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Editorial

In May 2014, UIL, adult education and TVET scholars met to revise the *1976 Recommendation on the Development of Adult Education*. To further support this process, UIL held an open online consultation forum from 16 to 19 June 2014.



The *Action Research on the Measurement of Learning Outcomes of Literacy Programmes Participants* (RAMAA) project, developed by UIL and

the Regional UNESCO Bureau for Education in Africa (BREDA), is developing tools to measure impacts of literacy programmes on adults and youth. These pilot programs are currently active in five African countries.

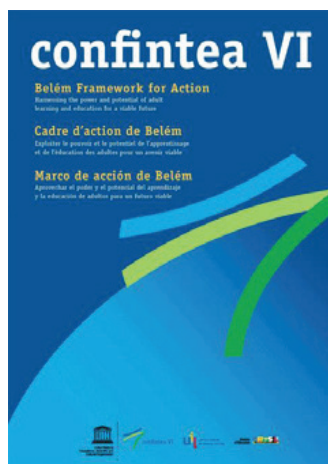
Adult learners in higher education are rapidly increasing. As such, UIL, International Council for Open and Distance Education (ICDE) and StudyPortals (SP) are examining the potential impacts of distance education on European regions. A final report is to be released in 2015.

Arne Carlsen, Director UIL

Revision of 1976 recommendations

Background

UNESCO will revise the 1976 Recommendation on the Development of Adult Education, as recommended by the Belém Framework for Action, the



outcome document adopted by UNESCO Member States at the Sixth World Conference on Adult Education (CONFINTEA VI) in 2009. At UNESCO's General Conference in 2013, it was decided that UIL would prepare a revision "in consultation with the Member States and other stakeholders".

The 1976 Recommendation on the Development of Adult Education represents UNESCO's only normative framework that

provides guiding principles for adult education policy and practice in UNESCO Member States. An update was proposed at previous International Conferences on Adult Education (CONFINTEA V, 1997 and CONFINTEA VI, 2009). UNESCO recommendations are not binding and do not stipulate specific rights or duties. Rather, they define principles and norms for the international regulation of specific issues and invite Member States to take appropriate legislative steps "in conformity with ... constitutional practice". Consequently, the impact of the recommendation depends entirely on the extent of its implementation by Member States.

Context

The revision of the 1976 Recommendation is part of an ongoing debate regarding the upcoming post-2015 international development agenda. UNESCO recommends a lifelong learning approach that empowers people to:

1. realize their rights to education;
2. achieve personal, life and work aspirations; and
3. contribute to community goals.

Revision of 1976
recommendations (contd.)

The draft Muscat Agreement that emerged from the Global Education For All Meeting (GEM) held in Muscat, Oman in May 2014 refers to specific objectives regarding youth and adult literacy (i.e., skills development pertaining to work, life, citizenship and sustainable development).

Expert Participatory Process

On 27 and 28 May 2014, scholars in adult education and technical and vocational education and training (TVET), as well as experts from UIL, the UNESCO Section for Youth, Literacy and Skills Development and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training met to discuss revisions to the 1976 Recommendation on the Development of Adult Education. Collaboration between these entities produced a draft, which is to be distributed to Member States in September 2014. Following this, a final submission will be submitted to the UNESCO Executive Board and General Conference. The revised 1976 Recommendation on the Development of Adult Education will serve as a high-level normative document to support and monitor adult learning and education from 2015 and onwards.

To discuss this draft with a broader audience, the UNESCO Institute for Lifelong Learning (UIL) also organized an open online consultation from 16 to 29 June 2014, with more than 500 participants. Through this e-mail-based exchange process, the preliminary draft will be further enriched by incorporating suggestions from a broad international audience.

RAMAA activities in Senegal

The action research on the measurement of learning outcomes of participants in literacy programme (RAMAA) project, initiated in 2011 by the UNESCO Institute for Lifelong Learning (UIL) and co-piloted by the Regional UNESCO Bureau for Education in Africa (BREDA) with funding from the Swiss Agency for Development and Cooperation (SDC), aims to develop and implement methods to measure learning outcomes of adults and youth (15+) who have completed literacy programmes. This pilot project is currently active in five African countries: Burkina Faso, Mali, Morocco, Niger and Senegal.

To achieve quality assurance, RAMAA experts work closely with UIL and BREDA. These UNESCO structures have provided technical assistance in the last three months, particularly to the Senegal RAMAA team, as they refine measurement methodologies for research regarding this project.

From 12 to 21 April 2014, the Senegal RAMAA team organized a training workshop for field staff, staff of the Senegalese Directorate for Literacy and National Languages (DALN), the Regional Training Centre for Education Staff (CRFPE) and the National

Centre for Educational Resources (CNRE). The objectives of this workshop, held in Kaolack, were threefold: 1) to provide training to approximately 50 data collectors and supervisors in management of RAMAA tools; 2) to adjust the data collection tools after the pre-test and; 3) to prepare logistic activities in the field.

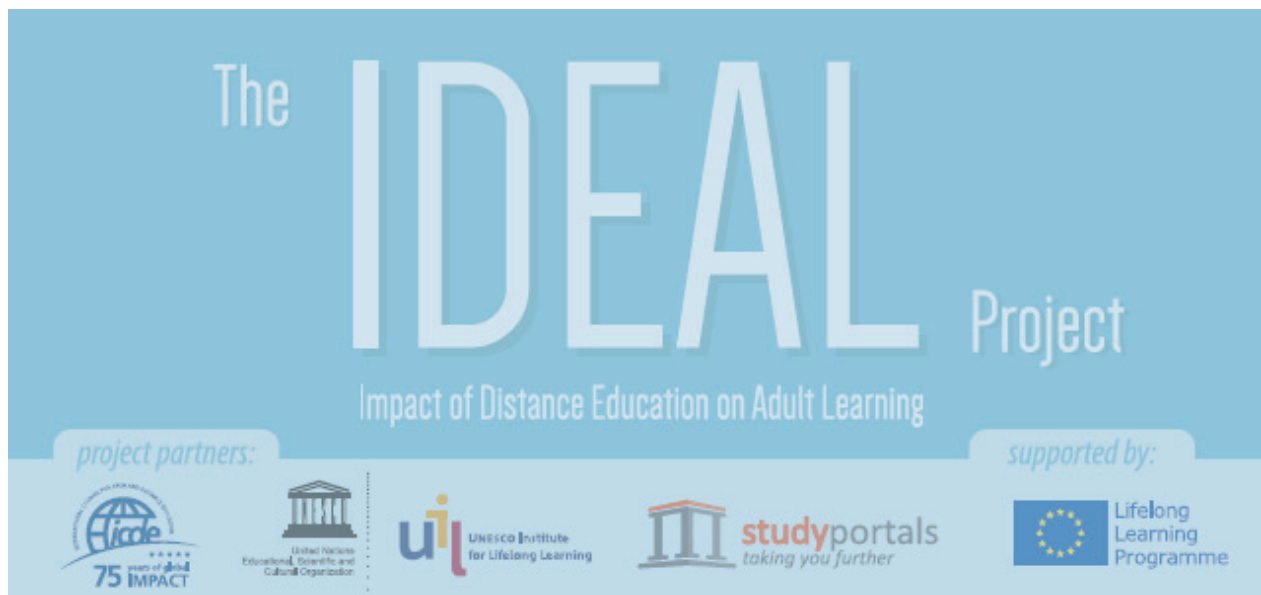
As a follow-up exercise upon the initiative of the Senegalese Education Minister, information and advocacy days were organized from 5 to 20 May 2014 in all targeted regions. This event mobilized a large number of key stakeholders such as local associations, heads of villages, women's organizations, administrative, academic and religious authorities, as well as BREDA. These days offered an excellent opportunity to inform stakeholders about and advocate for RAMAA, and found a resounding echo in the media. This approach facilitated the collection of data in the target regions: Dakar, Kaffrine, Diourbel and Kaolack.

More information on the advocacy days in the targeted regions in Senegal:

- <https://www.youtube.com/watch?v=eP8xYhWGGZk> and
- <http://youtu.be/NHufJy4yPdo>



Impact of Distance Education on Adult Learning (IDEAL)



Increasing the participation of adult learners in higher education is an important objective in European education policies. In recent years, higher education institutions have diversified their services to include adult learners by implementing distance education programmes.

The UNESCO Institute for Lifelong Learning (UIL), the International Council for Open and Distance Education (ICDE), and the private-sector online platform StudyPortals (SP) have set out to examine the potential of distance and blended education as provided by higher education institutions in Europe. The project, entitled “Impact of Distance Education on Adult Learning” (IDEAL), is funded by the European Commission’s Lifelong Learning Programme. The aim of this project is to show that distance education can offer flexible learning paths to adults who are unable to participate in campus-based education. This strategy will greatly enhance

accessibility to higher education. IDEAL has launched three online publications regarding distance education offered in European institutions and a social profile of distance learning students.

Specifically, the project aims to:

- offer policy makers and distance education providers information about the specific needs of adult learners.
- strengthen the social dimension of higher education by better meeting the needs of adult learners; and
- increase the participation of adult learners in higher education through distance education.

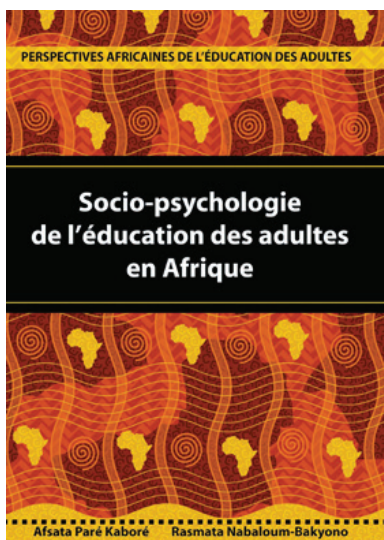
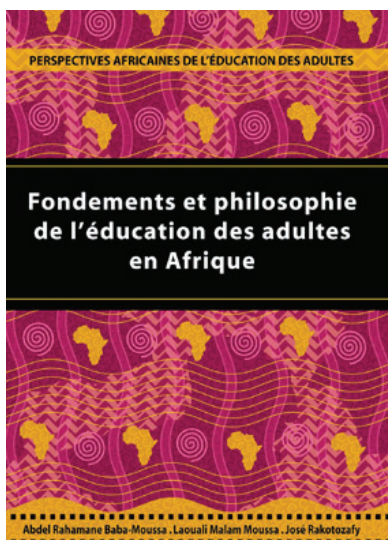
Running from October 2013 to September 2015, IDEAL comprises of a number of surveys among higher education institutions and students, as well as specific case examples on the potential of distance education for adult learning in selected countries. The

final report will be published by UIL in 2015. It is intended to help institutions and policy makers better match students’ needs, as well as reach out to marginalised groups. A number of policy and capacity-building seminars will be implemented to engage stakeholders.

More information can be found on the IDEAL project website: www.idealproject.eu

New publications

Perspectives Africaines de l'Éducation des Adultes



The UNESCO Institute for Lifelong Learning (UIL) published the first two textbooks in its French-language series, “Perspectives Africaines de l'Éducation des Adultes” (APAL).

They are titled *Socio-psychologie de l'éducation des adultes en Afrique* and *Fondements et philosophie de l'éducation des adultes en Afrique*.

In these texts, authors emphasise the need to abandon models inherited from the colonial period or borrowed from other regions of the world, and rather utilize the specific African context: the

importance of the group, the role of adult education in Francophone Africa, the incorporation of local traditions and knowledge, and bilingual and multilingual situations.

The electronic versions (PDF files) of these publications may be downloaded free of charge from the UNESCO catalogue (UNESDOC):

- [Socio-psychologie de l'éducation des adultes en Afrique](#)
- [Fondements et philosophie de l'éducation des adultes en Afrique](#)

Study on Literacy and Women's Empowerment now available in Spanish



The study, “Literacy and Women's Empowerment: Stories of Success and Inspiration”, which exemplifies successful literacy development approaches, as well as learning for women is now available in Spanish.

Download it from

→ <http://unesdoc.unesco.org/images/0022/002281/228118s.pdf>

GLOBAL INVENTORY OF NATIONAL QUALIFICATIONS FRAMEWORKS

The *Global Inventory on National Qualifications Frameworks* (NQFs) was developed by two EU agencies, the European Training Foundation (ETF) and the Centre for the Development of Vocational

Training (Cedefop), and two UNESCO units, UNESCO's section for Technical and Vocational Education and Training (UNESCO-TVET), and UIL. UIL corresponds with 32 case studies in various

countries, which are available to download from the [UIL website](#).

Annual Report now available in French



The [UIL Annual Report for 2013](#) provides an overview of UIL's key activities last year, highlights outcomes and anticipated results in Member States. Its new design provides a more accessible and visually appealing information source regarding the institute and its work.

UPCOMING PUBLICATIONS

The Role of Universities in Promoting Lifelong Learning

UIL Publication Series on Lifelong Learning Policies and Strategies No. 1. Jin Yang and Chripa Schneller (Eds.).

Why recognition matters: global perspectives on non-formal and informal learning.

UIL. Madhu Singh.

Learning to Fly: Family-oriented literacy education in schools. Celebrating the tenth anniversary of Hamburg's Family Literacy Project (2004–2014).

UIL/Hamburg State Institute for Teacher Training and School Development. Gabriele Rabkin and Stephen Roche (Eds.).

Elaboration du cadre normatif dans une approche sectorielle de l'éducation en RDC: enjeux, défis et perspectives.

UIL/IIEP. Abdel Rahamane Baba-Moussa, Christine Glanz, Anton De Grauwe.

Interns and scholars

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