



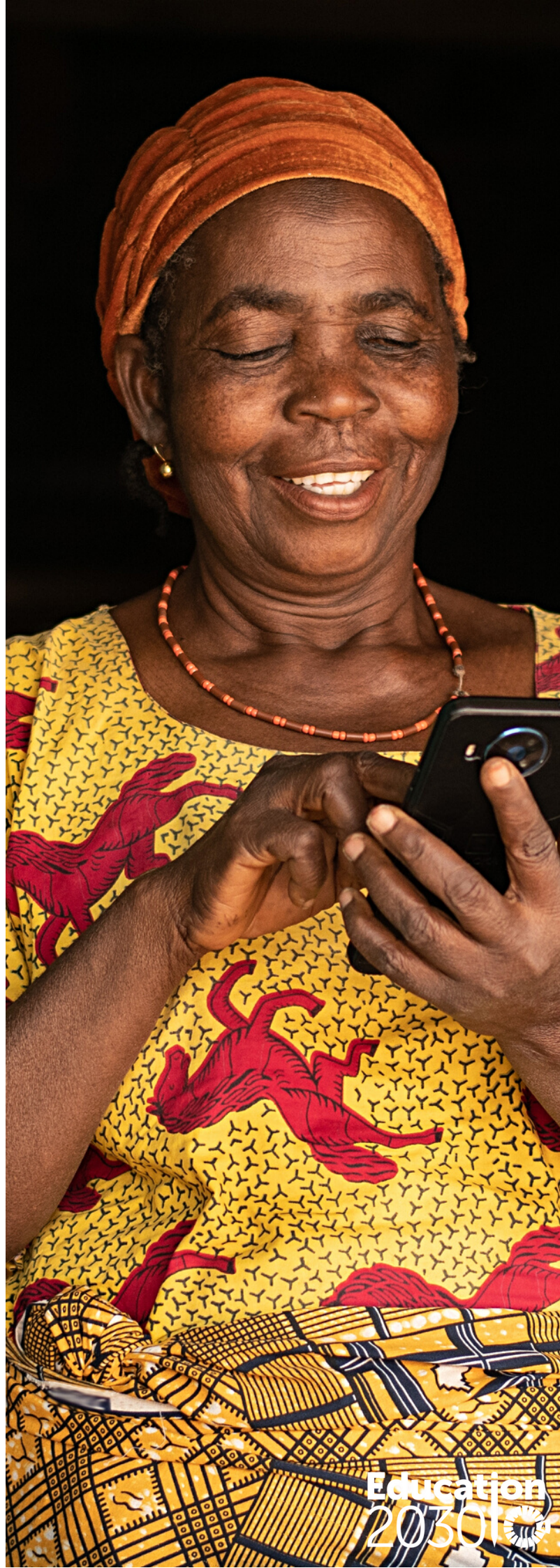
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Institute for  
Lifelong Learning

# ANNUAL REPORT

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2022



Education  
2030

**UIL/2023/PI/H/1**

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Its publications are a valuable resource for education researchers, planners, policy-makers and practitioners. While the programmes of UIL are established along the lines laid down by the General Conference of UNESCO, the publications of the Institute are issued under its sole responsibility.

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**unesco**

Institute for  
Lifelong Learning

# ANNUAL REPORT

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**2022**

**OUR  
GOAL**

**LIFELONG  
LEARNING  
FOR ALL**



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# Our mission

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## Our thematic priorities

- **Building quality learning ecosystems: Content, technology and educators**
- **Learning, work and life: Skills throughout life**
- **No one left behind: Making lifelong learning inclusive**

## Our services

- **Building institutional capacities at national and local levels**
- **Offering more and better data and knowledge on lifelong learning**
- **Strengthening partnerships for advocacy, peer learning and innovation**

## Our partners

**We work with UNESCO Member States, advocacy groups, researchers, non-governmental organizations, and regional and global bodies to build learning ecosystems that work across life, in every setting, and include everyone.**





# WELCOME

**Daniel Baril, Chair  
UNESCO Institute for Lifelong  
Learning Governing Board**

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**The UNESCO Institute for Lifelong Learning (UIL) celebrated its 70th anniversary in 2022. It was an opportunity to reflect not only on the foundation of UIL as an organization, but also on an educational project focused on the right to education for all and the value of a lifelong learning perspective. Over seven decades, UIL has focused on promoting learning that helps us live together more peacefully and cooperatively while also giving us the means to act together to make a better future.**

This underlying principle could not be more relevant today, even if, in the last decade, the context of UIL's work has changed dramatically. The impact of global warming is evident all around us. Demographic shifts – including population ageing and migration – challenge societies worldwide. The fast pace of changing labour markets creates uncertainty for workers and economies.

These trends affect all people around the world. Lifelong learning must be used as a foundation for transforming our societies. And education and learning systems themselves need to be transformed to respond to the challenges of our time. We need to foster a culture of lifelong learning and recognize lifelong learning as a human right.

2022 was the first implementation year for the new UIL Medium-Term Strategy. It could not have been a more powerful year for the promotion of lifelong learning. The Marrakech Framework for Action, adopted at the Seventh International Conference on Adult Education, organized in Marrakech by UIL in cooperation with UNESCO and the Kingdom of Morocco, is a milestone commitment of UNESCO Member States on the road to providing all adults with quality learning opportunities. It will guide us in our actions throughout the next decade. In addition, the wide variety of UIL capacity-building activities and research activities on diverse aspects of lifelong learning have strongly supported Member States on their path to lifelong learning for all during the past year.

I wish to thank the UIL Governing Board members for their guidance throughout 2022; UNESCO Director-General Audrey Azoulay, UNESCO Assistant Director-General for Education Stefania Giannini, and UIL's Director, David Atchoarena, for their leadership; and the Institute's staff for their quality work and commitment to lifelong learning.

I warmly invite you to learn more about UIL's work in 2022 in this virtual annual report. I hope that you will enjoy reading it!

# WELCOME

**David Atchoarena**  
**Director, UNESCO Institute for Lifelong Learning**

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**Our rapidly changing world demands opportunities to learn throughout life, for individual fulfilment, social cohesion and economic prosperity. Yet, for many, the promise of lifelong learning opportunities for all, as enshrined in Sustainable Development Goal 4, remains unfulfilled. An estimated 244 million children and youth worldwide are not in school, 763 million young people and adults are illiterate, and fewer than 5 per cent of the population aged 15-plus participate in adult education in almost one-third of countries across the globe.**

The UNESCO Institute for Lifelong Learning (UIL) works towards realizing the right to education across all ages. We strengthen the capacities of Member States to build effective and inclusive lifelong learning policies and systems. We contribute to developing learning ecosystems that work across life, in every setting, and benefit everyone through building capacity at local and national levels, strengthening partnerships, and offering data and knowledge.

2022 was a year of highlights for UIL. We organized the Seventh International Conference on Adult Education (CONFINTEA VII), leading to a commitment by 149 UNESCO Member States to translate the vision of a right to lifelong learning into reality, increase financial investment and enhance adult participation in quality learning programmes.

We substantially expanded our capacity-building activities with a series of workshops dedicated to developing lifelong learning policies, a range of new online courses covering different aspects of learning, and the roll-out of our technology training for literacy educators in four countries. We published flagship publications such as the [Fifth Global Report on Adult Learning and Education](#) and [Making Lifelong Learning a Reality: A Handbook](#). And we celebrated our 70th anniversary, looking back on key achievements and paving the way for the promotion of lifelong learning in the future.

Our work is only possible thanks to the great collaboration with many partners. I would sincerely like to thank UIL's Governing Board; our host country, the Federal Republic of Germany and specifically its Federal Foreign Office; the City of Hamburg; the governments of the Kingdom of Morocco, Norway and Sweden; Shanghai Open University; and the many other partners and stakeholders who supported us and participated in our activities across the globe for their invaluable support to our institute.

I warmly invite you to explore our virtual Annual Report 2022 and discover more about our activities over the past year.



# OUR IMPACT

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# 2022 IN NUMBERS

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## 1,000+

**representatives, from 149 UNESCO Member States, mobilized to strengthen adult learning and education**

at the Seventh International Conference on Adult Education (CONFINTEA VII).

## 1,800

**stakeholders instructed in lifelong learning concepts,**

such as family literacy, open and distance learning, and technology to strengthen literacy learning.

## 310+ million

**citizens from 294 UNESCO learning cities supported in their lifelong learning journey**

through the UNESCO Global Network of Learning Cities.

## 7 countries

**guided in the development or revision of their lifelong learning policies.**





# OUR ACTIVITIES

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© Getty Images Pro / Elena\_Z

# SEVENTH INTERNATIONAL CONFERENCE ON ADULT EDUCATION

CONFINTEA VII



## UNESCO Member States call for right to lifelong learning

With the adoption of the Marrakech Framework for Action (MFA) during the Seventh International Conference on Adult Education (CONFINTEA VII), representatives of over 140 countries committed to translating the vision of a right to lifelong learning into reality. They pledged to significantly increase participation in adult learning and education (ALE) and acknowledged the need for increased financial investment to make this happen.

Following UNESCO's call for a new social contract for education, discussions centred on how to use the transformative power of ALE for sustainable development in the context of current challenges arising from the rapid pace of technological change, the climate crisis and the changing world of work.

More than 1,000 participants – among them heads of state, education ministers and representatives of the United Nations – attended CONFINTEA VII, which took place from 15 to 17 June 2022 in Marrakech, Kingdom of Morocco, the host country of this high-level event.

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

H.M. King Mohammed VI, Kingdom of Morocco



**'I urge governments and the international community to ensure that the right to education is realized for everyone – no matter their age, who they are, or where they live.'**

Audrey Azoulay, UNESCO Director-General



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

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

# 149 COUNTRIES MADE A COMMITMENT TO ...

**translate the vision of a right to lifelong learning into reality**

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**increase public spending on adult education**

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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.

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**significantly increase participation in adult learning and education programmes**

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and set ambitious benchmarks for the participation of diverse groups of learners.

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**further support and engage in international cooperation initiatives**

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aimed at improving adult learning and education and promoting lifelong learning.

## **CONFINTEA VII Marrakech Framework for Action: Harnessing the transformational power of adult learning and education**

The Marrakech Framework for Action (MFA) sets out the key areas for action required to achieve the vision of providing everyone with adult learning and education opportunities. UNESCO Member States will work to realize the right to lifelong learning for all, enhancing governance and the quality of adult learning and education, backed by increased investment. Through the MFA, they have committed to placing inclusion at the heart of these endeavours to reach those who are most often left behind.





# Youth Forum

The CONFINTEA VII Youth Forum provided a platform for young people to engage in a dialogue with intergenerational actors on their needs, priorities and aspirations regarding the overall state of education.

It addressed three key thematic areas pertaining to Youth Unemployment, Literacy and Skills Development; Green Skills for Climate Action; and Embracing Active and Global Citizenship. The forum concluded with a session on ways forward, identifying key recommendations and potential pathways to improve young people's meaningful engagement in the promotion of lifelong learning and skills.

**'The multidimensional nature of today's challenges means that lifelong learning for young people must cover a broad spectrum of knowledge and skills.'**

Temilade Salami, CONFINTEA VII Youth Forum representative



<https://youtu.be/DwO3Ho9NYCQ>



Katarina Popovic, ICAE Secretary-General

# Civil Society Forum

The CONFINTEA VII Civil Society Forum, hosted by the International Council for Adult Education (ICAE), reviewed the latest developments in adult learning and education, discussed challenges and priorities in different world regions, and elaborated from a civil society perspective a set of recommendations for CONFINTEA VII and its outcome document, the Marrakech Framework for Action.

**'We remain committed and united for adult learning and education as a fundamental human right and a precondition for social and ecological justice, wellbeing, change and transformation, because the future cannot wait.'**



CONFINTEA VII Civil Society Forum Declaration

<https://bit.ly/3YV6FxS>

# THE POWER OF ADULT EDUCATION

## How Elizabeth turned her life around

Before Elizabeth (55) began adult education, her life was typical of many women in rural Kenya. A housewife in West Pokot county, she spent the majority of her time looking after her children.

Even as a child, it was difficult for Elizabeth to imagine a different future. Most of her childhood was spent looking after cattle as she waited to be married.

Elizabeth's longing to be able to read the Bible with her local church group compelled her to take up adult education. She wanted to be able to pick up a Bible and read it for herself. Her ambition was to run a small, profitable business, and develop her own farmland to support her family financially.

### Working past difficult hurdles

It wasn't all smooth sailing for Elizabeth. As a woman, she bore the brunt of domestic chores, childcare, and having to look after cattle, making it difficult to find the time to attend adult education classes. Often, she would have to wait until her children had come home from school and could take care of the cattle, before leaving to go to her classes.



Elizabeth, West Pokot, Kenya

### Unlocking one's potential

Despite such challenges, Elizabeth persevered for nearly a decade. Growing up in West Pokot, she was once only able to speak the Pökoot language. Adult education enabled her to read and write Kiswahili, the dominant language in Kenya.

### Inspiring others

Those who see Elizabeth read the Bible in church, or conduct her business in the marketplace, often stop and ask her how they can also do the same.

**'My life has changed. I now know how to read my child's report card. I can now know whether my child has performed good or bad at school. When I am at church and the pastor tells us to open the Bible to a chapter and verse, I can now open the Bible and read it for myself.'**

As a result, several women have joined adult education classes with Elizabeth to learn to read and write Kiswahili and start their own businesses.

### **The impact on the wider community**

For Simon (46), Elizabeth's teacher, seeing the transformation in his students from when they first start adult learning to when they finally leave, is the most rewarding part of his job.

But the effect of adult education on the wider community is just as significant. Poverty is reduced, the standard of living of learners increases, and they become active members of their communities.

West Pokot suffers high levels of female genital mutilation and gender violence. Those attending adult learning classes are more likely to shun these practices.

### **The journey to teaching**

Simon's journey to teaching was anything but ordinary. He began his career as an athlete, representing Kenya as a long-distance runner, competing in races around the world. He found that many other Kenyan athletes were unable to calculate the pay they received from their managers or work out whether they were being underpaid.

After training, Simon would teach them maths. Over time, he also began teaching basic English so that his fellow athletes could go into towns and markets to buy goods. Since then, Simon has never looked back. He has been a dedicated adult educator for more than 15 years.

### **A thirst for education**

In Kenya, enrolment in adult literacy classes among minority groups has improved as a result of an enhanced partnership with the West Pokot County government, which has mobilized 330 community adult educators. The intensive mobilization of learners by the Kenya Adult Learners Association (KALA) has also contributed to improving adult learning participation.

Statistics for 2019 indicated an illiteracy rate of 68.2% in the West Pokot region, with women representing the majority of those lacking literacy skills. The county government aims to halve this number and eventually bring it to zero.



Simon, West Pokot, Kenya



## Persisting challenges

However, challenges persist. A lack of funding and the disruptions and effects of COVID-19 have led to a decline in the number of available educators, leaving only 330 adult educators for 7,200 adult learners. As Simon notes: 'We are struggling against the odds.'

## Beating the drum for adult education

These challenges propel Simon to work even harder to recruit learners and educators to the programme. Local community leaders persuade adults to attend classes as do former students of the programme who can testify to its transformative benefits.

For Simon, those benefits come in the form of being able to teach someone to read a book, operate a phone, or grow their own vegetables. In his view, it's the small things that have the biggest impact.

The developments in adult learning and education in West Pokot County are featured in the [Fifth Global Report on Adult Learning and Education \(GRALE 5\)](#), launched on 15 June 2022 at the Seventh International Conference on Adult Education (CONFINTEA VII) in Marrakech, Morocco.





© UIL / Thorsten Jander

Peter Tschentscher (First Mayor, Free and Hanseatic City of Hamburg), Stefania Giannini (UNESCO Assistant Director-General for Education), David Atchoarena (Director, UNESCO Institute for Lifelong Learning) (left to right)

# 70TH ANNIVERSARY OF THE UNESCO INSTITUTE FOR LIFELONG LEARNING

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The UNESCO Institute for Lifelong Learning celebrated its 70th anniversary in 2022. As the only institute in the United Nations system wholly devoted to lifelong learning, UIL has, for the past seven decades, supported Member States in developing successful policies and practices to provide everyone with the chance to learn. Advancing literacy across the globe, ensuring quality adult education to those who need it most and enhancing lifelong learning in almost 300 cities around the world represent just a few of our key areas of focus.





**‘The UNESCO Institute for Lifelong Learning contributes to opening up better educational opportunities for people all over the world. Lifelong learning and training is becoming increasingly important in a time of rapid technological progress and social change.’**

Peter Tschentscher, First Mayor of the Free and Hanseatic City of Hamburg



**‘We are in the midst of a massive transformation leading towards a CO2-neutral way of living and producing. Our societies need the tools to deal with new technologies, to implement new policies and to interact in a democratic way – lifelong learning is crucial in this context.’**

Niels Annen, State Secretary to the Federal Minister for Economic Cooperation & Development, Federal Republic of Germany



**‘Achieving the UN Sustainable Development Goals by 2030, among them SDG 4, is a tough challenge ahead and requires even more efforts in the coming years. UIL is at the forefront of these efforts in the field of education.’**

Anna Bartels, Commissioner for Foreign Cultural Policy at the German Federal Foreign Office

High-level guests and international partners celebrated this milestone with UIL during a two-day event. Participants joined First Mayor of the Free and Hanseatic City of Hamburg, Peter Tschentscher, Assistant Director-General for Education at UNESCO, Stefania Giannini, and Commissioner for Foreign Cultural Policy at the German Federal Foreign Office, Anna Bartels, to pay tribute to UIL's achievements. A symposium on the second day of the celebrations underlined the importance of lifelong learning in the context of climate action, citizenship, the changing world of work, and demographic development.



### 70 years of UIL action

Literacy for all  
<https://www.youtube.com/watch?v=XAEZAUHGak8>

Transforming adult learning and education  
<https://www.youtube.com/watch?v=8Ef98Pr5hU0>

UNESCO learning cities  
<https://www.youtube.com/watch?v=9MCka6u5WIE>

### Event recordings

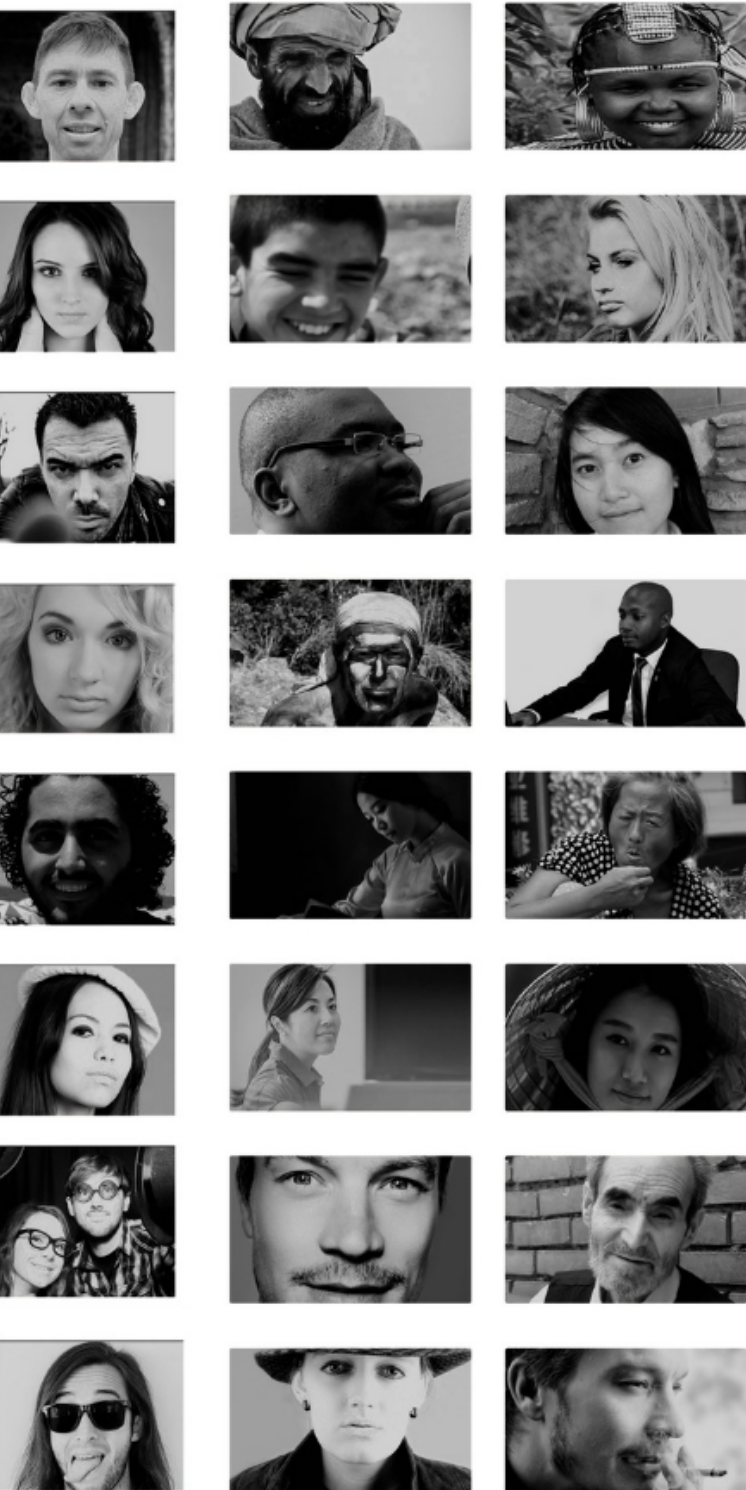
**26 October 2022 celebration**  
<https://youtu.be/m1YVMmBE8Uk>

**27 October 2022 symposium**  
<https://youtu.be/aV5snnVBocQ>



# VIRTUAL EXHIBITION: THE POWER OF LIFELONG LEARNING

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Founded as the UNESCO Institute for Education (UIE) only a few years after the end of the Second World War, UIL was entrusted with improving relations between people and nations through international understanding. While the geographical emphasis was at first largely restricted to Germany and Europe, the Institute grew ever more international in its outlook from the 1960s onwards.

Visit our virtual exhibition, *Voices from Around the World*, commemorating 70 years of UIL, to discover more about our history and to read testimonials from our partners about the importance of lifelong learning today.



## Exhibition

The power of  
lifelong learning  
<https://www.uil.unesco.org/en/virtual-exhibition-power-lifelong-learning>



# HOW LIFELONG LEARNING MADE PAT BELIEVE IN HIMSELF

## How Pat Fitzsimons took giant learning steps later in life

### A bad start into school life

On his first day of school, Pat Fitzsimons, from Dublin, Ireland, was bullied. From that moment on, he did not like school. He struggled through it until he could finally leave at the age of 15, lacking even basic skills.

### Getting by

After leaving school, Pat was employed at a knitwear factory before working on a building site. His supervisors noticed his potential and offered him an apprenticeship to become a plasterer. As a plasterer, he earned enough money to get by. But even then, it bothered him that he was not able to read and write. One in six adults in the Republic of Ireland do not have basic literacy skills. Pat was one of them.

### Focusing on talent

When Pat found he could no longer work in construction, he knew he had to take action. He slowly learned to read and turned to something he had always been good at: the arts. Nightly art classes were the re-entry point to his education journey. His teacher, Karen, spotted Pat's talent and encouraged him to go to art college.



Pat Fitzsimons, Dublin, Ireland

### Excelling at art college

Empowered by Karen, Pat went to the Institute of Design and Technology in Dublin where a great team of teachers encouraged him further to pursue his learning journey.

Being on a low income, he applied for financial support. College staff helped Pat fill out forms and apply for a grant. The grant provided him with the economic means to concentrate on his studies, in which he excelled: a learning experience altogether different from that of his school years. After four years of hard work, the day of graduation came.

## Dublin Learning City Champion

Now 60 years of age, Pat was recently selected as a Dublin Learning City Champion and was awarded a certificate of achievement by the Lord Mayor of Dublin, Caroline Conroy.

The learning opportunities provided to Pat by the UNESCO learning city of Dublin have changed his life. The right to education across all ages became a reality for him.

**'When I graduated [from college], I found it amazing because I thought that was a day that was never going to come. That was the day I thought I would never see, because I was going to be a dropout. I was convinced that I could not do this. But the encouragement from the college and the teachers was so great. They made me believe not in the education but in myself!'**

Pat Fitzsimons, Learner in the UNESCO Learning City of Dublin, Ireland



**#DublinLearningCity**



# Building capacities and providing policy advice



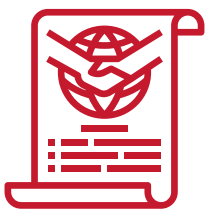




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# BUILDING CAPACITIES

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## We strengthen institutional capacities

at both the national and local level by providing training for policy-makers, education providers and practitioners. Through global, regional and national forums, UIL facilitates the sharing of best practice and methods for promoting equitable, inclusive and flexible access to quality lifelong learning. We also provide bespoke technical support to strengthen stakeholders' efforts.

# UIL LEARNING HUB

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Capacity-building courses on a wide range of topics related to lifelong learning were made available in 2022 on the UIL Learning Hub, a one-stop online multimedia portal for policy advice, capacity development and knowledge sharing.

The UIL Learning Hub offers online training courses, workshops, communities of practice and webinars, and is a repository of lifelong learning tools and guidelines. It has been developed to provide support to Member States for building and sustaining flexible and gender-responsive lifelong learning systems.



**Learn more**

UIL Learning Hub  
<https://learninghub.uil.unesco.org/login/index.php>



# TECHNOLOGY TRAINING FOR LITERACY EDUCATORS

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In 2022, UIL and partners hosted technology training for literacy educators in Bangladesh, Côte d'Ivoire, Egypt and Nigeria. The sessions were within the scope of an initiative by the UNESCO-led Global Education Coalition (GEC) and the Global Alliance for Literacy (GAL), which aims to promote quality literacy provision by increasing the use of technologies in literacy instruction and learning.

Based on the Digital Competency Framework for Literacy Educators and related training modules developed by UIL in 2021/22, the Institute, together with UNESCO regional offices and representatives of government ministries in the four countries, contextualized the modules during a series of workshops to better suit local needs.

**'I benefited so much from this training; I can now understand the significance of digital technology. I made the decision to develop my skills in this field because it is the language of the era.'**

Gamila El Said Abdallah, Adult educator with the Adult Education Authority, Egypt





Relevant national institutions, such as ministries of education, ministries of higher education, teacher-training institutions and colleges, and NGOs took part in each of the country workshops.

Egypt has already begun to roll out technology training for literacy educators across the country; the other three countries are expected to soon follow suit. The GEC–GAL initiative will be scaled up in 2023, with an aim to train 100,000 literacy educators from at least 10 GAL countries.

**‘Training educators in digital literacy responds to a major challenge of literacy programmes, namely the availability of learners, whose daily workload is an obstacle to their participation at a fixed time and place. The time and place of learning will now be that of the individual learner.’**

Yvette Kouassy, former CONFINTEA fellow and Technical Advisor to the Minister of National Education and Literacy, Côte d’Ivoire



**Learn more**

Digital skills training of literacy educators  
<https://www.uil.unesco.org/en/literacy-educator-training>



# FAMILY AND INTERGENERATIONAL LITERACY AND LEARNING

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How does the integration of local and Indigenous knowledges into family and intergenerational learning programmes contribute to improving literacy for all and achieving sustainable development?

In 2022, UIL, in collaboration with the Commonwealth of Learning (COL), and supported by the UNESCO Chair in Adult Literacy and Learning for Social Transformation at the University of East Anglia, launched a self-directed, self-paced online course, Family Learning and Indigenous Knowledges, to address this question. This course supports the independent learning of academics, researchers and material/curriculum developers in adult learning and community education.



## UIL courses

Family learning & Indigenous knowledges

<https://www.uil.unesco.org/en/articles/uil-launches-course-family-learning-and-indigenous-knowledges>

Family & intergenerational literacy & learning

[https://www.uil.unesco.org/en/articles/uil-launches-second-online-course-family-and-intergenerational-literacy-and-learning\\_](https://www.uil.unesco.org/en/articles/uil-launches-second-online-course-family-and-intergenerational-literacy-and-learning_)



# ADVANCING EFFECTIVE OPEN AND DISTANCE LEARNING OPPORTUNITIES

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To develop literacy programme providers' capacities to plan and implement open and distance learning (ODL) programmes for youth and adults, UIL and COL trained almost 90 participants from 38 countries during a six-week online course, Implementing Open and Distance Learning for Youth and Adult Literacy. Participants learned how to develop and implement contextually relevant and needs-based youth and adult literacy curricula that employ ODL approaches.



**Learn more**

New UIL course: 'How open and distance learning can support literacy'  
<https://articles.unesco.org/en/articles/new-uil-course-how-open-and-distance-learning-can-support-literacy>





# PROFESSIONALISATION OF ADULT EDUCATORS

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A shortage of professional adult educators hinders progress in providing lifelong learning opportunities for everyone. The updated Curriculum globALE competency framework, which was developed jointly by the German Institute for Adult Education (DIE), DVV International, the International Council for Adult Education (ICAE) and UIL, aims to address this. Curriculum globALE can easily be contextualized to national and regional environments. In 2022, Egypt introduced it nationally with the support of the UNESCO Cairo Office, UIL and DVV International.

**‘Curriculum globALE is a vital instrument for the training of teaching staff working in adult education in Egypt.’**

Mohamed Yehia Nasef, President of the Adult Education Authority in Egypt



[Learn more](#)

Egypt launches roll-out of Curriculum globALE  
<https://uil.unesco.org/egypt-launches-roll-out-curriculum-globale>

# MEASURING LITERACY PROGRAMME PARTICIPANTS' LEARNING OUTCOMES

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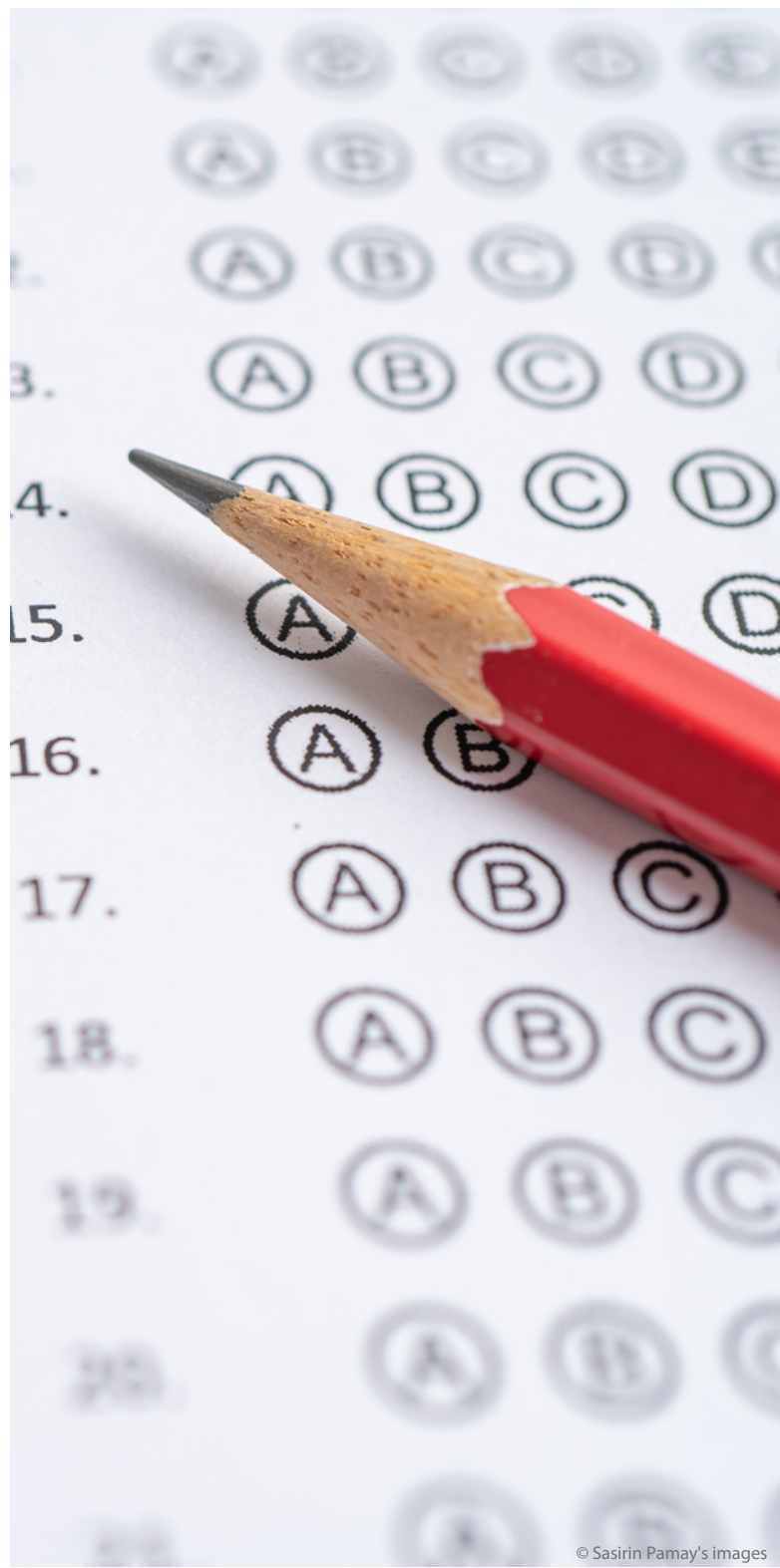
The aim of the Action Research: Measuring Literacy Programme Participants' Learning Outcomes (RAMAA) initiative is to build the capacities of education stakeholders in 12 French-speaking African countries to evaluate and monitor the quality of youth and adult literacy programmes.

Moreover, it is designed to develop national capacities for evaluating learning outcomes, and provides policy-makers and development partners with reliable, contextualized data about the quality of youth and adult literacy programmes in the RAMAA countries.



**Learn more**

Measuring learning outcomes in literacy and basic skills – RAMAA  
[https://www.uil.unesco.org/en/literacy/global-literacy-monitoring\\_](https://www.uil.unesco.org/en/literacy/global-literacy-monitoring_)





During a side event that took place as part of the International Literacy Day 2022 celebrations in Abidjan, Côte d'Ivoire, on 9 September, 11 ministers of education adopted the Abidjan Declaration, which underlines the relevance of RAMAA.

Additional RAMAA activities that UIL undertook in 2022 include:

- a technical workshop to support the capacities of national teams to prepare a pilot survey in their countries;
- providing support to Chad for the revision of its literacy programme. Training modules for literacy teachers are now being improved with the support of UIL, which will be rolled out together with a new training manual;

- convening two ministerial meetings with RAMAA country officials. This resulted in the adoption of the Abidjan Declaration, which commits RAMAA's ministers to allocating the necessary funds to increase the implementation of the project. The ministers also agreed to broaden the scope of RAMAA by considering educational alternatives, and renamed the initiative 'Action Research on Measuring Literacy Learning and Educational Alternatives' (RAMAED).



### Abidjan Declaration

[https://www.uil.unesco.org/sites/default/files/medias/fichiers/2022/09/RAMAA\\_D%C3%A9claration\\_%2014%2009%202022.pdf](https://www.uil.unesco.org/sites/default/files/medias/fichiers/2022/09/RAMAA_D%C3%A9claration_%2014%2009%202022.pdf)







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# PROVIDING POLICY ADVICE

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## A supportive policy environment

is fundamental to the development of robust lifelong learning opportunities that are available to everyone. In 2022, UIL supported seven countries in the development of their lifelong learning policies: Côte d'Ivoire, Kenya, Mongolia, Nepal, Nigeria, Oman and the People's Republic of China.



# A NEW LIFELONG LEARNING POLICY FOR MONGOLIA

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As part of a workshop that was organized with the support of UIL, representatives of Mongolian Government ministries worked on a policy draft that will seek to strengthen recognition of prior learning and establish cross-sectoral governance mechanisms to promote lifelong learning in the country.

**‘For Mongolia, this training was highly effective because we have reached a common understanding of lifelong learning at all levels of education, and we have been able to coordinate with other sectors and civil society organizations on lifelong learning concepts, priorities and beneficiaries.’**

Myangan Batjargal, Ministry of Education and Science, Mongolia

# PROMOTING A CULTURE OF LIFELONG LEARNING IN NEPAL

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UIL supported representatives of Nepal to develop a visionary policy document that addresses several priority areas to promote a culture of lifelong learning, including the establishment and promotion of community learning centres, fostering lifelong learning through non-formal and open education, and ensuring lifelong learning is inclusive.

**'The capacity-building workshop helped us develop an informed and effective policy and strategy in our national context while taking future global concerns into account.'**

Phatik Bahadur KC, Ministry of Education, Science and Technology, Nepal





# WORKING TOWARDS A COMPREHENSIVE LIFELONG LEARNING POLICY FRAMEWORK IN NIGERIA

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UIL also supported a team from Nigeria with its preparations for a policy framework for lifelong learning, which is being developed to supplement existing education policies.

**'Prior to the workshop, the perception or understanding of the lifelong learning concept was limited to literacy for specific target groups. Indeed, the workshop was an eye-opener and has further broadened my horizon to view lifelong learning beyond the three 'Rs' [reading, writing and arithmetic].'**

John O. Edeh, Director of the National Commission for Mass Literacy, Adult and Non-Formal Education

# INCREASED SUPPORT FOR THE LEARNING CITY CONCEPT AND NON-FORMAL EDUCATION IN OMAN

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Education stakeholders in Oman developed, with UIL support, a draft lifelong learning strategy that seeks to increase the number of non-formal education programmes in the country and promotes the learning city approach and community learning centres.

**'The UIL workshop had both a strong theoretical grounding in the [lifelong learning] concept as well as examples of practical experiences and trends from other countries that have advanced in making it a reality for all.'**

Aisha Al-Harhi, Associate Professor,  
Sultan Qaboos University, Oman





# DEVELOPING A LIFELONG LEARNING STRATEGY IN CÔTE D'IVOIRE

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Aiming to establish a sustainable social pact to revitalize and improve the quality of its education systems, the Government of Côte d'Ivoire launched États Généraux de l'Éducation Nationale et de l'Alphabétisation (Assembly on national education and literacy; EGENA).

UIL supported the work of the country's Literacy and Learning Society Commission, one of six commissions tasked with reviewing the educational situation in the country in order to make recommendations for schools, training and lifelong learning.

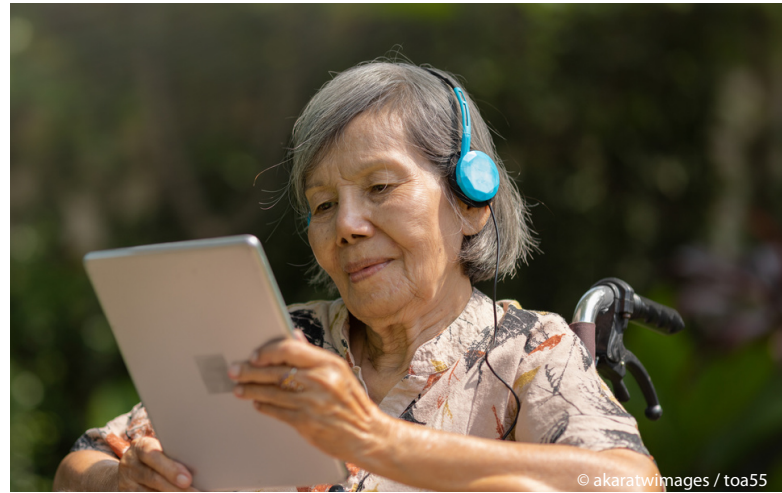
Next, UIL, together with further UNESCO entities, will provide support for two major activities in line with the recommendations: the revision of the national literacy strategy and development of a national lifelong learning strategy.



# PROMOTING LIFELONG LEARNING FOR OLDER LEARNERS IN THE PEOPLE'S REPUBLIC OF CHINA

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During a UIL workshop, delegates from open universities in the People's Republic of China produced an action plan focused on the role of open universities in promoting lifelong learning for older learners across the country.



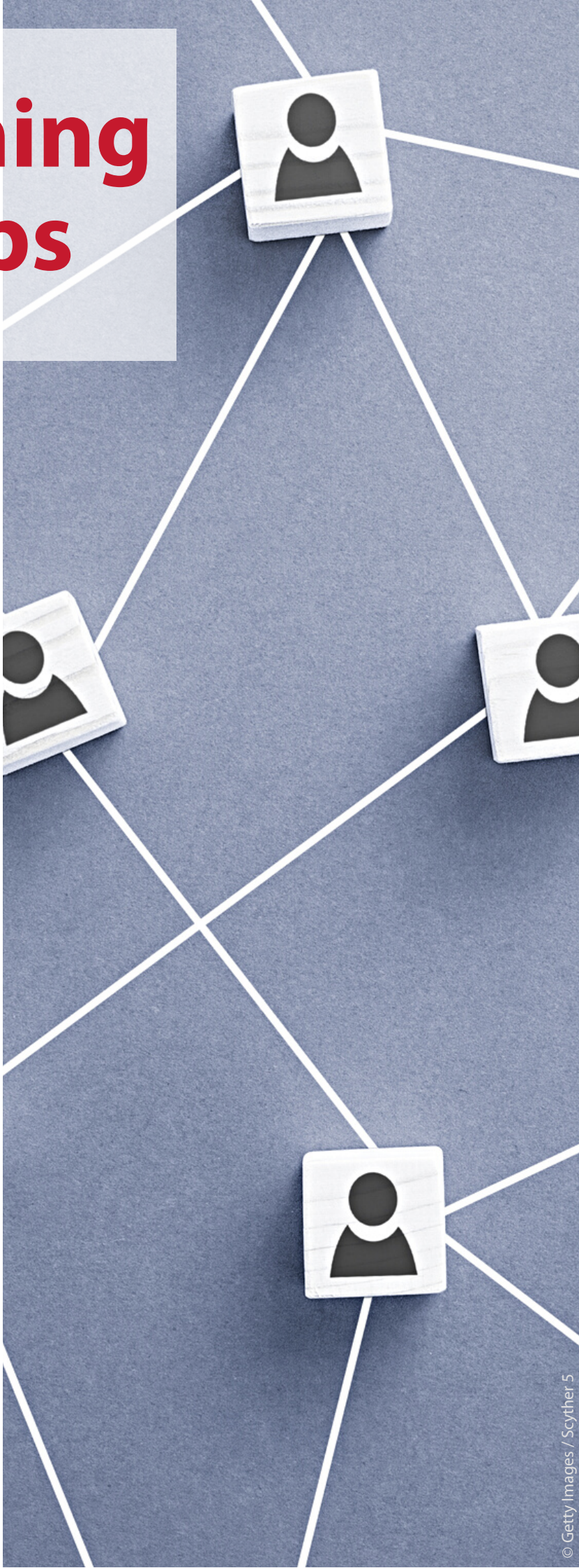
# LIFELONG LEARNING POLICY DEVELOPMENT STRENGTHENED IN KENYA

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UIL helped shape a national policy dialogue in Kenya in February 2022, bringing together stakeholders across and beyond the Ministry of Education to set the course for lifelong learning policy development following the country's previous participation in a UIL lifelong learning workshop.



# Strengthening partnerships







© City of Edmonton

# UNESCO GLOBAL NETWORK OF LEARNING CITIES

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**With more than half of humanity living in urban areas, cities have a key role to play in making lifelong learning a reality for all.**

The UIL-coordinated UNESCO Global Network of Learning Cities (GNLC) works with 294 cities from all world regions to turn this vision into reality.



The network supports the achievement of all 17 SDGs, in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

Learning cities promote green and healthy environments, strive to achieve equity and inclusion, and support decent work and entrepreneurship. They are therefore key drivers of local-level sustainability in both urban and rural areas.



**Learn more**

UNESCO Global Network of  
Learning cities  
<https://www.uil.unesco.org/en/learning-cities>



# THE GNLC WELCOMES 77 NEW MEMBERS FROM 44 COUNTRIES

In recognition of their outstanding efforts to make lifelong learning a reality for all at the local level, 77 cities from 44 countries joined the UNESCO GNLC in 2022. The new members bring the total number of cities within the network to 294, covering 76 countries.



© UNESCO / Christelle Alix

**‘With more than half of humanity living in urban areas, cities have the power to drive lifelong learning policies by implementing and supporting local initiatives, thereby fostering change from the bottom up. The newly admitted UNESCO learning cities have a wealth of expertise and commitment to ensuring that the right to education becomes a reality for people of all ages.’**

Audrey Azoulay, UNESCO Director-General



## UNESCO learning cities from around the world celebrate World Teachers’ Day

Members of the UNESCO GNLC commemorated World Teachers’ Day on 5 October 2022 by thanking teachers for their outstanding dedication and efforts.

[https://www.youtube.com/watch?v=cvEV6dulPVw&embeds\\_euri=https%3A%2F%2Fwww.uil.unesco.org%2F&feature=emb\\_imp\\_woyt](https://www.youtube.com/watch?v=cvEV6dulPVw&embeds_euri=https%3A%2F%2Fwww.uil.unesco.org%2F&feature=emb_imp_woyt)





# 'WE CAN ONLY BREAK THE POVERTY CYCLE THROUGH EDUCATION'

## How Rodney Naidoo is helping the most vulnerable students

When teacher Rodney Naidoo was little, his grandfather said, 'Education is key for you. It is important to break the poverty cycle.'

His grandfather had migrated from India to Durban in eastern South Africa's KwaZulu-Natal province to earn money for his family by working in the sugarcane fields; he never finished high school. Nevertheless, every month he would donate a part of his salary to the building of Natest Primary School – the school Naidoo is a teacher at today – to enable future young people to learn.



Rodney Naidoo, teacher, Natest Primary School, UNESCO learning city of Durban, South Africa

### Change of plans

It was never Naidoo's plan to go into teaching – he had enrolled in a bachelor of science programme for microbiology – but when the religious organization he was part of at the time needed someone to support students who could not afford tuition in the sciences, he immediately offered to help.

### Building a democracy

At the time when Rodney started teaching in 2000, South Africa was still a young democracy. 'Education is the most powerful weapon you can use to change

the world,' underlined then-president Nelson Mandela, the first South African president to have been elected in a fully representative democratic election.

### Joining Natest Primary School

After teaching maths at a high school for several years, Naidoo signed up as a teacher at Natest Primary School, one of the over 570 schools in the UNESCO learning city of Durban, where lifelong learning is top of the agenda. It is also the school his grandfather once helped build though his donations.

An estimated 80% of the 600 students that attend Durban's primary schools come from rural areas, most of them from disadvantaged homes, with less than 34% of parents paying school fees.

These challenges provide Naidoo and his colleagues with additional motivation to ensure that learners are equipped with the necessary tools, knowledge, skills and attitudes that will enable them to achieve their fullest potential and make a positive impact, both personally and within their communities.

### **Extra support before school hours**

To support students who are struggling, Naidoo and his colleagues have developed a programme that provides extra tuition in maths, English and Zulu, which is the mother tongue of many people in KwaZulu-Natal province. These tutoring sessions take place in the mornings before normal school hours.

Naidoo wants to inspire his students to excel in maths in particular, which he sees as essential for success not only in South Africa but internationally.

### **Working with the families**

To address this challenge, Naidoo and his colleagues have created WhatsApp groups for families to ensure students receive the support they need when completing homework and studying for exams. Even during after-school hours, Naidoo is happy to answer messages from students and their parents or grandparents in order to help with homework exercises.

### **Going the extra mile for his students**

Having seen many students drop out over the years, Naidoo and the team from Natest Primary School now have one overarching goal: to ensure that every learner completes Grade 12.

As part of a programme for disadvantaged students in Grade 12, Naidoo and further teachers used to travel to rural and remote areas during school holidays to provide learners with extra tuition before their final exams. They did this without remuneration until the programme was suspended when COVID-19 hit the country.

Until then, they had helped an estimated 800 learners in this way; additional volunteers having provided lunch for the students during this time. Feedback has shown that this additional help has had a positive effect on exam results.



Natest Primary School



## Transforming lives through education

The vision, hopes, dreams and aspirations of the sugarcane field workers who once contributed a fraction of their meagre earnings to the building of Natest Primary School provides Naidoo and his colleagues with a daily reminder of the sacrifices that their forebears made to grant subsequent generations with the 'powerful weapon of education'.

It is by harnessing this power that teachers around the world can improve the livelihoods of the world's most vulnerable communities.

**'When you teach the less fortunate and you see them excel beyond expectation against all odds, that is the most rewarding part of this profession. It makes you want to come back every day. It makes you want to give back every day.'**

Rodney Naidoo, teacher in the UNESCO Learning City of Durban, South Africa





# LIFELONG LEARNING FOR HEALTH IN CITIES

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Lifelong learning for health (LLLH) has the potential to strengthen cities' health education provisions, boost their capacities to adapt to the health-related needs of the local population, and strengthen their resilience to future challenges.

In 2022, against the backdrop of the lingering effects brought by the COVID-19 crisis, UIL and the UNESCO Chair Global Health and Education collaborated to develop an enactment guide for the Yeonsu Declaration, the outcome document of the fifth International Conference on Learning Cities (ICLC 5), which affirmed a commitment to LLLH. This roadmap will guide cities in promoting lifelong learning for health and was operationalized during a three-part webinar series.



## Webinar recordings

Conceptualizing, raising awareness and developing policies

[https://www.youtube.com/watch?v=rNnZthrD\\_fU&feature=emb\\_title](https://www.youtube.com/watch?v=rNnZthrD_fU&feature=emb_title)

Spaces, institutions and actors: Towards a health learning pathway for all

<https://www.youtube.com/watch?v=O-o14x66Nw4>

Sustainable policy implementation and visibility

[https://www.youtube.com/watch?v=kM4Y06VedBE&feature=emb\\_title](https://www.youtube.com/watch?v=kM4Y06VedBE&feature=emb_title)



**Learn more**

A guide to action on lifelong learning for health in cities  
<https://www.uil.unesco.org/en/learning-cities/guide-action-lifelong-learning-health-cities>





# GLOBAL ALLIANCE FOR LITERACY

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An estimated 763 million adults worldwide still lack basic literacy and numeracy skills – two-thirds of whom are women. Southern Asia is home to almost one-half of this global population, while 27% live in sub-Saharan Africa. The other 10% are in East and South-East Asia, 9% in Northern Africa and Western Asia, and about 4% live in Latin America and the Caribbean.

Concerted effort is needed in policy development and financial investment to safeguard literacy for all, especially for those from greater disadvantage.

To this end, the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) was established in 2016 to advance global literacy efforts and address the challenges to promoting literacy in its member countries.

In 2022, in its capacity as GAL Secretariat, UIL:

- coordinated the GEC–GAL initiative aimed at training literacy educators in GAL countries to harness the power of information and communication technologies (ICTs) to broaden the scope of their teaching.
- welcomed the Kingdom of Morocco as a new member of the alliance.

# SHANGHAI OPEN UNIVERSITY

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UIL is partnering with Shanghai Open University (SOU) in the People's Republic of China to promote research, develop and disseminate resources, and strengthen institutional capacities in the field of lifelong learning worldwide.

At the core of this partnership is research into the role of universities for advancing lifelong learning, capacity-building initiatives, and the establishment of an online resource centre.

A UIL-SOU Project Cooperation Office has been established at SOU in Shanghai to support these activities.

Within the framework of this partnership, UIL and SOU draw on their respective areas of expertise and the outcomes of past collaborative efforts to promote lifelong learning at the global level.



**Learn more**

Shanghai Open University  
partnership  
<https://www.uil.unesco.org/en/lifelong-learning/shanghai-open-university-partnership>





# Offering data and knowledge on lifelong learning

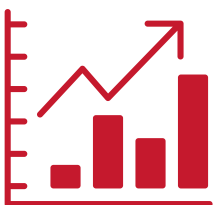




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# OFFERING DATA AND KNOWLEDGE ON LIFELONG LEARNING

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## We produce data and knowledge

to help countries strengthen their education systems to promote sustainable and inclusive lifelong learning initiatives. Understanding how to invest in and develop effective and inclusive lifelong learning systems and strategies requires data on people's skills and the extent to which their skills enable them to participate in society.



Understanding how to invest in and develop effective and inclusive lifelong learning systems and strategies requires data on people's skills and the extent to which their skills enable them to participate in society.

Reliable data and targeted knowledge production are at the heart of achieving the Sustainable Development Goals (SDGs), including SDG 4 on education and lifelong learning. By monitoring and evaluating policies and programmes, high-quality data foster evidence-based policy-making to improve skills governance and learning ecosystems.

UIL produces comparable, gender-disaggregated data and findings on participants, programmes, stakeholders and policies in formal, non-formal and informal education.

UIL data inform capacity-building activities in UNESCO Member States at national and local levels to promote policy support and research.



# RESEARCH: HIGHER EDUCATION INSTITUTIONS' ROLE IN LIFELONG LEARNING

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While the higher education sector constitutes a huge potential for promoting lifelong learning, its actual contribution to realizing this effort is far from being realized. Many universities continue to prioritize academic excellence and research; less attention is paid to widening access to and participation in learning opportunities for adult learners from diverse demographics. Addressing this discrepancy requires the transformation of higher education institutions (HEIs) into 'lifelong learning institutions'.

To further explore these issues and provide guidance to policy-makers and HEIs, UIL and SOU conducted a comprehensive research project on the contribution of HEIs to lifelong learning.

In 2022, with the support of SOU, UIL:

- developed a global report on the contribution of HEIs to lifelong learning. The report is based on a survey, which was implemented together with the International Association of Universities (IAU), and to which almost 400 HEIs responded;
- published a policy brief on the contribution of HEIs to lifelong learning;
- presented these findings in May 2022, during the high-level UNESCO World Higher Education Conference (WHEC2022) in Barcelona, Spain.

**66%**

of higher education institutions reported that their lifelong learning policies aim to contribute to the Sustainable Development Goals.

**61%**

of higher education institutions strongly agree that gender equality is one of the principal goals of their lifelong learning offerings.

**74%**

of higher education institutions see community engagement and social responsibility as the main drivers of their involvement in lifelong learning.



**Global Survey Report: The contribution of higher education institutions to lifelong learning**

<https://www.uil.unesco.org/en/paragraph-resource/1999/0>

**Policy Brief: The contribution of higher education institutions to lifelong learning**

<https://www.uil.unesco.org/en/paragraph-resource/1999/1>



# RESEARCH: REFUGEES AND MIGRANTS

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**Literacy is central to a person's lifelong learning journey. It is also fundamental to the empowerment of refugees, migrants and internally displaced persons (IDPs).**

Literacy contributes to resilience building, improved self-confidence and self-esteem, greater prospects for employment, better health outcomes, a stronger sense of agency, and motivation to learn and to socially integrate.

To mark International Literacy Day 2022, UIL, with the support of the Swedish International Development Cooperation Agency (SIDA), launched two publications on the role of ICTs for facilitating the delivery of education and literacy programmes to meet the complex needs of refugees, migrants and IDPs.

Analysis of the programmes presented in the publications reveals that ICTs play an important role in overcoming barriers to learning for refugees, migrants and IDPs. Strategies to increase the use of ICTs are provided in the report and are elaborated across six thematic areas: (1) access and inclusion, (2) capacity-building of teachers and educators, (3) relevant content and innovative andragogy, (4) monitoring and evaluation, (5) strategic partnerships, and (6) recognition, validation and accreditation of learning.



**From radio to artificial intelligence: Review of innovative technology in literacy and education for refugees, migrants and internally displaced persons**

<https://unesdoc.unesco.org/ark:/48223/pf0000382627>

**Leveraging innovative technology in literacy and education programmes for refugees, migrants and internally displaced persons**

<https://unesdoc.unesco.org/ark:/48223/pf0000382626>

**UIL website on technology**

<https://www UIL.unesco.org/en/technology>

# EVERYDAY-LIFE PRACTICES AND SKILLS SURVEY (E-PASS)

The everyday-life Practices and Skills Survey (e-PASS) is a simple, cost-effective, flexible and practical method for assessing the literacy and numeracy skills of individuals aged 15 and older.

It collects high-quality data on adolescent and adult literacy through national household surveys. The assessment package consists of a household questionnaire that focuses on occupational and the everyday use of literacy and numeracy skills, a tablet-based application, a short cognitive questionnaire that assesses these skills, and a set of guidelines and technical documents. The latter have also been adapted for the development of an online course.

E-PASS provides reliable and comparable information based on sound methodology to national and international policy-makers to assist them in planning, developing and monitoring programmes. The e-PASS methodology and tools enable Member States to generate data for reporting on SDG 4, Target 4.6, Indicator 4.6.1 to support knowledge and capacity-building in participating countries.

In 2022, UIL worked with representatives of Albania and Romania on the implementation of e-PASS in their respective countries.



[Learn more](#)

[everyday-life Practices and Skills Survey \(e-PASS\)  
https://www.uil.unesco.org/en/e-pass](https://www.uil.unesco.org/en/e-pass)





# GLOBAL ALLIANCE TO MONITOR LEARNING (GAML)

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To meet the 17 SDGs, accurate global measures of learning outcomes are essential. The Global Alliance to Monitor Learning (GAML), an initiative led by the UNESCO Institute for Statistics (UIS), supports national strategies for measuring learning, and promotes international reporting related to SDG 4.

Since the inception of GAML, UIL has taken a lead role in monitoring SDG indicator 4.6.1 ('Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy').

Together with the Organisation for Economic Co-operation and Development (OECD), the Institute chairs Taskforce 4.6, convening meetings of experts and partners to advance conceptual, methodological and reporting frameworks for measuring and monitoring adult literacy and numeracy.



**Learn more**

Global Alliance to Monitor Learning  
<https://www.uil.unesco.org/en/global-alliance-monitor-learning>





© pixabay / kerttu

# MAJOR PUBLICATIONS



# FIFTH GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

**The main challenge to providing adult learning and education across the globe is ensuring it reaches those who need it most.**

This is the key message of UNESCO's [Fifth Global Report on Adult Learning and Education \(GRALE 5\)](#), which was published on 15 June 2022, during the Seventh International Conference on Adult Education (CONFINTEA VII) in Marrakech, Kingdom of Morocco. The report, prepared by UIL, shows that, while there is progress, notably in the participation of women, those who need adult education the most – that is, disadvantaged and vulnerable groups, such as Indigenous learners, rural populations, migrants, older citizens, people with disabilities and prisoners – are deprived of access to such learning opportunities.

[GRALE 5](#) calls for a major change in Member States' approach to adult learning and education backed by adequate investment to ensure that everyone has the opportunity to benefit from such opportunities.



**Fifth Global Report on Adult Learning and Education**  
<https://www.uil.unesco.org/en/grale5>

**56% OF COUNTRIES**

reported an increase in the participation of women.

**24% OF COUNTRIES**

reported that the participation of rural populations declined.

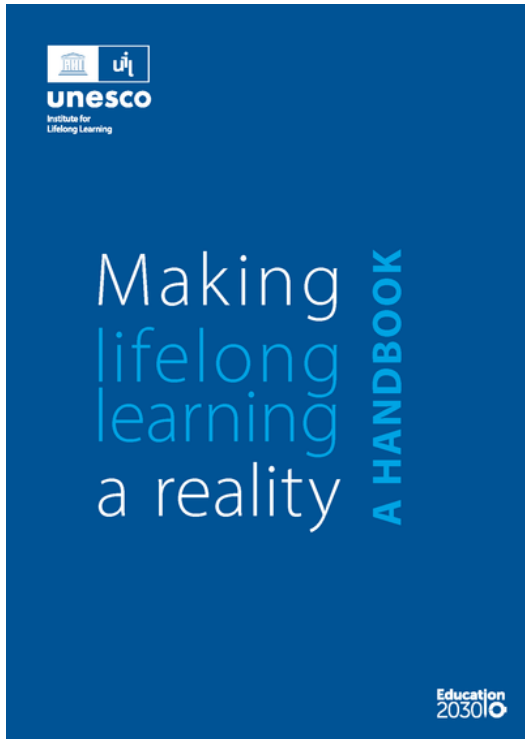
**60% OF COUNTRIES**

reported no improvement in participation by prisoners, people with disabilities or migrants.



# HANDBOOK ON LIFELONG LEARNING

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**Making lifelong learning a reality: A Handbook.**  
<https://bit.ly/3SnL26l>

UIL also launched its much-anticipated publication, *Making Lifelong Learning a Reality: A Handbook*, during CONFINTEA VII. The handbook provides information, evidence and basic conceptual models to facilitate the implementation of lifelong learning at national and local levels.

Moreover, it provides examples of international experience and offers guidelines to operationalize lifelong learning in response to major sustainable development issues, in line with the 2030 Agenda for Sustainable Development.

It serves as both a source of inspiration and as a guide for policy-makers and officials responsible for implementing lifelong learning policies. It is the basis of various capacity-building activities that have since been initiated by UIL.



# THE INTERNATIONAL REVIEW OF EDUCATION – JOURNAL OF LIFELONG LEARNING

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Edited by UIL, the [International Review of Education – Journal of Lifelong Learning](https://www.uil.unesco.org/en/journal-international-review-education) is the world’s longest-running journal of comparative education. It publishes peer-reviewed research articles on lifelong learning policy and practice with a special focus on adult education, non-formal education and literacy, and formal education, viewed through the lens of lifelong learning.

Six issues of the journal were published in 2022, including three special issues on ‘Transnational migration, refugee studies and lifelong learning’, ‘Strengthening the future of adult education and lifelong learning for all: Building bridges between CONFINTEA and the SDGs’ and ‘The Faure report: 50 years on’.



**International Review of  
Education**  
<https://www.uil.unesco.org/en/journal-international-review-education>





# FACTS AND FIGURES

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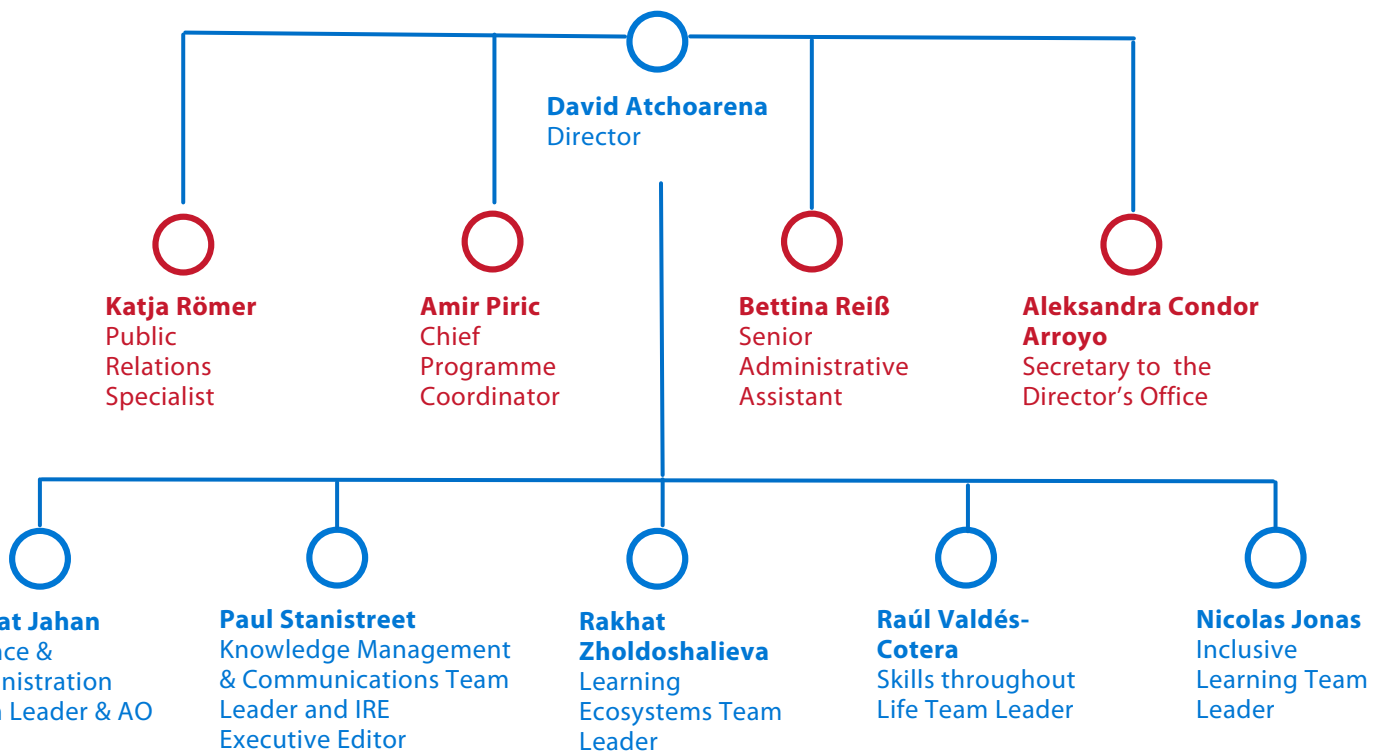
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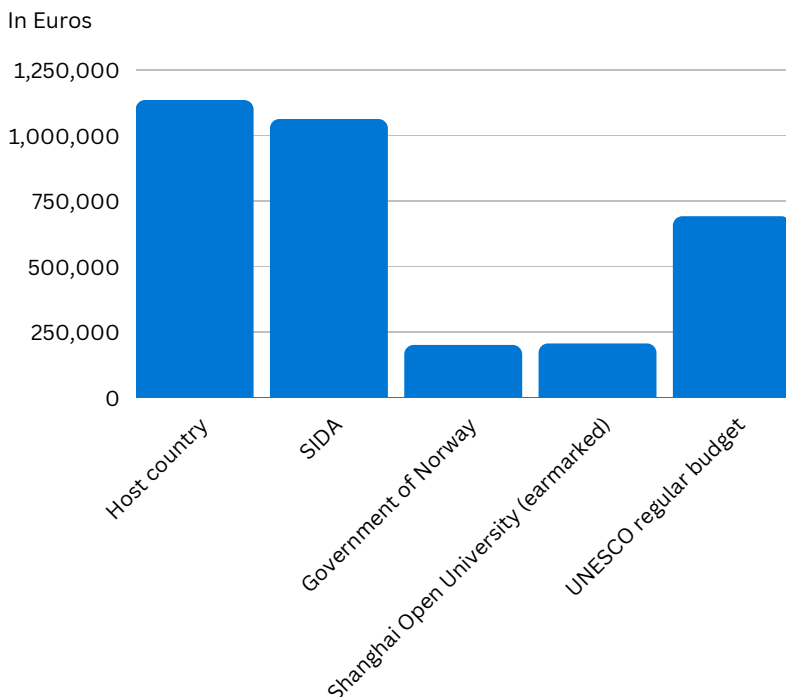
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# UIL'S MAJOR PARTNERS

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# 2022 MAIN CONTRIBUTIONS







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