



**unesco**

Institute for  
Lifelong Learning

This document  
is a summary of  
the virtual  
annual report  
→ [uil.unesco.org/  
en/uil-virtual-  
annual-report-2021](https://uil.unesco.org/en/uil-virtual-annual-report-2021)

# 2021 Annual Report



**unesco**

Institute for  
Lifelong Learning

---

**Welcome** p.4

---

**2021 in numbers** p.7

---

**Our mission** p.8

---

**Our activities** p.9

---

**Advocacy and  
networking** p.10

.....

**Capacity-building** p.20

.....

.....

**Research and  
foresight** p.28

.....

.....

**Monitoring** p.35

.....

.....

**Policy support** p.41

---

**Facts and figures** p.43

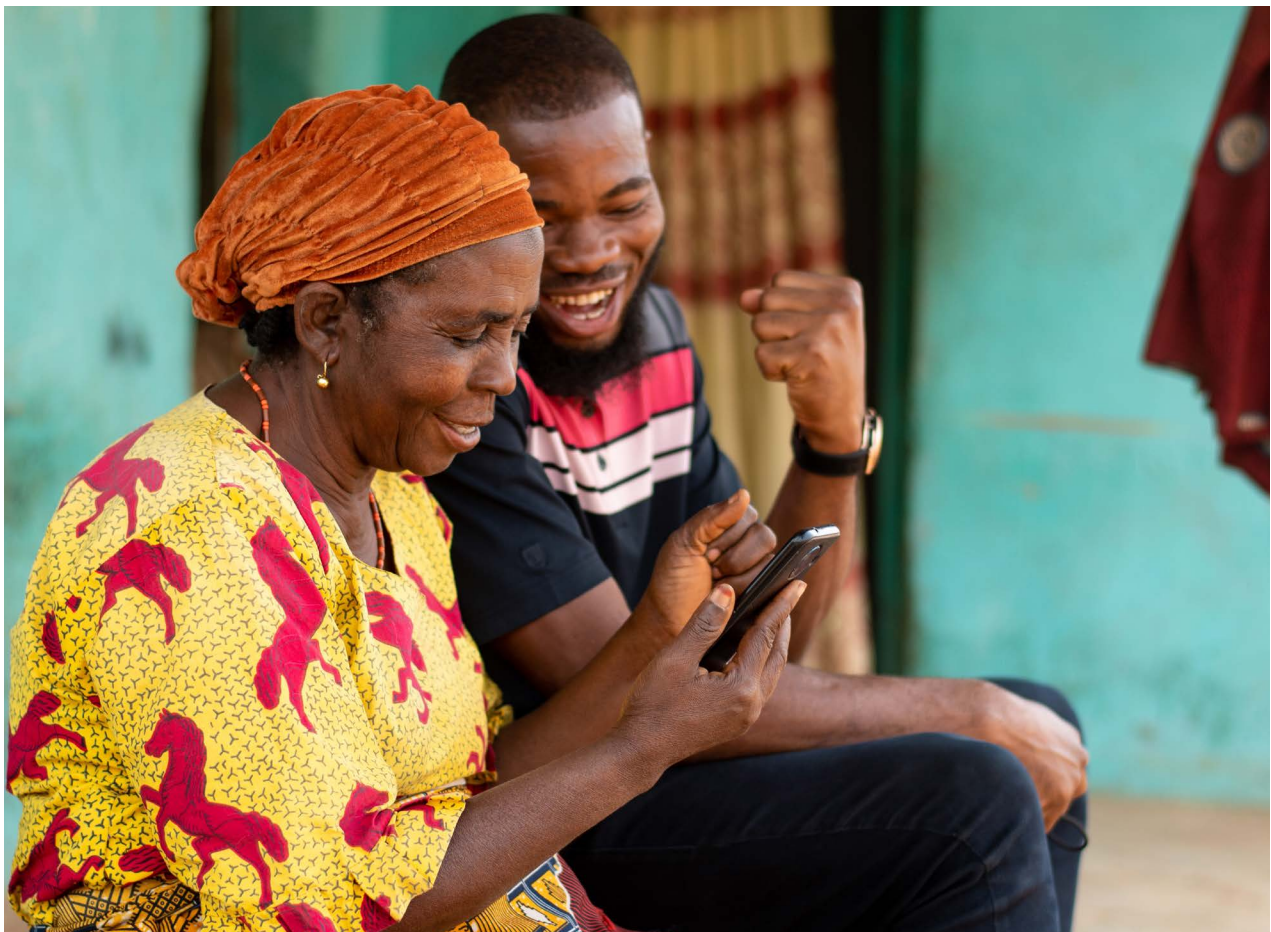
---

**Imprint** p.47

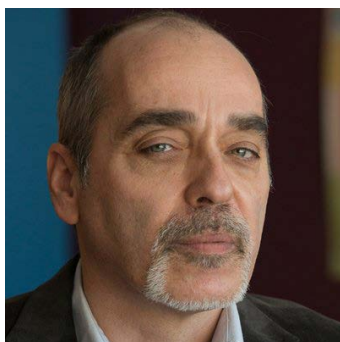




# Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



## Lifelong learning is key to overcoming these global challenges and to achieving the Sustainable Development Goals



© UIL

### Daniel Baril

Chair of the UIL Governing Board and Director-General of the Canadian Institute for Cooperation in Adult Education

→ [https://www.youtube.com/watch?v=i9VJNzhj\\_jU](https://www.youtube.com/watch?v=i9VJNzhj_jU)

**Humanity is facing tremendous global challenges. The climate crisis requires collective action, while technological transformation, demographic change, health crises such as the COVID-19 pandemic, and the new and fast-evolving world of work put further pressure on societies around the world. Lifelong learning is key to overcoming these global challenges and to achieving the Sustainable Development Goals.**

In 2021, the UNESCO Institute for Lifelong Learning (UIL) worked tirelessly to support UNESCO Member States and further partners in realizing lifelong learning opportunities for all. 2021 was a year of transition. The development of the UIL Medium-Term Strategy 2022–2029 was an important moment to reflect on past achievements and reassess what needs to be done to further strengthen lifelong learning over the next eight years. Our mission for the time ahead is to support Member States in building learning ecosystems that work across life, in every setting and benefit everyone, including, crucially, women and girls. We will do so by focusing on three thematic priorities – building quality learning ecosystems; fostering skills for life, work and learning; and ensuring that no one is left behind. We look forward to jointly embarking on this journey with our many partners.

Let me close by thanking the UIL Governing Board for their guidance throughout 2021; UNESCO Director-General Audrey Azoulay, UNESCO Assistant Director-General for Education Stefania Giannini and UIL's Director, David Atchoarena, for their leadership; and the Institute's staff for their quality work and commitment to lifelong learning.

**I warmly invite you to learn more about UIL's work in 2021 in this virtual annual report. I hope that you will enjoy reading it!**

**We support UNESCO Member States across the globe in reinforcing the provision of lifelong learning opportunities for all**



© UIL

## **David Atchoarena**

Director of the UNESCO Institute for Lifelong Learning

→ <https://www.youtube.com/watch?v=6vOBS-rw7dk>

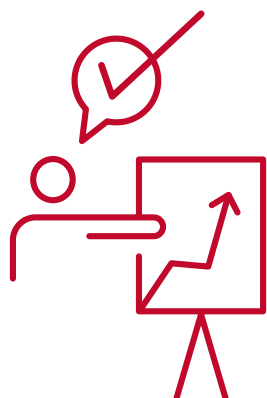
**All children, young people and adults benefit from quality lifelong learning opportunities – that is our vision. The UNESCO Institute for Lifelong Learning (UIL) promotes lifelong learning as the leading educational paradigm for inclusive and sustainable learning societies in the context of the United Nations' 2030 Agenda for Sustainable Development. Based on the recommendations of the 2021 Futures of Education Report and the United Nations Secretary-General's Common Agenda Report, we are working towards the recognition of a universal entitlement to lifelong learning.**

In 2021, we supported UNESCO Member States across the globe in reinforcing the provision of lifelong learning opportunities for all. Together with the UNESCO Learning City of Yeonsu, Republic of Korea, we hosted the fifth International Conference on Learning Cities, which closed with a strong commitment by the over 200 members of the UNESCO Global Network of Learning Cities to boost learning for health and well-being through a new initiative. Organising regional consultations with UNESCO regional offices, we prepared with UNESCO Member States from across the globe the Seventh International Conference on Adult Education (CONFINTEA VII), which will take place in June 2022 in Marrakech, Morocco. We built capacity among policy-makers and other stakeholders to develop and implement cross-sectoral and interministerial lifelong learning public policies. In the field of literacy, UIL continued to strengthen the Global Alliance for Literacy and produced new tools related to skills measurements, digital provision and intergenerational learning. We also completed a research programme on the role of higher education institutions for lifelong learning.

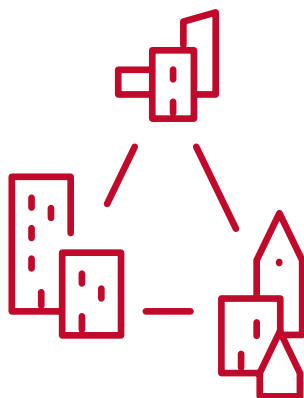
Despite the challenges created by the COVID 19 pandemic, we were able to further advance our work in support of UNESCO Member States, thanks to their outstanding collaboration and to other UIL partners. UIL's Governing Board; our host country, the Federal Republic of Germany; the City of Hamburg; other donor countries; the many partners and stakeholders who supported us and participated in our activities across the globe; and our dedicated staff all deserve credit for contributing to what has been another year full of successful work towards providing everyone with opportunities to learn throughout life.

**I warmly invite you to explore our virtual Annual Report 2021 and discover more about our activities over the past year.**

With UIL support, lifelong learning opportunities for millions of people around the world improved in 2021.



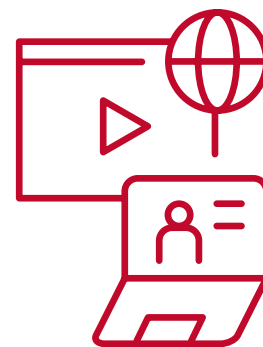
**400**  
people trained in lifelong learning issues such as lifelong learning policies, family literacy, alternative and non-formal education for youth and adults, assessment of literacy skills



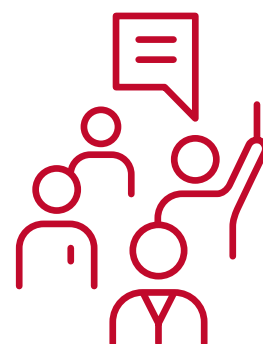
Over  
**250**  
million people in  
**229**  
cities supported in their lifelong learning journey through the UNESCO Global Network of Learning Cities



**30**  
publications and expert papers published to advance lifelong learning around the world



**28**  
online events hosted that were viewed more than 62,200 times



**1,500**  
stakeholders involved in regional and sub-regional consultations for the seventh International Conference on Adult Education (CONFINTEA VII)

## Vision

All children, youth and adults benefit from quality lifelong learning opportunities. Lifelong learning is the organizing principle for education systems worldwide. It enables a holistic, integrated, inter- and cross-sectoral approach to sustainable development.

## Partners

We work with UNESCO Member States, advocacy groups, researchers, non-governmental organizations and regional and global bodies to promote lifelong learning; support better policy, planning and practice in the field; and build capacities for better and more effective implementation.

## Service

- Evidence-based lifelong learning policy support,
- Capacity-development,
- Monitoring the implementation of normative instruments,
- Advocacy and networking,
- Research and foresight.



The UNESCO Institute for Lifelong Learning (UIL) promotes lifelong learning opportunities for all through policy support, research, monitoring, capacity-building, networking and advocacy.



© Shutterstock / Smolaw

## Policy support

We support Member States in every world region in lifelong learning policy development and education sector planning from a lifelong learning perspective. We work closely with ministries and local and regional stakeholders to develop tailored and targeted policy solutions that widen learning opportunities and improve quality.



© Getty Images / photobeginning

## Monitoring

Monitoring and evaluation are critical in building a strong evidence base for lifelong learning. UIL provides monitoring on UN Sustainable Development Goal 4, in particular on literacy and adult education and learning.



© Getty Images / filipfoto

## Advocacy and networking

We promote lifelong learning as the leading educational paradigm for inclusive and sustainable learning societies. We support policy-makers in their work, and cooperate with civil society and non-governmental organizations in petitioning for positive change in their countries and regions.



© Shutterstock / TierneyMJ

## Capacity-building

We offer workshops and courses, training modules and video tutorials, case studies and other resources, at national and regional levels.



© Pixabay / Ulleo

## Research and foresight

We provide knowledge in the core areas of our mandate through research and development projects, and by way of insights and recommendations published in the form of books, policy papers and forward-looking studies.

# Advocacy and networking

We promote lifelong learning as the leading educational paradigm for inclusive and sustainable learning societies. We support policy-makers in their work, and cooperate with civil society and non-governmental organizations in petitioning for positive change in their countries and regions.



UIL endorses lifelong learning as the leading educational paradigm for inclusive and sustainable learning societies. We support policy-makers in their work, and work with civil society and non-governmental organizations in petitioning for positive change in their countries and regions.

## Highlights in 2021

### UNESCO Global Network of Learning Cities

### Global Alliance for Literacy within the Framework of Lifelong Learning

### Preparations for the seventh International Conference on Adult Education (CONFINTEA VII)

# UNESCO Global Network of Learning Cities

By developing robust policies and practices fostering sustainable development at various levels, notably through lifelong learning, learning cities are key to achieving the 2030 Agenda.

In 2021 we:

- co-hosted, with the learning city of Yeosu, Republic of Korea, the fifth International Conference on Learning Cities (ICLC 5), which drew over 2,300 participants from more than 100 countries;
- conferred the UNESCO Learning City Award on 10 cities in recognition of their outstanding progress in lifelong learning;
- worked with UNESCO GNLC member cities on key topics in lifelong learning development, co-hosting 16 meetings and conferences in this regard;
- published an overview of learning cities' responses to COVID-19, as well as publications on citizenship education, entrepreneurship education, educational planning and management, and Education for Sustainable Development implementation, thereby promoting evidence-based recommendations for making lifelong learning and sustainable development a reality at city level.

Did you know?  
More than half of  
humanity lives in  
cities.



© Yeosu City

## Fifth International Conference on Learning Cities

More than 2,300 people, representing over 100 countries, attended the fifth International Conference on Learning Cities (ICLC 5), which took place in Yeosu, Republic of Korea, and online in October 2021. With the adoption of the event's outcome document, the Yeosu Declaration, representatives of the UNESCO GNLC network pledged to place lifelong learning for health and resilience at the centre of their agendas.

Moreover, in the context of the COVID-19 pandemic and beyond, mayors, city representatives and experts committed to strengthening local learning initiatives and strategies for health. Participating cities pledged to develop learning opportunities to help communities better understand information about health, adopt healthier lifestyles by making informed choices, and understand how to access healthcare. Participants also agreed to strengthen the resilience of cities, communities and learning systems by putting local people at the centre of decision-making processes and fostering strong links between learning institutions and communities. Cities also pledged to allocate adequate funds to ensure the realization of these activities, and to conduct a research-based review of their COVID-19 responses to better prepare for future crises.

'Cities are at the front line of global crises such as the COVID-19 pandemic, and – with more than half of humanity living in urban areas – they have a central role to play in providing everyone with learning opportunities,' underlined David Atchoarena, Director of the UNESCO Institute for Lifelong Learning.

### Governments called on to adopt new policies fostering lifelong learning

To create a thriving environment for local action towards healthy and resilient cities through learning, conference participants called on national governments to adopt new policies for lifelong learning for health and to support the development of resilient cities in UNESCO Member States, as stated in the Yeosu Declaration.

'We need to create a cultural climate that allows lifelong learning for everyone in the world.'

#### Ban Ki-moon

former United Nations Secretary-General



© Yeosu City

'We need to go beyond the realm of learning simply to acquire knowledge and seek to promote learning to make citizens' lives healthy.'

#### Nam-Seok Ko

Mayor of the ICLC 5 host city of Yeosu (Republic of Korea)



© Yeosu City

## Ten cities take home the UNESCO Learning City Award

In recognition of 10 cities' outstanding achievements in implementing lifelong learning strategies at the local level, UIL conferred the UNESCO Learning City Award 2021 during the first day of the ICLC 5 in Yeosu. The awardees – ranging from megacities to smaller urban areas, demonstrated how learning opportunities empower citizens of all ages when robust policies and programmes are put into place.

'The recipients of this year's UNESCO Learning City Award have empowered their citizens to adapt to a rapidly changing world and acquire the knowledge that is necessary to work together to address myriad global challenges. Through lifelong learning, the awardees pave the way to a fairer, more just and sustainable society and a better future for us all.'

### David Atchoarena

Director of the UNESCO Institute for Lifelong Learning



© UIL

The recipients of the 2021 UNESCO Learning City Award are Al Wakrah (Qatar), Belfast (United Kingdom of Great Britain and Northern Ireland), Clermont-Ferrand (France), Damietta (Egypt), Dublin (Ireland), Huejotzingo (Mexico), Jubail Industrial City (Saudi Arabia), Osan (Republic of Korea), Shanghai (People's Republic of China) and Wyndham (Australia). They were selected by the UNESCO Institute for Lifelong Learning (UIL), on the recommendation of an independent jury of international experts.

#### Al Wakrah (Qatar)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-al-wakrah>

#### Belfast (United Kingdom of Great Britain and Northern Ireland)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-belfast>

#### Clermont-Ferrand (France)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-clermont-ferrand#316503>

#### Damietta (Egypt)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-damietta#316509>

#### Dublin (Ireland)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-dublin>

#### Huejotzingo (Mexico)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-huejotzingo>

#### Osan (Republic of Korea)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-osan>

#### Jubail Industrial City (Saudi Arabia)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-jubail-industrial-city>

#### Shanghai (People's Republic of China)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-shanghai>

#### Wyndham (Australia)

→ <https://unesco-uil.pageflow.io/gnlc-awardee-wyndham#316487>



© Getty Images / Fabiano Waewell

## The UNESCO learning city of Hamburg, Germany

Inducted into the UNESCO Global Network of Learning Cities in 2019, UIL's host city of Hamburg is an early adopter of Education for Sustainable Development (ESD). In June 2021, the city's senate adopted the 'ESD Masterplan 2030' as another milestone of its engagement. Read our multimedia story to learn more about how young and old citizens of Hamburg can learn for our planet.

→ <https://unesco-uil.pageflow.io/unesco-learning-city-hamburg#302906>



## Snapshots of learning cities' responses to COVID-19



→ <https://uil.unesco.org/lifelong-learning/learning-cities/snapshots-learning-cities-responses-covid-19>

### Espoo (Finland)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-espoo#303991>

### Gdynia (Poland)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-gdynia#303985>

### Glasgow (United Kingdom of Great Britain and Northern Ireland)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-glasgow#303991>

### Goyang (Republic of Korea)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-goyang#303994>

### Kashan (Islamic Republic of Iran)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-kashan#303991>

### Mayo-Baléo (Cameroon)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-mayo-baleo#303881>

### Milan (Italy)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-milan#303991>

### Osan (Republic of Korea)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-osan#303991>

### Puebla (Mexico)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-puebla#303991>

### Santiago (Chile)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-santiago#303991>

### São Paulo (Brazil)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-sao-paulo#303991>

### Shanghai (People's Republic of China)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-shanghai#303991>

### Wuhan (People's Republic of China)

→ <https://unesco-uil.pageflow.io/snapshots-of-learning-cities-wuhan#303900>

## Publications



### Cities and educational planning and management: IIEP and UIL survey analysis report

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379537>



### ESD implementation in learning cities

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379535?poSlnSet=5&queryId=510c9383-f79a-4890-ba89-8092961a3db9>



### Entrepreneurship education for learning cities

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379536>

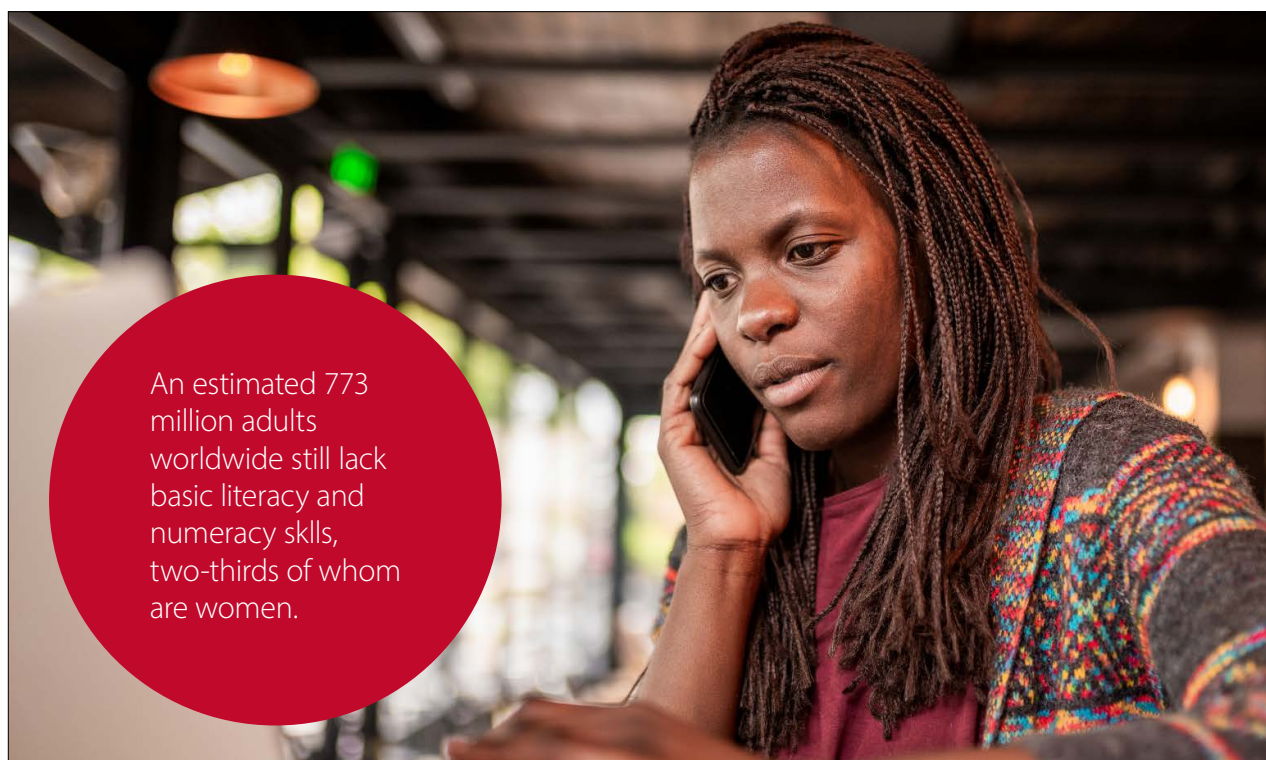


### Citizenship education for democratic and sustainable communities

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379824?1=null&queryId=c81c7682-db25-420f-858f-dac6684a52a4>

## Highlights 2021: Advocacy and networking

# Global Alliance for Literacy



An estimated 773 million adults worldwide still lack basic literacy and numeracy skills, two-thirds of whom are women.

© Getty Images / MStudiolimages

UIL coordinates the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) to foster and facilitate the partnership of 29 countries that are strongly committed to improving youth and adult literacy in their communities.

### What we did in 2021:

- Organized the GAL General Meeting to assess the challenges brought by the ongoing COVID-19 pandemic and identify solutions;
- Published a cost analysis for youth and adult literacy provision in GAL countries;
- Organized together with partners four webinars to promote literacy;
- Developed together with the UNESCO-led Global Education Coalition a digital competency framework for literacy educators with corresponding training modules as part of the initiative 'Improving digital competencies of literacy educators'

## USD 17 billion additional funding required to achieve universal literacy in the 29 countries of the UNESCO Global Alliance for Literacy

A UNESCO cost analysis, taking into account the effects of the COVID-19 pandemic on households in the 29 GAL member countries, revealed that, if these countries – which are home to 75 per cent of the world’s illiterate population – are to achieve near-universal functional literacy by 2030, the international community must urgently close a funding gap of USD 17 billion.



© Benin government

‘The COVID-19 pandemic has put domestic budgets of the Global Alliance for Literacy countries under tremendous pressure. But investment in literacy is essential if we are to recover well from this global pandemic. We need to ensure that literacy is a core component of educational recovery plans and that adequate budgets are allocated. However, without the support of the international community, we will not be able to achieve the goal of universal literacy by 2030, as pledged by the international community.’

### H. E. Kouaro Yves Chabi

Benin’s Minister of Secondary, Technical and Vocational Education and Co-chair of the UNESCO Global Alliance for Literacy

## Webinars

### 2021 International Literacy Day



© UNESCO

→ <https://en.unesco.org/news/2021-international-literacy-day-put-literacy-and-digital-skills-heart-covid-19-recovery>

### EdTech Korea Forum 2021



© EdTech

→ <https://uil.unesco.org/literacy/leverage-technological-innovation-lifelong-learning-says-uil>

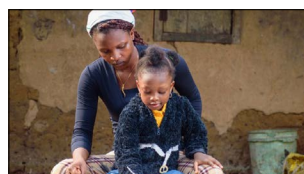
### Webinar: Lifelong learning opportunities and policies for refugees, migrants and IDPs



© UN Photo / A. Burridge

→ <https://www.youtube.com/watch?v=M9erMxYWTPg&t=>

### Webinar: Family literacy and indigenous and local learning



© Shutterstock / Kehinde Olufemi Akinbo

→ <https://www.youtube.com/watch?v=nofvYw5GToo&t=>





© Shutterstock / I am zews

## Assessing challenges brought on by COVID-19

In September 2021, the Global Alliance for Literacy met virtually to address the impact and challenges that youth and adult literacy has faced throughout the COVID-19 pandemic, and examined how GAL member countries, associate members and partners sought innovative solutions to maintain and adapt learning opportunities.

Participants highlighted that, in response to the COVID-19 pandemic, innovations in distance, e-learning and blended learning in literacy provision have increased. They emphasized the urgency to expand literacy learning to include information and communication technology (ICT) skills, and called for literacy educators' capacities in digital usage to be developed. In their presentations, GAL members demonstrated the online resources that are increasingly available which equip teachers, trainers and literacy educators with relevant skills.

While progress has been made in meeting the challenges of the pandemic, participants underlined that literacy and non-formal education have remained marginal to the major efforts to develop alternative education opportunities, with the majority of initiatives focusing on formal education. This, they agreed, has worsened existing inequities.

→ <https://www.uil.unesco.org/en/literacy/global-alliance/global-alliance-literacy-meetings>

'We must start to recognize digital skills as one of the essential elements of twenty-first century literacy, and thus as an integral dimension of the right to education.'



© UNESCO

### Firmin Edouard Matoko

UNESCO Assistant Director-General for Priority Africa & External Relations

## Literacy educators' initiative

The UNESCO-led Global Education Coalition and GAL launched an initiative to promote quality literacy provision by increasing effective use of technologies in literacy instruction and learning, during and beyond major crises such as the COVID-19 pandemic. Through this continuing initiative, the two parties will:

- build the capacities of youth and adult literacy educators in selected GAL countries by developing and offering a set of training modules and designing digital skills monitoring and assessment tools;
- enhance the capacities of relevant national institutions, such as ministries of education, ministries of higher education, teacher-training institutions and colleges, and NGOs that train and support youth and adult literacy educators, and contribute to network-building among relevant literacy stakeholders and partners.

In 2021, UIL developed a Digital Competency Framework for Literacy Educators with corresponding training modules. After a pilot phase, the scaling-up of the initiative will occur in 2022.

**By the end of 2022, 100,000 literacy educators from at least 10 GAL countries will be trained in the effective use of technologies in literacy teaching and learning.**



### Find out more



#### Multimedia story: The power of literacy

→ <https://uil.unesco.org/literacy/learning-families/multimedia-story-power-literacy>



#### Blog: Achieving our potential: Libraries, literacy and learning throughout life

→ <https://thelifelonglearningblog.uil.unesco.org/2021/02/10/achieving-our-potential-libraries-literacy-and-learning-throughout-life/>



#### Blog: Closing the digital divide: It's about more than access

→ <https://thelifelonglearningblog.uil.unesco.org/2021/09/08/closing-the-digital-divide-its-about-more-than-access/>



#### Blog: The gender digital divide: Increasing women's participation in digital learning

→ <https://thelifelonglearningblog.uil.unesco.org/2021/03/08/the-gender-digital-divide-increasing-womens-participation-in-digital-learning/>



#### Guidelines on open and distance learning for youth and adult literacy published

→ <https://uil.unesco.org/literacy/guidelines-open-and-distance-learning-youth-and-adult-literacy-published>



#### Integrated approaches to literacy and skills development

→ <https://uil.unesco.org/literacy/practices-database/integrated-approaches-literacy-and-skills-development>

## Highlights 2021: Advocacy and networking

# CONFINTEA VII

From 15 to 17 June 2022, education experts from all UNESCO regions will come together in Marrakech for the seventh International Conference on Adult Education (CONFINTEA VII). This pivotal event will provide participants with an opportunity to take stock of achievements in adult learning and education (ALE), weigh up challenges, and develop a new framework for action to promote ALE around the world.

UIL, together with UNESCO field offices, organized a series of regional and sub-regional consultations throughout 2021 in each of the five UNESCO world regions in preparation for CONFINTEA VII. These consultations provided localized perspectives on ALE, and the outcome documents of these consultations will be used to draft the framework for action to be adopted during CONFINTEA VII. Learn more about the regional and sub-regional consultations here:

→ <https://www.uil.unesco.org/en/seventh-international-conference-adult-education?hub=39>



Find out more



**Blog: Apprentissage tout au long de la vie: le cas du Maroc**

→ <https://thelifelonglearningblog.uil.unesco.org/2021/01/25/apprentissage-tout-au-long-de-la-vie-le-cas-du-maroc/>



**Blog: The role of ALE: Our stories, our voice**

→ <https://thelifelonglearningblog.uil.unesco.org/2021/03/23/the-role-of-ale-our-stories-our-voice/>



# Capacity building

We offer workshops and courses, training modules and video tutorials, case studies and other resources, at national and regional levels.



UIL develops policy and action research, workshops and courses, case studies and other resources in order to build capacities in the field of lifelong learning, notably in adult learning and education, youth and adult literacy, and non-formal education. Our work in this area involves the development of resources, including publications, courses and visual media, the provision of workshops and other training opportunities, and bespoke support for Member States in developing policies, planning and practices in a particular area.

## Highlights in 2021

### Launch of the UIL Learning Hub;

Online courses on strengthening alternative and non-formal education (ANFE) for youth and adults in English and Arabic;

Online course on family and intergenerational literacy and learning (FILL);

Measuring learning outcomes in literacy and basic skills;

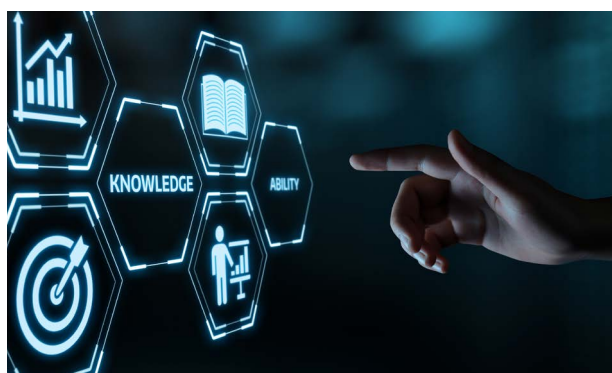
Workshop on 'Strengthening education systems from a lifelong learning perspective'.

# UIL Learning Hub

In 2021, the UNESCO Institute for Lifelong Learning soft-launched the UIL Learning Hub – a virtual learning platform providing advanced training, certificate courses, workshops and seminars, self-paced learning opportunities, as well as country support to UNESCO Member States and all lifelong learning stakeholders.

Capacity-building of Member States representatives on lifelong learning policies and a course on strengthening ANFE for youth and adults have already been conducted via the platform. In 2022, further offers, such as a self-paced course on family literacy and intergenerational learning, will be made available.

→ [Sign up and discover the UIL Learning Hub.](#)



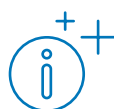
## Highlights 2021: Capacity building

# Strengthening education systems from a lifelong learning perspective

It is essential for the sustainable future of our planet that lifelong learning – as a comprehensive organizational principle for all kinds of learning (formal, informal and non-formal) – is recognized and reflected in policies around the globe. UIL supports Member States in building learning ecosystems that work across life, in every setting and including everyone, and helps countries to translate these principles into policies and plans, and to implement them.

In 2021, UIL together with Shanghai Open University (SOU), supported the countries of Lao PDR, the Republic of Kazakhstan and Uganda in strengthening their education systems from a lifelong learning perspective. Over the course of a three-week capacity-building workshop, the third of its kind, representatives of these countries successfully drafted national lifelong learning policies and implementation strategies. In addition, a team of representatives of open universities across the People's Republic of China devised a coordinated plan of action for the promotion of lifelong learning.

All four teams established roadmaps for the further development, finalization and implementation of their workshop output documents and UIL will continue to support them throughout this process.



Find out more



About country policies and strategies:  
Successful conclusion of UIL capacity-building workshop on lifelong learning policies

→ <https://uil.unesco.org/lifelong-learning/successful-conclusion-uil-capacity-building-workshop-lifelong-learning-policies>

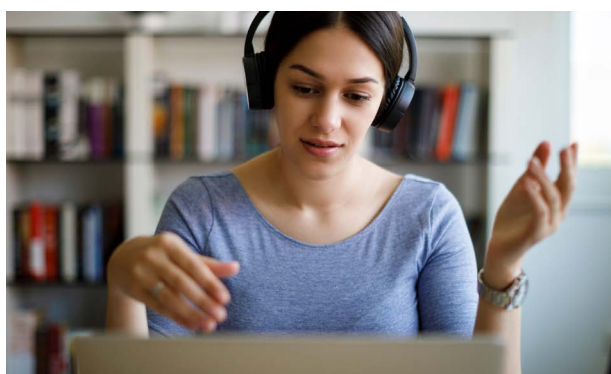


## Highlights 2021: Capacity building

# Strengthening alternative and non-formal education for youth and adults

**The skills and competencies required by today's knowledge societies and economies are rapidly evolving to match the pace of economic, technological and social change. The need to provide learning opportunities to individuals throughout life is growing. Responding to this trend demands flexible learning pathways, strong links between formal, non-formal and informal learning, including frameworks for the recognition, validation and accreditation (RVA) of learning outcomes, and new funding mechanisms.**

Many countries worldwide do not provide sufficient learning opportunities for young people and adults who are out of the formal education system. Alternative and non-formal education for youth and adults (ANFE) is often missing in Education Sector Plans (ESPs) and, as a result, suffers from a lack of policy attention and funding.



© Getty Images / Damircudic

In 2021, UIL, together with the UNESCO International Institute for Educational Planning (IIEP), responded to this challenge by:

- contributing to developing the capacities of over 90 participants from eight English-speaking countries and 11 Arab States by way of a four-month online course;
- guiding participants through the main steps of an ESP preparation process;
- providing the tools to analyse the current state of ANFE in the education sector to identify gaps in service provision, demand, and opportunities for development;
- demonstrating how to develop strategies based on the education sector analysis;
- demonstrating how to design implementation programmes with costed activities and develop a monitoring and evaluation plan for the ESP.

The courses equipped participants with the technical knowledge and skills to ensure that the learning needs of marginalized youth and adults are reflected in sector-wide education plans and strategies within a lifelong learning perspective. In the long term, a stronger focus on ANFE in ESPs will guide the development of holistic lifelong learning systems, ensuring that all young people and adults can learn and continue learning throughout life in a changing world.

**Mr Ashour Al-Amry**  
Head of the General Authority  
for Adult Education in Egypt

'The [UIL course on strengthening ANFE for youth and adults] is important for those responsible for adult education programmes in Egypt. It developed and refined our skills and practical knowledge. The outputs of this course will be included in the future adult education plan in Egypt, to extend the programmes for non-formal alternative education to reach out the poorest and most disadvantaged areas.'

**Ms Hanan Ahmed Hamad**  
Director of the Follow-Up and  
Quality Assurance Office at  
the General Center for Training  
and Development, Ministry of  
Education in Libya

'I benefited greatly from the course both personally and professionally. It was rich with content and the course trainers were highly qualified, professional and experienced in the field. The topics that were being discussed on the platform and the group assignments played a vital role in helping us to focus on the important aspects in our analysis and planning.'



**Highlights 2021:  
Capacity building**

# Family and intergenerational literacy and learning



© Getty Images / Zuraisham Salleh

**The COVID-19 crisis forced countries around the world to implement distance, technology-enabled and other forms of home-based learning. Learning within families and across generations is key in this context. Students who were unable to return to the classroom because of the pandemic often turned instead to parents, siblings and other family members for support.**

Learning as a family activity contributes to developing a literate environment across generations. When adults assist children with their schoolwork and socio-emotional development, they develop their own learning and skills, including the digital skills that are increasingly needed to compete in the job market. The course UIL developed with the Commonwealth of Learning (COL), an intergovernmental organization based in Vancouver, Canada, showed participants how to make family and intergenerational literacy and learning (FILL) a reality, and, in doing so, contributed to making lifelong learning for all a reality.

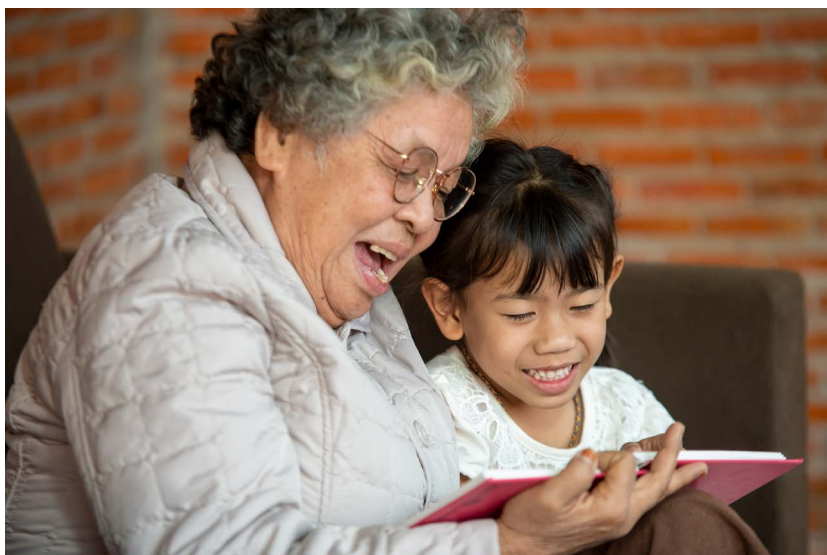
**What we did in 2021:**

- Built capacities in family and intergenerational literacy and learning (FILL) for over 170 participants from more than 50 countries, from civil society organizations, non-governmental providers and government institutions for literacy and early childhood education, by way of an online course implemented together with COL.

The second edition of this four-week online course introduced participants to the FILL approach, built their capacities to plan facilitators' training and family learning sessions, and explored monitoring, evaluation and research. Participants also learned how to design a FILL programme and activities, and build partnerships. In 2022, three new self-paced and open-enrolment online courses on different components of family and intergenerational literacy and learning will be offered.

'Prior to the FILL course, I saw children's primary education and adult literacy programmes as two separate disciplines with separate aims and separate operations. But [the FILL course offered by UIL] helped me to better understand how both disciplines could work together as one programme whose objectives would fulfil the learning needs of both children and adults. I was able to relate to the significant role of the family, irrespective of the differences in age, in the learning of all members, which is the essence of intergenerational learning.'

**University lecturer  
from India**



**Highlights 2021:  
Capacity building**

# Measuring learning outcomes in literacy and basic skills – RAMAA



© Shutterstock Africa924

**The aim of the Action Research: Measuring Literacy Programme Participants' Learning Outcomes (RAMAA) initiative is to build the capacities of education stakeholders in 12 French-speaking African countries to evaluate and monitor the quality of youth and adult literacy programmes. Moreover, it aims to develop national capacities for evaluating learning outcomes and provide policy-makers and development partners with reliable, contextualized data about the quality of youth and adult literacy programmes.**

In 2021, UIL, together with the RAMAA countries, validated test items on literacy, numeracy and life skills, and a background questionnaire. A guideline for the translation and adaptation of the items in the selected national languages was provided to the country teams and appropriated during a workshop in November 2021.

# Research and foresight

We provide knowledge in the core areas of our mandate through research and development projects, and by way of insights and recommendations published in the form of books, policy papers and forward-looking studies.



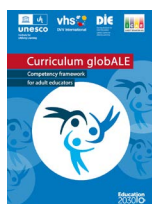
UIL produces and disseminates knowledge in the core areas of its mandate through research and development projects, the development and publication of new insights and recommendations in the form of books, policy papers and forward-looking studies, and the expansion of its knowledge base.

## Highlights in 2021

### 21 publications;

**Research on the contribution of higher education institutions to lifelong learning, literacy in the Sahel region, lifelong learning for refugees and migrants.**

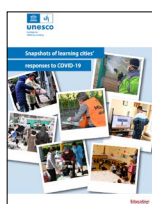
# Publications



### Curriculum globALE: Competency Framework for Adult Educators

Curriculum globALE supports the professionalization of adult educators. By providing cross-curricular approaches, it is a unique reference framework for the training of adult educators which can easily be contextualized to national and regional environments. Curriculum globALE improves not only the standard of adult learning and education programmes but also the capacities of countries to meet the Sustainable Development Goals.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000377422>



### Snapshots of Learning Cities' Responses to COVID-19

This publication profiles 13 learning cities' strategies to gauge the effects of the COVID-19 crisis. It demonstrates the responses by learning cities to the pandemic across five themes: city planning, continuation of education, culture, equity and inclusion, and public health. Case studies of UNESCO Global Network of Learning Cities members in Africa (Cameroon), Asia and the Pacific (China, the Islamic Republic of Iran, Republic of Korea), Europe and North America (Finland, Italy, Poland, the United Kingdom of Great Britain and Northern Ireland) and Latin America and the Caribbean (Brazil, Chile, Mexico) are showcased to offer a general overview of initiatives, a look at the processes involved in developing them, and a summary of outcomes and challenges.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000378050>



### Guidelines on Open and Distance Learning for Youth and Adult Literacy

Open and distance learning (ODL) is helping providers to explore alternative methods and ensuring continuity of learning and skills development throughout life among youth and adults in times of disruptions to literacy provision. This publication highlights steps for planning and implementing ODL in youth and adult literacy programmes and introduces the technologies commonly used in ODL, ranging from radio and television broadcasts to e-learning and online learning methods. It also includes practical ideas and resources, among them a planning checklist and a comprehensive list of open educational resources that can be used to incorporate ODL into literacy programmes.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379397>



### Integrated Approaches to Literacy and Skills Development: Examples of Best Practice in Adult Learning Programmes

This compilation showcases 21 adult education programmes that demonstrate promising approaches to integrating literacy, life skills and vocational skills in various country contexts around the world. Such integrated approaches have great potential to enhance the relevance and quality of adult education programmes and increase adult learners' motivation in enrolling in such programmes. The programmes featured offer new pathways for adult learners to develop and practise new skills in context, improve job prospects, and contribute to a change in the trajectory of their professional and personal lives. The compilation also offers insights into how integrated learning programmes can be designed and implemented.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000378051>



### Transdisciplinary Perspectives on the Futures of Lifelong Learning

Following an interdisciplinary consultation on the Futures of Lifelong Learning, insights were not only captured in the UIL report *Embracing a Culture of Lifelong Learning*, but also in 10 individual expert papers which further reflect on the concept of lifelong learning, its policy relevance, and innovative potential to build inclusive and sustainable learning societies. This collection of papers covers diverse research fields such as demography, education, philosophy, public health, neuroscience and sociology. In doing so, the collection also acknowledges transdisciplinarity as a crucial principle of future knowledge production and problem solving in an increasingly complex world.

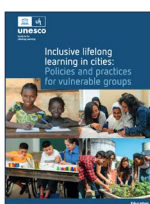
→ <https://uil.unesco.org/lifelong-learning/collection-papers-transdisciplinary-perspectives-futures-lifelong-learning>



### Education in Prison: A Literature Review

To identify current trends, progress and challenges in prison education at a global level, UIL published two literature reviews on the issue. The publications recognize the variety of understandings of the concept of education in prison and aims to provide a renewed approach to the subject, as well as to build a solid knowledge base. The reviews survey the literature in English and French, focus on some of the unique characteristics and challenges concerning the provision of education in prison, and document what remains an unserved domain of education and penal policy.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000378059>



### Inclusive Lifelong Learning in Cities: Policies and Practices for Vulnerable Groups

This publication presents conceptual frameworks for inclusive learning, good practices in learning cities, and recommendations for the future. It is based on research papers prepared for the fourth International Conference on Learning Cities, which took place in 2019 in Medellín, Colombia, under the theme 'Inclusion – A principle for lifelong learning and sustainable cities', and marked a transition between the learning city conferences of 2019 and 2021.

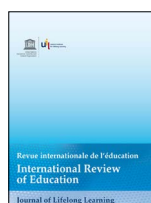
→ <https://unesdoc.unesco.org/ark:/48223/pf0000379538>



### Issue note: Promoting Technology-Enabled Education and Skills Development in Rural and Remote Areas of Central Asia

UIL, the UNESCO Asia-Pacific Regional Bureau for Education, and the UNESCO Almaty Office jointly published this issue note, exploring the realities and challenges of technology-enabled education in the four Central Asian countries of Kyrgyzstan, Kazakhstan, Tajikistan and Uzbekistan. It provides key information about the context of education in the rural areas of these four Central Asian countries, the ICT infrastructure and connectivity, the quality of education and skills development, and the impact of COVID-19 on education and lifelong learning.

→ <https://unesdoc.unesco.org/ark:/48223/pf0000379222>



### International Review of Education – Journal of Lifelong Learning

Edited by UIL, the *International Review of Education – Journal of Lifelong Learning* is the world's longest-running journal of comparative education. It publishes peer-reviewed research articles on lifelong learning policy and practice with a special focus on adult education, non-formal education and literacy, and formal education, viewed through the lens of lifelong learning. Five issues of the journal were published in 2021, including a second double special issue on 'Education in the age of COVID-19'. Article downloads doubled throughout the year, clearly demonstrating the high quality and relevance of the journal.

#### International Review of Education, Volume 67, issue 3

→ <https://uil.unesco.org/education-journal-ire/year-and-bit-living-dangerously>

#### International Review of Education, Volume 67, issue 4

→ <https://uil.unesco.org/education-journal-ire/reasons-be-hopeful-learning-and-becoming-time-crisis>

#### International Review of Education, Volume 67, issue 5

→ <https://uil.unesco.org/education-journal-ire/new-issue-international-review-education-celebrates-freire>

#### International Review of Education, Volume 67, double special issue on 'Education in the age of COVID-19: Implications for the future'

→ <https://uil.unesco.org/education-journal-ire/just-published-second-ire-double-special-issue-education-age-covid-19>

Highlights 2021:  
Research and foresight

## Research projects



© Shutterstock / Muna Khalfan

### The contribution of higher education institutions to lifelong learning

While the university sector constitutes a huge potential for promoting lifelong learning, its actual contribution remains unclear. Many universities continue to prioritize academic excellence and research with less attention being paid to teaching and providing lifelong learning opportunities to the community. Achieving the vision expressed in Sustainable Development Goal (SDG) 4 will hence require a substantial transformation of higher education institutions (HEIs), in particular universities.

To provide guidance to policy-makers and HEIs, UIL and Shanghai Open University (SOU) are conducting a comprehensive research project on the contribution of universities and other HEIs to lifelong learning. In 2021, as part of this project, a publication featuring the analysis of a global survey of around 400 HEIs in cooperation with the International Association of Universities (IAU) was in development, along with a set of seven institutional case studies, a literature review and the survey results on Chinese open universities; these will all be released in 2022. Furthermore, three thematic sub-projects are underway to be featured in a second book publication in 2022.



© SOU

### Jia Wei

President of the Shanghai Open University,  
People's Republic of China

## A word with Jia Wei, President of the Shanghai Open University, People's Republic of China

### How does the Shanghai Open University promote lifelong learning?

Shanghai Open University serves as an important platform for developing a learning society and lifelong education system in Shanghai. The university focuses on serving the diverse needs of various groups of people, making full use of information and communication technology to organize degree, non-degree and community education, providing rich and accessible learning resources and flexible and personalized support services to comprehensively enhance the learning capacities of citizens.

### On the basis of a three-year cooperation agreement, SOU and UIL jointly promoted research on lifelong learning, developed resources on the topic, and strengthened institutional capacities in the field of lifelong learning worldwide. What are the main achievements of this cooperation?

Our collaboration is progressing well and has led to a number of achievements in the field of lifelong learning globally. For example, the research project on the contribution of higher education institutions (HEIs) to lifelong learning provides a comprehensive understanding of trends and challenges in the engagement of HEIs, including Chinese universities, in lifelong learning since the concept of lifelong learning has developed globally.

Another important contribution is the capacity-building programme for lifelong learning. We have been collaborating with UIL to organize the capacity-building workshop on 'Strengthening education systems from a lifelong learning perspective' for education policy-makers and leading researchers from Member States since 2018, and have now held three sessions with 127 participants from 12 countries, further providing support for national policy-makers to achieve the goal of sustainable development in education.

### Over the next year, UIL and SOU will build on this successful cooperation. What other main areas do you wish to jointly explore?

On the one hand, we hope to continue to deepen our existing cooperation, for example, in the area of capacity-building, which can be extended from the national level to the city or institutional level, to further strengthen the capacities of administrators, teachers and policy-makers. On the other hand, we also hope to explore cooperation on new topics, such as how lifelong learning can play a role in an ageing society in the digital age, how to promote in-service continuing education and skills training for workers, and so on. I am very much looking forward to it.

### What role has lifelong learning played for you personally?

In this era of rapid change, the only constant thing is change, and it is important for everyone, including myself, to make changes through learning. I am fortunate that, as the president of Shanghai Open University, I am also a lifelong learner and an advocate and promoter of the concept of lifelong learning, through which I can overcome difficulties, solve new problems, innovate new initiatives, and make my own contribution to the development of Shanghai as a learning city and to the quality of life for its citizens.

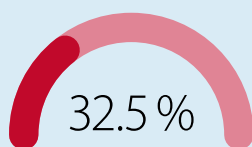


## Literacy in the Sahel region – A comprehensive study

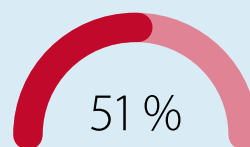
The current Sahelian educational context calls for an innovative approach to learning, integrating basic skills acquisition and vocational training, and combining traditional forms of adult education with digital pedagogy. This approach could contribute to reducing illiteracy, fostering the economic integration of young people and the empowerment of women, promoting citizenship, and consolidating the peace process in the region. Achieving these goals presupposes a careful needs analysis in order to design and implement effective, multisectoral and sustainable interventions within a lifelong learning perspective.

With the support of the French Development Agency (AFD) UIL completed in 2021 a comprehensive study of illiteracy and literacy strategies in the G5 Sahel countries (Burkina Faso, Chad, Mali, Mauritania and Niger) and some neighbouring states (Benin, Côte d'Ivoire, Guinea and Togo). It focuses in particular on young people, especially young women, who continue to constitute a particularly disadvantaged population group in the Sahelian Zone. The study includes new research on the profiles of the audiences concerned, including displaced populations and refugees, and their needs. The analysis specifically addresses cross-border areas, including conflict zones. It provides key recommendations on literacy programme objectives, content, management, and the overall learning environment.

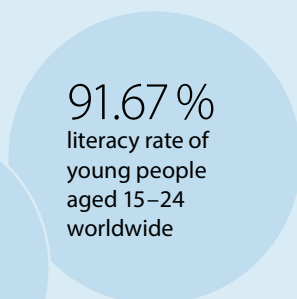
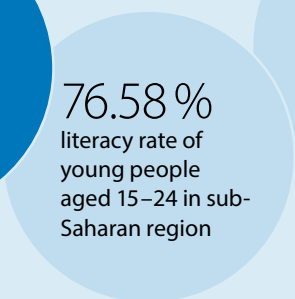
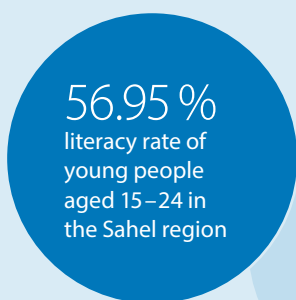
## Literacy in the Sahel region



LITERACY RATE FOR WOMEN



LITERACY RATE FOR MEN



## Migrants and refugees

### Recognition, validation and accreditation of informal and non-formal learning for migrants and refugees

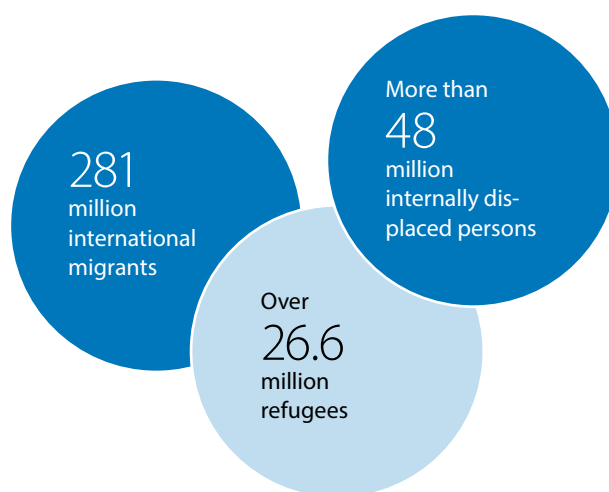
To facilitate the transition of migrants, refugees and internally displaced persons (IDPs) into host societies, UIL is developing a research project on the recognition, validation and accreditation (RVA) of informal and non-formal learning for migrants and refugees. The aim of the project is to foster sensitive policies, operational systems and supportive mechanisms for work, further education and training or active engagement in society that will enable migrants and refugees in the target regions and countries to obtain recognized and accredited qualifications.

As part of the project, UIL and the Norwegian Agency for Quality Assurance in Education (NOKUT) have in 2021 worked collaboratively on an international literature review of the research on RVA policies and flexible learning pathways practices for migrants and refugees. This review aims to contextualize countries' attitudes towards migrants and refugees, the role and objectives of RVA, flexible learning pathways in relation to migrants and refugees, and the involvement of stakeholders in the design of RVA systems and the inclusion of migrants and refugees. It will be published during the first half of 2022.

### Innovative literacy learning and education for refugees, migrants and internally displaced persons

Supported by the Swedish International Development Cooperation Agency (SIDA), the UNESCO Education Sector's Section of Youth, Literacy and Skills Development and UIL are preparing a global landscape study entitled 'From Radio to Artificial Intelligence: Innovative Literacy Learning and Education for Refugees, Migrants and Internally Displaced Persons'.

The study will explore and document effective policies, measures and practices using technologies to support literacy learning and skills development among refugees, migrants and IDPs. In addition, it will present promising case studies from around the globe at the systemic, institutional and programme level, and draw up a set of evidence-based policy recommendations for those who plan to design holistic educational interventions for these vulnerable populations. The study will be published in 2022.



### Selected case studies

Learning Coin: Open education opportunities for out-of-school migrants, Thailand

→ <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/learning-coin-open-education-opportunities-out>

Norwegian Refugee Council Youth Programme, Jordan

→ <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/norwegian-refugee-council-youth-programme-jordan-0>

VHS Lernportal, Germany

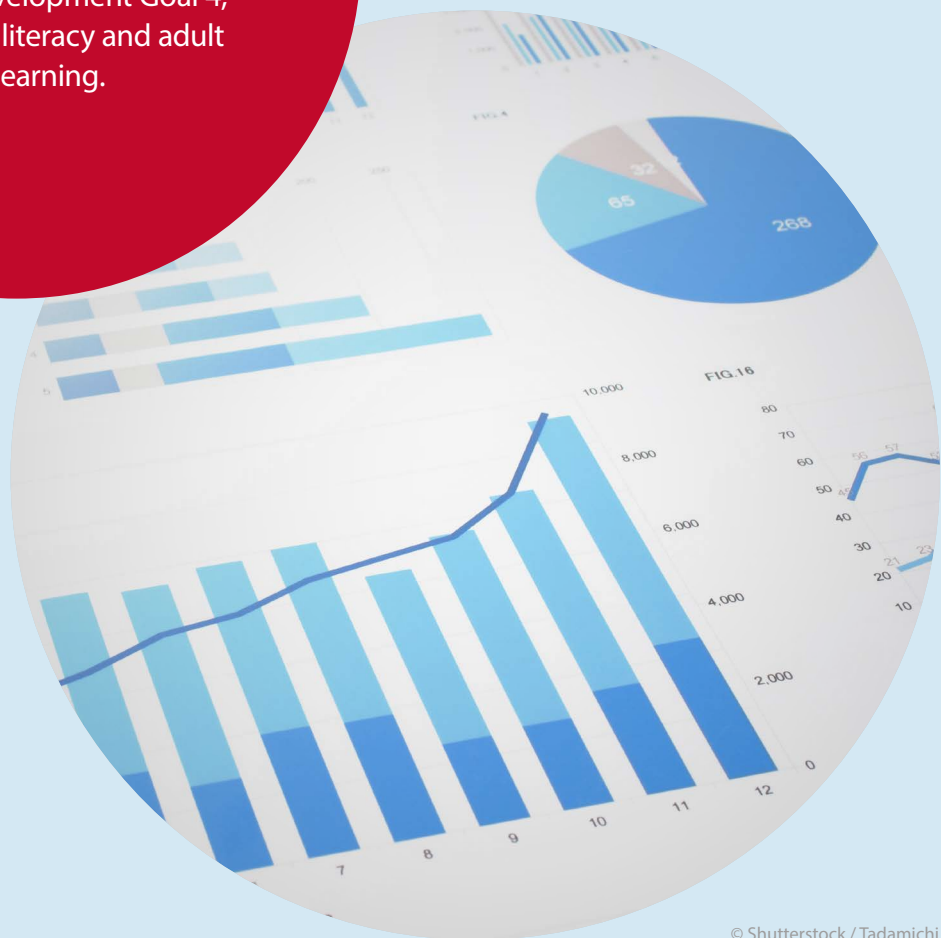
→ <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/vhs-lernportal-germany>

Rising on Air, West Africa

→ <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/rising-air-west-africa>

# Monitoring

Monitoring and evaluation are critical in building a strong evidence base for lifelong learning. UIL provides monitoring on UN Sustainable Development Goal 4, in particular on literacy and adult education and learning.



Monitoring and evaluation are critical for building a strong evidence base for lifelong learning and for assessing progress against global goals and targets, as well as for regional and national policy interventions. They guide UNESCO Member States in discerning the most efficient and effective uses of resources, and indicate the degree to which existing programmes can be considered successful. UIL provides monitoring on SDG 4, in particular on literacy and ALE.

## Highlights in 2021

### Monitoring literacy: Collecting data, building evidence

#### Fifth Global Report on Adult Learning and Education

#### Global Alliance to Monitor Learning

# Monitoring literacy: Collecting data, building evidence

**SDG target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

What we did in 2021:

- Soft-launched a multilingual tablet-based tool for the direct assessment of adult numeracy and literacy skills for implementation into national surveys, in particular for low- and middle-income countries;
- Organized the webinar 'Youth and adult literacy: Better data for more efficient policies' to support countries in developing evidence-based literacy policies;

- Supported countries including Romania and Morocco in measuring adult literacy and numeracy proficiency;
- Co-chaired the SDG Target 4.6 taskforce that is a component of the Global Alliance to Monitor Learning (GAML).



© UNESCO

## Highlights 2021: Monitoring

# e-PASS: A literacy assessment and monitoring programme



© Getty Images / Dean Mitchell

To assist countries in the direct assessment of youth and adult numeracy and literacy skills, UIL launched a multilingual tablet-based tool in Arabic, English, French and Spanish. It provides especially lower- and middle-income countries with a possibility to monitor youth and adult numeracy and literacy skills, compare results over time, and reduce the operational, technical and financial burden of fielding a full Literacy Assessment and Monitoring Programme (LAMP). The tool was developed on the basis of a previous version by the UNESCO Institute for Statistics piloted in Romania in 2021 and will be rolled out to further countries in 2022.

**Only with direct skills assessments and high-quality data will we be able to fully leverage the potential of literacy and numeracy as key drivers for economic prosperity, social inclusion and sustainable development.**

## Highlights 2021: Monitoring

# Webinar

The speakers and participants who attended a UIL webinar on measuring youth and adult literacy sent a clear message: We need better data for efficient policies. The webinar brought together more than 100 policy-makers and experts in the field of youth and adult literacy and numeracy skills development.

During the webinar, attention was called to the fact that, globally, data availability on literacy and numeracy remains insufficient. Collective efforts have led to gradual progress with respect to increasing literacy rates but there is still a lack of data on literacy in many countries despite the commitment of Member States to monitoring progress, as called for by SDG indicator 4.6.1. Only a small part of the world's population is currently covered by direct assessments: speakers presented examples of strategies from France, Ireland and the Republic of Korea as a basis for discussion of how direct skills assessment can work at country level. Furthermore, UIL's e-Pass tool was presented as one of the possibilities to close the data gap.

→ [Access all webinar presentations](#)

772,641,202

youth and adults lack basic literacy skills; two-thirds are women.

Only

64

out of 195 countries have implemented a direct assessment of adult skills. Most of these 64 participated in international literacy assessment surveys.

19%

of countries with a direct measure of adult skills have a national survey in place.



**Webinar: Youth and adult literacy: Better data for more efficient policies**

→ <https://www.youtube.com/watch?v=mgTmBJ-hnyU>

## Highlights 2021: Monitoring

# Global Alliance to Monitor Learning (GAML)



© Shutterstock / NEERAZ CHATURVEDI

As co-chair of the SDG Target 4.6 taskforce that is a component of the Global Alliance to Monitor Learning (GAML), UIL, together with the Organisation for Economic Co-operation and Development (OECD), played a central role in supporting countries in reporting on SDG indicator 4.6.1. In May 2021, the taskforce reviewed ongoing efforts to develop instruments for data gathering and monitoring, including the World Bank's Life Cycle Assessment (LCA), the OECD's Survey of Adult Skills (PIAAC), and UIL's work on e-Pass.

## Highlights 2021: Monitoring

# The fifth UNESCO Global Report on Adult Learning and Education

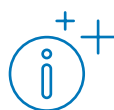
Adult learning and education (ALE) is central to sustainable development. Research shows that ALE participants contribute to economic growth, and that adult education has a positive impact on health, as well as on the reduction of poverty and crime. Moreover, tolerance, open-mindedness, as well as civic engagement can be sustained and transformed by adult learning. Yet, progress in ALE around the globe is uneven. UIL monitors UNESCO Member States' commitment to implementing ALE by way of the Global Report on Adult Learning and Education (GRALE).

What we did in 2021:

- Analysed 159 national reports on ALE in preparation of GRALE 5;
- Commissioned 10 background papers that will feed into GRALE 5;
- Prepared the final draft of GRALE 5.

GRALE 5 will be launched on 15 June 2022 at the seventh International Conference on Adult Education (CONFINTEA VII) in Marrakech, Morocco. It will monitor Member States' progress against the commitments made in the Belém Framework for Action (BFA) and the Recommendation on Adult Learning and Education (RALE) since 2018. The report will comprise survey data, policy analysis and case studies to provide policy-makers, researchers and practitioners with an up-to-date picture of the status of ALE in UNESCO Member States. The thematic part, which will focus on active

and global citizenship education, will explore its potential for the SDGs, assessing the progress being made across countries and regions, and examining key related concepts. Recommendations for strengthening ALE and promoting active and global citizenship will be made.



---

### Blog: A year in the life: ALE, GRALE and the Futures of Education

→ <https://thelifelonglearningblog.uil.unesco.org/2021/06/21/a-year-in-the-life-ale-grale-and-the-futures-of-education/>

---

### Blog: 'The best of both worlds': What the pandemic can teach us about inclusion

→ <https://thelifelonglearningblog.uil.unesco.org/2021/06/08/the-best-of-both-worlds-what-the-pandemic-can-teach-us-about-inclusion/>

---

### Blog: ALE for change and a future worth living in

→ <https://thelifelonglearningblog.uil.unesco.org/2021/04/13/ale-for-change-and-a-future-worth-living-in/>



# Policy support

We support Member States in every world region in lifelong learning policy development and education sector planning from a lifelong learning perspective. We work closely with ministries and local and regional stakeholders to develop tailored and targeted policy solutions that widen learning opportunities and improve quality.



UIL supports UNESCO Member States in every world region in lifelong learning policy development and education sector planning from a lifelong learning perspective. We work closely with ministries and local and regional stakeholders to develop tailored and targeted policy solutions that widen learning opportunities and improve quality.

## Highlights in 2021

**UIL supported Afghanistan and South Sudan in strengthening policies and plans for adult learning, literacy and non-formal education, and lifelong learning policies;**

**UIL provided feedback on Namibia's draft national lifelong learning policy, which is undergoing revisions following a series of regional consultations;**

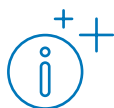
**Through a technical workshop, UIL provided policy advice to representatives of the Ministry of Education and Sports of Lao PDR on the development of an implementation strategy for the recently approved Prime Minister's Decree on Lifelong Learning.**



### Discover LitBase

Our global Literacy and Numeracy Practices Database (LitBase) comprises case studies of youth and adult literacy programmes representing some of the best practice around the world. It documents over 230 case studies from more than 95 countries in all world regions – making it a unique resource for providers and practitioners seeking to develop programmes that compare to the best in terms of design, implementation, monitoring and evaluation, and impact.

→ <https://uil.unesco.org/literacy/effective-practices-database-litbase>



### Blog: A new social contract for education

→ <https://thelifelonglearningblog.uil.unesco.org/2021/11/11/a-new-social-contract-for-education/>



### Collection of Lifelong Learning Policies and Strategies

UIL's collection of Lifelong Learning Policies and Strategies lists abstracts and full-text links to over 55 laws, policies, strategies and plans on lifelong learning from UNESCO Member States and intergovernmental organizations from across the globe.

→ <https://uil.unesco.org/lifelong-learning/lifelong-learning-policies>

## Governing Board

### Chair of the UIL Governing Board

**Mr Daniel BARIL** \* \*\*  
Director-General  
*Institute for Cooperation  
in Adult Education*  
→ Canada

### Vice Chair of the UIL Governing Board

**Ms Sarah ANYANG AGBOR** \* \*\*  
Commissioner for Human Resources,  
Science and Technology  
*African Union*  
→ Cameroon

## Members

**Ms Zohour ALAOU**  
Former President of the UNESCO  
*General Conference, Ambassador of  
the Kingdom of Morocco in Berlin*  
→ Morocco

**Mr Jamal BIN HUWAIREB**  
Chief Executive Officer  
*Mohamed Bin Rashid Al Maktoum  
Knowledge Foundation*  
→ United Arab Emirates

**Ms Ethel Agnes PASCUA-  
VALENZUELA**  
Director  
*Southeast Asian Ministers of  
Education Organization Secretariat*  
→ Thailand

**Mr Abdel Rahamane BABA-MOUSSA**  
Secretary-General  
*Conference of Ministers of Education  
of the States and Governments of  
the Francophonie*  
→ Bénin

**Ms Miriam NICADO GARCÍA**  
Rector  
*University of Havana*  
→ Cuba

**Mr Jin YANG**  
Ambassador, Permanent Delegate  
*Permanent Delegation of the People's  
Republic of China to UNESCO*  
→ People's Republic of China

**Ms Rudo Mabel CHITIGA**  
Former Permanent Secretary  
*Ministry of Women's Affairs  
Community Small and Medium  
Enterprises Development*  
→ Zimbabwe

**Mr Hartwig LÜDTKE** \*  
Vice-President  
*German Commission for UNESCO*  
→ Germany

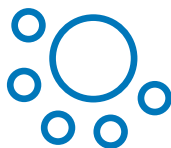
**Ms Cláudia COSTIN** \*\*  
Director  
*Center for Excellence and Innovation  
of Education Policies (CEIPE-FGV)*  
→ Brazil

**Mr Per MAGNUSSON**  
Senior Programme Manager  
*Swedish International Development  
Cooperation Agency*  
→ Sweden

\* Member of the Standing Committee

\*\* Member of the Editorial Board  
of the IRE Journal

## Team



UIL would like to express its sincere thanks to all staff, interns, trainees and volunteers who contributed to its work in 2021.

---

**Staff**

David Atchoarena, Saint Lucia  
 Annapurna Ayyappan, India  
 Ana Başoğlu, Turkey  
 Cornelia Becker, Germany  
 Madina Bolly, Burkina Faso  
 Claudia Brandt, Germany  
 Isabella Calvagna, Italy  
 Sofia Chatziyianni, Greece  
 Aleksandra Condor Arroyo, Poland  
 Christina Drews, Germany  
 Mary Einbinder, France  
 Fiaye K. Elhor, Togo  
 Edith Hammer, Austria  
 Qiong Zhuoma Heimbel, People's Republic of China  
 Britta Hoffmann, Germany  
 Alexander Howells, United Kingdom of Great Britain and Northern Ireland  
 Roselyne Höner, France  
 Klaus-Peter Humme, Germany  
 Nicolas Jonas, France  
 Jan Kairies, Germany  
 Emebet Belayneh Kassaye, Ethiopia  
 Jennifer Kearns-Willrich, United States of America  
 Malakhanim Khalili, Republic of Azerbaijan  
 Maya Kiesselbach, Ireland  
 Lisa Krolak, Germany  
 Marie Macauley, France  
 Werner Mauch, Germany  
 Christiana Nikolitsa-Winter, Greece  
 Angela Owusu-Boampong, Ghana  
 Konstantinos Pagratis, Greece  
 Amir Piric, New Zealand  
 Lambrini Rapti-O'Hanlon, Greece  
 Bettina Reiß, Germany  
 Naomi Rio, France  
 Katja Römer, Germany  
 Patricia Rouland, France

Silke Schreiber-Barsch, Germany  
 Claire Schumacher, Canada  
 Cendrine Sebastiani, France  
 Samah Shalaby, Arab Republic of Egypt  
 Susanne Sonnek, Germany  
 Melina Stahl, Germany  
 Paul Stanistreet, United Kingdom of Great Britain and Northern Ireland  
 Larissa Steppin, Germany  
 Mohammed Taleb Zahoori, Islamic Republic of Iran  
 Raúl Valdés-Cotera, Mexico  
 Mo Wang, People's Republic of China  
 Rakhat Zholdoshalieva, Kyrgyz Republic  
 Jian Xi Teng, Republic of Singapore

---

**Interns**

Sam Adamson, United Kingdom of Great Britain and Northern Ireland  
 Ramina Amangaleyeva, Kazakhstan  
 Abigail Maureen Anaya, United States of America  
 Irena Bagdasarian, Russian Federation  
 Tilila Sara Bakrim, Morocco  
 Mc Ronald Banderlipe, Republic of the Philippines  
 Yann Berthier, France  
 Marta Borg-Rodriguez, United Kingdom of Great Britain and Northern Ireland  
 Kirsten Boyd, Canada  
 Bettina Ciriani, France  
 Tanessa Cowan, United States of America  
 Xarina Dominique David, Republic of the Philippines  
 Delia Dorninger, Austria  
 Éléonore Marie Chantal Cécile Gourdain-Delmontel, France

Catherine Fox, United Kingdom of Great Britain and Northern Ireland  
 Erik Lennart Hempel, Germany  
 Anastasia Lavrenyuk, Russian Federation  
 Giorgia Macrelli, Italy  
 Robyn Leigh Mc Queen, South Africa  
 Paulo Guilherme Clarindo Oliveira, Portugal  
 Emilé Paskocimaté, Lithuania  
 Ségolène Marie Quercy, France  
 Heydar Rzayev, Azerbaijan  
 Ma.-Zarina San Jose, Philippines  
 Marisol Tariba, Mexico  
 Kelsey Erin Ullom, United States of America

---

**Trainees**

Omar Bazzeh, Jordan  
 Boxuan Tu, People's Republic of China  
 Xiaodan Sun, People's Republic of China

---

**Volunteers**

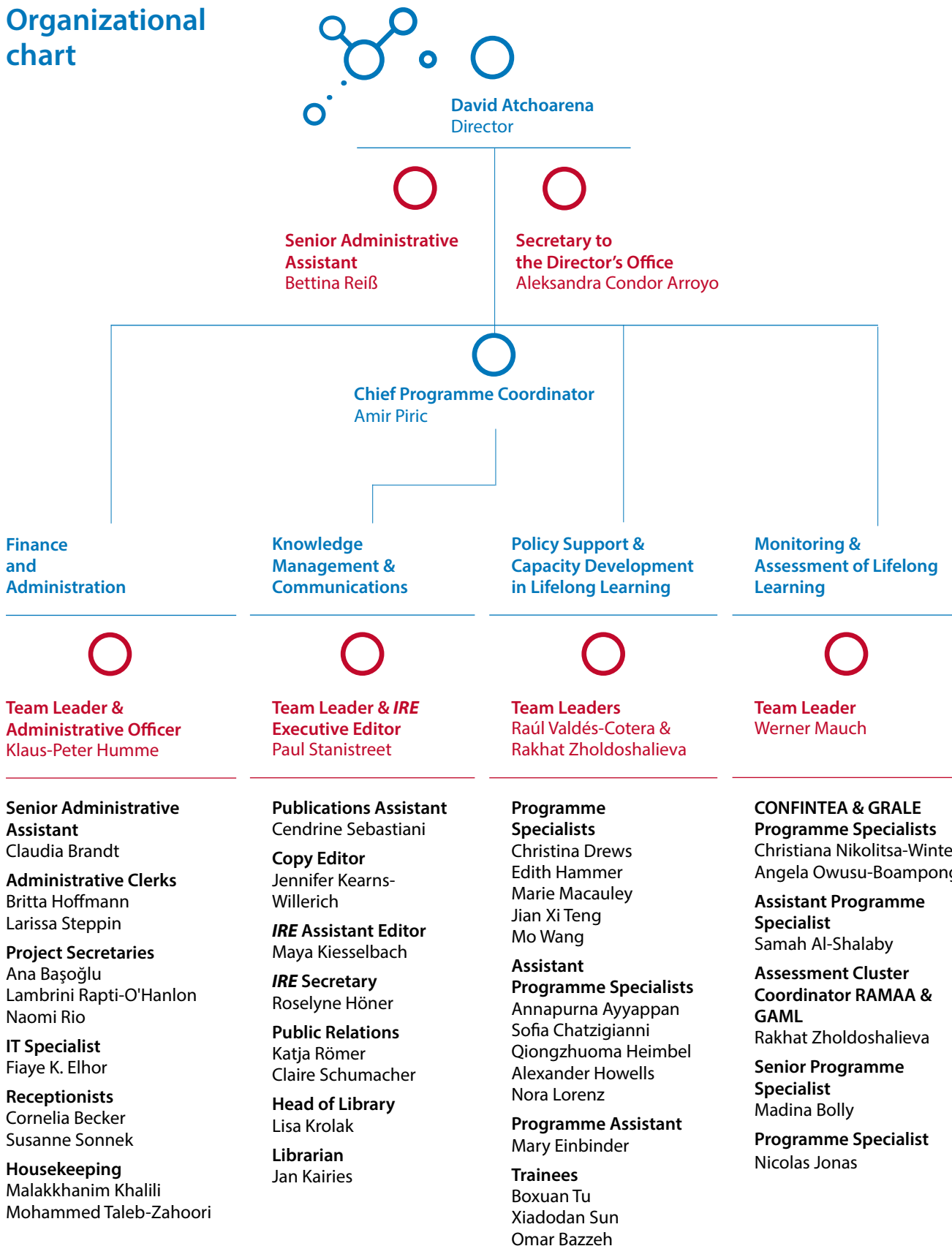
Yasmine Omar Yassin, Egypt  
 Laura Passos Santana, Brazil

---

**Visiting Researcher**

Esther Prins, United States of America

Organizational chart



## Financial Report

We would like to thank the following donors for making the work of UIL possible: our host country, Germany, the City of Hamburg, the Swedish International Development Cooperation Agency (SIDA), the Norwegian Government, Shanghai Open University (SOU) – People’s Republic of China, KNCU Shinhan Bank – Republic of Korea, Agence Française de Développement (AFD), and other donors.

Income in USD		2021
<b>UNESCO</b>	Financial allocation	783,700
<b>Voluntary contributions</b>	Core budget support Governments	2,310,398
	Host country Germany (Federal Foreign Office, City of Hamburg)	1,401,563
<b>Other income</b>		200,966
<b>Total</b>		<b>4,696,627</b>
<b>Reserves programme funds</b>		3,075,150
<b>UNESCO extra-budgetary programmes *</b>		489,989
<b>Grand total funds</b>		<b>8,261,766</b>



79% Voluntary contributions  
17% UNESCO  
4% Other income

Expenditure in USD		2021
<b>Governing Board</b>		4,158
<b>Direct programme costs</b>		3,688,892
<b>Institutional development</b>		289,437
<b>Host country Germany premises</b>		220,772
<b>General administration including ICT</b>		493,291
<b>Total</b>		<b>4,696,550</b>
<b>Reserves programme funds</b>		3,010,451
<b>UNESCO extra-budgetary programmes *</b>		473,510
<b>Grand total funds</b>		<b>8,180,510</b>



79% Direct programme costs  
6% Institutional development  
11% General administration including ICT  
5% Host country Germany premises

\* UNESCO funds administered by UIL

**UNESCO Education Sector**

Education is UNESCO’s top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations’ specialized agency for education, and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education, with a special focus on gender equality and Africa.



**Published in 2022 by**

UNESCO Institute for Lifelong Learning  
 Feldbrunnenstraße 58  
 20148 Hamburg  
 Germany

© UNESCO Institute for Lifelong Learning

The UNESCO Institute for Lifelong Learning (UIL) undertakes research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.

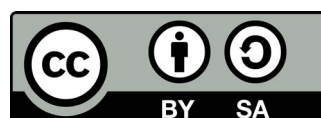
Its publications are a valuable resource for education researchers, planners, policy-makers and practitioners. While the programmes of UIL are established along the lines laid down by the General Conference of UNESCO, the publications of the Institute are issued under its sole responsibility. UNESCO is not responsible for their contents.

**The Global Education 2030 Agenda**

UNESCO, as the United Nations’ specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty by 2030 through 17 Sustainable Development Goals. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and these commitments.



The points of view, selection of facts and opinions expressed are those of the authors and do not necessarily coincide with official positions of UNESCO or UIL. The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO or UIL concerning the legal status of any country or territory, or its authorities, or concerning the delimitations of the frontiers of any country or territory.



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) licence (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).