



# Annual Report 2012

UNESCO Institute  
for Lifelong Learning

# Annual Report 2012



United Nations  
Educational, Scientific and  
Cultural Organization



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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.

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## Foreword

As Chair of the Board of the UNESCO Institute for Lifelong Learning, I am delighted to introduce this year's Annual Report.

In celebrating its anniversary this year, the Institute reflected on its success in weathering the storms of sixty years, and emerging stronger than ever. That UIL remains vibrant and responsive to diverse national, regional and global demands is testimony to the consistently excellent work of its staff. The core tasks of advocacy, research, capacity-building and partnership development continued to guide their efforts in 2012.

Promotion of lifelong learning policies and strategies remained at the top of the advocacy agenda at the Institute. A key element has been its insistence on a rights-based approach, including the need to provide for basic literacy skills and including holistic and comprehensive policies on youth and adult learning. To this end, UIL staff, particularly its Director and Deputy Director, addressed more than 30 international and regional forums, conferences and meetings, including the World Innovation Summit on Education in Qatar, the 3rd World Forum on Lifelong Learning in Morocco, and the European Union's 'Literacy for All' conference in Cyprus. I am happy to report that in 2012 more and more countries are considering UIL as the first point of reference for matters related to lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.

Through its wide range of research activities, the Institute was able to generate the necessary evidence to back up its advocacy efforts. For example, the Global Literacy Initiative for Empowerment (LIFE) Mid-term Evaluation Report 2006–2011 documented progress in literacy and described the range of challenges faced by the countries participating in the LIFE initiative in implementing their programmes and striving to reach the Education for All goals. UIL also requested and processed 140 reports on the development of adult education from UNESCO Member States. These reports, which are publicly available on UIL's website, comprise the primary data source for the second *Global Report on Adult Learning and Education (GRALE)*.

The Institute's capacity-building takes many forms, including direct technical assistance to Member States and organisation of regional workshops. A good example of the latter was the African Regional Expert Meeting, which was held in Cape Verde from 5 to 8 November to share good practices and encourage policy-makers to develop action points to strengthen adult education. A further successful example of UIL's standard-setting role in 2012 were the *Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning*, which contain key recommendations on developing or reviewing policies related to RVA.

Most, if not all, of the above-mentioned activities require that the Institute reach out to as many partners as possible. I witnessed partnership in action during the Institute's 60th anniversary celebrations, learning of its many joint efforts with governments, research institutions and civil society organisations. Perhaps our most precious partnerships are those with our partner governments (Denmark, Germany, Nigeria, Norway, Sweden and Switzerland), without whom we would not have the financial resources to continue our work.

I would like to convey my congratulations to Arne Carlsen and all the staff of UIL on the fine work they have carried out despite the challenges of austerity measures and budget cuts, competing priorities in education, and diverse demands from stakeholders. Having had the privilege of serving on the UIL Governing Board for eight years, I view with confidence the repositioning of the Institute as a Global Centre of Excellence for Lifelong Learning.

Finally, I would like to take this opportunity to express my deepest appreciation to my Governing Board colleagues for having enriched my experience with their knowledge and friendship.

*Kyung He Sung, Republic of Korea  
Chairperson of UIL Governing Board*





**From left to right:**

*Carolyn Medel-Añonuevo, Deputy Director, UIL;*  
*Arne Carlsen, Director, UIL;*  
*Kyung He Sung, Chairperson, UIL Governing Board;*  
*Irina Bokova, Director-General of UNESCO;*  
*Ahlin Jean-Marie Byll-Cataria, incoming Chairperson of UIL Governing Board;*  
*Qian Tang, Assistant Director-General for Education, UNESCO*

## Greeting

2012 was particularly important for the UNESCO Institute for Lifelong Learning (UIL), as we celebrated its 60th anniversary. Since its foundation, the Institute has played a pioneering role in ensuring that lifelong learning, with a focus on adult and continuing education, literacy and non-formal basic education, remains on the global policy map.

In order to meet the challenges of our time, UIL has developed a new strategy, entitled 'Repositioning of the Institute', which focuses on strategic priorities – leading to fewer but larger activities, with greater impact. This strategy incorporates UNESCO's biennial priorities for 2012-2013, up-scaling equity, inclusion and quality in education and lifelong learning, and strengthening global leadership in education with a focus on sector-wide policy and planning, literacy, teachers, and technical and vocational education and training.

This was an especially successful year for the Institute. Through its Lifelong Learning Policies and Strategies programme, UIL has consolidated its role in promoting lifelong learning for all, responding to the specific needs of Member States. The planned UNESCO Global Learning Cities Network (GLCN) will help cities to help each other achieve their goals of social cohesion and sustainable development. UIL also set standards for the recognition, validation and accreditation of the outcomes of non-formal and informal learning, through the publication of UNESCO Guidelines in this area. The Institute is now ready to support countries in implementing them.

UIL has also continued to coordinate the follow-up to and monitoring of the *Belém Framework for Action* through its Adult Learning and Education programme. In 2012, this work focused in large part on the preparation of the second *Global Report on Adult Learning and Education (GRALE)*,

which will highlight developments in adult learning and education in 138 countries since the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009. Furthermore, the Institute has begun to review and update the *Recommendation on the Development of Adult Education*, which was adopted as a key normative instrument by UNESCO's General Conference in 1976. The organisation of the Regional Follow-up Meeting in Cape Verde signalled UNESCO's commitment to supporting Member States in Africa.

Literacy is one of the key priorities of UNESCO's Education Sector, and the research and capacity development work conducted by UIL's Literacy and Basic Skills programme has formed the backbone of UNESCO's literacy activities. Its action research project to measure the learning outcomes of adult literacy programmes (RAMAA) has seen five African countries develop instruments to evaluate relevant literacy competences. The outcomes of research on Vulnerable Youth and Basic Life Skills are being used for advocacy and capacity-building. In 2012, the capacities of literacy, non-formal education and education sector personnel in several countries were strengthened through UIL's direct technical assistance.

The Institute's anniversary celebrations highlighted its successful work over the past 60 years and underscored the key role of lifelong learning for the future. In the same spirit, I wish UIL great success in the coming years in positioning itself as a global centre of excellence for lifelong learning.

*Qian Tang*  
*Assistant Director-General for Education of UNESCO*

# Introduction

The mission of the UNESCO Institute for Lifelong Learning (UIL) is to undertake research, capacity-building, networking and publication on lifelong learning, with a focus on adult and continuing education, literacy and non-formal basic education. The Institute attends to this mission by working with UNESCO Member States, international and intergovernmental agencies, non-governmental organisations, grassroots and community associations, and with partners in civil society and the private sector. In its work it fosters a holistic and integrated approach with special concern for disadvantaged and marginalised people and for least developed countries. It performs the functions of fostering policy dialogue, disseminating good practice and advocating legal, policy and financial environments. Moreover, it performs research and research-based capacity-building to develop a solid, culturally diversified and relevant knowledge base, and it builds partnerships through exchange of experience and innovations, documentation and dissemination of outcomes.

In 2012 UIL contributed to UNESCO's expected results for 2012-13 in the following three areas:

1. National capacities strengthened for policy formulation and planning, focussing on quality and gender equality issues, and drawing on information and communication technologies
2. National capacities strengthened to plan, manage and scale up gender sensitive, quality literacy and non-formal education policies and programmes
3. Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education.

The Institute celebrated its 60th anniversary in May 2012. The celebration was accompanied by a series of events held in cooperation with the University of Hamburg, including a public lecture series entitled "Responding to Global Challenges through Lifelong Learning" and an international expert seminar on "The Role of Universities in Promoting Lifelong Learning". On this occasion, UNESCO's Director-General Irina Bokova attended a reception given by the Senate of the City of Hamburg, visited the newly renovated premises of the Institute, and delivered a speech during the public lecture series at the University of Hamburg. The anniversary was a major advocacy event for lifelong learning as a guiding principle of educational reform, and was an important opportunity for UIL to increase the visibility of its work.

Over the past 60 years the UNESCO Institute in Hamburg has not only played an important role in promoting the right to education, but has also contributed with research-based insights, up-stream capacity-building, and the creation of new partnerships. It has based its strong work on the commitment of its staff and Governing Board, and on the substantial support of its donors.

## Repositioning the Institute

2012 was the year in which UIL updated its Medium Term Strategy for 2008–13 with a new strategy entitled "Repositioning the Institute". This aims to:

- design more focused and results-oriented programmes
- re-organise the Institute, strengthening its research profile and staff capacities
- develop an education profile to take capacity-building to a new level
- develop new partnerships and strengthen existing ones to create synergies
- diversify funding sources
- intensify modalities of communication to disseminate the Institute's work and facilitate exchange of information on lifelong learning with a focus on literacy and adult education.

The profile of the Institute has been sharpened through its focus on a sector-wide and holistic concept of lifelong learning. Consistent with its mandate, the Institute restructured itself in three programme areas: a) Lifelong Learning Policies and Strategies; b) Literacy and Basic Skills; and c) Adult Learning and Education. UIL mainstreamed UNESCO's Priority Africa and Gender Equality, integrating them as transversal dimensions within its programme activities.

The new strategy contains four sub-strategies; namely a human resource development strategy, a fundraising strategy, a knowledge management, ICT and communication strategy, and a strategy for contributing to capacity-building for EFA. Implementation of the overall strategy began in February 2012, and will continue in 2013.

Following the results-based management (RBM) approach to programming, reporting and monitoring, UIL shifted in 2012 from one-off activities and projects to a participatory and team-based approach to programme planning, while also focusing more on achieving defined and measurable results. UIL also improved its reporting to UNESCO's System of Information on Strategies, Tasks and Evaluation of Results (SISTER), ensuring greater visibility of its results for Member States. At the end of the year, UIL was integrated into UNESCO's Finance and Budget System (FABS) and DUO (Daily UNESCO Operations), a tool for processing contracts, travel requests, etc., which will strengthen UIL's general administration.

UIL was evaluated in 2012 by Internal Oversight Services (IOS), with a positive result, and with many valuable recommendations.

I am pleased to invite you to read UIL's Annual Report for 2012, which to a greater degree than previously focusses on results and impacts. In 2013 the Institute will continue implementing its new strategy. It will strengthen results-based programming, monitoring and reporting, and continue its close cooperation with UNESCO regional bureaux, field and cluster offices, divisions and sections in the UNESCO Secretariat, the UNESCO Institute for Statistics, and other UNESCO education institutes.

## **Acknowledgements**

I would like to thank my colleagues at UIL for their hard work and dedication.

I would also like to express my gratitude to all who have given vital support to UIL, thereby enabling the Institute to realise its activities in 2012: UNESCO Headquarters, in particular the Director-General Irina Bokova, the Assistant Director-General for Education Qian Tang and the Director of the Division for Basic Learning and Skills Development, Mmantsetsa Marope; the Federal Foreign Office of Germany; the City of Hamburg; the University of Hamburg; the Danish Ministry of Foreign Affairs; the Royal Norwegian Ministry of Foreign Affairs; the Government of Nigeria; the Association for the Development of Education in Africa (ADEA); the Canadian International Development Agency (CIDA); the Swedish International Development Cooperation Agency (SIDA); the Swiss Agency for Development and Cooperation (SDC); and Alexander Charters, Peter Jarvis and the Nomura Centre for Lifelong Integrated Education. We are profoundly grateful for your cooperation and support, which are immensely important for this Institute.

Finally, I would like to express my deep appreciation to Kyung He Sung (Republic of Korea), who served as Chairperson of the UIL Governing Board in 2012.

*Arne Carlsen*  
*Director, UIL*



# UIL as a laboratory of ideas

Advancing Ideas and  
Cultivating Perspectives

Starting with the ground-breaking Faure Report, *Learning to Be*, in 1972, and continuing with the Delors Report, *Learning: the Treasure Within* (1996), UNESCO has pioneered the promotion of lifelong learning among the global education community. Today, UIL is at the forefront of contributing to this continuing and quickening effort, articulating the principles of lifelong learning on numerous international platforms and forums.

Today, more than ever, Member States must strive to provide lifelong learning opportunities for all. Long gone are the days when education and learning were confined to the first third or quarter of a person's life. In a world where 'next-generation' technology emerges every five to ten years, and where seismic political and social change can sweep across entire regions in a matter of months, lifelong learning is no longer an ideal, but a requirement to equip citizens with the necessary knowledge, skills and attitudes to understand this rapidly changing world and to empower them to improve their capabilities and transform their lives.

With the aim of advocating such principles to a broad audience of stakeholders, the Institute co-organised and contributed to a series of high-profile regional and international conferences and seminars in 2012. The most significant of these were the Forum of the Asia-Pacific Parliamentarians for Education (FASPPED) in April in Tehran; the Asia-Europe Meeting (ASEM) Forum on Lifelong Learning in Copenhagen in May; the International Conference on Lifelong Learning and Continuous Education for Sustainable Development in St Petersburg in June; and the World Forum on Lifelong Learning in Marrakesh in November, in cooperation with the International Council of Adult Education, and the World Committee for Lifelong Learning.

True to our mandate to undertake research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education, UIL has pursued a holistic and sector-wide approach to the right to education and learning. We are also aware that the principles of lifelong learning need to be promoted in the other sectors, including civil society.



Throughout 2012, the Institute therefore seized opportunities to speak about such principles by

- organising a seminar on the Role of the University in Promoting Lifelong Learning in Hamburg in May;
- participating in the UNESCO Task Force to prepare and organise the 3rd International Congress on TVET – Building Skills for Work and Life, in Shanghai, China in May;
- contributing to the 26th Annual Conference of the Asian Association of Open Universities in Chiba, Japan in October;
- providing technical support for the development of an RVA (recognition, validation and accreditation of prior learning) framework to the National Institute for Open Schooling (NIOS) and the Ministry of Human Resource Development (MHRD) in India; and
- supporting UNESCO's initiative on the development and implementation of the General Education Quality Diagnostic/ Analysis and Monitoring Framework.

A key aspect of lifelong learning is the necessity of building foundations for further learning. In 2012, UIL took advantage of the following International Literacy Day events to advance not only a rights-based perspective in literacy but also an enlarged vision of literacy as a continuum and a foundation of lifelong learning:

- a Europe-wide literacy conference organised by the European Commission and the Government of Cyprus to launch the Report of the EU High-Level Group of Experts on Literacy in Cyprus;
- a high-level international round table conference on literacy with representatives of 41 target countries organised by UNESCO in Paris;
- an event of the EUR-Alpha network with 100 participants from 16 European countries in Bonn; and
- the national literacy event organised by the German Federal Ministry of Education and Research in Berlin.

In promoting lifelong learning as a paradigm that goes beyond standard formal education, we inevitably focus on adult education, since adulthood comprises the longest and most diverse period of a person's life. The potential of adult learning and education remains under-exploited, as it is often assumed that adults will take care of their own learning needs. UNESCO's work

to bring adult education to the top of the global policy agenda has been most clearly articulated in the CONFITEA conferences, organised since 1997 by UIL. The *Belém Framework for Action*, which emerged from CONFITEA VI (Sixth International Conference on Adult Education), is the most recent and important normative document on adult learning and education. In 2012, as part of the CONFITEA Follow-up and monitoring process, a regional expert meeting for Africa on "Increasing the participation of youth and adults in learning and education" was organised in Praia, Cape Verde in November by UIL, the Ministry of Education and Sports of Cape Verde and the UNESCO Regional Bureau in Dakar (BREDa). This meeting articulated the need for a holistic vision of education that covers youth and adult education in formal, non-formal and informal settings in Africa. The meeting also espoused the need to actively involve marginalised youth in the conceptualisation and implementation of education and training programmes.

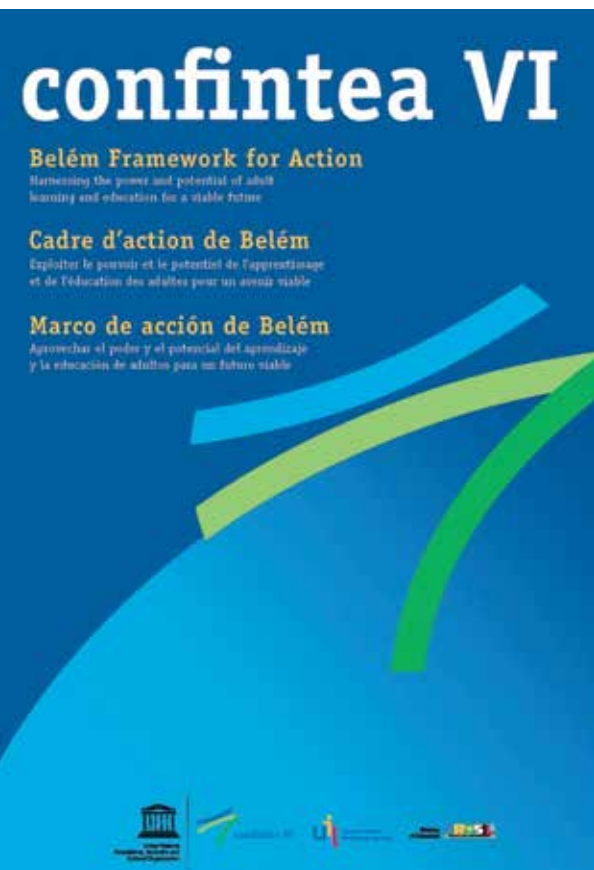
In Europe, the Institute is represented in the European Commission's Thematic Working Group on Financing Adult Learning, where it has been a strong advocate for adult learning beyond the EU's traditional priority areas of workplace or technical and vocational education and training, to include learning opportunities related to health, democracy and sustainable development. The Institute shared this broader perspective at a joint CEDEFOP (European Centre for the Development of Vocational Training) and European Commission conference on "Adult Learning: Spotlight on Investment", which was held in Brussels in December 2012.

Finally, as a way of promoting gender equality, the Institute has contributed to UNESCO's recent publication entitled *From access to equality: empowering girls and women through literacy and secondary education*. UIL is committed to promoting women's perspective on adult literacy, considering that women comprise the majority of those without basic skills in reading and writing.



## UIL as a standard setter

Establishing Principles and Developing Frameworks





The *Recommendation on the Development of Adult Education* adopted by UNESCO's General Conference in Nairobi in 1976 was the first normative international instrument on adult education. Cognisant that such a standard-setting document needs to be revisited to ensure its relevance in a rapidly changing world, the 5th and 6th International Conferences on Adult Education called for its revision. In 2012, with the approval of UNESCO's Executive Board, UIL convened an expert meeting to take the first step towards this goal. The experts acknowledged the forward-looking and emancipatory spirit of the 1976 *Recommendation* but underlined the need to re-formulate substantial parts in the light of the changed reality and new challenges for adult learning and education. They examined the *Recommendation* in relation to features such as conceptual clarity (e.g., the definition of adult education, its objectives and key areas) and whether its use of language reflects present-day realities.

Conscious that this process requires support from key stakeholders and actors in adult learning and education worldwide, the Institute organised a two-week online consultation forum. The results of the expert meeting, combined with the feedback gained from this forum, constitute the so-called "preliminary study" on technical and legal issues related to the desirability of revising the 1976 *Recommendation*. This study will be submitted to the UNESCO Executive Board at its spring session in April 2013.

Side by side with working towards revision of the *Recommendation on the Development of Adult Education*, UIL continued to coordinate the monitoring of the CONFINTEA VI Follow-up process in partnership with the UNESCO Institute for Statistics (UIS). The main instrument of this process is the *Global Report on Adult Learning and Education (GRALE)*, which is published by UIL every three years. Primarily based on national reports submitted by Member States, *GRALE* provides an overview of progress in implementing the *Belém Framework for Action*, and is a global advocacy and reference tool. Following publication of the first *GRALE* in 2009, its Editorial Board suggested adopting a specific theme for subsequent editions. It was decided that the second *GRALE* would focus on adult literacy in order to support Member States in achieving the fourth

of UNESCO's Education for All goals: to increase adult literacy by 50 per cent by the year 2015. 140 Member States submitted national progress reports to UIL in 2012. These reports are available for consultation or reference on the UIL website (<http://www.unesco.org/uil>).

To implement the recommendations concerning the recognition, validation and accreditation of prior learning (RVA) contained in the *Belém Framework for Action*, the Institute consulted Member States and developed the *UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning*. As a tool, the *Guidelines* are meant to help governments develop RVA processes and goals. The Institute launched the *Guidelines* at a high-profile international conference co-organised by the National Literacy Mission Authority (NLMA) of India entitled "Recognising Prior Learning: A key to Lifelong Learning", which was held in New Delhi in June 2012. The *Guidelines* were also published in online journals and newsletters, promoted in Webinars organised by the Canadian Association of Prior Learning Assessment (CAPLA), and disseminated through UNESCO National Commissions. In addition, with the help of partners such as dvv international, the *Guidelines* have been translated into national languages of Cambodia and the Lao People's Democratic Republic. As RVA is a relatively new concept, broader dissemination of the *Guidelines* provides a way to reach out to different stakeholders. As a result of this launch and dissemination, a number of Member States began implementing the RVA Guidelines (for example, India developed RVA Guidelines in different sectors, while Cambodia, the Lao People's Democratic Republic, South Africa and Viet Nam have started or intensified national consultations).



## UIL as a clearing house

Promoting Research  
and Disseminating Knowledge



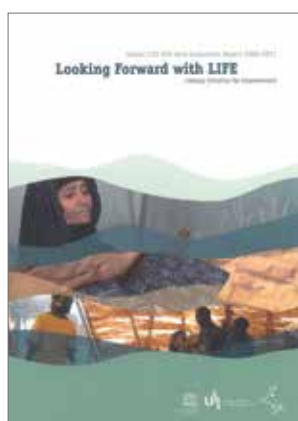
In striving to serve as UNESCO's Global Centre of Excellence for Lifelong Learning, UIL has increased its research capacity and profile. This has involved, in particular, analysing national lifelong learning policies and strategies, and synthesising diverse research findings on recognition, validation and accreditation of non-formal and informal learning. In 2012, a total of 102 documents on lifelong learning policies from 64 countries, five international organisations and one region (Europe) were collected and mapped. These documents serve to inform governments and other stakeholders about new developments in lifelong learning policies and provide a good document basis for policy research.

Additionally, UIL has produced and disseminated research on lifelong learning. In February, the Institute presented its study of Africa policies and practices on lifelong learning at the Triennale on Education and Training in Africa organised by ADEA (Association for the Development of Education in Africa) in Burkina Faso. In another instance, at the request of and funded by the UNESCO Hanoi Office, UIL produced a *Synthesis Report on Building a Learning Society in Japan, the Republic of Korea and Singapore*. This document serves as a reference for national policy-makers and experts in Viet Nam in their efforts to develop a national strategy for building a learning society. This report has been considered as an orientation paper for future UIL capacity-building activities in other Member States.

In its research activities on literacy and basic skills, UIL's priority has been to anticipate emerging developments in policy and practice, to identify effective practice, and to collect and analyse empirical evidence and baseline data at country level. One of the Institute's most significant research activities in this field in recent years has been the mid-term evaluation of LIFE (Literacy Initiative for Empowerment), a ten-year (2006-2015) strategic initiative to accelerate literacy efforts in 35 countries with low literacy levels. Work on this report began in 2010 with regional evaluations and concluded with the consolidated global assessment in 2011. In 2012, the *Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE* was published by UIL. Made available to key stakeholders, mainly from the participating countries, the report contained lessons learned during

the first five years of the initiative, as well as recommendations for the following five years. The reach of this report was multiplied by making all related documents available for download on the UIL website.

UIL's action research project on improving the quality of literacy programmes in multilingual contexts (initiated in 2009) has facilitated a cross-regional dialogue with leading specialists from the African, Asian and Arab regions. The result was a set of quality principles and criteria for curricula, training of trainers and the development of a literate environment based on an analysis of concrete successful services. By the end of 2012, a glossary, a detailed outline, draft chapters by UNESCO and case studies by three specialists (from Ethiopia, Niger and Senegal) have been produced. In addition, the activity has been linked to the development of a sub-regional (West African) curriculum framework for the training of trainers on bi-/multilingual education and to UNESCO's inter-sectoral programme on the strengthening of culture and cross-border languages in African education systems.



UIL maintains two platforms for the online dissemination of information. Initiated in 2009, the Effective Literacy Practice Database (LitBase) was expanded in 2012 with 20 new case studies on literacy with a focus on under-represented world regions and themes, and including programmes that won or received an honourable mention in the 2012 UNESCO International Literacy Prize. LitBase has become a highly regarded reference resource among Member States, with an average of 4,200 monthly visitors in 2012, and is a trendsetter for other UNESCO units, such as the International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) in Bonn. For a more targeted audience, comprising selected subscribers and members of the LIFE network, the Institute created, in September 2012, a mailing list to disseminate information on new developments in literacy. As of December 2012, there are over 230 subscribers who receive information on new research findings and contributions to the discussion in the field of literacy.

In May 2012, the Institute's second information platform, the CONFINTEA Portal, was launched. Conceived as a central element of the follow-up process to CONFINTEA VI, the purpose of this online platform is to disseminate up-to-date information on adult learning and education and, in particular, on the implementation of the *Belém Framework for Action*. At present, the CONFINTEA Portal highlights follow-up activities in the five world regions: regional or sub-regional conferences, regional cooperation projects, and thematic research and development projects. Relevant socio-economic background data, including age structure, employment situation and adult literacy data, have been compiled for each Member State and added to the regional overviews on follow-up activities. UIL's CONFINTEA Follow-up Bulletin, distributed four times a year to 2,500 subscribers, provides an additional channel for collecting and disseminating information and good practice and maintaining momentum for implementation of the *Belém Framework for Action*.

To publicise the results of their endeavours, UIL's research staff regularly contribute to academic journals, including the Institute's own journal, the *International Review of Education (IRE)*. The *IRE* is both the longest-running, and, with subscriptions to more than 7,500 institutions worldwide, one of the world's top-selling journals of education. The publisher, Springer Science+Business Media, records an average of 6,000 article downloads per month. In 2012 UIL's professional staff disseminated UIL's research results through 8 articles published in peer-reviewed journals, conference proceedings and magazines, and 40 keynote speeches delivered at international conferences.



# UIL as a capacity-builder in Member States

Reinforcing Capacities  
and Developing Tools

While literacy and basic skills and adult learning and education are critical concerns for developing countries, in many of these countries the capacities to deliver effective programmes in these domains are weak. To alleviate this situation, UIL employs various forms and mechanisms of capacity-building tailored to the needs of the stakeholders.

The Institute's capacity development activities focus on those countries that are furthest from achieving UNESCO's Education for All (EFA) goals, particularly Goal 4 (to increase adult literacy by 50 % by 2015). UIL provides technical assistance to such countries with the financial support of UNESCO's Capacity Development for EFA (CapEFA) programme. In 2012, this meant the Institute was able to support

- Mozambique in assessing its capacity needs and developing a work plan;
- The Democratic Republic of the Congo in revising its normative framework for non-formal education;
- Nepal in assessing its capacity needs and developing a work plan;
- Papua New Guinea in developing a curriculum framework for Adult Basic Education;
- Togo in developing a manual on the training of literacy facilitators;
- Chad in developing guidelines and manuals for literacy facilitators and primers for learners; and
- Afghanistan, in developing a literacy curriculum and an equivalency framework.

In all, UIL strengthened the capacities of roughly 385 senior and middle-level literacy, non-formal education and education-sector personnel in 2012.

UIL runs a pilot project on Measuring Adult Literacy Learning Outcomes (RAMAA) to address a lack of instruments and capacities to evaluate literacy competencies. Now in its third year, the project involves five countries: Burkina Faso, Mali, Morocco, Niger and Senegal. In 2012 UIL organised an international workshop, bringing together the country teams as well as experts from the UNESCO Institute for Statistics, the Organisation for Economic Cooperation and Development, and the University of Liège (Belgium) to share experiences, review progress and agree on the next steps. Following this, the country teams designed pilot research instruments. During 2012,



five country teams involving approximately 50 researchers were trained, research instruments were developed, and peer-reviewed national reports on the results of the pilot experiences in Burkina Faso, Morocco, and Senegal were produced.

To build capacities for lifelong learning in the Arab Region, UIL, in collaboration with the Regional Centre for Education Planning (RCEP; a UNESCO Category II Centre) organised a preparatory seminar in Sharjah, United Arab Emirates. Focused on establishing lifelong learning systems, it involved participants from Egypt, Saudi Arabia, Kuwait, Palestine and the United Arab Emirates. This workshop made visible the Institute's function in strengthening capacities and has paved the way for more collaborative work with other institutions in the region.

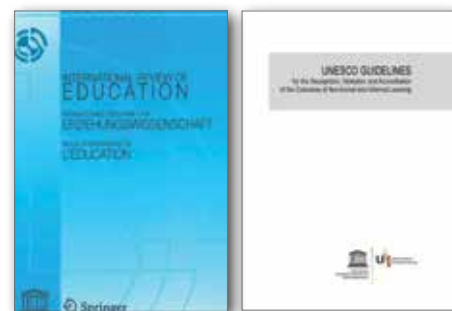
In addition to the on-site delivery of technical assistance, UIL also provides training in its premises in Hamburg through the CONFITEA Fellowship Programme. Now in its third year, the programme brought together policy-makers from Indonesia, Malawi, Mexico, Myanmar, Namibia and the United Republic of Tanzania in 2012. The participants were selected based on their function and work in institutions relevant to adult education policy and practice, such as education ministries or national institutes. During a four-week training course, these fellows took part in a series of lectures, presentations and workshops led by UIL's programme specialists, and, with their support, produced a detailed draft proposal for a policy and strategy framework to implement the *Belém Framework for Action* in their respective countries. After completing the programme, the fellows commit to providing continuous feedback on further steps taken to refine and implement the policy proposals. Follow-up activities include reporting to the minister (Indonesia, Malawi, Mexico, Myanmar and the United Republic of Tanzania), setting-up an inter-ministerial task force (Namibia) for the validation of the national strategy and initiating steps for implementation within the defined timeline.

2012 marked the inauguration of the CONFITEA Scholarship Programme, a research stipend bearing the names of Peter Jarvis, Alexander Charters and the Nomura Center for Lifelong Integrated Education, and supported by private donations.

The programme is open to scholars working in one of the Institute's areas of expertise. In several cases, CONFITEA scholarships are used to supplement capacity-building activities in the field, as was the case in 2012 when a national workshop on literacy curriculum in Afghanistan was followed up by a UIL scholarship for two researchers. In 2012 two additional scholars from India and South Africa benefitted from the knowledge exchange with education specialists at UIL and the resources and support of the UIL Documentation Centre and Library. The specific outputs of the programme in 2012 were

- a draft Afghan Literacy Curriculum Framework and an Adult Basic Education Programme for the Ministry of Education of Afghanistan;
- a draft policy paper for the National Literacy Mission of the Government of India on reintegrating non-literates into society through the recognition, validation and accreditation of prior learning; and
- two articles that will contribute to restructuring South Africa's curriculum for adult educator training programmes.

An evaluation of the scholars' stay and the programme's follow-up showed that it is highly effective in supporting educational developments in Member States as scholars produce state-of-the-art policies and research papers that are shared with decision-makers in their home countries.





## UIL as a catalyst for international cooperation

Building Partnerships  
and Ensuring Synergies

UIL's fields of work – lifelong learning, with a focus on adult and continuing education, literacy and non-formal basic education – require partnerships, not only because of resource challenges but more importantly because its work covers so many sectors and involves many different kinds of organisations. UIL therefore initiates and participates in relevant networks and partnerships as a way of collaborating with different actors in the field.

In response to Member States' call to adopt a more pragmatic and instrumental approach to building lifelong learning systems, UIL initiated the UNESCO Global Learning Cities Network (UNESCO GLCN). The aim of the UNESCO GLCN is to create a global platform for exchange of good practice that can mobilise municipal governments to transform their cities into learning cities and districts that are key pillars of learning societies. In 2012, UIL

- confirmed the involvement of 18 organisations (multilateral agencies, ministries of education, corporations and other entities) to serve as founding partners of the GLCN;
- held a workshop on developing the framework and indicators for the UNESCO Global Learning City Index; and
- organised the first meeting of the International Consultative Committee for Establishing the GLCN in Hangzhou, China, to review progress, develop a communication strategy, and discuss the draft framework and indicators of the Global Learning City Index.

Another global network coordinated by the Institute is ALADIN (Adult Learning Documentation and Information Network), which supports and links 99 documentation and information services with a focus on adult learning. On 25 May, in the context of the 60th anniversary celebrations at UIL, the global ALADIN Advisory Committee met to discuss a wide range of issues, including the use of social media, an online depository of adult learning materials, various capacity-building and training opportunities for ALADIN members, and different national and regional ALADIN initiatives. The main outcome of the meeting was a revised ALADIN Work Plan for 2012–2013.





Within the Latin American and Caribbean Region, UIL has joined forces with the UNESCO Office in Santiago, Chile (OREALC), the Organisation of Ibero-American States for Education, Science and Culture (OEI), and the Mexican National Institute for Adult Education (INEA) to develop the Observatory for Youth and Adult Education in Latin America and the Caribbean. The Observatory is a result of the CONFINTEA VI Follow-up meeting in 2011 in Latin America and the Caribbean. Its purpose will be to monitor policies on adult education in the region and to provide recommendations to policy-makers and other stakeholders on how to define and implement those policies. At a partners' meeting in 2012 involving representatives of the Council of Adult Education in Latin America (CEAAL) and the International Council for Adult Education (ICAE), agreement was reached on the content, operation and responsibilities of the Observatory. Subsequently, a Web-based facility for the Observatory was developed. Another result of this CONFINTEA Follow-up meeting was the development of a regional project on curriculum for adult educators, which is being monitored by OREALC.

In Africa, the Institute is working closely with the Association of the Development of Education in Africa (ADEA) with a specific focus on the Working Group on Non-formal Education with whom UIL is jointly developing a network on the theme of Vulnerable Youth and Basic Skills. In Asia, the Institute benefits from its partnership with the Asia and Pacific Bureau for Adult Education (ASBPAAE), the most important network of civil society organisations working on adult education. Our collaboration with dvv international in the African, Arab and Asian region has also enabled us to reach more stakeholders. In the Arab region, the Qatar Foundation invited the Institute to participate in the World Innovation Summit for Education (WISE) in Doha, a meeting that brought together more than 1,000 education stakeholders.

In Europe, UIL strengthened its network by participating in the 2012 annual conference of the European Basic Skills Network (ESBN), which was coordinated by the Norwegian Agency for Lifelong Learning (VOX) and hosted by the Ministry of Education of the Czech Republic in Prague. It focused on teachers of basic skills, particularly literacy and numeracy teachers for immigrants. The Institute is also part of EUR-Alpha network of literacy and numeracy practitioners, learners, trainers, researchers and policy-makers, which is funded by the European Commission. The Institute contributed to the outcomes of the EUR-Alpha conference on "Literacy Learning – Its Place in Europe: The Issues and Concerns of Learners and Tutors" which took place on 4 September and was attended by 100 participants from 16 countries. UIL also advanced its networking activities in Germany, its host country. In October UIL co-organised the annual international Literacy Campaign (LitCam) conference at the Frankfurt International Book Fair and in December, UIL and the University of Hamburg invited ten young professors working in adult education and lifelong learning in Germany to strengthen the international dimension of their work and to initiate a network for further collaboration.

UIL has profited from its partnership with the Canadian International Development Agency (CIDA) in pursuing its agenda on marginalised youth and basic skills. Furthermore, support from the German Federal Ministry for Economic Cooperation and Development (BMZ) facilitated the participation of additional members at the African CONFINTEA VI Follow-up meeting in Cape Verde.

The Institute is also working on new initiatives with other multilateral agencies. UIL was a member of the steering group of a pilot project conducted by UNHCR to assess and monitor youth and adult literacy of refugees from the Central African Republic in Southern Chad. In this function UIL provided technical support to analyse the findings of the pilot experience, and draw lessons for the final report. The Institute has also served as an observer on the board of participating countries of the OECD Programme for the International Assessment of Adults' Competencies (PIAAC).



# Selected Activities around the World

## Global activities:

### A Laboratory of Ideas

- Asia-Europe Meeting (ASEM) Forum on Lifelong Learning 2012: Learning unlimited, Copenhagen, Denmark (May)
- Third World Forum for Lifelong Learning, Marrakesh, Morocco (October–November)

### A Standard Setter

- Meeting of the Expert Group on Reviewing the 1976 *Recommendation on the Development of Adult Education*, Hamburg, Germany (July)
- Second GRALE Editorial Board Meeting, Hamburg, Germany (October)

### A Capacity-BUILDER

- CONFITEA Scholarship and Fellowship at UIL, Hamburg, Germany (July, October)

### A Catalyst for International Cooperation

- Meeting on Developing a Framework for the UNESCO Global Learning City Index, Hamburg, Germany (July)
- International Consultative Meeting for the Establishment of a Global Learning Cities Network (GLCN), Hangzhou, China (November)
- Preparatory Meeting for the First Global Learning Cities Conference, Beijing, China (December)

## Regional activities:

### EUROPE

#### A Catalyst for International Cooperation

- EUR-Alpha Network: Learners' Manifesto for World Literacy Day, Brussels, Belgium (June)

### LATIN AMERICA AND THE CARIBBEAN

#### A Capacity-BUILDER

- Pilot project on family learning in Mexico (Cooperation with CREFAL) and evaluation of MIB Programme in Mexico (an education programme for indigenous bilingual people)

#### A Catalyst for International Cooperation

- Preparatory meeting for the development of a glossary on adult education, Asunción, Paraguay (March)
- Observatory for Youth and Adult Education in Latin America and the Caribbean, Preparatory Meeting, Hamburg, Germany (September)



## AFRICA

### **A Laboratory of Ideas**

- Regional Expert Meeting for the Follow-up of CONFITEA VI in Africa, Praia, Cape Verde (November)

### **A Clearing House**

- Contribution of two comparative study reports on lifelong learning policy and RVA of outcomes of non-formal and informal learning to the 2012 ADEA Triennale on Education and Training in Africa, Ouagadougou, Burkina Faso (February)

### **A Capacity-BUILDER**

- Action research RAMAA (Burkina Faso, Mali, Morocco, Niger, Senegal); technical assistance to Chad, the Democratic Republic of the Congo; Mozambique, Nigeria, South Sudan, Togo

## ARAB STATES

### **A Capacity-BUILDER**

- Preparatory Seminar on Developing Capacity for Establishing Lifelong Learning Systems in Selected Middle East and North Africa Countries, Dubai, United Arab Emirates (January)

## ASIA

### **A Laboratory of Ideas**

- Technical support to the Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia, Tehran, the Islamic Republic of Iran (April)

### **A Capacity-BUILDER**

- Conference on Prior Learning: A Key to Lifelong Learning and the launch of the UNESCO Guidelines for RVA, New Delhi, India (June)





*60th Anniversary Gala Reception at UIL*

## 60 Years of UNESCO in Hamburg



*Public Lecture at Hamburg University entitled "Responding to Global Challenges Through Lifelong Learning"  
Speaker: Elizabeth King, Director of Education in the Human Development Network of the World Bank*



*Participants of the UNESCO Global Learning Cities Network Meeting*



*Seminar on the Role of Higher Education in Promoting Lifelong Learning.  
Speaker: Tatjana Koke, Professor of Adult Education at the University of Latvia and former Minister of Education of Latvia*

On 24 and 25 May UNESCO celebrated its 60th anniversary in Hamburg. What began in 1952 as the UNESCO Institute for Education (UIE) was reconstituted in 2007 as the UNESCO Institute for Lifelong Learning (UIL), a Category I UNESCO Institute. The anniversary celebrations highlighted the Institute's impact on education policy in UNESCO Member States over the past 60 years.

To mark this occasion, the legislative assembly of the City of Hamburg hosted a reception which was attended by numerous local and international dignitaries. This was followed by a series of lectures by renowned international experts, including UNESCO Director-General Irina Bokova, former Senegalese Minister of Basic Education and National Languages Mamadou Ndoeye, and Director of Education in the Human Development Network of the World Bank Elizabeth King. The celebrations also included a gala reception at UIL and an expert seminar on The Role of Universities in Promoting Lifelong Learning, with guest speakers from research institutions in China, Denmark, Estonia, Germany, Latvia, Malaysia, Spain and the United Kingdom of Great Britain and Northern Ireland,

The 60th anniversary celebrations were an important opportunity for UIL to increase the visibility of its work and became a major advocacy event for lifelong learning. More than 200 people attended the events, which were co-organised by the Institute's partners, the City of Hamburg and the University of Hamburg.

*Left: ALADIN Meeting*



*Right: Literacy Surveys Meeting at Hamburg University*



*Irina Bokova, Director-General of UNESCO with UIL Staff*



*Reception at the Senate Guesthouse*

*From left to right: Rosemarie Mielke (University of Hamburg, Vice-President), Arne Carlsen (UIL, Director), Kyung He Sung (UIL, Governing Board Chairperson), Irina Bokova (UNESCO, Director-General), Dorothee Stapelfeldt (Deputy Mayor, Hamburg, host of reception), Walter Hirche (German Commission for UNESCO, President)*







## UIL Governing Board 2012

**Top photo, front row** (from left to right):

**Davidson L. Hepburn**, Former President of the UNESCO General Conference, The Bahamas;

**Kyung He Sung**, Chief Executive Officer Educators Without Borders, Chairperson of the Governing Board, Republic of Korea;

**Arne Carlsen**, Director of UIL;

**Gugulethu Thenjiwe Ndebele**, Deputy Director-General of the Department of Basic Education, South Africa;

**Abdulla bin Ali Al-Thani**, President of Hamad bin Khalifa University and Vice President for Education of Qatar Foundation, Qatar

**Middle row**

**Ahlin Jean-Marie Byll-Cataria**, Executive Secretary ADEA, Togo;

**Minxuan Zhang**, President, Shanghai Normal University, People's Republic of China;

**Eeva-Inkeri Sirelius**, Former Secretary-General of the Finnish Adult Education Association, Finland;

**Benita C. Somerfield**, Executive Director of the Barbara Bush Foundation for Family Literacy (BBFFL), United States of America;

**Malak Zaalouk**, Professor of Practice and Director of the Middle East Institute for Higher Education, The American University of Cairo, Egypt

**Back row**

**Victor M. Barbosa Borges**, Independent Consultant, Republic of Cape Verde;

**Walter Hirche**, President of the German Commission for UNESCO, Germany;

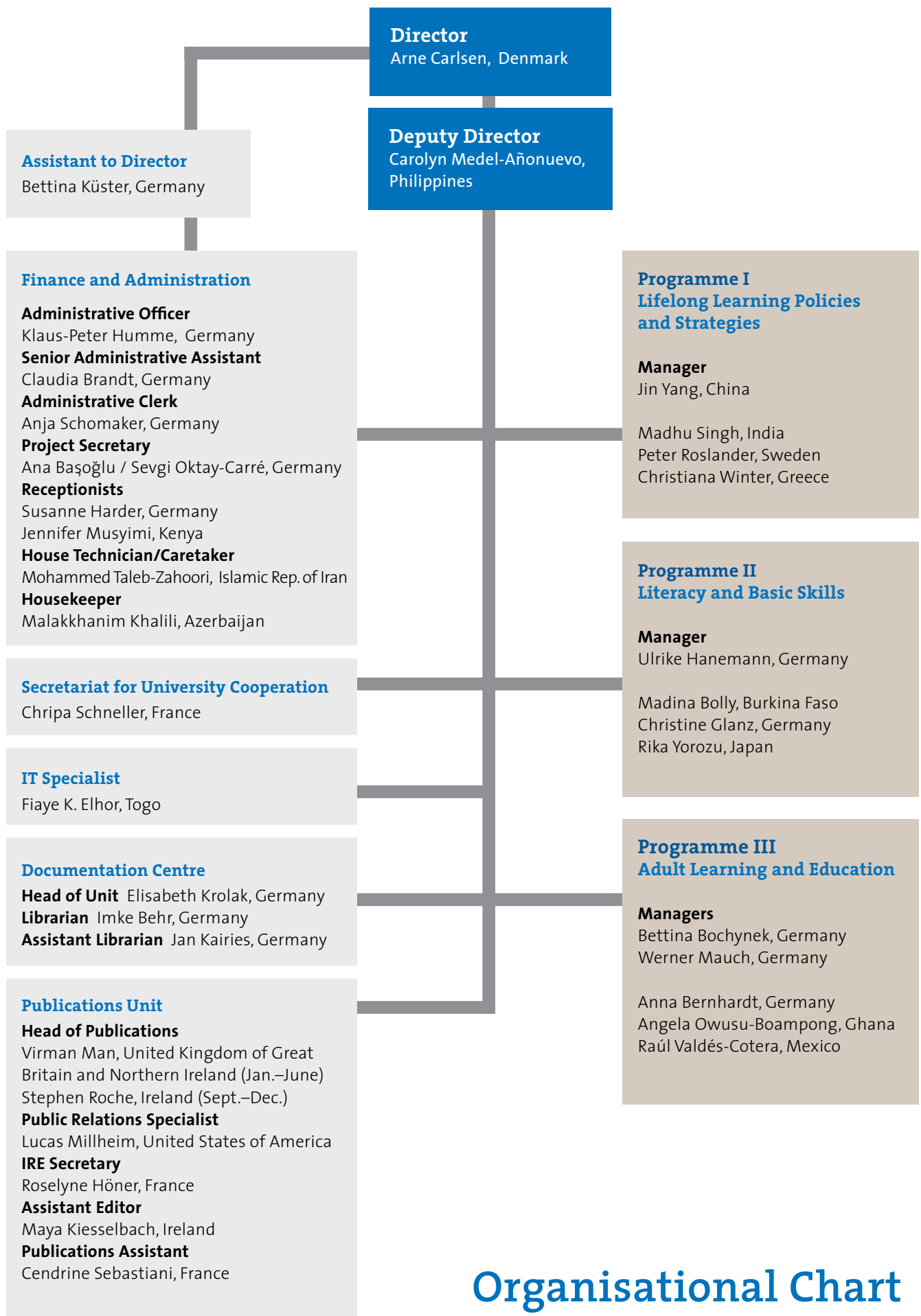
**Carolyn Medel-Añonuevo**, Deputy Director of UIL

*\*Not present:*

**Denise Dresser**, Professor of political science at the Instituto Tecnológico Autónomo de México (ITAM), Mexico

## UIL Staff 2012





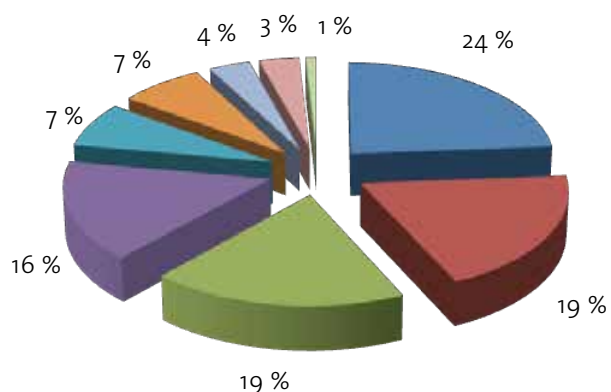
## Organisational Chart

# Financial Report

| 1. INCOME US\$                     |                  |
|------------------------------------|------------------|
| <b>UNESCO</b>                      |                  |
| Financial Allocation               | 683,000          |
| <b>VOLUNTARY CONTRIBUTIONS</b>     |                  |
| Programmes                         | 2,626,000        |
| Host Country Premises              | 250,000          |
| <b>OTHER INCOME</b>                | 124,000          |
| <b>TOTAL</b>                       | <b>3,683,000</b> |
| Reserves Programme Funds           | 1,616,000        |
| UNESCO Extra-budgetary Programmes* | 251,000          |
| <b>GRAND TOTAL FUNDS</b>           | <b>5,550,000</b> |

| 2. EXPENDITURES US\$                   |                  |
|--|------------------|
| Governing Board and Standing Committee | 51,000           |
| Direct Programme Costs                 | 2,334,000        |
| Institutional Development              | 383,000          |
| Host Country Premises                  | 250,000          |
| General Administration                 | 358,000          |
| <b>TOTAL</b>                           | <b>3,376,000</b> |
| Reserves Programme Funds               | 1,923,000        |
| UNESCO Extra-budgetary Programmes*     | 251,000          |
| <b>GRAND TOTAL FUNDS</b>               | <b>5,550,000</b> |

## INCOME 2012 in US\$: 3,683,000



- Swiss Development Cooperation: 875,000
- German Host Country Contribution: 714,000
- UNESCO Financial Allocation: 683,000
- Swedish Government: 593,000
- Norwegian Government: 266,000
- Danish Government: 264,000
- Nigerian Government: 129,000
- UIL-generated Income: 126,000
- Other Programme Contracts: 33,000





United Nations  
Educational, Scientific and  
Cultural Organization



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