DATA ON ADULT EDUCATION: CHALLENGES AND OPPORTUNITIES

CONCEPT NOTE

6 FEBRUARY 2024

16:00

ROOM XII – UNESCO HQ

2024 CONFERENCE ON
EDUCATION DATA
AND **STATISTICS**

BACKGROUND

Adult learning and education (ALE) are an integral part of the Sustainable Development Goal (SDG4) 4 on to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

At the Seventh International Conference on Adult Education (CONFINTEA VII) in June 2022, representative from 140 UNESCO Member States adopted the Marrakesh Framework for Action to harness the transformational power of adult learning and education. This text calls for targeted actions to advance the achievement of the SDG 4, including in the following areas:

- Implement reliable, valid, transparent and accessible gender sensitive information systems for adult education, allowing the tracking of progress in participation and learner retention with a focus on under-served populations, as well as of facilitating the exchange of knowledge between government and non-governmental institutions, academia, civil society and Member States.
- Strengthen the role of governments in establishing mechanisms and regulations and in allocating financial and human resources to support structures to monitor adult education as a public and common good, in the context of an increasing diversity of ALE providers resulting from the emergence of complex learning ecosystems.
- Ensure evidence-based monitoring of progress towards national, regional and global benchmarks built on accountability, national ownership, participation and transparency.

In this context, this parallel session will explore how progress in ALE is monitored at the global, regional, and national levels, and what are challenges, innovative approaches and initiatives with a view of advancing high-quality data on adult education and learning for evidence-based policies and practice.

The first part will present global, regional and national practices for developing evidence-based policies and strategies on some aspects of adult education and learning, focusing on the nature and sources of data and statistics used by policymakers and practitioners. It will also discuss the current limitations of the SDG 4.6 indicators and the data needed for designing more informed and efficient adult education policies. It will finally debate on recommendations on how to get better data on adult education in the future.

The second part will focus on the potentialities of the existing data production approaches on adult education through some examples. It will present the potential of household surveys as a source of information on adult education, with the example of the Programme for International Assessment of Adult Competencies (PIAAC) of the Organization for Economic Cooperation and Development (OECD). It will also present an innovative initiative currently underway in 12 African countries to monitor the quality of adult learning programmes, the Action Research for Measuring Literacy Learning and Educational Alternatives (RAMAED). And, finally, the session will

showcase an example of an individual-based assessment of ICT skills (PIX) as a pioneering way of collecting and using data for facilitating learners' movement across learning pathways (formal and non-formal education and informal learning), enhancing learning outcomes and contributing to equity and inclusion in adult education.

OBJECTIVES

1. Deepen understanding of the global landscape of the use of available adult education data for improving monitoring, policies and practices;
2. Foster a dialogue between different stakeholders on the data needed to improve the adult education sector;
3. Encourage Member States to make better use of the diverse methodologies to collect and analyze adult education data in order to increase the availability of accurate and up-to-date data;
4. Raise awareness of ongoing initiatives and the opportunities to collaborate with these initiatives.

EXPECTED OUTCOMES

1. Enhanced awareness of the global, regional, and national challenges and opportunities around monitoring and managing data on adult education
2. Better understanding of current initiatives and how to collaborate.

FORMAT

The meeting will feature a keynote speaker's presentation, structured panel discussions, topical presentations, and Q&As.

ORGANIZERS

The UNESCO Institute for Lifelong Learning (UIL) and the Section of Youth, Literacy, and Skills Development at UNESCO Headquarters, Focal Point: Nicolas Jonas, Team Leader of the inclusive Learning programme, Global Report on Adult Learning and Education, UIL, Email: n.jonas@unesco.org.

AGENDA

Introduction (5 minutes)

The session will begin with opening remarks by XXX, YYY at the UNESCO Section for Youth, Literacy and Skills Development, including a brief overview of the session's objectives and structure.

Part 1: Challenges and potential in data on gender equality in and through education (40 minutes)

o **Keynote Presentation, (10 minutes)**

Mr. Nicolas Jonas, Team Leader, Global Report on Adult Learning and Education will provide an overview of the global, regional, and national challenges to collect data and develop evidence-based policies and practice on adult education and learning (ALE) and of the commitments of Member States to the SDG4 and the Marrakesh Framework for Action.

o **Panel Discussion (30 minutes)**

A structured 30-minute panel discussion follows, led by Mr Nicolas Jonas. The panel will include:

- Mr Carlo Scatoli, Policy Officer, DG Employment, Social Affairs and Inclusion, European Commission
- Mr Khalid Al Mawali, Assistant Director, Department of Education Sector, Oman National Commission for Education, Culture and Science
- Mr Hervé Fernandez, Director, Agence Nationale de Lutte contre l'Illettrisme (ANLCI), France.

The discussion will revolve around the following themes: data available on adult education and learning, the use of statistics on adult education and learning for policy making and improving practice and which kind of data could be useful for adult education policies and practice.

o **Q&A (5 minutes)**

Part 2: Diverse approaches to data production on adult education: which methods for which purposes (35 minutes)

o **Household survey: PIAAC (10 minutes)**

A presentation by Ms. Claudia Tamassia (tbc), Senior policy analyst at the OECD Directorate for Education and Skills, on the Programme International for the Assessment of Adult Competencies (PIAAC) as a comprehensive methodology for collecting accurate and comparable data on adult skills, adult learning, and use of skills.

o **Programme-based survey: RAMAED (10 minutes)**

A presentation by Ms. Hakima Megherbi, Associate professor at Université Sorbonne Paris Nord, and Ms. Madina Bolly, Senior Programme specialist at UIL, on the "Action Research on Measuring Literacy Learning and Educational Alternatives' (RAMAED) in 12 African countries.

o **Evaluation of individual competencies: PIX (10 minutes)**

- A presentation by Mr. Benoit Prady, Head of the Digital Skills Observatory at PIX, explaining how the PIX platform assesses people's digital skills and how this assessment can be used to design learning interventions and sector policies aimed at improving adults' digital skills.

o **Q&A (5 minutes)**

Closing Remarks (5 minutes)

The session will conclude with a 5-minute recap of key insights and takeaways from both parts. A call to action for collaborative efforts and tailored technical support to advance data on adult education and learning will be made.