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Challenges, Priorities and Recommendations of Adult Learning and Education:

Perspectives from the CONFINTEA VII
Regional Preparatory Conference for
Asia and the Pacific

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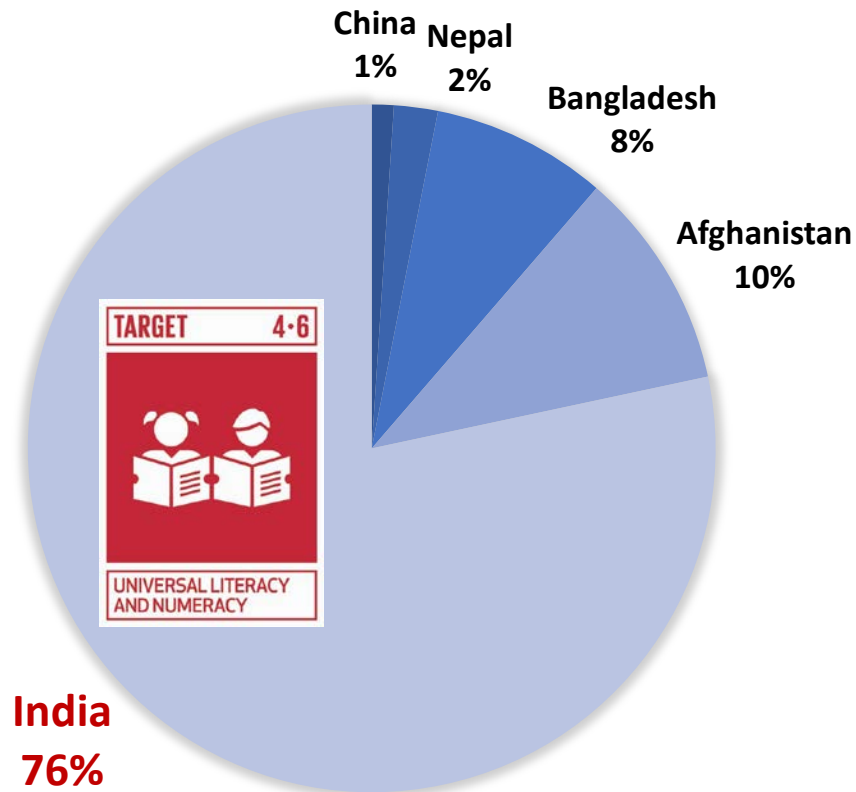
Section for Educational Innovation and Skills
Development (EISD)

UNESCO Bangkok



Situation of ALE in the region before the pandemic

ILLITERATE YOUTH IN THE TOP FIVE COUNTRIES IN THE ASIA-PACIFIC (2018)



97% of illiterate youth are from the top five countries

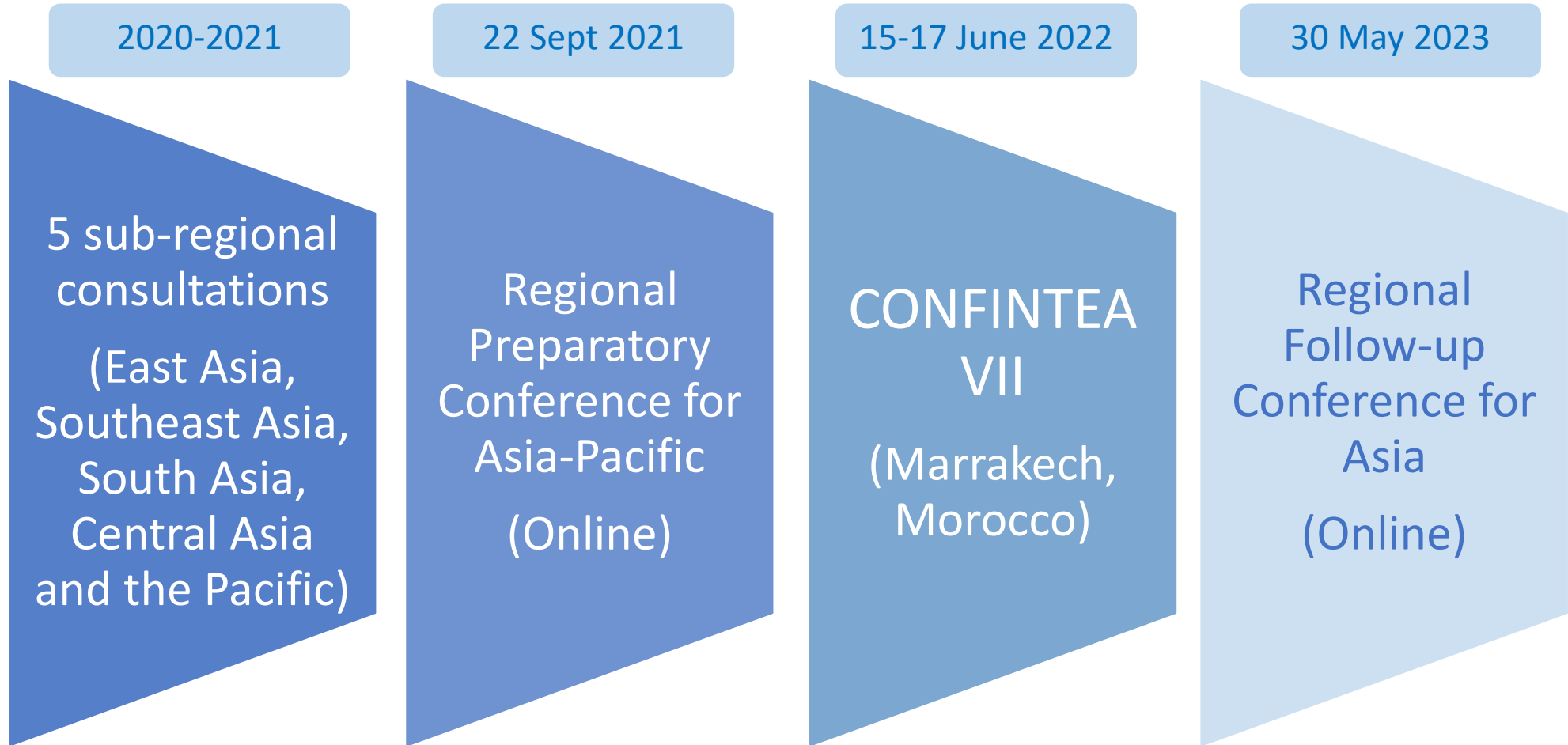
Southern Asia has the lowest youth and adult literacy rates which remain below the global average

Among 27 million illiterate youth in the region, more than 95% are from Southern Asia

In Central Asia, youth and adult literacy rates are nearly 100%

Source: UIS Data Centre, [Five-Year Progress Review of SDG 4](#), 2021, UNESCO Bangkok

CONFINTEA VII timeline



Objectives

1. Assessing the specific issues and challenges that the sub-region is facing in ALE
2. Documenting promising innovations, including at the policy level
3. Analyze the impact of COVID-19 on ALE participation, provision and policies
4. Outline future prospects of ALE with forward-looking strategies and direction of ALE in the region, as well as the contribution of ALE to the achievement of the SDG4 to the other SDGs
5. Identifying key priorities for the future of ALE in the sub-region

Participants

237 participants from 40 countries

Output

Asia-Pacific Regional Recommendations for CONFINTEA VII



<https://uil.unesco.org/adult-education/confintea-vii-regional-preparatory-conference-asia-and-pacific>



- Disruption of the ALE programmes
- Reduced number of learners and higher drop-out rates
- Lack of funding for ALE
- Quality of ALE programmes has been affected due to limited access to the learning centres and online resources
- Increased gender inequalities in Southern Asia

Number of adult learners was **decreased by 11%** in Thailand and **50%** in the Philippines

Low availability of digital content especially in local languages in Central Asia

Digital trends in Asia-Pacific



98.6%

Mobile network coverage



44.5%

Individuals using the Internet



96.1%

Percentage of population within reach of a 3G signal



76.6%

Mobile broadband subscriptions



94.2%

Percentage of population within reach of a 4G signal



41.1% of households had access to computer at home

Digital divide persists (2019)



53.4%

Household Internet access



48.3% male/
41.3% female

Women and men using the Internet



70.4%

Urban household Internet access

Advanced ICT skills levels **below 10%** (except Brunei Darussalam – 27.7%)



37%

Rural household Internet access

Source: Digital trends in Asia and the Pacific, ITU, 2021

The COVID-19 impact on ALE: Positive side



- **Digital transformation of ALE/NFE sector** (online learning, mobile messaging and social media)
- **Special budget for CLC** enhancement with the internet access (Thailand)
- **Free courses** offered (Cooks Island and Niue)
- **Hybrid learning in online and offline modes** with support of CSOs (Central Asia)
- **Education about the pandemic** through ALE (New Zealand)

UNESCO Bangkok online courses on CLC and lifelong learning www.ill-olc.net (11 modules with free certificates)

Challenges	Sub-region
No specific policy for ALE	East Asia, Southeast Asia, South Asia (some countries)
Limited funding for ALE	All
Limited access to quality ALE among disadvantaged adults, people with disabilities and people in remote areas/island nations	East Asia, Pacific
ALE staff's inadequate digital skills and capacity	Southeast Asia, Pacific
Insufficient coordination of partnership to promote ALE, mobilization of local communities	Southeast Asia, South Asia
Lack of human resources and gender disparity	South Asia
Linkages between formal and non-formal/informal education, RVA, and data	Central Asia

Harmonization of formal,
non-formal and informal
education

East Asia, Southeast Asia

TVET and entrepreneurship
programmes

East Asia, Southeast Asia

Increased access to ALE for
disadvantaged groups
including women

East Asia, South Asia

Digitalizing content and
enhancing digital skills

All sub-regions

Sub-regional partnership and
exchange platforms on
innovations

Southeast Asia

Increased funding for ALE

South Asia (targeting women)
Central Asia, Pacific

Lifelong learning policy, legal
frameworks and mechanisms

Central Asia

ALE for climate change,
intergenerational learning,
preservation of languages
and culture

Pacific

1. ALE policy and financing for the continued delivery of ALE

- Gender-responsive, comprehensive and robust policies that promote ALE within an LLL framework
- Clear and adequate budget plans
- Prioritization of ALE as a sub-sector of the education system
- ALE/LLL governing and consultation bodies be established at the national and regional levels



Drop-out learners enrolled in NFE programme at the CLCs in Indonesia

2. Equitable focus on vulnerable/disadvantaged youth and adults across countries

- Target the most marginalized populations
- All dimensions of equity and the voices of all young people and adults should be taken into account



3. Provide digital literacy initiatives that mitigate the digital divide and complement existing low-tech and no-tech learning programmes

- Bridge the digital gap with necessary infrastructure
- Support disadvantaged learners to upskill and reskill for employment and lifelong learning purposes
- Use of blended learning approaches



Karenni NFE student studying with the tablet in Thailand

4. Provision of diversified content for learners with diverse needs through ICT and the changing role of ALE facilitators and providers

- Adult learning facilitators are responsible for introducing learners to online content and courses, with the use of activity-based learning on real-life issues



K-MOOC



UDACITY

coursera



Udemy



KHAN
ACADEMY

USQ
UNIVERSITY OF
SOUTHERN QUEENSLAND
AUSTRALIA



5. Promotion of global citizenship education (GCED) and education for sustainable development (ESD) for youth and adults through ALE

- ALE that promotes both GCED and ESD increases learners' awareness of and involvement in local and global issues such as climate change, public health, respect for diversity, gender equality, peace-building and sustained recovery



6. Establishment of National Qualifications Frameworks (NQFs) for Recognition, Validation and Accreditation (RVA)

- ALE programmes should be fully aligned with NQFs, and both prior learning and partial qualifications/certificates should be recognized.
- Recognize the various ALE programmes offered by CSOs.
- Traditional knowledge/local wisdom should be recognized and integrated into TVET and community learning programmes.

7. Promotion of youth and adult participation in ALE programmes

- More than half of the adults living in the Asia and Pacific region have been unable to pursue their education to the tertiary level.
- CLCs can serve as a platform to reach people and motivate them to participate in ALE.



Myanmar NFE learner in equivalency programme

8. Establishment of effective stakeholder partnerships and collaborations for the promotion of ALE

- Public and private sectors, universities, NGOs, CSOs, CBOs, open societies, religious institutions

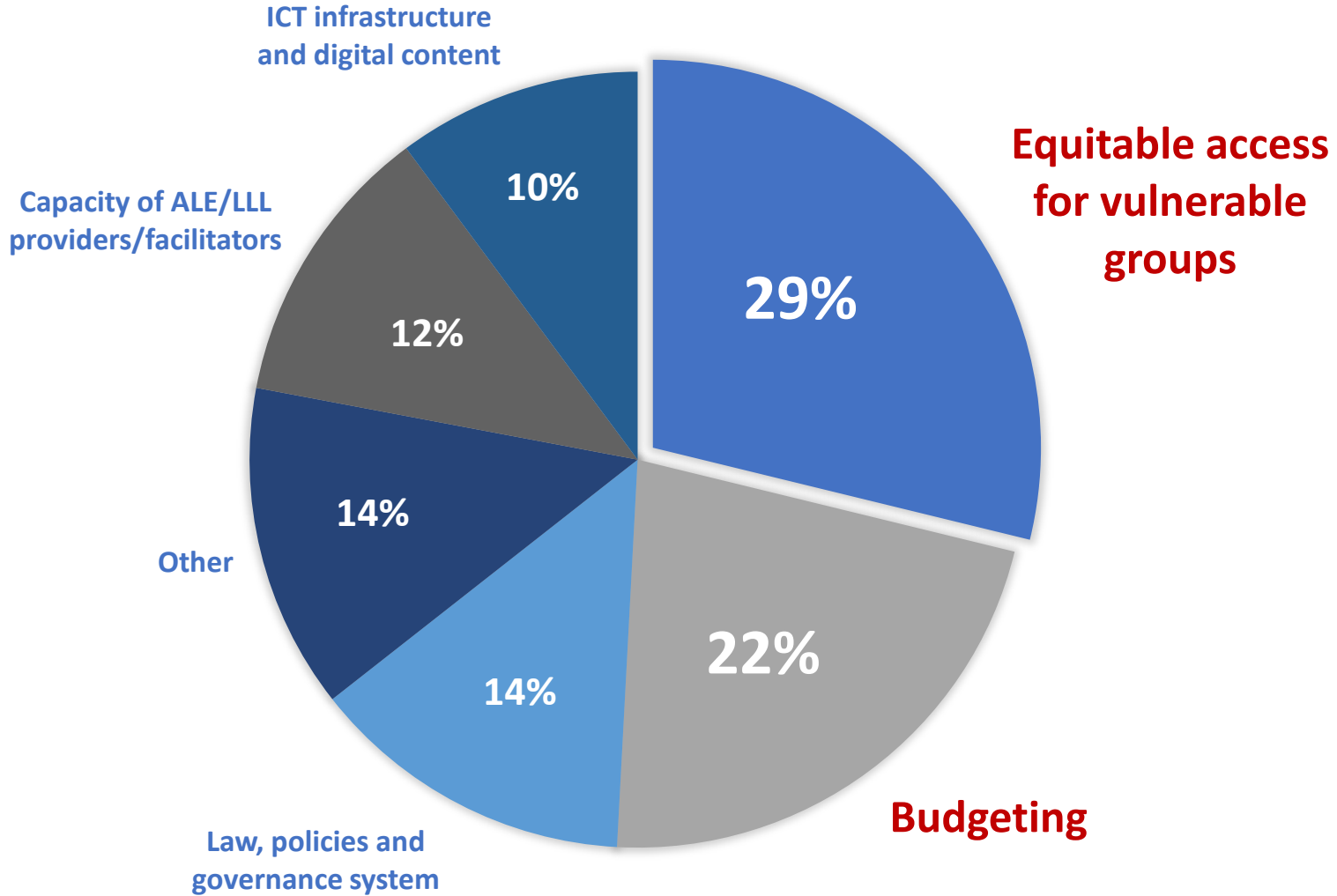


NFE teacher works with Madrasah school to promote literacy for youth

9. Effective, evidence-based advocacy for the promotion of ALE

- High-quality evidence-based data to support policy development and advocacy
- Knowledge sharing and dissemination through national, sub-regional and regional networks

Follow-up on the CONFINTEA VII: Gaps in ALE/LLL in Asia



Based on 59 respondents, 19 countries

Follow-up on the CONFINTEA VII: Promising practices in ALE/LLL in Asia

Brunei

There has been a series of **lifelong learning initiatives** within the country through different institutions (formal and non-formal settings)

Cambodia

Basic Education Equivalency Program (BEEP) to help learners to have second chance in continuing education

Indonesia

Kartu Prakerja Program (pre-employment card program): Government program to skilling, reskilling, and upskilling learners, trainings programs needed by employers/industry

Iran

Implementation of programs related to **reading contests** for adults

Japan

- **CLCs established by local governments** under relevant legislations
- **Dissemination of CONFINTEA VII outcomes** and follow-up meetings by CSOs

Lao PDR

Lessons learnt from the region to be implied in the preparation of LLL in the country

Based on 59 respondents, 19 countries

Promising practices in ALE/LLL

Malaysia

The development of Malaysia's new National Enculturation of Lifelong Learning, 2023 - 2030

Nepal

National Qualifications Framework of Non-Formal and Adult Education development and support to OOSC

Pakistan

- Promoting digital literacy and technology-enabled learning
- Strengthening partnerships between formal and non-formal education sectors, providing flexible & accessible learning opportunity
- Ensuring adequate funding and support for ALE/LLL programs
- Addressing social & cultural barriers to education
- Afternoon School Program, Recruitment of Science/Math Teachers, Empowerment of School Councils and communities

Philippines

- Mobile Learning and Distance Education
- Vocational Training Programs and CLCs
- Recognition of Prior Learning
- Public-Private Partnerships and financial Incentives
- Gender-Sensitive Approaches
- Awareness Campaigns
- Policy Reforms

Vietnam

Country-Level Event in Vietnam:
How can we follow-up the promises of the MFA in Vietnam? - DVV

ASPBAE

Raising awareness on ALE and the need to implement the CONFINTEA VII MFA through advocacy and capacity building efforts at national, regional and global levels for ALE.

Based on 59 respondents, 19 countries

Thank you



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United Nations
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