



5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

Strand 2, Session 2.2

Making adult learning and education visible within
lifelong learning - Strengthening non-formal
education for individual, social system level
transformation



Monitoring Adult Learning and Education

Nicolas Jonas



What is monitoring data on adult education important for?

EFFICIENCY

Monitoring data helps to build evidence-based policies and improve the quality of ALE programmes to better meet the learning needs of adults



ACCOUNTABILITY

Monitoring data helps provide the best value for money policies and programmes for taxpayer and to fight against corruption



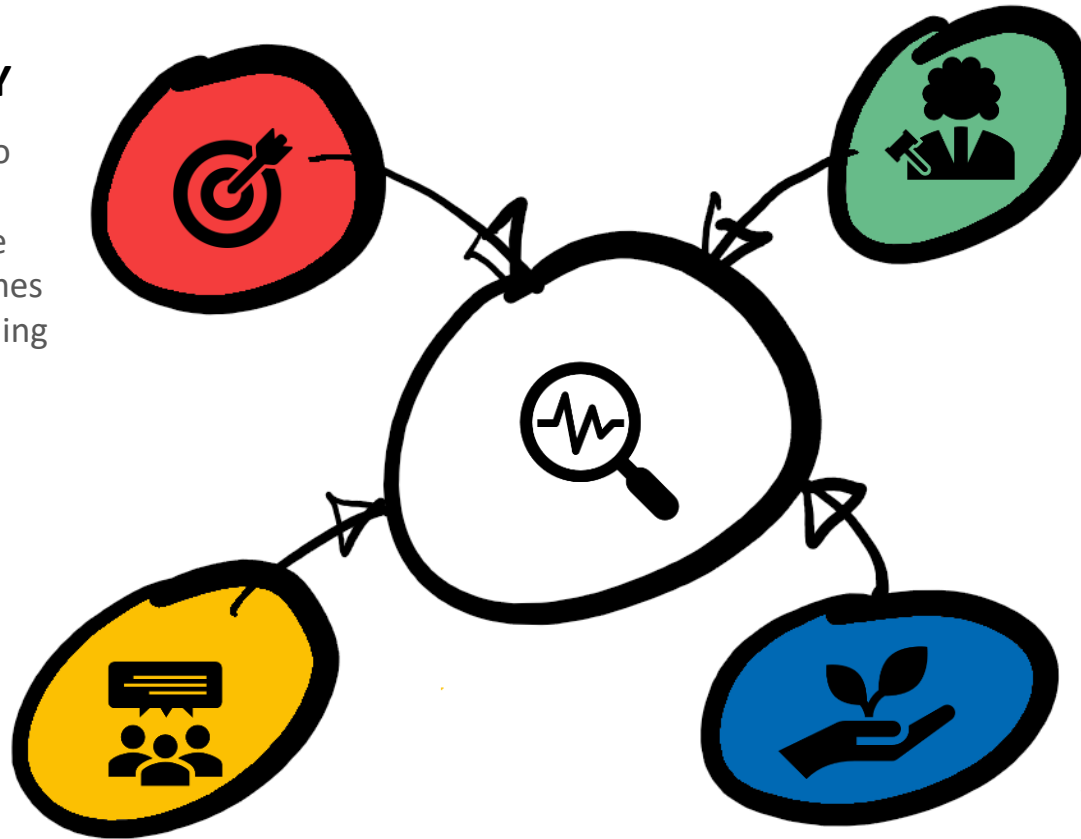
ADVOCACY

Monitoring data contributes to dialogue with stakeholders, to discuss with potential donors, and to convince governments to include ALE in the ESPs



SUSTAINABILITY

Monitoring data offers the possibility of progressively building a coherent and appropriate lifelong learning system



LITERACY DATA COVERAGE

CURRENTLY, 64 COUNTRIES OUT OF 195 HAVE IMPLEMENTED A DIRECT ASSESSMENT OF ADULT LITERACY SKILLS (33% OF COUNTRIES)

- 1 Asia & Pacific**
22 COUNTRIES OUT OF 63 (35%)
- 2 Africa**
4 COUNTRIES OUT OF 54 (7%)
- 3 Latin America**
7 COUNTRIES OUT OF 32 (22%)
- 4 North America & Europe**
31 COUNTRIES OUT OF 46 (67%)



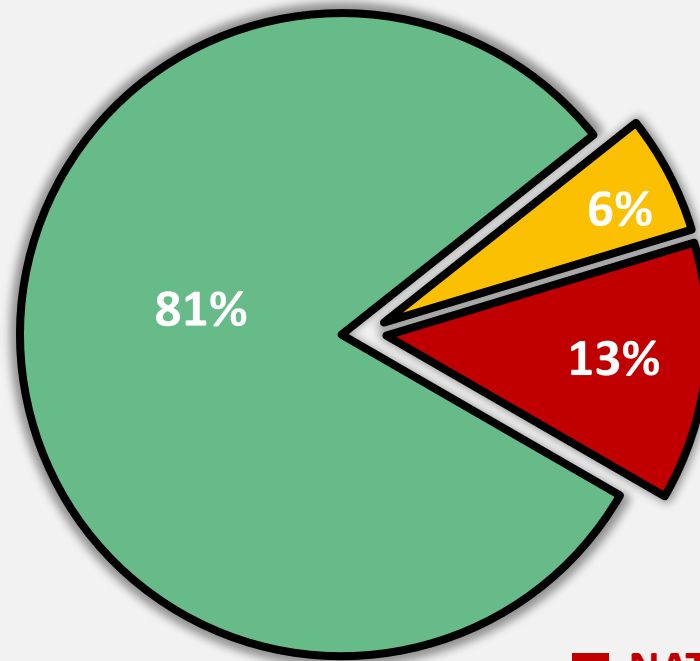
Source: UIL
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Where do the data come from?

EXISTING ASSESSMENTS

INTERNATIONAL ONLY

Three international assessments were carried out: LAMP from UNESCO, STEP from the World Bank and, most often, PIAAC from OECD. STEP does not assess numeracy skills.



NATIONAL ONLY

Bangladesh, Botswana, Lao PDR and Papua New Guinea. The four of them collected data on both literacy and numeracy skills.

NATIONAL AND INTERNATIONAL

With the exception of Kenya (STEP), all the countries have also participated in PIAAC.

Source: UIL

Participation, inclusion and equity - 05

Member States agreed to regularly collect and analyse information on adult education, focusing on who is participating, whether effective and progressive learning is taking place, and if there are markers of disadvantage that prevent certain groups from participating.

Quality - 04

To achieve quality provision for groups of people with different interests, needs and demands, the BFA requires relevant content and modes of delivery, learner-centred needs assessment, curricula that allow acquisition of multiple competences and areas of knowledge, the professionalisation of educators, the enrichment of the learning environment, and the empowerment of individuals and communities



01 - Policy

High-level statements of intent to achieve a vision for national, regional and global development, underwritten by evidence-based research, which guide actions to plan, engage and accredit adult learning according to national priorities.

02 - Governance

Governance allows for policies to be implemented and enacted. Governance provides a structure and system for implementation and administrative support, accountability and mechanisms, and regulation of practice.

03 - Financing

As part of the BFA (2009), Member States committed to financing learning opportunities in a systematic way, with particular attention paid to disadvantaged groups, such as adults with disabilities, ethnic and linguistic minorities, refugees, indigenous populations, and those living in remote and rural areas.

Participation, inclusion and equity - 05

Between 2009 and 2014, most countries reported increased ALE participation (UIL 2016), and approximately half reported increases for young people, those seeking recognition of prior learning, and adults with low-level literacy and basic skills. But global information on ALE participation for some groups is partial and non-existent in many countries.

Quality - 04

It is difficult to make aggregated evaluations of ALE quality because of the diversity and plurality, and sometimes decentralized and deregulated nature of the field across national and regional settings. Employment conditions of ALE teachers and measurements of learning outcomes are the most used proxy variables.



01 - Policy

Over the last 12 years, we have seen more and more policies that have strengthened political commitment to ALE around the world. Having more of these policies and legal frameworks in place indicates overall progress.

02 - Governance

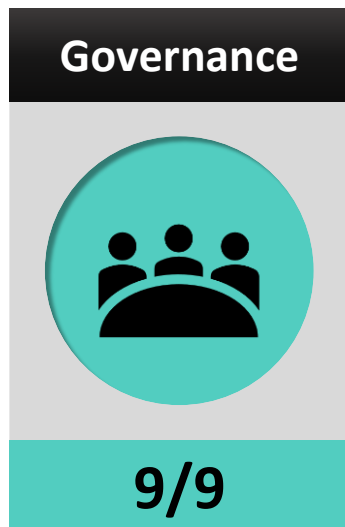
Over the last 12 years of GRALE three-quarters of participating countries reported overall progress on ALE governance.

03 - Financing

Overall spending on ALE has increased throughout the GRALE cycles, particularly between the third and fourth cycles. Pronounced progress was made from 2009 to 2014, indicated in close to half of participating countries reporting increases to ALE financing.

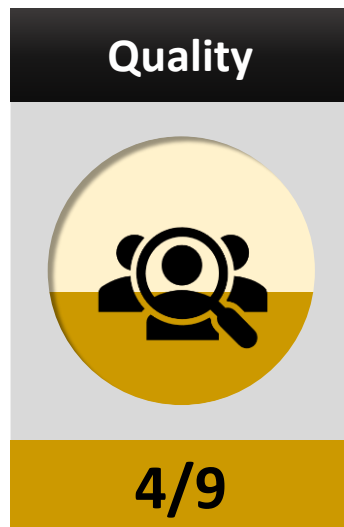
Example of literacy policies in the Sahel region countries

9 countries: Benin, Burkina Faso, Chad, Cote d'Ivoire, Guinea, Mauritania, Mali, Niger, Togo



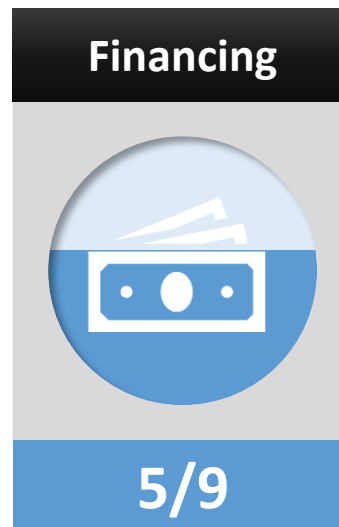
National policy

All the countries in the study have a policy document that guides government action on youth and adult literacy.



Target

The number of neo-literates at the end of the current policy will be equivalent to at least 50% of the illiterate population in only 4 out of 9 countries.



Costing

The estimated costs of the national literacy and non-formal education development plan are less than 0.05% of GDP in 5 out of 9 countries.



Data

5 out of 9 countries stated that they did not have enough data to assess the impact of the national literacy policy.

Source: AFD & UIL, 2021

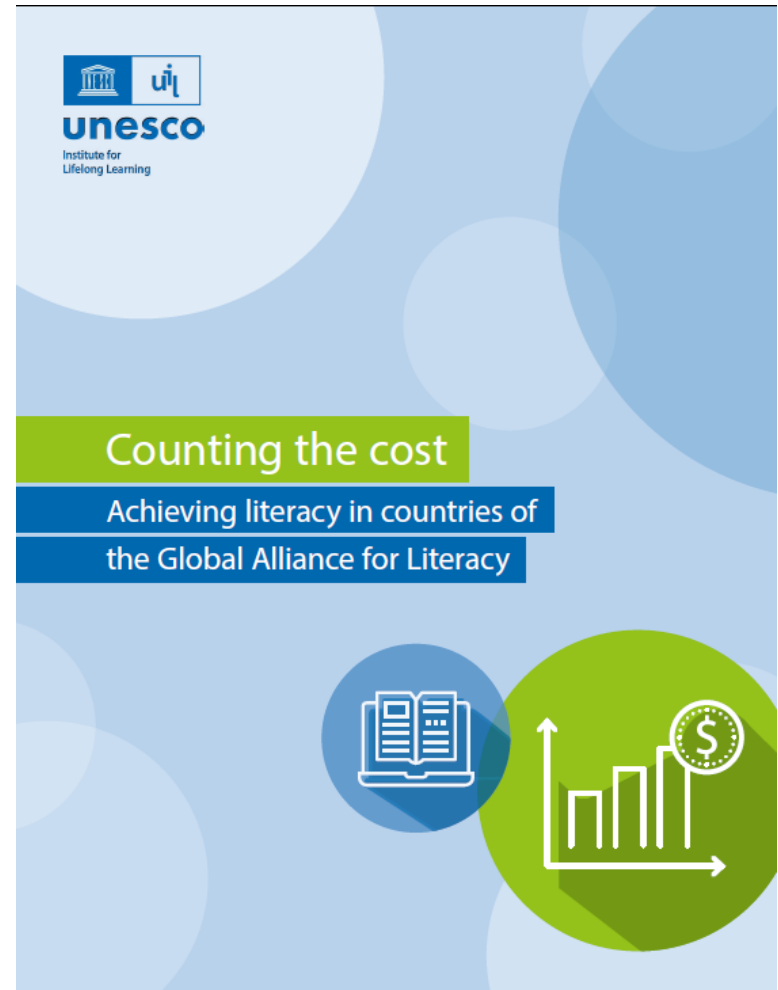
The way forward

Building data for the future of ALE

- How to bridge with Formal education?
- The nature of ALE
- Need for innovative data
- Designing appropriate tools
- Guidance and capacity building

Going beyond education

- Assessing the impacts of ALE
- Estimating the costs for inaction



Adult illiterate population (15+ years)

772,641,202

UIS, 2019

Thank you

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