



BIENNIUM REPORT 2014 | 2015

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The UNESCO Institute for Lifelong Learning (UIL) is a non-profit international institute of UNESCO. The Institute undertakes research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. Its publications are a valuable resource for educational researchers, planners, policymakers and practitioners.

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CONTENTS

Foreword	5
Lifelong Learning Policies and Strategies	8
Literacy and Basic Skills	14
Adult Learning and Education	20
Library	26
Publications and Public Relations	28
UIL Governing Board	32
Composition of UIL	34
Financial Report	38

FOREWORD

Since its establishment in 1952, the UNESCO Institute for Lifelong Learning (UIL) has been committed to advancing lifelong learning, adult and continuing learning and education, literacy, and non-formal basic education. I am pleased to present in this report an overview of the Institute's work during a biennium that has witnessed a number of landmark events in development and education. In 2015, the world defined its developmental trajectory for the next fifteen years and adopted the 2030 Agenda for Sustainable Development. Sustainable Development Goal (SDG) 4 centres on education, aiming to 'ensure inclusive and quality education and promote lifelong learning for all'. In addition, the Education 2030 Framework for Action has replaced the Dakar Framework for Action, thereby shifting focus from 'Education for All' to lifelong learning opportunities for all. UIL is closely aligning its work with the new global agenda. It has collaborated with Member States and development partners to replace the 1976 Recommendation on the Development of Adult Education with a new normative instrument: the Recommendation on Adult Learning and Education (2015). This instrument better reflects current educational, cultural, political, social and economic challenges.

One of the highlights of the 2014–2015 period was the participation of 650 people from 95 countries in the 2nd International Conference on Learning Cities, which was held in Mexico City in September 2015. The Mexico City Statement on Sustainable Learning Cities now serves as a reference document for cities wishing to promote sustainable urban development. The conference was also attended by delegates of youth organizations, who developed the 3x3x3 Youth Statement on Learning Cities. During the conference, the UNESCO Learning City Award was launched and conferred on twelve cities. In addition, UIL presented its publication, *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*, and opened the UNESCO Global Network of Learning Cities to membership.



Over the two-year period covered by this report, UIL's publications continued to reach out to a wide global audience. These publications include the *International Review of Education – Journal of Lifelong Learning*, the longest-running international journal of comparative education, which has been edited by UIL since 1955. In 2015, UIL developed an international collection of more than sixty lifelong learning policies and strategies, which are now available online to researchers and policymakers. This comprehensive analytical knowledge platform aims to inform the decision-making process as countries develop and refine their national lifelong learning policies. UIL also expanded its *Global Inventory of Regional and National Qualifications Frameworks* and launched the UIL *Global Observatory of Recognition, Validation and Accreditation (RVA) of Non-formal and Informal Learning*. In addition, UIL continued to support the research of international experts through its CONFINTEA Scholarships, CONFINTEA Fellowships and Visiting Researchers programme.

This report not only highlights the achievements of UIL but also communicates its plans for the future. In 2016, UIL will continue its progress in research, capacity-building, networking and publication. A particular milestone will be the launch of the third *Global Report on Adult Learning and Education (GRALE III)*, which was prepared and drafted in 2014 and 2015. As well as assessing Member States' progress in implementing the Belém Framework for Action, *GRALE III* focuses on the wider benefits of adult learning and education in the areas of health and well-being, employment and the labour market, and social, civic and community life.

In 2014–2015, UIL achieved important results in its literacy and basic skills work through the Capacity Development for Education for All (CapEFA) Programme, which provides technical assistance to Member States seeking to improve their national literacy policies and programmes. UIL also made major progress with the Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA) project in Central and West Africa. This action-research project supports Member States in developing cost-effective tools for measuring learning outcomes and evaluating programmes. The tools developed in the first phase of RAMAA have been used by the five participating countries – Burkina Faso, Mali, Morocco, Niger and Senegal – to improve the quality of existing literacy programmes. In 2015, UIL launched the second phase of RAMAA, which includes seven more countries, bringing the number of countries participating in the action-research project to twelve. To fulfil its mandate to disseminate knowledge on effective literacy policies and programmes, UIL expanded its *Effective Literacy and Numeracy Practices Database (LitBase)* in 2014 and 2015, adding sixty-eight new case studies from sixty-one Member States. The majority of these case studies have been published in English, French, Spanish and Arabic. Several thematic compilations of case studies from the database were published in different languages.

In conclusion, I would like to express my appreciation to the committed staff of UIL, who have worked hard over the past two years to promote lifelong learning. I am also grateful to the UIL Governing Board, UNESCO Regional Bureaus, UNESCO Field and Cluster Offices, UNESCO Headquarters, and the UNESCO Director-General and Assistant Director-General for Education. I also greatly appreciate the support of donors and well-wishers from all over the world, without whom UIL would not have been able to execute its mandate as effectively as it has done.

Arne Carlsen
Director

UNESCO Institute for Lifelong Learning (UIL)

UIL GOVERNING BOARD ON THE 2014–2015 BIENNIUM

The 2014–2015 biennium has been a defining period of transition for UIL. Early in 2014, UIL adopted its Medium-Term Strategy 2014–2021. UIL's activities, which continue to pursue its mandate for lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education, were realigned according to the new strategic objectives of the UNESCO Medium-Term Strategy 2014–2021. In line with this strategy, one of UIL's key objectives over the 2014–2015 biennium has been to make a valuable contribution to the 2030 Agenda for Sustainable Development.

On behalf of the UIL Governing Board, I would like to acknowledge the remarkable work being done throughout UIL's programmes, particularly with regard to supporting Member States in developing lifelong learning policies. Moreover, the Board notes with pleasure the growth of important partnerships and collaborations with other United Nations agencies, universities, and governmental and civil society organizations. Such cooperation is continuing to enrich the body of knowledge produced by UIL. Over the course of the 2014–2015 biennium, UIL increased the relevance and quality of its services, programmes and interventions by applying a results-based management approach. It organized training, provided technical advice, created new networks and produced publications of high value to Member States seeking to provide high-quality education and lifelong learning for all. Furthermore, UIL has expanded its fellowship, scholarship and internship programmes, thereby offering an increasing number of people opportunities to work with UIL on policy development and research. In addition, the Board is very pleased with the excellent development of the UNESCO Global Network of Learning Cities, which, by promoting policy dialogue and peer learning among member cities, is improving democratic participation and sustainable development in the world's cities.

UNESCO aims to realize Sustainable Development Goal 4 of the 2030 Agenda for Sustainable Development by helping Member States to provide their citizens with life-



long learning opportunities. However, UIL's programme areas will also play a significant role in realizing all of the other seventeen Sustainable Development Goals.

The Institute's interventions require solid financial support. One of the main challenges UIL faced at the beginning of the 2014–2015 biennium centred on securing longer-term cycles of financing. I am pleased to report that, thanks to its donors, UIL's financial outlook has significantly improved. On behalf of the UIL Governing Board, therefore, I would like to convey my heartfelt appreciation to all UIL donors for their generous support in 2014 and 2015. I would also like to express my deep gratitude to the Free and Hanseatic City of Hamburg, not only for providing UIL's premises, but also for supporting cooperation between the Institute and the University of Hamburg, and for supporting public access to the UIL Library. Finally, I am grateful to the Director of UIL and his team for their commitment to continuously improving the quality of the Institute's work and to supporting Member States in enhancing people's lives through lifelong learning.

Walter Hirche
Chairperson

UIL Governing Board

LIFELONG LEARNING POLICIES AND STRATEGIES

“SOLUTIONS LIE IN THE IMAGINATIONS OF WOMEN AND MEN, IN THEIR RIGHTS AND DIGNITY, IN SOCIETIES THAT ARE JUST AND INCLUSIVE. AT THIS TIME OF CHANGE, LIFELONG LEARNING HAS NEVER BEEN MORE IMPORTANT – AND CITIES, WHERE MORE THAN HALF OF THE WORLD’S POPULATION LIVES TODAY, HAVE A LEADING ROLE TO PLAY IN CREATING NEW OPPORTUNITIES FOR LEARNING.”

– Ms Irina Bokova, Director-General, UNESCO





SUPPORTING COUNTRIES AND CITIES IN EXPANDING LIFELONG LEARNING OPPORTUNITIES

UIL continues to play an important role in promoting the principle and the practice of lifelong learning for all. Its activities support Member States in establishing lifelong learning systems and in monitoring and evaluating the implementation of lifelong learning policies and strategies. The Institute has worked with a number of countries to develop and improve their national lifelong learning policies and strategies with a view to building inclusive and gender-responsive learning systems. Its work in this regard, and in particular its promotion of the learning city initiative, has strengthened links between formal and non-formal structures, thereby aiding the systemic integration of lifelong learning into people's daily lives.

BUILDING LEARNING CITIES WORLDWIDE: THE UNESCO GLOBAL NETWORK OF LEARNING CITIES (GNLC)

In 2013, UNESCO launched the UNESCO Global Network of Learning Cities (GNLC). This network fosters partnerships between cities that mobilize resources to promote inclusive learning for all their citizens. Learning cities have an important role to play in implementing the 2030 Agenda for Sustainable Development, particularly with regard to SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

SUSTAINING MOMENTUM: THE 2ND INTERNATIONAL CONFERENCE ON LEARNING CITIES

In September 2015, UIL organized the 2nd International Conference on Learning Cities in collaboration with the Government of Mexico City. The purpose of the conference was to build synergies, share cities' experiences and follow up on the progress that cities had made since the 1st International Conference on Learning Cities in 2013. The Conference resulted in the adoption of the Mexico City Statement on Sustainable Learning Cities. This statement identifies strategic directions for build-

ing sustainable learning cities and outlines eight action points to further their development and to advance lifelong learning as a driver of social, economic and environmental sustainability in cities throughout the world. The conference engaged with young people, bringing together youth delegates from all over the world. These youth delegates drafted the 3x3x3x3 Youth Statement on Learning Cities.

RECOGNIZING EXCELLENCE: THE UNESCO LEARNING CITY AWARD

The UNESCO Learning City Award, which was launched in 2015, is presented to cities that have demonstrated exemplary commitment to promoting inclusive education and lifelong learning at local level. At the 2nd International Conference on Learning Cities in Mexico City, twelve cities received the UNESCO Learning City Award 2015: Melton (Australia), Sorocaba (Brazil), Beijing (China), Bahir Dar (Ethiopia), Espoo (Finland), Cork (Ireland), Amman (Jordan), Mexico City (Mexico), Ybycuí (Paraguay), Balanga (Philippines), Namyangju (Republic of Korea) and Swansea (United Kingdom of Great Britain and Northern Ireland). The award-winning cities' good practices and lessons are featured in a UIL publication entitled *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities* (2015). Drawing on the insights emerging from the case studies, UIL also published *Guidelines for Building Learning Cities* (2015). These guidelines provide cities with strategic approaches for building dynamic and sustainable learning cities.

SUPPORTING SAUDI ARABIA IN BUILDING GENDER-RESPONSIVE LIFELONG LEARNING SYSTEMS

UIL has been working closely with Saudi Arabia to support its efforts to provide quality learning opportunities to all youth and adults. In 2014, UIL continued to work with the Ministry of Education of Saudi Arabia to develop and review gender-responsive lifelong learning policies and programmes.

STRENGTHENING RVA SYSTEMS: THE INCLUSION OF 'GREEN COMPETENCIES'

The recognition of environmentally friendly work practices in the formal and informal economic sectors will play a critical role in accomplishing the 2030 Agenda for Sustainable Development. Therefore, in 2015, UIL and the UNESCO-UNEVOC Centre for Technical and Vocational Education and Training at the Hong Kong Institute of Education (HKIEd) began a research study entitled 'The Inclusion of Green Competencies in the Recognition, Validation and Accreditation (RVA) of Non-formal and Informal Learning'. The research focuses on seven countries: China, India, Bangladesh, Nepal, the Philippines, Malaysia and Kazakhstan.



SHARING INFORMATION AND EXPANDING THE KNOWLEDGE BASE ON LIFELONG LEARNING

COMPILATION OF NATIONAL LIFELONG LEARNING POLICIES AND STRATEGIES

UIL continuously compiles data from national governments and shares this information widely in order to encourage learning in different contexts. In 2014 and 2015, the Institute compiled data from sixty national lifelong learning policies and strategies that reflect holistic and sector-wide approaches to the provision of learning for all. These policies, which are available online, are being used by governments and research entities such as universities and think tanks as a basis for comparative studies on different conceptions of and implementation plans for lifelong learning.

THE RVA GLOBAL OBSERVATORY

As countries move towards building lifelong learning systems, they are becoming increasingly aware of the important role played by systems that promote recognition, validation and accreditation (RVA) of the outcomes of non-formal and informal learning. After all, only through such systems can the skills and abilities acquired by participants be recognized on the labour market and within the formal education system.

To contribute to the development of coherent RVA policy frameworks and systems, UIL launched the *Global Observatory of the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning* in October 2014. The *Observatory* has grown from an initial 27 case studies to a current 43 case studies and 27 country profiles.

THE GLOBAL INVENTORY OF REGIONAL AND NATIONAL QUALIFICATIONS FRAMEWORKS

The *Global Inventory of Regional and National Qualifications Frameworks*, the result of collaborative work between the European Training Foundation (ETF), the European Centre for the Development of Vocational Training (Cedefop), UNESCO Headquarters and UIL, charts progress in the area of national qualifications frameworks (NQFs). The 2015 edition of the *Global Inventory of Regional and National Qualifications Frameworks* consists of two volumes. Volume I comprises six thematic chapters highlighting issues related to the impact of NQFs and links between NQFs and the validation of non-formal and informal learning. Volume II provides an inventory of 86 NQFs and 7 regional qualifications frameworks.



LITERACY AND BASIC SKILLS

“THE INTEGRATION OF ACTION RESEARCH INTO TRAINING PROGRAMMES FOR YOUTH AND ADULT EDUCATORS CAN GREATLY ENHANCE THE QUALITY OF YOUTH AND ADULT TEACHING AND LEARNING.”

– Arne Carlsen,
Director of the UNESCO Institute for Lifelong Learning



ENHANCING NATIONAL CAPACITIES TO IMPLEMENT LITERACY PROGRAMMES

In the 2014–2015 biennium, UIL supported stakeholders in Member States in furthering literacy and basic skills as a foundation for lifelong learning. UIL has made major contributions to UNESCO's work on literacy through capacity development in Member States at policy and programme levels, and through advocacy for literacy as a means of empowerment. Programmes have focused on women and disadvantaged populations, especially in post-conflict and least developed countries, as well as on the African region. UIL has advocated a better understanding of literacy, strengthened the knowledge base on literacy and basic skills, and enhanced capacities through action research, policy dialogue, training, partnership, networking and the analysis and dissemination of effective practices. UIL is a member of a wide range of literacy and basic skills networks that use various platforms to organize policy forums, seminars and workshops regionally and internationally. Building on its longstanding partnership with the Association for the Development of Education in Africa (ADEA), UIL cooperated with the ADEA Working Group on Non-formal Education to develop a common framework of core competencies for the African Region.

In promoting holistic, sector-wide and cross-sectoral approaches to literacy, UIL has in the past biennium focused on the development of empowering approaches that reach out to vulnerable and disadvantaged groups. These include community-based, integrated and inter-generational approaches such as family literacy, which promotes the development of literacy for both children and adults and of a culture of learning at home. UIL has continued to share examples of such promising practices through its *Effective Literacy and Numeracy Practices Database* and various publications.

INTEGRATING LITERACY INTO SECTOR-WIDE POLICIES

From 2011 to 2014, UIL worked with the Democratic Republic of Congo and the UNESCO International Institute for Educational Planning (IIEP) on integrating non-formal

education, in particular adult literacy programmes, into sector-wide policies, planning and management. In 2014 UIL contributed to capacity-building initiatives for leaders of youth and adult literacy programmes for women in Saudi Arabia. Since May 2015, UIL has been assisting in the preparation of an Education Sector Development Plan (2016–2025) for The United Republic of Tanzania. UIL has assisted in particular with analysing and planning the adult literacy and non-formal education sub-sector. UIL has also provided technical back-up to an education policy review in Zambia which focuses on the youth and adult learning and education sub-sector.

CAPACITY DEVELOPMENT FOR EDUCATION FOR ALL (CapEFA)

Within the framework of the UNESCO Capacity Development for Education for All (CapEFA) programme, UIL provided technical support to the following eleven countries to assist them in designing and implementing their national literacy and non-formal education policies and programmes: Bangladesh, Cambodia, Chad, Democratic Republic of the Congo, Mauritania, Mozambique, Nepal, Senegal, South Sudan, Timor-Leste, Togo and Yemen.

UIL also provided technical assistance to the Enhancement of Literacy in Afghanistan programme and strengthened the capacity of a national team to develop a new curriculum framework for youth and adult literacy. UIL's support helped the Mexican National Institute for Adult Education to strengthen the monitoring and evaluation system for a national literacy campaign launched in 2014. In Angola, UIL assisted in developing a national acceleration plan for CapEFA.

PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT THROUGH COMMUNITY-BASED APPROACHES

During the 2014–2015 biennium, UIL continued to advocate community-based approaches to ensure the provi-



sion of easily accessible, flexible and relevant learning and education programmes. Drawing on good practices in community learning centres in Asia, UIL collaborated with key partners and contributed to the development and adoption of two outcome documents: the *Jakarta Statement: Nurturing a Care, Fair and Share Society Through CLCs* and the *Okayama Commitment 2014: Promoting ESD beyond DESD through Community-Based Learning*, which were both adopted at events marking the end of the United Nations Decade of Education for Sustainable Development (2005–2014). These documents spell out how governments can make use of and support community learning centres to achieve the goals of sustainable development.

Previous policy forums on literacy and life skills education for vulnerable youth organized by UIL in 2011 and 2013 have led to a renewed and sharper focus on young men and women. For example, Dhaka Ahsania Mission, an NGO in Bangladesh, has added youth as a prime constituency of its programmes and now trains young people as community leaders. The Women's Union in Yemen has introduced programmes focusing on marginalized young women.

IMPROVING LEARNING OUTCOMES THROUGH ACTION RESEARCH

RAMAA

RAMAA (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation) was initiated by UIL to develop capacities for evaluating the learning outcomes of literacy programmes. Based on a methodological framework that takes into account the

cultural, educational and linguistic contexts, RAMAA aims to provide reliable data for improving the quality of literacy programmes.

During the first phase of RAMAA (2011–2014), UIL supported five French-speaking African countries: Burkina Faso, Mali, Morocco, Niger and Senegal. The results of this first phase are already visible at the national level. For example, the Moroccan Government drew on RAMAA data to revamp its national literacy strategy and create a road map for 2014 to 2020. In Niger, RAMAA results were used to draft a plan for scaling up national adult literacy programmes.

The following seven additional countries joined the second phase of RAMAA, which was launched in 2015: Benin, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo (DRC) and Togo.

ACTION RESEARCH IN MULTILINGUAL CONTEXTS

Youth and adult educators from all social spheres need knowledge and competencies to advance inclusive and gender-responsive youth and adult literacy education. Theory and practice show that participatory and collaborative action research is an effective approach. UIL and the UNESCO Multisectoral Regional Office in Abuja therefore joined forces in 2015 to publish a guidebook entitled *Action Research to Improve Youth and Adult Literacy*. The guidebook, which has been published in English and French, is used for training youth and adult educators. It serves as a tool for developing high-quality literacy programmes, and has already been included in resource packages for trainers in eight training institutions.

SHARING INFORMATION AND DRAWING LESSONS FROM GOOD PRACTICES TO IMPROVE THE QUALITY OF LITERACY PROGRAMMES

THE EFFECTIVE LITERACY AND NUMERACY PRACTICES DATABASE

The *Effective Literacy and Numeracy Practices Database (LitBase)*, which was launched by UIL in 2009, continued to expand over the course of the 2014–2015 biennium. The database is being used by a large number of scholars and stakeholders; in 2014 and 2015 there were more than 230,000 online visits to *LitBase* case studies and 350 citations in academic journals and publications. In addition, there were 11,044 downloads of the three thematic compilations of *LitBase* case studies, which are available online in English and French.

**MAP DISCLAIMER:

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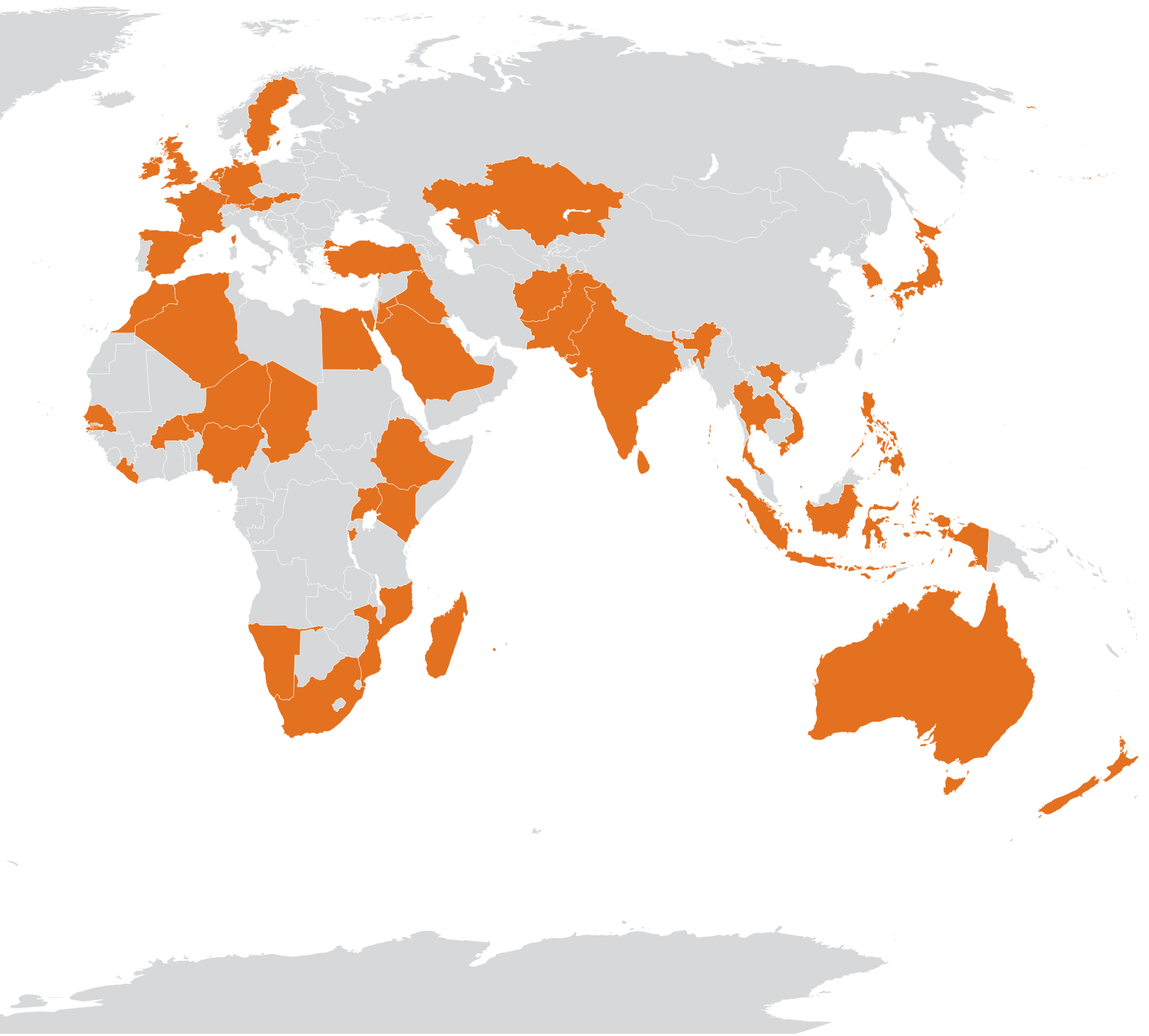


Figure 1: Map of all countries featured in LitBase**

ADULT LEARNING AND EDUCATION

“CONFITEA GIVES US THE OPPORTUNITY TO ASSERT HOW ESSENTIAL THE TRAINING AND DEVELOPMENT OF HUMAN RESOURCES, THE RIGHT TO EDUCATION AND THE RIGHT TO ADULT LEARNING AND LIFELONG LEARNING ARE FOR THE SURVIVAL OF OUR SOCIETIES AND OUR STATES.”

– His Excellency Professor Alpha Oumar Konaré,
Former President of the Republic of Mali, Former Chairman of the
Commission of the African Union (2009)

*Source: Sixth International Conference on Adult Education,
Belém do Pará, Brazil, 1–4 December 2009*





ENABLING PEOPLE TO REALIZE THEIR RIGHTS

One of UIL's strategic goals is to ensure that adult learning and education (ALE) are recognized as a crucial component of education systems and integrated into national policy frameworks and development agendas. To that end, UIL works together with UNESCO Member States to organize the International Conference on Adult Learning and Education (CONFINTEA). The purpose of CONFINTEA, which takes place every ten to twelve years, is to monitor progress made by Member States in the field of ALE. UIL also organizes follow-up activities with a focus on policy advice and capacity development. Supporting Member States in enhancing participation in ALE programmes and developing capabilities to create more learning opportunities for youth and adults are key objectives. UIL's activities seek to improve ALE policy and practice on national, regional and international levels.

ADOPTION OF THE UNESCO RECOMMENDATION ON ADULT LEARNING AND EDUCATION (2015)

UIL led the process of drafting the Recommendation on Adult Learning and Education (2015). The Recommendation, which replaces the 1976 Recommendation on Adult Education, provides a more differentiated definition of adult learning and education, identifying three core areas of skills and learning: (a) equipping adults with literacy and basic skills; (b) providing continuing training and professional development; and (c) promoting active citizenship through what is known as 'community', 'popular' or 'liberal' education. The Recommendation emphasizes the fact that ALE is a core component of lifelong learning and highlights the critical role it plays in realizing the right to education.

In addition, the Recommendation calls upon Member States to take action in the areas defined in the Belém Framework for Action (2009)¹ – i.e. policy; governance;

1 The Belém Framework for Action records the commitments made by Member States at CONFINTEA VI and presents a strategic guide for the global development of adult literacy and ALE from a lifelong learning perspective.

finance; participation, inclusion and equity; and quality – and stresses the importance of enhancing international cooperation. The Recommendation on Adult Learning and Education (2015) will be monitored through the established mechanisms of the CONFINTEA process, especially the *Global Report on Adult Learning and Education*, which tracks progress achieved in implementing the Belém Framework for Action in UNESCO Member States.

The Recommendation also refers directly to the 2030 Agenda for Sustainable Development and highlights that the 'aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies'. The Recommendation aims to foster sustainable and inclusive economic growth and to be 'a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies'.

THE THIRD GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

The Belém Framework for Action mandates UNESCO to monitor progress in ALE in Member States. To fulfil this mandate, UIL publishes the *Global Report on Adult Learning and Education (GRALE)*, which analyses data gathered from national progress reports. In 2015, preparations were underway for *GRALE III*, which focuses on the impact of ALE on health and well-being, employment and the labour market, and social, civic and community life.



FOLLOWING UP ON THE BELÉM FRAMEWORK FOR ACTION

LAUNCH OF AN INNOVATIVE REGIONAL PLATFORM FOR POLICY AND PROGRAMME DEVELOPMENT TARGETING VULNERABLE YOUTH IN AFRICA

The 2012 CONFITEA VI Regional Follow-Up Meeting for Africa called for the creation of a regional network to focus on the specific needs of vulnerable youth in Africa, especially with regard to literacy and life skills. As a result, the innovative Zankey Faba ('Supporting the Youth') project was launched in 2015. Zankey Faba is a platform supporting regional associations and organizations that work with young people. By providing information on policies and practices, it serves as a valuable resource for youth programme practitioners from governments and NGOs. Zankey Faba offers a unique space for discussions and dialogue between different stakeholders in youth development.

THE UNESCO REGIONAL RESOURCE CENTRE FOR ADULT EDUCATION AND LITERACY IN EGYPT

In 2014, the Sirs El-Layyan Centre in Menoufia, Egypt, was declared a UNESCO Category II Regional Resource centre for ALE and literacy in the Arab States. UIL is contributing to the development of the centre.

THE CONFITEA FELLOWSHIP PROGRAMME

The CONFITEA Fellowship programme falls within UIL's mandate, as stipulated in the Belém Framework for Action, to support Member States in improving their capacities and advancing inclusive and integrated ALE policies. Since 2011, a total of twenty-two CONFITEA Fellowships have been awarded to governmental and non-governmental education specialists from twenty UNESCO Members States. The Fellowships enable recipients to develop ALE strategies for their countries. The Fellowship period is one month, during which Fellows are supported by UIL staff and an external supervisor with theoretical and practical knowledge in the field. In 2015,

UIL hosted six Fellows from Egypt, Ethiopia, Indonesia, Togo, Tunisia and Uruguay. These Fellows have developed education-related strategies that will help implement and contextualize the recommendations of the Belém Framework for Action in their countries.

THE CONFITEA SCHOLARSHIP PROGRAMME

In 2014 and 2015, UIL awarded eight CONFITEA Scholarships to researchers and education professionals from Mongolia, China, Ghana, Cabo Verde, Chad, Iran, Viet Nam and Ukraine. CONFITEA Scholars work at UIL for one month to conduct research in lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. At the end of the month, they present their research outcomes, which can be shared with decision-makers and will have an impact on the education sector in their home countries.

ROOTING ALE IN THE COMMUNITY AND HARNESSING THE POWER OF ICT

UIL worked with the International Council for Open and Distance Education (ICDE) and Study Portals (SP) to evaluate the potential of distance education provided by European higher-education institutions. This project, which was entitled 'Impact of Distance Education on Adult Learning' (IDEAL), was conducted between October 2013 and September 2015. The project highlighted significant regulatory barriers to distance education and emphasized the need to develop standard procedures for the recognition of prior learning of higher education students across Europe.



LIBRARY

“THE ALADIN ONLINE ALERT HAS BECOME A VERY USEFUL AND EFFICIENT RESOURCE FOR US; WE REGULARLY POST IT ON OUR WEBSITE AND SEND IT TO ADULT EDUCATORS IN SLOVENIA.”

– Zvonka Pangerc Pahernik, Head of the Promotion and Information Unit,
Slovenian Institute for Adult Education (SIAE)

With 50,000 publications on lifelong learning, the UIL Library hosts one of the largest collection of its kind in the world. Its collections of literacy material includes publications from sixty countries and in 200 languages. The UIL Library collaborates with institutions and agencies to make research material and studies accessible via digital platforms. It also provides UIL's research programmes with literature search functions and ensures that UIL's technical advice and capacity building are based on the latest research findings.

UIL coordinates the Adult Learning Documentation and Information Network (ALADIN), which was launched

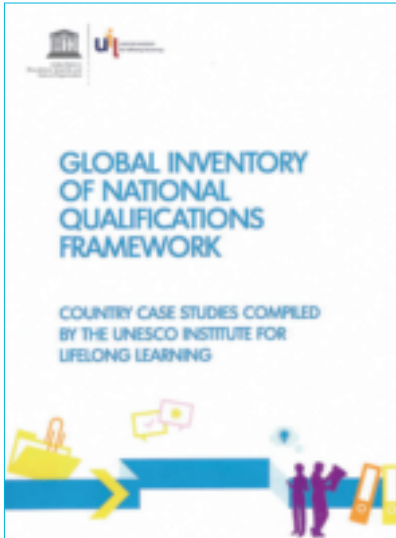
in 1997. The Network currently connects 100 ALE documentation and information centres around world. ALADIN also works to raise awareness for the important role libraries play in relation to fostering literacy. In 2014, UIL launched an innovative online alert system designed to share information and documentation in the areas of adult learning, adult literacy, lifelong learning, and technical and vocational education and training (TVET). The ALADIN Online Alerts contribute to the dissemination of information.



PUBLICATIONS AND PUBLIC RELATIONS

“BOOKS CAN RISE ABOVE CULTURAL DIFFERENCES AND THEY SURVIVE DIFFERENT GENERATIONS. THEY REPRESENT DIFFERENT VOICES THAT ULTIMATELY BIND US TOGETHER AND FEED OUR CONTINUOUSLY DEVELOPING CULTURE. THEY CARRY KNOWLEDGE AND INSPIRE; THEY ENRICH OUR LANGUAGE AND ENABLE REFLECTION.”

– Her Royal Highness Princess Laurentien of the Netherlands,
UNESCO Special Envoy on Literacy for Development



Global Inventory of National Qualifications Frameworks: Country Case Studies Compiled by the UNESCO Institute for Lifelong Learning UIL, 2014



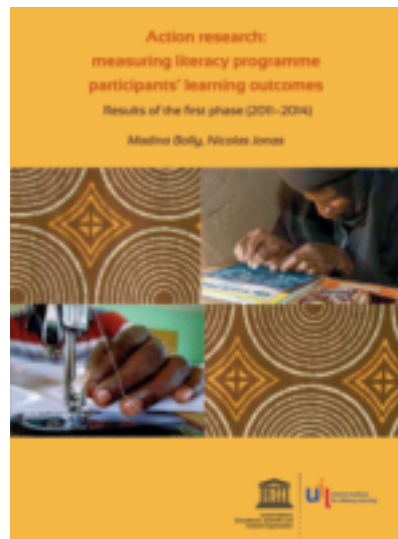
Global Inventory of Regional and National Qualifications Frameworks, Volume I: Thematic Chapters UIL, ETF and Cedefop, 2015



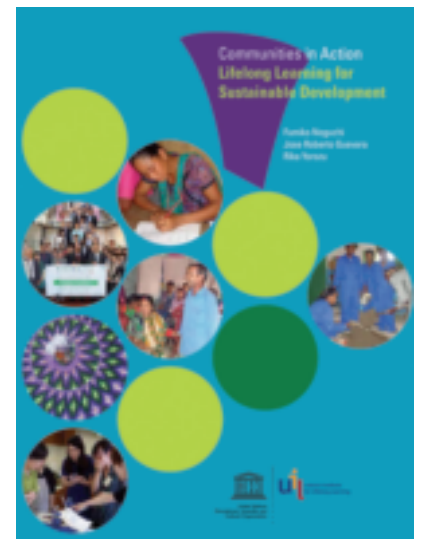
Global Inventory of Regional and National Qualifications Frameworks, Volume II: National and Regional Cases UIL, ETF and Cedefop, 2015



Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World, Hassan Alidou and Christine Glanz (eds.), UIL, 2015



Action Research: Measuring Literacy Programme Participants' Learning Outcomes. Results of the First Phase (2011–2014), Madina Bolly and Nicolas Jonas, UIL, 2015



Communities in Action: Lifelong Learning for Sustainable Development, Fumiko Noguchi, Jose Roberto Guevara and Rika Yorozu UIL, 2015

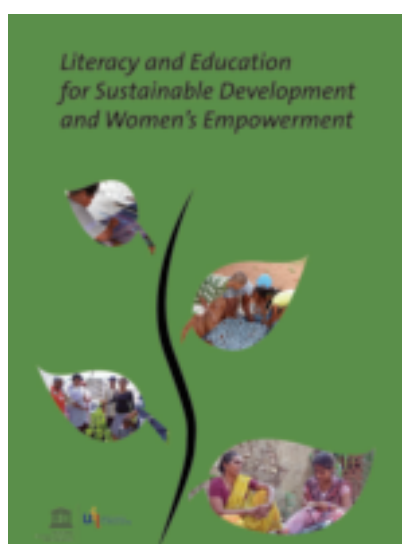
QUALITY PUBLICATIONS AND EFFECTIVE DISSEMINATION

In 2014 and 2015, UIL produced over thirty publications, thereby providing policy-makers, researchers and practitioners with more research results and comparative analyses of lifelong learning. UIL also ensured that these publications reached a wider audience by expanding the distribution network and working in cooperation with many partners to help them make use of the publications. A new online publications catalogue contains direct download links to every major UIL publication since the Institute's establishment in 1952.

In addition to working with other institutions on various books and brochures, UIL made several publications available in languages other than English. As well as translating publications into French and Spanish, UIL collaborated with the Korean National Commission for UNESCO and with China Central Radio & TV University Press to translate two UIL publications into Korean and Chinese respectively. Enhanced and expanded digital presence led to a more than 50% increase in downloads of UIL publications in 2014 and 2015.

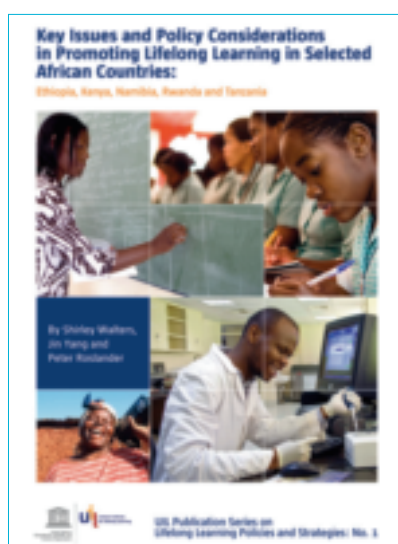
UIL continued to work with Springer Science+Business Media to publish and promote its flagship periodical, the *International Review of Education – Journal of Lifelong Learning (IRE)*, a peer-reviewed journal with more than 8,500 institutional subscriptions worldwide at the end of 2015. In 2014 and 2015, the IRE published special issues on 'Learning Needs and Life Skills for Youth' (60:2); 'What Humanism for the 21st Century? Quel humanisme pour le 21e siècle?' (60:3); 'New Times, New Voices' (60:4); 'Lifelong Literacy: Towards a new agenda' (61:3); and 'Workplace Learning, Subjectivity and Identity' (61:6).

UIL's Public Relations work in the 2014–2015 biennium focused on advocating the wider benefits of lifelong learning. Its media and external communications work increased the visibility of the Institute's activities and interventions.



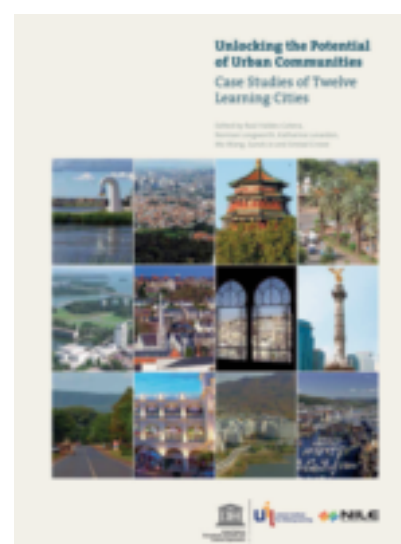
Literacy and Education for Sustainable Development and Women's Empowerment

Anna Robinson-Pant
UIL, 2014



Key Issues and Policy Considerations in Promoting Lifelong Learning in Selected African Countries: Ethiopia, Kenya, Namibia, Rwanda and Tanzania

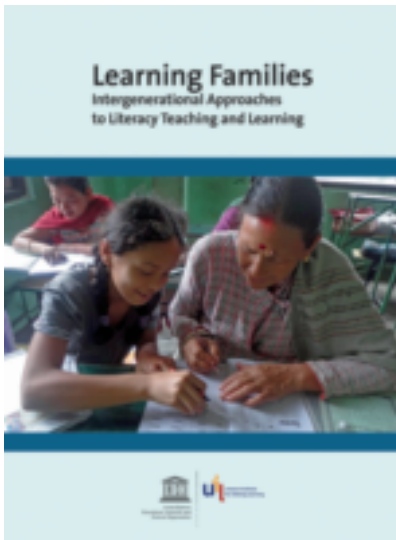
Shirley Walters, Jin Yang and Peter Roslander
UIL, 2014



Unlocking the Potential of Urban Communities

Case Studies of Twelve Learning Cities
Raúl Valdes-Cotera et al. (eds)
UIL and NILE, 2015

Selected UIL publications, 2014–2015



Learning Families: Intergenerational Approaches to Literacy Teaching and Learning, UIL, 2015



Transforming Our World: Literacy for Sustainable Development, UIL, 2015



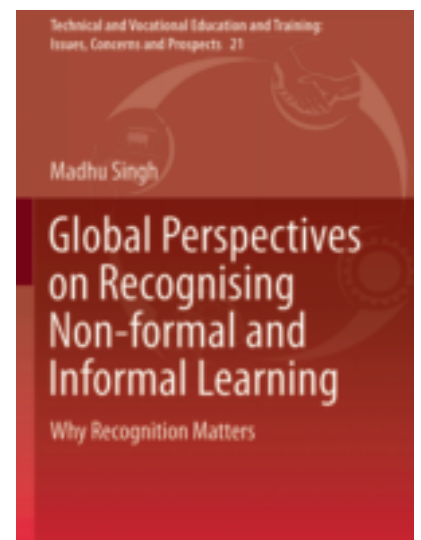
The Evolution and Impact of Literacy Campaigns and Programmes, 2000–2014, UIL Research Series No. 1
Ulrike Hanemann, UIL, 2015



Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States, Jin Yang, UIL, 2015



Impact of Distance Education on Adult Learning (IDEAL), Report 3: Distance Education in European Higher Education UIL, ICDE and StudyPortals, 2015



Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters
Madhu Singh, UIL and Springer Science+Business Media, 2015

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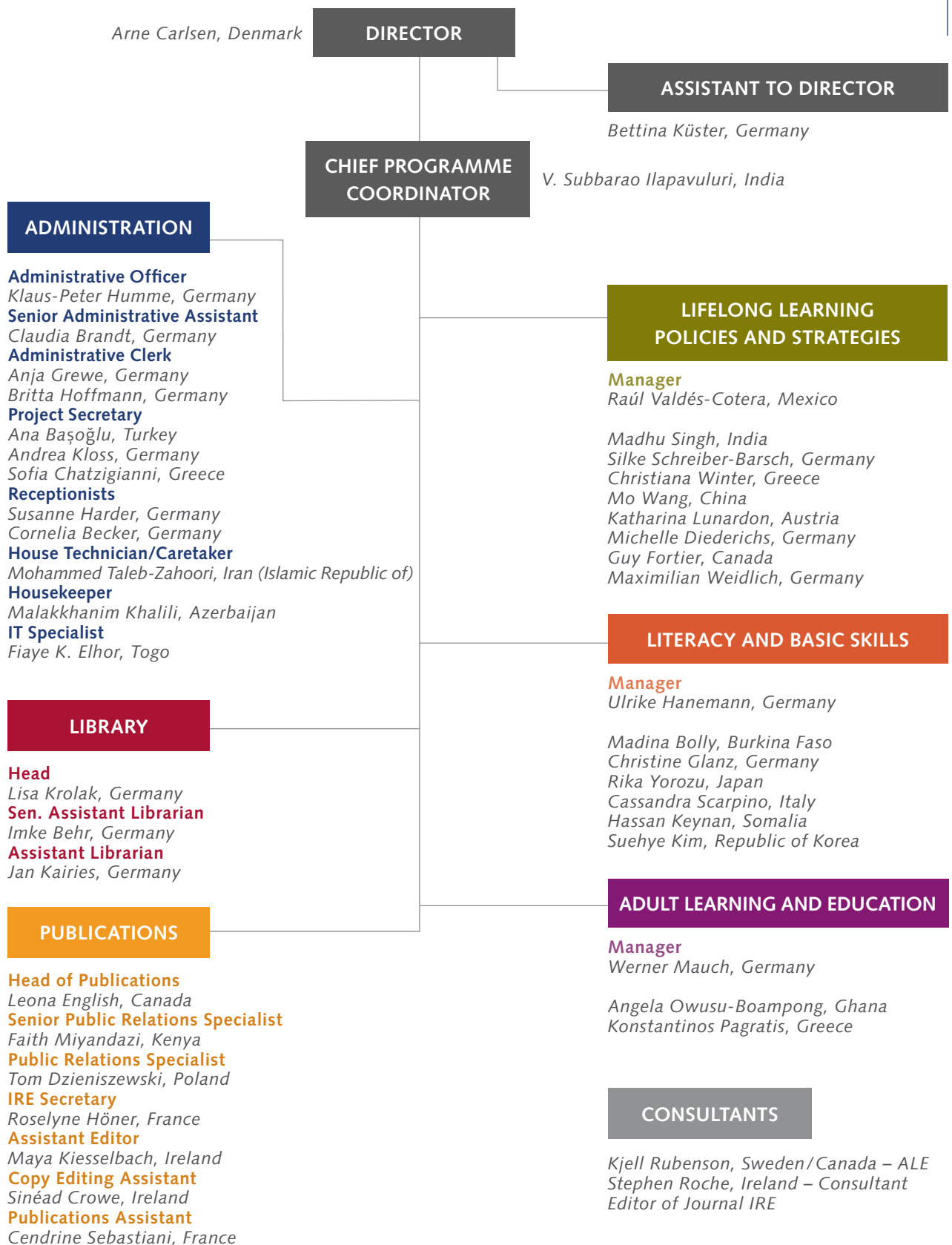
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FINANCIAL REPORT

UIL BUDGET 2014 AND 2015	(US\$)	(US\$)	(US\$)
INCOME	2014	2015	2014–2015
UNESCO			
UNESCO Financial Allocation	682,000	698,000	1,380,000
Voluntary Contributions			
Programmes	3,497,000	3,785,000	7,282,000
Host Country Germany	921,000	726,000	1,647,000
Other Income	251,000	399,000	650,000
TOTAL	5,351,000	5,608,000	10,959,000
Reserves Programme Funds	1,477,000	3,485,000	4,962,000
UNESCO Extra-budgetary Programmes *	106,000	252,000	358,000
GRAND TOTAL FUNDS	6,934,000	9,345,000	16,279,000
EXPENDITURES			
	2014	2015	2014–2015
Governing Board and Standing Committee	44,000	48,000	92,000
Direct Programme Costs	2,053,000	3,286,000	5,339,000
Institutional Development	306,000	270,000	576,000
Host Country Germany Premises	311,000	279,000	590,000
General Administration including ICT	447,000	440,000	887,000
TOTAL	3,161,000	4,323,000	7,484,000
Reserves Programme Funds	3,667,000	4,770,000	8,437,000
UNESCO Extra-budgetary Programmes *	106,000	252,000	358,000
GRAND TOTAL FUNDS	6,934,000	9,345,000	16,279,000

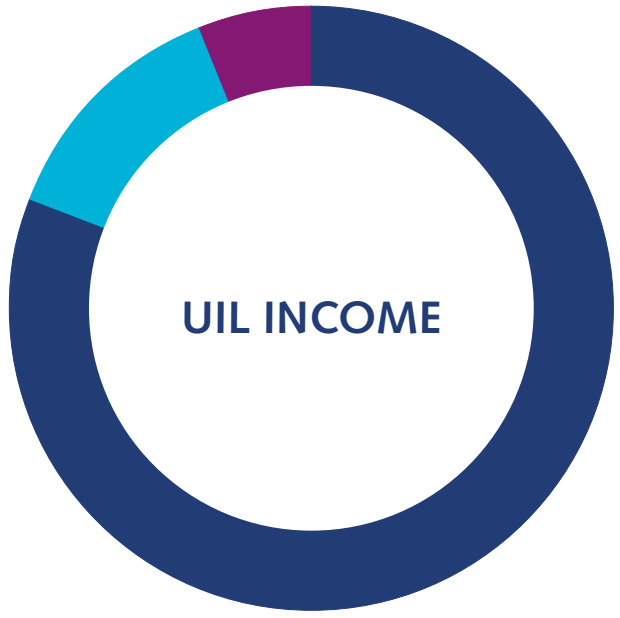
*UNESCO funds administered by UIL



- Swiss Development Cooperation 28%
- Swedish Government 23%
- German Host Country Contribution 15%
- UNESCO Financial Allocation 13%
- Norwegian Government 8%
- UIL-Generated Income 6%
- Microsoft Literacy Programme 5%
- Other Programme Contracts 3%
- Nigerian Government 1%

Total 100%

- Voluntary Contributions from donor countries 81%
- UNESCO 13%
- Other Income 6%



UIL would like to thank all its donors for making its work possible.



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