



Rapporteur Summary Template

Session title: **Data on Adult Education: Challenges and Opportunities**

Time: 16:00

Organizers (and co-organizers if relevant): **UNESCO Institute for Lifelong Learning and the Section of Youth, Literacy, and Skills Development at UNESCO Headquarters**

Name and organizations of the Rapporteur: Mari Yasunaga (Rapporteur), ED/PLS/YLS, UNESCO with Nicolas Jonas, UIL

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Guidance:

- Thank you for accepting to be Rapporteur during the 2024 Conference on Education Data and Statistics – Engagement Day.
- Kindly use the below template to share your **consolidated summary in ENGLISH**.
- This summary will be used for at least two purposes: (1) to prepare a report for the Rapporteur to report to the conference; (2) to prepare a detailed meeting report after the conference.
- The Rapporteur is requested to transmit their notes to **the Organizer**, within 4 hours after each session ends.

1. Please provide a summary or key points for each of the following elements:

Key topics in-focus

- How different aspects of adult education and learning (ALE) are monitored at global, regional and national levels.
- Main challenges in ensuring the availability of relevant and quality data and statistics for enhancing ALE policies and practices.
- Opportunities, ideas, and partnerships to enhance data collection, production and management in ALE and their effective use to improve policies and practices.

Main issues, key messages and takeaways (problems, solutions, future directions, etc. in **400 words**)

- **Ensuring the availability of relevant and quality data and statistics in adult learning and education (ALE)** is key for achieving the Sustainable Development Goal (SDG) 4. However, only 64% of the 152 countries participating in the 5th Global Report on Adult Education and Training (GRALE) indicated progress in ALE monitoring and evaluation systems.
- **Progress is far too slow for the need.** Reflecting chronic low public investment in ALE, **there is a**

shortage of quality ALE data and statistics - not only cross-country comparative data for the SDG4 monitoring, but also the data to understand the state of ALE and make ALE's impact on people's life and development visible. **The ALE data management is also complex** as ALE takes place in formal, non-formal, and informal settings within and beyond the education sector, involving a range of actors.

- **As indicated by adult literacy data, the current administrative data** based mainly on self-declaration **has limitations**. The median gap between directly measured literacy skills and self-reported skills of a given population is 15%. Yet, only one out of three countries (33%) have conducted direct assessment of adult literacy skills. In Africa, the percentage is low as 7 %.
- To break this vicious circle, **the Marrakech Framework for Action (MFA)** adopted at the Seventh International Conference on Adult Education (2022) specifies some action areas, including building information systems and enhancing data and statistics. The sixth GRALE will adopt a monitoring framework with 30 indicators aligned with the MFA.
- **Countries and partners have developed initiatives to narrow the data gap**. The **OECD's Programme for International Assessment of Adult Competencies (PIAAC)**, which is in the second cycle, measures literacy, numeracy and other skills through a large-scale, direct household survey. Its comprehensive framework redefines human capital and covers the relations between skills development and social and economic outcomes. The **UIL's Action Research on Measuring Literacy Learning and Educational Alternatives (RAMAED)** monitors the quality of adult learning programmes in 12 African countries, measuring literacy and numeracy skills, as well as knowledge about everyday life. **PIX**, a non-profit, France-based organization, has **developed a platform for individual-based online assessment and certification of digital skills, which** facilitates learners' movement across different learning pathways.
- **It is also important to use data and statistics more effectively to enhance monitoring, policies and interventions**. The **Agency for the Fight against Illiteracy (ANLCI)** conducts the daily life survey and the lifelong learning survey in France and intends to engage with local governments and overseas territories to promote foundational skills, using data for equitable allocation of funds. It also uses data for an observatory and the celebrations of Citizenship Day and International Literacy Day. The **European Commission's work** links education and employment. The data is used for improving policies and programmes and other activities, such as the European Year of Skills (2023/2024).
- **ALE monitoring is shifting towards direct measurement and consideration of various factors**, such as skills acquired through different learning pathways, links with socio-economic outcomes, and contexts.
- Beyond addressing the scarcity of available data, another area for future action identified is enhancing the ability of stakeholders to make **collection tools sufficiently flexible to adapt to the rapidly changing needs** (upskilling, reskilling) and **learning modalities** (informal learning, AI...) of adults.

Relevant conference session(s) identified (Please refer to the updated conference agenda via <https://ces.uis.unesco.org/>)

- **Priority session: Household survey data: Challenges and solutions**
- Other sessions as "Plan B":

<ul style="list-style-type: none"> • solutions forward • • • forward • 	<ul style="list-style-type: none"> International Standard Classification of Education: challenges and solutions forward Administrative data: challenges and solutions forward Education expenditure data: challenges and solutions Learning assessment and skills survey data: challenges and solutions Role of technology in education data production
Other notes	
<ul style="list-style-type: none"> • 	