



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

3rd Global Report on Adult Learning & Education (GRALE III)

Leona English, PhD
Professor of Adult Education, Canada



3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

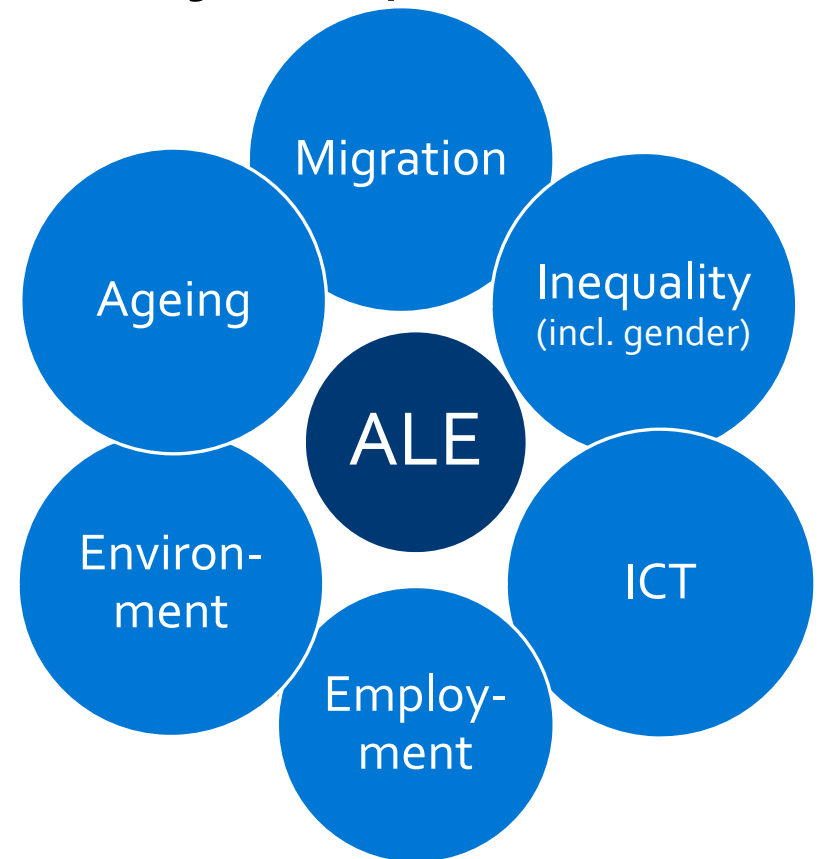
The Impact of Adult Learning
and Education on Health and
Well-Being; Employment and
the Labour Market; and Social,
Civic and Community Life



Global Trends/Challenges

6 global trends with major implications

758 million adults remain unable to read or write a simple sentence



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

GRALE III Monitoring Survey



Key facts about the survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71%)
- developed in partnership with UIS, GEM Report, WHO, ILO & OECD

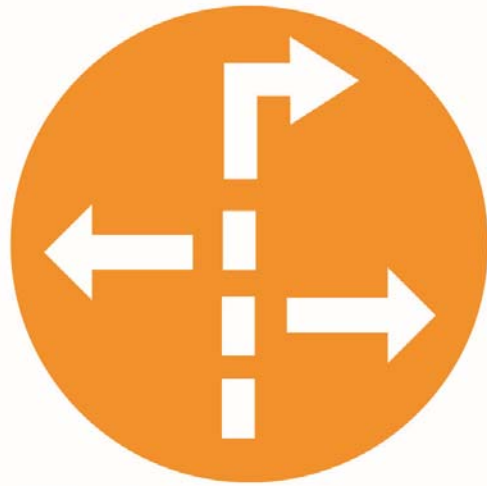


United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

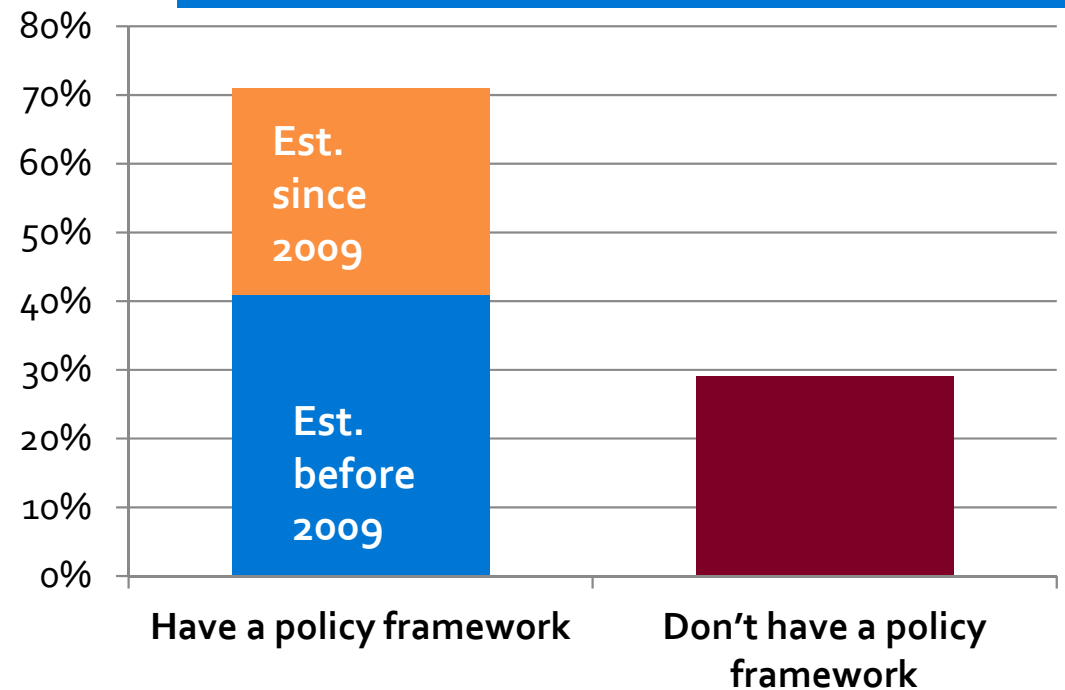
Strengthening political commitment



75%

of countries have significantly improved ALE policies since 2009.

71% of countries have a policy framework to recognise, validate and accredit informal and non-formal learning



UNESCO Institute
for Lifelong Learning

United Nations
Educational, Scientific and
Cultural Organization

Making governance more effective



68%

of countries tailor ALE programmes to learners' needs by consulting stakeholders and the civil society.

90% of countries report that **interministerial coordination has become stronger** since 2009

However:

- only 33% of countries have an interdepartmental coordinating body to promote ALE for health.
- 35% say that poor collaboration prevents ALE from having greater impacts on health & wellbeing



United Nations
Educational, Scientific and
Cultural Organization



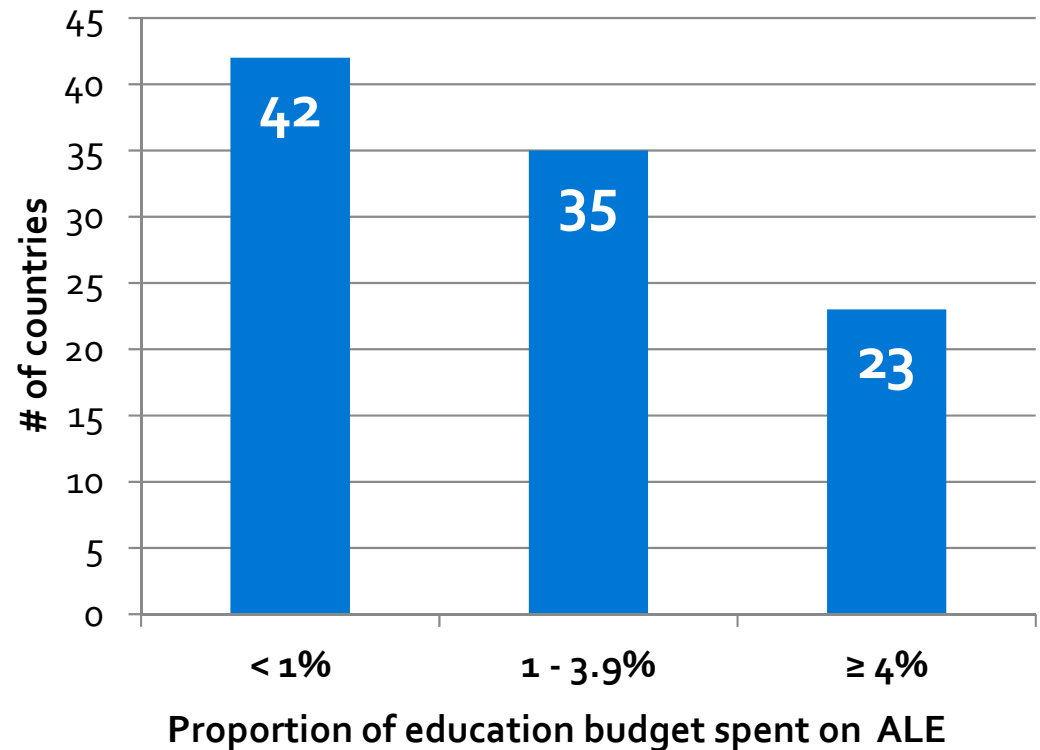
Ensuring adequate financing



57%

of countries and 90% of low-income countries plan to increase public spending on ALE.

42% of countries spend less than 1% of their public education budgets on ALE



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

Broadening access and participation



60%

of countries report increased participation in ALE.

The **gender gap appears to be declining**: 44% of countries say that women participate more than men.

Too many people remain excluded from ALE.

- 62% of countries provided no estimates on participation of minority groups
- 56% did not report on refugees
- 46% did not report on adults with disabilities

Almost 1 in 5 countries say they have no information on how participation rates have improved.



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

Improving the quality of ALE



81%

of countries provide pre-service and in-service training for adult educators and facilitators.

Most countries gather administrative information:

- 66% have info on completion rates
- 72% have info about certification

Fewer countries track ALE outcomes:

- 40% track employment outcomes
- 29% track social outcomes (e.g. health)



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

ALE benefits individuals, employers & societies



HEALTH & WELL-BEING

89% of countries agree that ALE contributes “a great deal” to personal health & wellbeing



LABOUR MARKET & EMPLOYMENT

More than 50% of countries agree that ALE has a positive effect on employability and labour markets



SOCIAL, CIVIC & COMMUNITY LIFE

2/3 of countries say that literacy programmes help develop democratic values, peaceful co-existence and community solidarity



UNESCO Institute
for Lifelong Learning

United Nations
Educational, Scientific and
Cultural Organization

ALE is anchored in the 2030 Agenda

- explicitly identifies adults as learners
- addresses ALE in specific targets

4.3, 4.4 (vocational skills) 4.5 (gender) 4.6 (literacy/basic skills) 4.7 (active/global citizenship skills)

- reflects priorities of UNESCO: Recommendation on ALE
- recognises formal, informal and non-formal ALE



United Nations
Educational, Scientific and
Cultural Organization



Five policy implications of the 2030 Agenda

1. To fulfil the right to education, governments need to **provide adults with information and effective access** to high-quality learning opportunities
2. To ensure true lifelong learning, governments need to **balance education spending along the lifecourse.**
3. **Recognise the holistic nature** of sustainable development, governments need to **promote cross-sectoral coordination** and budgeting
4. **Stronger partnerships** are required among all stakeholders.
5. ALE needs to be part of the **data revolution.**



United Nations
Educational, Scientific and
Cultural Organization



GRALE IV

- First Part: **Monitoring BFA & RALE**
- Second Part: **Basic concepts of participation**
Focus on concepts of measurement and measurement outcomes
ALE in the 2030 Agenda



United Nations
Educational, Scientific and
Cultural Organization



Thank you!



3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

The Impact of Adult Learning
and Education on Health and
Well-Being; Employment and
the Labour Market; and Social,
Civic and Community Life



<http://uil.unesco.org/grale>
for GRALE III analysis, survey
responses, case examples and data.