758 million adults remain unable to read or write a simple sentence.
Key facts about the survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71%)
- developed in partnership with UIS, GEM Report, WHO, ILO & OECD
71% of countries have a policy framework to recognise, validate and accredit informal and non-formal learning.

75% of countries have significantly improved ALE policies since 2009.
Making governance more effective

90% of countries report that interministerial coordination has become stronger since 2009

However:
- only 33% of countries have an interdepartmental coordinating body to promote ALE for health.
- 35% say that poor collaboration prevents ALE from having greater impacts on health & wellbeing.
Ensuring adequate financing

42% of countries spend less than 1% of their public education budgets on ALE.

57% of countries and 90% of low-income countries plan to increase public spending on ALE.
Broadening access and participation

The gender gap appears to be declining: 44% of countries say that women participate more than men.

Too many people remain excluded from ALE.

- 62% of countries provided no estimates on participation of minority groups
- 56% did not report on refugees
- 46% did not report on adults with disabilities

Almost 1 in 5 countries say they have no information on how participation rates have improved.
Improving the quality of ALE

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)
ALE benefits individuals, employers & societies

**HEALTH & WELL-BEING**
89% of countries agree that ALE contributes “a great deal” to personal health & wellbeing

**LABOUR MARKET & EMPLOYMENT**
More than 50% of countries agree that ALE has a positive effect on employability and labour markets

**SOCIAL, CIVIC & COMMUNITY LIFE**
2/3 of countries say that literacy programmes help develop democratic values, peaceful co-existence and community solidarity
ALE is anchored in the 2030 Agenda

- explicitly identifies adults as learners
- addresses ALE in specific targets

4.3, 4.4 (vocational skills) 4.5 (gender) 4.6 (literacy/basic skills) 4.7 (active/global citizenship skills)

- reflects priorities of UNESCO: Recommendation on ALE
- recognises formal, informal and non-formal ALE
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 lifecourse.

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.
First Part: Monitoring BFA & RALE

Second Part: Basic concepts of participation
Focus on concepts of measurement and measurement outcomes
ALE in the 2030 Agenda
Thank you!

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