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## Action Research to Improve Youth and Adult Literacy

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Forthcoming publication: Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World

A new guidebook entitled Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World will be jointly published by the UNESCO Institute for Lifelong Learning (UIL) and the UNESCO Offices in Abuja and Dakar. It shall serve as a reference and guide for practitioners and researchers working in the field of youth and adult literacy. The book offers various insights into how collaborative and participatory action research can be used to develop high-quality literacy programmes in a multilingual environment. The authors also propose a new frame of reference for youth and adult literacy programmes in a multilingual context. It highlights five guiding principles: inclusion, lifelong learning, literacy

from a multilingual and multicultural perspective as part of the human right to education, a multilingual ethos, and sustainability.

### Testing the guidebook

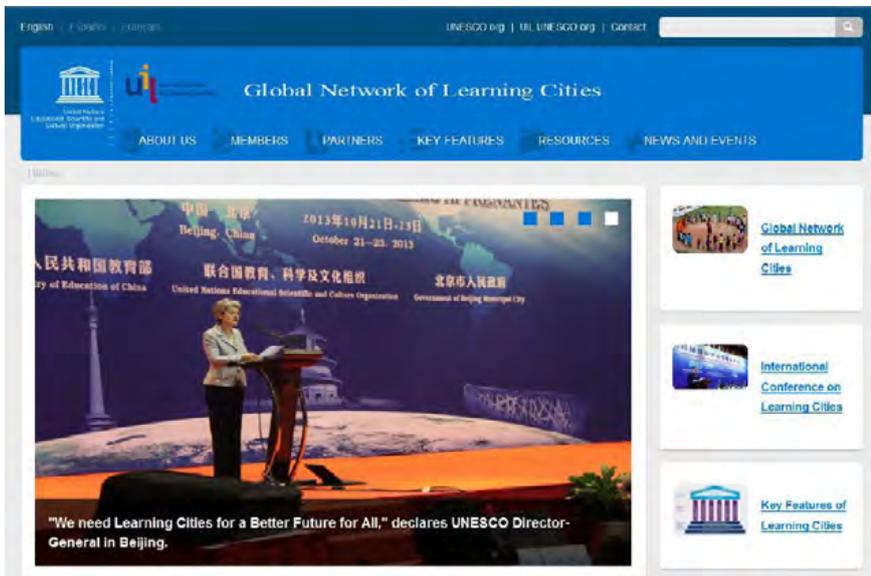
This book has been developed by applying the principles of action research. Before it is published in late 2014, it will be field-tested in six Nigerian districts in the context of the Nigerian national “Revitalising adult and youth literacy” (RAYL) project. In order to prepare the testing phase, a workshop will be held from 16 to 18 April 2014 in Abuja, Nigeria, organised by the UNESCO Regional Office in Abuja, UIL and the UNESCO Office in Dakar. The first version of the guidebook will be published in English.

For further information please contact Dr. Christine Glanz at UIL (c.glanz@unesco.org).

UIL Nexus is the electronic newsletter of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany. UIL Nexus appears quarterly and contains concise, up-to-date news items about UIL’s work. To receive the newsletter on a regular basis please subscribe to it at <http://uil.unesco.org>



# Learning Cities: Developments since the International Conference



During the FIRST International Conference on Learning Cities, which took place from 21 to 23 October 2013, in Beijing China, delegates presented concrete proposals on how to build learning cities and communities that nurture active citizenship, promote economic and cultural prosperity and lay the foundation for sustainable development. The Conference was hailed as a ‘milestone’ that goes “to the heart of UNESCO’s work in lifelong learning” by UNESCO Director-General Irina Bokova.

The event culminated in the adoption of the Beijing Declaration on Learning Cities and the Key Features of Learning Cities, two documents that together provide a road map for the building of learning cities. Furthermore, it generated momentum to accelerate the practice of lifelong learning in the world’s communities through the establishment of a Global Network of Learning Cities.

## Developments since the Conference

As a first step in establishing a platform for cooperation between cities, UIL has launched the Learning Cities Website. Currently in beta version, this will

provide an online platform connecting all stakeholders involved in promoting lifelong learning and building learning cities in the international community.

During the first quarter of 2014 the Report on the International Conference on Learning Cities was also published. This document serves as a point of reference in ongoing efforts to build learning cities and promote lifelong learning.

## Hai Duong – Viet Nam’s Learning City

One of the cities that have moved forward towards becoming a Learning City is Hai Duong, Viet Nam. In recognition of the city’s learning heritage,

Hai Duong City was nominated as the first pilot city for the project of Building Learning Cities in Viet Nam by the National Ministry of Education and Training.

Following this initiative, UIL, as coordinator of the Global Network of Learning Cities (GNLC), was invited to provide technical support and advice for developing a plan, in cooperation with the Ministry and UNESCO Ha Noi Office. Local authorities in Hai Duong have already expressed their intention to use the Key Features of Learning Cities as a guideline for developing and implementing the plan.



## Ybycui, Paraguay's first Learning City

Governmental authorities in Paraguay decided to support the city of Ybycui in becoming a learning city. Ms. María del Carmen Díaz (Municipal Intendant of Ybycui) has undertaken important efforts to establish the Learning City



Project entitled “Ybycui learns and develops”. The concrete aim of the project is to build a city that is committed to its development and to lifelong learning, including the participation of the whole community. The Global Network of Learning Cities (GNLC) will continue to support Ybycui in improving its learning facilities and using its resources more effectively in every sector.

## Editorial

While both closely following and playing an active part in the debate on the post-2015 global sustainable development agenda, UIL has prioritised its contributions in the field of action research, expanding its Global Network of Learning Cities, and the recognition of non-formal learning outcomes in national qualifications frameworks.

UIL is developing a new publication entitled *Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World* to offer different visions on action research and literacy programmes in a multilingual environment. Before its publication at the end of 2014, it will be field-tested by teams in six Nigerian districts.

Following the first International Conference of Learning Cities, UIL is coordinating efforts to establish the Global Network of Learning Cities (GNLC). These include the launch of a website, as well as supporting cities in taking concrete steps towards becoming learning cities.

## Global Inventory on National Qualifications Frameworks (NQFs)

The UNESCO Institute for Lifelong Learning (UIL) contributes to the Global Inventory on National Qualifications Frameworks, which is prepared by two EU agencies – the European Training Foundation (ETF) and the Centre for the Development of Vocational Training (Cedefop) – and two UNESCO units, the Section for TVET at UNESCO headquarters, and UIL.

The Inventory was developed at the request of the Asia-Europe Meeting (ASEM) of Ministers for Education as a contribution to the Fourth ASEM Ministers' Meeting (ASEMME4) on “Strategising ASEM Education Collaboration” which was held in Kuala Lumpur on 12 to 14 May 2013.

UIL has initially contributed to the Global Inventory with the following nineteen country case studies:

Afghanistan	Australia
Bangladesh	Bhutan Hong Kong
Cambodia	SAR
India	Indonesia
Maldives	Malaysia

New Zealand	Nepal Pakistan
Philippines	Republic of Korea
Singapore	Sri Lanka
Thailand	Viet Nam

An additional fifteen country case studies are currently being prepared. The country case studies were prepared using secondary literature and data retrieved from government and donor websites. UIL identified institutions and experts in the selected countries that were asked to review, update and validate the information prepared by UIL. The analysis of the country information was based on a common structure agreed by UIL, UNESCO-TVET, ETF and Cedefop.

These case studies show that national qualification frameworks have been developed and implemented or are in the process of being developed in a large number of countries, in response to the growing need to recognize, validate and accredit all learning achieved through formal, non-formal and informal learning.



In response to the growing need to recognise all qualifications achieved through formal, non-formal and informal learning, UIL contributes to the Global Inventory on National Qualifications Frameworks (NQFs) which has been prepared by two EU agencies and two UNESCO units. The inventory is a compilation of country cases from all over the world.

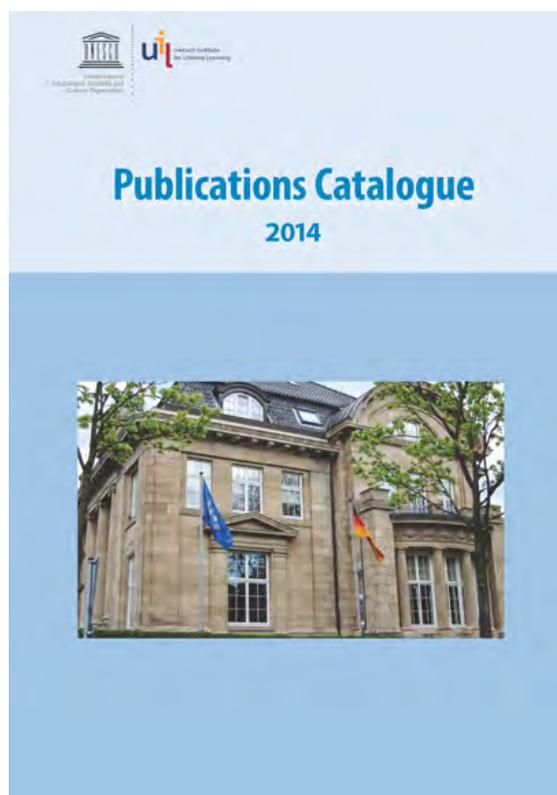
Arne Carlsen, Director UIL

# UIL Online Resources

## Publications Catalogue 2014

UIL's new publications catalogue features new and forthcoming publications as well as key older publications dating back to the foundation of the Institute in 1952. Each publication featured in the catalogue is accompanied by a link that allows the reader to download the PDF document directly from UNESCO's public-access database (UNESDOC). In this way, the catalogue acts both as an information resource and a direct portal to UIL's publications.

[Download the Publications Catalogue \(PDF, 1.8 MB\)](#)



## Lifelong Learning Policies and Strategies

The UIL Library has compiled 102 lifelong learning policy and strategy documents from Member States and international organisations. The documents are subdivided into international, regional and national documents and all are available in full-text here.

This global mapping is the first step towards setting up a comprehensive and analytical knowledge platform for lifelong learning policy and strategy documents. In order to expand the collection, UIL encourages the contribution of additional documents, particularly from countries that are not yet covered.

[Download the collection of documents \(PDF, 850 kb\)](#)

## Lifelong Learning Policies and Strategies

Collection of policy documents  
Compiled by the UIL Documentation Centre and Library



This collection comprises lifelong learning policy and strategy documents (in full text) from UNESCO Member States and international organizations.

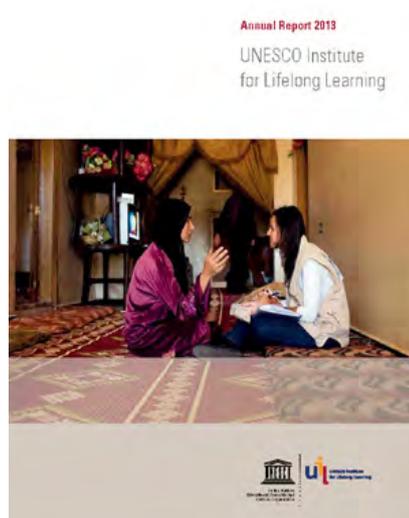
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- [Lifelong Learning Policies and Strategies from Europe and North America](#)
- [Lifelong Learning Policies and Strategies from Latin America and the Caribbean](#)



# New Publications

## Annual Report 2013



The Annual Report provides an overview of UIL's key activities in 2013 and highlights outcomes and expected results in Member States. Its new design provides a more accessible and visually attractive information source about the Institute and its work.

[Download the full report in English](#) (French forthcoming)

## 2<sup>nd</sup> Global Report on Adult Learning and Education also available in French and Spanish

Drawing on data gathered from 141 countries, the second Global Report on Adult Learning and Education reviews progress in implementing the Belém Framework for Action, the set of recommendations made by governments at the Sixth International Conference on Adult Education (CONFINTEA VI) in Belém in December 2009. It adopts a global perspective, describing the commonalities and differences of Member States as they work to improve their adult education sectors.

Download in [French](#) or [Spanish](#)

## UIL Policy Brief 4 Community Matters: Fulfilling Learning Potentials for Young Men and Women



UIL Policy Brief 4  
Community Matters:  
Fulfilling Learning  
Potentials for Young  
Men and Women



The fourth in UIL's series of policy briefs looks at the involvement of youth in multipurpose community learning spaces and centres and supports their full participation in learning and community development activities. It is based on discussions from the International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres held on 20–22 August 2013 in Jakarta, Indonesia and describes features of community learning centres across world regions. Furthermore, it illustrates how community learning centres from Bangladesh, Indonesia, Japan, Mongolia, Thailand, and the United Kingdom engage young men and women in the planning and implementation processes.

Download the full text in [English](#)

## UIL Policy Brief 3 Gender equality matters: Empowering women through literacy programmes



UIL Policy Brief 3  
Gender equality  
matters: Empowering  
women through  
literacy programmes



The third in UIL's current series of policy briefs, titled Gender equality matters: Empowering women through literacy programmes, offers research-informed analysis and action-oriented recommendations for local and national governments, providers of literacy programmes and educators on how to reduce the gender gap in adult literacy.

Download the full text in [English](#), [French](#) or [Spanish](#)

## Report on the International Conference on Learning Cities



This report summarizes the proceedings and outcomes of the first International Conference on Learning Cities. The specific objectives of the Conference are explained, as are its two key documents, the Beijing Declaration on Developing Learning Cities and the Key Features of Learning Cities. The report also contains best-practice examples from the international community. It concludes with future actions to continue building learning cities.

[Download the report in English](#)  
(PDF, 1,4MB)

## Interns

UIL would like to thank the following interns for their support during the first quarter of 2014:

- Unai Arteaga Taberna, Spain (Literacy and Basic Skills)
- Kait Bolongaro, Canada (Publications)
- Nayomi Chibana, Ecuador (Publications)
- Andrea Díaz Hernández, Colombia (Literacy and Basic Skills)
- José Sergio Hernandez, Mexico (Lifelong Learning Policies and Strategy)
- Michelle Diederichs, Germany (Public Relations)
- Gamze Mandazi, Germany (Library)
- Ulrike Schmidt, Germany (Literacy and Basic Skills)
- Marianne Wenger, Switzerland (Library)
- Annemieke Wilson, Denmark (Publications)
- Tong Wu, China (Lifelong Learning Policy and Strategies)