

Annual Report 2013

UNESCO Institute for Lifelong Learning



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

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Annual Report 2013

- 3 Introduction
Arne Carlsen, Director, UIL
- 4 Medium-Term Strategy
Jean-Marie Ahlin Byll-Cataria,
Chairperson of UIL's Governing Board
- 5 UIL's Role within UNESCO
Dr. Qian Tang, UNESCO Assistant
Director-General for Education
- 6 Overview of Key Activities 2013
- 8 Lifelong Learning Policies
and Strategies Programme
- 16 Literacy and Basic Skills Programme
- 24 Adult Learning and Education Programme
- 32 Documentation Centre and Library
- 34 Publications and Information
- 36 Governing Board and Staff
- 39 Financial Report
- 40 Further Documents and References



Introduction

Arne Carlsen
Director, UIL

I am very pleased to introduce UIL's Annual Report for 2013. This year we are presenting a new design and a new concept, aiming to make the report more reader-friendly. Thus, the main activities are highlighted, testimonies from beneficiaries and actors are included and we open the report with a chronological overview of the year.

UIL is undergoing a dynamic repositioning process and continuing its positive evolution by strengthening its capacities and increasing the focus, outreach and impact of its activities.

The follow-up to the Sixth International Conference on Adult Education (CONFINTEA VI) was one of the top priorities of UIL during 2013. After more than two years of intensive research and consultation, the Institute published the second Global Report on Adult Learning and Education (GRALE II). This Report was sub-titled Rethinking Literacy.

Another important activity in 2013 was the International Conference on Learning Cities (Beijing, China, 21–23 October 2013), organized in collaboration with the Ministry of Education of China and Beijing Municipal Government. The 500 delegates – representing mayors, city executives, private-sector partners and international organizations – from more than 100 countries called on UNESCO to establish the Global Network of Learning Cities (GNLC), bringing together cities and sub-national regions from every part of the world to develop effective and concrete strategies to make lifelong learning for all a reality.

In line with its strategic goal of furthering literacy as a foundation of lifelong learning, UIL has, since 2011, conducted a multi-country (Burkina Faso, Mali, Morocco, Niger and Senegal) action research and capacity building project on measuring literacy programme participants' learning outcomes (RAMAA). Three reports (Burkina Faso, Morocco and Senegal) on the pilot survey, and one report (from Morocco) on the main survey have been produced. The pilot action research will soon be extended to Niger and Mali.

2013 saw the establishment of many new research and capacity building agreements and training activities at UIL. Scholarships, fellowships and internships have brought many people to the Institute.

UIL will build on its successes in 2013 when implementing its new Medium-Term Strategy for the period 2014–2021. This new strategy will focus on UIL's role as a global centre of excellence in lifelong learning, and its role in supporting UNESCO Member States in the preparation and implementation of the post-2015 universal, sustainable development agenda.

I would like to express my appreciation to my colleagues at UIL for their commitment, skill, and hard work. I also express my profound gratitude to all donors and partners who enabled the Institute to realise so many important activities in 2013, building on our gains from previous years, and anticipating those of the future. Last but not least, I extend my deepest appreciation to the members of the UIL Governing Board and to the Assistant Director-General for Education for their counsel, support and commitment to the promotion of lifelong learning for all.



Medium-Term Strategy

Jean-Marie Ahlin Byll-Cataria
Chairperson of UIL's Governing Board



Medium-Term Strategy 2008–2013

2013 marks the final year of UIL's current Medium-Term Strategy. During this term the Institute's strategic objectives were 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 in sector-wide strategies, with a geographical focus on Africa. One of the most important activities of this term was the organization of the Sixth International Conference on Adult Education (CONFINTEA VI) in Belém, Brazil in 2009. Since then, much of UIL's work has followed up on the recommendations of the outcome document of CONFINTEA VI, the *Belém Framework for Action*. Specifically, this has included developing guidelines for the recognition, validation and accreditation of the outcomes of non-formal and informal learning, research on specific issues in literacy and lifelong learning, reinforcement of networks of policy-makers, researchers and practitioners, and promotion of North-South and South-South cooperation.

Medium-Term Strategy 2014–2021

In 2012, an evaluation of all UNESCO Category 1 Institutes was undertaken by UNESCO's Internal Oversight Service (IOS). The report on UIL emphasizes the Institute's many comparative advantages (i.e., available expertise, UIL's reputation and recognition among stakeholders, and that UIL is the only institution in the UN family with a global mandate in lifelong learning). It commends the Institute for its many successes and its cooperation with civil society, and foresees a more important role for UIL in UNESCO's Education Strategy.

In its new Medium-Term Strategy, UIL's mandate and activities will continue to be in full alignment with UNESCO's strategies and frameworks, and its fundamental values and principles. UIL will further strengthen its position as the global centre of excellence in lifelong learning. UIL's mission for 2014–2021 is to promote recognition of the right to education and learning, and to help create the conditions for the exercise of that right. It shall do so by undertaking research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education, by supporting UNESCO Member States in a final push to achieve, as far as possible, the Education for All goals by 2015, and by preparing for the post-2015 development agenda.

Translating this ambitious strategy into reality requires important human and financial resources and strong synergetic partnerships. UIL's Director and its staff are doing their best to mobilize their strong networks throughout the world, as well as institutional partners. I take this opportunity to express my deep appreciation for these efforts. However, due to the current international financial crisis and UNESCO's budget situation, the financial support required for UIL to fulfill its mandate and implement this new Medium-Term Strategy is limited. I would like to express sincere gratitude on behalf of the Governing Board members to UNESCO Member States and development agencies – who have always supported UIL throughout the years – and ask them to continue their valuable contribution to implement this new Medium-Term strategy.

I also express my deep appreciation to the Director of UIL, Arne Carlsen, and to all UIL staff, for their efforts to mobilize extra-budgetary funds. I encourage UIL's staff to continue building strong partnerships so as to continue the very valuable work of UIL.

UIL's Role within UNESCO

Dr. Qian Tang

UNESCO Assistant Director-General for Education

How has UIL contributed to the work of UNESCO's Education Sector?

In 2013, the Institute aligned its work more closely with UNESCO's Education Programme, contributing to the two sectorial priorities of the biennium: (1) "Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence", and (2) "Strengthening global leadership in education". The Institute's activities were guided by the two global priorities of UNESCO – Africa and Gender Equality.

UIL is implementing one of UNESCO's core mandates: lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. The Institute has a strong reputation for the quality of the services it provides to Member States and the solidity of the partnerships it has established. UIL contributes significantly to UNESCO's Education Programme, particularly with regards to promoting lifelong learning for all. It supports Member States in developing their capacities to provide such opportunities for all, combining research, policy and practice to build more inclusive lifelong learning systems. It advocates for policies and practices that support the development of peaceful, democratic, cohesive, equitable and sustainable societies. UIL is the only organizational unit in the UN family that holds a specific mandate for lifelong learning.

One of the twelve universal goals and national targets identified in the UN Secretary-General's recent report entitled *A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015* is to provide quality education and lifelong learning. Where do you see UIL's role in developing the post-2015 development agenda?

At the 37th session of the General Conference of UNESCO, held in Paris in November 2013, it was decided that UNESCO will promote an overarching education goal based upon the key principles of access, equity and quality, from the perspective of lifelong learning.

Building on its achievements, UIL can make a strong contribution to UNESCO's efforts in shaping the education-related goals in the post-2015 development agenda. Through its expertise and large network, UIL is positioned to play an important role in supporting Member States in their development of lifelong learning policies and practices.



2013
LitBase – Expansion of database and publication of case study collections
Worldwide
Page 20

2013
Support for National Adult Education Policy
Eritrea
Page 31

2013
Capacity Development for Education For All (CapEFA) Countries
Chad, Democratic Republic of the Congo, Mozambique, Nepal, South Sudan and Togo
Page 22

January
Workshop on Recognition, Validation and Accreditation Guidelines (RVA)
Vientiane, Lao PDR
Page 15

March
Cross-regional Workshop: Improving the Status of Literacy Teachers
Addis Ababa, Ethiopia
Page 22

July
International Conference to Scale Up Literacy, Reduce Gender Disparities and Create a Literate World
New Delhi, India
Page 19

January
Seminar on Lifelong Learning Policy and Capacity Building for RVA
Ha Noi, Viet Nam
Page 10

February
Workshop on Innovative Concepts and Systems of Lifelong Learning
Tehran, Islamic Republic of Iran
Page 14

April
5th International Workshop RAMAA
Niamey, Niger
Page 18

January

February

March

April

May

June



UNESCO Institute for Lifelong Learning Overview of Key Activities 2013



July

August

September

October

November

December



Lifelong Learning Policies and Strategies Programme

Literacy and Basic Skills Programme

Adult Learning and Education Programme

Lifelong Learning Policies and Strategies Programme

UIL monitors the development of lifelong learning policies and legislation, collects information and carries out research with different partners to demonstrate the types of intervention necessary to realize the potential of learning throughout life.

Its framing mission is to promote lifelong learning as UNESCO's lead strategy for the Education Sector and to support Member States in developing, monitoring and evaluating lifelong learning policies and practices.





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»Lifelong learning is more than adult education. It is more than technical and vocational education and training. It reaches beyond the walls of classrooms, to take in non-formal and informal learning. It is about the kind of society we need for a better future.«

Irina Bokova
Director-General of UNESCO

Lifelong Learning Policy and Capacity Building for RVA

Expected result in Member States:

Strengthening capacities of 120 policy-makers and researchers to build lifelong learning systems and enhance action for implementation.

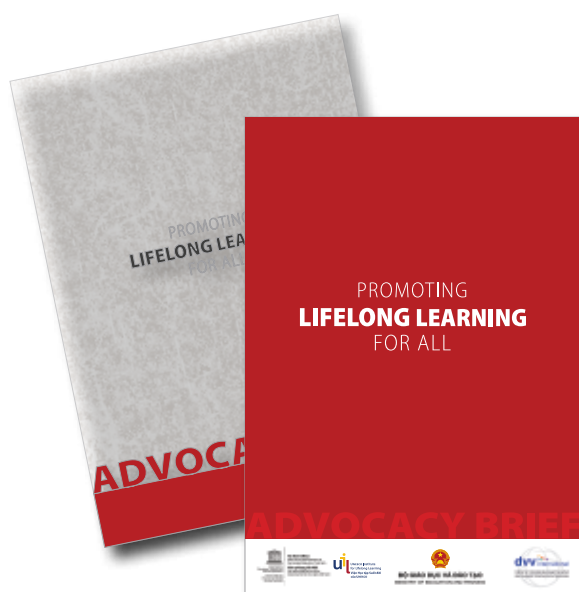
In January, the Institute and dvv international co-organized a workshop on the *UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning* for policy-makers in Ha Noi, Viet Nam. Experts from Cambodia, Lao PDR, Viet Nam, ASPBAE (Asia South Pacific Association for Basic and Adult Education) and SEAMEO CELLL (new Southeast Asian Ministers of Education Organization – Centre for Lifelong Learning based in Ho Chi Minh City) met to develop a deeper understanding of the key concepts of the document in order to promote its implementation. The country teams planned key action points for the next two years to implement the Guidelines. The expected result is the development of a national RVA system in each of the three countries.

With the support of dvv international and the UNESCO Office in Ha Noi, the UNESCO Guidelines for RVA have been translated into the national languages of Cambodia, Laos and Viet Nam, and have been disseminated to national stakeholders.

A National Policy Frameworks Seminar for Lifelong Learning was held simultaneously in cooperation with the UNESCO office in Ha Noi and the Ministry of Education and Training of Viet Nam. Seven countries from the Association of Southeast Asian Nations (ASEAN) – Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Viet Nam – met in Ha Noi. The two-day seminar strengthened the capacities of 150 policy-makers and researchers.

Advocacy Brief

An advocacy brief, *Promoting Lifelong Learning for All*, was developed as a concrete outcome. The document was presented to ministers of education and other senior officials at the 47th Conference of SEAMEO in Ha Noi, Viet Nam in March and at other regional conferences organized by the Asia-Europe Meeting (ASEM) and UNESCO.



Positioning Lifelong Learning in the Post-2015 Development Agenda

In collaboration with the German Association for Adult Education – dvv International – UIL hosted its second Think Tank meeting on Lifelong Learning at its premises in Hamburg on 12 and 13 December 2013. The overall aim of the meeting was to clarify the concept of lifelong learning and seek key stakeholders' advice on positioning lifelong learning more saliently in the post-2015 universal, sustainable development agenda. Seventeen high-level experts in the field of lifelong learning from all regions of the world, representing UNESCO Member States, UNICEF, WHO, World Bank, and non-governmental organizations, participated in the meeting.

Technical Note

The meeting worked on a technical note on lifelong learning, which hopefully can influence future work on lifelong learning.



Action Lines for the post-2015 Agenda

The main action lines that were discussed at the meeting and should be used for developing the post-2015 agenda were:

1. Facilitating the development of national policies and strategies for lifelong learning for all;
2. Promoting the transformation of existing education systems from a lifelong learning perspective;
3. Advocating for non-formal and informal learning, in particular, in youth and adult learning and education;
4. Enhancing the use of modern learning technologies;
5. Developing synergies between various learning systems;
6. Developing capacities for effective lifelong learning policies and practices;
7. Facilitating partnerships among government agencies, civil society organizations and the private sector;
8. Promoting the development of learning cities, learning regions, learning communities and learning villages; and
9. Supporting research in lifelong learning policies and practices.

Expected result in Member States:
Taking concrete action to position lifelong learning more saliently in the post-2015 universal, sustainable development agenda.

International Conference on Learning Cities (ICLC)

Expected result in Member States:
Creating a network to mobilize cities to use their resources and potential effectively in every sector to promote lifelong learning for all.

More than 500 mayors, city education executives and experts from more than 100 countries met in Beijing, China, from 21 to 23 October at the **International Conference on Learning Cities** to discuss ways to make cities more responsive to the learning needs of citizens. The conference concluded with a call by delegates for UNESCO to establish a global network of learning cities.

The conference, which was co-organized by UNESCO, the Ministry of Education of China and Beijing Municipal Government, was opened by Ms Liu Yandong, Vice Premier of

China, Mr Yuan Guiren, Minister of Education of China, Mr Wang Anshun, Mayor of Beijing Municipal Government, and Ms Irina Bokova, Director-General of UNESCO.

Numerous other senior international figures addressed plenary sessions and regional panels. Discussions focused on the stages of development required to turn cities into learning cities; communities that nurture active citizenship, promote economic and cultural prosperity, and lay the foundation for sustainable development.



Ms Mara Robles Villaseñor
Secretary of Education,
Mexico City

» ...we commend UIL and UNESCO's call to the international community to work on developing lifelong learning education that supports social cohesion, prosperity and sustainability.«

Ms Irina Bokova
Director-General,
UNESCO

»Cities are key actors for peace and development in the century ahead – our challenge is to ensure that this peace is lasting, that this development is sustainable.«

Ms Liu Yandong
Vice Premier of the
People's Republic
of China

»Cities should not only provide suitable living spaces for citizens of different cultures, ethnicities, races, classes and even countries, but they should also create and safeguard equal learning opportunities and rights to promote social fairness and justice.«

Key Features of Learning Cities

If a city has the political will and commitment to build a learning city, it also needs a set of indicators or key features against which it can monitor progress. Formally endorsed by mayors, city education executives and experts participating in the International Conference on Learning Cities, the Key Features of Learning Cities can serve as a comprehensive checklist to help municipal governments and other stakeholders build learning cities that promote lifelong learning for all.

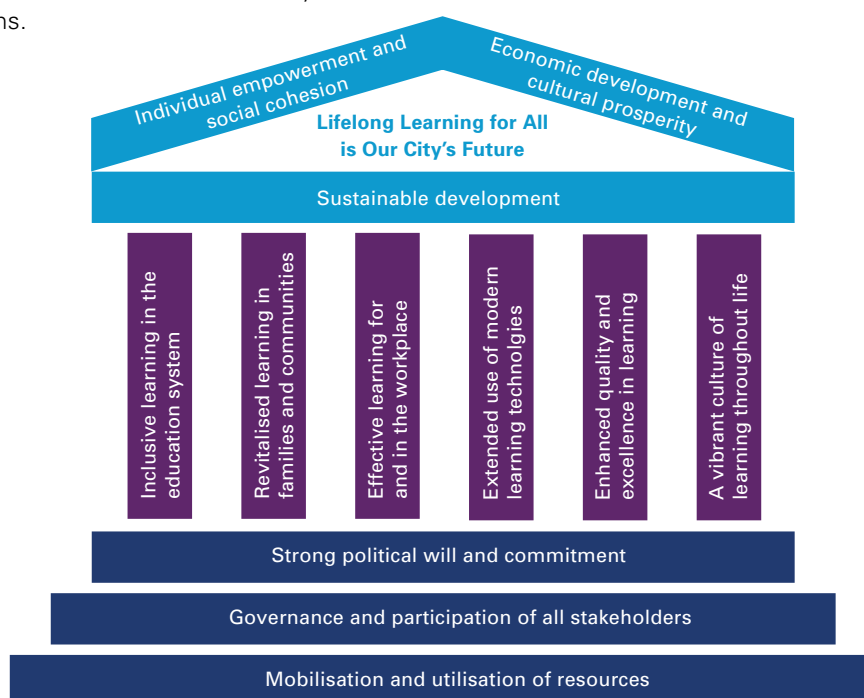
This measurement tool was the result of a long consultation process. Its objective is to support communities in assessing their progress towards becoming 'learning cities' without making distinctions between cities. Each city is different and its progress towards becoming a learning city can only be measured within the context of its own cultural, economic and social history and traditions.

Beijing Declaration

The main outcome document of the conference, the **Beijing Declaration on Learning Cities**, affirms the vital importance of education for the future of all human communities: "Lifelong learning should be a primary focus of cities, regions, nations and the international community."

The Declaration also expresses the commitment of the assembled delegates to "the task of nurturing lifelong learning, in order to empower individuals, to promote social cohesion, economic and cultural prosperity, and to foster sustainable development".

The Framework of the Key Features of Learning Cities



Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city

Lifelong Learning Overview of Activities



December
Positioning Lifelong Learning in the Post-2015 Development Agenda
Hamburg, Germany

UIL hosted its second Think Tank meeting on Lifelong Learning: *Positioning Lifelong Learning in the Post-2015 Development Agenda* at its premises in Hamburg on 12 and 13 December 2013.



February
Workshop on Innovative Concepts and Systems of Lifelong Learning
Tehran,
Islamic Republic of Iran

A national training workshop on innovative concepts and systems of Lifelong Learning in Iran was organized in cooperation with UNESCO Tehran Cluster Office (UTCO), the Iranian National Commission for UNESCO, and the Ministry of Education of the Islamic Republic of Iran.



**October
International Conference
on Learning Cities
Beijing, China**

500 mayors, city education executives and experts from more than 100 countries met in Beijing to discuss ways to make cities more responsive to the learning needs of citizens. Co-organizers were UNESCO, the Ministry of Education of China and Beijing Municipal Government.



**January
Workshop on Recognition,
Validation and Accreditation
Guidelines (RVA) of
Non-formal and Informal
Learning
Vientiane, Lao PDR**

Policy-makers and experts from Cambodia, Lao PDR, ASPBAE (Asia South Pacific Association for Basic and Adult Education) and SEAMEO CELLL (Southeast Asian Ministers of Education Organization – Centre for Lifelong Learning) developed key action points for implementing the UNESCO Guidelines on RVA.



**January
Seminar on Lifelong
Learning Policy and
Capacity Building for RVA
Ha Noi, Viet Nam**

150 policy-makers and researchers from 7 ASEAN (Association of Southeast Asian Nations) countries (Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, the Philippines, Thailand and Viet Nam) were trained in a two-day seminar on National Policy Frameworks for Lifelong Learning in cooperation with the UNESCO Office in Ha Noi and the Ministry of Education and Training of Viet Nam.



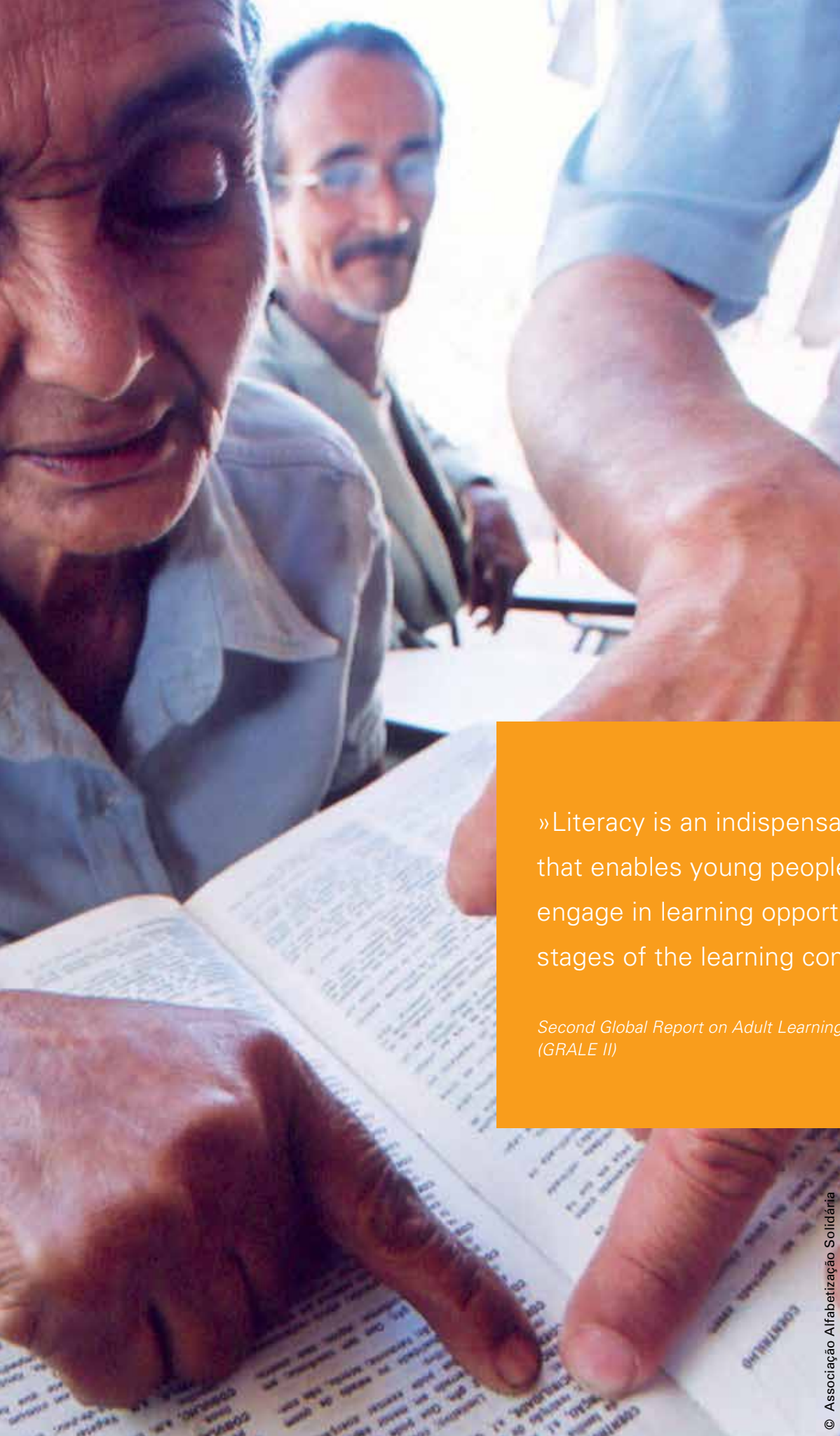
**December
National Workshop on
Building a Learning
Society: From Vision to
Action
Ha Noi, Viet Nam**

The Vietnamese National Steering Committee on Building a Learning Society, in partnership with the National Council on Education and Human Resource Development, the UN Office in Viet Nam, UNESCO Ha Noi Office and UIL organized a workshop on implementing the National Framework on Building a Learning Society. Around 120 policy-makers and experts participated in the workshop in December 2013.

Literacy and Basic Skills Programme

According to the most recent global statistics, 774 million young people and adults, two-thirds of whom are women, cannot read or write. This situation is holding back efforts to advance human development. Contributing to UNESCO's overall literacy goal for 2012–2013 – “national capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes” – UIL has focused on the development of capacities of literacy personnel in selected countries in order to improve policies and programmes, and on conducting action research using UIL's expertise, resources and knowledge platforms.





»Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum«

Second Global Report on Adult Learning and Education (GRALE II)

Action research on measuring literacy programme participants' learning outcomes (RAMAA)

Expected result in Member States:

The five country teams strengthen their capacities to develop research designs, procedures and tools to measure learning outcomes of literacy programmes.

The RAMAA project (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation – Action research on measuring learning by literacy programme participants) is co-ordinated by UIL and BREDA (Bureau régional pour l'éducation en Afrique – UNESCO Dakar Regional Bureau for Education in Africa), in co-operation with the responsible ministries in Burkina Faso, Mali, Morocco, Niger and Senegal. In each country, a team of adult education, literacy and statistical specialists work together to design, implement and analyse surveys that collect information on the literacy competence levels of participants in adult literacy programmes. The surveys also collect background information. RAMAA's ultimate aim is to develop methods to evaluate adult literacy learning in cultural and social contexts in order to improve the quality of programmes. The results serve to strengthen advocacy for investment in literacy programmes and to promote recognition of non-formal learning outcomes.

In 2013, the first main survey was carried out in Morocco. Questionnaires were developed and piloted in Burkina Faso and Senegal. In 2014, Niger and Mali aim to complete this phase with regional funding from the Swiss Agency for Development and Cooperation (SDC). Burkina Faso and Senegal intend to conduct their first main surveys in this same time period. Each pilot survey covers approximately 500 respondents and the main surveys around 2,000 respondents. It is expected that more countries will join the RAMAA project in 2014.

With core SDC funding, UIL coordinates internal and expert consultancy support. As an action research initiative, the RAMAA



project also contributes to national capacity development. For example, approximately 50 people are trained in each country to conduct the fieldwork and data entry.

In 2013, UIL supported an international RAMAA workshop in April in Niger, facilitated South-South cooperation workshops and provided on-site expert advice. Furthermore, initial results were presented at the regional conference of the Ministers of the Association for the Development of Education in Africa Inter-Country Quality Node on Literacy and National Languages (Ouagadougou, Burkina Faso), UNESCO International Literacy Day (Paris, France) and the Education Network F2F of the Swiss Agency for Development and Cooperation (Morges, Switzerland).

The workshop in Niger was attended by UIL specialists and experts from universities and partners, such as the Swiss Agency for Development and Cooperation, the African development Bank, the Conference of Education Ministers of Countries using French as a Common Language, the Working Group on Non-Formal Education of the Association for the Development of Education in Africa, the UNESCO Institute for Statistics, UNESCO's Regional Bureau for Education in Africa, RAMAA country coordinators and national teams.

International Conference to Scale Up Literacy, Reduce Gender Disparities and Create a Literate World

An international literacy conference was held in collaboration with the National Literacy Mission Authority of India and the UNESCO Clusteroffice in New Delhi from 18 to 20 July in New Delhi, India. Around 100 participants from countries of the E-9 initiative (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) and the South Asian Association for Regional Cooperation (SAARC: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka) exchanged good practice with innovative approaches to increase literacy, reduce gender disparities and create a literate world. The conference provided a great platform for future exchanges and cooperation between participating countries.

Participants and experts agreed on priorities and key messages for the post- 2015 agenda. These included:

1. Recognising literacy as a graded continuum and an indispensable foundation of lifelong learning;
2. Using innovative and effective practices to reduce gender disparities and accelerate literacy efforts;
3. Developing institutionalized long-term responses to meet learning needs of a diversity of target groups, including equivalency schemes and alternative pathways to create literate and learning societies; and
4. Using partnerships and South-South cooperation to strengthen commitment, to learn from each other and to provide mutual support.



A study of successful approaches to reducing gender disparities in and through literacy was presented to the conference participants and made available online to the general public. This is entitled *Literacy and Women's Empowerment: Stories of Success and Inspiration*.

A conference report and a policy brief entitled *Gender equality matters: Empowering women through literacy programmes* were also published.

Expected result in Member States: Participants of E-9 and SAARC countries are informed of available evidence on successful approaches to literacy, and strengthen their commitment to scale up literacy and reduce gender disparities.

Effective Literacy and Numeracy Practices Database (LitBase)

Expected result in Member States: Making available action-oriented and policy-driven research to improve the quality and relevance of literacy policies and programmes that empower learners.

As UNESCO's resource centre for literacy and non-formal education, UIL has a mandate to provide innovative and state-of-the-art evidence and information on effective policy and programmes. To this end, UIL has continued expanding LitBase, a database of exemplary literacy and numeracy programmes worldwide.

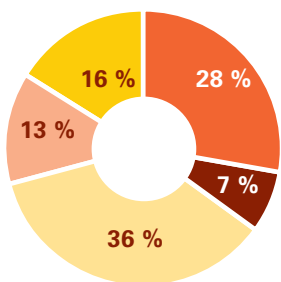
In 2013, 40 new case studies were added to the database, which now includes a total of 148 case studies from 76 countries. The programmes are focused on different themes such as gender, sustainable community development, literacy in multilingual contexts, family literacy and the use of information and communication technologies (ICTs). These programmes have diverse target groups including women, youth, indigenous peoples and prisoners.

With the aim of boosting the potential of LitBase, UIL has started to publish compilations of case studies on specific themes. The first publication of this series – *Literacy Programmes with a Focus on Women to Reduce Gender Disparities* – supported an International Literacy Conference in India in July 2013 and was then made publicly available on the occasion of International Literacy Day in September 2013.



A LitBase Case Use of digital tablets to gain literacy skills in Colombia

One of the recent case studies added to LitBase is a pilot project in multilingual indigenous communities. The Foundation Transformemos began the initiative in 2013 in the Department of Guainía, Colombia. The programme uses tablet computers and multilingual education software for adult literacy and adult basic and secondary education. The programme is tailored to the needs of these communities, where up to four indigenous languages are spoken in addition to Spanish. The use of the educational software Transformemos has led to results, including a considerable decrease in children's drop-out rate and greater value placed by parents on their children's education.



Cases by region

148 case studies from 76 countries

- 36% Asia and the Pacific
- 28% Africa
- 16% Latin America and the Caribbean
- 13% Europe and North America
- 7% Arab States

Shakh Fahima Prity
Participant of the forum
(Bangladesh)

»I have learned many things from this seminar and I intend to become a youth leader when I return to Bangladesh. With UNESCO's support, we will train thousands of youth leaders. I hope we will become successful.«

International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth



Expected result in Member States:

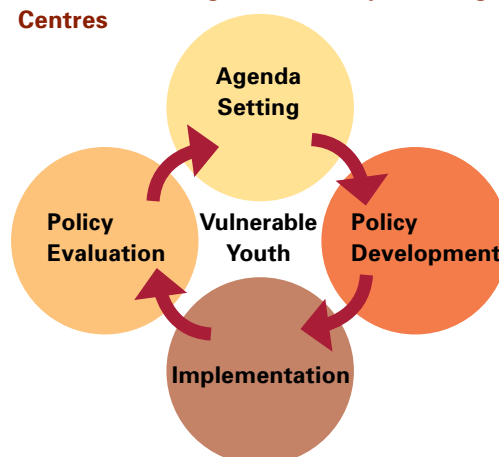
Participants are expected to use lessons learned and evidence shared to craft effective policies and programmes responding to the needs of vulnerable youth.

The Indonesian Ministry of Education and Culture and UNESCO (UIL and UNESCO Offices in the region) co-organized an International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres in collaboration with the Asia South Pacific Association for Basic and Adult Education (ASPBAE). More than 120 government officials, youth representatives and civil society stakeholders from 17 countries in Asia and Africa exchanged best practices for community-based learning initiatives for young people without basic education. They visited community learning centres in the Jakarta area where young people participate as learners and managers.

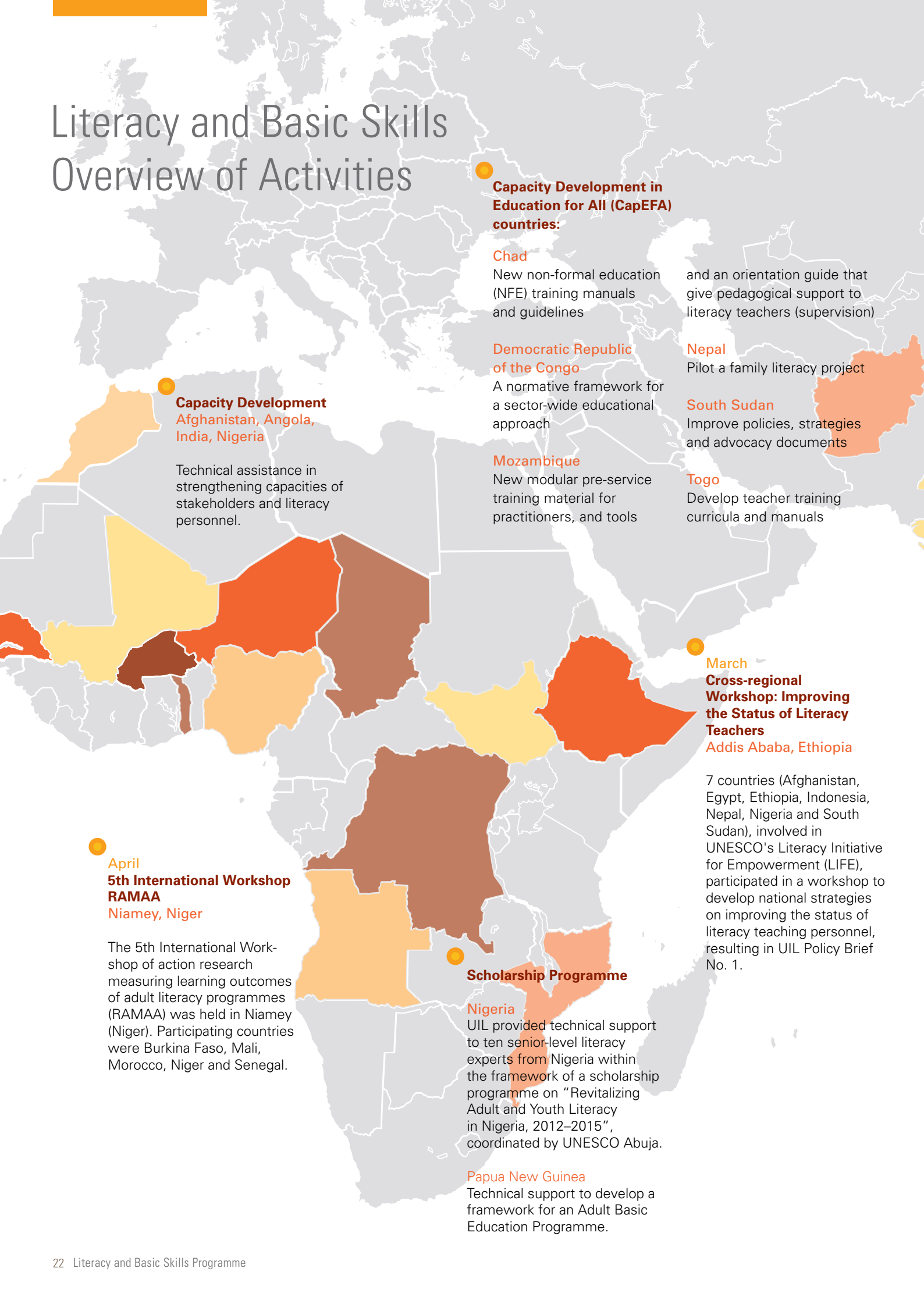
In the forum, participants discussed good practices to institutionalise youth engagement in literacy and life skills education. The meeting covered the four elements of the policy cycle. The forum concluded with action points proposed by different stakeholders, such as youth, national and provincial government personnel, civil society, research and media.

Mobilising resources and gaining experience represent major challenges to carrying out the proposed actions. UIL is initiating research on youth engagement in community learning centres. As a first step, UIL published a policy brief on community matters and commissioned case studies from ASPBAE and Pamoja West Africa to document the learning needs and experiences of vulnerable youth.

Policy Cycle for Literacy and Life Skills Education through Community Learning Centres



Literacy and Basic Skills Overview of Activities



Capacity Development in Education for All (CapEFA) countries:

Chad
New non-formal education (NFE) training manuals and guidelines and an orientation guide that give pedagogical support to literacy teachers (supervision)

Democratic Republic of the Congo
A normative framework for a sector-wide educational approach

Nepal
Pilot a family literacy project

South Sudan
Improve policies, strategies and advocacy documents

Mozambique
New modular pre-service training material for practitioners, and tools

Togo
Develop teacher training curricula and manuals

Capacity Development Afghanistan, Angola, India, Nigeria
Technical assistance in strengthening capacities of stakeholders and literacy personnel.

March
Cross-regional Workshop: Improving the Status of Literacy Teachers
Addis Ababa, Ethiopia

7 countries (Afghanistan, Egypt, Ethiopia, Indonesia, Nepal, Nigeria and South Sudan), involved in UNESCO's Literacy Initiative for Empowerment (LIFE), participated in a workshop to develop national strategies on improving the status of literacy teaching personnel, resulting in UIL Policy Brief No. 1.

April
5th International Workshop RAMAA
Niamey, Niger

The 5th International Workshop of action research measuring learning outcomes of adult literacy programmes (RAMAA) was held in Niamey (Niger). Participating countries were Burkina Faso, Mali, Morocco, Niger and Senegal.

Scholarship Programme
Nigeria
UIL provided technical support to ten senior-level literacy experts from Nigeria within the framework of a scholarship programme on "Revitalizing Adult and Youth Literacy in Nigeria, 2012–2015", coordinated by UNESCO Abuja.

Papua New Guinea
Technical support to develop a framework for an Adult Basic Education Programme.



July
International Conference to Scale Up Literacy, Reduce Gender Disparities and Create a Literate World
New Delhi, India

In collaboration with the National Literacy Mission Authority of India, around 100 participants from E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) and SAARC (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka) identified innovative approaches to scaling up literacy, reducing gender disparities and creating a more literate world.

August
International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth
Jakarta, Indonesia

More than 200 government officials, youth representatives and civil society stakeholders from 17 countries participated in the International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres, in order to share experiences on policy development and programme implementation.

2013
LitBase – Expansion and Case Publications
Worldwide

UIL further expanded the provision of state-of-the-art evidence and information on effective literacy and numeracy programmes.

Adult Learning and Education Programme

The strategic goal of this programme is to ensure that adult education is developed from a lifelong perspective, and is integrated into sector-wide strategies and development agendas. A special effort is made to articulate this in relation to UNESCO's Education for All (EFA) agenda, thereby further strengthening the contribution of adult learning and education to sustainable development.





»... adult education has a vital role to play, because it allows us to address gaps in primary education, [...] and it also enables us to establish fair and equal opportunities between countries and continents, and also between individuals«

Jacques Delors, former President of the European Commission, addressing CONFINTEA VI

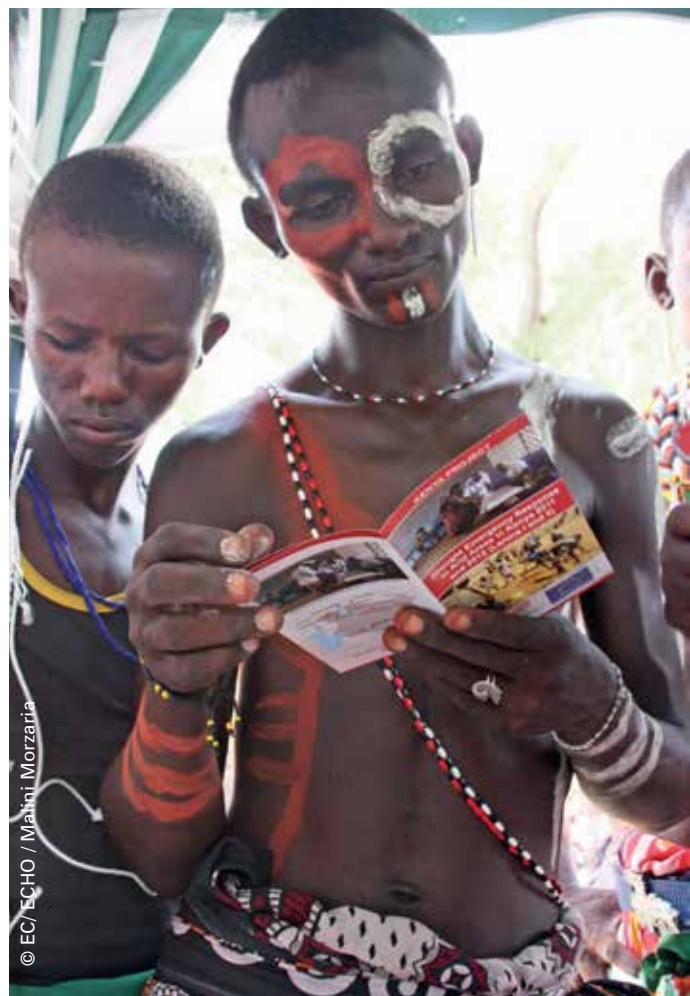
2nd Global Report on Adult Learning and Education

**Expected result
in Member States:**
Stakeholders from
Member States
use increased
knowledge to
improve monitoring
of adult learning
and education
policies and
programmes.

In August 2013, UIL published its second *Global Report on Adult Learning and Education* (GRALE II) to assess progress in implementing the commitments made by UNESCO Member States in the *Belém Framework for Action* (BFA). Drawing on data gathered from 141 countries, it reviews progress in the six key areas of adult learning and education highlighted by the BFA (i.e., literacy, policy, governance, financing, equity and participation, and quality) and presents insights from all world regions. It adopts a global perspective, describing the commonalities and differences of Member States as they work to improve their adult education sectors. It is available in English, French and Spanish.

The report shows that, despite progress in increasing the global numbers of literate people, many millions are still excluded from learning opportunities. Underlying this is a conceptual problem: the lack of a common global understanding of how to approach literacy. Some countries still favour quick “illiteracy eradication” campaigns, and most continue to use traditional methods (population censuses, household surveys, number of years of formal schooling) to estimate literacy rates. This reflects a tendency to approach literacy as a dichotomy, classifying people as either literate or illiterate.

However, there is a growing understanding that literacy is better conceptualized as a continuum; a process that occurs in various settings, that provides informal, non-formal and formal learning, allowing learners to reach different (and distinguishable) levels of competence in reading, writing and calculating. The Report also emphasized that the lens of lifelong learning provides the most promising perspective for addressing the literacy challenge.



Launch events

Generously supported by the Swiss Agency for Development and Cooperation (SDC), a series of launch events in all world regions was organized in cooperation with the International Council of Adult Education (ICAE) and its regional branches. These events brought together relevant governmental and non-governmental actors from each region to debate the report's key findings and to highlight the relevance of a global report for the further development of adult education at regional and national levels.

Africa

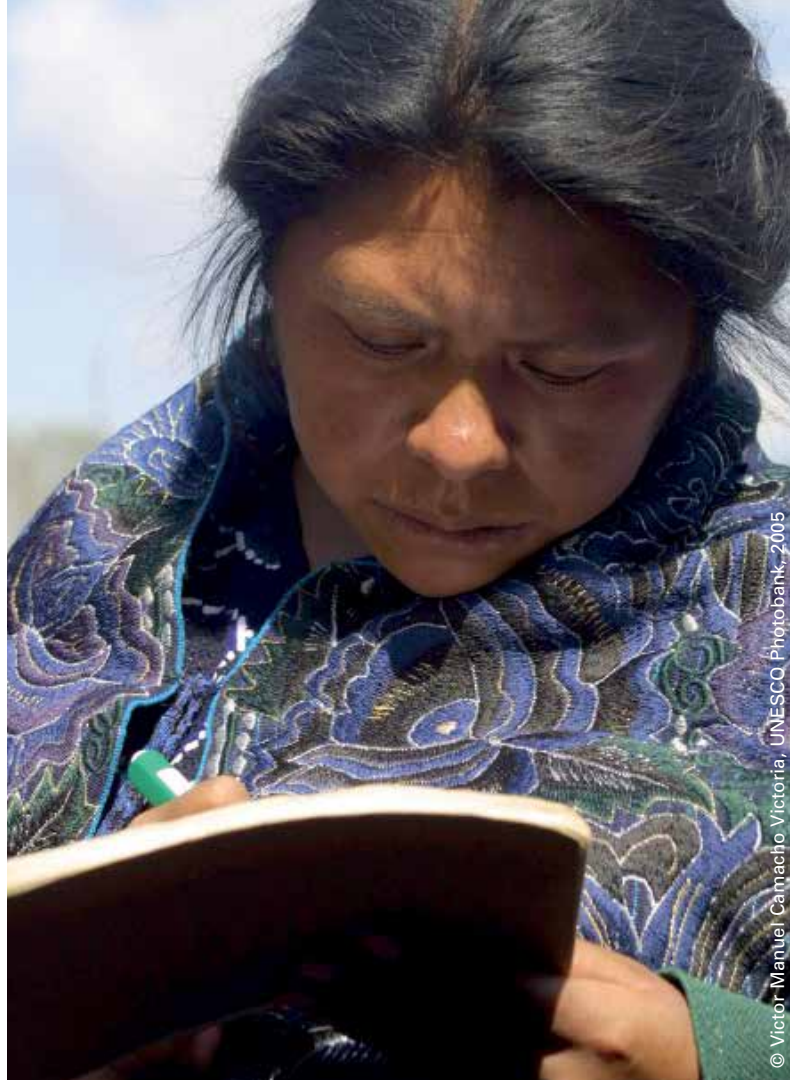
The African launch was organized in cooperation with ICAE in the context of the interministerial meeting of the "Big Push – EFA Acceleration Initiative" in Luanda, Angola (18–22 October 2013).

Arab States

The launch for the the Arab States took place in Amman, Jordan on the occasion of International Literacy Day (8 September) in the context of ICAE's 7th Academy for Lifelong Learning Advocacy (IALLA).

Asia and the Pacific

GRALE II was launched on the occasion of the *International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres* in Jakarta on 20 August 2013 in cooperation with the Asia South Pacific Association for Basic and Adult Education (ASPBAE).



Europe and North America

The European launch was organized in collaboration with the European Association for the Education of Adults (EAEA) on the eve of the Regional CONFINTEA Follow-up Conference in Vilnius on 8 December 2013.

Latin America and the Caribbean

The Latin America and Caribbean launch was organized in cooperation with the Council for Popular Education in Latin America and the Caribbean (CEAAL) and the Caribbean Regional Council for Adult Education (CARCAE) on the occasion of an International Seminar on Lifelong Learning and Education co-hosted by the Ministry of Education of Colombia and the Organization of Ibero-American States (OEI) on 28 October 2013.

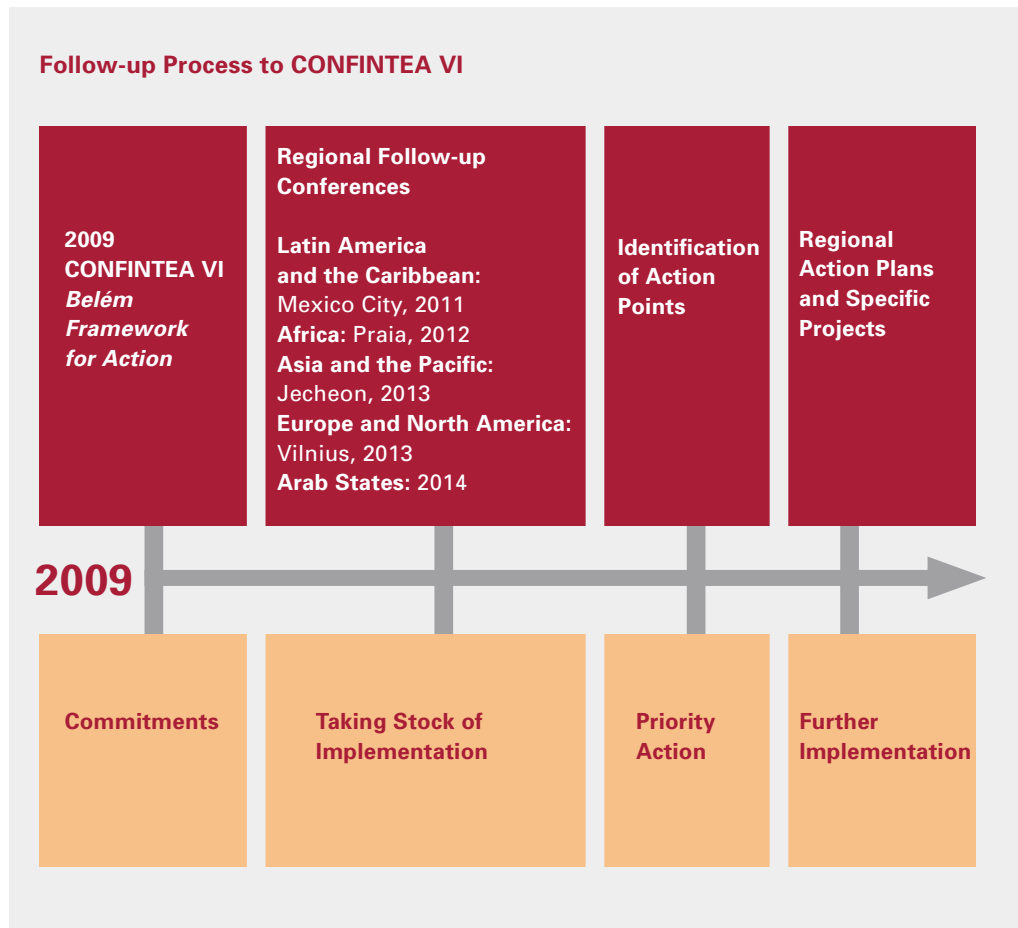
CONFINTEA Follow-up

Expected result in Member States:

Stakeholders from Member States engage in CONFINTEA follow-up activities implementing the *Belém Framework for Action* (BFA).

A key focus of UNESCO's work in this area is the organization of the International Conferences on Adult Education (CONFINTEA), which have taken place every 12 years since 1949. The *Belém Framework*

for Action, which was adopted by the 144 UNESCO Member States attending CONFINTEA VI in 2009, provides a crucial point of reference for UIL's activities within this programme.



»The issue of lifelong adult learning is relevant today more than ever, both in terms of the ability to adapt to the needs of the changing labour market and to implement such objectives of the society at large as social activity, citizenship, and sustainable development.«

Asia and the Pacific

UIL, in cooperation with the National Institute for Lifelong Education (NILE) in the Republic of Korea and the UNESCO Regional Office in Bangkok, organized the Regional CONFINTEA VI Follow-up meeting for Asia and the Pacific in Jecheon City on 18–19 October 2013. The meeting, entitled *Four years after: Taking stock of progress*, was attended by around 50 representatives of 20 Member States and regional stakeholders. It provided a forum to share good practices and to build capacities for developing effective policies and high-quality programmes.

The meeting resulted in an action plan, encompassing policy, governance and funding, to ensure quality provision and broad participation in adult learning and education. The action plan includes specific projects at regional and sub-regional level, and designates responsible entities for each project.



Europe and North America

Experts from the European Union and UNESCO Member States from the Europe-North American region took part in the Regional CONFINTEA VI Follow-up meeting for Europe and North America in Vilnius, Lithuania on 9–10 December. The aim of this meeting was to assess implementation of the *Renewed European Agenda for Adult Learning* and the *Belém Framework for Action*, in light of recently published findings of the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) and the second Global Report on Adult Learning and Education (GRALE II).

The Conference, entitled "Equipping adults for the 21st Century: Joining Forces for Action on Skills and Competences", was organized by the Directorate-General for Education and Culture of the European Commission (DG EAC) and UIL within the context of the Lithuanian Presidency of the European Union. About 170 participants, including national coordinators for adult learning, members of the EU's Thematic Working Groups on quality and financing of adult learning, and representatives of regional and multilateral organizations, met to discuss policies that can increase access to and participation in adult education, while also improving quality and efficiency.

The Conference produced action points on how to ensure that all adults have access to relevant and high-quality learning opportunities to develop appropriate skills and competencies throughout their lives. These action points will be developed further by Member States in the coming years, with support, especially in terms of monitoring, from the European Commission and UNESCO/UIL.

Adult Learning and Education Overview of Activities



CONFINTEA Fellowship Programme Hamburg, Germany

Senior experts from Bangladesh, Burkina Faso, Eritrea and South Sudan were supported to further develop specific projects.

October GRALE II Launch Latin America and the Caribbean

Organized in cooperation with CEAAL and CARCAE, this launch took place on the occasion of an international seminar on lifelong learning and education co-hosted by the Ministry of Education of Colombia and the Organization of Ibero-American States (OEI).

August 2nd Global Report on Adult Learning and Education Worldwide

Drawing on data gathered from 141 reports from 139 Member States, UIL published the second *Global Report on Adult Learning and Education* (GRALE II) to assess progress in the development of adult education.

Technical Assistance for Capacity Development Mali

Ways to establish new structures for capacity development were explored in connection with the national Capacity Development for Education for All (CapEFA) programme.



**December
CONFINTEA Follow-up for
Europe and North America
and GRALE II Launching**
Vilnius, Lithuania

Experts from the European Union and UNESCO Member States in the Europe-North America Region assessed implementation of the *Renewed European Agenda for Adult Learning* and the *Belém Framework for Action*. Furthermore, GRALE II was launched in this region.

**September
GRALE II Launch
Arab States**

The launch for the Arab States took place in Amman, Jordan on the occasion of International Literacy Day in the context of ICAE's 7th Academy for Lifelong Learning Advocacy (IALLA).

**Support for National
Adult Education Policy
Eritrea**

Technical assistance provided for the revision and finalization of Eritrea's national adult education policy.

**October
GRALE II Launch
Africa**

The African launch was organized in cooperation with ICAE in the context of the inter-ministerial meeting of the "Big Push – EFA Acceleration Initiative" in Luanda, Angola.

**October
CONFINTEA Follow-up
for Asia and the Pacific**
Jecheon City,
Republic of Korea

50 representatives from 20 countries and regional stakeholders monitored progress and developed an action plan on policy, governance and funding of adult education.

**August
GRALE II Launch
Asia and the Pacific**

The Report was launched at the *International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres* in Jakarta on 20 August 2013 in cooperation with the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

Documentation Centre and Library



The UIL Documentation Centre and Library holds one of the world's most comprehensive collections in the areas of Lifelong Learning, Adult Education, Literacy, and Non-formal Education, with over 56,000 books and documents and 70 international periodicals. Sixty per cent of the holdings are in English, followed by publications in German, French, Spanish and a variety of other languages. It also features more than 7,400 sample learning materials used in adult literacy, post-literacy and out-of-school education from 120 countries in over 160 languages.

ALADIN network

The Documentation Centre coordinates the Adult learning, Documentation and Information Network (ALADIN), connecting some 100 specialized documentation centres from about 50 countries in all regions of the world.

ALADIN members and the adult learning community continued in 2013 to use ALADIN tools and services for networking, advocacy, capacity-building and sharing of information and expertise on adult learning, thereby facilitating informed policy-making, research and programme development.



Research Fellowships and Scholarships

The UIL Documentation Centre and Library has hosted all scholars and fellows, and several international researchers, who work at UIL for periods from a few days up to several months to take advantage of the rich resources available in the library and the expertise of the UIL librarians.

CONFINTEA Scholarships

In 2012, UIL launched its CONFINTEA Scholarship Programme, which enables students and researchers from UNESCO Member States to attend UIL for a period of one month to benefit from UIL's knowledge base and research resources. Four researchers from Nepal, Uganda, Mexico and Papua New Guinea availed of scholarships in 2013. Their research resulted in diverse papers and policy documents.

» ...it really helped me to broaden my mind and creativity and to gain an in-depth understanding of how literacy should be perceived.«



Community Libraries in Nepal

In May 2013, Ms Sanjana Shrestha, Country Director of Rural Education and Development Nepal (READ Nepal), was awarded a CONFINTEA Scholarship to spend four weeks at UIL. She conducted in-depth research on community libraries in Nepal at the Documentation Centre and Library.

During the past 21 years, READ Nepal, a member of the ALADIN network, has helped create 54 community libraries that provide access to reading materials and connect literacy to practical activities.

The READ model for a typical community library has evolved so that it now includes not only library services – books, periodicals, and access to the Internet – but also sections devoted to women’s empowerment and early childhood development. Furthermore, it provides venues for community meetings, and livelihood and health training.

Publications and Information

PR Statistics

CONFINTEA Bulletin:

2 issues

Nexus Newsletter:

4 issues

Webnews items:

96 items

Average monthly website visits:

20,000

UIL publishes a broad range of research studies, reports and informational material on lifelong learning, adult education and literacy. It also edits the world's longest-running international peer-reviewed journal of comparative education, the *International Review of Education*.

The core work of Publications and Information is to support UIL Programme staff in producing high-quality publications, editing a high-quality journal of lifelong learning, and increasing and improving the level of interaction between the Institute and its key stakeholders, thereby raising the profile and reputation of UIL among policy-makers, practitioners, donors and the general public.

Open Access

In July 2013 UNESCO adopted an Open Access Policy, meaning that all digital publications will be made available in full text to the public without cost or other

restrictions. In order to comply fully with this policy and to facilitate broader distribution and impact of UIL publications, the Institute decided in 2013 to focus increasingly on online publications, giving greater priority to shorter, highly responsive documents, such as the UIL Policy Briefs and the UIL Series on Lifelong Learning Policies and Strategies. This shift from print to electronic publication will be accompanied by a redesign of the UIL website.

New partnerships

UIL established two important new partnerships in 2013: with Presses universitaires d'Afrique (Cameroon) to publish and distribute the forthcoming titles in the *African Perspectives on Adult Learning* (APAL) series; and with Book Aid International (United Kingdom), to distribute UIL publications to libraries in 13 African and Middle Eastern countries.

Publications 2013



Second Global Report on Adult Learning and Education (GRALE II)



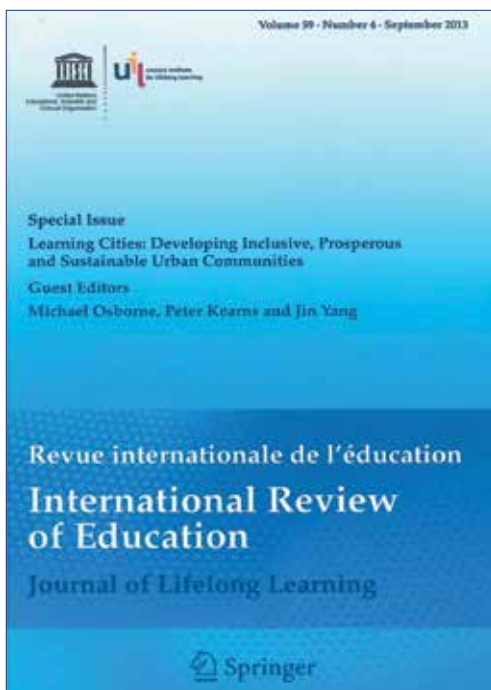
Aportes conceptuales de la educación de personas jóvenes y adultas: hacia la construcción de sentidos comunes en la diversidad



Linking Recognition Practices and National Qualifications Frameworks



Literacy and Women's Empowerment: Stories of Success and Inspiration

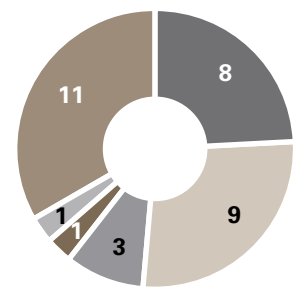


New cover design of International Review of Education

International Review of Education Journal of Lifelong Learning

2013 was a year of great change at the *International Review of Education* (IRE). In June, the subtitle 'Journal of Lifelong Learning' was added in order to reflect the decision of the UIL Governing Board to more closely align the IRE with UIL's mandate: lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. The language policy of the IRE was also changed – henceforth, articles will only be published in French and English – and UIL signed a new contract with Springer Science+Business Media, giving it joint copyright of IRE articles and increasing the Institute's share of royalties.

2013 was a successful year for IRE, with approximately 66,000 article downloads and distribution to over 7,500 institutions throughout the world.



IRE Article Subjects
2013 Around the World

- 9 Africa
- 1 Arab States
- 3 Asia and the Pacific
- 8 Europe and North America
- 1 Latin America and the Caribbean
- 11 Global



Literacy Programmes with a focus on women to reduce gender disparities



Policy Brief 1
Quality Matters: Improving the Status of Literacy Teaching Personnel



Policy Brief 2
Youth Matters: Equipping vulnerable young people with literacy and life skills



Policy Brief 3
Gender equality matters: Empowering women through literacy programmes

Governing Board and Staff



Front row, left to right

Monika Tabaka (Observer from the German Federal Foreign Office)

Arne Carlsen, UIL Director

Gugulethu Thenjiwe Ndebele,
Ministry of Education, Deputy Director-General: Dept. of Basic Education, South Africa

Malak Zaalouk, Professor of Practice and Director of the Middle East Institute for Higher Education, The American University in Cairo, Egypt

Un Shil Choi, President, National Institute for Lifelong Education – NILE, Republic of Korea

Second row, left to right

Pandora A. Johnson (Alternate for Davidson L. Hepburn), Vice President, Outreach, The Bahamas

Minxuan Zhang, President, Shanghai Normal University, People's Republic of China

Victor M. Barbosa Borges, Independent Consultant, Republic of Cape Verde

Third row, left to right

Walter Hirche (Vice-Chairperson), President, German Commission for UNESCO, Germany

Benita Carole Somerfield,
Former Executive Director of the Barbara Bush, Foundation for Family Literacy (BBFFL), United States of America

Jean-Marie Ahlin Byll-Cataria (Chairperson), Former Executive Secretary, Association for the Development of Education in Africa, Togo

Eeva-Inkeri Sirelius,
Former Secretary-General of the Finnish Adult Education Association, Finland

Not present

Abdulla bin Ali Al-Thani,
President of Hamad bin Khalifa University & Vice President for Education of Qatar Foundation, Qatar

Denise Dresser,
Professor, ITAM – Autonomous Institute of Technology, Mexico

Davidson L. Hepburn, Former President of the UNESCO General Conference, The Bahamas

**UIL Staff and Governing Board
from left to right**

Front row

Monika Tabaka (Observer from the German Federal Foreign Office), Arne Carlsen (Director UIL), Malak Zaalouk (GB), Lucas Millheim

Middle rows

Malakkhanim Khalili, Madhu Singh, Un Shil Choi (GB), Pandora A. Johnson (GB-Alternate), Minxuan Zhang (GB), Victor M. Barbosa Borges (GB), Jin Yang, Mohammed Taleb-Zahoori, Fiaye K. Elhor, Walter Hirche (GB), Ulrike Hanemann, Bettina Bochynek, Rika Yorozu, Jean-Marie Ahlin Byll-Cataria (GB), Carolyn Medel-Añonuevo (Deputy Director UIL), Eeva-Inkeri Sirelius (GB), Bettina Küster, Elizabeth Fordham (Chief of Institutes and External Relations Unit, UNESCO), Benita Carole Somerfield (GB), Lisa Krolak, Christiana Winter, Anja Schomaker



Back rows

Christine Glanz, Angela Owusu-Boampong, Jan Kairies, Susanne Harder, Peter Roslander, Chripa Schneller, Madina Bolly, Anna Bernhardt, Claudia Brandt, Klaus-Peter Humme, Werner Mauch, Raúl Valdés-Cotera, Sevgi Oktay-Carré

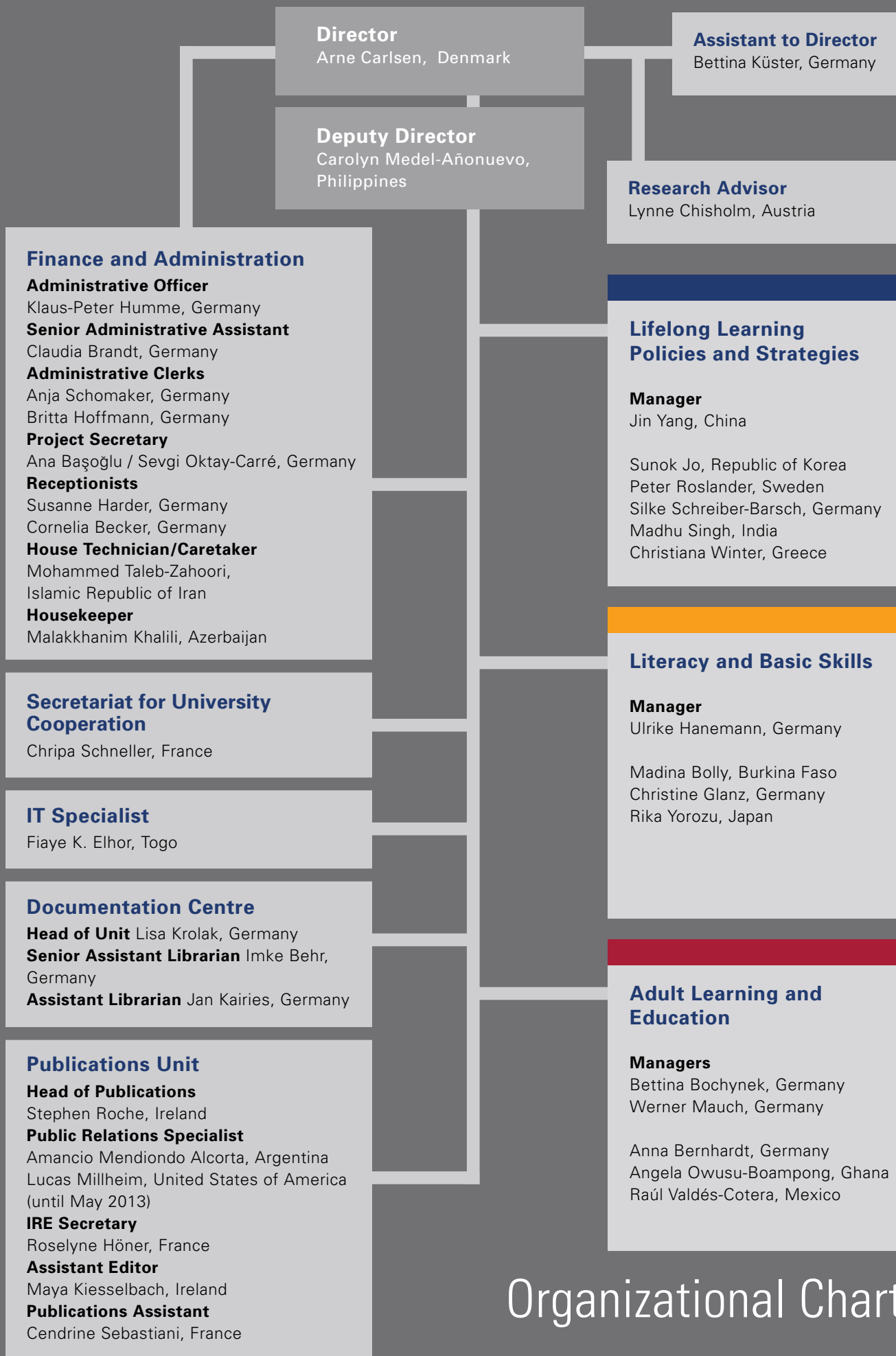
Not present:

Amancio Mendiondo Alcorta, Ana Başoğlu, Cornelia Becker, Imke Behr, Lynne Chisholm, Roselyne Höner, Britta Hoffmann, Sunok Jo, Maya Kiesselbach, Virginia Montes, Stephen Roche, Silke Schreiber-Barsch, Cendrine Sebastiani

*GB=Governing Board Member

Interns 2013

Tara Adler, *Denmark*; Rouven Adomat, *Germany*; David Agnew, *Ireland*; Margot Bélet, *Belgium*; Nayomi Chibana, *Ecuador*; Laura Fox, *Canada*; Débora Gastal, *Brazil*; Stephanie Harvey, *United Kingdom of Great Britain and Northern Ireland*; Jenna Hawkins, *United Kingdom of Great Britain and Northern Ireland*; José Sergio Hernandez Mendoza, *Mexico*; Justin Jimenez, *USA*; Robert Kaden, *South Africa*; Julian Kosh, *United Kingdom of Great Britain and Northern Ireland*; Ghada Mahmoud, *Egypt*; Abiy Menkir, *Ethiopia*; Alexander Rapis, *USA*; Moataz Said, *Egypt*; Amina Salaho, *Germany*; Yukyoung Seol, *Republic of Korea*; Lingwei Shao, *China*; Alexander Strobl, *Austria*; Janice Susara, *Philippines*; Amsalu Tebeje Tesfahun, *Ethiopia*; Duy Thuy Trang Nguyen, *Vietnam*; Olalla Tuñas Martinez, *Spain*; Michelle Viljoen, *South Africa*; Mo Wang, *People's Republic of China*; Marianne Wenger, *Switzerland*; Annemiek Wilson, *Denmark*; Ruth Zannis, *United Kingdom of Great Britain and Northern Ireland*.



Organizational Chart

Financial Report

UIL Budget Estimation 2013

(US \$)

1. INCOME

Estimation 2013

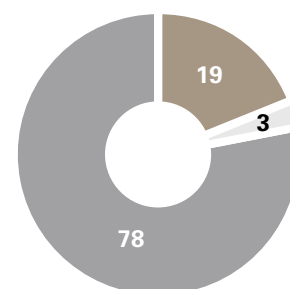
UNESCO	
Financial Allocation	697,000
Voluntary Contributions	
Programmes	2,595,000
Host Country Premises	264,000
Other Income	
	127,000
Total	
	3,683,000
Reserves Programme Funds	1,749,000
Unesco Extra-Budgetary Programmes *	182,000
Grand Total Funds	
	5,614,000

2. EXPENDITURE

Governing Board and Standing Committee	39,000
Direct Programme Costs	3,018,000
Institutional Development	347,000
Host Country Premises	264,000
General Administration	310,000
Total	
	3,978,000
Reserves Programme Funds	1,454,000
Unesco Extra-Budgetary Programmes *	182,000
Grand Total Funds	
	5,614,000

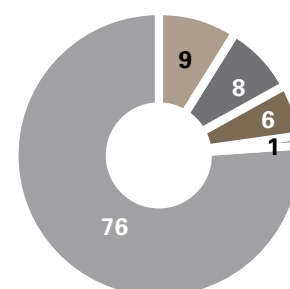
* UNESCO funds administered by UIL

We would like to thank the following donors for making the work of UIL possible: our host country, Germany; the Swiss Agency for Development and Cooperation (SDC); the Swedish Government; the Norwegian Government; the Nigerian Government.



UIL Income

78% Voluntary contributions
19% UNESCO
3% Other income



Expenditure

76% Direct Programme Costs
9% Institutional Development
8% General Administration
6% Host Country Premises
1% Governing Board and Standing committee

Further Documents and References

Lifelong Learning Policies and Strategies Programme

International Conference on Learning Cities
<http://learningcities.uil.unesco.org/home>

2nd Think Tank Meeting on Lifelong Learning
Concept Notes
<http://bit.ly/1ixLFUf>

Lifelong Learning Policy Workshop in Viet
Nam Advocacy Brief
<http://bit.ly/1IGA35L>

Literacy and Basic Skills Programme

Action research on measuring literacy
programme participants' learning
outcomes (RAMAA)
<http://bit.ly/LEDuZW>

International Policy Forum on Literacy and
Life Skills Education for Vulnerable
Youth Concept Note
<http://bit.ly/1fquRgg>

LitBase
<http://www.unesco.org/uil/litbase/>

International Conference to Scale Up
Literacy, Reduce Gender Disparities and
Create a Literate World
<http://mhrd.gov.in/adulthoodeducation>

Adult Learning and Education Programme

CONFINTEA Portal
<http://bit.ly/1d2rPzv>

Belém Framework for Action
<http://bit.ly/1k6IkOP>

OECD's Programme for the International
Assessment of Adult Competencies
(PIAAC)
<http://www.oecd.org/site/piaac/>

Documentation Centre and Library

ALADIN Network
<http://www.unesco.org/education/aladin/>

Publications

Linking Recognition Practices and
National Qualifications Frameworks
<http://bit.ly/1dZZJjY>

Aportes conceptuales de la educación
de personas jóvenes y adultas: hacia
la construcción de sentidos comunes
en la diversidad (Conceptual
Contributions on Youth and Adult
Education: Towards the Construction
of Shared Meanings in Diversity)
<http://bit.ly/1dozzYb>

Literacy and Women's Empowerment:
Stories of Success and Inspiration
<http://bit.ly/1d5qOYf>

Literacy Programmes with a focus on
women to reduce gender disparities
<http://bit.ly/1fJMOqp>

Second Global Report on Adult Learning
and Education (GRALE II)
<http://bit.ly/1I64Kha>

Policy Brief 1: Quality matters: Improving
the Status of Literacy Teaching
Personnel
<http://bit.ly/1dZZViZ>

Policy Brief 2: Youth matters: Equipping
vulnerable young people with literacy
and life skills
<http://bit.ly/1ii22U0>



United Nations
Educational, Scientific and
Cultural Organization



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