The Impact of Adult Learning and Education on Employment and the Labour Market (GRALE III)

Regional Workshop Development of TVET Policies Designed to Increase Skills for Employment and Entrepreneurship in the Asia-Pacific Region

23-24 May 2018, Tashkent, Uzbekistan

Ms Angela Owusu-Boampong, UNESCO Institute for Lifelong Learning
ALE is anchored in the 2030 Agenda

The 2030 Agenda:
- explicitly identifies adults as learners
- addresses ALE in specific targets
- reflects priorities identified in the Belem Framework for Action and Recommendation on ALE
  - literacy
  - continuing training and professional development
  - active citizenship
- recognises the formal, informal and non-formal forms of ALE
Key facts about GRALE III survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71% of UNESCO Members) 27 from Asia and Pacific
- developed in partnership with UIS, GEM Report, WHO, ILO & OECD
Strengthening political commitment

75% of countries have significantly improved ALE policies since 2009.

61% of the Asian countries have made significant progress since 2009.

76% of the Asian countries have a policy framework to recognise, validate and accredit informal and non-formal learning.
36% of countries in Asia Pacific had a policy framework to RVA before 2009 (Australia, Indonesia, Iran, Korea, Sri Lanka, Mongolia, New Zealand, Philippines, Thailand)

40% of countries in the Asia and the Pacific region developed a policy framework for RVA after 2009 (Armenia, Azerbaijan, Bangladesh, Bhutan, Georgia, India, Marshall Islands, Malaysia, Nepal, Uzbekistan)

24% have no policies for RVA (Micronesia, Kyrgyzstan, Niue, Pakistan, Palau, Viet Nam)
Making governance more effective (Asia Pacific)

92% of the Asian countries report that interministerial coordination has become stronger since 2009.

However,

Less than half of them have an interdepartmental coordinating body to promote ALE for health and

48% say that poor collaboration prevents ALE from having greater impacts on health & wellbeing.

65% of the Asian countries have consulted stakeholders since 2009.

68% of countries tailor ALE programmes to learners' needs by consulting stakeholders and the civil society.
Ensuring adequate financing

47% of Asian countries spend less than 1% of their public education budgets on ALE.

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

57% of countries and 90% of low-income countries plan to increase public spending on ALE.
60% of countries report increased participation in ALE.

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
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)

81% of countries provide pre-service and in-service training for adult educators and facilitators.
ALE has a positive impact on:

Company/organization success (39%)
- China, Republic of Korea, Marshall Islands, Micronesia, Philippines, Vietnam, Uzbekistan, Azerbaijan, Bangladesh, Sri Lanka, Georgia

Innovative capacity (29%)
- Indonesia, Malaysia, China, Bhutan, Maldives, Uzbekistan, Azerbaijan, Georgia

Adaptability to change (32%)
- Micronesia, Vietnam, Indonesia, China, Maldives, Uzbekistan, Azerbaijan, Armenia, Georgia

Inclusiveness in respect of disadvantaged groups (46%)
- Thailand, Philippines, Malaysia, Vietnam, China, Iran, Bangladesh, Sri Lanka, Bhutan, Maldives, Uzbekistan, Armenia, Georgia

- Skills & employability
- Higher wages
- Job satisfaction & commitment
- Greater productivity & entrepreneurship
- Tax revenues
42% of countries agree that the benefits of ALE on labor market and employment have been increasingly noted.

Almost 48% of countries in Asia and the Pacific agree with this.

Evidence for the impact of ALE on:

**Employability - Both women and men (61%)**
- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

**Performance in current job – Both women and men (64%)**
- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Pakistan, Armenia, Georgia

**Career prospects – Both women and men (64%)**
- New Zealand, Niue, Palau, Republic of Korea, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Nepal, Armenia, Georgia
Evidence for the impact of ALE on:

Employee salary levels – Both women and men (57%)
  - New Zealand, Niue, Palau, Marshall Islands, Indonesia, Thailand, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

Employee salary levels – Women (4%)
  - India

Job satisfaction, motivation and commitment to work – Both women and men (50%)
  - New Zealand, Niue, Palau, Indonesia, Philippines, Vietnam, China, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

Job satisfaction, motivation and commitment to work – No evidence (14%)
  - Marshall Islands, Thailand, Japan, Nepal
Evidence for the impact of ALE on:

Continuing professional and skills development leading to recognized certification or qualification – Both women and men (57%)
- New Zealand, Niue, Palau, Indonesia, Philippines, Vietnam, China, Thailand, Republic of Korea, Azerbaijan, Iran, Bangladesh, Sri Lanka, Bhutan, Armenia, Georgia

Continuing professional and skills development leading to recognized certification or qualification – Women (4%)
- India

Continuing professional and skills development leading to recognized certification or qualification – No evidence (11%)
- Marshall Islands, Japan, Nepal
Evidence for the impact of ALE on:

Since 2009, major surveys or studies in the country that assess the outcomes or results of ALE programmes for employment and the labour market:

Yes (46%)
- Thailand, Marshall Islands, Indonesia, Malaysia, Philippines, Vietnam, New Zealand, Republic of Korea, Azerbaijan, Bangladesh, Bhutan, Armenia, Georgia

No (29%)
- Japan, Micronesia, Niue, Sri Lanka, Uzbekistan, Pakistan, Nepal, India
## ALE: Perceived productivity effect

How strongly ALE policymakers perceive the effects of ALE on productivity and employment:

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Strong</th>
<th>Modest</th>
<th>No effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and basic skills</td>
<td>64%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>Initial vocational education and training</td>
<td>57%</td>
<td>29%</td>
<td>4%</td>
</tr>
<tr>
<td>Continuing vocational education and training</td>
<td>57%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>Informal workplace learning</td>
<td>50%</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>Company training</td>
<td>43%</td>
<td>32%</td>
<td>7%</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>32%</td>
<td>36%</td>
<td>4%</td>
</tr>
<tr>
<td>Advanced professional education</td>
<td>50%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Distance education and e-learning</td>
<td>43%</td>
<td>32%</td>
<td>4%</td>
</tr>
</tbody>
</table>
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
GRALE is a monitoring tool that may serve as a Glass to look in the international scene of ALE through two lenses:

- Recommendation on ALE (RALE)
- Belem framework of Action (BFA)

Policy and decision making framework

Five Areas of Action
Thank you!

http://uil.unesco.org/grale

for GRALE III analysis, survey responses, case examples and data.
ANNEX: GRALE Responses from Asia and Pacific

1. (Armenia)
2. Australia
3. Azerbaijan
4. Bangladesh
5. Bhutan
6. China
7. (Georgia)
8. India
9. Indonesia
10. Iran
11. Japan
12. Kyrgyzstan
13. Malaysia
14. Maldives
15. Marshall Islands
16. Micronesia
17. Mongolia
18. Nepal
19. New Zealand
20. Pakistan
21. Palau
22. Philippines
23. Republic of Korea
24. Sri Lanka
25. Thailand
26. Uzbekistan
27. Vietnam
(Turkey)