ANNUAL REPORT 2010
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.

Photo index

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Having assumed the role of Chairperson of the Governing Board with effect from January 2010, I would firstly like to thank my predecessor, Anders Falk, for his work, his watchful presence at the Institute’s side, his insightful advice, his competence and his efficiency.

By way of introduction to this activity report, I would like to mention four key aspects that defined last year, without, of course, purporting to be exhaustive in this overview: implementation of the action programme; follow-up of the Sixth International Conference on Adult Education (CONFENIEA VI); in-depth reflection on the priorities and operation of the Institute; and the recruitment of the new Director.

Programme implementation

- The Board noted with satisfaction the efforts made, in line with its recommendations, to present this in a more summarised manner, focusing on the percentage of completion of the actions undertaken and the results achieved on the ground.
- Africa remains the priority, in line with the wishes of the Member States of UNESCO and the Education Sector, which were recalled by Mr. Tang, the Assistant Director-General for this sector at Headquarters.
- The long-awaited Global Report on Adult Learning and Education (GRALE), which has drawn praise for its quality, was published in several languages: English, French, Spanish and Portuguese. Other versions, including Arabic and Chinese, are currently being drafted.
- The Governing Board was delighted at the success and outcomes achieved by the LIFE programme, the coordination of which has been entrusted to UIL.

Follow-up of CONFENIEA VI

- The success of CONFENIEA VI (Belém, Brazil, December 2009) is known; the fact that many ministers were in attendance demonstrated the importance, henceforth, of giving consideration to lifelong learning that incorporates adult education, informal education, non-formal education and recognition of experiential learning. The competence and excellence of the Institute in these fields are recognised, and the year was devoted to the implementation of follow-up activities.
- Publication of the final report and the *Belém Framework for Action* in several languages.
- Creation of an Internet forum inviting all stakeholders to voice their opinions on the follow-up actions to be taken on the Belém recommendations, share their experience and ask questions. This forum was very successful and yielded some very useful and innovative recommendations.
- Work on recognition of experiential learning with a view to presenting, at the next General Conference in October 2011, a “charter” outlining the objectives, code of ethics and ways of recognising experiential learning.

In-depth reflection on the priorities for action and operation of the Institute

In the light of the audit carried out by the French Court of Accounts and the recommendations of the Governing Board, the Institute undertook two initiatives:

- Organising, with the involvement of members of staff, a seminar to reflect on the way in which the Institute currently works and possible and desirable improvements. This seminar went off to the great satisfaction of all participants and led to fruitful discussions.
- Establishing, during Governing Board meetings, three groups to reflect on the thematic priorities: CONFENIEA VI communication strategy; issues of governance and support for authorities desiring it in Africa; and lifelong learning as a common thread running through the Institute’s activities. The reports of these three very diverse groups will inform the activity programme and publications of the coming years. The Director-General’s plan to work towards a new humanism was introduced and examined on this occasion.

Recruitment of the new Director

The Institute is at an important turning point in its history, with the replacement of its Director. A detailed process was developed, by agreement with Headquarters, and followed very meticulously: the call for applications, with a carefully-defined job profile; consideration of the applications in the light of very precise criteria; the shortlisting of five candidates who then underwent various tests; and finally, the interviewing of these candidates by all members of the Governing Board, in the presence of representatives of the Office of the Director-General and the Human Resources Division at UNESCO. Finally, this work made it possible to draw up a list of three names that were submitted to the Director-General.

In concluding this brief foreword, I wish to extend thanks to:

- Mr. Tang and the representatives of the Office of the Director-General and the Human Resources Department, who supported and assisted us throughout the recruitment process.
- Adama Ouane for his work at the helm of the Institute, which he has carried out to a high level of achievement and recognition.
- The members of the Governing Board for their commitment to the service of the Institute and the quality of their contribution.
- The members of staff of the Institute for their professionalism, the quality of their work and the documents submitted to the Board, and their warm welcome on the occasion of our meetings.

Suzy Halimi
Chairperson of the Governing Board
Global challenges such as poverty, unemployment and climate change will not be solved if we do not develop more effective lifelong learning policies. This was made clear at the Sixth International Conference on Adult Education (CONFINTÉA VI) organized by the UNESCO Institute for Lifelong Learning (UIL) in Belém, Brazil, in December 2009. The Belém Framework for Action adopted by 144 of UNESCO’s Member States and education stakeholders on that occasion undertook to accelerate the pace of progress towards making education available to all young people and adults.

UIL plays a pivotal role in delivering expertise to UNESCO’s Member States in adult and lifelong learning, of which literacy and non-formal education are foundational elements.

Doing so effectively requires solid information about the situation on the ground. At CONFINTÉA VI, the Institute presented the first Global Report on Adult Learning and Education (GRALE). Based on 154 national reports, the GRALE demonstrates that while countries in all regions have established adult learning strategies, many gaps remain. It is a matter of great concern that some 40 of UNESCO’s Member States still have high rates of non-literate youth and adults, while in many other countries the level of functional literacy is inadequate to meet the requirements of today’s societies. Furthermore, adult education continues to suffer from low levels of funding and a lack of coordination. UIL will regularly revise and update the GRALE in order to monitor developments in the field of adult and lifelong learning - thereby making a major contribution to the international community’s evidence base in this critical field.

There will be no progress in education without national ownership and commitment. This is why UNESCO is strengthening its support to Member States to develop their capacities to design, implement and monitor education policies that aim to enhance the quality, relevance and inclusiveness of education, and to recognize, assess and improve learning outcomes. UNESCO’s Literacy Initiative for Empowerment (2006-2015), which is coordinated by UIL, has made meaningful achievements in reinforcing capacities, including through South-South cooperation, in Africa, the Arab States, and Asia and the Pacific - and highlighted the shared nature of many of the weaknesses and challenges these regions face. It has also demonstrated the effectiveness of innovations such as applying gender transformative approaches to policy development. Following the three-year review of LIFE carried out in 2009, as well as midterm evaluations conducted in Africa and Asia and the Pacific, UIL has sought to reinforce institutional capacities for delivering programmes that make a real difference. In this regard, gender equity is a prime consideration.

Given the low overall level of funding available, UNESCO’s financial contribution to the UIL is limited. I therefore very much appreciate the efforts of the Director and staff of the UIL in mobilizing extra-budgetary resources and making a visible contribution to UNESCO’s priorities. Our Organization promotes a comprehensive and inclusive vision of Education for All (EFA) throughout life, recognizing the importance of each of the levels and settings of learning. This means adopting a broad interpretation of the six EFA goals established at the 2000 World Education Forum in Senegal, Dakar, and highlighting their contribution to the achievement of the Millennium Development Goals. Literacy and adult education are essential to the sustainable and just development of societies. UNESCO is fortunate to be able to rely on UIL’s longstanding experience in bringing these issues to the top of the global agenda.

Qian Tang
Assistant Director-General for Education, UNESCO
The follow-up to the Sixth International Conference on Adult Education (CONFINTÉA VI), held in Belém, Brazil in December 2009, was high on UIL’s agenda in 2010. Following the mandate given to the Institute by UNESCO Member States in the Belém Framework for Action, UNESCO and UIL are committed to coordinating the monitoring of the implementation of the recommendations spelled out in the document. A follow-up strategy was produced, which was discussed during the first meeting of the CONFINTÉA Advisory Group, held at UIL in March. As an important pillar of this follow-up, the Institute is currently in the process of developing a set of comparable indicators for literacy and adult education to monitor the implementation of these components of the Belém Framework for Action by Member States. In cooperation with the UNESCO Institute for Statistics (UIS) an Overall Monitoring Strategy and a Monitoring Matrix were drafted. An international online consultation forum was held to obtain feedback on these tools before their further development by an international expert meeting in January 2011 prior to their validation, approval and use by Member States and their partners.

Another pillar of UIL’s work in 2010 consisted of advocacy and capacity-building for lifelong learning. In May, UIL in cooperation with the UNESCO Bureau of Strategic Planning (BSP), organised the Shanghai International Forum on Lifelong Learning during the Shanghai World Expo 2010, in cooperation with the Shanghai Municipal People’s Government, the Chinese Society of Educational Development Strategy (CSEDs) and the Chinese National Commission for UNESCO. As a high-level forum for policy dialogue, it aimed at strengthening the momentum for lifelong learning created by CONFINTÉA VI and sharing Member States’ best practices for harnessing a lifelong learning perspective as a means of establishing learning systems and societies.

Later in the year, UIL carried out, for the first time, a capacity-building workshop for lifelong learning. The aim of the two-week workshop was to develop capacities in UNESCO Member States to implement lifelong learning policies and strategies. The workshop was attended by 20 educational planning experts or leading researchers from ten UNESCO Member States in Africa and Asia, who had been selected on the basis of their current efforts to build lifelong learning systems. As the key outcome of the workshop, each country team presented a draft proposal for a national policy and strategy framework for lifelong learning. Participants will be backed up in their advocacy work to chart and harness support for a comprehensive multi-partner national policy.

Another outstanding achievement of the year 2010 was the reinforced commitment to literacy. After the strong case made for literacy by UNESCO Member States in the Belém Framework for Action, the Eighth E-9 Ministerial Review Meeting on Education for All (EFA), held in Abuja, Nigeria, on the theme of “Literacy for Development” reiterated the determination of the E-9 countries to achieve the EFA goals by strengthening commitments and resources for literacy. The outcome document of the meeting, the Abuja Framework for Action and Cooperation, states that there is a major risk that a number of the E-9 countries will fail to achieve EFA Goal 4 (halving illiteracy) by 2015 unless urgent and decisive action is taken.

In line with this international commitment, UNESCO is currently developing a strategy for literacy that will reflect its vision and strategy for the development of a literate world, viewing literacy as a central means to combat poverty and social exclusion and achieve sustainable development for individuals and societies. Building on UNESCO’s long-standing past work on literacy, this will be an important pillar of the overall Education Sector Strategy, which is also currently being developed. It will place UNESCO’s future work under the general banner of “Literacy for Empowerment and Holistic Development”, putting forward a coherent, integrated and holistic approach to literacy as the foundation of lifelong learning that involves formal, non-formal and informal learning.

With regard to the Literacy Initiative for Empowerment (LIFE), which UIL is coordinating, two regional evaluation meetings have been carried out in the African and Asian region. They provided strong evidence of the impact of LIFE and highlighted factors of success but also limitations which need to be overcome. The outcomes of these meetings as well as the evaluation of the implementation of LIFE in the Arab States as well as in Latin America and the Caribbean, which are still due, will feed into the overall mid-term evaluation of the initiative in 2011.

Moreover, UIL has provided technical support to several countries in the context of UNESCO’s Capacity Development for EFA (CapEFA) programme, particularly in the area of literacy, focussing on policy, programme delivery and partnership-building. UIL has continued to carry forward its research projects, such as the project on recognition, validation and accreditation of non-formal and informal learning, and the demonstration programme on the development of tools for the measurement of literacy levels acquired through different programmes across some five countries. Building on its research and advocacy work and drawing from a range of empirical evidence, UIL has published an advocacy guide on multilingual education in Africa and has developed a strategy for strengthening the capacities of governments and civil society to attain EFA and lifelong learning in the region. Another achievement of 2010 was the launch of a redesigned and improved website. More details on all of the activities and developments mentioned above as well as others can be found in the respective chapters of this report.
This will be my last Annual Report as Director of UIL. I look back on 10 years of work together with my colleagues from both the Institute and the larger UNESCO family, the Institute’s Governing Board and partners to make the right to education and learning for all throughout their lives a reality. I am proud of the transformation undergone by the Institute and its newfound prestige and credibility. How much more could have been done had we not wasted considerable time and human power to secure our survival.

I believe that we have achieved a lot. On the institutional level, we have successfully managed the change of UIL’s status from an Institute that for over fifty years had been a foundation under German law to a fully-fledged international Institute. On the content level, we have advanced an approach to education that views learning as a continuum ranging from early childhood to old age, addressing the whole spectrum of learning fields across family, cultural and community settings, study, work, leisure and other life spaces while encompassing all forms of learning, including non-formal and informal learning. We have advocated for lifelong learning to be seen as the overarching guiding and organising principle for educational reform and action for all countries. We have done this by giving priority to laying solid foundations and catering for the needs of the least-resourced countries and to the most vulnerable and fragile sections of the population within them. It has been an enjoyable journey and I cherish every moment I have shared with colleagues and partners in this challenging and inspiring mission.

Much remains to be done. Although more governments have acknowledged the crucial role that lifelong learning plays in building a sustainable and socially cohesive future in a rapidly changing world which demands wider and more complex competences of its citizens, the root causes of marginalisation in education have yet to be addressed in a comprehensive way and for all citizens, particularly those who are deprived. It is high time for lifelong learning to be accorded the full recognition that it deserves and to be made an integral part of all educational policies.

I would like to thank UIL’s partners and donors who have supported this work in 2010 and throughout the years: UNESCO Headquarters, in particular the Director-General Irina Bokova, the Assistant Director-General Qian Tang and Mmantsetsa Marope, the Director of the Division of Basic Education; the Ministry of Foreign Affairs in Germany and UIL’s host city, the Free and Hanseatic City of Hamburg; the Danish International Development Agency (DANIDA), the European Union and the Education Program Development Fund (EPDF) of the EFA Fast Track Initiative (FTI) and the World Bank; the Foreign Ministry of Norway; the Governments of Brazil, Canada, China, Finland, France, Japan, Korea and Nigeria, the Association for the Development of Education in Africa (ADEA); the Organisation internationale de la francophonie (OIF), the Swedish International Development Cooperation Agency (SIDA), the Swiss Agency for Development and Cooperation (SDC) and many others. We are profoundly grateful for their cooperation and support which are immensely important for the Institute.

I wish my successor all the best and a lot of success and fun! The new Director can rely on an extremely committed Board and dedicated and competent staff. All the achievement is owed to them. It is them whom I wish to thank especially.

Adama Ouane
Director, UNESCO Institute for Lifelong Learning
SELECTED ACTIVITIES AROUND THE WORLD

INTERREGIONAL ACTIVITIES

- Dissemination of the Belém Framework for Action – the outcome document of the Sixth International Conference on Adult Education (CONFINTÉA VI) – and the first-ever Global Report on Adult Learning and Education (GRALE) in several languages.
- First meeting of the CONFINTÉA Advisory Group, followed by the development of a CONFINTÉA VI follow-up strategy.
- Online consultation forum on monitoring the implementation of the Belém Framework for Action.
- Coordination of the UNESCO Literacy Initiative for Empowerment (LIFE), a strategic framework to accelerate literacy efforts in the 35 countries with the highest number of adult illiterates.
- LIFE evaluation meetings have taken place in the African and Asia and the Pacific regions.
- LIFEline, an online resource and network for LIFE, is being used by more than 250 partners involved in LIFE for exchange of information and experience.
- Promotion of policy dialogue on lifelong learning by organizing the Shanghai International Forum on Lifelong Learning at the Shanghai Expo 2010.
- Building the capacities of 20 countries from Africa and Asia to develop lifelong learning policies.
- Advancing the recognition, validation and accreditation of informal learning by carrying out research and advocacy activities and promoting South-South exchange and cooperation.
- UIL’s database on effective literacy practices now includes about 89 case studies which are accessible online in English and French (http://www.unesco.org/UIL/Litbase/).
- The Adult Learning Documentation and Information Network ALADIN links 100 libraries and documentation centres in the field of adult education around the world.
- International Review of Education, devoted to both formal and non-formal education, is available to academic libraries around the world.

NORTH AMERICA

- UIL collaborates with the Canadian International Development Agency (CIDA) to develop a joint research framework on youth literacy and basic life skills.

ARAB STATES

- Mauritania: Technical support provided to Mauritania.
- Morocco: Morocco is one of the countries involved in the multi-country research on measuring learning outcomes of literacy programmes.

LATIN AMERICA

- Brazil: Member of the CONFINTÉA Advisory Group.
- Mexico: Member of the CONFINTÉA Advisory Group.
- Technical assistance to CREPAL for the development of a family literacy programme.
AFRICA

Regional:
- Publication and dissemination of an evidence- and practice-based policy advocacy brief entitled Why and how Africa should invest in African languages and multilingual education.
- Multi-country research on measuring learning outcomes of literacy programmes involves Burkina Faso, Mali, Niger and Senegal.
- Development of a strategy for strengthening the capacities of governments and civil society to attain EFA and lifelong learning in Africa.
- Close cooperation with the ADEA Working Group on Non-formal Education.
- Technical assistance provided to Chad, Mozambique, Niger, Rwanda, Tanzania and Togo.

Botswana:
- Launch of Botswana Adult Basic Education Programme (ABEP) that has been developed with support of UIL.

ASIA

Regional:
- Technical assistance provided to Afghanistan, Bangladesh, Cambodia, India, Nepal, Pakistan and Papua New Guinea.

China:
- Cooperation in organizing the Shanghai International Forum on Lifelong Learning.

EUROPE

Regional:
- UIL was a partner in the EU-funded research project Ensuring Early Acquisition of Literacy: Study on Parental Support, which resulted in policy recommendations on intergenerational approaches to literacy at European level.
- UIL is a partner in two European Networks, the European Basic Skills Network and the EUR-Alpha Literacy Network.
From its base in Hamburg, the UNESCO Institute for Lifelong Learning (UIL) works in close collaboration with the Paris headquarters of UNESCO, the four UNESCO Regional Bureaux, the field offices of the Organisation and the six institutes and two centres of UNESCO specialised in education:

- the International Bureau of Education (IBE) in Geneva;
- the International Institute of Educational Planning (IIEP) in Paris and Buenos Aires;
- the Institute for Information Technologies in Education (IITE) in Moscow;
- the International Institute for Capacity-Building in Africa (ICBA) 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 (UNESCO-CEPES) in Bucarest.

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 all world regions. The Standing Committee of the UIL Governing Board meets twice a year to monitor the implementation of the Governing Board’s decisions. 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, human 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 a strong partnership.

The broad agenda of UIL is guided by the strategic goals in UNESCO’s Medium-Term Strategy. Its more specific objectives and activities are formulated in the light of UNESCO’s biennial programme and budget as well as resolutions made by the 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. UIL’s priority issues and activities are reflected in its own Medium-Term Strategy. The Institute’s work is organised into interconnected thematic clusters – Lifelong Learning, Literacy, Adult Education and Africa – which are complemented by the Transversal Units and Services Cluster.
Lifelong learning is the overarching principle of UIL’s work. It encompasses formal, non-formal and informal learning at all ages and in all spheres of people’s lives. In today’s complex, rapidly changing societies, lifelong and life-wide learning are crucial for building more sustainable and equitable societies. One of the key objectives for the UNESCO education sector, as spelled out in UNESCO’s Medium-Term Strategy 2008-2013, is “attaining quality education for all and lifelong learning”. The Belém Framework for Action strongly affirms the role of lifelong learning in addressing global educational issues and developmental challenges.

UIL’s work aims to promote lifelong learning in educational systems around the world, with three specific foci: advocacy for lifelong learning through global policy dialogue; advancing research and practice in the recognition, validation and accreditation of non-formal and informal learning; and building capacity in UNESCO Member States for lifelong learning policy-making.

North-South exchange: Linking recognition practices to national qualifications frameworks

All kinds of learning experiences are valued in lifelong learning, irrespective of how, where and by whom they are acquired. Mechanisms to recognise, validate and accredit learning outcomes from formal, non-formal and informal education (RVA) are indispensable to lifelong learning systems. Such mechanisms can help eliminate ‘dead ends’ in individuals’ educational journeys and facilitate transition between different modes and levels of education and training, by making learning more flexible and accessible. They can therefore contribute not only to job-creation and employment, but also to poverty reduction and social inclusion.

In 2010 UIL promoted international cooperation in this field by hosting an international meeting on “Linking recognition practices to national qualifications frameworks”, involving participants from 20 countries. The meeting was organised in collaboration with INHolland University’s Centre for Lifelong Learning Strategies, and in partnership with the French National Commission for UNESCO. It revealed that in not only developed countries but also a growing number of developing and emerging economies, recognition and validation practices are increasingly becoming part of overall lifelong learning strategies and are essential for the reform of qualifications frameworks and systems. Moreover, they are an issue of increasing relevance to human resource management in enterprises and public organisations.

Participants were able to share experience on the considerable political and practical challenges at national level that are linked to these reforms. The following typology of countries emerged during the meeting:

- Countries with established recognition practices and standardised national qualifications systems or frameworks in which a learning outcomes-based approach is possible: the Czech Republic, Denmark, Finland, France, the Republic of Korea, Mauritius, Mexico, the Netherlands, New Zealand, Norway and Portugal.
- Countries where recognition practices are not sufficiently established or linked to established standardised national qualification systems or frameworks with learning outcomes-based approaches: Malaysia, Namibia, and Trinidad & Tobago.
- Countries which lack national qualification systems and established recognition practices: Afghanistan, Bhutan, Burkina Faso, Gambia, Ghana, India, Jordan and Syria. However, recognition may be operational in competency/skills development and where curricular frameworks are adapted to the large informal sector and non-formal education sector, mostly in relation to vocational education and training.

Key achievements

1. UIL built capacities for policy making in lifelong learning by organising a ‘Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States’.
2. 200 participants from 35 countries contributed to the Shanghai International Forum on Lifelong Learning during the UNESCO Week at the World Expo, a policy dialogue for lifelong learning and capacity development in UNESCO Member States. The meeting reinforced the momentum for lifelong learning following the CONFINTEA VI recommendations.
3. A North-South cooperation and exchange was stimulated through an international meeting on the role of National Qualification Frameworks (NQF) in facilitating the recognition and validation of non-formal and informal learning (RVA) in March 2010.
Examples of National Qualification Frameworks and the recognition of non-formal and informal learning

The following examples from countries participating in the above-mentioned meeting illustrate different systems to recognise, validate and accredit non-formal and informal learning.

The Act on Recognition of Further Education Results is a component of the Czech Republic’s lifelong learning strategy. An agreement with social partners has enhanced the use of the recognition of prior learning in Denmark. Ghana’s proposed framework for Technical and Vocational Education and Training accommodates the recognition of prior learning and the recognition of learning outcomes from the workplace and the informal sector. In Burkina Faso learning outcomes in the informal sector are validated by the development of occupational standards. In France, RGA has a strong legal base which gives each individual the right to have his or her acquired experience assessed. In the Netherlands, a quality code for RGA suppliers was signed by all stakeholders in 2005. In Malaysia, the accreditation of prior experiential learning is practised by six approved open universities. In Mexico, the Council for Standardisation and Certification of Labour Competency (CONOCER) promotes, coordinates and regulates the Mexican Competency Standards Model. In Norway, adults without upper secondary education have the right to have their prior learning assessed towards the national curricula. In Portugal, the National Qualifications System and its various elements such as the New Opportunities Centre and the Catalogue of Qualifications are designed to improve the certification of academic and vocational levels of adults over 18 years old. In the Republic of Korea, the Korean Academic Credit Bank System recognises informal learning outcomes in the form of credits. In Trinidad and Tobago, Jordan, Namibia and Syria recognition practices are linked to course entry requirements.

Global policy dialogue on lifelong learning

UNESCO – through UIL and the Bureau of Strategic Planning (BSP) – the Shanghai Municipal People’s Government, the Chinese Society of Educational Development Strategy and the Chinese National Commission for UNESCO co-organised the Shanghai International Forum on Lifelong Learning from 19 to 21 May 2010, during the World Expo. The Forum brought together over 200 participants from 35 countries and experts from across the world to discuss learning concepts and practices within a lifelong learning perspective. The Forum offered a unique opportunity for practitioners, policy-makers, advocates and academics to share experiences and achievements, and to debate the crucial issues facing contemporary education in a series of plenary sessions, thematic debates and visits to lifelong learning institutions in Shanghai. Ms Irina Bokova, Director-General of UNESCO, in her address to participants, reaffirmed the role of lifelong learning in addressing global development issues and encouraged all participants to work together with optimism, creativity and commitment to make lifelong learning a reality. Mr Yuan Guiren, China’s Minister of Education, emphasised the importance and urgency for China of building a lifelong education system and highlighted national strategies to modernise education and build a learning society by 2020.

The Forum stressed the principle that holistic and sector-wide educational reforms are required, redesigning all sub-sectors of the education system to cater for lifelong and life-wide learning with learning opportunities in all settings (formal, non-formal and informal) for infants, children, youths and adults. More concretely, the Forum identified the following issues which have policy implications for building a lifelong learning system: financing, curricular reform in schools and universities, qualifications frameworks, the development of ICT as an alternative delivery mechanism, and accessible learning opportunities.
Building the capacity of UNESCO Member States in lifelong learning policy-making

In line with its strategic objective to build capacity for effective lifelong learning policy and practice, UIL hosted a Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States, from 22 November to 3 December 2010. The aims of the workshop were to reinforce the momentum for lifelong learning created by CONFINTEA VI; to build a contingent of core change agents in Member States; and to develop the capacity of policy-makers and researchers in developing national policies and strategies to establish lifelong learning systems. The workshop was attended by 20 policy-makers and researchers in educational planning and lifelong learning from ten UNESCO Member States in Africa (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) and Asia (Cambodia, Laos, Malaysia, Thailand and Vietnam).

The workshop included:
- presentations by international experts and UIL staff;
- group-work and discussion to reflect on key issues raised in the presentations and contextualise these to respective country experiences;
- field visits to lifelong learning institutions in Hamburg, Brussels, Copenhagen and Helsinki; and
- the preparation and presentation by each country team of a draft outline for a national lifelong learning strategic policy framework.

The programme content was structured around the following themes:
- Conceptual evolution and new imperatives;
- Making a sound case for lifelong learning;
- Policy frameworks and implementation strategies for promoting lifelong learning;
- Expanding provision and enhancing participation in lifelong learning;
- Financing lifelong learning;
- Literacy and adult education as integral parts of lifelong learning;
- Higher education in a lifelong learning system;
- Recognition, validation and accreditation and National Qualifications Frameworks; and
- Monitoring and evaluating lifelong learning systems.

In their evaluation of the event, participants stated that they obtained a deeper understanding of the lifelong learning concept; of the imperative role of lifelong learning in promoting sustainable social and economic development; and of how to build a holistic lifelong learning policy framework.

UIL will continue to advocate the concept of lifelong learning and to develop national stakeholder capacity in promoting lifelong learning for all. A steadily-growing international working community and network in lifelong learning among national educational planners and researchers will be an important feature in this respect.
One of UIL’s strategic goals is to further literacy as a foundation for lifelong learning and as a prerequisite for achieving the six Education for All (EFA) goals. Literacy is a fundamental human right which is instrumental for the pursuit of other rights. It is also vital in reducing gender inequality and for personal, social, economic, political and cultural development. It carries wide-ranging benefits not only for individuals but also for families, communities and societies. In addition, as a social practice, literacy has the potential to enhance people’s capability for the pursuit of freedom and empowerment.

In 2008, 796 million adults worldwide (aged 15 years and older) reported not being able to read and write and two-thirds of these (64%) were women. Direct measurement of literacy skills would significantly increase the global estimate of the number of youth and adults denied the right to literacy. The need to reinforce the global commitment to literacy has been reiterated recently by a series of high-level meetings. Literacy is a key element of the Belém Framework for Action, the outcome document of the Sixth International Conference on Adult Education (CONFINTEA VI), held in December 2009 in Brazil. The Eighth E-9 Ministerial Review Meeting on Education for All (EFA), held in June 2010 in Abuja, Nigeria, focused on “Literacy for development”. The leaders of the nine most highly populated countries of the South representing 67 per cent of the world’s non-literate reconfirmed their commitment to literacy as a means of facilitating the achievement of the Millennium Development Goals (MDGs) and of reflecting the recommendations made in the Belém Framework for Action.

In light of this and building on its long-standing tradition of commitment to literacy, UNESCO is emphasising support to literacy as a priority area to accelerate progress towards literacy for all during the current and next biennium.

UIL coordinates UNESCO’s Literacy Initiative for Empowerment (LIFE), which has been created under the United Nations Literacy Decade (UNLD) as an initiative targeting the 35 countries with the highest rates or numbers of non-literate populations (more than 50 per cent or 10 million people). UIL is also in charge of monitoring the implementation of the recommendations spelled out in the Belém Framework for Action. In this regard, UIL and UIS have initiated the development of a set of indicators to monitor progress in adult education and literacy as a continuum.

In this context, UIL’s contribution to the acceleration of global literacy efforts in 2010 focused on four main areas of action: 1) the coordination of LIFE; 2) advocacy for a literate world; 3) research on literacy policies and practices; and 4) capacity development for the achievement of EFA Goal 4 (achieving a 50% improvement in levels of adult literacy by 2015) in Member States.

The development of effective monitoring and evaluation systems, in particular in the context of LIFE and the follow-up of literacy-related recommendations of CONFINTEA VI, has been a cross-cutting activity.

Key achievements

- Two regional mid-term evaluations of the Literacy Initiative for Empowerment (LIFE) were carried out in 2010; one in the African and one in the Asia and Pacific region. Meetings, organised by the respective UNESCO regional offices, were held in both regions. Participants analysed the country reports, and in the case of the Asia and Pacific region also a regional synthesis report, discussed innovative experiences and challenges encountered during the implementation of LIFE, and agreed upon strategies to accelerate literacy efforts for the five remaining years of the initiative.

- UIL strengthened capacities for policy formulation and programme delivery for literacy within a lifelong learning perspective in Afghanistan, Bangladesh, Cambodia, Chad, Mauritania, Mexico, Mozambique, Nepal, Niger, Pakistan, Papua New Guinea, Rwanda, Tanzania and Togo. Some of these activities were carried out in the context of UNESCO’s Capacity Development for EFA (CapEFA) Programme.

- UIL’s database on effective literacy practices (http://www.unesco.org/UIL/litbase/) has been expanded in 2010 to include about 89 case studies which are accessible online in English and French. The database and newly designed website support UIL’s clearing house role in literacy and non-formal education.

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1. Coordination of UNESCO’s Literacy Initiative for Empowerment (LIFE)

In 2010 UIL has continued to coordinate the implementation of sustainable LIFE processes in the 35 countries which were invited by UNESCO to join the initiative. In order to achieve the overall objectives of LIFE, UIL has been facilitating a process of collaborative action in the strategic areas of advocacy, communication and partnership building, capacity development and the sharing of knowledge and innovations to continuously improve literacy policies and practices.

Monitoring was carried out on a continuous basis, in particular through close coordination with a network of LIFE focal points at the country level. This has fed into the overall mid-term evaluation process of LIFE which was started in the Africa Region by the end of 2009. In March 2010 representatives from the African LIFE countries met in Ouagadougou, Burkina Faso, to analyse the findings of national reports, draw lessons and formulate recommendations for the refinement of the LIFE implementation strategy for the Region. Another regional meeting took place in the Asia and Pacific Region in December in Bangkok, also to take stock of five years of implementing LIFE on the basis of national evaluation reports, to identify effective practices and to plan the way forward.

Both workshops revealed that LIFE has significantly contributed to strengthening national capacities for the formulation of gender-sensitive literacy policies and programmes. A further positive development has been the promotion of innovative practices such as the use of information and communication technologies (radio, mobile phones, internet, etc.) to expand access to literacy programmes for illiterate people, particularly women and rural populations. South-South cooperation has also proven an effective means of promoting the exchange of experiences and good practices, and of establishing networks for literacy and non-formal education.

In Africa, some countries have developed effective advocacy and communication strategies, including initiatives spearheaded by First Ladies that mobilise political and financial support for literacy, and new ministries for literacy and non-formal education that increase the visibility of literacy in national development priorities. In Asia, almost all the countries participating in the workshop are implementing or have launched major programmes focusing on literacy. A lot of political will has been mobilised at the highest levels, there is, however, a lack of capacities to plan and implement youth and adult education programmes offering learners possibilities for further learning.

The LIFE Resource Pack has been further disseminated – in print and electronic online versions – to partners in LIFE and other countries and has been used as a tool for advocacy and communication. A new publication on strengthening literacy research capacities in a gender perspective in West Africa has been finalised and will be included in the pack. LiFEline, an interactive online discussion and content platform, has been used for effective exchange by more than 250 LIFE focal points and key stakeholders.

2. Advocacy for a literate world

UIL is advocating for the integration of literacy policies into national development and education plans and promoting the idea of active networks for triangular North-South-South cooperation. Furthermore, UIL’s advocacy aims at reaching out to marginalised, disadvantaged and difficult-to-reach groups, in particular women. It is part of UIL’s advocacy activities for literacy to make available to policy-makers, researchers and practitioners research-based evidence on critical issues related to literacy. Furthermore, UIL organises and participates in forums and platforms for policy dialogue and exchange of expertise and effective practice and undertakes networking to strengthen existing partnerships and to build new ones.

In 2010, partnerships and networking for literacy were used to put forward the literacy-related recommendations of the Belém Framework for Action in Europe through active participation in various events and network activities. These included the EU-funded EUR-Alpha Network, involving 16 European institutions working in literacy, coordinated by the Belgian NGO Lire et Écrire; and the newly established European Basic Skills Network (EBSN), coordinated by the Norwegian Agency for Lifelong Learning (Vox), which currently gathers 52 organisations, mostly policy providers, research institutions and national advocacy associations. UIL has also contributed to the annual Frankfurt Book Fair Literacy Campaign (LitCam) as a cooperating partner and engaged in regular media work around related events such as the International Literacy Day on 8 September.
UIL’s literacy-related research is action-oriented and policy-driven and supports advocacy and capacity development activities by a) addressing contemporary challenges and anticipating emerging developments; b) identifying effective literacy policies and practices; c) contributing to the building of national capacities for literacy research and d) monitoring and assessing progress made in achieving internationally agreed literacy goals.

UIL is leading a multi-country research on measuring learning outcomes of literacy programmes involving Burkina Faso, Mali, Morocco, Niger and Senegal. In each of the participating countries, an interdisciplinary research team has been set up which will conduct action-research and develop instruments for more accurate measurement of basic skills acquisition of learners in literacy programmes. During a meeting which took place in October 2010 in Hamburg, the national coordinators discussed the project’s terms of reference and agreed upon the working procedures.

In order to show how action-research can be used to assess and improve existing adult literacy policies and provision in multilingual contexts, UIL, in collaboration with specialists from the Arab, Asian and African regions, has started developing an action-research handbook on quality adult literacy in multilingual contexts for middle-level management and training of trainers of adult literacy programmes.

In the context of UIL’s work in family literacy and intergenerational learning, UIL has contributed as a partner to the EU-funded research project “Ensuring Early Acquisition of Literacy: Study on Parental Support”, which is being coordinated by the National Research and Development Centre for adult literacy and numeracy (NRDC) in the UK. The project has resulted in policy recommendations on intergenerational approaches to literacy being taken to European level in early 2011.
A joint research project with the Canadian International Development Agency (CIDA) on youth basic skills has been initiated in September 2010 with a workshop on “Programming for Youth Literacy and Basic Life Skills”. The aim was to develop a joint research framework on youth literacy and basic life skills, to arrive at a common understanding of specific concepts and to develop a methodology for the research. The outcome of this research project will support and inform both CIDA’s implementation of its Children and Youth Strategy as well as UIL’s efforts in promoting quality literacy and life skills in UNESCO Member States.

4. Capacity development for the achievement of Dakar Goal 4 in Member States

In 2010, UIL continued to strengthen capacities for policy formulation and programme delivery in a number of countries on demand or within UNESCO’s Capacity Development for EFA Programme by

a) organising or contributing to cross-regional workshops and seminars making use of South-South exchange and cooperation strategies;

b) providing technical assistance and backstopping; and

c) providing up-to-date knowledge on effective practices and innovative approaches to literacy. All capacity development activities were also used for increasing understanding among stakeholders of key issues in literacy within a lifelong learning perspective and for strengthening political commitment to invest in and advance literacy.

In 2011, UIL will continue to contribute to the advancement of global literacy efforts within the overall UNESCO Literacy Strategy through the coordination of the Literacy Initiative for Empowerment (LIFE) and capacity development for integrated approaches to improved policies, programmes and practices, with a particular focus on the Africa region.
Examples of UIL’s capacity development activities for literacy

In Niger national adult literacy and non-formal education specialists from the regional Centre de formation des cadres de l’alphabétisation (CFCA) received support to develop a curriculum and modules for the training of literacy facilitators in a workshop jointly organised by UIL and the Ministry of Basic Education in Niamey in January 2010.

The capacities of senior-level decision-makers from Afghanistan, including the Deputy Minister for Literacy, were strengthened in analysing different approaches to recognition, validation and accreditation mechanisms as well as in operationalising equivalences between formal and non-formal learning within a national qualifications framework.

Within the LIFE projects implemented in Bangladesh, Mozambique, Nepal, Pakistan, Papua New Guinea, Rwanda and Tanzania UIL’s technical assistance consisted mainly in helping to refine and integrate national literacy policies and strategies, as well as training senior and middle-level literacy and NFE personnel in advocacy, curricular and materials development, training and monitoring systems and research, and in strengthening literate environments. In Chad and Togo UIL also provided technical input to the improvement and launching of national literacy projects supported by UNESCO. The main focus of these workshops was to develop a shared understanding of the concept of capacity-building in the areas of literacy and non-formal education and to formulate recommendations.

Technical assistance was provided to the Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL) in Mexico in preparation for a family literacy pilot project with a particular focus on indigenous populations in rural areas. Technical input was also provided during a meeting with senior staff of three Ministries in Mauritania to prepare the ground for the piloting of a community-based family literacy project.

The Ministry of Education in Rwanda was supported to improve the National Adult Literacy Policy. The Ministry received support to develop a national literacy curriculum within a lifelong learning perspective as well as to analyse and assess capacities for effective delivery and management of literacy programmes.

In Tanzania, UIL provided technical support to the evaluation of the medium-term adult education and NFE strategy, which was implemented from 2003 to 2008, and the overall improvement of its basic education. This process included the development of an effective assessment strategy. The next step involves support to the Ministry of Basic Education to develop a new strategy.

UIL participated in a fact-finding mission to Phnom Penh in the context of a two-year capacity development project in Cambodia, which aims to contribute to the development of a comprehensive education sector strategy to achieve the national EFA goals by 2015 through strengthening non-formal education, with a focus on literacy, within the context of sector-wide planning.

UIL also provided technical assistance within the extra-budgetary-funded project “Accelerating National Efforts in Papua New Guinea to Achieve EFA through LIFE”. In August 2010, within the “UNESCO family approach”, UIL participated in a workshop on the training needs and components of a national strategy for capacity development and training of literacy and non-formal education personnel.

Pakistan was assisted by UIL in 2010 in compiling good practices in literacy and non-formal education from around the world, which will be translated into Urdu and used for capacity development at the provincial and national levels.
Key achievements

A CONFINTEA Advisory Group was constituted, representing UNESCO Member States and key stakeholders, which will support the follow-up to the Sixth International Conference on Adult Education (CONFINTEA VI) and the implementation of the recommendations made in its outcome document, the *Belém Framework for Action*. A CONFINTEA VI follow-up strategy has been developed with the help of this group.

Monitoring tools have been under development, which will be used by UNESCO to support the national and international monitoring of the *Belém Framework for Action*. A comprehensive Monitoring Strategy and a set of monitoring priorities in the form of a matrix were drafted and presented to a broad constituency of international stakeholders for feedback via an email/online consultation forum in October and November 2010. The Monitoring Matrix will serve as a template to support and complement national and international monitoring activities. It will also be used to distill international core indicators and targets for the follow-up of CONFINTEA.

All CONFINTEA VI-related documents in different language versions have been published, widely disseminated and made available on UIL’s CONFINTEA website.

Documenting the outcomes of CONFINTEA VI

UIL launched into the first post-CONFINTEA VI year by publishing and disseminating all materials which give an account of the proceedings and outcomes of the conference. Final versions of the official documents had to be produced, adapted and translated, and a comprehensive report had to be compiled. The Institute published, on the CONFINTEA website, the *Belém Framework for Action* (in six UNESCO languages), the CONFINTEA VI Final Report (initially in English and French, and subsequently in the other four UNESCO languages) and a slightly-revised version of the *Global Report on Adult Learning and Education* (GRALE) in English, French and Spanish. In addition, a trilingual bound edition of the *Belém Framework for Action* (in English, French and Spanish) and the English and French versions of the Final Report were produced. English, Spanish and French editions of GRALE were printed. All of these documents were disseminated by email or post to Member States, CONFINTEA participants and UNESCO offices as well as through meetings with partners.

It was encouraging to note and report that several countries have translated and disseminated a national language version of the *Belém Framework* and/or constituted a follow-up committee (examples being Japan, Mongolia, the Philippines, Thailand, Uruguay and Uzbekistan). At a wider geographical level, the Latin American region has been the most active. In December 2010, a technical expert meeting was held in Brazil to take stock of and further develop regional adult education indicators in Latin America and the Caribbean.

A strategy to follow up CONFINTEA VI

Throughout 2010, UIL concentrated on preparing tools and structures to support countries and partners in the CONFINTEA VI follow-up process. The recommendations of the *Belém Framework for Action*, which include a mandate to UNESCO, provide the key guiding framework to UIL’s work. As the most recent global standard-setting document on adult education and lifelong learning, the *Belém Framework* postulates the recognition of adult education from a lifelong learning perspective and its integration in sector-wide strategies and development agendas. As spelled out in the document, Member States committed themselves “to take forward, with a sense of urgency, and at an accelerated pace, the agenda of adult learning and education”.

In this spirit, the *Belém Framework* places strong emphasis on the follow-up to the conference and includes monitoring mechanisms for countries. UNESCO’s mandate, particularly through UIL in cooperation with UNESCO’s Institute for Statistics (UIL), is to coordinate and support the monitoring at international level.

As a first major step after CONFINTEA VI, UIL constituted a multi-stakeholder CONFINTEA Advisory Group, to give guidance to UNESCO in the international follow-up process. Membership of the Advisory Group is based on countries who have demonstrated special commitment to the CONFINTEA process. Specifically, Member States which had either hosted a CONFINTEA preparatory meeting or had assumed a function in the CONFINTEA VI Bureau in Belém joined the Advisory Group. The expectation is that this proven commitment and institutional affiliation will ensure that the Group remains as an institutionalised support mechanism until CONFINTEA VII. Periodic meetings (at least once every two years) are to be held, and the Group’s membership may be enlarged in the process.

At its first meeting, held in March 2010 at UIL, the Advisory Group agreed that its tasks would include (1) overall guidance for the design and implementation of international, regional and national CONFINTEA follow-up activities with a long-term strategic perspective, (2) maintenance of the political momentum for adult learning and adult literacy by sensitising their own constituencies, and (3) advocacy for increased resources.
The Advisory Group discussed the elements of a comprehensive CONFINTEA follow-up strategy, with guiding principles, specific recommendations for national and regional action and a common road map for the CONFINTEA VI follow-up process. The Advisory Group also emphasised the need for systematic communication and monitoring, and a communications strategy was subsequently drawn up.

Three inter-related axes are indicated as orientation to help countries translate the Belém Framework recommendations and commitments into action: policy development; the improvement of provision and quality; and data collection and documentation of progress. The Belém Framework proposed that UNESCO take a coordination role and give active support for the CONFINTEA VI follow-up process. Following the Advisory Group meeting, a second strategy paper was developed to systematise and improve advocacy for adult learning and education and lifelong learning in national and international agendas. Both the follow-up strategy and the communication strategy (available on http://uil.unesco.org/content/home/programme-areas/adult-education/) will be updated periodically, and will guide the Advisory Group and UIL in reaching out to Member States and stakeholders. One outcome of the first meeting of the Advisory Group was that Mexico offered to host the first regional post-CONFINTEA follow-up meeting, as well as the second meeting of the Advisory Group in 2011.

As part of UNESCO’s mandate from the Belém Framework, a plan has been prepared to initiate a review of the Nairobi Recommendation on the Development of Adult Education, adopted by UNESCO’s General Conference in 1976. UIL has been preparing a report on monitoring the Nairobi Recommendation, which is due to be presented to the autumn session of UNESCO’s Executive Board in 2011.

Monitoring mechanisms and tools

With the guidance provided by the CONFINTEA Advisory Group, UIL embarked on conceptualising the tools and mechanisms needed to collect data effectively and sustainably and to monitor the Belém Framework. UIL teamed up with the UNESCO Institute for Statistics (UIS) to reflect on approaches and methods, particularly with regard to internationally-applicable indicators and targets.

A workshop was organised in June 2010 with UIS to prepare the ground for developing data collection tools and strategies in adult education. Through improved understanding of the principles and challenges in international data collection, UIL staff were able to produce a preliminary set of core questions to be used in monitoring the Belém Framework, as well as related indic-

The following countries were represented at the first meeting of the CONFINTEA Advisory Group which took place in March 2010 at UIL: Brazil, Hungary, Kenya, Mexico, Republic of Korea, Tunisia and the United Kingdom. Of the UN agencies and multi-lateral organisations invited, the Pan-American Health Organization represented WHO, while the long-standing CONFINTEA supporter from FAO was unable to attend. The European Commission, the Organization for Ibero-American States and the International Council for Adult Education participated in the meeting as did a representative of the Global Learners Network. UNESCO representatives from the Bangkok, Beirut, and Brasilia offices, as well as from Headquarters and UIS, took part in the meeting. The Chairperson of UIL’s Governing Board also joined the meeting.

In December 2010, a technical expert meeting was held in Brazil to take stock of and further develop regional adult education indicators in Latin America and the Caribbean.
Monitoring the implementation of the Belém Framework for Action: overall strategy

A systematic and strategic approach to monitoring the implementation of the Belém Framework is necessary in order to move from “rhetoric to action”. However, monitoring cannot be an end in itself: it must play a role in developing the field of adult literacy and adult education, and help to promote comprehensive lifelong learning systems.

As a guiding principle, the nucleus of the strategy will be based on Member States’ monitoring activities. These need to be contextualised and aligned to national priorities, strategies and programmes, backed up by creating appropriate mechanisms and by capacity-building. To be successful and efficient, the monitoring process has to involve all stakeholders: governments, NGOs, education professionals, researchers and international agencies and organisations.

Monitoring and reporting should be integrated and simultaneous at all levels – national, regional and global – and complemented by in-depth and long-term research. Given the complexity of the field, the challenges for comprehensive data collection are enormous. The monitoring process must therefore tap into a wide variety of information sources beyond national data and reports, for example databases and research findings on regional initiatives, non-governmental and research networks, data produced for the EFA Global Monitoring Report and other studies.

The main elements of the monitoring strategy include:

- Setting up national and regional monitoring processes, based on national adult education plans with in-built monitoring and data collection mechanisms, coordinated by national committees with the participation of all stakeholders.
- Developing indicators and targets at regional and international level, harmonised with existing (national and international) indicators in education, in particular with regard to EFA and MDG plans.
- Designing internationally-applicable indicators and targets to track the implementation of the recommendations of the Belém Framework, with the help of a matrix, to be further pursued by UIL.
- Collecting and analysing data and assessing progress, through regularly-collected data and by setting up specific monitoring mechanisms and activities to track the Belém Framework nationally, regionally and internationally – including UIS’ data collection and its Latin America pilot module on adult education (which may later be expanded to other regions).
- Reporting and disseminating results by preparing national progress reports on the implementation of the Belém Framework, to be submitted to UNESCO triennially.
- Undertaking targeted research to complement information which is too complex and in-depth to be assessed in regular data collection or national reporting.
- Producing post-CONFINTEA editions of the Global Report on Adult Learning and Education (GRALE), coordinated by UIL in cooperation with UIS, as a regular, systematic international accountancy and monitoring tool for implementing the Belém Framework.
- Creating synergies with the monitoring processes of international agendas, particularly in view of the 2012 UNLd deadline and the 2015 EFA and MDG deadlines to provide additional opportunities to follow up the Belém Framework recommendations.
Key achievements

In 2010, UIL successfully contributed to the promotion of mother-tongue-based multilingual and multicultural education and learning cultures in Africa. Eighteen African Ministers of Education adopted the Policy guide on the integration of African languages and cultures into education systems. This policy guide was informed by a policy advocacy brief entitled Why and how Africa should invest in African languages and multilingual education, developed and published by UIL in collaboration with the Association for the Development of Education in Africa (ADEA).

Africa, a priority region for UNESCO, faces the biggest challenges in achieving Education for All and the Millennium Development Goals. UNESCO places emphasis on supporting regional integration through the African Union and the Second Decade of Education in Africa. UIL has been given the mandate by the 35th UNESCO General Conference to support the African region in achieving EFA and Education for Sustainable Development goals by helping to strengthen government and civil society capacities, in the Institute’s areas of expertise and competence.

UIL’s work in Africa centres on three strategic areas:

a) supporting and monitoring the integration of adult education and of a lifelong learning perspective in the development of national education sectors;

b) promoting the use of African languages and multilingual education as part of lifelong learning; and

c) improving the quality of adult literacy and adult education programmes and supporting further policy-oriented research.

These strategic areas are pursued through policy dialogue, research, capacity-building, networking and partnerships for advocacy.

In recent years, UIL has focused on evidence-based policy dialogue and advocacy to promote an integrated and holistic approach to education and learning. In 2010, UIL developed a new strategy for capacity development for Africa, based on recommendations made by five high-level conferences held between 2007 and 2010 and on a survey of immediate capacity-development needs, to which UNESCO field offices and/or Ministries from 17 countries responded.

UIL’s strategy for strengthening the capacities of governments and civil society to attain Education for All and lifelong learning in Africa (2010-2013)

The under-utilisation of existing capacity development opportunities in Africa represents a key challenge to sustainable development in the region. Low literacy rates and large numbers of out-of-school youth indicate that a huge percentage of the population, the majority of them women and girls, is being marginalised. In response to this reality and in line with UNESCO’s priority focus on Africa, UIL developed a strategy to strengthen government and civil society capacities in Africa, based on an analysis of the recommendations and commitments emanating from five Africa-related conferences organised by UNESCO between 2007 and 2010:

1) Bamako Call to Action (African Regional Conference in support of Global Literacy, 2007);
2) Maputo Strategic Platform (LIFE Regional Meeting, 2008);
3) African Statement on the Power of Youth and Adult Learning and Education for Africa’s Development (CONFINTEA VI Regional Preparatory Conference, Nairobi, 2008);
4) Belém Framework for Action (CONFINTEA VI, 2009); and
5) Final Communiqué (Conference on Integration of African Languages and Cultures into Education, Ouagadougou, 2010).

To complement this analysis, UIL collected information from Member States in Africa to identify their priority actions and capacity-building needs. This analysis so far points to four priority areas: policy, governance structures and institutional capacities, financing and quality. A fifth area – the monitoring and evaluation of recommendations – has been added, having featured prominently in the outcome documents of the Sixth International Conference on Adult Education (CONFINTEA VI) held in Belém, Brazil in December 2009, as well as the CONFINTEA VI Preparatory Conference for the African region.

As partnerships are essential to the success of capacity-building initiatives, UIL will further deepen its collaboration within the UNESCO family, and with regional, sub-regional and national, multi-lateral and bilateral organisations working in the region.
Advancing lifelong learning for all is at the core of UIL’s work and is one of the overarching six-year objectives of UNESCO’s strategy. Lifelong learning, as a way of enhancing access to and the quality of education and learning, is not fully understood and implemented by many African governments as a strategy that values diverse forms of learning and addresses the right to education by creating more linkages between formal and non-formal education.

The lifelong learning context in the Africa region is varied. On the one hand, there are countries that are advanced in integrating the lifelong learning concept into their national education system. Namibia has formulated a number of policies to target specific aspects of lifelong learning: its National Policy on Adult Learning, Policy Guidelines for Literacy and Post-Literacy Programmes, Policy on Recognition of Prior Learning, and a National Qualification Framework (NQF) have been put

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Promoting the use of African languages and multilingualism in education

Some headway was made in promoting the use of African languages and multilingualism in education in 2010. In order to optimise education in multilingual and multicultural countries and in response to the African Union Language Plan of Action, 18 African countries have adopted a Communiqué and a Policy guide on the integration of African languages and cultures into education systems during a Ministerial Conference on the Integration of African Languages and Cultures into Education, co-organised by the Association for Development of Education in Africa (ADEA), UIL and the Burkina Faso Ministry of Basic Education and Literacy in Ouagadougou in January 2010.

The policy guide was developed by government representatives and leading African experts building on an evidence- and practice-based policy advocacy brief Why and How Africa Should Invest in African Languages and Multilingual Education, prepared by UIL in collaboration with ADEA. These documents have been widely disseminated and have received very positive responses from policy-makers and specialists in Africa and other regions of the world. Spanish and Kiswahili language versions will be published in 2011. UIL plans to continue working on this theme in collaboration with ADEA, the African Academy of Languages (ACALAN) and the UNESCO Regional Bureau for Education in Africa (BREDA).
in place. Kenya has had a new national adult and continuing education policy since June 2010. On the other hand, there are countries which are struggling to provide very basic education to their children, youth and adults while trying to eradicate poverty. In the 22 African LIFE countries the majority of the population lacks the skills to read, write and calculate. According to data released by the UNESCO Institute for Statistics in April 2010, in Burkina Faso, Chad and Ethiopia less than one in four women declare that they can read and write.

By promoting inter-regional exchange on developing lifelong learning systems, UIL has given a fresh impetus to establishing lifelong learning systems in African countries. Ten African countries (Benin, Cape Verde, Ethiopia, Ghana, Mali, Namibia, Nigeria, Senegal, South Africa and Tanzania) and ADEA representatives participated in the Shanghai International Forum on Lifelong Learning, held during the World Expo. Five African countries (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) refined their lifelong learning strategies and exchanged experiences with five Asian countries during UIL’s “Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States”. With the second group of countries, UIL plans to support South-South collaboration and peer-review of lifelong learning policy development. This process will be documented and prepared for presentation in the ADEA Triennale Meeting in late 2011.

Supporting non-formal education and literacy

UIL supports the move towards an appropriate and effective integration of non-formal or alternative education and learning for all age groups in the education sector. It has therefore been supporting the ADEA Working Group on Non-formal Education (WGNFE) in developing a framework for an integrated, holistic and diversified approach to non-formal education. UIL is a member of ADEA WGNFE’s strategic committee.

UIL has supported two African organisations, KARANTA (cross-country foundation to promote literacy in Burkina Faso, Mali, Niger and Senegal) and CREAA (Conseil régional pour l’éducation et l’alphabétisation en Afrique/Regional governmental network for education and literacy) in developing capacity-building tools in 15 countries across Africa. A sub-regional framework on training for literacy and non-formal education personnel has been developed by KARANTA involving its member states as well as Benin, Cape-Verde and Togo. CREAA has developed two sets of guidelines: one on training of staff in the non-formal education sector and another on educational planning, focussing on literacy and non-formal education. This framework will be integrated into the training programmes run by leading institutions like the Institut de formation enalphabétisation et éducation non formelle (IFAENF, formerly CFCA – a training centre for literacy educators) in Niger, Développement et éducation des adultes (DEDA – an adult education training course in the University of Ouagadougou) and Ecole normale supérieure de Koudougou (ENSK – a higher education and research institute for education) in Burkina Faso.

UIL provided research support to Pamoja West Africa to carry out policy analysis on poverty reduction plans and non-formal education policy documents in five countries (Gambia, Ghana, Liberia, Nigeria and Sierra Leone). The findings from these anglophone countries and from the francophone West African countries carried out in previous years will be the basis for national and international advocacy initiatives on non-formal education. This research will serve as baseline information on the state of adult education policy in monitoring the Belém Framework for Action.

Adult Basic Education Programme (ABEP) in Botswana

In February 2010, the Adult Basic Education Programme (ABEP) was launched in Botswana by the Department of Out of School Education and Training, Ministry of Education and Skills Development. From 2005 to 2009, UIL provided the government of Botswana with technical assistance for the preparation of ABEP, which is equivalent to Standard 7 of formal education within the Botswana National Qualifications System. The collaboration has resulted in: a curriculum detailing the philosophical, conceptual and theoretical framework for the ABEP; attainment targets for each of the four core learning areas (Setswana, English, Maths and General Studies); ten key learning modules for this curriculum; and, most importantly, increased capacity of staff in the Department.
In the first year after CONFINTEA VI, UIL’s activities were geared to keeping up the momentum provided by the conference and to taking steps to put into practice the recommendations adopted by the community of Member States. These activities have raised questions with respect to the current situation of lifelong learning worldwide, and to UIL’s mandate and mission “to see that all forms of learning are recognised, valued and available for meeting the demands of individuals and communities throughout the world”. Is lifelong learning more of a reality today? What progress can we identify?

Three strategies must be built upon in order to make lifelong learning for all a reality:

**Policy:**
formulating and adopting policies within a lifelong and life-wide learning perspective which address and involve all sub-sectors of education without restricting learning to formal education alone;

**Capacity-development:**
creating favourable conditions with regard to institutions, infrastructure, personnel and learning environments as well as in programme development, implementation and evaluation; and

**Systemic response:**
developing and fostering comprehensive, diversified and integrated systems of education and learning as a response to new learning demands.

UIL’s activities in 2010 were designed to address these strategies, often simultaneously.

The International Forum on Lifelong Learning organised as part of the World Expo in Shanghai, took advantage of an event that attracted millions of visitors from all over the world – most of them receptive to new ideas and wider horizons. The usual intention of such an exhibition is to provide an overview of current and future economic, scientific and technological developments. Nowadays there is less emphasis on these domains and a stronger focus on sustainable development, covering environmental, cultural and social aspects. It was a favourable context in which to reflect on lifelong learning systems as a vision for a better society and a better life in a world characterised by urbanisation, large-scale migrations and growing inequalities amidst a background of economic turmoil.

The Forum took the form of a dialogue on effective policies for lifelong learning, based on the experiences of participating countries. Of particular interest was the situation of the host country, China. Its specific dynamics were presented and debated, such as the impact of rapid economic development on learning needs, demand, and provision. There were discussions on learning opportunities beyond the formal system which have been introduced as elements of lifelong learning, and the potential for further provision. In China the scope of lifelong learning is reckoned to be at least three times that of the formal school population. With a billion candidates for participation in lifelong learning, there are 790 million workers...
who need to renew their knowledge and skills, 120 million people migrating from rural areas to cities who need to adapt to new work and living environments, and 144 million elderly people who want to be active citizens and pursue a more meaningful and enriched life. There is an impressive array of continuing education in various forms, such as secondary vocational schools for farmers, which have provided training to over 1.1 billion people since the mid-1980s. Moreover, workplace training is offered to around 90 million participants every year.

China has built a distance education and service platform based on satellite, television networks and the internet. The number of registered distance learning students in higher education institutions has reached 1.1 million. The City of Shanghai itself – with more than 6,000 learning stations and other basic- and tertiary-level distance education, face-to-face and combined facilities outside the formal education and training system – stands as an example of the emerging architecture of lifelong learning in China. As an impressive illustration of the scope of learning demand, the example of China underlined the necessity for political commitment and helped to initiate discussions on policy and practice in other countries. Experience in China will certainly be regarded with great interest by other developing countries who can draw lessons for their own agendas. Pertinent in this context are mechanisms that help to understand the importance of learning beyond formal schooling, such as the recognition, validation and accreditation of non-formal and informal learning. These mechanisms will be critical in building lifelong learning systems for developing and industrialised countries alike. Lifelong learning can gain ground and attain higher levels of efficiency, impact and participation.

The Workshop developed some consensus around the ability of lifelong learning to respond to global trends in developing quality human resources and active citizens. It demonstrated the contribution that lifelong learning can make, in addition to its overall relevance and significance to people and societies, in meeting the challenges of the world today and tomorrow. Here again, the necessity for policy frameworks and implementation strategies was underlined, together with appropriate infrastructure, incentives, flexible delivery and active labour market policies.

Lifelong learning in fact represents a central strategy to address the challenges presented by climate change, rapid economic development, demographic change, and the further development of peaceful and democratic societies. A means to achieve sustainable development is within grasping distance, if countries can be persuaded to see that it lies in the creative potential of their populations, and if they commit themselves to promoting learning across ages and in all forms. The predicament – that the only constant is change – becomes less daunting.

UIL’s Pilot Workshop ‘Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States’ sought to build common understanding of the concept of lifelong learning as a guiding principle in transforming education. It also aimed to clarify that although they are integral to lifelong learning, literacy, non-formal education and adult learning do not form its sum total. It covers learning from early childhood care and education, primary, secondary and higher education as well as all learning in non-formal and informal settings. Ideally, educational provision should open access to all of these forms of learning, but it remains important to support the learning which takes place outside formal education structures.
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 among the tasks of the Institute 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 150 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 7,300 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 are being gathered and disseminated, tailor-made thematic bibliographical lists are being compiled and database searches are being 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 are being regularly published online and widely disseminated.

A major current objective is to find ways of making its collection accessible to the widest audience possible. Since August 2010, the full text of all UNESCO and UIE/UIL publications can be downloaded from the online catalogue. 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.

In Spring 2010, the UIL Documentation Centre and Library finalized a UIL Knowledge Management Strategy. It is the aim of the strategy to collect and make available relevant external knowledge in UIL’s areas of expertise, transform the personal knowledge of UIL staff into institutional knowledge, and use the most appropriate channels to communicate the wealth of UIL’s knowledge to the global adult learning community.

ALADIN

Since 1997, the UIL Documentation Centre and Library coordinates ALADIN, the Adult Learning Documentation Information Network, connecting some 100 documentation centres and libraries on adult learning and literacy from all over the world.

To be able to evaluate and plan for ALADIN based on the stated needs and demands of ALADIN members, an extensive ALADIN impact assessment was carried out between March and August 2010. Overall the ALADIN network and its individual projects were appreciated and evaluated positively by respondents and the results were used to plan future ALADIN activities.

A national ALADIN workshop took place in Nepal in June 2010 to promote adult learning and community libraries throughout the country.
The Sixth International Conference on Adult Education (CONFINTEA VI) was held in Belém do Pará, Brazil, from 1 to 4 December 2009. It was organised on behalf of UNESCO by the UNESCO Institute for Lifelong Learning in partnership with the Ministry of Education of Brazil. A total of 1,125 participants from 144 countries attended, including 55 Ministers and Deputy Ministers and 16 Ambassadors and Permanent UNESCO Delegates. There were also representatives of UN agencies, inter-governmental organisations, non-governmental organisations and foundations, as well as learners’ associations. The overarching goal of CONFINTEA VI was to harmonise adult learning and education with other international education and development agendas and its integration within national sector-wide strategies. This report presents the keynote speeches and other contributions given at the Conference.

The Sixth International Conference on Adult Education closed with the adoption of the Belém Framework for Action. Building on the Hamburg Declaration on Adult Learning and the Agenda for the Future of 1997, the Belém Framework for Action records the commitments of Member States and presents a strategic guide for the global development of adult literacy and adult education within the perspective of lifelong learning.

In a 1953 landmark publication, UNESCO underscored the importance of educating children in their mother-tongue (UNESCO, 1953). Yet, more than 50 years since the first UNESCO statement, and despite a plethora of books, articles, numerous conventions, declarations and recommendations addressing this issue, including a range of conclusive experiments of using local languages in education and policy, most African countries continue to use the former colonial language as the primary language of instruction and governance. This advocacy brief aims in particular to dispel prejudice and confusion about African languages, and exposes the often-hidden attempt to discredit them as being an obstacle to learning. It draws on research and practice to argue what kind of language policy in education would be most appropriate for Africa.
The Institute’s peer-reviewed journal, *The International Review of Education*, was first published in 1955. The aim of the journal remains, as set out in the very first editorial article, to “provide a meeting-place for men and women from every country whose thoughts and actions deserve the attention of educationists throughout the world … One aim will be to inform readers as to educational theory and practice in various countries. Another – and perhaps more important – will be to explore the extent to which such ideas and activities have elements of validity that transcend national boundaries.” (*International Review of Education*, 1955, No. 1, p.1)

The Review reflects ongoing research, policy and practice in education. Its editorial policy is eclectic and inclusive in that it seeks to address gender and regional imbalance in authorship, recognising that writers in the global south have had limited publication opportunity in mainstream academic journals.

During 2010, the Review received 96 new articles for consideration, of which 80 were unsolicited – that is, their authors had identified the journal as a place in which they would like to publish. In comparison 77 articles were received in 2009 of which 52 were unsolicited. (The remaining articles were commissioned by guest editors for themed special editions.) The charts below show the gender and regional distribution of the unsolicited articles. They indicate that women were lead or corresponding authors in just over 40% of unsolicited articles for both years. While articles from Europe and North America continued to make up a sizeable proportion of articles submitted (just over 30% in both years), it was encouraging that there was a noticeable increase in 2010 in submissions from authors based in institutions in the Arab States and Latin America and the Caribbean.

As well as four editions composed of unsolicited material, with a wide range of subject matter, there was one special edition of the journal published, entitled *The Midway Point of the UN Decade of Education for Sustainable Development: Where Do We Stand?* The guest editors were Gerhard de Haan, Inka Bormann (both of the Freie Universität Berlin) and Alexander Leicht (of the German Commission for UNESCO). They set out to discuss conceptual understandings of the term “education for sustainable development,” give an overview of developments in thinking and practice, and tried to seek linkages with other areas of education research.

The Editorial Board membership, listed below, was due to undergo a major change in composition, with five members (marked with *) due to relinquish their roles at the end of 2010. While this represents a loss of experience and long-standing commitment, the journal is to continue to benefit from their collective expertise as Consulting Editors. New Members have been selected, and we look forward to welcoming them to the Editorial Board in 2011.

**Editorial Board**

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Adama Ouane</td>
<td>UIL, Chair</td>
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<tr>
<td>Christel Adick*</td>
<td>Bochum, Germany</td>
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<tr>
<td>Birgit Brock-Utne*</td>
<td>Oslo, Norway</td>
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<tr>
<td>Cristovam Buarque</td>
<td>Brasilia, Brazil</td>
</tr>
<tr>
<td>Françoise Caillods*</td>
<td>Paris, France</td>
</tr>
<tr>
<td>Suzy Halimi</td>
<td>Paris, France</td>
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<tr>
<td>Steven J. Klees*</td>
<td>College Park, Maryland, USA</td>
</tr>
<tr>
<td>Michael A. Omoleva*</td>
<td>Paris, France</td>
</tr>
<tr>
<td>Benita Somerfield</td>
<td>New York, USA</td>
</tr>
<tr>
<td>Kyung He Sung</td>
<td>Seoul, Republic of Korea</td>
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## BUDGET in USD

<table>
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<tr>
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<th>ESTIMATED 2010</th>
<th>ESTIMATED 2011</th>
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<tr>
<td><strong>1. INCOME</strong></td>
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<td>1,000,000</td>
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<td>Extra-budgetary programmes **</td>
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<td>250,000</td>
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<td><strong>Voluntary contributions</strong></td>
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<td>Programmes</td>
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<td>Reserves Programme Funds</td>
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<tr>
<td>City-State of Hamburg (premises) *</td>
<td>330,000</td>
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<tr>
<td><strong>Other income</strong></td>
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<td>100,000</td>
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<td><strong>TOTAL</strong></td>
<td><strong>5,800,000</strong></td>
<td><strong>5,760,000</strong></td>
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| **2. EXPENDITURES**      |                |                |
| Governing Board and Standing Committee | 120,000  | 70,000         |
| Direct programme costs *** | 3,140,000   | 3,330,000      |
| Institutional development | 340,000      | 340,000        |
| Premises *               | 330,000        | 330,000        |
| General administration   | 390,000        | 420,000        |
| **TOTAL**                | **4,320,000**  | **4,490,000**  |

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* In-kind contribution ** UNESCO funds spent by UIL *** Incl. UNESCO funds

**Major financial sponsors:**

Danish International Development Agency (DANIDA); Foreign Ministry of Norway, Free and Hanseatic City of Hamburg; Governments of Finland, France and Nigeria; Swedish International Development Cooperation Agency (SIDA); Swiss Agency for Development and Cooperation (SDC).
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Institut du Monde Anglophone
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Vice-Chairperson
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Chief Executive Officer
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German National Commission for UNESCO
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ALTERNATE

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

Mr Kuamvi Mawulé Kuakuvi
University of Lomé
Faculty of Language, Literature and Arts
Togo (01/05–12/12)

Ms Pandora A. Johnson
Vice President, Outreach
The Bahamas (01/08–12/11)

Ms Barbara Malina
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Information · German National Commission for UNESCO
Bonn, Germany (01/08–12/11)

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Ministry of Education
Director of Policy in the Presidency
Pretoria, South Africa (01/09–12/12)

Mr Reijo Olavi Aholainen
Counsellor of Education
Ministry of Education
Helsinki, Finland (01/10–12/13)

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

Mr Han Min
Deputy Director-General
National Center for Education Development Research
Ministry of Education
Beijing, People’s Republic of China (01/10–12/13)
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>20–22 January</td>
<td>Ouagadougou, Burkina Faso</td>
<td>African Ministerial Conference on the Integration of African Languages and Cultures into Education**</td>
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<tr>
<td>3–5 March</td>
<td>Ouagadougou, Burkina Faso</td>
<td>Workshop to evaluate the implementation of LIFE in Africa*</td>
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<tr>
<td>11–12 March</td>
<td>Hamburg, Germany</td>
<td>UNESCO International Meeting: Linking Recognition Practices to Qualification Frameworks</td>
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<td>22–23 March</td>
<td>Hamburg, Germany</td>
<td>First Meeting of the CONFINTEA Advisory Group</td>
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<tr>
<td>26 April</td>
<td>Hamburg, Germany</td>
<td>6th session of the Standing Committee of the UIL Governing Board</td>
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<tr>
<td>26 April</td>
<td>Hamburg, Germany</td>
<td>55th session of the Editorial Board of the IRE</td>
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<tr>
<td>27–30 April</td>
<td>Hamburg, Germany</td>
<td>4th session of the UIL Governing Board</td>
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<tr>
<td>14–15 June</td>
<td>Hamburg, Germany</td>
<td>Gender equality workshop</td>
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<tr>
<td>21 June</td>
<td>Kathmandu, Nepal</td>
<td>National ALADIN workshop</td>
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<tr>
<td>29 June–1 July</td>
<td>Hamburg, Germany</td>
<td>In-house capacity-building seminar on monitoring indicators</td>
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<tr>
<td>13–14 September</td>
<td>Hamburg, Germany</td>
<td>Internal capacity-building seminar on educational policy, planning and financing</td>
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<tr>
<td>27 September–1 October</td>
<td>Hamburg, Germany</td>
<td>Youth Literacy and Basic Life Skills – UIL Orientation Meeting*</td>
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<tr>
<td>4–5 October</td>
<td>Frankfurt, Germany</td>
<td>Frankfurt Book Fair Literacy Campaign (LitCam)*</td>
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<td>27–28 October</td>
<td>Hamburg, Germany</td>
<td>Coordinators Meeting of the Multi-Country Research Project on Measuring Learning Outcomes of Literacy Programmes</td>
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<tr>
<td>26–29 October</td>
<td>Beijing, China</td>
<td>International Seminar of E-9 LIFE Countries: Literacy and Adult Learning in Rural Areas **</td>
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<tr>
<td>29 October–18 November</td>
<td>Internet</td>
<td>International Online Consultation Forum on Monitoring the Belém Framework for Action</td>
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<tr>
<td>4 November</td>
<td>Paris, France</td>
<td>7th session of the Standing Committee of the UIL Governing Board</td>
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<tr>
<td>22 November–3 December</td>
<td>Hamburg, Germany</td>
<td>Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States</td>
</tr>
<tr>
<td>13–15 December 2010</td>
<td>Bangkok, Thailand</td>
<td>Regional Workshop on Mid-term Evaluation of LIFE in the Asia-Pacific Region</td>
</tr>
</tbody>
</table>

(*) UIL is co-organiser or/and provided technical support and/or input  
(**) UIL is organiser in cooperation with different partners
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ABEP</td>
<td>Adult Basic Education Programme</td>
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<tr>
<td>ABET</td>
<td>Adult Basic Education and Training</td>
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<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<td>ALADIN</td>
<td>Adult Learning Documentation and Information Network</td>
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<tr>
<td>APAL</td>
<td>African Perspectives on Adult Learning</td>
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<td>APPEAL</td>
<td>Asia and Pacific Programme of Education for All</td>
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<td>AU</td>
<td>African Union</td>
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<td>BREDMA</td>
<td>Regional Bureau for Education in Africa</td>
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<td>CapEFA</td>
<td>UNESCO’s Capacity-building programme for EFA</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>CLC</td>
<td>Community Learning Centre</td>
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<td>CONFINTEA</td>
<td>International Conference on Adult Education</td>
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<td>CREFAL</td>
<td>Regional Cooperation for Adult Education in Latin America and the Caribbean</td>
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<td>DANIDA</td>
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<td>DESD</td>
<td>Decade of Education for Sustainable Development</td>
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<td>EFA</td>
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<td>EPDF</td>
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<td>FLY</td>
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<td>FTI</td>
<td>Fast Track Initiative</td>
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<td>GRALE</td>
<td>Global Report on Adult Learning and Education</td>
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<td>GTZ</td>
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<td>IBE</td>
<td>International Bureau of Education</td>
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<td>ICAE</td>
<td>International Council for Adult Education</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IESALC</td>
<td>International Institute for Higher Education in Latin America and The Caribbean</td>
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<tr>
<td>IICB</td>
<td>International Institute for Capacity-Building in Africa</td>
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<td>IIEP</td>
<td>International Institute for Educational Planning</td>
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<tr>
<td>IITE</td>
<td>International Institute for Information Technologies in Education</td>
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<tr>
<td>ILO</td>
<td>International Labour Organization</td>
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<tr>
<td>IRE</td>
<td>International Review of Education</td>
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<tr>
<td>LAMP</td>
<td>Literacy Assessment and Monitoring Programme</td>
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<td>LIFE</td>
<td>Literacy Initiative for Empowerment</td>
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<tr>
<td>LLL</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-formal Education</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualification Framework</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
</tr>
<tr>
<td>OIF</td>
<td>Organisation Internationale de la Francophonie</td>
</tr>
<tr>
<td>PPE</td>
<td>Post-Primary Education</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>RVA</td>
<td>Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience</td>
</tr>
<tr>
<td>SDC</td>
<td>Swiss Agency for Development Co-operation</td>
</tr>
<tr>
<td>SIDA</td>
<td>Swedish International Development Cooperation Agency</td>
</tr>
<tr>
<td>UIL</td>
<td>UNESCO Institute for Lifelong Learning</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNEVOC</td>
<td>International Centre for Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
</tr>
<tr>
<td>UNLD</td>
<td>United Nations Literacy Decade</td>
</tr>
<tr>
<td>WGNFE</td>
<td>ADEA Working Group on Non-formal Education</td>
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