

Building on our gains

Medium-term strategy 2008–2013

UNESCO Institute for Lifelong Learning



United Nations
Educational, Scientific and
Cultural Organization



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Foreword

It gives me great pleasure to introduce this Medium-Term Strategy 2008-2013 for the UNESCO Institute for Lifelong Learning (UIL). Since our change of status to a full UNESCO Institute two years ago, accompanied by a new name (we were previously the UNESCO Institute of Education), many more avenues have been opened up for us to explore. There have been new ideas, concepts and courses of action to understand and engage with, new methods of working and new partnerships to be built, both within and outside UNESCO. It has been a vibrant time.

Since its inception as a German foundation in 1952, the Institute has gone through different phases, just like any other organisation, responding to the rapid changes around us at the time. We have constantly redefined our roles, and have emerged a stronger and more mature organisation. After our first Medium-Term Strategy 2002–2007, *Nurturing the Treasure*, we are turning a new page in consolidating our gains and reassessing our comparative advantage.

Here we present our strategic objectives based on our analysis of the challenges in a globalised world and the mandate of the Institute within the UNESCO family. This is what we are hearing from various stakeholders in the field,

expressed as needs and demands. As in the previous Medium-Term Strategy, partnerships with the Member States, inter-governmental agencies, civil society and the private sector will be fundamental in reaching our objectives. Translating this strategy into reality will require resources, and we look upon our ever-reliable partners, the governments of Denmark, Finland, Germany, Nigeria, Norway, Sweden and Switzerland, and to maintain their support, even as we look for new partners to further strengthen our work.

This Strategy, inspired by UNESCO C/4, has been a subject of major consultation. It has benefited from the conscientious steering of the Chairperson of the UIL Governing Board, Anders Falk, the collective wisdom of the UIL Governing Board and the hard work of my colleagues at UIL. The UNESCO Assistant Director-General for Education, Nicolas Burnett, has also been an important source of counsel in the development of this strategy. Finally, without the unswerving support of the Director-General, Koïchiro Matsuura, we would not have been able to arrive at the Institute's Second Medium-Term Strategy.

Adama Ouane
Director

The global context and its challenges

Our world is one of unprecedented affluence, thanks in part to advances in science and technology. Our age is one of globalisation and internationalisation, of cooperation but also of fierce competition. We can benefit from positive social, economic and technological opportunities that this age offers, such as the possibility of learning from the rich and diverse cultural resources that traverse geographical boundaries.

Yet while some thrive as a result of these opportunities, the promises of globalisation have not been fulfilled for many others. In spite of the wealth of economic and cultural resources that are available, the world is confronted with major unresolved challenges. Poverty remains the biggest. Half of the world's population, or three billion people, live on less than US\$2 a day. Despite talk of a global knowledge society, there are 774 million illiterate people. The majority are women. Their lack of basic skills prevents them from participating fully in a wide range of societal processes. The disparities in health of the world's population remain a key issue: malaria causes the deaths of over a million people every year, and over two million die from AIDS.

Poverty, inequality and a shortage of resources are key challenges. A large majority of adults in the poorer nations, however, are not even equipped with the skills and capabilities to function effectively in society, let alone contribute to addressing these challenges.

Demographic changes present a serious challenge. Significant increases in life expectancy have led to a growing population of older

citizens, many of whom have insufficient or no access to social security and pension systems. The large-scale movements of people within and between countries as a result of urbanisation, globalisation and conflict deserve urgent political attention.

Moreover, with a world population of more than six billion and a global economic output of US\$60 trillion, we are putting immense pressure on the earth's ecosystem. Climate change, an increasing shortage of food and water, depletion of global fisheries, environmental degradation and loss of biodiversity all threaten our survival and that of future generations.

We also face a formidable test of our ability to co-exist peacefully. We have a duty to bequeath a better world to our children by working to guarantee equity and promote inclusion for all our citizens.

It is clear that as individuals, as communities, as societies and as a race, we must acquire and further develop our capacity to cope with existing challenges and anticipate future ones. For example, we are fast becoming knowledge societies, with an exponentially growing knowledge base. Ownership and storage of information, and the management and critical use of knowledge, are increasingly important determinants of who has access to resources and power. Indeed, as the saying goes, knowledge is power. We need more and ongoing learning to obtain and strengthen capabilities for personal and societal development, and to ensure that the fruits of knowledge are fairly distributed.

Making the case for lifelong learning

Individuals and governments are coming to realise that learning is necessary to meet the challenges of our fast-changing world, to close the gap between those who can adapt to the mainstream and those who are left by the wayside, and to enable everyone to achieve their full potential. The transformative power of learning must be mobilised for the benefit of individuals, communities and societies.

Learning can no longer be seen as something that is confined to childhood, schools or what was previously seen as the “educational” sector. Learning is lifelong and life-wide: it takes place at home, in family life; in working life and in social and civic life. It is through learning that people can become conscious, responsible agents of change – acting as genuine lifelong learners.

Often lifelong learning is seen as a means to achieve economic goals. Less frequently is it seen as a responsibility of a government to its citizens or as a means of their empowerment.

Building on the UNESCO 1972 Faure Report, *Learning to Be*, the 1996 Delors Report expounded the notion of “four pillars of learning”: learning to do, learning to learn, learning to be and learning to live together. Since then, it has been suggested that other “pillars” be added, such as learning to change and to transform, learning to endeavour and to take risks, and learning to become. All these mirror the evolving nature of the concept of lifelong learning and the need not only to face current issues and challenges but also to anticipate emerging ones.

Realising the concept of lifelong learning along these lines would bring immense benefits for individuals, societies and the world as a whole.

Benefits at individual level

Everyone is a learner, with learning needs varying according to the different roles they play – as wage earner, self-employed or unemployed worker, manager, parent, citizen, volunteer, migrant, neighbour, religious believer or consumer. The wider and more diverse the provision of learning opportunities, the greater the likelihood that the learning journey will prove a fulfilling one, the broader the range of options and opportunities afforded the individual throughout life, the more extensive the possibilities for empowering the disempowered, and the better citizens’ capacity and ability to cope with the changes that they will inevitably encounter in the course of their lives.

Benefits at societal level

Continuous learning brings demonstrable gains in economic productivity, prosperity and living standards. It also allows people to participate more fully in their society, to question why things are as they are, and to make informed choices for themselves.

Benefits at global level

The exercise of the right to learn enables greater understanding between peoples and respect for diversity. There are immeasurable benefits in terms of improvements in health and the alleviation of poverty. The guardianship of the world’s natural resources, and a more equal

distribution of its wealth, are more sustainably managed with an environmentally-aware, critical and active citizenry.

Clearly we are very far from such a world, with gaps in learning policy and strategy at local, national and global levels. Much more needs to be done in terms of equity and inclusion. Lifelong learning, as we conceive it, is not a pipe-dream or a remote ideal to be implemented at some indeterminate time in the future when greater priorities have been taken care of. On the contrary, there is an immediate need to make lifelong learning an integral part of the whole educational system, indeed of the entire social and economic fabric.

■ The basic human right to learn throughout life is not widely recognised. The observance of this right must constantly be reaffirmed and upheld. The constitutional adoption of this right by Governments would be a clear signal of intent.

■ In view of the compartmentalised and sector-specific thinking that predominates, there is a need for holistic and inter-sectoral approaches to education and learning. Attention must be given to synergy between all stages of education and learning, including early childhood care and education, life-skills for youth and adults, and adult literacy. This will be cemented by a comprehensive system of recognition, validation

and accreditation of all forms of learning achieved, irrespective of mode (formal, non-formal, informal) or place of acquisition (face-to-face, self-directed distance or open learning).

■ Concerted efforts need to be made to combat the poor awareness of the benefits of adult learning and the resulting lack of motivation, through advocacy campaigns such as Adult Learners' Weeks and learning festivals and support for the growing movement of learning communities, cities and regions.

■ Inclusive approaches to lifelong learning are needed, encompassing not only labour market-oriented and vocational approaches but also approaches that foster critical citizenship and social cohesion, ultimately promoting human potential to the full.

■ There is a need to establish and nurture effective partnerships between relevant stakeholders, including governments, civil society organisations and educational institutions, as well as the corporate sector and the media.

■ Creative use should be made of the new media with their enormous potential for creating learning spaces (such as interactive websites, chat-rooms, listservs, web-based courses and online libraries), and steps should be taken to reduce the digital learning divide.

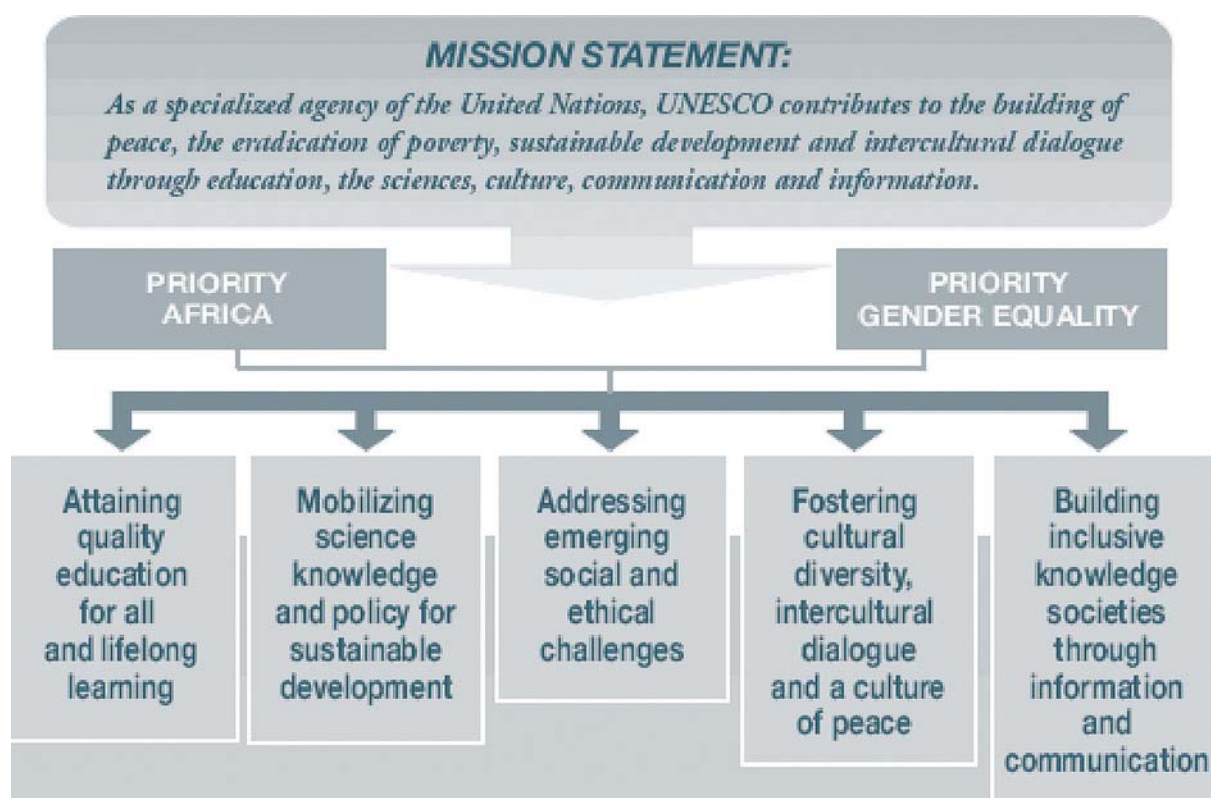
Lifelong learning and UNESCO

The UNESCO Medium-Term Strategy for 2008-2013 (34C/4) addresses several challenges related to the complex process of globalisation. These include peace, human rights, gender equality, HIV and AIDS prevention or mitigation, sustainable development, emerging social and ethical challenges, biological and cultural diversity, response to post-conflict situations, use of ICT, enhancing multilingualism and building inclusive knowledge and learning societies. Lifelong learning can be seen as a guiding principle of this Medium-Term Strategy across all sectors.

The UNESCO Medium-Term Strategy provides strategic orientation for the organisation in accordance with its mission statement, priorities and five over-arching goals.

As a global initiative, the UNESCO Medium-Term Strategy contributes to the attainment of the Millennium Development Goals (MDGs), with particular regard to the fight against poverty. Furthermore, UNESCO takes a leading role in Education for All (EFA) and is the main UN agency for the United Nations Literacy Decade (UNLD) and the United Nations Decade of Education for Sustainable Development (DESD). The principle of lifelong learning strongly supports the achievement of the EFA goals as a whole.

Lifelong learning needs to be promoted as an approach that allows individuals and communities to cope with all kinds of emerging challenges. There is a need to apply scientific and technological innovations responsibly, to



live together in a world that is increasingly shaped by mobility and diversity, to act as agents of change by processing information critically and communicating with others, and to continue acquiring the competence to deal with new situations.

The importance of lifelong learning has been recognised by all major agencies and institutions concerned with education, both national and international, including the OECD, the Council of Europe and the World Bank.

UNESCO's core ethical concerns for social justice, human rights and equality of opportunity for all lead to a natural emphasis on the needs of the most disadvantaged, excluded and vulnerable segments of the world's societies and regions. Improving their participation in learning is a key dimension of promoting inclusion. Working for a world that respects difference and in which resources and goods are equitably distributed, UNESCO's Medium-Term Strategy for 2008 to 2013 accords priority to poor and vulnerable regions in the world,

comprising Africa, the least developed countries and the small island developing states. As three-fifths of the poorest people in the world are women and girls, another priority is the furtherance of women's empowerment and gender mainstreaming.

The Education Sector's agenda centres on the attainment of quality education for all within a lifelong learning perspective. This principle cuts across and extends beyond all levels of education. It encompasses all forms of learning that take place in different settings, spaces and life circumstances. It is only by applying the full range of educational modalities to lifelong learning that UNESCO's Education Sector can meet the challenges of today's rapidly-changing environment.

UNESCO has a lifelong learning agenda at its heart because it understands that only by educating empowering people to become active and democratic citizens is it possible to achieve a world of mutual respect, with peace, dignity and the security of families and nations.

UNESCO and UIL

The UNESCO Institute for Lifelong Learning in Hamburg (UIL) has been working in the field of lifelong learning for over three decades. The challenges of the field, from early childhood education to post-graduate education, encompassing formal and non-formal education and informal learning, have been central to its agenda.

UIL's mission embraces new perspectives while building on its own experience and understanding of lifelong learning, and on its activity in adult learning and literacy. These are now complemented by a new awareness of the global implications of learning throughout the lifespan.

It is not UIL's ambition or desire to span the whole field of lifelong learning. Other parts of UNESCO cover various aspects of education throughout life. However, UIL understands an element of its specific mission as being to promote a new complementarity and synergy between UNESCO's various bodies, both at Headquarters and at the level of the Institutes and local bureaux, to meet the challenge of providing quality education for all, throughout life.

UNESCO Member States have acknowledged the importance of lifelong learning; hence UIL has a role to operationalise and mainstream lifelong learning within national policies and programmes. Furthermore, UIL is working for the creation of environments conducive to lifelong learning, in keeping with the right of every citizen to access a variety of forms of education and learning.

UIL currently contributes to UNESCO's mission through its areas of specialisation: literacy, non-

formal education, and adult and lifelong learning. Its activities are geared towards achieving the Education for All (EFA) objectives and Millennium Development Goals (MDGs), in addition to the objectives of the United Nations Literacy Decade (UNLD), the Decade of Education for Sustainable Development (DESD), and coordinating the International Conference on Adult Education (CONFINTEA) process. UIL responds to UNESCO priority areas by committing significant programmes to Africa and by ensuring that gender equality principles are embedded right across its workplan.

UIL's major goals are aligned with the UNESCO Education Sector's two strategic programme objectives: strengthening UNESCO's global lead and coordination role for EFA and providing support to national leadership in favour of EFA; and developing policy, capacity and tools for quality education for all, and lifelong learning as well as promoting education for sustainable development.

In line with UNESCO's key functions, UIL operates as a laboratory of ideas by identifying emerging challenges and current trends related to the building of learning societies through policy-driven and action-oriented research. UIL conducts and collates research to make a case for – and to monitor progress towards – the achievement of literacy and basic education for all as the foundation of lifelong learning.

UIL's clearing-house function for lifelong learning consists of gathering, documenting and disseminating information, knowledge, expertise, innovative approaches and effective practice through its documentation centre, its

publishing activity and online information services. In response to requests from Member States, it provides technical support to develop human and institutional capacity. Through the Adult Learners' Week (ALW) movement, UIL strongly advocates for lifelong learning by promoting exchanges and study visits to immerse key policy-makers into well-established contexts and giving them the opportunity to participate in lifelong learning festivals and other events within learning communities, cities and regions. Finally, UIL acts as a catalyst at global level through the promotion of networking, partnership and twinning arrangements, as well as South-South and triangular North-South-South co-operation.

UIL is responsible for the global coordination of the Literacy Initiative for Empowerment (LIFE), UNESCO's support mechanism to promote national processes and capacity that help to improve literacy activities, increase learning

opportunities and literacy rates. As a strategic framework to enhance literacy efforts in countries with a literacy rate of less than 50% or an adult population of more than 10 million without literacy competencies, LIFE contributes to the achievement of the Dakar Goals (in particular Goals 3, 4 and 5) and the goals of the United Nations Literacy Decade (UNLD). Concretely this means that UIL assists Member States to enhance their ability in policy formulation, programme delivery, advocacy and innovation. A special focus is placed on vulnerable populations and groups with special learning needs.

The implementation and follow-up of the Sixth International Conference on Adult Education (CONFINTEA VI), which is one of UIL's key mandates, will also – in dialogue with key stakeholders – serve as a means of mainstreaming Member States' adult education and learning approaches from a lifelong learning perspective.

UIL's strategic objectives

The table below sets out, broadly, the parameters of what UIL aims to achieve over the duration of the Medium-Term Strategy. Specifically UIL's strategic objectives are to advance lifelong learning for all, to further literacy as a foundation for lifelong learning and to ensure the recognition and integration of adult education sector-wide strategies. There is a geographical focus on Africa. UIL will aim to achieve these strategic objectives by applying expertise in advocacy, research, capacity-building and networking, supported by its transversal units and services.

Currently UIL benefits from the efforts and abilities of its dedicated staff, who are active in more than one area of specialisation. For UIL this ambitious set of objectives will of necessity require a commensurate expansion of human and technical resources. Secondments and consultancies will bring brief respite, but will increase neither the organisation's capacity nor skills base long-term. If UIL is to be successful in achieving the objectives it has set itself, then a major investment in staff training and recruitment is required.

Area of action	Areas of specialisation				
	Advancing lifelong learning	Furthering literacy	Integrating adult education	Strengthening capacity in Africa	Transversal support
Advocacy	Improved education development policies with a lifelong learning perspective	Literacy policies integrated into national development and education plans	Adult education policies integrated with education and development agendas	Promotion of bilingual education and local languages	Appropriate channels of communications used to reach to target audiences
Research	Increased synergy between non-formal and formal education practices	Use of research to improve literacy policy, programmes and training	Publish Global Report on Adult Learning and Education regularly	Research collaboration with ADEA (biennial conferences)	Publication and dissemination of research to Inform stakeholders in policy formulation
Capacity-building	Frameworks and tools developed to promote and institutionalise lifelong learning	Development of educators, materials, assessment tools	Develop data collection and analysis methodology	Improved curricula, trainer capacity, monitoring and evaluation systems	Development of online information resource
Networking	More informed practitioner networks	Active networks for north-south-south co-operation	Encouragement of global and regional adult learners' forums	Input into African Union Second Decade for Education	

Advancing lifelong learning for all

Promoting lifelong learning has been part of UIL activity since 1972. To achieve the objective of advancing lifelong learning for all for 2008-2013, four strategic areas of action have been identified:

- advocacy for the formulation and integration of the lifelong learning perspective into educational policy;
- research on good practice in lifelong learning, emphasising synergy between formal and non-formal education;
- capacity-building for effective lifelong learning policies and practice; and
- building partnerships and facilitating networks with government agencies, research institutes, academic institutions and civil society.

National, regional and international policy dialogues that bring together key stakeholders will be organised to highlight the impact of lifelong learning policies and to showcase innovation in lifelong learning for active citizenship, workforce development and social integration. From these exchanges, UIL will develop country profiles on structures and solutions to support lifelong learning. UIL will organise appropriate forums to share practice in incorporating lifelong learning into the activities of the Decade of Education for Sustainable Development.

Research on key lifelong learning issues will be undertaken to support UIL's advocacy work.

Effective practice on synergy between formal and non-formal education, including experience in recognition, validation and accreditation, will be collated, analysed and disseminated. Findings will be made available to the broader public. UIL will also conduct studies on the broader socio-economic impact of lifelong learning, demonstrating the difference that lifelong learning provision has made on individuals, communities and societies.

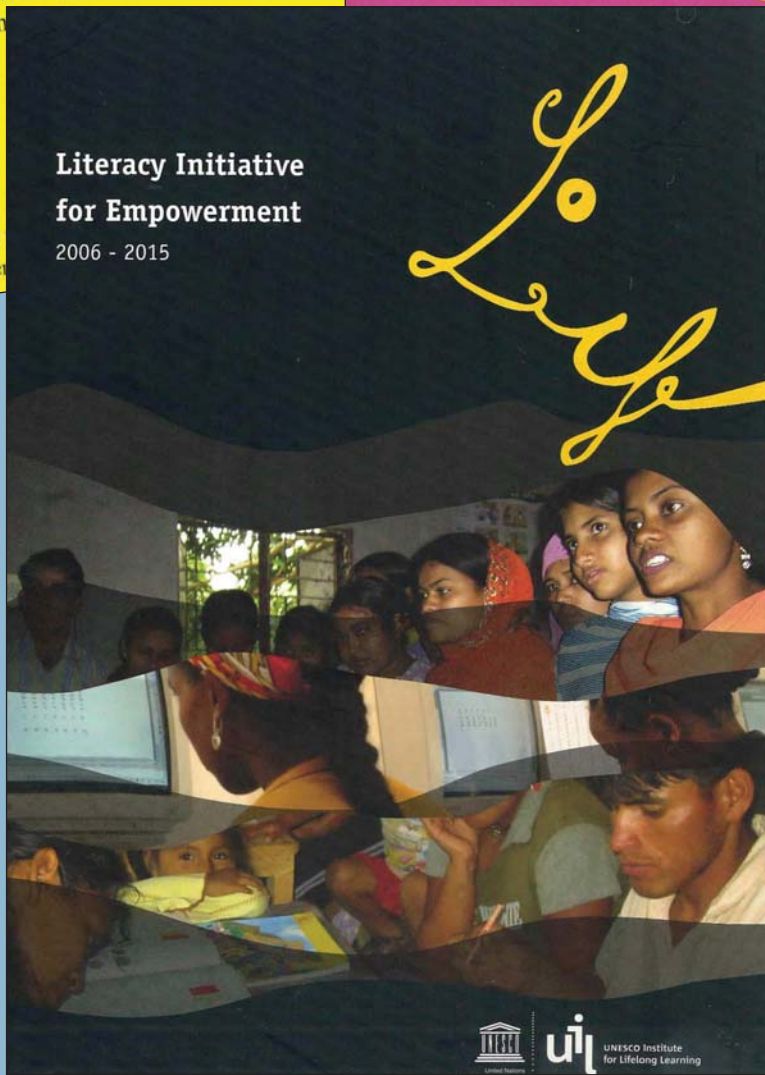
UIL will provide technical assistance to Member States in formulating their policies and strategies in non-formal education and in incorporating lifelong learning perspectives into their educational reforms. This support will be responsive to demand from Member States, in close collaboration with UNESCO field offices and regional bureaux. Furthermore, UIL will support Member States in integrating validation and recognition of non-formal and informal learning into national qualifications systems to encourage continuous education and entry into the labour market. The focus on Africa will continue through an observatory of models and practice.

Recognising the need to reach the broadest possible constituencies in lifelong learning, and the importance of ensuring the active participation of all relevant stakeholders, UIL will strengthen current partnerships and set up new networks of lifelong learning centres, experts and policy-makers.

Advancing lifelong learning for all

Area of Action	Activities
<p>1.1 Advocacy for the formulation and integration of the lifelong learning perspective into educational policies</p>	<p>Organising international and regional policy dialogues in lifelong learning, bringing together member states, research institutions and civil society</p> <hr/> <p>Providing support for the formulation of gender-just lifelong learning policies in selected countries</p> <hr/> <p>Analysing UNESCO National Education Support Strategy (UNESS) plans to ensure they have a lifelong learning perspective</p>
<p>1.2 Research on good practice in lifelong learning emphasising synergy between formal and non-formal education</p>	<p>Undertaking and publicising research on effective practice in bridging between formal and non-formal education in identified areas (e.g. HIV prevention, work-related learning, intergenerational learning)</p> <hr/> <p>Synthesising experiences on recognition, validation and accreditation of non-formal and informal learning and prior learning</p>
<p>1.3 Capacity-building for effective lifelong learning policy and practice</p>	<p>Disseminating lessons in effective practice for recognition, validation and accreditation of non-formal and informal learning</p> <hr/> <p>Disseminating lessons in learning in multilingual and multi-cultural environments</p> <hr/> <p>Organising capacity development and facilitating policy-making and research in the field of lifelong learning in the developing countries</p>
<p>1.4 Building partnerships and facilitating networks with government agencies, research institutes, academic institutions and civil society</p>	<p>Organising forums and virtual communities for the exchange of research findings on lifelong learning.</p> <hr/> <p>Developing partnerships with institutes, agencies working on the implementation of UN Decade of Education for Sustainable Development to ensure the lifelong learning perspective</p>

Programmes	Expected Outcomes
Series of international and regional policy dialogues	Improved education and development policies with a lifelong learning perspective
Technical support to further develop the non-formal education system in the perspective of lifelong learning as part of the overall education reform in Member States	
Integration of a lifelong learning perspective into national UNESS plans	
International and regional research on the interface of formal and non-formal education	Increased synergies between non-formal and formal education practices
Country studies in Africa – Set up Observatory models – Exchange of experience on North-South basis	
Series of advocacy briefs	Capacities developed and programmes, frameworks and tools disseminated in recognition, valuation and accreditation of non-formal and informal learning
Developing a database of relevant institutions and identification of appropriate tools	
Communication papers on lifelong learning and capacity development workshops	Capacities developed and a contingent of core change agents formed in policy-making and research in lifelong learning in developing countries
Building partnerships with research institutes on lifelong learning	Integration of effective practice into lifelong learning policies and programmes
Promoting global network of lifelong learning stakeholders	More informed network of practitioners



Furthering literacy as a foundation for lifelong learning

Taking the role of UNESCO's lead agency for literacy, UIL will situate activities within the six Dakar Goals of EFA as well as within the UNLD. To achieve the objective of furthering literacy as a foundation for lifelong learning, five strategic areas of action have been identified:

- macro-coordination of UNESCO's Literacy Initiative for Empowerment (LIFE);
- advocacy for literacy
- research on literacy policies and practices;
- capacity-building for the achievement of Dakar Goal 4 in Member States; and
- effective monitoring and evaluation systems.

UIL will continue to coordinate the implementation of LIFE, while seeking synergy with the two other UNESCO initiatives, EDUCAIDS and TTISSA. As LIFE is a framework for collaborative action in literacy, UIL will facilitate an enabling process of continuous consultation and negotiation with all national and international stakeholders to build sustainable partnerships. UIL will assist with developing strategic proposals, advocacy and communication strategies, and organising events for consultation, coordination, dialogue and, in particular, South-South exchange.

UIL capacity-building activity for Member States and LIFE countries includes customised support in developing and reinforcing literacy policies and strategies, building capacity for programme design and delivery, and using innovative and effective practice.

Experts and policy-makers in literacy are currently debating the contribution of adult literacy to social development. This discussion

is pertinent in raising and deploying resources for large-scale programmes. It presents an excellent opportunity for UIL to engage in action-oriented and policy-driven research, in conjunction with leading research institutions. UIL's research-related activities during the medium-term period include the building of national, regional and international networks of specialised research centres, mapping and analysis of quality indicators and the impact of literacy programmes. The literacy research agenda will cover areas such as family literacy, use of mother tongue and multilingualism, use of ICTs, the creation of literate environments and measuring learning outcomes.

One of UIL's literacy advocacy activities is to inform policy-makers, researchers and practitioners by culling research-based evidence on critical issues. Its action programme is built on the need to increase understanding among all stakeholders of the key issues in literacy for empowerment, to share research-based knowledge and innovation for the continuous improvement of literacy policy and practice, and to strengthen partnerships at national, sub-regional and international levels. The Literacy Portal and LIFE-line will constitute key channels for advocating for literacy to the broadest audience.

UIL will develop in-built evaluation practices in the LIFE programme through a regular reporting process. UIL will organise a medium-term (2011) evaluation of LIFE. Technical support will be given to selected countries to develop effective monitoring and evaluation systems for literacy and non-formal education, and can be adapted to the post-CONFINTEA process.

Furthering literacy as a foundation for lifelong learning

Area of Action	Activities
2.1 Macro-coordination of UNESCO's Literacy Initiative for Empowerment (LIFE)	<p>Creating an enabling and facilitating process of continuous consultation and negotiation with all stakeholders</p> <hr/> <p>Formulation and communication of strategic orientation of LIFE</p> <hr/> <p>Building of partnerships and networks to support LIFE</p> <hr/> <p>Supporting LIFE countries in development and reinforcement of literacy policies and building capacities for programme delivery</p> <hr/> <p>Monitoring and assessment of LIFE progress at national and international levels</p>
2.2 Capacity-building for the achievement of Dakar Goal 4 in Member States	<p>Assisting Member States with policy and strategy formulation</p> <hr/> <p>Providing demand-oriented capacity-building, training and technical backstopping in programme delivery</p> <hr/> <p>Developing and disseminating capacity-building resources and tools</p> <hr/> <p>Building capacities for EFA in LIFE and other countries</p> <hr/> <p>Supporting Member States in the development and implementation of assessment, monitoring, and evaluation systems</p>
2.3 Research on literacy policies and practices	<p>Undertaking action-oriented and policy-driven research</p> <hr/> <p>Building national, regional and international networks of specialised research centres</p> <hr/> <p>Mapping and editing research evidence for dissemination</p> <hr/> <p>Analysing quality indicators and the impact of literacy programmes</p> <hr/> <p>Collecting, synthesising, analysing and disseminating international trends, innovations and good practice</p>
2.4 Advocacy for literacy	<p>Informing policy-makers, researchers and practitioners</p> <hr/> <p>Culling research-based evidence on critical areas and making it available to policy-makers and practitioners</p> <hr/> <p>Exchange of experiences, research findings and collaboration in planning of policies and cooperation strategies</p> <hr/> <p>Documentation/information management and dissemination</p> <hr/> <p>Coordination of learning partnerships</p> <hr/> <p>Networking and partnership building</p>

Programmes	Expected Outcomes
LIFE coordination and working structure	Broad-based cooperation framework built
Relevant strategic proposals	Integration of literacy policies in national development and education plans
Advocacy and communication	Committed and sustainable LIFE processes at country level
Events for consultation, coordination and exchange	Overall increase in literacy activities, participation and literacy levels in LIFE countries
Mid-term evaluation (2011) and overall evaluation (2015) at international level	Regular reports on progress in LIFE and other countries
Workshops and seminars for policy and strategy formulation based on needs assessment studies/analysis	Improved policy and delivery of programmes through reinforced capacities
Training courses for the development of literacy/ non-formal education	Literacy personnel trained at all levels
Development of capacity building resources and tools-	Relevant resources and tools developed and made available
Technical support a) to LIFE countries b) to post-conflict countries c) responding to specific requests	Improved capacities at national level to put forward empowering alternative, good quality learning opportunities
Technical support to selected countries in building monitoring and evaluation systems	Assessment tools developed and capacities to design and use them fostered
Studies carried out in critical and emerging areas such as pedagogy, multilingualism/interculturalism, empowerment, post-conflict, use of ICTs, literate environment	Research-based findings and good practice utilised to improve literacy policies, programmes and training
Literacy research coordination in Germany with BMBF funds	More informed network of practitioners
Continuous research and capacity-building in family literacy	Use of synergies between formal and non-formal education for upgrading people's literacy skills
Research on quality indicators and impact	Baseline data compiled and analysed at country level
Research on global and emerging trends, innovative experiences (good practice) and lessons learned	Online database with effective practice examples in literacy
Series of advocacy events to support LIFE and UNLD	Use of effective monitoring and evaluation systems in Member States to improve policies and practices
Organisation of platforms for policy dialogue, networking and exchange of expertise	Increased understanding among all stakeholders of the key issues in literacy for the empowerment of individuals and the whole society
National literacy dossiers	Increased political commitment to invest in literacy
Organisation of forums and virtual communities South-South dialogue	Integration of literacy in international initiatives and national education and development policies
Literacy Portal	Research-based knowledge and innovation are shared to continuously improve literacy policies and practices
Literacy and life skills in prisons	More active networks of practitioners
Literacy networks UNLD in Europe (with a special focus on Germany)	Strong partnerships at national and international levels

confinteia VI

living and learning for a viable future: the power of adult learning

sixth international conference
on adult education
belém, brazil
19 – 22 may 2009

Recognising and integrating adult education into sector-wide strategies

In addition to the systemic approach generally applied by UIL regarding lifelong learning frameworks and environments, the activities to support this objective concentrate on advancing the recognition and integration of adult learning and non-formal education into sector-wide strategies and cross-sectoral approaches. During the current medium-term period, UIL's work in adult learning and non-formal education is embedded in the preparation and staging of the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009, as well as in the subsequent follow-up and implementation processes.

In keeping with the previous conferences of the CONFINTEA series, CONFINTEA VI itself will provide an important platform for policy dialogue and advocacy in adult learning and non-formal education at global level, involving UNESCO Member States, United Nations agencies and international development partners, civil society organisations, research institutions, the private sector and learners from all over the world. In line with UNESCO's main functions, CONFINTEA VI and the related processes are enabling UNESCO to act as a standard setter. The CONFINTEA VI process emphasises support for the development of evidence-based policies, as well as monitoring tools and benchmarks.

Building on CONFINTEA V's (1997) achievements, CONFINTEA VI will report on overall developments in adult learning and non-formal education since then. It will aim to create the necessary political momentum and provide the necessary technical tools to move from rhetorical vision to action in generating

systematic and effective policies and conditions for adult learning and non-formal education.

UIL's coordination of the CONFINTEA VI preparatory and follow-up process will take place at international, regional and national levels. UIL will closely cooperate with a Consultative Group in the preparation and conduct of the conference. The Group will ensure input from stakeholders, establish interfaces with other areas and increase co-operation with UN agencies. Regional reviews as well as national reporting will be organised and monitored.

UIL will steer the development of implementation and monitoring tools during the CONFINTEA VI process. A final Framework for Action will be the concrete outcome of CONFINTEA VI 2009. It will back up and incorporate benchmarks to monitor the subsequent implementation and to measure progress in meeting agreed commitments. A global report on adult learning and education will be published, giving an overview of the worldwide state of adult learning and non-formal education and providing monitoring means to gauge future developments in the field.

International Adult Learners' Week will continue as an advocacy and mobilisation network for adult and non-formal learning, and to foster the increased participation of adults and out-of-school youth in learning opportunities. National and international networks of adult learners will be supported as sounding-boards and discussion venues for the development of learner-based policies and provision, and as a means of enhancing the voice of learners in policy-making.

Recognising and integrating adult education into sector-wide strategies

Area of Action	Activities
3.1 Co-ordination of the CONFINTEA preparatory process at international and regional levels	<p data-bbox="922 383 1214 416">Advocating for CONFINTEA VI</p> <hr/> <p data-bbox="922 495 1422 528">Coordinating the CONFINTEA VI consultative group</p> <hr/> <p data-bbox="922 607 1246 640">Supporting regional consultation</p> <hr/> <p data-bbox="922 719 1469 752">Organising the national and thematic reporting process</p>
3.2 Implementation of CONFINTEA VI and follow-up	<p data-bbox="922 880 1302 913">Holding the CONFINTEA VI Conference</p> <hr/> <p data-bbox="922 1077 1533 1111">Steering and supporting the CONFINTEA VI follow-up process</p> <hr/> <p data-bbox="922 1279 1541 1312">Monitoring the implementation of CONFINTEA VI commitments</p> <hr/> <p data-bbox="922 1391 1549 1458">Undertaking policy-oriented research on critical issues of adult learning and non-formal education</p> <hr/> <p data-bbox="922 1536 1517 1603">Documenting and disseminating good practice examples of adult and non-formal education policies</p>
3.3 Networking and advocacy for adult learning and adult learners	<p data-bbox="922 1697 1398 1731">Coordinating International Adult Learners' Week</p> <hr/> <p data-bbox="922 1850 1525 1917">Facilitating the participation of adult learners in international meetings and debates on adult learning</p>

Programmes	Expected Outcomes
Production and distribution of information materials and website Development of a communication strategy	Momentum for the CONFINTEA VI process created
Standing consultative meetings	Stakeholder input ensured Interfaces between adult learning and other areas created Cooperation between UN agencies increased
Five regional preparatory meetings (2008)	Regional input ensured Synergies with other education/development agendas created (EFA, MDGs, LIFE)
Regular reporting according to set benchmarks and indicators Targeted studies on adult learning	National input ensured Evidence provided
Coordination with CONFINTEA VI Host Country and UNESCO HQ	CONFINTEA VI conference implemented with thematic focus, participation of all stakeholders and action-oriented follow-up document Political momentum created Professional growth for the field of adult learning promoted Advocacy for adult learning undertaken
Integration of adult learning into other education/development agendas (EFA, MDGs, LIFE) Support for the development of policies that highlight the importance of adult learning from a lifelong learning perspective	Synergies between adult learning with other education/development agendas (EFA, MDGs, LIFE) increased Development of policies of adult learning within a lifelong learning perspective Integration of adult learning and non-formal education in national education sectors ensured
Application of benchmarks to track the progress of adult learning Follow-up of CONFINTEA VI	<i>Global Report on Adult Learning and Education</i> produced at regular intervals (every 4 years)
Coordination and stimulation of targeted research in adult learning Coordination and support for policy dialogue and South–South cooperation on adult learning	Physical and virtual space for adult education stakeholders and networks to share adult learning practices Policies and practices exchanged and utilised in different contexts
Identification of good practice in implementing adult and non-formal education policies Dissemination of research findings to improve integrated policies and programmes	Effective practice in adult and non-formal education practices demonstrated and disseminated Integrated policies and programmes promoted and improved
International advocacy campaign for adults and adult learning Supporting national adult learners' weeks	Continued advocacy campaign for adult learning undertaken Increased participation of adults and out-of-school youth in learning opportunities encouraged Networks for adult learning created
Incorporating adult learners in international policy dialogues and meetings Supporting the creation of national and international adult learners' forums	Learners voices' and perspectives incorporated A global Adult Learners' Network developed Regional Adult Learners' Forums set up Learner-based policies and provision developed

Strengthening capacities of governments and civil society in Africa

In response to the UNESCO priority accorded to Africa, UIL is supporting the activities of the African Union (AU) and the Association for the Development of Education in Africa (ADEA) in their efforts to strengthen capacities of government and civil society to advance quality lifelong learning, adult education, literacy and non-formal education for all. To attain this objective, three strategic areas of action have been identified:

- integrating lifelong learning, based on holistic, integrated and diversified African perspectives into national education sector;
- promoting the use of African languages in building literate environments and lifelong learning; and
- improving the evidence base for adult literacy and non-formal education programmes.

These strategic areas are based on the Bamako Appeal adopted in the Regional Literacy Conference in September 2007 and on the Maputo Platform adopted in the Regional LIFE Meeting in January 2008. Activities will follow up the commitments and agreements made in these key conferences and in CONFINTEA VI by policy dialogue, capacity-building, research and networking and partnerships for advocacy.

Currently education policies and plans of action at national, sub-regional and regional levels in Africa do not fully integrate lifelong learning perspectives. UIL will work closely with the AU, ADEA and other education networks to keep lifelong learning, literacy, non-formal education and adult education on the agenda of the education policy dialogue and planning processes. To ensure that these initiatives receive due support, UIL will also conduct advocacy

among international and bilateral development agencies, the African Development Bank and groupings such as the Economic Community of West African States (ECOWAS). UIL will advise national governments in policy formulation and holistic education sector programming through UNNESS and LIFE. A key policy recommendation from UIL will be on bilingual education and the use of local languages.

A main characteristic of African countries is multilingualism, with English/French/Portuguese being used in schools, government, administration and communication. UIL's research on the use of African languages in education has proved that learners from bilingual/multi-lingual learning systems have higher learning achievements than those learning in foreign language systems. Building on research with ADEA and on an advocacy document on the use of African languages in education to be published in 2009, UIL will organise activities for policy dialogue and capacity-building in Africa and other regions. Furthermore, UIL proposes the development of a Regional Charter on Literacy and Language and indicators for education in multilingual contexts. Key partners for these activities will be the African Union (AU) and the African Academy of Languages (ACALAN).

UIL will provide technical and advisory services on curriculum development, training of trainers, gender-sensitive programming, HIV/AIDS education, rebuilding literacy and non-formal education in post-conflict situations, bilingual education and the use of local languages. UIL will aim to support the integration of literacy into Sector-Wide Approaches (SWAs) as well as

assist refined literacy surveys and enhanced policies in the field of cost and financing. The textbook series *African Perspectives on Adult Learning*, written by African researchers for higher education on adult learning, will be extended, with new titles planned for Francophone and Lusophone Africa. Through capacity-building in selected countries and in regional settings, UIL aims to institutionalise effective practices identified in our research activities, and to strengthen national capacities in the delivery of quality programmes on a mass scale.

Evidence on the benefits of adult literacy and non-formal education programmes need to be collected and analysed. UIL plans to pursue research and capacity-building using household literacy surveys, costing options and models and in-built monitoring and evaluation systems in literacy and non-formal education programmes. These will help countries improve their planning process and control the quality of implementation. Some of these activities may be carried out in co-operation with the ADEA Working Group on Non-formal Education.

Major research activities planned for Africa include a review of the status of adult education, stock-taking research on recognition,

validation and accreditation (RVA) of non-formal and informal learning and experience, research on literacy and quality education through mother tongue and bilingual/multilingual education, and analysis of the linkages between formal and non-formal education for children and adolescents. It is envisaged that the close monitoring and evaluation of LIFE in 18 countries in Africa will provide good bases for research, findings of which will be shared in major international conferences such as the ADEA Biennial, CONFINTEA VI and EFA regional meetings.

Within UNESCO, UIL will work in collaboration with the Education Sector (especially the Regional Bureau for Education in Africa and 14 Field Offices in Africa), Africa Department and Partnerships built with the AU, African Development Bank, ADEA as well as regional and sub-regional institutions. Networks will be enhanced in order to support the countries to accelerate their progress towards EFA and lifelong learning. Networking with researchers and civil society organisations will be maintained to build powerful partnerships at national and regional levels and to promote our strategies.

Strengthening capacities of governments and civil society in Africa

Area of Action	Activities
4.1 Policy dialogue	<p>Ensuring full integration of lifelong learning into the programmes of the regional and sub-regional organisations such as AU, AfDB, ADEA, ECOWAS and NEPAD</p> <hr/> <p>Advocating to include literacy and NFE in international funding mechanisms</p> <hr/> <p>Providing advice to include literacy, NFE, adult and lifelong learning in national policy frameworks and in education sector programmes</p> <hr/> <p>Providing policy advice to countries interested in ‘bilingual education and use of local languages’</p>
4.2 Capacity-building	<p>Providing advisory services to countries and regional organisations</p> <p>Curriculum development</p> <p>Training of trainers</p> <p>Gender-sensitive programming</p> <p>HIV/AIDS education</p> <p>Rebuilding literacy and non-formal education systems in post-conflict situations</p> <p>Bilingual education and use of local languages</p> <p>Publish textbooks on adult education by African scholars</p>
4.3 Research	<p>Supporting research in preparation for the ADEA Biennials</p> <hr/> <p>Taking stock of policy, practice and research with respect to ‘recognition, validation and accreditation of non-formal and informal learning and experience (RVA)’ in Africa</p> <hr/> <p>Reviewing the status of adult education in Africa</p> <hr/> <p>Analysing the linkage between formal and non-formal education for children and adolescents</p> <hr/> <p>Analysing other areas (i.e. HIV/AIDS)</p> <hr/> <p>Bringing together educational stakeholders to examine evidence of good practice in the relevant areas.</p>
4.4 Networking and partnerships for advocacy	<p>Promoting the African Perspectives on Adult Learning (APAL) series.</p> <hr/> <p>Promoting literate environment through the AU Second Decade for Education</p> <hr/> <p>Supporting country and regional networks for ADEA WGNFE</p> <hr/> <p>Working in synergy with government, civil society, academic institutions and private sectors to facilitate cross-national initiatives</p> <hr/> <p>Disseminating outcomes and results from UIL activities</p>

Programmes	Expected Outcomes
UNLD (2003–2012) UNDESD (2005–2014) LIFE (2005–2015) WADEA WGNFE ADEA Inter-country Node on Literacy ADEA Inter-country quality node on bilingual education	Lifelong learning perspectives integrated into regional, sub-regional and national development initiatives
LIFE (2005–2015) ADEA Inter-country Node on Literacy ADEA WGNFE AU Second Decade for Education ADEA Inter-country quality node on bilingual education	Improved curricula, enhanced capacities of trainers, and more effective monitoring and evaluation system Institutionalising effective practices within the region Strengthened capacities in the delivery of programmes
APAL series	
ADEA Biennial RVA in Africa	Evidence collected and analysed for programme improvement, research and advocacy
Regional Conference (2008) and CONFINTEA VI	
EFA (2000–2015) and next EFA (2015)	
Promoting African perspectives AU Second Decade for Education ADEA WGNFE	Reinforced synergies among wide range of stakeholders. Sharing across the region of information and knowledge gained

Institutional support for the pursuit of UIL's goals

The outward-looking objectives set for UIL can only be achieved if there is sufficient organisational back-up. To achieve the objective of supporting UIL's goals, two strategic areas of action have been identified:

- collecting, documenting and disseminating information on UIL's areas of expertise; and
- capacity-building of professionals from Member States.

UIL's Documentation Centre and Library will continue to enlarge its holdings and to collect and compile information from UIL's fields of competence. A major objective for the coming years is to find ways of responding most effectively to the requests and needs of Member States and of sharing the available information with the widest possible audience, including users with limited technical opportunities. Ways forward include continuing to make full-text documents accessible online and consolidating information for databases and exhibitions.

The 100 international documentation and information centres of ALADIN, the Adult Learning Documentation and Information Network, will play a major role in sharing information, building capacity and connecting information services to make accessible relevant and continuously-updated information on adult learning and literacy. ALADIN will focus in the coming years on setting-up and supporting documentation and information centres and structures in LIFE countries.

UIL is an online information hub for literacy, non-formal education, adult and lifelong learning. Various UIL databases will be co-ordinated and enhanced by giving access to existing online resources in UIL's areas of expertise. A major project will be the establishment of a web-based data bank, providing information on policy, concepts and innovative practice in literacy, non-formal education, adult and lifelong learning from Member States.

Enhancing the visibility and image of UIL and its work vis-à-vis the outside world is the goal of the various press and public relations activities. This entails ongoing information work with partners and the media by publishing the quarterly *UIL Nexus* and other materials, presentations at workshops and conferences and the hosting of visitors. UIL will continue to publish and disseminate its research and publish the *International Review of Education*.

The UIL website, developed as a user-friendly platform, will be the most important access point to information about UIL, its work and areas of expertise.

The offer of training opportunities to international fellows and interns from the host country and other Member States, is one method by which the Institute can contribute concretely in capacity-building.

Institutional support for the pursuit of UIL's goals

Area of Action	Service/Unit	Activities	Expected Outcomes
1. Collecting, documenting and disseminating information in UIL's areas of expertise	Documentation Centre and Library	Integrating the UIL online catalogue into the UNESCO catalogue	Documentation services enhanced, stock of available literature enriched, compatibility of catalogues verified
		Digitisation of selected materials	
	ALADIN	Better global access to relevant documentation and information on adult learning	
	Publications	Publishing research and good practice Advocating for literacy (e.g. through cooperation with Frankfurt Book Fair)	Number of publications produced and disseminated
	Public Relations	Ongoing information work with partners and media	Information on UIL's activities widely distributed, media equipped with necessary data
UIL Website	UIL Website	Regular update of UIL website	Website functional and updated Literacy Portal enriched with a focus on good practices and LIFE countries
		Coordinating Literacy Portal and providing contributions Installing special communication platforms (e.g. for CONFINTEA preparations)	
Data bank	Data bank	Building a data bank on policies, concepts and practices in literacy, non-formal education, adult and lifelong learning and co-ordinate various UIL databases	Web-based data bank with country windows accessible and functioning
2. Capacity-building of professionals from Member States	UIL training courses	Design and implement tailor-made training based on needs of Member States	Professionals trained
	Fellowship Programme		Capacities in Member States in literacy, non-formal education, adult and lifelong learning built
	Internships		



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