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for Lifelong Learning

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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, policy-makers and practitioners.

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DIRECTOR'S FOREWORD



Arne Carlsen | Director
UNESCO Institute for Lifelong Learning,
Hamburg, Germany

Since its foundation in 1952, the UNESCO Institute for Lifelong Learning (UIL) has promoted lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. Its activities place special emphasis on the needs of vulnerable and disadvantaged groups in those countries most affected by poverty and conflict. Building on the gains of the past, UIL has, since 2011 when I began my term as director, striven to enhance its role as a global centre of excellence in lifelong learning, adopting an outcomes-focused approach in its work in order to maximize its impact in supporting UNESCO Member States.

In 2016, UIL's work focused on the achievement of Sustainable Development Goal 4 (SDG 4) and its related targets, as set out in the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action. SDG 4 enjoins Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. UIL is committed to strengthening the relationship between SDG 4 and the other 16 SDGs in order to develop inter-sectoral and multi-sectoral approaches, leading to higher-quality development on a wider scale, with better results and greater impact. Achieving this means ensuring that lifelong learning plays a full role in all 17 SDGs and is fully integrated into all sectors of society.

UIL's efforts to advance this agenda in 2016 included the production of the third *Global Report on Adult Learning and Education (GRALE III)*, which focused on the impact of adult

learning and education (ALE) on health and well-being; employment and the labour market; and social, civic and community life. This flagship publication was developed in cooperation with the World Health Organization, the International Labour Organization, the UNESCO Institute for Statistics (UIS) and the Organisation for Economic Co-operation and Development (OECD). It has been widely shared within the international community, with launches in many countries and publication in numerous languages. The findings offer critical guidance to governments and civil society organizations worldwide, representing a bridge between commitments adopted by states at the Sixth Conference on Adult Education (CONFITEA VI) in Belém in 2009 and the 2030 Agenda for Sustainable Development.

Another key contributor to this agenda was the *Recommendation on Adult Learning and Education (RALE)* 2015, published by UNESCO in 2016, which replaced the 1976 *Recommendation on the Development of Adult Education*. UIL played a key role in developing the new *RALE*, which is already proving an important international tool for ALE. Together with *GRALE III*, *RALE* has a critical normative function in guiding the development of adult learning and education in UNESCO Member States. Its implementation will be monitored in the years to come and will be part of the agenda of the CONFITEA VI Mid-Term Review in October 2017.

UIL is working with local governments in cities, towns and villages to promote lifelong learning for inclusive and sustainable development, chiefly through the UNESCO Global Network of Learning Cities, the secretariat of which is based at UIL. This network links the achievement of SDG 4 with that of SDG 11, which aims to make cities and other human settlements 'inclusive, safe, resilient and sustainable'. It has become a major driver in building learning societies through the creation of local multi-stakeholder partnerships. In 2016, the number of cities in the network grew to 160, from 18 in 2015, demonstrating major interest from cities around the globe in joining the network and creating learning communities. In December 2016, UIL's Governing Board selected 16 cities to receive the UNESCO Learning City Award at the third International Conference on Learning Cities in Cork, Ireland, in September 2017.

The year was remarkable also for the establishment of the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL). This 15-year initiative, launched on International Literacy Day 2016 by the Director-General of UNESCO, is a multi-stakeholder partnership of

governments, inter-regional governmental organizations, international organizations, donors, civil society, academia and the private sector, with a core group playing a catalysing role in supporting countries to meet SDG 4.6: 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.' With a secretariat based at UIL, and a focus on inter-sectoral approaches to the 2030 Agenda for Sustainable Development, GAL will catalyse efforts to accelerate progress in reducing the number of people worldwide who lack literacy and basic skills. The United Nations General Assembly adopted a resolution in October 2016, moved by 101 countries, supporting GAL's coordinating role as a follow-up to the United Nations Literacy Decade 2003–2012.

The Action Research: Measuring Literacy Programme Participants' Learning Outcomes project, commonly known by its French acronym RAMAA (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation), expanded from 5 French-speaking African countries to 12 in 2016. The project's work included the creation of a sub-regional doctoral school in the measurement of literacy learning outcomes, as well as the further development and testing of methods of assessment. This activity was complemented by the first phase of work to create a universal literacy assessment framework in cooperation with UIS and OECD.

UIL continues to share its expertise and resources through its programmes of scholarships, fellowships and internships. These expanded in 2016 to include 10 scholars, 10 fellows and 40 interns. The Institute also launched a new scheme wherein seven distinguished colleagues, each with a track record of remarkable contributions to lifelong learning, were awarded the distinction of UIL Honorary Fellow. The UIL Honorary Fellows will, in the coming years, form a separate chapter of UIL's new Alumni Network, which includes former scholars, fellows, visiting researchers, and interns.

Publications are a key means by which UIL seeks to promote lifelong learning and support education researchers, policy-makers and practitioners around the world. In 2016, the number of downloads of UIL publications reached 191,000, and UIL produced a number of landmark texts, including *GRALE III* and, with UNESCO Headquarters, *RALE*, as well as its series of short, accessible Policy Briefs and its flagship journal, the *International Review of Education – Journal of Lifelong Learning (IRE)*. *IRE* remains one of the most important peer-reviewed international journals of lifelong learning, with 9,500 institutional subscriptions

and 94,000 articles downloaded annually. It is also the longest-running journal of comparative education in the world and UNESCO's foremost journal of education. Since 2013, the journal's Editorial Board has supported a greater focus on lifelong learning.

The UIL Library continued to support research at UIL and responded to information requests from education stakeholders across the world, helping to build capacity and share knowledge leading to educational change. It hosted research scholars, fellows and visiting researchers, responding to their information needs on a daily basis. It also expanded its important collections on lifelong learning policies and strategies and adult literacy teaching. The UIL Library remains the biggest in the field of its mandate. It is also among the most open and accessible. Through its ALADIN Online Alert, it continues to share on a bi-monthly basis new online and full-text information and documents in the areas of adult learning, adult literacy, lifelong learning, and technical and vocational education and training.

Dissemination is an increasingly important part of our work. During 2016, UIL increased its presence on social media, using Twitter, Facebook and LinkedIn to promote publications and external events and to get our message across more clearly and effectively. Traffic to UIL's website reached an all-time high with over 300,000 hits and the Institute's newsletter system was digitalized, enabling its three newsletters – *NEXUS*, the *CONFINTEA Bulletin*, and the *Learning Cities* newsletter – to reach more people than ever before. This important work continues as we further improve our methods of communications with the outside world, including national and local governments, civil society, practitioners, researchers, donors, supporters and others with a stake in our work.

I conclude by expressing my warm appreciation of the good work carried out by UIL's highly committed, talented staff. Their engagement, effort and specialized competencies are indispensable to the institute's success in promoting lifelong learning around the globe. I am also grateful to the UIL Governing Board, which has been very supportive in overseeing UIL's work, and has, with commitment and insight, adopted UIL's work plan and budget. I am grateful for the increasing cooperation with UNESCO regional bureaux, UNESCO field and cluster offices, and UNESCO Headquarters (UNESCO HQ), and for the support of the UNESCO Director-General and Assistant Director-General for Education. I would like to thank UIL's donors for their increasing financial support and for their trust. Without their support, UIL would not have been able to fulfil its mandate as effectively as it has.





FOREWORD FROM THE CHAIR OF THE GOVERNING BOARD



Walter Hirche | Chair, Governing Board

Looking back on 2016, the UIL Governing Board has greatly appreciated the high standard and quality of work carried out by the Institute and its continuous commitment to promoting the right of people of all ages to learn, while advancing recognition that learning and education go beyond traditional formal settings. The Institute has attached particular importance to global literacy and has taken steps to support the implementation of the 2030 Sustainable Development Goals within the framework of lifelong learning.

As I retire as Chair of the UIL Board, I would like to highlight some of the major progress I witnessed at UIL in 2016. A great achievement was the expansion of the UNESCO Global Network of Learning Cities. By focusing on working with cities to promote education and learning for social, cultural, environmental and economic development, UIL has increased its activities in Member States, working both top-down and bottom-up. Since the network was opened up to membership in September 2015, it has grown to more than 150 member cities from all over the world. I look forward to further promising developments in the network in 2017. The international community will write the next chapter at the third International Conference on Learning Cities in September, when UNESCO will confer the 2017 Learning City Awards on 16 successful cities.

I have also seen great developments towards achieving literacy in Africa through RAMAA, which is the action research project aiming to measure literacy programme participants' learning outcomes. As the first generation of

action research in the field of literacy measurement, RAMAA uses a participatory approach to develop national capacities to evaluate and monitor the quality of literacy programmes. This programme entered its second phase and grew from five to 12 participating African countries in 2016. In these and other activities, UIL relies on the contributions of its partners and donors. Its main donor countries are Switzerland, Sweden, Germany and Norway. I would like to express my extreme gratitude to them for their vital support and generosity, which are essential to the growth and development of UIL. Cooperation with partners is also critical to UIL's success and the Institute continues to cultivate strong partnerships with regional and national, governmental and civil society organizations with similar ideals and a commitment to lifelong learning and adult education.

The last year has seen a number of valued Board members leave UIL, including Benita C. Somerfield, who served as Vice-Chair of the Governing Board, and Gugulethu T. Ndebele. Both were phenomenal members who contributed valuable insight, dedication and support in very challenging times. My time at UIL has also come to an end. I have been a member of the Governing Board for nine years and what a rich experience I have had. It was an honour to be Chair and to contribute to the Institute's life-changing work. That said, I would like to welcome the new Chair, Malak Zaalouk, professor and director at the Middle East Institute for Higher Education at the American University in Cairo and member of the Governing Board for four years. I am certain that, with her professionalism and expertise, Ms Zaalouk will maintain the efficiency and effectiveness of UIL's high-quality programmes.

As I bid farewell, I would like to say how proud I am to have been part of the many projects UIL has accomplished during my time as a leading member of the Institute. I would like, too, to express my gratitude to the Director, Arne Carlsen, and his staff for the excellent work they have done to date. My special thanks also go to the partners who have supported UIL and who have allowed these activities, projects and programmes to come to life. The Institute has a significant role to play in supporting Member States to advance lifelong learning in the spirit of the 2030 Agenda for Sustainable Development. Investment in lifelong learning, particularly adult education, is a cornerstone of the promotion of social justice, sustainable development and economic growth. I warmly encourage UIL to continue building productive partnerships and to maintain its valuable input to UNESCO and its Member States as the main global reference point for lifelong learning.



‘YOU AIN’T SEEN A TING YET’

ONE WOMAN’S STORY

The UNESCO Institute for Lifelong Learning supports countries around the world in developing inclusive education and lifelong learning systems which enable people of all ages to access quality learning opportunities both within and outside formal systems. The work is life-changing, the outcomes frequently remarkable and far-reaching. Yet, very often the difference we make to the lives of individuals through our work with Member States and partners such as the Jamaican Foundation for Lifelong Learning is not easily visible. The following story is just one example of the transformational impact lifelong learning can have, not only on individuals but on their families and communities.



Nicole Reid

NICOLE REID earns a living selling fruit and vegetables at Coronation Market in Kingston, Jamaica. By night, she is a student at the Jamaican Foundation for Lifelong Learning (JFLL). At the age of 12, bureaucracy and financial issues in her family forced Nicole to drop out of school. Now she is a 34-year-old mother of four. She had to fend for herself and her family without a proper education, working at various odd jobs before starting out at the market. ‘Nobody ever had my back,’ she says. ‘I had to fend for myself from an early age.’ The market gave her a sense of security as she worked her way up, gaining respect for her hard work. Nicole began buying and selling for others on commission until she learned the trade.

STARTING AT ZERO

Although Nicole enjoyed her work at the market, her limited education meant that she struggled with basic record-keeping. She sought the advice of a friend, who recommended she take a course at the JFLL centre on East Street, a short distance from the market. She started at the most basic level – she was ‘at zero,’ she says – and gradually began to develop her understanding.

BEATING THE STIGMA

Nicole nevertheless felt shame and embarrassment about her return to learning. ‘Even those close to me thought I was wasting my time going to school, and, yes, I was ashamed,’ she says. ‘When you’re a mother and your children know that you cannot read and write, when you cannot help them with their homework, and keep asking them to help you instead, yes, you get ashamed.’

But the more Nicole attended class and met others who were going through the same experiences, the more secure she felt in her decision to better herself. It gave her the strength to continue her uphill journey. Within a year she had gone from 'zero' to 'not 100 per cent, but it ain't too bad.' Her confidence has grown and she now encourages other market vendors to attend evening school and helps those around her with basic calculations.

LEARNING AS A FAMILY

Before she learned to read, Nicole was unable to help her 12-year-old son, Jaheem, with his homework. Instead, she turned to her husband and older children for assistance. She realized that her lack of reading and writing skills was placing strain on her family. Her children were uninterested in homework and would respond to questions apathetically, not caring whether the answers were right or wrong, realizing that their mother did not know either way. This encouraged Nicole to work harder to prove them wrong.

'One evening, my son came back home with his homework. I called out to him, "Jaheem, bring me that paper," and I started reading it! The shock and joy on his face was unforgettable: "Mommy, I can't believe it, you can read!"' Now Nicole can help her children with their homework and actively support them in their own learning. She works with Jaheem as 'a team' to complete his homework.

THE JOURNEY CONTINUES

Nicole has emerged from her experience more determined than ever to continue learning and mentor others: 'Me, I come from way behind, but I ain't gonna stop. It's never too late for you to learn. And you ain't seen a ting yet. I'mma make it, I've gotta do it!'



ADVANCING LIFELONG LEARNING POLICIES

AND STRATEGIES IN MEMBER STATES



In our world, knowledge is power, and education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development.

Helen Clark, former Administrator of UNDP



ADVANCING LIFELONG LEARNING POLICIES AND STRATEGIES IN MEMBER STATES

UIL's Lifelong Learning Policies and Strategies (LLPS) programme focused in 2016 on promoting lifelong learning in the context of the 2030 Agenda for Sustainable Development. The aim of the work was to provide operational support to Member States in establishing, implementing and monitoring lifelong learning policies and strategies. The programme has created networks and synergies with countries in various world regions to ensure that national capacities for the implementation of lifelong learning policies are strong.

SUPPORTING MEMBER STATES TO MOVE TOWARDS LIFELONG LEARNING POLICIES AND STRATEGIES

UIL has undertaken several initiatives in developing capacity-building and research that supports Member States in moving towards lifelong learning policies and systems. The following are some of the highlights of the past year.

Building lifelong learning systems in South-East Asia

UIL established a joint research project with the Southeast Asian Ministers of Education Organization Regional Centre for Lifelong Learning (SEAMEO CELLL), working with 11 SEAMEO member countries¹ to develop lifelong learning policies. The project aims to map and analyse policy and good practice in lifelong learning to develop contextually relevant policy recommendations. All participating countries have appointed a focal point at ministry level and engaged experts to develop national studies. An expert meeting – 'Towards an ASEAN Lifelong Learning Agenda' – took place in Ho Chi Minh City in Viet Nam in 2016, and further consolidated the work. The outcome document from this meeting will be used in national policy forums in 2017 to inform activities and policies to promote lifelong learning in the region. The document will be presented

at the biennial South-East Asian Ministers of Education Council Conference (SEAMEC) in Indonesia during 2017 to be integrated into SEAMEC's official documents.

Informing policy-makers on approaches to recognizing non-formal and informal learning outcomes

UIL reviewed and updated 50 case studies from 28 countries for its *Global Observatory of Recognition, Validation and Accreditation of Non-formal and Informal Learning* in order to establish an online platform. The platform provides policy-makers and experts with insight into different approaches to recognizing knowledge, skills and competences acquired through non-formal and informal learning. It also analyses the recognition, validation and accreditation of non-formal and informal learning in relation to themes such as policy and legislation, social inclusion, national qualifications frameworks, skills development and quality assurance. Upcoming case studies in 2017 will cover themes such as certificating skills in informal economies, recognizing green skills, and building better recognition mechanisms for non-formal learning and competences. Policy-makers, national experts, practitioners and researchers are able to share their own country's models and practices on the platform.

LIFELONG LEARNING IN THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

With an overall aim of highlighting the role of lifelong learning in the context of Sustainable Development Goal 4, and in relation to all 17 SDGs, UIL hosted its third think-tank meeting on lifelong learning at its premises in Hamburg. The meeting brought together 30 lifelong learning experts from governments, non-governmental organizations, universities and international organizations such as the World Health Organization and the International





Labour Organization, as well as UNESCO HQ, to develop implementation and evaluation measures for lifelong learning to support the realization of the 2030 Agenda for Sustainable Development. The meeting produced a set of recommendations for policy-makers, which will be published by UIL in a forthcoming Policy Brief, and provided the concept for a new UIL initiative on indicators for participation in non-formal adult learning. This initiative will be the basis for the fourth *Global Report on Adult Learning and Education*, to be launched in 2019, and will pave the way to CONFINTEA VII in 2021.

BUILDING LEARNING SOCIETIES FROM THE ROOTS UP

Education and lifelong learning cut across all levels of society. It is imperative that these levels are recognized to ensure that opportunities are available to all. Cities are in an ideal position to reach out to these different communities. UIL therefore works with local governments to build inclusive and sustainable cities through the promotion of learning cities and learning in communities.

Our world interconnected: The UNESCO Global Network of Learning Cities

Cities and local governments around the world want to provide education and learning opportunities for their citizens. They work to improve the quality of life of their people and to ensure sustainable future development for their communities. To support the building of holistic, inclusive and sustainable lifelong learning strategies at local level, UIL initiated the UNESCO Global Network of Learning Cities in 2012. The aim of the network is to enable members to share best practices in and approaches to the provision of education and lifelong learning opportunities. The network was opened up to membership in 2015, and has since grown to include 186 cities (as of mid-June 2017) from all world regions. The global connectedness and singularity of purpose among the members was evident at the first members' meeting of the network in Hangzhou, China, in November 2016. This international event was attended by 150 city representatives, including 22 city mayors and deputy mayors, who addressed ways of (a) decentralizing

resources to reach both urban and rural populations; (b) ensuring vulnerable groups are not left out; (c) employing information and communication technologies (ICTs) to improve access to lifelong learning; and (d) using monitoring and evaluation to provide better governance. These issues were highlighted in the *Hangzhou Statement* based on the meeting.

After a bidding process, the city of Cork, Ireland, was selected to host the third International Conference on Learning Cities in September 2017 (the first conference was held in Beijing and the second in Mexico City).

As the network continues to grow, so too does the networking and advocacy of UIL to reach more people of all ages, in and out of school, with education and learning opportunities.

A series of video tutorials on building learning cities is under development. Part of this material will be used in a Massive Open Online Course (MOOC) to be developed in 2017.

PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT: THE ROLE OF CITIES

Ensuring sustainable economic, social and environmental development requires collaboration between individuals, organizations and communities, which is why UIL joined forces with the UNESCO Global Action Programme (GAP) on Education for Sustainable Development and the Free and Hanseatic City of Hamburg to host the Europe and North America Regional Meeting on Education for Sustainable Development (ESD) and Cities in December 2016. The meeting examined how education and learning beyond the formal system can be used to support implementation of the five Ps – planet, people, peace, prosperity and partnership – to achieve the Sustainable Development Goals. Experts provided insights on integrating ESD in local development agendas and shaped a policy and action pact to be signed by mayors.

¹ Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam

MEMBERS OF THE UNESCO

Europe and North America 39

Armenia	4	Sisian Sevan	Gyumri Dilijan	Israel	1	Modiin-Maccabim-Reut	
Bulgaria	1	Plovdiv		Italy	1	Turin	
Denmark	1	Sønderborg		Latvia	1	Valmiera	
Finland	1	Espoo		Lithuania	1	Kaunas	
France	1	Clermont-Ferrand		Portugal	8	Anadia Câmara de Lobos Cascais Gondomar	Lagoa Mação Praia da Vitória Pampilhosa da Serra
Germany	1	Gelsenkirchen					
Greece	10	Athens Eleusis (Elefsina) Heraklion Kordelio-Evosmos Larissa	Lesbos Samos Serres Trikala Volos	Russian Federation *	1	Ufa	
				Spain	1	Viladecans	
				Ukraine	1	Melitopol	
Hungary	1	Pécs		United Kingdom of Great Britain and Northern Ireland	2	Bristol	Swansea
Ireland	2	Cork	Limerick				

* Russian Federation is associated with two UNESCO Regions: Asia and the Pacific and Europe and North America

Latin America and the Caribbean 11

Argentina	1	Villa María	
Brazil	4	Contagem Jaboatão dos Guararapes	São Paulo Sorocaba
Costa Rica	1	San José	
Honduras	2	Cantaranas	Marcovia
Mexico	1	Mexico City	
Paraguay	1	Ybycuí	
Sint Maarten	1	Philipsburg	

Arab States 15

Algeria*	9	Aïn Madhi Kais Hammamet Tamanrasset Tlemcen	Algiers Mazouna Robbah Timimoun
Egypt	1	Giza	
Jordan	4	Amman Zarqa	Irbid Salt
Tunisia*	1	Tunis	

*Algeria and Tunisia are associated with two UNESCO Regions: Africa and Arab States

177 members from 41 countries

Members of the UNESCO Global Network of Learning Cities as of 15 December 2016

GLOBAL NETWORK OF LEARNING CITIES



BOLSTERING ADULT LEARNING AND EDUCATION



Adult learning counts more than ever in the era of globalization. Economic integration, technology, migration and the complexity of global challenges place a high premium on knowledge and skills.

Irina Bokova, Director-General of UNESCO



BOLSTERING ADULT LEARNING AND EDUCATION

At the heart of UNESCO's work is its advocacy for Member States to create more and better learning opportunities for children, youth and adults so that sustainable development and peace can thrive. UIL uses the Belém Framework for Action (BFA), the outcome document of the 2009 Sixth International Conference on Adult Education (CONFINTEA VI), the 2030 Agenda for Sustainable Development, the Education 2030 Framework for Action, and the *Recommendation on Adult Learning and Education (RALE)* 2015 to guide its conceptual support and capacity development for ALE in Member States. Member States developed the action points contained in the BFA.

SETTING THE STAGE FOR VIABLE POLICIES IN ADULT LEARNING AND EDUCATION

The Recommendation on Adult Learning and Education 2015 in action

The adoption of *RALE*² gave renewed momentum to the implementation of ALE across the globe. It locates ALE within current global developments, bolstering its role in the sustainable development agenda and emphasizing its centrality within lifelong learning. In 2016, UIL focused on dissemination of the report in all six United Nations languages and on its implementation, with a focus on regional networks. UIL's work continues to focus on the implementation of ALE-related policies so as to improve the learning of young people and adults worldwide.

MONITORING THE STATE OF ALE IN MEMBER STATES

The third *Global Report on Adult Learning and Education (GRALE III)*: Using facts and figures to advocate for ALE across sectors

GRALE III, UIL's flagship publication that evaluates countries' progress in implementing the Belém Framework for Action, was published in 2016. The report drew on monitoring surveys completed by 139 UNESCO Member States to examine progress against the CONFINTEA VI recommendations and to analyse the intersectoral impact of ALE on health and well-being; employment and the labour market; and social, civic and community life. The themes covered in the report reflect the 2030 Agenda for Sustainable Development. They provide policy-makers, researchers and practitioners with compelling evidence on the benefits of ALE across the three areas. The global launch of *GRALE III* took place in Paris on International Literacy Day 2016, with many countries in attendance. An executive summary was published for wide distribution in the six UN languages, with translations also made available in Hindi and Korean, thanks to UNESCO Delhi Office and the Korean National Institute for Lifelong Learning (NILE), respectively. Subsequently, UIL has worked with UNESCO offices in different countries and with national and regional partners to launch *GRALE III* in different regions with the aim of sharing the survey



results and having an impact. The results will be used both to support implementation in the various countries and regions and to refine the instruments for *GRALE IV*, which is planned for 2019. UIL held regional launches of *GRALE III* in Ouagadougou, Burkina Faso, for sub-Saharan Africa; in Bangkok, Thailand, for Asia and the Pacific; in Brussels, Belgium, for Europe; and in Amman, Jordan, for the Arab States. More launches will be held in 2017, leading up to the CONFITEA VI Mid-Term Review in October 2017.

CONFITEA VI follow-up in the Caribbean

Caribbean states have prioritized the need for contextualized frameworks and policies on youth and adult learning and education in response to specific needs in this area. A sub-regional meeting of ministers from Caribbean states² was held to assess implementation of the action areas agreed in 2009 at CONFITEA VI. The meeting, which took place in Montego Bay, Jamaica, concluded with countries committing to develop contextualized policies and strategies to address the specific challenges facing the Caribbean sub-region. These policies, it was agreed, would be based on the five areas of action detailed in the Belém Framework for Action: policy, governance, financing, participation, inclusion and equity, and quality. The meeting was made possible by the cooperation of UIL, the Jamaican Foundation for Lifelong Learning, the UNESCO Office in Kingston, the Jamaican Ministry of Education and the UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC).

Youth driving education and learning in their communities

A 2016 UIL publication gave voice to marginalized and underprivileged young people living in Latin America. *Youth Driving Community Education: Testimonies of Empowerment from Latin America* featured 12 testimonies

from young Latin Americans aged between 19 and 29 years. As learners, educators and community leaders, these young people actively work to improve their own lives and the lives of others in their communities. Education enables them to engage with a diverse range of issues, such as social inclusion, human rights and sustainable development. UIL hopes that it will be a source of inspiration for young people in the wider Latin American and Caribbean region, as well as in other world regions.

Exploring the wider benefits of community learning

UIL continued its collaboration with key partners, mostly in Asia, to unlock the full potential of community learning centres (CLCs) to deliver flexible access to education and quality learning for all. At regional level, UIL worked with the National Institute for Lifelong Education in the Republic of Korea to explore the individual and societal benefits of CLCs in six Asian countries (Bangladesh, Indonesia, Mongolia, Republic of Korea, Thailand and Viet Nam). At national level, UIL worked with the Asia South Pacific Association for Basic and Adult Education on a youth-led research study which looked at ways to increase access to basic skills education for young women. Local partners and rural communities in India, Indonesia and Philippines also assisted in this research, which led to new tools and strategies being developed to support CLCs in increasing marginalized young women's access to relevant learning opportunities. Policy-informed advocacy for more and better education and training for young women was also carried out.

² The *Recommendation on Adult Learning and Education (RALE)* 2015 was adopted by the 38th UNESCO General Conference in 2015. The *Recommendation* supersedes the 1976 *Recommendation on the Development of Adult Education* and is the most up-to-date normative instrument when it comes to ALE policies.
<http://unesdoc.unesco.org/images/0024/002451/245179e.pdf>

³ The following countries participated: UNESCO Member States: Antigua and Barbuda; the Bahamas; Barbados; Belize; Dominica; Grenada; Guyana; Jamaica; Saint Kitts and Nevis; Saint Lucia; Suriname; Saint Vincent and the Grenadines; Trinidad and Tobago. UNESCO Associate Members: Anguilla; British Virgin Islands; Curaçao; Montserrat; and Sint Maarten.

LITERACY AND BASIC SKILLS AS A CONTINUOUS LEARNING PROCESS



A literate and inclusive world cannot be built by a single entity. The Global Alliance for Literacy brings together multiple stakeholders, to pull in the same direction to better achieve and advance literacy for all.

Arne Carlsen, Director of UIL



LITERACY AND BASIC SKILLS AS A CONTINUOUS LEARNING PROCESS

TOGETHER FOR LITERACY

The Global Alliance for Literacy within the Framework of Lifelong Learning

The fiftieth anniversary of International Literacy Day on 8 September 2016 was marked with the launch of the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL). GAL is a 15-year multi-stakeholder partnership to promote literacy through an expanded framework. UIL is coordinating this initiative on behalf of UNESCO. In launching GAL, the Director-General of UNESCO, Irina Bokova, said that the alliance would 'enable the sharing of experience to boost innovation by focusing on concrete solutions, and by drawing on lessons learned from other partnerships' and called on 'all development partners, all civil society organizations, universities and the media' to support the alliance. GAL will promote an integrated, innovative and inclusive approach to literacy, required to achieve the literacy-related target of the Education 2030 Framework for Action.

In 2016, GAL established an Executive Management Bureau to oversee the planning and management of the alliance. Ms Kandia Kamissoko Camara, Minister of Education, Côte d'Ivoire, represents Member States in her role as co-chair, while the other co-chair, Mr Arne Carlsen, Director of UIL, represents UNESCO. The Bureau also has three vice-chairs: Ms Gugulethu Ndebele, Chief Executive Officer of Save the Children South Africa; Ms Maria Helena Guimarães de Castro, Brazilian Deputy Minister of Education; and Ms Maria Khan, Secretary-General of the Asia South Pacific Association for Basic and Adult Education. Her Royal Highness Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development, is an honorary member, while Dr Dan Wagner, UNESCO Chair in Learning and Literacy, is its special advisor.

Fostering innovation: Mobile literacy learning

UIL is coordinating a pilot project called Advancing Mobile Literacy Learning. The project is being implemented in Bangladesh, Egypt, Ethiopia and Mexico. It is financially supported by Microsoft and uses state-of-the-art technological tools such as Windows Chekhov, with which learners can create e-books, to engage people who have not been reached by conventional literacy programmes. The project also aims to bring quality literacy learning opportunities in local languages to learners,

especially women, in selected communities in these four countries. Activities in 2016 included training seminars and workshops on the use and development of digital materials and the donation of 22 laptops to Ethiopia. It is expected that the project will provide experience in using communication technology in transforming the learning processes involved in literacy acquisition.

EXPANDING THE SCOPE OF KNOWLEDGE AND SKILLS

RAMAA: The second phase of action research

Seven new African countries joined the second phase of the UIL action research project RAMAA (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation), increasing the total number of participating countries to 12: Burkina Faso, Benin, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Mali, Morocco, Niger, Senegal and Togo. This second phase, which began in 2016, will be rolled out in six stages up to 2019.

The first stage of RAMAA involved the development of measuring tools, with critical reviews and recommendations made in order to consolidate the results collected by national teams. The second phase will be done with support from UIL, the UNESCO Institute for Statistics, UNESCO field offices (Abuja, Abidjan, Dakar, Bamako, Kinshasa, Rabat and Yaoundé) and experts from agencies such as the Organisation for Economic Co-operation and Development (OECD), and the Centre International d'Études Pédagogiques, and Statistics Canada. Researchers from the universities of Hamburg, Liège and Paris also support the work. A pilot study will test the tools produced. Once piloted, these tools will provide policy-makers and development partners with reliable, contextualized data that can be used to improve the quality of literacy programmes for youth and adults, strengthen evidence-based advocacy, and develop national capacities that will lead to sustainability. The project is being financed by the Swiss Agency for Development and Cooperation, the Swedish International Development Cooperation and the African Development Bank.

Enriching the knowledge base on effective literacy and numeracy practices

UIL's capacity development efforts rely on a rich knowledge base of successful literacy and numeracy programmes and

practices. In 2016, the Effective Literacy and Numeracy Practices Database (LitBase) added 19 new case studies to its growing collection of promising literacy programmes (216 to date). The number of LitBase users increased from 122,000 in 2015 to 143,000 in 2016. This increase reflects demand from around the world for quality data that can be used to design better literacy programmes.

Thematic compilations of LitBase case studies have also proven useful. The 2016 compilation *Literacy in Multilingual and Multicultural Contexts: Effective Approaches to Adult Learning and Education* has been widely shared both in print and digital forms.

Reaching vulnerable families through intergenerational approaches to literacy

An important space for intervention is the family. In 2016, UIL began a new project to document evidence from promising family literacy and learning programmes featured in LitBase. These programmes will be analysed to generate recommendations for the implementation of intergenerational approaches to literacy teaching and learning.

ENHANCING NATIONAL CAPACITIES

Implementing education and learning programmes in Africa

In 2016, UIL worked with its sister institutes to finalize an Education Sector Development Plan for the United Republic of Tanzania. UIL's contribution concerned adult literacy and non-formal education, as well as other

indicators for monitoring and evaluating projects. UIL also began working with the Ministry of Education in South Sudan to support capacity development in alternative education systems (AES) for monitoring and evaluation and provided technical support to some of the 10 selected pilot countries for UNESCO's Capacity Development for Education 2030 Programme.

UIL was also involved in a project to support youth and literacy in three countries in the sub-Saharan region: Ethiopia, Kenya and Nigeria. The project aims to identify and mobilize higher-education assets, capabilities and networks, with a view to deploying them to support adult and youth literacy in the participating countries. In 2017, a network will be established to identify specific challenges relating to youth and adult literacy in each country.

Improving quality of literacy programmes in multilingual contexts

In collaboration with teacher training institutions in various countries, UIL used evidence from its guidebook, *Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World*, to support the development of training programmes, and to enhance the quality of youth and adult literacy education and learning in relation to multi-linguistic aspects. In addition to investing in its existing partnerships, UIL also developed new cooperation with teacher-training institutions to integrate the content of the guidebook into teacher-training curricula. In this regard, UIL worked with universities and other academic institutions in Africa to integrate action research in adult and youth literacy programmes in multilingual contexts.





UIL FELLOWSHIPS AND SCHOLARSHIPS

UIL launched the CONFINTEA Fellowship Programme in 2011. Since then, it has hosted 32 fellows (14 men and 18 women) from 28 countries. Of these, 26 have been government officials and 6 representatives of non-governmental organizations. In 2016, UIL increased the number of fellows from 8 to 10 in response to demand from countries to participate. Caribbean states showed particular interest in joining the programme, with three fellows from the sub-region participating in the past year. The 2016 fellows came from Ethiopia, Grenada, Jamaica, Lao People's Democratic Republic, Mauritius, the Philippines, Suriname, Uganda, Uzbekistan and Viet Nam. Many of the fellows developed strategies on contextualizing and implementing the Belém Framework for Action. Others established essential monitoring and evaluation tools. Four countries (Eritrea, Ghana, South Sudan and Tanzania) have developed adult literacy, non-formal education or adult education policies as a result.

The CONFINTEA Scholarship Programme

Since 2012, when the Institute first began its scholarship programme, it has hosted 40 research scholars, 22 men and 18 women. In 2016, UIL hosted its highest-ever number of research scholars, 10 in total. Through the CONFINTEA Scholarship Programme, six scholars conducted research in the UIL Library in September and November 2016. These scholars, drawn from the Philippines, Uganda, Kenya, China, Mexico and South Africa, made good use of the expertise of UIL specialists, as well as the library's extensive collection, to develop their research projects.

Their topics included:

- No longer re-silenced: Resilience and the contextualization of non-formal adult education for sustainable development.
- Latent literacies and numeracies of village women in northwestern Uganda.
- National book policies in Africa in the advent of the digital revolution.
- The paradox of community learning centres, individual empowerment and community development in the context of rural China.
- Developing families of lifelong learners to improve college readiness in low-income multilingual and multicultural communities in Chicago with a focus on the Latino community.
- The economic and social impact of community radio towards improving adult education.

The Learning Cities Scholarship Programme

Seeking to expand knowledge of the promotion of education and lifelong learning at city and community levels, UIL hosted a number of scholars interested in further developing the 'learning cities' concept. Four scholars spent one month at the Institute, conducting research that focused on how lifelong learning works at the local level. They came from the Russian Federation, Ukraine, Egypt and China, and worked with UIL experts to develop research, planning and implementation strategies for building learning cities in their countries. They used guidelines provided by UNESCO to centre their research on lifelong learning and sustainable development.



2016 CONFINTEA Fellows with UIL staff

FACILITATING GLOBAL ACCESS TO INFORMATION

AND DOCUMENTATION

THE UIL LIBRARY: BRIDGING TRADITIONAL AND DIGITAL MODES OF INFORMATION

The UIL Library holds probably the world's most comprehensive collection in the areas of literacy, non-formal education, and adult and lifelong learning. UIL's comprehensive collection includes publications on topics in the fields of literacy, non-formal education, adult education and lifelong learning from all over the world. Its 50,000 materials on these topics attract researchers, scholars, fellows, students, and policy-makers from around the world. As well as strengthening its hard-copy collection in 2016, the library enhanced its digital accessibility. Working with UIL's Lifelong Learning Policies and Strategies Programme, it maintained and enhanced an online repository of 60 lifelong learning policy documents, including full-text links and abstracts. It also collaborated with institutions and agencies to make most of its publications and technical documents available via various digital platforms, including the global UNESCO online catalogue. Transferring academic content onto digital platforms allows people from all regions to have direct access to these materials. Requests from all over the world were served, helping build capacity and sharing knowledge that leads to educational change.

The library continues its efforts to encourage knowledge-sharing, networking and capacity-building between documentation centres, libraries and information services in the area of adult learning and literacy. A key factor in implementing these aims is ALADIN, the Adult Learning Documentation and Information Network. ALADIN has been managed by UIL since it was established in 1997 and presently connects to 103 documentation centres in 49 countries around the world. In November 2014, the ALADIN Online Alert was launched, designed to share, on a bi-monthly basis, new online and full-text information and documents in the areas of adult learning, adult literacy, lifelong learning, technical and vocational education and training and the role of libraries in these areas. Since June 2016, the public has been able to access the ALADIN Online Alert in mobile, website and email formats.

REACHING DIVERSE AUDIENCES: PUBLICATIONS WITH A PURPOSE

Publications are one of the primary means by which UIL seeks to promote lifelong learning and support and engage educational researchers, planners, policy-makers

and practitioners around the world. In 2016, UIL produced 16 publications in total, including landmark publications such as the influential third *Global Report on Adult Learning and Education (GRALE III)*. The report has been published in English, French, Spanish, Arabic and Portuguese, with further translations into Chinese and Russian underway.

Together with UNESCO HQ, UIL also published *RALE 2015*, adopted at the 38th Session of the UNESCO General Conference. *RALE* supports the Education 2030 Framework for Action, reflects key global trends, and seeks to guide the transformation and expansion of equitable learning opportunities for young people and adults. Together with *GRALE III*, it provides a framework for the development of adult learning and education in Member States in the years to come.

UIL's flagship journal, the *International Review of Education – Journal of Lifelong Learning (IRE)*, consolidated its progress over the past few years, expanding its readership and augmenting its relevance to international scholars and policy-makers. The longest-running international journal of comparative education in the world, *IRE* opens up new research areas in formal and non-formal education and lifelong learning.

Other important publications included new additions to UIL's Policy Brief series, aimed primarily at the policy-making community: *Using Libraries to Support National Literacy Efforts* (Policy Brief 6) and *Making Large-scale Literacy Campaigns and Programmes Work* (Policy Brief 5). These short briefings aim to give policy-makers the tools and resources they need to model their interventions on best practice, deepening their understanding of a particular issue while supporting relevant policy development at national level.

LIFELONG LEARNING OPPORTUNITIES FOR ALL: 'ALL' IS UIL'S BASELINE

In 2016, UIL made extensive efforts and progress in enhancing the visibility of its work on lifelong learning, adult and continuing education, literacy and non-formal education. It brought UIL's publications and events to a wider audience, promoting these activities via the Institute's revamped website. Throughout the year, the timely publication of event announcements was supplemented by news items, press releases and synopses of publications in English, French and Spanish. These were

often accompanied by integrated audio-visual material. Downloads of general publications increased from 177,000 in 2015 to 195,000 in 2016, while downloads of articles from the *International Review of Education – Journal of Lifelong Learning* increased from 70,000 to 94,000 over the same period.

The development of the website was complemented by a greater use of social media, together with the introduction

of a digital newsletter system, supporting more effective dissemination of UIL's work. The three social media channels of UIL have all grown in popularity among education professionals, who appreciate the improved availability and access to key information on lifelong learning UIL provides.

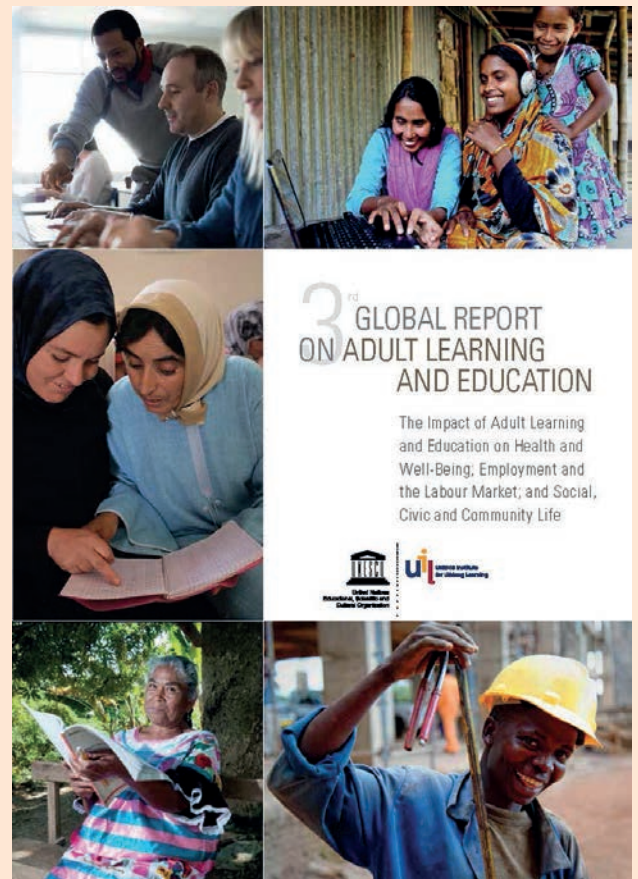


SELECTED UIL PUBLICATIONS 2016



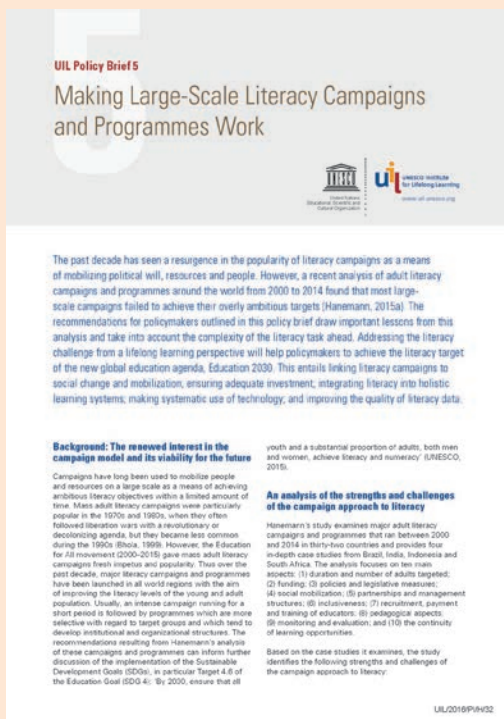
International Review of Education, Volume 62

The *International Review of Education – Journal of Lifelong Learning (IRE)* provides a forum for theoretically-informed and policy-relevant applied research in lifelong and life-wide learning in international and comparative contexts. In 2016 special issues of IRE were published exploring the place of ubuntu in education, the need for interreligious and intercultural education, and the contribution of adult education to societal sustainability.

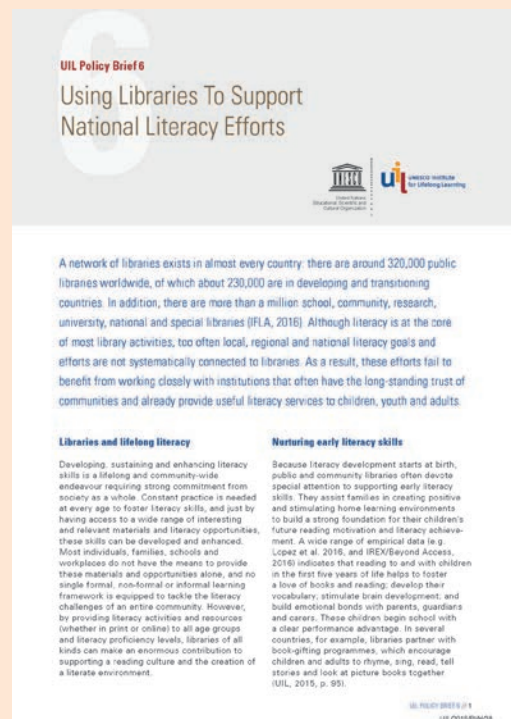


Third Global Report on Adult Learning and Education

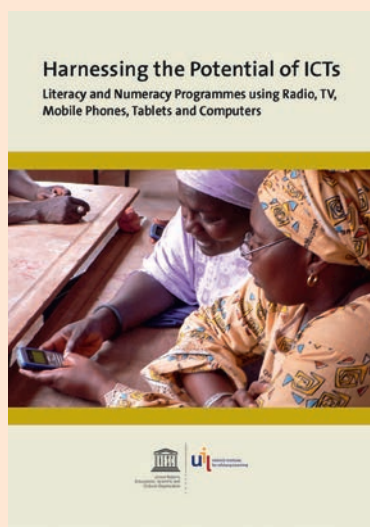
The third *Global Report on Adult Learning and Education (GRALE III)* was published as the international community began working towards the goals outlined in the 2030 Agenda for Sustainable Development. It examined the impact of adult learning and education on three major areas: health and well-being, employment and the labour market, and social, civic and community life.



UIL Policy Brief 5:
Making Large-Scale Literacy Campaigns and Programmes Work



UIL Policy Brief 6:
Using Libraries to Support National Literacy Efforts



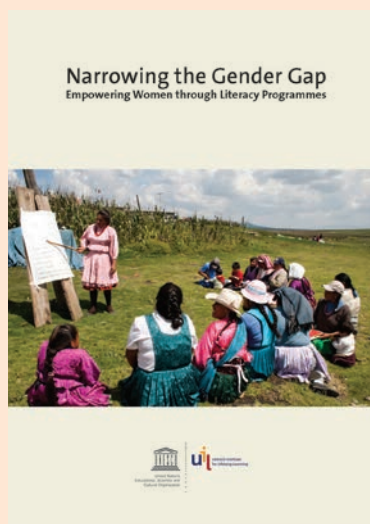
Harnessing the Potential of ICTs: Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets and Computers
Ulrike Hanemann and Cassandra Scarpino



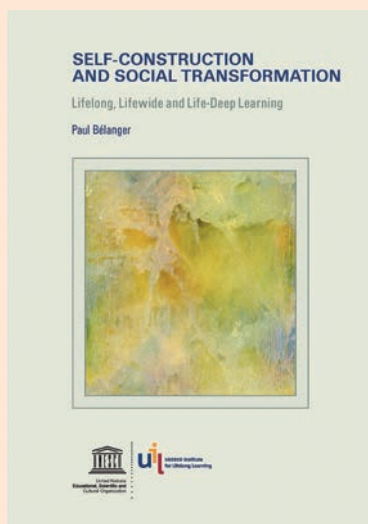
Literacy in Multilingual and Multicultural Contexts: Effective Approaches to Adult Learning and Education
Ulrike Hanemann and Cassandra Scarpino



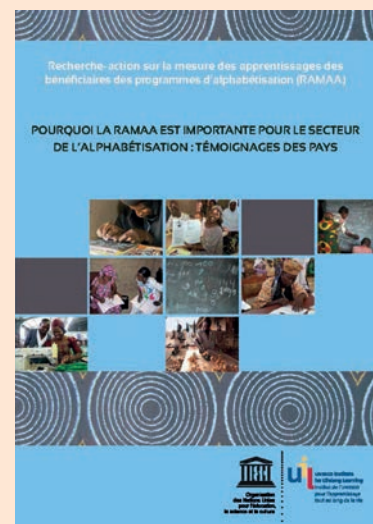
Youth Driving Community Education: Testimonies of Empowerment from Latin America
Ariadna Segura and Raúl Valdés Cotera



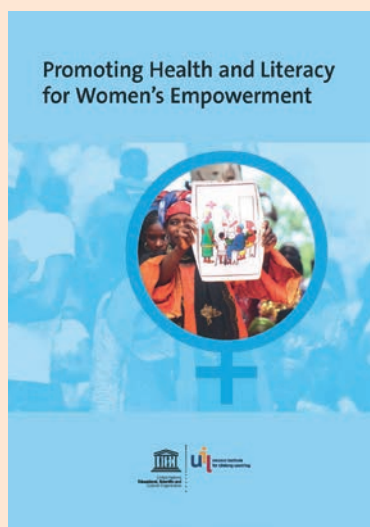
Narrowing the Gender Gap: Empowering Women through Literacy Programmes
Ulrike Hanemann and Cassandra Scarpino



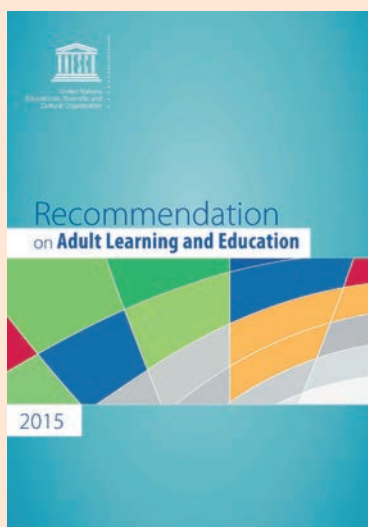
Self-Construction and Social Transformation: Lifelong, Lifewide and Life-deep Learning
Paul Bélanger
UIL, Les Presses de l'Université de Montréal



Why RAMAA is Important for Literacy: Testimonies from Participating Countries



Promoting Health and Literacy for Women's Empowerment
Anna Robinson-Pant



Recommendation on Adult Learning and Education, 2015



Closing the Gap: Opportunities for Distance Education to Benefit Adult Learners in Higher Education
Arne Carlsen, Angela Owusu-Boampong, Carl Holmberg and Carmen Neghina

UIL GOVERNING BOARD

The UIL Governing Board consists of education experts from different regions of the world who are nominated *intuitu personae* by the Director-General of UNESCO. The Board convenes once a year to adopt UIL's work plan and budget.



Members and observers of the UIL Governing Board following the Board's annual meeting in 2016

Front row, left to right:

Mr Walter Hirche (Germany); Ms Gugulethu Thenjiwe Ndebele (South Africa); Ms Sylvia Ortega Salazar (Mexico); Mr Arne Carlsen (UIL Director, Denmark); Mr Svein Osttveit (UNESCO D/ED/EO, observer, representative of Director-General)

Second row, left to right:

Ms Benita Carole Somerfield (United States of America); Ms Malak Zaalouk (Egypt); Ms Eeva-Inkeri Sirelius (Finland); Ms Un Shil Choi (Republic of Korea)

Third row, left to right:

Mr Fahad Sultan Mohammad Al-Sultan (Saudi Arabia); Ms Angela Brown-Burke (Jamaica)

Back row, left to right:

Mr Hans-Günter Löffler (Federal Foreign Office of Germany, observer); Mr Thomas Boni Yayi (Benin); Mr Hamidou Boukary (Niger); Ms Paula Engwall (Swedish International Development Cooperation Agency, observer)

COMPOSITION OF THE UIL GOVERNING BOARD 2016

FULL MEMBER

UIL GB Chairperson, Mr Walter HIRCHE *
Chairman of the Education Commission of the German Commission for UNESCO | Germany

UIL GB Vice-Chairperson, Ms Benita Carole SOMERFIELD * **
Founding Executive Director of the Barbara Bush Foundation for Family Literacy (BBFFL) | United States of America

Mr Faisal BIN ABDULRAHMAN BIN MUAAMMAR
Secretary-General of the King Abdulaziz Center for National Dialogue (KACND) | Saudi Arabia

Mr Hamidou BOUKARY
Independent Consultant | Niger

Ms Angela BROWN-BURKE
Former Mayor of Kingston, Senator Councillor and Chairman of Kingston and St. Andrew Corporation Jamaica

Ms Un Shil CHOI **
Former President of the National Institute for Lifelong Education (NILE), Professor at Ajou University | Republic of Korea

Ms Gugulethu Thenjiwe NDEBELE **
*Chief Executive Officer
Save The Children South Africa
South Africa*

Ms Sylvia ORTEGA SALAZAR **
*Director General
Colegio de Bachilleres
Mexico*

Ms Eeva-Inkeri SIRELIUS
Former Secretary-General of the Finnish Adult Education Association | Finland

Mr Thomas Boni YAYI
Former President of the Republic of Benin | Benin

Ms Malak ZAALOUK * **
Professor of Practice and Director of the Middle East Institute for Higher Education The American University in Cairo | Egypt

Mr Minxuan ZHANG **
Former President of Shanghai Normal University China

ALTERNATE

Ms Barbara MALINA
Head of Education and Communication/Information German Commission for UNESCO | Germany

Ms Sharon DARLING
President of the National Center for Family Literacy United States of America

Mr Fahad SULTAN MOHAMMAD AL-SULTAN
Deputy Secretary-General of the King Abdulaziz Center for National Dialogue (KACND) | Saudi Arabia

Mr Kadir Abdelkader GALY
General Director, Training Institute for Literacy and Non-Formal Education | Niger

Mr Insub PARK
Executive Director of the Department of Lifelong Vocational, Educational Facilitation, National Institute for Lifelong Education (NILE) | Republic of Korea

Mr Khulekani Noel MATHE
*Government of the Republic of South Africa
Ministry of Education
South Africa*

Ms Sylvia SCHMELKES del VALLE
President Councillor and President of the Governing Board of the National Institute for the Evaluation of Education in Mexico | Mexico

Mr Reijo Olavi AHOLAINEN
*Counsellor of Education, Higher Education and Science Policy Department
Ministry of Education and Culture | Finland*

Ms Laila ISKANDER KAMEL
Former Minister of State for Urban Renewal and Informal Settlements | Egypt

Mr Han MIN
Deputy Director-General of the National Center for Education Development Research Ministry of Education | China

* Member of the Standing Committee of the UIL Governing Board

** Member of the IRE Editorial Board

COMPOSITION OF UIL



UIL family photo taken in March 2017

Front row, left to right:

Madhu Singh; Raúl Valdés-Cortera; Arne Carlsen (Director); Werner Mauch

Second row, left to right:

Mary Einbinder; Michelle Diederichs; Imke Behr; Ulrike Hanemann;
Rakhat Zholdoshalieva*

Third row, left to right:

Faith Miyandazi; Christiana Nikolitsa-Winter; Carolina Belalcazar Canal;
Roselyne Höner; Melina Stahl*; Claudia Brandt; Muriel Castiglia;
Cendrine Sebastiani; Susanne Sonnek

Fourth row, left to right:

Mohammed Taleb-Zahoori; Suehye Kim; Paul Stanistreet;
Silke Schreiber-Barsch; Daniele Vieira; Maya Kiesselbach

Fifth row, left to right:

Konstantinos Pagratis; Cassandra Scarpino; Rika Yorozu;
Mo Wang; Bettina Küster

Back row, left to right:

Jennifer Kearns-Willerich; Tomasz Dzieniszewski; Jan Kairies;
Fangzhou Liang; Madina Bolly; Cornelia Becker;
Fiaye Thony Elhor; Klaus-Peter Humme; Alexandru Gaina

* joined in early 2017

ORGANIZATIONAL CHART UIL DECEMBER 2016



UIL would like to express its appreciation of the efforts of all the staff, interns, trainees, fellows and scholars who have contributed to its work over the course of 2016

STAFF

- 
- Ana Başıoğlu, Turkey
 - Cornelia Becker, Germany
 - Imke Behr, Germany
 - Carolina Belalcazar Canal, Colombia
 - Madina Bolly, Burkina Faso
 - Claudia Brandt, Germany
 - Arne Carlsen, Denmark
 - Muriel Castiglia, France
 - Sofia Chatzianni, Greece*
 - Sinéad Crowe, Ireland***
 - Michelle Diederichs, Germany
 - Anne Dumas, New Zealand
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 - Malakkhanim Khalili, Azerbaijan
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 - Elisabeth Krolak, Germany
 - Bettina Küster, Germany
 - Sung Lee, Republic of Korea
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 - Faith Miyandazi, Kenya
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 - Konstantinos Pagratis, Greece
 - Cassandra Scarpino, Italy
 - Silke Schreiber-Barsch, Germany
 - Claire Schumacher, Canada
 - Cendrine Sebastiani, France
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 - Madhu Singh, India
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 - Raúl Valdés-Cotera, Mexico
 - Daniele Vieira, Brazil
 - Mo Wang, China
 - Maximilian Weidlich, Germany*
 - Rika Yoroze, Japan

* left in early 2016

** left in mid-2016

*** left in late 2016

INTERNS | TRAINEES

INTERNS

- Amy Cheng, China
- Ellie Cheung, China
- Jaqueline Dalla Valla Paris, Brazil
- Panjaporn Dhammaniyom, Thailand
- Maria Victoria Ferraz, Brazil/Italy
- Nicole Freitag, Germany
- Danni Huang, China
- Malte Jahnke, Germany
- Boram Kim, Republic of Korea
- Julia Lacerda Mandil, Brazil
- Kristina Larsen, Denmark
- Ai Tam Le Pham, Viet Nam
- Lucie Marchadour, France
- Hwa-Hyun Min, Republic of Korea
- Varvara Morozova, Russia
- Darasimi Powei Oshodi, Nigeria
- Marina Pasquali, Argentina/Italy
- Michelle Pfeifer, Germany
- Annalisa Piersanti, Italy
- Lorena Sanchez, Mexico/United States of America
- Sofia Saridaki, Greece
- Ariadna Segura Fernandez, Spain
- Samah Shalaby, Egypt
- Maurice Shawndefar, United States of America
- Nino Tarkhnisvili, Georgia
- Kultida Thongyaem, Thailand
- Lara Tilke, Germany
- Malgorzata Torchala, Poland
- Wietske Van Hooff, Netherlands
- Annika Waldeck, Germany
- Danchen Wang, China
- Xinjing Yin, China
- Tianlong Zhu, China

TRAINEES

- Yan Fan, China
- Fangzhou Liang, China

FELLOWS | SCHOLARS

CONFITEA SCHOLARS

- Robbie Guevara, Philippines
- Robert Makatu, South Africa
- Willy Ngaka, Uganda
- Lily Nyariki, Kenya
- Monica Haydee Ramos, Mexico
- Dian Zhang, China

VISITING SCHOLARS

- Daro Justine, South Sudan
- Ruben Mayen, South Sudan

CONFITEA FELLOWS

- Aveenah Appadoo, Mauritius
- Abiyu Biwota, Ethiopia
- Imelda Engabi, Uganda
- Dilnoza Kurbanova, Uzbekistan
- Grace-Camille Munroe, Jamaica
- Gertrude Niles, Grenada
- Vannakone Phannolath, Lao People's Democratic Republic
- Innocentia Soentik, Suriname
- Ana Liza V. Serana, Philippines
- Lien Anh Tong, Viet Nam

LEARNING CITY SCHOLARS

- Oksana Chigisheva, Russia
- Sawsan El Sherif, Egypt
- Shanyun He, China
- Serhii Pryima, Ukraine

UIL HONORARY FELLOWS

- Maria Lourdes Almazan Khan, Philippines
- Leona English, Canada
- Heribert Hinzen, Germany
- Raafat Radwan, Egypt
- Kjell Rubenson, Sweden/Canada
- Alan Tuckett, United Kingdom of Great Britain and Northern Ireland
- Shirley Walters, South Africa

FINANCIAL REPORT

UIL BUDGET 2016 (US\$)

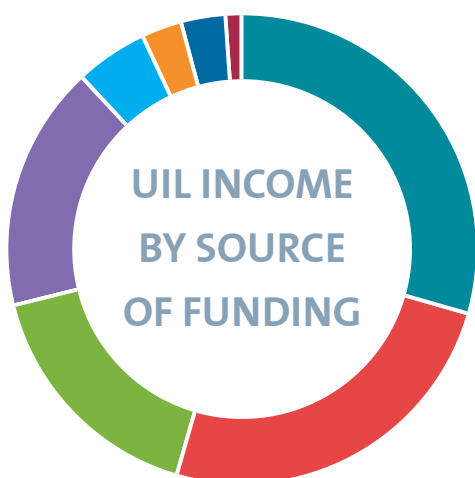
INCOME 2016

UNESCO	
Financial allocation	783,000
VOLUNTARY CONTRIBUTIONS	
Core budget support governments	3,099,000
Host country Germany	706,000
OTHER INCOME	191,000
TOTAL	4,779,000
Reserves programme funds	4,779,000
UNESCO Extra-budgetary programmes*	127,000
GRAND TOTAL FUNDS	9,499,000

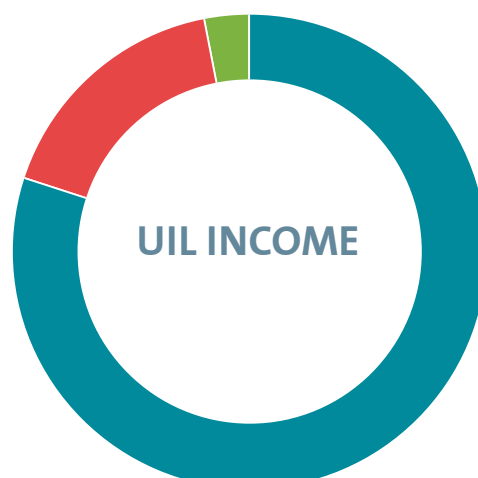
EXPENDITURES 2016

Governing Board and Standing Committee	37,000
Direct programme posts	4,263,000
Institutional development	340,000
Host country Germany premises	206,000
General administration including ICT	525,000
TOTAL	5,371,000
Reserves programme funds	4,001,000
UNESCO Extra-budgetary programmes*	127,000
GRAND TOTAL FUNDS	9,499,000

* UNESCO funds administered by UIL



SWISS DEVELOPMENT COOPERATION	30%
SWEDISH GOVERNMENT	25%
GERMAN HOST COUNTRY CONTRIBUTION	17%
UNESCO FINANCIAL ALLOCATION	17%
NORWEGIAN GOVERNMENT	5%
UIL GENERATED INCOME	3%
ADVANCING MOBILE LITERACY LEARNING PROJECT	3%
OTHER PROGRAMME CONTRACTS	1%



VOLUNTARY CONTRIBUTIONS	80%
UNESCO	17%
OTHER INCOME	3%

The figures in the chart are rounded-off.





United Nations
Educational, Scientific and
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