrungen in Europa

Ed.: Francisca Martinez
National Institute of Adult Continuing Education (NIACE) und UIP, 2006
(German version, also available in English and French)

Encouraging adults to take part in learning activities has become a unanimous principle in international policy discourse. Often, the only measurable indicators for assessing adult learning are based on how well these adults have upgraded their skills and adapted to changing labour markets. But a much broader picture can be gained from listening directly to how

learners have benefited from their learning experience. The insights gained in this way can help design policies and good quality learning provision, tailored to the needs and aspirations of learners. This collection of stories from adult learners in 14 countries, inspiring and revealing, is the outcome of an International Adult Learners' Week project supported by the European Commission. It is intended for use as an advocacy tool for policy-makers, programme designers, educators and adult learners.



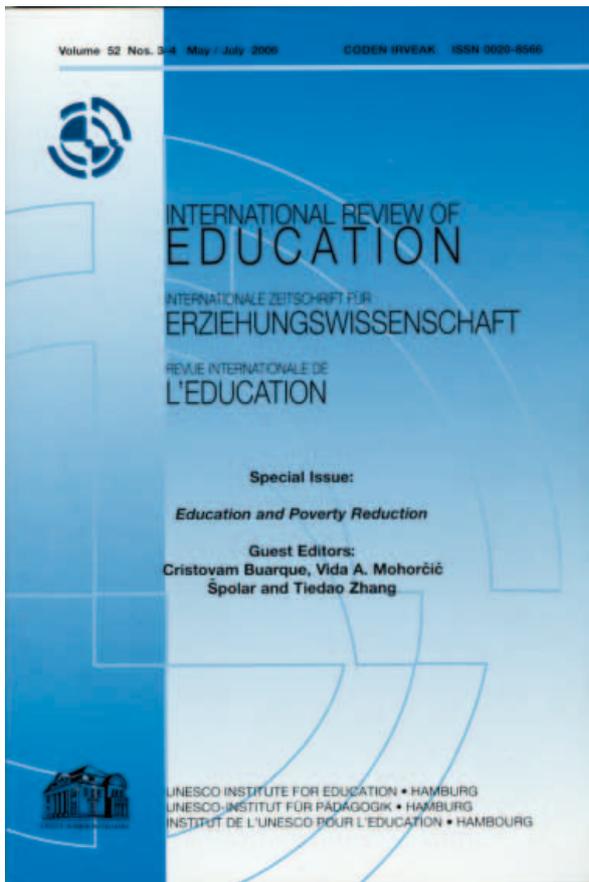
Warum Alphabetisierung in Europa? Bürgerkompetenz im 21. Jahrhundert stärken

Eds.: Cynthia Banzon-Bautista, Carolyn Medel-Añonuevo · UIE, 2006 – 28 pp.
ISBN 92-820-1146-1
free of charge (also available in English, French and Spanish)

This pamphlet summarizes the results of a meeting on „Literacy and the Promotion of Citizenship: The Challenge of Learning “ in Lyon, France in April 2005.

INFORMATIONAL MATERIAL

UIE *Nexus*, Vol. 6 (2006)
Nos.1 and 2, also in German translation
UIL *Nexus*, Vol. 1 (2006)
Nos. 1 and 2
Annual Report 2005, also in French translation



The *International Review of Education (IRE)* is the longest-running journal on comparative education in the world. It is a double-blind, peer reviewed journal, edited by the UNESCO Institute for Lifelong Learning and published and distributed by Springer Science and Business Media. The journal is run with the advice of an international Editorial Board and a panel of Consulting Editors, both drawn from educational specialists and academics from around the world. *IRE* serves institutes of education, teacher-training institutions and ministries as well as non-governmental organisations and individuals in all regions of the globe. It is an international forum providing analysis and information on policy issues, educational trends and learning innovations. Each issue contains an editorial introduction, articles on a wide variety of topics, and usually a book review section. As befitting the international character of *IRE*, articles are published in English, French or German, with abstracts in those languages as well as in Spanish and Russian. Each annual volume consists of six issues, and frequently two issues appear as a unit, forming a double issue. In addition to the regular general issues, there are special issues, guest-edited by distinguished educationists and devoted to particular themes of contemporary relevance in the educational field. Certain special issues are drawn from the selected proceedings of a conference. While *IRE* maintains the objectivity and rigour of an academic periodical, much of its content reflects the ar-

eas of focus of UIL and UNESCO. Such issues as educational development, adult basic education and learning throughout life are important concerns of the journal. In addition, while entertaining submissions from all over the world, *IRE* makes particular efforts to encourage participation from scholars and researchers in developing countries.

The volume for 2006 began with a special double issue on *Education and Social Justice*, based on the proceedings of the Twelfth Congress of the World Council of Comparative Education Societies (WCCES), followed by a further special double issue on *Education and Poverty Reduction*. The last two issues of the year were single general issues.

The advent of on-line subscriptions in 1999 has led to enormous changes for *IRE*, and in 2006 the journal continued to experience the ongoing effects of these developments, with the on-line version accounting for an ever-increasing proportion of the readership. Available through some 300 library consortia, encompassing over 7,500 institutes and departmental libraries, the electronic version now reaches an estimated 15 million readers worldwide.

Published in 2006

- International Review of Education 52 (1-2) (March 2006)
- International Review of Education 52 (3-4) (May/July 2006)
- International Review of Education 52 (5) (September 2006)
- International Review of Education 52 (6) (December 2006)

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**BUDGET**

in USD

ESTIMATED 2006

ESTIMATED 2007

1. INCOME**UNESCO**

Financial allocation	950,000	1,400,000
Regular programmes	224,000	370,000
Extra-budgetary programmes	442,000	18,000

Voluntary contributions of Member States

Programmes	772,000	1,100,000
Joint activities	310,000	425,000

Programme grants

Programmes	790,000	1,200,000
City-State of Hamburg (premises)	237,019	237,019
City-State of Hamburg (UNVEC)	24,981	24,981

Other income

	75,000	40,000
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TOTAL

	3,825,000	4,815,000
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2. EXPENDITURES

Governing Board and Standing Committee	55,000	75,000
Direct and indirect programme costs	3,433,000	4,438,000
Premises	262,000	262,000
Other	75,000	40,000

TOTAL

	3,825,000	4,815,000
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Major financial sponsors:

Belgium, Canada, the European Union, Finland, the French National Commission for UNESCO, Germany, Japan, Nigeria, Norway, South Korea, the Swedish International Development Cooperation Agency (SIDA), the Swiss Development Agency, UNESCO and the World Bank.

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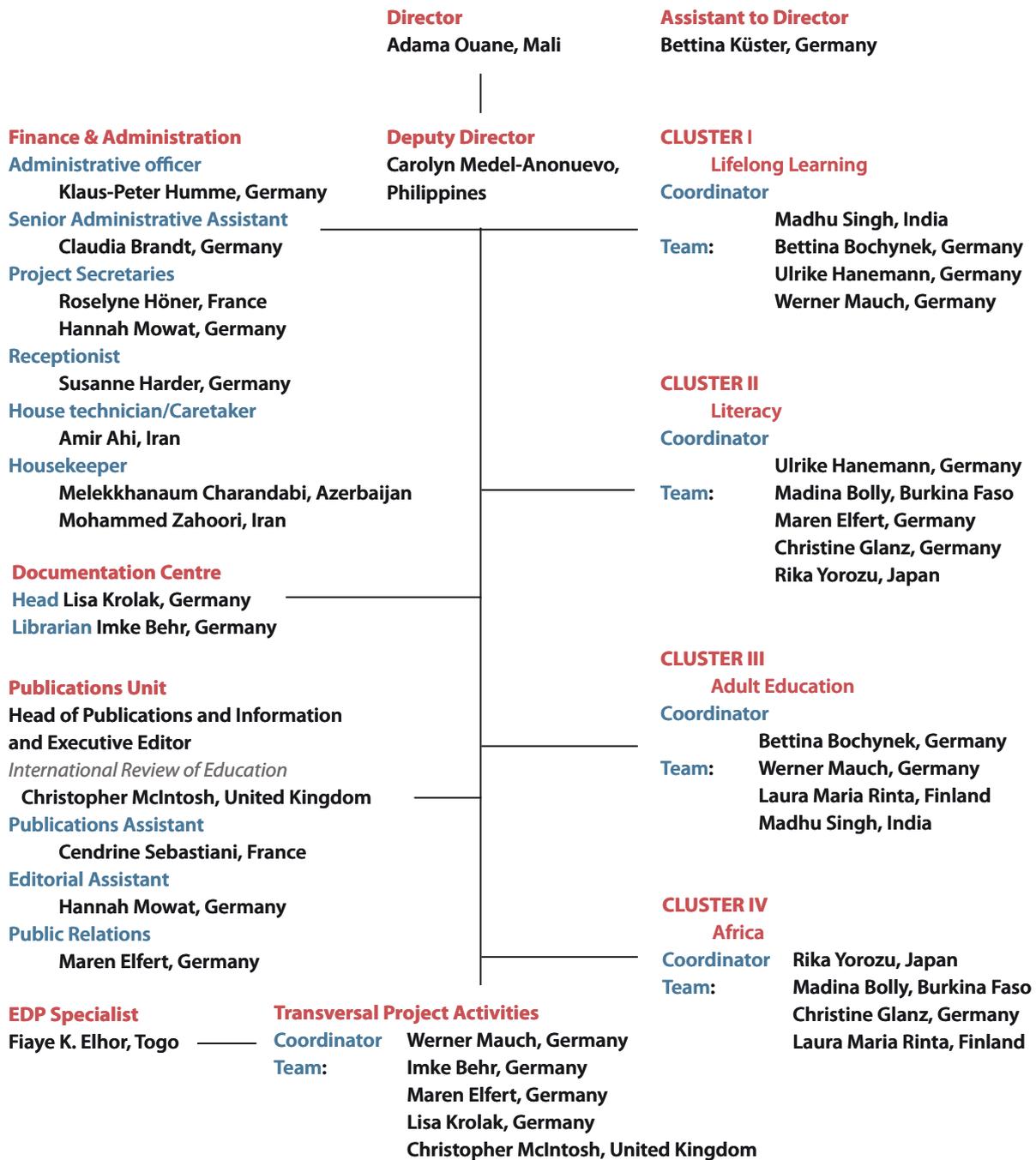
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Mr. Yang Jie Wang

Professor of Education
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ORGANISATIONAL CHART



This chart reflects the organisational structure of UIL as of March 2007.



The staff and Governing Board of UIL, 2006

SEMINARS AND MEETINGS 2006

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5 January–1 February	Gaborone, Botswana	Adult Basic Education Programme: Workshop on Syllabus Development in cooperation with the Department of Non-formal Education
19–23 January	Bamako, Mali	Workshop on Gender Perspectives and Millennium Development Goals: Practices on Literacy, HIV Preventive Education and Women's Empowerment
19–23 January	Bamako, Mali	Workshop on Education for All and the Global Monitoring Report: Civil Society Perspectives
6 February	Hamburg, Germany	51st Session of the Editorial Board of the <i>International Review of Education</i>
7 February	Hamburg, Germany	105th Session of the Standing Committee
7–10 February	Hamburg, Germany	57th Session of the Governing Board
9 February	Bonn, Germany	Meeting of the German Coordination Group for the UNLD in Germany
13–15 February	Sliema, Malta	2nd Meeting of European QualiFLY Project (Family Literacy)
20–24 February	Hamburg, Germany	Cross-national Training Workshop on Evaluation of NFE and Literacy Programmes for Youth and Adults
27–31 March	Libreville, Gabon	Biennial Meeting of the Association for the Development of Education in Africa (ADEA) 2006
20 April–3 May	Gaborone, Botswana	6th Workshop with the Department of Non-formal Education on the Development of Learning Modules for the Adult Basic Education Programme
26–29 April	Vilnius, Lithuania	Working Meeting of the International ALW in Europe Network
25–26 April	Gaborone, Botswana	Meeting of Editorial Board of the textbook series <i>African Perspectives on Adult Learning</i>
7–9 May	Hamburg	European Meeting on Skills Validation in Prisons
8–10 May	Dublin, Ireland	3rd Meeting of European QualiFLY Project (Family Literacy)
12–13 July	Gaborone, Botswana	Adult Basic Education Programme: 7th Workshop on the Development of Learning Modules in cooperation with the Department of Non-formal Education
1–4 August	Nairobi, Kenya	Wrap-up Workshop of the CABLE4Y Project
4–18 August	Gaborone, Botswana	Adult Basic Education Programme: 8th Workshop on the Development of Learning Modules in cooperation with the Department of Non-formal Education
6 September	Leipzig, Germany	Information seminar in the context of International Literacy Day 2006
14–17 September	Rome, Italy	Concluding Network Meeting and Study Visit of International Adult Learners Week in Europe (IntALWinE)
18 September	New York, USA	White House Conference on Global Literacy
2 October	Frankfurt, Germany	Frankfurt Book Fair Literacy Campaign (LitCam)
12 October	Hamburg, Germany	Memorial event for Professor Gottfried Hausmann
28 September– 1 October	Busan, Republic of Korea	International Policy Dialogue on Lifelong Learning
8–10 October	Gaborone, Botswana	Adult Basic Education Programme: 9th Workshop on the Development of Learning Modules, in cooperation with the Department of Non-formal Education
15–18 October	Tunis, Tunisia	Training Workshop on Literacy for African Development Bank Project Managers
18–19 October	Juba, Sudan	2nd LIFE workshop South Sudan
21 October–2 November	Bonn, Germany	Annual Conference of the German Federal Association for Literacy and Basic Education
28 October–4 November	Beijing, China	International Conference on „Adult Education for Learning Societies – Asian and European Perspectives for a Globalized World“, organized by CAEA, ASPBAE, DVV-IIZ and EAEA, in cooperation with UIL, ICAE, CNIER and BAES
1–4 November	Hamburg, Germany	1st Meeting of Grundtvig 2 Learning Partnership on Literacy and Life Skills in Prison
13–15 November	Rome, Italy	4th Meeting of the QualiFLY project
21–22 November	Hamburg, Germany	2nd Interagency meeting on Recognition, Validation and Certification of non-formal and informal Learning and Experience
27–29 November	Hamburg, Germany	International Seminar on Pedagogical Approaches to Literacy
30 November	Hamburg, Germany	LIFE Coordination Meeting with Regional Offices
27 November– 8 December	Gaborone, Botswana	Adult Basic Education Programme: 10th Workshop on the Development of Learning Modules in cooperation with the Department of Non-Formal Education
5–6 December	Gaborone, Botswana	Meeting of Editorial Board of the textbook series <i>African Perspectives on Adult Learning</i>