



United Nations  
Educational, Scientific and  
Cultural Organization



# Launch of the Fourth Global Report on Adult Learning and Education in Africa (GRALE 4)

Webinar: Trends in adult learning and education in Africa

15.04.2020

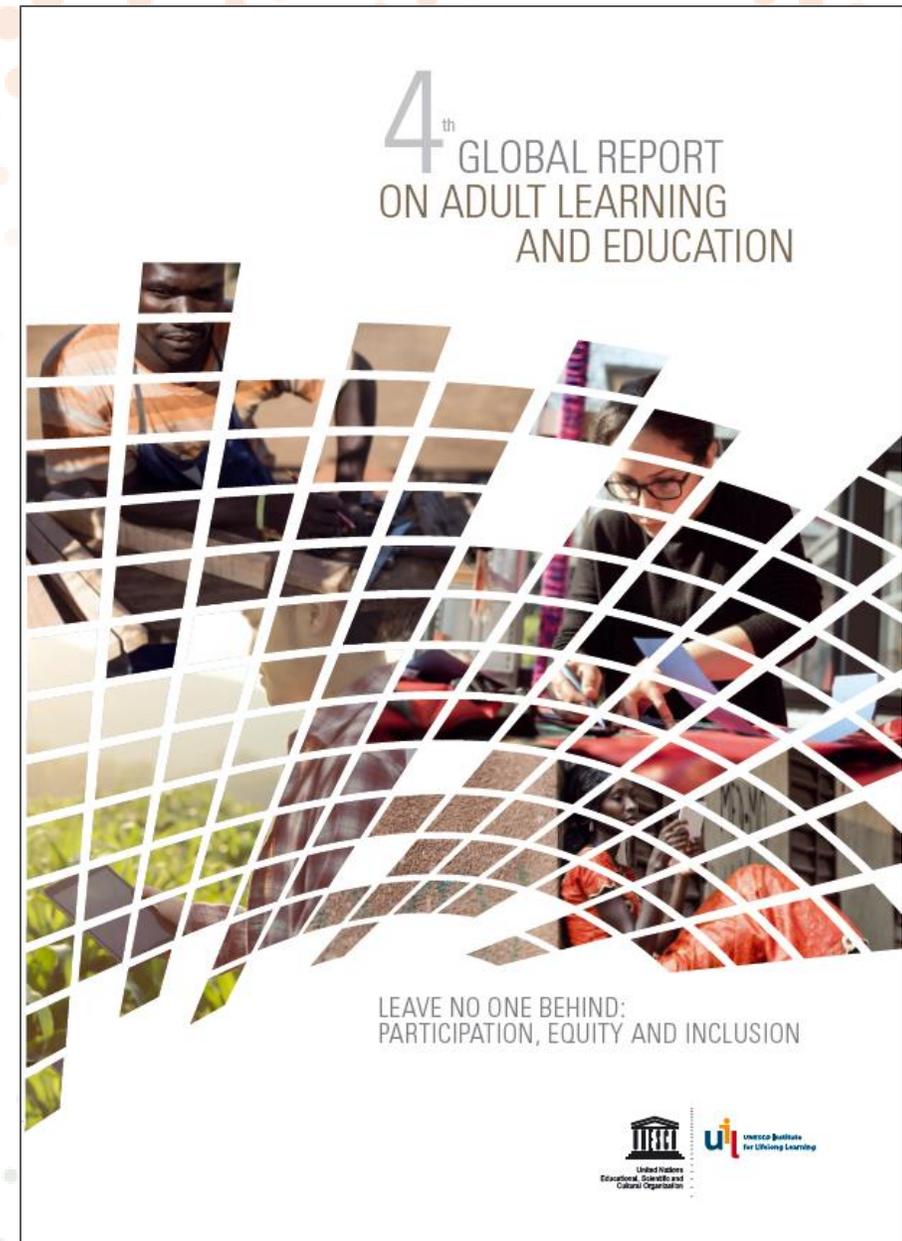


# Key facts about the GRALE 4 survey

Conducted in 2018;

159 countries responded globally (80%);

Regionally, 40 African countries responded (74%).



# GRALE 4 Monitoring Survey

The survey monitors the implementation of:

**Five areas of action:** Belém Framework for Action (2009)

**Three fields of learning:** Recommendation on Adult Learning and Education (2015)



# Key messages

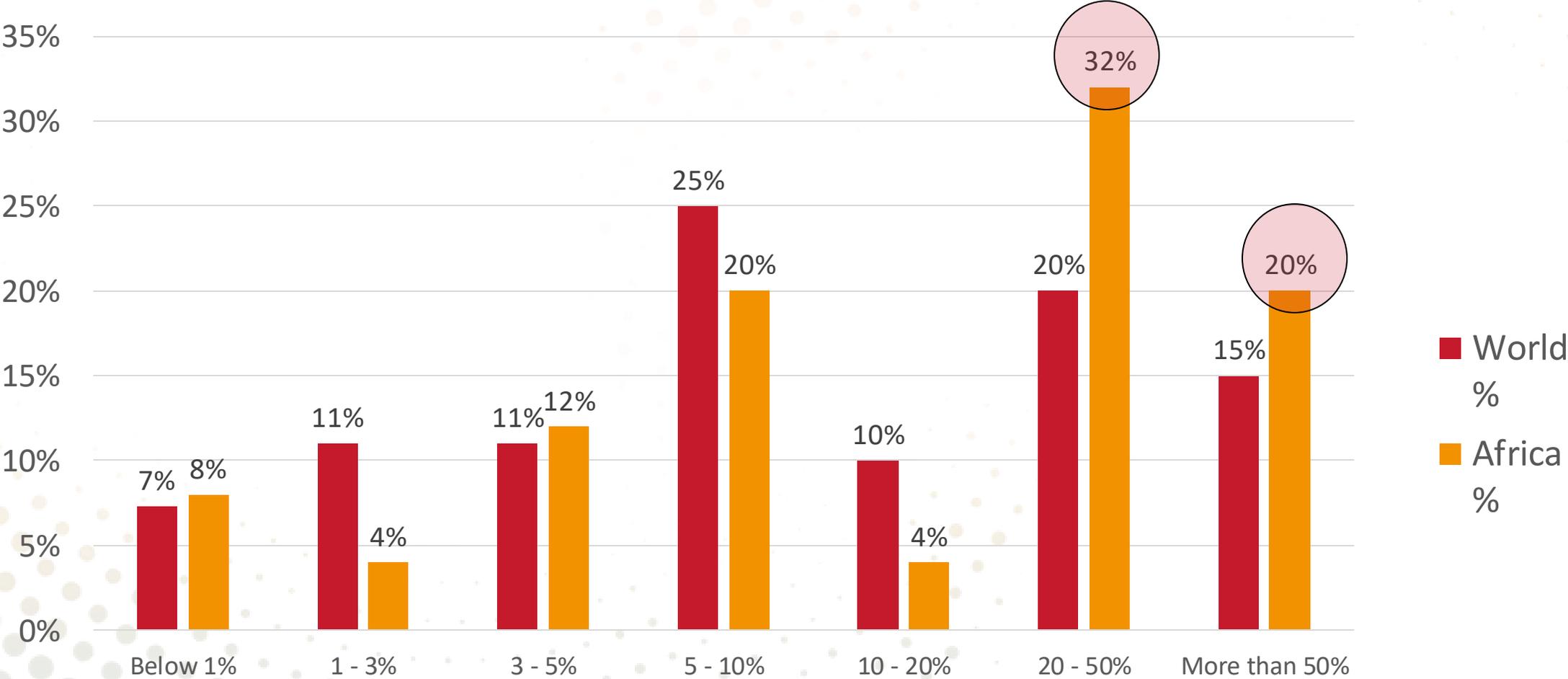
- 1) Participation in ALE is uneven;
- 2) Major constraint: poor data;
- 3) Progress in policy and governance is insufficient;
- 4) ALE is underfunded;
- 5) Quality is improving but not enough;
- 6) Women's participation is growing; however deep inequalities in participation persist; vulnerable groups still excluded



# Change in overall participation rates in ALE since 2015

	Frequency	Decreased	Stayed the same	Increased	Do not know
<b>World</b>	<b>152</b>	<b>9%</b>	<b>28%</b>	<b>57%</b>	<b>7%</b>
<b>REGIONAL GROUPS</b>					
Sub-Saharan Africa	32	9%	16%	72%	3%
Arab States	18	11%	17%	67%	6%
Asia and the Pacific	37	8%	27%	49%	16%
North America and Western Europe	21	0%	62%	38%	0%
Central and Eastern Europe	19	11%	26%	58%	5%
Latin America and the Caribbean	25	12%	24%	60%	4%
<b>Africa</b>	<b>39</b>	<b>8%</b>	<b>21%</b>	<b>69%</b>	<b>3%</b>
<b>SUB-REGIONAL GROUPS</b>					
Central Africa	4	0%	0%	100%	0%
Eastern Africa	11	9%	18%	73%	0%
Northern Africa	5	0%	60%	40%	0%
Southern Africa	8	0%	13%	88%	0%
Western Africa	11	18%	18%	55%	9%

# Both global and regional participation in adult education is uneven



Overall participation rates in ALE based on actual figures

## Poor **data** a major barrier to monitoring inequalities in ALE participation

Data on participation for 46 countries globally, and **15 in Africa**, were not available.

**Higher investment needed in collection and monitoring of data.**



# Progress in **ALE** Policy

66% of countries globally,  
and **78% in Africa**, reported  
that progress has been  
strengthened in ALE

Five countries worldwide, of  
which **one is in Africa**,  
reported regression.



# Progress in ALE policy is insufficient

	Total responses GRALE 4	Implementing legislation	Implementing policies	Developing plans	Involving stakeholders	Validation non-formal & informal
<b>World</b>	<b>147</b>	<b>68%</b>	<b>73%</b>	<b>82%</b>	<b>86%</b>	<b>66%</b>
<b>REGIONAL GROUPS</b>						
Sub-Saharan Africa	33	73%	70%	81%	94%	68%
Arab States	17	71%	72%	72%	89%	65%
Asia and the Pacific	33	52%	68%	73%	79%	67%
North America and Western Europe	21	76%	86%	90%	81%	76%
Central and Eastern Europe	18	83%	89%	83%	78%	50%
Latin America and the Caribbean	25	64%	62%	92%	92%	69%
<b>Africa</b>	<b>40</b>	<b>44%</b>	<b>45%</b>	<b>62%</b>	<b>68%</b>	<b>26%</b>
<b>SUB-REGIONAL GROUPS</b>						
Central Africa	4	25%	25%	25%	50%	0%
Eastern Africa	11	45%	45%	64%	64%	18%
Northern Africa	5	20%	20%	40%	40%	20%
Southern Africa	8	63%	75%	88%	100%	38%
Western Africa	12	42%	42%	58%	67%	33%

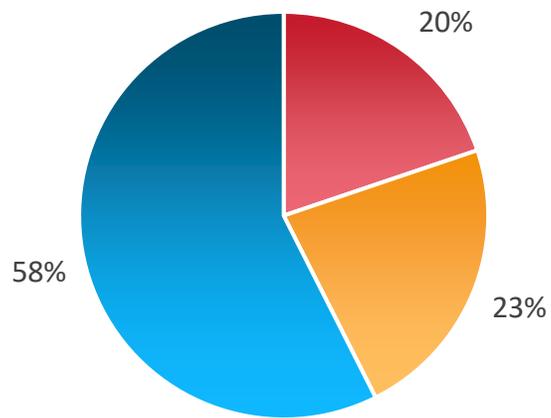
# Progress in **ALE** Governance

75% of countries globally,  
and **83% in Africa**, reported  
improvements in  
**governance**.

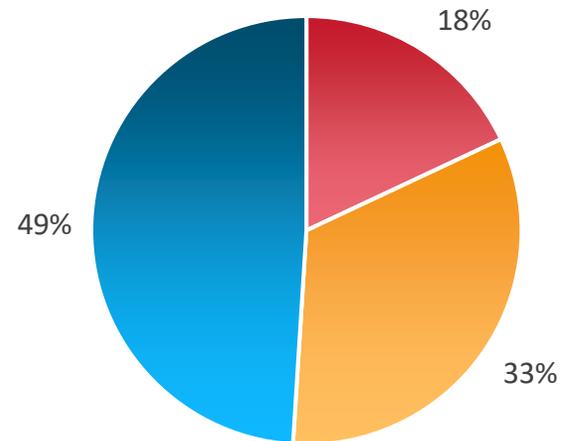


# Progress in ALE **governance** in Africa is encouraging, but not enough

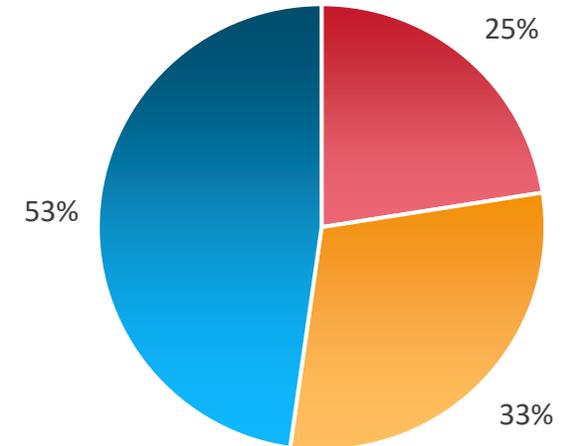
Increased stakeholder participation



Strengthened cooperation with civil society



Become more decentralized



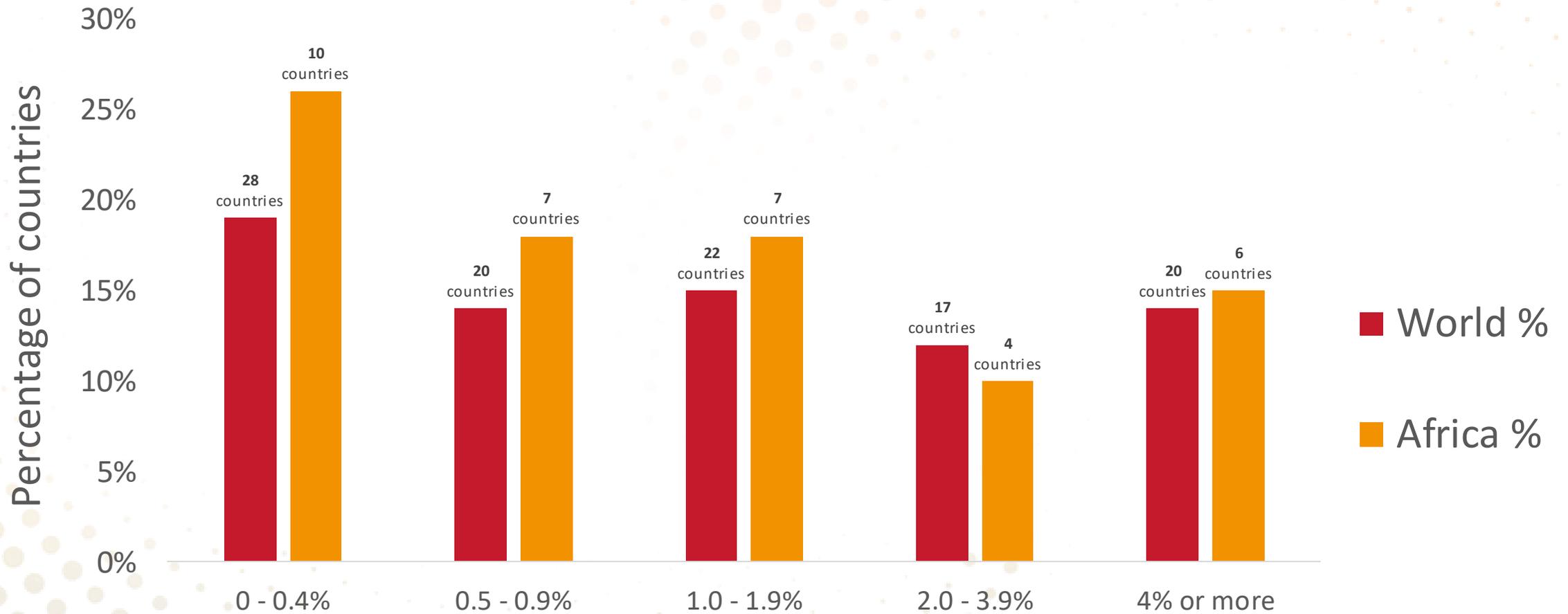
■ Not much ■ Somewhat ■ Much

# ALE remains underfunded

19% of countries globally, and **26% in Africa**, spend **less than 0.5%** of the education budget on ALE



# ALE remains underfunded



ALE as percentage of public education expenditure

# Quality

Globally, three-quarters of countries reported progress in ALE quality since 2015.

**In Africa, 86% of countries** reported major improvements, with the highest rates of progress reported in Central and Western Africa.



# Quality is improving but...

	Total responses GRALE 4		Literacy & basic skills		Continuing training and professional development		Citizenship education	
	World	Africa	World	Africa	World	Africa	World	Africa
Developing quality criteria for curricula	111	29	52%	<b>86%</b>	44%	14%	2%	0%
Developing quality criteria for learning materials	93	29	59%	<b>90%</b>	40%	10%	0%	0%
Improving in-service training for educators	102	28	46%	<b>61%</b>	48%	36%	1%	0%
Improving employment conditions	78	20	41%	<b>50%</b>	49%	35%	3%	0%
Assessing learning outcomes	105	26	56%	<b>85%</b>	39%	15%	0%	0%

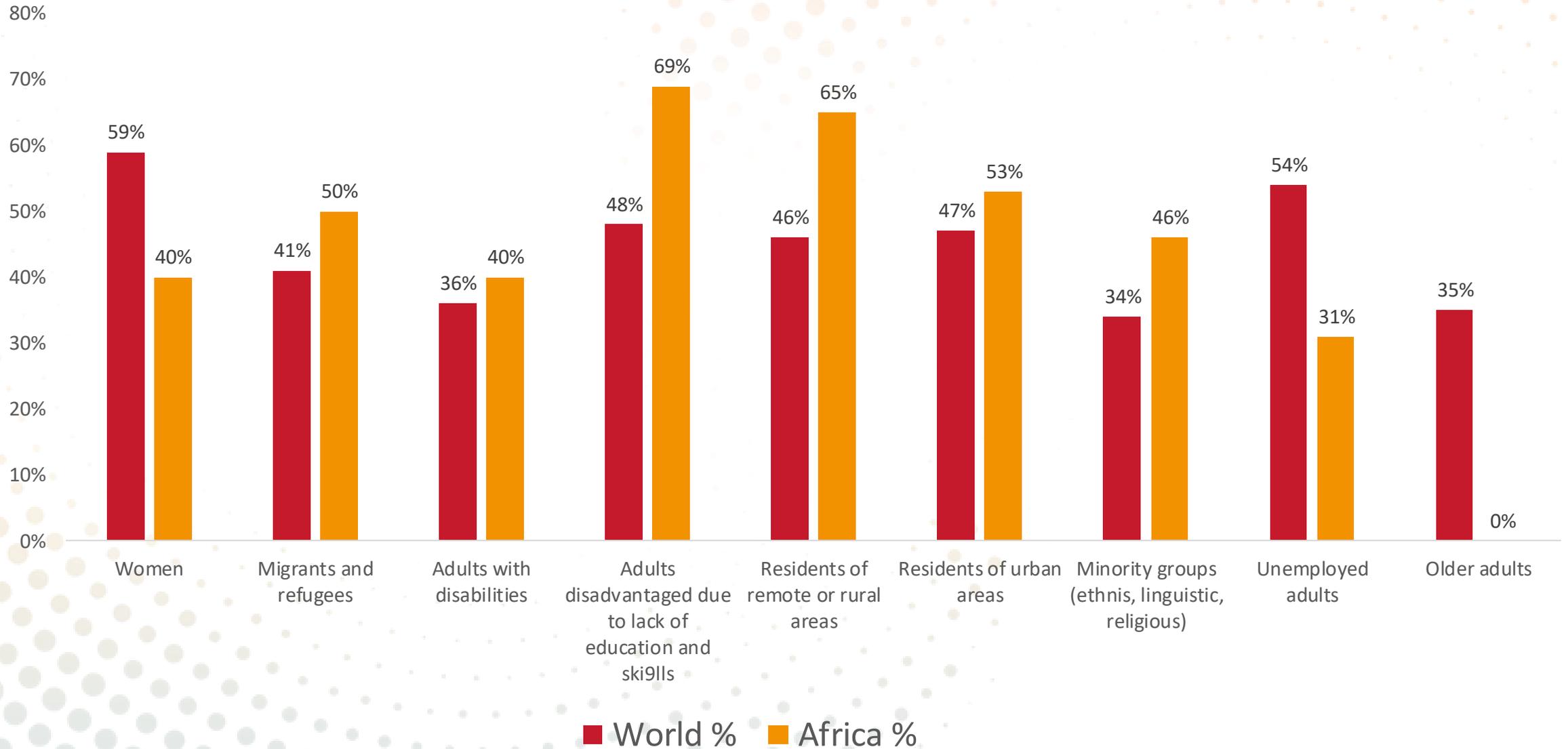
# Women's participation in ALE is growing

Improving educational opportunities for women is both a prerequisite and a driver for successful development.

However, in some parts of the world women still have no access to education.



# Deep inequalities in participation of target groups





# Conclusions and recommendations

# Raising participation in ALE to achieve the SDGs

SDGs will only be achieved when ALE is in the centre of countries' efforts



# The way forward

- Better data;
- increased investment in ALE;
- recognition that investment in ALE has social and civic benefits, as well as economic ones;
- financial incentives to reduce cost barriers, and
- ensuring access to effective information.
- donor countries to live up to their aid obligations to developing countries;
- inter-sectoral and inter-ministerial approach.



# Call for Action: **Participation matters**

Put ALE at the centre of efforts to achieve sustainable societies and recognize its key role in developing integrated, holistic solutions to the problems we face.



# Follow the latest development in lifelong learning!



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