

ANNUAL REPORT 2008



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

NG | PROGRAMMES IN 2008 | ADULT EDUCATION
LITERACY | LIFELONG LEARNING | POLICY ADVOCACY, CAPACITY-BUILDING AND NETWORKING
NG | PROGRAMMES IN 2008 | ADULT EDUCATION
ION | LITERACY | LIFELONG LEARNING | POLICY
ADVOCACY, CAPACITY-BUILDING AND NETWORKING
NG • PROGRAMMES IN 2008 | ADULT EDUCATION
ITERACY | LIFELONG LEARNING | POLICY ADVOCACY
PROGRAMMES IN 2008 | ADULT EDUCATION | LI
RACY | LIFELONG LEARNING | POLICY ADVOCACY
ACY, CAPACITY-BUILDING AND NETWORKING
PROGRAMMES IN 2008 | ADULT EDUCATION | LI



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

© 2009 UNESCO Institute for Lifelong Learning. All rights reserved.

Feldbrunnenstr. 58
20148 Hamburg | Germany
Tel. +49 (0) 40 44 80 41-0
Fax: +49 (0) 40 410 77 23
uil@unesco.org | www.unesco.org/uil

The UNESCO Institute for Lifelong Learning is a non-profit, policy-driven, international research, training, information, documentation and publishing centre of UNESCO. One of six educational institutes of UNESCO, UIL promotes lifelong learning policy and practice with a focus on adult and continuing education, especially literacy and non-formal education and alternative learning opportunities for marginalized and disadvantaged groups. UIL's activities are geared towards achieving the Education for All (EFA) and Millennium Development Goals (MDGs) along with the objectives of the International Conference on Adult Education (CONFINTEA) series, the United Nations Literacy Decade (UNLD), the Decade of Education for Sustainable Development (DESD), and the UNESCO Literacy Initiative for Empowerment (LIFE). UIL answers to the concerns of Member States, giving priority to Africa, Least Developed Countries and E-9 countries. UIL provides technical support to Member States, including consulting services and programme monitoring and evaluation. UIL enhances literacy and non-formal education, and adult and lifelong learning through advocacy and networking, research and capacity-building.

Photo index

P. 8 © UIL | P.10 © UIL | P.14 © UIL | P. 16-19 © UIL | P. 20 © UIL. Photo: Kay Michalak
P.23 © UIL | P.24 © FABE, Uganda | P.25 © Uil. Photo: Kay Michalak | P.26 © UNESCO,
Photo: Sergio Santimano | P.29 © UNESCO, Photo: Niamh Burke | P.30 © UNESCO

FOREWORD	2
INTRODUCTION	3
GREETING	5
SELECTED ACTIVITIES AROUND THE WORLD	6
ORGANISATIONAL STRUCTURE	8
ORGANISATIONAL CHART	9
PROGRAMMES IN 2008	
LIFELONG LEARNING	10
LITERACY	14
ADULT LEARNING AND EDUCATION (CONFINTEA VI)	20
AFRICA	26
INSTITUTIONALISING LIFELONG LEARNING: INDICATORS AND TRENDS	30
DOCUMENTATION CENTRE AND LIBRARY	32
PUBLICATIONS AND INFORMATION	33
<i>INTERNATIONAL REVIEW OF EDUCATION</i>	36
FINANCIAL REPORT	37
GOVERNING BOARD	38
SEMINARS AND MEETINGS 2008	39
GLOSSARY	40

I have been member of the UIL Governing Board since 2000. Since then, I have witnessed eight exciting and challenging years in the history of the Institute, in which its legal status has been changed from an Institute under German law to a fully-fledged international UNESCO Institute. But it was not only the legal situation of the Institute that changed. Its name was amended from UNESCO Institute for Education to UNESCO Institute for Lifelong Learning, and its mandate was defined more clearly. UIL has been entrusted by UNESCO with the responsibility for adult literacy, non-formal education and the Literacy Initiative for Empowerment (LIFE), a strategic framework within the United Nations Literacy Decade, which targets the 35 countries in the world with the lowest literacy rates.

I took over the chairmanship of UIL's Governing Board in 2008, at a time when the Institute has been better integrated into UNESCO, in terms of administration but also in terms of programme. The Institute serves the Education for All agenda from three major perspectives that reinforce each other. First, by advancing and advocating lifelong learning as the guiding and overarching principle for educational reform; second, by integrating adult learning and non-formal education into sector-wide approaches; and third by promoting literacy as the indispensable foundation of lifelong learning. UIL focuses on developing countries, in particular Africa, and gives special attention to disadvantaged and marginalized people.

I have always admired the Institute's capacity to tackle these huge tasks with its limited resources and staff. At the Institute there is a high sense of responsibility for its role as advocate for lifelong learning, adult and non-formal education and literacy - issues that are so vital for the development of societies and people, and which are yet so much neglected on the educational agendas of the world.

This is a challenge not only for UIL but also for UNESCO in general. The organization serves its 193 Member States in key areas (of which education is the most important in terms of budget) with a restricted budget. It is therefore essential to focus its work and create as many synergies as possible. In line with the UN Reform, UNESCO has been undergoing over the last couple of years the reform of its education sector, with the aim of defining clearer roles between Headquarters, regional and field offices and bureaux, and institutes. It is also making efforts to concentrate on "upstream" work such as standard-setting and policy advice.

Speaking of "upstream" work, in 2008 and 2009, UIL and its partners have been mobilizing their efforts for a crucial endeavour: the preparation of the Sixth International Conference on Adult Education (CONFINTEA VI), to be held in December 2009 in Brazil. The vision of adult learning and the key issues and recommendations for action that have been put forward

by CONFINTEA V in 1997 are still valid and powerful and will now have to be pursued further. CONFINTEA VI is expected to give out a strong signal with regard to the role and relevance of adult education and learning for addressing the Millennium Development Goals and EFA, as well as reinforce the commitment of governments to adult education as a key element of learning societies. I would like to thank all involved who work towards this important event that has been preceded by several regional conferences and activities.

I would like to take this opportunity to thank my predecessor in the function of the Chairman of UIL's Governing Board, Justin Ellis from Namibia, who has contributed significantly to the standing that UIL has today by supporting the Institute during a very challenging time. It has been a privilege to be a member of such a committed, insightful, imaginative and informed Board and to serve an Institute of which UNESCO should be proud. A lot has been achieved in the past, and a lot remains to be done. I wish UIL's Director and staff all success for another important year in its history.

Anders Falk
Chairperson, Governing Board

In 2008, UIL's energies were focused on preparations for the **Sixth International Conference on Adult Education (CONFINTEA VI)**, which will be hosted by the Government of Brazil and organized by UIL and the UNESCO Brasília Office. This event is crucial to our Institute, as it is the only global policy dialogue on adult learning and education, taking place at twelve-year intervals. CONFINTEA VI will thus offer a unique opportunity to make the case for adult learning and education policies worldwide, and foster the necessary commitment from governments and non-governmental organizations to move from rhetoric to action. CONFINTEA VI was originally scheduled to take place from 19 to 22 May, 2009. It was postponed by the Brazilian government in the wake of concerns about a potential outbreak of the influenza virus, H1N1. The Institute has now resumed work on the preparation of the conference with renewed commitment.

The preparatory process for CONFINTEA VI is highly complex and has required the attention of the entire UIL staff. It is based on three pillars:

1. Member States submitted national reports on the current state of adult learning and education. UIL has received 154 national reports in preparation for CONFINTEA VI. Compared to the 68 reports that we received for CONFINTEA V, this is an impressive return and shows the increased importance governments are giving to adult learning. The national reports have been condensed into Regional Synthesis Reports.
2. The Regional Synthesis Reports have been discussed at the Regional Preparatory Conferences, of which the majority took place in the second half of 2008: Latin America and the Caribbean, held in Mexico City in September; Asia and the Pacific held in Seoul in October; Africa, held in November in Nairobi, and Europe and North America, held in December in Hungary. The meeting for the Arab States was held in Tunis in January 2009. The Regional Preparatory Conferences adopted outcome documents containing recommendations for action on how to advance adult learning and education in the respective regions.
3. The Global Report on Adult Learning and Education (GRALE) – the first international assessment on key issues in adult learning and education – will be published prior to CONFINTEA VI. GRALE has been developed from the national reports and Regional Synthesis Reports; reviews and analyses of existing studies, research findings and other documents; as well as published reports and ongoing initiatives or programmes of bilateral and multilateral agencies. As a reference document and advocacy tool, it will provide an indispensable overview of policy discussions and achievements to date, list the main challenges to be

addressed and propose recommendations central to improving the state of adult learning and education.

While every region has different priorities, the reports show that there are many common issues. Pointing to problems of poverty, environmental degradation, economic development, social exclusion, disease and conflict, governments have reaffirmed the importance of adult learning and education in enabling people to deal with economic and social change, to participate actively in civil society, to foster cultural action and to enrich their lives. Highlighting the role played by governance in improving quality and inclusion, the Regional Conferences have pointed to the significance of North-South partnerships in enabling mutual learning and aid to be directed to fulfil the EFA goals and ensure the recognition of adult learning and education in pursuing the Millennium Development Goals.

Another priority of the Institute in 2008 remained the **Literacy Initiative for Empowerment (LIFE)**. UIL has made considerable progress in coordinating and facilitating the implementation of this UNESCO flagship initiative for promoting literacy in the context of the United Nations Literacy Decade (UNLD). Two regional meetings were held in 2008 to strengthen partnerships and networks, foster cooperation with LIFE countries and provide strategic support. The African LIFE countries adopted the "Maputo Strategic Platform", giving recommendations for the implementation of LIFE in the region. Several LIFE countries benefited from strengthened capacities through technical assistance. In addition to the UNESCO-led capacity-building for EFA, UIL raised considerable funds from other sources in support of LIFE countries and LIFE coordination. The interactive communication platform, LIFEline (<http://life-line.unesco.org>), as well as a "LIFE Resource Pack", have been launched as tools to facilitate the exchange of information and experiences and enhance advocacy for LIFE. The UNLD Mid-Decade Review, carried out by UNESCO in 2008, showed that LIFE has made a significant impact within the Decade.

The follow-up to the **African Regional Conference in Support of Global Literacy** (Bamako, Mali, September 2007), which resulted in the Bamako Call to Action, represented a further key UIL activity organized in the framework of LIFE and UNLD. A range of countries on the African continent have already prepared new policy strategies and structures for literacy and non-formal education and increased their budgets.

UIL has been able to enhance policy attention in another of UIL's specialist areas – **literacy in multilingual and multicultural contexts**. The topic, which deserved even closer attention in 2008 – the International Year of Languages – has been on the agenda of all Regional Preparatory Conferences for CONFINTEA VI and has been mentioned prominently in most of the outcome documents.

Of all our areas of actions, I would like to highlight **research** in particular, which is entwined in all of the Institute's activities. The Institute commissions studies, cooperates in partner activities and disseminates results to its networks. One of UIL's major research initiatives centres on the recognition, validation and accreditation of non-formal and informal learning (RVA) in UNESCO Member States, as the concept of RVA is crucial for making lifelong learning a reality and achieving Education for All. In cooperation with partners, UIL is currently working on an international observatory that will provide guidance on integrating RVA into educational systems worldwide.

Following a recommendation of the Bamako Conference, the Institute launched a further important research initiative in 2008: a multi-country research project with the aim of jointly developing methodologies and tools to measure learning outcomes of literacy programmes more accurately. This is crucial for the ongoing improvement of programme quality.

Although many of UIL's initiatives focus on transition and developing countries, especially Africa, UIL has always shown great interest in literacy research in Europe. It is in this context that the Institute has assumed responsibility for transferring the results of a **major literacy research initiative in Germany, initiated and funded by the German Federal Ministry of Education and Research (BMBF)**, for the period 2008 to 2012. In the context of the United Nations Literacy Decade, the BMBF has invested more than 30 million euro in the initiative entitled "Promotion of research and development initiatives in the area of literacy and basic education for adults", a major attempt to advance networking, professionalisation, research and sustainability for literacy and basic education in UIL's host country.

Looking back on another very busy and eventful year, we would like to express our heartfelt thanks to UIL's partners and friends, who have contributed so much to our achievements. We are privileged to be able to rely on such a strong and extensive network of countries, organizations, institutions and individuals. In particular, we would like to thank the Director-General of UNESCO, Koïchiro Matsuura, the Assistant Director-General for Education, Nicholas Burnett, and the Deputy Assistant Director-General Ana Luiza Machado for their unfailing support, as well as all UNESCO colleagues at Headquarters and in the regional bureaux and cluster and country offices. I would like to stress our close collaboration with our colleagues at the UNESCO Brasília Office and the Brazilian Ministry for Education in the context of preparations for CONFINTEA VI. In our host country, Germany, we thank the Free and Hanseatic City of Hamburg, the German Ministry of Foreign Affairs and the Federal Ministry of Education and Research (BMBF) for their support and cooperation.

We would also like to express our profound appreciation to the Member States and organizations outside of Germany

who supported the Institute in 2008: the Danish International Development Agency (DANIDA), the Education Program Development Fund (EPDF) of the EFA Fast Track Initiative (FTI), the European Union, the Governments of Finland, Nigeria and Norway, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Organisation Internationale de la Francophonie (OIF), the Swedish International Development Agency (SIDA) and the Swiss Development Cooperation (SDC).

We are grateful to the Governing Board of UIL and its chairperson, Anders Falk from Sweden, for their wise guidance and steadfast backing. Last but not least, I would like to thank my hard-working and highly committed colleagues at UIL.

Just recently, the Institute published its Medium-Term Strategy 2008–2013. This exercise has helped us to reflect on the development of the Institute and all the phases it has passed through since its inception in 1952. We are grateful for what we have achieved and look forward to continuing to work towards lifelong learning for all, which we believe is crucial for the development of all of the world's societies.

This overview of our activities is necessarily brief and does not present a true picture of the sheer volume and range of work being carried out by our Institute. To find out more, I invite you to consult the specific chapters in this report.

Adama Ouane
Director, UNESCO Institute for Lifelong Learning

The mandate of UNESCO's specialized Institute for Lifelong Learning (UIL) covers literacy, adult education and non-formal education – all challenging issues and all central to UNESCO's work towards achieving Education for All (EFA).

The first issue is literacy. Making universal literacy a reality and creating a vibrant and creative literate world are prerequisites to achieving EFA and the Millennium Development Goals (MDGs) and promoting inclusive and sustainable development. Despite progress made in many countries, at least 16 per cent of the world's adult population is still illiterate, two-thirds of whom are women. Many more adults are functionally unfit to cope with changing, complex societies and knowledge-dependent economies. Through the coordination of the Literacy Initiative for Empowerment (LIFE), UIL contributes to achieving EFA by creating awareness, mobilizing partnerships, reinforcing national capacities to develop programmes and infrastructures and helping to improve national literacy policies. As the mid-term report on the United Nations Literacy Decade (UNLD) has revealed, LIFE has had an impact in those countries that most need to improve their literacy rates.

The second issue addressed by UIL is adult learning, which comprises learning opportunities for out-of-school youth and non-formal education. Adult education is a neglected and under-funded field in many countries. Only a society which allows its adults the opportunity to learn within a framework of lifelong learning can face global challenges such as poverty, poor health and global warming. However, very few countries have policies and strategies for adult education.

Renewed political commitment to adult education is the goal of the upcoming Sixth International Conference on Adult Education (CONFINTEA VI) "Living and Learning for a Viable Future – The Power of Adult Learning", which will take place in December 2009 in Belém, Brazil, hosted by the Government of Brazil and co-organized by UIL and the UNESCO Brasilia office.

The CONFINTEA process includes intensive preparation on the national, regional and global levels. To prepare for the conference, 154 national reports on the development and state of the art of adult learning and education have been prepared by UNESCO Member States and submitted to UIL. The high level of participation in this process is a success and may be due to the impact of CONFINTEA V, which is considered a landmark conference. The national reports have been integrated into regional ones at the regional preparatory conferences. The end result of this process, the Global Report on Adult Learning and Education (GRALE), will be launched at CONFINTEA VI.

CONFINTEA VI will be a priority for UNESCO in 2009, along with three other major intergovernmental conferences that are stimulating policy dialogue, debate and advocacy between governments, UN agencies, international development partners, civil society, academia, research institutions and the

private sector. The cycle of conferences started in November 2008 with the 48th International Conference on Education, "Inclusive Education: the Way of the Future", organized by UNESCO's International Bureau of Education (IBE); this was followed in March-April 2009 by the World Conference on Education for Sustainable Development, "Moving into the Second Half of the United Nations Decade of Education for Sustainable Development", organized by UNESCO, the German Federal Ministry for Education and Research and the German UNESCO Commission; the third event was the 2009 World Conference on Higher Education, "The New Dynamics of Higher Education and Research for Societal Change and Development", organized in July 2009 by UNESCO.

I would also like to stress UIL's indispensable work in Africa, which is UNESCO's priority region. For the regional conference in support of Global Literacy for the Africa region UIL and its partners were able to mobilize a large number of high-level decision-makers with some 50 delegations and 20 ministers attending the regional preparatory conference for CONFINTEA VI (Nairobi, Kenya, November 2008), and expressing their commitment to adult learning and education. This has a huge role to play on the African continent, challenged as it is by poverty, the rapid growth in population, multi-ethnic and multi-linguistic contexts, a rurally-based economy and high illiteracy rates.

I wish UIL every success in 2009 for its important work which is inspired by the vision that education is indeed a human right, and that all citizens throughout the world can exercise their right to learn throughout their lives.

Nicholas Burnett
Assistant Director-General for Education, UNESCO

INTERREGIONAL ACTIVITIES

- Coordination of the process leading to the Sixth International Conference on Adult Education (CONFINTEA VI).
- 154 National Reports received; five regional synthesis reports produced.
- Five regional preparatory conferences in 2008/2009, five outcome documents adopted.
- Conceptualisation and preparation of the Global Report on Adult Learning and Education (GRALE).
- Meeting of francophone countries on sustainable literacy in preparation for CONFINTEA VI.
- Coordination of the UNESCO Literacy Initiative for Empowerment (LIFE), UNESCO's strategic framework to accelerate literacy efforts in the 35 countries with the highest number of adult illiterates.
- Development of LIFE-related tools: LIFEline, an online resource and network for LIFE, which facilitates the exchange of experiences of LIFE countries, and a LIFE Resource Pack.
- Compilation of a database on effective practice in literacy and numeracy worldwide.
- Linking of 100 libraries and documentation centres in the field of adult education around the world through ALADIN, the Adult Learning Documentation and Information Network.
- Development and implementation of an effective capacity-building programme to establish systems of lifelong learning.
- South-South and North-South dialogues for the promotion of the recognition, validation and accreditation of prior learning.
- South-South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development (ESD).
- Involvement in activities promoting mother tongue/bilingual education and intergenerational learning.
- *International Review of Education*, devoted to both formal and non-formal education, is available to academic libraries around the world.

ARAB STATES

Morocco:

- LIFE and literacy-related activities in Morocco

LATIN AMERICA

Regional:

- Regional Preparatory Conference for CONFINTEA VI – regional outcome document adopted.
- CONFINTEA VI Regional Synthesis Report.
- Regional Seminar on seven country studies on literacy in intercultural and multilingual contexts.
- Regional meeting on prison education.

Brazil:

- Close cooperation with the Brazilian Government in preparing CONFINTEA VI.

Mexico:

- Technical support to Education Forum on Family Literacy in Guanajuato, Mexico.

EUROPE

Regional:

- Regional Preparatory Conference for CONFINTEA VI – regional outcome document adopted.
- CONFINTEA VI Regional Synthesis Report.
- European Literacy Research Meeting.
- Coordination of a European project on “Literacy and Life Skills in Prison”.

Germany:

- Germany, funded by the Federal Ministry for Education and Research (BMBF).
- Organization of national celebrations for International Literacy Day.
- Involvement in the “Frankfurt Book Fair Literacy Campaign” as cooperating partner.
- Collaboration on the FLY family literacy pilot project.
- Leading role in the German Coordination Group for the UN Literacy Decade.
- Involvement in the North German network for the UN Decade of Education for Sustainable Development.

AFRICA

Regional:

- Regional Preparatory Conference for CONFINTEA VI – regional outcome document adopted.
- CONFINTEA VI Regional Synthesis Report.
- Follow-up of the African Regional Conference on Global Literacy
- Close collaboration with the ADEA Working Group on Non-formal Education (WGNFE).
- Regional meeting of the African LIFE countries, culminating in the adoption of the “Maputo Strategic Platform”.
- Lifelong Learning Policy Dialogue in West Africa.
- Capacity-Building of Trainers of Literacy Facilitators for LIFE.
- Support for the development of qualification and recognition systems in Africa, especially in the context of post-primary education and training.
- Research Project on Tools for More Accurate Measurement of Literacy Acquisition.
- Publication of textbook series “African Perspectives on Adult Learning” (APAL).

Botswana:

- Finalisation of curriculum and learning materials for an Adult Basic Education Programme (ABEP).

ASIA

Regional:

- Regional Preparatory Conference for CONFINTEA VI – regional outcome document adopted.
- CONFINTEA VI Regional Synthesis Report.
- Regional Meeting of the Asia and Pacific LIFE Countries.
- Regional experience-sharing on capacity-building for literacy with Asia and Pacific LIFE countries.

India:

- Support for capacity-building of adult educators in India through the UIL ALADIN network.

Pakistan:

- LIFE-related capacity-building workshops in Pakistan.

From its base in Hamburg, the UNESCO Institute for Lifelong Learning (UIL) works in close collaboration with the headquarters of UNESCO, the four UNESCO Regional Bureaus, the field offices of the Organisation and the six institutes and two centres of UNESCO specialized in education:

- the International Bureau of Education in Geneva (IBE);
 - the International Institute of Educational Planning in Paris (IIEP);
 - the Institute for Information Technologies in Education (IITE) in Moscow;
 - the International Institute for Capacity-building in Africa (IICBA) in Addis Ababa;
 - the International Institute for Higher Education in Latin America and the Caribbean (IESALC) in Caracas;
 - the International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) in Bonn; and
 - the European Centre for Higher Education in Bucharest (UNESCO-Cepes).
- UIL also works closely with the UNESCO Institute for Statistics (UIS) in Montreal.

As its general steering body, UIL has a Governing Board consisting of 12 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 education specialists from different regions of the world. The Standing Committee of the UIL Governing Board representing its Bureau meets twice a year to monitor the implementation of the Govern-

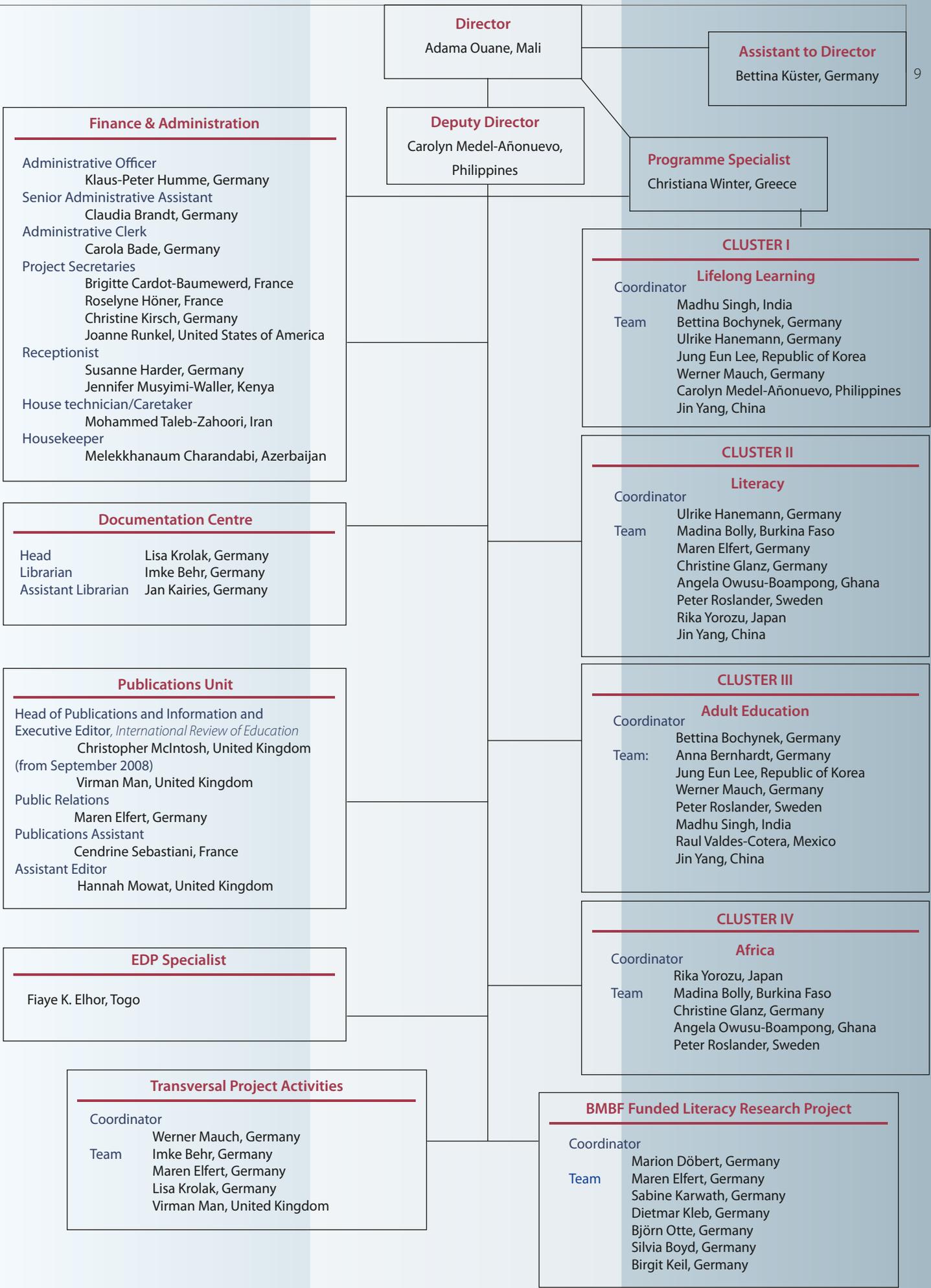
ing Board's decisions and to approve the revised budget. The Institute is headed by a Director also appointed by the Director-General of UNESCO. Among the 30 or so members of its workforce are education and social scientists, researchers, publications staff and librarians as well as administrative, secretarial and technical personnel. UIL is audited every year by the general external auditor appointed by UNESCO. The Free and Hanseatic City of Hamburg provides the Institute with a house that is protected as a historic monument. The premises are close to the University of Hamburg, with which UIL enjoys an increasingly strong partnership.

The broad agenda of UIL is inspired by the strategic goals in UNESCO's Medium-Term Strategy. Its more specific objectives and activities are formulated in the light of resolutions made by the biennial General Conference of UNESCO and the annual meetings of its Governing Board. UIL's projects also arise from other sources, in particular from United Nations and world conferences and commitments, and from 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 own Medium-Term Strategy.



The Director and the Governing Board of the UNESCO Institute for Lifelong Learning with the Assistant Director-General for Education and the Deputy Assistant Director-General for Education Programme Management of UNESCO, 2008

ORGANISATIONAL CHART





Crossing borders to create a learning society

As a setter of international standards, UNESCO has played an essential role in creating the vision and concept of lifelong learning, which has developed since the 1970s to become a prominent and worldwide educational concept. UIL has been engaged in operationalising this concept since the early 1990s and continues to play a pivotal, international role in its dissemination. One of the major challenges that we face today is how to translate the spirit of lifelong learning and the notion of a “learning society” – the term coined in the 1972 Faure report – into achievable and effective policies and practices. To institutionalise lifelong learning, we must take several steps, including, for example, highlighting the importance of harmonized frameworks of lifelong learning; facilitating and implementing legislation relating to lifelong learning; building appropriate systems of learning; recognising non-school learning; enabling flexible provision; decentralising responsibility for local development; and integrating out-of school learning into the formal education system.

The major activities of the UIL Lifelong Learning cluster in 2008 were:

1. Capacity-building geared towards facilitating effective lifelong learning policies and practices
2. Recognition, validation and accreditation of non-formal and informal learning (RVA)
3. Lifelong learning and Education for Sustainable Development (ESD)

1. Capacity-building for effective lifelong learning policies and practices

The aim of this activity has been twofold: 1) to facilitate policy-making and research so that more Member States will include lifelong learning in their overall educational development strategies and develop a coherent national policy of lifelong learning; and 2) to develop a core contingent of agents for change designed to transform lifelong learning policy-making and research in developing countries.

One of the strategic goals of the lifelong learning cluster is to advocate for the formulation and integration of a lifelong learning perspective into all areas of education. The *World Forum on Lifelong Learning*, held in Paris in October 2008, provided an opportunity to advocate for lifelong learning, in general, and for CONFINTEA VI, in particular. As well as giving the keynote address, UIL produced the main orientation document for the World Forum, which culminated in a high-level panel discussion chaired by the Director-General. The event increased general awareness of the need to establish additional pillars of learning in order to respond to the ongoing and overarching need to cope with global change. Similarly, the Ouagadougou sub-regional LIFE meeting also provided an opportunity to integrate the lifelong learning perspective

into the LIFE framework. The participants agreed on the need to ensure that literacy policies and programmes are undertaken within a lifelong learning framework.

2. Recognition, validation and accreditation of non-formal and informal learning (RVA)

The recognition, validation and accreditation of competencies acquired in different learning settings – particularly non-formal and informal learning and experience – across the Member States is an important UIL research initiative. The Institute places a special emphasis on the potential economic, social and individual benefits of recognition, particularly in less developed countries where the majority of the population lacks even the most basic education and where informal apprenticeships have traditionally played a significant role in knowledge transfer. UIL has contributed to the RVA discussion by establishing South-South and North-South dialogues that facilitate the exchange of critical information. Two key UIL activities with regard to RVA are the *International Observatory* and the *Africa Network*.

The overall purpose of the UIL RVA programme is to promote a lifelong learning society by a) emphasising the importance of both formal and non-formal learning in achieving Education for All goals, and b) building bridges between formal, non-formal and informal learning with the aim of empowering individuals and communities both economically and socially. More specifically, the aim is to build capacities in Member States, particularly in developing and transition countries, by:

- suggesting normative and ethical principles of RVA;
- ensuring that RVA is relevant to both developed and developing countries;
- emphasising that RVA is part of social recognition and the empowerment of all individuals and citizens;
- promoting recognition among all actors and stakeholders;
- suggesting clear and comprehensive standards, frameworks and reference points;
- giving consideration to the ways in which RVA is affecting motivation and access to learning, as well as to the legitimacy of RVA in the labour market and society as a whole; and
- creating awareness about the economic sustainability of RVA.

Research and the growing cross-sectoral interest among governments and NGOs in building bottom-up RVA approaches to lifelong learning have shed light on both the challenges and the opportunities that come with validating a wider spectrum of learning. Consensus on how, why and what may be accredited is increasing. The dissemination of research on good RVA practice indicates that these examples are having a snowball effect on the application of good models.

International Observatory on the recognition, validation and accreditation of non-formal and informal learning (RVA)

In 2008, UIL started to build an *International Observatory* of good practices in the field of recognition, accreditation and validation (RVA), which will be launched on the UIL website in 2009. The aim was to enable a broader and better exchange of national experiences on how to improve RVA policy, institutional support and practice. Although the Observatory is an ongoing project, it already contains 61 country reviews, which will provide countries and regions with the opportunity to learn from each other and share examples of good RVA practice in order to increase participation in lifelong learning and Education for All among adults and out-of-school youth. Recognising the skills and knowledge acquired outside of the formal education system helps to establish bridges between the formal, non-formal and informal sectors, while at the same time improving learners' economic and social status.

The International Observatory uses a set of four core benchmarks designed to facilitate links between RVA and broader (international) or country-specific (South) objectives. First-round countries are thus approached in terms of:

1. policy objectives and legislative arrangements;
2. national qualification reference points;
3. inclusive pathways and support structures; and
4. differences in the assessment of formal, non-formal and informal learning outcomes.

Material used in the International Observatory has been widely sourced and includes information from: 1) reports prepared for CONFINTEA VI; 2) the Global Monitoring Report Background Studies on Non-formal Education; 3) government websites; 4) relevant journals, publications and conference papers; 5) the UIL Synthesis Report and materials from OECD, the French National Commission for UNESCO, ILO and CEDEFOP; and 6) background country reports.

Africa Network on Experiential Learning

An important trend in Africa is the unprecedented growth of non-formal-education. From the lifelong learning perspective, National Qualification Frameworks (NQFs) facilitate the transition from non-formal/informal learning to formal programmes. This in turn offers new education and training opportunities to the ever-growing number of people who drop out of school before completing 10th Grade, while simultaneously ensuring that more and better information is available on the learning outcomes and learning achievements of greatest relevance to people's lives.

The *Africa Network* is made up of specialist institutions with a core interest in furthering the RVA agenda across Africa. It leads on from two international seminars on prospects for the development of experiential learning organized by the French National Commission for UNESCO, and seeks to strengthen partnerships and networks through South-South and North-South collaboration and exchanges, as well as to provide key stakeholders and the general public with access to cutting-edge research, developments and innovations in the fields of NQF and RVA.

UIL collaborated closely with ADEA in order to assist African countries in developing their qualification and recognition systems, especially in the context of post-primary education and training. The Institute presented two studies at the ADEA Biennale on Education in Africa in May 2008, which was attended by around 700 participants. The first was on *School Enterprises and Sustainability: Challenges for Secondary and Vocational Education*. The second, entitled *Creating flexible and*

inclusive learning paths in post-primary education and training in Africa: NQFs and recognition of non-formal and informal learning – the key to lifelong learning (ADEA 2008), advanced the following recommendations:

- NQFs need to be perceived as “enabling” rather than as regulatory and prescriptive frameworks. They should be seen as instruments for mapping progression routes effectively.
- Qualifications, especially at the lower levels, should correspond more realistically to existing capacities. This is important for ensuring that NQFs are tackling the problem of exclusion.
- Teachers and educators of adults should be involved in the debates about the development of NQFs.
- There should be a better balance between qualification development and standards development. Standards cannot be oriented according to formal school criteria alone, but should be oriented to criteria and references drawn from work, culture and society.
- Outcome-based approaches need to be supported by the enhancement of teaching and learning processes, provision and quality assurance.
- Validation processes should be useful and relevant from the perspective of learners at every level of each education and training sub sector: helping potential drop-outs, for example, to complete secondary school, or to proceed to vocational education, or entry to work.
- Ways need to be found to integrate work-related, experiential and prior informal and non-formal learning into the NQFs (ADEA 2008).

RVA was central to the discussions and outcomes of all five CONFINTEA VI regional preparatory conferences. The recommendations on RVA that these conferences generated will help to shape the outcomes of CONFINTEA VI, during which Member States will be able to share practice and develop RVA frameworks for all forms of learning.

3. Education for sustainable development and lifelong learning

A number of recent initiatives have aimed to foster the connections between lifelong learning and education for sustainable development (ESD). These include *Ull's South-South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development*, which was held in Jakarta in April 2008 in partnership with the Indonesian Ministry of National Education, the Indonesian Commission for UNESCO and the UNESCO Office in Jakarta. The meeting provided an opportunity to share current practices, discuss existing challenges and develop a strategy to guide participants in the future implementation of ESD in the context of lifelong learning.

An important outcome of the South-South Policy Forum was the *Jakarta Strategy Paper on Lifelong Learning for Sustainable Development*. The forum also established a permanent network of participants to implement the recommendations listed in the strategy paper.

A monograph, *Shaping Sustainable Futures: Learning for Life in the 21st Century*, documents the outputs of the Forum and will be published in 2009.

In June 2008, the National Commission for UNESCO in the Netherlands held a conference entitled *Learning for Sustainable Development: Exploring Strategies across the Lifespan* that identified two priorities: the need to establish North-South dialogue and develop a clear conceptual framework of lifelong learning for sustainable development.

The main message that emerged from the two seminars in Jakarta and the Netherlands was that the interconnected fields of sustainable development, lifelong learning and ESD are characterised by a diverse and conflicting range of theories and practices. It is unrealistic to expect countries to agree on universal concepts, visions, competences, learning strategies and institutional support mechanisms. Instead, there is a need to appreciate and understand the diversity of approaches to lifelong learning for sustainable development and to draw on local knowledge that contributes to the alleviation of poverty and the improvement of social, economic and educational outcomes for disadvantaged groups. In addition, there is a need to reflect on the institutional changes that will be required in order to increase the synergies between formal, informal and non-formal ESD.

Jakarta South-South Policy Forum on Lifelong Learning as the Key to Sustainable Development

In April 2008, the Jakarta South-South Policy Forum on Lifelong Learning as the Key to Sustainable Development brought together 20 international and 40 Indonesian participants, including experts from government, universities and civil society organizations from selected countries in Asia and Sub-Saharan Africa. The objective was to foster mutual dialogue and learn from best practices, approaches and strategies related to lifelong learning for sustainable development.

During the inaugural session, the Minister of Education, Professor Bambang Sudibyo, highlighted the crucial role of cultural, educational, community-based and civil society organizations, as well as the media and religious institutions working in harmony with the government in the promotion of lifelong learning for all. All of the above agencies, he said, needed to work together to reverse unsustainable trends in society, the economy and the environment. Learning for sustainable development is a cross-sectoral issue. Furthermore, the Jakarta Forum recognised the need to bridge the persistent learning divide between the "learning rich" and the "learning poor".

The strategy developed from the Forum reflects the four fundamental requirements addressed by the South-South Policy Forum, namely:

1. a clear concept of lifelong learning and vision of sustainable development;
2. competencies that enable social, environmental, economic and cultural sustainability;
3. learning strategies that are conducive to sustainable development; and
4. an institutional framework of lifelong learning.



Towards literacy as a foundation for lifelong learning

In the period 2005-2007, 774 million adults – two-thirds of them women – were judged to be lacking basic literacy skills. New assessment surveys suggest that the number would be higher still if reading and writing skills were measured directly. The literacy challenge that affects every country in the world continues to receive inadequate attention from policy-makers. Although overall literacy rates have improved over the past decade, most countries have made little progress in recent years, while in Sub-Saharan Africa and the Arab States, the absolute numbers of illiterates have even increased. If current trends persist, there will still be over 700 million adults without literacy competencies in 2015. Hence, stronger political commitment must lead to urgent action, in particular at the country level, in order to advance global literacy and achieve the Dakar goals.

As UNESCO's clearing-house for literacy, UIL has situated related activities within the Education for All agenda as well as within the United Nations Literacy Decade (UNLD). Coordinating and advancing the implementation of the Literacy Initiative for Empowerment (LIFE) – one of UNESCO's three flagship initiatives to accelerate action towards achieving EFA goals – has been one of the Institute's priorities. For UIL, the achievement of universal literacy and the development of literate environments are critical for building sustainable knowledge and learning societies. The overarching objective of UIL's literacy work is to further literacy as a foundation for lifelong learning and a prerequisite for achieving all EFA goals.

In support of this objective, UIL aims to:

- enhance literacy as a central component of quality education for all through the coordination of UNESCO's Literacy Initiative for Empowerment (LIFE);
- provide technical assistance to develop institutional and organizational capacity in policy formulation and programme design, management, implementation and monitoring and evaluation for the achievement of Dakar Goal 4 (improve literacy rates by 50 per cent by 2015) in Member States;
- contribute to the implementation of the goals of the United Nations Literacy Decade (UNLD);
- conduct action-oriented and policy-driven research on literacy policies and practices, and disseminate innovative approaches to literacy;
- mobilise political, financial and technical support at international, regional and national levels through evidence-based advocacy and the organization of platforms for policy dialogue, networking and the exchange of expertise; and to
- advance the implementation of effective, cross-cutting monitoring and evaluation mechanisms and systems.

The major activities of the UIL literacy cluster in 2008 were grouped into four areas of action:

- 1) Overall coordination of UNESCO's Literacy Initiative for Empowerment (LIFE).
- 2) Capacity development and technical support for LIFE and the achievement of Dakar Goal 4 in Member States.
- 3) Research on literacy policies and practices.
- 4) Advocacy and partnerships for literacy.

1. Overall coordination of UNESCO's Literacy Initiative for Empowerment (LIFE)

One of UIL's main responsibilities is the global coordination of LIFE, a ten-year (2006-2015) global framework of collaborative action for enhancing and improving national literacy efforts in 35 countries. These countries have been selected because they have adult literacy rates below 50 per cent and/or more than 10 million persons lacking reading and writing skills. The overall objectives of LIFE are to reinforce national and international commitments to literacy (advocacy), to strengthen capacities for the articulation of sustainable policies and programme delivery (capacity development), and to enhance countries' pioneering initiatives and practices for the provision of good quality literacy learning opportunities (innovation).

UIL has provided strategic orientation to LIFE countries, in particular the 13 LIFE countries from the second phase (starting in 2008). It has assisted them in launching their LIFE processes by providing a situation analysis, developing a LIFE Country Action Plan and creating related and appropriate structures. In December 2007 and January 2008, three regional LIFE meetings were held in Marrakech (Morocco), Dhaka (Bangladesh), and Maputo (Mozambique) to review the progress made to date, exchange experiences, discuss the LIFE implementation strategy, and analyse innovative approaches to literacy and non-formal education (NFE). The meetings were also used to strengthen partnerships and networks at the national, sub-regional and regional level, and to promote South-South cooperation. Country teams identified priority actions for the 2008-2009 biennium and drafted country work plans. All 35 LIFE countries, including those classified as third-phase countries, were invited to start their LIFE processes immediately, irrespective of resources allocated by UNESCO. The overall conclusions from the meeting of the African LIFE countries were summarised in the "Maputo Strategic Platform for LIFE" (see section on Africa).

The reports on these meetings are part of a "LIFE Resource Pack", which was launched on 8 September 2008 and is now also available on UIL's website. It includes a number of flyers,

research reports and other publications (mainly in English and French) to be used for advocacy and communication purposes. UIL has disseminated the resource packs to LIFE countries for distribution to key stakeholders and at national literacy events. Advocacy and communication are part of UIL's overall coordination activities aiming to generate commitment and adequate resources for the implementation of renewed and improved national literacy policies and strategies.

LIFELINE (<http://lifeline.unesco.org>) was designed as an interactive, online information platform that would facilitate exchange among key stakeholders from the 35 LIFE coun-

tries and other countries. Monitoring the progress of LIFE has fed into the UNLD Mid-Decade Review, which was concluded with UNESCO's report (A/63/172) to the 63rd Session of the UN General Assembly in October 2008 and a public report. UIL contributed to this process by providing substantial input to the UNLD Expert Group.

In the framework of the White House Symposium for Advancing Global Literacy on 22 September 2008, Mrs Laura Bush, Honorary Ambassador for the UNLD, announced that UNESCO would receive more than US\$ 2.5 million from USAID and the US State Department to launch the UNLD Fund for Advancing Literacy. The fund, which is expected to be increased through subsequent donations from governments, civil society and private sector donors around the world, will be used to follow up on the regional literacy conferences, LIFE and UNESCO's Literacy Assessment and Monitoring Programme (LAMP).

2. Capacity development and technical support for LIFE and the achievement of Dakar Goal 4 in Member States

UIL has engaged directly in capacity development activities by mobilising its expertise, knowledge and dynamic networks to provide services at the regional, country or institutional level to Member States (especially LIFE countries). It has focused in particular on "upstream work", such as standard-setting and policy advice. UIL's capacity development services form one of LIFE's strategic areas of action and are geared towards the following: a) literacy in multilingual contexts; b) policy and planning; c) curriculum and material development; d) the training of trainers; and e) monitoring and evaluation.

UIL provided concrete technical support to African LIFE countries for the integration of lifelong learning policies and capacity-building for literacy facilitators' trainers, and to countries in Asia and the Pacific in the form of EFA capacity-building. Moreover, UIL provided technical support to the six first-phase LIFE countries – Pakistan, Bangladesh, Egypt, Senegal, Niger and Morocco – all of whom benefit from extra-budgetary funds within UNESCO's "Capacity-building for EFA 2006-2008" (CapEFA) programme. As a result, more than 100 policy-makers and practitioners were introduced to innovative models and approaches to literacy and were able to analyse the possibility of adapting and applying selected practices to their own country contexts. Senior and middle-level literacy and NFE personnel have been trained in curriculum and materials development, advocacy, training and monitoring systems, research and the strengthening of literate environments. A common understanding of LIFE as a strategic framework has been developed and cooperation between countries enhanced.

Regional workshops offered Senegal, Bangladesh, Pakistan and Morocco the opportunity to share their experiences with implementing CapEFA projects with other LIFE countries, using a peer-review approach. These experience-sharing events led



LIFELINE is an interactive, online platform that enables focal points from the 35 LIFE countries to exchange and share their information and experiences.

tries, provide news from LIFE countries and offer a collection of LIFE documents for download. A Beta version of LIFELINE was launched in September 2008. Key stakeholders from LIFE countries are now able to communicate directly with each other by means of an electronic mailing list which is sent to around 200 subscribers.

Monitoring and evaluation of the LIFE process was achieved both through participation in meetings, seminars and training workshops and through continuous communication with LIFE focal points and other key stakeholders in LIFE countries. Regular monitoring and evaluation has allowed UIL to identify areas of (South-South) cooperation, as well as compile and disseminate good practices and innovations to LIFE and

to a better overall understanding of the LIFE framework, its potential and its uses, particularly with regard to partnership-building. In several cases, the visible impact of LIFE interventions, coupled with UNESCO's proven capacity to take the technical lead, convinced other bilateral or multilateral partners (e.g. in Morocco and Niger) and governments (e.g. Egypt) to invest in major literacy and non-formal education programmes.

3. Research on literacy policies and practices

UIL is undertaking and promoting action-oriented and policy-driven research, which includes a) the building of national, regional and international networks of specialised research centres; b) the mapping and editing of research evidence for dissemination and advocacy; c) the analysis of the impact of literacy programmes; d) the analysis and dissemination of international trends, innovations and effective practices; and e) the transfer of research evidence to policy-makers and practitioners.

Researching tools to measure literacy more accurately

A multi-country research project was initiated in 2008 with the aim of jointly developing methodologies and tools to measure learning outcomes of literacy programmes more accurately. The launch workshop of the pilot phase was held in June 2008 in Marrakech, Morocco, to agree on the conceptual and operational framework of the upcoming action research. It brought together the coordinating group (UIL, the French Ministry of Foreign and European Affairs, Cadi Ayyad University in Marrakech, ADEA, the French National Agency to Fight Illiteracy (ANLCI), the Impact Network, the UNESCO Institute for Statistics, the UNESCO Office in Rabat, the UNESCO Regional Bureau for Education in Africa, especially the Pôle de Dakar, and UNESCO Headquarters) as well as governmental and non-governmental experts from Burkina Faso, Guinea,

Mali, Morocco, Niger and Senegal. A draft concept note on the proposed action research, together with a 2.5-year activity plan have been developed and submitted to all project partners for finalisation.

Literacy in Multilingual Contexts – Research and policy dialogue

One of UIL's specialist areas of research-based advocacy is literacy in multilingual and multicultural contexts. 2008 was the International Year of Languages; UIL accordingly focused its efforts on fostering an international network on mother tongue/multilingual and intercultural literacy issues for the exchange of experience, good practice, capacity building and advocacy. The aim was to harness the current interest in multilingualism to

- 1) improve literacy programmes in multilingual contexts through awareness-raising, exchange and research; and
- 2) carry out capacity-building on multilingual education among practitioners, experts, policy-makers, economists and people working in the Information, Education and Communication (IEC) sector.

Following on from the seven country-specific studies on literacy of indigenous youth and adults in Latin America that were initiated in December 2007, UIL – in cooperation with OREALC, UNESCO Guatemala and the GTZ-PACE Project in Guatemala – held an international seminar with researchers from Brazil, Bolivia, Ecuador, Guatemala, Mexico, Nicaragua and Peru in Guatemala in February 2008. Participants went on to develop an analytical framework on policies and effective approaches to literacy for indigenous populations in multilingual and multicultural contexts. This framework was subsequently shared with approximately 100 Guatemalan policy-makers. The seven studies served as the basis for a roundtable discussion at the Regional Conference in Support of Global Literacy and in preparation of CONFINTEA VI, which was held in Mexico in September 2008. A publication in Spanish is in preparation and will be disseminated in 2009 in connection with CONFINTEA VI.

This initiative is in line with UIL's long-term engagement in literacy research in Europe. As a follow-up to the recommendations of the European Regional Literacy Conference held in Lyon in 2005, UIL held a European Literacy Research Meeting in February 2008. The meeting was attended by around 20 participants from specialist research

This initiative is in line with UIL's long-term engagement in literacy research in Europe. As a follow-up to the recommendations of the European Regional Literacy Conference held in Lyon in 2005, UIL held a European Literacy Research Meeting in February 2008. The meeting was attended by around 20 participants from specialist research



Workshop on the measurement of learning outcomes of literacy programmes, Marrakech, Morocco, June 2008



alphabund Research on literacy and basic education in Germany

From 2008 to 2012, UIL will be in charge of transferring the results of more than 20 joint projects comprising in excess of 100 individual sub-projects selected and funded by the German Federal Ministry of Education and Research (BMBF) as part of a major initiative entitled "Promoting research and development initiatives in the area of literacy and basic education for adults". The BMBF will be investing more than 30 million euro in this initiative in the context of the UNLD. The research projects cover four thematic areas: a) the fundamentals of literacy and basic education for adults; b) the enhancement of efficiency and quality measures to support and guide adults with insufficient basic education; c) literacy and basic education in the context of work and the economy; and d) the professionalisation of tutors.

This research initiative is the BMBF's largest-ever investment in literacy and basic education, and represents a major attempt to advance networking, professionalisation, research and sustainable activities in this field in Germany. UIL's inter-disciplinary approach and focus on generating knowledge represent added value for the initiative.

UIL's task is to coordinate and support projects, as well analyse and disseminate results to the various stakeholders. UIL has established a project team unit consisting of seven staff members. The transfer strategy developed by UIL is designed to enhance project networking and cooperation, the pooling of research results (through the establishment of cross-cutting working groups and an internet platform on the website www.alphabund.de) and the documentation and dissemination of the main outcomes. Never before has Germany had such a large and varied group of stakeholders – practitioners, universities, social partners and the private sector – working in the field of literacy. It will be also UIL's role to keep the momentum and network for literacy alive after the end of the initiative and support the sustainability of its achievements.



In 2008, UIL published a compilation of good practice in family literacy around the world.

institutions in 12 countries across Europe and Canada, who met to share the results of the latest research on literacy and numeracy, and discuss the implications for policy and programmes. A research support strategy was discussed and the idea of building a network was concretised.

Family literacy

Following its involvement in the Family Literacy (FLY) pilot project in Hamburg and the EU-funded QualiFLY project, the Institute continued to promote family literacy and build capacities for its provision in all regions of the world. A report of the "North-South Exchange on Family Literacy", held at UIL in November 2007, was published in English and French and includes descriptions of effective practice in all countries represented at the meeting. A book on family literacy entitled "Family Literacy: Experiences in Africa and Around the World" was also published in 2008. In the wake of the "North-South Exchange" meeting, the French Agency for the Fight against Illiteracy (ANLCI) launched a national pilot project.

The importance of family literacy was underlined at several international events, forming one of the themes of both the 2008 Frankfurt Book Fair Literacy Campaign and the Regional Conferences for Global Literacy. Several countries, such as

Niger, Senegal and Mexico have expressed a strong interest in the family literacy approach and have developed conceptual frameworks or held information meetings. Today, the Education Ministry of the City-State of Hamburg is implementing the FLY project – co-initiated by UIL in 2004 – more systematically in over 20 schools and in cooperation with adult education centres. Recently, the University of Hamburg added a course on family literacy to its pedagogy curriculum.

Literacy portal and literacy database

As clearing-house for literacy and NFE, UIL's mandate is to provide innovative and up-to-date evidence and information on effective literacy policies and programmes that may inform and help to improve existing and future policies, strategies and practice. To achieve this, it pursued the following strategy: a) identification and compilation of good practice and innovations in literacy policy and programme delivery; b) mapping of relevant research in literacy and numeracy; c) dissemination of publications containing examples of good practice from different countries; d) creation of a database of effective practices and relevant literacy and numeracy research; and e) organization of an interactive and moderated networking and online platform ("LIFEline") for LIFE countries. In October 2008, UIL started to collect additional and updated material for the database on effective literacy practices. The database will be launched in March 2009.

4. Advocacy and partnerships for literacy

Advocacy and partnership-building help to make the UNLD objectives attainable. In addition to the LIFE initiative, UIL is engaged in a number of activities to support the advancement of the UNLD goals. As a UNESCO follow-up strategy to the White House Conference in September 2006 and the four regional conferences in support of Global Literacy in 2007, UIL was highly involved in the Regional Conference of Eastern and Central Europe and the Caucasus (Baku, Azerbaijan, May 2008) and the regional conference for Latin America and the Caribbean in support of the Global Campaign on Literacy, which was merged with the regional conference in preparation of CONFINTEA VI (Mexico City, September 2008).

The "Literacy and Life Skills in Prison" project, coordinated by UIL and funded by the European Commission as part of the Grundtvig programme, was concluded at the end of July 2008 after its second project year. The project focus in 2008 was on life skills programmes for young inmates, as well as the promotion of literate environments ("prison libraries") and learning in multicultural settings. The final meeting took place in Hamburg in June 2008 and was used to evaluate the experiences of the three project partners from Germany, Greece and

Romania, which were subsequently published on the website www.unesco.org/uil/literacyinprison.

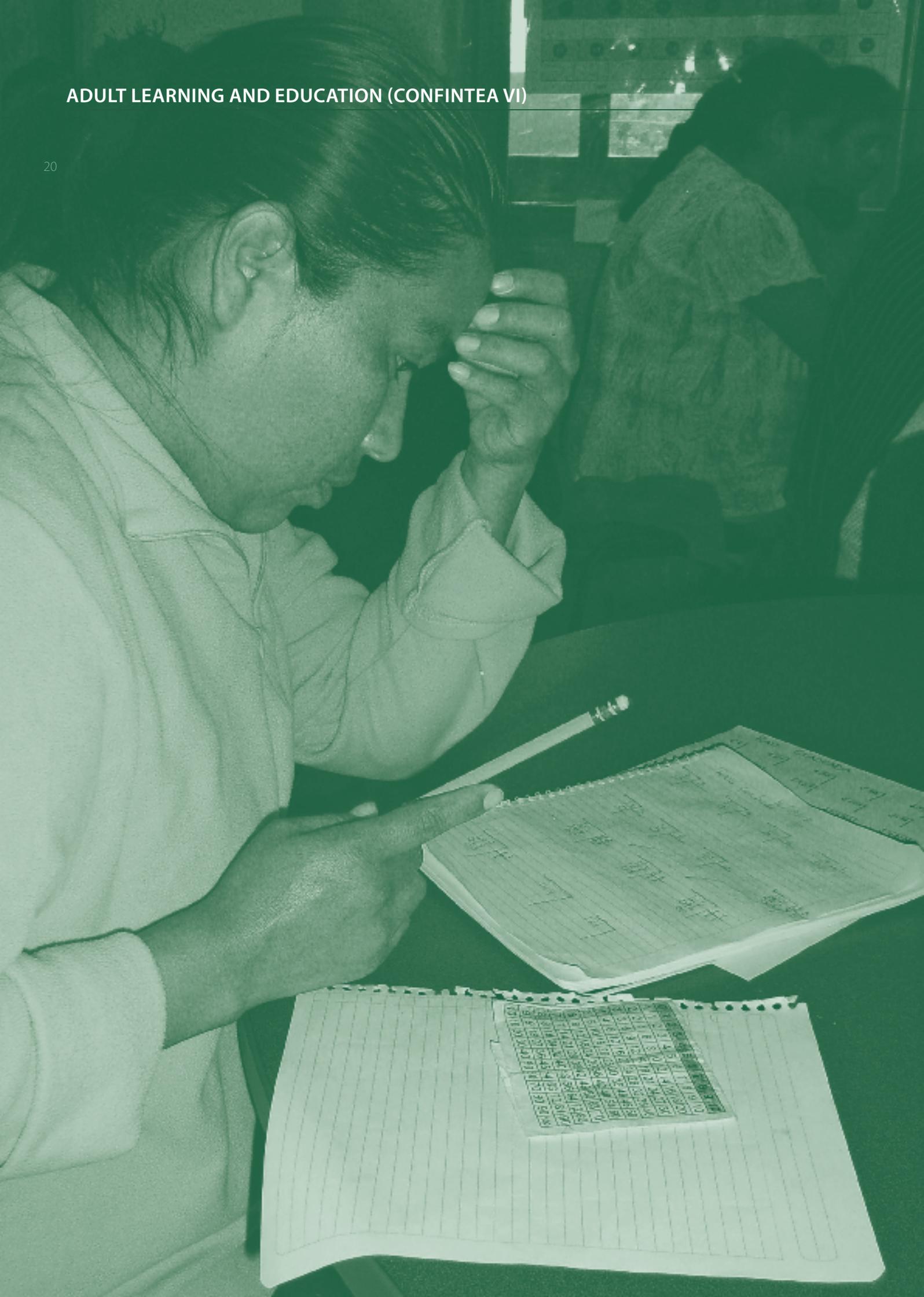
UIL is a cooperating partner of the "Frankfurt Book Fair Literacy Campaign/LitCam", which was launched in 2006. The theme of the 2008 LitCam was "Literacy and Integration – Languages as a Key to Intercultural Dialogue". The event saw the launch of Google's literacy website – "The Literacy Project" – in Spanish and French (www.google.com/literacy), again in cooperation with UIL. In just three years, LitCam has developed into an internationally known advocacy and networking event, indicating that publishers are increasingly recognising the relevance of literacy.

A similar event to which UIL contributed in 2008 was the international congress "WALTIC – The Value of Words", which was organized by the Swedish Writers' Union and took place from 29 June to 2 July in Stockholm, Sweden. UIL was invited by SIDA to provide technical support. The main themes of the congress were literacy, intercultural dialogue and digitisation. One of the key goals of the WALTIC 2008 Resolution was to increase literacy skills as a means of improving welfare, promoting democratic processes and protecting human rights.

UIL also worked together with a number of German partners to coordinate Germany's International Literacy Day celebrations, which took place in Berlin on 8 September 2008. The event was attended by approximately 100 people – comprising media representatives, literacy practitioners, funders and researchers – and coincided with the website launch of the BMBF literacy research initiative (see box), which is being coordinated by UIL.



International Literacy Day in Berlin, Germany: UIL's Deputy Director, Ms Carolyn Medel-Añonuevo, and the Secretary of State of the Federal Ministry for Education and Research, Mr Michael Thielen



Gearing up towards CONFINTEA VI !

Throughout 2008, UIL's Adult Education Cluster dedicated its full attention to preparations for CONFINTEA VI. Originally scheduled to take place from 19 to 22 May 2009, the Sixth International Conference on Adult Education (CONFINTEA VI) required UIL to carry out in-depth national and cross-regional groundwork, develop critical issues at the conceptual and policy levels, and work relentlessly to advocate for and mobilise resources.

Hence, UIL's activities concentrated on gathering and processing national reports on the state of adult education in Member States, and on organizing and implementing four of the five regional preparatory conferences leading up to CONFINTEA VI. Results from the national and regional reports, along with other sources, fed into the preparation of the **Global Report on Adult Learning and Education (GRALE)**, which will be finalised as a major input into the global CONFINTEA VI conference. In order to obtain cross-regional and multi-stakeholder guidance on programmatic and procedural issues, UIL was guided by the **CONFINTEA VI Consultative Group** and brought the members together for a fourth meeting, which took place at UIL from 18 to 20 June. All of these activities were designed to advance and consolidate preparations for the global conference.

147 national CONFINTEA VI reports on the development and state of adult learning and education were submitted to UIL in 2008, providing an overview of the current approaches towards adult learning and education and relevant policy frameworks in Member States. All reports were instantly made publicly available on the CONFINTEA VI website and forwarded to the writers of the regional synthesis reports, for which the national reports constituted the main data source. On the basis of the national reports, as well as additional primary and secondary data, four regional synthesis reports were produced. They outline the specific context features of the regions and reflect the regional trends in conceptual and legislative developments in adult learning and education, as well as the related challenges. Concrete cases and exemplary practice are highlighted. The regional reports were also made available on the CONFINTEA VI website.

The Cluster's main activity, however, was the organization and implementation of **four Regional Preparatory Conferences** in cooperation with the respective host country and UNESCO office(s) during the second half of 2008. The conferences were designed to focus attention on region-specific contexts and challenges for adult learning and education, and to begin the process of highlighting key issues that CONFINTEA VI should address. The series began with the conference for Latin America and the Caribbean (Mexico City, September 2008, hosted by the Government of Mexico), followed by Asia and the Pacific (Seoul, October 2008, hosted by the Government of the Republic of Korea), Africa (Nairobi, November 2008, hosted by the Government of Kenya), and Europe, North America and Israel (December 2008, hosted by the Government of Hungary). The conference for the Arab States (Tunis, January 2009, hosted by the Government of Tunisia) will be covered in the Annual Report for 2009.

All Regional Preparatory Conferences used the same format and discussed the key issues to be raised during CONFINTEA VI (policies, financing, participation and inclusion, quality and literacy); however, each was written from the perspective of the respective region and focused on the challenges it faced. In all of the conferences, the **regional synthesis reports** were presented, discussed and subsequently amended and finalised. All were translated into English and French, as well as into Spanish in the case of the report on Latin America and the Caribbean.

Furthermore, all four Regional Conferences resulted in the adoption of **regional outcome documents** listing a series of policy recommendations for immediate application in the countries of the respective region that then fed into the draft of the global CONFINTEA VI Framework for Action. All were translated into English, French and Spanish, plus into one other language of relevance to the region in question.



The documents are available on the CONFINTEA VI website at <http://www.unesco.org/en/confintea/vi/>.

ADULT LEARNING AND EDUCATION

22

The **CONFITEA VI Regional Preparatory Conference for Latin America & the Caribbean** was held in Mexico City from 10 to 13 September. It was hosted by the Government of Mexico and organized in collaboration with the National Institute for Adult Education (INEA) and the Ministry for Public Education. In order to pool efforts and resources, it was merged with the regional conference of UNESCO's series of "Support of Global Literacy" Conferences.

The "**Regional Conference on Literacy and Preparatory to CONFITEA VI for LAC: From Literacy to Lifelong Learning – Towards the Challenges of the Twenty-First Century**" was attended by 350 participants from 22 countries, of whom 170 were from Mexico. Eight Ministers, Deputy-Ministers or Secretaries of State in charge of literacy were among the participants and spoke at plenary roundtables.

Apart from generating advocacy, creating partnerships and presenting effective practices, the Conference adopted a final Document, drafted under the leadership of Ms Susana Montaldo, the Deputy-Minister of Education from Argentina. The Document calls for a broad and encompassing educational vision, as well as for the provision of learning throughout life, with literacy as the point of departure. It acknowledges the advances made in the Region in the areas of youth and adult learning and education, in particular with regard to legislation, the diversity of provision and improved infrastructure and cooperation. Yet the Document also highlights and criticises the persistent lack of policy implementation, the limitations in reaching out to marginalised groups, and the chronic under-funding of youth and adult learning and education. Its recommendations therefore stress the need for more recognition, integration and coordination mechanisms, better resources, the dissemination of knowledge, the systematic evaluation of adult learning and education, and increased efforts to boost inclusion and participation rates.



The **CONFINTEA VI Regional Preparatory Conference for Asia & the Pacific**, entitled “**Building Equitable and Sustainable Societies in Asia and Pacific: the Challenge of Adult Learning**”, was held in Seoul, the Republic of Korea, from 6 to 8 October 2008. It was hosted by the Government of the Republic of Korea and organized in cooperation with the National Institute of Lifelong Education (NILE).

Approximately 130 international participants attended the conference, representing governments from 28 Member States and 8 multilateral agencies and international NGOs, as well as experts and stakeholders from the private sector, universities and the media, among them 13 Ministers, Deputy- Ministers, and Secretaries of State.

Following the distribution of the draft regional synthesis report and a series of thematic panel presentations, the key issues and challenges in adult learning and education in the sub-regions were discussed. This was followed by a series of recommendations, strategies and benchmarks, developed by the Drafting Group under the leadership of Dame Carol Kidu, the Minister for Community Development of Papua New Guinea.

The Conference Document reaffirms that adult learning is a core part of lifelong learning and contributes enormously to generating the creativity, innovation and new ideas needed to build equitable and sustainable societies. It is central to increasing individual and community well-being, social justice, gender equality, productivity and economic growth. Recommendations call for a renewed commitment to adult learning and education in the framework of lifelong learning in the region, confirming governments’ primary responsibility to provide policy frameworks and mobilise resources.



ADULT LEARNING AND EDUCATION

24

The **CONFITEA VI Regional Preparatory Conference for Africa, “The Power of Youth and Adult Learning for Africa’s Development”**, was hosted in Nairobi by the Government of the Republic of Kenya from 5 to 7 November 2008, and opened by His Excellency the President of the Republic of Kenya, the Honourable Mwai Kibaki. It was organized in cooperation with the Department of Adult Education of the Ministry of Education of Kenya, the UNESCO Regional Office for Education in Africa in Dakar and the UNESCO Office in Nairobi.

Over 300 international participants attended the Conference, representing the African Member States as well as some Member States from North Africa (Egypt, Libya, Mauritania, Morocco, Sudan and Tunisia) and other regions (Pakistan and Brazil). 21 national delegations were headed by Ministers, Deputy Ministers or Secretaries of State. 24 resource persons provided specialised input to further enhance and enrich the working process of the meeting. A broad spectrum of approximately 60 African and international agencies and NGOs backed the meeting, thereby giving civil society a strong voice in the proceedings.

The Conference Document was developed under the leadership of Gambia’s Secretary of State for Education, Ms Fatou Faye. In it, participants agreed that the potential of Africa resides in its human, cultural and linguistic and ecological diversity and natural resources, despite serious challenges, such as poverty, the lack of capacity-building opportunities and unequal socio-political and economic systems. In order to guarantee adults and youth their right to education, the challenges facing countries in the region must be addressed through legislation, policies, funding and implementation mechanisms. The document emphasises that African languages are key to achieving an integrated, peaceful and prosperous Africa. Measures to be set up include comprehensive national policies of youth and adult learning and education, action plans and frameworks for the validation of learning outcomes. It furthermore underlines the pressing need for greater cooperation between governments, communities, civil society organizations, the private sector and development partners.



The **CONFINTEA VI Regional Preparatory Conference for Europe, North America and Israel** took place in Budapest, Hungary from December 3 to 5, 2008 entitled “**Adult Learning for Equity and Inclusion in a Context of Mobility and Competition**”. The Conference, organized in cooperation with the Hungarian Institute for Culture and Art and the Ministry of Education and Culture on behalf of the Hungarian Government, brought together 220 participants from 34 countries, among them seven Ministers, Deputy-Ministers and Secretaries of State in charge of education. The event provided an opportunity to reflect on the current state of Adult Education and Lifelong Learning in Europe, North America and Israel.

Ms Rita Süßmuth, Chairperson of CONFINTEA V, which took place in Hamburg in 1997, delivered the keynote address focusing on two aspects of adult learning and education: its growing importance in the face of the current financial crisis and the crucial role that it plays in empowering society, building capacities among the most vulnerable sectors and helping to forge social cohesion. A well documented and analytical review of the Regional Synthesis Report was presented, offering clear evidence on the overall development of adult learning and education in the region. The presentation also established a typology of situations, policies and underlying implications. Issues of participation, governance and quality were underscored and the changing nature of policies mapped out. The importance of a supranational body such as the European Union was stressed.

The final Conference Outcome Document, which was developed under the guidance of Ms Marie-Lison Fougère, Acting Deputy-Minister for Education of Canada, comprises recommendations on policy frameworks, forms of governance and financing strategies to support equitable access to adult education. The document emphasises the importance of literacy, numeracy and other key competences, and includes recommendations to UNESCO on developing a set of indicators to measure participation and progress, and recognise learning outcomes from non-formal settings.



AFRICA



Advancing lifelong learning in Africa through policy development

Africa is a UNESCO and UIL priority. The region faces the greatest challenges in terms of low levels of literacy and educational attainment, and weak political and institutional frameworks for adult education and lifelong learning. With a large young population and rich natural resources, it is also a region with great potential for growth and development, supported by the movement towards regional integration being promoted by the African Union and its sub-regional commissions, as well as by a number of international initiatives such as the Priority Africa MDG, the 4th Tokyo International Conference on African Development (TICAD IV), held in May 2008, and the G8's commitment to double aid to Africa by 2010.

Global Literacy, LIFE and CONFITEA VI

In 2008, UIL focussed on three main Africa-related activities:

- 1) Following up the African Regional Conference in Support of Global Literacy entitled "Renewing Literacy to Face African and International Challenge" (Bamako, Mali, September 2007), which resulted in the *Bamako Call to Action*, a document recommending ten collective action points to address the problem of illiteracy. The conference involved a number of African Ministers, government representatives and First Ladies, who have brought about positive changes since this conference. More details are provided in the box overleaf.
- 2) The Regional Meeting of the African countries participating in the Literacy Initiative for Empowerment (LIFE) (Maputo, Mozambique, January 2008), which resulted in the *Maputo Strategic Platform*. In this strategy document, African governments participating in LIFE agreed that there is an urgent need to include literacy and non-formal education among the priorities of sectoral education and poverty reduction strategies, which must be duly reflected in an approved national policy document. LIFE countries such as Benin, Burkina Faso and Guinea are in the process of including literacy in their sector-wide education plans.

The strategy document describes actions that need to be taken by the LIFE country governments, civil society and the private sector, education development partners and the United Nations. A key challenge for UIL is to ensure that Member States receive support from UNESCO and

the UN to enable them to make massive intervention and establish partnerships for literacy.

- 3) Of all the CONFITEA VI regional preparatory conferences, the CONFITEA VI Regional Preparatory Conference (Nairobi, Kenya, November 2008) – under the theme "The Power of Youth and Adult Learning for Africa's Development" – had the highest rate of participation in terms of the number of national reports analysed and the number of national delegations and participants in attendance.

The conference called for every country to establish comprehensive national youth and adult learning and education policies and action plans.

The outcome document, the *African Statement on the Power of Youth and Adult Learning and Education for Africa's Development*, highlighted the key challenge for youth and adult learning in the African region as being the creation of literate societies in multilingual and multicultural contexts. This document will feed into the CONFITEA VI outcome document and will serve as a guideline for UIL's work in relation to Africa.



The Maputo Strategic Platform describes actions that need to be taken by African governments participating in LIFE, as well as civil society and other partners.

UIL is drawing on the momentum generated by the regional conferences and CONFITEA VI itself to facilitate the implementation of the commitments made during these meetings and to transform these into concrete actions that will boost policy and capacity development and advance lifelong learning in Africa.

To pursue policy development with a lifelong learning perspective in Africa, UIL held a policy dialogue on lifelong learning for five LIFE countries (Burkina Faso, Guinea, Mali, Niger and Senegal) in cooperation with the UNESCO Bamako Office (Ouagadougou, Burkina Faso, February 2008) and a South-South Policy Dialogue (Jakarta, Indonesia, April 2008). Following these meetings, UIL continued to provide policy advice to the participating countries who are undergoing a review of their national education and/or literacy policies (i.e. Mali and Namibia). In addition, UIL is promoting the recognition and accreditation of prior learning through the establishment of a network of 23 countries.

The use of African languages in education is another policy issue in which UIL is involved through research, advocacy and networking and one which was integrated into the Nairobi Conference programme and the *African Statement*. An in-depth dialogue with the Ministries concerned is being planned for 2009 in cooperation with the Association for the Development of Education in Africa (ADEA) and the African Academy of Languages (ACALAN). In preparation for this, UIL has drafted an advocacy document and a research publication to serve as working documents.

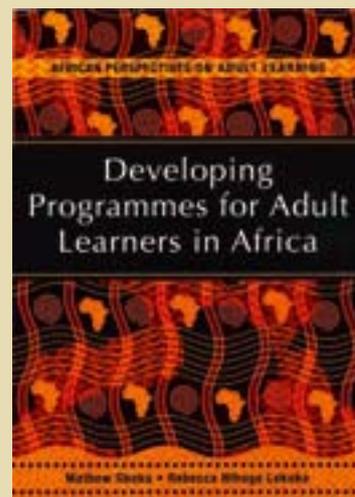
UIL participated in the Biennale organized by ADEA on the theme "Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa", which was held in Maputo, Mozambique from 5 to 9 May 2008. UIL contributed to the meeting by drawing on its research on lifelong learning, national qualification frameworks and the recognition of non-formal and informal learning and presenting several papers and studies related to these themes. The Biennial's main conclusions were that post-primary education must be holistic, diverse and integrated. It was recognised that a diversified approach within a lifelong learning context is central to meeting the various learning needs and circumstances of young people. Post-primary education and training opportunities in Africa must be expanded through political commitment and partnerships. UIL will be a member of both the Scientific and Strategic Committee and the Executive Committee of the ADEA Working Group on Non-formal Education (WGNFE).

UIL reaches multi-stakeholder partners for the development of lifelong learning by two routes. The first of these involves providing direct support to initiatives carried out by Member States and UNESCO field offices. For the development of the Adult Basic Education Programme (ABEP) of the Botswana Department of Non-formal Education (recently renamed

the Department of Out of School Education and Training), a team of specialists from UIL has been building the department's capacities to develop the curriculum, learning modules and assessment system. In the context of LIFE, UIL has also supported curriculum development in Senegal.

The second route entails working with regional and sub-regional organizations in Africa so that UIL's work can reach a wider community of implementers. In 2008, UIL continued its collaboration with long-standing partners such as ADEA, dvv international and the Islamic Educational, Scientific and Cultural Organization (ISESCO). It furthermore developed new collaborations with partners such as the Regional Council for Adult Education and Literacy in Africa (CREAA), the African Platform on Adult Education (an informal network of four African networks) and the African Development Bank.

UIL published two collections of family literacy-related case studies and examples of good practice from Africa and beyond. UIL plans to use these publications as a means of introducing family literacy concepts to LIFE countries and foundations headed by African First Ladies. Evidence shows that an intergenerational approach to literacy learning is often an entry point to lifelong learning for children and adults alike.



A seminar on the *African Perspectives on Adult Learning (APAL)* textbook series reviewed the achievement of the first phase of the APAL series under which five titles have been published. New titles on the history and management of adult education in Africa are underway in English. A new series in French is in development, drawing on experiences in Western African countries.

Bamako Call to Action

In collaboration with the government of the Republic of Mali, UNESCO initiated a renewal of African governments' commitment to literacy through the African Regional Conference in Support of Global Literacy held in September 2007. The conference participants launched the **Bamako Call to Action** which has been disseminated to great acclaim and is yielding concrete and tangible results. The **34th session of the UNESCO General Conference** issued a resolution supporting both the implementation of the Bamako Call to Action and greater cooperation among Member States.

As a follow-up to the African Regional Conference, a range of countries have prepared new policy papers and strategies. Ministerial structures specifically devoted to literacy and non-formal education were established in 5 countries, namely **Benin, Burkina Faso, Mali, Mauretania and Niger**. Most importantly, budgets have been increased in **Benin, Burkina Faso, Ethiopia, Mali, Mozambique and Niger**, to name just those countries specifically linking their decisions to the outcomes of this conference. Partner coalitions are being strengthened and efforts being made to revise current plans to include literacy in sector-wide education priorities. Civil society organizations have created a new alliance, the **African Platform for Adult Education**, and are building a coalition to follow up on the commitments to literacy.

The recommendations of the African Regional Conference and the Bamako Call to Action were also taken up both by the **Literacy Initiative for Empowerment (LIFE)** at its Regional Meeting, which was attended by all 18 African LIFE countries and held in Maputo, Mozambique in January 2008, and by the **African Preparatory Regional Conference for CONFINTEA VI**, held in November 2008 in Nairobi, Kenya (see above).

One of the main recommendations that emerged from the Bamako conference was that steps be taken to enhance the overall quality of literacy programmes by improving the measurement and assessment of literacy learning achievement. UIL initiated action-research on learning outcomes and the effects of literacy programmes in six countries. Furthermore, UIL initiated a workshop in cooperation with the Kenyan Adult Education Department and UNESCO Nairobi Office, during which Kenya shared its experiences from its National Adult Literacy Survey. Nine countries benefited from the presentations and discussions of new approaches to adult literacy surveys.



UNESCO's series of 21st Century Talks on "Lifelong Learning for all: how long to get there?"

Institutionalising lifelong learning: indicators and trends

The events of 2008 make it clear that lifelong learning is increasingly becoming *the* key concept for educational reform in the 21st century. Not only has this concept continued to inspire educational policy, research and practice, it is developing into an ever-more viable justification for educational change. The following provides an overview of some of last year's landmark events involving UIL – illustrating the growing relevance of the concept of lifelong learning and offering an insights into the ongoing debates and current trends in this field.

The **First World Forum on Lifelong Learning** was held at the end of October under the patronage of the President of the French Republic during the French Presidency of the European Union. A huge international presence and high-level contributions from governments and UNESCO made it a powerful platform for examining existing systems of lifelong learning and training, and enhancing innovative practices in various parts of the world. The debates addressed, in three stages, the key thesis that lifelong learning can only be an inclusive social project if we can resolve the question "Lifelong learning for all: how long to get there?" They underlined the fact that more efforts are needed to establish the foundations for such learning and achieve the Education for All goals – and that such effort must include literacy programmes designed for and accessible to millions of illiterate adults, especially in developing countries. Lifelong learning helps to promote and cultivate crucial competencies, which in turn equip individuals to strive for and achieve social cohesion within an inclusive and democratic society. As lifelong learning values all kinds of learning experiences, it was agreed that learning outcomes should be recognised and validated independently of how, where and by whom they are acquired. In view of the current financial crisis, a proposal was made that the Delors Report be revisited

and revised in response to the renewed demand – and need – for lifelong learning. The proposal called for a reconfiguration of the "learning to learn" meta-pillar that would transform it into a pillar in its own right. Furthermore, it advocated for the creation of two additional pillars designed to reflect the need for contemporary societies to address the risks and potential of globalisation, namely: "learning to change" and "learning to become".

The need to consider further "pillars of learning" was again strongly emphasised in the course of a conference on lifelong learning and sustainable development which took place in Leiden, the Netherlands, under the auspices of the Dutch National Commission (*see p. 13*). In keeping with the approach outlined in UNESCO's implementation strategy for the **UN Decade for Education for Sustainable Development**, this conference made a strong case for understanding education for sustainable development as a key and complementary concern of lifelong learning – an argument that had already been put forward during the *Jakarta South-South Policy Forum on Lifelong Learning and Education for Sustainable Development* (*see p. 13*).

Lifelong learning - framing UNESCO's vision of the future

For UNESCO, the World Forum on Lifelong Learning represented both a major event in its own right and a strategic element of its Foresight Programme. The Forum session on "Lifelong learning for all: how long to get there?" was scheduled as part of UNESCO's series of *21st Century Talks* that bring together eminent thinkers to discuss the key questions of our times. The Foresight Programme plays an essential role in identifying and exploring new paths of action in all of UNESCO's fields of competence. As a "laboratory of ideas", it is UNESCO's remit to tackle the challenges of today while simultaneously preparing

itself to face those of tomorrow. Anticipation and foresight are crucial for shaping interdisciplinary activities that will enrich international public debates. Such activities are undertaken under the auspices of a special intersectoral platform that is designed to sensitise members of the UNESCO Secretariat and the Organization's Sectors, as well as individual Member States to foreseeable evolutions and future trends. Further events are being planned for 2009, one of which will address the evolving role of lifelong learning as people live longer, employment structures evolve and societies continue to see a shift in the balance of their constituent age groups. A second event will focus on the challenges that will face the acquisition and sharing of knowledge through ICTs in future. The theme will be developed in the context of CONFINTEA VI and will take place well ahead of the Brazil conference to ensure that its findings can feed into the preparatory process.

Meanwhile, the **2008 ADEA Biennale on Education in Africa** gave voice to the pressing need to move beyond basic education, even in the poorest countries. Under the title "Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa", the Biennale's main conclusion was that post-primary education must be holistic, diverse and integrated. It was recognised that a diversified approach, embedded within the context of lifelong learning, is central to meeting the diverse learning needs and circumstances of young people. Post-primary education and training opportunities must be expanded in Africa through political commitment and partnerships. A key feature of lifelong learning is that the learning process itself is not restricted to a school setting or the achievement of formal education goals. Instead, it takes place wherever appropriate and in pursuit of a broad range of objectives. The Biennale also looked at continuing education, identifying it as a key area of adult learning, whilst issuing the proviso that it should not focus on employability alone or be shaped exclusively in response to the requirements of the labour market.

This was a concern that also permeated all of the **CONFINTEA VI regional preparatory conferences** in 2008. Consequently, the CONFINTEA VI draft outcome document will highlight the fact that people confronted with structural shifts in production and labour markets are simultaneously dealing with growing insecurities and anxieties that affect their everyday lives, struggling more than ever before to achieve mutual understanding, and – last not least – facing a deepening, global financial crisis. At the same time, globalisation and the knowledge economy are forcing them to update and adapt their skills and competences to new work environments, societal structures and communication channels. These issues, coupled with urgent collective *and* individual learning demands, will provide the backdrop for future forms of continuing education that are truly embedded in the lifelong learning perspective. **Higher education**, meanwhile, continues to play a

decisive role for the future development of education systems that take a lifelong and life-wide approach to learning. In order to generate and gather the knowledge needed to achieve Education for All, and to guarantee training that will equip people to face and overcome the challenges of the future, it is of paramount importance that higher education be reoriented towards lifelong learning.

The **2008 International Conference on Education** offered further confirmation that truly inclusive education must be both lifelong and life-wide. The final document adopted by the ICE clearly states that inclusive education is an ongoing process that should offer quality education for all while respecting the diversity of learners in terms of their needs and abilities, individual characteristics and learning expectations. Hence, a broadened concept of inclusive education is crucial if future educational requirements are to be met. Such a concept must strive to strengthen education for sustainable development, make universal lifelong learning a reality and offer all levels of society equal access to appropriate learning opportunities. However, there can be no uniform system of lifelong learning, because the learning needs and appropriate responses necessarily vary considerably over time, and across regions, countries and different fields of study. Hence, cultural, linguistic and national diversities must constantly be borne in mind and reflected in tailor-made, learner-centred strategies.

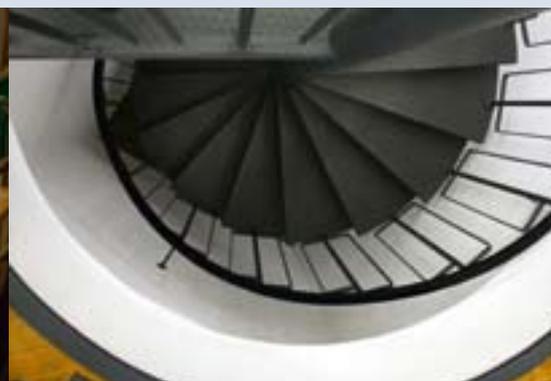
Overall, lifelong learning is useful as an overarching, generic concept that links the four education areas addressed by the four international conferences that UNESCO will hold in the course of the current biennium, namely: inclusive education, education for sustainable development, higher education and adult education. As well as equipping people to live with diversity and learn from difference, inclusive education allows for learning across the lifecycle. In addition, a lifelong and life-wide approach to education necessarily underpins all three of the key areas of education for sustainable development (environment, society and the economy). Moreover, higher education's role as the creator and disseminator of knowledge that is relevant to all sectors of society mean that it is necessarily an integral and important part of the lifelong learning paradigm. And adult education's remit to enable learning above and beyond formal settings and age limits again cements its position as an embedded constituent of lifelong learning. Indeed, the need to formalise this position by developing and implementing concrete adult education policies has been reiterated on several occasions and will be a key theme of CONFINTEA VI. Hence, the draft "Belém Framework for Action" spells out that "policies and legislative measures for adult education need to be comprehensive, inclusive and integrated within a lifelong and life-wide learning perspective, with literacy as the point of departure, based on sector-wide and intersectoral approaches, covering and linking all components of learning and education".

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 61,500 international books, documents and items of non-print media along with over 190 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 7,100 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 inhouse researchers, UIL project consultants, the public 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 UNESCO and UIE/UIL publications by clicking on a link available under the relevant entry in the online catalogue. During 2007 all available UIE/UIL publications that were not yet accessible full text have been digitalized. 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.



The Documentation Centre coordinates the Adult Learning, Documentation and Information Network (ALADIN), connecting some 100 specialized documentation centres around the world.

The Institute's advocacy, research and campaigning activities during the year were supported by a varied range of published materials.

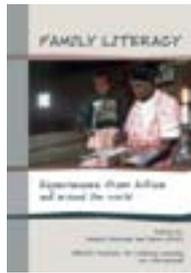
An attractively-packaged LIFE resource pack for advocacy, communication and capacity-building was produced and distributed to national and UNESCO LIFE focal points. It included reports on the three LIFE regional meetings in 2007/2008 (Dhaka, Marrakech and Maputo), flyers and publications on effective practice. To enable wider access the materials were also produced in CD form and made available online to LIFE stakeholders through the LIFELINE platform.

UIL published intercultural resource materials for the Family Literacy (FLY) project, including a set of exercise books containing stories written by parents. The book *Family Literacy: Experiences in Africa and Around the World* was published to promote family literacy approaches in Africa.

There were two special double editions of the *International Review of Education* published during the year. *Living Together: Education and Intercultural Dialogue* drew from the WCCES conference held in Sarajevo in 2007. *Literacy Education for All: Challenges and Prospects* assembled a wide-ranging collection of analytical and practice-based articles on this key topic.

The winning texts of the International Literacy Research Award 2004/5, by Harbans S. Bholra and Sofia Valdivielso Gómez, were jointly published in English and Spanish (with a French edition to come) as *Signposts to Literacy and Sustainable Development*.

There has been continuing developmental work on the capacity-building series *African Perspectives on Adult Education* (APAL). Both *History of Adult Education in Africa* and *Management of Adult Education Programmes in Africa* are scheduled for publication in 2009/2010. Meanwhile, work has begun on another title in the series, *Models and Approaches in Adult Education in Africa*, and two new texts in French are also in preparation.



Family Literacy · Experiences from Africa and around the world

Eds: Snoeks Desmond and Maren Elfert
UIL and dvv international, 2008
ISBN 978-0-620-40760-1

Africa is the priority region of UNESCO and the UNESCO Institute for Lifelong Learning (UIL). Another priority area is literacy. Addressing literacy challenges in Africa is high on UIL's agenda. Family literacy holds the potential to unleash new energies and creativity, foster better understanding and lead to a breakthrough. This book will help to promote literacy by raising the understanding and awareness of family literacy in Africa. It shows that a variety of experiences with regard to this concept exist in this region and will help to bring the different stakeholders together, enter into dialogue and chart a new course of action. It will inform practitioners, policy-makers and funders about a concept allowing not only to reach children and adults but also resulting in more effective and sustainable programmes.



Family Literacy: A Global Approach to Lifelong Learning

Effective Practices in Family Literacy and Intergenerational Learning around the World
also available in French
Ed: Maren Elfert · UIL, 2008
ISBN 978-92-820-1187-7

In November 2007, the UNESCO Institute for Lifelong Learning brought together family literacy practitioners and researchers from all over the world to take stock of policies, practices and research in the field of family literacy and to explore the relevance and potential of family literacy within the fields of adult education and lifelong learning. This publication contains the report from this meeting as well as overviews of all the projects presented therein.



Family Literacy · Enjoying Language Together · Practical materials for parents with preschool children

also available in German
Ed: Gabriele Rabkin
UIL and LI (State Institute for Teacher Training and School Development, Hamburg), 2008 · ISBN 978-92-820-1155-3

This book of family literacy materials contains forty-eight working sheets, all of which have been tested in real life to practice such skills as reading aloud, writing, talking and storytelling. These sheets also provide suggestions on how to encourage phonological awareness and enable learners to evaluate their own work.

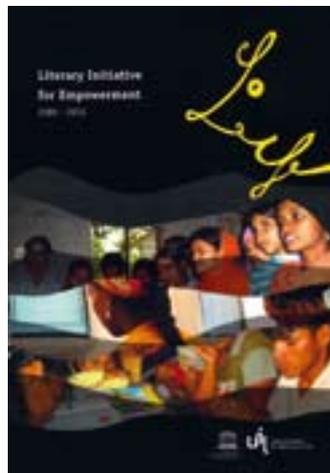


Literacy and the promotion of citizenship – Discourses and effective practices

Ed: Carolyn Medel-Añonuevo
UIL, 2008
ISBN 978-92-820-1155-3

This publication is based on the Regional Meeting entitled “Literacy and the Promotion of Citizenship : The Challenge of Learning”, organized in Lyon in April 2005 by the Agence Nationale de Lutte Contre l’Illettrisme and the UNESCO French Commission. The meeting brought together 145 participants representing governments, research institutes and universities, non-governmental organizations, and public and private literacy providers. It contributed significantly towards raising the awareness of governments and other stakeholders on the urgency of addressing key issues in literacy. This publication is a collection of the main presentations and documents the diversity of literacy-related thinking and practice in the region.

New publications and information material which are part of the LIFE Resource Pack – UIL, 2008



INTERNATIONAL AWARD FOR LITERACY RESEARCH



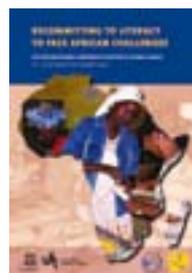
Signposts to Literacy for Sustainable Development

also available in French and Spanish

Complementary studies by Harbans S. Bholá and Sofía Valdivielso Gómez, joint winners of the 2004-2005 International Award for Literacy Research.

UIL, 2008 · ISBN 978-92-820-1153-9

This book comprises complementary studies by H.S. Bholá and Sofía Valdivielso Gómez, joint winners of the sixth International Award for Literacy Research, awarded by the UNESCO Institute for Lifelong Learning, Hamburg. Prof. Bholá’s text systematically explores how the adult literacy drive and the promotion of sustainable development can be brought together, while Dr. Valdivielso Gómez argues for an integral approach to literacy and sustainable development, informed by the ideas of the philosopher Ken Wilber. Both provide valuable signposts for researchers, policy-makers and practitioners in the field.



Recommitting to Literacy to Face African Challenges

The African Regional Conference in Support of Global Literacy

also available in French

The African Regional Conference in Global Support of Literacy took place in Bamako from 10 to 12 September 2007, organised by UNESCO and the host country, the Republic of Mali. It was the first high-level conference fully devoted to literacy and aimed at renewing the commitment to literacy and non-formal education for adults and out-of-school youth. The challenge to develop an educational infrastructure which can guarantee educational rights is an exacting and demanding one: out of 44 sub-Saharan African countries, only seven have an estimated adult literacy rate above 80 per cent. The final Conference Report presents an analytical overview of the state of literacy and non-formal education, as well as recommendations on the next steps to be taken.



The Bamako Call to Action

also available in French

This call was launched by participants at the African Regional Conference in Support of Global Literacy.

The *Bamako Call to Action* has been adopted by UNESCO’s General Conference, which has requested support from Member States in implementing its recommendations.



Regional Meeting of African LIFE Countries

also available in French

ISBN 978-92-820-1159-1

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

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



Regional Meeting of Asia and Pacific LIFE Countries

ISBN 978-92-820-1160-0

This meeting, which was jointly organized by UNESCO Dhaka, UIL and the Asia and Pacific Regional Bureau for Education/Asia-Pacific Programme of Education for All (APPEAL) contributed to a

deeper understanding of LIFE as a platform for collaborative action to accelerate literacy efforts in the countries where it operates by putting literacy high on political agendas, mobilizing resources, strengthening capacities and intensifying South-South cooperation. The sharing of experiences from Bangladesh and Pakistan was at the centre of the meeting because both Bangladesh and Pakistan are benefiting from an extra-budgetary-funded LIFE project as part of UNESCO'S Capacity Building for EFA Programme (2006-2008).



Regional Meeting of Arab LIFE Countries

ISBN 978-92-820-1158-4

Report of the second Regional Meeting of the six Arab LIFE countries (Egypt, Iraq, Mauritania, Morocco, Sudan and Yemen) which took place in December

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

Leaflets

Literacy Initiative for Empowerment (LIFE) 2006-2015 LIFE Leaflet

also available in Arabic, English, French, Spanish and Portuguese

Maputo Strategic Platform: The Literacy Initiative for Empowerment in Africa LIFE 2006-2015

also available in English and French

CONFINTEA VI leaflet

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

Sixth international conference on adult education

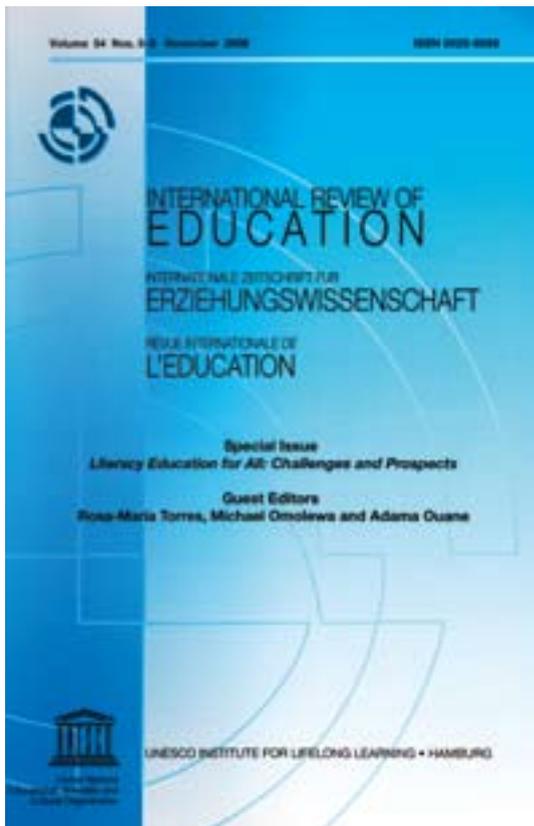
also available in English, French and Spanish

Other information material

UIL Nexus, Vol. 3, 2008

Nos. 1 to 3 (only available online)

Annual Report 2007 (English and French bilingual version)



First published as a quarterly journal in 1931, with articles in German, French and English, the *International Review of Education (IRE)* is the longest-running journal on international comparative education. Edited by the UNESCO Institute for Lifelong Learning and published by Springer, the *IRE* these days runs to six editions a year.

Articles are selected for publication following a peer review process in which the identities of authors and reviewers are kept anonymous, to ensure impartiality. A typical edition contains five or six articles of wide general educational interest, with a book reviews section. The editorial policy of *IRE* is to encourage informative, scholarly writing on educational policy, practice and trends, from as wide a range of geographical contexts as possible. Implicitly, the journal seeks to attract articles from writers from countries where publication in academic journals is difficult to achieve.

In 2008 two special double editions were published. One, entitled *Living together: education and intercultural dialogue*, was guest-edited by Suzanne Majhanovich, Christine Fox and Adil Pašalić Kreso. Articles for this edition were selected from over 800 presentations given at the XIIIth World Congress of Comparative Education Societies, held in Sarajevo in September 2007. As a whole, the edition surveyed the role of education, and particularly comparative education, in helping to promote intercultural dialogue and human rights in a world increasingly characterised by tensions between global and

local concerns, by conflict and by regional, linguistic and religious diversity.

The other, *Literacy education for all: challenges and prospects*, guest-edited by Rosa-Maria Torres, Michael Omolewa and Adama Ouane, assessed conceptual and practical questions that governments face in providing political and financial support for literacy. Examples were presented of the challenges confronted and efforts being made in particular regions and countries. The tools, concepts and models of good practice exist already, the editors conclude. The task is to marshal the political will to make universal literacy a living reality.

The remaining editions produced in the year included articles on subjects as diverse as a career ladder policy for teachers in Ghana, education reform in Hong Kong, a cross-national analysis of the effects of family background on student achievement, models for assessing educational quality, the socio-economic background of Erasmus students, the Chinese government scholarship programme, religious education in a plural society, international education law as a new academic discipline, and the role of parent governors in Zimbabwe.

Despite the number, quality and range of articles sent in for consideration, gaps in coverage remain. Very few submissions are received from the Arab States and, to a lesser extent, from Latin America. These important constituencies of readers and writers must be addressed if the journal is to maintain its reputation as an international site of excellence for publication in education.

Published in 2008

International Review of Education 54/1: standard single issue (January 2008)

International Review of Education 54/2: standard single issue (March 2008)

International Review of Education 54/3-4: special issue on Education and Intercultural Dialogue (May/July 2008)

International Review of Education 54/5-6: special issue on Literacy (September/November 2008)

Editorial Board

Adama Ouane – UIL, Chair
Christel Adick – Bochum, Germany
Birgit Brock-Utne – Oslo, Norway
Cristovam Buarque – Brasília, Brazil
Françoise Caillods – Paris, France
Suzy Halimi – Paris, France
Steven J. Klees – College Park, Maryland, USA
Michael A. Omolewa – Paris, France
Benita Somerfield – New York, USA
Kyung He Sung – Seoul, Republic of Korea
Tiedao Zhang – Beijing, People's Republic of China

**BUDGET**

in USD

2008**ESTIMATED 2009****1. INCOME****UNESCO**

Financial allocation	1,320,000	1,315,000
Regular programmes	100,000	500,000
Extra-budgetary programmes	260,000	250,000

Voluntary contributions

Programmes	3,220,000	2,600,000
Reserves Programme Funds	1,540,000	2,100,000
City-State of Hamburg (premises)	250,000	250,000

Other income

	430,000	130,000
--	---------	---------

TOTAL

	7,120,000	7,145,000
--	------------------	------------------

2. EXPENDITURES

Governing Board and Standing Committee	95,000	100,000
Direct programme costs	3,410,000	4,450,000
Premises	250,000	250,000
Staff costs	960,000	975,000
General Administration	250,000	190,000

TOTAL

	4,920,000	5,965,000
--	------------------	------------------

Major financial sponsors:

Danish International Development Agency (DANIDA), the Education Program Development Fund (EPDF) of the EFA Fast Track Initiative (FTI), the European Union, the Free and Hanseatic City of Hamburg, the German Ministry of Foreign Affairs and the Federal Ministry of Education and Research (BMBF), the Governments of Finland, Nigeria and Norway, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Organisation Internationale de la Francophonie (OIF), the Swedish International Development Agency (SIDA) and the Swiss Development Cooperation (SDC).

FULL MEMBER**Chairperson****Mr. Anders Falk**

Ministry of Education and Research
Norrköping, Sweden (01/00 –12/09)

Vice-Chairperson**Ms. Suzy Halimi**

Professor · New Sorbonne University III,
Institut du Monde Anglophone
Paris, France (01/02 –12/10)

Mr. Hamad Ali Al-Sulaiti

Member of the Shura Council
Kingdom of Bahrain (01/06 –12/09)

Mr. Victor Barbosa Borges

Minister · Ministry of Foreign Affairs,
Cooperation and Communities
Praia, Republic of Cape Verde (01/08–12/11)

Mr. Cristovam Buarque

Senator · Federal Senate
Brasília, Brazil (01/04 – 12/11)

Mr. Jean-Marie Ahlin Byll-Cataria

Executive Secretary
Association for the Development of Education in Africa
Tunis, Tunisia (01/05 –12/12)

Mr. Davidson L. Hepburn

Former President CR
Nassau, The Bahamas (01/08 –12/11)

Mr. Walter Hirche

President
German Commission for UNESCO
Bonn, Germany (01/08 –12/11)

Ms. Benita Carole Somerfield

Executive Director · Barbara Bush Foundation for
Family Literacy (BBFFL)
New York, U.S.A. (01/08 –12/11)

Ms. Kyung-He Sung

Chief Executive Officer
Educators without Borders
Seoul, Republic of Korea (01/05 –12/12)

Mr. Tiedao Zhang

Vice-President
Beijing Academy of Educational Sciences (BAES)
Beijing, People's Republic of China (01/02 –12/09)

ALTERNATE**Ms. Ewa Durhan***

Division for Student Financial Support and Adult Learning
Swedish Ministry of Education and Science
Stockholm, Sweden (01/04 –12/08)

Mr. Jean-Pierre Regnier

Deputy Secretary-General
French National Commission for UNESCO
Paris, France (01/02 –12/10)

Mr. Khalid A. Bugahous

Director · E-Learning Center · Bahrain University
Kingdom of Bahrain (01/06 – 12/09)

Mr. Florenço Mendes Varela

Director General
Literacy and Adult Education
Praia, Republic of Cape Verde (01/08–12/11)

Mr. Moacir Gadotti

Director General · Paulo Freire Institute
São Paulo, Brazil (01/04 – 12/11)

Mr. Kuamvi Mawulé Kuakuvi

Université de Lomé
Faculté des Lettres et Sciences Humaines
Lomé, Togo (01/05 –12/12)

Ms. Pandora A. Johnson

Vice President, Outreach
Nassau, The Bahamas (01/08 –12/11)

Ms. Barbara Malina

Head of Section for Education and Communication/
Information · German Commission for UNESCO
Bonn, Germany (01/08 –12/11)

Ms. Sharon Darling

President
National Center for Family Literacy
Louisville, U.S.A. (01/08 –12/11)

Mr. Ki-Seok Kim

Seoul National University · Department of Education
College of Education
Seoul, Republic of Korea (01/05 –12/12)

Mr. Yang Jie Wang

Professor of Education · International and Comparative Education
Research Institute, Beijing Normal University
Beijing, People's Republic of China (01/02 –12/09)

* Replaced by Jan-Sture Karlsson, Vice-Chairperson of the Swedish National Commission for UNESCO

Dates	Venue	Title
21–24 January	Dhaka, Bangladesh	Regional Meeting of Asia and Pacific LIFE countries**
29–31 January	Maputo, Mozambique	Regional Meeting of African and Latin American and Caribbean LIFE countries**
9–14 February	Guatemala City, Guatemala	Seminar on literacy in multilingual contexts for indigenous peoples in Latin America**
12–14 February	Bucharest, Romania	5th European Meeting on Literacy in Prison**
14–15 February	Ouagadougou, Burkina Faso	Building Capacities for the Development of Policies in the Context of LIFE in West Africa**
18–19 February	Hamburg, Germany	European Literacy Research Meeting
14–15 February	Ougadougou, Burkina Faso	Lifelong learning (UIL and UNESCO Bamako)*
	Hamburg, Germany	1st GRALE Workshop
26–28 February	Brasilia, Brazil	Regional Conference on Education in Prison
25 March – 4 April	Lahore, Pakistan	National seminar on effective practices in literacy and national workshop on development of post-literacy materials*
7–8 April	Quito, Ecuador	Sub-regional Conference on Education in Prison*
21–23 April	Jakarta, Indonesia	South-South Policy Forum on Lifelong Learning as the Key for Sustainable Development**
24–25 April	Hamburg, Germany	2nd GRALE Workshop
5–9 May	Maputo, Mozambique	ADEA 2008 Biennale on Education in Africa*
14–16 May	Baku, Azerbaijan	Regional Conference of Eastern and Central Europe and the Caucasus in Support of Global Literacy*
19 May	Hamburg, Germany	53rd Editorial Board session of the IRE
20 May	Hamburg, Germany	3rd session of the Standing Committee of the UIL Governing Board
20–23 May	Hamburg, Germany	2nd session of the UIL Governing Board
26–28 May	Gaborone, Botswana	15th Workshop on ABEP**
2–4 June	Hamburg, Germany	6th Meeting of the Grundtvig 2 project on Literacy and Life Skills in Prison
2–4 June	Marrakech, Morocco	Workshop on national literacy assessment practices**
9–10 June	Hamburg, Germany	Editorial Board Meeting on APAL series
11–13 June	Hamburg, Germany	APAL Training Workshop for authors
18–20 June	Hamburg, Germany	Third Meeting of the Consultative Group in preparation of CONFITEA VI
3–8 August	Dakar, Senegal	Peer Review Workshop on CapEFA Senegal LIFE Project
13–14 August	Dhaka, Bangladesh	Regional Experience-sharing workshop on the evaluation of CapEFA LIFE projects
8 September	Berlin, Germany	International Literacy Day
10–13 September	Mexico City, Mexico	Regional Literacy and CONFITEA VI Preparatory Conference for Latin America & the Caribbean
6–8 October	Seoul, Republic of Korea	Regional CONFITEA VI Preparatory Conference for Asia and the Pacific
14–15 October	Frankfurt, Germany	Frankfurt Book Fair Literacy Campaign (LitCam)**
30–31 October	UIL, Hamburg	3rd GRALE Workshop
2–3 November	Nairobi, Kenya	International Seminar on "Adult Learning Reflections on an African Perspective"
4 November	Nairobi, Kenya	Writers' workshop (APAL series),
5–7 November	Nairobi, Kenya	Regional CONFITEA VI Preparatory Conference for Africa
18 November	Paris, France	4th session of the Standing Committee of the UIL Governing Board
3–5 December	Budapest, Hungary	Regional CONFITEA VI Preparatory Conference for Europe and North America
11–12 December	Bonn, Germany	First State of the Art Conference of the BMBF Literacy Research Initiative

(*) UIL is co-organiser or/and provided technical support and/or input

(**)UIL is organiser in cooperation with different partners

ABEP	Adult Basic Education Programme
ABET	Adult Basic Education and Training
ADEA	Association for the Development of Education in Africa
ADEA WGNFE	The Working Group on Non-formal Education of ADEA
ALADIN	Adult Learning Documentation and Information Network
APAL	African Perspectives on Adult Learning
APPEAL	Asia and Pacific Programme of Education for All
AU	African Union
BREDA UNESCO	Regional Bureau for Education in Africa
CapEFA	Capacity-building for EFA 2006-2008
CLC	Community Learning Centre
CONFITEA	International Conference on Adult Education
DESD	Decade of Education for Sustainable Development
dvv international	Institute for International Cooperation of the German Adult Education Association
EDUCAIDS	UNESCO's Global Initiative on Education and HIV & AIDS
EFA	Education for All
EPDF	Education Program Development Fund
ESD	Education for Sustainable Development
FAO	Food and Agriculture Organization
FLY	Family Literacy Pilot Project in Hamburg
FTI	Fast Track Initiative
GRALE	Global Report on Adult Learning and Education
GTZ	German Society for Technical Co-operation
IBE	International Bureau of Education
ICAE	International Council for Adult Education
ICT	Information and Communication Technology
IESALC	International Institute for Higher Education in Latin America and The Caribbean
IICB	International Institute for Capacity-Building in Africa
IIEP	International Institute for Educational Planning
IITE	International Institute for Information Technologies in Education

ILO	International Labour Organization
INEA	National Institute for Adult Education
IRE	International Review of Education
ISESCO	Islamic Educational, Scientific and Cultural Organization
KEDI	Korean Educational Development Institute
KRIVET	Korean National Research for Vocational and Educational Training
LAMP	Literacy Assessment and Monitoring Programme
LIFE	Literacy Initiative for Empowerment
LLL	Lifelong Learning
MDG	Millennium Development Goal
NFE	Non-formal Education
NQF	National Qualification Framework
OECD	Organisation for Economic Cooperation and Development
OIF	Organisation Internationale de la Francophonie
PACE	Programa de Apoyo a la Calidad Educativa (Programme Quality Support Programme)
PALDIN	Participatory Adult Learning, Documentation and Information Networking
PPE	Post-Primary Education
RPL	Recognition of Prior Learning
RVA	Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience
SDC	Swiss Agency for Development Co-operation
SIDA	Swedish International Development Cooperation Agency
TTISSA	Teacher Training Initiative for sub-Saharan Africa
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UNICEF	United Nations International Children's Emergency Fund
UNLD	United Nations Literacy Decade

