GAL survey of policies and programmes: Key findings

Global Alliance for Literacy
#literacy #COVID19
Target population

- GAL governments
- NGOs

Respondents

- 24 GAL focal points filled-in the questionnaire, 2 replied to some parts of it.
- 32 out of the 41 surveyed NGOs completed the questionnaire

The survey was field tested in Afghanistan, Ethiopia, and the Gambia

The main survey was administered

- over a five-week period
- through an online platform
- in English and French

Response rates of survey participants

<table>
<thead>
<tr>
<th></th>
<th>Government survey</th>
<th>NGO survey (by organisation)</th>
<th>NGO survey (by country)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete cases</td>
<td>24</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Incomplete cases</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Non-response</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Overall response rate</td>
<td>Approx. 90%</td>
<td>85%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Most participating GAL countries have literacy policies

... but four GAL countries reportedly without literacy policy

Many participating GAL countries see cross-collaborative policymaking as a major strength

More than half of these national policies define literacy as both a personal enrichment and a common good for the public

### National literacy policies and plans

Number of GAL countries with policies, strategic plans, and M&E mechanisms

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of respondents</th>
<th>Policies</th>
<th>Strategic plans</th>
<th>M&amp;E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
<td>22</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>E-9 Countries</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Remaining 20 GAL countries</td>
<td>18</td>
<td>14</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>GAL African countries</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>GAL conflict-affected countries</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: UIL GAL Survey, 2020
Most GAL countries have projected target numbers

The majority of GAL countries have policy formation processes

But limited funding is the major challenge to implementing literacy policy

Source: UIL GAL Survey, 2020
Many programmes target groups defined in national policy

Different recruitment methods promote participation

But different challenges may affect participation
The majority of programmes use formally designed curricula

The majority of programmes use learning resources

The majority of respondents teach literacy in the adult learner’s mother tongue
Literacy facilitators

Level of formal education of facilitators

1 out of 4 programmes require certified facilitators
51% of facilitators are women
Facilitators not paid in 17% of the programmes

Source: UIL GAL Survey, 2020

- Bachelor’s degree or higher
- Certificate in adult education
- Secondary education
- Lower secondary education
- Primary education
- Other

NGO programmes
Government programmes
Almost all programmes monitor learner attendance

Programming monitoring improves the learner’s experience...

...and the quality of learning

<table>
<thead>
<tr>
<th>Measure</th>
<th>Frequency of Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner attendance</td>
<td>80%</td>
</tr>
<tr>
<td>Facilitator attendance</td>
<td>60%</td>
</tr>
<tr>
<td>Supervisor attendance</td>
<td>40%</td>
</tr>
<tr>
<td>Use of teaching and learning materials</td>
<td>20%</td>
</tr>
<tr>
<td>Pedagogical approach or design</td>
<td>0%</td>
</tr>
<tr>
<td>Fidelity of instruction</td>
<td>20%</td>
</tr>
<tr>
<td>Supervisor performance</td>
<td>40%</td>
</tr>
<tr>
<td>Quality of teaching and learning materials</td>
<td>60%</td>
</tr>
<tr>
<td>Availability of teaching and learning materials</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: UIL GAL Survey, 2020
Recommendations

1. Support for some GAL countries to design literacy policy, planning, and M&E tools

2. Enlarging a consistent funding base to run a literacy system

3. Career professionalization for facilitators

4. Verifiable credentials from non-formal programming
Thank you

Learn more: www.uil.unesco.org

@UIL

@uilunesco

@unescouil