



ANNUAL REPORT | 2011
UNESCO Institute for Lifelong Learning

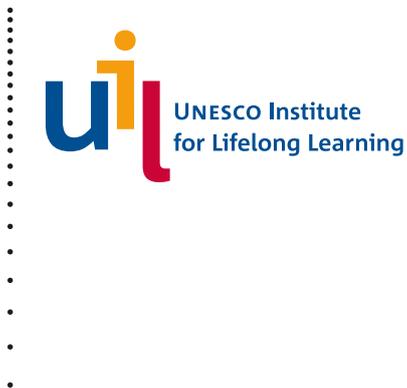
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Feldbrunnenstr. 58
20148 Hamburg, Germany
Tel.: +49 (0) 40 44 80 41-0
Fax: +49 (0) 40 410 77 23
uil@unesco.org · www.unesco.org/uil

The UNESCO Institute for Lifelong Learning is a non-profit, policy-driven, international research, training, information, documentation and publishing centre of UNESCO. One of seven 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 marginalised and disadvantaged groups.

Coordination: Carolyn Medel-Añonuevo
Graphic design: Sabine Siegfried

Photo index:
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We will all look back to 2011 as a year of changes and challenges, amidst an environment of uncertainty, given budget cuts and political priorities shifting away from public engagement in education and social development. Through it all, we pulled through as we continue to pursue our commitment to make lifelong learning a reality for all – across different geographic, economic, political, and cultural contexts.

Promoting lifelong learning, which lies at the core of UIL's mandate, has been part of our agenda since the 1970s. With its focus and expertise on literacy and non-formal education for out-of-school youth and adults, UIL has made an indelible contribution to the overall goals of UNESCO, complementing the organisation's strivings for lifelong learning through the lenses and on behalf of the most marginalised and neglected parts of the world's populations.

Through the years, UIL has been a member of a global coalition of partners collectively working to advance lifelong learning. Each member is contributing to this endeavour according to their capacities, through specific programmes and projects; oftentimes with small steps forward, and sometimes, leaping ahead, with a few outstanding moments. Slow and lengthy as the process may seem, there are encouraging signs of progress.

The present Annual Report provides a detailed account of UIL's activities and achievements in 2011. They include the meetings organised and publications produced, as well as the new alliances made, the awareness raised, and the support provided to partners from within government and civil society in UNESCO's Member States. The report highlights specific programmes undertaken by UIL in 2011, namely the preparation of the *Global LIFE Mid-Term Evaluation Report*, the development of the *UNESCO Guidelines on the Recognition, Validation and Accreditation of Learning Outcomes of Non-formal and Informal Learning*, and the implementation of the first Regional CONFINTEA Follow-Up Meeting in Latin America and the Caribbean. Also included are the involvement of vulnerable youth in two workshops in Mali and Egypt to collectively assess the Learning Needs of Vulnerable Youth, and the updated Directory of Members of the ALADIN Network.

In June 2011, we had to say farewell to Adama Ouane, who served as UIL Director for more than ten years, as he embarked on a new life's journey after retirement. The Institute owes a lot to Adama; we will remember his commitment and perseverance, as he steered UIL, even in times of an existential crisis at the beginning of his mandate, through a period of uncertainty in the face of threatened closure and financial cuts, rallying for support among partners and keeping all staff members on board. Under

his watch, UIL emerged stronger and with a more focused mandate.

As we look back, we salute the future with a renewed sense of enthusiasm. Our new UIL Director, Arne Carlsen, who took over the helm in June 2011, brings with him an impressive credential, being an acclaimed steward of national and transnational lifelong learning institutions with a strong university affiliation. I also would like to welcome the new Chairperson of the Board, Kyung-He Sung from the Republic of Korea who has been a member of the Governing Board for seven years and therefore is ensuring continuity. I am sure that together with the Institute's competent staff, both will shape the coming years of the Institute, with the same devotion to the cause of learning throughout life.

I have had the privilege of being part of UIL for eight years, including two years as chair of the governing board. It has been an honour and a pleasure to contribute to the Institute's work. I would like to thank everybody for making this one of the most productive phases of my life, especially the two directors for their strong commitment to the missions of the Institute, the members of the Governing Board for their expertise and enthusiastic contribution to our work, and the staff for their efficiency and warm welcome whenever our meetings were hosted by the Institute in Hamburg. To all of them and to UIL, my warmest wishes for the future.

Suzy Halimi
Chairperson of the Governing Board

The UNESCO Institute for Lifelong Learning (UIL), one of our seven education institutes, has played an important role in 2011 in assisting Member States in the promotion of lifelong learning policies and practices, with a special focus on adult and continuing education. As part of the UNESCO family, the Institute aligns its priorities with UNESCO and is committed to carry out its five mandated established functions as:

- 1) a laboratory of ideas;
- 2) a standard setter;
- 3) a clearinghouse;
- 4) a capacity builder in Member States; and
- 5) a catalyst for international cooperation.

In line with the priorities of this biennium, in 2011 UIL made significant strides in advancing literacy as a foundation for lifelong learning and in monitoring the implementation of the *Belém Framework for Action*, which provides concrete guide posts for strategic action in harnessing the potential of adult learning and education in building a viable future for all.

Over the years, UIL has functioned as a dynamic laboratory for advancing ideas on current and emerging challenges related to lifelong learning, leading to further conceptual evolution and policy development in the field.

As part of the Organisation's normative work, UIL has influenced education policies, particularly in Africa, through policy-driven and action-oriented research in selected areas of concern such as gender, multilingual and intergenerational approaches to literacy and learning, and literacy and life skills for vulnerable youth.

As UNESCO's clearinghouse for lifelong learning with a special focus on adult education and adult literacy, UIL has built a substantial knowledge resource base by identifying, documenting and disseminating information, knowledge and effective practices. This work is supported by UIL's excellent documentation centre and library, publications and online services.

UIL has also contributed to UNESCO's capacity-building mandate. With its strategic objective to develop capacities of Member States in designing integrated policies and programmes, the Institute has provided various forms of technical assistance, mainly to LIFE countries, and within the framework of UNESCO's Capacity Development Programme for EFA (Education for All).

In assuming responsibility for coordination of UNESCO's Literacy Initiative for Empowerment and the follow-up activities of CONFINTEA VI, the Institute has been a catalyst for promoting networking, partnership and North-

South-South cooperation. The global LIFE mid-term evaluation report, which will feed into the final report on the United Nations Literacy Decade (UNLD, 2012), has served to reaffirm UNESCO's global EFA coordination and leadership role.

2011 also saw a change of Director at UIL. Arne Carlsen from Denmark was officially designated as Director, succeeding Adama Ouane from Mali, who was Director from 2000 to 2011. During a transition period of one month, Mr Ouane worked with his successor to refocus efforts aimed at mobilising strong support from donors, the host country, the members of the UIL Board, and UIL's network of partners from around the world. Since June 2011, Arne Carlsen has taken up the challenge to continue making UIL a strong arm of UNESCO's Education Sector.

There is no doubt that the Institute has made an invaluable contribution to UNESCO's achievements as well as to global efforts to advance lifelong learning for all. Building on these successes, I am convinced that UIL is also well positioned to carry on its important mandate in the future.

Qian Tang, Ph.D.
Assistant Director-General for Education
UNESCO

A global resource centre based in Hamburg, Germany for the past sixty years, the UNESCO Institute for Lifelong Learning (UIL) promotes the recognition of and creation of the conditions for the exercise of the right to education and learning. Within this remit, it undertakes research, capacity-building, advocacy and networking activities in lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.

Having assumed the office of Director of UIL from 1 June 2011, I would like first of all to express my sincere appreciation to my predecessor, Adama Ouane, for his dedicated service over 11 years as Director, a role which he carried out to a high level of achievement and recognition. I feel privileged to be entrusted with the task of leading UIL's highly dedicated staff as they continue their key work in the cause of making lifelong learning a reality for all.

It is my strong belief that UIL's work is of the greatest significance in today's world. In 2011 the Institute has made important new strides in fulfilling its mission while adhering to a holistic vision of education and promoting a humanistic concept of lifelong learning. Its achievements during 2011 can be grouped under five main headings, as follows:

Advancing ideas and cultivating perspectives

In this area of its work the Institute has used every opportunity to advocate a lifelong learning perspective in different domains, in response to the specific needs of Member States according to their development agendas and the state of their educational systems. Most notably, in order to reinvigorate the role of lifelong learning in sustainable development, the Institute hosted a Think Tank meeting of internationally renowned thinkers and scholars to reflect on key issues and trends for the future of lifelong learning and their implications for building learning societies. In addition, a High-Level Literacy Research Seminar undertook the important task of clarifying and defining a new research agenda for literacy, as a prerequisite for new efficient and research-based policies to reduce illiteracy. The Institute also made substantial efforts in highlighting the role of adult learning and education in the continuum of lifelong learning.

Establishing principles and developing frameworks

With the approval of the 36th Session of the UNESCO General Conference, the Institute has started to review the Nairobi Recommendation on the Development of Adult Education and to use the *Belém Framework for Action* as the basis for monitoring its implementation. In partnership with the UNESCO Institute for Statistics, the Institute has taken the initiative to coordinate a global monitoring process to

assess and report periodically on progress of adult learning and education. The first regional CONFINTEA VI follow-up meeting was held in 2011 in Mexico. Furthermore, the Institute took the initiative to begin developing the *UNESCO Guidelines on the Recognition, Validation and Accreditation (RVA) of the Learning Outcomes of Non-formal and Informal Learning*, to be published in 2012.

Disseminating information and promoting research

In this domain the Institute expanded its open access database on effective literacy practices to a total of 101 case studies in English and 96 in French. As UNESCO's resource center for literacy, it is continuously updating information on key stakeholders as well as on significant trends and developments. This Litbase has now 4000 individual visitors per month. To assist governments and researchers, an online test version of the *International Directory on Lifelong Learning: Policy and Research* has been developed. As part of UIL's new communication strategy, UIL's website is now updating its news section every week. Through its Documentation Centre and Library and its coordination of the Adult Learning Documentation and Information Network (ALADIN), the Institute has begun to use social media to reach out to new users.

Building and reinforcing capacities and developing tools

Here the diverse needs of Member States and other stakeholders require tailor-made modalities. In implementing the UNESCO Capacity-Building Education For All Programme (CapEFA), the Institute was involved in capacity-building activities in 12 countries. A major capacity-building initiative involving five francophone African countries is entitled *Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA)* (research project on measuring the learning outcomes of adult literacy programmes). For monitoring the *Belém Framework for Action*, a comprehensive Global Monitoring Matrix was developed. As part of its collaboration in UNESCO Headquarters' project, the General Education Quality Diagnosis/Analysis and Monitoring Framework, UIL developed an analytic tool relating to lifelong learners.

Building partnerships and ensuring synergies

My colleagues and I are fully aware that, as an institute with a diverse and complex mission, UIL's work requires multi-partner collaboration. In 2011 UIL actively participated in important bilateral and multilateral events which opened up new links and avenues for potential research collaboration. The Institute strengthened its mutual collaboration with a variety of traditional partners including the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Islamic Educational, Scientific and Cultural

Organization (ISESCO), the International Council of Adult Education (ICAIE) and the Association for the Development of Education in Africa (ADEA), and new possibilities of collaboration were actively explored. For example, a supplementary Agreement of Cooperation was signed between UNESCO (represented by UIL) and the Organisation of Ibero-American States for Education, Science and Culture (OEI). In addition, concrete proposals for closer cooperation between UIL and UNESCO Category I Institutes and Category II Centres have been developed.

We would like to thank UIL's partners and donors who have provided substantial support in 2011: UNESCO Headquarters, in particular the Director-General Irina Bokova, the Assistant Director-General Qian Tang and the Director of the Division of Basic Education to Higher Education Mmantsetsa Marope; the Federal Foreign Office of Germany; the Free and Hanseatic City of Hamburg; the Danish International Development Agency (DANIDA); the European Union; the World Bank; the Foreign Ministry of Norway; the Governments of Canada, China, Finland, France, Mexico 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.

We are deeply grateful to the Governing Board of UIL, chaired by Suzy Halimi from France since 2010, for their guidance and steadfast support. I would also like to thank my very committed and hard-working colleagues at UIL, 35 people from 17 different countries.

In 2012, building on the gains and accomplishments of 2011, the Institute will focus, in the first place, on advocacy, research and capacity development, centred on a sector-wide and holistic concept of lifelong learning, integrated into all learning policies and strategies. Secondly, the Institute will continue to monitor at the global level the follow-up to CONFINTEA VI. Thirdly UIL will pursue research and capacity development for literacy as the foundation of lifelong learning. My colleagues and I look forward to continuing our active contributions in support of Member States in their endeavour to make lifelong learning a reality for all.

Arne Carlsen
Director, UNESCO Institute for Lifelong Learning



ADVANCING IDEAS AND CULTIVATING PERSPECTIVES

The Institute recognises that advocacy in lifelong learning must address the specific needs of Member States according to their development agenda and state of education.

While lifelong learning has gained currency in national and international policy documents, there is still a need to clarify what it means as an organising principle for education and training.

As a 21st century laboratory of ideas, UIL does not work in isolation but in collaboration with key resource persons and institutions all over the world. As a way of thinking collectively, the Institute brought together in Hamburg internationally-renowned thinkers and scholars in a Think Tank to reflect on the key features, status, and prospects of lifelong learning and their implications for research. Members of this select group met in caucus to discuss and analyse the relationship of key skills and core competences, and the role of competency standards/frameworks in promoting lifelong learning systems. They reiterated the need to clarify key concepts of lifelong learning and to muster evidence on how the diverse ways lifelong learning are operationalised and disseminated worldwide. The importance of linking the education sector with other sectors such as the voluntary and the labour market sector was also addressed. The group identified global priorities for research in the advocacy of lifelong learning – among them, the wider benefits of learning at different stages of the life course, the return on investment in lifelong learning, and promoting learning for sustainable development.

One of the challenges of promoting lifelong learning globally is how to make it relevant to needs and priorities in specific regional, national, and local contexts. To highlight the importance of adult and continuing education as a key ingredient of a lifelong learning strategy in the Middle East and North Africa (MENA), the Institute in partnership with UNESCO Amman, organised a workshop involving policy-makers and experts from Egypt, Jordan, Lebanon, Morocco, Palestine, and Tunisia. Fifty participants shared practices on quality assurance mechanisms in adult education and training and identified action points for strengthening the sub-sector as an integral part of the lifelong learning strategy. These include coordinating and giving guidance to the different academic, vocational, and community learning programmes; building effective linkages between formal and non-formal learning systems; promoting public-private partnerships in providing quality learning opportunities; and creating open learning spaces through mass media and ICT.

To facilitate reflection on innovative processes in lifelong learning policy in Europe, the Institute, in collaboration with the Catholic University of Portugal and the MENON Network (European Innovation and Research), co-organised an international seminar on “Accreditation of Prior Learning (APL) as a Lever for Lifelong Learning: Lessons Learnt from the New Opportunities Initiative of Portugal”. Organised in Brussels, the seminar addressed key issues

in APL through a better understanding of how experiential knowledge is constructed, enhanced and measured.

The Institute uses every opportunity to advocate for a lifelong learning perspective in different domains. Within UNESCO, as a member of the Inter-Sectorial Platform Priority Africa, the Institute has participated in drafting the UNESCO Strategy for Priority Africa. This document has integrated the lifelong learning perspective for development in Africa. UIL has also participated in the consultations held by the German Ministry for Economic Cooperation and Development for the preparation of Germany's new education strategy for development cooperation. At the heart of this strategy is a lifelong learning vision.

In Oslo, where an Education for All Forum on women's and girls' education was held, the Institute highlighted the key characteristics of non-formal and alternative forms of learning, within the lifelong learning perspective and their beneficial contribution particularly to girls and women who have missed out on formal education. As part of its advocacy work in Member States and upon the request of the Namibian government, the Institute made a presentation at the Namibia's National Conference on Education, focusing on "The Critical Role of Lifelong Learning in Achieving Educational Goals and Sustainable Development". With more than one thousand participants, this conference was aimed at developing the country's education plan and the Institute's contribution was to clarify the concept and the role of lifelong learning to make it more relevant to the plan.

Participating with keynote speeches in various forums, the Institute was also able to gauge the extent to which countries are putting UNESCO's principles on lifelong learning in practice. For example, a new national strategy for lifelong learning, which was based on UNESCO's contribution to developing the learning society, was launched in a national conference in Malaysia. A Basque Congress, with 600 participants, celebrated the new Basque Law on Lifelong Learning, indicating new and diverse ways of implementing "Learning: The Treasure Within" with the participation of Jacques Delors.

The Institute recognises that advocacy in lifelong learning must address the specific needs of Member States according to their development agenda and state of education. This entails identifying appropriate issues and using them as entry points for bringing up lifelong learning. To promote the concept and practice of building learning cities/regions, UIL actively participated in the 2011 China National Lifelong Learning Activity Week (with its theme "Lifelong Learning for All and Building Learning Cities"), the Conference of the EURO local Storehouse on Building Learning Cities and Regions in Europe (sponsored by the European Commission), the International Education Symposium on "Building Educating Cities for a Sustainable Future" (co-hosted by Changwon City Government, Korean National

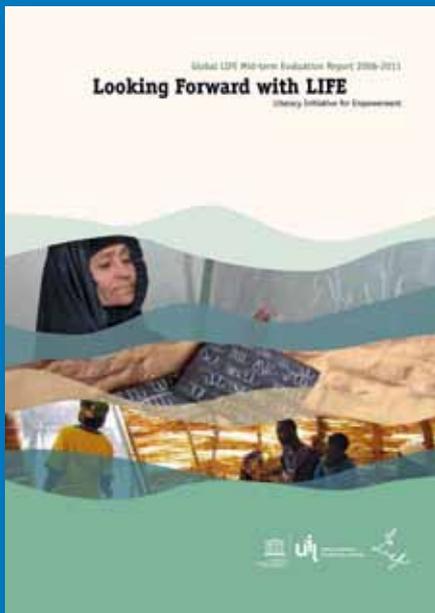
Commission for UNESCO), and the International Association of Educating Cities (IAEC) where the Institute, in particular, has played an active role in facilitating a global network of learning cities/regions.

In different regional meetings, UIL highlighted the role of adult learning and education in the continuum of lifelong learning. At a regional conference on community learning centres (CLCs), organised by the UNESCO Regional Bureau for Education in Bangkok, the Institute reiterated the key recommendation of the *Belém Framework for Action*, to create "multi-purpose community learning spaces and centres" as an important means of promoting greater participation in adult learning. It has participated in discussions with partners in Africa – the Association for the Development of Education in Africa (ADEA), the Conseil Régional pour l'Éducation et l'Alphabétisation en Afrique (CREAA – regional governmental network for education) and the UNESCO Regional Bureau for Education in Dakar – on how to expand the notion of adult education in Africa beyond adult literacy policies and programmes. In the Ibero-American Congress for Lifelong Learning and Technical Education held in Paraguay and upon the invitation of the Organization of Ibero-American States (OEI), the Director of UIL addressed the audience composed of 25 Ministers and Vice Ministers and more than 3,000 teachers and researchers, on the importance of adult education and training, and reiterated the importance of the CONFINTEA VI follow up.

As literacy is the foundation of lifelong learning, the Institute devotes a big share of its energy in promoting the notion of literacy as a continuum in all regions of the world. A High-Level Literacy Research Seminar was constituted as an important step to clarify and define a new research agenda on literacy. The targeted participation of key policymakers from the Arab Region in the seminar provided an excellent opportunity to link the debate on this research agenda with the specific experiences and interests emerging in the context of the "Arab Spring".

To reach a broader audience in the field of lifelong learning policy and research, and as an outcome of the Shanghai International Forum on Lifelong Learning held in 2010, the Institute published *Conceptual evolution and policy developments in lifelong learning*. Twenty-four papers presented in the Forum are collected in the volume, which is divided into five themes:

- 1) conceptual evolution of lifelong learning;
- 2) policy developments in promoting lifelong learning;
- 3) distance education, new learning media and higher education in lifelong learning;
- 4) learning cities and lifelong learning; and
- 5) rural and industrial development and lifelong learning.



ESTABLISHING PRINCIPLES AND DEVELOPING FRAMEWORKS

In the Belém Framework for Action, the Institute is designated as the coordinator, in partnership with the UNESCO Institute for Statistics (UIS), of a global monitoring process to assess and report periodically on the progress of adult learning and education.

The only international normative instrument to promote adult education within Member States is the *Recommendation on the Development of Adult Education*, which was agreed upon in the 1976 UNESCO General Conference in Nairobi. Since then, three International Conferences on Adult Education (CONFINTEA) have been organised by UNESCO. The latest was held in 2009 in Belem, Brazil, where more than one thousand participants endorsed the Belem Framework for Action (BFA): *Harnessing the power and potential of adult learning and education for a viable future* as the latest global policy document.

In the *Belem Framework for Action*, the Institute is designated as the coordinator, in partnership with the UNESCO Institute for Statistics (UIS), of a global monitoring process to assess and report periodically on the progress of adult learning and education.

To fulfill its standard setting function in the area of adult learning and education, the Institute submitted a Report to the UNESCO Executive Board with a proposal to review the Nairobi Recommendation and to use, in the meantime, the BFA as the basis for monitoring the state of adult education. In the 36th Session of the UNESCO General Conference, the resolution containing the review and monitoring proposal was approved. Member States are expected to submit national reports on the status of adult learning and education every three years, the results of which will be collated and analysed in the *Global Report for Adult Learning and Education* (GRALE). A template for this national reporting process was prepared in broad consultation with different stakeholders, presented and discussed at the GRALE Editorial Board Meeting, and sent to all Member States for completion until end of February 2012.

Still part of the follow-up of the *Bélem Framework for Action* is the Institute's elaboration of the Draft *UNESCO Guidelines on the recognition, validation and accreditation (RVA) of non-formal and informal learning*. The draft, which was based on a desk analysis of the responses to a questionnaire from 50 countries, as well as case studies of best practice collected through previous UIL research, was presented to an expert meeting in October. After consultations within UNESCO, the guidelines will be finalised and sent to Member States who are in different stages of RVA. The consultations and responses to the questionnaire have underlined the importance of further information gathering and exchange of different approaches in RVA and its linkages to National Qualifications Frameworks. The Institute will build on its existing work on RVA and provide the platform for the exchange of good practice and capacity-building in this area.

An important aspect of standard setting at the global level is to make sure that the norms are relevant and respon-

sive to needs and priorities at the national and regional levels. Upon invitation of the Government of Mexico, the first regional CONFINTEA VI follow-up meeting was held in May in Mexico City. Organised in close cooperation with the UNESCO Regional Office for Education in Latin America and the Caribbean, it provided a venue for policymakers and other stakeholders to assess challenges in implementing the CONFINTEA agenda. The meeting revealed that many countries do not have good examples of substantial actions in adult education or follow-up activities to CONFINTEA VI, and in fact, are in need of tools and technical and financial support to advance further. Part of the meeting was devoted to the discussion of the BFA's Global Monitoring Matrix and resulted in the elaboration of a Regional Monitoring and Implementation Matrix for the BFA containing 55 action points, for follow-up by different stakeholders.

The Institute does not only develop standards for Member States but also endeavours to improve its work through regular review and evaluation of its activities. In the last three years, the Institute was given the task of coordinating the Literacy Initiative for Empowerment (or LIFE) which covered 35 countries from all over the world facing major literacy challenges. This is UNESCO's contribution to the United Nations Literacy Decade as it aims to build national and international partnerships to improve conditions under which literacy programmes are being implemented.

After five years of implementation, the Institute undertook a LIFE mid-term evaluation review. The process involved consultations through regional workshops (in Africa, Asia-Pacific, and the Arab States) based on national evaluation of LIFE framework and country evaluations in Brazil and Haiti. The results of the mid-term evaluation will be used by UNESCO and LIFE countries to fine tune the LIFE strategy for the remaining five years and to maintain the momentum for literacy advocacy.

As part of UIL's new Communication Strategy, the Institute's website is updated twice a week with news relevant to the international lifelong learning community. The number of visitors has increased considerably. Four issues of *NEXUS* – The Institute's electronic Newsletter – (now available in three UN official languages – English, French and Spanish) which contains more details about the Institute's activities were produced and disseminated as planned.

The Institute is also using social media to reach out to more users. UIL has been on Facebook, Twitter and YouTube since May, while ALADIN started its own Facebook entry in February. The Documentation Centre and Library has started a DocBlog in August. To be visible to a much greater audience, the UIL Documentation Centre and Library's 30,000 online catalogue entries were transferred with effect as of August to UNESDOC, UNESCO's online catalogue. Users can now either search only for UIL holdings in UNESDOC or widen their search to all UNESCO library holdings.

The second key element of UIL's clearinghouse function is to promote research that will help improve policies and programmes. In this regard, the Institute's network of government ministries, research institutions, and civil society organisations facilitates knowledge creation, dissemination, and utilisation.

A High-Level Literacy Research Seminar attended by 24 policymakers, researchers, and civil society representatives from 16 countries identified critical issues, research trends, future areas for research, and global priorities for the post-2015 agenda. A research agenda for literacy was developed, on the basis of which the Institute will prioritise key areas of research for implementation.

As a contribution to the ADEA Triennale in 2012, UIL prepared two studies: one comparative study on key issues and policy considerations to promote lifelong learning in Ethiopia, Kenya, Namibia, Rwanda and Tanzania and another covering six African countries and their experiences of RVA and NQFs. Twenty country studies have been prepared as part of the Institute's collaboration with the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Fund (ETF) to produce an International Inventory on National Qualifications Frameworks and recognition practice.

In partnership with the Canadian International Development Agency (CIDA), the Institute produced a research report on literacy and basic life skills for vulnerable youth. This is in line with UNESCO's and the African Union's priority programmes on youth empowerment. In the context of the "Arab Spring", the youth issue has also become of utmost importance. The results of the research

were shared in two policy forums on Vulnerable Youth and Basic Life Skills held in Bamako, Mali, and Cairo, Egypt (organised in collaboration with CIDA, UNESCO Bamako and Cairo Offices and Danish-Egyptian Democratic Initiatives). In addition, the research will be used by CIDA in its new strategic policy area and will provide the Institute with evidence of effective practice in literacy and basic life skills for vulnerable youth, which can be used in advocacy and capacity-development activities.

In the area of literacy, the generation and dissemination of evidence on effective education policy and practice in multilingual and multicultural contexts continue to be an important UIL research area to improve policy and programme quality in all regions. The Institute also contributed to a research and publication project "*Ensuring early acquisition of literacy: study on parental support*" produced for the European Commission. UIL was a research partner in the project coordinated by the National Research and Development Centre for adult literacy and numeracy (NRDC) in the United Kingdom of Great Britain and Northern Ireland.

Following a recommendation from the Institute's Governing Board in April, a UIL Cross-Cluster Task Force on the professional development of adult educators was set up. The literature review undertaken by the Task Force revealed a dearth of substantive empirical material and a striking imbalance with regard to geographical origin of existing material. As a result of this review, three lines of action to be pursued by UIL have been identified:

- 1) to collect available data and good practice;
- 2) to develop a professional profile of adult educators; and
- 3) to provide inputs to strengthen the profile of out-of-school educators as part of UNESCO's overall strategy on the professional development of teachers.

To guide the conceptualisation of the next *Global Report on Adult Learning and Education*, the GRALE Editorial Board was constituted for its first meeting at UIL in July, including the representatives of China, Ecuador, South Africa, the United Kingdom of Great Britain and Northern Ireland, the United States of America and UIS. Aside from agreement on the overall framework and outline for GRALE as well as on its overall theme "adult literacy", the meeting generated a range of potential topics for background research papers to be commissioned. These topics included: broadening the definition of literacy as a continuum within the context of lifelong learning; mapping and analysis of existing policies and programmes on the creation of literate environments; the work conditions and requirements of adult educators; as well as the financing, costs, and wider benefits of adult learning and education.



REINFORCING CAPACITIES AND DEVELOPING TOOLS

While the need for capacity-building in policy development and programme implementation of adult literacy and adult education has been articulated, it remains the most challenging undertaking for the Institute as it demands sustained supply of expertise in areas which are often at the bottom of priorities of governments.

Responding to the diverse needs of Member States and other stakeholders requires tailor-made modalities for developing capacities. At the Institute, there are two modalities: providing technical assistance in situ in the countries and bringing together stakeholders from different countries for a specific capacity-building goal.

One effective way is to offer direct technical assistance in countries where face-to-face interaction allows for immediate feedback. Within UNESCO, one crucial mechanism is the CapEFA (Capacity-building for Education for All) Programme, which brings together the appropriate UNESCO offices to respond collectively to a specific country's needs. Through the ONE UNESCO family approach, UIL was involved in 12 countries (Bangladesh, Cambodia, Chad, Democratic Republic of the Congo, Mauritania, Mozambique, Nepal, Pakistan, Papua New Guinea, Rwanda, Togo and Yemen). UIL support resulted in improved policies, plans, and strategies; better understanding of the literacy situation; strengthened capacities of planners; and enhanced monitoring abilities.

In Mauritania's CapEFA literacy project, UIL produced a review of international experience and good practice in family literacy, which has been translated by the UNESCO Rabat Office into Arabic to be used for capacity

development in both the Mauritanian pilot project and in the Arab Region. In the same area, the Institute worked with the Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL) which launched a pilot family learning project in Mexico in May.

In response to a request from UNESCO Hanoi, the Institute provided technical support to a mapping exercise on priority-setting and the roles and responsibilities of different sectors in implementing the new National Strategy for Building a Learning Society in Viet Nam. In addition to facilitating two workshops, UIL also contributed to the development of a handbook on building a learning society for community learning centre personnel.

UIL provides technical assistance not only to Member States but also to other agencies. This includes the support given to the Literacy Assessment and Monitoring Programme (LAMP) of the Office of the United Nations High Commissioner on Human Rights (UNHCR) as a member of the Steering Committee. This programme was scheduled for piloting with refugee populations in two African countries over two years (2011-2013).

A major UIL capacity-building activity is the research project on measuring the learning outcomes of adult literacy pro-

grammes (RAMAA) involving five countries (Burkina Faso, Mali, Morocco, Niger, and Senegal). Two technical workshops resulted in the development of research tools for

- 1) a literature review and
- 2) a reference framework for literacy skills.

For the next step – the development of instruments for measuring learning outcomes of literacy programmes – additional expertise will be brought into the project team from UIS and the Organization for Co-operation and Economic Development (OECD).

While the need for capacity-building in policy development and programme implementation of adult literacy and adult education has been articulated, it remains the most challenging undertaking for the Institute as it demands sustained supply of expertise in areas which are often in the bottom of priorities of governments. One principle to be applied in this regard is to refocus attention on selected countries, instead of aiming at a large number of countries. The UIL fellowship programme exemplifies this principle. Six senior specialists from Ministries and national research institutes for adult education or adult literacy from Africa and Asia (Burkina Faso, China, Côte d'Ivoire, Ghana, Mongolia and Viet Nam) took part in the first CONFINTEA VI fellowship programme at the Institute in November/December, to reflect on problems and issues and devise strategies for the implementation of the *Belém Framework for Action* in their countries. The fellows prepared a draft proposal for a national policy framework and strategy to implement the *Belém Framework for Action* in their countries.

Through its internship programme, UIL provides opportunities for young people to experience work at the Institute. In 2011, thirteen interns from 11 countries (Brazil, China, Germany, Ghana, India, Islamic Republic of Iran, Italy, Kenya, Nigeria, Serbia and the United Kingdom of Great Britain and Northern Ireland) were trained in the different programme clusters.

In June, UIL hosted four authors of the two francophone book series APAL (African Perspectives on Adult Learning). In one week of intensive bibliographic research, the authors were able to revise their manuscripts. The two books are intended for students in adult education programmes in universities in Francophone Africa.

As the Institute cannot always be physically present to deliver its services to Member States, it has developed a variety of tools that could be used by different stakeholders. For example, on the basis of the online and face-to-face consultations with Member States and stakeholders, the two main tools previously produced by UIL in cooperation with UIS to track the implementation of the *Belém Framework for Action* have been further consolidated and made publicly available. The Overall Monitoring Strategy

outlines the principles and elements of a comprehensive monitoring approach, while the Global Monitoring Matrix helps operationalise the key recommendations and objectives of the *Belém Framework for Action*.

To enhance the national technical capacity of Member States to analyse/diagnose, improve and monitor the quality of their general education systems, the UNESCO's Basic to Higher Education and Learning Division (ED/BHL), in cooperation with other units, has developed the General Education Quality Diagnosis/Analysis and Monitoring Framework. UIL has been in charge of developing the toolkit on lifelong learners, which covers the key characteristics of lifelong learners, systematic approaches to building lifelong learning systems, essential changes to transform current education systems from the perspective of lifelong learners, the characteristics of a supportive learning environment, and policies to be adopted in favour of lifelong learners.

The LIFE Resource Pack has been used as a tool for advocacy and training. *LIFELINE*, an interactive online discussion and content platform, has been used for effective exchange by more than 250 LIFE focal points and key stakeholders.

The 2012 ALADIN Directory of Members was published in December 2011. After removing inactive members and adding new members there are now 96 ALADIN members from 49 countries in all regions of the world. A joint effort of ALADIN members in the region, an annotated bibliography with direct links to many full-text materials on adult learning and literacy in the Latin America and the Caribbean Region (2000-2011) in Spanish was published in May 2011.

In terms of publications, the following titles were printed:

- 1) *Management of adult education organisations in Africa*, part of the Anglophone APAL series;
- 2) *Conceptual evolution and policy developments in lifelong learning*;
- 3) *Why and how Africa should invest in African languages and multilingual education* (in Spanish and Swahili);
- 4) *L'alphabétisation, ça compte. Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique* (English version available only electronically); and
- 5) *Optimising learning, education and publishing in Africa: the language factor* (in English and French).

Also published were the following issues of the *International Review of Education* (IRE): a general double edition, a special double edition on CONFINTEA VI, and a double edition based on the XIV World Congress of Comparative Education Societies. A double edition on education in multilingual societies was published online in 2011, and the print version was eventually published in early 2012.



BUILDING PARTNERSHIPS AND ENSURING SYNERGIES

Increasing national, regional and international cooperation is an important aim of the Institute, as the magnitude and complexity of its mission requires multi-partner collaboration.

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In the context of China's commitment to strengthen collaboration with UNESCO and other international organisations, the Institute accepted an invitation from Shanghai Normal University's Center for International and Comparative Education to take part in a Symposium on Contributions of Inter-Governmental Organisations to World Education Development. The event was a venue for international organisations to introduce themselves and to present new trends in their contribution to educational development. UIL participated in workshops in Budapest, Brussels and Bosnia and Herzegovina on qualifications frameworks and TVET, which opened up new links and possible research collaboration.

Partnerships and networking for literacy have been used by UIL to put forward the literacy-related recommendations of the *Belém Framework for Action* in Europe through various events and network activities. In the context of International Literacy Day (8 September) UIL gave a keynote speech at the International Conference on "Women's Literacy for Inclusive and Sustainable Development", organised by the Indian Government in New Delhi. The Institute's annual participation at the Frankfurt Book Fair in support of the LitCAM event reinforced our relationship with our German partners.

Immediately following the Regional CONFINTEA Follow-Up Meeting and also upon invitation of the Government of Mexico, the second meeting of the CONFINTEA Advisory Group took place. By participating in the regional meeting, the members of the Advisory Group gained a first-hand assessment of the constraints and possibilities attendant to the regional CONFINTEA follow-up process. This is also one way of ensuring synergies among different stakeholders.

A supplementary Agreement of Cooperation between UNESCO (represented by UIL) and the Organisation of Ibero-American States for Education, Science and Culture (OEI) was signed in September. This provides a framework for collaboration in youth and adult education and lifelong learning, especially in strengthening capacity to establish lifelong learning systems in the region.

Working with civil society organisations like the International Council of Adult Education (ICAE) and participating in major activities like the 8th World Assembly of ICAE in June 2011 are important components of UIL's partnership strategy. Our cooperation with *dvv international* has facilitated our activities in Africa, Asia and Europe while collaboration with regional organisations like ASPBAE (Asia

South Pacific Association for Basic and Adult Education) and PAMOJA (Africa Network of REFLECT Literacy Practitioners) assured our links with appropriate national and local organisations.

Within the UNESCO's family, there have been many opportunities for building synergies. Concrete proposals for closer cooperation between UIL and other UNESCO Institutes and Centres have been developed. For example, the Institute and the UNESCO Regional Bureau for Education in Africa are joining forces to develop for African countries a measurement system for the monitoring and evaluation of non-formal education through the RAMAA Project. UIL is also working closely with UNESCO's Africa Department in its project on multilingual education.



GLOBAL ACTIVITIES

Advancing ideas and cultivating perspectives

- International Think Tank Meeting on Lifelong Learning
- High-Level Literacy Research Seminar

Establishing principles and developing frameworks

- Editorial Board Meeting on the *Global Report for Adult Learning and Education* (GRALE)
- Drafting *UNESCO Guidelines on the Recognition, Validation and Accreditation of Non-formal and Informal Learning*
- Mid-term evaluation of Literacy Initiative for Empowerment (LIFE)
- Proposal on monitoring the UNESCO Recommendation on the Development of Adult Education

Disseminating knowledge and promoting research

- Effective Literacy Practices Online Database – 100 cases
- International Directory on Lifelong Learning: Policy and Research – 200 institutions
- ALADIN (Adult Learning Documentation and Information Network) – 100 members
- ‘Conceptual evolution and policy developments in lifelong learning’ - publication
- *International Review of Education’s* special issue on “quality multilingual and multicultural education for lifelong learning”

Reinforcing capacities and developing tools

- Overall Monitoring Strategy and Global Monitoring Matrix on the implementation of the *Belém Framework for Action*

Building partnerships and ensuring synergies

- Second meeting of the CONFINTEA Advisory Group
- Participation in the 8th World Assembly of the International Council of Adult Education

LATIN AMERICA

Establishing principles and developing frameworks

- Regional Monitoring and Implementation Matrix for the *Belém Framework for Action*

Disseminating knowledge and promoting research

- Mid-term review of LIFE implementation in Brazil and Haiti

Reinforcing capacities and developing tools

- A bibliography on Adult Learning and Literacy in Latin America and the Caribbean (2000 – 2011) in Spanish
- Technical assistance to Mexico

Building partnerships and ensuring synergies

- Cooperation Agreement between UNESCO/UII and the Organization of Ibero-American States for Education, Science and Culture
- Cooperation Agreement of between UII and CREFAL (Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe)

EUROPE

Advancing ideas and cultivating perspectives

- Promoting non-formal and alternative forms of learning in the Education for All Forum on Women's and Girls' Education in Oslo
- Integration of lifelong learning vision within Germany's new development cooperation strategy for education

Disseminating knowledge and promoting research

- Research on Global Inventory on NQFs with the European Centre for the Development of Vocational Training
- Contribution in EU research project on ensuring early acquisition of literacy: study on parental support

Reinforcing capacities and developing tools

- Participation in the European Basic Skills Network
- Advice on the CONFINTEA follow-up progress reporting in South-East European countries

Building partnerships and ensuring synergies

- Partnership with the EU Observatory Project on recognition, validation and accreditation
- Partnership with the Austrian Development Cooperation on the informal sector and skills development
- Synergies with the European Training Foundation on National Qualification Frameworks for lifelong learning in the Eastern and South-Eastern Europe
- Partnership with UNICEF (Geneva) on adolescent and youth perspectives on education quality for Central and Eastern Europe and the Commonwealth States
- Partner in the EUR-Alpha Network under the Grundtvig Lifelong Learning Programme

ASIA

Advancing ideas and cultivating perspectives

- Promoting the concept and practice of building learning cities/regions in the 2011 China National Lifelong Learning Activity Week

Reinforcing capacities and developing tools

- CONFINTEA VI Fellowship Programme (China, Mongolia and Viet Nam)
- Technical assistance to Afghanistan, Bangladesh, Cambodia, India, Nepal, Pakistan, Papua New Guinea and Viet Nam

Building partnerships and ensuring synergies

- Participation in APPEAL Research and Training Consortium

ARAB STATES

Advancing ideas and cultivating perspectives

- Workshop on lifelong learning strategies and developing competence in Amman, Jordan (6 countries)

Establishing principles and developing frameworks

- Consultation meeting on literacy, basic education and adult education in Sharjah, UAE (15 countries)

Disseminating knowledge and promoting research

- Policy Forum on Literacy and Life Skills Education for Vulnerable Youth in Arab States (8 countries)

Reinforcing capacities and developing tools

- Technical assistance to Egypt, Mauritania and Yemen

Building partnerships and ensuring synergies

- Participation in the regional consultation meeting on the Literacy Enhancement for the Arab Region (LEAP)

AFRICA

Advancing ideas and cultivating perspectives

- Integration of lifelong learning perspective in the UNESCO Strategy for Priority Africa
- Promoting lifelong learning in Namibia's new education plan

Disseminating knowledge and promoting research

- Policy forum on literacy and basic life skills for vulnerable youth in West African countries
- "Optimising Learning, Education and Publishing in Africa: The Language Factor" – publication
- Two comparative studies on lifelong learning strategies and on recognition, validation and accreditation (RVA) of non-formal and informal learning for the ADEA Triennale 2012
- Commissioning a study on education for nomadic pastoral youth for the ADEA Triennale 2012

Reinforcing capacities and developing tools

- Research project on measuring the learning outcomes of adult literacy programmes (RAMAA) – Burkina Faso, Mali, Morocco, Niger and Senegal
- CONFINTEA VI Fellowship Programme (Burkina Faso, Côte d'Ivoire and Ghana)
- Technical assistance to Chad, Democratic Republic of the Congo, Mozambique, Nigeria, Rwanda, South Sudan and Togo

Building partnerships and ensuring synergies

- Partnership with the South African Qualifications Authority (SAQA)



UIL STAFF 2011 | 2012

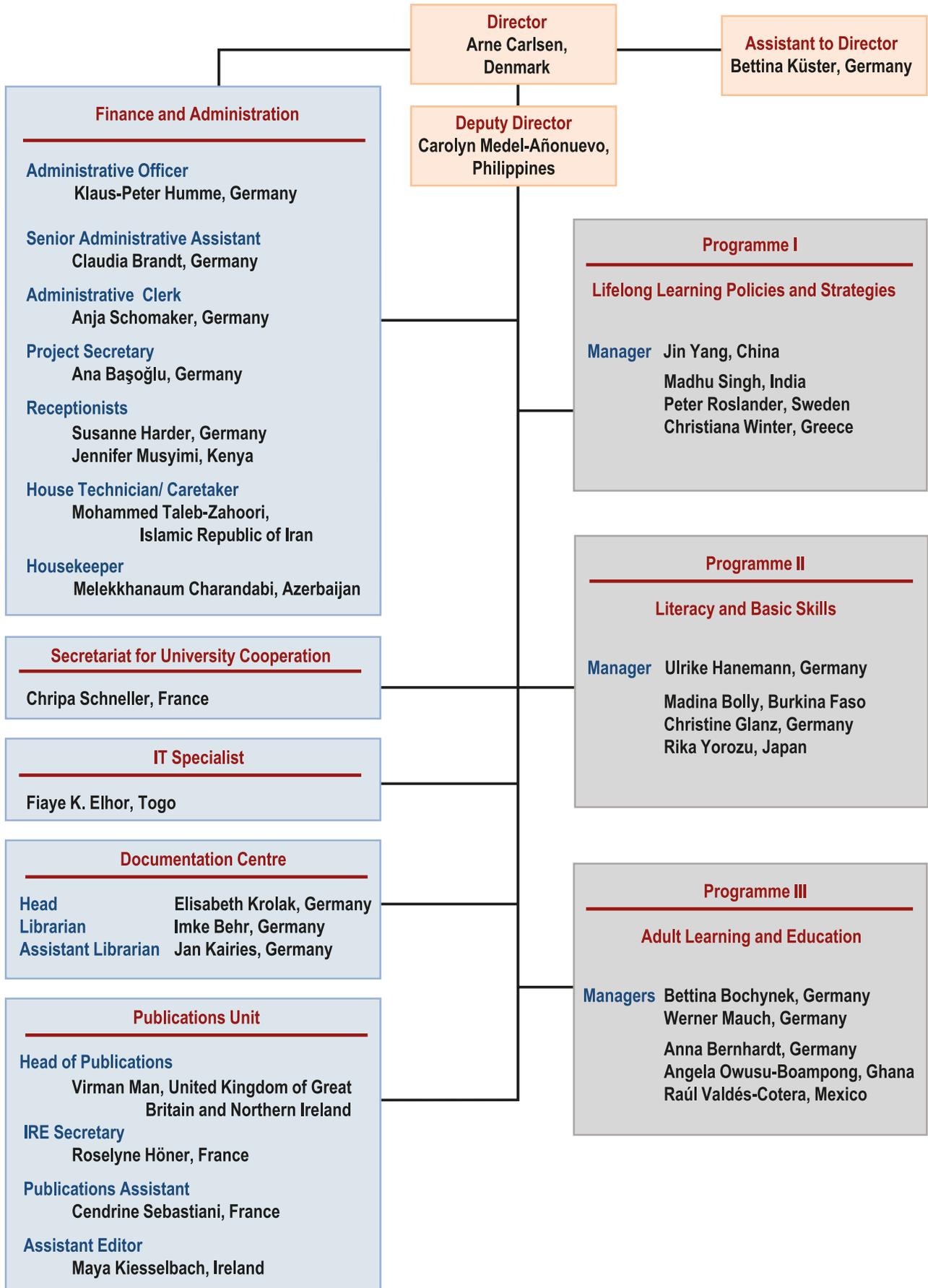
Front row: Rika Yorozu, Klaus-Peter Humme, Anna Bernhardt, Melekkhanaum Charandabi, Lisa Krolak, Christine Glanz.

Middle rows: Arne Carlsen, Director UIL; Jan Kairies, Madhu Singh, Bettina Küster, Roselyne Höner, Carolyn Medel-Anonuevo, Deputy-Director UIL; Madina Bolly, Mohammed Taleb-Zahoori, Ulrike Hanemann, Cendrine Sebastiani, Maya Kiesselbach, Werner Mauch.

Back row: Bettina Bochynek, Angela Owusu-Boampong, Raúl Valdés-Cotera, Fiaye K. Elhor, Susanne Harder, Peter Roslander, Anja Schomaker, Ana Başoğlu.

The following colleagues were not present:

Imke Behr, Claudia Brandt, Jennifer Musyimi, Christiana Winter, Jin Yang.

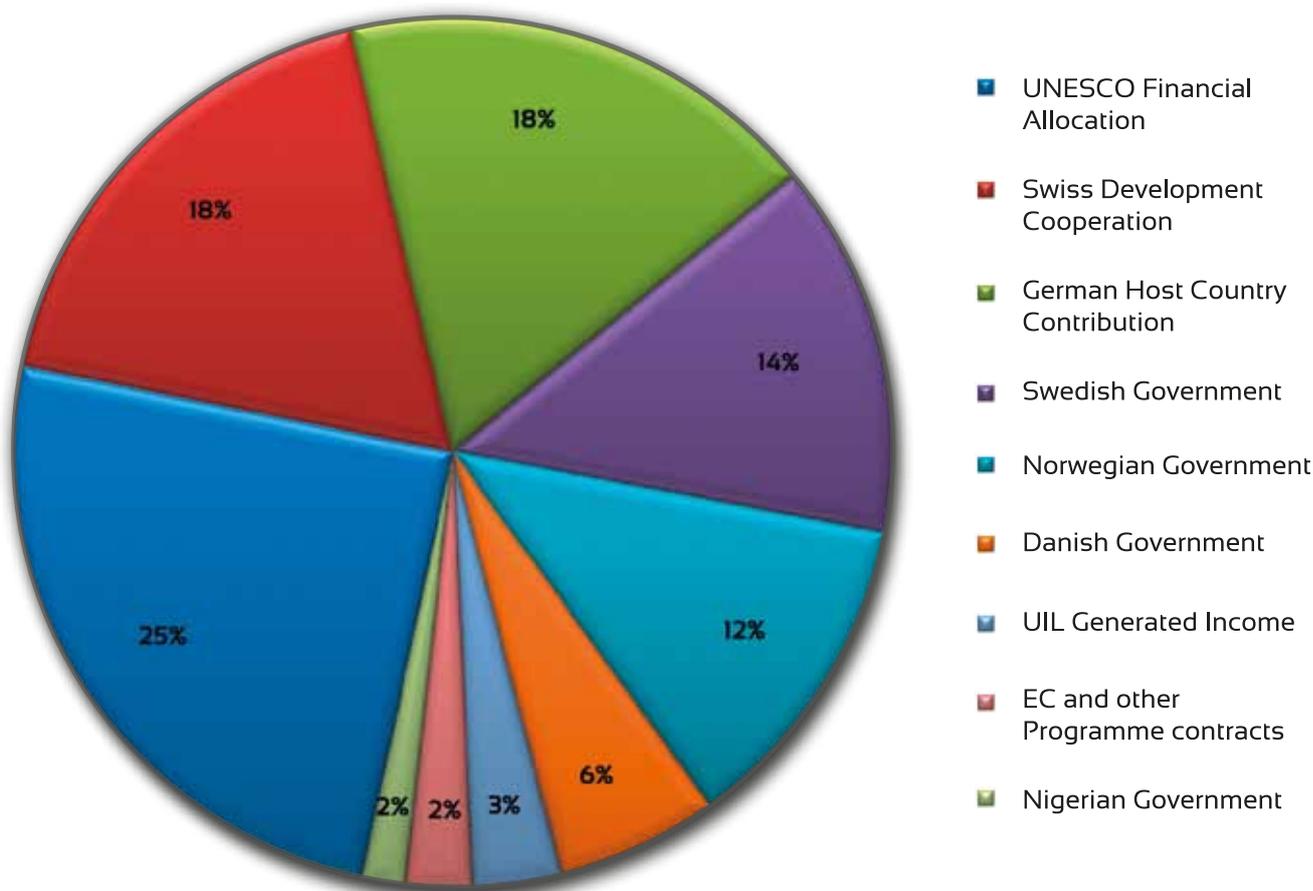


UIL BUDGET 2011

1. INCOME (US\$)	
UNESCO	
Financial Allocation	1,000,000
VOLUNTARY CONTRIBUTIONS	
Programmes	2,644,000
Host Country Premises	251,000
OTHER INCOME	
	132,000
TOTAL	4,027,000
Reserves Programme Funds	1,496,000
UNESCO Extra-budgetary Programmes*	527,000
GRAND TOTAL FUNDS	6,050,000

2. EXPENDITURES (US\$)	
Governing Board and Standing Committee	89,000
Direct Programme Costs	2,992,000
Institutional Development	421,000
Host Country Premises	251,000
General Administration	274,000
TOTAL	4,027,000
Reserves Programme Funds	1,496,000
UNESCO Extra-budgetary Programmes*	527,000
GRAND TOTAL FUNDS	6,050,000

* UNESCO funds administered by UIL



INCOME 2011 IN US\$: UNESCO Financial Allocation: 1,000,000 · Swiss Development Cooperation: 729,000 · German Host Country Contribution: 718,000 · Swedish Government: 559,000 · Norwegian Government: 487,000 · Danish Government: 240,000 · UIL Generated Income: 132,000 · EC and other Programme contracts: 97,000 · Nigerian Government: 65,000 · **TOTAL: 4,027,000**



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning