

Statistics and monitoring of adult learning and education

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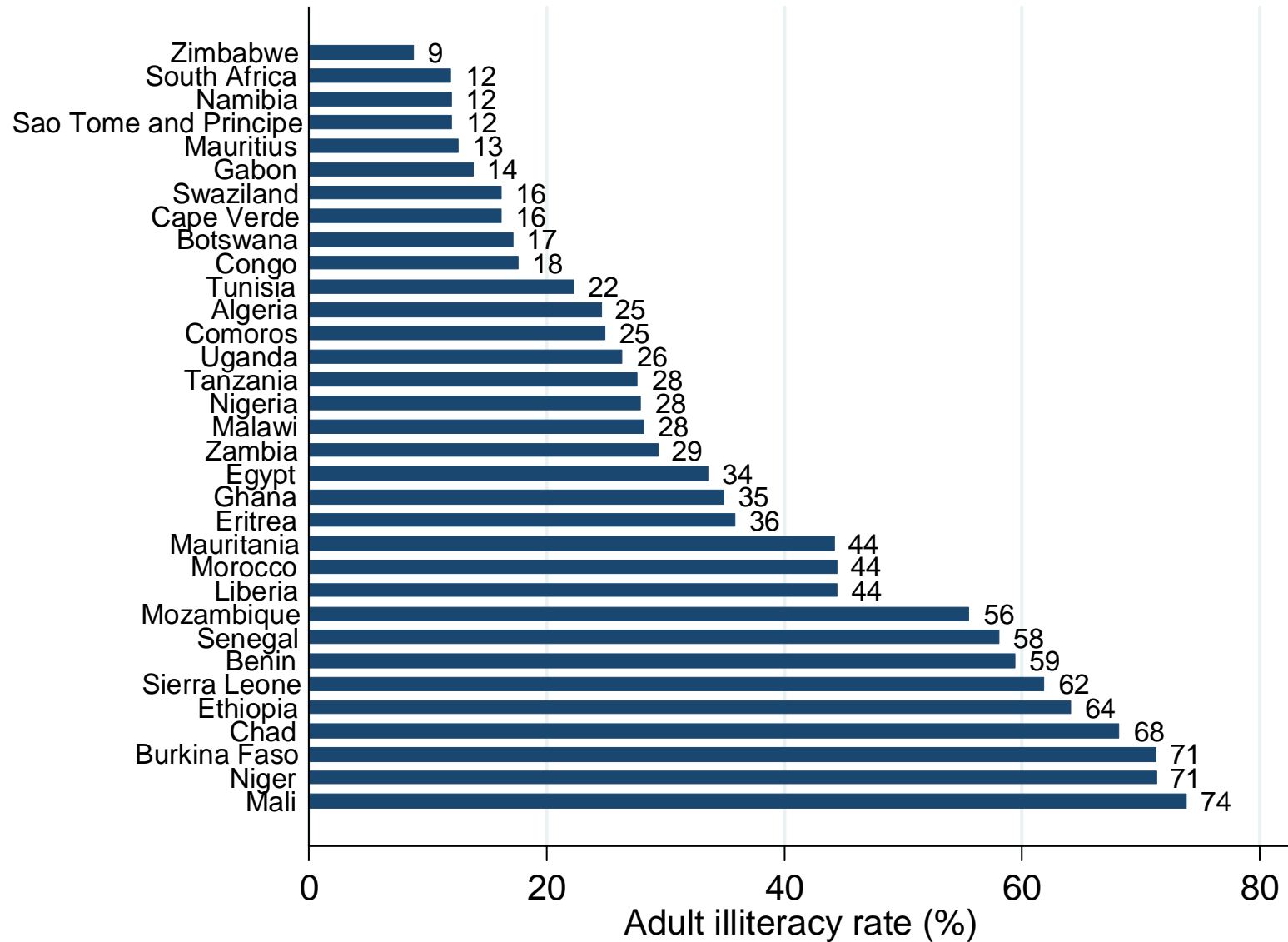
United Nations
Educational, Scientific and
Cultural Organization

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Belém Framework for Action

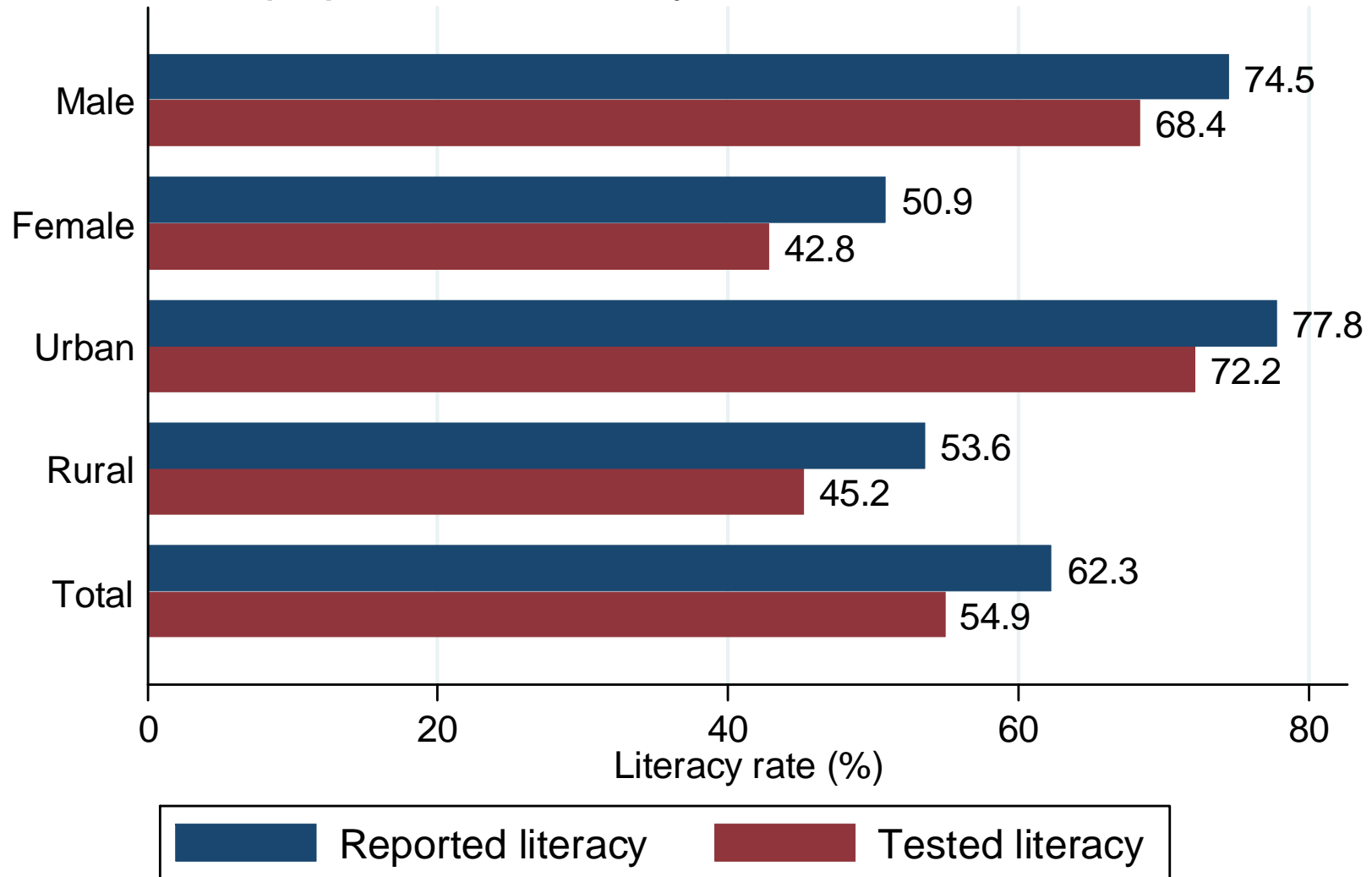
- Belém Framework for Action places special emphasis on monitoring. Commitments:
 - Regular collection and analysis of data on participation and progression in adult education
 - Establishment of regular national monitoring mechanisms
 - Initiation of regional monitoring mechanisms with clear benchmarks and indicators
 - UNESCO (UIL, UIS): coordinate global monitoring process to take stock and report periodically on progress in adult learning and education

Adult illiteracy in Africa



Literacy rate in Nigeria

Reported and tested literacy in Nigeria,
population 15-49 years, DHS 2003



Measurement of literacy

Self-assessment

Literacy rates
Number of illiterates

Self-reported

Dichotomy

One dimensional

UNESCO LAMP

Profile of the
distribution of literacy
skills

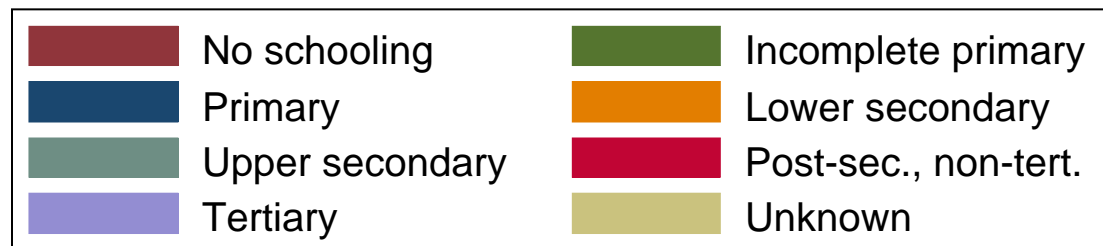
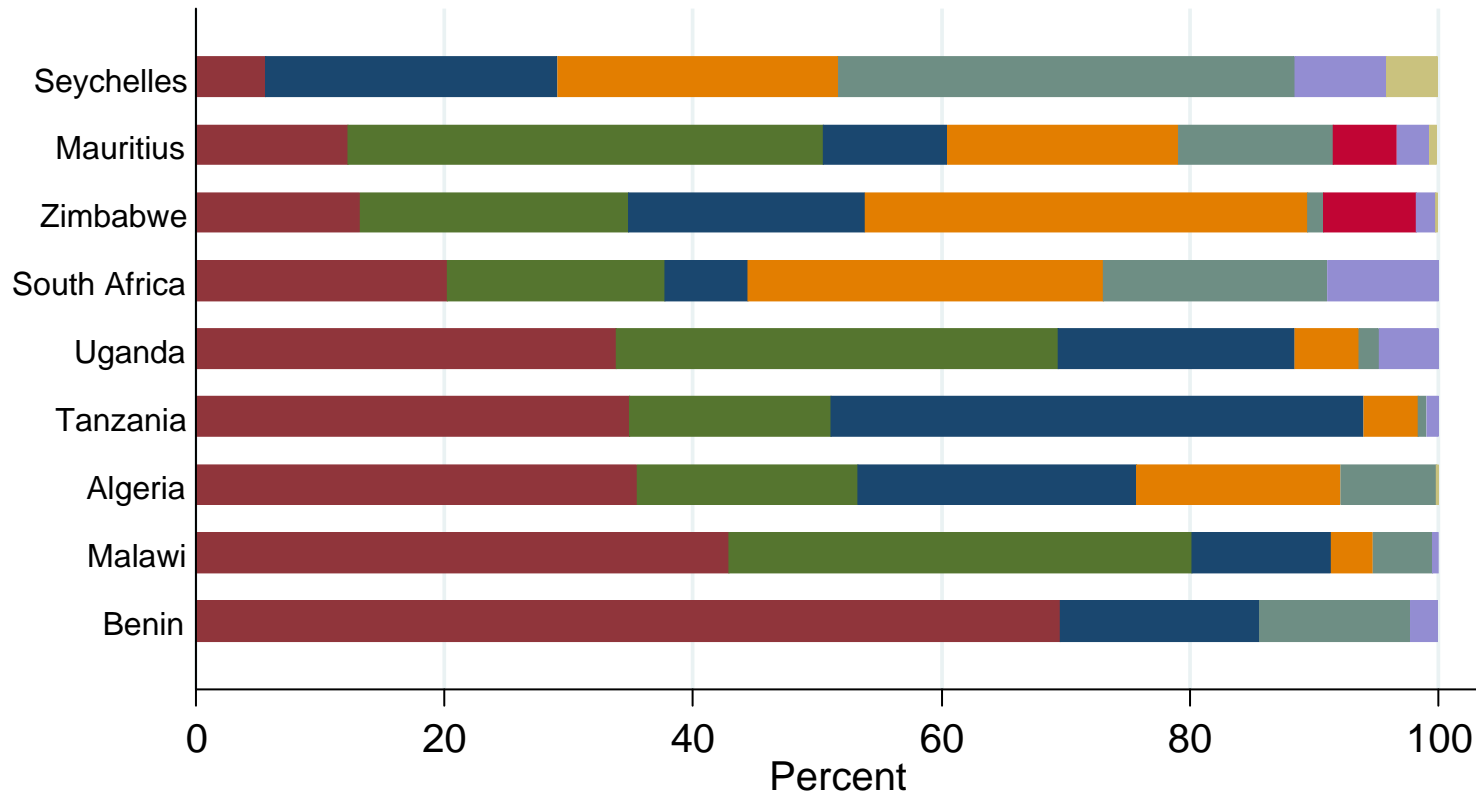
Actual testing

Continuum

Prose
Document
Numeracy
Reading components

Educational attainment in Africa

Population aged 25 years and older



Data collection on adult learning

- What to collect?
 - Programmes offered
 - Participation
 - Finance
 - Quality of programmes
 - Outcomes: skills, behaviour
- How to collect?
 - Supply side: Education providers
 - Demand side: Learners

Comparison of data collection methods

- Supply side data (education providers)
 - Coverage depends on size of programme
 - Only participant data
 - Potential double-counting
- Demand side data (adult learners)
 - Cover participants and non-participants
 - Disaggregation possible
 - Sample design

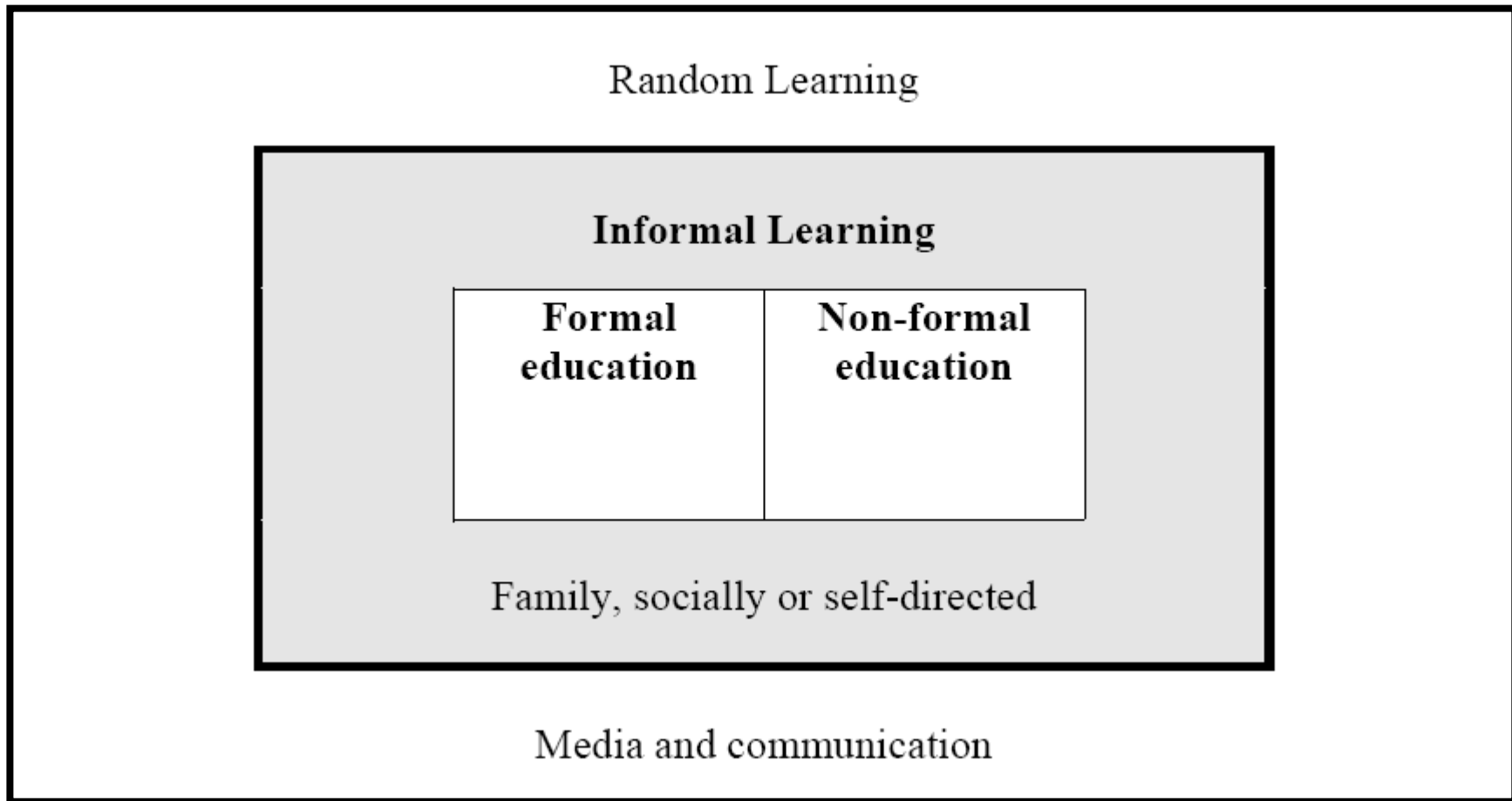
Example: Adult Education Survey

- 29 countries in European Union (including candidates), EFTA
- Data collected 2005 to 2008
- Population 25-64 years
- Goal: survey every 5 years

Definition of learning

- Eurostat, Classification for Learning Activities: Lifelong learning is “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and or employment related perspective”.
- Learning activities must be intentional and organised.

Forms of learning



Survey questions

Formal education

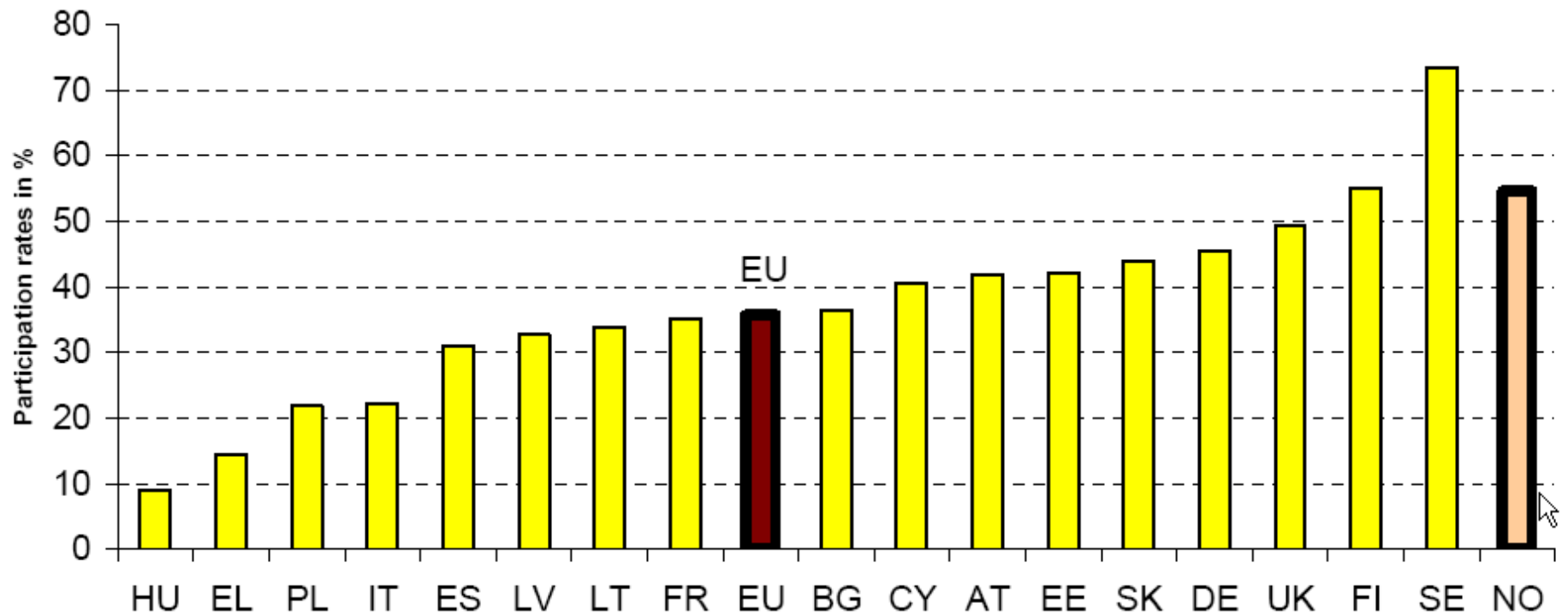
- During the last 12 months ... have you been a student or apprentice in formal education (full time/part time)?

Non-formal education

- During the last 12 months have you participated in any of the following activities with the intention to improve your knowledge or skills in any area (including hobbies)?
 - a. Private lessons or courses (classroom instruction, lecture or a theoretical and practical course)
 - b. Courses conducting through open and distance education
 - c. Seminars or workshops
 - d. Guided on the job training

Adult learning in Europe

Figure 1 : Participation in formal or non-formal education and training age 25-64 (%), 2007



Source: Eurostat, Adult Education Survey

Closing comments

- Data gaps: long-term strategy for international data on adult learning and education
- International data only as good as national data
- Build on existing measurement approaches, including household surveys
- What can we learn from Africa?

Contact information

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