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Fifth Global Report on Adult Learning and Education

David Atchoarena, UNESCO Institute for Lifelong Learning

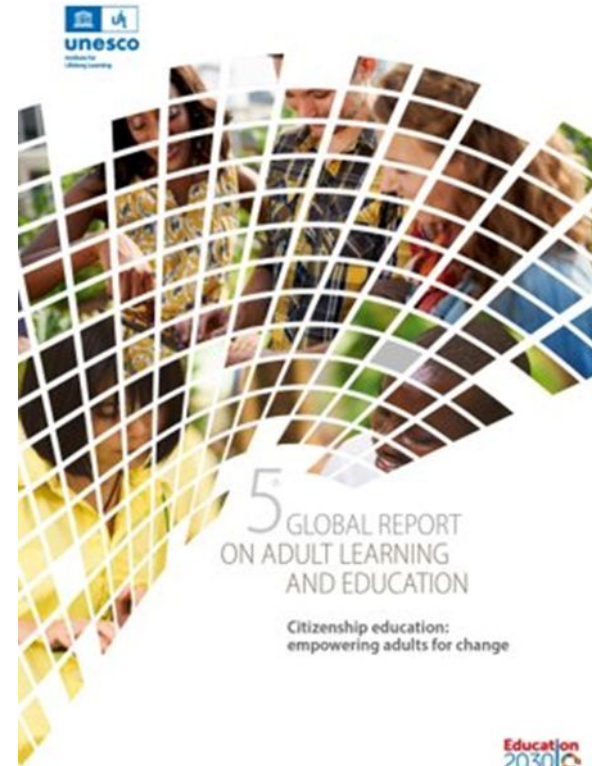


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ULTIMATE AIM OF GRALE

Increase awareness of ALE across the globe, among many different stakeholders, and encourage policy-makers.



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GRALE 5: SURVEY

• GRALE 5 survey sent to 193 UNESCO Member States and 11 Associate Members

• 159 countries responded

• Monitoring BFA & RALE on the basis of survey questions

• Specific set of questions on citizenship education

• Questions on impact of Covid-19 on ALE



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1. 12-year review of GRALE

2. Monitoring BFA and RALE:

BFA: five areas of action

Policy, governance, participation, financing and quality.

RALE: Three fields of learning

Literacy and basic skills;

Continuing education and professional development (vocational skills);

Liberal, popular and community education (active citizenship skills).

3. Conceptual framework: Citizenship education

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12 YEARS OF GRALE: KEY MESSAGES



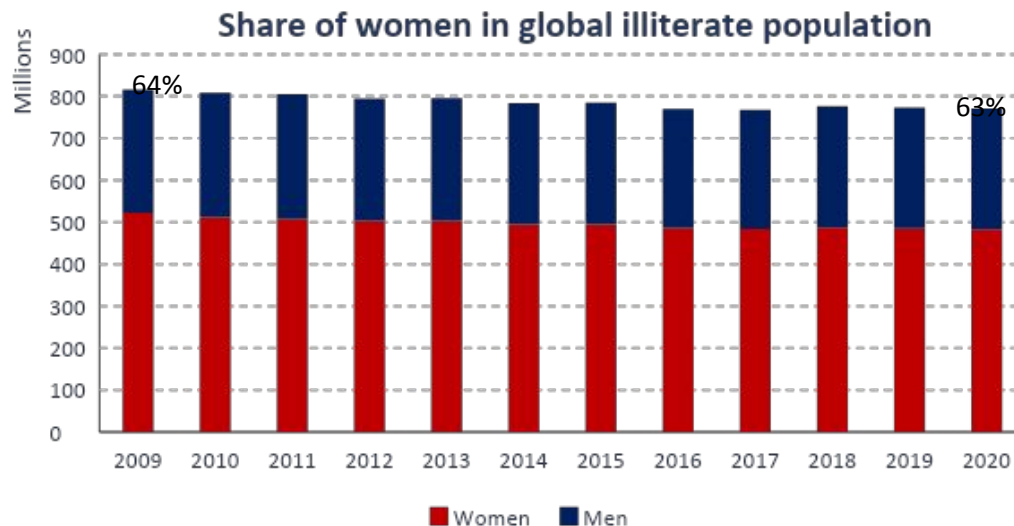
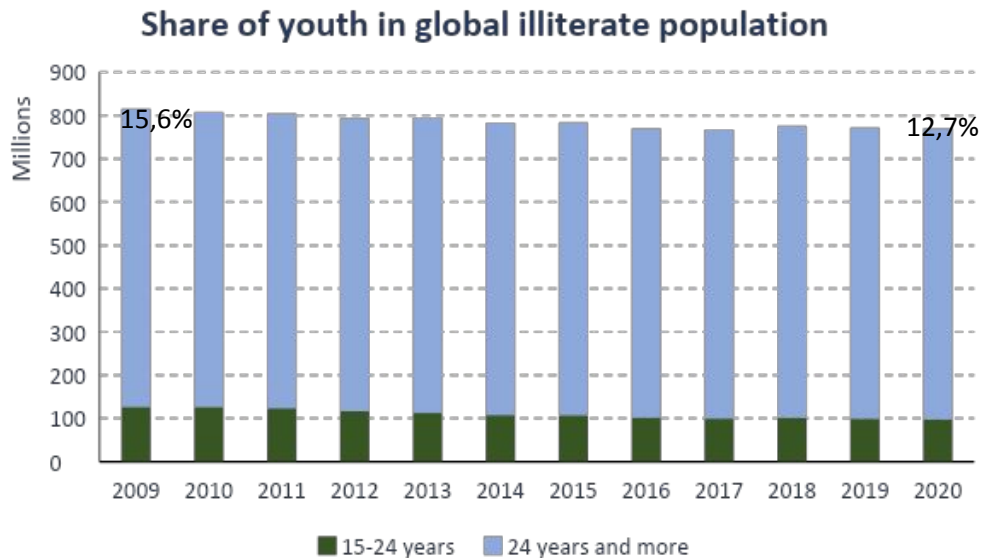
The abiding challenge for adult learning and education: Reach those who need it most.

Despite increasing recognition of the value of adult learning and education, investment remains insufficient.

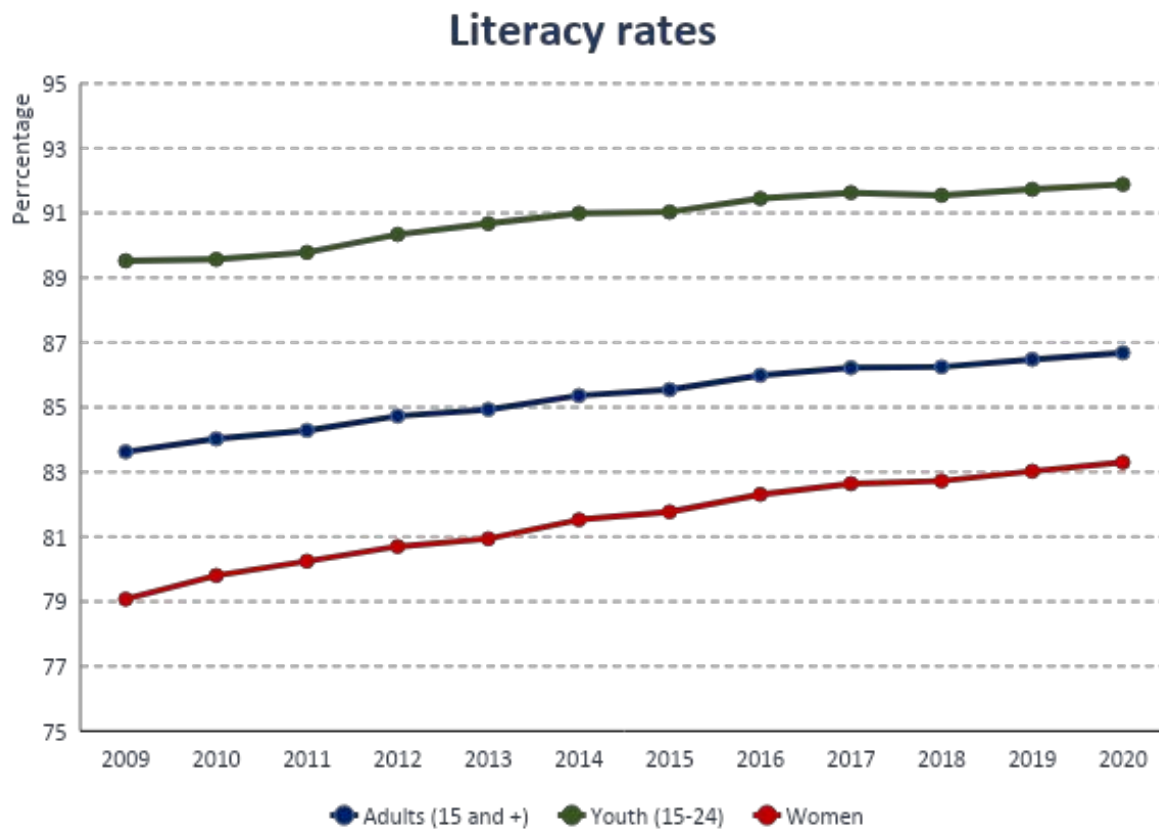
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12 YEARS OF GRALE: GLOBAL ILLITERATE POPULATION SINCE 2009



12 YEARS OF GRALE: LITERACY RATES SINCE 2009



12 YEARS OF GRALE: POLICY, GOVERNANCE AND FINANCING

Policy:

Policies in the past 12 years have improved, yet millions of adults worldwide still lack basic literacy and numeracy skills, two-thirds of them women.

Governance:

Three-quarters of participating countries reported overall progress on ALE governance.

Financing:

Overall spending on ALE has increased since CONFINTEA VI, a trend particularly noticeable between 2015 and 2018.

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12 YEARS OF GRALE: PARTICIPATION AND QUALITY

Participation:

Overall participation rates are too low if ALE is to fulfil its potential contribution, and participation is much lower among some groups than others.

Quality:

Since 2009, improvements in ALE quality include more relevant and gender-sensitive curricula, better trained and paid educators, improved assessment and more flexible modes of access, all key markers of quality.

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Policy

- Education systems transitioning to lifelong learning systems.
- 60% of 154 countries report improvement since 2018

Governance

- Strengthening of partnerships.
- Challenges remain: Weak monitoring and evaluation and persistent data gaps.

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Financing

- Wide disparities in terms of public funding devoted to ALE:
 - 22 countries spending 4% or more of their public expenditure for education on adult learning and education;
 - 28 spending less than 0.4%;
 - 40 countries reported that they did not know how much public support ALE receives.



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Participation, inclusion and equity

The expansion of online distance learning brought adult education to a broader range of learners.



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Quality

Effective teacher training and development of professional standards for adult educators are driving progress in quality.

Most countries reported progress in quality of curricula, assessment and professionalization of adult educators.

Over 2/3 reported progress in pre-service and in-service training for ALE educators, as well as in employment conditions, though this progress varied considerably by region and income group

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Even though most countries are a long way from realizing the vision set out in Belém, most appear to be following the right trajectory!

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Progress in citizenship education since 2018

GRALE 4: Marginal focus on citizenship education

GRALE 5: 74% of countries reported developing and implementing policies in relation to citizenship education.



Citizenship education:
Key tool in the global
response to contemporary
challenges.



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Adult learning and education can play a significant role in shaping the future in line with the 2030 Agenda for Sustainable Development




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The impact of COVID-19 on adult learning and education



Accelerating transition to remote and technology-assisted modes of learning.



However, inequalities still remain, or have even increased!

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GRALE 5: SOME CONCLUSIONS

- ALE provision must be accessible, gender-responsive and relevant to the broadest possible spectrum of the population.
- The success in reaching women is commendable; the lessons learned from this must be extended to migrants, people with disability, Indigenous learners, older people and other marginalized groups.



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GRALE 5: SOME CONCLUSIONS

- Call, for **accelerating progress** (Policy, governance, participation, financing and quality), backed by **increased investment**.
- Potentially a **strong impact on** active citizenship, social cohesion, gender equality, diversity and tolerance.
- A **driver for** social justice, inclusion and democratic societies.

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I urge governments and the international community to join our efforts and take action to ensure that the right to education is realized for everyone – no matter their age, who they are, or where they live.

UNESCO Director-General
Audrey Azoulay

Thank you

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