

# **Key Results of the GRALE 2 (Rethinking Literacy) and its Implications for Action at the Pan European Level**

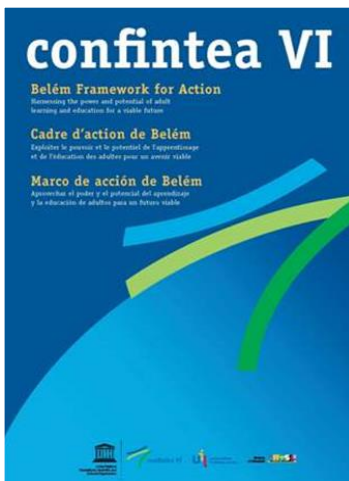
**Presented at the Joint conference to implement the Renewed European Agenda for Adult Learning and follow-up on CONFINTEA VI  
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# Background and objectives

## Sixth International Conference on Adult Education (CONFINTEA VI) in Belém, Brazil, Dec 2009

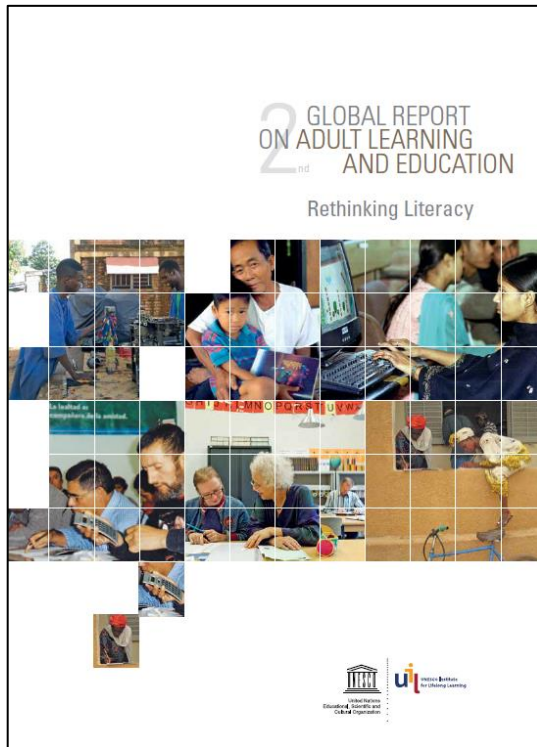
- Adult learning and education's as part of lifelong learning for sustainable development, peace and democracy
  - Literacy as the foundation of lifelong learning
- *Belém Framework for Action*: produce GRALE every three years



To demonstrate progress and present developments since CONFINTEA VI

To offer governments the opportunity to check whether they are moving into the right direction

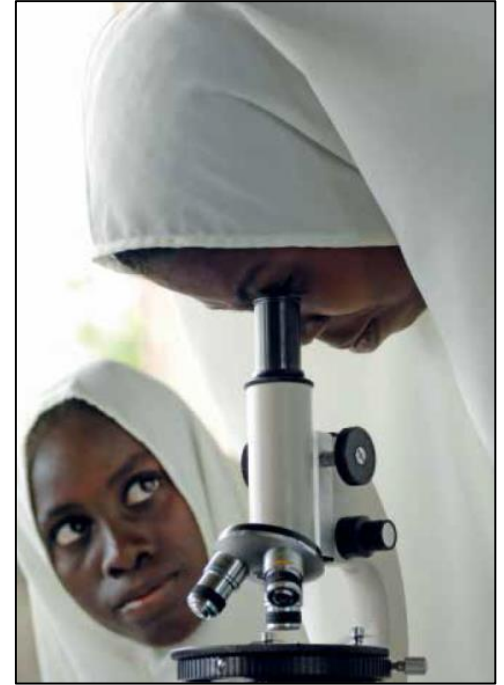
# Based on 141 reports and secondary literature (**42 national reports from Europe and North America**)



- Literacy as a foundation for adult learning and education
- Promoting adult education policy within a lifelong learning perspective
- Putting governance structures and processes in place
- Financing adult learning and education
- Expanding participation and provision in adult education
- Ensuring quality in adult education

# Literacy

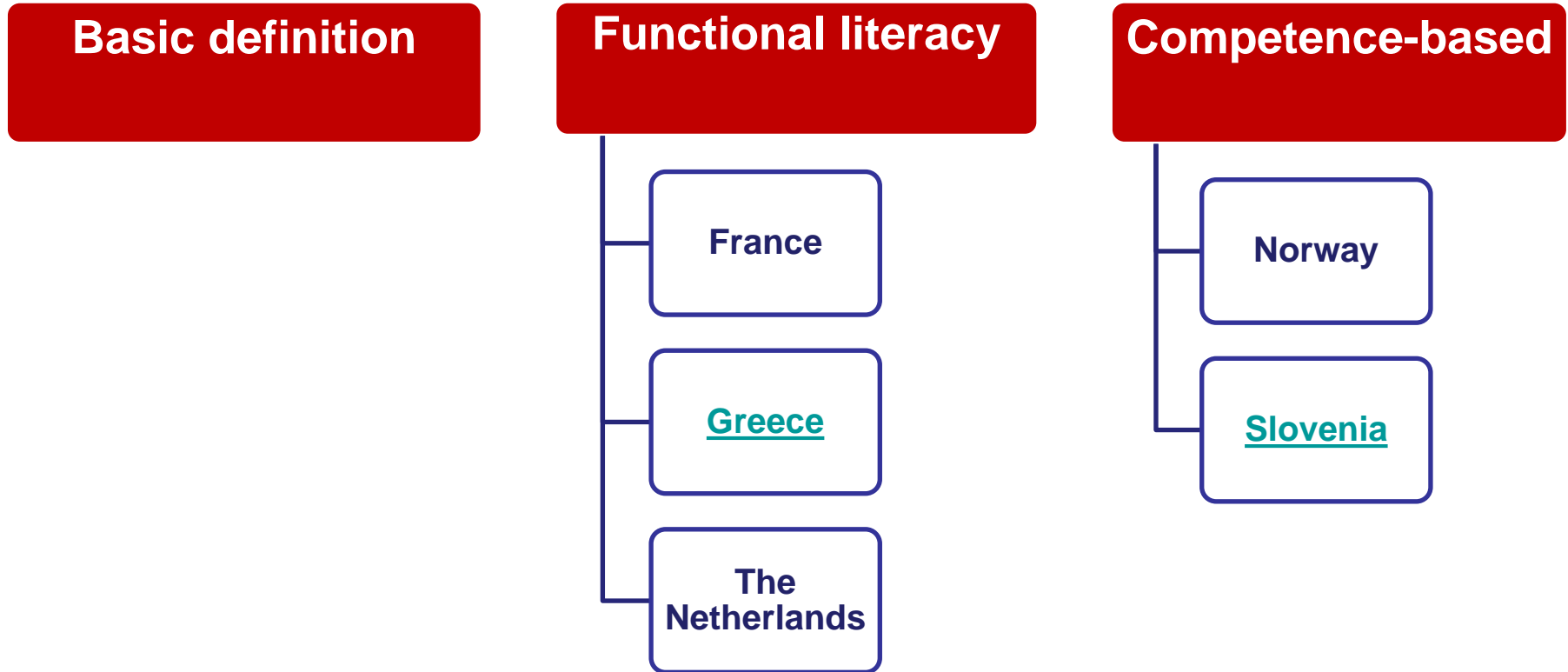
- Different definitions
  - Different ways of measurement
- 
- Rethinking literacy
  - Context-specific and relevant, affordable and comparable literacy measurements



# PIAAC Definition of Literacy

- the ability to **understand, evaluate, use and engage** with written texts
- **range of skills** from the **decoding** of written words and sentences to the **comprehension, interpretation, and evaluation** of complex texts.
- to **participate** in society, **achieve** one's goals, and **develop** one's knowledge and potential.

# Literacy definitions in Europe and North America

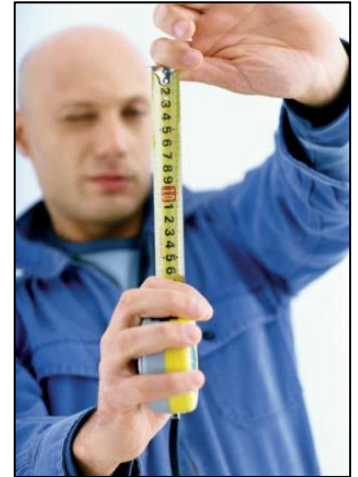


**In the European Conference on Literacy in 2005 (Lyon, France)- shift to competency-based approaches from skills perspective.**

# Policy

- Adult education is reduced either to adult literacy or vocational training and skills development
- Lifelong learning is equated with adult education

Lithuania as example of  
LLL policy



# Governance

- Involvement of state (different sectors), civil society and other stakeholders require mechanisms for working together
  - Capacity-building activities (building partnerships, working with community) need to be more systematic and long-term
- ❖ Mixed involvement of governmental and non-governmental institutions





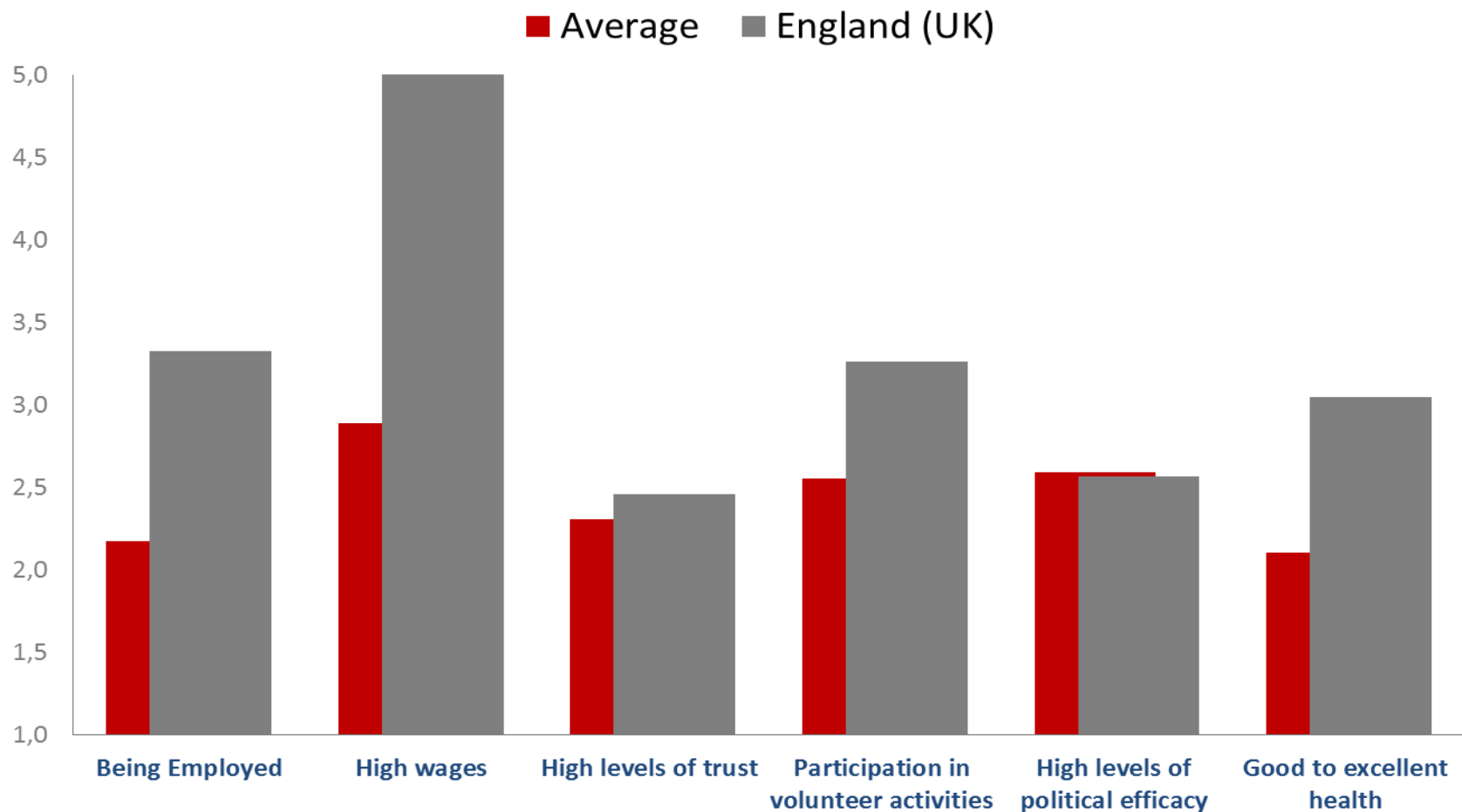
# Financing

- Limited availability of data and under-reporting of investment
- Need more evidence on the wider benefits of learning



- ❖ Available data on financing of adult education: 25 countries (Malta, USA, Estonia)
- ❖ Available data on financing of adult literacy: 9 countries (Ireland, Hungary, Macedonia)

# Likelihood of positive social and economic outcomes among highly literate adults (PIAAC, 2013)



# Participation & provision

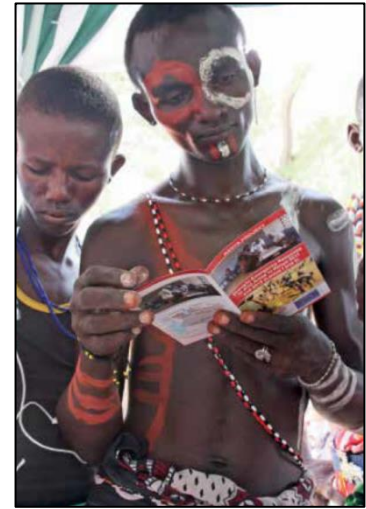
- Governments provide for a wide range of adult education programmes beyond literacy
- There are many barriers for participation but no comparable global data is available

❖ Thirty-one out of forty countries provide literacy, TVET and life skills/health issues in the public sector



# Quality

- Several countries have developed national qualification frameworks (NQFs), but with different focus (TVET or higher education)
- The status, conditions of employment, remuneration of adult education staff is below those of personnel in other education and training sectors



## Pre-service training programmes

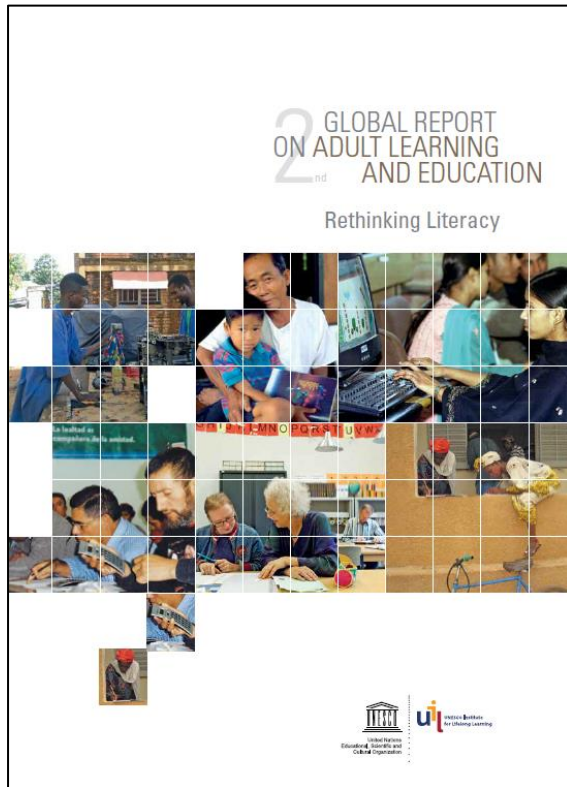
### Adult education (14 countries)

Luxembourg, Poland, Slovakia,  
Portugal

### Adult literacy (13 countries)

Scotland, Turkey, Montenegro,  
Spain

# Way forward: Still need to strengthen adult education sector



More follow-up work needed in :

- clarifying concepts
- sharpening frameworks
- integrating into development strategies and plans
- culling lessons from existing measurement practices
- building capacities

# MORE persistent ACTION

CONsistency in use of terms,  
perspectives, implementing policies,  
using evidence in improving policies  
and programmes

FINancing of provision for low-skilled,  
those who are not participating

TEAchers need to trained and  
retrained





**Thank you for your attention.**