

UNESCO Institute for Lifelong Learning





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The UNESCO Institute for Lifelong Learning (UIL) 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. While the programmes of UIL are established along the lines laid down by the General Conference of UNESCO, the publications of the Institute are issued under its sole responsibility. UNESCO is not responsible for their contents.

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Disability rights campaigner Joanna O'Riordan addressing the third International Conference on Learning Cities in Cork.

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FOREWORD



MALAK ZAALOUK Chair of the UIL Governing Board

My first year as Chair of the UNESCO Institute for Lifelong Learning (UIL) Governing Board was an enriching one. It has been a privilege to represent the Institute at key global events and to have the opportunity to contribute to them. They included the 39th UNESCO General Conference and the third International Conference on Learning Cities, where I witnessed first-hand how important a role UIL plays in promoting lifelong learning throughout the world.

The UIL Governing Board has worked to provide advice and feasible recommendations for UIL's work and budget. It will continue to do so in a way that supports the Institute in meeting its targets for the coming years while remaining financially stable and attracting new donors.

Last year, UIL said farewell to its director of six years, Arne Carlsen. The Board recognizes Mr Carlsen's important contribution, as well as his continued support for UIL, and is grateful for his excellent work. The Board would also like to express its appreciation of David Atchoarena and Kabir Shaikh, who, following the departure of Mr Carlsen in June, served as interim directors of the Institute, ensuring its work continued unabated. Mr Atchoarena became the Institute's permanent Director in April 2018.

I would also like to acknowledge the valuable support and dedicated contribution of Governing Board member Mr Minxuan Zhang whose term ended in December 2017. In addition to serving on the Governing Board, Mr Zhang was an active member of the editorial team of the *International Review of Education – Journal of Lifelong Learning.*

UIL is the only UN entity dedicated to lifelong learning, and its vision of inclusive and equitable education is essential for realizing the 2030 Agenda for Sustainable Development. In this capacity, UIL works continuously to reinforce the capacities of Member States in the field of lifelong learning, with a focus on adult learning and education, literacy and non-formal education.

A highlight of this work, for me, was October's CONFINTEA VI Mid-Term Review, organized by UIL in cooperation with the municipalities of Suwon and Osan, in the Republic of Korea. The event provided a unique opportunity to analyse progress in implementing adult learning and education provision in Member States in line with the Belém Framework for Action and in the context of the Sustainable Development Goals (SDGs), and SDG 4 in particular. The conference assessed achievements to date, highlighted opportunities for further progress and set the stage for CONFINTEA VII, which will take place in 2021.

I would like, finally, to underline my appreciation of UIL's committed and highly competent staff, whose passion and hard work is evident throughout this annual report. Advocacy, partnership and networking play a significant role in the Institute's endeavours, and I strongly support its efforts to strengthen existing partnerships and create new ones. This will be essential if UIL is to contribute fully to the 2030 Agenda and its implementation.

AN INVITATION TO ENGAGE

Introduction from the Director

DAVID ATCHOARENA Director, UIL

The UNESCO Institute for Lifelong Learning's vision is for all children, youth and adults to benefit from quality lifelong learning opportunities, within the framework of sustainable development and peace. Our mission is to strengthen the capabilities of UNESCO Member States in the field of lifelong learning, with a focus on adult and continuing education, literacy and nonformal education, and to promote lifelong learning as the leading educational paradigm for inclusive and sustainable learning societies. The purpose of this report is to demonstrate how our work in 2017 contributed to delivering this mission and making our vision a reality.

Despite the challenges presented by changes in leadership and a tougher financial environment, UIL made good progress against these ambitions in 2017, while putting in place sound foundations for the years ahead. Our work focused on maximising the contribution of lifelong learning to the 2030 Agenda for Sustainable Development and, in particular, to Sustainable Development Goal (SDG) 4, which enjoins Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Realizing the potential contribution of lifelong learning to this global agenda means ensuring its role is not limited to the achievement of SDG 4 but is integrated across all 17 SDGs and in every sector of society.

The year was punctuated by two landmark events: the CONFINTEA VI Mid-Term Review, held in Suwon, Republic of Korea, in October; and the third International Conference on Learning Cities, in Cork, Ireland, in September. Organized by UIL in cooperation with the cities of Osan and Suwon, the Mid-Term Review examined the implementation of adult learning and education around the world, tracking the progress of Member States against the commitments made in the



Belém Framework for Action, agreed at CONFINTEA VI in 2009. It was attended by more than 400 stakeholders from 98 countries and saw the launch of five key reports, from all world regions, charting developments against the Belém targets. Together with the third *Global Report on Adult Learning and Education*, published by UIL in 2016, they represent the most up-to-date assessment of global progress on adult learning and education.

The third International Conference on Learning Cities was another exceptionally well-attended and inspirational event, which highlighted the contribution of UIL to this agenda, as well as its role in building the capacities of municipalities to develop as learning cities. More than 700 local government representatives from more than 80 countries took part, contributing to a growing understanding of how the learning city approach can create change, foster inclusion and promote sustainability. The Cork Call to Action for Learning Cities, adopted by participants, recognized that 'education and lifelong learning are at the heart of the Sustainable Development Goals ... and indispensable for their achievement' and made a commitment to 'achieving sustainable development in all its dimensions, recognizing the links between all of its social, environmental and economic aspects in order to secure a sustainable future for all'.

The UNESCO Global Network of Learning Cities, which UIL administers, now boasts some 204 members, including the 23 cities that joined in 2017. The high level of interest in the network reflects both the importance of this agenda and UIL's increasingly pivotal role in delivering and developing it. It is particularly pleasing to see UNESCO GNLC member cities developing their own local and global partnerships and organizing sub-regional meetings to further the exchange of knowledge. This is essential in maintaining political will and developing capacity within cities and countries. UIL supported this through the publication of a *Guide to Action* on mainstreaming lifelong learning into efforts to achieve the 17 SDGs and has begun work on a handbook and toolkit on lifelong learning that will offer further guidance to Member States on integrating lifelong learning into policy and practice.

Further support to countries in developing lifelong learning policies, plans and strategies and integrating adult literacy and non-formal education within them was provided through the expansion of RAMAA (Rechercheaction sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation). RAMAA aims to assess youth and adult literacy learning outcomes in participating African countries and, by doing so, to collect reliable and contextualized data to improve the quality of literacy programmes, strengthen evidencebased advocacy and develop national capacities, with an emphasis on ownership and sustainability. The latest phase of RAMAA involved the agreement of a common competencies framework to which experts and partners from the 12 RAMAA countries contributed. A ministerial meeting in Dakar, Senegal, reconfirmed the commitment of participating countries and agreed the next steps for the work.

UIL's work focused strongly on regions such as Africa, where literacy and numeracy needs are acute and capacity development essential. An approach to intergenerational literacy learning, aimed in particular at countries in sub-Saharan Africa, was piloted in three regions of Ethiopia and launched at a national workshop in Addis Ababa in which 40 national education stakeholders participated. UIL also worked with five African countries – Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania – to compile and highlight best practice in implementing lifelong learning policies and strategies in those countries. UIL and the UNESCO Regional Office in Eastern Africa in Nairobi continued their joint work on a project to promote and develop the role of universities in advancing literacy in Ethiopia, Kenya and Nigeria.

In Southeast Asia, UIL worked with the Southeast Asian Ministers of Education Organization Regional Centre for Lifelong Learning (SEAMEO CELLL) on a project to develop inclusive and gender-responsive lifelong learning policies in 11 countries in the region. The first phase of the project resulted in a book, *Lifelong learning in transformation*, which documented promising practice in the promotion of lifelong learning for all. UIL also cooperated with the Microsoft Corporation in delivering literacy programmes in Bangladesh, Egypt, Ethiopia and Mexico, and with the UNESCO Office in Kabul to support the implementation of the Enhancement of Literacy in Afghanistan programme. A collaborative project with the UNESCO-UNEVOC Centre, Hong Kong, on the inclusion of green skills in the recognition, validation and accreditation (RVA) of the outcomes of non-formal and informal learning engaged experts in Bangladesh, China, India, Kazakhstan, Malaysia, Nepal, the Philippines and Hong Kong SAR, China.

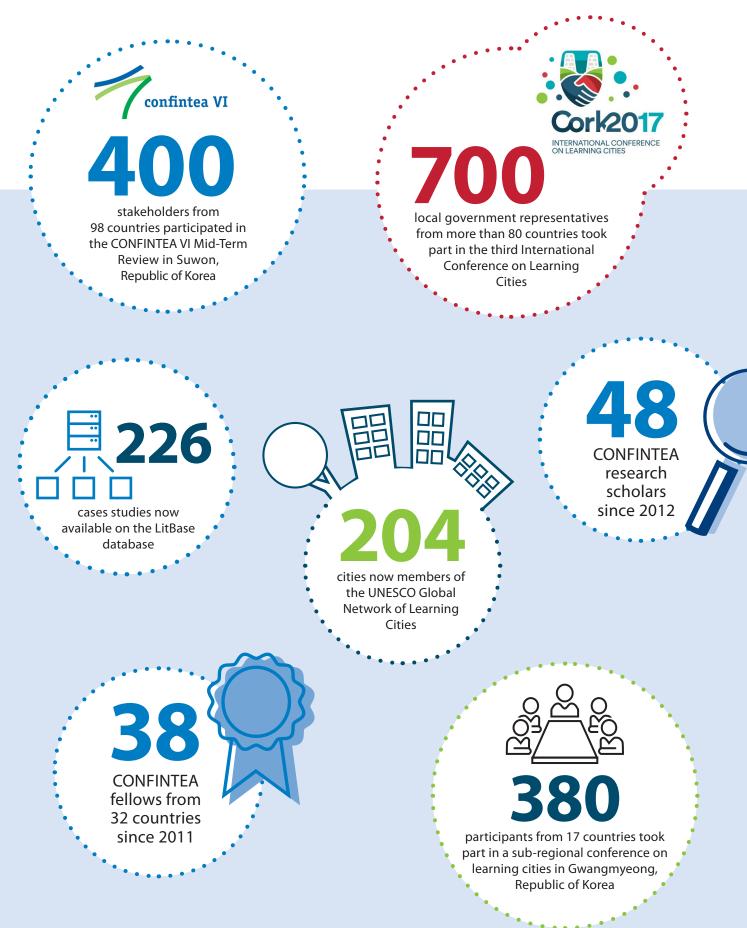
Meanwhile, at a global level, UIL continued its important work in coordinating the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) and in contributing to the Global Alliance to Monitor Learning (GAML), set up by the UNESCO Institute for Statistics. We also expanded our knowledge base to support effective policies, plans and strategies through, for example, the Global Observatory of Recognition, Validation and Accreditation of Non-Formal and Informal Learning, our online database of learning cities, and the UNESCO Effective Literacy and Numeracy Practices Database (LitBase). Our work was disseminated widely through our publications and our website, while the UIL Library continued to share its unique resources with education stakeholders in Member States around the world.

UIL can be proud of all it has achieved in 2017. In 2018 and 2019, we will work hard to build on it, offering Member States our expert support in integrating lifelong learning into their policies and strategies and in achieving the ambitious targets of the 2030 Agenda for Sustainable Development. Partnership is crucial to this, particularly if we are to develop intersectoral solutions to challenges such as social exclusion, poverty, climate change, mass migration, imbalances in age composition and technological transformation. As is increasingly recognized, lifelong learning is essential to finding sustainable solutions to these problems.

UIL will renew and strengthen its links with Member States and other partner organizations at global, regional and national levels to find solutions that work, with a strong emphasis on inclusion, sustainability and local ownership. We will also strive to expand our networks and find new partners with whom we share a common or overlapping agenda. Exciting new partnership projects are already underway, including the development of an online training course on mainstreaming adult and non-formal learning into education sector plans, with the UNESCO International Institute for Educational Planning, and a research study examining adult numeracy practices and skills, with the University of Hamburg.

I hope this report will be understood, in part, as an invitation to such collaboration. The challenges we face are not small but, together, I believe we can face the future with optimism and ambition.

AT A GLANCE: UIL IN 2017





UIL'S VISION, MISSION AND OBJECTIVES

UIL'S VISION

is for all children, youth and adults to benefit from quality lifelong learning opportunities, within the framework of sustainable development and peace. As the only UN entity dedicated to lifelong learning, UIL has a particular contribution to make to the achievement of Sustainable Development Goal 4 – through which Member States committed to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' – and its related targets, as set out in the Education 2030 Framework for Action.

Education 2030

UIL'S MISSION		To strengthen the capacities of UNESCO Member States in the field of lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.		
			Strengthening Member States' capacities so that educational stake- holders and practitioner communities benefit, and empowering Member States to improve the quality of their lifelong learning policies.	
OBJECTIVES	UIL	Research Capacity- building Networking Publications	Supporting Member States with high-quality capacity-building in their final push for Education for All (EFA) and beyond, in UNESCO key priority areas, in inclusive and gender-sensitive literacy, and work- related non-formal learning and competence development.	
			Promoting lifelong learning as the leading educational paradigm for achieving inclusive and sustainable learning societies.	



BUILDING CAPACITIES FOR LIFELONG LEARNING

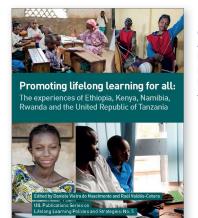
Through the 2030 Agenda for Sustainable Development, and, in particular, Sustainable Development Goal (SDG) 4, Member States have committed to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. In this context, the concept of lifelong learning has been reaffirmed as a guiding principle and operational framework for education systems and policies. The promotion of lifelong learning is critically important for young people and adults, and even more so for marginalized and vulnerable groups, particularly in view of the strong emphasis in the 2030 Agenda on leaving no one behind. With this in mind, UIL has supported Member States to develop lifelong learning in a way that best fits their situation and needs, through policy support, research and capacity-building.

DEVELOPING POLICIES AND STRATEGIES

UIL collaborated with countries in all world regions to support them in integrating lifelong learning into the design and implementation of their education policies.

AFRICA

As part of its research on the conceptualization, operationalization and implementation of lifelong learning policies in Africa, UIL worked with Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania to support lifelong learning opportunities for all. A workshop



Promoting Lifelong Learning for All highlighted best practice in implementing lifelong learning policies in five African countries organized by UIL in Nairobi, Kenya, gave policy-makers from these countries an opportunity to share and analyse successful initiatives. The discussion formed the basis of *Promoting Lifelong Learning for All: The Experiences of Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania*, a report, published in 2018, highlighting best practice in implementing lifelong learning policies and strategies in the five countries, with a special focus on the achievement of SDG 4.

ASIA

UIL collaborated with the Southeast Asian Ministers of Education Organization Regional Centre for Lifelong Learning (SEAMEO CELLL) on 'Towards an ASEAN Lifelong Learning Agenda', a project, begun in 2016, to develop and facilitate strategic actions for the inclusion of lifelong learning perspectives in national and regional educational policies in Southeast Asia. The project involves 11 countries - Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste and Viet Nam - and aims to develop inclusive and gender-responsive lifelong learning policies. The conclusion of the first phase of the project in 2017 was marked by a publication, Lifelong Learning in Transformation: Promising Practices in Southeast Asia, documenting promising practice in the 11 countries. The publication focuses on the features critical to the promotion of lifelong learning for all: inclusive and gender-responsive teaching and learning practices, recognition of learning outcomes, collaboration between social and economic development sectors, and coherent national policies and strategies. It was shared with the participating countries at an expert meeting and helped reinforce political will for the implementation of the policies and strategies.

This renewal of political will was reflected in a new phase of national policy debate on lifelong learning in the countries. Multi-sectoral dialogues on the development of policies for lifelong learning were organized in Cambodia, Lao PDR and Indonesia in 2017. A draft decree on lifelong learning is under parliamentary review in Lao PDR, while



Indonesia is planning a policy on open and distance learning for youth and adults. Cambodia is developing a national lifelong learning policy.

In Central Asia, UIL worked with UNESCO Tashkent Office and the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V. or DVV International) on a national lifelong learning strategy for Uzbekistan. A country report was prepared and integrated into a four-country sub-regional study covering Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The study analyses existing lifelong learning policies and systems in Central Asia. The national reports provide strategic recommendations to develop and strengthen the legal and normative frameworks for lifelong learning in each country. The UNESCO Cluster Office in Almaty coordinated this work.

STANDARDS, QUALITY AND LEARNING OUTCOMES I) QUALIFICATIONS FRAMEWORKS

Countries use national qualifications frameworks as reference points and sources of quality assurance for recognizing, validating and accrediting informal and nonformal learning.

UIL works with the European Training Foundation, the UNESCO Division for Policies and Lifelong Learning Strategies and the European Centre for the Development of Vocational Training (CEDEFOP) to produce **the Global** *Inventory of Regional and National Qualifications Frameworks*. In 2017, this joint venture resulted in the

publication of the third edition of the two-volume publication. Volume I charts developments in national and regional qualifications frameworks worldwide, while Volume II provides updates on national qualifications frameworks from 100 countries, as well as on seven regional qualifications frameworks. Each country's NQF is analysed in terms of policy objectives, levels and use of learning outcomes, stakeholder involvement, institutional arrangements, the recognition of non-formal and informal learning, and existing regional frameworks.

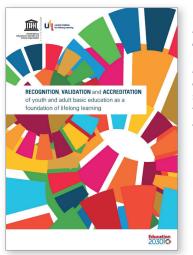


II) RVA AND GREEN SKILLS

'Green skills' denotes the set of skills and competences needed to promote environmental protection, economic development and social inclusion consistent with sustainable development. 'The inclusion of green skills in the recognition, validation and accreditation (RVA) of outcomes of non-formal and informal learning: A comparative study in Asia' was conducted with national experts from seven countries, Bangladesh, China, India, Kazakhstan, Malaysia, Nepal and the Philippines, and one territory, Hong Kong SAR. It explored the potential for Asian countries to promote greener industries and economies by including green skills in mechanisms for RVA, with a focus on micro, small and medium enterprises operating in four industries: automotive, polymerizing vinyl chloride (PVC) manufacturing, catering and waste management. The study is the outcome of the collaborative efforts of UIL and the UNESCO-UNEVOC Centre at the University of Hong Kong. UIL and Springer will jointly publish a book drawing on the project in 2018.

III) RVA OF BASIC EDUCATION

UIL and the UNESCO Section of Partnerships, Cooperation and Research engaged in a collaborative research project on the recognition, validation and accreditation (RVA) of non-formal adult basic education. The project focused on reviewing existing evidence and analysing issues related to the implementation of RVA policies, systems and mechanisms that benefit youth and adult learners at basic education levels. The findings of the research project are captured in the 2018 publication, *Recognition, Validation and Accreditation of Youth and Adult Basic Education as a Foundation of Lifelong Learning*. The report focuses



Recognition, Validation and Accreditation of Youth and Adult Basic Education as a Foundation of Lifelong Learning shows how RVA is being tackled in countries around the world

on three themes – principles, policy and practice – and provides examples of how the issue is being approached across the world. It offers 10 evidence-based conclusions and proposes recommendations for stakeholders in Member States. UIL will use the work to help countries develop national RVA frameworks and mechanisms to support adult literacy and basic education.

IV) RECOGNIZING THE COMPETENCES OF SYRIAN REFUGEES

In partnership with the UNESCO Office in Beirut, UIL initiated a study of how the non-formal and informal learning and competences of Syrian refugees in Egypt,



Iraq, Jordan, Lebanon and Turkey can be recognized, validated and accredited. It resulted in a book, *Pathways to Empowerment*, which lays the essential groundwork for national stakeholders in establishing coherent and comprehensive strategies to ensure that refugees who have dropped out of school, interrupted their education or lost their qualification documents are able to enter or re-enter education and training or be integrated into the world of work. UIL is working with the UNESCO Office in Beirut on a series of related advocacy activities with stakeholders in the region.

IMPLEMENTING LIFELONG LEARNING AT LOCAL LEVEL

While the primary responsibility for achieving the Sustainable Development Goals lies at national level, their implementation requires action at multiple levels. Local government is well placed to link the global goals to local communities. Increasingly, cities recognize the importance of lifelong learning as a key to developing green, healthy, equitable and inclusive societies, providing opportunities for decent work and entrepreneurship. By reinventing themselves as learning cities, urban communities can make a major contribution to achieving the SDGs, a recognition reflected in the growing status of the UNESCO Global Network of Learning Cities.

I) THE UNESCO GLOBAL NETWORK OF LEARNING CITIES

With 23 new cities joining in 2017, the UNESCO Global Network of Learning Cities now has more than 200 members. The network provides a unique platform for networking, exchange, development and implementation of education and lifelong learning at local level. Member cities are strongly engaged in the activities of the network, with many of them developing concrete strategies to enhance lifelong learning opportunities for their citizens. They use the *Beijing Declaration on Building Learning Cities* and *Key Features of Learning Cities*, both adopted at the first International Conference on Learning Cities organized by UIL in 2013, as guiding documents to create and implement their strategies and to monitor progress.

II) CITY INITIATIVES AT REGIONAL AND SUB-REGIONAL LEVELS

Encouraged by the network and inspired by other cities, more and more cities are taking the initiative in collaborating, forging partnerships and sharing experiences. In Latin America and the Caribbean, more than 170 participants from more than 40 cities participated in a conference hosted by Villa María in Argentina. The conference, which was organised by UIL and the Global Action Programme for Education for Sustainable Development, provided participating cities with an opportunity to share their experiences on relevant developments, trends and practices with respect to linking the learning city concept with education for sustainable development. The city of Gwangmyeong in the Republic of Korea hosted a sub-regional meeting for the Asia-Pacific region, also highlighting the importance of learning cities as promoters of sustainable development. The workshop brought together 380 participants from 17 countries. It provided cities with guidance on the implementation of lifelong learning to support the achievement of the Sustainable Development Goals at local level.

III) COMMUNITY-BASED LEARNING FOR SUSTAINABLE DEVELOPMENT

The relevance of community-based education for children, youth and adults, especially those from marginalized or disadvantaged communities, should be recognized and fostered in every country. UIL published *Communitybased learning for sustainable development*, a policy brief advocating the importance of establishing and improving community-learning spaces, centres and networks. The policy brief was disseminated widely among different stakeholders, especially in the Asia and Latin America regions. UIL also cooperated with the UNESCO Regional Bureau for Education in Bangkok in the development of training modules on community learning centres to enhance the capacities of national and local planners and providers.

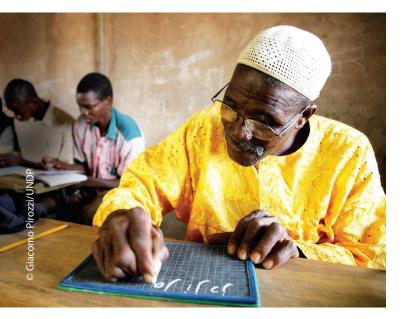


ADVANCING YOUTH AND ADULT LITERACY

In a rapidly changing, globalized world, individuals need to acquire a wide set of skills and competences to be able to participate actively in society. Recognizing this trend, UIL worked with partners and stakeholders worldwide in 2017 to ensure that more opportunities are available to youth and adults to acquire and to deepen literacy skills.

BUILDING ADVOCACY FOR YOUTH AND ADULT LITERACY

A literate and inclusive world cannot be built by any single entity. We need a common sense of purpose, shared commitment and globally coordinated efforts to take concrete actions. This is why the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) was launched in 2016, with a remit to coordinate multistakeholder partnerships and promote literacy as part of lifelong learning.



With the support of its Secretariat at UIL, GAL continued to make positive steps forward in 2017. It prepared a two-year work plan focused on: (1) identifying GAL stakeholders' comparative advantage in the field of literacy and numeracy; (2) increasing advocacy and political will for resource mobilization; (3) developing national capacities for literacy policy formulation, programme implementation and monitoring; and (4) creating and sharing knowledge for evidence-based literacy policy. GAL raised awareness on its role and mission, focusing on SDG 4 and particularly Target 4.6, which endeavours to 'ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'. To operationalize this vision, GAL established three action groups on: (1) advocacy; (2) policy; and (3) knowledge-sharing and digital resources, including open educational resources for youth and adult literacy.

ENHANCING LITERACY IN AFGHANISTAN

UIL has been contributing to the implementation of the Enhancement of Literacy in Afghanistan (ELA) programme, which is currently in its third phase. The programme began in 2008 and is expected to end in 2018. In 2017, UIL, in cooperation with the UNESCO Office in Kabul, reviewed implementation plans and learning materials for basic general literacy and skills-based literacy programmes to ensure quality and relevance. In the coming years, UIL will support Afghanistan further by contributing to the implementation of its National Education Strategic Plan (2017–2021) to provide equitable and inclusive lifelong learning opportunities to youth and adults, particularly women and girls in rural areas.

SUPPORTING LITERACY THROUGH HIGHER EDUCATION PARTNERSHIPS

Higher education institutions have knowledge and resources that can, when effectively mobilized, help address literacy-related challenges in various contexts. Sub-Saharan Africa has a high proportion of youth and adults with low or insufficient literacy and numeracy skills. With that in mind, UIL and the UNESCO Regional Office in Eastern Africa in Nairobi initiated a project on the role of universities in advancing literacy in Ethiopia, Kenya and Nigeria. A regional workshop, held in June 2017 with representatives of national universities from these countries, resulted in the formulation of country strategies to mobilize university resources for youth and adult literacy.



TRANSFORMING YOUNG WOMEN'S LIVES

Young women in rural areas often must overcome socioeconomic and cultural injustice to access education and training. In partnership with the Asia South Pacific Association for Basic and Adult Education (ASPBAE), UIL has piloted action research as a learning tool to transform young women's lives. Since 2016, more than 100 young women in India, Indonesia and the Philippines have taken part in this action-research project. In 2017, participants were trained to lead the action research, acquiring skills in everything from the design of research questions to sharing research findings with community

leaders and district education officials in order to shape education reform. One example is from Western India, where young women from five villages developed the 'Shodhini Charter of Demands'. This charter demands access to safe and inclusive schools and colleges in neighbouring villages, livelihood training for girls, and zero tolerance of violence and harassment. Other outcomes include women setting up reading corners and planning and managing a small restaurant business. The pilot experiences will be included in a compendium of practices and guidelines for engaging young people in action research, to be developed in 2018.

DEVELOPING LITERACY AND NUMERACY ASSESSMENTS

UNESCO defines literacy as 'the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts'. It involves 'a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society'. Monitoring progress in literacy to guide policy-making requires the design of new assessment frameworks and tools in line with SDG 4, particularly Target 4.6. In this context, UIL continues contributing to the global, regional and national discussions on assessing learning outcomes as well as proficiency levels in youth and adult literacy and numeracy, digital and other basic skills.

I) GLOBAL ALLIANCE TO MONITOR LEARNING

The Global Alliance to Monitor Learning (GAML) was set up by the UNESCO Institute for Statistics to develop a global consensus as to the frameworks and methodologies for measuring learning outcomes required to report on four SDG 4 targets. It also aims to build national capacities and improve the understanding and use of data on learning outcomes for improved policies and practices.

UlL's contribution to this work focuses particularly on Target 4.6 and the related global indicator, and the development of frameworks and systems to measure learning in youth and adult literacy and numeracy. In 2017, UIL prepared an inventory of youth and adult literacy assessments to map data availability and gaps in measuring and reporting on indicator 4.6.1. A technical meeting with national policy-makers and experts, organized by UIL in November 2017, resulted in an agreement to use PIAAC as the global assessment framework and to continue work on the development of a global expanded assessment framework for the lower levels of literacy and numeracy, on which UIL leads.

II) RAMAA

RAMAA (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation) is a UlL-initiated action research project to develop national capacities in selected African countries to evaluate and monitor the quality of literacy programmes through assessing the learning outcomes of participants. Twelve countries participate in the project: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Mali, Morocco, Niger, Senegal and Togo.

In 2017, the 12 countries finalized and adopted a common competencies framework. A ministerial meeting in Dakar, Senegal, resulted in strengthened political support for the project in these countries and the planning of next steps. The programme also agreed on plans for a sub-regional doctoral school involving national universities. Its aim is to create a platform for developing joint efforts and opportunities for candidates to benefit from international and inter-university training. The school will produce doctoral theses on literacy measurement and evaluation, as well as developing competent professionals to shape policies and programmes capable of responding to the literacy challenges faced by the participating countries. In preparation for this, UIL offered literacy research scholarships to three second-year master's students from the Training Institute in Literacy and Non-Formal Education in Niger.

Ull's advocacy work on RAMAA involved sharing key experiences and data with other countries through platforms such as the 2017 Triennale of the Association for Development and Education in Africa (ADEA), the 24th International Conference of Adults Learning Mathematics, the UNESCO working group on learning assessment, and the Teaching and Learning Educators' Network for Transformation. RAMAA was also an important reference point for a joint research project between UIL and the University of Hamburg.

INNOVATIVE APPROACHES TO PROMOTE YOUTH AND ADULT LITERACY

According to data from the UNESCO Institute for Statistics, some 750 million adults worldwide lack sufficient literacy and numeracy skills, most of them women. To reduce this number, innovative approaches must be found to ensure more individuals can access education and lifelong learning opportunities. UIL has long recognized the need for such approaches and is involved in a number of highly innovative projects.

ICTS FOR LITERACY AND LEARNING

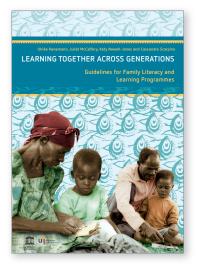
Global technological advancement has changed how learning takes place. Mobile devices, for example, have reduced the importance of traditional limitations such as time and space when it comes to accessing learning. To further harness the potential of information and communication technologies (ICTs) in the development and delivery of literacy programmes, UNESCO and Microsoft have been working on a three-year project to develop contextualised literacy programmes for people in disadvantaged communities in Bangladesh, Egypt, Ethiopia and Mexico. UIL hosted a second meeting of the project steering committee in March 2017 to assess progress towards the expected results of the project, which reports at the end of 2018. The four countries have assessed learners' literacy and digital skills and the project is developing supportive learning strategies integrating ICTs to address learners' needs. Another focus of the project is to enhance the capacities of educators in using ICTs.



FAMILY AND INTERGENERATIONAL LITERACY AND LEARNING

Intergenerational learning can play a fundamental role in fostering literacy, lifelong learning and sustainable development. It is also an approach that bridges different sub-sectors, such as early childhood care and education, primary education and adult basic education, and that can contribute significantly to achievement of the SDG 4 targets.

In recognition of this, in 2016, UIL initiated a family literacy and intergenerational learning project, funded by the Federal Foreign Office of Germany, to support selected Member States in the piloting and implementation of a country-specific family



Learning Together across Generations: **Guidelines for Family** Literacy and Learning Programmes focused on promising family literacy and learning programmes around the world, with special emphasis on sub-Saharan Africa and the needs of women.

literacy and intergenerational learning approach. In 2017, normative guidelines and practical tools were developed. A resource pack, Learning Together across Generations: Guidelines for Family Literacy and Learning Programmes, was published in 2017, based on the experiences of promising family literacy and learning programmes around the world but with a special focus on sub-Saharan Africa and the needs of women in particular. The guidelines were launched at the ADEA Triennale in March 2017 in Dakar, Senegal, and the approach was piloted in three regions of Ethiopia. More than 40 national education stakeholders attended a national workshop on the project in Addis Ababa, Ethiopia, in October 2017. UIL plans to extend the project to other countries in sub-Saharan Africa.

SUPPORTING VULNERABLE YOUTH IN **AFRICA: ZANKEY FABA**

UIL's ongoing collaboration with the Association for the Development of Education in Africa (ADEA) included work on the African Network for Literacy and Life Skills for Vulnerable Youth, an online network that aims to strengthen the capacity of governments, civil society and youth organizations in Africa. Known as Zankey Faba ('supporting youth'), the network produced two publications, intended to empower adolescents and vulnerable youth as well as to facilitate their social and economic integration, which were widely disseminated in 2017. Around 1,500 young people in seven African countries were reached through the network.





MILESTONES IN 2017

CONFINTEA VI MID-TERM REVIEW

The sixth International Conference on Adult Education (CONFINTEA VI) brought together 144 Member States to share the status of adult learning and education (ALE) in their countries and to consider future directions. The outcome document of CONFINTEA VI, the Belém Framework for Action (BFA), adopted in 2009, continues to guide the development of ALE in Member States. UIL is charged with monitoring this process, principally through production of the Global Report on Adult Learning and Education (GRALE), which provides the most comprehensive global picture available of ALE.

In 2017, UIL organized the CONFINTEA VI Mid-Term Review (MTR) in collaboration with the Korean cities of Suwon and Osan, which co-hosted the event. The MTR aimed to build momentum in meeting the recommendations of the BFA. It brought together more than 400 experts from 98 Member States to discuss progress in their countries and to develop strategies to advance ALE policy, governance, financing, participation, inclusion and equity, and quality. Discussions were informed by five regional reports on



progress in Asia and the Pacific, the Arab States, Europe and North America, Latin America and the Caribbean, and sub-Saharan Africa, produced for the MTR by UIL in cooperation with the International Council of Adult Education. A summary of the five reports was also launched at the event (in English, French and Spanish),



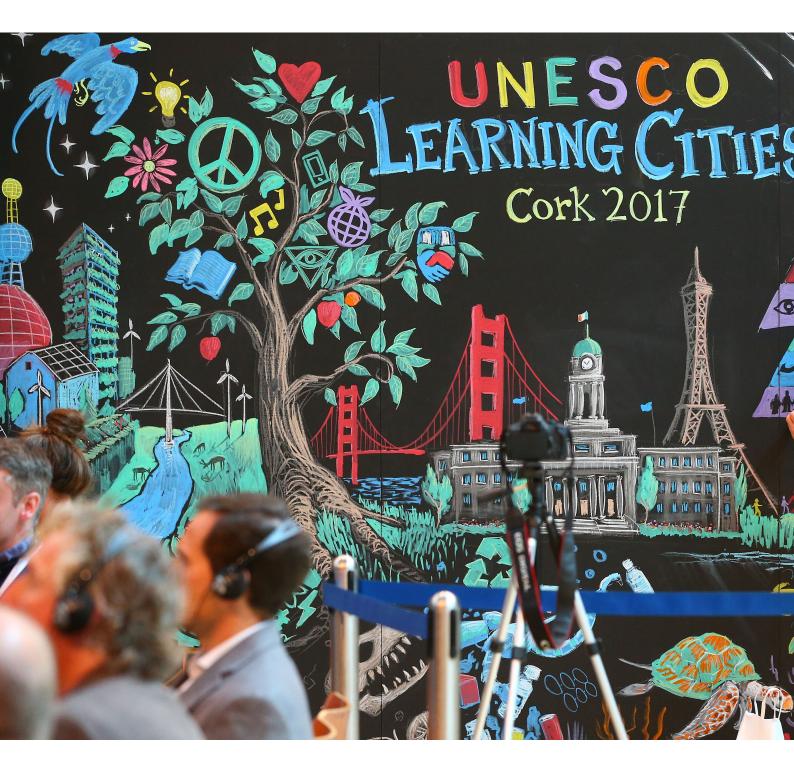


as was an online observatory of policies and practice in youth and adult education in Latin America, developed in cooperation with the UNESCO Office in Santiago.

The conference resulted in the adoption of the *Suwon-Osan CONFINTEA VI Mid-Term Review Statement*, which will guide further actions in the implementation of ALE at national and regional levels. The Statement represents the perspective of participants and their recommendations for the future. It elaborates on needs and strategies to improve ALE provision, with special emphasis on international cooperation and partnership, and highlights the need for further efforts to raise awareness of the potential of ALE among stakeholders. It calls on Member States and partners to provide all relevant information and data on progress made in implementing ALE to enable optimal preparation for CONFINTEA VII, expected to take place in 2021. As a follow-up to the MTR, a series of activities will take place at regional level.

THE STATUS OF ADULT LEARNING AND EDUCATION: GRALE

The third Global Report on Adult Learning and Education (GRALE 3) was published in 2016 in English and has since been translated into French, Spanish and Arabic (with Chinese and Russian versions pending). It drew on survey data to evaluate country progress on implementing ALE and to assess the impact of ALE on health and well-being; employment and the labour market; and social, civic and community life. It also highlighted the contributions ALE can make to the 2030 Agenda for Sustainable Development. A series of regional launch events concluded in spring 2017. Preparations for the upcoming GRALE 4 survey are now underway. In addition to its traditional role in monitoring implementation of the Belém Framework for Action, GRALE 4 will focus on ALE with regard to participation, inclusion and equity in Member States.



THIRD INTERNATIONAL CONFERENCE ON LEARNING CITIES: GLOBAL GOALS, LOCAL ACTIONS

'Global Goals, Local Actions: Towards lifelong learning for all in 2030', the third International Conference on Learning Cities, was held in Cork, Ireland, in September 2017. More than 700 participants from 180 cities in 80 countries discussed the contribution of cities to the 17 Sustainable Development Goals. They adopted the *Cork Call to Action for Learning Cities*, which formed the basis for a guiding document on mainstreaming lifelong learning as a key driver to achieve the SDGs, and *Learning Cities and the SDGs: A Guide to Action*. Drawing on the experiences of UNESCO GNLC members, the documents highlight actions that cities can take to build green and healthy, equitable and inclusive learning cities, and to promote decent work and entrepreneurship by following a lifelong learning approach.

UNESCO LEARNING CITY AWARDS 2017

Sixteen cities received the UNESCO Learning City Award 2017 in recognition of progress made in promoting education and lifelong learning in their communities. The awardees were: Bristol (United Kingdom of Great Britain and Northern Ireland), Câmara de Lobos (Portugal), Contagem (Brazil), Gelsenkirchen (Germany), Giza



(Egypt), Hangzhou (China), Larissa (Greece), Limerick (Ireland), Mayo-Baléo (Cameroon), N'Zérékoré (Guinea), Okayama (Japan), Pécs (Hungary), Surabaya (Indonesia), Suwon (Republic of Korea), Tunis (Tunisia) and Villa María (Argentina).

The cities were selected by an international jury based on parameters detailed in the guiding documents of the UNESCO GNLC and the *Guidelines for Building Learning Cities*. Each is at a different stage of development and faces specific challenges – economic, political, social or environ-mental – for which specific approaches must be found.







Images from the 2017 International Conference on Learning Cities, in Cork

ADULT LEARNING AND EDUCATION IN POLICY AND PRACTICE

Translating the concept of lifelong learning into educational reform and practice requires the development of innovative, coherent approaches to the provision of learning opportunities for youth and adults, and clear, persuasive advocacy for their adoption. This is particularly important in the area of adult education and learning (ALE), where UIL has sharpened its advocacy messages and focused consistently on the need for multi-sectoral implementation of ALE in Member States. This work is supported by UIL's capacity-building work, particularly its CONFINTEA Fellowship and Scholarship programmes. Through the CONFINTEA Fellowship Programme, UIL engages government officials and civil society representatives in capacity-building in ALE and lifelong learning, while the CONFINTEA Scholarship Programme targets researchers in the same field from across the world.

IMPLEMENTING RALE

The 2015 *Recommendation on Adult Learning and Education (RALE)* is a key advocacy tool and standardsetting instrument for ALE, alongside the 2009 Belém Framework for Action. UIL has used it to bring greater focus on ALE and to reposition ALE to support the achievement of SDG 4 and the broader development agenda. *RALE* takes a comprehensive and systematic approach to ALE, focusing on three fields of learning and skills acquisition: literacy and basic skills; continuing education and vocational skills; and liberal, popular and community education and active citizenship skills. In addition to these fields, *RALE* also refers to the five transversal areas of action in ALE outlined in the Belém framework: policy; governance; financing; participation, inclusion and equity; and quality.

UIL has continued to use *RALE* to support Member States in strengthening ALE provision and to ensure ALE remains on the political agenda in the run-up to CONFINTEA VII. It was promoted at various national, regional and international events in 2017, in the context of deepening understanding of ALE's role in relation to Education 2030 and the broader 2030 Agenda. A study of the impact of *RALE* in selected Member States has been carried out in cooperation with the International Council for Adult Education and will inform an impact report to be submitted to the General Conference of UNESCO at its 40th session in 2019. The monitoring section of *RALE* in Member States.

CONFINTEA FELLOWSHIPS

CONFINTEA Fellowships are awarded to government officials and civil society representatives. They aim to build the capacity of Member States to improve their ALE policies and practices. Since its inception in 2011, 38 fellows from 32 countries (19 women and 19 men), 31 government officials and seven national nongovernmental organization executives have participated in the programme, each developing a strategy for ALE in their home countries. On their return, they are expected to further develop the inter-ministerial and intersectoral





working relations necessary for the implementation of their strategies. Strategies developed during the programme have been integrated into national education and development policies in Côte d'Ivoire, Bangladesh, Ghana, Lao PDR and Sudan. In Egypt and Burkina Faso, they were instrumental in setting up national quality assurance systems; in Ethiopia, national ALE programmes were piloted as a result of a fellow's strategy.

In 2017, UIL received six government officials and repre-sentatives of civil society organizations in the field of ALE. The fellows came from five different francophone countries: Algeria, Democratic Republic of the Congo, Haiti, Senegal and Togo. Under guidance of UIL staff and external experts, they drafted national strategies with the aim of operationalizing the BFA and RALE in their respective countries.

CONFINTEA SCHOLARSHIPS

UIL launched the CONFINTEA Research Scholarship Programme in 2012. The aim is to support researchers



2017 CONFINTEA scholars

from across the globe to have a positive impact on the education sector in their home countries, especially in the areas of lifelong learning, adult and continuing education, literacy and non-formal basic education. To date, the programme has supported 48 scholars, half of them women. The 2017 scholars came from China, Egypt, Kenya, Bhutan and Cuba. They were selected from 135 applicants. Their research at UIL covered different topics related to lifelong learning, including literacy and adult education, ICTs, and health and well-being. Private donations from the British educationalist Peter Jarvis and the publisher Taylor & Francis, and the Nomura Centre supported a scholarship for lifelong integrated education in Japan.

UIL HONORARY FELLOWS

Further support for UIL's advocacy activity is provided through the UIL Honorary Fellowships. The fellowships are given in recognition of an individual's outstanding contribution to lifelong learning. The fellows are expected to support and positively steer the work of the Institute in the years to come. In 2017, Honorary Fellowships were awarded to Ms Catherine Odora Hoppers, South Africa; Ms Veronica McKay, South Africa; Mr Le Huy Lam, Viet Nam; Mr S.Y. Shah, India; Mr Ekkehard Nuissl, Germany; Ms Katarina Popović, Serbia; and Ms Sylvia Schmelkes, Mexico.

INTERNSHIP PROGRAMME

Capacity development to strengthen advocacy for lifelong learning is a theme of UIL's internship programme. The programme gives hands-on experience to graduate students with an interest in the field. In 2017, UIL welcomed 24 interns, many of whom will go on to work in areas relevant to UIL's mission. UIL worked with the following institutions in delivering the programme: Pennsylvania University, George Washington University, the University of Glasgow and the Autonomous University of Barcelona.

EXPANDING THE KNOWLEDGE BASE

UlL's growing knowledge base provides essential support to the Institute's advocacy and capacity-building work. As well as conducting policy-driven research in collaboration with institutions around the world, UIL collates, analyses and disseminates examples of good and effective practice to Member States, with a view to informing policy and practice.

I) GLOBAL OBSERVATORY ON RVA OF NON-FORMAL AND INFORMAL LEARNING

Recognition, validation and accreditation (RVA) of nonformal and informal learning is one of the pillars of any lifelong learning policy. Consequently, many countries have developed a national system for RVA. This online platform shares the experiences of these countries by collecting profiles and case studies with a view to supporting national institutions charged with the implementation of RVA. These resources have informed the development of a number of studies, on thematic areas such as skills recognition in informal economic settings, RVA for refugees and migrants, and RVA for youth and adult basic education.

II) COLLECTION OF LIFELONG LEARNING POLICIES AND STRATEGIES

UlL's collection of national lifelong learning policies and strategies offers a comprehensive overview of developments in the field around the world. The database now includes 52 national policies and strategies. These are an important source of reference material for national policy-makers, as well as for researchers, practitioners and students.

III) MEMBERSHIP DATABASE OF LEARNING CITIES

The implementation of lifelong learning is of growing importance to cities around the world. To enable cities and local stakeholders to learn more about the practice of other cities, in 2017 UIL developed an online database of learning city case studies. The cases studies, based on the submissions of member cities of the UNESCO Global Network of Learning Cities, highlight the challenges, motivations and actions involved in taking a lifelong learning approach to city development. Some 120 case studies have been developed and uploaded to UIL's website.

IV) EFFECTIVE LITERACY AND NUMERACY PRACTICES DATABASE

UlL's Effective Literacy and Numeracy Practices Database (LitBase) documents good practice in youth and adult literacy and numeracy from around the world. It is a unique resource for literacy providers and practitioners seeking to improve the design, implementation, and monitoring and evaluation of literacy programmes. Established in 2009, at the end of 2017 LitBase included 226 case studies, with more than 173,000 users registered. It is the source for a series of thematic compilations, the latest of which, *Fostering a Culture of Reading and Writing: Examples of Dynamic Literate Environments*, was published in 2017. The case studies are available in English, French and Spanish.



Fostering a Culture of Reading and Writing: Examples of Dynamic Literate Environments compiled 18 case studies of youth and adult literacy programmes which foster rich learning environments.



IMPROVING ACCESS TO INFORMATION ON LIFELONG LEARNING

PUBLICATIONS FOR INCREASED ADVOCACY AND INFORMED ACTION

Publications are a key means by which UIL seeks to promote lifelong learning, ALE and youth and adult literacy, and support education researchers, planners, policy-makers and practitioners around the world. In 2017, UIL published 12 general publications, including five regional reports for the CONFINTEA VI Mid-Term Review, family literacy guidelines and compilations of learning city and literacy best practice. In addition, the Institute produced six issues of its journal, the *International Review of Education – Journal of Lifelong Learning* (IRE), and three policy briefs.

UIL developed its policy brief series in response to demand from Member States for short, clear and transferable guidelines and recommendations with a thematic focus. Each policy brief collates new research findings in thematic areas along with examples of good practice, and concludes with evidence-based recommendations. Requests from Member States have resulted in their translation into numerous languages, including Russian, Arabic, Portuguese, Latvian and Dari, in addition to English, French and Spanish.

PUBLICATIONS WITH IMPACT

UlL's publications continue to focus on topics and regions that are priorities for UNESCO. UlL's family literacy guidelines, for example, target providers and practitioners in sub-Saharan Africa, while our new report in the Lifelong Learning Policies and Strategies series focuses on selected African countries. UlL's work also contributes to UNESCO's priority areas by focusing on issues of topical concern such as recognition, validation and accreditation (RVA). This continued in 2018, with the publication of a report on the RVA of basic skills and a book on recognizing the non-formal learning of Syrian refugees, *Pathways to Empowerment*.

UIL has striven to reach a wider audience for its publications by expanding its distribution network and cooperating with partners to produce translations and co-publications. In 2017, it distributed more than 8,000 print publications, in multiple languages, while downloads of publications grew by 46 per cent compared to last year.



PATHWAYS TO

EMPOWERMENT

Recognizing the competences of Syrian refugees in Egypt, Iraq, Jordan, Lebanon and Turkey *Empowerment* laid the essential groundwork for a system of recognition for the non-formal learning and competences of Syrian refugees.

Pathways to

RIGOUR AND INTERNATIONAL REACH

The International Review of Education – Journal of Lifelong Learning is one of the world's leading journals of education and lifelong learning. It has successfully managed a change of focus, from comparative education to include a lifelong learning perspective, while increasing subscriptions, readership and income. This excellent progress has been maintained in addition to an increased demand for special issues, which itself reflects the journal's growing appeal and impact. The special issues allow UIL to focus closely on issues of current concern: for example, in the past year, experiential learning, language learning and non-formal learning. The journal combines outstanding academic rigour with an exceptionally international focus, attracting contributions from every world region.

ENGAGING THE WORLD: THE UIL LIBRARY

The UIL Library houses a rich collection of knowledge resources. Its collection of 50,000 materials in the areas of literacy, non-formal education, adult learning and education, and lifelong learning supports the staff of UIL and education stakeholders in Member States to develop research-based policies and programmes. By constantly expanding its collection with relevant print and online materials, the library is able to provide comprehensive and user-friendly assistance via the UNESCO online catalogue (UNESDOC)



The International Review of Education – Journal of Lifelong Learning is the oldest and one of the best journals of comparative education in the world.

and through personal assistance. Efforts to increase the visibility and use of the information and documentation services of the UIL Library are ongoing, as is work to make materials more accessible through digitization. The library began a systematic collection of policy documents on literacy, adult learning and non-formal education in 2017.

The Adult Learning Documentation and Information Network (ALADIN), which is coordinated by the UIL Library, was in 2017 able to connect 106 documentation and information centres on adult education from all regions around the world. The overall aim of the ALADIN is to facilitate networking, information sharing and capacity-building between and among partners. One of the services provided is the production of the bi-monthly ALADIN Online Alert, listing recent documents that are available in open-access and full-text. It was shared with the ALADIN Network as well as with other networks of professionals working in the adult learning, adult literacy, lifelong learning and vocational education fields. It was also disseminated widely via social media.

MAKING OUR WORK MORE VISIBLE

In 2017, UIL sought to improve the accessibility of information on its website, while also strengthening its use of digital and social media. It digitally produced and disseminated materials such as newsletters, bulletins, flyers, reports and brochures, and used social media platforms to improve visibility and networking. Written resources were enriched with concise and easy-to-understand audio-visual material, such as the set of video tutorials and training modules based on the UNESCO Guidelines for Building Learning Cities, which were launched in spring 2018. Work was also undertaken to link the various UIL databases, including the Global Observatory of RVA, the collection of learning city profiles and LitBase, in terms of countries or themes. Visits to the UIL website increased by 64 per cent in 2017 compared to 2016.

REACHING OUT THROUGH TRADITIONAL AND SOCIAL MEDIA

Ull's communications activity focused on creating networks and engaging journalists to cover issues relevant to the work of the Institute. Highlights of this work included the CONFINTEA Mid-Term Review in Suwon, the third International Conference on Learning Cities in Cork, and the Nairobi workshop on engaging with higher education institutions. The use of social media to promote UlL's work resulted in increases in follower numbers on Facebook, YouTube, LinkedIn and Twitter. Work will continue on combining social, digital and traditional media in order to better promote and disseminate the work of UIL.



UIL'S PRINCIPAL ACTIVITIES IN 2017

Globally and by region

GLOBAL

UIL organized the CONFINTEA VI Mid-Term Review, in Suwon, Republic of Korea, in October. The event, attended by more than 400 stakeholders from 98 countries, reviewed progress of Member States against commitments made in the 2009 Belém Framework for Action.

The third International Conference on Learning Cities, took place in Cork, Ireland, in September. More than 700 local government representatives from more than 80 countries participated.

UIL administers the UNESCO Global Network of Learning Cities, which now boasts 204 members, including 23 cities that joined in 2017.

UIL continued its work in coordinating the Global Alliance for Literacy within the Framework of Lifelong Learning.

UIL contributed to the Global Alliance to Monitor Learning, set up by the UNESCO Institute for Statistics, organizing an expert group meeting in November to elaborate a conceptual framework for the measurement of indicator 4.6.1. UIL also developed an inventory of international and national assessments of youth and adult literacy.

UIL expanded its knowledge base to support effective policies, plans and strategies through, among other resources, LitBase and the Global Observatory of Recognition, Validation and Accreditation of Non-Formal and Informal Learning.

UIL worked with the UNESCO International Institute for Educational Planning on an online training course on mainstreaming adult and non-formal learning into education sector plans, taking a lifelong learning approach.

AFRICA

RAMAA assesses youth and adult literacy learning outcomes in 12 African countries, collecting data to improve the quality of literacy programmes, strengthen advocacy and develop national capacities. In 2017, a common harmonized competencies framework for youth and adult literacy assessment was developed and adopted by the 12 countries.

An approach to family and intergenerational literacy learning, aimed at countries in sub-Saharan Africa, was piloted in three regions of Ethiopia and launched at a national workshop in Addis Ababa in which 40 national education stakeholders participated.

UIL worked with five African countries – Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania – to compile and highlight best practice in implementing lifelong learning policies and strategies.

UIL and the UNESCO Regional Office in Eastern Africa in Nairobi continued joint work on a project to promote and develop the role of universities in advancing literacy in Ethiopia, Kenya and Nigeria and organized a workshop on this topic in June 2017.

Ethiopia was one of four countries with which UIL cooperated in improving content and delivery of literacy programmes, in cooperation with the Microsoft Corporation.



ARAB STATES

Egypt was one of the four countries with which UIL cooperated in improving content and delivery of literacy programmes, in cooperation with the Microsoft Corporation.

UIL collaborated with UNESCO Beirut Office on a project on recognizing the skills and competences of Syrian refugees in Egypt, Jordan, Iraq, Lebanon and Turkey.

UIL worked with UNESCO Beirut Office, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the UNESCO Office in Cairo and UNESCO Headquarters in organizing a conference on learning cities and sustainable development, in Aswan, Egypt. Around 50 participants from more than 15 countries attended.

ASIA AND THE PACIFIC

UIL worked with the Southeast Asian Ministers of Education Organization Regional Centre for Lifelong Learning (SEAMEO CELLL) on a project to develop inclusive and gender-responsive lifelong learning policies in 11 countries in the region.

Bangladesh was one of the four countries with which UIL cooperated in improving content and delivery of literacy programmes, in cooperation with the Microsoft Corporation.

UIL worked with the UNESCO Office in Kabul to support the implementation of the Enhancement of Literacy in Afghanistan programme.

A collaborative project was undertaken with the UNESCO-UNEVOC Centre, Hong Kong, on the inclusion of green skills in the recognition, validation and accreditation (RVA) of the outcomes of non-formal and informal learning. Experts from Bangladesh, China, India, Kazakhstan, Malaysia, Nepal, the Philippines and Hong Kong SAR, China, took part. UIL organized a sub-regional conference on learning cities in Gwangmyeong, Republic of Korea, attended by 380 participants from 17 countries.

A Call for Action: Promoting lifelong learning through community learning centres was adopted at a Central Asian adult education forum, co-organized by UIL with UNESCO Offices in Almany and Tashkent and DVV International.

UIL supported the development of a national lifelong learning strategy in Uzbekistan.

UIL and the Asia South Pacific Association for Basic and Adult Education piloted action research as a learning tool to transform young women's lives in India, Indonesia and the Philippines.

EUROPE AND NORTH AMERICA

UIL is participating in a collaborative research project led by the University of Hamburg, Germany, on exploring adult numeracy practices.

LATIN AMERICA AND THE CARIBBEAN

UIL and the Global Partnership Programme for Education for Sustainable Development organised a conference on learning cities in Villa María in Argentina, attended by more than 170 participants from more than 40 cities.

UIL took part in the Smart City Expo LATAM Congress, in Puebla, Mexico, exchanging knowledge on developing sustainable and smart cities in Latin America.

UIL drafted and published a series of features on lifelong learning in selected countries in the Caribbean.

Mexico was one of the four countries with which UIL cooperated in improving content and delivery of literacy programmes, in cooperation with the Microsoft Corporation.





THE UIL GOVERNING BOARD

UIL's Governing Board consists of 12 members who are nominated intuitu personae by the Director-General of UNESCO. The current Board is composed of education and policy experts from different regions of the world. The Standing Committee of the Governing Board, comprising the Chair, Vice-Chair and a third member, closely follows the work of the Institute during the year. The Standing Committee meets twice a year while the Board meets once a year to review the progress of the Institute's work and to plan for the future.



MEMBERS AND OBSERVERS OF THE GOVERNING BOARD AT ITS ANNUAL MEETING IN 2017

Front row, left to right:

Mr Emile Tanawa (Institut de la Francophonie pour l'éducation et la formation, observer); Mr Fahad Sultan Mohammad Al-Sultan (alternate, Saudi Arabia), Ms Un Shil Choi (Republic of Korea); Ms Sylvia Ortega Salazar (Mexico); Ms Malak Zaalouk (Egypt); Ms Eeva-Inkeri Sirelius (Finland); Mr Thomas Boni Yayi (Benin); Mr Kilemi Mwiria (Kenya); Mr Hamidou Boukary (Niger).

Second row, left to right

Mr Minxuan Zhang (China); Mr David Atchoarena (UNESCO, representative of Director-General); Mr Kabir Shaikh (UIL Director a.i.); Mr Bernhard Abels (Federal Foreign Office of Germany, observer).

Back row, left to right:

Ms Paula Engwall (Sweden); Mr Hartwig Lüdtke (Germany); Ms Angela Brown-Burke (Jamaica); Ms Margarete Sachs-Israel (UIL, Chief Programme Coordinator).

FULL MEMBER

UIL GB CHAIR, MS MALAK ZAALOUK * ** Professor of Practice and Director of the Middle East Institute for Higher Education, The American University in Cairo, Arab Republic of Egypt

UIL GB VICE-CHAIR, MS EEVA-INKERI SIRELIUS * Former Secretary-General of the Finnish Adult Education Association, Finland

MR FAISAL BIN ABDULRAHMAN BIN MUAAMMAR Secretary-General King Abdulaziz Center for National Dialogue, Kingdom of Saudi Arabia

MR HAMIDOU BOUKARY * Independent consultant, Republic of Niger

MS ANGELA BROWN-BURKE Senator Councillor and Chairperson of Kingston and St. Andrews Corporation, Jamaica

MS UN SHIL CHOI ** Professor, Graduate School of Education, Ajou University, Republic of Korea

MS PAULA ENGWALL Senior Education Policy Specialist, Swedish International Development Cooperation Agency (SIDA), Kingdom of Sweden

MR HARTWIG LÜDTKE Vice-President of the German Commission for UNESCO, Germany

MR KILEMI MWIRIA Senior Advisor to the President of Kenya on Education and Politics, Republic of Kenya

MS SYLVIA ORTEGA SALAZAR ** Director General Colegio de Bachilleres, United Mexican States

MR THOMAS BONI YAYI Former President of the Republic of Benin, Benin

Mr MINXUAN ZHANG ** Research Institute for Comparative and International Education, Shanghai Normal University, People's Republic of China

ALTERNATE

MS LAILA ISKANDER KAMEL Former Minister of State for Urban Renewal and Informal Settlements, Arab Republic of Egypt

MR REIJO OLAVI AHOLAINEN Former Councillor of Education, Higher Education and Science Policy Department, Ministry of Education and Culture, Finland

MR FAHAD SULTAN MOHAMMAD AL-SULTAN Deputy Secretary-General King Abdulaziz Centre for National Dialogue, Kingdom of Saudi Arabia

MR KADIR ABDELKADER GALY Director of the Training Institute on Literacy and Non-Formal Education, Republic of Niger

MR KORNEL BROWN Division of Adult and Continuing Education, Delaware State University, United States of America

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

MR PER MAGNUSSON Deputy Secretary General, Swedish National Commission for UNESCO, Kingdom of Sweden

MR CHRISTOPH WULF Vice-President of the German Commission for UNESCO, Germany

MR IBRAHIM OANDA OGACHI Research Programme Officer, Council for the Development of Social Science Research in Africa, Republic of Kenya

MS SYLVIA SCHMELKES DEL VALLE President Councillor and President of the Governing Board of the National Institute for the Evaluation of Education in Mexico (INEE), United Mexican States

MR ALASSANI TIGRI Councillor to the Former President of Benin, Benin

Mr HAN MIN Deputy Director-General, National Center for Education Development Research, Ministry of Education, People's Republic of China

* Member of the Standing Committee of the UIL Governing Board

** Member of the IRE Editorial Board

COMPOSITION OF UIL



Front row, left to right: Rika Yorozu, Margarete Sachs-Israel, Qian Tang (UNESCO Assistant Director-General), Kabir Shaikh (UIL Interim Director)

Second row, left to right: Michelle Diederichs, Christiana Nikolitsa-Winter, Katja Konkola (Chief, Human Resources Officer, UNESCO), Chung Dolma, Malak Khalili, Klaus-Peter Humme

Third row, left to right: Claire Schumacher, Cendrine Sebastiani, Raúl Valdés-Cotera, Daniele Vieira, Imke Behr, Maya Kiesselbach

Fourth row, left to right: Mary Einbinder, Werner Mauch, Konstantinos Pagratis, Claudia Brandt, Mo Wang

Fifth row, left to right: Bettina Küster, Jan Kairies, Edith Hammer, Sung Lee, Tom Dzieniszewski

Sixth row, left to right: Madina Bolly, Roselyne Höner, Susanne Sonnek, Carolina Belalcazar Canal, Jennifer Kearns-Willerich, Alexandru Gaina

Back row, left to right: Paul Stanistreet, Britta Hoffmann, Angela Owusu-Boampong, Samah Shalaby, Stephen Roche, Farhad Taleb-Zahoori, Fiaye Tony Elhor

Not on picture: Cornelia Becker, Sofia Chatzigianni, Suehye Kim, Silke Schreiber-Barsch, Madhu Singh, Rakhat Zholdoshalieva

UIL ORGANIZATIONAL CHART AS OF DECEMBER 2017



* Secondment from University of Hamburg

UIL IN 2017

UIL would like to express its sincere gratitude to all staff, interns, trainees, fellows and scholars who contributed to its work in 2017

STAFF

- David Atchoarena, Saint Lucia
- Ana Başoğlu, 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 Chatzigianni, Greece
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- Christiana Nikolitsa-Winter, Greece
- Angela Owusu-Boampong, Ghana

- Sung Lee, Republic of Korea
- Konstantinos Pagratis, Greece
- Margarete Sachs-Israel, Germany
- Cassandra Scarpino, Italy
- Silke Schreiber-Barsch, Germany
 - Claire Schumacher, Canada
- Faith Schwieker-Miyandazi, Kenya
- Cendrine Sebastiani, France
- Kabir Shaikh, United Kingdom of Great Britain
 and Northern Ireland
- Samah Shalaby, Arab Republic of Egypt
- Madhu Singh, India
- Susanne Sonnek, Germany
- Melina Stahl, Germany
- Paul Stanistreet, United Kingdom of Great Britain and Northern Ireland
- Farhad Taleb Zahoori, Islamic Republic of Iran
- Raúl Valdés-Cotera, Mexico
- Danielle Vieira Do Nascimento, Brazil
- Mo Wang, China
- Rika Yorozu, Japan
- Rakhat Zholdoshalieva, Kyrgyzstan

INTERNS

- Natasha Ahmed, Egypt
- Sintayehu Beyenne Tiruneh, Ethiopia
- Amy Cheng, Hong Kong
- Preeti Dagar, India
- Tracy Dolcy, Malta
- Suzanne Fils-Aime, United States of America
- Mats Gideon Garbe, Germany
- Olesya Gladushyna, Ukraine
- Sarah Hillmann, Germany
- Danni Huang, China
- Katarzyna Krauze, Poland
- Saroj KC, Nepal
- Adinda Laraswati, Indonesia
- Helena Livia Dedecek Gertz, Ukraine/Brazil
- Aleksandra Milicevic, Serbia
- Thomas Miro, Unitted States of America
- Anthony Mitchell, United Kingdom of Great Britain and Northern Ireland
- Joel Neddermeyer, Germany
- Tunde Omotunde Kasali, Nigeria
- Arunima Raigar, India
- Zainab Sa'id Sa'ad, Nigeria
- Adesola Sekumade, France
- Pachara Sungden, Thailand
- Aisara Yessenova, Malta

FELLOWS | SCHOLARS

- Préville Cazy, Haiti
- Mor Diakhate, Senegal
- Maguy Durce, Haiti
- Pacifique Kakuru Tuone, DR Congo
- Likerba Litaaba-Kagnita, Togo
- Hassène Slimani, Algeria

CONFINTEA SCHOLARS

- Lowassi Koi Houa, Niger
- Karma Lhazom, Bhutan
- Issia Mori, Niger
- Odet Noa Comans, Cuba
- Nermeen Rashad, Egypt
- Amani Seydou, Niger
- Timothy Tuti, Kenya
- Ge Yi, China

VISITING SCHOLARS

• Simone Lotrionte, Italy

FINANCIAL REPORT

UIL Budget 2017 (US\$)

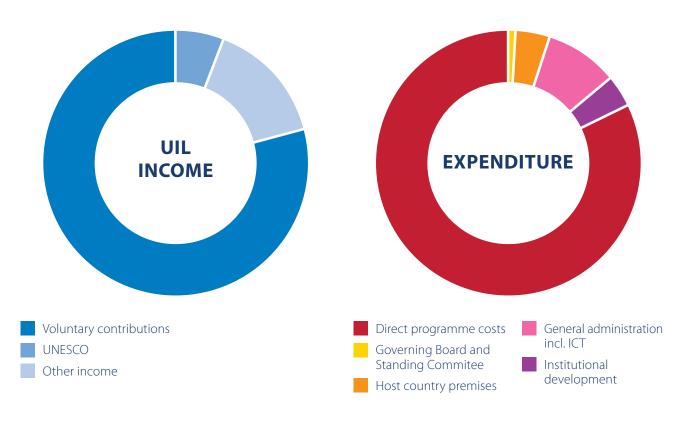
INCOME 2017

UNESCO				
Financial allocation	783,000			
VOLUNTARY CONTRIBUTIONS				
Programmes	3,492,000			
Host country Germany	814,000			
OTHER INCOME	140,000			
TOTAL	5,229,000			
Reserves programme funds	4,977,000			
UNESCO extra-budgetary programmes*	113,000			
GRAND TOTAL FUNDS	10,319,000			

EXPENDITURE 2017

Governing Board and Standing Commitee	55,000
Direct programme costs	5,104,000
Institutional development	268,000
Host country Germany premises	232,000
General administration, including ICT	562,000
TOTAL	6,221,000
Reserves programme funds	3,985,000
UNESCO extra-budgetary programmes*	113,000
GRAND TOTAL FUNDS	10,319,000

* UNESCO funds administered by UIL



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- United Nations Educational, Scientific and
- Cultural Organization

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