

CONFINTEA VII

SEVENTH INTERNATIONAL CONFERENCE ON ADULT EDUCATION: FINAL REPORT

**Adult learning and education for sustainable
development: A transformative agenda**





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development: A transformative agenda**

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CONTENTS

Introduction — 6

Part I: Overview of the conference procedure — 8

Towards CONFINTEA VII — 8

Work of the conference — 8

Structure of the conference — 9

Part II: Pre-conference forums — 10

Civil Society Organizations Forum — 10

Youth Forum: Achieving SDG 4 with and for youth — 11

Private Sector Forum: Engaging in adult learning and education — 12

Part III: Opening of the conference — 14

Part IV: Conference inputs and discussions — 17

The conference plenary — 17

Panel 1: Ministerial panel — 17

Panel 2: Adult learning and education within the new social contract for education: Towards a right to lifelong learning — 19

Panel 3: Literacy: The foundation for lifelong learning — 21

Panel 4: Preparing adults for the future of work — 22

Panel 5: Adult learning and education in digital environments — 23

Panel 6: Adult learning and education for climate action — 25

Parallel workshops — 26

Day 1: 15 June 2022 — 27

Day 2: 16 June 2022 — 32

Day 3: 17 June 2022 — 41

Part V: Conference outcomes — 47

Marrakech Framework for Action — 47

Oral report on CONFINTEA VII — 47

Closing of the conference — 47

Appendices — 49

Appendix A – Marrakech Framework for Action — 49

Appendix B – Conference agenda — 57

Appendix C – Annotated agenda — 66

Appendix D – Opening addresses — 70

Appendix E – Royal message — 75

Appendix F – Oral report of the General Rapporteur — 78

Appendix G – Address to the closing ceremony — 81

Appendix H – List of participants — 85



Ms Stefania Giannini, Assistant Director-General for Education at UNESCO, addressing the conference.

CONFINTEA VII

INTRODUCTION

The International Conference on Adult Education (CONFINTEA) is a UNESCO intergovernmental conference for policy dialogue on adult learning and education (ALE) and related research and advocacy, which has taken place every 12 to 13 years since 1949. The first conference was held in 1949 in Elsinore (Denmark), followed by Montreal (Canada) in 1960; Tokyo (Japan) in 1972; Paris (France) in 1985; Hamburg (Germany) in 1997; and Belém (Brazil) in 2009. In 2009, CONFINTEA VI led to the adoption of the Belém Framework for Action (BFA) which recognized the critical role of lifelong learning in addressing global educational issues and challenges, and called for more ambitious and inclusive policies. Participating countries committed to making progress in five key areas of adult learning and education: policy; governance; financing; participation, inclusion and equity; and quality.

The Seventh International Conference on Adult Education (CONFINTEA VII) was convened by the Director-General of UNESCO, following Resolution 7, adopted by UNESCO’s General Conference at its 41st session, and 212 EX/Decision 42 of the Executive Board of UNESCO.

Under the High Patronage of His Majesty King Mohammed VI, CONFINTEA VII, with the theme ‘Adult learning and education for sustainable development: A transformative agenda’, was held in Marrakech, Kingdom of Morocco, from 15 to 17 June 2022. Due to the ongoing COVID-19 pandemic, the conference was held as a hybrid event, comprising both in-person and online participation. It was organized on behalf of UNESCO by the UNESCO Institute for Lifelong Learning (UIL) in partnership with the Ministry

of National Education, Preschool and Sports of the Kingdom of Morocco, UNESCO Headquarters and the Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA).

A total of 1,126 participants from 149 countries attended, including one head of state, 49 ministers and deputy ministers, and ambassadors and permanent UNESCO delegates, representatives of UN agencies, intergovernmental organizations, civil society, as well as youth organizations and the private sector (see Appendix H). Just over half (54 per cent) of participants were women.

The objectives of CONFINTEA VII were to:

- bring together the international community and advance the right to education;
- take stock of achievements in ALE;
- discuss challenges and recommend solutions;
- develop a new framework for action – the Marrakech Framework for Action – to make ALE a reality around the world.

Since CONFINTEA VI (2009), the world has gone through many changes. Some have been positive (e.g. technological advancement). Others pose challenges, such as the COVID-19 pandemic, wars, threats to democracy, and climatic and environmental issues. Following UNESCO's call for a new social contract for education and in light of the 2030 Agenda for Sustainable Development, along with a number of other major initiatives, participants at CONFINTEA VII discussed how to use the transformative power of ALE to promote sustainable development in the context of current challenges and opportunities.

The conference closed with the adoption of the Marrakech Framework for Action (MFA), *Harnessing the transformational power of adult learning and education*, a commitment by Member States and a road map for the advancement of ALE over the next 12 years – to 2030 and beyond (see Appendix A). The MFA recognizes ALE as a fundamental human right in the framework of lifelong learning, an important promoter of inclusion, and a precondition for social and ecological justice, health and well-being, societal change and transformation.

“ *Building a culture of lifelong learning is ... about enabling us, collectively and individually, to prepare ourselves to face the major transitions of our times, be they economic, energy-related, part of the green transition, or digital ... Adult education is ... an essential lever if we are to advance, together, towards achieving the Sustainable Development Goals.*

Ms Audrey Azoulay, Director-General, UNESCO



Ms Stefania Giannini, Assistant Director-General for Education at UNESCO, with, from left to right, H.E. Mr Aziz Akhannouch, Prime Minister, Kingdom of Morocco, H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco, and H.E. Mr Abdellatif Miraoui, Minister of Higher Education, Scientific Research and Innovation, Kingdom of Morocco.

Part I: OVERVIEW OF THE CONFERENCE PROCEDURE

Towards CONFINTEA VII

Regional conferences and subregional consultations

CONFINTEA VII was preceded, in 2021, by a series of regional conferences and subregional consultations co-organized by the UNESCO Institute for Lifelong Learning (UIL) and UNESCO regional offices. These conferences provided localized perspectives on ALE, achievements across the regions in the fields of literacy, gender equality and citizenship education, and concerns pertaining to themes such as the acceleration of climate change, political unrest, conflict in many parts of the world, and unforeseen crises such as the COVID-19 pandemic. They concluded with recommendations for CONFINTEA VII. A synthesis of all outcome documents was published by UIL under the title *A transformative agenda: Outcomes of the CONFINTEA VII regional preparatory conferences*. All of these preparatory conferences and consultations contributed to the drafting of the CONFINTEA VII outcome document, the Marrakech Framework for Action (MFA).

Online consultation on the Marrakech Framework for Action

The preliminary draft of the MFA was developed in consultation with the CONFINTEA VII Consultative Committee. In order to gather Member States' comments on the preliminary draft, UNESCO launched an online consultation in the form of a survey in April 2022. Focal points, designated by Permanent Delegates of Member States to UNESCO, provided input and shaped the framework for action that was discussed at the conference. At the same time, an online public consultation was opened to gather feedback on the draft MFA from stakeholders, providers, and other parties interested in ALE. A second consultation with Member States took place shortly before the event to facilitate consensus at the conference.

Work of the conference

Upon adoption of the Conference Rules of Procedure and the revised provisional agenda, the conference elected the following members of the Bureau of the Conference:

President:

- H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco

Vice-Presidents:

- Ms Aleksandra Pejatović, Professor, Faculty of Philosophy, Department of Andragogy, University of Belgrade, Republic of Serbia
- Mr Walter Hirche, Chair of the Education Committee, German Commission for UNESCO
- H.E. Ms Nancy Ortuño Rojas, Vice Minister for Intermediate Education, Bolivarian Republic of Venezuela
- H.E. Ms Lanelle Olandrea Tanangada, Minister of Education and Human Resources Development, Solomon Islands
- H.E. Ms Camélia Ntoutoume Leclercq, Minister of National Education, Head of Civic Training, Gabon

- Ms Stephanie Godec, Programme Officer, Austrian Commission for UNESCO, Austria
- Mr Dae Joong Kang, President, National Institute for Lifelong Education, Republic of Korea
- Ms Haifae Rouas, Deputy Permanent Delegate, Permanent Delegation of the Kingdom of Morocco to UNESCO

Observers from civil society organizations:

- Ms Katarina Popović, Secretary General, International Council for Adult Education, Republic of Serbia

Rapporteur-General:

- Ms Cecilia Palm, Secretary-General of Folkuniversitetet, Kingdom of Sweden

The Drafting Committee, composed of representatives nominated by UNESCO regions, was formed to examine and incorporate amendments to the draft Marrakech Framework for Action. The membership of the Drafting Committee was as follows:

Chair of the Drafting Committee:

- Mr Daniel Baril, Director General, Institute for Cooperation in Adult Education; Chair of the UIL Governing Board

Drafting Committee members:

- Ms Ayélé Rosalie Eklou-Koévanu, Director of Literacy and Adult Education, Ministry of Social Action, the Promotion of Women and Literacy, Togo
- Ms Rūta Gintaute-Marihina, Director of Vocational and Adult Education, Ministry of Education and Science, Republic of Latvia

Structure of the conference

The three-day conference featured six plenary panels, as well as 20 parallel thematic workshops organized by UNESCO and other participating organizations to provide different perspectives on critical issues in ALE.

The *Fifth Global Report on Adult Learning and Education (GRALE 5)* was launched on the first day during the Ministerial Panel. The five remaining plenary sessions were attended by selected national representatives. Recommendations put forward during these sessions and in the course of the 20 parallel workshops were taken into consideration by the Drafting Committee for inclusion as amendments to the draft MFA.

On 14 June, immediately prior to the conferences, three forums were held:

- Civil Society Organizations Forum
- Youth Forum: Achieving SDG 4 with and for youth
- Private Sector Forum: Engaging in adult learning and education



Ms Temilade Salami, founder of EcoChampions, Global Partnership for Education Youth Leader and member of UNESCO's SDG4YOUTH Network, addressing the Youth Forum.

Part II: PRE-CONFERENCE FORUMS

Civil Society Organizations Forum

The Civil Society Organizations Forum (CSF) was organized by the International Council for Adult Education (ICAE), in cooperation with the DVV International Country Office Morocco (and MOJA, the DVV online platform for professional adult educators in Africa), the Arab House for Adult Education and Development (AHAED) and the Moroccan Center for Civic Education. This international hybrid event focused on the theme 'Adult Learning and Education – Because the future cannot wait'. Civil society organizations from across the globe came together to review the latest developments in ALE, both globally and across the regions.

Serving as a contribution to the MFA, the resulting *Declaration* envisaged ALE as a fundamental human right within the broader field of education. The declaration underlined the need for transformative ALE that would – in addition to fulfilling its fundamental tasks and functions – tackle systemic issues, including poverty, structural inequalities, global problems and power issues, on a permanent basis. It thus underscored the UNESCO Futures of Education report's call for a 'new social contract for education', whereby an expanded vision of ALE would create

and embrace long-term, sustainable solutions based upon the transformative power of ALE rather than merely insist on its adaptive and responsive role. Furthermore, the declaration highlighted the role of ALE as a public endeavour and a global common good, for which the state bears the primary responsibility, and the need for strong financing, aligned with regional and international benchmarks.

The CSF emphasized the holistic and intersectoral character of ALE, which comprises all types of ALE (formal, non-formal and informal) and diverse types of learning in fields such as health, work, culture, citizenship and the environment. It furthermore noted the need to achieve universal literacy as the keystone of lifelong learning (LLL). It emphasized that diversity, inclusion and participation centred around the learner should be at the heart of ALE, and that particular attention should be paid to vulnerable groups of learners. The CSF's further recommendations pertained to gender equality, the professionalization of ALE, and the need to strike a careful balance between digitalization/information and communications technology (ICT) and non-digital pedagogies in ALE.

Finally, the CSF highlighted its role as a partner in policy formulation and implementation, planning, monitoring and evaluation, noting that the CSF should also be included in partnerships with relevant government agencies and other actors. As a global recommendation, the forum urged all educational stakeholders and actors to continue fighting for ALE as a core component of both lifelong learning and Sustainable Development Goal (SDG) 4.

Youth Forum: Achieving SDG 4 with and for youth

Panellists:

- Mr Daniel Baril, Director General, Institute for Cooperation in Adult Education; Chair of the UIL Governing Board
- Mr Max Amanu, Programme Officer, Northwind Foundation; Research Team Lead for East and Southern Africa Region, UNESCO Youth As Researchers
- Ms Tania Rosas, Founder, Origen Learning Fund
- Mr Nicholas Kee, Co-founder and CEO at Kee Farms and Advisor at the Queen's Commonwealth Trust
- Ms Temilade Salami, founder of EcoChampions, Global Partnership for Education Youth Leader and member of UNESCO's SDG4YOUTH Network
- Mr Vladislav Kaim, Contact Point, YOUNGO Green Jobs Working Group and member of the UN Secretary General's Youth Climate Advisory Group
- Mr Alexis Sebote, Co-founder and Executive Director, Salom
- Sofía Bermúdez, Member of UNESCO's SDG4YOUTH Network
- Ms Maria Nguyen, International Education Officer, Family Planning New South Wales

- Mr Martin Karadzhev, Executive Board Member, ILGA World
- Ms Nidaa Aljabbarin, Member, Board of Directors, Carry the Future
- Mr Moazzam Shah Bukhari Syed, Founder, The Walkway School
- Ms Yusra Assali, Regional representative for the Middle East and North Africa, WorldSkills Champions Trust
- Mr Isaac Makinya, Youth Programme Assistant, Kenya Scouts Association
- Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

Moderators:

- Mr Rafik Amrani, Founder, Beyond Tekhmamek
- Ms Ola Gomaa, UNESCO Education for Sustainable Development Youth Leaders
- Ms Amanda Bennett Rivera, Youth Programme Coordinator, Earth Charter International
- Ms Sofía Bermúdez, Member of UNESCO's SDG4YOUTH Network

The Youth Forum comprised four panels focusing on: (1) youth employment, literacy and skills development; (2) green skills for climate action; (3) active and global citizenship; and (4) ways forward, identifying and discussing challenges, opportunities and best practices with regard to young people's overall state of education in a rapidly changing world. In the course of their deliberations, participants agreed that, in the wake of the technological revolution, targeted investments in ALE and skills development for young learners were needed to address the digital divide in the global south, among Indigenous communities, and even among teachers. Participants noted that, as companies and institutions are increasingly 'going green', there was an urgent need to

address the mismatch between curricula and labour market requirements by adapting the landscape of ALE accordingly in order to place green education and climate action at the heart of curricula. ALE should also acknowledge the role of non-formal education in developing skills and empowering young people to become active and global citizens. Finally, forum participants concurred that young people should be formally represented in ALE development processes through increased synergies, partnerships and consultations. They urged UNESCO to continue to ensure the provision of intergenerational support and ALE through conducive policies, planning and investments, with a particular focus on the most marginalized.

Private Sector Forum: Engaging in adult learning and education

Panellists:

- Mr Daniel Baril, Director General, Institute for Cooperation in Adult Education; Chair of the UIL Governing Board
- H.E. Mr. Younes Sekkouri, Minister of Economic Inclusion, Small Businesses, Employment and Skills, Kingdom of Morocco
- Mr Chakib Alj, President, General Confederation of Moroccan Enterprises
- Mr Matt Sigelman, President, The Burning Glass Institute
- Mr Neil Butcher, Founder, Neil Butcher and Associates
- Ms Reem Mansour, Jordan Country Manager, Kiron Campus
- Mr Michael Fung, Executive Director, Institute for the Future of Education, Tecnológico de Monterrey, the United Mexican States
- Mr Kishan Gopal Laddha, Head of Literacy Services, Tata Consultancy Services
- Mr Hernán Araneda, Manager, Fundación Chile

- Ms Sijtske Ouderkerken, Project Leader of Groene Hotspot Houten, Yuverta, Kingdom of the Netherlands
- Mr Filipe Cassapo, President, Enrich in LAC; Director, LelloLab
- Ms Jeanine Romano, Executive Director, Sharjah Education Academy, United Arab Emirates
- Ms Sesi Nombulelo Nxesi, CEO, Education, Training and Development Practices Sector, Education and Training Authority, Republic of South Africa
- Mr Borhene Chakroun, UNESCO

Moderators:

- Ms Sarah Elson-Rogers, Team Leader, Innovation and Future of TVET Programme, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)
- Mr Ramon Iriarte, Education Programme Specialist, UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)
- Mr Olivier Pieume, Chief of Technical Cooperation Unit, UNESCO-UNEVOC
- Mr Friedrich Huebler, Head of UNESCO-UNEVOC

The Private Sector Forum brought together key actors to reflect on the challenges faced, opportunities available to and current contributions of private actors in the field of ALE. It comprised four panels focusing on: (1) the future of work; (2) diversity and inclusive participation; (3) active and global citizenship; and (4) ways forward. It also shed light on the evolving role of the private sector in ALE and identified potential pathways

to improving engagement and establishing a stronger ecosystem for lifelong learning and skills. During the sessions, panellists agreed that the world of work currently faced multiple transitions (i.e. digitalization, automation, green skills), all of which were both creating and disrupting jobs. They highlighted the importance of using data in order to understand patterns with regard to the changes affecting the future of work, and to design appropriate ALE programmes, reskilling and upskilling programmes, and strategies. Participants noted that the participation of vulnerable groups and communities was both necessary and a valuable business opportunity for private entities, enabling the latter to demonstrate their dedication to diversity and inclusion, thereby benefiting all parties. Panellists furthermore agreed that training

in blue and green skills pertaining to issues of biodiversity, climate adaptation and the well-being of humans and our planet was a prerequisite in order for individuals to become active and global citizens. Finally, panellists concluded that these cross-sectoral challenges could only be addressed through private-sector partnerships and an ecosystem approach (i.e. consultations with science departments, TVET programmes, public sector, universities, etc.). In order to develop work-based ALE learning opportunities and redress the current mismatch between the supply of and demand for skills, bridges must be built between private industries and the education sector.

The outcomes of each forum were shared in plenary.



Participants arriving at the conference venue.



Speakers:

- H.E. Mr Aziz Akhannouch, Prime Minister of the Kingdom of Morocco (on behalf of His Majesty King Mohammed VI)
- Ms Audrey Azoulay, UNESCO Director-General
- Mr Qu Dongyu, Director-General, Food and Agricultural Organization (FAO)
- H.E. Mr Victor Godoy Veiga, Minister of Education of the Federative Republic of Brazil
- H.E. Ms Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia; Chair of the International Commission on the Futures of Education

and reaffirmed his constant concern to see them develop and extend to other scientific, educational and cultural fields. After citing achievements in youth and adult learning and education in his country, His Majesty King Mohammed VI proposed the creation of a post-CONFINTEA VII inter-ministerial committee that would meet yearly to ensure the effective implementation of all of the recommendations made in the Marrakech Framework for Action. In the same vein, and to strengthen Morocco's commitment to lifelong learning, Morocco also proposed to create the 'African Institute for Lifelong Learning'. This Africa-wide initiative would strengthen South-South coordination and cooperation in the field of ALE. The institute would serve as a regional centre for the capacity-building of regional stakeholders, institutions and organizations involved in lifelong learning. It would furthermore monitor and evaluate public policies in the field of LLL, and place learners and trainers at the top of its list of priorities.

UNESCO's Director-General, Ms Audrey Azoulay, emphasized that education is a universal right that persists throughout life with ALE its essential

driver. She stressed the fact that 771 million adults are currently still unable to read or write, and that almost two thirds (63 per cent) of them are women. She referred to the findings of the *Fifth Global Report on Adult Learning and Education (GRALE 5)*, which pointed to progress in participation in ALE in almost half of the participating countries, with women the major beneficiaries. However, she noted, almost two-thirds of participating countries indicated that there had been no progress in participation in ALE in their country, and some noted that participation rates had declined among rural and older populations. More and better investment was thus needed to adopt public policies and improve the situation of the vulnerable. Ms Azoulay continued, noting the need to build upon the efforts of the Belém Framework for Action in order to forge the new social contract for education called for in the Futures of Education report, in which lifelong learning plays a central role. She stressed that, by adopting the MFA, participants in CONFINTEA would be the co-creators of a major and transformative movement that included the Transforming Education Summit convened by the Secretary General of the United Nations, António Guterres.

Mr Qu Dongyu, Director-General, Food and Agricultural Organization (FAO), noted that the challenges faced by our world include the need to transform agriculture and to address the technical, economic, cultural and ecological issues on which the livelihoods of rural farmers and communities today depend. He pointed out that 3 billion people or 60 per cent of the population in developing nations – representing half of the world's population – live in rural areas, where adult illiteracy and gender inequality are disproportionately high. He emphasized that the FAO-UNESCO partnership was helping to accelerate the shift to more sustainable and equitable systems by 2031. He furthermore stated his conviction that the discussions and outcome of CONFINTEA VII would create opportunities for further collaborations. He emphasized the need to continue to work together in an efficient and coherent manner in order to achieve the 2030 Agenda, address inequalities, and ensure a better future for all.

H.E. Mr Victor Godoy Veiga, Minister of Education of the Federative Republic of Brazil, stated that education was a form of access to citizenship and therefore a legitimate right of the individual and an obligation of the state. Literacy education must offer young people and adults the opportunity to develop their abilities and be useful, both socially and professionally. He pointed to the need for partnerships between key actors in order to coordinate strategies that progressively promote equitable, quality education for all. He cited examples of current programmes developed in Brazil by the Ministry of Education, noting that these programmes went beyond literacy and aimed to integrate adults into society and the world of work.

H.E. Ms Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia and Chair of the International Commission on the Futures of Education, emphasized the need to transform education systems. The report of the International Commission on the Futures of Education, she observed, called for a new social contract for education that could repair past injustices and shape more just and sustainable futures. In forging a new social contract for education, she concluded, a systemic, cross-sectoral and comprehensive government approach was required. The diverse range of stakeholders involved in ALE – both governmental and non-governmental – must actively contribute to reimagining our education systems.

“ *The right to education throughout life is a collective responsibility. A failure to deliver on this would be our collective failure. It is together that we must forge a new social contract for education for more just and sustainable futures.*

H.E. Ms Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia and Chair of the International Commission on the Futures of Education



Ms Audrey Azoulay, Director-General of UNESCO, in her video address to participants.



Mr David Atchoarena, UIL Director, launching the *Fifth Global Report on Adult Learning and Education*.

Part IV: CONFERENCE INPUTS AND DISCUSSIONS

The conference plenary

Panel 1: Ministerial panel

Chair:

- H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco

Moderator:

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO

Keynote speaker:

- Mr David Atchoarena, Director, UIL. Presentation of the *Fifth Global Report on Adult Learning and Education*.

Panellists:

- H.E. Ms Maria Brown Pérez, Minister of Education, Republic of Ecuador
- H.E. Ms Mariatou Koné, Minister of National Education and Literacy, Republic of Côte d'Ivoire
- H.E. Mr Abdellatif Miraoui, Minister of Higher Education, Scientific Research and Innovation, Kingdom of Morocco
- H.E. Mr Jaime Perczyk, Minister of Education, Argentine Republic
- H.E. Ms. Kristina Persdotter, State Secretary, Ministry of Education and Research, Kingdom of Sweden
- H.E. Ms Kanokwan Vilawan, Deputy Minister of Education, Kingdom of Thailand

Launch of the Fifth Global Report on Adult Learning and Education (GRALE 5) – Citizenship education: empowering adults for change

Mr David Atchoarena, Director of UIL, launched the *Fifth Global Report on Adult Learning and Education (GRALE 5)* and presented the key points of the report. The main message of *GRALE 5*, he noted, was that even if progress had been made, those who needed it most were not being reached, and ALE remained underfunded.

In the past 12 years, progress had been slow: for example, although literacy rates had increased from 12 per cent to 15 per cent, women continued to comprise two-thirds of adult illiterates. However, Mr Atchoarena indicated that *GRALE 5* gave grounds for hope, in that it demonstrated improvements in

GRALE 5 shows that, overall, 52 per cent of countries reported that participation in ALE had increased since 2018, 28 per cent reported that participation had remained static, and 13 per cent said it had decreased. Seven per cent did not know the rate of participation in ALE in their respective countries (see *Table 1*, taken from *GRALE 5*, p. 76).

Moreover, 60 per cent of countries reported that they had improved policies for ALE since 2018 (*GRALE 5*, p. 18). While Member States reported progress in policy across all fields of learning – literacy, basic skills and citizenship – slightly less progress was reported in citizenship education.

Table 1:
Overall participation rates in ALE since 2018

	Total responses <i>GRALE 5</i>	Decreased	Stayed the same	Increased	Do not know
World	155	13%	28%	52%	7%
Regional groups					
Sub-Saharan Africa	36	17%	28%	56%	3%
Arab States	19	16%	42%	42%	0%
Asia and the Pacific	32	3%	16%	63%	19%
Europe and North America	43	12%	37%	49%	2%
Latin America and the Caribbean	24	21%	25%	42%	13%
Income groups					
Low income	26	19%	27%	50%	4%
Lower middle income	39	5%	21%	67%	8%
Upper middle income	39	18%	31%	41%	10%
High income	50	12%	34%	48%	6%

Source: *GRALE 5*, p. 76; <https://unesdoc.unesco.org/ark:/48223/pf0000381666>

quality with regard to curriculum content and pre- or in-service training for adult educators.

The **Swedish State Secretary, Ministry of Education and Research, Ms Kristina Persdotter**, underlined that lifelong learning constituted the key skill in the twenty-first century.

In response to a question concerning the action taken to increase investment in ALE, **Ms Mariatou Koné, Minister of National Education and Literacy, Republic of Côte d'Ivoire**, informed participants that adult literacy had been decreasing, with levels in sub-Saharan Africa falling below the global average of 45 per cent. She stated that high-level political commitment to ALE was needed in order to improve access and guarantee sustainability. **Ms Kristina Persdotter, State Secretary, Ministry of Education and Research, Kingdom of Sweden**, briefly presented a new student financing scheme designed to reskilling and upskill learners, through which participating learners received 80 per cent of their last salary for a period of one year.

Responding to a question concerning what measures were planned to advance citizenship education through ALE, **Ms Maria Brown, Minister of Education, Republic of Ecuador**, noted that more learning centres had opened and efforts to promote education as a human right had been expanded.

Mr Jaime Perczyk, Minister of Education, Argentine Republic, observed that achieving education for all was vital in order to foster labour market skills and eliminate gender inequalities.

Panel 2: Adult learning and education within the new social contract for education: Towards a right to lifelong learning

Chair:

- H.E. Ms Camélia Ntoutoume Leclercq, Minister of National Education, Head of Civic Training, Gabon

Opening remarks:

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO
- H.E. Ms Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia; Chair of the International Commission on the Futures of Education

Keynote address:

- Mr António Nóvoa, Honorary Rector and Professor of Education, University of Lisbon, Portugal

Moderator:

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO

Panellists:

- Ms Peggy Hicks, Director, Thematic Engagement, Special Procedures and Right to Development Division, Office of the United Nations High Commissioner for Human Rights (OHCHR)
- Ms Sylvia Schmelkes, Researcher at the Universidad Iberoamericana in Mexico City; member of the UNESCO Global Independent Expert Group on Universities and the 2030 Agenda
- Mr Timothy Ireland, Vice-President for Latin America, International Council for Education; UNESCO Chair in Youth and Adult Education, Federal University of Paraíba, Brazil

Her Excellency Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia and Chair of the International Commission on the Futures of Education, presented the main findings of the Commission's report. To shape just and sustainable futures, she noted, education itself must be transformed. Education must promote respect for life and human dignity. A new social contract for education would help to rectify past exclusions and address uncertain futures. This social contract, she continued, must be based on two foundational principles: the right to quality education throughout life; and an understanding of education as a collective public endeavour and a common good that enables individuals, families and communities to flourish. Forging a new social contract, she concluded, would involve reframing why and what we learn. The right to education throughout life is a collective responsibility.

These messages were elaborated upon by **Mr António Nóvoa, a member of the International Commission**, who noted the importance of a humanistic vision and collaboration in transforming ALE and eradicating inequality.

Panel members concurred that, as education concerned all ages and all segments of society, the right to education throughout life must be guaranteed. They agreed that education was a human right that also allowed for the realization of other rights, and that it was essential for economic development, conflict prevention and peace. They furthermore agreed that ALE was a key element of our collective commitment to ensuring the right to education for all. They noted that epistemic justice was essential to the realization of social justice and, as such, curricula in ALE programmes should better reflect the diversity of adult learners. All individuals should be able to learn about their respective cultures and in their own language. There was much to be learned from the knowledge of Indigenous peoples and from intercultural dialogue. Adults needed to be involved in decisions about their own learning processes. However, it was noted, people could only realize their human rights if they were aware of them and were in a position to demand that those rights be fulfilled.

Looking to the future, the panel members emphasized that ALE merited much more support, which must be

assured at all levels, including by governments taking an inter-ministerial and intersectoral approach to policy-making, and providing sufficient funding.

A number of Member States expressed their support for ALE and the new social contract.

One Member State noted the importance of the proposed follow-up mechanism to CONFINTEA VII, designed to monitor and ensure the implementation of the MFA, and the value of regional meetings in this context. Another Member State highlighted the fact that the number of informal workers was growing in their country. They requested that UNESCO provide case studies and inputs for the implementation of ALE programmes.

Panel 3: Literacy: The foundation for lifelong learning

Chair:

- H.E. Ms Lanelle Olandrea Tanangada, Minister of Education and Human Resources Development, Solomon Islands

Moderator:

- Ms Helen Dabu, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE) Secretariat

Panellists:

- H.E. Ms Donna Johnson, Deputy Minister of Education, Saskatchewan; Chair of the Advisory Committee of Deputy Ministers of Education (ACDME), Canada
- Ms Silvia Montoya, Director, UNESCO Institute for Statistics (UIS)
- Mr Mohamed Yehia Nasef, President, General Authority for Adult Education, Arab Republic of Egypt
- Mr Deepak Sharma, Joint Secretary of the Ministry of Education, Science and Technology, Nepal
- H.E. Mr Wendkouni Joël Lionel Bilgo, Minister of National Education, Literacy and the Promotion of National Languages, Burkina Faso

The panel highlighted the expanded concept of literacy as a series of social practices – such as the acquisition and application of digital skills – that are specific to a given sociocultural and historical context. UNESCO’s Recommendation on Adult Learning and Education (RALE, 2016) included this expanded definition of literacy. However, in practice, panellists noted, there were sparse examples of how this expanded definition had been applied in related policies and programmes. Panellists presented examples of the ways in which literacy policies had been implemented to include the expanded definition: in Canada, for example, skills programmes had been introduced locally across provinces and territories, and an ‘Essential Skills’ framework launched at the federal level and integrated into the country’s lifelong learning policy with the aim of improving adults’ access to the labour market and increasing social participation.

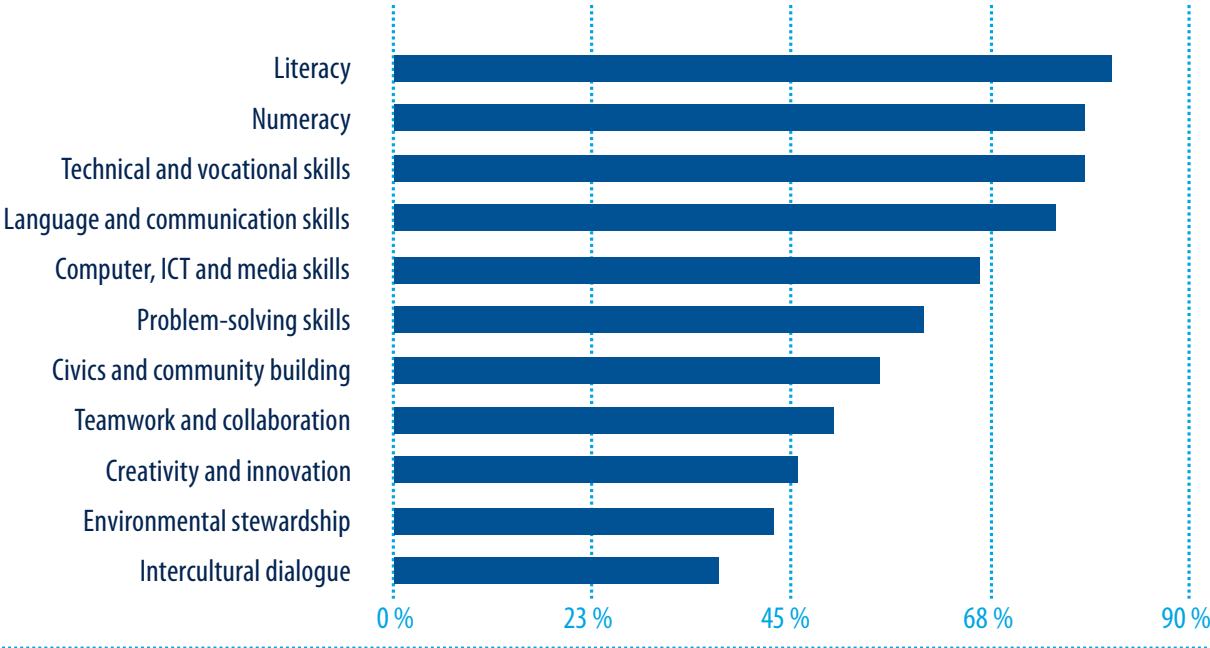
Building a sustainable system of literacy also entails establishing comprehensive literacy policies and policy implementation strategies. Data from Nepal showed that sociocultural diversity had been taken into account when designing

GRALE 5 shows the proportion of countries in which competencies and skills were assessed in line with the learning outcomes laid down in the *GRALE* survey. Literacy and numeracy were the most frequently assessed competencies, at 81 per cent and 78 per cent, respectively (see Figure 1).

governance mechanisms. Literacy campaigns and efforts had been coordinated in collaboration with local and provincial authorities as part of the fight against poverty. Egypt, meanwhile, had designed digital literacy programmes adapted to the learners’ environment as a means of making learning opportunities attractive to adults.

Financial planning and budgeting for literacy policies represented a further challenge. Burkina Faso had tried to boost the provision of literacy training by mobilizing popular efforts to reduce illiteracy. Nepal – a country in which the central government supports the provinces through a national commission that ensures the equitable distribution of funding of literacy – had adopted a ‘child educator’

Figure 1: Percentage of countries reporting assessment of learning outcomes for selected skills



Source: *GRALE 5*, p. 91; <https://unesdoc.unesco.org/ark:/48223/pf0000381666>

model to encourage family and community learning. Egypt had implemented innovative solutions to finance literacy with an emphasis on the co-responsibility of the different actors; hence, the law now allowed private donations and in-kind donations so that all citizens could contribute.

It was noted that reliable data were needed in order to design and implement efficient policies. Canada had invested massively in the international assessment of literacy skills (PIAAC). Each province was oversampled during the data collection process to ensure that its literacy policies and programmes were developed based on comprehensive and representative data on the skills of its population. It was further noted that Burkina Faso, also convinced that data were instrumental to guaranteeing quality and guiding policies, was currently testing a management and information system comprising key performance indicators in order to monitor the implementation of the country's literacy policy across several provinces and in three national languages.

GRALE 5 shows that the number of countries that view monitoring and evaluation as a key component of ALE governance has significantly increased, from 30 per cent of countries in 2019 to 64 per cent today. This suggests that monitoring and evaluation is becoming a priority and should be viewed as a process in its own right that involves cooperation between different stakeholders.

Source: *GRALE 5*, p. 24,
<https://unesdoc.unesco.org/ark:/48223/pf0000381666>

Panel 4: Preparing adults for the future of work

Chair:

- Ms Nancy Ortuño Rojas, Vice Minister for Intermediate Education, Bolivarian Republic of Venezuela

Moderator:

- Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

Panellists:

- H.E. Mr Airlangga Hartarto, Coordinating Minister for Economic Affairs, Republic of Indonesia
- Ms Kristina Persdotter, State Secretary at the Ministry of Education and Research, Kingdom of Sweden
- Mr Srinivas Reddy, Branch Chief, International Labour Organization (ILO)
- Ms Sara Ruto, Chief Administrative Secretary, Ministry of Education, Republic of Kenya
- H.E. Mr Younes Sekkouri, Minister for Economic Inclusion, Small Businesses, Employment and Skills, Kingdom of Morocco

The digital transformation and the transition to the green economy bring both opportunities and uncertainties to the labour market. The gap between jobs, skills and aspirations is one of the main barriers to accessing work; ALE can help to bridge this gap. To achieve this, adult education and the labour market must be better aligned. Furthermore, the harnessing of established workplaces as learning places supports reskilling processes and can thus prove crucial in supporting the advancement of ALE. Against this backdrop, **Ms Kristina Persdotter, State Secretary, Ministry of Education and Research, Kingdom of Sweden**, introduced participants

to Sweden's New Student Finance Initiative and detailed how the country had recognized the benefits of delivering broader educational opportunities to its young professionals. This new project, she noted, would assist in re- and upskilling workers by providing funding – equivalent to approximately 80 per cent of their current wage – for one year of study during their careers.

H.E. Mr Airlangga Hartarto, Coordinating Minister for Economic Affairs, Republic of Indonesia, further emphasized the enormous possibilities for supporting ALE offered by digital programmes. Kartu Prakerja, a skills training programme and government welfare scheme for people whose livelihoods had been impacted by the COVID-19 pandemic – had seen 12.8 million citizens graduate from its more than 1,000 training courses, capitalizing on cash incentives offered by the Indonesian government. This programme was found to be effective in increasing users' job opportunities and income.



Ms Kristina Persdotter, State Secretary, Ministry of Education and Research, Kingdom of Sweden, participating in Panel 4.

Panel 5: Adult learning and education in digital environments

Chair:

- Mr Walter Hirche,
Chair of the Education Committee,
German Commission for UNESCO

Moderator:

- Ms Ethel Agnes Pascua-Valenzuela,
Director, SEAMEO Secretariat

Panellists:

- Mr Martin Dougiamas,
Founder and CEO, Moodle
- Ms Jenny Glennie,
Executive Director, South African
Institute for Distance Education
- Ms Elsie Kiema,
aerospace engineer, alumna of the
Young African Leaders Initiative,
Regional Leadership Center East Africa
- Mr Jeff Maggioncalda,
CEO, Coursera
- H.E. Mr Yao Sun,
Vice-Minister of Education,
People's Republic of China

The panellists discussed how digitalization, particularly the pandemic, had changed the way in which individuals live and learn, noting that people had learned to work, learn and interact online in all areas of life. **Mr Yao Sun, Vice-Minister of Education, People's Republic of China**, shared how China had implemented national policies to strengthen infrastructure, launch digital platforms and utilize its network of higher education institutions in order to reach out to all adults, including older people and those living in rural and remote areas. He noted that governments needed to ensure that learners had access to relevant digital devices and skills, and that relevant support and training were being delivered in the communities.

Furthermore, panellists observed that the COVID-19 pandemic had shown that that we must rethink our education systems to make sure they are inclusive. As highlighted by **Ms Jennie Glennie, Executive Director, South African Institute for Distance Education, South Africa**, providing access to digital resources, particularly open education resources (OERs), was critical to sharing knowledge and enabling inclusive and quality learning for all. Similarly, **Mr Martin Dougiamas, Founder and CEO of Moodle**, indicated a need for OERs that are not based on commercial interests, as technology based on commercial models could negatively impact equity. In addition, infrastructure should be co-owned and utilize open standards in order to ensure more equitable access to the fundamental tools and skills needed for digital learning.

In the *GRALE 5* survey, the vast majority of countries reported using ICT for teaching and learning processes, including the promotion of citizenship education through ALE. This was confirmed by almost three-quarters of the 108 responses to this survey question, a proportion applicable across all regions with the exception of sub-Saharan Africa, where it was nonetheless still in excess of 50 per cent. Many countries provided examples of how ICT and digital technologies were being used to promote citizenship education, whether mainstreamed throughout or in parts of education and training systems involving adult learners (e.g. in Albania, Argentina, Barbados, France, Georgia, Ireland, Kuwait, Malta, Mexico, Mozambique, Oman, Panama, the Philippines, Portugal and The United Republic of Tanzania), or through specific programmes and at different education levels (e.g. in Barbados, Bulgaria, the Philippines, Poland, Romania, The Syrian Arab Republic and Uganda).

Source: *GRALE 5*, p. 138

It was noted that particular attention should be paid to ensuring that the digital divide did not contribute to greater inequality, particularly for women. **Ms Elsie Kiema, alumna of the Young African Leaders Initiative (YALI) East Africa/ United States of America Regional Leadership Centre, Kenya**, shared some obstacles to her career as an aerospace engineer, including the lack of ICT infrastructure and access to computers in school, and the low proportion of women and role models in the sector. The panel observed that online learning had the potential to reduce some of these inequalities in significant ways.

Mr Jeff Maggioncalda, CEO of Coursera, shared how data demonstrated that the representation of women in online learning, particularly in STEM subjects, had increased post-pandemic. Furthermore, he proposed that, given how companies had changed during the pandemic, online learning not only offered significant potential for access to the learning digital skills needed for the digital economy, but could also provide more opportunities for people with these skills to attain employment.

Ms Ethel Agnes Pascua-Valenzuela, Director, SEAMEO Secretariat, the moderator, concluded by advocating for technology to be used to raise awareness of global issues, with the aim of developing more informed citizens capable of playing an active role in realizing the SDGs.

Panel 6: Adult learning and education for climate action

Chair:

- Ms Aleksandra Pejatović, Professor, Faculty of Philosophy, Department of Andragogy, Belgrade University, Republic of Serbia

Moderator:

- Mr Shigeru Aoyagi, Director, UNESCO Multisectoral Regional Office in Bangkok (UNESCO Bangkok)

Panellists:

- H.E. Mr Niels Annen, Parliamentary State Secretary to the Federal Minister for Economic Cooperation and Development, Federal Republic of Germany
- Ms Curmira Gulston, UNESCO ESD Youth Ambassador, Director of Sustainable Solutions for Island Development
- Mr Manuel Hernández, Adviser to the Department of Youth and Adult Education, Republic of Costa Rica
- Ms Anjeela Jokhan, Permanent Secretary, Ministry of Education, Heritage and Arts, Republic of the Fiji Islands
- Mr Dan Koivulaakso, State Secretary; Ministry of Education and Culture, Republic of Finland

The panel highlighted the need to find new ways of fostering skills and knowledge for climate action and resilience across societies. **Ms Anjeela Jokhan, Permanent Secretary, Ministry of Education, Heritage and Arts, Republic of the Fiji Islands,** noted the importance of integrating traditional knowledge and practices from Indigenous communities into ALE, as living in harmony and balance with nature were key to effective climate action. It was emphasized that transformative education and

transversal partnerships were vital, and that there must be a shift from concepts to the collaborative implementation of policies. As such, learners needed to be provided with systemwide flexibility, including different learning pathways for a variety of populations. Foresight, research and evidence would play a crucial role in making transformations happen.

Panellists discussed the ways in which adult education strengthened citizenship, and mechanisms for acknowledging prior knowledge. They considered how innovation and creativity could be promoted as a means of harnessing human potential and combating climate change. **Ms Curmira Gulston, Youth Representative and National Coordinator for Sustainable Solutions for Island Development,** further highlighted the critical role played by youth in advancing the climate change agenda. Inclusive and engaging policies and frameworks for youth were thus required in order to mitigate and address climate change. Moreover, a similarly inclusive approach was needed to support adaptation, resilience and sustainable development.



H.E. Mr Niels Annen, Parliamentary State Secretary to the Federal Minister for Economic Cooperation and Development, addressing participants during the panel on climate change.



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Parallel workshops

The parallel workshops were hosted by a range of stakeholders (government, civil society, international organizations and others) focusing on current global themes in which ALE played an essential role. Recommendations were forwarded to the CONFINTEA VII Drafting Committee for consideration as new inputs for the Marrakech Framework for Action.

The objectives of the parallel workshops were to:

- highlight the key role that ALE could play in the context of the selected thematic focus in order to support sustainable development in general or a specific SDG;
- identify challenges/gaps affecting the selected thematic area from a policy and/or practice perspective;
- share good practices pertaining to the selected thematic area, at the national or local level;
- present lessons learned in terms of ALE policy and programmes;
- discuss solutions and develop recommendations addressing the identified gaps.

Day 1: 15 June 2022

1. ALE in education policies in relation to SDG 4 and lifelong learning (hybrid)

Organizer:

- Conference of Ministers of Education of French-speaking States and Governments (CONFEMEN)

Speakers:

- Mr Wendkouni Joël Lionel Bilgo, Minister of National Education, Literacy and the Promotion of National Languages, Burkina Faso
- Ms Mariatou Koné, Minister of National Education and Literacy, Côte d'Ivoire
- Ms Camélia Ntoutoume Leclercq, Minister of National Education, Head of Civic Training, Gabon
- Ms Louissette Thobi Etame, Secretary-General, Conference of Ministers for Youth and Sports of French-Speaking Countries (CONFEJES) (online)
- Ms Koumbou Boly Barry, Education Supervisor, Islamic World Educational, Scientific and Cultural Organization (ICESCO) (online)
- Ms Ramata Almamy Mbaye, Director of Social and Human Sciences, ICESCO (online)
- Ms Blandine Codjia Agossou, Project Manager, Gender and Education, Swiss Cooperation Office and Consular Agency in the Republic of Benin
- Mr Arnauld Gabriel Gbedolo Gbaguidi, Technical Adviser for Literacy, Ministry of Secondary Education, Technical Education and Professional Training, Republic of Benin
- Mr Abdessamih Mahmoud, Director, National Agency for the Fight Against Illiteracy (ANLCA), Kingdom of Morocco
- Ms Ndeye Name Diouf, Director, Literacy and National Languages, Republic of Senegal

Moderator:

- Mr Adama Ouane, former Administrator of the Organisation internationale de la Francophonie (OIF), former Director of UIL

The workshop discussed the main barriers to delivering quality ALE programmes within the African context, including a combination of the COVID-19 pandemic, stagnating illiteracy rates, a reduction in ALE investment, and the emergence of new jobs. Participants explored the extent to which ICTs could improve education systems in terms of knowledge, dissemination, access to information, and learning efficiency and quality.

It was noted that overcoming these barriers entailed the development of strategies to share experiences that would support a revised and holistic approach to ALE. Participants provided recommendations, such as:

- providing new learning methods;
- making provision for citizenship training to deal with conflicts;
- establishing cultural and social classes to promote civic values;
- revising curricula, establishing a culture of evaluation with the institutionalization of RAMAA, the action research approach to measuring learning outcomes, in order to improve the quality of related programmes;
- developing a strategy to share experiences;
- articulating literacy initiatives with professional training;
- creating digital libraries;
- revisiting paradigms with a view to transforming the form and content of programmes;
- incorporating a physical, mental and nutritional health dimension, i.e. by providing a guide to support psychological and social development.

2. Gender equality in and through adult learning and education (hybrid)

Organizer:

- UNESCO

Co-organizers:

- Forum for African Women Educationalists (FAWE) and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

Speakers:

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO
- Ms Darlene Clover, Professor, Leadership Studies, University of Victoria, Canada
- Ms Martha Muhwezi, Executive Director and Secretary to the FAWE Africa Board
- Ms Josefina Montalvo Muñoz, Institute of Adult Education, the United Mexican States
- Ms María Esther Hernández Pérez, student, entrepreneur and mentor, UN Women
- Mr Sardar Umar Alam, Head of the UNESCO Phnom Penh Office and UNESCO Representative to the Kingdom of Cambodia
- Ms Stellan Keihangwe Tumwebaze, Director, Literacy and Adult Basic Education (LABE), Republic of Uganda
- Mr James Ensor, Chief Executive Officer, BHP Foundation
- Ms Åsa Regnér, Deputy Executive Director for Policy, Programme, Civil Society and Intergovernmental Support, UN Women

Moderator:

- Ms Elspeth McOmish, Programme Specialist, Gender Equality Division at UNESCO

“ Gender equality is key for inclusive and transformative adult learning.

Åsa Regnér, Deputy Executive Director for Policy, Programme, Civil Society and Intergovernmental Support, UN Women

This workshop focused on the key role of ALE in addressing gender inequalities through learning and skills development, and the persistent challenges to achieving gender equity. It shed light on: the connections between SDG 4 and SDG 5, with a focus on non-formal education for young people and adults; good practices that are advancing gender equality in ALE policies and programmes; and the impact of gender-transformative ALE on individuals, communities and societies. While the recently launched *Fifth Global Report on Adult Learning and Education (GRALE 5)* showed that women’s participation in ALE had increased in recent years, there remained huge gaps with regards to the provision of literacy for women. Based on this finding, the workshop emphasized that transformative education must motivate and encourage women, for example by linking literacy efforts to skills development, entrepreneurship and the labour market. In many contexts, efforts to improve women’s access to ALE must include advocacy action vis-à-vis men, who can support women’s participation. Furthermore, actions must be comprehensive, holistic and intergenerational – bringing together education actors with health, protection and justice services. Increased public and private investment in gender-transformative ALE was needed in order to realize the potential of gender equality to boost societal and economic development.

It was noted that women often faced numerous challenges linked to gendered norms and values, including vulnerability to domestic violence and barriers to claiming their individual rights. Hence, there was a need to foster learning environments and networks that promoted gender equality, and to ensure that women's empowerment included families, communities, the private sector, local government and civil society organizations.

It is time for high-impact interventions to topple restrictive social and gender norms, attitudes and practices, discrimination and unequal power relations.

Stefania Giannini, Assistant Director-General for Education, UNESCO



Ms Elspeth McOmish, from UNESCO's Gender Equality Division, moderating the workshop on gender equality.

3. Leading ALE into a lifelong and life-wide perspective: Challenges and lessons for ALE's governance, redesign and financing (hybrid)

Organizer:

- The United Nations Educational, Scientific and Cultural Organization (UNESCO)

Speakers:

- Ms Marcela Browne, Education Coordinator, Fundación SES
- Ms Sara Ruto, Chief Administrative Secretary, Ministry of Education, Republic of Kenya
- Ms Philany Phissamay, Deputy Director-General of Non-Formal Education, Ministry of Education and Sports, Lao People's Democratic Republic
- Ms Merlin Tatrik, Head of Adult Education Policy, Ministry of Education and Research, Republic of Estonia

Moderator:

- Ms Paula Razquin, Programme Specialist, Section of Education Policy, Education Sector, UNESCO

This workshop discussed challenges and shared good practices on positioning ALE within broader frameworks of lifelong and lifewide learning ecosystems that aim to include all learners. Featuring insights from different world regions, it touched on issues political will, citing as an example Lao People's Democratic Republic's recent adoption of a national lifelong learning decree. The session also touched on the importance of local lifelong learning initiatives, highlighting the example of Estonia. An example of good practice from Kenya that fostered a positive approach to lifelong learning without stigma for adult learners was brought up, and the democratization of access to ALE through civil society in Argentina was discussed.

4. Lifelong learning for recovery and resilience: ALE for resilient responses to current and future challenges (online only)

Organizer:

- Organisation for Economic Co-operation and Development (OECD) Centre for Skills

Speakers:

- H.E. Mr João Costa, Minister of Education, Portugal
- Ms Gina Ebner, Secretary General, European Association for the Education of Adults (EAEA)
- Mr Michael Fung, Executive Director, Institute for the Future of Education/Tecnológico de Monterrey, the United Mexican States
- Ms El Iza Mohamedou, Head of the OECD Centre for Skills

Moderator:

- Ms Helke Seitz, Policy Analyst, OECD Centre for Skills

This workshop discussed the role of ALE programmes in overcoming challenging social and economic conditions, and in building resilience. Speakers agreed that Investment in LLL simultaneously constituted an investment in the upcoming generation: if adults/parents are more

qualified, their children will also be more qualified. According to the OECD Skills Outlook 2021 report, less educated adults were most likely to disengage with ALE.

Participants in the workshop agreed that transversal skills and stronger digital skills would make people more resilient in crises. These skills should therefore be included in adult education courses.

Furthermore, they agreed that learning opportunities at the community level were needed in order to support less educated adults in engaging with ALE.

Emphasis was placed on empowering learners by centring the learning process around them, and on providing community learning activities in flexible contexts and through a variety of pathways. The workshop further underlined the need to involve learners in the learning process in order to empower people and make their voices heard.

In many OECD countries, participants noted, non-formal adult education received little support; its status was thus quite unstable. Hence, participants underscored the importance – both for learner and employees – of promoting multiple learning pathways, certification (in cooperation with employers to ensure that certificates were recognized by the labour market), and a high level of flexibility (e.g. with regard to timing and learning modalities). It was agreed that a multistakeholder view was pivotal in order to advance ALE.



H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco, talking to Ms Stefania Giannini, Assistant Director-General for Education at UNESCO.

5. Literacy: A lever for citizenship (hybrid)

Organizer:

- National Agency for the Fight Against Illiteracy (ANLCA), Kingdom of Morocco

Speakers:


- H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco
- Ms Anna Robinson-Pant, Professor of Education at the School of Education and Lifelong Learning, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia, United Kingdom of Great Britain and Northern Ireland
- Mr Ahmed Abbadi, Secretary General of the Mohammadia League of Scholars
- Mr Hicham Khabbache, Professor of Cognitive Psychology, Director of the Lifelong Learning Observatory (UNESCO Chair for Lifelong Learning), Sidi Mohamed Ben Abdellah University, Kingdom of Morocco
- Mr Kang Dae Joong, President, National Institute for Lifelong Education, Republic of Korea
- Ms Geneviève Perreault, UNESCO Chair in Applied Research for Education in Prison, Deputy Directorate for Studies, Cégep Marie-Victorin, Montréal, Québec, Canada
- Mr Moulay Idriss Agoulmam, Director of Socio-Cultural Action and the Reintegration of Detainees, General Delegation of Prison and Reintegration Administration (DGAPR), Kingdom of Morocco
- Mr Ahmed Chaouqui Benyoub, Interministerial Delegate for Human Rights, Kingdom of Morocco
- H.E. Mr Ricardo Díez-Hochleitner Rodríguez, Ambassador of Spain to the Kingdom of Morocco

Moderator:

- Mr Mohammed Elmeski, Senior Education Adviser, Rabat, Kingdom of Morocco

This workshop looked at the connection between literacy and citizenship education, as well as literacy's crucial role in empowering citizens, developing their ability to acquire new skills and updated knowledge, and thus equipping them to be active citizens capable of coping with a fast-changing world. Participants underlined that education was a matter of citizenship and that everyone's rights were based on participation. Global citizenship education thus involved valuing Indigenous languages, knowledge, learning and literacies.

They observed that citizens with low literacy skills could not adequately participate in society. Critical literacy skills were deemed key to successful programmes focusing on literacy for citizenship, particularly to enhance digital literacies and digital citizenship.

 *Literacy is caught not taught.*

Anna Robinson-Pant, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East-Anglia (UK)

Emphasis was placed on: the need for cooperation and solidarity when organizing literacy programmes; the importance of demonstrating to learners the value of ethics and care, which would equip them to assume responsibility for our shared and common world; and the need to integrate knowledge related to humanity's common heritage into curricula. It was underlined that functional literacy skills for citizenship could be taught effectively through a 'real literacies' approach. Participants concurred that basic literacy, functional literacy, critical literacy and futures literacy (i.e. anticipating the future through literacy) were all foundations for the development of citizenship skills.

Day 2: 16 June 2022

6. ALE and decent work: Recognizing and developing skills for employability and decent work (online only)

Organizer:

- International Labour Organization (ILO)

Keynote speaker:

- Mr Srinivas B. Reddy, Chief of Skills and Employability Branch, ILO

Speakers:

- Ms Fjóla María Lárusdóttir, Research and Development Specialist, Education and Training Service Centre (ETSC), Republic of Iceland
- Mr Alan Ralphs, Independent Education Training Consultant, South Africa
- Mr Wisley João Pereira, Basic Education Manager, Social Service of Industry (SESI), Brazil
- Mr S. T. Pendi, Expert Policy Analyst, Directorate of Productivity Development, Directorate General for Vocational Training and Productivity Development, Ministry of Manpower, Republic of Indonesia
- Mr François Ravalison, Education, Skills and Employability Specialist, Centre national de recherche industrielle et technologique (CNRIT), Republic of Madagascar
- Mr Gabriel Luis Quisumbing, Deputy Director General for Communities and Local Government Unit Services (CLGUS), Office of the Deputy Director General for Communities and Local Government Unit Services (ODDG-CLGUS), Technical Education and Skills Development Authority (TESDA), Republic of the Philippines

Moderators:

- Mr Pedro Moreno Da Fonseca, Technical Specialist on Lifelong Learning, Skills and Employability Branch, ILO
- Ms Christine Hofmann, Skills and Employability Specialist, Skills and Employability Branch, ILO

The workshop focused on three key elements underpinning the link between ALE and decent work:

- the recognition and validation of skills;
- supporting and enabling individuals to develop their livelihoods and careers; and
- community based training.

While participants observed that the role of ALE providers in offering vocational education and training opportunities for employment was well known, the contribution of ALE providers to individuals' attainment of decent work required further attention and action at the national level. Exacerbated labour market volatility with more frequent transitions between jobs and industry sectors had increased individuals' demand for tailor-made career guidance aligned with systems for the recognition of prior learning. Related good practices were presented from Brazil, Iceland, the Philippines, Indonesia and Madagascar, showcasing how local communities were being encouraged and trained to assist in matching individuals' careers and livelihood needs/aspirations with the requirements and offerings of the labour market.

7. Community learning centres (CLCs) as key structures for adult learning and education: Preconditions and good practices (hybrid)

Organizer:

- Institute for International Cooperation of the Deutscher Volkshochschul-Verband (DVV International)

Co-organizer:

- ICAE and Georgian Adult Education Network (GAEN), Georgia

Speakers:

- Ms Sonja Belete, Former Regional Director, DVV International Regional Office of East Africa
- Mr Tumwesigye Everest, Administration Committee, Representative of the Permanent Secretary, Ministry of Gender, Labour and Social Development, Republic of Uganda
- Ms Nino Babalashvili, Director, GAEN
- Ms Punramol Sutthirit, Foreign Relations Officer, Division of Strategy and Planning, Office of Non-Formal and Informal Education (ONIE), Ministry of Education, Thailand
- Mr César R. Picón Espinoza, educator, professor, researcher, writer and socio-educational promoter, North American Academy of the Spanish Language (ANLE)
- Ms Julia von Westerholt, Director, German Adult Education Association (DVV), Germany

Moderators:

- Mr Christoph Jost, Director, DVV International
- Mr Uwe Gartenschlaeger, Deputy Director, DVV International

This workshop examined the existing governance mechanisms and funding models of community learning centres (CLCs). Conceptual issues were discussed, and best practices from selected countries, including Georgia, Germany, Peru, Thailand and Uganda, were presented. Participants highlighted that CLCs served as the hub and key entry point for the provision of lifelong learning opportunities and quality learning to people of all ages. It was noted that political will, governance structures and public funding were crucial in order to ensure that CLCs were fully functional and sustainable. Participants emphasized that CLCs reached learners from remote/marginalized communities and provided a wide range of localized skills and services pertaining to literacy, vocational training, health and other social services.

“ A robust recognition and validation system that aligns with the national qualification framework ensures the quality and sustainability of CLCs.

Ms Sonja Belete, Former Regional Director, DVV International Regional Office of East Africa

8. In substance and in spirit: Delivering the SDGs through adult learning in libraries (hybrid)

Organizer:

- International Federation of Library Associations and Institutions (IFLA)

Speakers:

- Ms Lara Pugh,
Project Leader, Wollongong City
Libraries, Wollongong City Council,
New South Wales, Australia
- Mr Zulkifli Amin,
Head of Adult Services, National Library
Board (NLB), Republic of Singapore
- Mr Miguel Ángel Rivera Donoso,
Prison Libraries Coordinator,
BiblioRedes Programme,
Ministry of Culture, Arts and Heritage,
Republic of Chile
- Ms Bernardita Simian Marín,
Reading Promotion Officer,
Ministry of Culture, Arts and Heritage,
Republic of Chile
- Ms Lisa Krolak,
Chief Librarian, UIL

Moderator:

- Mr Stephen Wyber,
Director, Policy and Advocacy, IFLA

It was observed that libraries enjoyed a long-established trust in their communities as sustainable and effective learning and meeting spaces for all age groups. Coupled with a mandate to reach out proactively to all members of societies, this made them key (potential) players in ensuring inclusion, leaving no one behind. It was furthermore ascertained that they offered an accessible and adaptable environment for diverse learning communities by sharing resources, staff expertise and platforms for community engagement.

It was agreed that, used strategically and working with diverse partners, libraries had the potential to play a particularly effective role in supporting national development efforts by providing literacy opportunities, community services and equitable access to information (including the possibility to apply and create information) in ways that responded to users' needs in achieving their educational, work and life goals.

It was furthermore noted that libraries were ideally placed not only to bridge digital divides in terms of connectivity, but also to offer the literacies and skills necessary to work in an information-rich environment, transforming lives and communities, and promoting active citizenship. Numerous examples, covering national, public, academic and prison libraries, highlighted what could be achieved through collaboration, and participants called for libraries to be placed at the heart of partnerships.

The workshop discussed the essential role of libraries in making lifelong learning a reality for all in a way that integrates effectively with other provision, thereby delivering on some of the key themes of the UN 2030 Agenda.

“ *Libraries have a unique role to play in supporting adult and lifelong learning for your city.*

Lara Pugh, Project Leader, Wollongong City Libraries, Wollongong City Council, New South Wales, Australia

Organizer:

- Southeast Asia Ministers of Education Organization (SEAMEO) Secretariat

Speakers:

- Mr Shigeru Aoyagi, Director, UNESCO Bangkok
- Mr David Atchoarena, Director, UIL
- H.E. Ms Leonor Magtolis Briones, Education Secretary, Department of Education, Republic of the Philippines
- H.E. Mr Nguyen Huu Do, Deputy Minister of Education and Training, Viet Nam
- H.E. Mr Armindo Maia, Minister of Education, Youth and Sport, the Democratic Republic of Timor-Leste
- H.E. Mr Ahmad Masrizal bin Muhammad, Deputy Minister of Higher Education, Malaysia
- H.E. Mr Hang Chuon Naron, Minister of Education, Youth and Sport; Vice-Chairperson of the Supreme National Economic Council (SNEC), Cambodia
- H.E. Ms Hajah Romaizah binti Haji Mohd Salleh, Minister of Education, Brunei, Darussalam
- H.E. Mr Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology, Indonesia
- H.E. Ms Phout Simmalavong, Minister of Education and Sports, Lao People's Democratic Republic
- H.E. Ms Treenuch Thienthong, Minister of Education, Thailand

Moderator:

- Ms Ethel Agnes Pascua-Valenzuela, Director, SEAMEO Secretariat

9. National policies on lifelong learning towards sustainability in Southeast Asia

(online only)

This workshop session underlined the importance of promoting a regional approach to lifelong learning by learning from each other's insights, policies, best practices and challenges in order to expand rich and diversified educational opportunities, and to develop sustainable human capital through continuous education.

“ Southeast Asia boasts diversity with regard to both its cultural and natural characteristics. Despite the unique challenges each country may be facing, all countries will be more successful through strong unity, commitment and collaboration to promote lifelong learning.

Mr Shigeru Aoyagi, Director, UNESCO Bangkok

The workshop brought together ministers/deputy ministers and high-level educational executives from eight Southeast Asian countries to present their national policies on lifelong learning. The presentations demonstrated these countries' strong political commitment and motivation to implement lifelong learning through policies, strategies, and adult and continued learning opportunities and projects at various levels. The workshop also reflected on a number of critical challenges faced by countries in implementing lifelong learning. One common challenge noted in many cases was

the lack of an appropriate framework and policy to provide recognition, validation, and accreditation to different learning initiatives and projects taking place in non-formal and informal contexts. A further noteworthy challenge identified in the course of the workshop was the need to ensure appropriate inter-ministerial, intersectoral communication with all stakeholders to promote lifelong learning across all levels and contexts.

The session concluded by highlighting the importance of national policy for lifelong learning, and emphasizing the need to: develop legal frameworks and lifelong learning strategies to earmark adequate budgets and ensure their equitable allocation; set up decentralized enabling mechanisms; and implement digital learning management systems offering accreditation and certificates. The concluding remarks pointed to the need to provide flexible lifelong learning pathways through national and regional qualification. The session's pivotal recommendation focused on the necessity of promoting regional unity, collaboration and commitment to lifelong learning in the culturally and demographically diverse Southeast Asian context.

10. The role of artificial intelligence in adult education

Organizer:

- Arab League Educational, Cultural and Scientific Organisation (ALECSO)

Speakers:

- Mr Mohamed Ould Amar, Director-General, ALECSO
- Mr Aboul Ella Hassanien, Professor of Information Technology and Chair of the Egyptian Scientific Research Group at Cairo University, Egypt
- Mr Mário Franco, Founder and Chairperson, Millennium@EDU SUSTAINABLE EDUCATION
- Mr Abderrahim Ghassoub, Head of Service, Digital Resources Validation, Ministry of Education, Kingdom of Morocco
- Mr Ahmed Tlili, Co-director of the OER Lab, Smart Institute of Beijing Normal University, People's Republic of China

Moderator:

- Mr Mohamed Jemni, Director, ICT Department, ALECSO

The workshop focused on the added value of artificial intelligence (AI) compared to traditional ICTs in the field of ALE. Participants agreed that it was crucial to educate adults to understand algorithms in order to enable them to participate in a data-driven society. They discussed the ways in which AI could improve ALE by:

- providing immediate support to adults in order to facilitate the learning process, particularly in online and distance education;
- automating basic activities in teaching and learning, ensuring that students receive additional support from AI tutors;

- implementing augmented reality (AR), virtual reality (VR) and EdTech learning platforms to facilitate advanced learning concepts and methods;
- better identifying the abilities and learning needs of adults, making it possible to recommend contextualized learning content and thus motivate adults to continue learning and remain engaged;
- increasing support by automatically monitoring learning outcomes and promoting more comprehensive evaluation systems.

The workshop concluded that AI could play a significant role in addressing the main challenges in ALE, among them time management for adults. AI could moreover help these learners manage competing priorities, as well as their mindset and cognitive ability (as older adults age, their cognitive abilities decline, making learning more challenging). It could also help to reduce financial barriers: adults need affordable learning solutions, and the emerging concept of ‘digital twinning’ would enable the development of virtual replicas of physical devices (e.g. shared blockchain databases/ledgers and the metaverse).

“ Adults need to know and understand the societal impact of AI, including ethical concerns and bias, among others.

Mr Ahmed Tlili, Co-director of the OER Lab, Smart Institute of Beijing Normal University, People’s Republic of China

11. Adult learning and education amidst global crises: The urgency of active citizenship education (hybrid)

Organizer:

- International Council for Adult Education (ICAE)

Co-organizers:

- European Association for the Education of Adults (EAEA)
- Arab House for Adult Education and Development (AHAED)
- Pamoja West Africa
- Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- Consejo de Educación Popular de América Latina y el Caribe (América Latina y el Caribe) (CEAAL)

Speakers:

- Ms Christy M. Rhodes, Director-at-Large, American Association for Adult and Continuing Education (AAACE); Board Member of the Coalition of Lifelong Learning Organizations (COLLO)
- Ms Carole Avande Houndjo, Coordinator, Pamoja West Africa; Vice President for Africa, ICAE
- Mr Ronald Cameron, Member of the Executive Committee, ICAE
- Ms Elsy Wakil, General Secretary, AHAED
- Ms Nélide Elcira Céspedes Rossel, Executive Council Member, ICAE; Honorary President, CEAAL

Moderators:

- Mr Jose Roberto Guevara, President, ICAE
- Ms Shermaine Barrett, President, Jamaican Council of Adult Education; Vice President for the Caribbean Region, ICAE

This workshop discussed current global flash-points that underscored the need for active citizenship education. It highlighted the significant contributions of social movements and civil society actors in combating all forms of inequalities across the social, economic, cultural, political and environmental arenas. It noted that active citizenship education recognized the need to respond to multiple crises (pandemics, conflicts, natural disasters, the climate crisis, etc.) by focusing on critical thinking and other human-centric, interpersonal skills. Participants underlined that, in order to inspire and stimulate individual citizenship action, curricula needed to be updated to encompass issues of epistemological justice, human rights, critical thinking, democratic values and other interpersonal values. Examples of good practice were presented, showing positive results of ALE with regard to active citizenship, such as REFLECT's contribution to combating electoral corruption in the Gambia and ensuring electoral participation in Benin. Participants also learned how Pamoja West Africa's adult education programmes had contributed to reducing conflicts between farmers and herders in Benin, Burkina Faso, Chad and Togo.

All participants in the workshop contributed by responding to questions addressed to them using the Mentimeter platform. They identified three global issues to which ALE must respond: the threats posed by the climate crisis, poverty and gender inequality; the need for active global citizens to possess critical thinking skills and remain engaged; and the importance of fostering popular education as an effective means of equipping learners with global citizenship skills.

Among other recommendations, participants requested that a commitment to improving active global citizenship should be inserted into the Marrakech Framework for Action.

12. A new window on health and well-being through adult learning and education (hybrid)

Organizer:

- World Health Organization (WHO)

Co-organizer:

- UNESCO

Speakers:

- Ms Shen-Hsing Annabel Chen, Director, Centre for Research and Development in Learning (CRADLE), Professor, School of Sciences, Nanyang Technological University, Singapore
- Dr Macarena Sánchez-Izquierdo, Department of Psychology, Universidad Pontificia Comillas, Kingdom of Spain
- Mr Hany Hachem, Research Assistant, School of Humanities, Education and Social Sciences, Örebro University, Kingdom of Sweden
- Ms Mariana Reis Santimaria, Professor and Coordinator, Vitalitá Centre for Ageing and Longevity, Pontifical Catholic University of Campinas, Brazil
- Mr Tonic Maruatona, Professor of Lifelong Learning and Community Development; Deputy Dean, Faculty of Education, University of Botswana, Botswana
- Ms Christine O'Kelly, Age Friendly Global Network Coordinator, Dublin City University, Ireland
- Mr Didier Jourdan, Chair Holder, UNESCO Chair, Global Health and Education (GHE); Head of the WHO Collaborating Centre for Research in Education and Health; Professor, Blaise Pascal University, France

Moderator:

- Mr Anshu Banerjee, Director, Department of Maternal, Newborn, Child and Adolescent Health and Ageing, WHO

Linking SDG 3 (health and well-being) with SDG 4 (education), this workshop underlined that education was a major determinant of healthy ageing, and that low health literacy among older people was associated with a range of negative outcomes.

It was noted that learning could help to prevent cognitive decline in older adults. Providing this group with learning opportunities could assist them in developing better cognition, well-being and resilience, keeping learners' minds sharp and helping to reduce stress. Lifelong learning was determined to play a key part in allowing adults to age gracefully.

Moreover, participants concurred that learning could promote the development and empowerment of older adults. It could also develop crucial health-related skills: both lifelong learning and health education were seen to encompass two important dimensions – health literacy, and citizenship for health, providing people with the knowledge, skills and capacities needed to participate actively as citizens in health-related decisions.

“ It is essential to promote a healthy learning pathway for all. The pathway serves as the mechanism and process through which lifelong learning policy is actualized.

Mr Didier Jourdan, UNESCO Chair, Global Health and Education (GHE); Head of the WHO Collaborating Centre for Research in Education and Health; Professor, Blaise Pascal University, France

13. Current challenges of educational governance: Innovate to protect and progress (hybrid)

Organizer:

- Organization of Ibero-American States for Education, Science and Culture (OEI)

Speakers:

- Mr Gonzalo Baroni, National Director of Education, Eastern Republic of Uruguay
- H.E. Ms María Brown Pérez, Minister of Education, Ecuador
- Mr Ignacio Vidaguren, Partner and Chief Operating Officer, Aleph Holding

Moderator:

- Mr Andrés Delich, Deputy Secretary General, OEI

This workshop focused on elements of effective governance in ALE. Positioning education as a universal and thus shared responsibility, it focused on effective, intersectoral, public-private alliances that required a strong governing body, the exchange of timely and transparent information, the pursuit of a common purpose, and community involvement. It was determined that the provision of spaces for dialogue among diverse stakeholder groups represented a powerful means of securing broad involvement and fostering joint efforts.

Evidence and data were deemed important for the design of effective public policy that responded to learner needs, including those of vulnerable groups, prisoners and people in rural areas. It was also considered crucial to assess the state of current learning provision and how LLL institutions operate. Furthermore, the importance of diversifying learning materials by offering materials in mother tongues in order to reach vulnerable groups was emphasized.

It was ascertained that even if digitalization occupied a significant space in people's everyday lives,

technology alone could not fulfil all education needs: teachers could not be replaced by machines. The presence of a teacher changed the way in which people learned; hence, investment in teacher training was crucial. Participants emphasized the need to take co-responsibility and form partnerships across sectors, including the private sector, academia, government agencies and civil society, in order to realize the right to education.

14. Learning cities: Territorial and African dynamics

Organizers:

- Directorate General of Territorial Communities (DGCL) and the National Agency for the Fight against Illiteracy (ANLCA)

Speakers:

- H.E. Ms Mariatou Koné, Minister of National Education and Literacy, Côte d'Ivoire
- H.E. Ms Camélia Ntoutoume Leclercq, Minister of National Education, Head of Civic Training, Gabon
- Mr Idowu Biao, Professor of Lifelong Learning, Department of Adult Education, University of Botswana, Gaborone, Botswana
- Mr Aboubakar Diaby, Vice Mayor, Bouaké, Côte d'Ivoire
- Mr Stanislas Bileba, Secretary-General of the Ministry of Social Action, Promotion of Literacy and Women, The Togolese Republic
- Mr Khalid Safir, Wali, Director-General of Territorial Communities, Ministry of the Interior, Kingdom of Morocco
- Mr Hamadjoulde Djidda, Mayor, Mayo-Baléo, The Republic of Cameroon
- Mr Achraf Berrazzouk, Deputy Mayor, Marrakech, and Minister of National Land Management, Urban Planning, Housing and Urban Policy, Kingdom of Morocco

- Mr Yacouba Abdoul Aziz, Secretary General, UNESCO National Commission of Cameroon for UNESCO

Moderator:

- Mr David Atchoarena, Director, UIL

In this workshop, *available to view online*, participants stressed the need for a holistic approach to lifelong learning, and the full involvement of local authorities in order to strengthen cooperation and partnerships between African learning cities, and to tackle key issues related to literacy, digital learning and climate change. Participants emphasized that community involvement was key to sustainable lifelong learning. The workshop concluded with the signing of a partnership agreement between the cities of Bouaké (Côte d'Ivoire) and Ifrane (Morocco) to establish literacy centres for women in the region.



H.E. Mr Hamadjoulde Djidda, Mayor of Mayo-Baléo, Republic of Cameroon, talking at the workshop on learning cities and African dynamics.

Day 3: 17 June 2022

15. Building a resilient learning city for a resilient society

Organizers:

- The United Nations Human Settlements Programme (UN-Habitat) and the National Institute for Lifelong Education (NILE)

Speakers:

- Ms Naomi Hoogervorst, Programme Officer, Planning, Finance and Economy Section Nairobi, UN-Habitat
- Ms Joy Mboya, Executive Director, The GoDown Arts Centre, Kenya
- Mr M.K. Mbugua, Transformation Project Coordinator, The GoDown Arts Centre, Kenya
- Ms Rehema Kabare, Volunteer, GoDown Arts Centre, HerCity HerStreets Project, Kenya
- Ms Hyeyoung Kim, Team Leader, Seoul Metropolitan Institute for Lifelong Education (SMILE), Republic of Korea
- Ms Hyejin Lee, Director, Lifelong Education Policy Division, Ministry of Education, Republic of Korea
- Ms Sara Hoeflich, Director of Learning, United Cities and Local Governments (UCLG)
- Mr Nam-Seok Ko, Mayor, Yeonsu, Republic of Korea

Moderator:

- Ms Raphaëlle Vignol, Programme Management Officer, Capacity Development, UN-Habitat

The workshop discussed ways of fostering multilevel governance arrangements for the development of learning cities, with the aim of achieving the goals laid down in the 2030 Agenda for Sustainable Development (particularly SDG 4 and SDG 11). Presentations focused on local experiences of establishing a learning city, and the ways in which lifelong learning can build capacities at the national and global levels in order to allow learning cities to realize their full potential. Contributions reflected a global perspective and covered issues such as inclusive urban planning in Kenya, and the multidimensional experience of learning city development in the Republic of Korea. The key message of the workshop was that a resilient society needed resilient cities – and a resilient city needed lifelong learning.

16. Connected higher education in crisis contexts through international partnerships and inclusion in national systems (online only)

Organizers:

- The United Nations High Commissioner for Refugees (UNHCR) and the Connected Learning in Crisis Consortium (CLCC)

Co-organizers:

- Borderless Higher Education for Refugees (BHER) Project and the CLCC Instructional Design for E-Learning working group

Speakers:

- Mr Mark Okello Oyat, Director, Dadaab Response Association (DRA)
- Mr Ochan Leomoi, Research Manager, DRA
- Ms Sahra Ismail, Co-director, DRA
- Mr Arte Saman Dagane, Finance Manager and Logistics Officer, DRA
- Mr Abdikadir Bare Abikar, Advocacy, Campaigns, Communications and Media Manager, DRA
- Mr Nouh Alhindawi, Director of Information Technology and E-Transformation, Ministry of Higher Education and Scientific Research, The Hashemite Kingdom of Jordan
- Mr Francis Randle, Connected Higher Education Specialist, UNHCR
- Ms HaEun Kim, BHER

Moderator:

- Mr Mohamed Duale, Research Coordinator, BHER

This workshop shared the results of a study conducted by Borderless Higher Education for Refugees (BHER), a collaborative project piloted in the Dadaab Refugee Complex in Kenya by the Dadaab Response Association (DRA), a community-based organization that looks to lead research initiatives in the Dadaab region. Based on the ongoing longitudinal impact study, the findings showed that 93.8 per cent of participants felt that the programme had helped them to develop the necessary skills to attain work; 82 per cent reported that their mental health/ personal outlook had improved after completing the course; 95 per cent reported that their families had become more supportive of education; and 77 per cent indicated that community involvement in education and social justice had been strengthened. Workshop discussions emphasized the need to focus on the strong holistic impact of connected learning on personal and regional development.

The workshop also explored how learners could be supported throughout post-secondary education by means of the digitalization process currently taking place in national systems of higher education. The higher education framework in Jordan was presented in more detail, alongside a summary of the steps taken to implement high-quality e-learning, as a tool to improve universities' competitiveness regarding educational innovation. In response to the challenges imposed on education by the COVID-19 pandemic, Jordan's Council of Higher Education had instigated measures to support and organize distance and online learning. The Ministry of Higher Education had also launched initiatives to support skills development and capacity-building among online teaching staff. In addition, the National Centre of E-learning and Open Educational Resources (OER) had been established through a range of partnerships and collaborations in order to create an interactive technological environment for universities in Jordan. Discussions stressed the significance of such partnerships, and the need to promote capacity-building workshops across universities in the country in order to develop high-quality, coordinated e-learning nationwide.

17. OER and lifelong learning: Current trends and future perspectives (online only)

Organizer:

- United Nations Educational, Scientific and Cultural Organization (UNESCO)

Speakers:

- Ms Marielza Oliveira, Director for Partnership and Operational Programme Monitoring, Communication and Information, Information for All Programme (IFAP) Secretariat, UNESCO
- Mr Gašper Hrastelj, Secretary-General, Slovenian National Commission for UNESCO
- Mr Neil Butcher, Director, Neil Butcher and Associates
- Mr Wayne Mackintosh, Managing Director, Open Education Resource (OER) Foundation, and UNESCO/International Council for Open and Distance Education (ICDE) Chair in OER
- Ms Lisa Petrides, CEO and Founder, Institute for the Study of Knowledge Management in Education (ISKME)

Moderator:

- Ms Zeynep Varoglu, Programme Specialist, Section for Universal Access to Information and Digital Inclusion, UNESCO

This workshop discussed the role of open educational resources (OER) in ALE. It was noted that OER provided opportunities to create and share knowledge, and enable inclusive and quality learning for all as laid down in the 2019 UNESCO Recommendation on OER. The COVID-19 pandemic had caused a paradigm shift as online and digital teaching and learning became the norm. There was thus a need to provide capacity-building in the use, creation and adaptation of OER, particularly among teachers. OER could provide opportunities to create dedicated, individual learning spaces and materials.

Participants emphasized that more needed to be done in order to facilitate agile solutions that promoted flexible, collaborative learning and relevant content.

The workshop concluded with a presentation of UNESCO's OER Dynamic Coalition, which had been established to support Member States' implementation of the 2019 Recommendation on OER.

18. Responding to the skills revolution: Development of skills through innovative instruments (online only)

Organizer:

- European Commission

Speakers:

- Ms Soon-Joo Gog, Chief Skills Officer and Chief Research Officer, SkillsFuture Singapore
- Ms Claire Field, Principal, Claire Field and Associates
- Ms Cristina Mereuta, Senior Human Capital Development Expert, Coordinator for Active Labour Market Policies, European Training Foundation (ETF)
- Ms Regin Singotani, Senior Policy Adviser EU Affairs at Dutch Ministry of Social Affairs and Employment, the Netherlands
- Mr Philippe Brivet, Director, Partnership Projects, Groupe Caisse des Dépôts

Moderator:

- Ms Klara Engels-Perenyi, Policy Officer, Skills Unit, European Commission

Participants further noted that successful approaches of this kind required financial and non-financial support, including guidance, information on quality training options, and user-friendly IT solutions.

Cooperations with social partners that ensured wider outreach and helped to diversify funding were similarly considered to be of crucial importance. It was ascertained that employers currently contributed the majority of funding to skills development for adults in most countries: in the Netherlands, for example, more than two million employees had been allocated funds for individual learning through private training budgets based on 159 collective labour agreements.

It was further noted that the provision of learning opportunities on a smaller scale could be supported by the introduction of national and international frameworks for microcredentials, as illustrated by the example of Australia, or by the Council of the EU's recommendation on microcredentials, adopted by 27 EU ministers on the eve of the present workshop session.

The presentations given during this workshop showcased a variety of approaches that had been implemented to respond to increased skills needs/emerging professional within society, including the use of Individual Learning Accounts (ILA). All of these approaches, participants observed, built on one of the conference's central themes: lifelong learning as an individual right. It was pointed out that a number of countries were already using ILAs, and that they were being promoted by the European Union through Council of the EU's Recommendation on ILAs.

19. Transformative ALE for inclusion, participation and sustainability

Organizer:

- Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Co-organizers:

- Arab Campaign for Education for All (ACEA), Latin American Campaign for the Right to Education (CLADE)

Speakers:

- Ms Nani Zulminarni, President, ASPBAE Executive Council
- Ms Cecilia V. Soriano, Regional Policy and Advocacy Coordinator, Asia Policy Advocacy and Campaigns, ASPBAE
- Ms Makiko Kondo, Vice-Chair, Development Education Association and Resource Center (DEAR)
- Ms Nelsy Lizarazo, General Coordinator, CLADE
- Mr Refaat Sabbah, President, Global Campaign for Education (GCE); General Secretary, ACEA
- Mr Ehsanur Rahman, former Executive Director, Dhaka Ahsania Mission; Executive Council Member, ASPBAE
- Ms Giovanna Modé, Policy Coordinator, CLADE
- Mr Zahi Azar, President, Arab Campaign for Education for All; Secretary-General, Arab Network for Popular Education (ANPE)

Moderator:

- Ms Maria Helen Dabu, Secretary-General, ASPBAE Secretariat

This workshop considered how ALE could be strengthened within public education systems in order to reach all learners and build stronger societies. To achieve this, participants underlined that governments should consider education as a fundamental right to be realized as part of a broader social contract. The value of ALE, they concluded, was to be measured not only through the skills it provided, but equally in terms of its ability to build social cohesion, civic participation, climate action and the pursuit of self-learning. Adequate funding for education was needed, which would entail countries establishing coherent strategies for the mobilization of internal and external resources.

20. Adult educators and literacy practitioners: Recasting the profession

Organizer:

- United Nations Educational, Scientific and Cultural Organization (UNESCO)

Speakers:

- Mr Timothy Ireland, Vice-President for Latin America, ICAE; UNESCO Chair in Youth and Adult Education, Federal University of Paraíba, Brazil
- Ms Katarina Popović, Secretary General, ICAE
- Mr Samba Diarry Ndiaye, Member of the National Technical Team, Validation of Acquired Experience (VAE), Ministry of Education, Senegal
- Mr Mohammed Bougroum, Implementation Project Coordinator, Institut de Formation aux Métiers de l'Alphabétisation (IFMA), Kingdom of Morocco

Moderator:

- Mr Carlos Vargas Tames, Chief of Section for Teacher Development, UNESCO; Head of the International Task Force on Teachers for Education 2030 (TTF) Secretariat

This workshop discussed useful frameworks for strengthening the professionalization of adult educators. Participants agreed that quality adult education depended on the professionalization/institutionalization of adult educators, who currently belonged to the precariat. Bridges between formal and non-formal education were needed to train adult educators. Furthermore, sincere political commitment and higher investment were required, and literacy and adult education/training should be a priority among Member States.

Curriculum GlobALE (a cross-cultural curriculum framework for training adult educators developed by UIL in collaboration with DVV International) indicates that a common ground should be established in training all adult educators, through values, competencies and common knowledge.

It was further noted that universities had an important role to play in the professionalization of adult educators by defining ALE and its impacts; giving visibility to ALE through research; and creating spaces that bring universities and the community together and allow students to work outside the university context.

Examples were presented, including RVA programmes in Senegal and measures to improve adult literacy programmes in Morocco.

Participants agreed that dialogue must take place prior to the development of policies on the professionalization of adult educators. To develop responsive policies, stakeholders should first take steps to consult and involve trainers. Moreover, dialogue/interaction between formal and non-formal teaching was needed.



Mr Carlos Vargas Tames, Chief of Section for Teacher Development at UNESCO, at the workshop on adult educators and literacy practitioners.



Part V: CONFERENCE OUTCOMES

Marrakech Framework for Action

Following a thorough process during which the Drafting Committee considered the amendments submitted by Member States during the conference, the draft Marrakech Framework for Action was presented by **Mr Daniel Baril, Chair of the UIL Governing Board**, and adopted by Member States by acclaim.

(The final version of the Marrakech Framework for Action is included in this document as *Appendix A*).

Oral report on CONFINTEA VII

The General Rapporteur of CONFINTEA VII, **Ms Cecilia Palm, Secretary-General of Folkuniversitetet, Sweden**, presented the oral report reflecting on the conference proceedings and summarizing the trends, opportunities and challenges discussed over the preceding three days. She emphasized that everyone had the right to pursue ALE without facing any form of stigma or discouragement, and that no one should be left behind. She further underscored that ALE must take account of gendered relationships between women and men in society. She reaffirmed that

CONFINTEA VII had underlined the urgency of forging a new social contract for education.

Pointing out that education and learning must underpin our ongoing transformative actions, Ms Palm stated that CONFINTEA VII represented a turning point for expanding perceptions of education within a lifelong perspective. This, she contended, was the message that must be taken forward to political leaders at the highest level: that ALE constituted an investment in people, the planet and prosperity, and was integral to the 2030 Agenda for Sustainable Development and beyond.

Closing of the conference

Closing remarks were made by **H.E. Mr Santiago Irazabal Mourão, President of the 41st session of the UNESCO General Conference** (see *Appendix G*).

The conference was officially closed following speeches from **Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco**, and **Ms Stefania Giannini, Assistant Director-General for Education at UNESCO**.

SOUS LE HAUT PATRONAGE DE SA MAJESTÉ LE ROI MOHAMMED VI

المملكة المغربية
الجمهورية المغربية
ROYAUME DU MAROC
ROYAUME DU MAROC



Ms Cecilia Palm, Secretary-General of Folkuniversitetet, Kingdom of Sweden, and General Rapporteur of CONFINTEA VII, presenting her oral report of the conference.

APPENDICES

Appendix A – Marrakech Framework for Action

Harnessing the transformational power of adult learning and education

Preamble

1. We, the representatives of 142 Member States of UNESCO, and representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies, youth and the private sector, have gathered in **Marrakech, Kingdom of Morocco**, and online, from **15 to 17 June 2022**, as participants in the Seventh International Conference on Adult Education (CONFINTEA VII). The conference takes place during a pandemic that has profoundly impacted education systems worldwide, including adult learning and education (ALE).

2. We gather to take stock of important challenges and progress made in ALE since CONFINTEA VI in

2009, and to establish a roadmap for the advancement of ALE over the next 12 years – towards 2030 and beyond.

3. We recall the **achievements of CONFINTEA VI**, including recognition in the 2009 Belém Framework for Action (BFA) of ALE as an essential element of the right to education, and its identification of five areas of action for ALE which remain relevant today: policy; governance; financing; participation, inclusion and equity; and quality. We also emphasize the value of UNESCO's *Global Report on Adult Learning and Education (GRALE)* which, mandated by the BFA in 2009, has regularly monitored developments in ALE.

4. Supported by data from GRALE, we reflect on **major global efforts in promoting ALE and lifelong learning since 2009**. These include the commitment of the international community to the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs), greater

recognition by the international community of the need to promote lifelong learning, as exemplified by SDG 4 ‘to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’, the report of the International Commission on the Futures of Education, improved global ALE monitoring through the five GRALEs, the Global Education Monitoring (GEM) Report and other initiatives, including the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) and steps taken towards the integration of ALE in the global education agenda and architecture. A rights-based approach should therefore guide the implementation of the Marrakech Framework.

5. We underline the long-term structural impact of the **COVID-19 pandemic** and its contrasting effects on ALE. The pandemic has drawn additional attention to the need for governments and communities to develop and implement strategies for the acquisition of knowledge, skills and competencies and learning policies that support youth and adults to cope with the effects of this crisis. We also emphasize the need to build strategies for reskilling and upskilling, which are necessary to meet the changing needs of societies and the world of work brought about especially by the green and digital transitions.

6. We recall the **2030 Agenda for Sustainable Development**, adopted by the United Nations (UN) General Assembly in 2015, and are committed to achieving the 17 SDGs. We recognize that lifelong learning is critical to all 17 goals and that, as a core dimension of lifelong learning, ALE is key to their achievement. We especially reaffirm our

commitment to SDG 4, through which Member States have committed to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. We recall the **Berlin Declaration on Education for Sustainable Development**, which reaffirms the importance of education for sustainable development, adopted in May 2021, and invite adult learners to help achieve its 16 recommendations. We also acknowledge the report from the International Commission on the Futures of Education (UNESCO, 2021), *Re-imagining our futures together: A new social contract for education*, which asserts the right to quality education throughout life and underlines the transformative power of education for building a sustainable future.

7. We strongly support the Commission’s call to ensure “gender equality and the rights of all” in and through adult learning and education, recognizing that gender norms can affect learners’ ability to engage effectively in education. Gender-transformative adult learning and education must be comprehensive, holistic and intergenerational, bringing together education actors with sectors such as health, protection and justice.

8. We uphold the **Recommendation on Adult Learning and Education (RALE)**, adopted by UNESCO’s General Conference in 2015, including its definition of ALE¹ and identification of three key fields of learning: literacy and basic skills; continuing education and vocational skills; and liberal, popular and community education and citizenship skills.

9. We reaffirm that **ALE is a key component of lifelong learning**,² noting that ALE policies and practices apply to a wide range of ages, education

1 Adult education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all youth and adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies. Adult learning and education involve sustained activities and processes of acquiring, recognizing, exchanging, and adapting capabilities. Given that the boundaries of youth and adulthood are shifting in most cultures, in this text the term “adult” denotes all those who engage in adult learning and education, even if they have not reached the legal age of maturity’. (Recommendation on Adult Learning and Education, 2015, p. 6)

2 ‘In essence, lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals.’ (Education 2030 Framework for Action, UNESCO 2015, p. 30, footnote 5)

levels, learning spaces and modalities, and recognizing that lifelong learning is the major engine of a learning society at different levels, involving individuals, families, organizations, workplaces, neighbourhoods, cities, and regions.

10. We strongly affirm education, including ALE, as a fundamental human right – a commitment which is critical in understanding and framing education as a public endeavour and a common good – as asserted by the International Commission on the Futures of Education.

11. We also recognize the continued, rich and diverse contributions of the **international ALE community**, including governmental and non-governmental stakeholders, for their contribution to the organization of CONFINTEA VII, including regional and sub-regional preparatory conferences, the outcome documents of which, alongside the BFA, the Suwon CONFINTEA VI mid-term review report, GRALE, RALE and UNESCO's Re-imagining our futures together report, have provided the basis for this framework for action.

12. At a time when societies are threatened by rising fanaticism and violent extremism, growing distrust in science and rising inequalities within and between countries, we reaffirm that ALE can constitute a powerful policy response to consolidate social cohesion, enhance socio-emotional skill development, secure peace, strengthen democracy, improve cultural understanding, eliminate all types of discrimination, and promote peaceful living together and active and global citizenship.

13. We commit to promoting the recommendations of this Marrakech Framework for Action as an integral part of the forthcoming Transforming Education Summit in September 2022. We recall the importance of this Framework, which will serve as a reference document for the Summit.

Principles and priority areas

14. Promoting ALE within a lifelong learning perspective: While recognizing that the priority areas of the Belém Framework for Action remain relevant, SDG 4 provides a unique opportunity to position ALE as a key component of lifelong learning, contributing to sustainable development and to the promise of peace that lies in UNESCO's constitution.

15. Building a new social contract: Inspired by the findings and proposals of Reimagining our futures together, ALE plays a key role in creating humanistic responses based on human rights, democratic societies, ethical principles, the mobilization of collective intelligence and an open dialogue informed by interdisciplinary knowledge.

16. In spite of remarkable progress during the past decades, including in women's literacy, many countries still struggle to reach adequate literacy levels, including digital literacy, and to bridge the considerable gender gap. In 2021, more than 770 million adults were lacking basic literacy skills, three out of five of whom were women (UIS). The benefits of literacy for individuals, families, communities, societies and the planet are well documented, and adult literacy must receive sufficient policy attention and financial support.

17. Unlocking the potential of adult learning and education for climate action: Climate change represents a huge threat for humanity as well as for other species. It prompts us to question current production and consumption patterns, invent new industries and accept moral responsibility for future generations, recognizing that caring for the planet must become a global imperative. Hence, climate education must be mainstreamed in lifelong learning systems. ALE must be part of this green transformation. It gives youth and adults an understanding of the issue, raises their awareness and equips them with the knowledge and agency needed to adapt to and counter climate change, and develop resilience and agency for transformation. ALE can play an important role in empowering adult and older citizens so

that they become role models for children and change agents at local, national and global levels. Community learning and citizenship education are key factors for sustainable development, including rural development, and to raise awareness of the impact of climate change. Furthermore, ALE institutions themselves can act as models for green transition in society by greening their curricula, facilities and management.

18. Promoting equal access of all learners, including older adults, to learning in digital environments: Technology is introducing important changes in the ways in which adults learn and are taught, as well as in the competencies and skills needed. It has become a powerful facilitator and a catalyst of individual learning. While technology can be a driver of progress in education, it can also create new barriers that make social or collective learning more challenging, widen existing social divides and create new ones. Equal access of all learners to learning in digital environments is a crucial prerequisite of dealing with these. This has implications for how adults engage as active members of society, and increases the importance of critical thinking, communication, empathy and social skills when navigating online environments to counteract mis- and disinformation. Building effective strategies, policies and instruments, bridging the digital divide, increasing access, addressing online power relations and preventing the abuse of technology are all critical in establishing the transformative and emancipatory power of ALE. Effective digital pedagogies also require new models of teaching and learning in face-to-face, distance and blended formats.

19. Preparing adults for the future of work: Demographic shifts, the fourth industrial revolution, globalization and climate change are deeply transforming the economy and the labour market. These transformations have major implications for the nature of work, employment structures, the content of jobs, and the competencies and skills required. The linear education-to-work transition that was the dominant pattern for decades is becoming less relevant as, increasingly, adults follow complex trajectories over their working life.

In this context, the task of ALE, through the shared responsibility of stakeholders, is to provide – in a flexible way – equitable acquisition of relevant knowledge, competencies and skills throughout the life course, including vocational guidance and other learning support to employment, decent work, career development and entrepreneurship. Demographic trends also indicate that the life expectancy of people across the globe continues to rise, contributing to the emergence of an ageing world. As, in an increasing number of countries, a large portion of the population will not be in work, the nature of ALE must be adapted, with more focus on preparing older adults for post-work activities, including to facilitate their continued meaningful contribution to societies and to place stronger emphasis on their well-being and enjoyment of all spheres of their lives. Moreover, the transformation of the economy required to achieve carbon neutrality and protect the environment will create an urgent need to reskill and upskill adults who are already in the labour market.

20. Creating a culture of lifelong learning: Lifelong learning will be key to addressing the challenges faced by humanity, from the climate crisis to technological and demographic change, in addition to those posed by the COVID-19 pandemic and the inequalities it has exacerbated. To achieve this, a holistic approach is needed, encompassing all types of ALE (formal, non-formal and informal), and all sectors and fields, various learning sites, including in-person as well as online and blended learning, and diverse learner groups. Thus, a learning environment needs to be created whereby inclusive and quality education and lifelong learning for young and old are established as a public endeavour that serves not only the world of work, but also individual wellbeing and the common good.

Action recommendations for transformative ALE

Establishing frameworks and governance arrangements

21. Recognizing the need for a renewed social contract for education, we invite UNESCO to initiate relevant expert consultations and intergovernmental

dialogue on ways to strengthen the existing human rights framework with regard to lifelong learning. This process should explore the most appropriate ways to translate the vision of a right to lifelong learning – with adult learning and education at its core – into reality, hence creating a culture of lifelong learning that is adapted to each Member State.

22. We recognize the value of multi-sectoral platforms to support the governance of ALE with all relevant and key actors, including in particular ministries, civil society organizations, youth, the private sector, universities and ALE providers. We also underline the importance of dialogue between workers and employers, and their organizational structures, which, in many countries, contributes to governance – particularly in terms of continuing professional development.

Redesigning systems for ALE

23. Recognizing the increasing diversity of ALE providers resulting from the emergence of complex learning ecosystems, we reiterate the need to strengthen the role of governments in establishing mechanisms and regulations and in allocating financial and human resources to support structures for ALE and to regulate, incentivize, stimulate, coordinate and monitor ALE as a public and common good within strengthened public education provision.

24. We recognize the importance of strengthening ALE at the local level, as a strategic dimension for planning, design and implementation for learning programmes, and for supporting and (co)funding training and learning initiatives such as community learning centres to be well-resourced with qualified adult educators. We recognize the diversity of learning spaces, such as those in technical and vocational education and training (TVET) and higher education institutions, libraries, museums, workplaces, public spaces, art and cultural institutions, sport and recreation, peer groups, families and others. This means reinforcing institutional capacities for promoting lifelong learning for all at the local level by, for example, encouraging learning city

development, as well as fostering the involvement of local stakeholders, including learners, community groups and institutions.

25. Furthermore, in keeping with our commitment to creating flexible learning pathways within and between types of work, we underscore the importance of recognition of prior learning as well as the validation and accreditation of non-formal and informal learning, wherever appropriate and relevant, to include all sections of the population – particularly disadvantaged and underrepresented groups such as people with disabilities – into open and flexible learning eco-systems. In this regard, specific attention should also be given to including indigenous communities in all education and lifelong learning processes. Establishing flexible learning pathways is key to allowing mobility between different programmes, levels of studies and sectors of employment, and for learners to choose their learning trajectories according to their talents and interests, taking advantage of the opening up of bridges across education sub-sectors and the labour market.

Ensuring quality of learning

26. We stress the key role of teachers and educators, including volunteer tutors and other professionals engaged in adult learning and education. We commit to implementing policies and strategies to upskill and further professionalize and specialize adult educators through pre-service, in-service and continuing training – in association with universities and research institutes – and by improving their working conditions, including their salaries, status and professional development trajectories. We further recognize ALE competency frameworks as strategic instruments for the professionalization of educators and the enhancement of their qualifications.

27. Emphasising the crucial role of face-to-face learning in ALE, we commit to promoting relevant, non-discriminatory and gender-responsive curricula and learning materials that will incorporate emerging fields of learning such as global

citizenship education, education for sustainable development, education for health and well-being, socio-emotional skills, transversal and critical-thinking skills, and digital skills.

28. To enhance the quality of ALE, we highlight the importance of conducting research and evaluation to guide policies and practice to further promote inclusion, quality and relevance. This should include participatory research aimed at supporting ALE programme designers, teachers and participants.

Increasing funding

29. We commit to increasing public funding and resource mobilization for ALE and to preventing regression in existing budget allocations. As a component of lifelong learning, ALE should be funded through the contribution of a wide diversity of stakeholders, various ministries, employers and other private actors, local governments and learners. Such funding formulae should combine regular budgetary commitments with other sources and mechanisms, including blended financing and targeted measures for women and learners from vulnerable or marginalized groups. We are determined to increase public spending on adult education in accordance with country contexts aimed at progressively meeting the international benchmarks of an allocation of at least 4–6% of GDP and/or at least 15–20% of total public expenditure to education.³

30. Considering the role that international cooperation plays in reaching an appropriate level of funding for ALE and bearing in mind the potential contribution of ALE to advancing all 17 SDGs, we call for a broadening of the scope of global mechanisms for financing development cooperation in education, so that they also support ALE. In line with the commitments we made to achieve SDG 4, we therefore call on existing global funds for education, specifically the Global Partnership for Education and Education Cannot Wait, to include ALE in the strategies,

priorities and financial support they provide to their partner countries. We commit to work towards filling the funding gap to meet the SDG 4 adult literacy targets and to integrate skills training through the fulfilment of existing commitments related to official development assistance (ODA), including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries.⁴

Promoting inclusion

31. We commit to placing diversity, including linguistic diversity, inclusion, accessibility and equity at the heart of our endeavours, recognizing them as priorities in increasing access to ALE among marginalized or disadvantaged individuals, and under-represented and vulnerable groups and communities. It is also imperative that the objectives of equity and inclusion be particularly mindful of the realities of, and responsibilities toward, Indigenous peoples. This commitment derives from the reaffirmation of education as a human right, which includes the right to participation as an enabler of empowerment and of active and global citizenship.

32. We commit to significantly increasing participation in both non-formal and formal ALE programmes, and encourage countries to set ambitious benchmarks for the participation of diverse groups of learners. To include vulnerable populations and adults currently unreached, we commit to promoting outreach and guidance systems to raise awareness of learning opportunities, expand participation and enhance learner motivation.

33. We reaffirm the importance of implementing reliable, valid, transparent and accessible gender-sensitive information systems for ALE, allowing the tracking of progress in participation and learner retention with a focus on under-served populations, as well as of facilitating the exchange of knowledge between government and non-governmental institutions, academia, civil society and Member States.

³ These commitments were already made at the World Education Forum in Incheon in 21 May 2015 and adopted by 184 UNESCO Member States on 4 November 2015 in Paris in a High-level Meeting.

⁴ This commitment was already made as part of SDG 17, target 17.2

34. We reaffirm the vision of literacy as a continuum of learning and competency levels as a foundation for adult learning and education. We commit to strengthen considerably our efforts to implement related policies accordingly and to meeting the SDG 4.6 targets. This involves establishing comprehensive and evidence-based gender-transformative, cross-sectoral and inclusive literacy policies and implementation strategies.

35. We recognize the workplace as an important learning site. Establishing a culture of lifelong learning at work is important to help workers to secure and maintain decent work, adapt to new job requirements, and achieve personal development and fulfilment. We also recognize that workplace learning must contribute to building more inclusive and just societies. ALE promotes efficiency, productivity and well-being at work, and we call upon employers to invest in ALE in the workplace.

36. Recognizing the urgency and centrality of climate action for sustainability, we commit to promote education for sustainable development and to advance awareness on the causes and effects of climate change, so that all youth and adults can better understand urgent sustainable development issues and act as empowered citizens, by adapting their consumption patterns and lifestyles, and engaging actively in democratic debates and initiatives to protect and preserve the environment.

37. Recognizing the powerful role technology plays in ALE, Member States commit to identifying ways to reduce the digital gap and to promote digital literacy and skills, as well as to formulating new directions for learning alliances building on UNESCO normative instruments that frame access to knowledge (the 2019 Recommendation on Open Educational Resources and the 2021 Recommendation on Open Science) and the use of AI (the 2021 Recommendation on the Ethics of AI) for learning. Hence, alongside promoting blended learning – which is an effective means of reaching out to marginalized people and communities most in need of ALE – we will also promote open education resources for the common and

public good, and address concerns over equity and inclusion, privacy and ethics in relation to the use of technology for learning.

38. Considering the impact of the COVID-19 pandemic, we assert the importance of learning for individual well-being and public health. We recognize the need to strengthen these dimensions in ALE policies and programmes at national and local level, harnessing the positive impact of ALE on health – including for older adults. Learning for health and well-being underlines the importance of connecting SDG 3 and SDG 4, and of mainstreaming ALE and health in multi-sectoral policies and programmes.

39. We further highlight the importance of active and global citizenship, and of media and information literacy, in tackling societal and development challenges. We therefore encourage initiatives to strengthen citizenship education for adults with the aim of developing learners' capacities to critically evaluate information, make informed decisions, develop agency, and contribute significantly to their local communities and public debate.

40. We commit to using the 2030 Agenda for Sustainable Development as a roadmap for the development of transversal skills, recognizing how this agenda brings cohesion and synergy to the multifaceted goals of ALE for the years to come. Quality education and lifelong learning are important mechanisms for implementing SDG 4 and are also prerequisites for poverty reduction (SDG 1), health and well-being (SDG 3), gender equality (SDG 5), reduced inequalities (SDG 10), gainful employment and decent jobs (SDG 8), inclusive, safe, resilient and sustainable cities (SDG 11), just, peaceful, inclusive, violence-free societies (SDG 16) and climate action (SDG 13). Furthermore, adult education is part of the right to education and crucial for the realization of all human rights.

International cooperation for enactment and monitoring

41. In enacting the commitments contained within this Framework for Action, and in order to continuously exchange knowledge and good practices, foster peer learning and contribute to institutional

capacity development, and in a spirit of international solidarity, we commit to further support and engage in international co-operation initiatives aimed at improving ALE and promoting lifelong learning.

42. We commit to paying specific attention to the following categories of Member State, which are facing particular challenges in achieving SDG 4 and other SDGs:

- conflict-affected Member States, considering their specific needs in terms of participation in ALE, including for refugees and displaced populations, and for capacity building;
- Small Island Developing States (SIDS), considering their structural vulnerability, exacerbated by climate change;
- African states, which face persistent education challenges and offer large opportunities for future development; and
- Least Developed Countries (LDC), which continue to merit special attention and targeted support.

43. We invite UNESCO, as the lead United Nations agency for education, to support implementation of this Framework for Action in cooperation with Member States, ensuring periodic reviews of progress made.

44. We commit to taking this Framework for Action forward through relevant mechanisms at the global, regional, national, sub-national and local levels, drawing on the global architecture of SDG 4, which includes mechanisms and platforms such as the Global Report on Adult Learning and Education (GRALE), the Global Alliance to Monitor Learning (GAML), the Global Alliance for Literacy (GAL), the Global Education Monitoring report (GEMR), the SDG 4 Education 2030 High-Level Steering Committee, the High-level Political Forum on Sustainable Development, the work of international partners – including non-governmental organizations – and country-level monitoring. We welcome the creation of the African Institute for Lifelong Learning, an initiative of the Kingdom of Morocco.

45. In the tradition of GRALE, we reiterate the need for reliable, valid, transparent and accessible information and gender-sensitive monitoring systems that can both produce relevant and accurate disaggregated data for monitoring periodically the enactment of this Framework for Action, and support digital platforms to facilitate the exchange of knowledge and best practices between Member States and other key ALE constituencies.

46. We call on UNESCO to coordinate, through the UNESCO Institute for Lifelong Learning, a monitoring process at the global level to report periodically on progress in ALE, through dedicated instruments, including a global report and a CONFINTEA VII mid-term review in 2028 to assess the progress made.

47. We also welcome the proposal of the Kingdom of Morocco to create a Post-CONFINTEA VII inter-ministerial commission, with a view to supporting the effective and participatory implementation of the recommendations of this Framework.

48. We therefore adopt the Marrakech Framework for Action to guide us in harnessing the transformational power of ALE within a lifelong learning perspective for a socially cohesive, fulfilling, inclusive and sustainable future for all.

Appendix B – Conference agenda



CONFINTEA VII

Seventh International Conference on Adult Education

15 to 17 June 2022, Marrakech, Kingdom of Morocco
Preliminary timetable of the hybrid conference



WEDNESDAY, 15 JUNE 2022

9:00–12:00	Registration
11:00–12:00	Lunch
12:00–13:00	<p>Opening</p> <ul style="list-style-type: none"> • Opening addresses <p>Plenary</p> <ul style="list-style-type: none"> • Conference objectives and procedures • Formal election procedures (Conference Bureau)
13:00–13:15	Break
13:15–14:45	<p>Plenary</p> <p>Panel 1: Ministerial panel</p> <ul style="list-style-type: none"> • Launch of the <i>Fifth Global Report on Adult Learning and Education: From Belém to Marrakech</i>
14:45–15:15	<p>Plenary</p> <ul style="list-style-type: none"> • Outcomes from the CSO, Youth and Private Sector Forums
15:15–15:30	Break
15:30–16:45	<p>Plenary</p> <p>Panel 2:</p> <ul style="list-style-type: none"> • Adult learning and education within the new social contract for education: Towards a right to lifelong learning
16:45–17:00	Break
17:00–18:15	Parallel workshops
20:30	Gala dinner

THURSDAY, 16 JUNE 2022

9:30–10:45	Parallel workshops
10:45–12:00	Lunch
12:00–13:15	Plenary Panel 3: <ul style="list-style-type: none">• Literacy – The foundation for lifelong learning
13:15–13:30	Break
13:30–14:45	Plenary Panel 4: <ul style="list-style-type: none">• Preparing adults for the future of work
14:45–15:00	Break
15:00–16:15	Plenary Panel 5: <ul style="list-style-type: none">• Adult learning and education in digital environments
16:15–16:30	Break
16:30–17:45	Parallel workshops
20:30	Dinner

FRIDAY, 17 JUNE 2022

9:30–10:45	Parallel workshops
12:30–13:30	Lunch
13:30–14:45	Plenary Panel 6: <ul style="list-style-type: none">• Adult learning and education for climate action
15:00–16:00	Plenary Conclusions and next steps <ul style="list-style-type: none">• Presentation and adoption of the Marrakech Framework for Action (MFA)• Oral report by the rapporteur• Implementation and monitoring of the MFA
16:00–16:15	Closing
19:00	Dinner

PARALLEL WORKSHOPS: WEDNESDAY, 15 JUNE 2022

17:00–18:15

Parallel workshops

- **ALE in education policies in relation to SDG 4 and lifelong learning** [Hybrid]
Organizer: Conférence des ministres de l'Éducation des États et Gouvernements de la francophonie (CONFEMEN)
Language: French — Room: Rabat
- **Gender equality in and through adult learning and education** [Hybrid]
Organizer: UNESCO
Co-organizers: Forum for African Women Educationalists (FAWE); UN Women
Interpretation: English, French and Spanish — Room: Marrakech
- **Leading ALE into a lifelong and life-wide perspective: Challenges and lessons for ALE's governance, redesign and financing** [Hybrid]
Organizer: UNESCO
Interpretation: English, French and Spanish — Room: Benguérir
- **Lifelong learning for recovery and resilience: ALE for resilient responses to current and future challenges** [Online]
Organizer: Organisation for Economic Co-operation and Development (OECD) Centre for Skills
Interpretation: English and French — Room: Connection pool (computer room with the possibility to connect virtually)
- **Literacy: A lever for citizenship** (17:00–19:00) [Hybrid]
Organizer: Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA), Morocco
Interpretation: English, French and Arabic — Room: Chefchaouen

PARALLEL WORKSHOPS: THURSDAY, 16 JUNE 2022

9:30–10:45

Parallel workshops

- **ALE and decent work: Recognizing and developing skills for employability and decent work** [Online]
Organizer: International Labour Organization (ILO)
Interpretation: English, French and Spanish — Room: Connection pool (computer room with the possibility to connect virtually)
- **Community learning centres (CLCs) as key structures for adult learning and education – Preconditions and good practices** [Hybrid]
Organizer: DVV International
Co-organizers: International Council for Adult Education (ICAE); Georgian Adult Education Network (GAEN)
Interpretation: English and French — Room: Rabat
- **In substance and in spirit: Delivering the SDGs through adult learning libraries** [Hybrid]
Organizer: International Federation of Library Associations and Institutions (IFLA)
Interpretation: English and French — Room: Marrakech
- **The role of artificial intelligence in adult education** [Hybrid]
Organizer: Arab League of Educational, Cultural and Scientific Organization (ALECSO)
Interpretation: English, French and Arabic — Room: Chefchaouen
- **National policies on lifelong learning towards sustainability in Southeast Asia** [Online]
Organizer: Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
Language: English — Room: Connection pool (computer room with the possibility to connect virtually)

PARALLEL WORKSHOPS: THURSDAY, 16 JUNE 2022

16:30–17:45 Parallel workshops

- **Adult learning and education amid global crises: The urgency for active citizenship education** [Hybrid]
Organizer: International Council for Adult Education (ICAE)
Co-organizers: European Association for the Education of Adults (EAEA); Arab House of Adult Education and Development (AHAED); Pamoja West Africa; Asia South Pacific Association for Basic and Adult Education (ASPBAE); Consejo de educación popular de América Latina y el Caribe (CEAAL)
Interpretation: English and French — Room: Rabat
- **A new window on health and well-being through adult learning and education (ALE)** [Hybrid]
Organizer: World Health Organization (WHO)
Co-organizer: UNESCO
Interpretation: English, French and Spanish — Room: Marrakech
- **Current challenges of educational governance: Innovate to protect and progress** [Hybrid]
Organizer: Organization of Ibero-American States for Education, Science and Culture (OEI)
Interpretation: English and Spanish — Room: Chefchaouen
- **Learning cities: Territorial and African dynamics** (16:30–19:00) [Hybrid]
Organizer: Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA), Morocco
Interpretation: English, French and Arabic — Room: Benguéir

PARALLEL WORKSHOPS: FRIDAY, 17 JUNE 2022

9:30–10:45

Parallel workshops

- **Building a resilient learning city for a resilient society** [Hybrid]
Organizer: UN-Habitat
Co-organizer: National Institute for Lifelong Education (NILE)
Interpretation: English, French and Spanish — Room: Rabat
- **Connected higher education in crisis contexts through international partnerships and inclusion in national systems** [Online]
Organizers: UN Refugee Agency (UNHCR);
Connected Learning in Crisis Consortium (CLCC)
Co-organizers: Borderless Higher Education for Refugees (BHER);
CLCC Instructional Design for E-Learning (IDEL) group
Interpretation: English, French and Arabic — Room: Connection pool (computer room with the possibility to connect virtually)
- **Responding to the skills revolution – Development of skills through innovative instruments** [Online]
Organizer: European Commission
Interpretation: English and French — Room: Connection pool (computer room with the possibility to connect virtually)
- **Transformative adult learning and education (ALE) for inclusion, participation and sustainability** [Hybrid]
Organizer: Asia South Pacific Association for Basic and Adult Education (ASPBAE)
Co-organizers: Advanced Continuing Education Association (ACEA); Campaña Latinoamericana por el Derecho a la Educación (CLADE)
Interpretation: English and Spanish — Room: Marrakech
- **Adult educators and literacy practitioners: Recasting the profession** [Hybrid]
Organizer: UNESCO
Interpretation: English and French — Room: Chefchaouen

PARALLEL WORKSHOPS: FRIDAY, 17 JUNE 2022

9:30–10:45

Parallel workshops

- **OER and Lifelong Learning:
Current trends and Future Perspectives [Online]**
Organizer: UNESCO
Language: English — Room: Connection pool
(computer room with the possibility to connect virtually)

For the full programme please visit:

[https://www.uil.unesco.org/en/
seventh-international-conference-adult-education/programme](https://www.uil.unesco.org/en/seventh-international-conference-adult-education/programme)



Appendix C – Annotated agenda

Adult learning and education for sustainable development: A transformative agenda

Shaping policy directions for ALE within a lifelong learning perspective

1. The 2030 Agenda for Sustainable Development builds on three core inter-related domains: economic growth, social inclusion and environmental protection, where progress depends on partnership (to share expertise) and peace (justice and strong institutions). These conditions demand individuals who live cooperatively with others, are flexible, who think critically, respect diversity, protect the environment, are responsible users and competent producers of digital and media information, and are actively involved in finding solutions to current and emerging challenges, both locally and globally. A rapidly developing world does not allow for learning to finish with the end of compulsory or higher education. It requires lifelong learning for all.

2. As a core component of lifelong learning, adult learning and education (ALE) comprises all forms of education and learning, ensuring that adults participate not only in the world of work, but in society as a whole.

3. The COVID-19 pandemic showed the importance of adult learning and education. Only if everybody – young and old – is able to learn can we solve global challenges together. Only if all of us have the chance to adapt to new developments and acquire the knowledge necessary to act jointly, will we be able to create fairer, more just and sustainable societies.

4. As we anticipate further challenges caused by the effects of climate change, demographic shifts and the growing influence of digital technologies in every aspect of our lives, it is critical that ALE as an integral part of lifelong learning moves further up the policy agenda. The seventh International Conference on Adult Education (CONFINTEA VII) will provide the perfect ground for this endeavour.

5. CONFINTEA VII will elaborate a set of recommendations for ALE's further development, which will constitute a new Framework for Action to guide policy and practice for the next 12 years.

Issues for discussion:

- Main challenges, achievements, emerging trends, innovations and good practices;
- Directions to shape policy for ALE within a lifelong learning perspective, in the framework of the 2030 Agenda and beyond.

Anticipated outcome:

- The Marrakech Framework for Action comprises strategies and recommendations to ensure stronger partnerships for and renewed action in ALE, in order to realize the 2030 Agenda for Sustainable Development and to shape adult learning and education in the future.

Adult learning, the new social contract for education and a right to lifelong learning

6. The world faces a dual challenge in education and learning. The first is realizing the unfulfilled commitments to ensure the right to quality education for every child, youth and adult. Despite progress in expanding educational opportunity over the past decades, vulnerable and excluded communities continue to be denied the right to quality educational opportunity. The fact that two out of five youth in low-income countries continue to have low literacy skills, despite decades of national and international development efforts, reflects the stubborn persistence of broader social and economic inequalities, recently exacerbated by the multifaceted impact of the COVID-19 pandemic.

7. The second challenge is to fully realize the transformational potential of education as a route for sustainable collective futures. Continued environmental destruction and climate change is putting the planet in peril while the accelerated technological transformation of the various dimensions of life needs to be better steered to ensure inclusive development and democratic participation. The shifts in the employment landscape resulting from

structural changes and digitalization are making the creation of decent human-centred work a central challenge.

8. It is by actively forging a new social contract that education can be renewed to ensure sustainable futures based on social, economic and environmental justice. The contours of this new social contract for education are framed by the contribution of ALE as a key component of lifelong learning, and its role in rebalancing our relationships with each other, with the planet and with technology.

Issues for discussion:

- Affirming the right to education throughout life;
- Establishing lifelong learning as a common good;
- Promoting a new social contract to advance sustainable futures for all learners.

Anticipated outcomes:

- Enhanced awareness of the role of lifelong learning in the context of the new social contract for education advocated by the International Commission on the Futures of Education;
- Identification of practical steps to affirm the right to education throughout life, and towards establishing education and lifelong learning as a common good;
- A better understanding of the vital contributions of ALE to lifelong learning and to the new social contract for education.

Literacy as the foundation for lifelong learning

9. Literacy is an integral part of education and the foundation of lifelong learning; it is also part of the 2030 Agenda for Sustainable Development as Sustainable Development Goal (SDG) Target 4.6. Yet, in 2019, more than 773 million youth and adults worldwide, around two-thirds of them women, still lacked basic literacy and numeracy skills. Moreover, there is also a growing concern about low or poor literacy and numeracy among students.

10. The UNESCO Institute for Statistics (UIS) estimated that, in 2021, 770 millions of adults aged 15

and over lacked basic literacy skills, three out of five being women. The COVID-19 crisis has worsened the situation, resulting in global discussions on learning loss and worsening learning poverty due to disrupted educational provision. Furthermore, despite the existence of an overall agreement on the importance of literacy, as well as the magnitude of the literacy challenge, financial investment for youth and adult literacy has consistently remained low and policy attention insufficient.

11. Building sustainable literacy delivery from a lifelong learning perspective requires a reconceptualization of literacy policies and strategies and a strengthening of effective governance. Research on youth and adult literacy needs to expand and diversify to improve understanding of the field, reinterpret literacy for the future, support meaningful learning and development of adults, enrich educators' repertoire and capacities, and design relevant learning materials and tools. To achieve this, cross-national, cross-disciplinary and cross-stakeholder partnerships and collaboration should be at the heart of new initiatives to facilitate comparative and diverse perspectives.

Issues for discussion:

- Implementing an expanded notion of literacy;
- Improving literacy policy and governance;
- Addressing literacy financing challenges;
- Strengthening research, evidence and data on literacy.

Anticipated outcomes:

- Assessment of progress in youth and adult literacy and of persisting challenges;
- Identification of areas for action in the next decade to promote youth and adult literacy for humanity and the planet.

Preparing adults for the future of work

12. In the context of rapid and broad labour market transformations, the workplace is increasingly becoming a learning place. New technologies, expanding informal economies, economic recessions and the resulting pressure on labour markets, the greening of economies and societies,

demographic shifts and external shocks (like the one caused by the COVID-19 pandemic) are transforming jobs and labour-market participation patterns.

13. New occupations emerge every day. It is increasingly difficult to imagine working in the same occupation throughout one's life. As such, lifelong learning is a condition that enables individuals to adapt to a changing labour market. Establishing a culture of lifelong learning is imperative in ensuring employability throughout the working life, protecting individuals from labour market exclusion and fragility, and in building more inclusive and just societies that promote personal fulfilment and development.

14. Establishing an entitlement to learning and skills throughout life is key to building such culture.

15. Legislations, policies and programmes for ALE, including through technical and vocational education and training (TVET), are therefore needed to provide opportunities for learning in the workplace, as well as ensuring the private sector's involvement in the recognition, validation and accreditation (RVA) of learning outcomes, including skills achieved through experience.

Issues for discussion:

- Establishing an entitlement to learning and skills throughout life;
- Building flexible lifelong learning pathways;
- Transforming and adapting TVET systems.

Anticipated outcomes:

- Better understanding of the consequences of labour market transformation for lifelong learning policy development and the factors affecting provision of youth and adult skills and learning;
- Identification of directions for strategies aimed at ensuring continued access to learning throughout the working life, with a particular attention to the most vulnerable groups.

Adult learning and education in digital environments

16. Technological progress is changing the way societies and economies work, with disruption to education and learning at all levels. Technology has become more powerful, more affordable and more widely used in education, work and our daily lives, leading to profound social changes. The widespread use of technology today, accelerated by COVID-19, heightens the importance of access to digital devices and the internet, and of acquiring the digital skills necessary to participate in society.

17. The extensive use of technology in all domains of life has also led to significant risks. These include mis- and dis-information, misuse of personal data, and the possible translation of the digital gap into a learning gap, leading to further inequalities. These developments reinforce the need for a stronger focus on digital skills for youth and adults, including older ones, and the fostering of citizenship skills.

18. The COVID-19 pandemic has proven a catalyst for ALE development, disrupting face-to-face provision of ALE and making online distance learning the default in many areas of ALE, from basic skills and literacy provision to higher education and workplace learning. Given the digital divide and educational inequalities, the right of youth and adults to education needs to be ensured by establishing lifelong learning as a common good.

19. The obligation of Member States to respect, protect and fulfil this right is paramount. While the private sector has innovated and contributed to expand participation in ALE, its leading role raises issues regarding equity but also content, including for the linguistic and cultural diversity.

Issues for discussion:

- Enabling equitable access to technology for educational opportunities;
- Enhancing quality of learning through technology;
- Redefining the roles of the private sector, grassroots organizations and open education solutions.

Anticipated outcomes:

- Enhanced understanding of the role of technology in fast-tracking access to ALE;
- Identification of ways to overcome the digital divide and promote digital skills;
- Directions formulated for new learning alliances that build on recent international normative instruments that frame access to knowledge, and the use of artificial intelligence (AI) and connectivity for learning.

Adult learning and education for climate action

20. The planet and its inhabitants are under increasing pressure: human-induced climate change, limited resources, rising temperatures and sea levels, climate-related poverty and environmentally unsustainable economic structures are just a few of the challenges governments and populations around the world face. While the threats are clear, human activity continues to produce greenhouse gas emissions at a record high, with no signs of slowing down. Fundamental transformations in all aspects of society are required to alter the course of these developments, including in terms of how we grow food, use land, produce and transport goods, and power our economies.

21. There is a growing call for education and learning to enable individuals, as agents of change, to acquire the knowledge, skills, values and attitudes that will lead to the 'green transition' of our societies, as called for in the 'Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)' framework, enshrined in SDG Target 4.7, and, indeed, across the 2030 Agenda.

22. Education for sustainable development is key to reversing current trends and achieving sustainable consumption and production; ALE must be part of this green transformation, which will also benefit those who are already affected by climate change in their everyday lives. It gives youth, adults and older people an understanding of the issues, raises their awareness, and equips them with the knowledge and agency needed.

23. Hence, ALE can play an important role in empowering youth and adults to address challenges within the framework of broader developments, including social movements at local, national and global levels.

Issues for discussion:

- Promoting active citizenship for climate awareness and empowerment;
- Reducing the vulnerability of disadvantaged groups;
- Fostering resilience and adaptability.

Anticipated outcomes:

- Recognition of new ways of fostering skills and knowledge for climate action and resilience across societies;
- Directions identified to mainstream ALE interventions in mitigation and adaptation policies to reduce vulnerability to climate change impacts and build resilience at individual and collective levels.

Appendix D – Opening addresses

Opening address by

Ms Audrey Azoulay,
Director-General, UNESCO

15 June 2022

Ministers, Excellencies,
Dear Friends,

‘Everyone has the right to education’, as Article 26 of the Universal Declaration of Human Rights reminds us. Yes, education is a universal right.

That is, it is the right accorded to each and every one of us, regardless of where we come from.

But this also means that it is the right of people at all stages of life.

Because education does not stop at the school door or once we complete our studies: it is a permanent learning process.

Building a culture of lifelong learning is not limited to responding to this call for a fundamental right.

It is also about enabling us, collectively and individually, to prepare ourselves to face the major transitions of our times, be they economic, energy-related, part of the green transition, or digital.

Today, close to half of the world’s adults lack numeracy skills; we cannot leave them behind.

I am also thinking of all those men and, especially, women whose right to education has not been guaranteed since childhood; those 770 million adults who can neither read nor write, and of whom two-thirds are women.

Adult education is thus an essential lever if we are to advance, together, towards achieving the Sustainable Development Goals, the green transition without which our societies will be stymied.

We must take action now to manage and prepare ourselves for all of these transitions, in the knowledge that if we fail to prepare ourselves, our entire social fabric will be at risk, and this in turn will jeopardize our ability to move forward together.

UNESCO’s *Fifth Global Report on Adult Learning and Education*, published today on the occasion of this conference, demonstrates the progress achieved to date based on data submitted by some 160 countries.

Since 2018, half of these countries have made progress with regard to participation in adult learning and education, and women have been the primary beneficiaries.

However, our report also underlines that the populations that need learning most – Indigenous people, migrants, older people or those with disabilities – are, all too often, being denied learning opportunities.

Almost two-thirds of participating countries reported no progress with respect to these most vulnerable populations.

And a decline affecting rural populations and older people can be observed in almost a quarter of these countries.

This is the conclusion drawn by the report; but it also proposes solutions.

Among others, to increase and improve investments in adult education, to assess people’s needs in order to adapt our public policies, or to intensify efforts to support these most vulnerable populations.

Excellencies, Ladies and Gentlemen,

The aim of the present conferences, embedded in a long tradition dating back to 1949, is to bring the international community together to further the right to education among adults.

Time and again, over the course of the conference’s long history, great progress has been made

collectively: specifically, I am thinking of the Belém Framework for Action that, in 2009, called for more ambitious and, above all, more inclusive adult education policies.

It is up to us to continue this endeavour if we are to succeed in building this new social contract for education as aspired to and outlined in our report on the Futures of Education – and that, fittingly, places an emphasis on lifelong learning.

It is in this spirit that you will, I hope, adopt a framework for action that will shape adult education for the next 12 years.

By so doing, you will be participating in the major movement to transform education that encompasses the Transforming Education Summit, convened by the Secretary-General of the United Nations, António Guterres, with guidelines and content prepared by UNESCO.

I would like to conclude, then, by thanking the Kingdom of Morocco, which, by hosting this major conference, has once again proved its commitment to education, and its commitment to UNESCO.

Thank you.

**Opening address by
Mr Qu Dongyu, Director-General, Food and
Agricultural Organization (FAO)**

Excellencies,
Ladies and Gentlemen,

Education is a lifelong journey. It is the key to better understanding the challenges we face, and to being able to address them effectively.

These challenges include the need to transform agri-food systems, and to address the issues that are at the heart of the technical, economic, cultural and ecological vitality of rural farmers and communities.

Today, in spite of rapid urbanization, three billion people – or sixty per cent of the population in developing nations, which amounts to half of the population of the world – live in rural areas.

In these areas, adult illiteracy and gender inequality are disproportionately high.

Quality education is an important part of the 2030 Agenda and its sustainable goals, particularly SDG 4. To achieve quality education at scale, we need to focus on rural populations, for both children and adults.

Over the past 20 years, FAO has developed a strong and fruitful collaboration with the UNESCO Institute for Lifelong Learning. We successfully set up the Flagship programme on Education for Rural People combining assets, knowledge and expertise from both education and culture.

Through this training programme, the FAO-UNESCO partnership is helping to accelerate the transformation to more efficient, more inclusive, more resilient and more sustainable agri-food systems, for better production, better nutrition, a better environment and a better life for all, leaving no one behind. These are the opportunities at the core of FAO's Strategic Framework 2022 to 2031.

Dear colleagues, adult learning can help agri-food systems transform. The FAO-UNESCO partnership helps students and local businesses by facilitating the important linkage between education and rural employment. Support is also provided through our educational information-sharing tools such as the Farmer Field Schools in rural areas.

The inclusion of women, youth, rural farmers and marginalized groups must be a priority. FAO will continue to work closely with UNESCO, UNICEF and other UN entities on Action Track 1 of the upcoming Transforming Education Summit in New York, focusing on inclusive, equitable, safe and healthy schools.

The discussions and outcomes of this conference will provide innovative ideas and create even more

opportunities for further collaboration. We need to continue working together in an efficient, effective and coherent manner to achieve the 2030 Agenda, addressing inequality and ensuring a better future for all.

This journey must start with quality and vocational education for farmers.

Thank you.

Opening address by

H.E. Mr Victor Godoy Veiga, Minister of Education of the Federative Republic of Brazil

I greet the authorities present here, especially His Majesty King Mohammed VI of Morocco and the assembled UNESCO representatives. It is with great pleasure that, following CONFINTEA VI, which was held in Belém in northernmost Brazil, I pronounce these opening words on adult education. First of all, I note that education is a form of access to citizenship, and thus a legitimate right of the individual and an obligation of the state. In addition to teaching literacy, education must offer young people and adults the opportunity to develop skills that are useful, socially and professionally.

Since the last CONFINTEA in December 2009, the global situation has changed significantly. The Belém Framework for Action encouraged us to reinforce public policies aimed at adult education, increase funding in this area, and strengthen partnerships. As a consequence of the COVID-19 pandemic and in addition to the challenges we faced previously, there is a need to create and innovate in order to overcome the obstacles that directly affect education. Although the consequences of the current situation will inevitably have educational impacts over the next few years, causing serious learning gaps, guaranteeing the right to education must be a priority of the state and also of society. The challenges are tremendous, and depend on the cooperation capacity of the key actors involved in order to coordinate short, medium and long-term

strategies that progressively promote equitable education with more quality for all.

When we refer to adult education, there is consensus that it is a teaching modality of extreme social relevance that has been enshrined as a fundamental right in Brazil. It is foreseen in the federal constitution of 1988 and in the Law of Directives and Bases of National Education (LDB). It is widely known that adult learners comprise people who did not have the opportunity to attend basic education in childhood and adolescence, and who are interested in joining the job market, even informally, or who are unemployed. When they return to school, they demand a different curriculum that meets both basic education and professional training needs for the business world. It is up to us to rise to the challenge of making adult education more attractive to young, adult and older audiences. There is a need to reorient education offerings and link them to professional education. It is also necessary that we overcome the challenge of monitoring performance, with the aim of improving course completion rates, as well as encouraging their continuity. Given this situation, the Ministry of Education of Brazil has developed actions and is working to reinforce existing programmes so that it may continue to guarantee quality at all levels and in all modalities of education.

For example, as of September 2021, the Integrated Adult Education Programme – EJA has contributed to the reorientation of adult education offerings through a partnership with the federal professional, scientific and technological education network for the development of actions integrated into TVET. Moreover, the National Youth Inclusion Programme – PROJOVEM, has been established, aimed at young people aged between 8 and 29 years old who, for whatever reason, have not been able to complete schooling at the usual age. The programme aims to reintegrate them into the formal educational process, increase their schooling, and promote their citizenship and professional qualifications. In this way, the Ministry has been working to manage and strengthen education in order to train people for the job market and qualify them for the workforce

in areas going far beyond literacy. Looking forward to a fruitful exchange of experiences at this meeting, I wish those present all the best with their terrific work!

**Opening address by
H.E. Ms Sahle-Work Zewde, President of the
Federal Democratic Republic of Ethiopia,
Chair of the International Commission on the
Futures of Education**

Excellencies, Honourable, Delegates,
Ladies and Gentlemen,

In recent weeks, I have sent video messages to various conferences taking place across different continents.

I had decided, upon receiving the invitation from my friend, the Director-General, to participate in person in this seventh iteration of the International Conference on Adult Education. It would have taken far less to persuade me to revisit the magical city of Marrakech, but my intentions were to be thwarted by the invisible enemy that has been destabilizing us for some years now.

I will be represented by H.E. the Ambassador, Mr António Novóá, an eminent member of our Commission who headed the research and drafting committee for our report. We will have the opportunity to hear him speak during the panel session.

I wanted to be here with you because this is the place we must be in order to defend education for people of all ages, whose aim is to mobilize the International Conference on Adult Education and inform public policy.

Because it is time to develop a new culture of life-long learning so that we can make social inclusion a reality for all. Adult learning and education is a key element of our collective commitment to ensure the right of education for all.

Adult learning and education is part of the 2030 commitment to ‘ensure equitable and inclusive quality education and promote lifelong learning opportunities for all’.

This commitment is not new. It was integral to the Jomtien Declaration on Education for All in 1990 when the international community committed to meeting the basic learning needs of every child, youth and adult.

And yet, despite these repeated commitments, we continue to see the exclusion of all too many from educational opportunities. Over 250 million children are out of school. In lower middle-income countries, one in four adults is illiterate.

And in low-income countries, more than two out of five women are illiterate. This situation is unacceptable in 2022.

It is unacceptable in the digital age, when information and knowledge are available to all. We can and must do better.

But more of the same type of education provision is not good enough. We need to transform our education systems.

We urgently need a fundamental rethink of our education systems, and of our educational approaches and models.

This was the specific mandate of the International Commission on the Futures of Education that I have had the honour of chairing over the past two years. The report of our Commission calls for a new social contract for education:

A new social contract for education that can repair past injustices and shape more just and sustainable futures.

In forging a new social contract for education, we need a systemic, cross-sectoral and whole-of-government approach.

In fact, we need a whole-of-society approach. The diverse range of stakeholders involved in adult learning and education – both governmental and non-governmental – must actively contribute to reimagining our education systems. This implies participation in policy dialogue and formulation, in provision, and in public accountability.

This cannot be done without due recognition of the range of institutions and organizations committed to adult learning and education. It is together that we must forge a new social contract for education for more just and sustainable futures.

I wish you all a very successful conference.

The right to education throughout life is a collective responsibility. A failure to deliver on this would be our collective failure.

This is the spirit of the call by the Secretary-General of the United Nations, António Guterres, in his report, *Our Common Agenda*. We must reimagine education and our shared futures together.



Signing ceremony creating the African Institute for Lifelong Learning.

Appendix E– Royal message

His Majesty King Mohammed VI's message to participants

The royal message, the full text of which appears below, was read to delegates by the Prime Minister of the Kingdom of Morocco, H.E. Mr Aziz Akhannouch

May peace and blessings be upon the Prophet,
His Kith and Kin

Your Excellencies, Ladies and Gentlemen,

First of all, I should like to say how proud we are that the Seventh International Conference on Adult Education (CONFINTEA VII), which is convened under the auspices of the United Nations Educational, Scientific and Cultural Organization – UNESCO – is taking place in the Kingdom of Morocco. This is the first time an Arab or African country has been given such an honor.

I should like to welcome the eminent figures, government officials, representatives of international organizations and institutions, experts and specialists taking part in this important conference and to say how much I appreciate their tireless efforts, each in their field of competence, to promote and develop adult learning and education.

I would like to take this opportunity to commend the special partnership and cooperation that have always existed between the Kingdom of Morocco and UNESCO. We are keen to deepen and strengthen those relations to cover various scientific, educational and cultural domains.

The convening of this conference, to which I have granted my high patronage to show the great importance I attach to this sector, and the theme chosen for this year's conference, *Adult learning and education for sustainable development – A transformative agenda*, surely constitute a special moment for reflection, examination and exchange of views on a vast gamut of related issues.

This is also an opportunity to assess our countries' achievements in this field and explore the most appropriate ways to formulate effective policies for adult learning and education, in light of the concept of lifelong learning, and thus contribute to meeting the 2030 Agenda for Sustainable Development.

Given the rapid changes affecting the world, it has become necessary today to give adults lifelong opportunities to acquire new skills that effectively empower them to improve their living and health conditions, and thus enjoy decent lives.

Your Excellencies, Ladies and Gentlemen,

I believe the convening of this international conference in the Kingdom of Morocco supports the efforts my country has been making to provide quality lifelong education for all Moroccan children, starting with primary education.

The latter is a pillar of lifelong learning and is a key entry point for achieving excellence in the field of education and training.

In this regard, the Kingdom of Morocco attaches special importance to the education of youth, providing them with a vast gamut of learning opportunities that guarantee their right to acquire the qualifications they need for economic integration, and to gain the knowledge and skills required for social advancement. This protects them from the scourge of ignorance and poverty, as well as from any inclination towards extremism or reclusiveness.

The Kingdom has also sought to step up efforts to promote vocational training opportunities for young people and adopt training modules in various areas of specialization. The aim is to meet the needs of the public and private sectors, while keeping abreast of progress in science and knowledge acquisition in general. Changes in society and in professions and trades should also be taken into account, thus giving youth better opportunities for professional integration.

Furthermore, and in order to enable young people to continue to learn and to benefit from training

for longer periods of time, especially for those who drop out of school, the initiative entitled Second Chance Schools – New Generation for Education and Rehabilitation has been launched. The initiative combines school and workplace experience to support and accompany every young man or woman's individual professional project.

The national program for the promotion of literacy falls within the same context. Targeting a broad category of citizens – male and female alike – the program seeks to do more than just teaching people to read and write. It aims to facilitate the integration of target groups into the labour market through training courses that enable beneficiaries to hone their skills in certain trades and ensure capacity building in setting up cooperatives and developing income-generating projects.

The Kingdom of Morocco also seeks to facilitate women's access to education and ensure their economic empowerment for life, so they may contribute effectively to development, increase their capabilities and achieve their personal ambitions.

Your Excellencies, Ladies and Gentlemen,

By hosting this international conference, the Kingdom of Morocco confirms its active involvement in the actual implementation of the principle of lifelong learning. This goal was given concrete substance on the ground when the cities of Chefchaouen and Benguerir joined the UNESCO Global Network of Learning Cities, and when Morocco was granted a UNESCO Chair thanks to the establishment of an observatory of lifelong learning. This was also in recognition of its contribution to the preparation of mechanisms for monitoring and evaluating learning abilities, in partnership with the UNESCO Institute for Lifelong Learning.

Furthermore, there is remarkable vibrancy in the Kingdom of Morocco thanks to the cooperation and concerted efforts of all stakeholders, including the public and private sectors, universities, local governments, civil society organizations and international partners. All actors seek to ensure the implementation of policies and programs for adult learners.

In this regard, I have always sought to make sure quality education is provided to all Moroccans, from all social backgrounds and age brackets – an education that enables them to be part of the knowledge and communication-based world, that prepares them properly for professional life, and that contributes to individual and collective advancement.

It should be pointed out, in this regard, that the New Development Model adopted by my country has created strong momentum and given a fresh start to this sector. The model seeks to pave the way for an educational revival with a view to guaranteeing and strengthening the human capital that will drive development, while opening up promising prospects for the future.

The achievement of these goals requires awareness of the increasingly important status of science and knowledge, which are key determinants of development and economic growth in an age characterized by rapid technological transformations. This requires a proper command of new and ever-changing skills and qualifications. Our efforts in this regard are enhanced by making civic education and values a core element of the Moroccan educational project, by consolidating the mechanisms relating to education, training, integration, and funding of activities for women, and by strengthening pathways leading to lifelong education and training in order to enhance the skills and capabilities of every Moroccan citizen.

Your Excellencies, Ladies and Gentlemen,

This Seventh International Conference provides a precious opportunity to promote dialogue and discuss challenges relating to the future of adult learning and education.

It is our distinct pleasure to propose, for this session, the adoption of a new framework – the Marrakech Framework for Action – named after the city hosting your conference. This Framework should provide guidance for adult learning and education into the next decade. It should serve as a reference document and roadmap for the coming 12 years, putting adult learners at the heart of education

policies and enshrining the principle of lifelong learning as a key lever for the accelerated achievement of the Sustainable Development Goals.

Conscious of the need to strengthen and coordinate follow-up to the implementation of the Marrakech Framework for Action directives, and in order to keep up the momentum created by this international conference, the Kingdom of Morocco proposes the setting up of a post-CONFINTEA VII ministerial committee. It would meet once a year and make sure all the recommendations made by the conference are actually implemented, especially at the regional level.

In line with that vision and that approach, and to further enhance Morocco's commitment in the area of lifelong learning, my country also proposes the launching of an African initiative to strengthen South-South coordination and cooperation in the field of adult learning and lifelong education, in the form of an African Institute for Lifelong Learning.

This institute would serve as a regional capacity-building center for regional stakeholders, institutions and organizations operating in the field of lifelong learning. It would facilitate the exchange of success stories as well as the sharing

of knowledge and experiences in the field of adult learning and education, especially at the level of African learning cities, and the promotion, through them, of cooperation relations with similar cities around the world.

The institute would also work with local stakeholders, including political decision-makers, professionals, heads of NGOs and researchers in order to evaluate public policies in the area of lifelong learning at a continental level, building on an approach that puts learners and trainers – male and female alike – at the centre of its priorities.

I am convinced this conference will provide a precious opportunity to discuss best practices, devise new, realistic solutions and approaches, and make proposals and recommendations that will contribute to improving the future of adult learning and education and guarantee the right to lifelong learning for all.

Once again, welcome to your home away from home. I wish your conference every success.

Thank you.

Assalamu alaikum warahmatullah wabarakatuh.

Appendix F – Oral Report of the General Rapporteur

Report by
the General Rapporteur of CONFINTEA VII
Cecilia Palm, Secretary-General of
Folkuniversitetet, Kingdom of Sweden

Sweden 17 June 2022

Good afternoon, delegates and all conference participants.

I am honoured, as the General Rapporteur, to present my Oral Report of CONFINTEA VII – the Seventh International Conference on Adult Education – held in Marrakech, Morocco from 15 to 17 June 2022 under the High Patronage of His Majesty King Mohammed VI.

Representatives from 142 Member States and Associate Member States, including 49 ministers and vice-ministers, and over 1,000 participants deliberated on the theme: *Adult learning and education for sustainable development – a transformative agenda*. We gathered in person in Marrakech and also online.

In the opening ceremony, Morocco announced a new African initiative to strengthen South-South coordination and cooperation in the field of adult learning and education and lifelong learning in the form of a proposed African Institute for Lifelong Learning.

Her Excellency President Sahle-Work Zewde of Ethiopia, Chair of the International Commission on the Futures of Education, called for a new social contract for education that can repair past injustices and shape more just and sustainable futures.

These were bold statements which set the tone for CONFINTEA VII. In this report I will summarize some of the trends, opportunities and challenges – as well as policy measures – that we have discussed together over the last three days of this conference. Looking back, we can identify some overarching

dimensions which provide a lens for analysing our exchanges and speak to the moment in which we find ourselves.

When the conference started, we were all aware of the shared challenges we face, including widening social inequalities, digitalization, and the climate crisis. These profoundly impact youth and adult learners as well as the futures of education.

In today's context, adult learning and education cannot only be reactive. It has to be transformed in order to transform society through the knowledges, skills and competences required for citizenship, social justice, employment and sustainability.

A new social contract for education must be built on two foundational principles, firstly education as a common good, and secondly, the right to education throughout life.

Indeed, education is a common good that opens the door to other rights. For the common good, democratic and inclusive dialogue with all stakeholders is crucial. And for adult learning and education to be learner-centred, learners – including youth – must participate in shaping it, not only as beneficiaries.

We have reflected on expanding the understanding of the right to education to the right to education throughout life, based on principles of social, environmental and economic justice. In the future, adult learning and education must be more inclusive of different ways of knowing, including Indigenous knowledges.

In the context of lifelong learning, every individual has a right to adult learning and education. Yet, more should be done to ensure that the most vulnerable and disadvantaged are able to exercise their rights. Everyone has the right to pursue adult learning and education without any form of stigma or discouragement. No one should be left behind.

Regarding gender equality, there remain huge gaps even though educating women is a smart investment with intergenerational benefits. Adult learning

and education must take account of gendered relationships between women and men in society. Programmes and policies must promote a holistic approach to education for women. Adult learning is instrumental to achieve gender equality and that is key for inclusive and transformative adult learning and education.

Dear delegates and participants, the detailed discussions in plenary and parallel sessions will be available in a written conference report in due course. For now, I will share a few highlights:

Citizenship education for active citizenship has been highlighted as a domain of adult learning and education we need to strengthen, particularly in response to global crises. It may involve updating our curricula to embed epistemic justice, human rights, critical thinking, democratic values, and other interpersonal values. In the presence of ministers, the *Fifth Global Report on Adult Learning and Education*, on the theme of citizenship education, was launched. Citizenship education teaches respect for differences, critical thinking skills and awareness of our shared humanity, while reinforcing civic engagement – yet its potential has not been realized.

Literacy has been recognized as the foundation for lifelong learning as well as a lever for citizenship education deemed paramount for adult learning and education in response to global crises. We must reinvent the roles of adult educator and literacy practitioner. We discussed how we can expand notions of literacy, improve governance and policy for literacy, address funding challenges, and strengthen data and research.

The labour market is transforming, and this is likely to intensify in the years to come. We need to promote flexible lifelong learning pathways between education and work, to strengthen technical and vocational education and training, and to address youth and adults' demand for decent work. We found that there is the need to make skills systems work across all levels to serve local needs, and to provide career guidance. Our discussions also centred on improving systems of data

collection and maximizing the possibilities that digital training offers, especially for vulnerable groups.

Addressing the challenges of digital environments, we looked at the roles of technology in adult learning and education and its potential, as well as concerns about equity and ways to overcome the digital divide and promote digital skills. Attention was also given to international normative instruments that frame access to knowledge, and the use of artificial intelligence and connectivity for learning, especially in relation to personalised learning. Open educational resources can help to foster a culture of lifelong learning.

Adult learning and education for climate action was perhaps the most prescient theme tied to a major global trend. We discussed the capacity for adult learning and education to respond to crises like climate change by fostering resilience. Comprehensive measures and targeted policies aimed at reducing youth and adults' vulnerability to climate change, as well as exploring ways of fostering skills and knowledge for resilience across societies, have been shared. In terms of resilience in the face of other types of crises, adult learning and education can improve and sustain health and well-being, particularly as Member States recover from the COVID-19 pandemic.

We have also seen how, around the world, there are some common spaces and spheres conducive to effective implementation of adult learning and education. The learning city has a unique role to play in increasing accessibility to learning opportunities and, within learning cities, community involvement is key to sustainable lifelong learning. We heard how community learning centres are key structures for adult learning and education, providing a hub and key entry point for quality learning for all age groups, though their success heavily relies on political will, effective governance and public funding. Libraries are in an ideal position to partner with a wide range of other ALE actors. They can and should take a more strategic leadership role to ensure lifelong learning opportunities for all.

The governance of adult learning and education, as for education and lifelong learning as a whole, faces the dual challenge of innovation to protect what is of most value and innovation to make progress. There is a need to foster interdisciplinary, intersectoral, inter-ministerial dialogue and ways of working. This is addressed in part by the UNESCO Institute for Lifelong Learning's new publication *Making Lifelong Learning a Reality: A Handbook*, which was launched at CONFINTEA VII. It provides guidelines for lifelong learning policy development and implementation in response to major sustainable development issues, including for the achievement of all 17 Sustainable Development Goals, particularly SDG 4.

If I can capture the essence of our exchanges in a few words,

CONFINTEA VII has underlined the urgency of forging a new social contract for education as the future cannot wait.

Adult learning and education, as an integral component of the right to education in a lifelong learning perspective, is an essential part of this collective public endeavour.

Adult learning and education should be situated within the wider context of lifelong learning. Integrated measures are needed to create a holistic system which values learning throughout life, and ensures youth and adults are part of the process.

We need education and learning for transformative actions today. CONFINTEA VII is a turning point for expanding perceptions of education in a lifelong perspective. This is the message that we must take forward to political leaders at the highest level – adult learning and education is an investment in people, planet and prosperity. It is integral to the 2030 Agenda for Sustainable Development and beyond.

Our deliberations are directly relevant to the Transforming Education Summit, to be convened by the United Nations Secretary General in September this year, and the pre-summit to be held in Paris from 28–30 June.

Through active participation in CONFINTEA VII, as well as the adoption of the Marrakech Framework for Action here today, the international adult learning and education community has signalled its desire to make lifelong learning a reality.

Thank you.



H.E. Mr. Santiago Irazabal Mourão, President of the 41st General Conference of UNESCO.

Appendix G – Address to the closing ceremony

H.E. Mr. Santiago Irazabal Mourão, President of the 41st General Conference of UNESCO

Excellencies, Ladies and Gentlemen,

It is a great pleasure to be in Morocco to participate in the Seventh International Conference on Adult Education.

I thank the His Majesty King Mohammed VI for the patronage of this important event organized by the UNESCO Institute for Lifelong Learning.

Adult education is a human right that must be respected for the consolidation of sustainable development.

It must be at the forefront of all efforts across the world to create green, just and resilient societies as we cannot achieve social and economic progress without empowering every man and woman with the skills and capacities to operate positive changes.

This inextricable relationship has already been highlighted in the last edition of CONFINTEA, held in Belém, Brazil, in 2009.

The Belém Framework for Action raised awareness of the global stakes for harnessing the power and the potential of lifelong education for the dignity of every person and opened the path for regularly monitoring adult education.

Many efforts have been undertaken since then to promote this vision as an integral part of the 2030 Agenda, particularly Sustainable Development Goal 4 of ensuring inclusive and equitable quality education for all.

But it is also true that a large part of adult and youth populations across the world continues to be deprived of basic skills needed to fully participate in contemporary workplaces and societies. Still today the world counts with at least 773 million illiterate adults.

The number of women with no or low literacy skills has hardly changed in the last 20 years – in some regions as sub-Saharan Africa it has even increased.

Traditionally, education has been linked to a set of reading, writing and counting skills.

However, the growing importance of digital technologies in our daily lives calls for new, higher-level competencies as a source of dynamism.

In the last years, we have been confronted with challenging questions about unemployment and job creation, about the response of educational institutions to empower learners to succeed in the digital world.

The COVID-19 pandemic can be considered a turning point in the way that the new technologies of information are influencing how we communicate, learn and consume, giving rise to new issues related to lifelong learning.

It became clear that we must prepare adults and young people, notably the most vulnerable, for living in these fast-changing societies, by focusing on technical and vocational education and training, and on girls' education for responding to the needs of the labour market.

This is why we need to close the digital divide, to bridge the gap between knowledge and lifelong learning.

More investment is needed to train teachers to make the most of digital tools to ensure quality education.

The use of new information and communication technologies are indeed connecting individuals and offering opportunities for creating and sharing knowledge.

It must be used to support, enrich and transform education for the better – by strengthening literacy, by providing vast possibilities for non-formal and informal education.

This is about inclusion and ownership. Every woman and man must be encouraged to embrace learning as lifelong process so they can act not only as users of digital technologies, but as citizens that can shape the world they want to live in.

By providing adults with lifelong education opportunities, we equip them with critical thinking skills to make the good choices in a planet under pressure, to adopt attitudes and behaviors that allow living together based on a culture of peace.

Ladies and Gentlemen,

We have now a historic opportunity to put adult and lifelong education at the heart of all post-pandemic recovery strategies, and we must seize it.

More than ever, we need to forge together our political vision to raise the flag, to mobilise for action, to help building a better future for millions of women and men.

Member States have a huge responsibility to shape inclusive educational policies and anticipate the challenges to come.

For better governance, we must develop solid partnerships, bringing multiple stakeholders on board, as civil society, the private sector and youth voices.

This idea is at the heart of the UNESCO's Futures of Education Report, launched in the last General Conference, that calls for a new social contract for education that can repair injustices while transforming the future.

This includes the respect of diversity, facilitating access to knowledge and didactic material in mother tongues.

This is also one of the main elements of the International Decade of Indigenous Languages (2022–2032), a landmark initiative for mobilizing global efforts to support the use and preservation of those languages, including through digital technologies.

Based on the force of its mandate, UNESCO holds a unique position to advance education as a common good and make a decisive contribution to the United Nations' *Common Agenda*, led by the Secretary-General, Mr António Guterres.

The forthcoming Transforming Education Summit – which is part of this initiative and whose Secretariat is hosted by UNESCO – is an outstanding opportunity to prioritize global cooperation and investment in education.

It is in this spirit that this 7th edition of CONFINTEA comes at a decisive moment, some days before a high-level pre-Summit to be held at UNESCO Headquarters from 28 to 30 June.

I truly hope that the recommendations presented in the Marrakech Framework of Action will nourish Member States' reflections in the conception and implementation of adult education policies in the next years and will have an impact in the discussions of the Transforming Education Summit.

Investment in education has frequently been sacrificed in times of crisis.

Stronger political will and policies are needed to lever education as a force for life, for building a positive future.

International solidarity must be our compass to promote initiatives to boost adult education – especially in the Africa region, which remains UNESCO's Global Priority.

As President of the General Conference, I remain engaged to raise the attention of Member States to the need of reinforcing South-South and North-South-South cooperation to achieve better results.

We must act with a sense of urgency if we wish to fulfil the 2030 Agenda's promise of leaving no one behind.

The debates of these last days were extremely prolific, and I would like to congratulate all participants for bringing innovative perspectives on issues that are of special relevance for ensuring learning opportunities to all.

Thank you.

Appendix H – List of participants

MEMBER STATES AND ASSOCIATE MEMBER STATES

Andorra

- M. Xavier Campuzano, directeur de Formation professionnelle, Formation tout au long de la vie et Innovation technologique, gouvernement d'Andorre
- Mme Elisabeth Carpa Röjerman, directrice du Centre de formation tout au long de la vie, ministère de l'Éducation et de l'Enseignement supérieur

Angola

- Mr Rui António, Chefe de Departamento do Ensino Secundário de Adultos, Ministério da Educação
- Mr Vítor Barbosa, Presidente, Associação Angolana para Educação de Adultos AAEA
- Mr Evaristo Pedro, National Director for Youth and Adult Education, Ministry of Education

Argentina

- Excmo. Sr. Mr Jaime Perczyk, Ministro de Educación, Ministerio de Educación
- Sra. Ayelen Amigo, Primera Secretaria, Delegación Permanente de Argentina ante la UNESCO
- Sr. Osvaldo Cipolloni, Equipo Pedagógico EPJA, Ministerio de Educación de la Nación
- Sra. Maria del Carmen Lorenzatti, Docente investigadora, Universidad Nacional de Córdoba – Universidad Nacional de Chilecito – Catedra Latapí
- Sra. Adela María García, Técnica profesional pedagógica, Ministerio de Educación de la Nación
- Sra. Luisa Izaguirre, Coordinadora de Educación Permanente de Jóvenes y Adultos, Ministerio de Educación de la Nación
- Sra. Marcela Miriam Losardo, Embajadora, Delegada Permanente, Delegación Permanente de Argentina ante la UNESCO
- Sra. Lidia Rodriguez, Profesora, Ministerio de Educación
- Sr. Cristóbal Schultz, Asistente, Delegación Permanente de Argentina ante la UNESCO

Armenia

- H.E. Ms Zhanna Andreyan, Deputy Minister of Education, Ministry of Education, Sciences, Culture and Sport
- Ms Regina Arakelyan, Superior Specialist of the Department for Youth Policy, Supplementary and Continuing Education, Ministry of Education, Sciences, Culture and Sport

Australia

- Ms Alison Dell, Assistant Secretary, Department of Education, Skills and Employment
- Ms Annette Foley, President, Adult Learning Australia
- Ms Manon Gahan, Advisor, Australian Government
- Ms Carrie Kilpin, Director, Multilateral Policy, Department of Education, Skills and Employment
- Ms Dorothy Lucardie, Member and past President, Adult Learning Australia
- Ms Jenny Macaffer, Chief Executive Officer, Adult Learning Australia
- Ms Siobhan Pielow, Advisor, Australian Government

Austria

- Mr Benjamin Flaig, Desk Officer SDGs – Education, Federal Ministry of Education, Science and Research
- Ms Stephanie Godec, Administrator, Austrian UNESCO Commission
- Ms Eileen Mirzabaegi, Administrator, Federal Ministry of Education, Science and Research Adult Education

Azerbaijan

- Ms Konul Abasli, Head of Strategic Researchers in Education Department, Institute of Education of the Republic of Azerbaijan
- Mr Rufat Azizov, Director, Institute of Education of the Republic of Azerbaijan
- Ms Sabina Babayeva, Head of Vocational Education and Lifelong Learning Department, Institute of Education of the Republic of Azerbaijan

Bahrain

Ms Aysha Fakhroo, Senior Statistics Specialist,
Ministry of Education
Mr Talal Janahi, Head of the Statistics Section,
Ministry of Education
Ms Sheikha Abdulla Mufeez, Director of Planning
and Educational Projects, Ministry of Education

Belarus

Mr Sergei Kasperovich, Head of the Main
Department of Vocational Education, Ministry
of Education
Ms Alena Kasyanik, Vice Rector for Academic Affairs,
Republican Institute for Vocational Education
Ms Liudmila Kazhukhouskaya, Vice-Rector for
International and Scientific and Methodological
Work, National Institute for Higher Education
Ms Inesa Zubrylina, Head of ESD Coordination
Center, Belarusian State Pedagogical University

Belgium

Mme Louise Culot, chargée d'analyse et étude, Lire
et Ecrire Communauté française
Mr Pieter-Jan De Vlieger, Policy Officer at the
Department of Education and Training of the
Flemish Community of Belgium
Mme Michèle Mombeek, chargée de mission,
ministère de la Fédération Wallonie-Bruxelles
M. Sébastien Noël, attaché principal, Commission
communautaire française de la Région de
Bruxelles-Capitale
Mme Adeline Rémy, conseillère en formation profes-
sionnelle pour le ministre bruxellois de l'Emploi
et de la Formation, cabinet du ministre Bernard
Clerfayt – Région de Bruxelles-Capitale
M. Roland Sarton, conseiller en formation profes-
sionnelle, cabinet du ministre de l'Emploi et de
la Formation professionnelle du gouvernement
de la région de Bruxelles Capitale
Mme Aurore Vaes, responsable des Relations inter-
nationales pour l'Enseignement et la Formation
professionnelle, Commission communautaire
française

Belize

Ms Arreini Morgan, Secretary-General, Belize
National Commission for UNESCO
Ms Yolanda Gongora, Chief Education Officer,
Ministry of Education, Culture, Science and
Technology
Ms Liz Hulse, Education Officer, Ministry of
Education

Benin

S. E. Yves Kouaro Chabi, ministre des Enseignements
secondaire, technique et de la Formation
professionnelle
M. Salomon Balogoun, directeur exécutif, ONG SIA
N'SON
M. Koffi Charles Maximin Alitondji Codjia, directeur
de l'Alphabétisation et de la Promotion des
Langues nationales, ministère en charge de
l'Alphabétisation
M. Gbèdolo Arnauld Gabriel Gbaguidi, conseiller
technique à l'alphabétisation et à la promo-
tion des langues nationales, ministère des
Enseignements secondaire, technique et de la
Formation professionnelle
M. Denga Sahgui, directeur adjoint de cabinet,
ministère en charge de l'Alphabétisation

Bhutan

Ms Pelden Pelden, Deputy Chief Programme
Officer, Non-Formal and Continuing Education
Division, Department of Adult and Higher
Education, Ministry of Education

Bolivia

Sra. Gloria Maria Nogales Romero, Directora
Centro de Educación Alternativa Edmundo
Bojanowski, Ministerio de Educación
Sra. Liliana Prieto Peña, Escritorio UNESCO,
Ministerio de Relaciones Exteriores
Sr. Fernando Reynaldo Yujra Quispe, Director
General de Educación de Adultos, Ministerio de
Educación

Bosnia and Herzegovina

H.E. Ms Ankica Gudeljević, Minister, Ministry of Civil Affairs
Mr Davor Bošnjak, Head of Cabinet, Ministry of Civil Affairs
Mr Anes Čerkez, Program Coordinator, DVV International – Country Office, Bosnia and Herzegovina
Ms Aida Džaferović, Adviser for Vocational and Adult Education, Ministry of Civil Affairs
Mr Adis Hodžić, Security Officer, Directorate for Coordination of Police Bodies
Mr Adnan Husić, Assistant to the Minister, Ministry of Civil Affairs
Mr Miroslav Porobija, Security Officer, Directorate for Coordination of Police Bodies
Ms Adrijana Prskalo, Adviser to the Minister, Ministry of Civil Affairs
Ms Sanja Vlajsavljević, Adviser to the Minister, Ministry of Civil Affairs

Brazil

H.E. Mr Victor Godoy Veiga, Minister of Education
Ms Myrian Caldeira Sartori, Director of Basic Education Policies and Guidelines, Ministry of Education
Ms Michelle Brabosa Muniz Jordão, Head of Division of the International Advisory, Ministry of Education
Ms Raffaella Rosinha Cantarino, General Coordinator of the Youth and Adults Sector, Ministry of Education

Brunei Darussalam

H.E. Ms Hajah Romaizah binti Haji Mohd Salleh, Minister of Education, Ministry of Education
Mr Sumardi Haji Abdul Hamid, Assistant Director, Lifelong Learning Centre (L³ Centre), Ministry of Education

Burkina Faso

S. E. Wendkouni Joël Lionel Bilgo, ministre en charge de l'éducation nationale et de l'Alphabétisation, ministère de l'Education nationale, de l'Alphabétisation et de la Promotion des Langues nationales

M. Bazombié Bayala, directeur technique, Fonds pour l'alphabétisation et l'éducation non formelle (FONAENF), ministère de l'Education nationale, de l'Alphabétisation et de la Promotion des Langues nationales
M. Ouédan Jean-Noël Tagnabou, chargé de missions, ministère de l'Education nationale, de l'Alphabétisation et de la Promotion des langues nationales
M. Abdoulaye Yonaba, secrétaire exécutif, Association pour la Promotion de l'Education non formelle (APENF-BF)
M. Kirassai Zio, directeur général de l'éducation non formelle, ministère de l'Éducation nationale, de l'Alphabétisation et de la Promotion des Langues nationales

Burundi

M. Claver Nijimbere, Directeur général de la Science, la Technologie et la Recherche, ministère de l'Éducation nationale et de la Recherche scientifique

Cabo Verde

M. Lourenço Andrade, technicien, ministère de l'Éducation
Mme Maria de Lourdes Da Veiga Monteiro Pereira, technicienne, ministère de l'Éducation
M. Wilson Moreno, directeur du service d'études, de planification et de coopération, ministère de l'Éducation
Mme Keila Pereira, coordinatrice de la coopération et de l'unité des projets, ministère de l'Éducation
Mme Carolina Reis, directrice de l'enseignement technique professionnel et de l'éducation des jeunes et adultes, Direction nationale de l'éducation, ministère de l'Éducation
M. Lourenço Santos, technicien, ministère de l'Éducation

Cambodia

H.E. Mr Hang Chuon Naron, Minister of Education, Youth and Sport and Vice-Chairperson of the Supreme National Economic Council (SNEC)

Cameroon

- Mme Fatime Bilamo, directrice de l'alphabétisation, de l'éducation de base non formelle et de la promotion des langues nationales, ministère de l'Éducation de base
- Mme Séraphine Sylvie Ben-Bolie Née Ngako, Sous-Directrice de l'éducation de base non formelle, ministère de l'Éducation de base
- Mme Jacqueline Bandolo Epse Nkodo, Chargée d'étude, Commission nationale du Cameroun pour l'UNESCO
- M. Assembe Evang, inspecteur de pédagogie chargé de l'Enseignement primaire au ministère de l'Éducation de base, ministère de l'Éducation de base
- Mme Pauline Njontu, cadre études inspection de pédagogie alphabétisation, ministère de l'Éducation de base
- M. Sylvin Nkondje Ehab, chef de service de l'éducation de base non formelle, ministère de l'Éducation de base
- Mme Flore Huguette Noah Epse Menyengue, chargée d'études assistante et point focal sur les ODD, Commission nationale du Cameroun pour l'UNESCO
- M. Ulrich Mvie, cadre IGE, ministère de l'Éducation de base
- Mme Solange Ntsama, sous-directrice de l'alphabétisation et de la promotion des langues nationales, ministère de l'Éducation de base
- Mme Claudette Elizabeth Segunda Balinga epse Ndayi, inspectrice de pédagogie (et andragogie) chargée de l'alphabétisation, de l'éducation de base non formelle et de la promotion des langues nationales, ministère de l'Éducation de base
- Mme Barbara Irma Otu Ng'Owona, sous-directrice, ministère de l'Éducation de base
- M. Abdoul Aziz Yaouba, secrétaire général, Commission nationale du Cameroun pour l'UNESCO

Canada

- H.E. Ms Donna Johnson, Deputy Minister of Education, Saskatchewan, and Chair of the Advisory Committee of Deputy Ministers of Education (ACDME)
- Mme Gabrielle Bélanger, conseillère en affaires internationales, ministère de l'Éducation du Québec
- M. Pierre Doray, Président de l'ICEA, Institut de coopération pour l'éducation des adultes (ICEA)
- Ms Sylvie Duong, Senior Analyst, International, Council of Ministers of Education, Canada
- M. Eloïse Gamache, responsable du dossier Rehaussement et maintien des compétences en littératie, ministère de l'Éducation du Québec
- Ms Sheila Giesbrecht, Consultant, Government of Manitoba
- Ms Maia Korotkina, Coordinator, Postsecondary Education and Adult Learning, Council of Ministers of Education, Canada
- Ms Chantale LeClerc, Executive Director, CMEC, Council of Ministers of Education, Canada
- Mme Isabelle LeVert-Chiasson, chargée de programme en éducation/Education Program Officer, Canadian Commission for UNESCO/ Commission canadienne pour l'UNESCO
- Ms Antonella Manca-Mangoff, Director, International, CMEC, Council of Ministers of Education, Canada
- Mme Geneviève Perreault, directrice adjointe des études, Cégep Marie-Victorin
- Ms Regina Ramos-Urbano, Program Consultant, Adult Learning and Literacy, Government of Manitoba, Advanced Education, Skills and Immigration
- Ms Katerina Sukovski, Director, Policy, Council of Ministers of Education, Canada
- Mr Torey Wihlidal, Program Consultant, Government of Manitoba
- Mr Brian Yaeck, Manager, Operational Policy and Stakeholder Relations, Government of Alberta
- Ms Rhea Yassine, Policy Analyst, Government of Canada

Central African Republic

Mme Anne-Claire Balalou Née Guedoukpou-Makassi, directrice générale de l'alphabétisation, de l'éducation permanente, non formelle et de la réinsertion professionnelle, ministère de l'Éducation nationale
M. Noël Ngoulo, enseignant-chercheur ex-secrétaire général de l'Université de Bangui, École normale supérieure

Chad

M. Abraham Ahidjo, correspondant national de la CONFEMEN/coordonnateur national de la RAMAA, ministère de l'Éducation nationale et de la promotion civique
Mme Abras Rahma Hamidé, directrice des études, École normale supérieure de N'Djaména

Chile

Sr. Valentin Aguilera, Secretario Regional Ministerial de Educación – Magallanes, Ministerio de Educación
Sra. María Eugenia Letelier Gálvez, Coordinadora Nacional de Educación con Personas Jóvenes y Adultas, Ministerio de Educación
Sra. Verónica Vergara, Profesional Coordinación Nacional de EPJA, Ministerio de Educación

China, People's Republic of

H.E. Mr Yao Sun, Vice Minister, Ministry of Education
H.E. Mr Jin Yang, Ambassador, Permanent Delegate of China to UNESCO
Ms Huaying Bao, Deputy Chairperson, China Adult Education Association
Mr Ziji Chen, Head of Department of Vocational and Adult Education, Ministry of Education
Ms Na Chen, International Project Coordinator, Open University of China
Ms Ying Cui, Deputy Secretary-General, Secretariat of Chinese National Commission for UNESCO
Ms Min Gui, Programme Specialist, Ministry of Education
Mr Bo Jiang, Deputy Chairperson, China Adult Education Association
Mr Chuanjin Ju, Principal, Open University of China

Mr Changwei Qin, Secretary-General, National Commission for UNESCO
Mr Songyun Zhang, Deputy Director of Education Division, Chinese National Commission for UNESCO

Congo

Mme Laure Alphonsine Matongo, directrice générale de l'alphabétisation, ministère de l'Enseignement préscolaire, primaire et secondaire
M. Fernand Michel Nkouanga Makouangou, directeur de coopération, ministère de l'Enseignement préscolaire, primaire et secondaire

Congo, Democratic Republic of the

Mme Wali Belade Bobozo, coordonnatrice adjointe du Projet PAQUE, ministère des Affaires sociales, Actions humanitaires et Solidarité nationale
M. John Ekina Bongongo, coordonnateur national de la RAMAA, ministère des Affaires sociales, Actions Humanitaires et Solidarité nationale
M. Albert Lubanzadio Ketho, directeur général alphabétisation et éducation non formelle, ministère des Affaires sociales, Actions humanitaires et Solidarité nationale
M. Munsya Molomb'ebebe, secrétaire permanent (d'appui et coordination du secteur de l'éducation), ministère de l'Enseignement primaire, secondaire et technique
M. Michee Ntumba Ngalamulume, secrétaire particulier du ministre, ministère des Affaires sociales, Actions humanitaires et Solidarité nationale

Cook Islands

H.E. Ms Danielle Tungane Cochrane, Secretary of Education, Ministry of Education

Costa Rica

- Sr. Jean Carlo Aguilar Rojas, Asesor Nacional, Ministerio de Educación Pública
- Sr. Manuel Hernández, Asesor Nacional de Educación de Adultos, Ministerio de Educación Pública
- Sra. Xinia López, Jefe del Departamento de Educación para Personas Jóvenes y Adultas, Ministerio de Educación Pública
- Sra. Isabel Rojas Gutiérrez, Asesora Nacional de Educación de Adultos, Ministerio de Educación Pública
- Sra. Silvia Torres, Asesora Nacional de Educación para personas jóvenes y adultos, Ministerio de Educación Pública
- Sra. Maritza Umaña, Asesora Nacional de Adultos, Ministerio de Educación Pública
- Sra. María Fernanda Víquez Ortiz, Asesora Nacional, Ministerio de Educación Pública
- Sra. Patricia Zamora Lazo, Asesora Nacional de Educación de Adultos, Ministerio de Educación Pública

Côte d'Ivoire

- S. E. Paulin Claude Danho, ministre des Sports, UVICOCI
- S. E. Mariatou Koné, ministre de l'Éducation nationale et de l'Alphabétisation, ministère de l'Éducation nationale et de l'Alphabétisation
- S. E. Nasseneba Touré, ministre de la Femme, de la Famille et de l'Enfant, ministère de la Femme, de la Famille et de l'Enfant
- Mme Namizata Binaté Fofana, conseillère technique, ministère de la Femme, de la Famille et de l'Enfant,
- M. Djezoho Boli, chargé d'études, Agence nationale de la formation professionnelle (AGEFOP)
- M. Aboubakar Diaby, adjoint au maire, mairie de Bouaké
- Mme Koné Mada Fofana, chargée de mission du ministre de l'Éducation nationale et de l'Alphabétisation, ministère de l'Éducation nationale et de l'Alphabétisation
- Mme Rosine Kirioua, secrétaire générale FIACU, Fédération ivoirienne des associations et clubs pour l'UNESCO
- M. N'guessan Jeremie Kouadio, coordonnateur du projet RAMAA, Recherche-action sur la mesure

- des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA)
- Mme Badou Harlette Nguessan Kouame, secrétaire générale de l'UVICOCI
- Mme Adjoua Philomène Kouame, sous-directrice des actions communautaires, ministère de la Femme et de l'Enfant
- M. Arsène Brice Kouassi, enseignant-chercheur, Institut national de la jeunesse et des sports-Abidjan (INJS)
- Mme Assetou Marcelline Soma, cheffe programme Éducation, Commission nationale ivoirienne pour l'UNESCO
- M. Aboudou Soro N'golo, secrétaire général, Commission nationale ivoirienne pour l'UNESCO
- M. Yves Tadet, conseiller de l'ambassadeur de Côte d'Ivoire au Maroc
- M. Mohamed Thiero, chargé de la promotion des ODD, Mairie de Bouaké
- Mme Eline Yeo, assistante programme Éducation, Commission nationale ivoirienne pour l'UNESCO

Croatia

- Mr Mario Vučić, Assistant Director for Adult Education Development, Agency for Vocational Education and Training and Adult Education

Cuba

- Ms Dulce Buergo Rodríguez, President, Cuban National Commission for UNESCO
- Ms Laura Moriña Medina, Specialist in Charge of Education, Cuban National Commission for UNESCO
- Ms Aimeé Pujadas Clavel, Third Secretary, Permanent Delegation of Cuba to UNESCO
- Mr Jorge Tamayo Collado, Assistant Researcher, Central Institute of Pedagogical Sciences
- Ms Maura Tomasén León, Director of Youth and Adult Education, Ministry of Education

Cyprus

- Ms Nicoletta Ioannou, Officer, Ministry of Education, Culture, Sport and Youth
- Ms Theodora Kounni, Education Planning Officer, Ministry of Education, Culture, Sport and Youth

Mr Stelios Miliatis, Inspector, Ministry of Education
Culture Sport and Youth of Cyprus Secondary
Technical and Vocational Education and Training
Mr Giorgos Mylonas, Director of Nicosia Adult
Education Centres, Adult Education Centres
Ms Zoe Polydorou, Senior Education Officer – Head
of the Evening Schools Department, Ministry of
Education, Culture, Sport and Youth of Cyprus
Ms Cleo Savvidou, Higher Education Officer,
Ministry of Education, Culture, Sport and Youth
Ms Floria Valanidou, Teacher Educator, In-service
Teachers' Training Sector, Cyprus Pedagogical
Institute, Cyprus Pedagogical Institute

Denmark

Ms Maria Marquard, Specialist Consultant, National
Coordinator, Danish School of Education,
Aarhus University

Djibouti

Mme Fatouma Moussa Abdi, secrétaire générale,
Union nationale des femmes de Djibouti
M. Mohamed Moussa Yabeh, secrétaire général,
Commission nationale de Djibouti pour
l'UNESCO
M. Abdillahi Omar Ibrahim, Coordinateur national
du Programme national des adultes, Union
nationale des femmes de Djibouti

Dominican Republic

Sr. Santiago Andrés Peña Taveras, Director General
de Educación de Jóvenes y Adultos,
Ministerio de Educación

Ecuador

Excma. Sra. María Brown Pérez, Ministra de
Educación del Ecuador, Ministerio de Educación
Sra. Emilia Alvear Rodríguez, Directora Nacional
de Educación para personas con Escolaridad
Inconclusa, Ministerio de Educación
Sra. Diana Castellanos Vela, Subsecretaria de
Innovación Educativa y Bienestar, Ministerio de
Educación
Sr. Daniel Crespo Álvarez, Subsecretario de
Educación Especializada e Inclusiva, Ministerio
de Educación
Sra. Samantha Gilbert, Directora Nacional de

Cooperación y Asuntos Internacionales,
Ministerio de Educación
Sra. Duraymi Huete Chávez, Especialista de la
Dirección Nacional de Educación para Personas
con Escolaridad Inconclusa, Ministerio de
Educación
Sr. Javier Rubio Duque, Director Ejecutivo del SECAP,
SECAP Servicio Ecuatoriano de Capacitación
Sra. Katherine Troya, Analista de Cooperación
y Asuntos Internacionales, Ministerio de
Educación

Egypt

H.E. Mr Tarek Shawki, Minister of Education and
Technical Education, Ministry of Education and
Technical Education
Mr Mohamed Yehia Nasef, Chairman of Adult
Education Authority
Mr Reda Hegazi, Vice-Minister of Teachers Affairs,
Ministry of Education and Technical Education
Mr Eslam Ibrahim, Lecturer, Ain Shams University
Mr Mohamed Nasef, Head of Adult Education
Authority, Adult Education Authority

El Salvador

Sra. Maria Estebana Chevez, Jefe de Departamento
de Servicios Educativos (Alfabetización),
Ministerio de Educación
Sr. Emerson Emerson Acosta, Tecnico de Educación
de Jóvenes y Adultos, Ministerio de Educación
Sra. Maria Elena Franco de Castellanos, Gerente de
Modalidades Flexibles, Ministerio de Educación
Sra. Gloria Evelyn Hernández, Directora de Educación
de Jóvenes y Adultos, Ministerio de Educación
Sra. Delmy Aracely Ibañez, Asistente técnico de
dirección, Ministerio de Educación de
El Salvador
Sr. Selim Miranda, Tecnico de asistencia, Ministerio
de Educación

Equatorial Guinea

Sr. Yaye Alcantara Pancraccio, Tecnico, Ministerio de
Educación, Enseñanza Universitaria y Deportes
Sr. Nsue Mengue Vicente Nsue, Secretario de Estado
de Enseñanza Superior y Secundaria, Ministerio
de Educación, Enseñanza Universitaria y
Deportes

Eritrea

Mr Tquabo Aimut Gebreselassie, Senior Official,
Education, Ministry of Education

Estonia

Ms Külli All, Head of the Skills and Qualifications
Area, Ministry of Education and Research

Ms Ena Drenkhan, Chief Expert of Adult Education
Policy, Ministry of Education and Research

Ms Kertu Eensaar, Project Manager, Association of
Estonian Adult Educators (AEAE) Andras

Ms Hanna-Liis Kaarlöp, Educational Programme
Coordinator, Estonian National Commission
for UNESCO

Ms Ene Käpp, Chair, AEAE Andras

Ms Katrin Rein, Counsellor, Permanent Delegation of
the Republic of Estonia to UNESCO

Ms Kairi Solmann, Programme Manager of Adult
Education Policy, Ministry of Education and
Research

Ms Merlin Tatrik, Head of Adult Education Policy,
Ministry of Education

Mr Renno Veinthal, Deputy Secretary General for
Research and Development, Higher Education,
Vocational Education and Training Policy,
Ministry of Education and Research

Ethiopia

H.E. Ms Sahle-Work Zewde, President of the
Federal Democratic Republic of Ethiopia
and Chair of the International Commission on
the Futures of Education

Fiji

H.E. Ms Premila Kumar, Minister for Education,
Heritage & Arts and Local Government,
Ministry of Education

Ms Anjeela Jokhan, Permanent Secretary,
Ministry of Education, Heritage & Arts and
Local Government, Ministry of Education

Finland

Ms Kati Anttala, Senior Specialist, Ministry of
Education and Culture, International Relations

Ms Teija Felt, Team Leader, Competent Workforce,
Ministry of Economic Affairs and Employment

Mr Tommi Himberg, Counsellor, Permanent
Delegation of Finland to the OECD and UNESCO

Ms Saara Ikkela, Senior Specialist, Ministry of
Education and Culture

Mr Dan Koivulaakso, State Secretary of the Minister
of Education, Ministry of Education and Culture

Ms Minna Nieminen, Senior Specialist, Ministry of
Economic Affairs and Employment

Mr Janne Savolainen, Special Adviser, Ministry of
Economic Affairs and Employment

Mr Lauri Tuomi, CEO, Finnish Lifelong Learning
Foundation

Mr Markku Virtanen, Ministerial Adviser, Ministry of
Economic Affairs and Employment

Mr Björn Wallén, Chair of Finnish Adult Education
Association (FAEA)

France

Mme Claire Ariston, adjointe au chef du bureau
des lycées professionnels, de l'apprentissage
et de la formation professionnelle continue,
ministère de l'Éducation nationale et de la
jeunesse/DGESCO

Mme Suzy Halimi, conseillère éducation,
Commission nationale française pour l'UNESCO

M. Elie Maroun, chef de projet, Agence nationale de
lutte contre l'illettrisme (ANLCI)

M. Nicolas Marques, sous-directeur des relations
internationales, ministère de l'Éducation
nationale et de la Jeunesse

M. Eric Mechoulan, conseiller, Commission nationale
française pour l'UNESCO

M. Philippe Milloux, attaché de coopération éduca-
tive, ambassade de France au Maroc

Mme Nadine Prost, chargée de mission pour
l'UNESCO et la Francophonie, ministère de
l'Éducation nationale et de la Jeunesse

Gabon

- S. E Camélia Ntoutoume Leclercq, ministre de l'Éducation nationale, chargée de la Formation civique, ministère de l'Éducation nationale
- M. Hugues Bissagou, chargé d'étude, Direction générale de l'éducation civique et de l'alphabétisation
- M. Nicolas Bounounou, directeur général, Direction générale de l'éducation civique et de l'alphabétisation
- M. Saturnin Ebibie Evoung, inspecteur chercheur à l'Institut pédagogique national
- M. Patrick Emery Essongue, professeur associé à l'Institut pédagogique national
- M. Davy Lionel Irounguy Mouckany, chef du protocole, ministère de l'Éducation nationale
- M. Frédéric Leckyou, directeur général adjoint, ministère de l'Éducation nationale, chargé de la Formation civique
- M. Adrien Makaya, directeur de l'Institut pédagogique national, ministère de l'Éducation nationale
- M. Pascal Massande, directeur de l'enseignement primaire, ministère de l'Éducation nationale
- M. Ferdinand Patrick Mba Essono, chargé d'études du directeur général de l'enseignement scolaire et normal, ministère de l'Éducation nationale et de la Formation civique
- Mme Blanche-Reine Mebaley, directrice générale de l'enseignement scolaire et normal, ministère de l'Éducation nationale
- M. Telesphore Moussavou, chef de service, Direction générale de l'éducation civique et de l'alphabétisation
- M. Joel Ollomo Assoumou, chargé d'études, ministère de l'Éducation nationale, chargé de la Formation civique
- M. Alain Loïc Tchiloumbou, chef de département EDM à l'Institut pédagogique national

Gambia

- Ms Ceesay Binta, Education Officer, Adult and Non-Formal Education Unit
- Mr Saikou Dibba, Principal Education Officer, Ministry of Basic and Secondary Education
- Mr Lamin Janneh, Education Officer, Regional Education Directorate 3

Georgia

- Ms Maja Avramovska-Trpevska, Regional Director, DVV International
- Ms Nino Babalashvili, Director, Georgian Adult Education Network (GAEN)
- Ms Mariam Davituliani, Coordinator of Vocational Training and Retraining programmes, Skills Agency
- Ms Natia Gvirjishvili, Deputy Head of VET Department, Ministry of Education and Science
- Ms Nino Khachidze, Adviser, Skills Agency
- Ms Tamar Kitiashvili, General Director, Skills Agency
- Ms Kristine Maglakelidze, Private Sector Partnership Manager, DVV international Georgia
- Ms Magda Mamaladze, Innovative Learning Officer, Vocational Skills Agency
- Ms Tamar Samkharadze, Deputy General Director, Skills Agency
- Ms Lali Santeladze, Director, DVV International Georgia Country Office
- Ms Ana Shengelia, Adult Education Manager, Skills Agency
- Ms Khatia Tsiramua, Competency and Work Based Learning Consultant, Skills Agency/Asian Development Bank Modern Skills for Better Jobs Sector Development Program
- Ms Nino Revishvili, Institutional Strengthening Team Leader, Skills Agency

Germany

H.E. Mr Niels Annen, Parliamentary State Secretary,
Federal Ministry for Economic Cooperation and
Development

Ms Suzan Bacher, Head of Unit ALE, Ministry
of Education, Youth and Sports,
Baden-Wuerttemberg

Mr Jan-Philipp Disselbeck, Programme Specialist,
German Commission for UNESCO

Mr Walter Hirche, Chair of the Education Committee,
German Commission for UNESCO

Ms Jutta Illichmann, Head of Unit, Federal Ministry
of Education and Research

Ms Susanne Lattke, Research Associate, German
Institute for Adult Education – Leibniz Centre
for Lifelong Learning

Ms Barbara Malina, Head of the Division of
Education and Science, German Commission
for UNESCO

Ms Maren Putensen, Desk Officer, Federal Ministry
of Education and Research

Ms Lilja Rossmannek, Policy Adviser,
Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ)

Ghana

Ms Catherine Appiah-Pinkrah, Director,
Administration, Ministry of Education

Mr Francis Asumadu, Executive Director,
Complementary Education Agency

Mr Emmanuel Ntim, Deputy Executive Director,
Complementary Education Agency

Grenada

Ms Kisha Gellineau, Secretary General, Grenada
National Commission for UNESCO, Ministry of
Education, Human Resource Development,
Religious Affairs and Information

Mr Norman Gilbert, Permanent Secretary, Ministry
of Education Human Resource Development
Religious Affairs and Information

Guatemala

H.E. Ms Vilma Lorena León Oliva de Hernández,
Vice Minister of Extracurricular and Alternative
Education, Ministry of Education

Ms Lucrecia Marisol Alegría Milla de Melgar, General
Director of Extracurricular and Alternative
Education, Ministry of Education

Guinea

M. Julien Bongono, secrétaire général, ministère
de l'Enseignement pré-universitaire et de
l'Alphabétisation

M. Momo Damba, directeur national de
l'alphabétisation, de l'éducation non formelle
et de la promotion des langues nationales,
ministère de l'Enseignement pré-universitaire
et de l'Alphabétisation

M. Mohamed Sanoussy Kaba, conseiller juridique,
ministère de l'Enseignement pré-universitaire
et de l'Alphabétisation

Guinea Bissau

Ms Mame Leonilde Faye Nascimento Lopes, Diretora
General, Ministério de Educação Nacional

Guyana

Mr Mohammed Hussain, Chief Schools Inspector,
Ministry of Education

Haiti

M. Guy Philippe Auguste D'Meza, membre du
cabinet du ministre de l'Éducation nationale
et de la Formation professionnelle, ministère
de l'Éducation nationale et de la Formation
professionnelle

M. Jacques Yvon Pierre, consultant, Université d'État
d'Haïti

Indonesia

H.E. Mr Nadiem Anwar Makarim, Minister of
Education, Culture, Research and Technology
of Indonesia, Ministry of Education, Culture,
Research and Technology

Mr Airlangga Hartarto, Coordinating Minister,
Ministry for Economic Affairs

Mr Sumartono Darmanto, Senior Adviser, Kartu
Prakerja (Pre-Employment Card) Project
Management Office at Coordinating Ministry of
Economic Affairs

Ms Elvie Indayani, First Secretary, Permanent
Delegation of the Republic of Indonesia to
UNESCO

Mr Ismunandar Ismunandar, Deputy Permanent
Delegate, Permanent Delegation of the
Republic of Indonesia to UNESCO

Mr Cahyo Prihadi, Director of Monitoring and Evaluation,
Coordinating Ministry for Economic Affairs

Iran, Islamic Republic of

H.E. Mr Alireza Abdiraziabad, Deputy Minister,
Ministry of Education

Ireland

Ms Roisin Doherty, Director, State Agency Further
Education and Training (SOLAS)
Ms Dearbháil Lawless, Head of Advocacy, Ireland's
National Adult Learning Organisation (AONTAS)
Ms Mary McGarry, Head of Further Education and
Training, Department of Further and Higher
Education, Research, Innovation and Science
Ms Niamh O'Reilly, CEO, AONTAS

Italy

Ms Maria Antonietta Biaggioli, Head Teacher,
Ministry of Education
Ms Marianonietta Salvucci, Officer – External Relations,
Cabinet of the Minister, International Relations,
Ministry of Education

Japan

Mr Kosei Abiko, Assistant Minister for Lifelong
Learning, Ministry of Education, Culture, Sports,
Science and Technology
Mr Yoichi Anezakie, Emeritus Professor, Hokkaido
University
Ms Yoko Arai, Officer for International Affairs, Japan
Association for Promotion of Social Education
Ms Yoshimi Fujimura, International Exchange
Committee Member, Japan Society for the
Study of Adult and Community Education
Mr Tsuguru Higa, Development Education
Association and Resource Center, Development
Education Association and Resource Center
Mr Tsuguru Higa, Development Education
Association and Resource Center, Development
Education Association and Resource Center
Ms Yoko Ito, NGO staff, Development Education
Association and Resource Center
Ms Keiko Iwahashi, Chairman of the Kagoshima
Prefectural Council of Social Education
Commissioners
Ms Rie Koarai, Deputy Secretary-General, Japan
NGO Network for Education
Mr Masahiro Koizumi, Head of the Secretariat,
Sapporo Freedom School Yu
Ms Makiko Kondo, Vice Chair, Development Education
Association and Resource Center

Mr Takeshi Matsuda, Human Life Sciences Associate
Professor, Fuji Woman's University
Mr Takafumi Miyake, Secretary General, Japan NGO
Network for Education
Mr Takumi Momosaka, Officer of Lifelong Learning
Promotion Division, Education Policy Bureau,
Ministry of Education, Culture, Sports, Science
and Technology
Ms Eno Nakamura, Secretary General, Development
Education Association and Resource Center
Mr Takashi Nakamura, Deputy Director of Lifelong
Learning Promotion Division, Education Policy
Bureau, Ministry of Education, Culture, Sports,
Science and Technology
Ms Yoko Nakato, Gender Workshop Chief, Japan
Association for Promotion of Social Education
Mr Ryogo Ogino, Chief Editor, Japan Society for the
Study of Adult and Community Education
Mr Kiichi Oyasu, Director, Education Cooperation,
Asia-Pacific Cultural Centre for UNESCO
Ms Katsuko Sato, former President of the Society for
the Study of Adult and Community Education,
Ministry of Education, Culture, Sports, Science
and Technology
Ms Ryoko Shishido, Manager of International
Operation Division, National Federation of
UNESCO Associations in Japan
Ms Asuka Taguchi, Unit Chief, Ministry of Education,
Culture, Sports, Science and Technology
Ms Kaori Toyoda, former Member of International
Committee of Japan Society for the Study of
Adult and Community Education, Ministry
of Education, Culture, Sports, Science and
Technology
Mr Hiroyuki Yumoto, Representative Director,
Development Education Association and
Resource Center
Ms Jun (Kazato) Taika, Counsellor, Permanent
Delegation of Japan to UNESCO
Ms Chizuko Nagaoka, Director, Japan Society for the
Study of Adult and Community Education
Ms Asuka Taguchi, Unit Chief of Lifelong Learning
Promotion Division, Education Policy Bureau,
Ministry of Education, Culture, Sports, Science
and Technology

Jordan, Hashemite Kingdom of

H.E. Mr Wajih Owais, Minister of Education and Higher Education and Scientific Research, Ministry of Education

Ms Faiza Abo-Dari, Member of Education Department, Jordan National Commission for Education, Culture and Science

Mr Nouh Alhindawi, Director of Information Technology & E-Transformation, Ministry of Higher Education and Scientific Research

Mr Sultan Al-khlaif, Head of Education Department, Jordan National Commission for Education, Culture and Science

Mr Ahmad Almasafa, Director of Public Education, Ministry of Education

Mr Khaled Al-Muhareb, Head of the Non-formal Education Department, Ministry of Education

Ms Ibtisam Ayoub, Secretary of the Jordanian National Committee for Education and Culture, Jordan National Commission for Education, Culture and Science/Ministry of Education

Mr Nabil Hanaqta, Director, Ministry of Education

Mr Jawad Jawad Al-Gousous, Country Director of the DVV international Jordan

Kazakhstan

Ms Rauza Mendaliyeva, Chief Expert, Ministry of Education and Science

Kenya

Mr Paul K'Angira, Director, Human Resource Management and Development, Ministry of Education

Ms Joyce Kinyanjui, Personal Assistant to the Chief Administrative Secretary, Ministry of Education

Ms Nancy Mbugua, Deputy Director of Programme-Education, Kenya National Commission for UNESCO

Mr Franklin Mugambi, Director of Adult Education, Ministry of Education

Ms Sara Ruto, Chief Administrative Secretary, Ministry of Education

Korea, Republic of

Mr Kyung Koo Han, Secretary General, Korean National Commission for UNESCO

Ms Bogang Hong, Education Division Director, Korean National Commission for UNESCO

Mr Dae Joong Kang, President, National Institute for Lifelong Education

Ms TaeHee Kim, Deputy Team Leader/Lifelong Educator, Suwon City

Ms Hyejin Lee, Director of Lifelong Learning Education, Ministry of Education

Ms Min-Seon Park, Programme Specialist, National Institute for Lifelong Education

Ms Kyungsun Ryu, expert, Suwon City

Mr Heon Joo Suh, Director of Public Relations and International Affairs, National Institute for Lifelong Education

Ms Boram Yoo, Programme Specialist, Korean National Commission for UNESCO

Kyrgyzstan

Mr Rasul Abazbek, Deputy Minister, Ministry of Education and Science

Ms Evgenia Boiko, Head of the Strategic Planning Department, Ministry of Education and Science

Lao, People's Democratic Republic

H.E. Ms Phout Simmalavong, Minister of Education and Sports, Ministry of Education and Sports

Ms Philany Phissamay, Deputy Director General Department for Non-Formal Education, Ministry of Education and Sports

Latvia

Ms Baiba Baskere, Deputy Director of Department, Ministry of Education and Science

Ms Ruta Gintaute-Marihina, Director of VET and Adult Education Department, Ministry of Education and Science

Ms Laura Iveta Strode, Senior Expert/Project Manager, Ministry of Education and Science

Ms Laura Treimane, Counsellor for Education and Science, Permanent Delegation of the Republic of Latvia to the OECD and UNESCO

Ms Anastasija Volkonska, Senior Expert on Adult Learning, Ministry of Education and Science

Lebanon

M. Pierre Moussa Baz, conseiller administratif, ministère des Affaires sociales

Mme Geagea Neamat, directrice de l'éducation des adultes, ministère des Affaires sociales

Lesotho

Mr Dira Khama, Principal Secretary Basic Education,
Ministry of Education

Liberia

Ms Vivian Logan, National Coordinator, Alternative
Learning Programme, Ministry of Education

Ms Julay Siah Jargbah, Senior Programme Officer,
Ministry of Education

Mr Thomas Richard Clarke, Director for Alternative
Education, Ministry of Education

Libya

Mr Ousama Abdelhadi, Director of Archives and
IT Department & Education Expert, Libyan
National Commission for UNESCO

Ms Azeezah Hafith, Expert in Adult Education,
Ministry of Education

Mr Mohamed Issa, Director of Literacy and Adult
Education, Ministry of Education

Lithuania

Ms Inga Jagelavičiūtė, President, Lithuanian
Association of Adult Education

Mr Julius Jakučinskas, Director of Lifelong Learning
Department, Ministry of Education, Science
and Sport of the Republic of Lithuania

Ms Daiva Malinauskiene, Member of the Board of
Lithuanian Association of Adult Education,
Director of Soros International House

Mr Tomas Pūtys, Head of Non-formal Education
Division, Ministry of Education, Science and
Sport

Ms Aldona Reksniene, Vice-Rector, Medardas
Cobotas University of the Third Age

Mr Saulius Samulevicius, Head of Adult Education
Unit, Qualifications and Vocational Education
and Training Development Centre

Ms Dalia Stabrauskaite, Education Programme
Coordinator, Lithuanian National Commission
for UNESCO

Ms Vilma Tubutiene, Head, Siauliai Municipality
Educational Center

Luxembourg

Mme Françoise Chotro, responsable de projet,
ministère de l'Éducation nationale / éducation
des adultes

M. Romain Mahowald, directeur adjoint du service
de la formation des adultes, ministère de
l'Éducation nationale

Mme Aline Schott, responsable de projet, ministère
de l'Éducation nationale / éducation des adultes

Madagascar

M. Serge Dieu Donné Mamba, directeur de
l'éducation non formelle auprès du ministère
de l'Éducation nationale

M. Téophil Rabenandrasana, directeur général en
charge des établissements scolaires, ministère
de l'Éducation nationale

Malawi

H.E. Ms Patricia Annie Kaliati, Minister,
Ministry of Gender Community Development
and Social Welfare

Mr Chikoti Chifuniro, Assistant Programme Officer
for Education, Malawi National Commission
for UNESCO

Mr David Harrington, Regional Director,
DVV International

Mr Isaac Katopola, Coordinator, Ministry of
Gender and Community Development
and Social Welfare

Mr Voice Mhone, Director, NGO Board of Malawi

Mr David Mulera, Deputy Executive Secretary,
Malawi National Commission for UNESCO

Mr Limbani Nsapato, Country Director, Edukans
Foundation Malawi

Ms Merina Phiri, Lecturer, Catholic University
of Malawi

Ms Clotilda Olive Sawasawa, Director of Community
Development, Ministry of Gender, Community
Development and Social Welfare

Ms Elizabeth Tonthola, Personal Assistant to the
Honourable Minister of Gender, Community
Development and Social Welfare

Malaysia

- Mr Ahmad Masrizal bin Muhammad, Deputy Minister, Ministry of Higher Education
- Mr Azirin Abdul Aziz, Director, Polytechnic METrO Johor Bahru
- Mr Muhammad Firdaus Abdul Talib, Assistant Secretary, Ministry of Higher Education
- Mr Kamaludin Daud, Director, Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS)
- Ms Othman Hani Halimahtun, Principal Assistant Secretary, Ministry of Higher Education
- Mr Yang Asri Hamadudin, Principal Assistant Secretary, Ministry of Higher Education
- Mr Mohd Ruzi Hamzah, Director, Ministry of Higher Education
- Ms Khadijah Kok Abdullah, Assistant Secretary, Ministry of Higher Education
- Ms Noorfazlina Mohd Shahid, Principal Assistant Secretary, Ministry of Higher Education
- Ms Hani Halimahtun Othman, Senior Principal Assistant Secretary, Ministry of Higher Education
- Ms Suraya Hani Saleh, Deputy Undersecretary, Policy and Research Division, Ministry of Higher Education

Mali

- Mme Fatoumata Hama Cissé, directrice nationale de l'éducation non formelle et des langues nationales, ministère de l'Éducation nationale
- M. Pasoun Louis Gerad Dakouo, attaché, ministère de l'Éducation nationale
- Mme Kadia Maiga, Point focal UNESCO, ministère de l'Éducation nationale
- M. Boubacar Taboure, directeur général, ministère de l'Éducation nationale
- M. Oumar Traoré, chef de cabinet, ministère de l'Éducation nationale

Malta

- Mr Peter Mayo, academic, University of Malta

Mauritania

- M. Ely Brahim Cheikhna, chef de service, alphabétisation
- M. Ahmedou Chouaib, attaché administratif, éducation

Mauritius

- Mr Aveenash Appadoo, Head of Planning and Research Unit, Ministry of Gender Equality and Family
- Ms Dorothy Cooshna-Naik, Senior Lecturer at Centre for Innovative and Lifelong Learning (CILL), University of Mauritius
- Ms Kiran Luxhmi Panday, Administrator, Ministry of Education, Tertiary Education, Science and Technology

Mexico (United Mexican States)

- Sra. Marisela Calderón, Encargada de Subdirección de Comunicación Social, Instituto Nacional para la Educación de los Adultos (INEA)
- Sra. Yareli Gamiño, Encargada de Redes Sociales del INEA
- Sra. Cecilia Orozco, Directora Académica, INEA
- Sra. Josefina Patiño, Subdirectora de Contenidos para Población Indígena y Grupos Específicos, INEA
- Sr. Jose Carlos Rocha, Subdirector de Formación, INEA

Mongolia

- Ms Oyunaa Purevdorj, Director of Education Policy and Planning Department, Ministry of Education and Science of Mongolia

Morocco, Kingdom of

- S. E. Aziz Akhannouch, chef du gouvernement
- S. E. Chakib Benmoussa, ministre de l'Éducation nationale, du Préscolaire et des Sports, ministère de l'Éducation nationale, du Préscolaire et des Sports
- S. E. Abdellatif Miraoui, ministre de l'Enseignement supérieur, de la Recherche scientifique et de l'Innovation, ministère de l'Enseignement supérieur, de la Recherche scientifique et de l'Innovation
- S. E. Younes Sekkouri, ministre de l'Inclusion économique, de la petite Entreprise, de l'Emploi et des Compétences, ministère de l'Inclusion économique, de la petite Entreprise, de l'Emploi et des Compétences
- M. Achraf Berrazzouk, Deputy Mayor, Marrakech, and Minister of National Land Management, Urban Planning, Housing and Urban Policy, Kingdom of Morocco

- M. Ahmed Abbadi, secrétaire général, Rabita Mohammadia des Oulémas
- M. Abdel-Ilah Afifi, secrétaire général, département de la Culture
- M. Hicham Afify, président, commune territoriale d'Ifrane
- M. Moulay Driss Aguelmam, directeur de l'action sociale et culturelle et de la réinsertion des détenus, Délégation générale à l'administration pénitentiaire et à la réinsertion
- M. Arafat Athmoun, secrétaire général, département de la Formation professionnelle
- Mme Amal Babaali, directrice de communication, ministère de l'Éducation nationale
- M. Adil Bajja, directeur de la stratégie des statistiques et de la planification, ministère de l'Éducation nationale du Préscolaire et des Sports
- M. Youssef Belqasmi, secrétaire général, ministère de l'Éducation nationale
- M. Marouane Benassila, fonctionnaire, ministère de la Jeunesse, de la Culture et de la Communication
- Mme Imane Benzarouel, adjoint au directeur exécutif, Fondation marocaine pour l'éducation financière
- M. Aziz Bouighane, gouverneur de la Province Rhamna, Province Rhamna, ministère de l'Intérieur,
- M. Fouad Chafiki, directeur des curricula, ministère de l'Éducation nationale, du Préscolaire et des Sports
- M. Karim Cheikh, vice-président Commission Capital humain, CGEM
- M. Said Doukali, administrateur, DVV International
- M. Jamal Eddine El Aloua, secrétaire général, Commission nationale pour l'Éducation, les Sciences et la Culture
- M. Abdelouahhad El Jabri, gouverneur, ministère de l'Intérieur
- Mme Nadia El Hnot, directrice de la coopération et de l'action culturelle, ministère des Affaires étrangères, de la Coopération africaine et des Marocains résidant à l'étranger
- M. Ahmed El Karimi, directeur d'Académie régionale d'éducation et de formation, Académie régionale d'éducation et de formation Marrakech-Safi
- M. Abdelali El Khatib, fonctionnaire, Direction générale des collectivités locales, ministère de l'Intérieur
- M. Abdeljabar El Kirami, directeur, Centre régional des métiers de l'éducation et de la formation Marrakech-Safi
- Mme Rokia El Mahmoudi, chef de la Division de l'évaluation et de la communication, département de la Formation professionnelle
- M. Hassan El Mellouki, chef de service, département de la Pêche maritime
- M. Mohammed El Meski, conseiller chargé de l'éducation, chefferie du gouvernement
- M. El Mahjoub El Habibi, retraité, ministère de l'Éducation nationale
- Mme Fatiha Ennabihe, cheffe de division Coopération et Partenariat, département de la Formation professionnelle, ministère de l'Inclusion économique, de la petite Entreprise, de l'Emploi et des Compétences
- Mme Meriame Gam, membre du comité d'audit, CGEM
- M. Ayoub Ghadfa, chef de service, Entraide nationale
- M. Abdelmajid Hallaoui, directeur, Formation professionnelle
- M. Azzeddine Ismail, conseiller auprès du ministre de l'Inclusion économique, de la petite Entreprise, de l'Emploi et des Compétences, ministère de l'Inclusion économique, de la petite Entreprise, de l'Emploi et des Compétences
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- M. Omar Kherbane, Retraité, ex responsable du ministère de l'Économie et des Finances
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- M. Mhamemed Laraki, retraité, ex responsable de la division d'éducation des adultes, ministère de l'Éducation nationale
- M. Abdeslam Loumissi, fonctionnaire, Institution constitutionnelle
- M. Ignacio Martínez Boluda, coordinateur général – bureau technique de coopération au Maroc, Coopération espagnole

M. Abdelali Mastour, président du Forum de la Citoyenneté, Forum de la Citoyenneté
 M. Larbi Meyad, expert juriste, professeur vacataire, Université Mohamed 5, Rabat
 Mme Samira Mizbar, manager GIS, Agence MCA
 M. Khattar Mjahdi, directeur, Entraide nationale
 M. Aziz Nahya, directeur Coopération enseignement privé et vie scolaire, ministère de l'Éducation nationale, du Préscolaire et des Sports
 M. Mohammed Oulot, Professeur, ministère de l'Éducation nationale
 Mme Hayfa Rouas, cheffe de mission adjointe, Délégation permanente du Royaume du Maroc auprès de l'UNESCO
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 M. Mohamed SalahTamek, délégué, DGAPR
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 M. Elmustapha Thadi, fonctionnaire, ministère de l'Économie et des Finances
 Mme Rkia Zakhour, cheffe de service coopération multilatérale de la formation professionnelle, secteur de la formation professionnelle, ministère de l'Éducation nationale

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 M. Abdellatif Khazif, chef de département
 Mme Rajia Laaouj, cadre
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 M. Mohammed Rahmani, chef de département
 M. Hassan Rahmoun, délégué provincial
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 M. Abdellah Rihim, directeur régional
 M. Rachid Rkibi, chef de service
 Mme Hayat Stitou, déléguée provinciale
 M. Hicham Tajmout, cadre
 Mme Fatima Zohra Zemhari, cadre

Mozambique

Ms Antuia Soverano, National Director for Youth and Adult Education, Ministry of Education and Human Development

Myanmar

Ms Hnin Wai Lwin Oo, Diplomat, Embassy of the Republic of the Union of Myanmar in Paris
Ms T Kham Seng, Minister Counsellor, Embassy of the Republic of the Union of Myanmar in Paris
Mr Kyaw Zeya, Ambassador, Embassy of the Republic of the Union of Myanmar in Paris

Namibia

Ms Helena Magano Asino, Chief Education Officer, Directorate of Education, Arts and Culture, Ministry of Education, Arts and Culture
Ms Helena Endjala, Senior Education Officer, Ministry of Education, Arts and Culture
Ms Elvi Kamati, Senior Education Officer, Ministry of Education, Arts and Culture
Ms Selma Ndeyapo Kandjengo, Senior Education Officer, Ministry of Education, Arts and Culture
Ms Vinus Mwadhina Mutota, Ministry of Education, Arts and Culture
Ms Fransina Ndapandula Ndunge, Senior Adult Education Officer, Ministry of Education, Arts and Culture
Ms Mbango Leena Peneyambeko Tegelela, Chief Education Officer, Adult Education, Ministry of Education, Arts and Culture

Nauru

Ms Floria Detabene, Director of TVET, Ministry of Education and Training
Ms Darrina Kun, Secretary for Education and Training, Ministry of Education and Training
Mr Laurie Williams Teboua, Assistant Director for Youth, Youth Department

Nepal

Mr Deepak Sharma, Joint Secretary, Ministry of Education Science and Technology
Mr Nilkantha Dhakal, Director, Centre for Education and Human Resource Development, Ministry of Education Science and Technology
Ms Prativa Shrestha, Senior Programme Coordinator, UNESCO

Netherlands, The

Mr Louis Roijmans, Policy Adviser, Ministry of Social Affairs and Employment
Ms Rexin Singotani, Senior Policy Adviser, Dutch Ministry of Social Affairs and Employment

New Zealand

Mr Kieran Forrde, Senior Policy Manager, Ministry of Education
Ms Sandy Morrison, Associate Professor, Senior Lecturer/Associate Dean School of Māori and Pacific Development, University of Waikato, (representing ACE Aotearoa)

Nicaragua

Sr. Omar Cortedano, Director General de Educación de Jóvenes y Adultos del Ministerio de Educación (MINED), Ministerio de Educación

Niger

M. Mikail Ahmed, DGIFAENF, Institution de formation en alphabétisation et éducation non formelle
M. Aminou Yacouba, directeur général de l'alphabétisation et de l'éducation non formelle, ministère de l'Éducation nationale

Nigeria

Ms Cordelia Adamu, National Director of Programmes and Projects, Non-Governmental Association for Literacy Support Services
Mr Damian Mary Adeleke, Director of Programmes, Civil Society Action Coalition on Education for All
Ms Odinakachi Ahanonu, Coordinator of Secretariat, Civil Society Action Coalition on Education for All
Mr Ismail Junaidu, Executive Secretary, Nigerian Educational Research and Development Council
Mr Ayotunde Omotomi, Deputy Director, Federal Ministry of Education

Norway

Mr Erlend Bern Aaser, Adviser, Ministry of Education and Research

Mr Stig Arne Skjerven, Deputy Permanent Representative, Permanent Delegation of Norway to UNESCO

Ms Camilla Hornkjøl, intern, UNESCO

Oman

Ms Nawal Al Ajmi, Literacy Section Head, Ministry of Education

Mr Ahmed Al Bahri, Supervisor, Ministry of Education

Ms Alaya Al Habsi, Director General, Directorate General of Education of North A'Sharqiya Governorate, Ministry of Education

Mr Bader Al Ghafri, Supervisor, Ministry of Education

Ms Farah Al Harmi, Section Head, Oman National Commission for UNESCO

Mr Hamood Hamed Hamood Al-Omairi, Supervisor for Continuing Education, Ministry of Education

Pakistan

Mr Syed Akbar, Director of Education, National Commission for Human Development

Mr Syed Tufail Hussain Bukhari, Director of Education, Education Department

Mr Muhammad Athar Hussain, Associate Professor, Distance, Non-formal and Continuing Education, Allam Iqbal Open University, Islamabad

Mr Abdul Rauf, Secretary, Secondary Education Department, Government of Balochistan, Secondary Education Department

Ms Sajida Shamsi, Deputy Secretary General, Pakistan National Commission for UNESCO, Islamabad

Palau

Ms Sania El Kadi, Deputy Permanent Delegate, Permanent Delegation of Palau to UNESCO

Palestine

Ms Ghadeer Fannoun, Head of Special Education Department/Adult Education Department, Ministry of Education

Papua New Guinea

Mr Bembe Gihiro Gerepo, Project Officer, Department Education

Mr Peter Kants, Deputy Secretary – TVET & UNESCO Directorate, Department of Education

Paraguay

Sra. Nora Benítez de Cuevas, Jefe de Departamento Educación de Adultos, Ministerio de Educación y Ciencias

Sra. Cintia Noemi Duré Mancuello, Técnico, Ministerio Educación y Ciencias

Sr. Gustavo Gustavo Adolfo Céspedes Servin, Técnico Pedagógico de Alfabetización, Ministerio de Educación y Ciencias

Sra. Lourdes Villalba Abed, Directora General de Educación Permanente de Personas Jóvenes y Adultas, Ministerio de Educación y Ciencias

Peru

Sr. Luis Alberto Céspedes Ballona, Responsable de Gestión y Articulación Territorial del Ministerio de Educación, Ministerio de Educación

Sra. Lucila Landeo Sanchez, Directora de Educación Basica Alternativa Minedu, Ministerio de Educación

Sr. Tito Medina Warthon, Director General de Educación Básica Alternativa, Intercultural Bilingüe y de Servicios Educativos en el Ámbito Rural, Ministerio de Educación

Sr. Cesar Picón, Asesor Principal – DVV International Perú
Sr. José Fermín Prado Macalupú, Coordinador de Fortalecimiento de Capacidades, Ministerio de Educación

Sr. Walter Pedro Quispe Rojas, Director Nacional, DVV International
Ms Silvia Enriqueta Torres Huamani, Responsable De La Actualizacion De Politicas Y Proyectos, Ministerio De Educación

Philippines

Ms Leonor Magtolis Briones, Education Secretary, Department of Education

Ms G.H. Ambat, Assistant Secretary for Alternative Learning System, Department of Education

Ms Margarita Consolacion Ballesteros, Director IV – Department of Education Philippines, Department of Education

Ms Lindsay Barrientos, Deputy Executive Director, Philippine National Commission for UNESCO

Mr John Joshua Cruz, Technical Assistant II –
Department of Education Philippines
Ms Michelle Dulay, Programme Officer, Philippine
National Commission for UNESCO
Ms Josephine Maribojoc, Undersecretary for Legal
Affairs, Department of Education
Mr Joseph Jeric Umangga, Desk Officer, Department
of Education

Poland

Mr Stanislaw Drzazdzewski, General Counsel,
Ministry of Education and Science
Ms Malgorzata Dybala, Senior Specialist, Electronic
Platform for Adult Learning in Europe (EPALE)
National Support Service in Poland

Portugal

H.E. Mr João Costa, Ministro da Educação, Ministério
da Educação
Mr António Leite, Secretário de Estado da Educação
Ms Paula Guimaraes, Professora, Instituto de
Educação, Universidade de Lisboa
Ms Conceição Menino, Técnico Especialista,
Secretaria de Estado da Educação
Ms Angelina Pereira, Técnico Especialista/Adviser,
Gabinete do Secretário de Estado da Educação
Ms Stela Rato, Técnica Especialista/Adviser, Gabinete
do Secretário de Estado da Educação/ Cabinet
of the Secretary of State of Education
Ms Dina Soeiro, Educadora de Adultos, Professora,
Escola Superior de Educação Instituto
Politécnico de Coimbra
Ms Alexandra Teixeira, Chefe de Departamento,
Agência Nacional para a Qualificação e Ensino e
Formação Profissional

Qatar

Mr Ahmed Almuhammad, Head of Adult Education
Section, Ministry of Education and Higher
Education

Romania

Ms Corina Daba-Buzoianu, Associate Professor,
NSPA University
Ms Madlen Serban, Secretary General, National
Commission of Romania for UNESCO
Mr Radu Szekely, Adviser to the Minister of
Education, Ministry of Education

Russian Federation

Ms Ksenia Gaverdovskaya, Counsellor, Commission
of the Russian Federation for UNESCO, Ministry
of Foreign Affairs
Ms Alena Nikolaeva, Leading Adviser, Ministry of
Science and Higher Education
Ms Natalya Tarankova, Vice-Rector for Further
Education, RUDN University

Saint Kitts and Nevis

Ms Selma Broadbelt, Administrative Officer in the
Adult and Continuing Education Division,
Clarence Fitzroy Bryant College (CFBC)

Saint Lucia

Ms Mercreann Charles-Modeste, Education Officer,
National Enrichment & Learning Unit, Ministry
of Education, Sustainable Development,
Innovations, Science, Technology & Vocational
Training
Ms Sherry Julien, Education Officer, National
Enrichment & Learning Unit, Ministry of
Education, Sustainable Development,
Innovations, Science, Technology & Vocational
Training

Saudi Arabia

Mr Ajlan Al Ajlan, Supervisor of Education, Ministry
of Education
Mr Sami Al Khodair, Supervisor of Education,
Ministry of Education
Mr Yahya Al-Mofarreh, General Manager of General
Administration for Continuous Education,
Ministry of Education
Ms Jawhara Al-Omar, Educational Supervisor,
Ministry of Education
Mr Dakheel Alqarni, Teacher, Ministry of Education
Mr Mohammad Al Shafi, Teacher, Ministry
of Education
Ms Ibtehal Al-Suliman, Educational Supervisor,
Ministry of Education
Ms Hessh Bin-Rasheed, Educational Supervisor,
Ministry of Education

Senegal

- Mme Ndeye Name Diouf, directrice de l'alphabétisation et des langues nationales, ministère de l'Éducation nationale
- M. Aliou Ly, secrétaire général, Commission nationale sénégalaise pour l'UNESCO, ministère de l'Éducation
- M. Sidy Same, directeur, Centre national de ressources éducationnelles (CNRE)

Serbia

- H.E. Mr Milos Blagojevic, Assistant Minister, Ministry of Education, Science and Technological Development
- Ms Vesna Fabian, Group Head, Ministry of Education, Science and Technological Development
- Ms Jelena Grubacic, Adviser in Adult Education Programme Development, Group for Adult Education, Ministry of Education, Science and Technological Development
- Ms Mirjana Milanovic, Head of the Group for Adult Education, Ministry of Education, Science and Technological Development
- Ms Aleksandra Pejatovic, Full Professor, Department of Andragogy, Faculty of Philosophy, University of Belgrade

Sierra Leone

- Ms Olive Musa, Director, Ministry of Education

Slovakia

- Ms Miroslava Klemková, State Adviser, Minority and Lifelong Learning Division, Department of Lifelong Learning
- Ms Monika Korškošová, Director, Minority and Lifelong Learning Division, Department of Lifelong Learning

Slovenia

- Mr Tadej Bernik, member, Andragoski Center Slovenije
- Ms Nevenka Bogataj, Senior Researcher, Slovenian Institute for Adult Education
- Ms Teja Dolgan, Head of Adult Education Unit, Ministry of Education, Science and Sport
- Mr Gasper Hrastelj, Secretary General, Slovenian National Commission for UNESCO
- Ms Nevenka Kocijančič, Senior Adviser, Slovenian Institute for Adult Education

- Mr Borut Mikulec, Associate Professor, Faculty of Arts, University of Ljubljana
- Ms Jasmina Mirčeva, Researcher, Slovenian Institute for Adult Education
- Ms Jasmina Orešnik Cunja, Senior Consultant, Slovenian Institute for Adult Education
- Ms Zvonka Pangerc Pahernik, Head of Unit, Slovenian Institute for Adult Education
- Ms Urška Pavlič, Expert, Slovenian Institute for Adult Education
- Ms Mateja Pečar, Senior Adviser, Slovenian Institute for Adult Education
- Ms Ema Perme, Policy Adviser, Ministry of Education, Science and Sport
- Ms Nataša Potočnik, Director, Slovenian Institute for Adult Education
- Ms Petra Smalcelj, Consultant, Slovenian Institute for Adult Education
- Mr Andrej Sotošek, Senior Field Consultant, Slovenian Institute for Adult Education
- Ms Tanja Vilič Klenovšek, Head of Unit, Slovenian Institute for Adult Education
- Ms Patricija Virtic, Head of Global Citizenship Education, SLOGA – Slovenian NGO Platform for Development, Global Education and Humanitarian Aid

Solomon Islands

- H.E. Ms Lanelle Olandrea Tanangada, Minister of Education and Human Resources Development, Solomon Islands
- Ms Christina Victoria Bakolo, Manager Policy Analysis, Ministry of Education and Human Resources Development

South Africa

- Mr David Diale, Chief Director, Education Training Development and Assessment, Department of Higher Education and Training
- Ms Thembisa Futshane, Deputy Director-General, Department of Higher Education and Training
- Ms Mamphokhu Khuluvhe, Director, System Monitoring and Labour Market Intelligence, Department of Higher Education and Training
- Ms Sesi Nombulelo Nxesi, CEO, Education, Training and Development Practices Sector, Education and Training Authority, Republic of South Africa
- Ms Shirley Walters, Professor Emerita, University of the Western Cape

South Sudan

Mr Kiri James Lokuto, Deputy Director for Literacy and Numeracy, Ministry of General Education and Instruction

Mr John Wani, Responsible for Alternative Non-Formal Education Programmes, Ministry of General Education and Instruction

Spain

Sra. Mónica Calurano, Presidenta, Federación Española de Universidades Populares

Sra. Anna Delort, Representante de la sociedad civil, ACEFIR

Sra. Marga Julve, Directora, FAEA Asociación de entidades de educación de personas adultas

Sra. Margarita de Lezcano-Mújica Núñez, Subdirectora General de Atención al Estudiante y Relaciones Institucionales, Ministerio de Universidades

Sra. Asuncion Manzanares, Subdirectora General de Orientación y Aprendizaje a lo largo de la vida, Ministerio de Educación y FP

Sri Lanka

Mr Saravanamuthu Dunaisingh, Head of Open Schools, National Institute of Education

Mr Kuruppu Arachchige Don Punyadasa, Director of Education, Ministry of Education

Sudan

Ms Amna Babiker, Teacher, National Council

Mr Osman Adam Hamd Saeed, Secretary General, National Council for Literacy and Adult Education

Mr Yahia Adam Mohamad, Director of Adult Education in Gedaref State, National Council for Literacy and Adult Education

Ms Wafaa Sidahmed Noureldin, Secretary General for the Sudanese National Commission for UNESCO

Sweden, Kingdom of

Ms Kristina Persdotter, State Secretary, Ministry of Education and Research, Kingdom of Sweden

Mr Olof Elander, Senior Adviser, Swedish National Agency for Higher Vocational Education

Ms Emma Gunillasson, Senior Adviser, Swedish National Agency for Higher Vocational Education

Ms Jenny Jagsander, Deputy Director, Ministry of education

Ms Emma Jansson, Desk officer, Ministry of Education and Research

Ms Frédérique Lémery, Desk Officer, Ministry of Education and Research

Ms Carina Lindén, Deputy Director, Ministry of Education and Research

Ms Camilla Lindquist, Desk Officer, Ministry of Education and Research

Ms Malin Mendes, Senior Policy Adviser, Ministry of Education and Research

Ms Cecilia Palm, Secretary General, Folkuniversitetet

Mr Mikael Schultz, Deputy Permanent Delegate, Delegation of Sweden to the OECD and UNESCO

Ms Maria Skoglöf, Director of Education, Unit for Adult Education, Department of Curricula, Swedish National Agency for Education

Mr Joel Wiklund Hult, Programme Coordinator, Swedish National Commission for UNESCO

Switzerland

Mme Maja Huber Billeter, cheffe de section, Direction de l'instruction publique et de la culture, Canton de Berne

M. Bernhard Grämiger, directeur, Fédération suisse pour la formation continue (FSEA)

M. Rémy Hübschi, directeur suppléant du Secrétariat d'État à la formation, à la recherche et à l'innovation, SEFRI

Mme Theres Kuratli, responsable de projets (formation continue), Secrétariat d'État à la formation, à la recherche et à l'innovation

M. Gaétan Lager, responsable de projet, Secrétariat d'État à la formation, à la recherche et à l'innovation

Mme Clara Schwander, collaboratrice scientifique, Département fédéral des Affaires étrangères

Syrian Arab Republic

Mr Nidal Hassan, Secretary General of the Syrian National Commission for UNESCO

Ms Malak Yassin, Director of Child Culture, Ministry of Culture

Thailand

H.E. Ms Treenuch Thienthong, Minister of Education, Ministry of Education
Ms Kanokwan Vilawan, Deputy Minister of Education, Ministry of Education
Ms Duriya Amatavivat, Adviser to the Ministry of Education
Mr Suphat Champatong, Permanent-Secretary for Education, Ministry of Education
Mr Wira Khaengkasikarn, Deputy Secretary-General for Education, Ministry of Education
Ms Supranee Khamyuang, Expert, Ministry of Education
Ms Kochakorn Khatapan Acidre, Director of Educational Development Unit, Regional Education Office No. 9, Ministry of Education
Ms Sasina Leabchantra, Attachée to the Minister of Education, Ministry of Education
Ms Ratchanin Pongudom, Foreign Relations Officer, Ministry of Education
Mr Chaipreuk Sereerak, Adviser to the Minister of Education, Ministry of Education
Ms Patsri Siriprapa, Director of International Cooperation Unit, Ministry of Education
Ms Punramol Sutthirit, Foreign Relations Officer, Professional Level, Office of Non-Formal and Informal Education, Ministry of Education
Mr Dech-siri Nopas, Lecturer, Kasetsart University

Timor-Leste

H.E. Mr Armindo Maia, Minister of Education, Youth and Sport, Ministry of Education, Youth and Sport

Togo

S. E. Adjovi Lolonyo Anakoma-Apedoh, ministre de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation, Togo
M. Baoumodom Abete, directeur général de l'alphabétisation et de l'éducation non formelle
M. Kokouvi Ahe, directeur régional de l'action sociale Plateaux, ministère de l'Action sociale
M. A. Augustin Amovin-A., chef section du matériel didactique et de la documentation, Direction de l'alphabétisation et de la formation des adultes
M. Wedé Atoukoussi, directeur régional de l'action sociale (région Kara), ministère de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation

M. Esohanam Batchassi, administrateur culturel, Direction générale de l'alphabétisation et de l'éducation non formelle
M. Stanislas Bileba, Secrétaire général du ministère de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation
Mme Abiola Donko-Keleou, Direction régionale de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation
Mme Ayélé Rosalie Eklou-Koevanu, directrice de l'alphabétisation et de la formation des adultes, ministère de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation
Mme Dede Soke Folly-Notsron, directrice régionale de l'Action sociale (région du Grand Lomé), ministère de l'Action sociale de la Promotion de la Femme et de l'Alphabétisation
M. Koffi Gani, directeur de cabinet de la ministre de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation
M. Dametoti Kombate, directeur régional de l'Action sociale, de la Promotion de la Femme et l'Alphabétisation/ Savanes, ministère de l'Action sociale, de la Promotion de la Femme et l'Alphabétisation
M. Tchabouè Ouro-Agbandao, directeur régional de l'Action sociale, ministère de l'Action sociale, de la Promotion de la Femme et l'Alphabétisation
Mme Tchilalo Mawunani Ezzoimna Pouli, cheffe division Alphabétisation et Éducation non formelle, ministère de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation
M. Signan Sama, directeur de l'éducation non formelle des adolescents, ministère de l'Action sociale, de la Promotion de la Femme et de l'Alphabétisation

Tokelau

Ms Fiafiaga Sale, National Coordinator, Post-School Education and Training, Department of Education; University of the South Pacific Centre Coordinator, Fakaofu

Tonga

- Ms Tilema Cama, Principal, Queen Salote School of Nursing, Ministry of Health
- Ms Raelyn Esau, Director, Tonga Institute of Higher Education, Ministry of Education and Training
- Ms Lusía LatuJones, Director, Tonga Youth Employment and Entrepreneurship Inc
- Ms Ungatea Fonua Kata, Director, Tupou Tertiary Institute
- Ms Losana Latu, Principal & Member of the Tonga Research Association, St. Andrew's High School
- Ms Lucy Moala-Mafi, Secretary-General, Tonga National Commission for UNESCO
- Ms Keasi Takau Pongi, Executive Director, Civil Society Forum of Tonga
- Ms Tangikina Moimoi Steen, Chief Executive Officer, Ministry of Education and Training
- Ms Sela Tapa'atoutai Teisina, Director, Tonga Institute of Education, Ministry of Education and Training

Tunisia

- Mme Fethia Akkar, directrice des affaires éducatives, des partenariats et de la gouvernance, Centre national d'enseignement pour adultes
- M. Kamel Hajjem, secrétaire général, Commission nationale tunisienne pour l'Éducation, la Science et la Culture
- M. Fakher Lahouègue, sous-directeur des affaires éducatives, des partenariats et de la gouvernance, Centre national d'enseignement pour adultes

Türkiye

- Ms Meltem Gülnar, National Education Expert, Ministry of Education
- Ms Zeynep Meriçözgür, National Education Expert, Ministry of Education

Turkmenistan

- Ms Merjen Durdyeva, Chief Specialist of International Department, Ministry of Education
- Ms Gulnabat Gurdova, Chief Expert, National Commission of Turkmenistan for UNESCO
- Ms Tamara Hojamedowa, Chief Specialist, National Education Institute

Tuvalu

- Mr Neaki Letia, Director of Education, Government of Tuvalu
- Mr Tufoua Panapa, CEO, Government of Tuvalu
- Mr Tofiga Tinilau, UNESCO Program Officer, Government of Tuvalu

Uganda

- Mr Kasiita Ismail, National Coordinator, Uganda Literacy and Adult Learners' Association
- Ms Keihangwe Stellah Tumwebaze, Executive Director, Literacy and Adult Basic Education
- Ms Imelda Kyaringabira Engabi, Principal Literacy Officer, Ministry of Gender, Labour and Social Development
- Mr Caesar Kyebakola, Country Director, DVV International Uganda
- Mr Apollo Mulondo, Literacy Facilitator and Curriculum Expert, Refugee Law Project, School of Law, Makerere University
- Ms Dianah Nampijja, Lecturer, Makerere University
- Mr Willy Ngaka, Senior Lecturer & Head, Department of Adult and Community Education, Makerere University
- Mr Samuel Nyende, doctoral researcher, Makerere University
- Mr Everest Tumwesigye, Commissioner Community Development and Literacy, Ministry of Gender, Labour and Social Development
- Mr Saul Tumwine, Secretary General, Association of Professional Adult Educators in Uganda (APAEU)

Ukraine

- Mr Andrii Vitrenko, First Deputy Minister of Education and Science of Ukraine, Ministry of Education and Science
- Mr Mykyta Andreev, Director, Ukrainian Adult Education Association
- Mr Ihor Baluba, Head of Expert Group, Ministry of Education and Science
- Ms Larysa Lukianova, Head of the Ukrainian Adult Education Association

United Arab Emirates

Ms Muna Abdulla, General Manager, YUY
Ms Ayesha Al Mazrouei, Organization Executive,
Ministry of Education
Ms Fatima Almalek, General Manager, KHIK
Ms Sameya Majan, General Manager, KDKE
Ms Jeanine Romano, Executive Director, Sharjah
Education Academy

United Kingdom of Great Britain and Northern Ireland

Ms Fiona Boucher, Chef Executive, Scotland's
Learning Partnership
Mr Alan Tuckett, Emeritus Professor, University of
Wolverhampton

Uruguay

Sr. Gonzalo Baroni Bocas, Director Nacional de
Educación del Ministerio de Educación y
Cultura
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Educación y Cultura
Sra. Alicia Dambrauskas, Coordinadora Educación
Jóvenes y Adultos, Dirección Nacional de
Educación, Ministerio de Educación y Cultura
Sra. Maria Martina Duarte Siqueira, Asesora de
Asuntos Internacionales de la Dirección Nacional
de Educación, Ministerio de Educación y Cultura
Sra. Luisa Fernández, Responsable del Área de
Innovación Educativa, Ministerio de Educación
y Cultura
Sra. Malena Pérez, Asesora EPJA, Ministerio de
Educación y Cultura
Sr. Daniel Velázquez, Asesor Técnico en Educación
de Jóvenes y Adultos, Ministerio de Educación
y Cultura

Uzbekistan

Mr Utkirjon Alijonov, Head of Department,
Ministry of Higher and Secondary Specialized
Education
Ms Bonu Azizova, Head of Lifelong Learning System
Research, Institute for Labour Market Research
under the Ministry of Employment and Labour
Relations
Mr Erkin Kurbonov, Head of Department, Ministry of
Public Education

Mr Odil Kuysinov, Deputy Head, State Inspectorate
for Supervision of Quality in Education
Mr Asan Opayev, Head of Human Resources
Department, Institute for Labour Market
Research
Ms Malika Rashidova, Leading Assistant, Ministry of
Public Education

Venezuela, Bolivarian Republic of

Sra. Nancy Meleyda Ortuño Rojas, Viceministra De
Educación Media, Ministerio Del Poder Popular
Para la Educación
Sr. Roberto Jaimes, Director de Educación para Toda
la Vida, Ministerio del Poder Popular para la
Educación
Sr. Luis Alexander Laya Zerpa, Presidente de la
Fundación Misión Ribas, Ministerio del Poder
Popular para la Educación
Sr. Rafael López, Director adjunto de Organismos
Multilaterales, Ministerio del Poder Popular
para la Educación
Sra. Lilian Del Carmen Oropeza Sanguino,
Presidenta De La Fundación Misión Samuel
Robinson, Ministerio del Poder Popular para la
Educación
Sr. Enrique Nelson Pacheco Fonseca, Miembro
De Colectivo Pedagógico De Educación De
Jóvenes Y Población Adulta, Ministerio Del
Poder Popular Para La Educación
Sra. Jacqueline Coromoto Ramos Castillo, Directora
De Centros Y Servicios De Adulto, Ministerio
Del Poder Popular Para La Educación Ms
Belkis Mercedes Sanchez De Jaimes, Directora
General De Educación De Jóvenes, Adultas Y
Adultos, Ministerio Del Poder Popular Para La
Educación
Sr. Guyen Soto, Director Estratégico de Formación
y Autoformación, Instituto Nacional de
Capacitación y Educación Socialista
Sra. Cony Gabriela Méndez, Responsable del Sector
Educación en la Comisión Nacional Venezolana
de Cooperación con la UNESCO, Ministerio del
Poder Popular para Relaciones Exteriores

Viet Nam

H.E. Mr Huu Do Nguyen, Deputy Minister, Ministry of Education and Training
Mr Van Binh Dong, Staff, Ministry of Education and Training
Mr Quang Hai Duong, Staff, Ministry of Education and Training
Ms Thi Tu Anh Vu, Deputy Director General of Continuing Education Department, Ministry of Education and Training

Yemen

Mr Mohammed Alkhatat, Director of Planning and Statistics, Literacy and Adult Education Authority
Ms Anda Al-Salahi, Director of Training Department, Literacy and Adult Education Authority
Mr Adel Basads, General Manager of Training and Qualification, Al Mohra Governorate, Literacy and Adult Education Authority
Mr Ayed Salh Bdr Bin Mahri, Director of Literacy and Adult Education Office in Hadramaut, The Literacy and Adult Education Authority
Ms Nabylah Dada, Director of Women Department, Literacy and Adult Education Authority
Mr Mohamed el Haaj, Head of Literacy and Adult Education Authority, Literacy and Adult Education Authority

Zambia

Ms Beatrice Machaka, Director, Open and Distance Education, Ministry of Education
Mr Charles Ndakala, Secretary General, Zambia National Commission for UNESCO

NON-MEMBER STATES

Holy See

S. Exc. Monseigneur Vito Rallo, nonce apostolique au Maroc
Révérend Monseigneur Mauro Cionini, conseiller de la nonciature apostolique au Maroc
Mme Rica Locatelli, professeure
Ms Saadia Mohamed, Academic Manager, Social Work
Mme Mélanie Rosenbaum, membre officielle de la Congrégation pour l'éducation catholique

United States of America

Ms F. Grace Air Solares, Deputy Director of the Division of Adult Education and Literacy, Office of Career Technical and Adult Education, Department of Education
Ms Judith Alamprese, Principal Scientist, Abt Associates
Mr Mejai Bola Mike Avoseh, Professor, University of South Dakota
Ms Marcie Boucouvalas, Professor Emerita, Virginia Tech
Ms Linda Morris, President, Coalition of Lifelong Learning Organizations (COLLO) and Past President of the American Association for Adult and Continuing Education (AAACE)

OBSERVERS

UN organizations

Food and Agriculture Organization of the United Nations (FAO)

Mr Qu Dongyu, Director-General
Mr Jean Senahoun, Representative in Morocco

International Fund for Agricultural Development (IFAD)

Ms Dina Saleh, Regional Director, Near East, North Africa and Europe Division (NEN)

International Labour Organization (ILO)

Mr Srinivas Baki Reddy, Chief of Skills and Employability Branch
Ms Christine Hofmann, Team Leader, Skills for Social Inclusion
Mr Sangheon Lee, Director, Employment Policy Department
Mr Pedro Moreno da Fonseca, Technical Specialist on Lifelong Learning

Office of the High Commissioner for Human Rights (OHCHR)

Ms Peggy Hicks, Director, Thematic Engagement, Special Procedures and Right to Development Division

UN-Habitat

Ms Raphaëlle Vignol, Programme Management Officer

Ms Liyana Yusof, Capacity Development and Training Unit

Ms Naomi Hoogervorst, Programme Officer, Planning, Finance and Economy Section
Nairobi

United Nations High Commissioner for Refugees (UNHCR)

Mr Frankie Randle, Connected Higher Education Specialist

United Nations Industrial Development Organisation (UNIDO)

Ms Sanae Lahlou, Représentante pays ONUDI/ UNIDO

UN Women

Ms Erika Baranda Septien,
Technical and Operations Management Specialist, Second Chance Program

Ms María Esther Hernández Pérez, Participant of UN Women's Second Chance Program

Ms Anna Parini, Programme Manager

Ms Åsa Regné, Assistant Secretary-General and Deputy Executive Director for Policy, Programme, Civil Society and Intergovernmental Support

World Food Programme (WFP)

Ms Sandra Hittmeyer, Partnerships and Advocacy Officer, WFP School-Based Programmes

Ms Sophie Jenter, Partnerships and Advocacy Officer, WFP School-Based Programmes

World Health Organization (WHO)

Mr Anshu Banerjee, Director, Department of Maternal, Newborn, Child and Adolescent Health and Ageing

Ms Maryam Bigdeli, Representative in Morocco

Ms Abi Chahine Maya, Consultant

Ms Ritu Sadana, Unit Head, Ageing and Health

Intergovernmental organizations

African Union (AU)

Mr Georges Remi Namekong, Senior Economist

Arab Bureau of Education for the Gulf States (ABEGS)

Mr Abdulrahman Alasmi, Director General

Mr Abdulsalam Aljoufi, Counsellor

Mr Omer Budi, DG Secretary

Arab League Educational, Cultural and Scientific Organization (ALECSO)

Mr Mario Franco, Founder and Chairperson,
Millennium@EDU SUSTAINABLE EDUCATION

M. Mohamed Amar, directeur général d'ALECSO

M. Hechmi Ardhaoui, expert

M. Mohamed Jemni, directeur des TIC

Banque islamique de développement (BID)

Mr Moulay Cherif Alaoui,
Project Management Specialist

Commonwealth of Learning (COL)

Ms Kanwar Asha, President & Chief Executive Officer

Consejo de Educación de Adultos de América Latina (CEAAL)

Sra. Nélide Céspedes Rossel, Presidenta honoraria del CEAAL

Sr. Noel Aguirre Ledesma, Educador popular- CEAAL-Coordinador GIPE

Sr. Jorge Osorio, Profesor

Sra. Rosa Elva Zúñiga López, Secretaria General

Conférence des ministres de l'Éducation des pays ayant le français en partage (CONFEMEN)

M. Abdel Rahamane Baba-Moussa, secrétaire général

M. Adama Ouane, ex-ministre de l'Éducation, Mali

M. Abobacar Sy, conseiller spécial chargé de la communication

European Commission

Ms Sofie Doskarova, Policy Assistant

Ms Klara Engels-Perenyi, Policy Officer

European Training Foundation (ETF)

Mr Abdelaziz Jaouani, Senior Human Capital Development Expert – Lifelong Learning Policies
Mr Florian Kadletz, Human Capital Development Expert
Ms Cristina Mereuta, Senior Human Capital Development Expert – Policy Leader of the Active Labour Market Policies and Transition Measures
Mr Mihaylo Milovanovitch, Senior Human Capital Development Expert – Coordinator for System Change and Lifelong Learning

Ibero-American States Organisation for Education, Science and Culture (OEI)

Mr Andrés Delich, Deputy Secretary General
Ms Donatella Montaldo, International Cooperation Specialist
Ms María del Carmen Peral Morales, Staff Directorate of Education

Islamic World Educational, Scientific and Cultural Organization (ICESCO)

Ms Koumbou Boly Barry, Head of Education Sector
Ms Ramata Almamy Mbaye, Director, Social and Human Sciences Sector

Organisation for Economic Co-operation and Development (OECD)

Mr Bornacelly Ivan, Policy Analyst
Ms Ilona Janus, Assistant
Ms El Iza Mohamedou, Head of OECD Centre for Skills
Ms Helke Seitz, Policy Analyst, OECD Centre for Skills
Ms Sarah Wildi, intern

Organisation internationale de la Francophonie (OIF)

M. Papa Youga Dieng, coordonnateur de programme
Mme Maïmouna Sissoko Touré, coordonnatrice du programme KIX Afrique 21, IFEF

Southeast Asian Ministers of Education Organization (SEAMEO)

Ms Ethel Agnes Pascua-Valenzuela, Director SEAMEO Secretariat
Mr Emiljohn Sentillas, Policy and Planning Specialist
Mr Xayapheth Chaphichith, Deputy Director for Programme and Development
Ms Pimratchada Patanasuthikul, Executive Secretary
Ms Aye Chan Mon, Programme Specialist

West African Economic and Monetary Union (WAEMU)

M. Amadou Tchambou, directeur de l'Enseignement supérieur, de la Recherche et de la Formation professionnelle

Non-governmental organizations, foundations and associations

Alphadev, ActionAid International

M. Mor Diakhat, directeur exécutif

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Ms Helen Dabu, Secretary-General, ASPBAE Secretariat
Ms Archana Dwivedi, Executive Director, Nirantar Trust
Ms Nani Zulminarni, President, ASPBAE Executive Council
Ms Cholpon Karagul kyzy, Executive Director, Kyrgyz Adult Education Association
Ms Maria Lourdes Almazan Khan, Consulting Director
Ms Cecilia Soriano, Regional Policy and Advocacy Coordinator, Asia Policy Advocacy and Campaigns

Coalition nationale Éducation pour tous du Sénégal

M. Sileye Gorbali Sy, président

Consejo de Educación de Adultos de América Latina (CEAAL)

Sra. Nélide Céspedes Rossel, Presidenta honoraria del CEAAL
Sr. Noel Aguirre Ledesma, Educador popular-CEAAL- Coordinador GIPE
Sr. Jorge Osorio, Profesor
Sra. Rosa Elva Zúñiga López, Secretaria General

European Association for the Education of Adults (EAEA)

Ms Gina Ebner, Secretary General
Ms Raffaella Kihrer, Head of Policy

FCPS, ATD Fourth World International

Mr Khadim Abdelghani, President, FCPS

Forum For African Women Educationalists

Ms Martha Rose Lunyolo, Executive Director and Secretary to the FAWE Africa Board

Institute for International Cooperation of the Deutscher Volkshochschul-Verband (DVV International)

Mr Christoph Jost, Director
Mr Hussien Alrabie, Project Manager
Ms Ekhlal Alzyadat, Project Assistant
Mr Ravschan Baratov, Head of the Regional Sub-Project Eastern Partnership
Ms Dženita Džano, Deputy Director
Ms Mae Fastner, Technical Assistant
Mr Uwe Gartenschlaeger, Deputy Director
Mr Heribert Hinzen, Former Director
Ms Barbara Hust, Senior Manager
Ms Ola Issa, Country Director – DVV International Palestine
Ms Elvira Leka, Executive Director
Mr Nazaret Nazaretyan, Regional Director Middle East
Mr Nodir Rakhimov, Project Manager
Ms Irina Razilova, Project Manager
Ms Julia von Westerholt, Director, German Adult Education Association DVV

International Council for Adult Education (ICAE)

Mr Jose Roberto Guevara, President
Ms Katarina Popović, Secretary-General, ICAE
Ms Shermaine Barrett, Speaker

International Federation of Library Associations and Institutions (IFLA)

Mr Stephen Wyber, Director, Policy and Advocacy

Latin American Association of Radio Education (ALER)

Sra. Maria Cianci, Coordinadora Formación

Latin American Campaign for the Right to Education (CLADE)

Sra. Blanca Cecilia Gomez Lopez, Secretaría Técnica, Coalición Colombiana por el Derecho a la Educación

Sra. Nelsy Lizarazo, General Coordinator
Sra. Giovanna Modé, Policy Coordinator
Mr Victor Armando Cristales Ramirez, Coordinador colectivo educación para todas y todo de Guatemala

Open Education Resource (OER) Foundation

Mr Wayne Mackintosh, Managing Director, Open Education Resource (OER) Foundation, and UNESCO/International Council for Open and Distance Education (ICDE) Chair in OER

Organisation mondiale des personnes handicapées (OMPH)

Mme Fatima Alaoui, présidente, Forum maghrébin pour le développement

Pamoja Afrique de l'Ouest

Mme Carole Avande Houndjo, coordonnatrice

Paul Gérin-Lajoie Foundation (PGL) (Canada)

Mme Sophie D'Aoust, coordonnatrice du développement des programmes

Red de Educación Popular entre Mujeres de América Latina y el Caribe (REPEM)

Sra. Maria de Lourdes Valenzuela y Gomez Gallardo, Doctora en Pedagogía Crítica y Educación Popular

Sra. Ana Felicia Torres, Antropóloga

Sra. Herlinda Villarreal González, Socióloga

SIL International (SIL)

Mr Chris Darby, Language and Education Specialist
Mr Timothy G. Kamau, Advocacy Specialist

Swiss Agency for Development and Cooperation (SDC)

Mme Blandine Codjia Agossou, chargée de programme genre, Éducation

RESOURCE PERSONS

- Mr Ghassoub Abderrahim, Assistant Higher Education Professor Measurement and Evaluation in Education, Center of guidance and planning in education (COPE) – Ministry of National Education-Rabat, Morocco
- Mr Abdikadir Bare Abikar, Advocacy, Campaigns, Communications and Media Manager, DRA
- Mr Simon Ibor Akpama, Executive Secretary, National Commission for Mass Literacy Adult and Non-Formal Education, Nigeria
- Mme Zohour Alaoui, ambassadrice du Royaume du Maroc à Berlin, ambassade du Royaume du Maroc à Berlin, Morocco
- Mr Chakib Alj, President, General Confederation of Moroccan Enterprises
- Mr Zulkifli Amin, Head, Adult Services, Programmes & Services, National Library Board, Singapore
- Ms Sarah Anyang Agbor, Deputy Board Chairperson, UIL, University of Yaounde 1, Cameroon
- Mr Hernán Araneda, Manager, Fundación Chile
- Ms Manal Awad, Damietta Governor, Damietta Governorate, Egypt
- Mr Zahi Azar, President, Arab Campaign for Education for All; Secretary-General, Arab Network for Popular Education (ANPE)
- Ms Sonja Belete, Independent Consultant
- M. Ahmed Chaouqui Benyoub, délégué interministériel aux droits de l'Homme, Délégation interministérielle aux droits de l'Homme, Kingdom of Morocco
- Mr Idowu Biao, Professor of Lifelong Learning, Department of Adult Education, University of Botswana, Republic of Botswana
- M. Philippe Bohelay, chargé de mission « Ville apprenante-UNESCO », Ville de Clermont-Ferrand, France
- M. Philippe Brivet, directeur de projets, Caisse des Dépôts et Consignations, France
- Sra. Marcela Browne, coordinadora, Fundacion SES, Argentina
- Mr Neil Butcher, director, Neil Butcher & Associates, South Africa
- M. Ronald Cameron, membre du comité exécutif du Conseil international pour l'éducation des adultes (ICAE), Gatineau, Canada
- Mr Filipe Cassapo, President, Enrich in LAC; Director, LelloLab
- Ms Annabel Chen, Director for the Centre of Research and Development in Learning, Nanyang Technological University, Singapore
- Ms Rudo Mabel Chitiga, Permanent Secretary, Public Service Commission, Zimbabwe
- Ms Un Shil Choi, Speaker-Parallel Workshop Resource Person, Ajou University, Republic of Korea
- Ms Darlene Clover, Professor of Adult Education, University of Victoria, Canada
- Mr Arte Dagane, Finance and Admin – Dadaab Response Association, York University, Toronto, Canada
- Mr Ricardo Díez-Hochleitner Rodríguez, Ambassador of Spain to the Kingdom of Morocco
- Mr Martin Dougiamas, Founder and CEO, Moodle and Open EdTech Association, Australia
- Mr Mohamed Duale, BHER Research Coordinator, York University, Canada
- Mr Mohammed Elmeski, Senior Education Adviser, Rabat, Kingdom of Morocco
- Mr James Ensor, Chief Executive Officer, BHP Foundation, Australia
- Ms Claire Field, Managing Director, Claire Field and Associates, Australia
- Sr. Michael Fung, Director Ejecutivo del Instituto para el Futuro de la Educación (IFE), Tecnológico de Monterrey, Mexico
- Ms Jenny Glennie, Executive Director, South African Institute for Distance Education,
- Ms Soon Joo Gog, Chief Skills Officer, SkillsFuture, Singapore
- Ms Curmira Gulston, Director, Sustainable Solutions for Island Development, Trinidad and Tobago
- Ms Huinan Guo, Director of Lifelong Learning Education Research Center, Shanghai Academy of Educational Sciences (SAES), China
- Mr Hany Hachem, PhD candidate, Örebro University, Sweden
- M. Djidda Hamadjoulde, maire, Commune de Mayo-Baléo, Cameroon
- Mr Aboul Ella Hassanien, Chair of the Scientific Research Group in Egypt, Cairo University, Egypt
- Ms María Esther Hernández Pérez, Participant of UN Women's Second Chance Program

- Mr Khabbache Hicham, Director of lifelong learning Observatory (UNESCO/ USMBA), Université Sidi Mohamed Ben Abdellah Fès, Morocco
- Ms Sara Hoeflich, Director of Learning, United Cities and Local Governments (UCLG)
- Ms Kim Hyeyoung, Policy Planning Team Leader, Seoul Metropolitan Institute for Lifelong Education, Republic of Korea
- Mr Timothy Ireland, Vice-President for Latin America, ICAE; UNESCO Chair in Youth and Adult Education, Federal University of Paraíba, Brazil
- Ms Sahra Ismail, Co-director, DRA
- Mr Wisley João Pereira, Basic Education Manager, Social Service of Industry (SESI), Brazil
- M. Didier Jourdan, titulaire de la Chaire UNESCO « Educations et Santé », Université de Clermont-Auvergne, France
- Ms Rehema Kabare, Primary Stakeholder Group Participant, The GoDown Arts Centre, Kenya
- Mr Timothy Katiambo, Director - Strategy, Planning and Research, TVET Authority, Kenya
- Mr Nicholas Kee, Co-founder and CEO at Kee Farms and Advisor at the Queen's Commonwealth Trust
- Ms Elsie Kiema, Engineering Masters Student, Technical University of Munich, Germany
- Ms HaEun Kim, Programme Administrator, Borderless Higher Education for Refugees (BHER)
- Mr Nam Seok Ko, Mayor of Yeonsu-gu, Yeonsu-gu, Republic of Korea
- Mr Kishan Gopal Laddha, Head of Literacy Services, Tata Consultancy Services
- Ms Fjóra Lárusdóttir, R&D, Education and Training Service Centre, Iceland
- Mr Hartwig Lüdtke, Director, Technoseum, Germany
- Mr Jeff Maggioncalda, Chief Executive Officer, Coursera, USA
- Mr Per Magnusson, Senior Programme Specialist, SIDA, Sweden
- Ms Reem Mansour, Jordan Country Manager, Kiron Campus
- Mr Tonic Maruatona, Deputy Dean, Faculty of Education, University of Botswana, Botswana
- Ms Joy Mboya, Executive Director, The GoDown Arts Centre, Kenya
- Mr Mk Mbugua, Transformation Project Coordinator, GoDown Arts Centre, Kenya
- Sra. Josefina Montalvo Munoz, Coordinadora de Proyecto, Servicio De Promocion Integral Comunitario Juvenil A.C., Mexico
- M. Hajjaj Moussaid, coordinateur de la ville de Benguéir / Maroc au Réseau mondial des villes apprenantes de l'UNESCO, Commune de Benguéir, Maroc
- Mr Samba Diary NDiaye, Member of the National Technical Team, Validation of Acquired Experience (VAE), Ministry of Education, Senegal
- Sra. Miriam Nicado Garcia, Rectora, Universidad de La Havana, Cuba
- Mr António Nóvoa, Honorary Rector and Professor of Education, University of Lisbon, Portugal
- Ms Christine O'Kelly, Age Friendly Global Network Co-ordinator, Dublin City University, Ireland
- Ms Sijtske Ouderkerken, Project Leader of the GroeneHotspot Houten, Yuverta, Kingdom of the Netherlands
- Mr Mark Oyat, Director, Dadaab Response Association
- Mr S. T. Pendi, Expert Policy Analyst, Directorate of Productivity Development, Directorate General for Vocational Training and Productivity Development, Ministry of Manpower, Indonesia
- Ms Lisa Petrides, CEO and Founder, Institute for the Study of Knowledge Management in Education (ISKME)
- Mr César R. Picón Espinoza, educator, professor, researcher, writer and socio-educational promoter, North American Academy of the Spanish Language (ANLE)
- Ms Lara Pugh, Project Leader, Learning City, Wollongong City Libraries, Australia
- Mr Gabriel Quisumbing, Deputy Director General for Communities and Local Government Unit Services (CLGUS), Office of the Deputy Director General for Communities and Local Government Unit Services (ODDG-CLGUs), Technical Education and Skills Development Authority (TESDA), Republic of the Philippines
- Mr Ehsanur Rahman, former Executive Director, Dhaka Ahsania Mission; Executive Council Member, ASPBAE
- Mr Alan Ralphs, Independent Education Training Consultant, South Africa
- M. François Ravalison, professeur d'Université, responsable du laboratoire : Génie mécanique et Thermique industrielle, école doctorale : Ingénierie et Géosciences-Université d'Antananarivo, Madagascar

Ms Christy Rhodes, President-Elect, Coalition of Lifelong Learning Organizations, Coalition of Lifelong Learning Organizations, USA

Mr Miguel Rivera Donoso, Coordinador Plan de Bibliotecas en Recintos Penitenciarios de Chile, Ministerio de las Culturas, las Artes y el Patrimonio, Chile

Mr Ochan Robert Leomoi, Research Manager, DRA

Ms Anna Robinson-Pant, Professor of Education, University of East Anglia, United Kingdom of Great Britain and Northern Ireland

Mr Refat Sabbah, President, Global Campaign for Education (GCE); General Secretary, ACEA

M. Khalid Safir Wali, directeur général des Collectivités territoriales, ministère de l'Intérieur - Royaume du Maroc, Morocco

Ms Temilade Salami, Member, SDG4YOUTH Network, UNESCO, United Kingdom of Great Britain and Northern Ireland

Mr Gabriel Sanchez Zinny, Advisor, Aleph, USA

Sra. Macarena Sánchez-Izquierdo, Investigadora y psicóloga, Universidad Pontificia Comillas, España

Ms Mariana Santimaria, Vitalità – Centre for Aging and Longevity Coordinator, Pontifical Catholic University of Campinas, Brazil

Sra. Sylvia Schmelkes, Investigadora, Universidad Iberoamericana Ciudad de México, Mexico

Mr Matt Sigelman, President, Burning Glass Institute

Ms Bernardita Simian, Reading Promotion para el Plan de Bibliotecas en Recintos Penitenciarios de Chile, Ministerio de las Culturas, las Artes y el Patrimonio, Chile

Ms Hyo-Jeong So, Professor, Ewha Womans University, Republic of Korea

Mme Louise Thobi Etame, secrétaire générale de la Conférence des ministres de la jeunesse et des sports de la Francophonie (CONFEJES)

Mr Ahmed Tlili, Associate Professor, Smart Learning Institute of Beijing Normal University

Mr Ignacio Vidaguren, Partner and Global COO at Aleph Holding, Aleph Holding, USA

Sra. Juana Mariela Villagra, Consejo de Educación de Adultos de América Latina (CEAAL), Argentina

Ms Elsy Wakil, General Secretary Arab House for Adult Education and Development, Arab House for Adult Education and Development, Lebanon

UNESCO

Headquarters

Ms Audrey Azoulay, Director-General

Mr Antoine Cardey, Assistant Programme Specialist, Section of Youth, Literacy and Skills Development

Ms Adrianova Emilia Carrion Falla, intern

Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems

Ms Claire Chin, Research Assistant, Section of Education Policy

Ms Leanne Davey, Associate Project Officer

Ms Rokhaya Fall Diawara, Programme Specialist

Ms Stefania Giannini, Assistant Director-General for Education

Ms Astrid Gillet, Chief Executive Office, Education Sector

Mr Raphaël Gomez de Cedron, Assistant à la coordination UNESCO

Ms Sweekrity Goyal, Associate Project Officer, Section of Youth, Literacy and Skills Development

Ms Cynthia Guttman, Communications Adviser

Mr Keith Holmes, Programme Specialist, Future of Learning and Innovation Team

Mr Hervé Huot-Marchand, Chief of Section, Section of Youth, Literacy and Skills Development

Ms Helena Inácio, intern

Mr Santiago Irazabal Mourao, President of the 41st UNESCO General Conference and Ambassador, Permanent Delegate of Brazil to UNESCO

Mr Mohamed Kessabi, IT Specialist

Mr Chakib Larabi, Administrative Assistant

Ms Jennifer Lim-Dajczman, Personal Assistant to ADG/ED

Ms Elspeth Mc Omish, Programme Specialist, Section of Education for Inclusion and Gender Equality

Ms Eugenia Miraglia, intern

Ms Loulwa Murtada, consultant

Ms Maimouna Niang, Senior Assistant ED Executive Office

Ms Juliette Norrmen-Smith, consultant

Ms Marielza Oliveira, Director for Partnerships and Operational Programme Monitoring, Communication and Information, Information for All Programme (IFAP) Secretariat

Ms Maryse Potvin, Professor at the Université du Québec à Montréal (UQAM)

Ms Sarah Rabie, Programme Assistant

Ms Paula Razquin, Programme Specialist, Section of Education Policy, Education Sector

Mr Sobhi Tawil, Director, Future of Learning and Innovation

Mme Phung Tran, Projets spéciaux

Mr Carlos Vargas Tames, Chief of Section for Teacher Development, UNESCO; Head of the International Task Force on Teachers for Education 2030 (TTF) Secretariat

Mr Murilo Vieira Komniski, Special Adviser to the President of the General Conference of UNESCO

Ms Zeynep Varoglu, Programme Specialist, Section for Universal Access to Information and Digital Inclusion

Mr Aezana Yohannes, Communication Programme Specialist

Regional offices

Arab States

Ms Costanza Farina, Director of Regional Office

Mr Fadi Yarak, Senior Adviser for Education in the Arab States

Asia & Pacific

Mr Shigeru Aoyagi, Director of Regional Office

Central Africa

M. Maxime Adjanooun, spécialiste du programme CapED-Tchad

West Africa

M. Tidiane Sall, responsable national associé de programme

M. Saip Sy, chargé de programme

Field offices

Ms Doaa Abonaem, Project Officer, UNESCO Cairo

Mr Sardar Alam, Head, UNESCO Phnom Penh

Ms Hanae Alami Harraq, Senior Administrative Assistant, UNESCO Rabat

Ms Magdalene Anene-Maidoh, Education & Partnerships Officer, UNESCO Abuja

Ms Meryem Aquesbi, Administrative Assistant, UNESCO Rabat

Mr Mohamed Bougroum, Implementation Project Coordinator, Institut de Formation aux Métiers de l'Alphabétisation (IFMA), Kingdom of Morocco

Mr Mohammed Bouguidou, Monitoring and Evaluation Assistant IFMA Project, UNESCO Rabat

Ms Olfa Bouquet, Finance and Administrative Officer, UNESCO Rabat

Mr Moussa Doumbia, Senior Literacy Project Assistant, UNESCO Abidjan

Ms Sarah El Attar, Project Officer Youth and Adult Education, UNESCO Kabul

Ms Mitra Ghaffarian Asl, Programme Assistant for Education, UNESCO Tehran

Ms Hélène Guiol, Programme Specialist, UNESCO Rabat

Mr Karim Hendili, Director, UNESCO Rabat

Mr Ramón Iriarte, Education Programme Specialist, UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)

Mr Shahidul Islam, Project Officer for Education, UNESCO Dhaka

Mr Leav Kimlay, National Project Officer, UNESCO Phnom Penh

Ms Aicha Knidiri, Project Manager, Education, UNESCO Rabat

Mr Ehrens Mbamanovandu, Head of Education Sector, UNESCO Windhoek

Mr El Hadj Meissa Diop, Programme Specialist Education, UNESCO Kinshasa

Ms Amaal Mohamed, Programme Officer, Education, UNESCO Cairo

Mr Edmond Moukala, Head, UNESCO Bamako

Mr Danilo Padilla, Chief of Education, UNESCO Phnom Penh

Mr Moses Tapfumaneyi Mukabeta, National Project Officer for Education, UNESCO Harare

Ms Mary Anne Therese Manuson, Education Programme Specialist, UNESCO Cairo

Mr Jean Luc Tondreau, National Officer Education,
UNESCO Port-au-Prince
Ms Kalena Segi-Lemate, National Professional
Officer for Education, UNESCO Apia

Institutes and centres

UNESCO Institute for Lifelong Learning (UIL)

Mr David Atchoarena, Director
Ms Annapurna Ayyappan, Assistant Programme
Specialist, Quality Learning Ecosystems
Mr Daniel Baril, Chair,
Ms Ana Basoglu, Project Secretary
Ms Madina Bolly, Senior Programme Specialist,
Quality Learning Ecosystems
Ms Sofia Chatzigianni, Assistant Programme
Specialist, Quality Learning Ecosystems
Ms Edith Hammer, Programme Specialist, Skills
Throughout Life
Ms Chung Heimbel, Assistant Programme Specialist,
Quality Learning Ecosystems
Mr Alexander Howells, Assistant Programme
Specialist, Skills Throughout Life
Ms Nusrat Jahan, Administrative Officer
Mr Nicolas Jonas, Team Leader (a.i.), Inclusive Learning
Mr Jan Kairies, Librarian
Ms Lisa Krolak, Chief Librarian
Ms Nora Lorenz, Assistant Programme Specialist,
Inclusive Learning
Ms Marie Macauley, Programme Specialist, Skills
Throughout Life
Mr Werner Mauch, Team Leader, CONFINTEA VII Task
Force
Ms Christiana Nikolitsa-Winter, Senior Programme
Specialist, Inclusive Learning
Ms Angela Owusu-Boampong, Programme
Specialist, Inclusive Learning
Mr Amir Piric, Chief Programme Coordinator
Ms Catalina Ponce Vargas, Project Secretary
Ms Bettina Reiss, Senior Assistant to the Director
Ms Naomi Rio, Project Secretary
Ms Katja Römer, Communication Specialist
Ms Samah Shalaby, Assistant Programme Specialist
Mr Jian Xi Teng, Technology Programme Specialist,
Quality Learning Ecosystems
Mr Liam Travers, intern, Skills Throughout Life
Mr Raúl Valdés, Team Leader, Skills Throughout Life

Ms Rakhat Zholdoshalieva, Team Leader, Quality
Learning Ecosystems
Ms Mo Wang, Programme Specialist, Inclusive
Learning
Ms Rutvi Ashar, intern

UNESCO Institute for Statistics (UIS)

Ms Silvia Montoya, Director of the UNESCO Institute
for Statistics

Regional Center for Quality & Excellence in Education (RCQE)

Mr Ibrahim Alhusein, Consultant
Mr Emad Mostafa, RCQE Projects and Programs
Manager
Ms Fatimah Roaiss, RCQE Deputy Director General

UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)

Ms Sarah Elson-Rogers, Team Leader, Innovation
and Future of TVET, UNESCO-UNEVOC
International Centre for Technical and
Vocational Education and Training
(UNESCO-UNEVOC)
Mr Friedrich Huebler, Head of UNESCO-UNEVOC
Mr Olivier Pieume, Chief of Technical Cooperation
Unit, UNESCO-UNEVOC

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H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, Kingdom of Morocco, and Ms Stefania Giannini, Assistant Director-General for Education at UNESCO, during a CONFINTEA VII plenary session.