



Foreword

The year 2015 has been historic for both UNESCO's work in general and the UNESCO Institute for Lifelong Learning's (UIL) work in particular. The adoption of the Sustainable Development Goals (SDGs) in September created a global agenda that will guide UIL's work over the next fifteen years. The Institute will focus especially on working towards SDG 4: 'Ensure inclusive and equitable quality education and lifelong learning opportunities for all'.

Education and lifelong learning will also make an important contribution towards meeting all of the other SDGs. Guided by the Education 2030 Framework for Action, UIL will work

with UNESCO Member States in the coming years to implement programmes that advance the achievement of these goals. I encourage you to visit the new UIL website for more information on the role played by various aspects of lifelong learning, adult education and literacy in the new framework.

As 2016 unfolds, UIL will continue along the trajectory of progress achieved over the past years.

The UIL team wishes you a happy and prosperous 2016.

Arne Carlsen



Adult learning and education

Ghana works towards new non-formal education policy

Ghana is currently in the process of drafting a new non-formal education policy that, once implemented, will help provide literacy and basic skills training to the estimated 29% of its citizens aged 15 years and above who

lack literacy skills. Ghana's current policy on literacy and non-formal education, the Mass Literacy and Social Change Programme (MASSLIP), dates back to 1998. A new non-formal education policy that fits within the framework of

lifelong learning must be developed. At the request of the Ghanaian Non-Formal Education Division, UIL is assisting with the development of this policy. The new policy brings with it added advantages in Ghana's non-formal education sector.

CONFINTEA VI Regional Follow-up Meeting for the Arab States



Increasing equitable participation in youth and adult education to enhance peace and sustainable development in the Arab States

Insufficient literacy skills, low educational attainments and poor participation in youth and adult education continue to challenge development in many Arab States. It is currently estimated that more than 50 million adults, 60% of whom are women, lack basic literacy skills. Millions of young people are neither in school nor in training and are therefore missing

out on opportunities to acquire useful and lasting skills for work and life. This means that these young people are unable to realize their full potential.

The need to increase equitable participation in youth and adult education was at the centre of discussions at the CONFINTEA VI Regional Follow-up Meeting for the Arab States, which took place from 26 to 28 October 2015 in Alexandria, Egypt. UIL, in cooperation with the UNESCO Regional Office in Beirut and ISESCO (the Islamic Educational, Scientific and Cultural Organization), planned and coordinated the meeting, which aimed to assess

developments in adult learning and education in the Arab States since 2009.

The meeting led to the adoption of a Regional Action Plan. This plan specifies projects based on the themes of the Belém Framework for Action at regional and sub-regional levels as well as responsible entities and tentative dates for each project. UIL, in cooperation with the regional UNESCO Office in Beirut and the UNESCO Office in Cairo, will support the development of the Regional UNESCO Category II Resource Centre in Sirs-el-Layyan near Cairo.

Literacy and Sustainable Societies

Translating the '2030 Vision of Literacy' into action in Latin American and the Caribbean

Education experts from Latin America and the Caribbean gathered in

Montevideo, Uruguay, on 26 and 27 November 2015 to monitor progress and identify concrete areas for regional collaboration in achieving the literacy and adult education goals set out in the new Education 2030 Framework for Action adopted by UNESCO Member

States in 2015. The meeting, which was organized by the Regional Bureau of Education for Latin America and the Caribbean (OREALC), focused on developing concrete initiatives that could be used in countries of the region to develop youth and adult education with a

lifelong learning perspective. A UIL representative joined the meeting to share the Institute's perspective on lifelong learning. The participants identified the following action points:

- Prepare a regional report on adult learning and education (ALE) based on the **Global Report on Adult Learning and Education**.
- Showcase the policies and strategies on literacy and ALE through the

Latin American and Caribbean Observatory on ALE. This Observatory was established by the National Institute of Adult Education in Mexico as a follow-up action to the Regional CONFINTEA Follow-up Meeting for Latin America and the Caribbean in 2011. Brazil is considering hosting the Observatory for the coming biennium.

- Conduct exploratory research on the experience of the region in the **recognition, validation and accreditation of the learning outcomes of non-formal and informal learning**.
- **Develop tools to guide countries in capacity building** for ALE trainers and facilitators.

Advancing lifelong learning

Learning Cities

The UNESCO Global Network of Learning Cities opens to membership

The UNESCO Global Network of Learning Cities is now open to membership. UNESCO encourages cities to become part of a network that supports the practice of lifelong learning by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing

capacity development; and developing tools and instruments to monitor progress achieved in realizing the vision of lifelong learning.

In opening the Network to membership, Arne Carlsen, Director of UIL, emphasized that 'it is only through sharing of knowledge and exchange of good practice that the building of learning cities can advance.'

At the 1st International Conference on Learning Cities, which was held in

Beijing in 2013, participants called upon UNESCO to establish a Global Network of Learning Cities. After this Conference, UIL, which serves as the Secretariat of the UNESCO Global Network of Learning Cities, laid the groundwork for establishing the Network.

Read more about how your city can become a member: <http://www UIL.unesco.org/unesco-global-network-learning-cities-opens-membership>



The importance of Recognition, Validation and Accreditation (RVA)



Green skills for sustainable development

The recognition of environmentally friendly practices in the formal and informal economic sectors is a critical factor in accomplishing the 2030 Sustainable Development Goals, which were adopted at the United Nations Summit in September 2015. With this in mind, UIL and the UNESCO-UNEVOC Centre for Technical and Vocational Education and

Training at the Hong Kong Institute of Education have begun work on a new research study entitled The Inclusion of Green Competencies in the Recognition, Validation and Accreditation (RVA) of Non-formal and Informal Learning. This comparative study has been developed with the following research and policymaking institutions in the Asia and Pacific region:

- The International Education Centre, Zhenjiang Technical Institute of

Economics, China, and Shenzhen Polytechnic,

- Manipal City and Guilds, India
- The National Institute for Technical Education and Skills Development, Philippines
- The Council for Technical Education and Vocational Training, Nepal
- The National Academy of Education, Kazakhstan
- The Islamic University of Technology, Bangladesh

Lifelong Learning for All: A challenge to face, a willingness to share

The fourth World Forum on Lifelong Learning brought 800 participants to UNESCO Headquarters in Paris to discuss developments in lifelong learning. Entitled 'Lifelong Learning for All: A Challenge to Face, a Willingness to Share', the Forum, which took place in February 2015, centred on discussions

about promoting lifelong learning as a societal necessity that enables the continuous sharing of knowledge and skills. Four international round-tables provided an opportunity to reflect on developments and trends in lifelong learning. The themes of the round-tables were:

- Ensuring access and creating conditions to enable basic knowledge for all, from early childhood until the end of life for everyone;
- Acting, educating and training for sustainable health;

- Acknowledging and developing the role of companies in lifelong learning, and
- Appreciating and enabling intercultural skills to emerge.

The Forum was co-organized by UIL, the World Committee for Lifelong Learning (CMA) and the International Council for Adult Education (ICAE). Opening remarks to set the stage for discussions at the Forum were given by Ms Irina Bokova, Director-General of UNESCO; Mr Arne

Carlsen, Director of UIL; Mr Alan Tuckett, President of ICAE; and Mr Yves Attou, President of CMA.

In a nutshell: the World Committee for Lifelong Learning

The World Committee for Lifelong Learning is an NGO based in Paris. It was created in 2004 by French, Chinese, North American and Canadian professionals. Today, its members include

education and training specialists, company directors, chambers of commerce, researchers, academics and elected representatives from all regions. As an important partner, CMA continues to work with UIL to promote lifelong learning. UIL will work with CMA to organize the fifth World Forum on Lifelong Learning, which is expected to take place in Pushkin University, St Petersburg, Russia, in 2017.

UIL: Supporting capacity building through research and policy studies

CONFINTEA Research Scholarships 2015

The CONFINTEA scholarships offer researchers and education professionals from UNESCO Member States an opportunity to conduct in-depth research in the field of lifelong learning, focusing on various aspects of adult and continuing education, literacy and non-formal basic education. This year, four education professionals were granted one-month CONFINTEA research scholarships by the UNESCO Institute for Lifelong Learning (UIL). The scholars spend a month at UIL, where they have access to the UIL Library and can consult and share knowledge with UIL staff working in various fields. The research conducted by the scholars helps their countries improve the quality of adult education based on a lifelong learning perspective.

The scholarships are mainly based on private donations from the British educationalist Peter Jarvis and his publisher Taylor & Francis and the Nomura Centre for Lifelong Integrated Education in Japan.

The call for applications for the 2016 CONFINTEA research scholarships will



be posted in March next year. Launched in 2012, CONFINTEA scholarships are offered to education professionals from UNESCO Member States to help initiate and build on research that benefits adult

education and lifelong learning in their countries.

Read more <http://uil.unesco.org/confintea-research-scholarships-2015>

CONFINTEA Fellowships 2015

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Major events in 2016 (January – May)

- The **CONFINTEA VI Sub-Regional Follow-Up Meeting for the Caribbean** is expected to take place in Jamaica on 22 and 23 March. The exact date and details of the event will be posted on the UIL website <http://www UIL.unesco.org/>
- In February 2016, the **action-research project RAMAA II** will hold a high-level meeting involving representatives from eleven francophone West African countries that are participating in the project.
- Work on the **third Global Report on Adult Learning and Education** is currently in progress. The report, which will examine the benefits of adult learning and education on health and well-being, local community development, and employability and the labour market, will be published in May 2016.