



**General Conference**  
35th session, Paris 2009

rep

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Report

35 C/REP/3  
26 August 2009  
Original: English

**REPORT BY THE GOVERNING BOARD OF  
THE UNESCO INSTITUTE FOR LIFELONG LEARNING (UIL) ON  
THE INSTITUTE'S ACTIVITIES FOR 2008-2009**

**OUTLINE**

**Source:** Article V(6) of the Statutes of the UNESCO Institute for Lifelong Learning.

**Background:** In accordance with this article, the Governing Board of the UNESCO Institute for Lifelong Learning (UIL) hereby submits its report on the Institute's activities from the end of the 34th session of the General Conference to 31 July 2009.

**Purpose:** During the reporting period, priority was given to activities related to the Literacy Initiative for Empowerment (LIFE) and to the preparation and staging of the Sixth International Conference on Adult Education (CONFINTEA VI) in Belém, Brazil. Originally planned for May 2009, the Conference was postponed due to risks related to the spread of the H1N1 virus and is now scheduled for 1-4 December 2009.

1. This report outlines the main activities undertaken by the UNESCO Institute for Lifelong Learning (UIL) during 2008-2009 and the results achieved. Activities were carried out within the framework of the Institute's Medium-Term Strategy (2008-2013), which was developed in line with UNESCO's Medium-Term Strategy (34 C/4). Its four goals are: (1) furthering literacy as a foundation for lifelong learning; (2) recognizing and integrating adult education into sector-wide strategies; (3) advancing lifelong learning for all; and (4) strengthening the capacity of governments and civil society in Africa in literacy, adult education and lifelong learning.

## **Goal 1 Furthering literacy as a foundation for lifelong learning**

2. In promotion of the Literacy Initiative for Empowerment (LIFE), UIL coordinates advocacy, capacity-building and research activities at the national, regional and global levels in 35 countries. Twenty countries have now conducted in-depth situation analyses, while 12 have prepared and validated national action plans. National literacy and non-formal education (NFE) policies and strategies have been developed or updated in eight countries. Five countries (Bangladesh, Egypt, Morocco, Pakistan and Senegal) are benefiting from grants within the Capacity-Building for EFA Programme and have demonstrated improved capacity in advocacy for literacy policies, curriculum development and the production of materials.

3. Three LIFE Regional Meetings (Bangladesh, Morocco and Mozambique) have provided the occasion for Literacy Department Directors, LIFE focal points and other literacy stakeholders to present their national plans of action and to share innovative strategies. The Maputo Strategic Platform for LIFE specified concrete roles and responsibilities, as well as a targeted course of action for all stakeholders in Africa. UIL also organized, with the Government of Niger, an African capacity-building event for government and civil society representatives.

4. As a clearing house for literacy and NFE, the Institute has provided up-to-date information to Member States on innovative practices as part of their efforts to improve national literacy policy, strategy and practice. The UIL website and literacy database systematically document effective literacy practices around the world. It also hosts LIFE-line, a web-based platform for literacy stakeholders. A LIFE resource pack with print and electronic materials also share the results of national and regional initiatives.

5. The Institute has also undertaken research activities for policy formulation, programme development and capacity-building. Using research-based evidence and tools, it has helped promote programmes for vulnerable population groups through: (a) a pilot project on family literacy in Hamburg (Germany) that has been mainstreamed into the City's education policy; (b) North-South exchange on family literacy and intergenerational approaches to learning and sharing effective practice; (c) country studies on literacy in multilingual and multicultural contexts; (d) a learning partnership on literacy and life-skills in prisons; (e) analysis of connections between literacy and HIV prevention; and (f) sharing effective practice in literacy for marginalized groups through an online database.

6. An analytical framework on policies and effective approaches to indigenous youth and adult literacy, developed on the basis of seven country studies in Latin America, has been shared with high-level decision-makers. A research report and advocacy brief on the use of African languages and on multilingual education in Africa were also prepared for policy development.

7. UIL organized a workshop in Marrakech to develop a methodology and tools to measure learning outcomes, bringing together government and non-government experts from Burkina Faso, Guinea, Mali, Morocco, Niger and Senegal. The main outcomes of the meeting were an action research proposal and an activity plan.

8. To mark the United Nations Literacy Decade (2003-2012), the German Federal Ministry of Education and Research (BMBF) awarded UIL a five-year contract to disseminate the results of over 100 sub-projects on literacy in Germany. In Year One, UIL created a website, developed a dissemination strategy, supported knowledge generation through working groups on eight interdisciplinary themes and held a conference with 140 participants.

## **Goal 2 Integrating adult education into sector-wide strategies**

9. Throughout the biennium, UIL activity concentrated on preparing the Sixth International Conference on Adult Education (CONFINTEA VI), with emphasis on gathering and processing reports on the state of adult education in Member States, organizing and implementing five regional

preparatory conferences leading up to CONFINTEA VI and preparing the Global Report on Adult Learning and Education (GRALE).

10. One hundred and fifty-four national reports on the status of adult learning and education were received. Based on these, and taking into account other available studies, the Institute produced five Regional Synthesis Reports. All National Reports and Regional Synthesis Reports were uploaded onto the UIL website to facilitate information dissemination and the exchange of knowledge about practice.

11. The Regional Synthesis Reports were the main inputs to Regional Preparatory Conferences, held in Mexico (September 2008), Republic of Korea (October 2008), Kenya (November 2008), Hungary (December 2008) and Tunisia (January 2009). With the support of host governments, UIL brought some 800 high-level ministry representatives, civil society participants, academics, researchers and learners to these events. Each Conference adopted a Regional Outcome Document containing key recommendations, elements of which have fed into a draft Global CONFINTEA VI Outcome Document.

12. The national and regional reports helped the preparation of the first Global Report on Adult Learning and Education (GRALE). GRALE identifies key trends in policy, provision, participation, governance, quality and financing and will inform the final Global CONFINTEA VI Outcome Document.

13. Preparations for CONFINTEA VI, to be held in December and entitled *Living and learning for a viable future: the power of adult learning*, are in the final stages. A draft outcome document, which includes policy proposals and strategies, as well as mechanisms to assist Member States and international partners, has been developed to facilitate discussions at CONFINTEA VI. These mechanisms are designed to feed into monitoring of the 1976 Nairobi Recommendation on the Development of Adult Education.

### **Goal 3 Advancing lifelong learning for all**

14. During 2008-2009, the Institute strengthened itself as an international centre and platform for advancing lifelong learning. Cluster activities were carried out in four areas of action: (a) advocacy for the formulation and integration of the lifelong learning perspective into educational policies; (b) research on good practice in lifelong learning; (c) capacity-building for effective lifelong learning policy and practice; and (d) building partnerships and facilitating networks.

15. In the area of advocacy for a lifelong learning perspective, four main activities were carried out. The first was policy dialogue (Ouagadougou) involving participants from Burkina Faso, Guinea, Mali, Niger and Senegal, as a subregional follow-up to the Second International Policy Dialogue (Republic of Korea, 2007). Government participants agreed to integrate the lifelong learning perspectives into their literacy, non-formal education and adult education policies.

16. The South-South Policy Forum for Asia and Africa held in Jakarta examined how lifelong learning contributes to sustainable development. The resulting Jakarta Strategy Paper informs country policy and practice in integrating lifelong learning, particularly non-formal and informal learning. As a follow-up to this forum, the Institute co-organized a workshop on Education for Sustainable Development and Lifelong Learning with the Shangri-la Institute for Sustainable Communities (Beijing) at the UNESCO World Conference on Education for Sustainable Development. Finally, the Institute was a partner in organizing the First World Forum on Lifelong Learning in Paris, attended by over 1,000 participants. The Institute contributed a conceptual and orientation paper on how to implement lifelong learning in diverse contexts.

17. Research-oriented activities were undertaken to support UIL's advocacy work. With regard to the recognition, validation and accreditation (RVA) of non-formal and informal learning and experiences, the Institute promoted information exchange through South-South and North-South

dialogues. A website was created to disseminate the latest research in this field, and an international observatory of RVA best practice was established covering best practices in policy, institutional support and practical application from 61 countries. UIL also undertook a study reviewing existing policy tools and standards for national qualifications frameworks and non-formal and informal learning in Africa, and drew attention to the importance of alternative non-school programmes and of developing and using post-primary pedagogy.

18. Capacities to build systems for the recognition, accreditation and validation of achievement at different levels of learning have been improved in 61 Member States through advocacy and research activities, with policy advice playing an important role in Botswana, Namibia and Uruguay in the formulation of comprehensive lifelong learning policies.

19. The Institute has been able to cover all of these areas by working through partnership arrangements (e.g. with the OECD, EU, ILO, European Centre for the Development of Vocational Training and European Training Foundation) and through its extensive networks. The African Network on Experiential Learning (23 countries) was established, comprising specialized institutions, education ministries, industry and academics.

#### **Goal 4 Strengthening the capacity of African governments and civil society in literacy, adult education and lifelong learning**

20. UIL supported the strengthening of multi-stakeholder partnerships and networks in literacy, adult education and lifelong learning in Africa, in particular by convening information exchange meetings and conferences for Education Ministers, representatives from civil society and bilateral and multilateral agencies. These have included the meeting of 18 African LIFE countries (together with Brazil, Haiti and Sudan) in Maputo (January 2008) and the CONFINTEA VI Regional Preparatory Conference in Nairobi (November 2008). Commitments to literacy and adult education agreed upon during these conferences led to the adoption of two advocacy documents: the Maputo Strategic Platform for LIFE and the African Statement on the Power of Youth and Adult Learning and Education for Africa's Development.

21. Following the Global Literacy Conference in Bamako in 2007, several countries, including Benin, Mali and Mauritania, demonstrated their renewed commitment to literacy, language and non-formal education by creating ministerial structures, while budgets have been increased in five countries (Benin, Ethiopia, Mali, Mozambique and Senegal). For the first time ever, Burkina Faso created a budget taking into account non-formal education.

22. UIL provided direct support to Member States towards the development of lifelong learning frameworks. In Botswana, the capacities of Department of Out-of-School Education and Training to develop curriculum, learning modules and assessment systems through the Adult Basic Education Programme (ABEP) have been strengthened. In the context of LIFE, UIL has also supported curriculum development in Senegal and a peer-review of this curriculum by West African LIFE countries.

23. UIL has engaged in research, advocacy and networking on the use of African languages in education, leading to the inclusion of this issue as a discussion item during the Regional Preparatory Conference for CONFINTEA VI in Nairobi. Subsequently, a resolution was included in the Regional Outcome Document.

24. A research paper examining policy framework tools and standards, and drawing attention to the importance of developing a diversified, holistic and integrated approach to post-primary education within a lifelong learning context was presented at the biennial conference of the Association for the Development of Education in Africa (Maputo, May 2008).

25. The Institute has continued its collaboration with longstanding partners such as ADEA, *dvv international* and the Islamic Educational, Scientific and Cultural Organization (ISESCO). It

developed new collaborations and working relationships with agencies such as the Regional Council for Adult Education and Literacy in Africa (CREAA), the African Platform on Adult Education and the African Development Bank.

### **Institutional support**

26. UIL's Documentation Centre and Library continue to be a key resource, with more than 62,500 documents and non-print media, including over 7,000 sample learning materials in more than 160 languages, and over 190 periodicals. The continually updated Bibliography on Lifelong Learning is distributed to more than 900 institutions and individuals worldwide and available online.

27. The Adult Learning Documentation and Information Network (ALADIN) builds capacity to strengthen adult learning information and documentation centres, providing global access and redressing the uneven distribution of adult learning documentation and information resources.

28. The UIL journal, the *International Review of Education*, covers all of the Institute's main areas of competence, with special editions commissioned on education and intercultural dialogue, challenges and prospects for literacy education, education for peace and conflict resolution, and education and gender.

### **Resources**

29. In 2008-2009, UIL's total budget amounted to US \$14,275,000, including a financial allocation of \$2,300,000 from UNESCO, of which \$400,000 was to cover LIFE programme costs. It also benefited from a contribution of \$2,300,000 for programmes and an additional \$520,000 in-kind contribution for its premises from the City of Hamburg authorities, as well as voluntary contributions from Member States amounting to \$11,975,000 with special contributions for the preparation of CONFINTEA VI.

30. Major institutional grants have been provided by the Governments of Denmark, Germany, Norway, Switzerland and Sweden. The Governments of Finland, France, French-speaking Community of Belgium and Nigeria have made project-bound contributions. UIL benefited from partnerships with the World Bank, ADEA, ISESCO, the OIF and Member States. UIL generated resources through paid or cost-sharing services from tenders (Government of Botswana) and publications sales, including royalties from the *International Review of Education*.

### **Constitutional matters**

31. Membership of the Governing Board of the UNESCO Institute for Lifelong Learning will be increased from 11 to 12 in accordance with the statutes approved in 2003 by the Executive Board at its 166th session.

## ANNEX I

### ACCOMPLISHMENTS OF UIL AS THEY CONTRIBUTE TO THE MAIN LINES OF ACTION (MLAS) OF THE EDUCATION SECTOR

	MLA	Expected results at the end of the biennium	Performance indicator	UIL outputs
MLA 1:	Global leadership in EFA, coordination of United Nations priorities in education and development of strong partnerships	Significant number of countries with national education plans and policies that reflect a strong political commitment to EFA and include literacy as a priority in the national plan	Number of countries where educational policies on often neglected issues, such as HIV and AIDS education, literacy, non-formal education and early childhood education, have been reviewed	20 countries carried out analyses to identify strategic areas for improving literacy  12 countries have developed and/or updated national literacy and NFE policies
		Significant increase in the financial resources available or pledged to education by national governments as well as by EFA partners	Number of countries having increased their national budgets for EFA as a result of UNESCO support to the planning process	Five countries increased budget  One country for the first time included NFE in the budget  Five LIFE countries have benefitted from grants of the CapEFA programme
		South-South and North-South collaboration on and exchanges of effective practices in EFA enhanced, and educational networks among developing countries strengthened	Number of activities planned and implemented through South-South cooperation	South-South Policy Forum for Asia and Africa held in Jakarta examined how lifelong learning contributes to sustainable development resulting in the Jakarta Strategic Paper
MLA 3:	Promote policy dialogue, research, set norms and standards	Global monitoring report published and national and regional reports launched	Number of regional/national events organized around the report in each region	Five Regional Preparatory Conferences for CONFINTEA VI  Five Regional Synthesis Reports based on 154 National Reports  Draft Global Report on Adult Learning and Education (GRALE)
			Number of copies printed per language, including national language, and disseminated	154 National and five Regional Synthesis Reports uploaded to UIL webpage  Publication of GRALE postponed/in process

	MLA	Expected results at the end of the biennium	Performance indicator	UIL outputs
		Accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education	Number of policy briefs published and disseminated	<p>Maputo Strategic Platform for LIFE for all stakeholders in Africa, African Statement on the Power of Youth and Adult Learning and Education for Africa's Development</p> <p>Development of a research analysis and an advocacy brief on the use of African languages on multilingual education in Africa</p> <p>Publication and sharing with high-level decision makers of an analytical framework on policies and effective approaches to indigenous youth and adult literacy</p> <p>Contribution of a conceptual and orientation paper on how to implement lifelong learning in diverse contexts at the World Forum on Lifelong Learning in Paris</p>
		Global, regional, subregional and national policy platforms (meetings, conferences and forums) informed by research-based evidence on identified priority themes and quality-related processes	<p>Number of research and policy papers published to inform policy dialogues</p> <p>Declarations of regional ministerial meetings (COMEDAF, MINEDARAB, PRELAC) addressing key relevant issues and policy directions</p>	<p>Research paper for ADEA's biennial conference which examined policy framework tools and standards</p> <p>Jakarta Strategy Paper informs on the integration of lifelong learning into country policy and practice</p> <p>Five Regional Outcome Documents containing key recommendations of the Regional Preparatory Conferences for CONFITEA VI</p>
		Member States' capacities enhanced in analysing and monitoring learning achievement through regional networks	Number of countries with capacity to develop their own national assessment system	Workshop with governmental and non-governmental experts from six countries in Marrakech to develop tools to measure learning outcomes

	MLA	Expected results at the end of the biennium	Performance indicator	UIL outputs
MLA 4:	Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals	Capacities of Member States developed for policy formulation, planning, management, monitoring and valuation of education systems in both formal and non-formal education, as well as for the reform and revitalization of critical sub-sectors such as secondary, TVE, teacher education and training, education in prisons and correctional facilities, and higher education	Number of countries having benefited from capacity development opportunities	<p>Preparations to host a two-week capacity-building workshop to develop and strengthen capacity for establishing lifelong learning systems in developing countries</p> <p>Capacity-building of the Botswana Department of Out-of-School Education and Training to develop the curriculum, learning modules and assessment system through its Adult Basic Education Programme (ABEP)</p> <p>Support of curriculum development in Senegal and peer-review of this curriculum by West African LIFE countries</p> <p>Three countries given policy advice to formulate comprehensive lifelong learning policies</p>
		Enhanced and increased commitment, greater visibility of, and political and financial support for literacy, especially in LIFE countries, achieved through the six regional literacy conferences	Regional Literacy Conferences held and follow-up undertaken	Three regional LIFE meetings
			Number of countries where literacy policies have been integrated into national development and education plans	12 countries
			Number of countries where the budget for literacy has increased	Five countries
			Number of effective practices put at the disposal of Member States and the wider public	<p>Development of literacy database (up to date giving 39 cases of effective practice)</p> <p>500 LIFE resource packs in English and French distributed</p> <p>Web-based platform LIFE-line for exchange between literacy stakeholders</p>
			Scope and quality of good practice in non-formal education collected and made available to Member States	<p>500 LIFE resource packs in English and French distributed</p> <p>Development of literacy database</p> <p>154 National Reports and five Regional Synthesis Reports uploaded to UIL webpage</p>

	MLA	Expected results at the end of the biennium	Performance indicator	UIL outputs
			LIFE: Number of countries where literacy policies and life-skills development programmes have been integrated into national development and education plans	12 countries
		Capacities of Member States enhanced in educational planning and management as well as in the mobilization of funds in support of national priorities through harmonization of EFA partners	Number of countries having benefited from capacity-development opportunities	Support of curriculum development in Senegal and peer-review of this curriculum by West African LIFE countries
			Number of personnel (men and women) trained at all levels	Training of trainers (involving 40 governmental and civil society representatives) at a regional capacity-building event in Niger
<b>Priority Africa</b>		Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance and progression at all levels of education, from primary to higher education	Best practices of successful interventions, results and lessons learnt documented and shared with the AU and its Member States	Maputo Strategic Platform for LIFE for all stakeholders in Africa  Hosting of LIFE-line, web-based platform for exchange between literacy stakeholders in LIFE countries (210 participants from 35 countries)  Establishment of the African Network on Experimental Learning (23 countries involved)

	MLA	Expected results at the end of the biennium	Performance indicator	UIL outputs
		Progress in achieving EFA accelerated and capacities built, particularly through addressing the challenges of literacy, teacher issues and training, and HIV and AIDS education challenges	LIFE: Number of activities planned and implemented through South-South cooperation	<p>Meeting of 18 African LIFE countries – together with Brazil, Haiti and Sudan – held in Maputo</p> <p>African Regional Preparatory Conference for CONFINTEA VI held in Nairobi</p> <p>Workshop organized in Morocco bringing together experts from six southern countries</p> <p>Regional training of trainers involving 40 governmental and civil society representatives in cooperation with the Government of Niger</p> <p>Development of a LIFE resource pack in English and French</p> <p>Hosting of LIFE-line, a web-based platform for exchange between literacy stakeholders in LIFE countries</p>
		Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes and the development of a qualifications framework for quality assurance		Study on the existing policy framework tools and the standards and importance of alternative non-formal programmes and post-primary pedagogy

**ANNEX II**  
**EXPECTED RESULTS AND ACHIEVEMENTS AT THE END OF 2009 (34 C/5)**

Expected results at the end of the biennium	Performance indicator	UIL achievements
Capacities improved in Member States regarding the recognition, accreditation and validation of achievements in different forms of learning, including non-formal and informal learning	Number of countries with developed capacities and applied systems of recognition, validation and accreditation (RVA)	61 countries
Capacities increased for policy formulation and programme delivery in literacy and non-formal education in Member States, especially in the Literacy Initiative for Empowerment (LIFE) countries, resulting in increases in the literacy rate	Number of countries where literacy policies have been integrated into national development and education plans	12 countries have prepared and validated national action plans  Three countries have ministerial structures dedicated to literacy following the Global Literacy Conference in Bamako
	Number of personnel (men and women) trained at all levels	40 governmental and civil society representatives trained at a regional capacity-building event in Niger
Relevant programmes developed for vulnerable populations and groups with special needs	Number of programmes and countries reviewed and supported	Six different research-based analyses and tools developed (a) pilot project on family literacy (implemented in 20 schools, for families with a migrant background, in Hamburg, Germany); (b) North-South exchange on family literacy and intergenerational approaches to learning and sharing effective practice; (c) country studies on literacy in multilingual and multicultural contexts; (d) learning partnership on literacy and life-skills in prisons; (e) analysis of connections between literacy and HIV prevention; and (f) sharing effective practice in literacy for marginalized groups through an online database (210 members from 35 countries)
CONFINTEA VI prepared, held and followed up, commitment to adult education enhanced, greater visibility, integration, and political and financial support for adult education achieved	Number of national and regional preparatory activities implemented, inter-agency coalition built, number and diversity of partners involved, decisions endorsed	154 national reports on the development and state of adult learning and education received from Member States  Five Regional synthesis reports produced  Five Regional Preparatory Conferences held with a total of 800 high-level Ministry representatives, civil society participants, academics, researchers and learners  Five Regional Outcome Documents agreed on in the Regional Preparatory Conferences  Draft Global Report on Adult Learning and Education (GRALE)  Draft Global CONFINTEA VI Outcome Document

Expected results at the end of the biennium	Performance indicator	UIL achievements
<p>Cooperation and networking among Member States in the Africa region enhanced in order to build capacities for the design, delivery and evaluation of literacy, non-formal education and adult education programmes, resulting in increases in the literacy rate</p>	<p>Increased provision of and participation in literacy, non-formal education, adult and lifelong learning programmes of high quality</p>	<p>Meeting of 18 African LIFE countries (together with Brazil, Haiti, Sudan) in Maputo 2008</p> <p>CONFINTEA VI Regional Preparatory Conference in Nairobi</p> <p>Adoption of two advocacy documents</p> <p>Three countries established ministerial structures dedicated to literacy, language and non-formal education</p> <p>Five countries increased budgets for literacy and non-formal education</p> <p>Three countries' first ladies have taken the lead in mobilizing funds for literacy in their countries</p> <p>Workshop on developing methodology and tools to measure learning outcomes in Marrakech, Morocco (with governmental and non-governmental experts from six countries)</p> <p>Capacity-building of the Botswana Department of Out-of-School Education and Training through specialists from UIL</p> <p>Support of curriculum development in Senegal in the context of LIFE</p> <p>Research, advocacy and networking on the use of African languages in education</p> <p>Continuation and development of new collaborations with various partners</p>