

Global Alliance for Literacy within the Framework of Lifelong Learning (GAL)

General Meeting Report

10 September 2019

Venue: UNESCO HQ, 7, place de Fontenoy, 75007, Paris, France

1. Background

The Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) held the general meeting at UNESCO Headquarters in Paris, France, on 10 September 2019. This meeting followed the International Literacy Day Conference “Literacy and Multilingualism” which took place on 9 September 2019. The UNESCO Institute for Lifelong Learning (UIL), in its capacity as the Secretariat of GAL, organized this meeting with the following objectives:

1. to present the preliminary results of a joint UNESCO technical paper on estimating the cost of achieving SDG target 4.6 in 29 GAL countries;
2. to present the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025 for information and discussion;
3. to present the draft outline of the GAL Strategy, its timeline and the process of consultation and endorsement; and
4. to inform the GAL countries about the progress made on the GAL Mapping Survey of literacy policies and programmes, including its methodology and timeline.

In total, the meeting was attended by 62 participants, among them 36 country representatives (from which 23 were GAL country representatives). Several observers from civil society organizations, academia, regional organizations, and a number of UNESCO Member States which are not GAL countries, attended this meeting (see Annex 1).

2. Proceedings

In accordance with the agenda of the meeting (see Annex 2), **the opening session** included the speeches of Mr David Atchoarena, Director, UNESCO’s Institute for Lifelong Learning (UIL); H.E. Mr Deng Deng Hoc Yai, Minister of General Education and Instruction, South Sudan, co-chair of the GAL Steering Group; and Mr Borhene Chakroun, Director of the Division of Lifelong Learning Policies and Strategies, Education Sector, UNESCO, who represented the Assistant Director-General for Education. Ms Denise Houphouet-Boigny, Ambassador, Permanent Delegate, Permanent Delegation of Côte d’Ivoire to UNESCO, representing H.E. Ms Kandia Camara, Minister of Education, co-chair of the GAL Steering was also in attendance during this group session.

In his welcome speech, Mr Atchoarena recalled the Mexico meeting outcomes in late 2018, which included the adoption of a renewed focus on 29 countries with the greatest literacy challenges in the world, comprising 20 countries whose literacy rate is below 50 per cent, and the E-9 countries where the majority of the youth and adults lack basic literacy skills. He expressed his gratitude to the Secretariat of Public Education, Mexico and the Center for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL), for providing financial and technical support in organizing the GAL general meeting in Mexico on 12-14 November 2018.

Mr Chakroun, in his speech, referred to the previous day’s International Conference on ‘Literacy and Multilingualism’ on the occasion of International Literacy Day and highlighted the importance of revitalizing joint efforts in addressing literacy challenges in multilingual world. By citing the High-Level Political Forum on the 2030 Agenda for Sustainable Development and the Sustainable Development

Goals held at the United Nations (UN) Headquarters in New York in July 2019, Mr Chakroun reiterated the significance of the monitoring results and informed participants that the world was not on track in achieving SDG 4 in general and SDG target 4.6 in particular. He also noted that GAL should make a case for literacy at the global level by sharpening its relevance in achieving other SDGs by 2030. UNESCO would continue monitoring the progress and bringing different partners together to work on achieving SDG 4, Mr Chakroun also acknowledged that new platforms were emerging providing new funds, ideas, and directions to the global education discourse. Therefore, he felt that GAL should align itself with changing global education architecture and discourse.

H.E. Mr Yai, from South Sudan in his opening remarks, emphasized the role of education as a human right, enshrined in national constitutions of many countries, and the importance of education as a public good. In his view, the power of education did not only change individual lives, but also contributed to societal changes. Referring to the context of South Sudan, where 73 per cent of the population aged 15 years and above lack basic literacy skills, the Minister argued that poor literacy statistics could be closely attributed to the issues of gender, generational differences and geographic locations (rural disadvantages). Moreover, the protracted conflict and crises contributed to the widening literacy gaps among different social groups. The Minister informed participants that several literacy programmes had been implemented in his country to address these persistent literacy challenges of the population, targeting the pastoralist communities and girls who dropped out of school. He welcomed the decision of GAL's renewed focus on 29 countries, including South Sudan, with the majority of total population of youth and adults who did not have basic literacy skills. He expressed his hope for further collaboration in this regard. The Minister reiterated that it was indeed the moral duty of all who had opportunities to acquire literacy skills to contribute to addressing the literacy challenge among those who were left behind.

After the opening speeches, the general meeting proceeded with four thematic sessions. **The first session** was themed around the joint UNESCO technical paper on estimating the cost of achieving SDG target 4.6 in 29 GAL countries. Moderated by Ms Madina Bolly, Senior Programme Specialist, UIL, three presentations were made. As a background to the literacy data produced by the UNESCO Institute for Statistics (UIS), Mr Friedrich Huebler, Head of Section, Education Standards and Methodology, UIS, presented on the Global-Age specific Literacy Projections (GALP) model. According to Mr Huebler, this model combines the projected literacy rates with the data on demographic trends to generate estimates for the population who lack basic literacy skills. He suggested applying the model in identifying precise national and regional values. Next, Ms Satoko Yano, Programme Specialist, Education Sector, UNESCO, presented the estimated costs to achieve SDG target 4.6 in 29 GAL countries, employing the costing model developed by UNESCO. Finally, Ms Yuki Murakami, Programme Specialist, Global Education Monitoring Report Unit, UNESCO presented an overview of international education aid with a particular focus on such aid in the context of literacy in GAL countries. Participants were invited to discuss the presentations of the session. Key discussion points of this session are summarized in this report.

The second session of the meeting was scheduled to present the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025. Mr Chakroun began his presentation by referring to current challenges and projecting future demands for literacy skills, especially in the context of economic change and the proliferation of technology in society. Keeping these challenges as well as changes in mind, he presented the draft strategy that included four strategic priority areas, namely, (a) policy, (b) equity and gender equality, (c) leveraging technology, and (d) reliable data for policy and provision. He informed participants that the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025 would be presented and discussed at the 207th session of the UNESCO Executive Board in October 2019.

In the third session, Ms Karen Mundy, UIL Consultant, presented a draft outline of the GAL Strategy as a critical document. She highlighted that the suggested goals of the GAL Strategy were closely aligned with the strategic goals proposed in the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025, with an additional goal being to highlight the importance of financing and partnerships to achieve the other four goals. This presentation was followed by a detailed discussion, moderated by Mr Atchoarena. Key discussion points of this discussion are summarized on pages 6–9 of this report.

The last session of the meeting was on the updates of the GAL Mapping Survey presented by Ms Rakhat Zholdoshalieva, Team Leader, Policy Support and Capacity Development, UIL. In this presentation, Ms Zholdoshalieva briefly discussed the overall framework and methodology, and instructed the representatives on how to complete the survey and its expected timeline. The survey will

be launched in late September 2019. Ms Zholdoshalieva invited participants to contact the GAL Secretariat for help in completing the survey. The first analysis would be produced in late November with the final report to be published in December 2019 or early 2020.

During **the concluding session**, Mr Atchoarena, and Ms Maman Ouattara, Director of Literacy and Non-Formal Education, representing H.E. Ms Kandia Camara, Minister of National Education, Technical Education, and Professional Training of Côte d'Ivoire, reiterated the key discussion points of the meeting. Ms Ouattara highlighted three key achievements of the Alliance, i.e. the costing paper, the GAL Strategy, and GAL survey of literacy policies and programmes which had been accomplished since its last meeting held in Mexico in November 2018. Referring to the costing paper, Ms Ouattara shared that each GAL country had a basis for calculating the cost of achieving literacy target. She noted that such paper could help GAL countries estimate more concrete figures to make a case for allocating adequate funds within domestic budgets to the maximum extent possible. These figures could also be used to appeal to potential donors. She called upon GAL countries to take ownership of the revised GAL Strategy and work together with UIL to implement the key activities.

3. Main discussion points and recommendations

I. Achieving SDG 4.6 in GAL countries: outcomes of the costing exercise

- **Accelerating global advocacy efforts and identifying innovative funding mechanisms for literacy**

The session on estimating the cost of achieving SDG target 4.6 engaged the participants in an extended discussion. Participants were informed about the following key assumptions made for UNESCO's cost simulation model. First, the current SDG target 4.6 states, 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'. The proposed model required a quantitative target for simulation. It was assumed that 'all youth' meant 100 per cent, while 'a substantial proportion of adults' could have different quantitative values. To address the latter, three target scenarios for the adult population were proposed to project cost to achieve the target by 2030 (UNESCO, 2019, p. 6¹). Scenario 3 where 100 per cent youth and 100 per cent adults were considered as well as the duration of literacy programme of 500 hours, was considered as an ideal goal to achieve by 2030

Second, two assumptions were made about the duration of programmes, i.e. 250-hour or 500-hour courses. To reflect the importance of independent practice and use of literacy and numeracy skills, it was assumed that 500-hour programmes should be designed and implemented.

Third, it was assumed that GAL countries would consider investing the recommended level of funding, i.e. three (3) per cent of the education budget in the context of five (5) per cent of GDP to education (0.15 per cent GDP on literacy).

Based on the above assumptions, UNESCO argued that the funding gap identified to achieve universal literacy for youth and adults in these 29 GAL countries and to ensure a quality programme provision amounted to 14 billion USD. Nearly 10 billion USD of this amount would be needed for 20 low-income GAL countries to meet the target of universal literacy. Even if these 20 countries allocated the recommended level, i.e. three (3) per cent of their total education budget to literacy programmes, they would not be in a position to achieve the proposed Scenario 3 target; therefore, there was an urgent need for mobilizing external aid. According to the most recent data, cited by UNESCO² only two (2) per cent out of the total thirty-seven (37) per cent of international aid to education currently went to literacy programme support in these GAL countries.

Several points were raised by participants regarding the mobilization of domestic and external funds to bridge the estimated financial gap. A representative of a civil society organization, Pamoja West Africa, noted that donors were hesitant to invest in youth and adult literacy programmes and governments

¹ UNESCO, (2019). Estimating the cost of achieving basic literacy and numeracy targets in the context of SDG4.6 in GAL countries: <http://uil.unesco.org/sites/default/files/doc/literacy/galcostanalysis2019.pdf>

² UNESCO, (2019) Meeting commitments: Are countries on track to achieve SDG4? <https://unesdoc.unesco.org/ark:/48223/pf0000369009>

continued to invest less from their domestic sources. A representative from Nigeria inquired whether global agencies and bilateral organizations, such as the World Bank and the United States Agency for International Development (USAID), could be invited to GAL meetings to raise their awareness of the literacy challenge in the GAL countries.

In response to this comment, Mr Atchoarena highlighted that advocacy and partnerships were required at national and global levels. Referring to the national-level advocacy and partnerships, he informed participants that currently, national education sector plans (ESPs) did not prioritize youth and adult literacy, failing to recognize its importance and benefits for individuals and societies. He reminded participants that these ESPs were referred to by donors and partners when considering the financial and technical support to countries. Moreover, donors and partners increasingly wished to see concrete government financial commitment (up to 3 per cent of the education budget), as national states were the main custodian agencies to ensure the right to education. Hence, the two main prerequisites – the inclusion of youth and adult literacy in the ESPs and the government funding commitment up to three per cent to literacy - should be in place to mobilize international support to national literacy efforts.

Mr Chakroun recalled the need for mobilizing domestic partners and resources such as private companies to invest in literacy programmes for their workers/employees, which currently did not seem to be tapped into more effectively and creatively. Mr Chakroun added that as an example of leveraging national resources, private companies financed two of the five 2019 the UNESCO King Sejong Literacy Prize and the UNESCO Confucius Prize for Literacy laureates³. He also mentioned the example of Afghanistan, where approximately one million people were beneficiaries of extra-budgetary projects financed by other UNESCO Member States. Ms Bolly suggested that intersectoral approaches to funding and implementing programmes should be identified at country levels, and that good practices could be shared among GAL countries. Ms Houphouet-Boigny, from Côte d'Ivoire, noted that Member States needed to identify innovative modes of financing, as it was not the sole responsibility of UNESCO and the donors to fund literacy programmes. She reiterated the comment made by Mr Chakroun on the importance of private sector companies' investments in literacy programmes for their employees.

- **Refining the 2019 UNESCO literacy cost simulation model for country-level advocacy**

A few comments were made on the methodology of UNESCO's simulation model and UIS's literacy rate data. Some participants inquired whether the parameters of estimating a unit cost included the production of literacy materials, the production and use of mobile learning apps, the latter being critical to ensuring inclusion and equity when addressing the persistent literacy challenges in many GAL countries in Africa. Ms Yano clarified that in the current model, the budget shares for teachers' salaries were higher than stipulated in the model proposed by Ravens and Aggio (2005)⁴, to factor in the production of literacy materials and training of literacy facilitators. Furthermore, the purpose of this model estimation was to work with GAL countries and partners to advocate for increased financing. GAL countries were welcomed to refine the model further to produce more accurate estimates for each country. This would require reliable data and refinement of the model's unit cost parameters.

- **Improving the collection and use of UIS literacy data**

Some participants raised issues related to UIS literacy data. In particular, Ms Anna Robinson-Pant, UNESCO Chair in Adult Literacy and Learning for Social Transformation, inquired whether and how, learning in the age of self-directed learning, learning acquired outside of formal and non-formal modalities was captured in the current literacy statistics. Ms Ouattara, from Côte d'Ivoire, requested more clarity around the frequency of data collection, while the Ambassador of Côte d'Ivoire raised the issue of difficulty in understanding UIS reports, and recommended that UNESCO could liaise with permanent delegations to share advice on how to use the reports. In response to the questions, Mr Huebler reiterated that the literacy data collection was done every two years through a survey conducted with the help of country focal points, and the response was on a voluntary basis. Moreover, countries' statistical capacity differed, resulting in issues of data accuracy. The diversity of literacy providers

³ UNESCO (2019) International Literacy Prizes. <https://en.unesco.org/themes/literacy/prizes/2019>

⁴ Ravens & Aggio (2005) The costs of Dakar goal 4 for developing and 'LIFE' countries. <https://unesdoc.unesco.org/ark:/48223/pf0000146330?posInSet=1&queryId=eec6908a-a6ed-4d84-b418-cac34ef08ab1>

complicated the ability to capture such information more accurately. Mr Huebler informed participants that UIS continued to develop new methodologies and models to collect more data on indicators of SDG target 4.6. The above concerns highlighted the importance of engaging with Member States in understanding the process of collection, analysis and presentation of statistical literacy data processed by UIS.

II. On strengthening partnerships for and financing of literacy in the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025

Several comments and clarifications were made on the draft UNESCO Literacy Strategy. One of these noted by the NGO participants was the need to acknowledge the critical role of civil society organizations in implementing literacy programmes in Member States. A more critical concern was expressed by Ms Kouriram Hatchabi, Niger, who reiterated the importance of explicitly stating the need for governments to increase the funding of literacy programmes from national budgets. She pointed out that currently, the budget allocation for literacy was low in his country, resulting in a bottleneck of implementing the national literacy strategy and policy. Moreover, enumerating many areas that were not included explicitly in the UNESCO literacy strategy, Mr Abba Haladu, from Nigeria, also highlighted that resource mobilization and advocacy should be included as a strategic goal to highlight its importance in improving the literacy situation in Member States. Mr Chakroun, in his response to the above questions, noted that the consultations to draft the UNESCO Strategy for Youth and Adult Literacy for 2020–2025 included all types of stakeholders, including a selected number of NGOs, while he also elaborated strategic goals that captured some of the mentioned areas of focus proposed by participants. Concerning the question of improving the financing of literacy programmes, Mr Chakroun argued that national policies and strategies should explicitly indicate the issue of funding and propose concrete figures, as country contexts would differ. As such, the strategic goal on policy would capture this issue. He also referred to the importance of linking the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025 with the proposed GAL Strategy.

III. On improving the draft GAL Strategy

The following points concerning the proposed draft Strategy were raised and discussed.

- **Agreement on the proposed vision and mission**

Agreeing with the proposed alignment between the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025 and the draft outline of the GAL Strategy, the participants of the meeting expressed their gratitude to UIL for drafting the outline and consulting the GAL countries in the drafting and finalization of the GAL Strategy. Mr Fuad Omer, from Ethiopia acknowledged that it was important to involve Member States in determining the content and the objectives of the GAL Strategy, not just the targets but also its overall mission. Using this approach would enable GAL countries to visualize what they wished to achieve after a certain number of years of collaborating through GAL. Ms Guerly Alfrena Cemaitre, from Haiti, noted that the draft outline of the GAL Strategy might serve as a basis for GAL countries' national literacy strategies that focus on contextual issues and challenges.

Although participants expressed, in general, their agreement with the proposed vision and mission of the GAL Strategy, a few debated about the proposed focus on SDG target 4.6 or expansion of the vision beyond SDG target 4.6, including the recognition of literacy for life and as a matter that required intersectoral partnerships. While Ms Hatchabi, from Niger, highlighted that the strategy could also be expanded to include children and youth who were not achieving literacy and numeracy skills despite being enrolled in school, Mr Haladu, from Nigeria stressed the need to narrow down the focus of the GAL Strategy, i.e. reduce the total number of youth and adults who do not have basic literacy skills in these 29 countries. Mr Haladu emphasized that this would make the monitoring and evaluation of the results more realistic and measurable.

- **Strengthening the strategic goals on equity and quality**

Several issues were raised concerning the equity, quality and sustainability of literacy interventions stipulated in the draft outline of the GAL Strategy. Ms Cemaitre, Haiti, stated that while the proposal was to focus the strategy on young adults, this would result in excluding the older generations, who currently made up of the majority of those who lacked basic literacy skills. Mr Haladu, Nigeria, noted that the

focus of the interventions of the Alliance should be on the quality of learning outcomes rather than on a simple literacy rate figure, since the majority of literacy programme participants were unable to read and write after participating in 6- to 9-month literacy programmes in Nigeria. Referring to the case of Nigeria, he said that the literacy competency threshold could be the ability to read, write, and communicate in one's language, equivalent to completion of primary grade 3.

Acknowledging the need for certifications and credentials of one's learning, Mr Stephen Wyber, International Federation of Library Associations (IFLA) highlighted that the value of informal learning should not be lost. In this regard, he called for investing in and collaborating on developing relevant tools to capture such learning activities. Mr Atchoarena noted that priority should be given to building and improving infrastructure for and practices in literate environments in national contexts to improve and sustain literacy skills of youth and adults. He commended on the role of libraries in contributing to the sustainability of literacy practices in particular. Ms Ida Njie, from the Gambia, pointed out that the sustainability of literacy programmes should be emphasized in the draft outline of the GAL Strategy. She noted that explicit references to the issues of quality and equity should be included in the final draft of the strategy.

- **Sharpening strategic goals on advocacy, partnership, and resource mobilization**

Several participants, including the government representatives and the civil society organizations, stressed the importance of sharpening the wording around advocacy, the mobilization of resources and partnerships. Currently, the objective of strategic goal 5 is "*Strengthening the GAL partnership by seeking new partners and diversifying sources of funding*". During the discussions, it was pointed out that this wording lumped together two separate issues: partnership and funding. A few participants proposed separating the "forging of partnerships" from the "advocacy for" and "mobilization of funding resources" – be it domestic or external – in the draft outline of the GAL Strategy, since the current challenge at country level was closely linked with limited funding to literacy rather than the absence of policy documents and partnerships.

Concerning resource mobilization, Mr Cheick Diallo, from Guinea, in particular, argued that advocacy and awareness-raising were required among higher-level policymakers/decision-makers. Despite the call for commitments to increase the allocation to literacy up to 3 per cent of a country's education budget, in reality, it was 0.2 per cent, resulting in declarations of intent on paper but not the reality in terms of action. In this regard, the draft document should also include a concrete strategy to make sure that countries really commit as well as allocate 3 per cent of their education budget to literacy. Ms Cemaitre, Haiti echoed the same concern in the need to centralize resource mobilization in the draft strategy.

H.E. Mr Yai, from South Sudan referring to the GPE⁵ Financing Conference held in Dakar, Senegal, from 1 to 2 February 2018, clarified that domestic funding/budget made up a big chunk of education financing. Therefore, it was critical to ensure that domestic resources were at the core of this issue and that Member States needed to increase their funding of youth and adult literacy. However, he also noted that money alone could not be the solution. Creativity and an innovative use of existing domestic resources – such as the mobilization of youth volunteers who taught their parents and other elders; new technologies to increase access to and quality of literacy programmes; and private sector-funded literacy programmes – should also be identified, shared among and implemented in other GAL countries. There was also an emphasis on the necessity of involving the private sector in addressing literacy challenges in GAL countries.

Mr Atchoarena also suggested that a wide range of advocacy messages could be developed for different categories of countries, based on the joint UNESCO technical paper on estimating the cost of achieving SDG target 4.6 in 29 GAL countries. In addition, the target populations could be differentiated for strengthening advocacy messages. Another possibility, according to Mr Atchoarena, was to have a group of advocates and champions, including celebrities, to promote the importance of youth and adult literacy. These advocates could campaign both for regional as well as international level of advocacy.

⁵ Global Partnership for Education (GPE)

- **Expanding GAL membership beyond 29 countries**

Several organizations, including regional and national civil society and intergovernmental ones, inquired about the possibility of expanding GAL membership beyond the current group of 29 countries. Mr Atchoarena, referring to an earlier phase in the establishment of the Global Alliance, reiterated the need to focus on the current countries, but welcomed more partnerships for key strategic goals of the GAL Strategy. The organizations, such as OIF, ALECSO, ADEA, IFLA, NGO-UNESCO Liaison Committee, Pamoja West Africa, and others reiterated their organizational interest in forging a stronger partnership in this alliance. Mr Zinsou Marcellin Hounzangbe, Benin also noted that GAL partnerships should be approached according to regions. For instance, stronger links should be forged between the African Union and GAL. Ms Lily Nyariki, ADEA, agreed with the above proposal and linked it to the context of ADEA's activity on mapping reading policies in the content. Ms Afifa Zayadi, ALECSO inquired about possible partnership, especially concerning conflict countries in the Arab region. She informed participants about ALECSO's activity on developing a strategy for conflict countries and acknowledged possible links with GAL strategic goals.

- **Monitoring and evaluating the results of the draft outline of the GAL Strategy**

Many participants commended the inclusion of specific result indicators in the draft outline of the GAL Strategy. A civil society representative suggested mentioning the role of civil society organizations (CSOs) and non-governmental organizations (NGOs) in preparing alternative reports, helping with data collection at local levels, and improving the monitoring of the implementation at country levels. Ms Njie, Gambia also noted that regular monitoring should be explicitly mentioned in the draft outline of the GAL Strategy to build up sustainable literacy provision in GAL countries.

Mr Fabricio Gonzaga Araujo, from Brazil appreciated that the draft outline of the GAL Strategy included results indicators, but he suggested including more indicators, especially numerical targets concerning the number of youth and adults who benefited from interventions. Another example he mentioned was to list the number and names of the countries that included literacy in their national education plans and strategies. He noted that GAL's achievements should be included in future advocacy messages.

H. E. Mr Yai, from South Sudan raised his concern about the tendency to have a loose structure in establishing target goals. He inquired what would happen if some countries failed to achieve these targets and how the assumption could be avoided that all the countries were on track to achieve them. He pointed out that while the outline of the GAL Strategy was already comprehensive, it still failed to specify country-specific situations which would make it possible to monitor the progress and report against specific indicators.

- **Promoting the exchange of good practices among GAL countries**

A few participants raised the need to operationalize the suggestion to exchange good practices, which were made during the GAL meeting held in Mexico in November 2018. H.E. Mr Yai, South Sudan expressed his concern that there had been no follow-up communication on the possible exchange of good practices. Mr Hounzangbe, Benin raised the issue of Recognition, Validation and Accreditation (RVA) of non-formal and informal learning acquired through literacy programmes. Mr Chakroun, referring to UNESCO's work in the area of RVA, also highlighted the need to conduct a dedicated survey in GAL countries concerning RVA and national certification and qualification systems for literacy. As such, the GAL platform could be used for learning from one another. Furthermore, Ms Machon Honoré inquired whether E-9 countries could support such exchanges for other GAL countries. Ms Xiaoping Yu, Advisor, Permanent Delegation of the People's Republic of China to UNESCO provided some background to E-9 countries and expressed her hope that such exchanges could be made more effective in the new GAL Strategy, especially in terms of learning about effective policies and strategies. She suggested that this could include non-E-9 countries as well. She thought that the People's Republic of China, which hosts several UNESCO Category 2 centres, including UNESCO's International Research and Training Centre for Rural Education (INRULED), could facilitate such cooperation.

- **Agreement on the consultation and endorsement process**

As the Co-Chair of the GAL Steering Group, H.E. Mr Yai, South Sudan suggested establishing an online communication platform for the consultation and endorsement of the improved strategy.

Ms Karen Mundy, UIL Consultant, hoped that all GAL countries would take active participation in the finalization of the GAL Strategy and its implementation. She argued that in view of the current marginalization of youth and adult literacy, which remained an orphan of the international financing of education agenda, the draft GAL Strategy should have actionable goals. She highlighted this as being problematic, since literacy challenges in GAL countries were great, aspirations were high, but the resources were meagre.

Agreeing with the proposal to keep the alignment with the draft UNESCO Strategy for Youth and Adult Literacy for 2020–2025, participants decided that the proposed outline of the GAL Strategy would keep the following five goals: (1) policy; (2) equity; (3) innovation; (4) accountability; and (5) financing and partnerships. However, in discussion, it was mentioned that challenges remained in terms of prioritization of target groups – women and youth – as well as the emphasis on advocacy or technical cooperation. Ms Mundy argued that while advocacy was not explicitly mentioned in the draft outline of the draft GAL Strategy, the interventions were included. Nevertheless, she pointed out that cost-effective interventions and models of literacy programmes should be identified by and shared among UNESCO Member States. In other words, economic efficiency and innovations in addressing literacy challenges should be a central focus in the draft GAL Strategy. In addition, the GAL Strategy needed to focus on its results rather than its process, which was a shortcoming of the previous attempts of the GAL work plan. In this regard, she felt there was an urgent need to establish a baseline before adopting the results framework.

In conclusion, Mr Atchoarena informed participants that the online questions would be sent out to consult GAL countries on different components of the draft GAL Strategy. A selected number of partners would also be consulted on the draft GAL Strategy. Based on the responses to the online questions, amendments would be made to the draft GAL Strategy. The GAL Secretariat would then share the revised GAL Strategy with all 29 GAL countries for their final endorsement.

IV. On administering and finalizing the mapping activity : the GAL survey on literacy policies and programmes

Following Ms Zholdoshalieva's presentation on the updates of the GAL survey on literacy policies and programmes, several points were raised. First, Mr Wyber, IFLA inquired about the possibility of administering such a mapping activity among other stakeholders such as libraries. Second, the timeline allocated for the survey was believed to be somewhat short. Ms Zholdoshalieva clarified that the extension of this survey towards other stakeholders might be possible; however, she added that this was not planned in this phase. Ideally, such surveys should be conducted by the relevant departments of the GAL countries' ministries, which were responsible for youth and adult literacy. She explained that the timeline was short because the deadline for producing the final report was the end of this year, adding that the budget for this survey had only been factored in for this year.

Annex 1: List of participants of the GAL General Meeting on 10 September 2019 at UNESCO HQ

Sal.	First name	Surname	Position	Department/Ministry/Organization	Country
Mr	Sardar Mohammad	Rahimi	Deputy Minister	Literacy Department, MoE	Afghanistan
Mr	Zinsou Marcellin	Hounzangbe	Director General	Literacy and Education in national languages support fund, MoE	Benin
Mr	Irenee Bienvenu	Zevounou	Ambassador	Permanent Delegation of Benin to UNESCO	Benin
Mr	Sulpice Oscar Cossi	Gbaduidi	Cultural attaché	Permanent Delegation of Benin to UNESCO	Benin
Mr	Moise	Sagbohan	Deputy Perm. Delegate	Permanent Delegation of Benin to UNESCO	Benin
Mr	Fabricio	Gonzaga Araujo	Third Secretary	Permanent Delegation of Brazil to UNESCO	Brazil
Mr	Kalifa	Traoré	Secretary General	Minister of National Education and Literacy	Burkina Faso
Mr	Drissa	Koussoubé	Advisor	Permanent Delegation of Burkina Faso	Burkina Faso
Mr	Pascal Gnianko	Bahan	Advisor	Permanent Delegation of Burkina Faso	Burkina Faso
Mr	Desiré Achille	Baboula Waganza	Cultural Counsellor/ Deputy Permanent Delegate	Permanent Delegation of the Central African Republic to UNESCO	Central African Republic
H.E. Mr.	Amine	Abba-Sidick	Ambassador	Permanent Delegation of Chad to UNESCO	Chad
Mr.	Maamoune	Charfadine	First Secretary	Permanent Delegation of Chad to UNESCO	Chad
Ms	Xiaoping	Yu	Advisor	Permanent Delegation of China to UNESCO	China
Mr	Chebanni	Ben Said	Director General	Literacy and Language Promotion Depart, MoE	Comoros
Ms	Maman	Ouattara	Director	Director of Literacy and non-formal education, MoE	Côte d'Ivoire
Ms	Denise	Houphouet-boigny	Ambassador	Permanent Delegation of Côte d'Ivoire to UNESCO	Côte d'Ivoire
Mr	Fuad	Omer	Deputy Perm. Delegate	Permanent Delegation of Ethiopia to UNESCO	Ethiopia
Ms	Ida	Njie	Regional Director	Regional Education Directorate 4, Ministry of Basic and Secondary Education	Gambia (the)
Mr	Cheick	Diallo	Head of the Basic Literacy Division	National Direction of Literacy of Formal and Non-Formal, Ministry of National Education and Literacy	Guinea
Ms	Guerly Alfrena	Cemaitre	Chief of section	Language development depart., MoE	Haiti
Mr	Sachin	Sinha	Joint Secretary	Department of School Education and Literacy, Ministry of Human Resource Development	India

Mr	Harris	Iskandar	Director General of Early Childhood Education	Ministry of Education and Culture	Indonesia
Mr	Yohan	Rubiyantoro	Partnership Analyst	Ministry of Education and Culture	Indonesia
Ms	Jenny	Marday	Counselor	Permanent Delegation of Liberia	Liberia
Mr	Fadiala	Kamissoko	National Director	Non Formal Education and National Languages, MoE	Mali
Mr	Hemed	Aichetou		Permanent Delegation of Mauritania	Mauritania
Mr	Cindy Alejandra	Nino Rodriguez		Permanent Delegation of Mexico	Mexico
Ms	Kouriram	Hatchabi	Director General of Adult Literacy and Informal Education	Literacy and the Promotion of National Languages, MoE	Niger
Mr	Abba	Haladu	Executive Secretary	National Commission for Mass Literacy, Adult and Non-Formal Education	Nigeria
Ms	Edith	Okoro	Counsellor	Delegation of Nigeria	Nigeria
Ms	Neelofer	Shahzad	Deputy Perm. Delegate	Permanent Delegation of the Islamic Republic of Pakistan to UNESCO	Pakistan
H.E. Mr.	Deng Deng Hoc	Yai	Minister	Ministry of General Education and Instruction	South Sudan
Mr	Victor Dut	Chol	Director of Research and Policy Development and SDG4 Focal point	Ministry of General Education and Instruction	South Sudan
Ms	Carole	Gnesso		Permanent Delegation of the United Republic of Tanzania to UNESCO	Tanzania
Mr	Elom	Agudzé	Assistant to the Ambassador	Permanent Delegation of Togo to UNESCO and OIF	Togo
Ms	Lily	Nyariki	Focal Point	ADEA Section on Books and Learning Materials for Anglophone countries	ADEA Section on Books
Mr	Stephen	Wyber	Manager, Policy and Advocacy	International Federation of Library Associations	IFLA
Ms	Carole	Avande Houndjo	Coordinator of Pamoja West Africa	Pamoja West Africa	Pamoja West Africa
Ms	Maimouna	Sissoko Touré	Programme Specialist	Institut de la Francophonie pour l'éducation et la formation (IFEFF)	IFEFF
Ms	Afifa	Zayadi	Liaison Officer	ALECSO-Arab League Educational, Cultural and Scientific Organization	ALECSO
Ms	Anna	Robinson-Pant	UNESCO Chair	UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia, UK	UNESCO Chair
Mr	Jean-Pierre	Jeantheau	National officer-in-charge	Agence Nationale de Lutte Contre l'Illettrisme	ANCLI

Ms	Barbara	Trudell	Senior Literacy and Education Consultant	SIL International	SIL
Ms	Audrey	Nirrengarten	Team Leader projects	Education and Training Section- Employment Agence française de développement	AfD
Ms	Marie-Claude	Machon Honoré	President	NGO-UNESCO Liaison Committee	ONG - UNESCO
Mr	Arnoux	Descardes	Executive director	Volontariat pour le Développement d'Haiti (VDH)	ONG - VDH
Ms	Pierrette	Viel	Responsible for the Associative Life	Direction of the Animation and the Associative Life, Municipality of Clermont-Ferrand, France	Clermont-Ferrand
Ms	Aminata	Diawara	Officer-in-charge Learning City	Municipality of Mantes-la-Jolie, France	Mantes-la-Jolie
Mr	Jérémie	Durand	Director of the « Large Educative Project »	Municipality of Évry-Courcouronnes, France	Évry-Courcouronnes
Ms	Alexandra	Lion	Officer-in-charge "Educational life of the territory"	Municipality of Évry-Courcouronnes, France	Évry - Courcouronnes
Ms	Karen	Mundy	UNESCO Consultant on GAL Strategy	Professor, International and Comparative Education, University of Toronto	Consultant
Ms	Satoko	Yano	Programme Specialist	UNESCO	UNESCO
Ms	Mari	Yasunaga	Programme Specialist	UNESCO	UNESCO
Mr	Borhene	Chakroun	Director	Division for Policies and Lifelong Learning Systems, UNESCO	UNESCO
Ms	Yuki	Murakami	Project Officer - GEM	UNESCO	UNESCO
Mr	Alasdair	McWilliam	Project Officer - GEM	UNESCO	UNESCO
Mr	David	Atchoarena	Director	UNESCO Institute for Lifelong Learning (UIL)	UIL
Ms	Rakhat	Zholdoshalieva	Team Leader	UIL	UIL
Ms	Madina	Bolly	Senior Programme Specialist	UIL	UIL
Ms	Katja	Römer	Communications Specialist	UIL	UIL
Ms	Bettina	Reiss	Senior Assistant to the Director	UIL	UIL
Mr	Friedrich	Huebler	Programme Specialist	UNESCO Institute for Statistics	UIS

Annex 2: Agenda of the GAL General Meeting on 10 September 2019 at UNESCO HQ, in Paris, France

Agenda	
9:00-9:30	Registration and Welcome coffee
9:30-10:00	Opening and Welcome remarks <ul style="list-style-type: none"> • Mr David Atchoarena, Director, UNESCO Institute for Lifelong Learning (UIL), GAL Secretariat • Mr Borhene Chakroun, Director, Division of Policies and Lifelong Learning Systems, UNESCO • H.E. Mr Deng Deng Hoc Yai, Minister of General Education and Instruction, South Sudan, Co-Chair of the GAL Steering Group
10:00-11:00	Achieving SDG 4.6 in GAL countries: outcomes of the costing exercise Moderator: Ms Madina Bolly , Senior Programme Specialist, UIL <ul style="list-style-type: none"> • Ms Satoko Yano, Programme Specialist, PLS, UNESCO • Mr Friedrich Huebler, Head of Section, Education Standards and Methodology, UIS • Ms Yuki Murakami, Project Officer, Global Education Monitoring Report, UNESCO
11:00-11:30	Coffee break
11:30-12:00	Presentation of the UNESCO Strategy for Youth and Adult Literacy (2020-2025) Moderator: Mr David Atchoarena , Director, UIL, GAL Secretariat <ul style="list-style-type: none"> • Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO
12:00-12:30	Presentation of the Global Alliance for Literacy draft Strategy (2020-2025) Moderator: Ms Rakhat Zholdoshalieva , Team Leader, UIL <ul style="list-style-type: none"> • Ms Karen Mundy, Consultant, UIL
12:30-14:00	Lunch break
14:00-16:00	Discussion of the draft and of the proposed timeline for finalizing the Strategy <ul style="list-style-type: none"> • Guiding questions: Ms Karen Mundy, Consultant, UIL • Alignment with UNESCO Strategy, vision and mission: Mr David Atchoarena, Director, UIL, GAL Secretariat • The 5 Goals: Mr David Atchoarena, Director, UIL, GAL Secretariat • Key outcomes, and possible additional activities and proposed timeline: Ms Rakhat Zholdoshalieva, Team Leader, UIL
16:00-16:15	Coffee break
16:15-17:30	Update on the mapping activity and discussion of the new activities <ul style="list-style-type: none"> • Ms Rakhat Zholdoshalieva, Team Leader, UIL
17:30-18:00	Conclusions and way forward <ul style="list-style-type: none"> • Mr David Atchoarena, Director, UIL, GAL Secretariat • Ms Maman Ouattara, Director of Literacy and Non-Formal Education, Ministry of National Education, Technical Education and Professional Training, Côte d'Ivoire, Representative of the Co-Chair of the GAL Steering Group