



UIE UNESCO INSTITUTE FOR EDUCATION



NURTURING THE TREASURE

Vision and Strategy 2002 – 2007





UIE UNESCO INSTITUTE FOR EDUCATION

"In confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. As it concludes its work, the Commission affirms its belief that education has a fundamental role to play in personal and social development. The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war."

LEARNING – THE TREASURE WITHIN

**Report to UNESCO of the International Commission on Education for the Twenty-First Century
UNESCO 1996**

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PROLOGUE

Many adult learning stakeholders, UIE's partners and Governing Board, and UNESCO have repeatedly stressed the need for a strategic plan for the work of the Institute. Priority issues, major areas of concern and requests for intervention in the search for sustainable solutions have emerged from a systematic needs assessment carried out by UIE and other partners. They have emerged also from demands expressed strongly in various ways by Member States and representatives of NGOs and CSOs. All of this has resulted in a clear mandate for UIE from UNESCO and the international community. The UNESCO Medium Term Strategy (C/4 document) and the current biennial programme and budget (2002-2003) stress the important role which UNESCO must play in adult, non-formal and lifelong learning.

One main source of the demands made of UIE is the recommendations stemming from international conferences and declarations. The *Dakar Framework for Action* specifically refers to UIE in paragraph 19 in the context of the monitoring report and the implementation of the Dakar goals. The monitoring of the implementation of the CONFINTEA V *Agenda for the Future* is also at the core of UIE's strategic planning. Furthermore, UIE has identified many needs and demands through its various operational networks and from partner agencies and individual academics and activists acting as sounding boards for key issues around the world. The accumulated expertise and experience of UIE is another valuable resource for identifying gaps and suggesting areas for action.

Most importantly, the external evaluation recently commissioned by the Governing Board of UIE has provided a powerful analysis of the current challenges, and of UIE's areas of competence and particular strengths, and has made recommendations on priority areas which the Institute should address. In response to UNESCO's priorities and the external evaluation report, the strategies and work of the Institute will focus on research, monitoring, capacity building, partnership and networking, advocacy and publications.

1 THE GLOBAL SETTING: ISSUES AND CHALLENGES

At the beginning of the twenty-first century, the world is characterized by ambivalence and tensions. A period of upheaval, affecting all spheres of human life and world regions, has been sweeping the globe at an ever accelerating pace, and has created a worldwide dichotomy in which the "gains and pains" are divided harshly and unequally between both individuals and countries.

While there have been remarkable advances in science and technology and the creation of enormous wealth in many parts of the globe, the very real possibility of creating a humane and equitable world has remained largely unfulfilled. We are faced with a wors-

A BALANCE SHEET OF HUMAN DEVELOPMENT – GOALS, ACHIEVEMENTS AND UNFINISHED PATH

UNDP, Human Development Report 2001

GOALS	ACHIEVEMENTS	UNFINISHED PATH
Halve the proportion of people living in extreme poverty.	Between 1990 and 1998 the proportion of people living on less than \$1 (1993 PPP US\$) a day in developing countries was reduced from 29% to 24%.	Even if the proportion is halved by 2015, there will still be 900 million people living in extreme poverty in the developing world.
Halve the proportion of people suffering from hunger.	The number of undernourished people in the developing world fell by 40 million between 1990-92 and 1996-98.	The developing world still has 826 million undernourished people.
Enrol all children in primary school. Achieve universal completion of primary schooling.	By 1997 more than 70 countries had primary net enrolment ratios over 80%. In 29 of the 46 countries with data, 80% of children enrolled reach grade 5.	In the next 15 years provision must be made for the 113 million children now out of primary school and the millions more who will enter the school-age population.
Reduce infant mortality rates by two thirds.	In 1990-99 infant mortality was reduced by more than 10%, from 64 per 1,000 live births to 56.	Sub-Saharan Africa has an infant mortality rate of more than 100 and an under-five mortality rate of more than 170 – and has been making slower progress than other regions.
Reduce under-five mortality rates by two thirds.	Under-five mortality was reduced from 93 per 1,000 live births to 80 in 1990-99.	
Halt and begin to reverse the spread of HIV/AIDS.	In a few countries, such as Uganda and possibly Zambia, HIV/AIDS prevalence is showing signs of decline.	Around 36 million people are living with HIV/AIDS.

ening of cultural, social, political and economic divisions within countries and between them, and an unparalleled series of crises and conflicts with international ramifications.

Globalization could lead to a world of connectivity, mutuality and solidarity, with a free and borderless flow of ideas and information, capital and goods, people and cultures, which would benefit all and empower men and women all over the planet. The promises of globalization have, however, so far failed to be realised for the majority of the world's population. Our world is to a great extent marked by fragmentation, exclusion, and a growing sense of insecurity due to the disintegration of social and cultural contexts and the erosion of community institutions and established social practices.

The dream of a vibrant global economy, creating prosperity for everyone, based on truly reciprocal and horizontal trade between countries and cultural cross-fertilization, has not come true. On the contrary, market forces combined with excessive deregulation and

ruthless competition have maintained and intensified the uneven rate of progress and a very unbalanced distribution of income. Regardless of the national economic situation, all over the world an increasing number of public sector services and functions are being privatized and commercialized, creating mass unemployment and mass migration, income inequalities, poverty, hunger, and a growing polarization between rich and poor.

The global situation of today offers a potential which seems to be limitless. But the world continues to be marked by glaring injustices and real threats to both societies and individuals, which stand in complete contradiction to the possibilities and lessons learned.

POVERTY

Notwithstanding the wide acceptance of the principle of equality for all human beings, the disparity between those who have and those who have not in terms of food, education, health care and social security continues to be appalling. The planet's natural and productive wealth is abundant and would be enough to provide a decent living for everybody. Awareness has grown of the importance of preserving the environment and of creating local conditions under which people can earn a living, while making use of resources that sustain natural and social fabrics. And yet, we continue to live in a world of inequality where large parts of humanity are still denied access to an equal share of those resources. About 1.3 billion people live on less than one US \$ per day, and this number is growing steadily as civil wars, loss of employment and restructuring of societies create newly poor groups. Poverty in many regions of the world is a problem on a massive scale, and its character is compounded by high rates of illiteracy, growing numbers of children pushed out of learning, and exclusion of vulnerable groups from wealth distribution - despite our knowledge of the economic, social and personal benefits that accrue from investment in education. We have also witnessed a growing feminization of poverty in the last decade, and are faced with the danger that today's imbalance of wealth and resources and human degradation caused by poverty will become tomorrow's cause of conflict between and within nations.

Education, starting with the care and education of young children and continuing through lifelong learning, is central to individual empowerment, the elimination of poverty at the household and community level, and broader social and economic development. At the same time, the reduction of poverty facilitates progress towards basic education goals. There are evident synergies between strategies for promoting education and those for reducing poverty. A multi-sectoral approach to poverty elimination requires that education strategies complement those of the productive sectors as well as of health, population, social welfare, labour, the environment and finance and be closely linked with civil society.

The Dakar Framework for Action, April 2000

PEACE

After the Second World War, peace was placed on the agenda of the international community as a guiding principle, while war as the "continuation of politics by other means" was finally publicly rejected. There has been a considerable expansion in multinational efforts as a strategic response to man-made and natural disasters and conflict, and major peace treaties have brought an end to complex long-standing conflicts in recent decades. In parallel to these developments at government level, people, communities and societies have been making bold initiatives and are demonstrating real ways of achieving a better, more humane world. At the same time, however, the use of violence for resolving conflicts arising from social, economic and ethnic or religious differences has not only continued, but has even increased. The number of conflicts settled violently within countries, often drawing in neighbouring countries and populations, has dramatically increased, with previously unimaginable suffering and numbers of deaths. Allegedly legitimate national interests are invoked in order to disregard multilateral and international conventions and resolutions, demonstrating the fragility of seemingly stable internal and international relationships.

DEMOCRACY

Democratic principles are recognised universally – in rhetoric. But democracy is more than these principles alone. It also entails accountability and the input and contributions of people themselves. The international community stands united on the importance of the civil society, and has condemned discrimination on grounds of race, religion, gender or nationality. A number of blatantly unjust and inhuman state regimes have been brought down. We also see growing concern about and criticism of human rights violations at national and international level, as mechanisms have been put in place to monitor these and bring the perpetrators to justice. However, even after decades of struggling for the democratization of states, most societies, despite their rhetoric and constitutional rights, are not functioning democratically. Racism, discrimination and gender injustice are rampant the world over, human rights continue to be violated, and more and more segments of society are being marginalized and then disenfranchised. New tensions are being created by political and religious intolerance and despotism. At the same time, there has been a decline in the role of the state and its responsibility for providing basic services to the neediest, weakest and poorest segments of the population.

DIVERSITY AND PLURALISM

Globalization goes hand in hand with increasing diversification, and with the opportunity to find out about and adopt many different ways of seeing and being. However, despite expanding opportunities for exchange, encounter and political dialogue between heterogeneous cultural backgrounds and viewpoints, there is growing

pressure for cultural and linguistic uniformity. The threat of the loss of cultural diversity and the ongoing extinction of a great number of the world's languages are significant not only for culture itself but also for human development as a whole. The existing unequal access to means of cultural expression seriously affects a number of individuals and communities, since access determines whether they are part of – or excluded from – the learning society and the creation and sharing of knowledge. For many, the lack of the means of exchange or self-expression even results in a retreat into a narrow sense of cultural identity that rejects diversity. For some, this withdrawal entails the risk of cultural tension and conflict when it is exploited politically or exacerbated by other factors.

By respecting the equal dignity of all cultures and by acknowledging their interdependence, paths to pluralism – which themselves are plural – preserve cultural identities within a framework of tolerance and diversity.

Koïchiro Matsuura, Director-General of UNESCO, 2000

NEW INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and communication technologies (ICT) have broadened the opportunities for people throughout the world to interact, network, address issues of common concern collectively, and promote alternative political agendas in ways that were not previously possible. They have also created enhanced possibilities for decision-makers. There is a growing cross-fertilization of ideas and recognition of the richness that is created when different cultures come together. Despite this trend, the erosion of cultural and linguistic diversity is being exacerbated by ICT. Advanced technological requirements have meant the exclusion of large numbers of people from sharing the advantages of the new global communication channels – and this gap is widening with alarming speed. There is more bemoaning of the "digital divide" than genuine efforts to share the "digital dividend", even though innovative participatory experiences are mushrooming in poor and remote areas, providing vivid testimony of the limitless potential of ICT.

EMERGING ISSUES

Frequent mention is made of the need and the will to achieve sustainable development. There is wide agreement that the wealth of today's world needs to be shared and treated prudently with a view to the unknown needs and demands of tomorrow – in principle. Research into environmental protection has generated remarkable results in the form of innovative and traditional ways of using renewable materials and energy, which are highly praised in theory. In reality, however, environmental problems in terms of soil degradation, scarcity of water, destruction of rain forest and overall climate change persist and are even worsening, as was seen at the World Summit on Sustainable Development held in Johannesburg, South Africa, in August/September 2002. Consumption habits

and unrestrained striving for profit are among the factors which counteract efforts to strike a balance to ensure world-wide food security and health. Despite the successes of the 'green revolution' of the past century, the problem of over-population is far from being solved, nor is it likely that growing populations can soon be provided with sufficient food, clean water and medication. Aside from national and bilateral political struggles, a growing potential for further crises and armed conflicts is emerging through international terrorism, leading to calls for greater security and throwing up age-old arguments about underlying cultural and religious differences that are portrayed as conflicting – if not as causes for actual conflict. And then there is HIV/AIDS. The HIV/AIDS pandemic poses both an enormous threat and a real challenge to humanity. It not only raises questions about how societies and religions view sexuality, but also ignores all geographical, social and cultural boundaries. The medical challenges, already taken up and leading to positive results, reveal new social injustices and a lack of solidarity when it comes to access to palliative care and survival therapy.

INTERNATIONAL CO-OPERATION

A number of international mechanisms, agreements and organizational structures have come into existence to support the collective struggle for a better world. New trans-national solidarity movements have emerged in civil society. Astonishing advances have been made in medical research and health promotion. The damage done in the past by colonialism and imperialism and the imbalanced distribution of wealth have been acknowledged, leading to commitments and international regulations to assist needier countries. Nevertheless, this solidarity is very fragile. International conferences on social development have highlighted some gains, but these same conferences have also revealed that the international community has not yet been able to tackle long-standing problems that critically affect the survival and well-being of humanity: environmental degradation, growing poverty accompanied by poor quality of life and working conditions, high mortality rates and overpopulation, especially in urban areas, the ongoing HIV/AIDS disaster, especially in Africa and Asia, and the lack of access to good-quality education.

Partnerships, alliances and other linkages and mechanisms are powerful instruments for addressing global issues, supported by a growing internationalization of civil society and the private sector, largely due to electronic networks. (...) It is therefore of crucial importance to plan all action, right from the start, within the framework of a partnership system allowing for the most effective distribution of labour while ensuring effective monitoring of action and results.

UNESCO's Medium Term Strategy, 2002-2007

2 THE EDUCATIONAL PROMISE: ANOTHER WORLD IS POSSIBLE NOT ONLY TOMORROW, BUT HERE AND NOW

Education alone cannot be the answer to all unsolved global problems, but education is important. Both within countries and across borders, there is a need for more genuine solidarity to share resources and opportunities and to remedy enduring inequalities and growing gaps. Education has an important role to play in empowering people to “read the word and the world” – and to transform it.

The fact that the map of illiteracy continues to overlap with the map of social, gender and ethnic inequalities, makes the struggle for literacy a struggle not only for educational goals but also for social justice and for human dignity and empowerment.

UNESCO Proposal and Plan for a United Nations Literacy Decade, 2001

The issue of education is also closely bound up with that of justice, which, in turn, is more than benevolence and altruism – it is a matter of entitlement to rights. This means that institutionalized frameworks are required which allow resources and opportunities to be more equitably shared, and preferably provide some guarantee that this will occur. The institutionalized recognition of rights is needed across the whole sphere of human existence. These rights include justice at the international level, but they also mean justice towards the coming generations – preserving the natural environment – gender justice at all levels, and justice in respect of access to public or common goods such as political expression and democratic participation, health, food and decent work – and education.

At the same time, education has been acknowledged as a decisive factor in improving individuals’ chances in life, in pushing forward social change and in bringing about more integrated and participatory societies. The growing disparities and deep divides, the uprootedness and exclusion in all societies, have given renewed importance to education. However, since people need to develop the skills to deal with their contradictory and constantly changing environment, new and qualitatively different demands on education have arisen.

UIE is convinced that it is possible to respond to these challenges by developing educational strategies which adequately address the highly complex situation of today’s world and at the same time look towards the future. One central strategic element concerns the right to education as stipulated in the Universal Declaration of Human Rights and reinforced in the *Dakar Framework for Action*. Within a rights-based approach, education is “the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which

are affected by rapid globalization.” (*Dakar Framework for Action*). In order to lay the legal ground for millions of people around the world and to mobilize on a large scale for education in general, the right to education must finally be fully recognised and implemented. Given this legal entitlement, and the conditions to exercise this right, people will be able to build up their capacities and to become agents of their own development. As the international community agreed in Dakar: “Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.”

In this view of the future, traditional responses to the demand for education that are essentially quantitative and knowledge-based are no longer appropriate. It is not enough to supply each child early in life with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world.

If it is to succeed in its tasks, education must be organized around four fundamental types of learning which, throughout a person’s life, will in a way be the pillars of knowledge: learning to know, that is acquiring the instruments of understanding; learning to do, so as to be able to act creatively on one’s environment; learning to live together, so as to participate and co-operate with other people in all human activity; and learning to be, an essential progression which proceeds from the previous three. Of course, these four parts of knowledge all form a whole, because there are many points of contact, intersection and exchange among them.

Learning – The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century, UNESCO 1996

But what are these conditions? The educational responses of the past are no longer sufficient in the face of today’s complex and speedily changing realities. The paradigm shift, more specifically the change of emphasis from education to learning and to lifelong learning, has already demonstrated the growing need to understand and keep re-constructing one’s life, and constantly to acquire new skills. But what does this mean in practice?

1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3) Parents have a prior right to choose the kind of education that shall be given to their children.

The Universal Declaration of Human Rights – Article 28, 1948
Proclaimed by the United Nations on 10 December 1948

When we talk about lifelong learning, we mean the creation of lifelong learning environments and the building of learning societies. For lifelong learning environments to become a reality, new institutional arrangements on the basis of new alliances and coalitions are essential. One of the preconditions for a lifelong learning system is to break down the current boundaries between formal and non-formal education, and to include basic education as the foundation for lifelong learning. Yet in order to be innovative and inclusive, learning and education strategies need to move beyond conventional education frameworks and to recognise all places where learning takes place: at work, in the community, in trade unions and voluntary organizations, in social movements, and in religious institutions.

If the full range of learning contexts, modalities, experiences and skills are recognised – including different forms of literacy at various levels (basic, functional and technological) – it will be possible to prevent new forms of social exclusion. As this approach respects and values people's diversity and gives meaning to their background and experiences, it will empower them to act. It is time to move beyond the deficit-driven paradigm of the past. Instead, an asset-mobilizing approach will support the necessary continuous development and renewal of skills. This process will be part of an ongoing learning journey within learning societies – and go further than pure functionality and human resources development.

The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more creativity and flexibility. (...) The ultimate goals should be the creation of a learning society committed to social justice and general well-being.

The Hamburg Declaration on Adult Learning, Fifth International Conference on Adult Education (CONFINTEA V), 1997

In a context of increasing risks of cultural and ethnic conflict worldwide, multicultural and intercultural literacy will be one of the literacies required in order to find creative, constructive and peaceful ways of establishing respect for all cultural identities and a commitment to neutralizing all forms of cultural hegemony, discrimination and exclusion. Respect for the Other and accepting Otherness necessarily imply active rejection of any kind of discrimination, while genuine acceptance also means defending the opportunity for others to live according to their Otherness. Learning to live together means developing respect for the values of pluralism, mutual understanding and peace. Another important pillar of living together is the recognition that diversity of identities and loyalties is not "a problem" to be "solved" but a resource to be discovered and drawn on: difference does not automatically produce conflict, nor are conflicts necessarily an obstacle to development. The mobilization of group identities can have both positive and negative effects, although the sense of belonging to a

group does not need to be monolithic, exclusive, or hostile to others. Learning to be oneself is a reflective and reflexive process that may – or perhaps should – take a lifetime. Hence the challenge for education and lifelong learning is how to shape, define and live out these identities, not how to dilute or destroy them.

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights (...) All persons should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity; and all persons should be able to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

UNESCO Universal Declaration on Cultural Diversity, 2001

As educationists, we see the building of learning societies as a contribution to the democratization of societies. Democracy, participation, tolerance, freedom and diversity are the principles which offer the chance for a new concept of society. The formation of "learning citizens" rather than "skilled employees/workers" or "knowledgeable individuals" is thus emerging as an urgent and encompassing policy objective. However, civil society and active citizenship are based on individual commitment, and they require what might be called "citizenship learning": the capacity to question, experiment, reflect, act and interact. Citizenship understood in such a way will be more than a legal status: it will blend social and political citizenship for multiethnic and multicultural societies.

3 UIE'S VISION

The major global challenges and their implications for new educational strategies form the context in which UIE plays its own special role within the work of UNESCO, in line with the broad policy consensus developed at the international level over recent decades.

In the *Declaration of the Right to Learn* (1985), through the Education for All movement, including the World Conference on Education for All in Jomtien (1990) and the World Education Forum in Dakar (2000), at the World Social Summit in Copenhagen (1995), at the Fifth International Conference on Adult Education (1997) and in the Literacy Decade recently proclaimed by the UN (2003-2012), the world community has upheld lifelong learning as a process enabling people to unfold their human potential and to participate in the creation of learning societies. The community has already adopted lifelong learning as a guiding and organizing principle for educational reform and social transformation. The Edgar Faure report on *Learning to Be* (1972) and the Jacques Delors report *Learning: the Treasure Within* (1996) have forcefully underlined the importance of this concept and the four pillars on which it rests:

Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. UIE believes that a fifth pillar must be added: Learning to Change.

Lifelong learning is not a slogan or an abstract concept but a daily practice of ordinary people. It is inclusive and closely embedded in people's environment. It is both universal and specific to partic-

ular contexts and cultures. UIE rejects the view that lifelong learning is relevant only to rich countries and individuals, while poor countries should concentrate on or be restricted to basic education. On the contrary, we affirm that lifelong learning is an age-old principle in all cultures, and that basic education is an integral and essential part of it. The right to learn must guarantee that all forms of education and learning – formal, non-formal and informal – are

DECLARATION OF THE 4TH INTERNATIONAL CONFERENCE ON ADULT EDUCATION — 1985

Recognition of the right to learn is now more than ever a major challenge for humanity.

The right to learn is:

- **the right to read and write;**
- **the right to question and analyse;**
- **the right to imagine and create;**
- **the right to read one's own world and to write history;**
- **the right to have access to educational resources;**
- **the right to develop individual and collective skills.**

The Paris Conference on Adult Education reaffirms the importance of this right. The right to learn is not a cultural luxury to be saved for some future date. It is not a right that will come only after the question of survival has been settled. It is not the next step to be taken once basic needs have been satisfied. The right to learn is an indispensable tool for the survival of humanity.

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn. If women and men are to enjoy better health, they must have the right to learn. If we are to avoid war, we must learn to live in peace, and learn to understand one another.

"LEARN" IS THE KEY WORD.

There can be no human development without the right to learn. There will be no breakthroughs in agriculture and industry, no progress in community health, and, indeed, no change in learning conditions without the right to learn. Without this right there will be no improvements in the standard of living for workers in our cities and villages. In short, the right to learn is one of the best contributions we can make to solving the crucial problems of humanity today.

But the right to learn is not only an instrument of economic development; it must be recognised as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

It is a fundamental human right whose legitimacy is universal: the right to learn cannot be confined to one section of humanity: it must not be the exclusive privilege of men, or of the industrialized countries, or the wealthy classes, or those young people fortunate enough to receive schooling. The Paris conference calls on all countries to implement this right and to create the necessary conditions for its effective exercise by all, by making available all necessary human and material resources, rethinking education systems along more equitable lines, and, finally, drawing on the resources that have been successfully developed by various communities.

Final Report, Fourth International Conference on Adult Education, 1985

recognised, valued and made available in order to meet the demand for learning from individuals and communities throughout the world. It is the full development of human creative potential through a continuously renewed, sustained and supportive process, which stimulates and empowers individuals and their communities to acquire and use all the knowledge, values, skills and understanding that they require throughout their lives – with confidence, imagination and enjoyment in all roles, circumstances and environments.

The vision and purpose of the current UIE strategy are summed up as follows:

VISION AND OVERALL GOAL – the way the world should be

An open learning world in which the right to learn is exercised and enjoyed by all citizens throughout their lives, and where individuals, communities and societies construct their learning pathways in order to transform themselves and their environment.

PURPOSE – the change needed to see the vision realised

The creation of favourable conditions for lifelong learning based on appropriate policies, high levels of capacity, dynamic self-supporting local processes, ready availability of technical and financial resources, and effective partnerships.

In the pursuit of this vision and purpose UIE identifies its specific mission as follows:

MISSION – the specific contribution of UIE

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

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

POLICY PARAMETERS – scope and focus

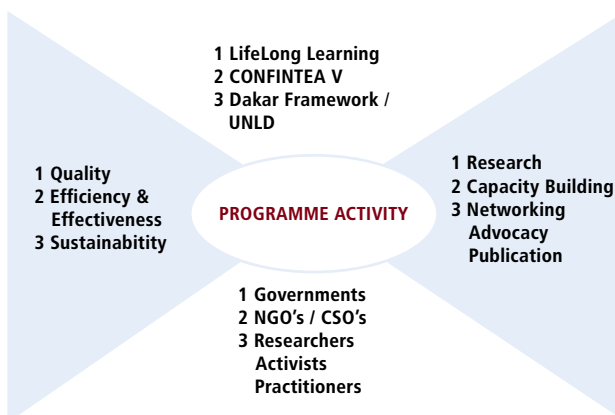
UIE is committed to promoting learning throughout life world-wide. Its comparative advantage lies in linking educational research, policy and practice in the areas of literacy, non-formal education, adult and lifelong learning. Its focus is on those groups who are disadvantaged and marginalized in terms of learning opportunities, particularly in the developing countries of the South. It works within the overall framework of international goals and targets, in particular responding to and promoting the implementation of the following commitments:

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

A key underlying methodological and organizational principle of UIE’s work is a blended approach, known as “3 in 1” (Three in One). This means that UIE systematically ensures that each programme

activity covers three programme areas concomitantly, with varying degrees of emphasis, namely lifelong learning, the CONFINTEA V *Declaration and Agenda for the Future*, and the *Dakar Framework for Action*. The same principle is adhered to with regard to the combination of research, capacity building and networking. Similarly, the categories of participants involved and served include, again with varying degrees of emphasis, representatives of government agencies, non-governmental/civil society organizations, and research communities. “Three in One” also applies to the simultaneous search for quality, efficiency/effectiveness and sustainability in programme outcomes. UIE believes that this approach leads to greater concentration, better integration and efficiency, while achieving clarity and transparency.

METHODOLOGICAL PRINCIPLE OF UIE’S WORK: “THREE IN ONE”



UIE uses policy-driven, action-oriented, participatory, holistic, cross-cutting and inter-sectoral, gender-just and culturally sensitive approaches.

STRATEGIC APPROACH – the way UIE fulfils its mission

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

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

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

4 UIE’S GOALS

Through its programmes, services and actions UIE aims to achieve the following five goals, stated in terms of the results to be obtained:

- **Goal 1**
A positive environment for the effective and creative exercise of the right to education and learning by all.

- **Goal 2**
National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective.
- **Goal 3**
A holistic, gender-just and integrated approach to adult and lifelong learning, valuing informal, non-formal and formal modes of learning, based on the different needs of the disadvantaged and marginalized.
- **Goal 4**
An intersectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organizations.
- **Goal 5**
Effective networks for the cross-fertilization and sharing of knowledge in the area of lifelong learning within and between nations, with a special emphasis on least developed countries.

5 UIE'S MEDIUM TERM PROGRAMME

This Medium Term Strategy approach, based on and inspired by UNESCO's current Strategic Plan (C/4), will be spelt out in rolling biennial programme activities and yearly action plans. The present section outlines the goals and areas of focus. It also shows clusters of activities but not detailed in a time-bound perspective. The major partners are listed below and the total budget or yearly budget is shown as appropriate.

Outcome-based planning is adhered to, in accordance with the recommendations made in C/4. Similarly, to pave the way for evidence-based monitoring, broad indicators are outlined. The scope of these activities in the next six years (2002-2007) is spelt out as far as possible. A summary is provided in the logical framework matrix in Section 11.

GOAL 1

A positive environment for the effective and creative exercise of the right to education and learning by all

AREAS OF ACTION

- 1.1 Providing technical support and training to promote the recognition of the right to education and learning.
- 1.2 Conducting comparative research in the areas of literacy, non-formal education, adult and lifelong learning policies and supportive legislation, with emphasis on the learning needs of disadvantaged and marginalized groups, including gender-related exclusion, as well as the factors that promote or hinder the exercise of those rights.
- 1.3 Disseminating examples of good practice in the area of policy development and positive legislation on lifelong learning through publications and networking.
- 1.4 Identifying enlarged funding possibilities for lifelong learning.

EXPECTED OUTCOMES

- 1.5 Literacy, non-formal education, adult and lifelong learning recognised as valuable components of the right to education and placed high on policy agendas.
- 1.6 Support for policy and legislative reforms promoting universal access to literacy, non-formal education, adult and lifelong learning.
- 1.7 Promotion of the right to education and learning of special groups – adult illiterates, girls and women, people with HIV/AIDS, older citizens, out-of-school young adults and rural communities.
- 1.8 Identification and dissemination at regional and inter-regional levels of a knowledge base for drawing up national lifelong learning policies and legal provisions.
- 1.9 Increased national funding and community investment in literacy, non-formal education, adult and lifelong learning.

GOAL 2

National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective

AREAS OF ACTION

- 2.1 Engaging in advocacy work among UNESCO Member States to encourage them to develop national EFA action plans in the perspective of lifelong learning, and to have these implemented and accounted for by 2015. This will include assisting governments, NGOs, CSOs and other stakeholders to incorporate principles and recommendations of EFA, the UN Literacy Decade and the CONFINTEA *Agenda for the Future* into their policies and strategies.
- 2.2 Encouraging UNESCO Member States to incorporate specific goals in the areas of literacy, non-formal education, adult and lifelong learning into national EFA action plans, with a view to these goals being implemented.
- 2.3 Building capacities in Member States and in civil society organizations for the implementation of holistic national EFA action plans in the perspective of lifelong learning, including literacy, non-formal education and adult learning.
- 2.4 Monitoring the implementation of the *Dakar Framework for Action* in UIE's areas of expertise (literacy, non-formal education, adult and lifelong learning) as part of UNESCO's monitoring report team.

- 2.5 Managing and implementing the UN Literacy Decade (2003-2012) in co-operation with UNESCO ED/BAS/LIT.
- 2.6 Building capacities of Member States in monitoring and evaluation, especially in the assessment of outcomes and impact of literacy, non-formal education, adult and lifelong learning.
- 2.7 Setting up an inter-agency strategic group to develop joint approaches for the promotion of lifelong learning policies for all, in particular among developing countries.

EXPECTED OUTCOMES

- Large number of countries with national EFA plans developed within the framework of lifelong learning, and the process of implementation launched.
- Due attention given to literacy, non-formal education and adult learning in national EFA plans.
- National capacities in designing and implementing holistic programmes which incorporate components of literacy, non-formal education and adult learning.
- Dakar goals 3 and 4 assessed, monitored and used for decision-making.
- Increased number of countries participating in and implementing the UN Literacy Decade and achieving progress in the improvement of literacy levels.
- Increased national capacities in data collection, analysis, monitoring and evaluation of literacy, non-formal education, adult and lifelong learning.
- Increased inter-agency co-operation in lifelong learning policies and strategies for developing countries.

GOAL 3

A holistic, gender-just and integrated approach to adult and lifelong learning, valuing informal, non-formal and formal modes of learning, based on the different needs of the disadvantaged and marginalized.

AREAS OF ACTION

- 3.1 Documenting and disseminating examples of lifelong learning which address various groups and integrate all forms of learning (informal, non-formal and formal) and content, based on the five pillars of learning, namely learning to know, to do, to be, to live together and to change.
- 3.2 Building national capacities to develop open learning systems through accreditation and equivalency programmes and building bridges between formal and non-formal learning.
- 3.3 Documenting and disseminating examples of good practice which are context-specific and culture-sensitive to the learning needs of minorities, indigenous peoples and communities in multicultural and multilingual settings.

- 3.4 Monitoring the progress achieved in meeting the commitments and goals of CONFITEA V. These activities will be policy-driven, show regional and cultural specificities and take into account the main themes of CONFITEA.
- 3.5 Developing culturally sensitive and gender-sensitive indicators for planning and evaluation of non-formal, adult and lifelong learning programmes/projects with an emphasis on quality.

EXPECTED OUTCOMES

- Knowledge-based policy design and proven practice in literacy, non-formal education, adult and lifelong learning.
- Increased number of countries with improved national capacities to develop open learning and accreditation systems.
- Educational policies and strategies and related material that promote cultural and linguistic diversity.
- National, regional and global reports on progress and developments in non-formal adult and lifelong learning.
- Wider access to literacy, non-formal education, adult and lifelong learning achieved in many countries through holistic, inclusive and integrated strategies for the poor and excluded.
- Indicators, gender budgets and national capacities in holistic, integrated, culturally sensitive and gender-fair training strategies for adult learning.

GOAL 4

An inter-sectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organizations.

AREAS OF ACTION

- 4.1 Undertaking research to assess adult education policies and practices used in different areas such as health, work, agriculture, the environment and other areas of sustainable development.
- 4.2 Reinforcing the lifelong learning perspective by organizing joint projects with various development agencies and sectors.
- 4.3 Promoting the visibility of adult and lifelong learning worldwide, across all sectors in co-operation with the media and using new technologies.

EXPECTED OUTCOMES

- Research-based cross-sectoral strategies and related materials and resources developed and implemented as a result of collaborative efforts by all stakeholders across sectors.
- Clearly targeted and culturally and gender-sensitive lifelong learning strategies in health, work, the environment and other

sectors in developing regions, particularly in Africa and South Asia and in countries in conflict.

- Increased media coverage of adult and lifelong learning activities across different sectors.
- A range of media promoting the right to learn, gender justice, equal opportunities, etc.

GOAL 5

Effective networks for the cross-fertilization and sharing of knowledge in the area of lifelong learning within and between countries, with a special emphasis on least developed countries.

AREAS OF ACTION

- 5.1 Creating a cutting-edge knowledge base with databases on documentation, experiences, practices, innovations and policies in literacy, non-formal education, adult and lifelong learning.
- 5.2 Developing a conceptual framework for the comparison of innovative experiences in the area of literacy, non-formal education, adult and lifelong learning in different regions and countries.
- 5.3 Facilitating cross-regional and international dialogue on lifelong learning.
- 5.4 Developing effective networking and communication strategies as a means of producing and disseminating knowledge, thus building capacities in UNESCO Member States.

EXPECTED OUTCOMES

- Establishment of databases on concepts, policies and practices in literacy, non-formal education, adult and lifelong learning.
- Expanded UIE documentation, informed by research results and comparative analyses, especially through input from developing and least developed countries.
- Comparative analyses using a commonly shared conceptual framework.
- Development of conceptual and theoretical frameworks incorporating different local, national and regional perspectives.
- Wide dissemination of knowledge, research results and best practices in literacy, non-formal education, adult and lifelong learning.
- Closer collaboration and synergy among all stakeholders and actors.
- Better co-operation between policy-makers, practitioners and researchers.

6 UIE'S FOCUS AND MAIN TYPES OF ACTION

RESEARCH

UIE's research covers appropriate concepts, good practice, favourable conditions and innovative approaches in the areas of literacy, non-formal education, adult and lifelong learning in different cultural contexts, including all modes of learning (formal, non-formal and informal), with a view to the creation of lifelong learning environments, the making of literate societies and the building of learning societies. All research activities aim at promoting adult and lifelong learning and at highlighting the contribution of learning to poverty alleviation, sustainable human development, democracy and critical citizenship.

Research work is mainly policy-driven and action-oriented. The research carried out by the Institute may take the form of individual case and country studies, comparative analyses, regional and cross-regional syntheses, international surveys, conceptual and position papers, co-operative and joint investigations with academics, partner institutions, governmental organizations, NGOs and CSOs, etc.

Specific research questions and themes relate to the following:

- Theories and practices of literacy;
- Foundations of lifelong learning revisited;
- The making of literate societies;
- The creation of supportive policy and legislative environments/conditions for lifelong learning;
- The creation of literate environments, especially in multicultural and multilingual settings;
- Alternative and innovative approaches to literacy, adult basic education and non-formal education, focusing on special groups such as minorities, indigenous peoples, migrants, displaced populations and populations in post-war and post-conflict situations;
- Integration of formal, non-formal and informal education: accreditation, qualification frameworks, equivalencies and bridges;
- Adult learning for sustainable human development with a focus on preventative health care, HIV/AIDS, environmental protection, food security, democratic participation, conflict prevention, critical citizenship and good governance;
- Gender mainstreaming in literacy, non-formal education, adult and lifelong learning with a focus on budgeting, monitoring and evaluation;
- Development of gender-just and culturally sensitive indicators;
- Impact of literacy, non-formal education and adult learning;
- Cutting-edge research on literacy, non-formal education and adult learning as social investment and resource mobilization.

MONITORING

In pursuance of the *Dakar Framework for Action*, the UN Literacy Decade and the follow-up to CONFINTEA V, particularly in the field of literacy, non-formal education, adult and lifelong learning, UIE's monitoring activities concentrate on the following:

- Within the *Dakar Framework for Action*, UIE looks in particular at goals 4 ("achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education") and 3 ("ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"), with emphasis on promoting alternative learning strategies and programmes for out-of-school children, young people and adults, and for poor and excluded segments of the population.
- The UN Literacy Decade is a flagship programme serving Dakar's goal 4 – and more. Using its expertise in the area of literacy and post-literacy, UIE will monitor the implementation of the Decade with a view to the creation of lifelong learning communities and open learning societies.
- In the context of the follow-up to CONFINTEA V, UIE assesses policy and institutional changes related to adult learning in different settings. It reviews the main thematic areas covered by the Conference, such as literacy and adult basic education for specific groups (indigenous peoples, linguistic minorities, learners with disabilities, prison inmates, etc.), learning for empowerment and poverty eradication, learning for work and sustainable development. It also takes into account newly emerging and burning issues such as HIV/AIDS prevention, learning plurality and autonomy, good governance, peace and security in new contexts. As a follow-up to a specific CONFINTEA recommendation, *International Adult Learners Week* is monitored and supported.

CAPACITY BUILDING

UIE assists governments, NGOs and CSOs in UNESCO Member States to build capacities through knowledge creation, policy dialogue, institutional development, technical support and training. These activities chiefly aim at attaining the EFA goals set in the *Dakar Framework for Action* and the commitments made in the UN Literacy Decade. Under the broad perspective of lifelong learning UIE builds capacities to promote the recognition of the right to education and learning by:

- supporting the implementation of holistic EFA action plans that incorporate principles and recommendations of Dakar, the UN Literacy Decade and CONFINTEA;
- managing and implementing the UN Literacy Decade;
- promoting policy development, positive legislation on lifelong learning and the creation of environments conducive to lifelong learning;

- strengthening the capacity of NGOs for advocacy, programme development and implementation;
- setting up interactive online courses;
- providing technical backstopping and capacity building in curriculum and material development, training of trainers, and monitoring and evaluation tools and systems.

NETWORKING

In order to attain the objectives of CONFINTEA V, the *Dakar Framework for Action*, the UN Literacy Decade and the overall lifelong learning goals of UIE, it is necessary to ensure strong collaborative links between partners and stakeholders at all levels – from international agencies and groupings down to networks of local organisations.

Networking is present in all main areas of UIE's programme and embraces all of its goals. UIE's networking activities include: disseminating models of good legislation and examples of holistic and culture-sensitive policies; promoting inter-agency strategies; working jointly with various development agencies and sectors to promote the lifelong learning perspective and to increase the visibility of adult and lifelong learning initiatives world-wide; facilitating cross-regional and international dialogue on lifelong learning; helping to build effective communication strategies between Member States; and encouraging Member States to follow up on the CONFINTEA agenda and to develop national EFA action plans incorporating definite goals.

Within the Institute, the Documentation Centre and Publications Department work in synergy to support UNESCO Member States by sharing knowledge through the provision of a range of backup and information facilities. The work of these departments is closely tied to the priority programme areas. The Documentation Centre plays a key role in creating a cutting-edge knowledge base with printed material and various databases on literacy, non-formal education, adult and lifelong learning. Particular attention is given to updating the unique collection of literacy teaching materials and to collecting research results and comparative analyses, especially through input from developing and least developed countries. ALADIN, the Adult Learning Documentation and Information Network, will continue to share information and build capacities among its members.

The Publications Department fulfils an important support function for other departments and has its own programme linked to UIE's priority goals. The output of the department includes the continued publication of the *International Review of Education* as a valuable resource for policy-makers, researchers and practitioners, as well as a range of books related to UIE's research programme including the winning entries for the International Literacy Research Award.

An important projected series of publications is "African Perspectives in Adult Education", which is directed at training adult educators in Africa. An Annual Report is published as well as the electronic news bulletin *UIE Nexus* and a constantly updated website to make UIE's work visible and accountable. A further networking function of UIE is the fellowship programme whereby researchers, mainly from developing countries, can spend a period of time at the Institute pursuing in-depth research while making use of the facilities of UIE.

7 UIE's ACTIVITIES

LIFELONG LEARNING

The lifelong learning programmes of UIE for 2002-2007 consist of research, capacity building, networking and sharing of experiences in relation to the following themes: revisiting the foundations of lifelong learning, collecting, analysing and disseminating policy and legislation documents and guidelines, researching sustainable and transferable learning skills and underlying supportive learning environments, and rediscovering, systematizing and promoting lifelong learning communities, projects and initiatives in different cultural settings, with a focus on developing countries and the learning demands of special groups and difficult-to-reach populations. The specific activities will be organized around the following major areas:

a) From learning communities to learning societies

Building "learning societies", unearthing culture-specific and context-specific treasures of lifelong learning and investigating the foundations of lifelong learning and conducive policy and legislative environments is a process to which a number of activities dealing with diverse but inter-linked facets of lifelong learning will contribute. These will include a systematic review of the foundations of lifelong learning, such as policies, major historical developments, conceptual approaches and trends, particularly against the background of social and cultural change. They will also comprise an analysis of factors and practices which impede or facilitate participation in learning by all. Attention will be paid to holistic, open and flexible approaches (including the use and benefits of ICT) which are culturally embedded and responsive to particular learning needs. "Treasures" of lifelong learning embedded in particular local and cultural practices will be unearthed and disseminated, and learning communities analysed and promoted.

Field-based action research on sustainable and transferable learning skills (STLS) and enabling environments will be undertaken in national contexts in order to create a knowledge base for national policy-makers to develop implementation plans and strategies for basic education for all from a lifelong learning perspective,

with particular emphasis on sustainable learning skills relevant to the circumstances of developing countries.

Partners: national research bodies and offices responsible for the implementation of the *Dakar Framework for Action* for Education for All (DFA-EFA).

Budget: 300,000 EUR

b) Institutionalizing lifelong learning in developing countries

Lifelong learning is for all. It matters for EFA. It operates as a unifying principle embracing the learning needs of all and meeting demands from different groups and individuals. It thus brings together the concerns of both "industrialized countries", "developing countries" and "countries in transition". This effort to reveal lifelong learning projects deeply rooted in the South will entail particular attention to lifelong learning legislation, policies and accreditation.

Building on previous UIE studies on legislation in adult and lifelong learning, an international survey of existing legislation and policies will help establish a database with country profiles on supportive structures and specific solutions to support lifelong learning (2003-2004). Country studies will be prepared with a focus on provisions and rights for disadvantaged and marginalized populations. A three-year initiative on concepts and practices for accreditation in lifelong learning will be launched to analyse and strengthen relevant practices and to promote supportive structures, including a series of regional and national workshop/seminars and associated publications (2005-2007). One component will be chiefly concerned with building bridges between formal, non-formal and informal learning with the aim of putting adult education at the heart of education systems. Another investigation will be carried out into adult learning as a social investment and into funding methods and resource mobilization.

2002 – 2007

Partners: UNESCO Commissions, field and cluster offices, ILO, ICAE, universities, EU, Council of Europe, NIACE, Commonwealth of Learning (COL), World Bank

Budget: 450,000 EUR (50,000 for database, 100,000 for country studies, 150,000 for accreditation initiative, 50,000 for study on integrating approaches, 100,000 for study on funding)

c) Promoting lifelong learning through an Interagency Strategic Group

An Interagency Strategic Group will be formed as a collective and powerful advocacy tool to promote lifelong learning sectorally, cross-sectorally and institutionally. It will consist of innovative academic centres of excellence, agencies having a track record of work and achievement in lifelong learning, activists and representatives of NGOs and CSOs recurrently pursuing lifelong learning goals in

their programmes. Joint initiatives in the form of studies, advocacy and capacity building will be carried out.

Partners: OECD, EU, World Bank, national resource and research centres, Regional Development Banks

Budget: 100,000 EUR

DAKAR FOLLOW-UP AND THE UNITED NATIONS LITERACY DECADE

DAKAR FOLLOW-UP

Monitoring the commitments made by the international community to promote EFA is an important area of work for UIE, with a focus on goals 4 (achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women) and 3 (equitable access to basic and continuing education for all adults and ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes). The goal of improving literacy levels (goal 4), amplified by the adoption of a UN Literacy Decade with a separate time target, deserves special attention. These goals will be implemented with four transverse dimensions in mind (gender, quality, empowerment, and policy and institutional changes). UIE will provide guidelines for the inclusion of a lifelong learning perspective in national EFA plans and for the incorporation of specific goals in the areas of literacy, NFE, adult and lifelong learning. In its areas of expertise UIE will contribute to the global monitoring report on EFA coordinated by DFU Paris and UIS Montreal.

UIE will undertake concept and policy analysis in the areas of literacy concepts and approaches, language issues and gender justice. Building on this research, UIE will give technical advice to governments, NGOs, CSOs and CBOs in order to build capacities in areas such as training of personnel for curriculum development for special groups with an emphasis on minorities, indigenous peoples and displaced populations, and monitoring and evaluation systems. Empowering and gender-just learning strategies and materials for HIV/AIDS prevention will be areas of high priority. Lastly, UIE will also engage in documentation and dissemination of good practice in the above-mentioned areas.

UNITED NATIONS LITERACY DECADE

In managing and implementing the UN Literacy Decade jointly with ED/BAS and DFU, UIE will take on advocacy, support and monitoring functions. In addition, it will provide special input through targeted research, capacity building and networking activities.

As the UNLD is an integral component of EFA, of which it is a flagship programme, it will provide a platform and an impetus for

achieving all the six goals of the *Dakar Framework for Action*, especially goals 4 and 3 as reflected in the Action Plan of the UNLD. The Institute, together with other UNESCO units, UN agencies, national offices, and partners in NGOs, CSOs and the private sector, will engage in advocacy work so that Member States recognise the importance of incorporating UNLD goals, principles and strategies into their national EFA plans and other education and development policies.

In the framework of assessing the progress of the UNLD, UIE will develop literacy planning and evaluation indicators that are culturally sensitive and gender-sensitive, to be used by local, national and regional organizations. As part of its managing, implementing and monitoring function, UIE/UNESCO will submit regular reports to the UN General Assembly, the UNESCO Executive Board, the General Conference and other stakeholders.

As a UN activity, the UNLD will need to involve as many stakeholders as possible at the local, national, regional and international levels and to this end, a clear and well-thought out plan for co-operation and partnership will be implemented.

The specific activities below in connection with the **Dakar Follow-up and the UN Literacy Decade** will include research studies and related seminars, workshops, capacity building, networking and advocacy activities on the following topics:

a) National EFA plans in the perspective of lifelong learning

The formulation of implementation guidelines to help Member States incorporate specific goals for literacy, non-formal education, adult and lifelong learning into national EFA action plans will constitute the core of the activities and services that UIE will undertake within the Dakar Framework. Other activities will include the organization of national workshops, consultancies to selected countries, and fellowships in the recognised areas of UIE's competence and expertise.

2002 – 2007

Partners: DFU, national EFA coordinators, education ministries, NGOs, development agencies

Budget: 200,000 EUR (10 national workshops à 15,000; 50,000 for consultancies and fellowships)

b) Laying foundations of lifelong learning at the basic level with an emphasis on literate societies

This will entail a state-of-the-art study on literacy research in the last twenty years as the main outcome of an 18-month international research project. This study will compare research done on literacy in both South and North in the fields of clarification of concepts and terminologies used in literacy and adult basic education, and the

range of methodologies used. It will also include an analysis of the impact studies on literacy that have been carried in the last two decades, followed by regional training of researchers on existing conceptual frameworks and methodologies. During these regional training workshops, participants will be encouraged to undertake their own literacy research.

2003-2006

Partners: UNESCO field offices, universities, research centres, NGOs, women's groups

Budget: 450,000 EUR (150,000 EUR for research project, 200,000 EUR for regional training workshops and 100,000 EUR seed money for country research)

Other components of this cluster will include:

- Analyses on creating literate environments especially in multicultural and multilingual settings. Multilingualism and linguistic policies will be one area of special investigation, which will allow Member States to design and implement effective linguistic policies relevant to their context. This is a transverse dimension that will cut across all the programme focuses of UIE, namely lifelong learning, Dakar and CONFINTEA V.
- Review and assessment of adult basic learning and education (ABLE) policies and concepts in Europe with a focus on the promotion of EFA in Europe and the promotion of activities pertaining to the UNLD in the European context.
- Approaches to literacy and ABLE: integration of formal and non-formal approaches, alternative and innovative approaches for special groups (such as indigenous populations, linguistic minorities and migrants).
- An interactive e-learning programme building on UIE's knowledge base and its sample collection of teaching/learning and motivational materials pertaining to literacy in different contexts and for specific groups. This three-year programme (2002 – 2004) will be developed jointly with the University of Pittsburgh.
- The consolidation of research undertaken so far including the preparation of a series of publications (by 2004), the implementation of dissemination workshops in five regions (2004 – 2005) and the development of strategies for specific groups in selected regions through research and training seminars (2005).

Partners: Member States, ED/BAS/LIT, African Academy of Languages, DSE, GTZ, UNICEF, education ministries, development agencies, World Bank, universities in Member States

Budget: 200,000 EUR

c) Redesign of UIE's International Award for Literacy Research

This will encourage targeted research and analysis on adult literacy

issues, the results of which will serve policy and programme development closely linked to Dakar goal 4 and the UNLD.

2002 – 2007

Partners: Canada, SIDA

Budget: 250,000 EUR (3 cycles)

d) Coordination of the Working Group (WG) on non-formal education (NFE) of the Association for the Development of Education in Africa (ADEA)

UIE will continue to strengthen the consortium of agencies co-operating to support the ADEA WG on NFE and will play the role of Secretariat. Promoting a conducive policy framework for NFE, building national capacities and undertaking cross-national studies will form the core set of activities to be co-ordinated by the consortium in order to support the multi-agency national working groups actively functioning in selected countries. National working groups, in which government agencies, NGOs/CSOs and the private sector co-operate, will be the operational units of the ADEA WG on NFE. UIE will also contribute to the overall work of ADEA.

Partners: African Member States (Ministries of Education, NGOs, CSOs), ADEA, Swiss Co-operation, SIDA, Dutch Co-operation, IIEP, Commonwealth Secretariat, DANIDA, USAID

Budget: 200,000 EUR yearly

CONFINTEA V FOLLOW-UP

CONFINTEA V follow-up is a programme to monitor the recommendations and commitments contained in the two major policy documents, the Hamburg Declaration and the Agenda for the Future, that were adopted at the Fifth International Conference on Adult Education held in Hamburg in 1997. The CONFINTEA commitments have acquired new relevance in the light of the *Dakar Framework for Action*.

Both conferences made a strong commitment to an expanded concept of basic education aimed at meeting basic learning needs for all within and outside schools and throughout life. Monitoring and implementation of CONFINTEA declarations will therefore be undertaken in close synergy and alignment with the Dakar follow-up. They will link in with the *Dakar Framework for Action* and give meaning and substance to the Dakar goals.

The overall monitoring will be done at three levels in the key thematic areas highlighted by CONFINTEA.

- International
- Regional and sub-regional
- In-country actions
- Institutional and national capacities in major thematic areas.

Activities will centre on policy discussions, analysis of effective and innovative practices, and reinforcement of national and institutional capacities.

CONFINTEA follow-up activities will build on a comprehensive Mid-term Review in 2003 as an opportunity to take stock of all monitoring activities since 1997, and new emerging issues and trends. All regional, country and thematic reviews will be inputs to a major conference in September 2003, which will give all stakeholders and the adult learning community the opportunity to reaffirm their commitment and expand their activities, and to link them closely to the implementation of the *Dakar Framework for Action* and the UNLD.

Two broad areas will be covered: i) policy and institutional changes and system development in adult learning and ii) research-based capacity building and technical services for Member States, NGOs/CSOs and other stakeholders and partners.

a) Policy and institutional changes and system development in adult learning

At the policy and institutional level, UIE's adult learning initiatives for the next 6 years (2002-2007) will: i) formulate and develop with relevant partners the expanded concept of adult learning; ii) assist Member States to reorient their adult learning policies and strategies in line with the Conference recommendations and principles; iii) mobilize commitment to recognition of adult learning as a human right; and iv) mainstream gender in policies and institutional development.

The specific activities at the normative level will revolve around sub-regional and regional policy dialogues based on and illustrated by selected comprehensive country studies and backed by thematic reviews focusing on cross-cutting and emerging issues:

A series of policy-oriented national, sub-regional and cross-regional meetings on adult learning policies will build on the review of a series of policy dialogues in Asia, Africa, Europe, the Arab States, Latin America and the Caribbean.

Country case studies will be dictated by the extent to which countries have designed and implemented comprehensive adult learning policies and enacted supportive and conducive legislative and institutional arrangements and included definite goals of literacy and non-formal education in the design of open learning systems.

Thematic reviews will focus on priority issues, namely HIV/ AIDS, training of trainers, civil society perspectives, democracy and critical citizenship, peace, conflict resolution and justice, building on the 10 CONFINTEA thematic areas.

Partners: National governments, NGOs, civil society, development agencies, UNESCO field offices, national research institutes and universities, thematic networks

Budget: 300,000 EUR



b) Research-based capacity building and training for Member States, NGOs/CSOs and other stakeholders

Specific activities in the area of research-based capacity building and technical services for Member States, NGOs/CSOs and other stakeholders will entail:

Adult learning, democracy and critical citizenship

This thematic area will include support for the development of learning modules and materials on effective adult learning programmes promoting good governance, community participation, democracy and critical citizenship, a culture of peace, intercultural dialogue and human rights.

Partners: NGOs, national resource centres, civil society organizations

Budget: 150,000 EUR

Adult learning and gender justice and women's empowerment

Research activities and research-based training and gender-sensitive material development pertaining to the whole field of adult learning.

Partners: National resource centres

Budget: 30,000 EUR annually

Improving conditions and quality of adult learning

Activities in this thematic area will entail national and cross-national studies supporting monitoring and evaluation of adult education provision, participation and policies, in order to achieve greater accessibility, relevance, quality and respect for diversity, with particular regard to the learning needs of special groups, especially cultural minorities, indigenous peoples, migrants, out-of-school and street children and young persons.

Improving the conditions for the professional development of adult educators and facilitators is a programme area covering the development of policies and steps to improve the training of adult learning personnel in order to enhance the quality, sustainability and cultural diversity of adult learning programmes. A major focus will be on the potential of distance and open learning for the training of adult educators.

Co-operative research will be undertaken on key competencies in various socio-economic and cultural contexts. This will provide the framework required to articulate and respond to the relevant demand for quality basic education and adult learning.

Building a culture of quality will be supported by case studies on the wider social, personal and economic benefits of adult learning reflected in the learning outcomes and the impact on people's lives and well-being.

Partners: NIACE, University of Western Cape, University of Sydney, Birkbeck College, University of London Institute of Education, CREFAL, ICAE, UNISA-ABET, International Extension College, Commonwealth of Learning (COL), Indira Gandhi National Open University (IGNOU) in New Delhi, Swaminathan Institute for Linking Technology and Literacy, India, UNESCO field offices, development agencies, national research centres, NGOs, EU, OECD and other international agencies

Budget: 100,000 EUR annually

Adult learning for sustainable human development

This activity will focus on technical support backed by co-operative research on gender-sensitive and culturally sensitive integrative approaches linking development issues with adult learning. Programmes will be developed, dealing with better health care, environmental protection, participation in democratic life and good governance, family planning and reproductive health, food security, rural development and poverty alleviation.

A sub-regional project, CREFELD in the Chad Basin, will aim at promoting the protection of the environment through literacy, adult basic education and the training of trainers in the context of life-long learning.

A project to promote empowering learning strategies in HIV/AIDS prevention will focus on special groups in regions particularly affected. This will include preparation of gender-sensitive materials, dissemination of effective learning strategies and the strengthening of effective support structures for HIV/AIDS prevention.

Partners: UNAIDS, various national ministries, NGOs, international development organizations such as UNICEF, WHO and FAO, the Asian Development Bank, the African Development Bank and the Latin American Development Bank, UNESCO Paris, Ministry of the Environment, Germany

Budget: 350,000 EUR annually

Promoting the culture of learning

International Adult Learners Week will be monitored and supported through further development of the cross-national network. More specifically, this will entail enhancing the role of learning festivals as an advocacy and mobilization tool for lifelong learning, using the potential of learning festivals for building literate environments and learning societies, and linking learning festivals to the UN Literacy Decade.

Partners: National co-ordinators of learning festivals

Budget: 40,000 EUR annually

Global community of adult learning through information and documentation

This activity will entail co-ordinating the Adult Learning Documentation and Information Network (ALADIN) and giving it a strong focus on capacity building. This will mean constantly updating membership information, mainstreaming the ALADIN website and ALADIN e-mail listserv and conducting training sessions and workshops in all regions of the world.

Partners: ALADIN Members, Coady International Institute, UNESCO Bangkok Office

Budget: 50,000 EUR annually

8 PARTNERSHIPS

Partnership is fundamental to the way in which UIE operates. All its activities and indeed its *raison d'être* are premised on the notion that the Institute works within a network of professional and operational relationships with governmental, non-governmental and civil society bodies, universities, bilateral and multilateral agencies, municipalities and community-based groups. It maintains close working relationships with, among others, the International Council for Adult Education (ICAE) and its regional organizations, the Collective Consultation of NGOs working in EFA (CCNGO/EFA), the Association for the Development of Education in Africa (ADEA), the Commonwealth of Learning (COL), the European Union (EU), the Organisation for Economic Co-operation and Development (OECD), the World Bank (WB) and Regional Development Banks, ILO, UNAIDS, UNDP, UNICEF, UNIFEM, FAO and other agencies of the United Nations system, as well as with several sub-regional organizations and groupings.

The role of universities in adult learning is indispensable and an important factor in UIE's co-operation projects. It is reflected in joint initiatives with a number of universities in all regions in various areas of adult learning, such as developing textbooks on adult learning from a regional perspective and joint training of adult educators in French-speaking African countries.

In view of the need to ensure coherence and co-ordination between this Medium Term Strategy and the overall strategy of UNESCO (C/4), UIE will work in close collaboration with ED/BAS/LIT and other divisions and sections of UNESCO, as well as with regional, cluster and field offices. In the activities detailed above, the emphasis will be particularly on developing symbiotic relationships with other UNESCO institutes, such as the International Institute for Educational Planning (IIEP) Paris, the International Bureau of Education (IBE) Geneva, the UNESCO Institute of Statistics (UIS) Montreal, the International Institute for Capacity Building in Africa

(IICBA) Addis Ababa, the European Centre for Higher Education (CEPES) Bucharest, the UNEVOC-Bonn Centre, the Institute for Information Technologies in Education (IITE) Moscow, the International Institute for Higher Education in Latin America and the Caribbean, Caracas. UIE will welcome the establishment of working partnerships with a wide range of institutions, as and where common concerns, compatible approaches and areas of co-operation emerge.

9 MONITORING AND EVALUATION

UIE will monitor and evaluate the progress and impact of the Medium Term Strategy on a regular basis, through a built-in mechanism, in order to inform implementation, take timely corrective measures, and improve policies and practices. Evidence-based monitoring will be used to check results against expected outcomes. In line with the recommendations of the external evaluation of the Institute and the decision of its Governing Board, a core set of indicators will be developed and a thorough and systematic evaluation of individual programme areas will be undertaken on a rotating basis. The built-in evaluation will also assess the overall impact of UIE's programmes.

It is intended that this continuous assessment will be linked with the review of time-bound commitments made in the CONFINTEA Declaration and Agenda, the *Dakar Framework for Action* and the UN Literacy Decade.

In the framework of the CONFINTEA Declaration and Agenda, the evaluation will look at the following areas:

- Policy and institutional changes and system development in the direction of lifelong learning
- Developments in the various thematic fields covered by the Conference
- The identification of new emerging themes such as HIV/AIDS, the relevance of the culture of peace, the need for good governance, the requirements for critical and creative citizenship and new democratic values, diversity of life styles and their reconciliation with identity, etc.

With regard to the implementation of the *Dakar Framework for Action*, the emphasis will be on the UN Literacy Decade (UNLD) as a special flagship programme coupled with goals 4 ("achieving a 50 % improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education") and 3 ("ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"). The Institute will in particular:

- Contribute to the assessment of progress achieved towards

literacy for all by individual communities and grassroots organizations, individual countries, etc.;

- Evaluate the closing gender gap in basic education, and the overall improvement of gender parity in literacy, NFE, adult and lifelong learning;
- Undertake groundbreaking evaluative research on adult learning and its articulation with global issues. The purpose will be to arrive at convincing data in the field of education and to make a case for adult learning as investment rather than social spending and thus to encourage more investment by governments and other stakeholders. The intention is to obtain more data on (a) the social, personal and economic benefits of adult learning, (b) evidence on how women and adults in general see learning as important in their lives and work, (c) basic skills and competencies for personal and social life, and (d) adult learning dimensions of social movements.

Another comprehensive external evaluation is planned at the end of the period covered by this strategic plan. Meanwhile, on the basis of thematic periodical evaluations of programme clusters, continuously undertaken, programme adjustments will be made in accordance with the rolling approach proposed in UNESCO's Medium Term Strategy document (C/4).

10 UIE'S RESOURCES

To implement these activities, UIE will rely on its international team of researchers and support staff, its network of adult educators and researchers, its network of centres of excellence and financial support from UNESCO and various governments.

Presently, UIE has twelve permanent programme specialists with diverse social science and education backgrounds. They are from different regions of the world, and most have worked for at least ten years in the fields of lifelong learning, literacy and non-formal education. Their research interests cover democracy, educational psychology, evaluation, HIV prevention education, the informal sector, intergenerational learning, language, participation by civil society and social movements, peace and conflict resolution, and women and gender studies. A complementary staff of eight provide administrative and technical support. In addition to the regular staff members, UIE maintains a number of consultants who work on specific projects. The Institute is able to make use of an international network of adult educators and researchers in government, academic institutions and civil society, who collaborate on national, regional and international projects. Finally, the network of centres of excellence is a key UIE resource for mobilizing adult and lifelong learning stakeholders.

The estimated yearly budget of the Institute is 4 million EUR. To cover this expenditure, which includes staff and programme costs, contributions are expected in 2003, for example, from UNESCO (1.2 million EUR), the German government (851,000 EUR), project-related grants from the governments of Canada, Norway, Sweden and the European Union (950,000 thousand EUR) and other special projects (300,000 EUR). A contribution in kind (for the UIE building) is provided by the City State of Hamburg, which is equivalent to 220,000 EUR. If there is a shortfall in resources, adjustments will have to be made.

The German Foreign Ministry's phase-out of its institutional grant by 2006 (with budgetary reductions starting in 2002) has initially upset the stable resource base of the Institute, and for the time being a number of measures are being undertaken to cover these cuts. Long term-solutions are under negotiation to allow UIE to cover its staff and project costs. Aside from diversifying its funding base in terms of its donors, UIE has also started external consultancy services to a range of agencies. The Institute needs to review its rates to determine how its services can be properly valued so that they form part of a strategy for more sustainable funding.

11 LOGICAL FRAMEWORK MATRIX

SUMMARY	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Overall goal (beyond the current strategy) An open learning world in which the right to learn is exercised and enjoyed by all citizens throughout their lives, and where individuals, communities and societies construct their learning in order to transform themselves and their environment</p>	<p>Societies with varied and ongoing learning opportunities</p> <p>Equal opportunities for learning by all</p> <p>Participation by all</p>	<p>Human Development Index</p> <p>Amnesty International reports</p> <p>National policy and legislation frameworks</p>	<p>Learning is recognised as a human right and a precondition for sustainable development</p> <p>The importance of learning for transforming individuals, communities and societies is recognised, valued and supported</p> <p>The importance of learning for unleashing the creative potential of people and fostering democratic processes is recognised, valued and supported</p> <p>Global economic, social, political and environmental conditions are suited to the promotion of equal learning opportunities</p>
<p>Purpose (of this strategy) To create favourable conditions for lifelong learning based on appropriate policies, high levels of capacity, dynamic self-supporting local processes, ready availability of technical and financial resources, and effective partnerships</p>	<p>More countries with lifelong learning policies, plans and legislation</p> <p>More citizens participating (enrolment & completion) in learning programmes world-wide</p> <p>More learning facilitators</p> <p>More learning facilities</p> <p>Improved learning outcomes, learner motivation and satisfaction</p> <p>Greater community participation and ownership</p> <p>More funds available from domestic and external sources for lifelong learning</p> <p>Increase in number of agencies and networks giving technical or financial support to lifelong learning</p>	<p>Government policy documents</p> <p>Legislative records</p> <p>Records of governments, research institutions and NGOs on learning programmes</p> <p>EFA Monitoring Report</p> <p>UIS data</p> <p>Field research and case studies</p> <p>Records of government and NGO training programmes for facilitators of adult learning</p> <p>Government budgets</p> <p>Government expenditure reports</p> <p>Aid flow data (OECD, UIS, World Bank)</p> <p>Agency/network reports</p>	<p>Peace increasingly replacing conflict and other crises</p> <p>Freedom to choose and engage in contextually relevant learning activities</p> <p>Respect for the integrity and potential of the individual and the identity of communities</p> <p>Democratic processes and opportunities for participatory policy-making</p> <p>High priority given to education on the political agenda</p> <p>Adequate national budgetary provision</p>

GOAL 1	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>A positive environment for the effective and creative exercise of the right to education and learning by all</p>	<p>Number of countries which have enacted legislation on literacy, NFE, adult and lifelong learning</p> <p>Proportion of budgets devoted to literacy, NFE, adult and lifelong learning</p> <p>More trained national specialists</p>	<p>National legislation National policy documents National EFA plans</p> <p>EFA Monitoring Report Regional reports National budgets and expenditure reports</p>	<p>Governments and policy-makers susceptible to input</p> <p>EFA high on the education agenda</p> <p>Lifelong learning and adult learning seen as prerequisites for and integral part of sustainable development</p>
ACTIVITIES: GOAL 1	INPUT	EXPECTED OUTCOMES	
<p>1.1 Providing technical support and training to promote the recognition of the right to education and learning</p>	<p>Regional seminars (Africa, Arab States, Asia & Pacific, Latin America & Caribbean, Europe / North America)</p> <p>National consultancies</p>	<p>Literacy, non-formal education, adult and lifelong learning recognised as valuable components of rights to education and placed high on policy agendas</p> <p>Support for policy and legislative reforms promoting universal access to literacy, non-formal education, adult and lifelong learning</p>	
<p>1.2 Conducting comparative research in the areas of literacy, non-formal education, adult and lifelong learning policies and supportive legislation, with emphasis on the learning needs of the disadvantaged and marginalized groups, including gender-related exclusion, as well as the factors that promote or hinder the exercise of those rights</p>	<p>Co-operative cross-national research projects</p> <p>National researchers</p>	<p>Promotion of rights to education and learning of special groups – adult illiterates, girls and women, HIV/AIDS-afflicted populations, older citizens, out-of-school young adults, rural communities</p>	
<p>1.3 Disseminating examples of good practice in the area of policy development and positive legislation on lifelong learning through publications and networking</p>	<p>Inter-regional dissemination workshops</p>	<p>Identification and dissemination of knowledge base for framing national lifelong learning policies and legal provisions at regional and inter-regional levels</p>	
<p>1.4 Identifying enlarged funding possibilities for lifelong learning</p>	<p>International studies, particularly in developing countries</p> <p>Advocacy work on enlarged funding possibilities</p>	<p>Increased national funding and community investment in literacy, non-formal education, adult and lifelong learning</p>	

GOAL 2	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective</p>	<p>More countries with EFA action plans including timed and costed plans for Dakar goals 3 and 4</p> <p>More countries with LLL strategies integrated in EFA plans and implementation</p> <p>More countries with national mechanisms for monitoring and implementation of EFA</p> <p>Increased inter-agency co-operation on LLL</p> <p>More countries implementing UN Literacy Decade programmes</p>	<p>National EFA plans and reports</p> <p>EFA Monitoring Report</p> <p>UNLD monitoring mechanisms</p> <p>Evaluation studies</p>	
ACTIVITIES: GOAL 2	INPUT	EXPECTED OUTCOMES	
<p>2.1 Engaging in advocacy work among UNESCO Member States to encourage them to develop national EFA action plans in the perspective of lifelong learning, and to have them implemented and accounted for by 2015 – this will include assisting governments, NGOs, CSOs and other stakeholders to incorporate principles and recommendations of EFA, the UN Literacy Decade and CONFINTEA agenda into their policies and strategies</p>	<p>National, regional and international policy dialogues</p> <p>Advisory and technical services</p> <p>Study visits</p> <p>Co-ordination and co-operation with ED/BAS/LIT and DFU</p> <p>Orientation for decision-makers</p>	<p>Large number of countries with national EFA plans developed within the framework of lifelong learning, and the process of implementation launched</p>	
<p>2.2 Encouraging UNESCO Member States to incorporate specific goals in the areas of literacy, non-formal education and adult learning into national EFA action plans, with a view to these goals being implemented</p>	<p>National, regional and international policy dialogues</p> <p>Advisory and technical services</p> <p>Instruments and guidelines for programme development in the areas of literacy, non-formal education, adult and lifelong learning.</p> <p>Participation in EFA mechanisms</p> <p>Awareness building events for decision-makers</p>	<p>Due attention given to literacy, NFE and adult learning in EFA</p>	

ACTIVITIES: GOAL 2	INPUT	EXPECTED OUTCOMES	
2.3 Building capacities in Member States and in civil society organizations for the implementation of holistic national EFA action plans in the perspective of LLL, including literacy, non-formal education and adult learning	<p>National, regional and international training and orientation seminars</p> <p>Supporting institutional development</p> <p>Advisory and technical services</p>	National capacities in designing and implementing holistic programmes which incorporate components of literacy, NFE and adult learning	
2.4 Monitoring the implementation of the <i>Dakar Framework for Action</i> in UIE's areas of expertise (literacy, non-formal education, adult and lifelong learning) as part of UNESCO's monitoring report team	<p>Database</p> <p>Studies and documentation</p> <p>Contribution to overall EFA Monitoring Report</p>	Dakar goals 3 and 4 assessed, monitored and used for decision-making	
2.5 Managing and implementing the UN Literacy Decade (2003-2012) in co-operation with UNESCO ED/BAS/LIT	<p>Co-ordination of the UN Literacy Decade</p> <p>National, regional and international training and orientation seminars</p> <p>Support for institutional development</p>	More countries participating in and implementing the UN Literacy Decade to improve literacy levels	
2.6 Building capacities of Member States in monitoring and evaluation, especially to assess outcomes and impact in literacy, non-formal education, adult and lifelong learning	<p>Advisory and technical services</p> <p>Instruments and guidelines for monitoring and evaluation in the areas of literacy, non-formal education, adult and lifelong learning</p> <p>Development of training modules in M & E</p> <p>Development of indicators</p> <p>Joint workshops with UIS</p>	Increased national capacities in data collection, analysis, monitoring and evaluation of literacy, non-formal education, adult and lifelong learning	
2.7 Setting up an Inter-agency Strategic Group to develop joint approaches for the promotion of lifelong learning policies for all, in particular among developing countries	<p>Periodic consultations</p> <p>Joint projects</p> <p>Guidelines, recommendations</p>	Increased inter-agency co-operation in lifelong learning policies and strategies for developing countries	

GOAL 3	INDICATORS	SOURCES OF VERIFICATION	
<p>A holistic, gender-just and integrated approach to adult and lifelong learning, valuing informal, non-formal and formal modes of learning, based on the different needs of the disadvantaged and marginalized</p>	<p>More countries implementing and monitoring the provisions of CONFINTEA V</p> <p>Wider use of holistic approaches to adult and lifelong learning in Member States</p> <p>Increase in the amount of national provision to meet the learning needs of disadvantaged populations</p>	<p>EFA Monitoring Report</p> <p>UIE reports</p> <p>Voices of learners, grassroots activists and CSOs</p>	
ACTIVITIES: GOAL 3	INPUT	EXPECTED OUTCOMES	
<p>3.1 Documenting and disseminating examples of lifelong learning which address various groups and integrate all forms of learning and content, based on the five pillars of learning</p>	<p>Cross-country and inter-regional research projects</p> <p>Inter-regional dissemination workshops</p>	<p>Knowledge-based policy design and proven practice in literacy, non-formal education and adult and lifelong learning</p>	
<p>3.2 Building national capacities to develop open learning systems through accreditation and equivalency programmes and building bridges between formal and non-formal learning</p>	<p>Comparative research on accreditation, qualification and equivalency frameworks</p> <p>Regional/national/ international seminars/workshops</p> <p>Technical and advisory services</p>	<p>More countries with improved national capacities to develop open learning and accreditation systems</p>	
<p>3.3 Documenting and disseminating examples of good practice which are context-specific and sensitive to the learning needs of minorities, indigenous peoples, and communities in multicultural and multilingual settings</p>	<p>National, cross-country and inter-regional research projects</p> <p>Inter-regional dissemination workshops</p>	<p>Educational policies and strategies and related material that promote cultural and linguistic diversity</p>	
<p>3.4 Monitoring the progress achieved in meeting the commitments and goals of CONFINTEA V – these activities will be policy-driven, show regional and cultural specificities and take into account the main themes of CONFINTEA</p>	<p>Regional workshops to prepare CONFINTEA V review</p> <p>Comprehensive country studies</p> <p>Thematic review</p> <p>CONFINTEA V Mid-term Review 2003 and Recommendations</p> <p><i>International Adult Learners Week</i></p>	<p>National, regional and global reports on progress and developments in non-formal adult and lifelong learning</p> <p>Wider access to literacy, non-formal education, adult and lifelong learning achieved in many countries through holistic, inclusive and integrated strategies for the poor and excluded</p>	

ACTIVITIES: GOAL 3		INPUT	EXPECTED OUTCOMES
3.5	Developing culturally sensitive and gender-sensitive indicators for planning and evaluation of non-formal, adult and lifelong learning programmes/projects with an emphasis on quality	<p>Country studies with national specialists, gender experts, NGOs and grassroots organizations</p> <p>Co-operative research projects with EU, OECD, ICAE, ADEA, UIS, ED/BAS/LIT, World Bank and Regional Development Banks in adult basic education</p>	Indicators, gender budgets and national capacities in holistic, integrated, culturally sensitive and gender-fair training strategies for adult learning
GOAL 4		INDICATORS	SOURCES OF VERIFICATION
An intersectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organizations		<p>More NFE programmes implemented by agencies in other sectors</p> <p>More co-operative agreements and partnerships across sectors in lifelong learning</p> <p>Development by 2005 of indicators for evaluation of NFE and adult learning</p>	<p>National reports from various ministries (e.g. health, labour, environment etc.)</p> <p>Voices of learners, grassroots activists and CSOs</p> <p>UIE reports</p> <p>Anecdotal records and evaluation studies</p>
ACTIVITIES: GOAL 4		INPUT	EXPECTED OUTCOMES
4.1	Undertaking research to assess the adult education policies and practices used in different areas such as health, work, agriculture, the environment and other areas of sustainable development	Co-operative research projects in partnership with international, regional or other specialized agencies (e.g. NGOs)	Research-based cross-sectoral strategies and related materials and resources developed and implemented as a result of collaborative efforts by all stakeholders across sectors
4.2	Reinforcing lifelong learning perspective by organizing joint projects in co-operation with various development agencies and sectors	<p>Co-operative projects with development agencies and sectors</p> <p>Advocacy for intersectoral work and co-ordination</p> <p>Guidelines and instruments for intersectoral co-operation in lifelong learning</p>	Clearly targeted and culturally and gender-sensitive lifelong learning strategies in health, work, the environment and other sectors in developing regions, particularly in Africa, South Asia and countries in conflict
4.3	Promoting the visibility of adult and lifelong learning world-wide, across all sectors in co-operation with the media and using new technologies	<p>Website development</p> <p>Public Relations, media campaigns and assistance to media</p> <p>Adult Learners Week</p>	<p>Increased media coverage of adult and lifelong learning activities across different sectors</p> <p>A variety of media promoting the right to learning, gender justice, equal opportunities, etc.</p>

GOAL 5	INDICATORS	SOURCES OF VERIFICATION	
<p>Effective networks for the crossfertilization and sharing of knowledge in the area of lifelong learning within and between countries, with special emphasis on least developed countries</p>	<p>New networks and alliances</p> <p>Comparative databases</p> <p>Growing membership of ALADIN, particularly from developing countries</p> <p>Increased project co-operation with Member States through visiting researchers and fellows</p>	<p>UIE reports</p> <p>Voices of learners, grassroots activists and CSOs</p> <p>Homepage use</p> <p>Requests from Member States, NGOs, CSOs</p> <p>Feedback from fellows and visiting researchers</p>	
ACTIVITIES: GOAL 5	INPUT	EXPECTED OUTCOMES	
<p>5.1 Creating a cutting-edge knowledge base with databases on documentation, experiences, practices, innovations and policies in literacy, non-formal education, adult and lifelong learning</p>	<p>Analysis and compilation of research findings</p> <p>Maintenance and expansion of the UIE Documentation Centre</p> <p>Co-ordination of the ALADIN network</p> <p>International Literacy Research Award</p>	<p>Established databases on concepts, policies and practices in literacy, non-formal education, adult and lifelong learning</p> <p>Expanded UIE documentation, informed by research results and comparative analyses, especially through input from developing and least developed countries</p>	
<p>5.2 Developing a conceptual framework for the comparison of innovative experiences in the area of literacy, non-formal education, adult and lifelong learning in different regions and countries</p>	<p>UIE-wide research project</p> <p>Cross-regional research workshops</p>	<p>Comparative analyses using a commonly shared conceptual framework</p> <p>Development of conceptual and theoretical frameworks incorporating different local, regional and national perspectives</p>	
<p>5.3 Facilitating cross-regional and international dialogue on lifelong learning</p>	<p>Participation in EFA mechanisms and forums</p> <p>Regional workshops for CONFINTEA V Mid-term review 2003</p> <p>CONFINTEA V Mid-term review 2003 and recommendations</p> <p>International Review of Education (IRE)</p>	<p>Wide dissemination of knowledge, research results and best practice in literacy, non-formal education and adult and lifelong learning</p>	

ACTIVITIES: GOAL 5	INPUT	EXPECTED OUTCOMES	
5.4 Developing effective networking and communication strategies as a means of producing and disseminating knowledge, thus building capacities in UNESCO Member States	National, regional and international policy dialogues Research and training seminars and workshops Online clearing house Public Relations, media campaigns and assistance to media	Closer collaboration and synergies among all actors and stakeholders Better co-operation between policy-makers, practitioners and researchers Development of conceptual + theoretical frameworks incorporating different local, national and regional perspectives	



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