1И//805704К(039)

4th GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

LEAVE NO ONE BEHIND: PARTICIPATION, EQUITY AND INCLUSION

United Nations
Educational, Scientific and
Cultural Organization

UNESCO Institute
for Lifelong Learning

CONTENTS

Introduction to the report 12

Key messages 18

25

PART 1
MONITORING THE BELÉM FRAMEWORK FOR ACTION

Chapter 1	**Introduction**	27
	The *GRALE 4* survey	28
	A global snapshot	28
Chapter 2	**Policy**	33
	Where do we stand?	33
	How are we doing?	34
	Breaking it down	35
	Progress by learning field	38
	What we found out: Key findings on policy	39
Chapter 3	**Governance**	41
	Where do we stand?	41
	How are we doing?	42
	Breaking it down	42
	What we found out: Key findings on governance	48
Chapter 4	**Financing**	51
	Where do we stand?	52
	How are we doing?	52
	Breaking it down	57
	What we found out: Key findings on financing	58
Chapter 5	**Quality**	61
	How did we get here?	61
	Where do we stand?	63
	How are we doing?	63
	Progress by learning field	70
	What we found out: Key findings on quality	71

Chapter 6 **Participation, inclusion and equity** 73
How did we get here? 74
Where do we stand? 75
How are we doing? 75
Breaking it down 78
What we found out: Key findings on participation 80

Chapter 7 **Conclusion** 83

PART 2 87
FOCUS ON PARTICIPATION

Chapter 8 **Introduction** 89
Participation matters 89
How to read Part 2 of the report 90

Chapter 9 **Understandings of ALE, issues around measurement and an overview of participation** 93
A new vision of adult learning and education 93
Overview of participation 109

Chapter 10 **Patterns of inequality and exclusion** 123
Reaching the target groups 123

Chapter 11 **What are the barriers preventing participation in ALE?** 153
Situational barriers 153
Institutional barriers 155
Dispositional barriers 156
Conclusion 157

Chapter 12 **Addressing barriers to participation** 159
Creating awareness of ALE 159
Public support for vulnerable groups 160
Addressing the impact of work on exclusion from ALE 162
Inadequate provision of ALE 163
Conclusion 166

Chapter 13 **Lessons learned** 169
Member States' actions need to be driven by a new understanding of ALE 169
There is a lack of global and country-level data on participation in ALE 169
Participation is increasing but there are substantial regional and national variations 169
Employer-supported ALE is redefining the ALE landscape 169
Reaching key target groups remains a fundamental issue 170
Structural factors and socio-economic inequalities are major barriers 170
We must raise awareness of ALE and increase resources, ensuring no one is excluded 170
Enhancing ALE for democracy and active citizenship is essential 171
A final word 171

CONCLUSION 173
ACHIEVING THE POTENTIAL OF ALE FOR ALL

ALE and the 2030 Agenda for Sustainable Development 174
Strengthening the knowledge base 176
Towards CONFINTEA VII 177

References 178

Annex 192
List of countries

List of figures

1.1 Overall progress on ALE policy since 2015 34
1.2 Public education spending on ALE 53
1.3 Global rates of priority in ALE spending on key groups 57
1.4 Overall participation rates in ALE globally based on actual figures 77
1.5 Reported changes in ALE participation for different groups since 2015 78
1.6 Reported changes in ALE provision for different groups since 2015 79
2.1 Percentage of countries per region with a specific taskforce, working group, office or other mechanism for implementing RALE 98
2.2 Percentage of countries in which there has been an increased emphasis on the areas of action set out in RALE since its inception in 2015 99
2.3 Percentage of countries per region in which there has been an increased emphasis on the respective areas of action set out in RALE 99
2.4 Increases in participation rates in relation to improvements in areas of action 110
2.5 Participation in employer-sponsored adult education and training lasting five days or longer 112
2.6 Participation in employer-sponsored adult education and training by GDP (nominal) 112
2.7 A Access to primary adult education programmes in Latin America and the Caribbean 113
2.7 B Access to secondary adult education programmes in Latin America and the Caribbean 114
2.8 Long-term changes in participation in Sweden 115
2.9 Annualized growth rate of employer-supported and overall adult education between PIAAC (2012–2015) and IALS (1990s) 116
2.10 Participation in purposeful learning over a 12-month period by setting, EU-28 averages 118
2.11 Qualifications attained via formal adult education, OECD averages 119
2.12 Participation in adult education programmes compared to total enrolment in Latin American and Caribbean countries, 2010 120
2.13 Participants in literacy programmes as a percentage of the illiterate population, by country 121
2.14 How do literacy rates for men and women compare across regions? Adult literacy rates, by region and sex, 2016 124
2.15 Female percentage of participants in literacy programmes, Latin American and Caribbean countries, 2010 126
2.16 Participation in literacy and non-formal programmes in selected Southeast Asian countries, by sex 127
2.17 Likelihood (odds ratio) of women vs men (men's odds ratio = 1.0) participating in employer-supported ALE in selective countries 127
2.18 Literacy in urban and rural Kenya 130

2.19 Literacy rate for age groups by gender and location in Bangladesh (2015), Bhutan (2012), Nepal (2016) and Pakistan (2014) 131
2.20 Participation rate in ALE during a 12-month period, by degree of urbanization, EU-28 134
2.21 Distribution of SkillsFuture credit utilization, by age group, 2016 140
2.22 Increase in participation 2007–2016 in non-formal job-related and employer-supported ALE in the EU 141
2.23 Likelihood of participating in employer-supported ALE for five days or longer by literacy level. Adjusted odds quote for selected countries. The adjusted odds quote for those with the lowest literacy level (1) is set to 1 148

List of boxes

1.1 Recommendation on Adult Learning and Education 27
1.2 Policy in the BFA 33
1.3 The case of Poland: Increasing stakeholder involvement 36
1.4 Policy implementation in Italy 37
1.5 Education for All strengthens non-formal education in Guatemala 37
1.6 Governance in the BFA 41
1.7 Increased stakeholder participation in ALE governance in Hungary: Sectoral skills councils 44
1.8 Monitoring interventions in Uganda 44
1.9 Skills forecasting in Estonia 45
1.10 Decentralization at the local/city level in China 47
1.11 Decentralizing management through inter-sectoral coordination in Oman 48
1.12 Financing in the BFA 51
1.13 Fund reprogramming in Brazil 55
1.14 Using the unemployment insurance system to promote ALE in Germany 56
1.15 Improvement in ALE financing in the Republic of Korea: Lifelong learning initiatives 59
1.16 Quality in the BFA 61
1.17 Assessing learning outcomes from ALE provision in New Zealand—the ACE Learner Outcomes Tool 65
1.18 Developing quality criteria for teaching methodologies in ALE provision in Germany: The GRETA standards 67
1.19 Fair access in the BFA 73
1.20 Tracking participation and sharing good practice 74
2.1 Measuring and monitoring the progress on SDG indicator 4.6.1 within the framework of the Global Alliance to Monitor Learning 107
2.2 Literacy Project for Girls and Women using ICTs (Senegal) 128
2.3 Pink Phone (Cambodia) 129
2.4 Civic Education Information Service for Female Iraqi Leaders (Iraq) 129
2.5 Lifelong learning for farmers (L3F) initiative 132
2.6 Learning and Earning in Cairo's Garbage City (Egypt) 133
2.7 ALE for women in Yemen 137
2.8 Kirikhan Community Centre 137
2.9 Education for the elderly in China 139
2.10 Singapore: Addressing the exclusion of older workers 139
2.11 WHO on older adults' abilities to learn, grow and make decisions 141
2.12 Senior Active Learning Centres in Thailand 142
2.13 AdulTICoProgram (Colombia) 143
2.14 Clare Family Learning (Ireland) 149
2.15 Investing in people's capabilities 163
2.16 The Danish flexicurity scheme 163

List of tables

1.1	Participation of countries in *GRALE 4*, globally, by region and by income group	29
1.2	Responding ministries for the *GRALE 4* survey	30
1.3	Stakeholders' involvement in national progress report for *GRALE 4*	31
1.4	Progress in the field of ALE with respect to different policy processes	35
1.5	Policy processes with respect to ALE	38
1.6	Overall improvement in the governance of ALE in countries since 2015	42
1.7	Global disaggregated reporting on ALE governance by countries	43
1.8	Changes in public spending on ALE as a proportion of public education spending	52
1.9	Proportion of countries that have introduced new mechanisms or sources of funding for ALE since 2015	54
1.10	Proportion of countries reporting improvement in the quality of ALE since 2015	63
1.11	Progress in developing quality criteria for curricula and assessment in ALE since 2015	64
1.12	Progress in developing learning materials and teaching methodologies since 2015	66
1.13	Progress in pre-service training and employment conditions since 2015	68
1.14	Progress in the quality of ALE with respect to RALE fields since 2015	70
1.15	Changes in overall participation rates in ALE since 2015	75
1.16	Monitoring of participation rates based on actual figures	76
1.17	Participation rates by region, based on actual figures	77
1.18	Changes in participation according to fields of learning since 2015	79
2.1	The RALE typology, by levels, types and areas	96
2.2	Countries by region that reported the essential points of RALE (e.g. definition including the typology, scope, aims and objectives) to be reflected in legislation	97
2.3	Countries by region that reported the essential points of RALE (e.g. definition including the typology, scope, aims and objectives) to be reflected in education policies	97
2.4	Overview of the strengths and weaknesses of various data initiatives	104
2.5	SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Tier classification as of May 2019	105
2.6	Literacy rates of populations in different categories in Nepal (Annual Household Survey, 2014/2015)	125
2.7	2018 participation in the Republic of Korea in non-formal learning, by sub-learning areas and age	143
2.8	Participation in ALE during a 12-month period, by educational attainment, adjusted percentages	147
2.9	Barriers to participating in and completing literacy programmes in Kenya	154
2.10	Participation in ALE among the unemployed and those with low educational attainment, and distribution of funding between stakeholders	161