What in the World is Going On?  
CoABE Virtual Conference 2018
Agenda
Welcome
Linda Morris, COLLO President
International Council on Adult Education
Marcie Boucouvalas, North American VP
US National Commission for UNESCO
Peter Waite, Commissioner
ProLiteracy World Wide
Peter Waite, Vice President
Examples from Around the World
Lennox McLendon
Linda Morris, President

COLLO
The Coalition Of Lifelong Learning Organizations
International Council for Adult Education

http://icae.global/en/

Vice President for North America
Marcie Boucouvalas
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What are our colleagues around the world doing?

• Promotion
• Governance
• Financing
• Programs
• Expanding Participation
• Ensuring Quality

Lennox McLendon
COLLO Past President
GRALE

UNESCO definition of Adult Education

“Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.”

(UIE, 1997, p. 1) UNESCO Institute for Education
Promoting Adult Education

PROGRESS ON ADULT LITERACY

KHA RI GUDE LITERACY CAMPAIGN

1-2 August 2013
Kha Ri Gude (Let Us Learn)

The Kha Ri Gude Literacy Campaign is informed by the Constitution of South Africa, which states that “Everyone has the right to a basic education, including adult basic education” (Chapter 2, Clause 29, 1a).

The aim of Kha Ri Gude is to empower (skills development) socially disadvantaged people to become self-reliant and to be able to participate more effectively in the economy and society.

Kha Ri Gude reached 3.9 million illiterate adults at a cost of R2.97 billion between the programme’s inception in 2008/09 and 2014/15. (1 Rand = .086 USD)

The Department expects to reach the remainder of the targeted 4.7 million by 2016/17, after which the programme will be phased out.
• community volunteers to net a wide skills base;
• encourages those with a completed high school education, degreed professionals and community leaders to register to become teachers.
• Volunteers monitor and evaluate the programme
• free classes, which are conducted at homes, churches, community halls, schools and prisons.

• The curriculum offers mother tongue learning, with literacy and numeracy supported by life skills informationhealth
  • (e.g. HIV/AIDS awareness and prevention; nutrition and sanitation);
  • civic education (e.g. human rights, conflict resolution and management; peacebuilding and gender and racial relations);
  • environmental management and conservation; and
  • income generation or livelihood development.

• The programme also tackles tasks such as filling in official forms, with some instruction in English to facilitate this essential life skill.
• It also ultimately aims to provide South African citizens with their constitutionally protected right to basic education in their own language, promote social cohesion, and participate fully in the country’s economy.
Promoting Adult Education

Australia

ALA summit: Towards a national lifelong learning policy for Australia

**When:** 17 April 2018 @ Australian Centre for Moving Image (ACMI) The Cube, Federation Square, Flinders St Melbourne, VIC

Australia does not have a formal lifelong learning policy. A lifelong learning policy would acknowledge learning beyond employment and re-skilling, and highlight its role in social mobility, community building and health and wellbeing.
Figure 1
Governmental organisations involved in the reporting process, by region
Governance: Centralized Governance

Lifelong Learning Bureau
Governance: Centralized Governance
National Center for Non-Formal and Distance Education
Mixed Governmental and Non-Governmental Institute for International Cooperation for the German Adult Education Association
Primarily Non-Governmental
80 Civil Society and Grassroots Organizations
Decentralization

• Brazil: 1988 constitution transferred authority for education to the municipalities.

• As a result, severe cuts to adult education

• GRAEL, 68
No federal ministry of education

- Canada is the only OECD country without a ministry of education and hence no national education policies.
- The provinces have principle responsibility for education.
Financing
• The **Chinese** Government encourages the development of privately run adult education centres and increased cooperation between schools and private enterprises. This is boosting investment from different sectors in ALE.

• In **Poland**, the **National Training Fund** was launched in 2014 as part of the reform of labour market services. Employers can receive funding to cover up to 80% of the costs of training and educating employees, while micro-entrepreneurs are entitled to 100% of the costs.

• The Association of **Estonian** Adult Educators (ANDRAS). The programme involved activities such as [the] organization of Adult Learners Week and broadcasting of **radio shows and TV series** in [...] Estonian and Russian.
Financing via Foreign Aide

The flagship magazine of the Canadian Council on Africa | www.ccafrica.ca
Programming
Programming

ABET
http://www.abet.co.za/

Adult Basic Education and Training
• Typically the ABET programmes include training in:
  • language, literacy and communication
  • mathematical literacy, mathematics and mathematical sciences
  • natural science
  • arts and culture
  • life orientation
  • technology
  • human and social science
  • economic and management science.
Learners can also choose to take courses in:
small, medium and micro enterprises (SMMES), wholesale and retail, travel and tourism, applied agriculture, early childhood development, ancillary health care.
South Africa

Radio Broadcast Lessons:

Click here for the list of community radio stations where the lessons will be broadcast, the daily schedules and audio clips of previous radio lessons!
Expanding Participation
Expanding Participation
Expanding Participation

The flagship magazine of the Canadian Council on Africa | www.ccafrica.ca
The Promise of Mobile Phones for Adult Education

A Case Study of Project ABC

Mobile phones have become the single most transformative technology in Africa in the past decade. The continent with very few kinds of baseline educational mobile phones is no exception. African users are becoming mobile phone users. For example, M-Pesa in Kenya and its derivatives now offer services in mobile banking and mobile commerce.

And mobile phones are also becoming a tool for adult literacy programs. Why mobile phones and not computers? For one, the cost of mobile phones is much lower than that of computers. Also, the literacy programs in many countries have shown that mobile phones are more accessible than computers.

Mobile phones are becoming more accessible to those who need them. In many cases, they are also more affordable than traditional computers. As a result, many literacy programs are now being implemented using mobile phones.

The research behind Project ABC

The research behind Project ABC was done in 2009 by Centrelink, a Washington, D.C. company. The company used the mobile phones to conduct a survey of adults in a community in Africa. The survey asked about the use of mobile phones in literacy programs.

The results of the survey were surprising. Many adults reported using mobile phones to access literacy materials. The survey also showed that mobile phones were used to access educational materials.

The results of the survey showed that mobile phones can be a valuable tool in literacy programs. The technology is accessible, affordable, and easy to use. Mobile phones are also becoming more widespread in Africa, which makes them an excellent tool for literacy programs.

In conclusion, mobile phones are becoming a valuable tool in literacy programs. The technology is accessible, affordable, and easy to use. Mobile phones are also becoming more widespread in Africa, which makes them an excellent tool for literacy programs.
Coke EKOCenter
https://www.cyclifier.org/project/coca-cola-ekocenter/

**Water purifying shipping container unit.** Modular designed kiosk made from 20-foot shipping containers, providing access to safe drinking water. Technology included are solar panels and a purification system that condenses clean water from any dirty source. Aimed at developing countries, the unit is designed to function as a community centre, and encourage local entrepreneurship.
Introducing **EKOCENTER™**

Helping advance community development

EKOCENTER can provide:
- Basic goods & necessities
- Vaccine Storage
- Coca-Cola products
- Safe drinking water
- Cooked meals

EKOCENTER & Slingshot aim to help improve the well-being of 500,000 people in 20 countries by 2015

**In 2015, Slingshot**
Expanding Participation

- Gender equity is a major concern of the Ganokendra Programme in Bangladesh, a non-formal intergenerational educational programme that creates contextually appropriate, needs-based and sustainable lifelong learning opportunities particularly for women and girls.

- Ganokendra is a network of Community Learning Centers (CLCs) managed with technical support by the Dhaka Ahsania Mission (DAM) aiming to provide a solution to the high level of illiteracy in Bangladesh.

- DAM visualizes a society that fosters humanity, spirituality, humility, equality and caring the nature.
Expanding Participation

- **Saakshar Bharat Initiative**
  - Prime Minister Singe sponsored national scheme focusing on increasing women’s literacy in India.
  - Launched by the Indian Department of School Education and Literacy in 2009,
  - To focus on literacy of women, which is expected to increase the literate population by 70 million adults, including 60 million women.
  - 14 million Scheduled Castes (SCs), 8 million Scheduled Tribes (STs), 12 million minorities & 36 million others.
Expanding Participation

• The State Strategy for the Development of Education provides for the establishment of regional resource centres for participants in ALE throughout Azerbaijan.
Expanding Participation

In Bahrain, increasing participation, in particular that of women, has been achieved by providing transportation to adult education centres from meeting points close to their homes as well as by awarding grants for learners who have completed women’s preparatory stage and are moving into continuing education courses in various fields.
Expanding Participation

• Men-only literacy classes have been established in some remote parts of Kenya in order to boost the participation of men by following cultural traditions.

• In addition, mobile ALE programmes and mobile libraries have been established for nomadic people,

• while evening programmes are offered in urban centres such as Nairobi, Kisumu, Mombasa and Mandera to enable working populations to access learning after regular working hours.

• Furthermore, learners are involved in generating their own reading materials. This helps them to identify with their learning materials and encourages participation.
Expanding Participation

• Lifelong Learning Cities Project and Lifelong Learning Centres for Happiness.

• These projects aim to increase participation by building facilities near residential areas and offering customized learning programmes that reflect specific community needs.

• Lifelong Learning Centres for Happiness prioritize residents in rural communities who lack lifelong learning opportunities.
Belize government partnered with the private sector to implement a programme for young adults and adults known as the Financial Literacy and Entrepreneurship.
Ensuring Quality
Ensuring Quality

• Manitoba developed a credential for adult literacy instructors and partnered with the University of Manitoba to deliver a course on adult literacy instruction.

• New Brunswick developed a quality framework for providers of community adult learning services.

• The Northwest Territories developed a modularized curriculum and resources for low-level literacy maths

• Ontario developed the Ontario Adult Literacy Curriculum Framework, which was released in April 2012.
Ensuring Quality

- Egypt established the National Agency for Excellence and approved the elaboration of quality standards in adult education. The agency developed a mechanism for accrediting assistant literacy and adult education trainers at regional level as well as professional literacy and adult education trainers at regional level.
Ensuring Quality

• In Hungary, the Adult Education Law states
  • the training provider must have the appropriate licence from the Government. The objective of the issue of licences is to have a reliable quality system in each adult education or training institution as well as a higher level of transparency.

• Almost third of Hungarians participate in adult education by Alexandra Béni | Feb 2, 2018
  • https://dailynewshungary.com/almost-third-hungarians-participate-adult-education/
Ensuring Quality

• A National Diploma in Teaching Adults has been introduced by the Directorate for Lifelong Learning in Malta.
Ensuring Quality

• The Government of Nicaragua has declared the eradication of illiteracy a priority. As a result, there has been an increased focus on
  • implementing literacy modules,
  • with flexibility in modalities and
  • an increased supply of teachers in remote rural areas.
GRAEL

• *Global Report on Adult Learning and Education*

• UNESCO

• UNESCO Institute for Lifelong Learning
  - Hamburg, Germany
Progress, challenges and opportunities: The status of adult learning and education

SUMMARY OF THE REGIONAL REPORTS

2018
Five Regional Reports on Progress in AE

Upcoming events

- COLLO Virtual Symposium
- May 6, 2019
- 2-3 hour in-depth
- Colleagues from other countries
- [www.thecollo.org](http://www.thecollo.org)
www.thecollo.org