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REPORT BY THE GOVERNING BOARD OF THE UNESCO INSTITUTE FOR EDUCATION (HAMBURG) ON THE ACTIVITIES OF THE INSTITUTE (2002-2003)

OUTLINE

Source: 31 C/Resolution 6.

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 31st session of the General Conference to 31 September 2003.

Purpose: The activities of the Institute in 2002-2003 focused on research, policy dialogue, networking and support to capacity-building in Member States, non-governmental organizations and civil society organizations in the areas of literacy, non-formal education, and adult and lifelong learning in the framework of CONFINTEA V and the Dakar follow-up together with the United Nations Literacy Decade.

Decision required: No decision is required on this document.

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 32nd session the Report by the Governing Board on the activities of the Institute during 2002 and 2003, and its priorities for the coming biennium.

2. The 2002-2003 biennium marked the beginning of UIE's Medium-Term Strategy for 2002-2007 inspired by and building on UNESCO's Medium-Term Strategy for the same period (31 C/4).

3. UIE's fiftieth anniversary, celebrated in June 2002, provided an excellent occasion for undertaking a retrospective analysis of the Institute's work and functions under changing and often difficult circumstances, and secondly, for considering its future tasks and roles. UIE's new programme cycle, based on demands and requests from Member States and partners, addresses major issues and challenges in the global setting through promoting various ways of learning with a focus on marginalized and disadvantaged population groups. UIE's new status as a fully international institute will reinforce its function and put an end to the crisis evoked through the withdrawal of a major part of its funding in 2000. The uncertainty surrounding the Institute's future has thus been cleared up.

4. As a result of its institutional development and its new programme orientation mirrored in its Medium-Term Strategy, UIE's activities followed an overarching methodological principle, labelled the "Three in one" approach, meaning that each activity: (1) covers three programme areas, namely lifelong learning, the CONFINTEA V recommendations, and the Dakar Framework for Action together with the United Nations Literacy Decade; (2) combines research, capacity-building and networking; (3) involves governments, NGOs/CSOs and research communities; and (4) aims at achieving quality, efficiency and sustainability in its results.

5. At the time of writing, the most important event of 2003 will be the International CONFINTEA V Mid-Term Review Conference, organized in Bangkok from 6 to 11 September in cooperation with the UNESCO Office in Bangkok and Regional Bureau for Education in Asia and thanks to the support from the Government of Thailand. Besides taking stock of all monitoring activities in adult learning provision, participation and policy with reference to the CONFINTEA V recommendations and commitments, the Conference will highlight the most significant new trends relevant for planning future activities in the adult learning world and may adopt a set of concluding recommendations that will pave the way to the next International Conference on Adult Education (CONFINTEA VI).

6. A selection of activities undertaken during the 2002-2003 biennium in different world regions are presented here together with their main outcomes following UIE's current programme clusters. The clusters were introduced to concentrate UIE's research and development activities around four distinct but interrelated topics: (1) concepts, policies and practices of lifelong learning; (2) activities related to the implementation of the Dakar Framework for Action, the United Nations Literacy Decade and the CONFINTEA V recommendations; (3) capacity-building in and for lifelong learning; and (4) structured advocacy, networking, documentation and social marketing.

Cluster 1: Lifelong learning

7. Major activities under this cluster included a set of international and regional consultations and policy dialogues in Africa, Asia, Europe, and Latin America and the Caribbean, backed by research on key issues in lifelong learning and its cultural dimensions. The focus was on the integration of a gender perspective in lifelong learning policies and on promoting democratic citizenship. The activities in this cluster were formulated and steered under the guidance of an Inter-Agency Strategic Group set up on the initiative of UIE.

8. Besides a large number of trained people and support services provided to policy-makers, specialists and practitioners, the main outcomes were four widely disseminated international declarations, namely the Hyderabad Statement on Adult and Lifelong Learning, the Sofia Call to Action, the Dar es Salaam Appeal on EFA in Africa, and the special initiative on youth and adult learning and training in Latin America and the Caribbean. These promote a holistic approach to lifelong learning and underline the relevance of good quality adult learning provision with respect

to meeting the Dakar goals and advocate an organic integration of the Dakar Framework for Action and the CONFINTEA recommendations.

9. Further outcomes from this cluster include, among other things, policy recommendations on intergenerational learning, a set of research-based arguments to support multilingualism and the use of local languages, a network on intercultural learning in Europe, and the successful establishment of the African Academy of Languages that was advocated and nurtured by UIE.

Cluster 2: CONFINTEA and Dakar follow-up

10. Activities in the context of the CONFINTEA Mid-Term Review included the creation of an international advisory group, a comprehensive review undertaken in 15 countries, preparation of a common grid for the review on national, regional, international and thematic levels, production of a synthesis report on progress in adult learning and organization of the international conference in September in Bangkok. Special support was given to the International Council of Adult Education (ICAE) to prepare a report on the situation of adult learning from the NGO/CSO perspective in 20 countries. A similar support was given to the UNESCO/NGO Collective Consultation on EFA through their regional networks.

11. UIE continued to act as a “watchdog” and to insist that the national EFA plans for the implementation of the Dakar goals and Framework for Action are developed and implemented using lifelong learning as a guiding and organizing principle. UIE also contributed, together with the other UNESCO institutes, to the preparation of the EFA Global Monitoring Report. UIE contributed specifically with: (1) empirically researched evidence on implementing a gender perspective in adult learning, emerging from an international study by ICAE on Monitoring EFA Goals from a Gender Perspective; (2) a time series on adult participation in basic education; and (3) a conceptual input on life skills at basic education level.

12. UIE also played a major role in the planning and coordination of the United Nations Literacy Decade, launched in February 2003. In connection with the EFA process the Decade is a useful instrument to push for political commitment and to sensitize the wider public about the topic itself and the problems that need to be tackled. UIE provided technical support to Brazil which is launching one of the most ambitious and innovative initiatives in the world in recent years. The Institute organized a broad consultation to review and amend a new policy inquiry by the World Bank on adult and non-formal basic education. In the same vein UIE cooperated with the Education Sector and the UNESCO Institute for Statistics (UIS) to develop an operational definition and a conceptual framework for the new UIS Literacy Assessment and Monitoring Programme (LAMP).

13. Further outcomes from this cluster include: production of a reference manual on policies, programmes and delivery in Asia; training of trainers in distance learning for non-formal education; production of a compendium on successful distance learning; and reinforcement of non-formal education institutions in 12 countries. Production of an advocacy and mobilization guide for adult learning and a state-of-the-art research initiative on literacy, education and training for adults and youth in Latin America and the Caribbean are among the main outcomes.

Cluster 3:

14. Capacity-building in the framework of UIE’s mandate is geared towards institutionalizing lifelong learning and concentrates on laying a solid and culturally sensitive foundation for basic and continuing education through participatory action research, workshops, the development of guidelines, training courses, technical assistance to ministries, international forums and advocacy work.

15. More than 800 people took part in UIE's seminars and workshops on various topics, e.g. literacy, post-literacy activities, policy support to adult learning in Asia, Latin America and the Arab States, and HIV/AIDS prevention in Africa, Asia and Eastern and Central Europe. The first two volumes in the series of five textbooks on adult learning for use in African universities are practically finished, an e-learning platform for literacy training has been developed and the first training courses were launched in summer 2003.

16. Further outcomes include the development of an adult basic education curriculum and a non-formal and lifelong learning policy for Kosovo, preparation of a set of textbooks on literacy for women in Afghanistan, the development of the subregional project for six Arab States on the use of television for literacy, the organization of a training course on adult learning and development in French-speaking Africa, support to post-literacy activities in six southern African countries, and the production of guidelines for sustainable livelihoods and environmental care.

Cluster 4:

17. The fifth cycle of UIE's International Award for Literacy Research was completed on International Literacy Day 2002 when the Director-General presented the prize to Mexican researcher Judith Kalmán for her research on literacy work with and by Mexican women.

18. ALADIN, UIE's Adult Learning Documentation and Information Network, was reinforced through technical updates and the dissemination of information from members through various channels. A new capacity-building component was started successfully by training five ALADIN members in library skills in cooperation with the Coady International Institute (Canada). UIE's documentation centre, with currently more than 66,000 items, has one of the most comprehensive collections in the areas of adult education, lifelong learning, non-formal education and literacy.

19. UIE has reinforced its cooperation with NGOs and civil society. Such cooperation has become a constant programme feature of the Institute. Both the CONFINTEA and Dakar follow-up as well as the United Nations Literacy Decade are resting on a strong cooperative component with the UNESCO/NGO Collective Consultation on EFA and the International Council on Adult Education (ICAE) and its regional branches. UIE provides useful links to international development and partner agencies (SIDA, DFID, DSE, Dutch Cooperation) as well as to associations and institutions from its host country, especially with the German National Commission for UNESCO.

Publications

20. In 2002-2003, UIE published 11 books and brochures (see Appendix I). In 2002 UIE published two special double issues of the *International Review of Education*, one entitled *Reflecting on Seven Decades in the Life of the Journal* issued on the occasion UIE's Golden Jubilee, the other on *Education and Human Rights*, and two general single issues. In 2003 UIE published one special double issue under the title *Comparative Education: Continuing Traditions, New Challenges, and New Paradigms*, one general double issue and two general single issues.

Resources

21. During the 2002-2003 biennium the total integrated budget of UIE amounted to US \$8,856,000 (including in-kind projects with other partners amounting to US \$1,315,000). This integrated budget consisted of three parts: (1) a financial allocation of US \$1,900,000 granted by UNESCO; (2) the host country contribution amounting to US \$2,318,000, consisting of an institutional grant, grants of the City State of Hamburg, including the premises, project grants and miscellaneous income; and (3) the extrabudgetary contribution from various countries and

development organizations. In 2002-2003, US \$3,323,000 were received, including US \$832,000 through funds-in-trust administered at Headquarters. The major contributors with resources were the Royal Norwegian Government, the Swedish International Development Cooperation Agency (SIDA), the Government of Japan, the European Union, the Government of Canada, UNAIDS and the World Bank. UIE is also generating resources from providing paid services through tenders (Botswana).

Constitutional and personnel matters

22. At its 166th session in April 2003, by decision 6.3, UNESCO's Executive Board adopted the Director-General's proposal, to change the legal status of the Institute and bring it in line with the other education institutes and approved the Statutes of the UNESCO Institute for Education. As a result, UIE will cease to be a German foundation and become a fully-fledged international institute. A consequence of this change of status is the urgent need to sign a Host Country Agreement for UIE. Very constructive negotiations are under way between the German authorities and UNESCO to formulate such an Agreement and a related administrative arrangement to specify all the commitments of the host country.

23. UIE currently has a Board consisting of 11 members nominated by the Director-General "intuiti personae". Their number is raised to 12 in the new statutes. The second four-year term of two members will expire in December 2003 and they will have to be replaced by new ones from the same geographic regions. The terms of three members were renewed, and three new Board members were nominated. Each Board member has an alternate.

24. The Governing Board met twice during the biennium, in 2002 and in 2003, while the Standing Committee has met three times (June and November 2002, April 2003) and will meet again in November 2003. The end-of-year meetings of the Standing Committee are held at UNESCO Headquarters in Paris.

25. Composition of the Governing Board (October 2003)

Mr Justin Ellis, Namibia, Chairperson
 Mr Wilfried Hartmann, Germany, Vice-Chairperson
 Mr Mohamed Bennani, Morocco
 Mr Anders Falk, Sweden
 Ms Suwarsih Madya, Indonesia
 Ms Suzy Halimi, France
 Mr Mamadou Ndoeye, Senegal
 Ms Jacqueline Pitanguy, Brazil
 Ms Judith Round, United Kingdom
 Ms Vida A. Mohorčič Špolar, Slovenia
 Mr Tiedao Zhang, China

26. The Board wishes to express its deep gratitude and thanks to the Director-General, the Deputy Director-General, the Assistant Director-General for Education, the Federal Republic of Germany and the City State of Hamburg for their strong and constructive support and their valuable guidance through a critical period, as well as to the authorities of Canada, Japan, Norway, Nigeria and the Swedish International Development Cooperation Agency (SIDA) for their generous financial and moral support of UIE's work.

Justin Ellis
 Chairperson, Governing Board

APPENDIX 1

Publications 2002-2003

Annual Report 2002 (English and French)

Nurturing the Treasure – Vision and Strategy 2002-2007

Towards a Multilingual Culture of Education

Ed. Adama Ouane

Lifelong Learning Discourses in Europe

Ed. Carolyn Medel-Añonuevo

Integrating Lifelong Learning Perspectives

Ed. Carolyn Medel-Añonuevo

Citizenship, Democracy, and Lifelong Learning

Eds. Carolyn Medel-Añonuevo, Gordon Mitchell

Adult Education in Selected Countries in the Asian Region. A Reference for Policies, Programmes and Delivery Modes

Ed. Madhu Singh

Institutionalising Lifelong Learning – Creating Conducive Environments for Adult Learning in the Asian Context

Ed. Madhu Singh

Addressing Gender Relations in HIV Preventive Education

Ed. Carolyn Medel-Añonuevo

Gender & HIV/AIDS – A Report of the International Workshop on the Development of Empowering Educational HIV/AIDS Prevention Strategies and Gender Sensitive Materials, Nairobi, Kenya, 9-13 July 2001

Eds. Nigel Hall, Werner Mauch

Leiterin des Dokumentationszentrums und der Bibliothek des UNESCO-Instituts für Pädagogik, Hamburg, 1968-2000

Ursula Giere

APPENDIX 2**Financial resources 2002-2003**

	<u>2002</u>	<u>2003</u>	Total
Institutional grant	US\$	US\$	US\$
<u>Germany</u>			
Foreign Office	747 986	571 922	1 319 908
City State of Hamburg	0	0	0
University of Hamburg*	0	0	0
Miscellaneous income	22 440	9 206	31 646
 <u>UNESCO</u>			
Direct programme costs	516 686	483 314	1 000 000
Miscellaneous (royalties, etc.)	63 291	41 427	104 718
 Project grant			
<u>Germany</u>			
Foreign Office	235 903	235 903	471 807
City State of Hamburg	23 590	23 590	47 181
BMZ*	0	0	0
BMBF*	0	0	0
 Project-bound budget			
Norway	431 530	713 464	1 144 994
Sweden	87 457	745 685	833 142
Others	75 949	332 566	408 516
 Total I	2 204 833	3 157 077	5 361 910
 <u>UNESCO</u>			
Staff costs	445 339	455 000	900 339
Extrabudgetary funds	124 281	626 703	750 984
Japan (funds-in-trust)	0	80 552	80 552
 <u>In-kind projects</u>	855 006	460 299	1 315 305
 <u>Premises – City of Hamburg</u>	223 579	223 579	447 158
 Total II	3 853 038	5 003 210	8 856 248

* Volume of cooperation is subject to negotiation with the indicated partner organization.

The Exchange rate used is the United Nations constant United States dollar rate for the 2002/2003 biennium, US \$1 = € 0.869.