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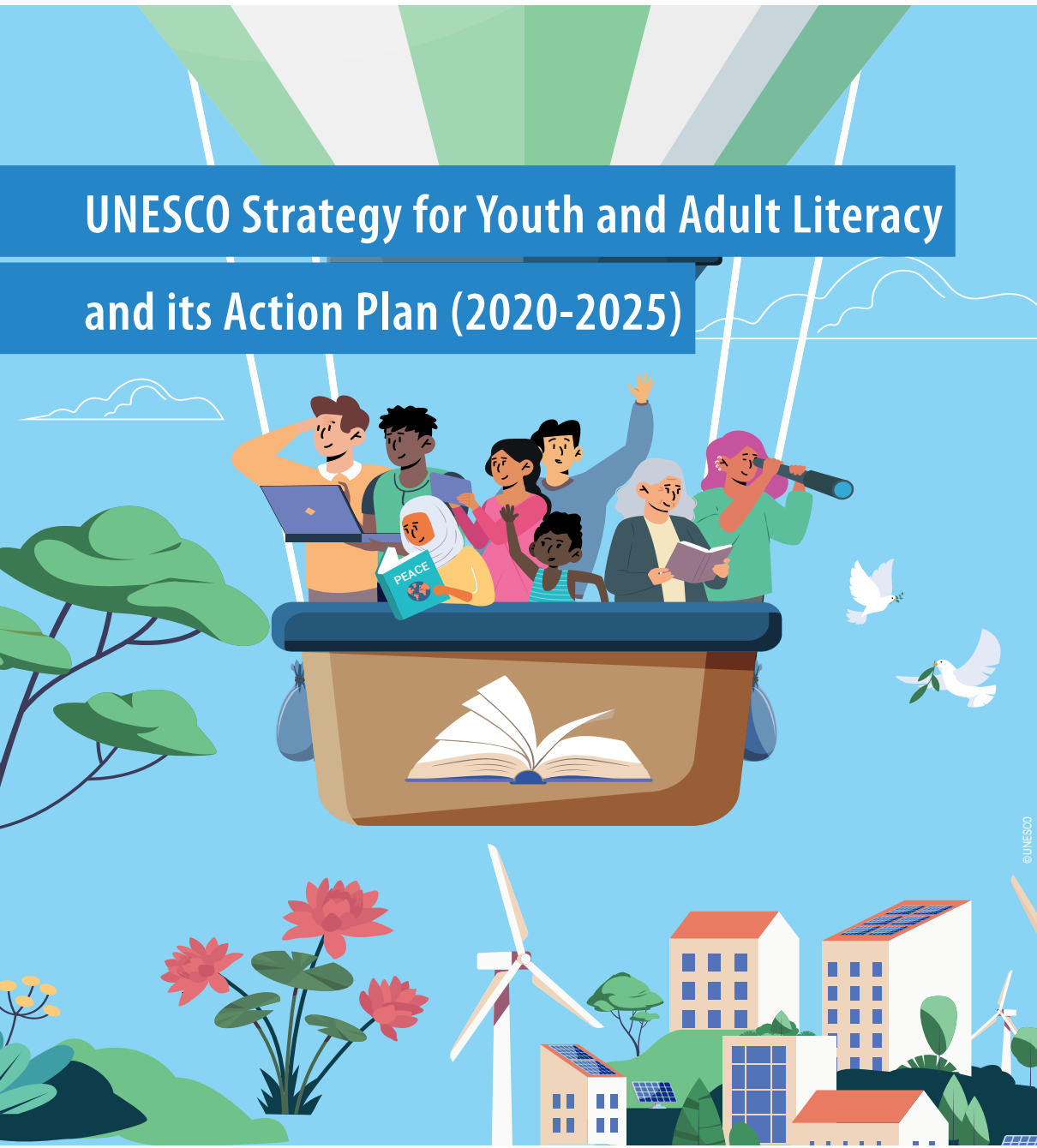
UNESCO Strategy for Youth and Adult Literacy and its Action Plan (2020-2025)



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UNESCO Strategy for Youth and Adult Literacy and its Action Plan (2020-2025)

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UNESCO Strategy for youth and adult literacy (2020-2025)

I. Introduction

1. The international community has set an ambitious 2030 Agenda for Sustainable Development[1], with education and learning central to its achievement. The vision of the Incheon Declaration[2], Education 2030, is fully captured by Sustainable Development Goal 4 (SDG4) "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Education 2030 devotes considerable attention to literacy and adult learning including through Target 4.6 and related indicative strategies.

2. By 205 EX/Decision 6.III, the Executive Board requested the Director-General to review, update and improve the vision and strategy for literacy to contribute to SDG 4 – Education 2030, and to present it at its 207th session, with a view to transmitting it to the General Conference at its 40th session. The present document therefore contains the draft UNESCO Strategy for Youth and Adult Literacy (2020-2025). The Strategy was developed through an inclusive and participatory process, including research and analysis of key trends, online consultation of Member States and expert meetings.

II. Context and justification

Key challenges

3. Globally, literacy provision has progressed during the last five decades as a result of significant improvements in school enrolment levels; a reflection of the political and financial commitment demonstrated by national governments and the international community. In many countries, this commitment was also reflected in the expansion of access to literacy programmes. However, there are now more adults without literacy compared with 50 years ago, meaning that our efforts have not kept pace with population growth. An estimated 750 million people worldwide cannot read and write at the basic level of proficiency. Counting also the number of people who lack the literacy and numeracy skills needed to function as active members of society would probably increase this estimated figure substantially.

1 See: https://sustainabledevelopment.un.org/post2015/transformingourworld

2 See: https://unesdoc.unesco.org/ark:/48223/pf0000245656 40 C/25 Annex I

4. Literacy is an essential component of the right to education and a prerequisite for accessing other human rights. Hence, ensuring access to youth and adult literacy provision constitutes a major undertaking for changing the lives of millions of people who have received little to no formal education. For them, the inability to read and write at basic levels of proficiency and to actively participate in an increasingly literate and digitized world is potentially a source of exclusion and a major barrier to their engaging more actively in political, social, cultural and economic activities.

Multiple benefits of addressing literacy challenges

5. Literacy has multiple benefits for individuals as well as society. As part of policies and programmes that promote equality in all aspects of life, literacy interventions can contribute to empowering women and other disadvantaged people and groups to participate in social, economic, political and cultural activities. In particular, the cognitive, psychological, socio-cultural and economic benefits of literacy programmes are well recognized, such as the high tendency of literate mothers enrolling and keeping their children in school. With regard to people on the move, especially migrants and refugees, the 2019 Global Education Monitoring Report3 provided evidence of the benefits and multiple challenges associated with literacy. Literacy and host language proficiency can increase migrants' and refugees' sense of belonging, their ability to communicate, secure jobs and improve health, while maintaining as well as improving literacy in their mother languages.

Building on the current and previous work

6. This Strategy builds upon lessons learned from previous initiatives and strategies. The United Nations Literacy Decade (UNLD, 2003-2012) made literacy a global concern by providing a framework for catalysing intensive, focused and sustained efforts for the promotion of literacy and literate environments through mobilizing political will as well as human and financial resources. UNESCO's Literacy Initiative for Empowerment (LIFE, 2006 – 2015) provided a key strategic and operational framework for realizing the vision and goals of UNLD.

7. In the final evaluation of UNLD, three areas were identified for future action[4]: (i) mobilizing stronger political and financial commitment and ensuring coordinated action through coordination, advocacy and partnerships as well as integrating literacy in the future global developmental architecture as an education and development imperative; (ii) intensifying collective efforts for enhanced

3 See: https://unesdoc.unesco.org/ark:/48223/pf0000366946/PDF/366946eng.pdf.multi

4 37th General Conference (2013). Implementation of the international plan of action for the United Nations Literacy Decade (UNLD, 2003-2012) and specific recommendations for the post-decade period (item 37/58) and the UNESCO Director-General's report to the United Nations General Assembly on the implementation of the International Plan of Action for the United Nations Literacy Decade (A/68/201). https://digitallibrary.un.org/record/755313/files/A_68_201-EN.pdf

education systems and interventions, underpinned by a three-pronged approach to literacy – improving the quality of basic education for children and adolescents; providing alternative learning opportunities for out-of-school children, adolescents and adults; and enriching literate environments – with a particular focus on the marginalized and the quality of literacy teaching and learning; and (iii) building a robust knowledge and technical base, including revisiting the concepts of "literacies" and improving literacy monitoring and assessment.

8. This Strategy carefully builds on lessons learned from the UNLD. It aligns with SDG 4 and Education 2030 to mobilize stronger political and financial commitment. It uses the Global Alliance for Literacy (GAL) within the Framework of Lifelong Learning as a platform for coordination, advocacy and partnership. It also offers a conceptualization of literacy and a better monitoring and evaluation framework. In addition, the Strategy leverages the potential of digital technology in improving access and quality.

III. Vision for literacy in the strategy

9. The vision underpinning this Strategy is articulated around four key principles: (i) recognizing the SDGs as a guide and a framework for defining literacy learning outcomes and development impact; (ii) defining literacy as a continuum of learning and proficiency in reading, writing, and using numbers, from a lifelong learning perspective; (iii) linking literacy with a larger set of skills, including digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills, in a mutually reinforcing combination; and (iv) recognizing the importance of contexts in identifying literacy skills needs and ensuring the relevance of contents and delivery modes.

10. Literacy conceptualized as a continuum of learning and proficiency in lifelong learning perspective is defined as the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials including on-line, as well as the ability to solve problems in an increasingly technological and information rich environment[5]. UNESCO recognizes the importance of a three-pronged approach to literacy: (i) increasing access to and improving quality of school education; (ii) providing alternative learning opportunities for out-of-school children, young people and adults; and (iii) enriching literate environments. This Strategy focuses on the promotion of youth and adult literacy, and on the provision of literate environments, while other UNESCO initiatives focus on further improving schooling as the best prevention against low levels literacy and numeracy.

5 UNESCO (2015) Recommendation on Adult Learning and Education https://unesdoc.unesco.org/ark:/48223/pf0000245179

IV. Goal, scope and strategic areas of action

11. Within this context and in full alignment with SDG 4, the main goal of the Strategy is to guide UNESCO's work towards supporting Member States in 'ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030', as captured in Target 4.6. In doing so, it will also contribute indirectly to achieving other targets of SDG 4 and other SDGs.

12. This Strategy will pay special attention to member countries of the GAL, which includes 20 countries with an adult literacy rate below 50% and the E9 countries, where the largest number of non-literate adults live. It will foster targeted support to and cooperation among the member countries, among which 17 are from Africa and seven in conflict or post-conflict situations.

13. Following on the above, the Strategy includes four strategic priority areas:

- Strategic priority area 1: Supporting Member States in developing national literacy policies and strategies.
- Strategic priority area 2: Addressing the learning needs of disadvantaged groups, particularly women and girls.
- Strategic priority area 3: Leveraging digital technologies to expand access and improve learning outcomes.
- Strategic priority area 4: Monitoring progress and assessing literacy skills and programmes.

⇨ Strategic priority area 1: Supporting Member States in developing national literacy policies and strategies

14. The review of 50 years of strategies and programmes identified several areas that require action. The absence of whole-of-government approaches, lack of opportunities for national stakeholders to strengthen their capacity and limited partnership opportunities constitute some of the major problems associated with improving literacy policies and provision in many countries. An insufficient capacity to design literacy strategies from a lifelong learning perspective and to expand opportunities for improving literacy in mother-tongue languages, including indigenous languages, often constitute additional challenges.

15. UNESCO will work with Member States to integrate the vision of literacy from a lifelong learning perspective in public policies and programming. This requires an inter-sectoral approach to formulating policies and programmes, which calls for the integration of literacy provision both in public policies and in education sector plans. This also requires tools and mechanisms such as recognition, validation and

accreditation (RVA) mechanisms, national qualifications frameworks (NQFs) and quality assurance processes.

⇨ Strategic priority area 2: Addressing the learning needs of disadvantaged groups, particularly women and girls

16. Although steady progress has been made, many people are still unable to read and write sufficiently for the needs of their everyday life and work. While responding to the request of Member States to strengthen inclusive and equitable policies and systems to address the learning needs of marginalized and vulnerable people, UNESCO will provide its support to expand flexible and open youth and adult literacy programmes, tailored to the learning needs of specific populations that tend to face multiple disadvantages. This includes in particular women and girls as well as ethnic minorities, indigenous peoples, migrants, refugees and internally displaced persons, rural populations, those in conflict affected countries and persons with disabilities.

17. This Strategy will focus particularly on gender equality and the learning needs of out-of-school youth, refugees and migrants as well as indigenous people. To promote gender equality in and through literacy, UNESCO will seek to fill knowledge gaps in understanding the issue in various socio-economic and cultural contexts, promoting policy learning and providing policy support and capacity-development services. In addition to promoting targeted measures, UNESCO will support Member States in mainstreaming gender equality when reviewing and developing literacy policies, strategies and activities, so that gender equality considerations positively influence policy priorities and budgeting patterns.

⇨ Strategic priority area 3: Leveraging digital technologies to expand access and improve learning outcomes

18. UNESCO will support Member States in leveraging digital technologies, artificial intelligence (AI) and open education resources (OER) to expand access to literacy learning opportunities, improve their quality, and build a digital learning environment that will contribute to sustaining and further developing the acquired literacy skills. Attention will also be paid to the use of digital technologies to train literacy educators and provide in-service support. Partnerships with leading research institutions and with relevant private sector bodies will be strengthened to provide resources to analyse, anticipate and assess the potential of blended and technology-based literacy programmes for young people and adults, and the extent to which AI and other new developments in technology can contribute to developing flexible learning pathways and systems within a lifelong learning perspective.

Lessons learned in developing the appropriate blend of information and communication technology (ICT) and face-to-face learning strategies will be documented and mediated to help ensure the most effective and efficient use of digital technologies in literacy programmes for young people and adults.

⇨ Strategic priority area 4: Monitoring progress and assessment of literacy skills and programmes

19. For UNESCO, two key priorities are to improve literacy data to support evidence-based policy and programme interventions at the national level, and to monitor the progress towards SDG 4 Target 4.6. Special attention will be given to strengthening national capacities in establishing learning assessment systems, and the use of data for planning, delivery and accountability. For the latter purpose, through the work done by the UNESCO Institute of Statistics (UIS) and the UNESCO Institute for Lifelong Learning (UIL), UNESCO will monitor global literacy progress towards the SDG 4.6.1 indicator, and develop measuring and monitoring tools and methodology at the global level. In addition, material to provide a broader perspective will be gathered and analysed using the Global Education Monitoring (GEM) reports, the Global Report on Adult Learning and Education (GRALE) and the International Conference on Adult Education (CONFINTEA) process. Furthermore, UNESCO will encourage researchers, practitioners and policy-makers to continue producing and using a diverse range of data and evidence on literacy. This will facilitate the identification of challenges and the impact of policies and practices at the individual and community levels, especially when literacy notions, uses, practices and benefits are considered highly contextual and complex.

V. Resources, partnerships and advocacy

20. The successful implementation of this Strategy will largely depend on financial, human and technical resources, and on strong political commitment by UNESCO and its Member States. In this regard, UNESCO will build effective partnerships and cooperation based on its Policy Framework for Strategic Partnerships: A Comprehensive Partnership Strategy.

21. UNESCO will internally mobilize and coordinate its technical resources to manage and support the implementation of this Strategy. It will also rely on key partnerships with a wide array of technical and funding agencies within the United Nations family and beyond, regionally and globally. UNESCO has already enlisted a number of United Nations agencies and multilateral agencies in the process of the development of this Strategy as current and potential partners in this regard.

22. Ensuring adequate financing of the Strategy will also entail UNESCO's enhanced advocacy efforts with national governments, bilateral donors, financial institutions and global financing mechanisms such as the Global Partnership for Education (GPE). In addition, the Strategy will use International Literacy Days and Literacy Prizes to promote literacy and to mobilize its Member States and international community to support literacy policies, strategies and programmes.

VI. Monitoring and evaluating the implementation of the strategy

23. With a view to rendering this Strategy more effective and facilitating its implementation, monitoring and evaluation, UNESCO will apply a results-based programming, management and monitoring approach, consistent with the Organization's rules and procedures. UNESCO will develop an accountability and results matrix, including specific indicators to allow tracking of progress and drawing out useful lessons in the implementation of the Strategy on a continuing basis.

24. A mid-term review will take place in 2022, which is the first year of UNESCO next Medium Term Strategy (41 C/4), to assess progress and to adapt the Strategy as required and in accordance with the situation and operating context. UNESCO will undertake a final and independent evaluation of the Strategy in 2025. This evaluation will determine the need for rolling this Strategy over to the 2026-2030 period to coincide with the end of the 2030 Education agenda and the completion of the SDGs.

UNESCO Strategy for youth and adult literacy (2020-2025) – Action plan

I. Introduction

1. The General Conference adopted a new UNESCO Strategy for Youth and Adult Literacy (2020-2025) at its 40th session in November 2019 through 40 C/Resolution 16. The Strategy builds on the substantial previous work, including the United Nations Literacy Decade (2003-2012) UNESCO's Literacy Initiative for Empowerment (2006-2015), the Global Alliance for Literacy within Lifelong Learning Framework (GAL) launched in 2016, as well as other operational and policy support at country-level.

2. The Strategy adopts a literacy vision guided by the SDGs, understanding literacy as a continuum of learning and proficiency in reading, writing and using numbers from a lifelong learning perspective; context-specific skills; and part of a larger set of skills, including digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills. Its approach to literacy considers the following four dimensions: (i) learning that is lifelong; (ii) learning through different learning pathways; (iii) intersectoral collaboration; and (iv) the universality of the literacy agenda.

3. The main goal of the Strategy, therefore, is to guide UNESCO's work towards supporting Member States in "ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030", as captured in SDG 4 Target 4.6. In doing so, it will also contribute indirectly to achieving other targets of SDG 4 and other SDGs. While universal in scope, this Strategy will pay special attention to member countries of the GAL, which includes 20 countries with an adult literacy rate below 50%, and the E9 countries where the largest number of non-literate youth and adults live. It will, among others, foster targeted support to and cooperation among the GAL countries, of which 17 are in Africa and seven in conflict or post-conflict situations.

4. Pursuant to 40 C/Resolution 16, the Director-General presents to the Executive Board for approval the draft action plan with a budget for the implementation of the UNESCO Strategy for Youth and Adult Literacy (2020-2025). The action plan outlines strategic priority areas, resources, partnerships and advocacy, budgetary and organizational implications as well as the monitoring and evaluation of the Strategy.

II. Strategic Priority areas

5. In line with the Strategy, UNESCO's action will be centred around four strategic priority areas.

⇨ Strategic Priority Area 1: Supporting Member States in developing national literacy policies and strategies

6. UNESCO will support Member States in ensuring that youth and adult literacy is well integrated in national policies and education sector plans. This will include technical assistance on policy formulation and reviews as well as capacity development for policymakers. In this regard, general guidelines for developing and strengthening national literacy policies and strategies will be produced, also in line with the 2015 UNESCO Recommendation on Adult Learning and Education. Training programmes, such as the online course on integrating youth and adult literacy and learning in education sector plans by the UNESCO International Institute for Educational Planning (IIEP) and UNESCO Institute for Lifelong Learning (UIL) will be offered.

7. UNESCO will work with Member States to better articulate the above-mentioned literacy vision in national policies and systems. This includes policy advice and technical assistance to ensure that supportive policies and mechanisms are in place, including language policies, especially the recognition of indigenous and local languages and associated writing systems, mechanisms for the recognition, validation and accreditation of non-formal and informal learning (RVA), national qualifications frameworks (NQFs), and quality assurance mechanisms for literacy programmes and equivalency programmes.

8. To ensure quality of literacy provision, UNESCO will support Member States in improving and developing literacy curricula frameworks and standards, establishing and strengthening competency frameworks and qualification standards for literacy instructors and facilitators, as well as standards and curricula for training programmes. In this regard, general guidelines for developing national youth and adult literacy curriculum frameworks and standards will be produced to support policy advice and technical assistance to help Member States articulate literacy as a continuum of learning and proficiency. Depending on the availability of extrabudgetary resources and requests from Member States, capacity development initiatives will also be provided for national institutions and stakeholders in selected countries in the design of literacy curriculum frameworks, instructional materials, competency standards for instructors and facilitators, and minimum standards for training programmes. It will also explore the potential of intergenerational learning approaches.

Expected Results	Targets for 2025
Youth and adult literacy is integrated into gender-responsive national policies and education sector plans	30 countries
The quality of literacy provision improved through developing and strengthening literacy curriculum standards and competency frameworks for instructors and facilitators	30 countries

⇨ Strategic Priority Area 2: Addressing the learning needs of disadvantaged groups, particularly women and girls

9. At the policy level, UNESCO will provide policy advice to national efforts for strengthening inclusive and equitable policies, systems and programmes to address the literacy needs of disadvantaged groups and individuals, including ethnic minorities, indigenous peoples, rural populations, and persons with disabilities. It will focus particularly on women and girls, out-of-school youth, refugees, migrants and internally displaced people (IDPs). Member States will be supported in mainstreaming gender equality in literacy policies to improve more targeted programming and budgeting.

10. At the system level, UNESCO will support Member States in creating greater synergies between formal, non-formal and informal learning pathways through enhanced NQFs and RVA mechanisms so that disadvantaged youth and adults can have their literacy skills recognized and valued and access quality flexible learning opportunities for further learning and work. At the programme level, depending on the availability of resources, targeted technical assistance will be provided to select Member States in designing and implementing quality and flexible learning opportunities for the disadvantaged youth and adults.

Expected Results	Targets for 2025
National literacy programmes meet the learning needs of disadvantaged youth and adults	30 countries

⇨ Strategic Priority Area 3: Leveraging digital technologies to expand access and improve learning outcomes

11. While continuing the efforts to leverage the merit of media, such as radio and television, UNESCO will further support countries in unleashing the potential of digital technologies to expand access and improve learning. It will build a knowledge base on the use of digital technologies and artificial intelligence (AI) for youth and adult literacy in line with the 2019 Beijing Consensus on AI and Education.

12. UNESCO will support Member States in expanding quality literacy learning opportunities for youth and adults through technical assistance in creating national Open Educational Resources (OERs) guided by the 2019 UNESCO Recommendation on OER, including the development of OERs policies and sharing of openly licensed learning and teaching materials, which benefit literacy learners and instructors/facilitators. Subject to additional resource mobilization efforts, Member States will also be supported in adapting technologies for the capacity development of instructors, facilitators, and other professionals for youth and adult literacy (e.g. open distance learning, blended learning approaches, digital literacy applications, literacy games) and enhancing the relevance and quality of such instructional and learning tools.

Expected Results	Targets for 2025
National systems, capacities and programmes for youth and adult literacy enhanced with the effective and innovative use of digital technologies, including digital learning and AI-supported tools	10 countries

⇨ Strategic Priority Area 4: Monitoring progress and assessing literacy skills and programmes

13. UNESCO will strive for improving literacy data for evidence-based literacy policy and programme interventions at the national level as well as the monitoring of progress towards SDG 4 Target 4.6 at the global level. This will be achieved through consolidation and sharing of knowledge and experiences as well as through the development of guidelines and standards for assessment. UNESCO will also advocate, through its flagship events such as International Literacy Day as well as global and regional education meetings, for a more reliable and accurate assessment of literacy skills for evidence-based policy and programme cycle management.

14. At the global level, UNESCO will monitor global literacy progress through the work of the UNESCO Institute for Statistics (UIS), including the Global Alliance to Monitor Learning (GAML), and through the Global Education Monitoring reports. This will be further complemented by the monitoring of the 2015 UNESCO Recommendation of Adult Learning and Education, included in the Global Reports on Adult Learning and Education (GRALE) which are an integral part of the International Conference on Adult Learning and Education (CONFINTEA) process.

15. At the country level, focus will be given to national capacity development in establishing literacy skills assessment systems and promoting the use of data for improved planning, delivery and accountability. UNESCO will also support countries in developing capacity in the monitoring and evaluation of literacy programmes through, for instance, the implementation of its Action Research initiative on Measuring Literacy Programme Participants' Learning Outcomes (RAMAA) in Africa.

Expected Results	Targets for 2025
Global literacy progress monitored through global reports on monitoring SDG4 indicator 4.6.1	at least 1 global report on monitoring SDG4 indicator 4.6.1
National capacities enhanced for the monitoring and evaluation of programmes and learning outcomes for youth and adult literacy	20 countries

III. Resources, partnerships and advocacy

16. To implement the Strategy and its Action Plan, UNESCO will ensure an effective allocation and use of both human and financial resources under the corresponding programme and budget (C/5). In addition to the integrated budget, it will foster partnerships and cooperation with a wide array of technical and funding agencies within and beyond the United Nations system at all levels in accordance with its Comprehensive Partnership Strategy (document 207 EX/11).

17. UNESCO will remain a strong advocate of literacy as part of efforts to ensure the right to education and lifelong learning, and promote its empowering and transformative potential for individuals and societies. It will also consolidate advocacy efforts across the Organization, building on existing platforms and activities, including International Literacy Days and the UNESCO International Literacy Prizes, to mobilize political will and action among Member States and the international community for the promotion of literacy and resources.

Expected Results	Targets for 2025
Enhanced status of literacy on the policy agenda at national, regional and international levels, through advocacy and communication, especially the International Literacy Day (ILD) and the UNESCO International Literacy Prizes (ILP)	6 annual cycles of ILD and ILP implemented

IV. Budget implications

18. For the period 2020-2021 (40 C/5), UNESCO's regular programme budget for literacy under Expected Result 3 is US $938,000. On the assumption that the same level of funding will be available for the next two biennia (2022-2023 and 2024-2025), the total regular programme for the six-year implementation of the Strategy will be $2,814,000. Moreover, the current level of extrabudgetary funds is $9,334,456, which are earmarked for projects in five countries, notably for Afghanistan, with a $7.2 million non-formal education project up to 2022.

19. Given the limited amount available in the regular budget and the strong earmarking of extrabudgetary resources, the Organization will take initiatives to mobilize support from Member States and the donor community to raise funds for the full implementation of the Strategy. Policy support and advocacy will be supported from the available regular budget, while large scale technical assistance to Member States, including capacity development, will require additional extrabudgetary resource mobilization, including human and financial resources.

V. Organizational implications

20. UNESCO will implement the Strategy in accordance with its mandate, key functions, and programmes and budget of the corresponding years through coordinated activities of Headquarters, field offices and category 1 institutes. The Education Sector in Paris and the UNESCO Institute for Lifelong Learning (UIL) in Hamburg will jointly lead the implementation of the Strategy and its monitoring and evaluation, ensuring effective collaboration with the other Programme Sectors of UNESCO, as well as that with key partners, including the funds, programmes, and specialized agencies of the United Nations System, other multilateral organizations such as development banks and funding platforms , including the Global Partnership for Education (GPE).

21. At the regional and national levels, UNESCO will work closely with governments and regional organizations, such as regional economic communities and United Nations Regional Commissions and coordination mechanisms. It will rely on existing regional and national partnership frameworks which can facilitate the alignment of Strategy's activities with national development agendas and education policies and plans, as well as strengthening collaborative partnerships with regional and local stakeholders involved in literacy and adult education, including multi-and bi-lateral organizations, NGOs, civil society organizations, the private sector, and representatives of different stakeholder groups.

VI. Monitoring and evaluating the implementation of the strategy

22. UNESCO will apply a results-based programming, management and monitoring approach, consistent with the Organization's rules and procedures, and will develop an accountability and results matrix for continuously tracking progress and drawing out useful lessons. A mid-term review of the implementation of the Strategy will take place in 2022, which is the first year of the next UNESCO Medium-Term Strategy (41 C/4). A final and independent evaluation of the Strategy will be conducted in 2025 to determine the need for continuing this Strategy into the 2026-2030 period to coincide with the completion of the 2030 Sustainable Development Agenda.

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UNESCO Strategy for Youth and Adult Literacy and its Action Plan (2020-2025)

Beyond being a basic right, literacy empowers people and contributes to sustainable development and peace. Yet, global literacy challenges persist, depriving from people, especially those who are already marginalized, the potential abilities and opportunities for meaningful engagement with work, life, further learning, and social transformation.

In this context, this UNESCO Strategy for Youth and Adult Literacy (2020-2025) was developed to guide UNESCO action in support of national efforts to achieve Sustainable Development Goal (SDG) Target 4.6 on all youth and a substantial proportion of adults, achieving literacy and numeracy by 2030, as well as other SDG targets.

It focuses on five key areas for UNESCO's action; policy and planning, equity, innovation, data and monitoring, and advancing the literacy agenda. Its Action Plan specifies main activities and outlines how implementation is monitored and evaluated.

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