

Medium-Term Strategy 2014–2021

Laying Foundations for Equitable Lifelong Learning for All

UNESCO Institute for Lifelong Learning



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Trends and developments
in the world – the evolving
global context

Recent decades have seen unprecedented global progress in terms of economic growth, scientific and technological development, health and life expectancy, and in expanding opportunities to an ever greater number of people. As a result of all of these developments, the majority of the world's population now live in high- or middle-income countries.

This rapid development has also raised several challenges; notably, a new global labour divide, rapid changes in labour markets, demographic changes, ageing populations, urbanisation, environmental degradation, conflict and natural disasters, migration, increasing inequality, persisting poverty, and youth unemployment. The gap between rich and poor has widened, and the vulnerability of poor and marginalised has deepened. Education-related income gaps and high unemployment rates reflect a deep transformation in economic and social structures, driven by globalisation and technological change.


The global challenges include migration within and between countries, fast-growing cities, changed living conditions in rural areas, diverse needs of vulnerable and marginalised groups, diverse patterns of imbalances in age-composition and intergenerational resources within and between countries and regions, geopolitical and economic power shifts between regions, rapid technological change, the digital revolution, and their implications for social and educational fabrics.

The world's population has almost tripled since 1945 and now stands at 7 billion. At the same time as more than half of them live in high- or middle-income countries, almost half of the inhabitants live below poverty level. Access to quality education and lifelong learning for all is a *sine qua non* for eradicating poverty and hunger. Moreover, informed and active citizens are the key to sustaining peace and democracy, and global knowledge economies are dependent upon well-qualified citizens.

Lifelong learning is integral to sustainable development. It represents a paradigm for continuous, seamless, multi-faceted learning opportunities and participation that deliver recognised outcomes for personal and professional development in all aspects of people's lives. Current education systems are not entirely sustainable with respect to current human development. On the one hand, knowledge and skills (of all kinds) can 'decay' over time if they are not enriched, renewed and practiced; on the other hand, those who could not – for whatever reasons – participate in or complete initial education and training must invest disproportionate resources (time, effort, money) to catch up in adult life.

Values-led lifelong learning plays a vital role in securing lasting peace and tighter social cohesion by supporting the continuing acquisition and practice of active democratic and responsible citizenship. This increasingly takes place in formal education curricular provision, but non-formal youth, community and adult education also have crucial roles to play. These contexts, with their distinct teaching and learning methods, are especially apt for developing and sustaining foundational skills in relation to youth and adult literacy, numeracy and other basic skills, but also for transversal skills (such as social, communicative, collaborative and intercultural competences). These skills are also increasingly significant for work-related learning. In both social and economic terms, equity and equality of access and participation together with values-led learning foster inclusive societies that are open to the world.

Sustainable and equitable development rest upon economic policies, but not only. We need people-centred development approaches driven by humanist values, through which all people can be equipped with the tools to realise their full potential. Lifelong learning for all will remain an empty aspiration if the severe inequalities to which UNESCO's annual EFA Global Monitoring Reports testify are not rectified. There is a need for a new culture of learning, for transformative change based on more inclusive, sustainable and prosperous societies, for a human rights-based holistic concept of lifelong learning, equity and equality.



The global education
framework post-2015

The Millennium Development Goals (MDG) and the Education for All (EFA) goals, which have set the agenda for global development since 2000, will reach their deadline in 2015. The Education for All agenda crafted in Jomtien in 1990 and reiterated in Dakar in 2000 was meant to ensure that governments and their partners address the basic learning needs of children, youth and adults. While there has been considerable progress towards the achievement of universal access to primary education (EFA Goal 2), progress towards realising the other five goals has been more modest. 774 million adults, the majority of them women, still do not master basic skills in reading, writing and numeracy.

As part of the Global Thematic Consultation on Education in the Post-2015 Development Agenda, conducted by UNESCO and UNICEF, an online survey was established, covering such issues as education, water and sanitation, gender equality and health. More than 850,000 people from 194 countries participated. The majority chose a good education as the top-priority for the post-2015 agenda.

Other consultations as part of system-wide preparations for a new development framework indicate that the MDG and EFA goals have had positive outcomes, but have not been reached largely because their global education framework has not fully succeeded in addressing education in a holistic and integrated manner. Priority has been given to the most achievable goals, while others, like adult literacy, have had lower priority. Furthermore, the goals have not been adequately targeted to the poor and marginalised. There has been focus on access to primary schooling, but not enough on quality and inequality. And finally, the framework is not perceived as advancing access to education that offers children, youth and adults the knowledge, skills and values they need to become informed, responsible and active citizens, to find decent work, and to contribute to sustainable growth and peaceful societies.

Current global trends such as population growth, the youth bulge, climate change, the advance of knowledge-based societies and shifting inequalities add urgency to the need for quality learning outcomes, skills development and equitable education for all countries. The consultation process thus points to the need to establish a harmonised global education framework, based on education as a human right, an intrinsic good in itself, and eliminating all forms of inequality and discrimination as a key principle. This framework should be responsive to regional and national priorities and contexts, and involve participation of all stakeholders, including governments, teachers, students, donors, multilateral agencies, corporate entities, civil society and advocacy groups.

The United Nations General Assembly Report *A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015* insists that a new universal agenda for sustainable development is needed – one that is genuinely global in its remit. It proposes “Quality Education and Lifelong Learning” as the over-arching development goal for education.



UNESCO's medium-term
strategy for 2014–2021

How will UNESCO meet the challenges?

UNESCO will contribute to the United Nations' global priorities to promote gender equality and address the needs of Africa, also paying particular attention to Least Developed Countries and Small Island Developing States, and to meet the needs of young people and reach the unreached and most vulnerable segments of society, in recognition of the role of education in fostering positive social transformations, social inclusion and intercultural dialogue.

UNESCO's three education strategic objectives in its Medium-Term Strategy for 2014–2021 are:

1. Developing education systems to foster quality lifelong learning opportunities for all.
2. Empowering learners to be creative and responsible global citizens.
3. Shaping the future education agenda.

UNESCO's three education strategic objectives in its C/5 2014–2017 are:

1. To support Member States in developing education systems to foster high-quality and inclusive lifelong learning for all. This objective includes lifelong learning policies, literacy, technical and vocational education and training, and a holistic approach to higher education.
2. To empower learners to be creative and responsible global citizens. This objective includes peace education, education for sustainable development, global citizenship and health education.
3. To advance Education for All (EFA) and shape the future international education agenda. This objective includes foresight and intellectual leadership.

UNESCO's position on the post-2015 agenda is to advocate for a single global education agenda as an integral part of the broader international development framework, and with a broadened EFA vision. There should be one comprehensive overarching goal that can be translated into a number of global objectives with targets and indicators related to the ability to use and apply knowledge in different contexts. Education should also be integrated into other development goals. UNESCO proposes the following thematic priorities: promoting early childhood care and education as the foundation of learning; enhancing youth and adult literacy; recognising the central role of teachers in delivering quality education; increasing emphasis on skills for life and work; and strengthening education for sustainable development and global citizenship. UNESCO's position is that the overarching goal for education in the post-2015 development agenda should be "Ensure equitable education and lifelong learning for all by 2030".

In this way, UNESCO's post-2015 education agenda not only speaks to all regions, countries and citizens, but also undertakes activities that address their specific needs and priorities.



UJL's comparative
advantage

UIL holds a unique position within UNESCO and the United Nations: it is the only organisational unit in the UN family that holds a global mandate for lifelong learning; its activities do not overlap with those of other UNESCO education institutes; it enjoys a strong reputation, reflected in a very positive evaluation in 2012.

Education for democracy lies at the heart of UIL's identity as a UNESCO institute founded in the years of post-war reconstruction in Europe. Today, grounded in a humanist philosophy of education as a human right and a public good, UIL takes a holistic and integrated inter-sectoral and cross-sectoral approach to lifelong learning as the guiding paradigm for 21st century education. UIL's mandate is to promote and support lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. Its activities place particular emphasis on furthering educational equity for disadvantaged groups and in countries most afflicted by poverty and conflict.

Over the decades, UIL has become a global reference point for UNESCO Member States, linking research, policy and practice in lifelong learning. It speaks for policies, systems and practices that actively support and sustain peaceful, democratic, cohesive, equitable and sustainable learning societies. It has the world's most comprehensive network of policy-makers, researchers and practitioners in lifelong learning and a unique experience in bringing these people together.

The importance of UIL's analytical work lies in that it not only clarifies but also creates a better common understanding of the concept of lifelong learning throughout the world and the various educational and developmental institutions. It has as few other institutions demonstrated the benefit and cost-effectiveness of lifelong learning. Its contributions in ICT-supported education, mobile learning and distance education is of growing importance, as is its work in relation to community learning centers.

In 2012–13 UIL strengthened its profile as a global centre of excellence for lifelong learning by starting to implement a new strategy for repositioning the Institute by (1) designing more focused and result-oriented programmes; (2) reorganising the Institute and strengthening research capacities; (3) developing an education profile based on its capacity-building activities; (4) developing new partnerships and strengthening existing ones; (5) diversifying funding sources; and (6) intensifying communication to disseminate the Institute's work as well as to facilitate exchange of information on lifelong learning.

UIL builds on a strong tradition as an independent publishing, documentation and information centre. In addition to regularly publishing the results of staff research and activities, it edits the *International Review of Education*, the world's longest-running journal in comparative education, which is now on course to become one of the most influential journals of lifelong learning, and holds the world's largest library collection in lifelong learning, adult and continuing education, literacy and non-formal basic education.

Its vision and mission are consequently in full convergence with UNESCO's three strategic goals.

UIL's vision for 2014–21

All children, youth and adults should benefit from quality lifelong learning opportunities, within the framework of sustainable development and peace.



UIL's mission for 2014–21

To strengthen the capacities of UNESCO Member States in the field of lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.

With its commitment to quality and impact, UIL will orient its activities towards three synergetic objectives:

1. Strengthening Member States' capacities so that educational stakeholders and practitioner communities benefit, and empowering Member States to improve the quality of their lifelong learning policies;
2. Supporting Member States with high-quality capacity-building in their final push for EFA and beyond, in UNESCO key priority areas, in inclusive and gender-sensitive literacy, and work-related non-formal learning and competence development;
3. Promoting lifelong learning as the leading educational paradigm for achieving inclusive and sustainable learning societies.

UIL has an important role to play in the post-2015 debate. It will support UNESCO in helping to define the future agenda and the necessary framework for action, and in monitoring and evaluating the implementation of the new global agenda for development. There is strong international consensus on widening the concept of EFA to lifelong learning. UIL, as UNESCO's centre of excellence for lifelong learning will help shape the new framework for action, suggesting relevant tools and ensuring that the concept of lifelong learning is well understood.

UIL will seek to inform the regional and national consultation processes leading up to the adoption of the Post-2015 Development Agenda by the UN General Assembly in September 2015. It will further seek, within its areas of expertise, to support Member States in the implementation of the new universal, sustainable development agenda in the years after 2015.

In close partnership with Member States, UIL's activities will seek to build global bridges and networks for strengthening capacities,

sharing knowledge and experience between all educational actors and contexts. This involves fostering dialogue and dissemination, undertaking capacity-building and advocacy, developing networks and partnerships, and actively engaging in the creation and exchange of knowledge.

UNESCO's strategic objective 1 (Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all) and strategic objective 3 (Advancing Education for All and shaping the future international education agenda) will be of special concern for UIL in the coming eight years.

The Institute's own Medium-Term Strategy 2014–2021 takes up this agenda in three essential ways:

- refocusing its thematic strengths to help Member States build capacities in lifelong learning, with a focus on adult and continuing education, literacy and non-formal basic education, and with a holistic, integrated and sector-wide approach. The needs of UNESCO Member States are different and different approaches (different kinds of capacity-building) will therefore be considered.
- strengthening its research contribution;
- re-structuring its dissemination and outreach modalities.

Between 2014 and 2021, UIL will promote a universal agenda for sustainability in and through lifelong learning, and intensify its responsiveness to the needs of Member State governments, civil society organisations, and national and international communities of research, policy and practice. UIL will continue to pay particular attention to the Africa region and will put into action enhanced measures to further gender sensitivity and gender equality in all its activities and in its own organisational culture. UIL has formulated corresponding strategies: Strategy for strengthening the capacities of governments and civil societies to attain EFA and lifelong learning in Africa, and UIL's Gender Equality Strategy. UIL has, as a result of its Gender Equality Strategy, upgraded its work plan 2014 from gender-sensitive to gender-responsive.

The most recent institutional evaluation report by UNESCO's Internal Oversight Services (IOS) in 2012 confirms that "UIL's mandate will remain at the core of the [UNESCO] Education Sector strategy and a key component of the global post-2015 education agenda. UIL is recognized as the only global institute bringing a comparative perspective in the specialized areas of its mandate". The report acknowledges the Institute's "strong track record in networking, in capacity-building and training activities, as well as [being] a catalyst for international cooperation". Moreover, it notes that "its literacy research is highly valued by stakeholders" and calls attention to the "potential of its rich knowledge depository" as represented externally by its world-class specialist library and forward-thinking information and documentation services. UIL is UNESCO's Resource Centre for Literacy and has a strong record in working with the non-formal sector and civil society.

Between the mid-1960s and the mid-1990s, the Institute successfully consolidated its thematic strengths and comparative advantage in adult and continuing education, literacy and non-formal basic education. These remain core themes, yet the last fifteen years have seen considerable development in educational thinking and policy-making, both in response to shifting constellations of global challenges and, proactively, in terms of efforts to re-shape education to meet the needs and demands of 21st-century citizens, societies and economies. This has brought lifelong learning as an overarching paradigm to the top of policy, research and practice agendas in Member States. As a result, UIL has steadily extended its thematic purview, particularly with respect to the recognition of non-formal and informal learning, lifelong learning policy and practice, and broad-based competence development both within and across sectors and purposes. Literacy has come to be seen as the foundation for lifelong learning, and adult and continuing education as a core component. The Institute's work on non-formal education, which highlights alternative learning provision for marginalised out-of-school children, youth and adults, will remain a key priority.

New demand-oriented approaches with a focus on the countries' own needs and priorities will be developed. The role of communication and information will receive specific attention, also in relation to open universities.



UIL 2014–2021: quality,
focus and impact

2012–13 saw an internal re-structuring of the Institute into three programme areas:

- Lifelong Learning policies and strategies (LLPS)
- Literacy and basic skills (LBS)
- Adult learning and education (ALE)

As support and service units, the Library and the Publications/Public Relations units have begun to coordinate their work more systematically and to provide targeted support to the three programme areas.

Looking towards the future:

- 2014–15 will be a period of transition during which existing activities will be re-aligned towards the three UIL objectives specified above.
- 2016–17 will complete the transition phase with specified results for each objective.
- 2018–21 will deliver consolidated results that extend the thematic range of UIL's contribution to UNESCO's new course of action.

A. Lifelong Learning Policies and Strategies (LLPS) Programme

Lifelong learning is emerging as the key principle for educational reform and as a strategic response to emerging national, regional and global socio-economic challenges in UNESCO Member States. Therefore UNESCO has defined "Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all" as one of its three strategic objectives. UIL, through the Lifelong Learning Policies and Strategies (LLPS) programme, intends to play a key role in helping Member States develop lifelong learning policies and strategies.

There is still a major discrepancy between policy-makers' acceptance of lifelong learning in principle, and a lack of workable policies and strategies. While the lifelong learning policy discourse needs to be clarified and further

contextualized, the priority in many Member States is to translate this into strategies for implementation.

By conducting policy research, fostering partnerships, providing advice and developing capacity, the LLPS programme will advocate for lifelong learning as the conceptual framework and organizing principle for education reforms in the 21st century. Its activities aim to, first, help Member States establish lifelong learning systems by means of policy research, capacity-building, technical assistance and networking, and then, support them in monitoring and evaluating the implementation of those policies and strategies.

The LLPS programme will undertake the following activities with corresponding expected results:

Assist a number of Member States in developing and enhancing their national lifelong learning policies and strategies for building inclusive lifelong learning systems, through policy review, policy dialogue, and provision of capacity development to key national stakeholders.

Expected result: The capacity of national authorities of a number of Member States to build inclusive lifelong learning systems strengthened, and national lifelong learning policies and strategies developed and implemented in these countries.

Facilitate the further development of mechanisms for the recognition, validation and accreditation of the outcomes of non-formal and informal learning and national qualifications frameworks in Member States, as well as regional or sub-regional qualification frameworks, through the establishment and expansion of UIL's Observatory for Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning (RVA) and its participation in the Global Inventory of National Qualifications Frameworks (NQFs) and through technical assistance to Member States in implementing the UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning.

Expected result: National policies and practices developed in a number of Member States to recognize, validate and accredit the outcomes of non-formal learning and informal learning.

Promote the decentralisation of lifelong learning systems and mobilise sub-national regions, cities and communities to foster quality lifelong learning opportunity for all, through the establishment and expansion of the Global Network of Learning Cities (GNLC) and facilitating the implementation of the Beijing Declaration on Building Learning Cities and Key Features of Learning Cities adopted at the 1st International Conference on Learning Cities (Beijing, China, 21–23 October 2013) in member cities, districts and communities.

Expected result: GNLC fully established as a global platform to mobilise cities, districts and communities and demonstrate how cities can use their resources to develop all of their human potential, thereby fostering lifelong personal growth, maintaining social cohesion and ensuring sustainable prosperity.

B. Literacy and Basic Skills (LBS) Programme

Though literacy and basic skills are a prerequisite for enabling people to continuously adapt and upgrade their knowledge, progress on EFA Goal 4 (*Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*) has been limited. According to the most recent global estimates published by the UNESCO Institute for Statistics, 774 million adults are unable to read or write. The majority of these are women and live in South and West Asia, while over a fifth live in sub-Saharan Africa. In addition, direct assessments, such as the Programme for International Assessment of Adults Competences indicate that as many as one in five adults in high-income countries (around 160 million adults) are unable to apply reading, writing and numeracy skills effectively in their daily lives. High-level political commitment and a long-term, coherent policy vision to provide quality literacy and basic skills programmes, backed by sufficient capacities and resources, are needed to tackle the challenge.

The LBS programme will continue to focus on capacity development in Member States together with firm advocacy for literacy as empowerment, with particular regard for women and the marginalised, especially in post-conflict countries and in the least developed countries of the world. The Institute

is contributing to UNESCO's priority focus on literacy by strengthening the knowledge base on literacy and basic skills, scaling up efforts, and reinforcing capacity through action research, policy dialogue, training, analysis and dissemination of effective practices, partnership and networking.

The LBS programme will undertake the following activities with the corresponding expected results:

Promote holistic, integrated, sector-wide and cross-sectoral approaches to literacy through its advocacy, networking and partnership activities. This entails advocacy for a broader understanding of literacy and basic skills as part of a wider concept of key competencies, human development and lifelong learning. UIL will facilitate policy dialogues with relevant actors to develop strong links between literacy and basic skills strategies and national frameworks for peace, social cohesion and sustainable development.

Expected result: Key stakeholders in Member States integrate literacy and basic skills in their national development strategies to support peace, social cohesion and sustainable development.

Undertake action-oriented and policy-driven research and disseminate its results so as to improve the quality and relevance of literacy policies and programmes. It will focus particularly on action research that addresses a) the assessment of learning outcomes in literacy programmes; b) inclusion and gender equality through empowering approaches that reach out to vulnerable and disadvantaged groups; c) reaching marginalized youth; d) diversity through multilingual and multicultural approaches; e) relevance through integrated and intergenerational approaches (e.g., family literacy); and f) quality through professional development, curricula/materials, and enriched literate environments (including use of ICTs). The Effective Literacy and Numeracy Practices Database (LitBase) and the Literacy Mailing List will be further developed and the use of evidence-based knowledge will be promoted among key stakeholders.

Expected result: Member States make use of research evidence to reach more learners with relevant, good quality and empowering learning opportunities for literacy and basic skills through innovative, holistic and integrated approaches.

Develop capacities of literacy stakeholders for improved programme design, management and evaluation. Through technical assistance provided on demand, UIL will support Member States with capacity development activities that contribute to improved programme design, management and evaluation. Priority will be given to Member States from the Africa Region and to those emerging from conflict.

Expected result: Member States make use of strengthened capacities a) to improve programme design, management and evaluation, particularly by integrating literacy and basic skills into their national recognition, validation and accreditation frameworks and/or mechanisms; and b) to apply strategies and tools that provide access and promote the successful completion of basic (skills) education, particularly for vulnerable and disadvantaged young people and adults.

C. Adult Learning and Education (ALE) Programme

Adopted by 144 Member States at the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009, the Belém Framework for Action positions adult learning and education as a significant component of lifelong learning, and highlights the key role of adult learning and education for achieving the Education for All objectives. As UNESCO's Director-General reiterates in her foreword to the second Global Report on Adult Learning and Education (GRALE II), published by UIL in summer 2013: "Adult education and learning is part of the agenda for greater sustainability." Supporting Member States in improving policy and practice in adult learning and education and helping them to create more learning opportunities for youth and adults directly feeds into UNESCO's Medium Term Strategy and the Education Sector's main aims of supporting sustainable development and peace.

With a focus on developing and implementing policies, improving quality and increasing access to learning opportunities in Member States, the ALE programme aims to strengthen capacities and operational knowledge, coordinate transnational initiatives and mutual learning processes, collect data, and create forums for reflection by stakeholders from governments, civil society and research institutions, as well as youth and adult learners.

The ALE programme will undertake the following activities with corresponding expected results:

Support national and regional development and implementation of ALE policies and programmes. This entails the provision of technical assistance to Member States to help countries design, operationalize and implement ALE policies and strategies. The Institute will engage in a longer-term cooperation with selected Member States to help establish specific elements in the adult education system (e.g., community learning centres, mechanisms to recognize learning outcomes, professional development of adult education personnel). UIL will also continue to build its own expertise in specific areas, such as community learning centres and the professional development of adult education personnel.

Expected result: Member States develop and implement ALE policies within a lifelong learning framework at national level as well as through regional initiatives and cooperation.

Conceptualize, monitor and document adult learning and education policy and practice. The preparation of the Global Report on Adult Learning and Education (GRALE) every three years to monitor and influence the development of ALE policy and practice in countries will comprise the second important pillar of the ALE programme in the medium-term. Coinciding with the 2015 EFA/MDG deadline, GRALE will be used to make a critical contribution to the post-2015 education agenda on the wider benefits of lifelong learning. As mandated by the Belém Framework for Action and approved in 2013 by UNESCO's General Conference, UIL will also pursue the revision of UNESCO's 1976 Recommendation on the Development of Adult Education, which will then serve as an updated high-level normative document to support and monitor adult learning and education.

Expected result: Member States take an active part in national and international monitoring and documentation of ALE policy and practice, applying more comprehensive and integrative concepts of ALE.



UIL Library

The Institute's Documentation Centre and Library not only supports the programme areas and study visitors, but also Member States, stakeholder communities and the public at large. Home to a collection of 63,000 publications, it is the world's largest library in the fields of lifelong learning, adult and continuing education, literacy and non-formal basic education.

Increasingly, UIL's information services are used virtually. The UIL website will be optimized to make it easier to find information, publications and knowledge products such as UIL's databases. In addition to making the online catalogue more user-friendly, the Library will find innovative ways to make relevant sections of its collection available for consultation and analysis in an attractive and open-access format. The aim is to use digital information and communication technologies in much more sophisticated and interconnected ways, given UNESCO's open-access policy with respect to information, materials and publications.

Furthermore, the Library will continue to host scholars, fellows, international researchers and interns for periods of a few days up to several months, giving them the opportunity to use the resources of the UIL Library and supporting them in their research studies and programme work.

In 2017, the UIL-coordinated ALADIN network of libraries will celebrate 20 years of active networking, advocacy, capacity-building and sharing of adult learning information resources and expertise. The ALADIN website will continue to be the most comprehensive access point for documentation and information services on adult learning. Ongoing maintenance of this portal, including the annual update of all membership information, the adult learning links and the interactive ALADIN e-Mail Listserv are crucial to its success. UIL will explore ways to build the capacities of ALADIN members, for example by providing ALADIN scholarships in partnership with appropriate training institutions.

Expected result: Education Stakeholders from Member States are supported through relevant research and foresight studies to deliver high-quality work that will feed into the global education discourse.

Publications, Information and Public Relations

The Publications unit will continue in the coming years to function as a service provider; to the staff of UIL, to UNESCO Member States, to academia, and to the general public. Its core work is to support UIL Programme staff in producing high-quality publications, to edit a high-quality journal of lifelong learning and, increasingly, to improve the level of interaction between the Institute and its key stakeholders. To broaden and deepen the reach of UIL publications, the unit will intensify its collaboration with distribution partners.

As digital publishing offers UIL the opportunity to reach a far wider global audience within current budget constraints, electronic publications will be increasingly used. To support this approach, a more effective and user-friendly website will be developed. The costs of re-designing the UIL website will be offset by savings in the production and shipping of print publications.

Expected result: UIL produces and disseminates high-quality publications that strengthen national capacities to develop education systems that foster quality lifelong learning opportunities for all.

The UIL-edited journal *International Review of Education – Journal of Lifelong Learning* is the world's longest-running journal in the field of comparative education, and has already begun to refocus in line with UIL's overall strategy and mandate. It is available in almost 7,500 academic libraries and research institutions, and had an annual average of 75,802 article downloads in the period 2010–2012. Through its editorship of the IRE, UIL fulfils its function as a think tank, introducing and promoting new approaches to lifelong learning.

UIL will continue the process, begun in 2013, of more closely aligning the thematic focus of the IRE with the mandate of UIL. It will do this by soliciting special issues that open up new areas of research in lifelong learning, by favouring general submissions that deal with adult education or literacy and basic skills, or that approach formal education from the perspective of lifelong learning.



Expected result: The IRE will become one of the world's leading journals for lifelong learning, opening up new research areas with its sector-wide approach, in relation to health, employment, environment, and the social sector.

This period should also see the enhancing of dissemination and outreach modalities in which 'UIL goes virtual'. The beginning of the new Medium-Term Strategy period finds UIL having already launched a number of specialised online portals. The Institute will increasingly focus on PR and communications, which will encompass enhanced use of ICT, media relations, the organisation of public lectures and events, and the development of a refined stakeholder database.

Expected result: By 2017, UIL will be approaching state-of-the-art practice in all communication, public relations and information activities.



Engaging with partners
to deliver results

Given the breadth and complexity of the Institute's mandate, the Institute will not be able to achieve its objectives on its own. It will need to build on existing partnerships and develop new ones. Strengthening partnerships will therefore be a priority activity. To further coordinate resources, join forces and obtain results and impact, the Institute will develop partnerships with a wide variety of groups and bodies, built on the principle of synergy and complementarity. UIL will therefore seek to work closely with UNESCO regional, field and cluster offices, with UNESCO HQ and with donors, civil society, universities and other research institutions, and with corporate social responsibility programmes in order to secure greater field experience and more concrete backing of its activities. Using its priority programmes as its criteria for identifying new partners, it will map existing organisations and networks and establish links with clear objectives for each partnership.

UNESCO Headquarters, the regional bureaux and cluster offices and the Category I Institutes form the group of organisations with which collaboration is essential. UIL will relate with UN agencies (e.g., FAO, ILO, UNICEF, WHO), regional and international organisations and networks such as the Association for the Development of Education in Africa (ADEA), the Conférences des Ministres de l'Éducation des États et Gouvernements de la Francophonie (CONFEMEN), the ASEM Lifelong Learning Hub, European Commission, the Organisation for Economic Co-operation and Development (OECD), the World Bank, Global Partnership for Education, regional cooperation agencies and development banks, and initiatives to further South-South cooperation. It will work hand-in-hand with its donor partners such as the Swiss Agency for Development and Cooperation, the German Ministry of Foreign Affairs, the Permanent Delegation of the Federal Republic of Nigeria to UNESCO, the Nordic countries, and new donors to identify common areas of intervention.

As civil society is a very important partner, UIL will engage with international networks such as the International Council for Adult Education (ICAE) and regional bodies such as the Asia South Pacific Bureau for Adult Education (ASPBAE), the European Training Foundation (ETF), and the European Association for the Education of Adults (EAEA). It will work with the most relevant university research networks in lifelong learning, literacy and adult education to ensure that the most up-to-date research results are utilized for advocacy, policy formulation and capacity development. To increase the capacity-building profile of UIL, it will cooperate with existing regional education programmes such as the Erasmus Mundus Masters Programme for Lifelong Learning: Policy and Management, to develop new short-term courses for policy-makers. Finally, in partnership with research and training institutes in Africa, with the Arab World and in Latin America and the Caribbean, as well as in Europe and in Asia and the Pacific, it will support Member States to develop, implement and monitor integrated lifelong learning policies.

Delivering Results

The Medium-Term Strategy 2014–2021 specifies clear results expectations for the programme areas and the service units.

The recent Internal Oversight Services Evaluation of the Category 1 Institutes concluded that UIL has undergone a dynamic reform process and that, with the recently developed strategy for repositioning UIL, the Institute is continuing its positive evolution by strengthening its capacities and increasing the focus, outreach and effectiveness of its activities. It also commended the Institute for anchoring results-based management more systematically. The promotion of a results and learning culture, focusing on more regular and more rigorous evaluations, is indispensable.

Therefore, strengthening of professional development, an in-house learning culture and quality assurance processes, together with evolution towards consistent and appropriate results-based management and results-based budgeting, including consistent evaluation and monitoring, are continuous objectives to be pursued parallel to the substance of UIL's work over the whole of the upcoming planning period, in order to strengthen and further develop UIL's role as the Global Centre of Excellence for Lifelong Learning.

To deliver on results, the Institute will not only harness its staff and strengthen its partnerships but also ensure a sustainable funding base. Presently, UIL's core funding consists of a contribution from UNESCO of approximately 19% of its budget, and of a contribution from its host country Germany. The remaining part of its budget stems from extra-budgetary funding from UNESCO Member States, voluntary contributions, project funding and from private sponsors.

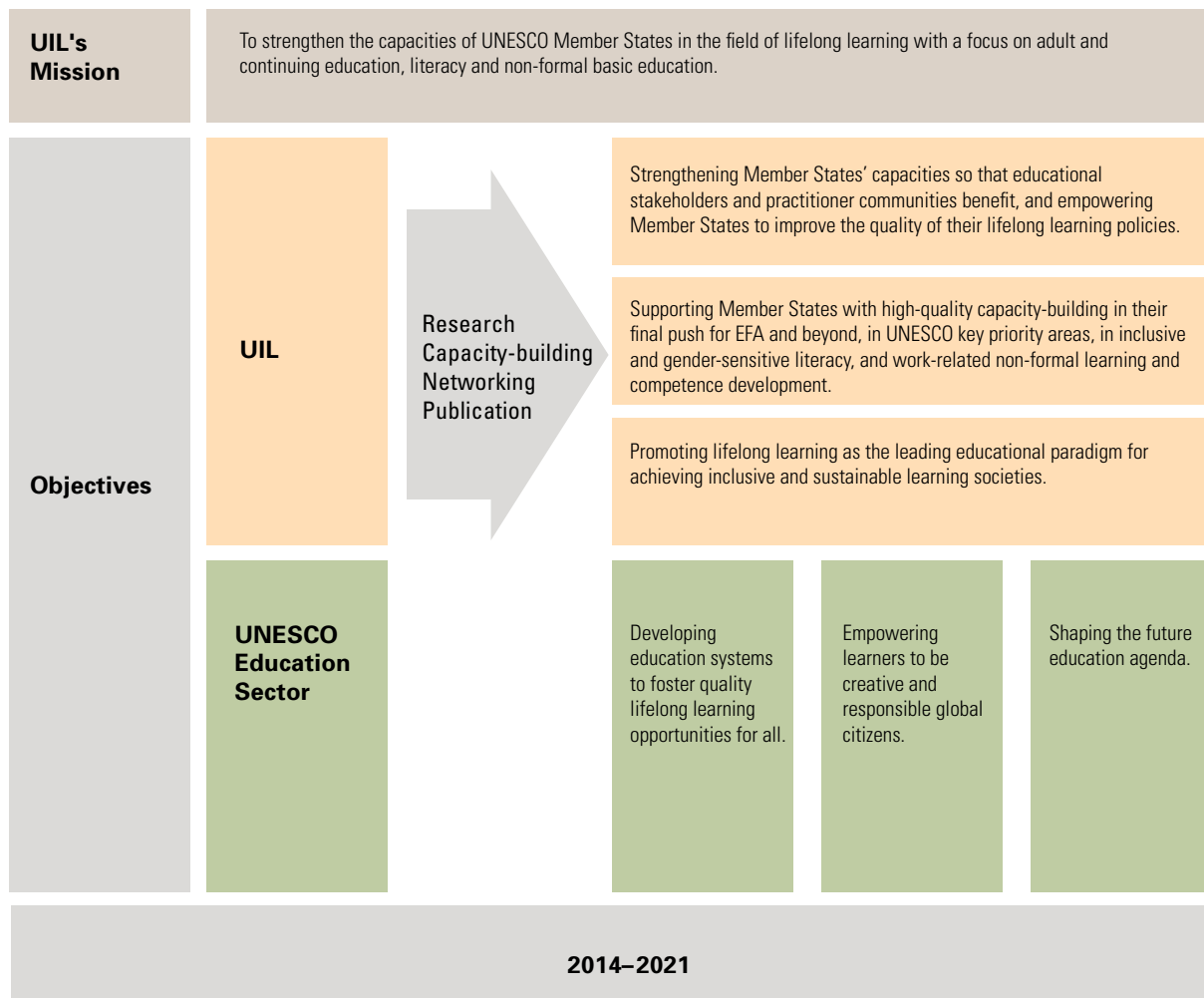
UIL will therefore strengthen its cooperation and partnership with its donors, mobilise new donor countries, agencies, foundations, private companies, to diversify its funding structure, in accordance with its Fundraising Strategy, and linked to UIL's Communication Strategy.

Given the UIL Medium-Term Strategy 2014-2021, strong partnerships, predictable funding, and dedicated work of its staff, UIL strives to lead the field as the Global Centre of Excellence for Lifelong Learning.

Key Activities and Outputs/Results

Programmes/units	Key activities	Outputs/Results
Lifelong Learning Policies and Strategies (LLPS)	Assist Member States in developing and enhancing their national lifelong learning policies and strategies, through policy review, policy dialogue, and provision of capacity development to key national stakeholders.	Capacity of national authorities of a number of Member States to build inclusive and gender-responsive lifelong learning systems strengthened (including use of ICT), and national lifelong learning policies and strategies developed and implemented.
	Facilitate the further development of mechanisms for the recognition, validation and accreditation of the outcomes of non-formal and informal learning in Member States.	National policies and practices developed in a number of Member States to recognize, validate and accredit the outcomes of non-formal and informal learning.
	Mobilise sub-national regions, cities and communities to foster quality lifelong learning opportunity for all, through the establishment and expansion of the Global Network of Learning Cities (GNLC).	GNLC established as a global platform to mobilise sub-national cities, districts and communities, and to demonstrate how cities can use their resources to develop all of their human potential.
Literacy and Basic Skills (LBS)	Promote holistic, integrated, sector-wide and cross-sectoral approaches to literacy through its advocacy, networking and partnership activities.	Key stakeholders integrate literacy and basic skills in their national development strategies to support peace, social cohesion and sustainable development.
	Undertake action-oriented and policy-driven research and disseminate its results so as to improve the quality and relevance of literacy policies and programmes.	Member States make use of research evidence to reach more learners with relevant, good quality and empowering learning opportunities for literacy and basic skills.
	Through technical assistance provided on demand, UIL will support Member States with capacity development activities that contribute to improved programme design, management and evaluation.	Member States' capacities to improve programme design with a focus on gender, and to apply strategies and tools that provide access and promote the successful completion of basic education strengthened.
Adult Learning and Education (ALE)	Provide technical assistance to Member States to help countries design, operationalize and implement ALE policies and strategies.	Member States develop and implement ALE policies within a lifelong learning framework at national level, as well as through regional initiatives and cooperation.
	Conceptualize, monitor and document adult learning and education policy and practice through the Global Report on Adult Learning and Education (GRALE).	Member States take an active part in national and international monitoring and documentation of ALE policy and practice, applying more comprehensive and integrative concepts of ALE with a focus on the gender dimension and use of ICT.
UIL Library	Provide physical and virtual library and documentation services to UIL staff, study visitors, stakeholder communities and the public at large through the UIL library, the UIL websites and the ALADIN network of libraries.	Education stakeholders from Member States are supported through relevant research and foresight studies to deliver high-quality work that will feed into the global education discourse.
Publications, Information and Public Relations	Support UIL staff in producing high-quality print and electronic publications, and providing a modern Web platform from which to disseminate them.	UIL produces and disseminates high-quality publications that strengthen national capacities to develop education systems that foster quality lifelong learning opportunities for all.
	Through its editorship of the IRE, UIL fulfils its function as a think tank, introducing and promoting new approaches to lifelong learning.	The IRE becomes one of the world's leading journals for lifelong learning, opening up new research areas with its sector-wide approach.
	Increased focus on PR and communications, which will encompass enhanced use of ICT, media relations, the organisation of public lectures and events, and the development of a refined stakeholder database.	By 2017, UIL will be approaching state-of-the-art practice in all communication, public relations and information activities.

Mission and Objectives





United Nations
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