



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning

# 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

	Government survey	NGO survey (by organisation)	NGO survey (by country)
Complete cases	24	32	27
Incomplete cases	2	3	2
Non-response	3	6	0
Overall response rate	Approx. 90%	85%	100%

# National literacy policies and plans

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

Category	Number of respondents	Policies	Strategic plans	M&E
Total	26	22	18	19
<i>E-9 Countries</i>	8	8	6	7
<i>Remaining 20 GAL countries</i>	18	14	12	12
GAL African countries	15	13	13	12
GAL conflict-affected countries	13	9	8	13

Source: UIL GAL Survey, 2020

**Most participating GAL countries have literacy policies**

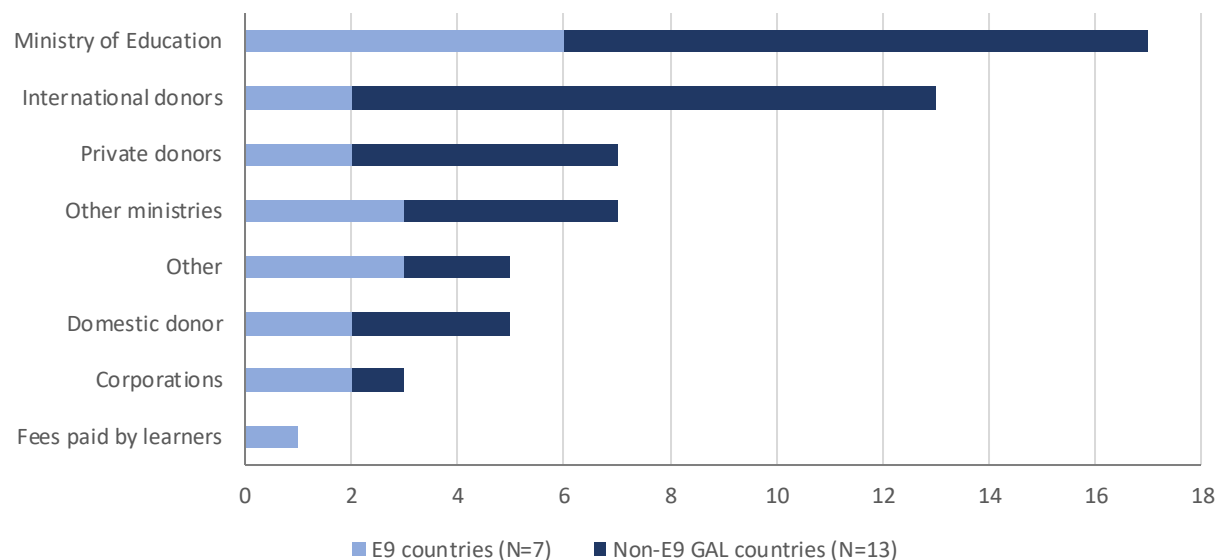
**... but four GAL countries reportedly without literacy policy**

**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**

# A positive trend of taking forward a political commitment to strategic planning.

Main funding sources for policy implementation in GAL countries



Source: UIL GAL Survey, 2020

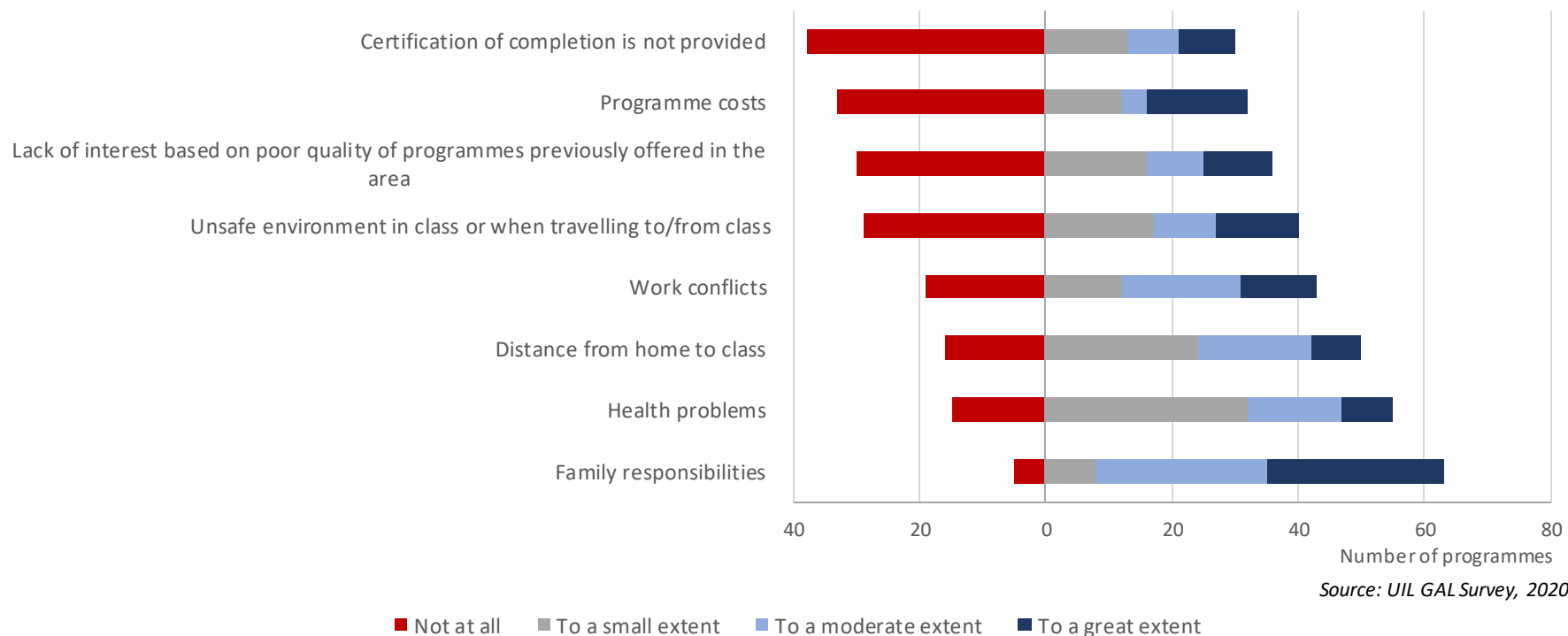
Funding is a challenge for  
85%  
of GAL  
countries

**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**

## Challenges to participating in literacy programmes in GAL countries



**Many programmes target groups defined in national policy**

**Different recruitment methods promote participation**

**But different challenges may affect participation**

## Language of literacy class instruction in GAL countries

Language	Frequency
Learners' mother tongue	31
Official national language	29
Programmes are bilingual/multilingual	15
Regional/state language	14
Other*	4

Source: UIL GAL Survey, 2020

\*Other responses included, a mixture of mother tongue and national languages.

Note: Total respondents 43 programmes providers, multiple answers allowed

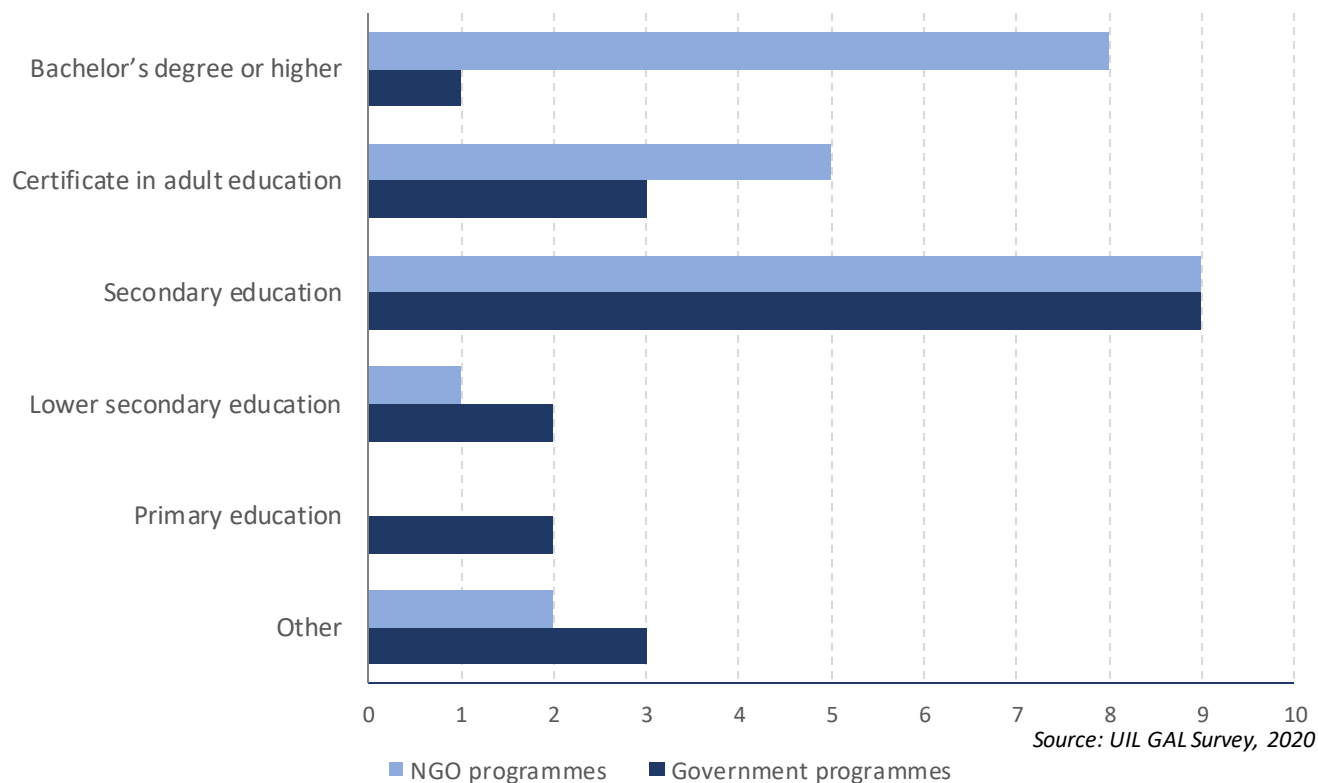
**The majority of programmes use formally designed curricula**

**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



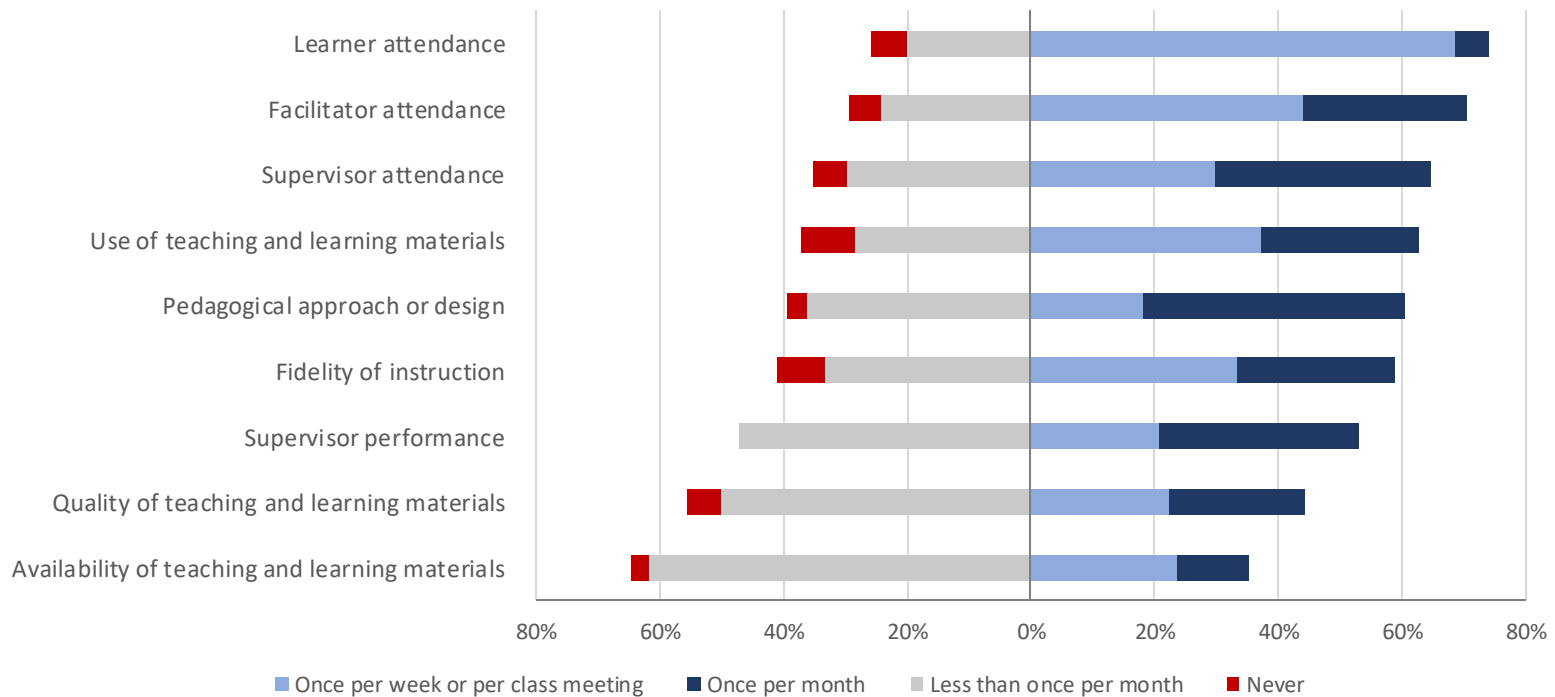
1 out of 4  
programmes  
require  
certified  
facilitators

51% of  
facilitators  
are women

Facilitators  
not paid in  
17% of the  
programmes

# Approaches to M&E and quality assuring programmes

Types and frequency of monitoring in literacy programmes in GAL countries



Source: UIL GAL Survey, 2020

**Almost all programmes monitor learner attendance**

**Programming monitoring improves the learner's experience...**

**...and the quality of learning**



- 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

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