



## Foreword

2015 marks an important point in the development and implementation of lifelong learning and education. The global agenda was refocused with the adoption of the Sustainable Development Goals (SDGs) in September. While we must capitalise on the progress made in the past years, there is unfinished business to be tackled under the new 2030 Sustainable Development Agenda. There are over 757 million people worldwide who still lack basic literacy and numeracy skills, despite the fact that education is a fundamental human right. The right to education must be realised for every one and not just for a 'substantial' few. Moreover, the right to education needs to be situated within a lifelong learning approach in order to cater to the needs of children, youth and adults, and to offer practical and sustainable tools for development.

There were many more achievements in 2015. The International Literacy Day in September concluded with the adoption of the Paris Communiqué on 'Literacy and Sustainable Societies', which gave UNESCO the mandate to advance an international literacy agenda by creating a Global Alliance for Literacy within the framework of lifelong learning. On behalf of UNESCO, the UNESCO Institute for Lifelong Learning (UIL) will lead the process of establishing the new multi-stakeholder partnership to

support Member States in achieving their goals in the fields of youth and adult education, literacy and lifelong learning.

With a worldwide trend of urbanisation, the power of cities to provide their citizens with tangible solutions to the challenges of a fast-changing world is increasing and hence the need to complement the efforts of national governments. More and more, cities are playing a key role in direct allocation of resources and implementation of education programmes. In terms of lifelong learning, UIL has been at the centre of creating and promoting the concept of Learning Cities in order to bring real solutions to those who need them most. Around 650 mayors, ministers, vice ministers, education executives and civil society representatives from more than ninety-five countries participated in the 2nd International Conference on Learning Cities, held in Mexico City in September. The high number of participants is a clear sign of the willingness of policy makers and citizens across the world to be part of creating spaces that are safe, resilient and sustainable not only for them but for future generations as well. In terms of the new Sustainable Development Agenda, UNESCO is committed to significantly contributing to the achievement of SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and



SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). The inauguration of the UNESCO Learning City Award, which was conferred to twelve cities this year, demonstrates this commitment and adds to the momentum of cities to join the learning cities network and be part of creating a sustainable world.

All in all, this year is continuing to be a fruitful one for education and lifelong learning.

I wish you enjoyable reading.

Arne Carlsen, Director UIL



## Learning cities

# 2<sup>nd</sup> International Conference on Learning Cities: Learning cities lay the foundation for sustainable development



The 2<sup>nd</sup> International Conference on Learning Cities brought together more than 650 ministers, vice-ministers, mayors, vice-mayors, education executives and civil society representatives from more than ninety-five countries in Mexico City. The theme of the Conference, which ran from 28 to 30 September 2015, was 'Building Sustainable Learning Cities'. The Conference gave participants an

opportunity to discuss ideas, share experiences and build synergies. It took place just as world leaders met in New York to adopt the Sustainable Development Goals (SDGs) that will define the next fifteen years of human development. Learning cities have an important role to play in implementing the global sustainable development agenda, and can make a particularly significant contribution to the achieve-

ment of SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

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## Literacy and lifelong learning

### International Literacy Day 2015



UNESCO's Director-General, Ms Irina Bokova (center) and member of the UNESCO International Literacy Prize Jury, Mr. Raafat A. Radwan, with the 2015 UNESCO Literacy Prize winners from Chile, Madagascar, Mozambique, Slovakia and Sri Lanka

This year's International Literacy Day (ILD) was an important occasion for looking back at past progress and looking forward for ways to tenaciously pursue the unfinished literacy agenda in the next 15 years.

The UNESCO Institute for Lifelong Learning (UIL) collaborated with UNESCO Headquarters to organise the global meeting in Paris, France on 8-9 September. The meeting on 'Literacy and Sustainable Societies' brought together approximately 100 participants from thirty-four countries around the globe to reaffirm literacy as a human right for all and a catalyst for sustainable development.

#### Setting strategic directions

UIL contributed to the International Literacy Day by sharing its new publications on different aspects of literacy and its expertise on how to translate the

expanded vision of literacy into action. The Institute also advocated for an understanding of literacy as a continuum of proficiency levels advanced through lifelong learning in formal, non-formal and informal settings, especially for young people and adults. The meeting concluded with the adoption of the Paris Communiqué on 'Literacy and Sustainable Societies' in which UNESCO was charged with advancing an international literacy agenda by creating a Global Alliance for Literacy, within the framework of lifelong learning.

#### Communiqué calling for a Global Alliance for Literacy

ILD concluded with the adoption of the Paris Communiqué on 'Literacy and Sustainable Societies', in which UNESCO was mandated with advancing an international literacy agenda by creating a Global Alliance for Literacy,

within the framework of lifelong learning. This gives UIL an opportunity to lead the process of establishing the new multi-stakeholder partnership on behalf of UNESCO. It also encourages the Institute to continue using its expertise and long-standing experience in the fields of youth and adult literacy, as well as lifelong learning, to support Member States in realising the world we want: a literate, inclusive, peaceful and equitable world.

Chile, Madagascar, Mozambique, Slovakia and Sri Lanka were awarded the 2015 UNESCO Literacy Prize. To read more on their literacy programmes, visit UIL's [Effective Literacy and Numeracy Practices Database \(LitBase\)](#).

[Read more ...](#)

## Adult learning and education

### The UNESCO Global Report on Adult Learning and Education (GRALE)



The UNESCO Global Report on Adult Learning and Education (GRALE) is produced every three or four years to monitor developments in adult learning and education in all regions of the world. GRALE is the key instrument for policy advice, advocacy and monitoring

progress in Member States with regard to the recommendations adopted at the 6th International Conference on Adult Education (CONFINTEA VI) through the Belém Framework for Action (BFA).

Against this context, a second follow-up meeting of the GRALE III

working group was hosted by UIL in September. The meeting aimed to chart ways forward for the drafting and dissemination of the report. GRALE III will focus on monitoring the benefits of adult learning and education for health, employment and community development. The report will be produced by UIL in conjunction with international partners, including the World Health Organization (WHO), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD) and the UNESCO Institute for Statistics (UIS).

[Read more about GRALE and previous GRALE reports ...](#)

## New Publications

### Unlocking the potential of urban communities: Case studies of twelve learning cities

*'This publication will be a source of inspiration to mayors, city councils, education experts, researchers, stakeholders and citizens alike,'* Arne Carlsen, Director, UIL

In cooperation with the Republic of Korea's National Institute for Lifelong

Education (NILE), the UNESCO Institute for Lifelong Learning (UIL) recently published a book showcasing cities' efforts to improve people's quality of life through lifelong learning. This publication, entitled Unlocking the

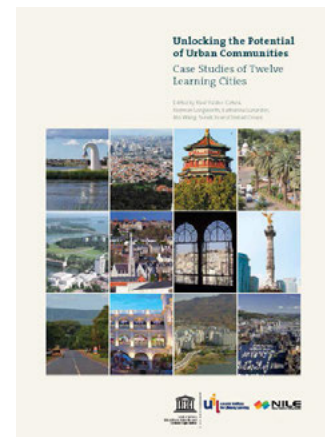
Potential of Urban Communities: Case Studies of Twelve Learning Cities, was launched at the 2nd International Conference on Learning Cities in Mexico City in 2015.

The twelve cities featured in the volume were awarded the inaugural UNESCO Learning City Award.

The case studies feature good practices and lessons learned in the following learning cities: Melton (Australia), Sorocaba (Brazil), Beijing (China), Bahir Dar (Ethiopia), Espoo (Finland), Cork (Ireland), Amman (Jordan), Mexico City (Mexico), Ybycuí (Paraguay), Balanga (Philippines), Namyangju (Republic of Korea) and

Swansea (United Kingdom of Great Britain and Northern Ireland).

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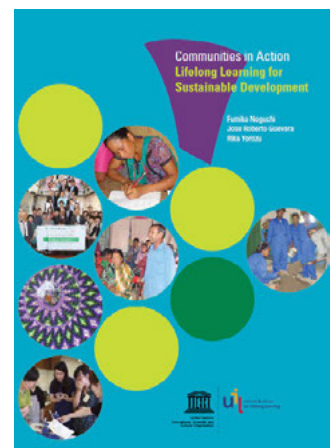
## Communities in action: Lifelong learning for sustainable development

*'Community Learning Centres will play a more important role in sustainable development in the future,'* Arne Carlsen, UIL Director.

This handbook identifies principles and policy mechanisms to advance community-based learning for sustainable development, based on the commitments endorsed by the participants of the Kominkan-CLC International Conference on Education for Sustainable Development, which was held in Okayama City, Japan, in

October 2014. To inform policymakers and practitioners new to this field, the handbook clarifies the international vision and goals for sustainable development and Education for Sustainable Development (ESD), and identifies the potential contributions of community-based learning centres and organizations.

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\(PDF, 1.8 MB\)](#)



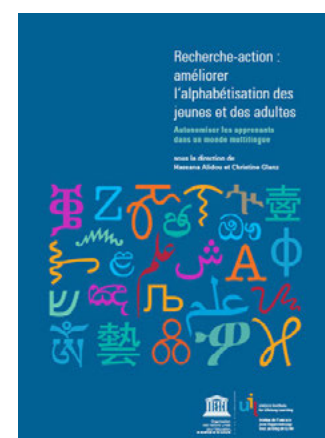
## Recherche-action: améliorer l'alphabétisation des jeunes et des adultes

*'The integration of action research in training programmes for youth and adult educators can greatly enhance the quality of youth and adult teaching and learning,'* Arne Carlsen, UIL Director.

This guidebook produced by the UNESCO Institute for Lifelong Learning (UIL) in collaboration with the UNESCO Multi-sectoral Regional Office for West Africa in Abuja, shows how action

research can enhance youth and adult literacy education and learning. The publication can be used as a resource for training adult educators and implementing participatory and collaborative action research processes.

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\(PDF, 906 KB\)](#)



## Learning families: Intergenerational approaches to literacy teaching and learning

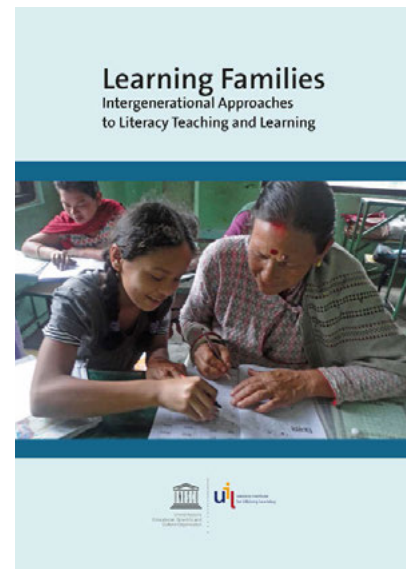
*'Families can foster a culture of learning where the education needs of all its members are addressed,'* Arne Carlsen, UIL Director.

This compilation presents examples of effective learning at family level, highlighting the importance of creating learning families in which each member is a lifelong learner. The family literacy and learning approach is particularly useful in breaking cycles of low levels of education and literacy skills among disadvantaged families and communities, as it encourages reading, writing and the acquisition of language skills for all members of a family.

The case studies, which come from twenty-two countries, indicate that for the approach to be successful and foster a culture of learning, it is important to provide sustained teacher training, develop a culture of collaboration between institutions, teachers and parents, and secure sustainable funding through longer-term policy support.

UIL regularly shares these and other case studies on its [Effective Literacy and Numeracy Practices Database \(LitBase\)](#).

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## Transforming our world: literacy for sustainable development

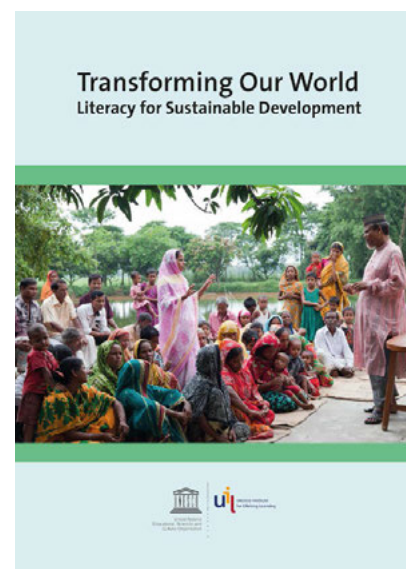
*'Literacy is imperative in developing sustainable and inclusive societies,'* Arne Carlsen, UIL Director.

This compilation offers examples of promising programmes from all world regions that link the teaching and learning of literacy and basic skills to sustainable development challenges such as health, social equality, economic empowerment, and environmental sustainability. This book calls for the promotion of lifelong learning for all as an essential approach in implementing the 2030 Agenda for Sustainable Development that was adopted at the

United Nations Summit in September this year.

UIL regularly shares these and other case studies on its [Effective Literacy and Numeracy Practices Database \(LitBase\)](#).

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## Lifelong literacy: Towards a new agenda

*'The 2030 Agenda for Sustainable Development affords us the opportunity to reflect on the role of literacy in promoting "lifelong learning opportunities for all". This special edition of UIL's International Review of Education brings together scholars and experts to discuss challenges and opportunities for literacy looking forward to 2030 and beyond,'* Arne Carlsen, UIL Director.

With contributions from renowned international scholars and activists, this special issue of the IRE (61:3 2015) is essential reading for everyone who

aims to understand literacy from a lifelong learning perspective. It has been edited by two seasoned experts on literacy, Ulrike Hanemann (senior programme specialist at the UNESCO Institute for Lifelong Learning, UIL) and Veronica McKay (acting executive dean of the College of Education at the University of South Africa, UNISA).



## Action research on measuring literacy programme participants' learning outcomes

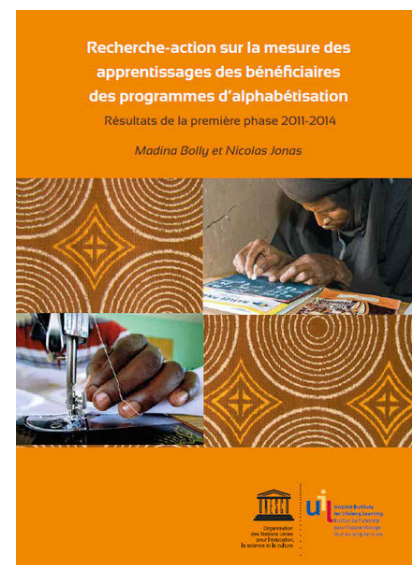
*'The action research project RAMAA was initiated by UIL in order to provide policymakers and development partners with reliable and usable contextual data. This data will help improve the quality of literacy programmes for youth and adults, strengthen evidence-based advocacy, and develop national capacities with an emphasis on ownership and sustainability,'* Arne Carlsen, UIL Director.

This new publication is a critical review of the first results of action research on measuring the learning outcomes of literacy programmes. Five francophone African countries – Burkina Faso, Mali, Morocco, Niger and Senegal – have been developing and implementing common tools to measure the level of skills reached by participants of literacy programmes.

The UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Statistics (UIS), UNESCO offices in

Dakar and Abuja, Statistics Canada, the Organisation for Economic Cooperation and Development (OECD), the Association for the Development of Education in Africa (ADEA), researchers from Cadi Ayyad University in Marrakech and the University of Hamburg as well consultants and members of national teams have all contributed to the development of contextual measurement tools.

The results of this first phase of the action research are encouraging, as visible positive impacts have been found in the participating countries. In addition to the five countries involved in the first phase, seven more countries – Benin, Cameroon, Côte d'Ivoire, Central African Republic, Democratic Republic of the Congo, Chad and Togo – have expressed interest in participating in the second phase of RAMAA, which is planned for this year.



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## The evolution and impact of literacy campaigns and programmes 2000–2014

*'We are now at a juncture of redefining literacy as the foundation of lifelong learning for the next 15 years. Therefore, it is imperative to look back and learn from past literacy initiatives and policies in order to design new and successful strategies in future'*, Arne Carlsen, UIL Director.

This study – the first in a new UIL publication series comprising extended peer-reviewed research papers – examines the establishment and implementation of major literacy campaigns and programmes in Brazil, India, South Africa and Indonesia.

In its analysis of literacy campaigns and programmes between 2000 and

2014, the report reveals that most initiatives have failed to achieve their overly ambitious goals. The study paints a nuanced picture of global trends, but also discusses features, challenges, success factors and results of specific campaigns and programmes.

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The Evolution and Impact  
of Literacy Campaigns and Programmes  
2000–2014

Ulrike Hanemann



UIL Research Series: No. 1