UNESCO

Arab States Regional Report:
The State and Development of Adult Learning and Education (ALE)

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Arab region in transition
main charactaristics.

➤Patriarchal, cultural and scientific tradition over shadowing Present.

➤Unique Mosaic, size , economy, population 1.8-3.4% (Emrgency areas).

      -High % of youth. High unemployment and underemployment rates.

      -Political conflicts and civil wars. Refugees and Internally Displaced People.

➤Major efforts to improve QUALITY   Education , ALE, Formal and , Non-Formal,and and informal.

➤The political, economic and social problems arising from the conflicts in the Arab region, have changed the priorities of development plans in some countries.

Monitoring ALE Progress in the Arab States Observations (1)

➤Governments adopted a narrow concept of ALE (majority).

➤Program archaic (3R's), with few points of light. Gov. CSO's , NGO's.

➤Top priority to literacy and basic skills for ALE programmes.

➤United Arab Emirates and SA adopted goals relevent to lifelong learning policies.

Monitoring ALE Progress in the Arab States Observations (2)

➤A policy for Recognition Validation and Accreditation of Non-formal and Informal learning exists in most Arab countries - "ON PAPER".

➤Main Targets of ALE :

    ○Adults with low levels of literacy or basic skills

    ○Young dropouts, left behind, and refugees

➤Only 57% of countries have an entity that is responsible for adult education.

GRALE III Survey

➢ Two thirds of countries, (13/20), reported positive developments in the overall participation in ALE since 2009.

➢ 51.45 M. Illiterates, 67% females. The gender gap is narrowing.

➢ Majority of countries improved availability and access to programs offered, with special attention to refugees.

QUALITY

➢Systematic collection of information about the outcomes of ALE still limited.

➢Data about certificates or qualifications available as numbers.

➢Initial qualifications of ALE teachers are basically available; (TRADITIONAL, lack of action research and professional development is Rampant. Role of technology is limited at best).

Lessons Learned (1)

➢At the policy level the need is to advocate programs that engage learners in LLL, and allow them to participate fully in their communities, as active citizens.

➢Majority of the Arab States did not adopt all five areas of BFA in ALE work. This means that more efforts are needed, to achieve SDG 4th goal by 2030.

➢Achieving good governance, transparency and assessment depends largely on the state of democracy, moving towards more decentralization, building partnerships with stakeholders and wider space for CSOs and NGOs and partnerships with them.

Lessons Learned (2)

➢Professionalization and capacity building of adult education as a discipline in Arab universities needs more effort to generate knowledge on the one hand, and to train researchers and specialists in ALE.

➢Literacy programs need to be reoriented to meet basic needs of marginalized groups especially in health, economic, social and cultural domains.

➢Adopt Legislation for Recognition, Validation and Accreditation to facilitate mobility of citizens among various vocations and professions.

Lessons Learned (3)

➢ ALE is gaining a vital role in maintaining social stability and coherence, promoting political participation, active citizenship, involvement in democratic and social life, and facilitating social interaction and living in tolerant and diversified societies.

➢ Needed: linkage to an overall national vision and programs of development

➢ Improving the motivation among teachers and learners

➢ Decentralization and inter-ministerial cooperation are important mechanisms of governance for reaching potential groups of adult learners previously excluded.

Lessons Learned (4)

➢To reach the SDG 4, Arab countries need a new PARADIGM based on:
 ➢New Perspective and Different Approaches to ALE,
 ➢Recruiting and certifying qualified personnel;
 ➢A new Professional Development model and career path;
 ➢Peace Culture and Active Citizenship;
 ➢Paced Digital Transformation of ALE;
 ➢Improving quality of the public education system, by making schools
       more FUN and inviting. Stopping repetition, and dropping out.

Lessons Learned (5)

➢ Establish or designate, a Regional ALE Center of excellence, with three satellite centers for action research, materials development, and professional Development.

   ➢ Facilitate the development of references that are more relevant, and standards that integrate the outcomes of non-formal and informal learning.

   ➢ Establish an Arab Qualifications Framework (AQF).

   ➢ Create a critical mass of training materials for ALE professional and senior cadres.

   ➢ Establish an RVA observatory for collecting, and disseminating of best practices at different stages in the ALE paradigm.

Conclusions and Recommendations (1)

➢

➢Need for an effective ALE political commitment at the highest policy levels.

➢Links to sustainable development goals.

➢Establishes peaceful coexistence and democratic practices for life, Active citizenship, social cohesion, as well as enhancing economic and cultural development.

➢Promote synergy between ministries, development agencies,CSO's, NGO's, national stakeholders and external assistance projects for capacity building, accountable and inclusive management practices.

Conclusions and Recommendations (2)

➢Develop inter-ministerial and inter-sectoral complementarity and synergy for reaching potential groups of learners especially youth, women and previously excluded or marginalized.

➢Align economics and financials with sustainable development requirements. Establish an Arab Special Fund, and involve the private sector in supporting different ALE projects.

➢Create incentives to enhance the private sector, especially the industrial institutions to provide investments to vocational training, internships, and continuing education.

QUALITY (1)

➢Support universities, research and training centers in the areas of ALE.

➢ Create a network that will generate knowledge to make informed policy decisions.

➢Establish databases (EMIS) on the national level to provide the necessary information required for planning, monitoring, evaluation and decision-making.

➢Develop an Arab regional quality assurance body to be responsible for developing indicators to assess and monitor ALE progress in the Arab region.

QUALITY (2)

➤Enhance capacity building of ALE data collection personnel and activists to be able to align ALE programs and activities.

➤Develop the initial and continuing professional development programs for the ALE personnel through cooperation between universities and regional centers.

Samir's Comments (1)

➢Presenttion deals with tactical issues, little is mentioned about processes.

➢Management should fit the process and actual needs, not the other way around.

➢The root causes of the short comings of ALE programs were not sufficiently addressed.

➢The Arab World is in a general state of emergency due to political conflicts, and poor educational achievements across the board.

Samir's Comments (2)

➢ BUSINESS AS USUAL LEADS TO MORE OF THE SAME ISSUES And PROBLEMS.

➢ We deserve a different paradigm, based on the original 6 Goals of EFA(1990), the four pillars of education, and the" Rethinking Eduction" approach.(UNESCO)

➢ Stop pushing unrealistic Global targets that have never, or will ever be met.

➢ One size fits all created disappointments and frustrations.

Samir's Comments (3)

➤ The Education and ALE Paredigms are to have a new realistic vision, translated (by each country) to workable policies that engage all stakeholders. (Paulo Freire model)

➤ The role of advocacy and awarness to be re-emphasized . (Media, Social media, ICT).

➤ The need to unleash CSO's potentials and experiences as active agents and partners.

➤ Rationalize use of existing and potential human and financial resources and creativities.