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## **Evaluation of the UNESCO Institute for Education**

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NIFU STEP Studies in Innovation, Research and Education

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## Foreword

The present report is an evaluation of the UNESCO Institute for Education (UIE) in Hamburg, Germany, commissioned by UNESCO Internal Oversight Service (IOS) as part of its general review of its education institutes and centres.

The evaluation has been undertaken by Per Olaf Aamodt and Svein Kyvik, Senior Researchers at the Norwegian Institute for Studies in Research and Education - Centre for Innovation Studies (NIFU STEP) in Oslo, Norway.

Oslo, January 2006

Petter Aasen  
Director NIFU STEP

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# **Executive Summary**

## ***Background***

UNESCO has six Institutes and two Centres classified as ‘category one’ in the field of education, which are expected to contribute to the objectives and priorities of UNESCO’s education programme through offering services and technical assistance to Member States, partners, and to the network of UNESCO field offices. The UNESCO Institute for Education (UIE) in Hamburg specializes in literacy, non-formal education, adult and lifelong learning. Together with the recommendations of the Fifth International Conference on Adult Education (CONFINTEA V) and the objectives of the UN Literacy Decade, UIE is especially committed to the following EFA goals: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; and achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. Formerly a German foundation, UIE will from 2006 on be a full-fledged UNESCO international institute.

## **Purpose of evaluation**

UNESCO has commissioned this evaluation of UIE as part of its broader review of education institutes and centres in the context of UNESCO’s overall decentralization strategy. The purpose of this evaluation is to inform UNESCO entities and units, as well as Member States and cooperation partners, on the relevance of UIE’s activities to UNESCO’s priorities, the results achieved by UIE, the quality of coordination and interaction between UNESCO entities and partners, and the effectiveness of its financial and organizational management. In addition, the evaluation intends to give feedback directly to the Institute.

## **Methodology**

The evaluation is based on interviews with UNESCO Headquarter staff, UIE staff, government officials, other stakeholders, researchers in the field of adult and lifelong education, and people involved in UIE activities in Africa, Asia, Europe, and Latin America. In this process the evaluation team has examined a large number of documents and publications relating to the activities of UIE, attended a conference in Oslo organized by UIE and its partners, and undertaken fieldwork at UNESCO HQ and UIE. The results of an e-mail survey to UNESCO Field and Regional Offices has been included in this report.

## ***Relevance and results of UIE activities***

### **Relevance of UIE activities to UNESCO**

There is a large degree of consensus on the relevance of the activities of UIE for UNESCO, and that the services of the Institute are important. The cluster programmes of UIE – Lifelong Learning, CONFINTEA V Follow-up, and Dakar Framework of Action and UN Literacy

Decade – are all in close alignment with UNESCO’s goals and strategies in the areas of literacy, non-formal education, adult and life-long learning. This conclusion is based on interviews with officials in UNESCO HQ and with staff at UIE as well as with stakeholders and partners in developing countries, and also on an examination of the current activities within the different programme clusters. Especially informants from developing countries maintained that UIE is the only establishment that systematically and consistently offers services in these fields. Field and Regional Offices report that the services of UIE in general are directly useful. Three out of four respondents stated that UIE’s research is very relevant, and more than half meant that its technical assistance and seminars and conferences are very relevant.

### **Results of UIE activities**

UIE has been active in following up policies in the field of adult education, life-long learning and literacy within the context of EFA, CONFINTEA and UNLD. The impact of these efforts is difficult to assess, and we have had to rely on interviews with people involved in UIE activities and with people who know the work of the Institute in these fields. Our informants give strong support to the importance of UIE’s work. UIE acts as an advocate for adult education, life-long learning and literacy, contributing to policy-awareness within UNESCO and in Member States.

UIE has contributed directly to UNESCO through its conceptual work on adult learning in developing the EFA strategy and the UN Literacy Decade, and also by the total responsibility for the CONFINTEA. The importance of UIE’s work in its respective fields is claimed both by our interviewees and by UNESCO Field and Regional Offices. Many informants in fact claim that in the field of life-long learning, non-formal education and literacy, UIE plays a more visible and important role than the UNESCO Education Sector.

UIE undertakes a broad range of activities in a large number of countries in Latin America and the Caribbean, Africa, the Arab states and Asia as well as in Europe. A relatively large share of these activities can be defined as networking, capacity-building and training, and with inputs from a number of people in addition to UIE staff members. By utilising its large network of practitioners, university staff and consultants in the respective countries, UIE is able to organize a level of activities which is much larger than the size of the Institute itself should indicate.

In 2004 and 2005, UIE was actively involved in field programme activities in some 35 countries in five world regions (Africa, the Arab States, Asia and Europe as well as Latin America and the Caribbean). In another 85 countries, the Institute has been present through its international conferences, networks and joint ventures with partners.

In 2004-2005, field programme activities were carried out in 51 countries. More than 1,500 participants from 167 countries were serviced through training seminars, workshops and

participation in international and regional conferences.

Case studies and national surveys were carried out in 155 countries, including three major surveys of changes in adult learning (70 country cases) on recognition validation of informal learning (40 national reports) and on Literacy in Europe (38 countries). Major policy dialogues were held in five world regions with an average of 250 participants in each meeting. Fellowships and scholarships were provided to 27 participants.

In the period 2000-2005, an annual average of 500 educational experts and practitioners have been trained through UIE's capacity building programme with the aim to disseminate and implement internationally identified examples of good practice activities to promote literacy and adult learning.

In the period 2000-2005, more than 60 books and reports have been published by the Institute, as well as 25 single or double issues of the International Review of Education.

Considering UNESCO's ambitious objectives and the small size and limited resources of UIE, as well as the difficult financial situation over the last five years, our principle conclusion is that UIE has achieved its objectives to a satisfactory degree.

***Recommendation:***

After the out-phasing of the institutional support from Germany, UIE should continue as a UNESCO institute with a major role within adult and lifelong learning, non-formal education and literacy in line with the decision of the UNESCO General Conference. The volume of the Institute should be rebuilt to the level before the start of the German down-phasing.

## ***Major challenges and recommendations***

### **The strategic tools of the Institute**

The Institute's activities relating to capacity-building, training, networking and dissemination in its domain are directly useful to the UNESCO goals, and also its research activities are assessed as useful. This conclusion is based on the interviews with stakeholders and the results of the survey among UNESCO Field and Regional Offices.

Interviews with stakeholders and users of the Institute indicate, however, that the balance between research, capacity-building, networking and publication in terms of volume of work and allocation of resources is differently appreciated. While some were calling for greater

attention to research in view of the challenges posed with regard to literacy and the creation of literate environments, others suggested that the Institute should be more responsive to the need for training and capacity building in Member States. This tension is not new to the Institute, and is a challenge the Institute will have to live with.

An examination of UNESCO's institute policy as formulated by the Executive Board reveals however that the potential function as "think-tanks" is strongly emphasized. The institutes should contribute to the conceptualization, design and formulation of UNESCO's programmes, they should serve as laboratories of ideas as well as centres of excellence and experimentation, they should function as clearing houses and reference centres, and they should mobilize, in an innovative setting, a critical mass of specialized expertise and skills.

Nevertheless, UIE's services in capacity-building, training, networking and dissemination could be even more useful and influential if based on a stronger foundation of empirical knowledge and analyses.

*Recommendations:*

UIE should give more emphasis to research, reflection and writing in order to critically evaluate effects of policies and learning strategies. These are strategic activities where the Institute has a comparative advantage to UNESCO HQ and other organisations working in the fields of adult and lifelong learning, non-formal education and literacy.

UIE should give more attention to building up empirically based knowledge about adult and lifelong learning, non-formal education and literacy in order to be better able to monitor conditions and developments in these fields.

In the context of UNESCO's guidelines for institute activities and the role of the institutes in the decentralization process, UNESCO should support a strengthening of the research capacity and the "think-tank" mission of UIE. The core of highly competent staff members should be extended.

## **Coordination and interaction with UNESCO HQ**

Interviews in the Education Sector and at the Institute indicate that both the frequency and the quality of interaction between UIE and HQ should be improved. Interaction mainly takes place at a high level, and there is too little contact on the operational level. Some UIE staff characterised the Education Sector as being rather fragmented, and hence difficult to know who does what, and also with a tendency of marginalising the Institute rather than utilising it. Regardless of whether this is actually true or a false impression, it is problematic for a smooth interaction between HQ and the Institute to take place.

*Recommendations:*

UNESCO should clarify and express its expectations to UIE as an institute within the Education Sector and the mutual roles HQ and UIE should have in the implementation of UNESCO's policy in the fields of adult and lifelong learning, non-formal education and literacy.

UNESCO should take the initiative to improve the interaction between the Education Sector and UIE to enhance the volume and quality of services of UIE. The Education Sector should initiate meetings with the Institute to clarify roles and responsibilities. At least two staff members within the Education Sector should be selected as contact persons for UIE to improve the quality of communication.

### **Funding patterns and extra-budgetary funding**

In 2000, the Federal Government of Germany decided to phase out its institutional grant to UIE by 2006, and the succeeding years have been marked by continuous efforts of the Institute to secure its funding base and survival. There is no doubt that the Institute has experienced a very difficult financial situation over the last few years. Due to the gradual decline in the institutional grant from the Federal Republic of Germany, and the concomitant reduction in the UNESCO financial allocation, the Institute has been forced to down-scale its staff, to reduce some of its activities, and to spend much time on fund-raising issues.

The fact that the Institute over the last few years has managed to substitute the major part of the decline in the institutional grant from the German Foreign Office by direct funding from some other Member States and several international organizations, as well as to win contracts on projects in competition with other applicants is very promising. So far, programmes, projects and consultancy based on extra-budgetary funding have been in alignment with the strategic objectives of UNESCO in the fields of lifelong learning, non-formal education and literacy.

*Recommendations:*

UNESCO should clarify its expectations to the percentage of UIE's total budget that should come from other sources than the regular institutional support from UNESCO. In 2005 approximately 75 percent of UIE's budget is extra-budgetary funds.

There is a need for rethinking how UNESCO should fund UIE. UNESCO should develop clearer guidelines on the purpose of the institutional grant and on the use of the Institute for assistance beyond the institutional grant.

UNESCO's institutional grant to UIE should be divided into two parts: (a) programme activities directly related to the implementation of UNESCO's objectives in the fields of adult and lifelong learning, non-formal education and literacy, and (b) research and reflection

aimed at improving UNESCO's work in these fields. While the programme activities should be negotiated in a fruitful dialogue between UNESCO HQ and the Institute, the profile of research activities should be left to the Board and the Director of UIE to decide upon.

Additional needs UNESCO might have for assistance from UIE should be regarded as extra-budgetary projects and paid for on the same terms as projects funded by other users of the services of UIE.

### **Staffing and organizational management**

The present Director of UIE has been in charge since January 2000. On request, the interviewees unanimously regarded the Director as a highly qualified professional who successfully has managed to carry the Institute through a difficult transition period by achieving political, professional and financial support for the continuance of the Institute and its activities. The post as Deputy Director with responsibility for the coordination of programme activities has been vacant since 2001.

Presently, UIE has a truly international staff of 24 people in Hamburg and 4 consultants at other locations. Research staff and consultants have diverse social science and education backgrounds and most have worked for many years in the fields of lifelong learning, literacy and non-formal education. The evaluation team is of the opinion that the Institute at present has too few research staff/consultants to live up to the expectations raised by UNESCO HQ and Member States. In the context of the UNESCO decentralization strategy, institutes should 'mobilize, in an innovative setting, a critical mass of specialized expertise and skills that normally cannot be made available within UNESCO's regular Secretariat structure.' Although the Institute may establish a critical mass of highly qualified people through partnerships and networks to attend to specific projects, it is of vital importance that the Institute itself has a minimum of such expertise.

#### ***Recommendation:***

There is a need for more highly qualified and experienced research staff. UIE should aim to recruit more people with a PhD and experience from research and also see to it that the present staff develop their competence and qualifications further by creating time for research and writing.

### **Quality of management**

In our view, the internal management of the Institute needs to be improved. Both the Director and staff members characterised the situation of the Institute as being in a "survival mode" since the start of the gradual out-phasing of the German institutional grant. Due to the extra effort of building external relations and fundraising to secure the survival of the Institute, the Director has allocated a large part of his time and efforts to external activities and he has been

frequently on travel. The vacancy in the position as Deputy Director has affected the running of the Institute negatively.

UIE has four programme clusters which in principle should be headed by each their programme coordinator. The role as programme coordinator is however unclear. On the one hand, the Director and the staff seems to value that the Institute has a 'flat hierarchy' and a culture of informality. On the other hand, there also seems to be a joint understanding that the flat structure creates problems relating to communication, coordination, teamwork and responsibility for getting the work done.

*Recommendations:*

UIE should now fill the vacant position as Deputy Director with a highly competent and qualified person who can run the Institute in the absence of the Director. There is a need for improving the internal coordination of programme activities and for supporting staff members.

UIE should strengthen the role as programme coordinator. The responsibilities of these positions are today unclear. Programme coordinators should have a wider responsibility for the various projects that fall within each programme cluster.

UIE should introduce time-budgeting of its activities in order to enhance the consciousness of how much time should be used for different purposes. A system for planning of the time resources for each staff member should be developed, both to secure an even distribution of workloads as well as to secure time and resources for competence development, research, reflection and writing.

# 1. The evaluation mandate

UNESCO has established six institutes and two centres in the field of education, which are intended to serve in their field of specialisation as think-tanks and international focal points for the provision of information and expertise to member states, working towards improved education outcomes in collaboration with partners in member states and the network of UNESCO field offices. The institutes are expected to operate with intellectual and functional autonomy from UNESCO Headquarters, while at the same time being strongly guided by the priorities set out in UNESCO's education programme. In the context of its reform process, UNESCO has initiated a review of its education institutes and centres, with the aim of considering the continued operation of and support to each institute or centre against alternative modalities of providing equivalent or better programme support for UNESCO activities. This evaluation of the UNESCO Institute for Education (UIE) in Hamburg, Germany, is part of that review. The evaluation is organized by UNESCO HQ, IOS.

The purpose of the evaluation is to inform the following relevant entities and units including: UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; UIE Governing Board, the Government of Germany; Member States of UNESCO; and UIE cooperation partners, regarding the following points:

- Relevance of UIE's activities to UNESCO's programme priorities in the field of literacy, non-formal education, adult and lifelong learning;
- Results achieved by UIE, and its contribution to UNESCO's efforts in achieving respective EFA goals;
- Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices, and UIE with regard to planning and implementation of programmes; and
- Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure, and quality of organizational management and programme implementation systems adopted by UIE.

## **2. Evaluation design and methods**

We have applied a variety of approaches to inform ourselves on UIE and how the Institute functions in relation to its mandate:

- Review of relevant documents, publications, data bases, and websites.
- Field work in UNESCO Headquarters, in UIE, and at Adult Learners Week in Oslo.
- Interviews with UNESCO HQ staff, UIE staff, government officials, researchers in the fields of adult and life-long learning, and other stakeholders.
- E-mail survey among UNESCO Field and Regional Bureaus.

### ***2.1 Document review***

The evaluation team has examined a large number of documents and publications relating to the activities of UIE. The review includes:

- UNESCO Executive Board and General Conference reports, including UNESCO's Medium Term Strategy
- Education for All and related strategy statements that set out UNESCO's goals and priorities in the field of adult education and literacy
- CONFINTEA V Declaration and Agenda for the Future
- The Dakar Framework for Action on Education for All
- UIE's statutes
- UIE' annual reports
- UIE's strategy plan 2002 – 2007
- Documents for sessions of the Governing Board
- Documents for sessions of the Standing Committee
- Audit reports
- Published studies and reports 2000 - 2005
- The International Review of Education 2002 - 2005
- Report on the External Evaluation of UIE (undertaken in 2001)
- UIE websites
- UIE databases

In 2001, the Institute was evaluated by an international team of four specialists in the fields of adult and lifelong learning, non-formal education and literacy. The evaluation report has been very informative and useful to the present evaluation team, and many of the issues raised in that report were discussed with UIE staff during our field visit.

## **2.2 Field work**

The evaluation team undertook fieldwork in Paris, Hamburg and Oslo:

### *Field work at UNESCO Headquarters, 17 – 20 October 2005*

This visit was organized to inform the evaluation team on the purpose of the evaluation, to provide information on UNESCO and its relationship to their education institutes, and to undertake interviews with HQ staff.

### *Attendance at the conference of the Adult Learners week in Oslo, 24 – 26 October 2005*

The evaluation team was present at the conference “Education for All in an Era of Increasing Mobility: The Implications for Adult Learning” in Oslo, Norway, 24 – 26 October. This conference, which was part of the International Adult Learners Week 2005, was organised by UIE in cooperation with UNESCO, the Norwegian Ministry of Education and Research, the Norwegian Association for Adult Learning, and Norwegian Institute for Adult Education. We used this opportunity to observe the role of UIE staff and to contact and interview attendants who knew UIE and were familiar with its activities.

### *Field work at UIE, 31 October – 4 November 2005*

The field visit to UIE stretched over five days and included reading of documents, interviews with staff and observation. As part of the field visit we asked the Director to organize an informal self-evaluation process related to the relevance of the activities of the Institute to UNESCO’s programmes and the quality of results achieved. The reflections undertaken by the Director and staff members were useful inputs and complemented the interviews with staff.

### *Field work at UIE, 29 November 2005*

As part of the evaluation process, we presented and discussed a preliminary draft report at UIE 29 November. This was an opportunity for mutual exchange of viewpoints on the work of the Institute and its relations to stakeholders and users, as well as on the draft version of the evaluation report. We used this opportunity to correct errors and misinterpretations in our draft version and to obtain additional information.

## **2.3 Interviews**

We have conducted a total of 42 interviews with key informants; in person or by phone with:

- Officials of UNESCO Headquarters (9 people)
- UIE, Director, staff members and Staff Union (15 people)
- People involved in UIE activities in Africa, Asia, Europe, Latin America, and North America (11 people)
- Other informants 7 people)

(See Appendix 1 for overview of informants)

Our informants were selected in different ways. The selection of informants at HQ was organised by UNESCO IOS, while most of the informants we met in Oslo during the Adult Learners week were proposed by the Director of UIE. During the field work in Hamburg, we selected the informants ourselves, as was also the case for other people who have relations with UIE, or know the work of the Institute. The latter group of people proved to have basically the same viewpoints as those people who have a working relationship with the Institute.

## ***2.4 E-mail survey***

The E-mail survey among UNESCO Field Offices included the four UNESCO Institutes and Centres which were evaluated in this phase (UIE, IIEP, IBE and CEPES). The survey aimed at collecting the field offices' awareness of the activities, as well as their assessment of relevance, usefulness and coordination and collaboration. Out of a sample size of 58, a total of 32 responded. The number of responses varies between the specific questions.

## ***2.5 Methodological challenges***

Since the two members of the evaluation team are not experts in the fields of adult and lifelong education, non-formal education and literacy, a major limitation of this evaluation is that we have had to rely on other peoples perceptions of the relevance and quality of the activities of UIE, more so than making our own independent judgements based on in-depth knowledge to programmes and projects and their potential usefulness for the achievement of UNESCO's mission in these fields.

The evaluation team members are on the other hand experienced evaluators of educational reforms and educational institutions in Norway and in other countries, and have been consultants to a number of international organizations such as OECD, EU, Nordic Council of Ministers, and the World Bank.

### 3. The context of the evaluation

In 1999, as part of a broad reform process, UNESCO launched its decentralisation strategy with the objective of enhancing its impact and relevance in Member States while at the same time ensuring the overall coherence of UNESCO programmes. In terms of institutional reform, the decentralisation process focused on rationalising and reorganising the network of programme implementing offices within a simpler two-tier system: the creation of offices representing clusters of countries backed up by regional bureaux specializing in each of UNESCO's field of competence. Within this framework, UNESCO's education institutes and centres can be viewed as providing third-tier support in highly specialised fields (e.g. adult education and literacy). In the context of the decentralisation strategy, the institutes are responsible for providing relevant support directly to Member States. Yet they are also expected to contribute to greater programme coherence and, in particular, to align their strategies and activities with UNESCO's overarching strategies, major programmes and main lines of activity.

UNESCO has recently taken steps to more clearly define the purpose, role and scope of activities of UNESCO institutes. The Executive Board of UNESCO has stated (Document 162 EX/18, paragraph 19) that a UNESCO Institute or centre must always serve a specific purpose within the fields of competence of UNESCO. Such purposes may encompass one or more of the following:

- (i) to contribute to the conceptualisation, design and formulation of UNESCO's programmes, objectives and strategies, including regional and sub-regional strategies;
- (ii) to contribute to the implementation of UNESCO's strategic objectives by providing deeper and more concentrated resource support, especially through policy advice, capacity-building, training and outreach at regional and sub-regional levels with member States' professional communities and counterparts;
- (iii) to serve as a laboratory of ideas as well as a centre of excellence and experimentation, both globally and regionally;
- (iv) to function as a clearing house and reference centre and to advance, deepen and impart knowledge and capacities and employ novel modalities pertaining to a specific strategic objective or sub-objective of UNESCO's Medium-Term Strategy and its biennial Programmes and Budgets;
- (v) to mobilize, in an innovative setting, a critical mass of specialized expertise and skills that normally cannot be made available within UNESCO's regular Secretariat structure;

- (vi) to reinforce UNESCO's overall decentralization strategy, based on a clear delineation of responsibilities and division of labour especially with the field offices (especially important with regard to institutes;
- (vii) to enhance UNESCO's overall visibility, outreach and impact, as well as its public perception.

It is important to consider the implications of this reform process for this evaluation.

## **4. UIE – history, mission, activities and strategy**

### ***4.1 The history of UIE***

UIE was established in Hamburg, Germany in 1952 in the context of post-war reform of the German education system and the process of reintegrating Germany in the international community. In 1950, the UNESCO 5<sup>th</sup> General Conference instructed the Director-General to find the funds for “the creation of UNESCO Centres in Germany ... outside the regular budget from private sources or Member States”. The Adenauer Government was very interested in setting up the UNESCO institutes because co-operation with UNESCO provided an opportunity to rejoin the international community, and stated that it was prepared to contribute 20 percent of the budgets. The truly international character of UIE was a presumption of its founders. In 1950, the Committee of Experts on German Questions recommended “that the organizations to be established in Germany shall be international, not only in the composition of their governing bodies but also by having as many countries as possible represented among their staff and taking part in their work”.

The activities of UIE have changed over time; geographically, thematically, and operationally. While in the first years they were mainly restricted to Germany and Europe, they gradually were widened to cover all regions of the world. UIE’s mission broadened during the 1960s to include East-West cooperation in education. From the 1970s onwards the learning needs of developing countries and lifelong learning became the main concerns of the Institute. The present emphasis on adult and lifelong education as an important field of work first came to the fore in the 1970s. In the 1980s, the Institute sought to link research and training more closely by building up a network of experts and institutions in order to make the work of the Institute accessible to a wide audience. A study was launched on the development of learning strategies in post-literacy and continuing education provision for neo-literates in developing countries. This project brought together the two areas of particular interest of the Institute; the promotion of education in developing countries and learning as a lifelong process.

In the 1990s, the growing need for adult education provision led to a widening of the perspective. The Institute concerned itself increasingly with the relevance of adult education to key global issues such as the development of democracy, preventative health care and environmental protection. Improving the position and rights of women through literacy and education was one of the emphases. Overall, the 1990s were oriented towards the Fifth International Conference on Adult Education (CONFINTEA V), which took place in Hamburg in 1997, and which UIE was responsible for preparing and conducting. UIE was subsequently entrusted with the responsibility to follow-up the implementation of the agenda and recommendation of this conference and now the preparation of the next CONFINTEA VI for 2009.

In 2000, the Federal Government of Germany decided to phase out its institutional grant to UIE by 2006, and the succeeding years have been marked by continuous efforts by the Institute to secure its funding base and survival. Formerly a German foundation, UIE will from 2006 on be a full-fledged UNESCO international institute. This means that the Institute will become an integral part of UNESCO, and that a host country agreement will be signed with Germany.

## **4.2 The mission of UIE**

UIE is today a UNESCO international institute for research, publishing, information, documentation and information sharing on lifelong learning, with a particular focus on adult learning, out-of-school basic education and literacy. The mandate of UIE includes collaboration in the development of national and local capacities in UNESCO Member States and the promotion of networks and partnerships. One of the major elements of UIE's work is the initiation and co-ordination of co-operative research projects, including international surveys, comparative action-research, the organization of seminars at expert level, and participation and collaboration in a wide range of regional and international expert meetings and projects organized by partners. UIE also offers individual researchers the opportunity to work at the Institute. Senior experts from developing countries are eligible for UIE's fellowship programme.

All the Institute's activities are based on co-operation with partners. Among these are the relevant departments of UNESCO Headquarters in Paris, as well as UNESCO Field Offices and Member States, national and international non-governmental organizations, research centres and institutes, researchers, staff of public and private adult education providers, and civil society bodies.

In its current strategic plan 2002 – 2007, the mission of UIE is formulated as follows:

*UIE, one of six educational institutes of UNESCO, is a non-profit international research, training, information, documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. By drawing on its long and unique experience linking educational research, policy and practice in these areas and by using its competence, its influence and its resources UIE makes a special contribution in enhancing access to learning, and improving the environment and quality of learning for all in all regions of the world.*

The following policy parameters of UIE define the scope and focus of the Institute:

*UIE is committed to promoting learning throughout life world-wide. Its comparative advantage lies in linking educational research, policy and practice in the areas of literacy, non-formal education, adult and lifelong learning. Its focus is on those*

*groups who are disadvantaged and marginalized in terms of learning opportunities, particularly in the developing countries of the South. It works within the overall framework of international goals and targets, in particular responding to and promoting the implementation of the following commitments:*

- *The CONFINTEA V Declaration and Agenda for the Future*
- *The Dakar Framework for Action on Education for All (with an emphasis on goals 3 and 4)*
- *The United Nations Literacy Decade, and*
- *UNESCO's Medium Term Strategy*

### **4.3 Activities of UIE**

UIE organizes its work within the framework of four programme clusters; (a) Lifelong Learning, (b) CONFINTEA V Follow-up, (c) Dakar Framework of Action and United Nations Literacy Decade, and (d) Structured Advocacy: Networking, Documentation, Communication and Social Marketing. A brief overview of these clusters should be sufficient to inform the reader about how the Institute presents its programme activities.

#### **4.3.1 Cluster 1: Lifelong Learning**

This programme cluster includes activities related to conceptual and policy research in the broad field of lifelong learning covering cultural and linguistic dimensions and focusing on networking, intercultural learning, learning in multilingual and multicultural settings and learning for democracy with a view to forming creative, critical and reflective citizens.

#### **4.3.2 Cluster 2: CONFINTEA V Follow-up**

In the context of the follow-up of CONFINTEA V, UIE assesses policy and institutional changes related to adult learning in different settings. It reviews the main thematic areas covered by the Conference, such as literacy and adult basic education for specific groups (indigenous peoples, linguistic minorities, learners with disabilities, prison inmates, etc.), learning for empowerment and poverty eradication, gender justice, learning for work and sustainable development, and HIV/AIDS prevention.

#### **4.3.3 Cluster 3: Dakar Framework of Action and United Nations Literacy Decade**

Within the Dakar Framework of Action, UIE looks in particular at goals 4 ("achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education") and 3 ("ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"), with emphasis on promoting alternative learning strategies and programmes for out-of-school children, young people and adults, and for poor and excluded segments of the population.

#### 4.3.4 Cluster 4: Structured Advocacy: Networking, Documentation and Social Marketing

Portraying UIE's work to the public is the main concerns of this programme cluster. The heart of this undertaking lies in the Documentation Centre and Library and the Publications and Information Unit of the Institute. Other components include UIE's networks such as the Adult Learning Documentation and Information Network (ALADIN), International Adult Learners Week, and literacyexchange.net, its own website, the fellowship programme, and special events enhancing the Institute's overall visibility. UIE's International Award for Literacy Research is another means to promote innovative research on the topic.

#### 4.3.5 The distribution of person-years by functions and programme areas

Table 1 gives an overview of how the Institute distributes its personnel resources on the various functions and programme activities.

*Table 1. The distribution of person-years by functions and programme areas 2005\**

Director and Assistant to the Director	2.0
Administration (incl. reception, caretaker, cleaning, EDP-support)	5.7
Documentation Centre and Library	1.5
Publications and Information Unit	2.0
Programme cluster 1: Lifelong Learning	2.5
Programme cluster 2: CONFINTEA V Follow-up	7.5
Programme cluster 3: Dakar Framework of Action and UN Literacy Decade	4.2
Programme cluster 4: Structured Advocacy: Networking, Documentation and Social Marketing	3.5
<b>Total number of person-years</b>	<b>28.0</b>

\* 22 UIE staff plus 6 consultants

The rationale for the division of activities in these four programme clusters is not obvious to the evaluation team. Cluster 4 (Structured Advocacy: Networking, Documentation and Social Marketing) is in fact a support function to achieve the objectives of the other three programme clusters. In UIE's long-term plan 2002-2007, Cluster 4 is equivalent to "the strategic approach" of the Institute and embeds transversal activities for the three first-mentioned programme clusters.

#### 4.4 The strategic approach

In UIE's long-term plan 2002-2007, the strategic approach of UIE is formulated as follows:

*UIE undertakes research and analysis, training and capacity building, monitoring and evaluation, documentation, networking and advocacy, publication and dissemination.*

*It provides backstopping and advice as well as services and consultancies.*

*It organizes and promotes policy dialogue, partnership building, interagency co-operation, interaction with different stakeholders, discussion and policy forums, workshops and seminars and local, regional and international exchange.*

#### **4.4.1 Research and analysis**

According to its strategic plan, UIE's research covers appropriate concepts, good practice, favourable conditions and innovative approaches in the areas of literacy, non-formal education, adult and lifelong learning in different cultural contexts, including all modes of learning (formal, non-formal and informal), with a view to the creation of lifelong learning environments, the making of literate societies and the building of learning societies. Research work is mainly policy-driven and action-oriented. This orientation indicates the difference between the kinds of research the Institute is engaging in and the research carried out by universities and research centres in the Member States. It is evident that the universities and the national research centres are better equipped and staffed and qualified to do fundamental research. UIE is not mandated to compete with these institutions. As a UNESCO service centre, UIE is rather concerned with identification, analysis and dissemination of evidence, trends or specific features that can inform policy for changes in its area of competence.

#### **4.4.2 Policy advocacy, capacity-building and networking**

UIE functions as a centre in various networks for a wide range of academic partner institutions, governmental and non-governmental organisations. These networks have been built up over half a century and compose today a crucial aspect of the Institute's role as a laboratory of ideas, standard-setter, clearing house, capacity-builder and catalyst for international cooperation in its areas of expertise. Furthermore, they provide a decentralised opportunity for furthering the CONFINTEA V and EFA agenda and the UN Literacy Decade. A further networking function of UIE is the fellowship programme whereby researchers, mainly from developing countries, can spend a period of time at the Institute pursuing in-depth research while making use of the facilities of UIE. The Documentation Centre coordinates the activities of ALADIN, the Adult Learning Documentation and Information Network, which comprises 100 documentation centres in the area of adult education worldwide. ALADIN emerged in 1997 from a CONFINTEA workshop that focused explicitly on adult-learning documentation and information.

Furthermore, UIE has to find modes of operation to use local and national resources and research capacity to complement its own limited capacities and expertise especially in areas where it does not have the specialists on board. At the international level, UIE brings together different regional and national actors to enable the cross-fertilisation of policies and practices. At the national level, the Institute is assisting Member States mainly in Asia, Africa, the Arab States, Latin America and the Caribbean, and Eastern and Central Europe in formulating

policies and implementing strategies in literacy and adult education. UIE also uses its research-based expertise to build and strengthen capacities of Member States in both governmental institutions and civil society in such areas as HIV/AIDS prevention, literacy in intercultural and multilingual settings, textbook and learning material development, e-learning and documentation, and information management.

#### **4.4.3 Documentation Centre and Library**

With at present 66,000 books, documents and non-print media along with over 200 periodicals in the areas of adult education, lifelong learning and literacy, the UIE Documentation Centre and Library holds one of the most comprehensive collections of this kind worldwide. Particular emphasis lies on material acquired from the global South. A significant part of the holdings consists of an ever-growing unique collection of more than 8,000 sample learning materials used in adult-literacy, post-literacy and out-of-school education from more than 120 countries in more than 160 languages. This collection is accessible online.

One-and-a-half person-years are used for the Documentation Centre and Library.

#### **4.4.4 Publications and Information Unit**

The UIE Publications and Information Unit produces and distributes monograph studies, anthologies and textbooks in adult education and learning, literacy, and selected individual topics of particular relevance; an international peer-reviewed journal on the comparative theory and practice of formal and non-formal education; and general information on the Institute itself. An important series of publications is “African Perspectives in Adult Education”, which is directed at training adult educators in Africa, and which is being produced in collaboration with the commercial publisher Pearson Education South Africa. An Annual Report is published as well as the electronic news bulletin UIE Nexus and a website to make UIE's work visible.

*The International Review of Education*, appearing under the aegis of UIE since 1955, is the longest-running international journal for the comparative theory and practice of formal and non-formal education. Each volume of six numbers usually includes general issues containing essays or studies and notes on a wide variety of educational topics, together with book reviews. The Journal also offers special issues devoted to individual themes. Contributions appear in English, French or German, preceded by abstracts in all three languages as well as Spanish and Russian. The Journal is edited by the Institute and published by Springer. Since 1999 the Journal has also appeared online. There are more than 1,000 subscribers, of which subscribers living in developing countries have a considerable discount. About 300 copies are distributed by free by UIE. Two person-years are used for the Publications and Information Unit.

## 5. The relevance of UIE activities to UNESCO programmes

The evaluation team was asked to assess the following aspects concerning the relevance of UIE activities to UNESCO programmes:

- Determine whether UIE's programmes are in alignment with UNESCO's strategies and goals, in the field of literacy, non-formal education, adult and lifelong learning, as defined in the *Medium Term Strategy (C/4)*;
- Identify conditions for UIE to meet its potential comparative advantage among other UNESCO Institutes and Centres in the context of decentralisation and assess the ways in which UIE plays a complimentary role to other Institutes and Centres;
- Analyse whether the same kind of services, with equal or better quality, can be provided in a more efficient way, by alternative programme delivery mechanisms or different institutional arrangements;
- Examine whether UIE is located in the most rational and strategic place in the context of decentralization; and
- Determine to what extent UIE has been able to adopt UNESCO's results-based programming and *Rmanagement (RBM)*, and tools used for RBM such as SISTER and FABS.

### 5.1 Alignment with UNESCO's strategies

The relevance of the Institute's activities has been assessed according to the thematic profile and mode of operation.

According to the medium term strategy (31/C4) for education, UNESCO will promote education as a fundamental right, to improve quality, and to stimulate innovation and the sharing of knowledge and best practices. UIE's activities are directly relevant for the third goal, but also clearly related to the two others. The Dakar Forum placed the responsibility for fulfilling the right to education upon the shoulders of the Member States, and UIE can play an important role in supporting the Member States in their efforts. With its specific focus on non-formal education, UIE may also contribute to the development of new modes of teaching and learning, renewing pedagogical content, and to improving learning materials.

Based on our analyses of the activities of UIE, we will conclude that these activities are in clear alignment with UNESCO's strategies. This view is also supported by stakeholders and indicates a large degree of consensus on the relevance of the mandate of the Institute and the fields in which it has specialized; adult and lifelong learning, non-formal education and literacy for the particular needs of UNESCO and the Member States in these fields. Field and

Regional Offices report that the services of UIE in general are directly useful. Out of the 21 who responded to the actual question, 16 stated that UIE's research is very relevant, and 11 and 12 respectively meant that its technical assistance and seminars and conferences are very relevant.

In the following we will discuss the relevance of the different tasks and activities separately.

### **5.1.1 The cluster programmes**

The cluster programmes of UIE – Lifelong Learning, CONFINTEA V Follow-up, and Dakar Framework of action and UN Literacy Decade – are all in close alignment with UNESCO's goals and strategies in the areas of literacy, non-formal education, adult and life-long learning. This conclusion is based on interviews with officials in UNESCO HQ and with staff at UIE as well as with stakeholders and partners in developing countries, and also on an examination of the current activities within the different programme clusters. UIE operates with a special relevance for the 4<sup>th</sup> Dakar goal of achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. UIE has been given a specific responsibility for the follow-up and monitoring of these EFA goals. UIE had the main responsibility for the CONFINTA V conference in Hamburg 1997, and has also played an important role in the conceptual work for the UN literacy decade. These examples show the important role which UNESCO has allocated to the UIE. This conclusion is so obvious that we find it in fact unnecessary to document this relationship in detail in this report. The UIE Progress Report January to December 2004 to the Standing Committee includes 15 pages of detailed information on these activities, and we simply refer to that report.

### **5.1.2 The Documentation Centre and Library**

The Documentation Centre and Library must be regarded as very relevant to UNESCO's programme priorities in the field of literacy, non-formal education, adult and lifelong learning. Their contributions to UNESCO's efforts in achieving respective EFA goals are, however, of an indirect nature; as means for researchers, field workers, members of governmental and non-governmental organizations and so forth to update themselves on literature and activities in these fields.

### **5.1.3 Publications and Information Unit**

Publications of the Institute include the textbook series *African Perspectives on Adult Learning*, the annual award-winning study for literacy research, and various other books and reports related to the work of the Institute, and most are online free of charge. More than 75 percent of these books are the results of UIE's research and networking activities. A list of more than 60 UIE-publications 2000-2005 is given in Appendix 3. These publications are without doubt very relevant for the work of UNESCO in the fields of adult education,

lifelong-learning and literacy. This impression was confirmed in interviews with users of the books and with stakeholders, particularly those from developing countries. The African Perspectives textbook series is an impressive achievement. The first two volumes appeared this year, the next three will be published in 2006, and two more volumes are planned. In cooperation with other partners, UIE has demonstrated that publishing books written by African scholars for training African adult educationists can be a viable undertaking.

Publications also include the academic peer-reviewed journal *The International Review of Education*, which is edited by the Institute and published by Springer. The editorial policy of this journal is formulated as follows: ‘The journal serves institutes of education, teacher training institutions and ministries, as well as non-governmental organizations and individuals in all countries. It is an international forum providing scholarly information on policy issues, educational trends and learning innovations. Education and learning throughout life are an important concern of this periodical.’

An analysis of the issues 2002 - 2005 indicates that the major part of the articles (about 80 %) address themes that are not directly relevant to the strategies and goals of UNESCO in the fields of literacy, non-formal education, and adult and life-long learning. Some of the interviewees were of the opinion that the scope of the journal was too wide, and that the Journal should narrow its editorial policy to publish articles on life-long learning, non-formal education, and literacy. Confronted with this critique, the Executive Editor argued that the Journal provides UIE with a means to advance its own interests in these fields within the larger confines of comparative and international education. Journal policy encourages themes and contributions close to the interests of UNESCO and UIE. Editorial policy makes a point of showcasing UNESCO and UIE publications, along with those of the Institute’s partners through commissioning review essays and soliciting book reviews, as well as annotating recent publications in the field. The Director in turn, as chairperson of the Editorial Board, stressed that these comments were not new; the Editorial Board had been confronted with them on a number of occasions, but had come to the conclusion that there is no market for a narrow focus on UIE specific themes. We agree that narrowing the editorial policy to the core interests of the Institute would probably lead to a decrease in the number of subscribers and thus erode the status of the Journal.

Confronted with the question why UIE was not a more active owner of this journal in terms of preparing special issues on important themes within its fields of interest, the Executive Editor informed us that over the past years, several such issues had been published and that two more special issues of the Journal are in fact planned. These are both closely aligned with the work of the Institute: *Literacies, Modes of Communication and Educational Technologies* (ed. by the Director of UIE); and *Education and Poverty Reduction*. The latter is largely focused on the role of adult education in reducing poverty or combating its pre-conditions.

Because the aim and editorial policy of the Journal are not in total alignment with the mission of the Institute as formulated by UNESCO, we have calculated the net costs for UIE of hosting the Journal (see Appendix 3). According to the Institute, in 2004 expenses amounted to Euro 74,529, revenue to Euro 41,150 and net cost to Euro 33,379.

Considering the relatively small net expenses (0.8 percent of the total UIE budget) and the opportunity the Journal provides for advocating the interests of UNESCO and UIE in the fields of lifelong learning, adult education, non-formal education and literacy, as well as the prestige the Institute earns from its editorship, the evaluation team will not suggest any change of status of *The International Review of Education*. However, we will recommend that UIE develops an even more active ownership strategy, for example by preparing further special issues in its fields of interests.

#### **5.1.4 The name of the Institute**

The present name of UIE – UNESCO Institute for Education – is obviously not in alignment with the objectives of the Institute as formulated by UNESCO. The German name – UNESCO-Institut für Pädagogik – gives even less accurate information on the present activities of the Institute. The deliberate choice made to concentrate UIE’s activities on out-of-school modes of learning and targeting learners others than school children, namely out-of-school children, young people and adults, is not reflected in the name of the Institute. We guess that the present stakeholders, partners and users of UIE’s services, who all are familiar with the Institute, will not regard the present name as a problem. However, in a world where people increasingly seek information by the use of Internet, the present name may be a hindrance. We will therefore suggest that UIE changes its name in order to closer align it with its objectives and activities. To an uninformed audience, like the two members of the evaluation team before being engaged in this evaluation, UIE was one of the very many institutes and departments of education in the world. A change of name would therefore make the Institute more visible as an outstanding provider of services in its specific field of interest. Furthermore, since adult and lifelong learning and literacy has a marginal position worldwide in contrast to formal education, it would be important to make the existence of an institute with a specific focus on these topics more visible to outsiders. Moreover, the symbolic effect of a change of name along with the transition from a German foundation to a full-fledged UNESCO institute should not be underestimated.

#### **5.2 Conditions for UIE to meet its potential comparative advantage**

Interviews with stakeholders and users indicate a large degree of consensus on the relevance of the mandate of the Institute and the fields it has specialized in; adult and lifelong learning, non-formal education and literacy. Especially informants from developing countries maintained that UIE is the only establishment that systematically and consistently offers services in these fields.

Being alone on the arena also entails that there is little overlap between UIE and other UNESCO institutes and centres, and consequently limited potential for collaboration, with an exception of UNEVOC, and also IIEP which do some work in the field of non-formal education.

According to its mission stated in the current strategic plan the comparative advantage UIE lies in linking educational research, policy and practice in the areas of literacy, non-formal education, adult and lifelong learning. We see, however, a dilemma between UIE's role "... to promoting learning throughout life worldwide" and the researcher role of being a neutral observer conducting empirical inquiries in the field, a dilemma also in terms of what is expected from UIE by Member States, UNESCO HQ, Field and Regional offices and other stakeholders. We think that UIE should give stronger emphasis to objectives and tasks where the Institute should have a comparative advantage – applied research, reflection, and evaluation – and especially "to serve as a laboratory of ideas as well as a centre of excellence and experimentation, both globally and regionally", as well as monitoring trends and developments in its fields of interest.

The assessment of the conditions for UIE to meet its potential comparative advantage has to consider that life-long learning is not on top of the educational agenda worldwide, and also the insecure situation of the Institute during the last five years. On the other hand, UIE has a unique position worldwide, and the Institute should therefore have ambitions to become a more important Institute than is the case today. We think that UIE at present does not fully meet its potential comparative advantages as a UNESCO institute for adult and lifelong learning, non-formal education and literacy. Especially, according to some informants, there is a distance between ideals and realities concerning the ambition to serve as a laboratory of ideas as well as a centre of excellence and experimentation, both globally and regionally. Similar conclusions were made by the evaluation team in 2001, but the difficult financial situation of the Institute has of course limited the possibilities to take the necessary steps forward. Especially, the Institute should develop its knowledge production and its "think-tank" function.

### ***5.3 Can UIE services be provided more efficiently?***

As part of the evaluation mandate, the evaluation team was asked to assess whether the services of UIE, with equal or better quality, can be provided in a more efficient way, by alternative programme delivery mechanisms or different institutional arrangements.

This question includes two different aspects. First, whether UIE may deliver its services more cost effectively, and second, whether these services can be more efficiently delivered by other institutions.

Concerning the first aspect, within the time frame of this evaluation, we have not been able to conduct any strict cost/benefit analysis to assess the efficiency of UIE's activities. It is, however, important to note that the Institute due to its difficult financial situation has been forced to cut expenditure related to its administration. Nevertheless, UIE has managed to maintain a high level of activity and plays a central role considering its small size and limited budget. This has been possible due to its use of partners and networks in its operations.

The second aspect is rather hypothetical since UIE is relatively alone on the arena in its specific field of interests and operations. To the best of our knowledge there are no other institutions that in the immediate or near future would be able to take over the tasks of UIE and provide its traditional services in a more efficient way and with equal or better quality.

#### **5.4 The location of UIE**

It may be claimed that in the context of decentralisation, and also because the Institute primarily operates in developing countries, it should be located in such a country rather than in Europe. But due to the logistics of travel, being located in Europe is not necessarily a disadvantage compared to an alternative location in Africa or Asia. In addition, recruiting and sustaining qualified staff members is probably easier in a country like Germany than in a developing country. Furthermore, the use of modern technology makes geographical localisation less important than before.

Several countries have uttered interest in hosting UIE, and a relocation of the Institute should not be regarded as impossible. On the other hand, the strong local support from the City of Hamburg as well as from the University of Hamburg represents a sound basis for continued existence in the present premises. In a letter of 28 September 2005 from the City of Hamburg to the Deputy Director-General of UNESCO, it is stated that the City:

*'appreciate and value the contributions the Institute has made in the field of Education for All as well as in promoting literacy and lifelong learning. It enjoys good cooperation and efficient networking both with Hamburg University and the vibrant international scene here in Germany's second largest city.*

*The Senate of Hamburg takes a keen interest in the UIE and its future work in the city. We would therefore like to inform you that we will continue making available free of charge suitable premises for the Institute's use. Hamburg University for its part is willing to intensify its existing cooperation with the UIE even further. In this connection two professors are prepared to invest a considerable part of their time working on UIE projects.'*

A relocation of a unit like UIE involves the risk of losing key staff, and also entails direct costs of moving as well as disruptions in the daily operations. To justify relocation, one

should be sure that there will be clear gains. All things considered, we cannot see that there should be any *need* for a relocation of UIE, nor any clear advantages.

### **5.5 Adoption of management tools**

These management tools have yet not been implemented, but there are on-going dialogues between the Institute and UNESCO. According to the Institute, introducing FABS/SISTER SAP to UIE will need a lot of resources and support from UNESCO specialists to manage this total change of accounting systems.

## 6. The results of UIE activities

The assessment of the results achieved by UIE has been an important part of the evaluation mission, and the evaluation team was asked to consider the following issues:

- Assess to what extent UIE has achieved its organizational objectives, as evidenced by the achievement of the expected results set out for the corresponding Main Lines of Actions in UNESCO's *Programme and Budget (C/5)* and in UIE's Medium-Term Strategy;
- Examine whether the tools used by UIE, such as networking, human resource development, knowledge sharing & clearing house services and promoting partnership, are effective in attaining above-mentioned organizational objectives;
- Assess to what extent UIE contributes to UNESCO in achieving respective EFA goals, CONFINTEA recommendations and objectives of the UNLD
- Assess whether the results achieved by UIE have reinforced UNESCO's overall decentralization strategy by providing a better and timelier response to the needs of Member States.

### 6.1 Achievement of organizational objectives

The organizational objectives of UIE are ambitious, since they include not only the collection and dissemination of research results, but also are meant to have a direct impact on policy-making "enhancing access to learning, and improving the environment and quality of learning for all in all regions of the world" (UIE Strategic Plan 2002 – 2007).

In accordance with the evaluation mandate, we have assessed the quality of the output, and the possible impact of UIE's work. The latter is definitely the most difficult task. The results of UIE's activities have to be assessed in relation to the relatively small size of UIE as well as to the past insecure status and financial crisis of the Institute.

UIE has been active in following up policies in the field of adult education, life-long learning and literacy within the context of EFA, CONFINTEA and UNLD. During the past five years, UIE has provided some kind of services to most member States. An average of 400 education specialists (researchers, practitioners and decision-makers from government, non-governmental organizations, civil society organizations and the private sector) took part every year in programme activities organized by the Institute. In this period, more than 60 books and reports have been published by the Institute (see Appendix 3).

The impact of these efforts is, however, difficult to assess, and we have had to rely on interviews with people involved in UIE activities and with people who know the work of the Institute in these fields.

In the following, we will give some examples of activities and results of the programme clusters separately.

### **6.1.1 Lifelong learning**

UIE is raising awareness about institutionalizing lifelong learning through policy dialogues on a regional basis (especially in Asia and Europe). In developing countries, National EFA planning has been supported by provision of an integrated lifelong learning perspective. The relevance of a gender perspective in literacy and adult learning programmes has been highlighted through a range of seminars and policy dialogues. UIE was instrumental in linking the current EU policy approaches in lifelong learning with existing practices world wide and enrich respective international debates, especially in Asia (e.g. through an international conference in Beijing in 2001). The importance of an integrated adult and lifelong policy was highlighted in the course of the CONFINTEA Mid-Term Review in many countries (in Africa through the MINEDAF mechanism, in Europe with a focus on Central and Eastern Europe through a regional conference with participation of representatives from in Central Asian countries).

A project on HIV/AIDS preventive education may serve as an example of UIE activities. In the course of a six-year programme (2000-2005), about 150 specialists from 18 countries in three world regions affected most by the HIV/AIDS pandemic (Southern and Eastern Africa, South and Southeast Asia, Central and Eastern Europe) concerned with prevention have been trained in the development of gender-sensitive prevention materials and in practical applications of educational strategies that aim at empowering special groups often neglected by conventional prevention work or difficult to reach.

An important result of UIE's achievements is to raise the policy awareness of lifelong and adult learning, a field often neglected in national policies. Members States cannot be instructed on educational policies, but bringing experts and policy makers together and to disseminate experiences and best practices may have an important impact.

### **6.1.2 CONFINTEA V follow-up**

The CONFINTEA V follow-up activities have made important contributions to increased political focus on adult education. The fact that 70 countries have submitted their review of policy and institutional change in adult learning, and that a synthesis of the replies from 45 countries following the recommendations of the 32<sup>nd</sup> General Conference has highlighted

policies and legal frameworks, after all indicates that the following up and monitoring is important, at least to set adult learning on the political agenda.

Connected to this, UIE in cooperation with German Technical Assistance Agency was commissioned by ADEA to undertake a major stocktaking research on mother tongue and bilingual education in Africa. The reviews covered the last four decades from 28 countries. This research-based evidence is being used to prepare an advocacy document for African ministers, key decision-makers, agencies and specialists.

In the period under review, research and case studies were conducted on training of adult educators in 17 countries. In total, 11 case studies on effective learning and training methodologies for the informal economy were conducted. Such studies of what works in adult educator training as well as in non-formal approaches of training and education are in great demand.

UIE's activities seems to have an important impact on policies of life-long and adult learning in a large number of Member States, contributing to an enhanced awareness of these aspects within the national educational policy. Also the documentation of experiences and projects should be appreciated.

### **6.1.3 Dakar Framework of Action and UN Literacy Decade**

Within the Dakar Framework of Action, UIE looks in particular at goals 4 ("achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education") and 3 ("ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"), with emphasis on promoting alternative learning strategies and programmes for out-of-school children, young people and adults, and for poor and excluded segments of the population. The UN Literacy Decade is a flagship programme serving Dakar's goal 4 – and more. Dakar goals 5 and 6 are served with a special emphasis on gender mainstreaming (goal 5) and curriculum renovation and improving learners performance and learning achievements (goal 6). Using the expertise in the area of literacy, post-literacy and continuing education, UIE monitors and evaluates the implementation of the Decade with a view to the creation of lifelong learning communities and open learning societies.

Three projects may illustrate the activities of UIE within this programme cluster:

UIE is assisting Afghanistan and Kosovo in setting up literacy and basic adult education programmes for girls and women combined with the building of institutional capacities and the relevant policy and legal frameworks for a non-formal and lifelong learning system. In Kosovo, currently more than 3,000 girls and women are being trained by 130 facilitators and 10 monitors in 19 municipalities.

In Botswana, UIE evaluated the National Literacy Programme (BNLP) in 2003. The BNLP's target population is an estimated 250,000 illiterate adults, youth and out-of-school children. Resulting from this evaluation, the Institute was contracted to develop a new integrated modular adult basic and continuing education programme and to help with the necessary national capacity-building during a three-year period (until 2007).

Capacities of the coordinators and trainers of community-based literacy and life-skills education programmes are developed through a special project designed to reinforce on-going NFE programmes targeted towards youth in six countries from Africa and Asian Regions.

The evaluation team would like to draw attention to these examples of direct technical assistance of UIE to Member States. Even though UIE is a small institution with limited economic resources, it plays an important role because of its network and its broad knowledge base. Also within this cluster, we conclude that UIE has reached the expected results.

## **6.2 Strategic tools**

UIE undertakes a broad range of activities and produces a diversified output. The activities take part in a large number of countries in Latin America and the Caribbean, Africa, the Arab States and Asia as well as in Europe. A relatively large share of these activities can be defined as networking, capacity-building and training, and with inputs from a number of people in addition to UIE staff members. By utilising its large network of practitioners, university staff and consultants in the respective countries, UIE is able to organize a level of activities which is much larger than the size of the Institute itself should indicate.

Interviews with stakeholders and users of the Institute indicate that the balance between research, capacity-building, networking and publication in terms of volume of work and allocation of resources is differently appreciated. While some were calling for greater attention to research in view of the challenges posed with regard to literacy and the creation of literate environments, others suggested that the Institute should be more responsive to the need for training and capacity building in Member States. This tension is not new to the Institute, and is a challenge the Institute will have to live with.

### **6.2.1 Networking, capacity-building and training**

Based on interviews with different stakeholders, UIE has been successful in building networks, in capacity-building through training courses, in producing textbooks, as well as in disseminating results and “best practise” through publications and seminars. The textbook series *African Perspectives on Adult Learning* – edited by UIE – is written by African scholars to meet the needs of universities and teacher-training institutions in the region. The

two first volumes were published in the first half of 2005, and are sold and distributed to institutions through UNESCO and UIE networks.

The training function can be assessed according to concrete results (range of courses, number of participants etc., while the concepts “networking” and “capacity-building” are broad and vague, covering almost any kind of activity. One should not underestimate the importance of the role played by UIE in organising meeting-points and arenas for discussion and exchange of ideas. Organising such activities is time-consuming, and may lead to a too strong focus on these events in themselves. The evaluation report of 2001 used the term “event culture” to characterise some of the work of UIE. We think this still is a valid observation.

Handling a large number of small and short-sighted activities creates a difficult working situation and leaves little time for reflection.

Along with providing technical support to Member States, NGOs, and development partners, including consulting services and programme evaluation, UIE organizes research-based policy dialogues and orientation seminars for decision-makers and training workshops for practitioners aimed at building national capacities. In this context, UIE identifies, investigates and disseminates innovative approaches in literacy, adult and non-formal education, thus laying solid foundations worldwide for lifelong learning.

In 2004 and 2005, UIE was actively involved in field programme activities in some 35 countries in five world regions (Africa, the Arab States, Asia and Europe as well as Latin America and the Caribbean). In another 85 countries, the Institute has been present through its international conferences, networks and joint ventures with partners.

In 2004-2005, field programme activities were carried out in 51 countries. More than 1,500 participants from 167 countries were serviced through training seminars, workshops and participation in international and regional conferences.

Case studies and national surveys were carried out in 155 countries, including three major surveys of changes in adult learning (70 country cases) on recognition validation of informal learning (40 national reports) and on Literacy in Europe (38 countries). Major policy dialogues were held in five world regions with an average of 250 participants in each meeting. Fellowships and scholarships were provided to 27 participants.

### **6.2.2 Research**

An examination of UNESCO’s institute policy as formulated by the Executive Board (Document 162 EX/18, paragraph 19) reveals that the potential function as “think-tanks” is strongly emphasized. The institutes should contribute to the conceptualization, design and formulation of UNESCO’s programmes, they should serve as laboratories of ideas as well as centres of excellence and experimentation, they should function as clearing houses and

reference centres, and they should mobilize, in an innovative setting, a critical mass of specialized expertise and skills.

The Institute's activities relating to capacity-building, training, networking and dissemination in its domain are directly useful to the UNESCO goals, and also its research activities are assessed as highly relevant. This conclusion is based on the interviews with stakeholders and the results of the survey among UNESCO Field and Regional Offices. Nevertheless, UIE's services in capacity-building, training, networking and dissemination could be even more useful and influential if based on a stronger foundation of empirical knowledge and analyses. In the context of UNESCO's guidelines for institute activities and the role of the institutes in the decentralization process, we will therefore argue that there is now a need to strengthen the research capacity and the "think-tank" mission of UIE. We would like to see a stronger focus on analyses with the aim to identify factors that are conducive for successful implementation of UNESCO's strategy for promoting literacy among adults in developing countries. The two professors from the University of Hamburg who are prepared to work on UIE projects may contribute to such a development.

### **6.2.3 Monitoring**

The term "monitoring" could be understood in two different ways: the follow-up of Member States policy implementation, and to produce continuous state-of-the art facts and figures. Monitoring in the first meaning of the term is a genuine part of Programme cluster 2: CONFINTEA V Follow-up and Programme cluster 3: Dakar Framework of Action and UN Literacy Decade. These contributions in the form of background papers and summaries on innovative developments cover the fields of UIE's expertise (literacy, non-formal education, adult and lifelong learning) from a world-wide perspective. In our view, the second aspect of the monitoring function should be strengthened e.g. through fostering an internet based data bank on policies, practices, developments, networks and institutions in the mentioned fields. Today, UIE has no institutional and systematic approach to its mandate to monitor developments and trends in its field of expertise.

### **6.2.4 Publications**

In the period 2000 – 2005, UIE has published more than 60 books and reports (See Appendix 3). The e-mail survey to Field and Regional Offices showed that UIE's publications are regarded as important and useful. Several interviewees mentioned that the quality of UIE books and reports was variable; while some publications were excellent, others were below standard. We were not in the position to examine the quality of these publications, but noted that the Institute lacks routines in relation to quality assessment of some of its publications. While the textbook series *African Perspectives on Adult Learning* and the book series based on the award-winning study for literacy research are peer-reviewed, no systematic effort is made to assess the quality of other publications neither by an internal review committee nor

by external reviewers. We acknowledge that many of these latter books and reports have a practical purpose and should not be assessed according to academic standards. Nevertheless, all publications should undergo some kind of routine assessment by an internal or external reviewing committee with the aim to strengthen the quality. We will also suggest that the Institute establishes a “UIE Report Series” in addition to the two book series mentioned above in order to streamline the publication profile of the Institute and also to make the reports of the Institute more visible to an outside audience

### **6.2.5 Are tools effective?**

Regarding each set of tools (networking, capacity-building and training, research, monitoring and publications) we find them all in all being effectively used. It brings a small unit like UIE in contact with a large number of actors in many countries, and also close to the real daily problems. Our main concern is not primarily about each individual tool, but rather about the balance between them. We think that UIE could play an even more important role if it reduces some of the amount of activities in networking, and with a strengthening of the research function as well as on empirical monitoring of trends within its field of expertise.

### **6.3 Contributions to UNESCO**

UIE has contributed directly to UNESCO through its conceptual work on adult learning in developing the EFA strategy and the UNLD, and also by the total responsibility for the CONFINTEA. The importance of UIE’s work in its respective fields is claimed both by our interviewees and by UNESCO Field and Regional Offices in the survey. Many informants in fact claimed that in the field of life-long learning, non-formal education and literacy, UIE plays a more visible and important role than the UNESCO Education Sector.

UNESCO HQ staff stated that UIE contributions are useful and important, but they would have liked to see more contributions from the Institute. Confronted with this critique, the Director of UIE stated that all UIE activities are serving UNESCO priorities.

### **6.4 Are results responding to the needs of the Member States?**

To answer this question, it would have been necessary to contact a large number of Member States to get their opinion, a strategy beyond the scope of this evaluation. The survey among selected UNESCO Field and Regional offices indicates that UIE’s activities are considered as highly relevant for Member States. About half of the respondents stated that the Institute’s efforts made “some difference” with regard to “enhancing the capacity and capability of education institutions” and “helping to improve and develop education systems in Member States”.

Moreover, the fact that several Member States are willing to pay for the services of UIE is a clear indication of importance. Especially the request for services from poor countries like Afghanistan and Kosovo documents the potential value of UIE’s services for the needs of

Member States.

## **6.5 Summary of results**

The expected results of UIE's activities are, according to the UNESCO Programme and Budget (C/5):

1. Enhanced national capacities for policy formulation in adult and lifelong learning in Member States, particularly in developing countries with a focus on Africa and E-9 countries with emphasis on the integration of a lifelong learning perspective in credible national development plans
2. Sustained integration of a gender perspective in adult education and lifelong learning policies and activities
3. Improved capacities of stakeholders in evaluating and monitoring adult education
4. Heightened awareness of the relevance of lifelong learning practices for the development of democratic and peaceful societies
5. Strengthened international networks of individuals and organisations actively promoting adult and lifelong learning
6. A cross-cutting programme on the contribution of basic education to poverty eradication launched

Based on the descriptions and discussions in the previous sections, we think that UIE has been successful in achieving objectives 1 and 5. UIE has also made important contributions to the achievement of objectives 2, 4 and 6. Related to our discussion on "monitoring", we think that the achievements of objective 3 are limited.

These results have been achieved through a broad range of activities: networking, capacity-building and training, and publications. The publications represent a major output of UIE's activities, and we especially appreciate the textbook series *African Perspectives on Adult Learning* which we find innovative and useful.

Considering UNESCO's ambitious objectives and the small size and limited resources of UIE, our main conclusion is that UIE has achieved its objectives to a satisfactory degree. We base this conclusion on our own assessment of the activities described above as well as on statements made by our informants. Our informants had in general very positive opinions about the work of UIE, even if there were also some critical remarks, especially concerning its research capacity. Also the results of the Field Office survey indicate the importance of UIE in the field of adult and lifelong learning, non-formal education and literacy.

## **7. Coordination and interaction with relevant entities**

The evaluation team was asked to investigate two specific aspects of the relationship to UNESCO Headquarters and other relevant agencies:

- Assess the effectiveness of coordination and interaction with Headquarters (notably with the Divisions of the Education Sector), the Institutes and Field Offices in order to analyse whether they plan complementarity and /or overlapping roles; and
- Assess the quality of partnerships with partner agencies, other UN agencies, bilateral and multilateral development agencies.

### ***7.1 Effectiveness of coordination and interaction***

Given its mission, we would expect to find that UIE would have a high degree of interaction and exhibit coordination with:

- UNESCO Headquarters (HQ), and more specifically with Division on Basic Education (EdBas) within the Education Department (Ed).
- UNESCO Field Offices and Regional Offices

We would furthermore expect UIE to have close relations with and to serve the needs of

- Member States, especially in developing countries
- Relevant Non-Governmental Organisations operating in the field of non-formal education and literacy

Considering the unique mission of UIE, we would expect the Institute to have relatively little collaboration with the majority of other UNESCO in the field of education.

In the following, we will look more closely into the interaction with these other groups of institutions.

#### **7.1.2 Coordination and interaction with HQ**

Interviews with officials in the Education Sector and at the Institute, indicate that both the frequency and the quality of interaction between UIE and the HQ should be improved. Interaction mainly takes place at a high level, and there is too little contact on the operational level. Some UIE staff characterised the Education Sector as being rather fragmented, and hence difficult to know who does what, and also with a tendency of marginalising the Institute rather than utilising it. Regardless of whether this is actually true or a false impression, it is problematic for a smooth interaction between HQ and the Institute to take place.

Some UIE staff complained that they very seldom have the opportunity to participate in

meetings at the HQ, and it seems that visits from HQ staff to the Institute are infrequent. The communication between HQ and the Institute is obviously not good enough. Therefore, within the Education Sector, there is a lack of knowledge about what UIE is doing and can do, and there is a lack of joint understanding of its responsibility. The potential use of UIE for UNESCO is underutilised. Some informants stated that there was a tendency of overlapping and competition rather than collaboration, but these statements were general rather than specific. Nevertheless, this indicates problems of coordination and collaboration that should be looked into more thoroughly. Staff at HQ tends to regard the autonomy of the UIE as a main reason for underutilisation, while lack of information and constructive meeting arenas is a more plausible reason. In cases of effective communication, like in the creation of newsletters and contributions to the EFA Global Monitor, the collaboration is running smoothly. Both HQ and UIE should see improvement of communication as their responsibility. This could also contribute to a more supportive attitude of the HQ towards the Institute.

UIE has the responsibility for the follow-up of CONFINTEA, and there seems to be little overlap but also little cooperation with HQ. Within the follow-up of the EFA goals 3 and 4, and within the UN Literacy Decade where UIE is responsible, the relationship seems to be competitive rather than collaborative. It is however difficult to get a clear picture of the relationship between UIE and HQ within concrete fields, the responses we got are pointing in different directions. This in itself supports our concern about the interaction between UIE and HQ.

Also when operating in the field, UIE seldom interacts directly with HQ, but rather meets consultants hired by HQ. Since UIE staff is small, and has to base much of their programme operations on local staff, various partner organisations or consultants, the possibilities of direct interaction between HQ and UIE staff in field operations is consequently small. This outsourcing mode at both sides – which is evidently necessary – may contribute to uncoordinated actions and limited flow of information.

### **7.1.3 Coordination and Interaction with Field Offices, Regional Bureaus, National Commissions and other UNESCO Institutes**

According to UIE staff, collaboration with Field Offices generally runs smoothly, but relevant exceptions are also reported, especially on the secretarial level, sometimes due to lack of correct data or due to technical communication constraints. Also the interaction with Regional Offices seems to be generally unproblematic and in alignment with the concept of decentralisation. UIE has also carried out joint activities with UNESCO/OREALC which has been running very smoothly and fruitful.

In a capacity-building project for literacy and life skills education for young people, national-level activities are monitored by Field Offices in Bangkok, Beijing, Dhaka, Harare and Bamako. A mid-term review of this project was organised in collaboration between UIE and

UNESCO Regional Office in Bangkok and UNESCO Cluster Office in Beijing in June 2005. This collaboration has allowed for cost-sharing and cost-saving of the meeting, and also enabled the project participants to exchange their experiences with Bangkok Office's project on life skills in non-formal education. Other positive experiences stem from collaboration with UNESCO Nairobi concerning a HIV/AIDS prevention seminar.

According to the survey among Field and Regional Offices, the frequency of joint activities with UIE varies. There are few regular contacts, but 12 out of 21 respondents answered that there are occasional contacts concerning seminars and conferences, and 7 and 9 respectively report occasional contacts concerning research and technical assistance. However, for most activities, contacts are rare. UIE is regarded as being effective in its collaboration with Field and Regional Offices; 10 out of 27 states "very effective" and 9 "moderately effective".

To start operating programmes in specific member countries, practice vary how UIE should make contacts. Some Field Offices prefer to be contacted before contacting the national commission, while some national commissions request UIE to make the first contact with them. This often delays the starting up of activities.

UIE staff expressed positive attitudes towards collaboration with other UNESCO institutes and centres, but with the exception of some collaboration with UNEVOC and IIEP, we got no concrete examples of interaction. The evaluation team does not necessarily regard this as a problem. The institutes and centres are small and specialised, and it is more relevant to expect division of labour than collaboration. However, to prevent overlapping and to identify potential fields of cooperation, it is important to established effective channels of information.

## ***7.2 Quality of partnerships***

Partnership is fundamental to the way in which UIE operates. According to its strategic plan, all its activities should be premised on the notion that the Institute works within a network of professional and operational relationships with governmental, non-governmental and civil society bodies, universities, bilateral and multilateral agencies, municipalities and community-based groups. It should maintain close working relationships with, among others, the International Council for Adult Education and its regional organizations, the Collective Consultation of NGOs working in EFA, the Association for the Development of Education in Africa, the Commonwealth of Learning, the European Union, OECD, the World Bank and Regional Development Banks, ILO, UNAIDS, UNDP, UNICEF, UNIFEM, FAO and other agencies of the United Nations system, as well as with several sub-regional organizations and groupings. Due to time pressure, it has been difficult for the evaluation team to assess the quality of these partnerships. The few persons we contacted were however positive, and the Institute itself mentioned a number of projects undertaken in partnership with other organisations which had proved to be effective.

University departments working in the field of adult learning are important collaborators in UIE's projects. It is reflected in joint initiatives with a number of universities in all regions in various areas of adult learning, such as developing textbooks and other learning material on adult learning from a regional perspective and joint training of adult educators in French-speaking African countries. The textbook series *African Perspectives in Adult Education* can serve as an example of a successful partnership with university departments and with the IIZ/DVV in Germany.

## **8. Financial and organizational management**

The evaluation team was asked to focus on four aspects of UIE's funding pattern and organisational management:

- Analyse the funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability;
- Assess the process by which extra-budgetary resources are sought and obtained and to what extent the extra-budgetary funding is aligned to the strategic objectives of UNESCO;
- Evaluate the management of inputs to deliver expected outcomes, bearing in mind available resources (a key question to be answered is whether the activities undertaken could be delivered in a more efficient way); and
- Examine the quality of organizational management and the impact of the extent of functional autonomy provided.

### ***8.1 Funding patterns and extra-budgetary funding***

The funding structure of UIE has caused many problems in the course of its history. In the mid 1960s, the original UNESCO funding expired, removing the financial basis of the Institute. Negotiations between the Director-General of UNESCO and the Federal Government of Germany over the continued existence of the Institute led to that the German Foreign Office undertook to pay 90 percent of the budget for the next ten years. One of the reasons why the Federal Government was interested in the survival of UIE was probably the Institute's role as an intermediary in the dialogue between East and West. The contribution of UNESCO was essentially limited to the salary of the Director, some 10 percent of the budget.

From 1994-1995 until now, UNESCO has provided UIE an additional institutional grant besides the institutional funding of the German Foreign Ministry. UNESCO has paid for 5 posts incl. the Director. The German Foreign Ministry provided UIE 12,5 posts until the year 2000. That year Germany decided to phase out its institutional grant by 2006 (with budgetary reductions starting in 2002). This decision upset the stable resource base of the Institute pending a decision by UNESCO to secure its financial basis. A number of measures have over the past years been undertaken to cover these cuts. It was necessary to substitute missing funds through other programme funding (SIDA, Norway, Botswana, Canada, Japan, the World Bank, ADEA, Swiss Cooperation etc). Aside from diversifying its funding base in terms of its donors, UIE also started external consultancy services to a range of agencies.

The UNESCO General Conference in its 33<sup>rd</sup> Session 2005 authorized the Director-General to support the Institute by providing a financial allocation of \$1,900,000 including the provision

of 7 posts. The German Foreign Ministry will continue to support UIE by providing conditional programme or project funds. In addition, the City of Hamburg will continue to provide the premises of the Institute including building, water and electricity of a value of an estimated 194,000 Euro per year.

In order to prevent UIE from being confronted with a situation as to be unable to pay its obligations, at the request of the Director, the Governing Board has authorized the Institute to build up a financial reserve. In 2004, due to the worsening of the financial position caused by the reduction of two third of the German institutional grant and a strong reduction in the UNESCO grant due to currency fluctuations, UIE utilized more than Euro 300,000 of this reserve to cover the deficit for that year, leaving a balance carried forward of less than Euro 40,000. The Director has recommended an increase in the reserves up to a total amount of Euro 1,000,000 as a safety net for a crisis situation during the transition period; a measure that has been accepted by the Governing Board. The reserve is to be used after consultation with the Governing Board and the Standing Committee.

For the year 2004, the budget of UIE amounted to Euro 3,469,000 (see Table 2). Funds from UNESCO constituted a total of 37 percent of the budget, of which 27 percent (US-\$ 942,000) were regular programs and 10 percent (US-\$ 342,000) extra-budgetary activities.

Extra-budgetary funds are those that do not form part of the contributions of Member States to the UNESCO regular budget. Throughout the UN system, extra-budgetary funding has been growing in importance since the 1980s and has become a significant funding source – also for the education institutes. However, there is a lack of clarity around the specific expectations for the generation of extra-budgetary funding in UNESCO HQ as well as in the Institute. Although interviews with UNESCO HQ officials revealed that there is a general expectation that extra-budgetary funding should be the main source of funding for the education institutes, there is no written evidence that this is UNESCO policy, nor is there any written statement indicating the percentage of the total budget that should come from other sources than the regular institutional support from UNESCO. However, staff members of UNESCO HQ indicated in interviews that about three-quarters of the total budget should come from other sources than UNESCO's institutional support. In case this should prove to be an unwritten policy by UNESCO HQ, the extra-budgetary funding of UIE has reached this level.

There is no doubt that the Institute has experienced a very difficult financial situation over the last few years. Due to the gradual decline in the institutional grant from the Federal Republic of Germany, the Institute was forced to down-scale its staff, to reduce some of its activities, and to spend much time on fund-raising issues. The Institute perceives this period as a “crisis” and the working situation as a “survival mode”.

Extra-budgetary funding is by definition unstable and will require much time and attention by the Director and the staff. The Institute will have to learn to cope with this situation in the

coming years. The fact that the Institute over the last few years has managed to substitute the major part of the decline in the institutional grant from the German Foreign Office by direct funding from some other Member States and several international organizations, as well as to win contracts on projects in competition with other applicants is very promising. The Institute has passed the market test so to say, by demonstrating that Member States, non-governmental organizations, and users of its services are willing to pay for UIE's activities.

So far, programmes, projects and consultancy based on extra-budgetary funding have been in alignment with the strategic objectives of UNESCO in the fields of lifelong learning, non-formal education and literacy.

*Table 2. UIE Budget in US \$*

<b>1. Income</b>	Result 2004	Estimated 2005
<b>UNESCO</b>		
Regular Programmes	942 000,00	1 118 000,00
Extra-budgetary activities	342 000,00	309 000,00
<b>GERMANY</b>		
Government of Germany	699 000,00	642 000,00
City State of Hamburg (Building)	223 000,00	223 000,00
<b>MEMBER STATES</b>		
Programmes	656 000,00	1 767 000,00
Joint activities	545 000,00	611 000,00
<b>OTHER INCOME</b>	62 000,00	75 000,00
<b>TOTAL</b>	<b>3 469 000,00</b>	<b>4 745 000,00</b>
<b>2. Expenditures</b>		
Governing Board and Standing Committee	75 000,00	25 000,00
Direct and indirect programme costs	3 109 000,00	4 422 000,00
Premises	223 000,00	223 000,00
Other	62 000,00	75 000,00
<b>TOTAL</b>	<b>3 469 000,00</b>	<b>4 745 000,00</b>

The evaluation team is of the opinion that the funding policy of UNESCO should undergo some changes.

The core funding from UNESCO to UIE should be split in two parts with different functions. One part should be regarded as “free” support and primarily contribute to long-term competence building and the “think tank” mission of the institute (“seed money”), while the other part should be a “programme grant” based on a clear agreement between UNESCO and UIE on which programme activities the Institute should conduct. There should be a real dialogue between UNESCO and UIE about the working programme to be funded by this grant. Additional needs of UNESCO for the assistance of the Institute should be negotiated as extra projects or programmes and with extra funding. Combined with the external contracts UIE will be able to attract, such a funding model combines a clear responsibility to UNESCO HQ and the autonomy to serve member states as well as NGOs or other organisations within priority areas of UNESCO. The need for a “free” grant to the Institute will be discussed below.

## **8.2 Staffing and organizational management**

Presently, UIE has a truly international staff of 24 people in Hamburg and 4 consultants at other locations. The staff come from different regions of the world; Africa, Asia, Europe and North-America, and from a total of 15 countries; Mali, Benin, Germany, India, Philippines, Sweden, Japan, United Kingdom, Iran, Finland, USA, Togo, France, Belgium, and Azerbaijan. In addition, a significant number of interns is helpful in managing the workload.

The general impression from our visits to UIE is that staff members are highly committed to their work. The Director stated that the Institute has competent employees who have generally coped quite well with the crisis situation and who have shown great flexibility. Many have taken on responsibility for making sure work gets done in spite of the difficulty in planning due to financial constraints. Interviews with external partners and users moreover indicate that the staff undertakes their duties competently.

### **8.2.1 The Director**

The financial and organizational management of the Institute is the responsibility of its Director, supported by administrative and senior research staff. The Director is appointed by the Director-General of UNESCO upon the recommendation of the Governing Board following an international competitive selection. Since January 2000, the Director of UIE has been Dr Adama Ouane from Mali. On request, the interviewees unanimously regarded the Director as a highly qualified professional who successfully has managed to carry the Institute through a difficult transition period by achieving political, professional and financial support for the continuance of the Institute and its activities. The post as Deputy Director has been vacant since 2001. The Deputy Director was responsible for the coordination of programme

activities, and the vacancy has obviously created problems related to the internal management of the Institute – a problem we will discuss below.

### 8.2.2 Administration and support staff

The Administration at UIE is responsible for the accounting, controlling, contracting and financial statements including the balancing and the yearly audits. The administrative work has changed significantly over the past years. The diversified funding base implies more work regarding financial statements, contracts, administration and controlling of funds etc. Since 2000, the Administration has faced the introduction of a new currency and the new cluster mode of UIE programmes. The existing accounting and controlling system had to be improved. The different systems between UNESCO and Germany and other international donors have to be bridged and solved implying much additional work.

*Table 3. UIE staff 2005*

<b>Director</b>	1
Deputy Director	-
Assistant to the Director	1
<b>Administration and support staff</b>	
Head	1
Deputy	1
EDP support	0.2
Reception	1
Caretaker / cleaning staff	2.5
<b>Documentation Centre and Library</b>	
Head	1
Assistant	1
<b>Publications and Information Unit</b>	
Head	1
Secretaries	1.5
<b>Researchers and consultants</b>	
Researchers	9 (including UNESCO Associate Experts)
Consultants	6
Project secretary	1
<b>Total</b>	28

Regarding the present transformation process the Administration has to face many new tasks like preparation of UNESCO job descriptions, calculations and tables for staffing, financing and other documents. The change of UIE from a German foundation to a full-fledged UNESCO institute by February/March 2006 is obviously a big challenge for the Administration. Since January 2005, the Administration was reduced to 2 persons; the post of a half-time accountant was cut because of missing funds to cover the costs.

### **8.2.3 Documentation, library, editorial and information staff**

The Institute has a Documentation Centre/Library (2 people) and a Publications/Information Unit (2.5 people). The duties of these units and the relevance and quality of their services have been described and discussed above.

### **8.2.4 Research staff and consultants**

Research staff and consultants have diverse social science and education backgrounds and most have worked for many years in the fields of lifelong learning, literacy and non-formal education. In addition to the regular staff members, UIE maintains a number of consultants. Moreover, the Institute is able to make use of an international network of adult educators and researchers in government, academic institutions and non-governmental organizations, who collaborate on national, regional and international projects.

The evaluation team is, however, of the opinion that the Institute at present has too few research staff/consultants to live up to the expectations raised by UNESCO HQ, Member States and users of its services in the fields of adult and life-long learning, non-formal education and literacy. In the context of the UNESCO decentralization strategy, institutes should 'mobilize, in an innovative setting, a critical mass of specialized expertise and skills that normally cannot be made available within UNESCO's regular Secretariat structure' (Executive Board of UNESCO, Document 162 EX/18).

There are also too few highly competent and experienced research staff in relation to the complex tasks the Institute is expected to attend to, not only with regard to researching, networking, capacity building and training, but increasingly with respect to fund raising. Although the Institute may establish a critical mass of highly qualified people through partnerships and networks to attend to specific projects, it is of vital importance that the Institute itself has a minimum of such expertise. UIE should aim to recruit more people with a PhD and experience from research.

## **8.2.5 The Governing Board and the Standing Committee**

The Governing Board consists of 11 members of different nationalities, appointed by the Director-General of UNESCO. The Board meets once a year to review the Institute's work and plan future policy. Due to the difficult financial situation, this year's annual meeting was dropped. The Board has a Standing Committee comprising the Chairperson and three members of the Board and which meets three times a year to attend to Institute matters in between Board meetings. UNESCO HQ is normally represented by its ADG/ED and the directors of the relevant sub-entities. The presence of high-ranking UNESCO officials in Board meetings facilitates discussion and dialogue on the objectives of the Institute, on the relevance of its activities, and on matters of coordination and collaboration between UNESCO HQ and UIE. Not least, the presence of the ADG/ED facilitates clear and consistent lines of communication between UNESCO HQ and UIE within the context of decentralization.

Interviews indicate that the working relationships between the Governing Board, the Standing Committee and the Director of UIE are generally good. The documents prepared for the Board and the Standing Committee are in our view very clear and informative, and the minutes are detailed and instructive. Our only comment relates to the budget which we will discuss below.

We appreciate that Board meetings are open, giving the staff an opportunity to put their views forward. We are however struck by the fact that the Director of UIE is the only *formal* representative of the Institute in the Board meetings. We regard staff membership in the Governing Board as a democratic right, and an efficient way of communication between the staff and the Board. We will therefore suggest that a representative of UIE staff as a minimum should be appointed as member of the Governing Board.

## **8.2.6 Quality of management**

In our view, the internal management of the Institute needs to be improved. The problems are chiefly related to (a) management and coordination of programme activities and (b) working conditions of staff.

### **(a) Management and coordination of programme activities**

Both the Director and staff members characterised the situation of the Institute as being in a "survival mode" since the start of the gradual out-phasing of the German institutional grant. Due to the extra effort of building external relations and fundraising to secure the survival of the Institute, the Director has allocated a large part of his time and efforts to external activities and he has been frequently on travel. Many staff members mentioned that the frequent absence of the Director from the Institute postponed decision-making since the present policy of deputising did not function very well. Many felt that it is unclear who bears responsibility for decisions since clear guidelines are lacking. The vacancy in the position as Deputy Director has affected the running of the Institute negatively. Decisions have been pending in

the absence of the Director, and the flow of information, coordination and feedback to the staff has been infrequent and unsystematic. The day-to-day tasks have been conducted, but often in a mode of improvisations and informal solutions. In order to improve this situation, the evaluation team means that the vacant post as Deputy Director now needs to be filled.

UIE has four programme clusters which in principle should be headed by each their programme coordinator; (a) lifelong learning, (b) CONFINTEA V follow-up, (c) Dakar Framework of Action and UN Literacy Decade, and (d) Structured Advocacy: Networking, Documentation and Social Marketing. We regard this programme organisation to be diffuse. The role as programme coordinator is unclear and weakly developed. On the one hand, the Director and the staff seems to value that the Institute has a 'flat hierarchy' and a culture of informality. On the other hand, the flat structure creates problems relating to communication, coordination, teamwork and responsibility for getting the work done. Complaints were raised concerning lack of regular team meetings and that much of the work is too individualized. In particular, this is a problem for the less experienced staff members.

In our opinion, there is a need for a strengthening of the role as programme coordinator in order to minimize these problems. Programme coordinators should have a wider responsibility for the various projects that fall within each programme cluster than they have today.

In our view, there is also a need for a systematic examination of the internal organisation and how it should be developed to improve the present situation. Interviews with staff revealed that there is a need for improving work processes with a special focus on effective leadership, teamwork and collegial collaboration. There also seems to be a joint understanding among the Director and the staff that the Institute now needs a structured organisational development process in order to improve the present situation.

#### **(b) Working conditions of staff**

Staff members have different contracts according to whether they are under German jurisdiction or UNESCO regulations. From 2006 on, 7 staff will have regular two-year UNESCO contracts, while the major part of the staff will be on temporary contracts according to German law. In 2005, due to the unclear financial situation several staff members have been on 3-months contracts. In our view, with the transition to a full-fledged UNESCO institute this practice has to be terminated. Even though the financial situation of the Institute will continue to be unstable, it is unacceptable to run a UNESCO institute with staff members on such short contracts. In our view, staff members who undertake regular UIE activities should have the same working conditions as UNESCO staff and be offered two-year contracts.

According to UNESCO's institute policy, the institutes should 'serve as a laboratory of ideas as well as a centre of excellence and experimentation' (Executive Board of UNESCO,

Document 162 EX/18). Our clear impression from the site visit is that the present working conditions of staff make such an objective difficult to fulfill. The staff has too little time for reflection, research and writing and there is no clear policy as to how this condition could be improved. Several of the interviewees external to UIE had also made this observation and argued that the staff should do more research and writing themselves.

In order to facilitate such activities a share of UNESCO's grant to the Institute should be reserved for research, reflection and writing.

To create better conditions for individual and collective reflection on their work and finding time for researching and writing, we will suggest that the Institute introduces time-budgeting in addition to their regular budgeting procedures and creates a pool of work hours that can be distributed for such purposes. That means that every project and activity should have a time budget (number of hours) and that the Director can allocate a given number of hours for individual and collective research to individuals and teams to undertake a specific research task.

## 9. Recommendations

### Continuation of UIE

1. After the out-phasing of the institutional support from Germany, UIE should continue as a UNESCO institute with a major role within adult and lifelong learning, non-formal education and literacy in line with the decision of the UNESCO General Conference. The volume of the Institute should be rebuilt to the level before the start of the German down-phasing.

### 9.1 Recommendations to UNESCO

#### Clarification of mutual expectations and roles

2. UNESCO should clarify and express its expectations to UIE as an institute within the Education Sector and the mutual roles HQ and UIE should have in the implementation of UNESCO's policy in the fields of adult and lifelong learning, non-formal education and literacy.
3. UNESCO should take the initiative to improve the interaction between the Education Sector and UIE to enhance the volume and quality of services of UIE. The Education Sector should initiate meetings with the Institute to clarify roles and responsibilities. At least two staff members within the Education Sector should be selected as contact persons for UIE to improve the quality of communication.
4. In the context of UNESCO's guidelines for institute activities and the role of the institutes in the decentralization process, UNESCO should support a strengthening of the research capacity and the "think-tank" mission of UIE. The core of highly qualified staff members should be extended.
5. A representative of the staff should be appointed as a member of the Governing Board and the Standing Committee of UIE.

#### The funding structure

6. UNESCO should clarify its expectations to the percentage of UIE's total budget that should come from other sources than the regular institutional support from UNESCO. In 2005 approximately 75 percent of UIE's budget is extra-budgetary funds.
7. There is a need for rethinking how UNESCO should fund UIE. UNESCO should develop clearer guidelines on the purpose of the institutional grant and on the use of the Institute for assistance beyond the institutional grant.
8. UNESCO's institutional grant to UIE should be divided into two parts: (a) programme

activities directly related to the implementation of UNESCO's objectives in the fields of adult and lifelong learning, non-formal education and literacy, and (b) research and reflection aimed at improving UNESCO's work in these fields. While the programme activities should be negotiated in a fruitful dialogue between UNESCO HQ and the Institute, the profile of research activities should be left to the Board and the Director of UIE to decide upon.

9. Additional needs UNESCO might have for assistance from UIE should be regarded as extra-budgetary projects and paid for on the same terms as projects funded by other users of the services of UIE.

## **9.2 Recommendations to UIE**

### **The mission of UIE**

10. UIE should give more emphasis to research, reflection and writing in order to critically evaluate effects of policies and learning strategies. These are strategic activities where the Institute has a comparative advantage to UNESCO HQ and other organisations working in the fields of adult and lifelong learning, non-formal education and literacy.
11. UIE should give more attention to building up empirically based knowledge about adult and lifelong learning, non-formal education and literacy in order to be better able to monitor conditions and developments in these fields. We would like to see a regular (bi-annual) report presenting facts and figures as well as comments and reflections on conditions and developments.
12. UIE should consider developing a website for information on adult and lifelong learning, non-formal education and literacy in Member States.
13. Strengthening the research function and the research capacity of UIE implies a change of balance between its activities. A relative downgrading of networking and organising workshops and conferences (the "event-culture") should be considered.

### **The budgetary process**

14. UIE should introduce time-budgeting of its activities in order to enhance the consciousness of how much time should be used for different purposes. A system for planning of the time resources for each staff member should be developed, both to secure an even distribution of workloads as well as to secure time and resources for competence development, research, reflection and writing.

### **The internal organisation**

15. UIE should now fill the vacant position as Deputy Director with a highly competent and qualified person who can run the Institute in the absence of the Director. There is a

need for improving the internal coordination of programme activities and for supporting staff members.

16. UIE should strengthen the role as programme coordinator. The responsibilities of these positions are today unclear. Programme coordinators should have a wider responsibility for the various projects that fall within each programme cluster.
17. There is a need for more highly qualified and experienced research staff. UIE should aim to recruit more people with a PhD and experience from research and also see to it that the present staff develop their competence and qualifications further by creating time for research and writing.
18. External relations and fundraising will be of vital importance for the survival of the Institute in its present form. In an institute being dependent of external contracts, it is important that these tasks are not the sole responsibility of the Director, but a shared responsibility of all research staff.
19. Many institute activities seem today to be too individualised. There is a need for introducing a more collective mode of operations. This may be obtained by strengthening the role as programme coordinators and to improve internal communication.
20. In order to improve the internal organisation and mode of operations UIE should undergo an organisational development process with the support from external expertise. This process should be initiated and led by the Governing Board.

### **Personnel policy**

21. Due to the uncertain funding, some staff members of UIE have been hired on contracts lasting down to three months. This is not a sustainable personnel policy, and the normal contract period for all staff members should be two years as for UNESCO staff.
22. A clearer personnel policy should be developed. UIE should develop criteria for advancement and create conditions for development of individual competence to the best of the Institute.

### **Publication policy**

23. UIE should become a more active owner of *The International Review of Education* by using the Journal as a platform for presenting more articles than hitherto in the fields of adult and lifelong learning, non-formal education and literacy.
24. All publications should undergo some kind of routine assessment by an internal or external reviewing committee with the aim to strengthen the quality.

25. UIE should establish a “UIE Report Series” in addition to the African textbook series and the literary award series in order to streamline the publication profile of the Institute.

**The name of the Institute**

26. UIE should change its name in order to closer align it with its objectives and activities. The present name – Institute for Education – does not reflect the mission of the Institute.

## **Appendix 1: Interviews**

### **Officials of UNESCO Headquarters**

Peter Smith, Assistant Director-General, Education Sector  
Qian Tang, Deputy Assistant Director-General, Education Sector  
Alexandre Sannikov, Regional Education Adviser for Europe  
Hans d'Orville, Director, Bureau of Strategic Planning  
Nicholas Burnett, Director, Monitoring Report Team, EFA  
Ann Muller, Programme Specialist, Executive Office, Education Sector  
Shigeru Aoyagi, Chief of Section, Section for Literacy and Non-Formal Education  
Margaret Sachs-Israe, Programme Specialist, Section for Literacy and Non-Formal Education  
Ibrahima Sidibe, Programme Specialist, Section for Primary Education

### **UNESCO Institute for Education, Director and staff**

Adama Ouane, Director  
Bettina Küster, Director's Assistant  
Madhu Singh, Senior Programme Specialist  
Klaus-Peter Humme, Administrator  
Carolyn Medel-Anonuevo, Senior Research Specialist  
Orrin Finn Summerell, Head of Publications and Information Unit  
Elisabeth Krolak, Head of Documentation Centre and Library  
Bettina Bochynek, Research Specialist  
Werner Mauch, Research Specialist and spokesman for Staff Union  
Ulrike Hanemann, Consultant  
Anna Barkered, Associate Expert  
Maren Elfert, Consultant  
Roselyne Höner, Editorial Secretary  
Joanne Runkel, Acting Publications Assistant  
Louise Silz, Project Secretary

### **People involved in UIE activities**

Harbans S. Bholra, Indiana University, USA  
Sturla Bjerkaker, Norwegian Association for Adult Learning  
Khoumba Boly Barry, Swiss Cooperation Literacy programme, Burkina Faso  
Birgit Brock-Utne, University of Oslo, Norway  
Luz Maria Castro-Mussot, National Institute for Adult Education, Mexico  
Anne Katahoire, Makerere University, Uganda  
Maria Victoria Latapi, National Institute of Adult Education, Mexico  
Roong-Aroon Omas, Office of the Non-Formal Education Commission, Thailand

S.Y. Shah, Jawaharlal Nehru University, India

Wilaipan Somtrakool, Office of the Non-Formal Education Commission, Thailand

Sofia Valdivielso Gomez, University Las Palmas de Gran Canaria, Spain

### **Other informants**

David Archer, International Director of Education, ActionAid, UK

Heribert Hinzen, Director, Institute for International Cooperation of the German Adult Education Association

Jon Lauglo, Professor, University of Oslo, Norway

Agneta Lind, Swedish Agency for International Development Cooperation

Michael Omolewa, Delegation of Nigeria to UNESCO

John Oxenham, Retired, ex World Bank, UK

Danckert Vedeler, Ministry of Education and Research, Norway

**Appendix 2: International review of education.** *Expenditure and Income 2004 (Figures are given in Euro and based on information provided by UIE Administration)*

**Expenses**

Employment of the Executive Editor, assuming 40 % of time spent as UIE Head of Publications on IRE (salary plus benefits)		27,200
Employment of Journal Secretary (salary plus benefits)		23,000
Honorarium for Former Executive Editor for training in 2003		1,000
Travel for Executive Editor (including attendance at WCCES meeting in Havana)		1,300
Guest editors' fees		- 0 –
Translation of abstracts		3,000
Translation and copy-editing of studies		4,349
Editorial Board Meeting:		
Participants' travel	3,545	
Participants' per diem	2,625	
Participants' hotel Expenses	1,280	
Editorial Board Dinner	330	
	-----	
	7,780	7,780
Telephone calls (average Euro 105,-- per month)		1,300
Postage (including distribution of UIE's 350 copies in-house)		4,800
Photocopying and printing in-house		800
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<b>TOTAL</b>		<b>74,529</b>

**Revenue**

Royalties for year 2003, received 2004 (15 % of sales)		31,750
Annual Springer subsidy of USD\$ 10.000,- for Editorial Secretary		8,400
Additional Springer editing subsidy		1,000
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<b>TOTAL</b>		<b>41,150</b>

## Appendix 3: UIE – LIST OF PUBLICATIONS 2000 – 2005

Title	Author / Editor	Year	No. of Pages
<b>2000</b>			
<b>Analyse Transnationale des Politiques d'Education et de Formation des Adultes: La libération difficile des forces créatrices</b>	Bélanger, Paul, and Paolo Federighi	2000	346
<b>Die schöne Hexe: Anregungen zum freien Schreiben und Gestalten 2</b>	Ernst Klett Verlag	2000	152
<b>From Idea to Virtual Reality : ALADIN – the Adult Learning Documentation and Information Network</b>	Giere, Ursula, and Susan Imel	2000	85
<b>GLOBAL DIALOGUE 7</b> (pamphlet) <b>Building Learning Societies : Knowledge, information and human development</b>	EXPO 2000	2000	29
<b>Intergenerational Programmes: Public policy and research implications – an international perspective</b> in Spanish: Programas Intergeneracionales: Politica Publica e Implicaciones de la Investigation	Hatton-Yeo, Alan, Toshio Ohsako	2000	66
<b>Task Force E-mail Seminar of the Adult Learning Documentation and Information Network (ALADIN)</b>	Ursula Giere	2000	76
<b>The Financing of Adult Learning in Civil Society: A European Exploratory Study</b>	Bélanger, Paul, and Bettina Bochynek	2000	147
<b>The Learning Festivals Guide</b> in Spanish: Guía de Festivales de Aprendizaje in French: Comment Organiser une Semaine des Apprenants Adultes pour Atteindre un Large Public in German: Handbuch zur Planung und Durchführung von Kampagnen in der Weiterbildung	NIACE / UIE	2000	26 26 30 30
<b>Politiques d'Education et de Formation des Adultes</b>	Hautecoeur, Jean-Paul	2000	332
<b>UIE REPORTS / Sierra Leone. Building a Rapid Educational Response. A preliminary description.</b>	Gonzalo Retamal	2000	145
<b>UNESCO NEWSLETTER Issue 1</b> (pamphlet) <b>Inspiration ... Celebration ... Mobilisation (Adult Learners' Week)</b>	UNESCO	2000	4
<b>UNESCO / UIE Adult Literacy Exchange Network on Developing Countries: Directory of members 1999-2000</b>	Giere, Ursula, A. Mahinda Ranaweera, and Imke Behr	2000	317
<b>Unlocking People's Creative Forces: A transnational study of adult learning policies</b>	Bélanger, Paul, and Paolo Federighi	2000	273

<b>UIE Annual Report 2000</b> in French: IUE Rapport Annuel 2000	UIE	2001	26 26
<b>UIE Newsletter</b> <b>Nos 1 – 3</b>	UIE	2000	30
<b>International Review of Education (IRE), Volume 46</b> No 1-2: regular double issue No 3-4: regular double issue No 5: special single issue – <i>Literacy in the Age of Information – Knowledge, Power or Domination?</i> No 6: special single issue – <i>Researching Work and Learning</i>	UIE  Hautecoeur, Jean-Paul  Singh, Madhu	2000	652
<b>2001</b>			
<b>Adult and Continuing Education in Malaysia</b>	Mazanah, Muhamad	2001	152
<b>Adult Education in Africa and Latin America: Intercultural experiences in a multicultural encounter</b>	Küper, Wolfgang, and Teresa Valiente-Catter	2001	438
<b>Adult Learning Documentation and Information Network: Directory of members 2002</b>	Krolak, Lisa	2001	166
<b>Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable, 27-29 November 2000</b>	Youngs, Gillian, Toshio Ohsako, and Carolyn Medel-Añonuevo	2001	124
<b>Practicing Lifelong Learning in Asia in the 21st Century</b>	Medel-Añonuevo, Carolyn	2001	21
<b>Reflecting on Lifelong Learning Discourses and Practices Across the World</b>	UIE	2001	54
<b>Revisiting Lifelong Learning for the 21st Century</b> in French: Repenser l'éducation tout au long de la vie pour le 21 <sup>e</sup> siècle	Medel-Añonuevo, Carolyn, Toshio Ohsako, and Werner Mauch	2001	26 40
<b>School-Based Intergenerational Programs</b>	Matthew S. Kaplan	2001	44
<b>Why Eat Green Cucumber at the Time of Dying?</b> <b>Exploring the link between women's literacy and development: A Nepal perspective</b> in French: Pourquoi Manger des Concombres Verts Juste Avant de Mourir? Etude de la relation entre l'alphabétisation des femmes et le développement: La perspective du Nepal in Spanish: Por qué comer pepino verde cuando se está moribundo? Explorando la relacion entre la Alfabetizacion de las mujeres y el desarrollo: una perspectiva nepalesa	Robinson-Pant, Anna	2001 2003 2004	198 200 189
<b>UIE Annual Report 2001</b> in French: IUE Rapport Annuel 2001	UIE	2002	26 26
<b>UIE Newsletter</b> <b>Nos 1 – 3</b>	UIE	2001	39

<b>International Review of Education (IRE), Volume 47</b> No 1-2: regular double issue No 3-4: special double issue – <i>Globalisation, Language and Education</i> No 5: regular single issue No 6: regular single issue	UIE  Brock-Utne, Birgit	2001	654
<b>2002</b>			
<b>Addressing Gender Relations in HIV Preventive Education</b>	Medel-Añonuevo, Carolyn	2002	43
<b>Adult Education in Selected Countries in the Asian region: A reference for policies, programmes and delivery modes</b>	Singh, Madhu	2002	121
<b>ALPHA 2000</b> <b>Ecological Education in Everyday Life</b> in French: Education Ecologique dans la vie Quotidienne	Hautecoeur, Jean-Paul	2002 2000	263 349
<b>Gender &amp; HIV / AIDS</b> (pamphlet)	UIE / SAfAIDS	2002	37
<b>Institutionalising Lifelong Learning : Creating conducive environments for adult learning in the Asian context</b>	Singh, Madhu	2002	341
<b>Integrating Lifelong Learning Perspectives</b>	Medel-Añonuevo, Carolyn	2002	306
<b>Towards an Open Learning World: 50 Years UNESCO Institute for Education</b> in French: Apprendre sans limites: 50 ans Institut de l'UNESCO pour l'Education in German: Auf dem Weg zu einer lernenden Welt: 50 Jahre UNESCO-Institut für Pädagogik	UIE	2002	103 103 103
<b>UNESCO Institute for Education: 50th Anniversary Celebrations 14 June 2002</b>	UIE	2002	19
<b>Ursula Giere: Leiterin des Dokumentationszentrums und der Bibliothek des UNESCO-Instituts für Pädagogik, Hamburg, 1968 – 2000</b>	Behr, Imke, and Werner Mauch	2002	33
<b>UIE Annual Report 2002</b> in French: IUE Rapport Annuel 2002	UIE	2003	29 29
<b>UIE Newsletter</b> <b>Nos 1 – 3</b>	UIE	2002	43
<b>International Review of Education (IRE), Volume 48</b> No 1-2: special double issue – <i>Special Retrospective Issue: Reflecting on Seven Decades in the Life of the Journal</i> No 3-4: special double issue – <i>Special Issue on Education and Human Rights</i> No 5: regular single issue No 6: regular single issue	UIE McIntosh, Christopher  Lenhart, Volker and Kaisa Savolainen	2002	536
<b>2003</b>			
<b>Adult Learning Documentation and Information Network: Directory of members 2003-2004</b>	Krolak, Lisa	2003	169
<b>Adult Learning Documentation and Information Network: Facilitating access to information and documentation on adult learning</b> (pamphlet)	UNESCO / UIE	2003	6
<b>Agenda for the Future: Six years later (ICAE Report)</b>	ICAE	2003	159

<b>Citizenship, Democracy, and Lifelong Learning</b>	Medel-Añonuevo, Carolyn, and Gordon Mitchell	2003	190
<b>Education: alternatives africaines</b>	UNESCO / BREDA (Sénégal) and UIE	2003	274
<b>International Adult Learners Week – Six Years After CONFINTEA V</b>	Bochynek, Bettina	2003	25
<b>Lifelong Learning : Discourses in Europe</b>	Medel-Añonuevo, Carolyn	2003	216
<b>Recommitting to Adult Education and Learning: Synthesis Report of the CONFINTEA V Midterm Review Meeting</b> in Spanish: La renovación del Compromiso con la Educación y el Aprendizaje de Adultos: Informe en síntesis sobre el Balance Intermedio, CONFINTEA V in French: Renouveler l'Engagement pour l'Éducation et la Formation des Adultes: Rapport de synthèse du bilan de mi-parcours CONFINTEA V	UIE	2003	20 20 20
<b>Towards a Multilingual Culture of Education</b>	Ouane, Adama	2003	490
<b>Towards a State of the Art of Adult and Youth Education in Latin America and the Caribbean (CONFINTEA)</b>	UIE / OREALC	2003	362
<b>Women Moving CONFINTEA V: A Mid-Term Review</b>	Medel-Añonuevo, Carolyn	2003	67
<b>UIE Annual Report 2003</b> in French: IUE Rapport Annuel 2003	UIE	2004	29 29
<b>UIE Newsletter Nos 1 – 4</b>	UIE	2003	54
<b>International Review of Education (IRE), Volume 49</b> No 1-2: special double issue – <i>Comparative Education: Continuing Traditions, New Challenges and New Paradigms</i> No 3-4: regular double issue No 5: regular single issue No 6: regular single issue	UIE Bray, Mark	2003	656
<b>2004</b>			
<b>Désentraver l'alphabétisation – Unshackling Literacy</b> <b>Édition Bilingue – Bilingual Edition</b>	Hazoumê, Marc-Laurent	2004	141
<b>Enhancing Adult Basic Learning: Training educators and unlocking the potential of distance and open learning</b>	Singh, Madhu, and Veronica McKay	2004	397
<b>Institutionalising Lifelong Learning: Creating conducive environments for adult learning in the Asian context, Second edition</b>	Singh, Madhu	2004	368
<b>Report on the External Evaluation of UIE</b>	UIE	2004	60
<b>UIE Annual Report 2004</b> in French: IUE Rapport Annuel 2004	UIE	2005	29 29
<b>UIE Newsletter</b>	UIE	2004	51

<b>Nos 1 – 4</b>			
<b>International Review of Education (IRE), Volume 50</b> No 1: regular single issue No 2: regular single issue No 3-4: special double issue – <i>Decentralisation and Privatisation in Education – The Role of the State</i> No 5-6: regular double issue	UIE  Zajda, Joseph	2004	606
<b>2005</b>			
<b>Adult Learning and the Changing World of Work</b> Report on the Workshop Held at the CONFINTEA Midterm Review Conference, Bangkok, September 2003	Maclean, Rupert, and Madhu Singh	2005	71
<b>Adult Learning and Institutions of Higher Education: Improving the Conditions and Quality of Adult Learning.</b> Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, September 2003	Mauch, Werner	2005	25
<b>Adult Learning and Poverty Reduction</b> Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, September 2003	Preece, Julia, and Madhu Singh	2005	50
<b>Adult Learning Documentation and Information Network Directory of Members 2005/2006</b>	Krolak, Lisa	2005	160
<b>AFRICAN PERSPECTIVES ON ADULT LEARNING Foundations of Adult Education in Africa</b>	Nafukho, Fredrick, Maurice Amutabi, and Ruth Otunga	2005	200
<b>AFRICAN PERSPECTIVES ON ADULT LEARNING The Psychology of Adult Learning in Africa</b>	Fasokun, Thomas, Anne Katahoire, and Akpovire Oduaran	2005	190
<b>Alphabétisation, développement culturel et mondialisation : Quel statut pour les langues locales africaines?</b>	Hazoumê, Marc-Laurent	2005	48
<b>Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico</b> in Spanish: Saber lo que es la letra: una experiencia de lectoescritura con mujeres de mixquic	Judy Kalman	2005 2004	165 190
<b>Du Multilinguisme à la société du savoir : Quelles Stratégies?</b>	Hazoumê, Marc-Laurent	2005	48
<b>Energizing Aladin</b> Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, September 2003	Krolak, Lisa	2005	23
<b>I Did It My Way: Journeys of Learning in Europe</b>	NIACE / UIE	2005	48
<b>Jede vierte, jeder Sechste... Analphabetismus und Alphabetisierung in Entwicklungs- und Industrieländern</b>	Giere, Ursula	2005	32
<b>Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship</b>	Singh, Madhu	2005	265

<b>Monitoring and Evaluation of Adult Learning</b> Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, September 2003	Mauch, Werner	2005	39
<b>Museums, Libraries and Cultural Heritage: Democratising Culture, Creating Knowledge and Building Bridges</b> Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, September 2003	Thinesse-Demel, Jutta	2005	26
<b>Nuevos Maestros Para Bolivia: Informe de Evaluación del Proyecto de Institutos Normales Superiores en Educación Intercultural Bilingüe</b>	UIE / GTZ	2005	190
<b>Strengthening the Training of Adult Educators: Learning from an Inter-regional Exchange of Experience</b> Report on the Workshop Held at the CONFINTEA Midterm Review Conference, Bangkok, September 2003	Singh, Madhu and Frank Youngman	2005	65
<b>Urban Literacy: Communication, Identity and Learning in Development Contexts</b>	Rogers, Alan	2005	320
<b>Why Literacy in Europe ? Enhancing Competencies of Citizens in the 21<sup>st</sup> Century</b> in French: Pourquoi l'alphabétisation en Europe : améliorer les compétences des citoyens des sociétés du savoir du xxie siècle in Spanish: ¿Por qué la alfabetización en Europa? El desarrollo de competencias de los ciudadanos y ciudadanas en las sociedades del conocimiento del siglo xxi	Banzon-Bautista, Cynthia, and Carol Medel-Anonuevo	2005	24 27 26
<b>UIE Newsletter</b> Nos 1 – 3	UIE	2005	45
<b>International Review of Education (IRE), Volume 51</b> No 1: regular single issue No 2-3: regular double issue No 4: regular single issue No 5-6: regular double issue	UIE	2005	581