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# Adult Learning and Education for Sustainable Development: UNESCO Perspectives and Frameworks

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**13th MELLearn Conference, Budapest (Hungary)**

**20 April 2017**



## 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



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# SDG in the global context

SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

## Transforming our world: 2030 Agenda for Sustainable Development





# GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

## TARGET 4.3



By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

## TARGET 4.4



By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

## TARGET 4.5



By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

## TARGET 4.6



By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

## TARGET 4.7



By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

## TARGET 4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

## TARGET 4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

## TARGET 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



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# ALE Context (Europe)

**6 global trends with major implications**

**55 million adults** in European countries remain unable to deal with longer or more complex texts

(Source: PIAAC, 2013)



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# About Third Global Report on Adult Learning and Education ( GRALE III)

- Assesses Global progress in implementing the Belém Framework for Action (2009).
- Investigates the impact of Adult Learning and Education(ALE) on health and well being, employment and labour market, and social, civic and community life.
- Guides policy makers and practitioners.
- Shares lessons learned since GRALE I (2009) and GRALE II (2013).



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# 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% of UNESCO Members)
- Developed in partnership with UIS, GEM Report, WHO, ILO & OECD

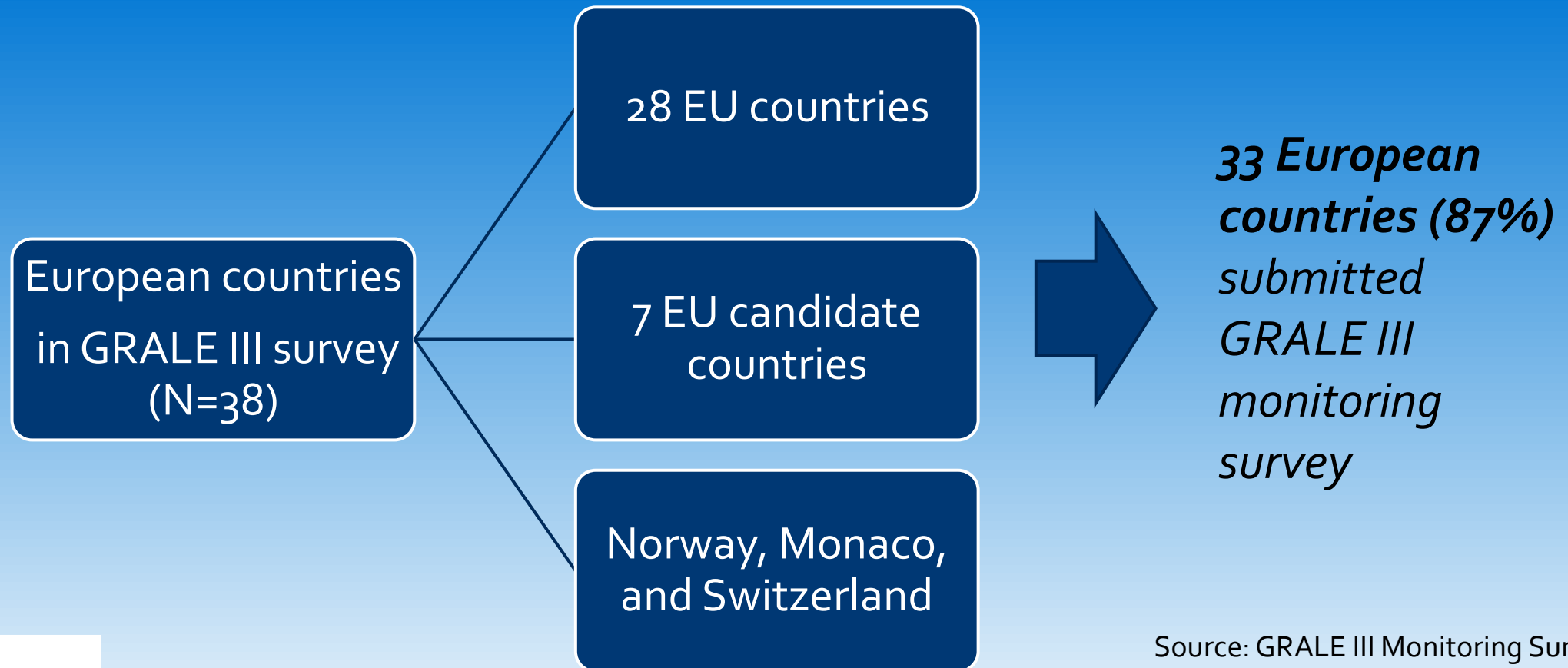


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# Participation in monitoring survey in European countries



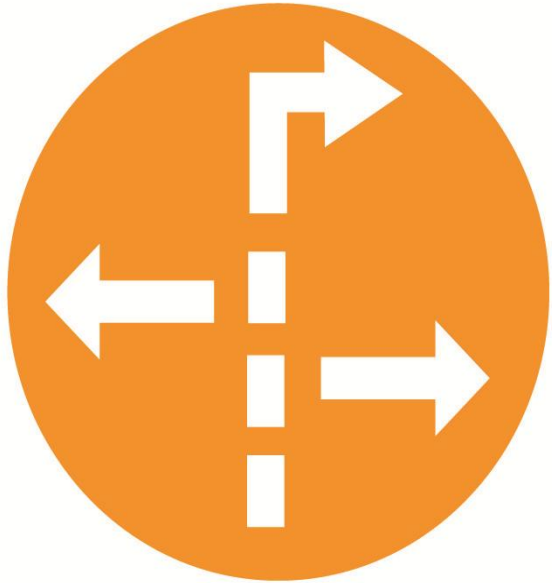
Source: GRALE III Monitoring Survey



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# Strengthening political commitment

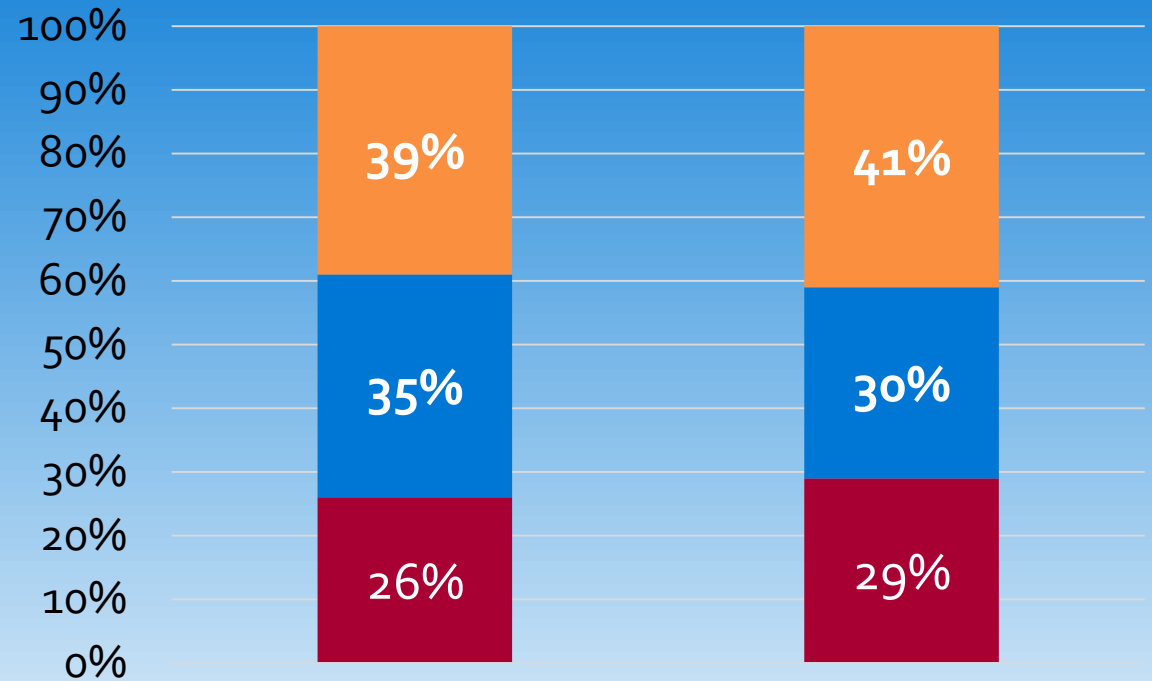


75%

of countries have significantly improved ALE policies since 2009.

**74 % of European countries** have made significant progress since 2009.

**74% of European countries** have a policy framework to recognise, validate and accredit informal and non-formal learning



European countries

World

■ No ■ Yes, since 2009 ■ Yes, before 2009



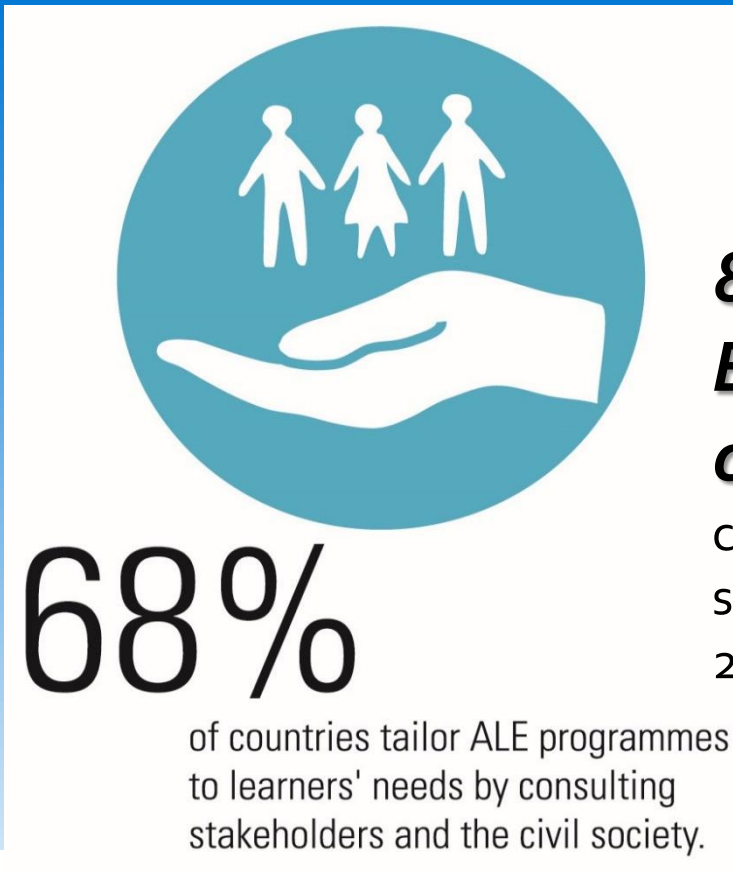
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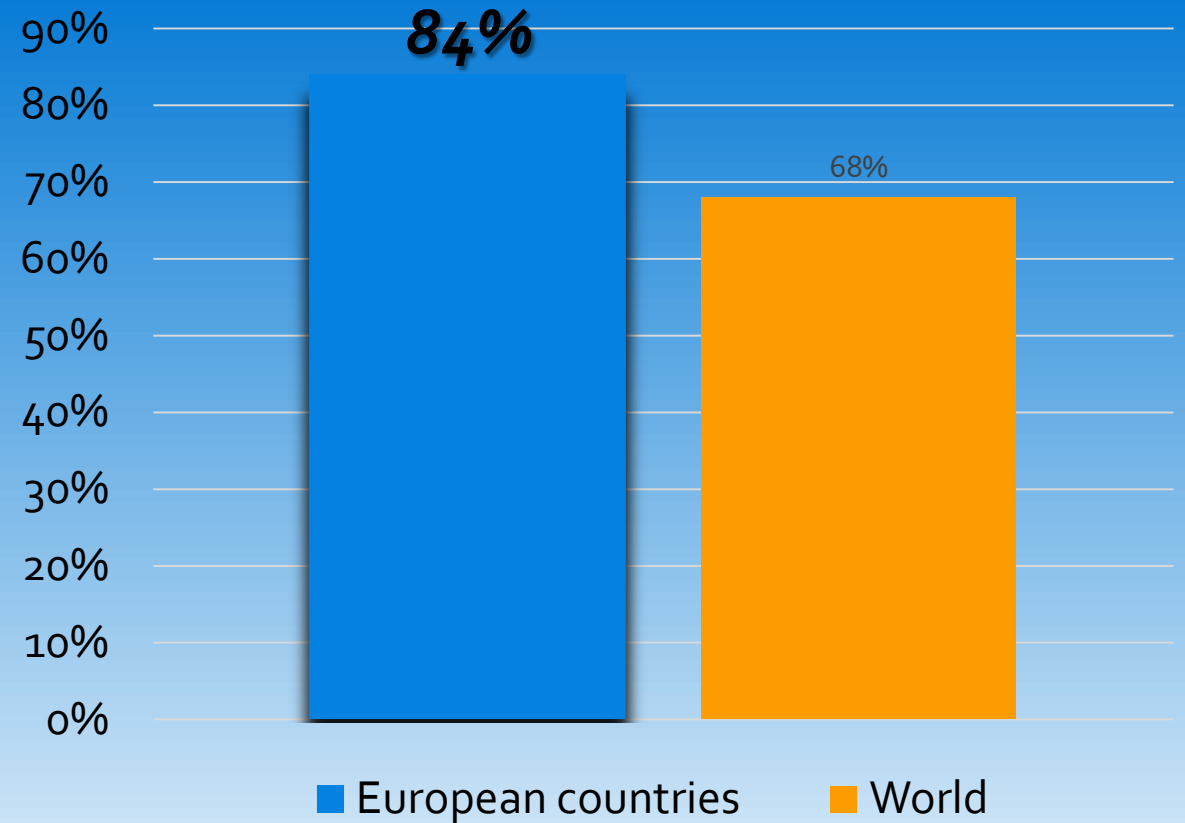
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# Making governance more effective



**84 % of European countries** have consulted stakeholders since 2009.



Source: GRALE III monitoring survey, Question 3.2: since 2009, has the government consulted stakeholders and civil society about the formulation , implementation and evaluation of ALE policies?



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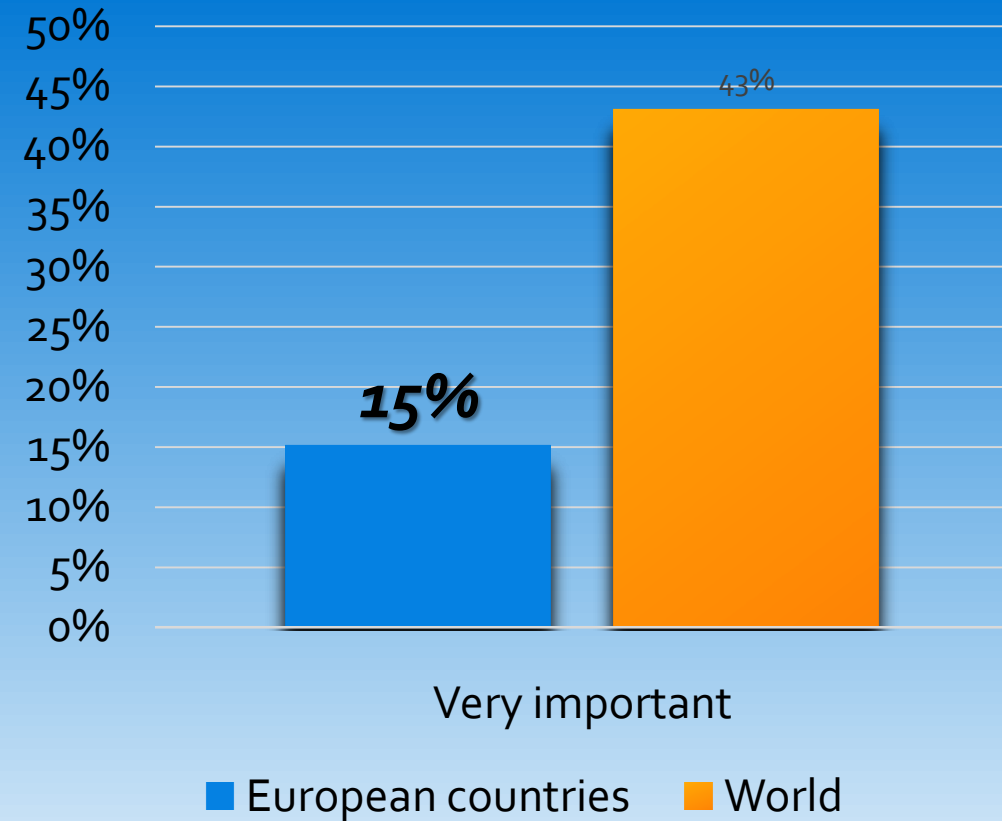


# Making governance more effective

- 87% of countries in Europe report that **interministerial coordination has become stronger** since 2009
- Only **three countries (15%)** say that poor collaboration prevents ALE from having greater impacts on health & wellbeing

However:

- 27 % of European countries have an interdepartmental coordinating body to promote ALE for health.



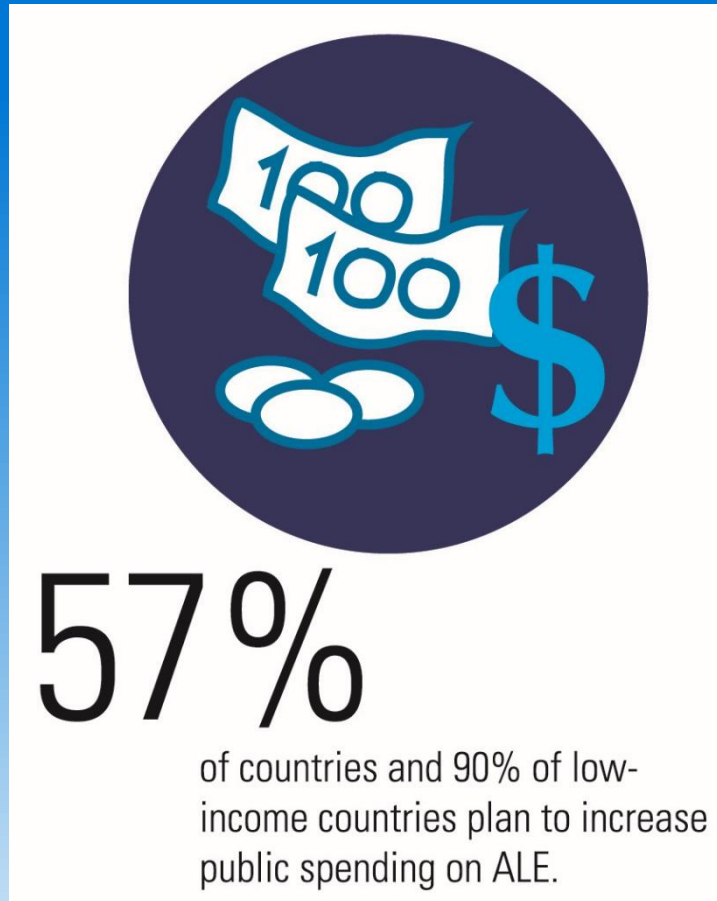
Source: GRALE III monitoring survey, Question 7.23: For your country, indicate how important poor collaboration are as factors influencing the effectiveness of ALE for health and well-being:



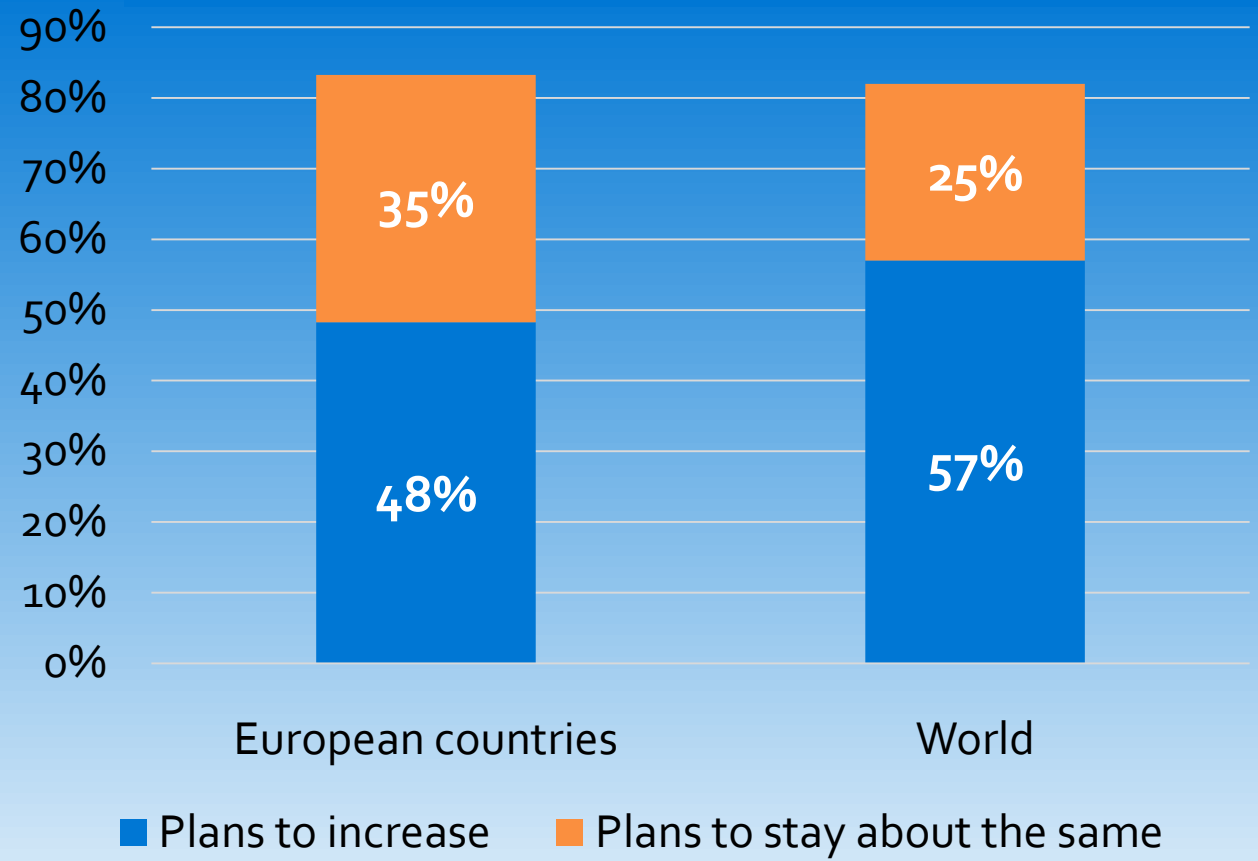
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# Ensuring adequate financing



## 48 % of European countries plan to increase public spending on ALE



Source: GRALE III monitoring survey, Question 4.3: Does the government plan to increase or decrease spending on ALE?



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# Ensuring adequate financing

Development of public spending on ALE as a proportion of public spending on education between 2009 and 2014

	Total number of countries	Increased	Stayed and same	Decreased	Do not know
World	129	46%	33%	13%	8%
European countries	28	39%	29%	11%	21%

## 11 European countries

increased the public spending on ALE between 2009-2014

## 3 European countries

decreased public spending on ALE between 2009-2014

## 8 European countries

did not change spending on ALE between 2009-2014

Source: GRALE III monitoring survey , Question 4.2; Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has ...increased /stayed about the same/decreased/Do not Know



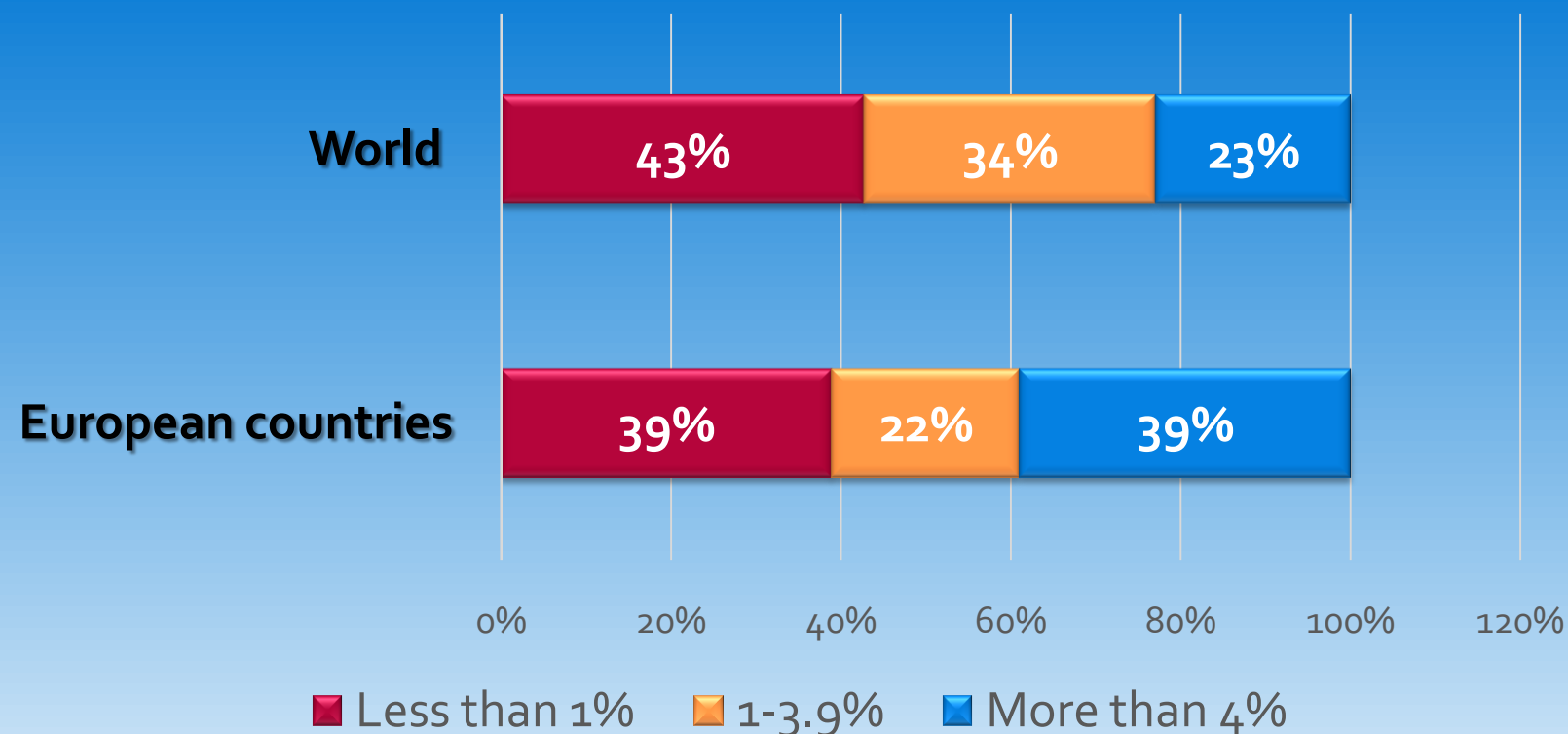
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# Ensuring adequate financing

Proportion of education budget spent on ALE



**39% of European countries** spend **more than 4%** of their public education budgets on ALE.



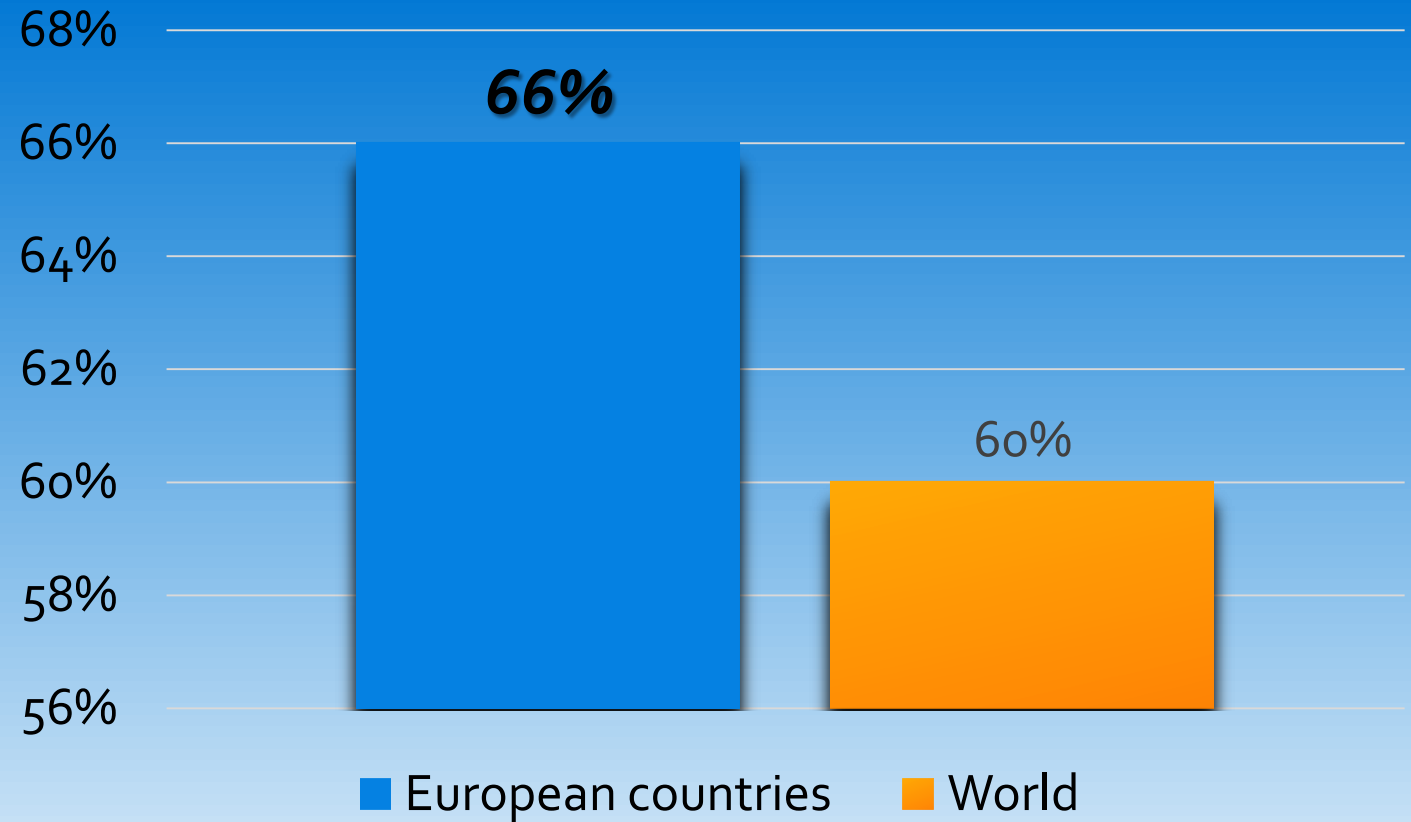
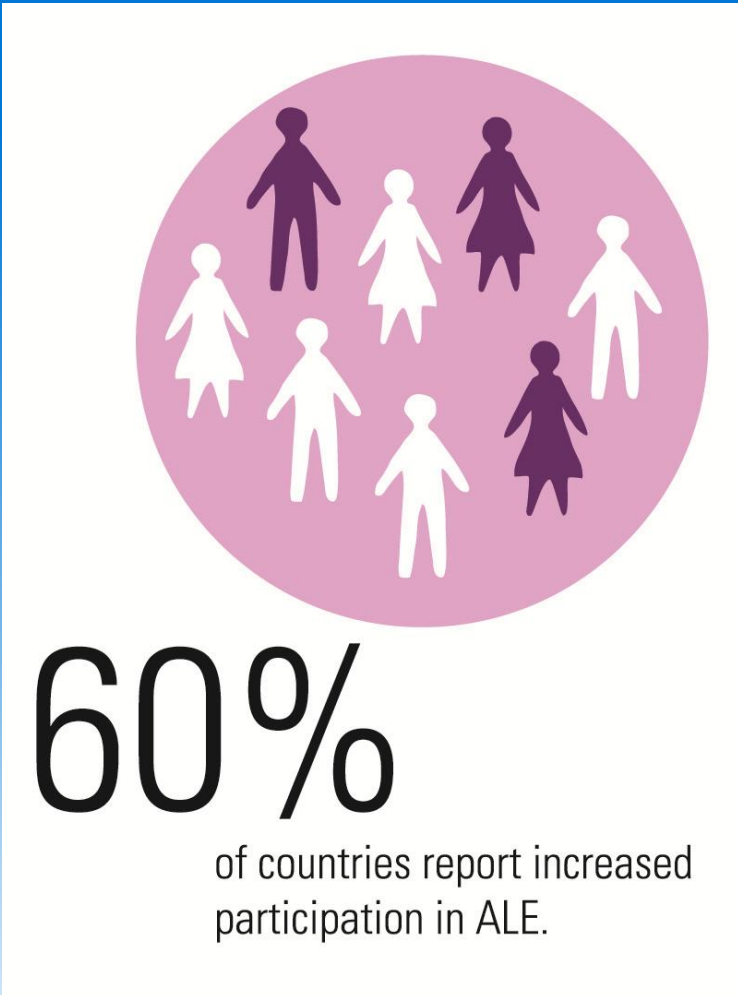
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Source: GRALE III monitoring survey , Question 4.1; What percentage of public education spending currently goes to ALE?



# Broadening access and participation



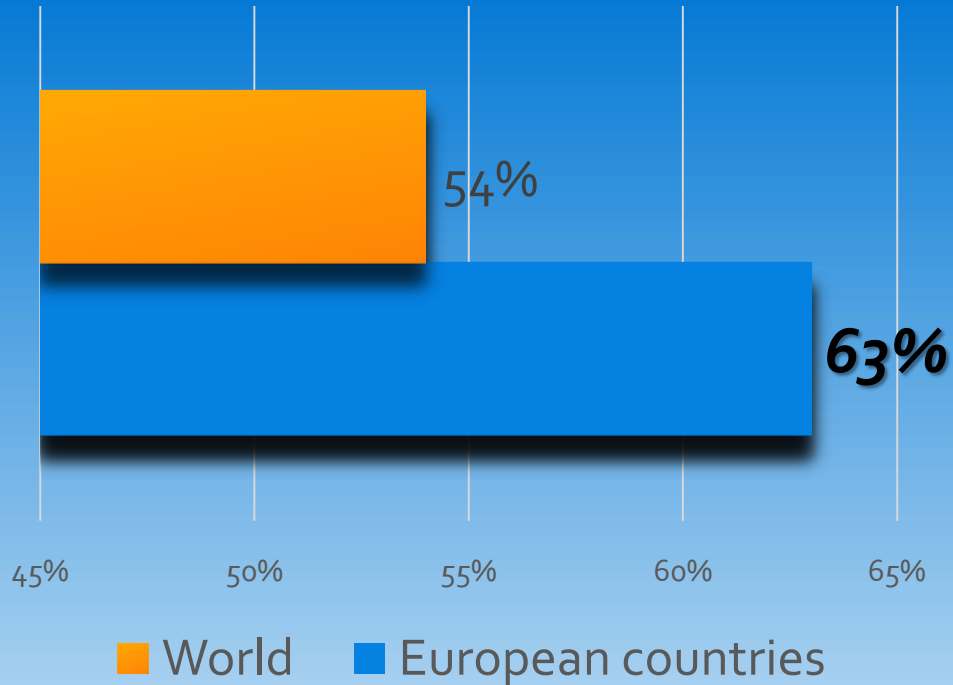
Source: GRALE III monitoring survey, Question 5.1: Since 2009 and for the adult population overall, the participation rate(%) in ALE has...increased /stayed about the same/decreased/Do not Know



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# Broadening access and participation



*Women participate more*

*(Source: GRALE III monitoring survey, Question 5.2)*

**63% of European countries** say that women participate more than men.

## Too many Europeans remain excluded from ALE.

- 61% of European countries provided no estimates on participation of minority groups
- 64% did not report on adults with disabilities
- 54% did not report on adults in rural and remote areas



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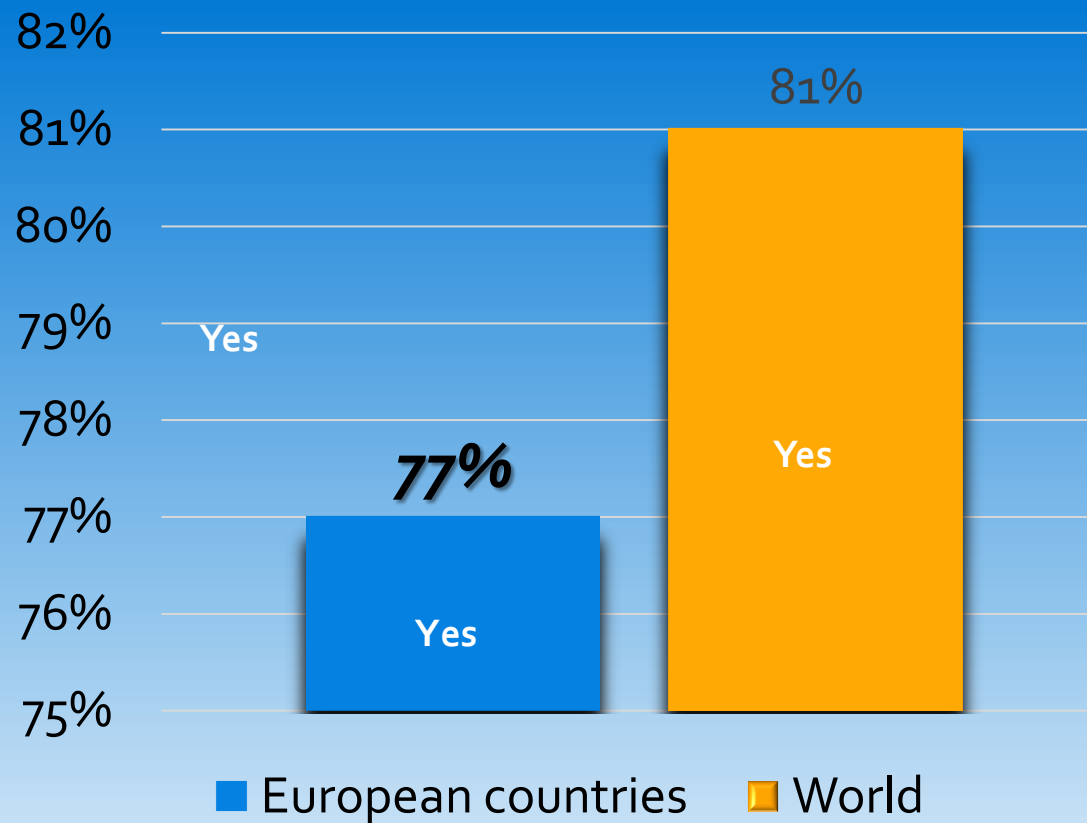


# Improving the quality of ALE



81%

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



**77 %**  
of European countries provide pre-service and in-service training for ALE educators and facilitators

**Note:** Total of 31 countries answered question 6.2.



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Source: GRALE III monitoring survey , Question 6.2; Are there initial, pre-service education and training programmes for ALE teachers/facilitator in your country?

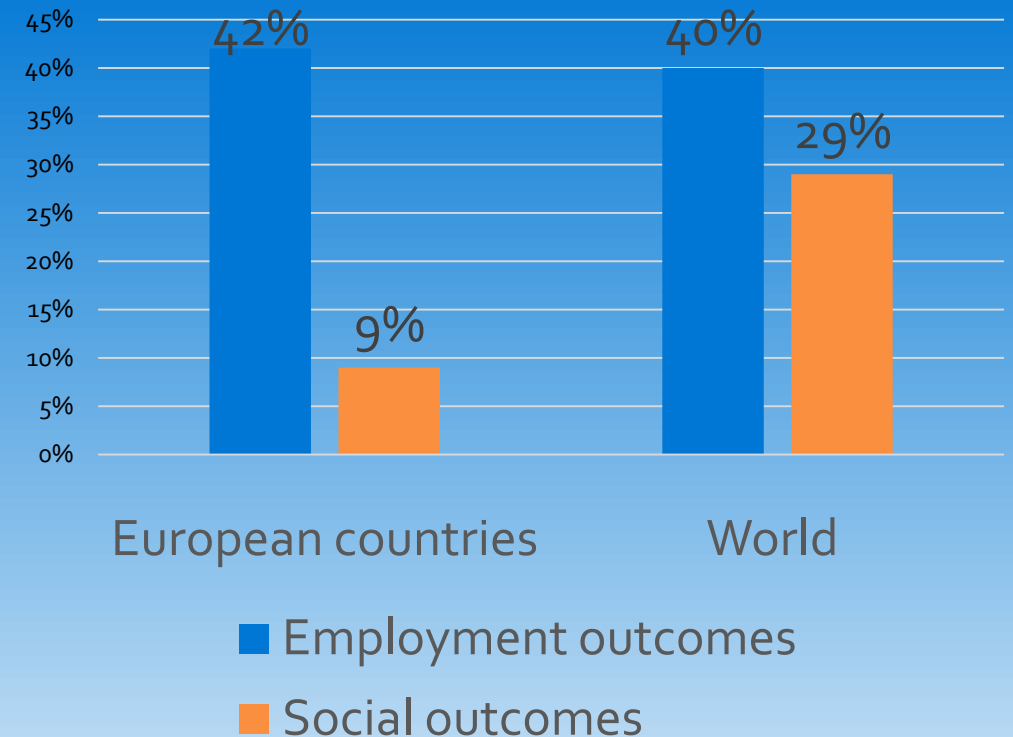
# Improving the quality of ALE

## Most European countries gather administrative information:

- 58% have info on completion rates
- 67% have info about certification

## Too much emphasis on employment in Europe

- 42% track employment outcomes
- 9% track social outcomes (e.g. health)



Source: GRALE III monitoring survey, Question 6.1: Does your country systematically collect information about the following ALE outcomes?

# ALE benefits individuals, employers & societies



HEALTH &  
WELL-BEING

**Healthy behaviours & attitudes**  
**Longer life expectancy**  
**A reduction in lifestyle diseases**  
**Lower costs for acute healthcare**



LABOUR MARKET &  
EMPLOYMENT

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



SOCIAL, CIVIC &  
COMMUNITY LIFE

**Literacy & numeracy**  
**Life skills such as resilience & self-confidence**  
**Tolerance of diversity**  
**Attention to the environment**  
**Social cohesion**  
**Political participation**



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# ALE benefits individuals, employers & societies



## HEALTH & WELL-BEING

36 % of countries agree that ALE substantially contributes to personal health & wellbeing



17 % of countries in Europe states agree that ALE substantially contributes to personal health & wellbeing



## LABOUR MARKET & EMPLOYMENT

42 % of countries agree that ALE contributes "a great deal" on employability and labour markets



Almost 44% of countries in Europe agree that ALE contributes "a great deal" on employability and labour markets



## SOCIAL, CIVIC & COMMUNITY LIFE

46% of countries acknowledge lots of benefits of ALE for the society and community area



19% of the European countries share this view.



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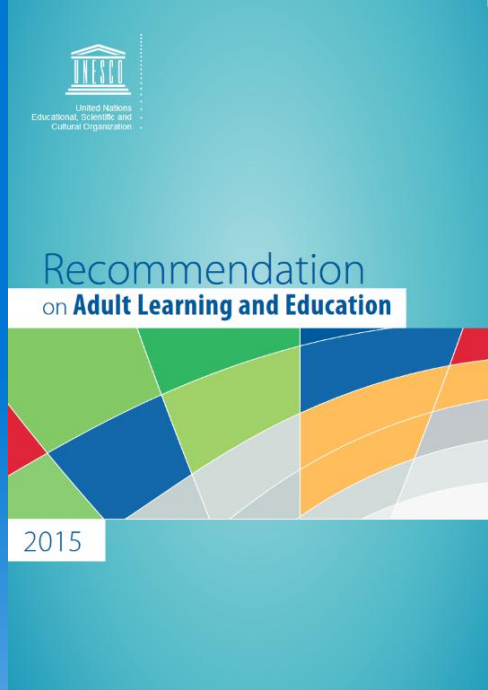
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# The UNESCO Recommendation on Adult Learning and Education 2015 (RALE)

*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.*

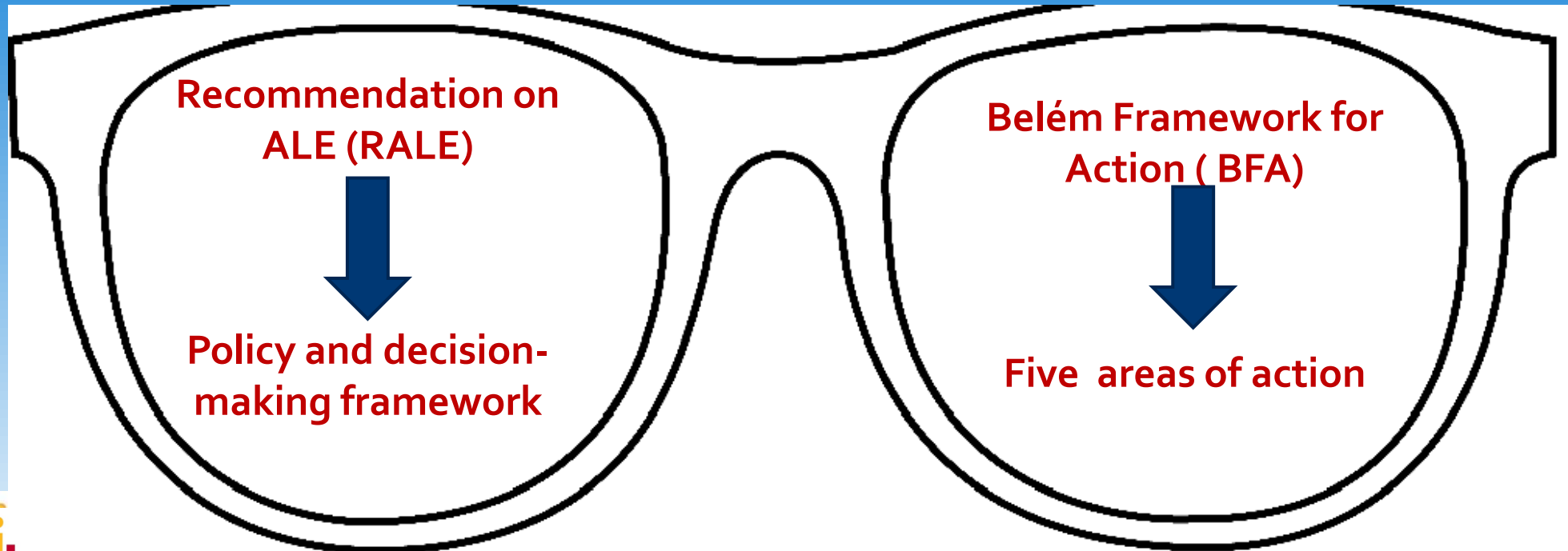
**RALE §1**

- ✓ Defines ALE
- ✓ Spells out **6 ALE objectives**
- ✓ Identifies **3 fields of learning**
- ✓ Covers **5 areas of action**
- ✓ Adopted at 2015 UNESCO General Conference
- ✓ Provides guidance for policy makers & practioners



# ALE Monitoring Frameworks

**GRALE is a monitoring tool**, much like a pair of glasses, with which we can look at the international scene of ALE through two lenses.



# A new 2030 vision for lifelong learning

*"Lifelong learning opportunities for all"*

*"All youth and adults, especially girls and women, achieve relevant and recognized functional literacy levels and acquire life skills, and that they are provided with adult learning, education and training opportunities"*

2015 Incheon Declaration

The 2030 Agenda for Sustainable Development:

- explicitly identifies adults as learners
- addresses ALE in specific targets
- reflects priorities identified in the UNESCO Recommendation on ALE
- recognises the formal, informal and non-formal forms of ALE



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# 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 lifecycle.**
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.**



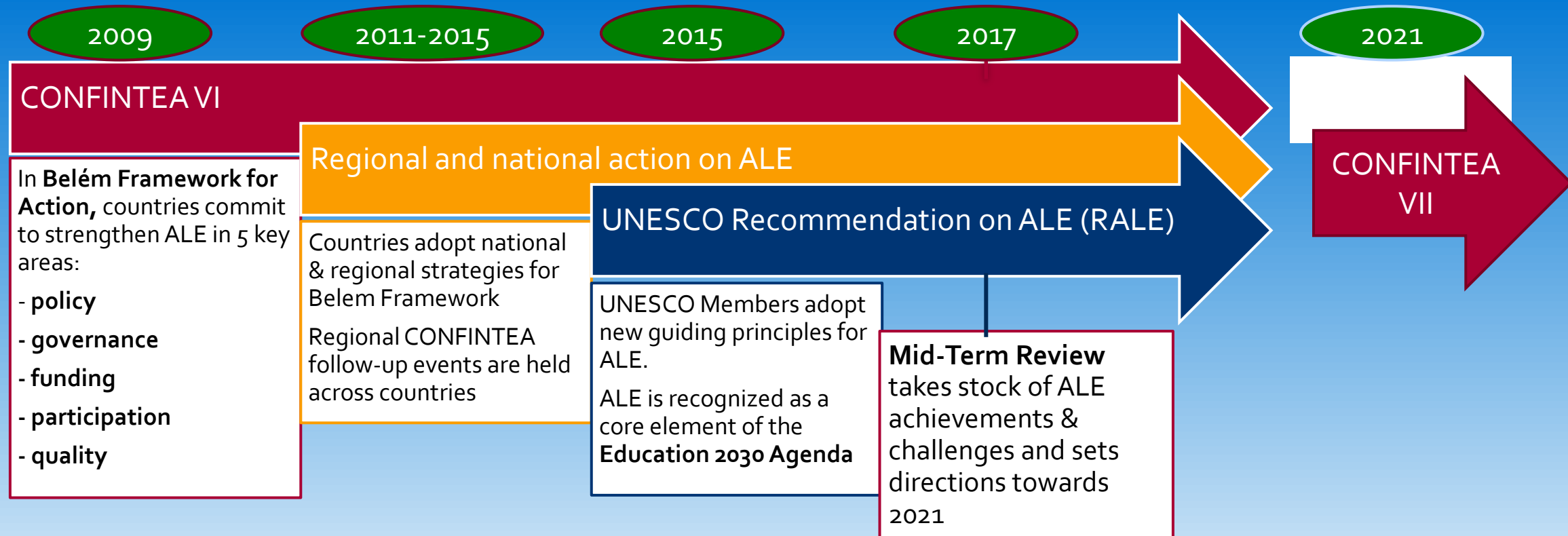
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# CONFINTEA Process



Global Reports on Adult Learning and Education monitor progress and recommend ways forward



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GRALE I (2010)

GRALE II (2013)

GRALE III  
(2016)

GRALE IV  
(2019)

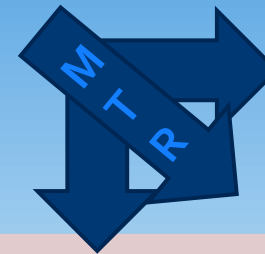
# CONFINTEA VI Mid-Term Review

Inter-sectoral Approach to ALE

Regional follow-up meetings and regional reports

Take stock of progress concerning implementation of the Belém Framework for Action and initiate a policy dialogue on Adult Learning and Education (ALE) in the context of the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action.

## CONFINTEA VI



2009

2015



2016

2017

## CONFINTEA VII

GRALE I

2010

GRALE II

2013

GRALE III

2016

GRALE IV

2019

2021



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# Main topic of discussions



Cross-cutting issues:

- Inter-sectoral Approach to ALE
- Relevance of ICT for all five areas of action
- Best practices in the ALE
- The relationship between SDG4 and the other goals

Outcome Document

# Thank you!



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

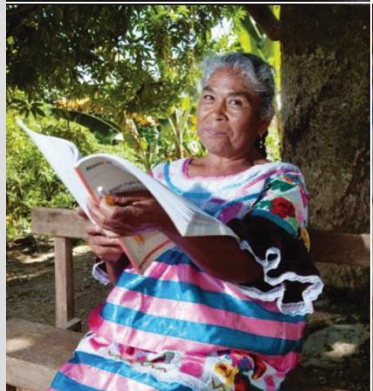
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<http://uil.unesco.org/grale>  
for GRALE III analysis, survey  
responses, case examples and data.