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# The Impact of Adult Learning and Education on Employment and the Labour Market (*GRALE III*)

**Regional Workshop Development of TVET Policies  
Designed to Increase Skills for Employment and  
Entrepreneurship in the Asia-Pacific Region**

23-24 May 2018, Tashkent, Uzbekistan

Ms Angela Owusu-Boampong, UNESCO Institute for Lifelong Learning



3<sup>rd</sup> GLOBAL REPORT  
ON ADULT LEARNING  
AND EDUCATION

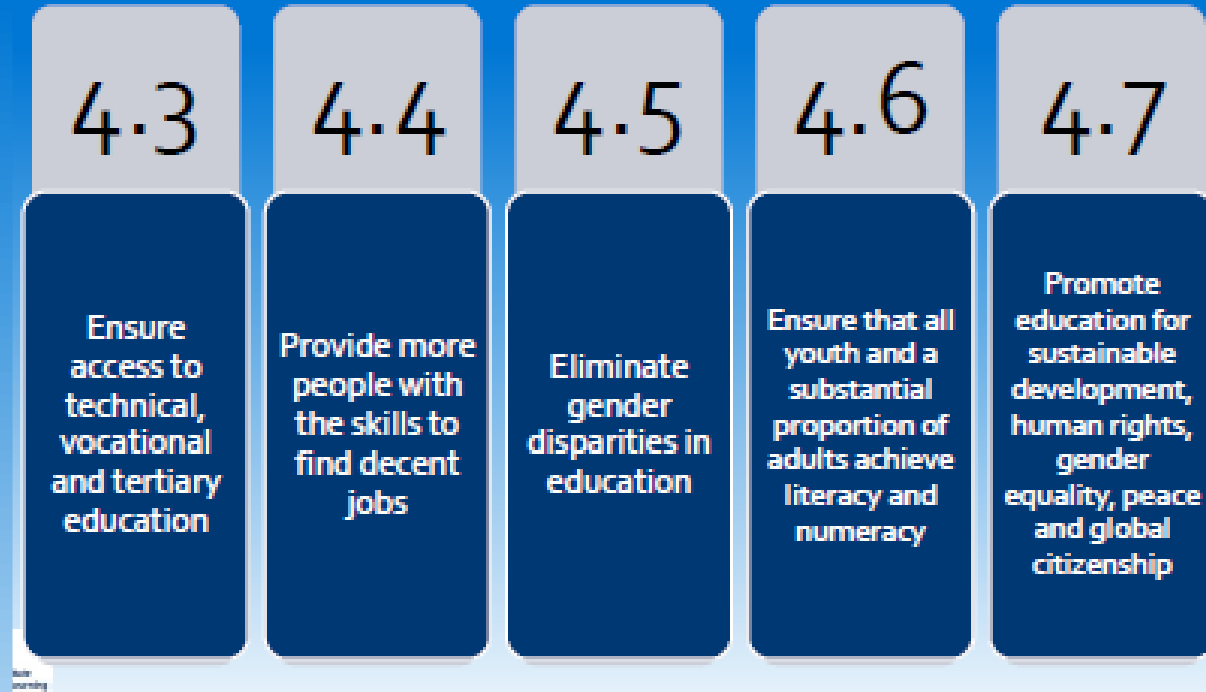
The Impact of Adult Learning  
and Education on Health and  
Well-Being; Employment and  
the Labour Market; and Social,  
Civic and Community Life



# ALE is anchored in the 2030 Agenda

## The 2030 Agenda:

- explicitly identifies adults as learners
- addresses ALE in specific targets
- reflects priorities identified in the **Belem Framework for Action and Recommendation on ALE**
  - literacy
  - **continuing training and professional development**
  - active citizenship
- recognises the formal, informal and non-formal forms of ALE



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# GRALE III Monitoring Survey



## Key facts about GRALE III survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71% of UNESCO Members) **27 from Asia and Pacific**
- developed in partnership with UIS, GEM Report, WHO, ILO & OECD



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# Strengthening political commitment

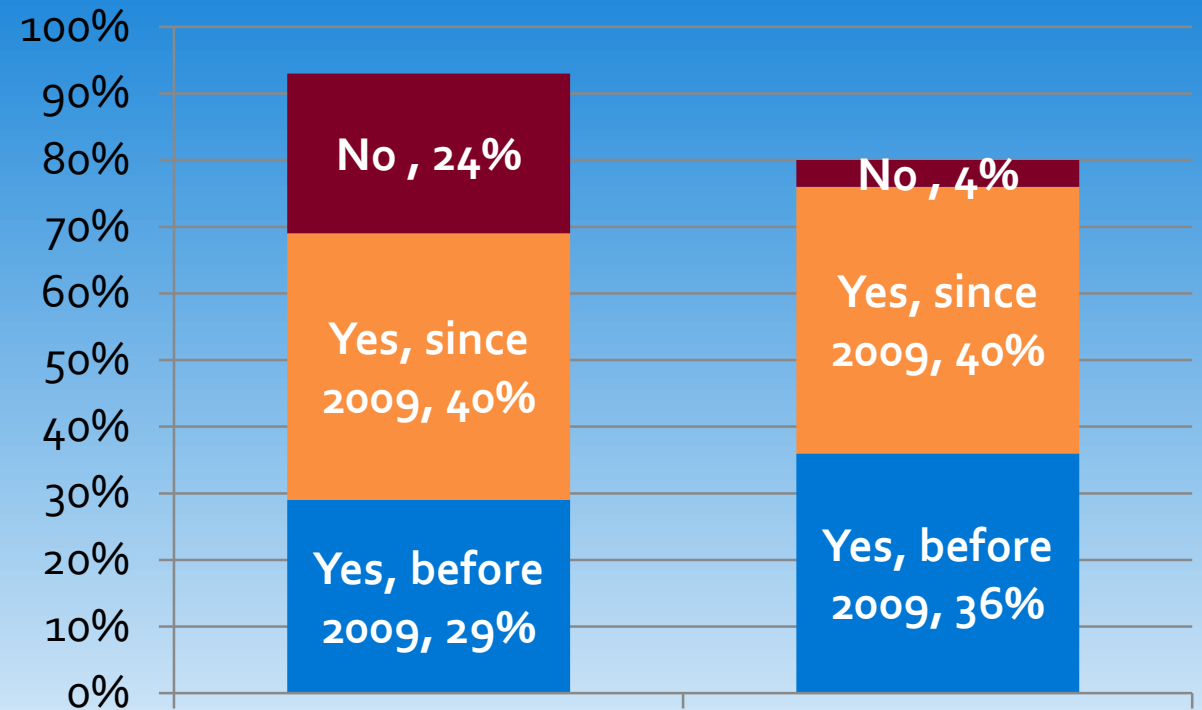


75%

of countries have significantly improved ALE policies since 2009.

61% of the Asian countries have made significant progress since 2009.

76% of the Asian countries have a policy framework to recognise, validate and accredit informal and non-formal learning

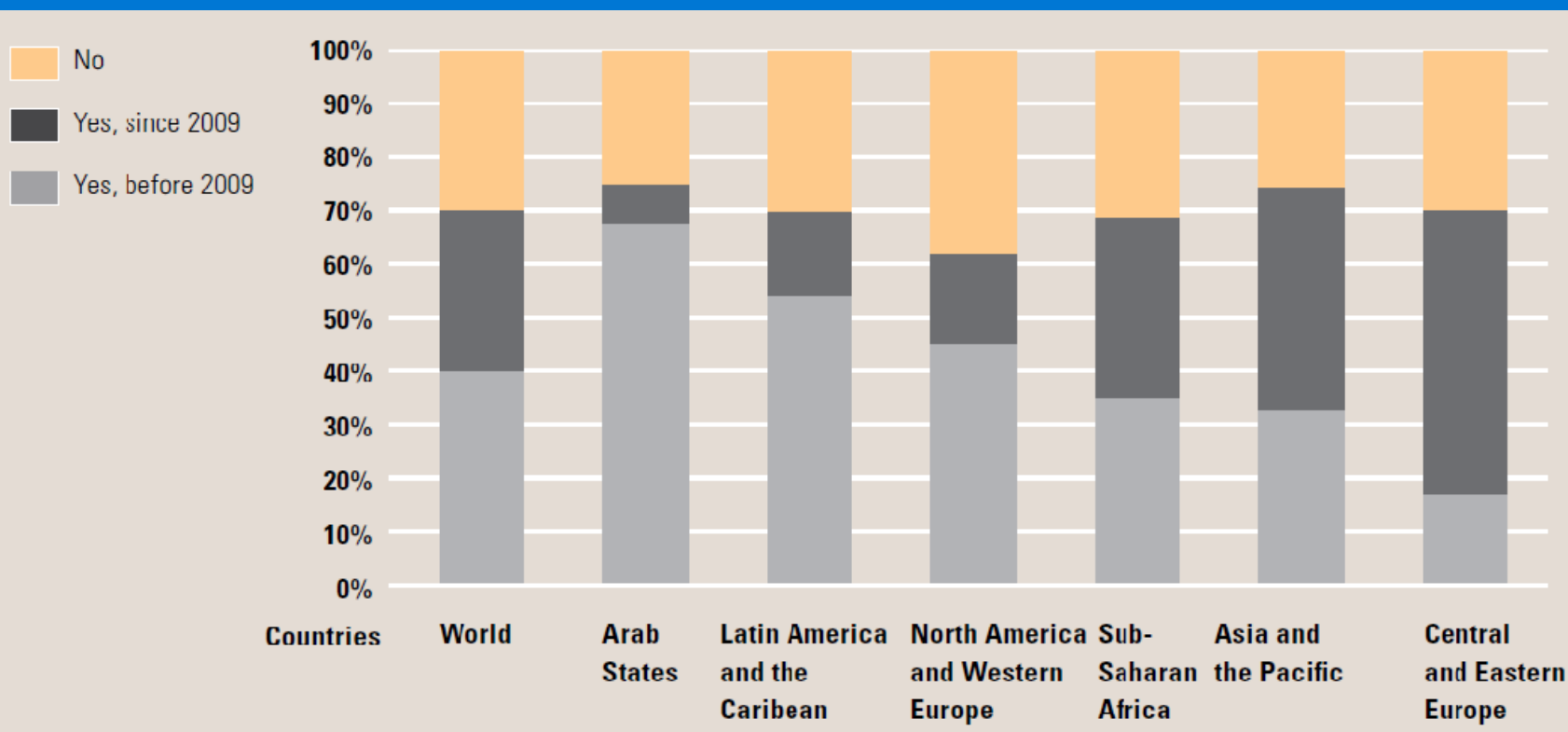


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# Strengthening political commitment (Asia Pacific)



**36%** of countries in Asia Pacific had a policy framework to RVA before 2009  
**(Australia, Indonesia, Iran, Korea, Sri Lanka, Mongolia, New Zealand, Philippines, Thailand)**

**40%** of countries in the Asia and the Pacific region developed a policy framework for RVA after 2009  
**(Armenia, Azerbaijan, Bangladesh, Bhutan, Georgia, India, Marshall Islands, Malaysia, Nepal, Uzbekistan)**

**24%** have no policies for RVA  
**(Micronesia, Kyrgyzstan, Niue, Pakistan, Palau, Viet Nam)**

Source: GRALE III survey, Question 2.2: Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?



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# Making governance more effective (Asia Pacific)



68%

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

**65% of the Asian countries** have consulted stakeholders since 2009.

92% of the Asian countries report that **interministerial coordination has become stronger** since 2009

However,

Less than half of them have an interdepartmental coordinating body to promote ALE for health and

48% say that poor collaboration prevents ALE from having greater impacts on health & wellbeing



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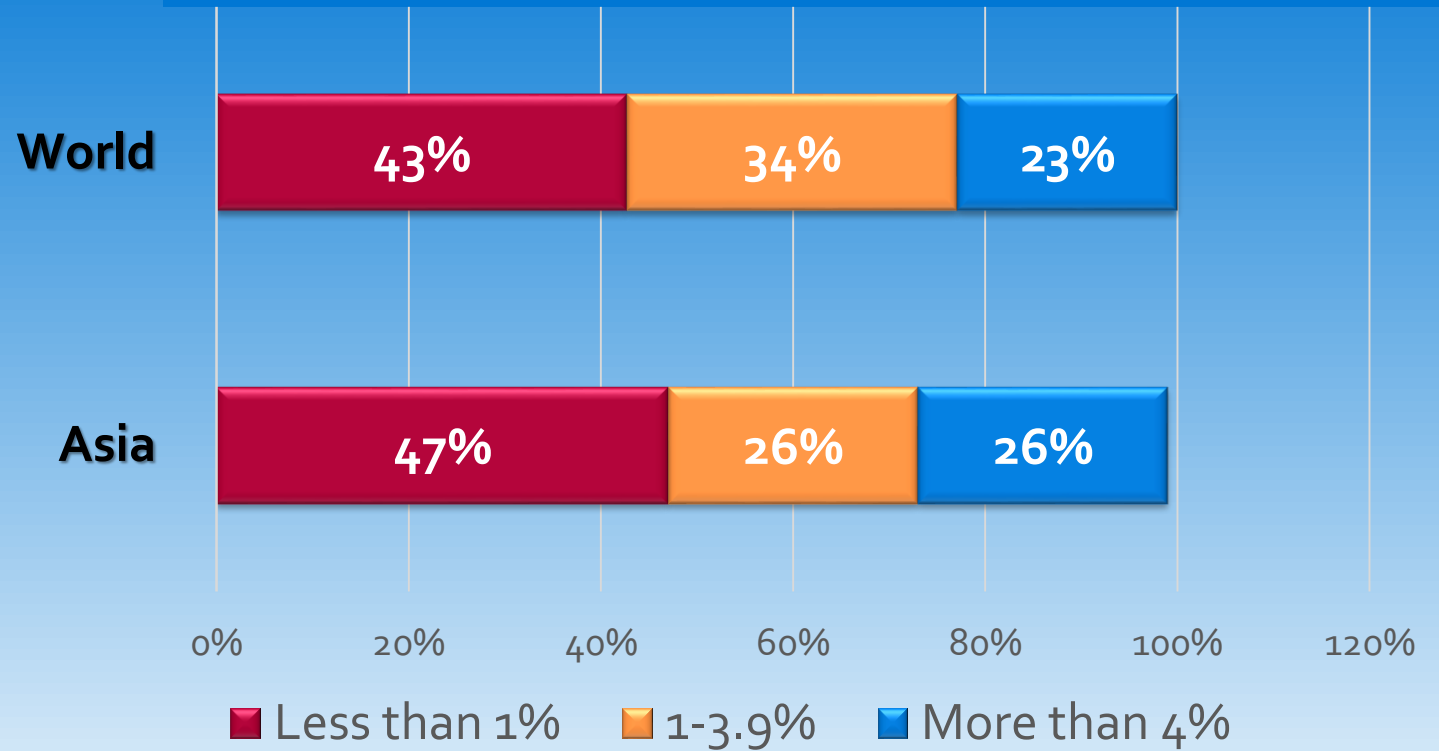
# Ensuring adequate financing



57%

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

47% of Asian countries spend **less than 1%** of their public education budgets on ALE



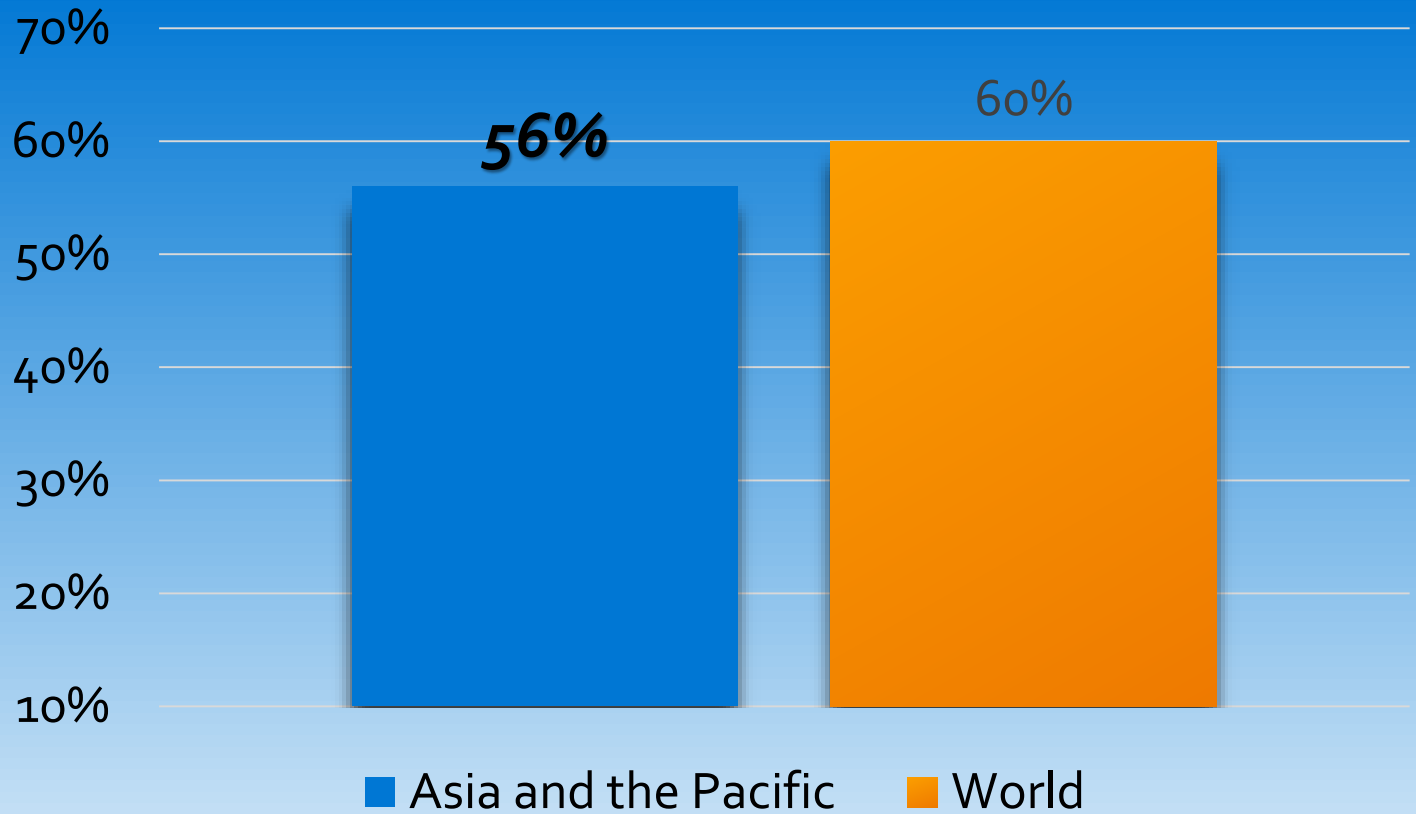
Source: GRALE III monitoring survey , Question 4.1; What percentage of public education spending currently goes to ALE?

# Broadening access and participation



60%

of countries report increased participation in ALE.



Source: GRALE III monitoring survey, Question 5.1: Since 2009 and for the adult population overall, the participation rate(%) in ALE has...increased /stayed about the same/decreased/Do not Know



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# 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)



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# ALE has a positive impact on:



- Skills & employability
- Higher wages
- Job satisfaction & commitment
- Greater productivity & entrepreneurship
- Tax revenues

## Company/organization success (39%)

- China, Republic of Korea, Marshall Islands, Micronesia, Philippines, Vietnam, Uzbekistan, Azerbaijan, Bangladesh, Sri Lanka, Georgia

## Innovative capacity (29%)

- Indonesia, Malaysia, China, Bhutan, Maldives, Uzbekistan, Azerbaijan, Georgia

## Adaptability to change (32%)

- Micronesia, Vietnam, Indonesia, China, Maldives, Uzbekistan, Azerbaijan, Armenia, Georgia

## Inclusiveness in respect of disadvantaged groups (46%)

- Thailand, Philippines, Malaysia, Vietnam, China, Iran, Bangladesh, Sri Lanka, Bhutan, Maldives, Uzbekistan, Armenia, Georgia



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# Evidence for the impact of ALE on:



42 % of countries agree that the benefits of ALE on labor market and employment have been increasingly noted.



Almost 48% of countries in Asia and the Pacific agree with this.

## Employability - Both women and men (61%)

- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

## Performance in current job – Both women and men (64%)

- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Pakistan, Armenia, Georgia

## Career prospects – Both women and men (64%)

- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Nepal, Armenia, Georgia



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# Evidence for the impact of ALE on:



## Employee salary levels – Both women and men (57%)

- New Zealand, Niue, Palau, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

## Employee salary levels – Women (4%)

- India

## Job satisfaction, motivation and commitment to work – Both women and men (50%)

- New Zealand, Niue, Palau, Indonesia, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

## Job satisfaction, motivation and commitment to work – No evidence (14%)

- Marshall Islands, Thailand, Japan, Nepal

# Evidence for the impact of ALE on:



**Continuing professional and skills development leading to recognized certification or qualification – Both women and men (57%)**

- New Zealand, Niue, Palau, Indonesia, Philippines, Vietnam, China, Thailand, Republic of Korea, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

**Continuing professional and skills development leading to recognized certification or qualification – Women (4%)**

- India

**Continuing professional and skills development leading to recognized certification or qualification – No evidence (11%)**

- Marshall Islands, Japan, Nepal

# Evidence for the impact of ALE on:



**Since 2009, major surveys or studies in the country that assess the outcomes or results of ALE programmes for employment and the labour market:**

**Yes (46%)**

- Thailand, Marshall Islands, Indonesia, Malaysia, Philippines, Vietnam, New Zealand, Republic of Korea, Azerbaijan, Bangladesh, Bhutan, Armenia, Georgia

**No (29%)**

- Japan, Micronesia, Niue, Sri Lanka, Uzbekistan, Pakistan, Nepal, India

# ALE: Perceived productivity effect

How strongly ALE policymakers perceive the effects of ALE on productivity and employment:

	Strong	Modest	No effect
Literacy and basic skills	64%	25%	4%
Initial vocational education and training	57%	29%	4%
Continuing vocational education and training	57%	25%	4%
Informal workplace learning	50%	29%	7%
Company training	43%	32%	7%
Self-directed learning	32%	36%	4%
Advanced professional education	50%	21%	4%
Distance education and e-learning	43%	32%	4%



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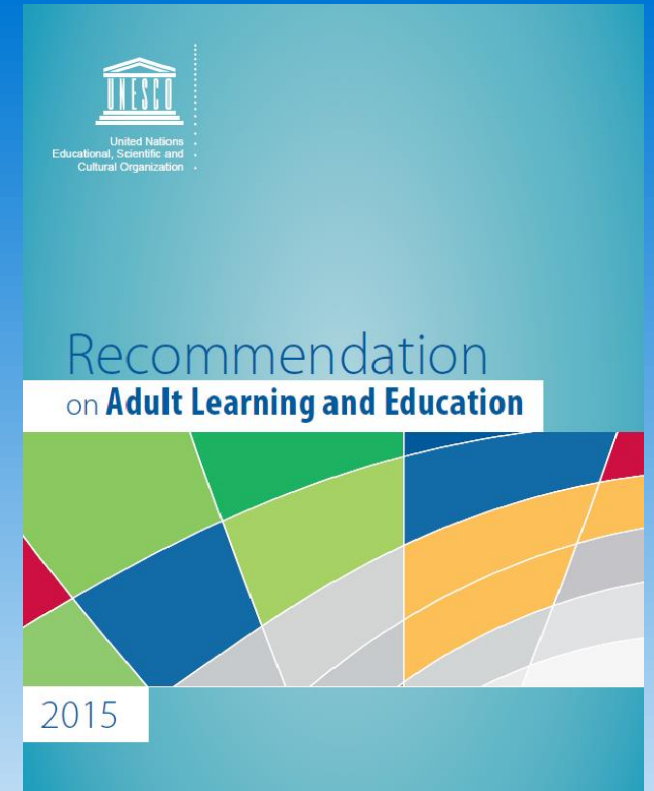
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# The UNESCO Recommendation on Adult Learning and Education (RALE)

*Adult learning and education is a core component of **lifelong learning**. It comprises all forms of education that aim to ensure that all adults participate in their societies and the world of work.*

**RALE §1**

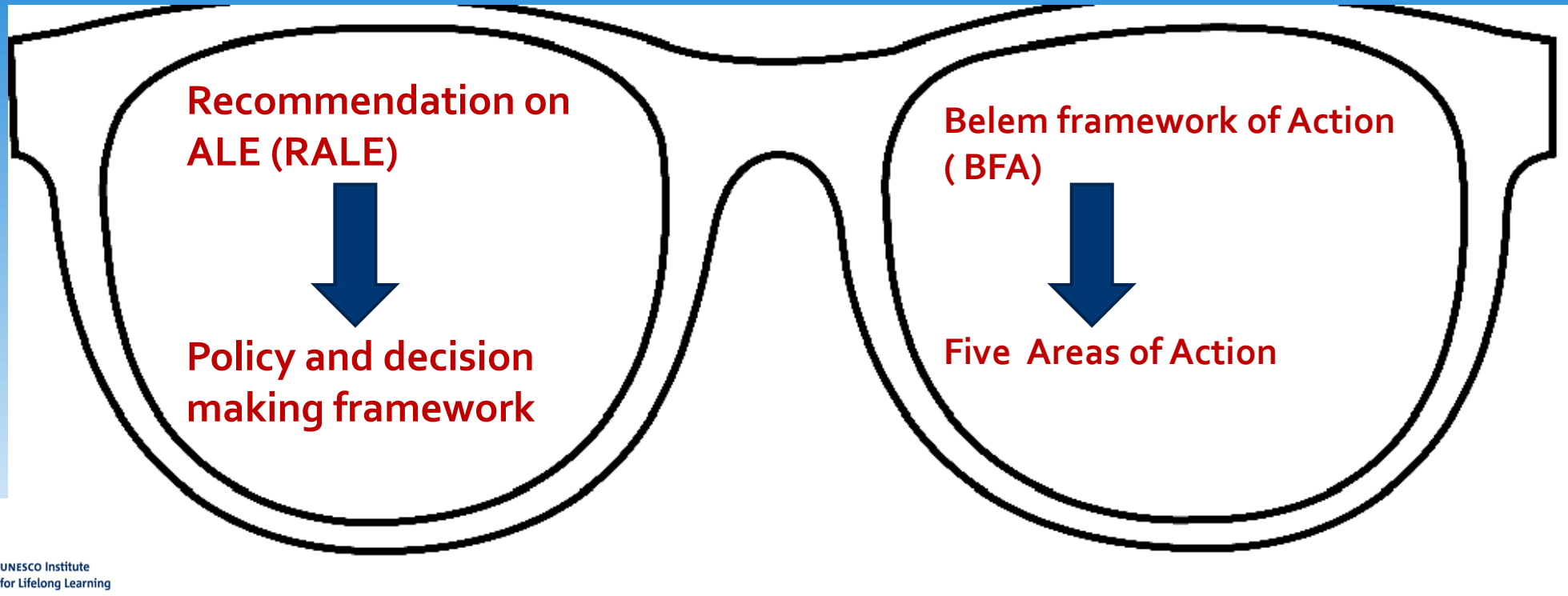
- ✓ Defines ALE
- ✓ Spells out **6 ALE objectives**
- ✓ Identifies **3 fields of learning**
- ✓ Covers **5 areas of action**
- ✓ Adopted at 2015 UNESCO General Conference





# GRALE 4 in light of RALE and BFA

**GRALE is a monitoring tool that** may serve as a Glass to look in the international scene of ALE through two lenses



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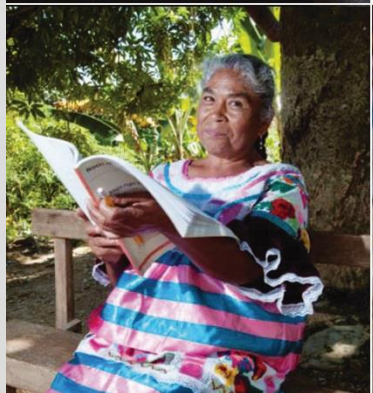
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# Thank you!



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

## ANNEX: GRALE Responses from Asia and Pacific

1. (Armenia)
2. Australia
3. Azerbaijan
4. Bangladesh
5. Bhutan
6. China
7. (Georgia)
8. India
9. Indonesia
10. Iran
11. Japan
12. Kyrgyzstan
13. Malaysia
14. Maldives
15. Marshall Islands
16. Micronesia
17. Mongolia
18. Nepal
19. New Zealand
20. Pakistan
21. Palau
22. Philippines
23. Republic of Korea
24. Sri Lanka
25. Thailand
26. Uzbekistan
27. Vietnam  
(Turkey)