

**Conférence générale**

31e session
Rapport

Генеральная конференция

31-я сессия
Доклад

rep

Paris 2001

General Conference

31st session
Report

المؤتمر العام

الدورة الحادية والثلاثون
تقرير

Conferencia General

31ª reunión
Informe

大会

第三十一届会议
报告

31 C/REP/3
20 August 2001
Original: English

**REPORT BY THE GOVERNING BOARD
OF THE UNESCO INSTITUTE FOR EDUCATION (HAMBURG)
ON THE ACTIVITIES OF THE INSTITUTE (2000-2001)**

OUTLINE

Source: 29 C/Resolution 5 of the 30th session of the General Conference.

Background: The Governing Board of the UNESCO Institute for Education (UIE) submits to the General Conference a report on the activities and programmes of UIE and on the resources at its disposal. This report covers the period from the end of the 30th session of the General Conference to 31 July 2001.

Purpose: The activities of the Institute in 2000-2001 focused on research, capacity and institution-building pertaining to adult and lifelong learning in the framework of Dakar and CONFINTEA V follow-up.

Decision required: The present report requires no decision.

REPORT BY THE CHAIRPERSON OF THE GOVERNING BOARD

1. On behalf of the Governing Board of the UNESCO Institute for Education (UIE) in Hamburg, I have the honour to submit to the General Conference at its 31st session the report of the Governing Board on the activities of the Institute during 2000 and 2001 and its priorities for the coming biennium.
2. The 2000-2001 biennium concluded UNESCO's, as well as UIE's Medium-Term Strategy 1996-2001. The Institute was thus concerned with the formulation of a new strategic vision for the years to come, as was the Organization as a whole. It has undergone a transition phase and embarked on a restructuring of its programme activities following a broad consultative and participatory process involving a great number of specialists and institutions. This transition was, on the one hand, framed within the reform of the entire Organization and, on the other hand, shaped by the decision taken by the Federal Republic of Germany to reduce gradually and to ultimately phase out its longstanding institutional grant to UIE in 2005.
3. Against this background, UIE's work has been inspired and influenced by the *Dakar Framework for Action* adopted by the community of nations and partners during the World Education Forum, the coordination of the *CONFINTEA V follow-up* entrusted to UIE and the persisting claim for lifelong learning emanating from all world regions and from the Institute's partners in the field of education and sustainable development.
4. To re-assess the new relevance of the Institute in the light of the new context and following a fact-finding mission of the Swedish International Development Cooperation Agency (SIDA) in order to review areas of potential cooperation, an external evaluation of UIE's programme mission and governance has been launched under the guidance of the Institute's Governing Board and the support of an international advisory board. It is being conducted by an independent international team from four regions consisting of four experts in education, policy and institutional development enjoying high reputation worldwide. An interim report is available. The final report will be ready by the end of the year.
5. The members of the Governing Board wish to express their gratitude to the Director-General, Mr Koïchiro Matsuura, the Deputy Director-General, Mr Marcio Barbosa and the Assistant Director-General for Education, Mr John Daniel for their support and interest at the time when the Institute needed them. The Board is committed to steering the work of the Institute in the priority areas related to the follow-up of the Dakar Framework for Action and the CONFINTEA recommendations. The Board and the staff are deeply engaged in the promotion of policy-driven research, capacity-building, intellectual cooperation and networking and are eager to take up with commitment, competence and creativity, the adult and lifelong learning challenges raised by the Dakar World Education Forum and CONFINTEA V.

The new programme clusters

6. The research and development, training, networking and dissemination activities of UIE during the past biennium have been reviewed. Some have been phased out; the remainder have been planned and re-grouped with absolute priority to adult and lifelong learning and firmly based on the Dakar Framework for Action and the CONFINTEA follow-up. The four programme clusters constitute a change and shift in overall conceptual and methodological approach. The new programme cycle is marked by a strong focus on ongoing country activities and a search for lasting transformations.

Cluster I: Learning throughout life in different cultural contexts: from laying foundations to strengthening creative participation

7. The main activity here in 2000 was the organization of *Global Dialogue 7* entitled *Building Learning Societies: Knowledge, Information and Human Development*. Complementing the knowledge and visions displayed during the World Exposition 2000 in Hanover, ten global dialogues were organized onsite for the discussion and development of future strategies in key areas of global concern. *Global Dialogue 7* was a combined effort by UNESCO's Education Sector, the German Commission for UNESCO (DUK) and UIE, in cooperation with the World Bank and the German Foundation for International Development (DSE). A high-level forum, with more than 150 international participants, addressed major challenges and contradictions in the worldwide process of emerging learning societies.

8. The main 2001 activity was the *International Conference on Lifelong Learning: Global Perspectives in Education*, in cooperation with the Beijing Academy of Educational Sciences. Some 250 stakeholders in the field of education from all world regions analysed policies and practices of lifelong learning, contrasted different cultural and epistemological approaches and came out with concrete recommendations for the implementation of the CONFINTEA V Agenda for the Future and the Dakar Framework for Action.

9. Other major activities undertaken in the conceptual work on lifelong learning – most of them in cooperation with partner organizations – included a study on cultural dimensions, focusing on Asian-Pacific perspectives and practices, and a study on intergenerational learning and school-community interaction in promoting learning for all generations. UIE also launched projects to develop indicators of quality lifelong learning and system transformation towards lifelong learning, and to set up a network of interconnected regional and subregional centres of excellence for the promotion of lifelong learning. UIE coordinated a transnational study on media literacy and conducted an international round table on creating strategies for a culture of lifelong learning.

Cluster II: CONFINTEA and Dakar follow-up: Monitoring and evaluating policy and institutional changes in adult learning

10. The interaction between learning in basic education and learning throughout life is at the heart of the follow-up activities of the two key conferences. UIE developed a work plan to help lay the foundations for lifelong learning at the basic level. This plan contains (a) the monitoring and evaluation of policy and institutional changes; (b) the commitment to ensure the inclusion of adult and lifelong learning policies and the enlarged vision of basic education into national plans of action; as well as (c) the follow-up of the goals of Dakar pertaining to UIE's fields of work (such as adult literacy, gender, quality of education); and (d) the specific CONFINTEA follow-up of thematic areas and recommendations.

11. UIE's CONFINTEA follow-up has centred on assessing policy and institutional changes in adult learning. A series of subregional and regional policy dialogue encounters were held in Africa, Asia, and Europe as well as international seminars to review policies and practices. Five such meetings were organized during the biennium and monographs were produced and distributed. The monitoring of the thematic issues included adult learning for preventive health education, environment protection, gender equity, and programmes for groups with special educational needs, with a particular focus on indigenous people where an international survey was conducted in eight countries. UIE launched a series of studies in cooperation with

IIEP, ILO and the field offices in Dhaka and Delhi on learning in the informal sector to alleviate poverty and improve livelihood.

12. Literacy and non-formal education are still very high on the agenda of the Institute. Following a subregional meeting in 2000 to review adult education policies in Central and Eastern Africa and to develop innovative models for adult literacy, and links between formal and non-formal education, a seminar on *Improving Literacy and Adult Education Achievements and Levels* was jointly held with the Association for the Development of Education in Africa (ADEA), sister institutes and field offices in West Africa, specifically addressing the language issue. With the aim of developing strategies for improving training programmes in adult literacy and basic education, an international open distance learning programme has been developed. UIE has continued to strengthen its knowledge basis and provide services in monitoring and evaluation on literacy, non-formal education and adult and lifelong learning. The Institute is coordinating the Working Group on Non-formal Education of the ADEA. An impact study of non-formal education was carried out in Botswana, Burkina Faso, India and Mali. In cooperation with the Brasilia Office, UIE recently launched an overall evaluation of the *Alfabetização Solidária*, a large-scale innovative literacy programme involving multiple partners (States, municipalities, communities, universities, NGOs and business partners).

Cluster III: Capacity-building in and for lifelong learning

13. Technical support and advisory services were provided to reinforce national capacities. Two projects focused on countries in emergency situations or post-war reconstruction phases and developed training approaches for conflict prevention and critical citizenship addressed to the most affected parts of the populations: traumatized child soldiers in Sierra Leone and women in Kosovo. Educational strategies for HIV/AIDS prevention and materials for groups at risk were formulated in workshops in South-East Asia, and eastern and southern Africa.

14. As part of the Adult Learning Documentation and Information Network (ALADIN), a needs assessment was carried out through a survey in three low-income countries (Bangladesh, Cameroon and Sri Lanka) in order to strengthen the infrastructure of adult learning centres. The Regional Centre of Environmental Education for the Fight against Desertification (CREFELD) in Chad has developed a demonstration project on environmental training in Central Africa.

Cluster IV: Structured advocacy, networking, documentation and social marketing

15. The fifth cycle of the *International Award for Literacy Research* was opened in May 2001, encouraging investigative and analytical research on adult literacy issues. The Award is part of UIE's overall strategy to stimulate new ways of thinking and to help generate new perspectives on literacy that will be made available to policy-planners and implementers of literacy projects as well as to researchers in all regions. It benefits researchers from less privileged backgrounds and facilitates the international circulation of viewpoints and findings usually overlooked in the market-dominated publication sector. This was made possible thanks to grants provided by Canada and Sweden.

16. ALADIN, located in UIE's Documentation Centre, has been consolidated and expanded to foster information exchange and networking among adult education centres worldwide and to remedy the unequal access to documentation and information in some regions. A special website has been established allowing entry to the data banks of the 90 member centres of ALADIN. The Documentation Centre and Library has continued to develop and make

accessible its collection of 64,000 books and documents, 260 journals and over 8,000 learning/teaching materials in 160 languages from 120 countries.

17. Within the training and fellowship programme, students and graduate students have been working at UIE in a variety of projects and in the different departments. Two adult education experts, from China and Botswana, carried out a study sojourn at UIE. Preparations for the development of a worldwide qualification network with universities and research centres have been laid down to start a new cycle during the next biennium.

18. In all its programme activities, UIE has strengthened its networks with different stakeholders in sustainable education work. The traditional relations with the International Council for Adult Education (ICAE) and its regional branches (ASPBAE, CAARCAE, CEAAL, REPEM, EAEA) have been carried on, while new cooperation has been undertaken with universities (University of South Africa, Beijing Academy of Education Sciences, Indira Gandhi National Open University and the Stockholm International Education Institute) with which agreements of cooperation have been signed to develop a network of centres of excellence. UIE has collaborated with international development and cooperation partner agencies (SIDA, DFID, DSE, Dutch Cooperation, French Cooperation, USAID) as well as with associations and institutes from within Germany, notably with the German National Commission for UNESCO.

Publications

19. In 2000-2001, UIE published 17 books as reference materials for decision-makers, practitioners and researchers (see list of publications below). In 2000 UIE published two general double issues of the *International Review of Education* and two single special issues entitled *Literacy in the Age of Information: Knowledge, Power or Domination?* and *Researching Work and Learning*. In 2001, UIE published two general issues and two special issues entitled *Language, Globalization and Education* and *Human Rights Education*. The Editorial Board of the *International Review of Education* is composed of 13 members in addition to the Director of UIE.

Constitutional and personnel matters

20. A verbal note was sent in January 2000 to UIE in which the German Foreign Office announced its intention to gradually reduce the institutional funding to UIE and to phase it out completely by the year 2004. The Foreign Ministry has meanwhile indicated its interest to sign a Host Country Agreement with UNESCO for UIE. Negotiations have begun.

21. The second mandate of the following Governing Board members and their alternates will expire in December 2001. They will be replaced by new members from the same geographic regions: Mr Saul Meghnagi and Mr Paolo Orefice from Italy, Mr Yoshihiro Yamamoto and Ms Yukiko Sawano from Japan, and Ms Naïma Ben Aïcha and Ms Saïda Agrebi from Tunisia. Ms Suwarsih Madya from Indonesia was nominated as a new Governing Board member by the Director-General and her term of office will be from 2001 to 2004. The terms of office of Mr Mamadou Ndoeye and his alternate, Ms Rokhaya Thioune, from Senegal, have been renewed for a second four-year term (2001-2004).

Resources

22. During the biennium 2000-2001 the total integrated budget (see Annex) secured by UIE amounted to US \$5,079,000 including an amount of US \$1,623,000 which was not

administered at UIE. This integrated budget consisted of a financial allocation of US \$2,090,000 granted by UNESCO, i.e. US \$210,000 less than approved by the General Conference and the host country contribution amounting to US \$1,857,000, consisting of an institutional grant, project grants and miscellaneous income. The third part of this budget covers the extrabudgetary contribution from various countries and development organizations. In 2000-2001 US \$1,132,000 were received including US \$408,000 through funds-in-trust administered at Headquarters. The major donors were the Royal Norwegian Government, SIDA, the European Union, the Government of Canada, DANIDA, UNAIDS, the Inter-governmental Agency of the Francophonie, the German National Commission for UNESCO (DUK), the German Foundation for International Development (DSE) and the World Bank.

23. In-kind contributions were received from the City State of Hamburg providing premises and maintenance of an amount of US \$348,000, the German National Commission for UNESCO estimated at US \$81,000 as a financial contribution to the *Global Dialogue 7* and from other German foundations (US \$137,000). In-kind contributions were also received from various development partners such as the Government of Canada, ADEA, IDRC and NIACE amounting to a total of US \$271,000.

24. The Governing Board met twice during the biennium, in 2000 and in 2001, while the Standing Committee met four times (April and November 2000, May and November 2001). The end of year meetings of the Standing Committee are held at UNESCO Headquarters in Paris.

25. Composition of the Governing Board (October 2001):

Mr Justin Ellis, Namibia, Chairperson
 Mr Anders Falk, Sweden
 Mr Wilfried Hartman, Germany, Vice-Chairperson
 Ms Naïma Ben Aïcha, Tunisia
 Ms Suwarsih Madya, Indonesia
 Mr Saul Meghnagi, Italy
 Ms Vida Mohorcic-Spolar, Slovenia
 Mr Mamadou Ndoeye, Senegal
 Ms Jacqueline Pitanguy, Brazil
 Ms Judith Round, United Kingdom, Vice-Chairperson
 Mr Yoshihiro Yamamoto, Japan

26. The Head of the Documentation Centre and Library and Coordinator of the ALADIN network, Ms Ursula Giere passed away in November 2000, after having spent 32 years in the service of UIE. She had dedicated her intelligence, creativity and hard work to building one of the most praised and recognized library and documentation centres devoted to adult and lifelong learning. The ALADIN network was a product of her imagination and tireless work on connecting people and experiences and providing tailor-made services to least developed countries and institutions.

Justin Ellis
 Chairperson, Governing Board

III. PUBLICATIONS 2000-2001

27. Publications in 2000

UIE's Annual Report 1999-2000 in English and French

The Learning Festivals Guide

Global Dialogue

Building Learning Societies - Knowledge, Information and Human Development

Intergenerational Programmes: Public Policy and Research Implications – An International Perspective edited by Alan Hatton-Yeo and Toshio Ohsako

Unlocking People's Creative Forces: A Transnational Study of Adult Learning Policies, by Paul Bélanger and Paolo Federighi

Alpha 2000 – Education écologique dans la vie quotidienne ed. by Jean-Paul Hautecoeur, with the Education Ministry of Quebec

From Idea to Virtual Reality: ALADIN - the Adult Learning Documentation and Information Network, edited by Ursula Giere and Susan Imel

Task Force E-mail Seminar of the Adult Learning Documentation and Information Network (ALADIN), Final Report; edited by Ursula Giere and Susan Imel

UNESCO/UIE Adult Literacy Exchange Network on Developing Countries – Directory of Members/Répertoire des membres/Directorio de los miembros, edited by Ursula Giere and A. Mahinda Ranaweera

Glossaire de l'éducation des adultes en Europe, edited by Paolo Federighi

The Financing of Adult Learning in Civil Society – A European Exploratory Study, Paul Bélanger and Bettina Bochynek, with Kai-Oliver Farr

Why Eat Green Cucumber at the Time of Dying? Women's Literacy and Development in Nepal, by Anna Robinson-Pant (*Winner of the 1998/99 International Award for Literacy Research*)

UIE Annual Report 2001-2002, (English and French)

Towards a Multilingual Culture of Education. Adama Ouane (enlarged and revised English version of the *Vers une culture multilingue de l'éducation*)

Creative and Inclusive Strategies for Lifelong Learning: Report of International Round Table, edited by Gillian Kings, Toshio Ohsako and Carol Medel-Añonuevo, UIE

Programas Intergeneracionales: Política Pública e Implicaciones de la Investigación: Una Perspectiva Internacional, edited by Alan Hatton-Yeo and Toshio Ohsako

Research and training meetings

Dates	Venue	Title
2000		
6-8 February	Warsaw, Poland	Education For All – Assessment 2000 Regional meeting Europe – North America, Round Table No. 2 on laying the foundations of lifelong learning
7-8 February	UIE, Hamburg	First Steering Committee meeting on A Joint International Comparative Study on Interactive Intergenerational Learning by UIE and the International Baccalaureate Organization (IBO)
27-29 March	Sèvres, France	United Nations Literacy Decade Drafting Group Meeting
26-28 April	Dakar, Senegal	Education For All – Assessment 2000 World Forum, Round Table III.7: Literacy for All: A renewed vision for a ten-year global action
30 April-3 May	Ottawa, Canada	Meeting on prisons education: towards reintegration
29-30 May	UIE, Hamburg	Preparatory meeting for Workshop 21 and the Launching of the <i>International Adult Learners' Week</i> at EXPO 2000 Hanover: Meeting of the Steering Group
22-23 June	Paris, France	Second World meeting on self-directed learning
26 June	IIEP, Paris, France	Preparatory meeting with IIEP on the launching of five country studies on analysing learning issues in training opportunities for young adults in the informal economy
6-8 September	Hanover, Germany	EXPO 2000 Hanover, Global Dialogue 7: – Workshop 21 on building learning societies – Launching of the <i>International Adult Learners' Week</i>
9-11 October	Cape Town, South Africa	Workshop on adult learner-friendly universities in the context of the Conference on lifelong learning, higher education and active citizenship
23-29 October	Chiang Mai, Thailand	Regional workshop on developing empowering educational strategies and gender-sensitive materials for HIV/AIDS prevention

Dates	Venue	Title
9-11 November	Tokyo, Japan	NIER/UIE International seminar on lifelong learning in the information age: transnational study on media literacy in the advent of learning societies
27-29 November	UIE, Hamburg	International round table on new challenges of lifelong learning in the globalizing world
6-8 December	Yaoundé, Cameroon	Expert meeting on adult education in Central African Countries: assessment and perspectives for the future
10-13 December	Bangkok, Thailand	Regional expert meeting on the UIE Study on Asian-Pacific perspectives and practices in lifelong learning

2001

26-27 February	Rabat, Morocco	Non-formal education: stocktaking and prospects
4-6 April	Copenhagen, Denmark	International Conference on citizenship, adult education and lifelong learning
21-23 May	Dakar, Senegal	Workshop on the contribution of NGO/CSOs to EFA
24-28 May	Bamako, Mali	Experts' meeting on setting up of an African Languages Academy
6-9 June	Mindanao, Philippines	National workshop on developing gender-sensitive materials for AIDS/HIV prevention
19 June	Brussels, Belgium	Task Force on Indicators of Quality LLL
18-20 June	Paris, France	Workshop on literacy assessment and NFE indicators
28-29 June	Beijing, China	Review meeting of the External Evaluation Team
1-3 July	Beijing, China	International Conference on lifelong learning: global perspectives in education
9-13 July	Nairobi, Kenya	Workshop on effective AIDS/HIV prevention through empowering educational strategies and gender-sensitive materials
12-14 July	Bangkok, Thailand	Annual meeting of the CC of NGOs on literacy and EFA

Dates	Venue	Title
24-27 July	Kathmandu, Nepal	Education, training and skill formation for decent work in the informal sector: Reporting of country studies
25-27 July	Gaborone, Botswana	Consultative meeting of the Editorial Board preparing a series of textbooks on adult learning from African perspectives
16-18 August	Arvidsjaur, Sweden	Social competencies of learning, a relation causing many questions
10-14 September	Interlaken, Switzerland	Skills and knowledge for work and life
September or October	University of Bath, United Kingdom	UIE/IBO Steering Committee for the second phase of research on intergenerational learning
22-25 October	Cotonou, Benin	Seminar on raising literacy and adult education levels
15-19 October	New Delhi, India	Subregional policy dialogue on adult and lifelong learning (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Lao People's Democratic Republic, Viet Nam, Myanmar and Cambodia)
November	Santiago de Chile, Chile	Regional meeting on challenges of lifelong learning in Latin America
November	Hamburg, Germany	International Conference on pursuing democracy through lifelong learning: concepts and practices across the globe
7-9 November	Mannheim, Germany	Education planning research, seminar for trainers from developing countries (DSE)
19-21 November	Brussels, Belgium	Adult and lifelong learning in Europe
19-23 November	Hamburg, UIE	What works in literacy?

ANNEX I

	2000-2001	UNESCO	%	Host country	%	Extrabudgetary	%	Total	%
Contribution (in US dollars)	Direct programme costs	875,000	100	494,000	27	624,000	86	1,993,000	58
	Staff costs	0	0	1,192,000	64	0	0	1,192,000	34
	Indirect costs	0	0	171,000	9	100,000	14	271,000	8
	TOTAL I	875,000	100	0	0	724,000	100	3,456,000	100
	Funds not shown in the Institute's account	1,215,000	139	1,857,000	100	408,000	56	1,623,000	47
	1. Direct programme costs			0	0	287,000		287,000	
	2. Staff costs	1,148,000				76,000		1,224,000	
	3. Indirect costs	67,000				45,000		112,000	
	TOTAL II	2,090,000	239	1,857,000	100	1,132,000	156	5,079,000	147
	In-kind contributions	0	0	566,000	30	271,000	371	837,000	24
TOTAL III	2,090,000	239	2,423,000	130	1,403,000	194	5,916,000	171	