Key Results of the GRALE 2 (Rethinking Literacy) and its Implications for Action at the Pan European Level

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Background and objectives

Sixth International Conference on Adult Education (CONFINTEA VI) in Belém, Brazil, Dec 2009

• Adult learning and education’s as part of lifelong learning for sustainable development, peace and democracy
• Literacy as the foundation of lifelong learning

 Belém Framework for Action: produce GRALE every three years

To demonstrate progress and present developments since CONFINTEA VI
To offer governments the opportunity to check wether they are moving into the right direction
Based on 141 reports and secondary literature (42 national reports from Europe and North America)

- Literacy as a foundation for adult learning and education
- Promoting adult education policy within a lifelong learning perspective
- Putting governance structures and processes in place
- Financing adult learning and education
- Expanding participation and provision in adult education
- Ensuring quality in adult education
Literacy

• Different definitions
• Different ways of measurement

➢ Rethinking literacy
➢ Context-specific and relevant, affordable and comparable literacy measurements
PIAAC Definition of Literacy

- the ability to understand, evaluate, use and engage with written texts
- range of skills from the decoding of written words and sentences to the comprehension, interpretation, and evaluation of complex texts.
- to participate in society, achieve one’s goals, and develop one’s knowledge and potential.
Literacy definitions in Europe and North America

Basic definition

Functional literacy
- France
- Greece
- The Netherlands

Competence-based
- Norway
- Slovenia

In the European Conference on Literacy in 2005 (Lyon, France)- shift to competency-based approaches from skills perspective.
Policy

- Adult education is reduced either to adult literacy or vocational training and skills development
- Lifelong learning is equated with adult education

Lithuania as example of LLL policy
Governance

• Involvement of state (different sectors), civil society and other stakeholders require mechanisms for working together

• Capacity-building activities (building partnerships, working with community) need to be more systematic and long-term

❖ Mixed involvement of governmental and non-governmental institutions
Financing

• Limited availability of data and under-reporting of investment
• Need more evidence on the wider benefits of learning

- Available data on financing of adult education: 25 countries (Malta, USA, Estonia)
- Available data on financing of adult literacy: 9 countries (Ireland, Hungary, Macedonia)
Likelihood of positive social and economic outcomes among highly literate adults (PIAAC, 2013)
Participation & provision

• Governments provide for a wide range of adult education programmes beyond literacy
• There are many barriers for participation but no comparable global data is available

❖ Thirty-one out of forty countries provide literacy, TVET and life skills/health issues in the public sector
Quality

• Several countries have developed national qualification frameworks (NQFs), but with different focus (TVET or higher education)

• The status, conditions of employment, remuneration of adult education staff is below those of personnel in other education and training sectors

<table>
<thead>
<tr>
<th>Pre-service training programmes</th>
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<td><strong>Adult education (14 countries)</strong></td>
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<td>Luxembourg, Poland, Slovakia, Portugal</td>
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Way forward: Still need to strengthen adult education sector

More follow-up work needed in:

- clarifying concepts
- sharpening frameworks
- integrating into development strategies and plans
- culling lessons from existing measurement practices
- building capacities
MORE persistent ACTION

CONsistency in use of terms, perspectives, implementing policies, using evidence in improving policies and programmes

FINancing of provision for low-skilled, those who are not participating

TEAchers need to trained and retrained
Thank you for your attention.