Youth and
Adult Education
in the

AGENDA
2030

Analysis

Youth and Adult Education in the Agenda 2030 and the Sustainable Development Goals

Role, Contribution and Further Potential

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Abbreviations

AEDC	Adult Education and Development Conference
ALE	Adult Learning and Education
CCNGO	Collective Consultation of NGOs on Education 2030
CLC	Community Learning Centre
DRR	Disaster Risk Reduction
EAEA	European Association for the Education of Adults
ESD	Education for Sustainable Development
GEM	Global Education Meeting
GEM Report	Global Education Monitoring Report
GRALEGlobal	Report on Adult Learning and Education
HDI	Human Development Indicator
HLPF	United Nations High-level Political Forum on Sustainable Development
ICBAE	Integrated Community Based Adult Education
ICSU	International Council for Sciences
ICT	Information Communication Technology
IHDI	Inequality-adjusted Human Development Indicator
ILO	International Labour Organisation
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
RPP	Reflecting on Peace Practice
SIDS	Small Island Developing States
SDG	Sustainable Development Goals
SDG-Education 2030 SC	SDG-Education 2030 Steering Committee
SSE	Social and Solidarity Economy
UIS	UNESCO Institute for Statistics
UN	United Nations

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Preface

The Agenda 2030 and the Sustainable Development Goals (SDG) intend to achieve a better and more sustainable future for all. They address challenges we face globally and locally, among others those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. Undoubtedly, education plays a key role to fulfil these goals, particularly as goal number 4 ("ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") features quite prominently in the overall agenda. Although lifelong learning is explicitly addressed, political focus and attention still concentrates on formal education, taking limited account of the potential of youth and adult education. This is particularly worrying, as in numerous countries access to formal educational systems is still limited, or children drop out for various reasons. Moreover, many of the Sustainable Development Goals are closely interlinked to education and can only be achieved if lifelong learning and non-formal education are being considered as valuable sources of contribution, because limitation to formal education will not lead to the desired success.

DVV International is pleased that the study at hand – "Youth and Adult Education in the Agenda 2030 and the Sustainable Development Goals: Role, Contribution and Further Potential" – sheds light on the significant role of youth and adult education for the achievement of the Sustainable Development Goals. It is crucial to note that youth and adult education should not only get more attention in the education community but also that it presents a crosscutting approach to dealing with a number of goals. No poverty, zero hunger, good health and well-being, gender equality, responsible consumption and production as well as climate change – all these and additional goals are closely connected to lifelong learning and education and can only be successfully achieved if youth and adults, who are supposed to benefit from the achievement of the SDGs, learn how to behave and act accordingly.

The purpose of this study is to systematically analyse the significance of youth and adult education in the context of SDG 4 and also look at interlinkages with a number of other key goals of the Agenda 2030, highlighting potential and possible contributions for their achievement. In addition, the study presents numerous examples which illustrate the practical work of youth and adult education and depicts their contribution to the fulfilment of Sustainable Development Goals. After reading this study, it will be evident that the Sustainable Development Goals cannot be achieved successfully without appropriate consideration of youth and adult education.

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Bonn, January 2019

Executive Summary

i. Background and introduction

In 2015 the United Nations adopted the Agenda 2030 with its 17 Sustainable Development Goals (SDGs) to be reached by 2030. The Agenda 2030 is of a holistic nature and seeks to realise the human rights of all. It covers a broad array of issues including hunger, poverty, health, education and decent work as well as questions of sustainable economies and ways of living. Crosscutting issues such as peace and justice as well as governance issues of accountability, financing and corruption are likewise addressed. Education is highlighted as a stand-alone goal (SDG 4). On the other hand, targets and indicators related to education are also included under some of the other SDGs.

The United Nations High-Level Political Forum on Sustainable Development (HLPF) provides the central platform for follow-up and review of the Agenda 2030. Its 2019 meeting will focus on the overall theme "Empowering people and ensuring inclusiveness and equality" and will conduct an in-depth review of progress and challenges with regard to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 13 (Climate Action), SDG 16 (Peace, Justice and Strong Institutions) and SDG 17 (Partnership for the Goals).

DVV International as one of the leading organisations in the field of adult education and development commissioned this study to highlight the importance of Adult Learning and Education (ALE) as well as the framework of lifelong-learning opportunities in the context of the above-named SDGs under review.

The study aims to underpin the case for Adult Learning and Education as a crosscutting enabler, as part of SDG 4 and also as a means to achieve other SDGs. It presents the underlying rationale of Adult Learning and Education, its relevance for all SDGs and evidence of its benefits.

Benefits can be shown in the following fields:

ii. Adult Learning and Education is a crosscutting enabler

This study argues that interconnections between ALE and SDGs are rooted within the methodological approach of Adult Learning and Education. **ALE is understood as a mobilising, empowering and transforming process.** The output of this process is on one hand new knowledge, skills and competencies, on the other hand it can also lead to ownership of political and decision-making processes, the will and the ability to act. ALE is learner-centred and able to mobilise learners not as mere recipients of knowledge, but as agents of change in their own lives and in their communities. There is evidence that ALE leads to an increase in control over one's own life (personal development), enhances positive attitudes and social capital (soft skills) and enriches knowledge and competencies in crucial areas like health, family and work. This inherent methodology is a particular strength and a key characteristic of ALE and it produces measurable benefits for the learners and the wider society.

iii. Adult Learning and Education contributes to SDG 4 on quality education

Adult Education and Lifelong Learning are integral parts of the Agenda 2030 and SDG 4. This is recognised and further substantiated in the "SDG 4-Education 2030 Framework for Action", which was adopted by 184 UN Member States and the education community. ALE contributes to SDG 4 in a number of fields, such as literacy and numeracy, equal access to education, skills for employment or income-generation, education for sustainable development and the training of teachers.

To date 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills. ALE is particularly important in the provision of **adult literacy and numeracy** (target 4.6).

Offering adult literacy and numeracy programmes creates preconditions for people to move out of poverty, as functional literacy is in most countries the prerequisite to enter the labour market or acquire skills for work. Further on it prevents children from growing up in an illiterate environment. The home literacy environment supports the literacy skills of the next generation and contributes to a country's future (indirect contribution to target 4.1). The most successful adult education programmes have embedded literacy in other sectoral and learning activities, including agriculture, small business management and vocational skills development, hence contributing at the same time to target 4.6 on literacy and target 4.4 on skills for work. As learners set their own priorities and take ownership of the learning process, learning outcomes match peoples' needs and drop-out rates are extremely low.

Furthermore **2nd Chance Education** is a strong tool contributing to equal access to education (and hence to target 4.5) as it offers the opportunity to learners who had previously dropped out to re-embark on the formal education track. There is evidence that it is the socially marginalised people who are more likely to leave the formal education system. ALE provides opportunities to re-embark and break with vicious cycles of marginalisation and low educational attainment levels. Again this carries over to the next generation: Surveys from 56 countries show that for each additional year of a mother's education, the average child attained an extra 0.32 years of education.

ALE also strongly contributes to target 4.7 on **education for sustainable development**. In the stock-taking of the Decade of Education for Sustainable Development (2005-2014) UNESCO underlined that education for sustainable development is crucial in formal, non-formal and informal educational processes so that all citizens, young people and adults alike can learn how to contribute to the goals of a more equitable, environmentally sustainable and peaceful world. ALE's contributions are manifold: from public campaigns to exhibitions and other awareness-raising actions, from community learning action to street art; ALE addresses all aspects of sustainable development life-wide and life-long. Studies show that not only liberal education programmes, but literacy programmes as well help to develop democratic values, peaceful coexistence and community solidarity, hence making simultaneous contributions to targets 4.6 and 4.7.

Moreover ALE contributes to one of the means of implementation of SDG 4, which is the substantial increase of the **supply of qualified teachers** at all levels of education (means of implementation 4.c). ALE offers training for teachers in the formal and the non-formal sector and is hence at the heart of long-term improvements of quality education.

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iv. Adult Learning and Education contributes to SDG 8 on decent work and economic growth

There is a vast body of evidence that ALE contributes to productivity and employment (and hence to targets 8.1, 8.5 and 8.6): Microeconomic studies observe that training enhances productivity and product value at the company level, while macroeconomic analysis links training and education to productivity and economic growth. According to the European Centre for the Development of Vocational Training, ALE is closely linked to innovation, and countries with the highest overall ALE activity are also the most innovative. Governments all over the world report having evidence that ALE has a positive impact on company success (in terms of profitability, efficiency and quality of service), on innovative capacity, on adaptability to change or on inclusiveness in respect of disadvantaged groups.

Impact of ALE is likewise evident when the training takes place within the informal sector. A number of studies in sub-Saharan Africa found that apprenticeships in the informal sector helped individuals find jobs more easily (Malawi), graduates had substantially raised their earnings (Tanzania), informal apprenticeships enhanced access to formal training later on (Tanzania), and productivity was raised (Zambia). Non-formal skills trainings are oriented toward the local labour market demands and/or make subsistence agriculture more productive and efficient, hence stabilising income for low-income groups. There is evidence that apprenticeship and non-formal training in the informal sector even provides on-the-job experience for young people having done a higher education degree course, but unable to enter the job market due to mismatching qualifications or competencies. Hence non-formal vocational training can be to the benefit of unskilled workers and to those holding higher qualifications alike. Improving and further

expanding non-formal skills development benefits micro- and small enterprises and leads to income generation. ALE contributes to economic growth, higher levels of economic productivity, the formalisation of small enterprises, full and productive employment and a reduction of the proportion of youth not in employment (targets 8.1, 8.3, 8.5 and 8.6).

At the same time **ALE contributes to decent work, the protection and promotion of labour rights** (target 8.8). ALE provides for skills and knowledge required to fight for labour rights, a safe and secure working environment and to create unions and alternative production structures such as cooperatives. It is a particular strength of ALE that it can reach out to the most vulnerable and offer non-formal adult learning opportunities, including vocational training, and combine them with education on decent work, labour rights and collaborative action. On the road to decent work, vocational skills and workers' empowerment are indivisible.

v. Adult Learning and Education contributes to SDG 10 on reduced inequalities

The Agenda 2030 addresses inequality in two different ways. SDG 10 seeks to reduce inequalities within and among countries, including gender inequality (which is further substantiated in SDG 5). Further on, the Agenda 2030 pledges that "no one will be left behind" and endeavours to "reach the furthest behind first" as crosscutting principles.

ALE impacts on all dimensions of the Human Development Index (HDI). ALE raises the average achievements in education, it contributes to health and well-being, and it supports a decent standard of living (see chapter 2 on SDG 3, chapter 3 on SDG 4, and chapter 4 on SDG 8). As the inequality-adjusted Human Development Index shows, a higher Human Development Index correlates with higher equality. Therefore one can

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conclude that **ALE has a positive impact on equality within countries** and hence contributes to target 10.2 (social, economic and political inclusion of all). What is more, for each field there is evidence that ALE is particularly suited to reach the most vulnerable groups: **ALE plays a key role to put the Agenda 2030 principle "to leave no one behind" into practice.**

Further on, as part of non-formal civil and global education, ALE addresses a variety of issues relevant to inequality amongst countries. ALE addresses human rights, anti-discrimination, gender equality, global trade, climate change and (forced) migration, to name just a few burning issues. **ALE has potential to raise awareness for global issues and foster a culture of solidarity.**

vi. Adult Learning and Education contributes to SDG 13 on climate action

SDG 13 explicitly mentions education, awareness-raising and strengthening human capacities as part of its targets and means of implementation (targets 13.1, 13.2 and means of implementation 13b).

Disasters are increasing in frequency and intensity. A people-centred preventive approach to disaster risk reduction (DRR) is an integral part of all related policy frameworks, but so far lacks attention. As the Sendai Framework for Disaster Risk Reduction 2015-2030 points out, this includes educating communities on disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery and rehabilitation, in formal and non-formal education, as well as in civic education at all levels and in professional education and training. A people-centred preventive approach to disaster risk works with the people for the people. On average, 83,000 people die as a result of natural disaster annually. **Adult Learning and**

Education in disaster risk reduction can put people-centred approaches into practice and save lives.

The Paris Agreement acknowledges that climate change is a common concern of humankind and seeks to enable society to be a part of the solution. As most stakeholders recognise that climate change cannot be stopped quickly, but rather must be managed, mitigation and adaptation become increasingly important and completely new skill sets come into focus. Peasants acquire or reactivate traditional knowledge on drought-resistant seeds, relief workers start studying how to "build back better", civil engineers focus on renewable energies, managers exchange experience on how production of all sorts of goods may be planned around potentially volatile weather phenomena. **As our environment changes, needs for the recovery of traditional and the acquisition of new skills are abundant. Adult Learning and Education can provide respective opportunities to attain these.**

There is also a growing need for new policies for climate action. A study based on a survey in 119 countries concludes that improving basic education, climate literacy, and public understanding of the local dimensions of climate change are vital to public engagement and support for climate action. **ALE can be key in creating citizen support for climate action policies.**

vii. Adult Learning and Education contributes to SDG 16 on peace, justice and strong institutions

Adult education plays a crucial role in mobilising, educating and empowering communities in order to transform conflicts, promote sustainable peace and monitor the performance and accountability of institutions. Non-formal adult

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education, e.g. in form of community learning centres or youth centres activities, can ease tensions between different groups in a given population, be it inter-ethnic or between migrants and the host populations. ALE can contribute to conflict transformation.

Furthermore adult education builds competencies that help adults to hold institutions and political actors accountable. In turn institutions can become trustworthier, which leads to increased social capital. If this mutually reinforcing process works well, adult education is not only an enabling tool. Both processes, the building of accountable and inclusive institutions and the building of an informed and active citizenry, are indivisible.

There is evidence that adult education programmes can directly contribute to the reduction of violence through conflict transformation (target 16.1), the reduction of abuse, exploitation and trafficking of children (target 16.2), the promotion of the rule of law (target 16.3), the reduction of bribery (target 16.5), the development of effective institutions (target 16.6), the inclusiveness of decision-making (target 16.7) and the provision of public access to information (target 16.10).

VIII.   Concluding remarks

Adult Learning and Education makes measurable contributions to all Sustainable Development Goals. Its learner-centred approach is particularly strong in reaching marginalised groups and being true to the Agenda 2030 promise to leave no one behind. In our changing world many are scared by the challenges of environmental degradation, global migration and growing inequalities. At its heart, Adult Learning and Education aims to empower people in order to gain or regain control over their lives and ownership of decision-making processes. Adult learning enables the learner to contribute to the development of his or her community. Adult Learning and Education is hence an integral part of each and every SDG and an indispensable tool. The recommendations in chapter 5 set some pointers on how to further optimise ALE's potential. Making the most of it requires, for example, further cross-sectoral cooperation, trust in peoples' capacities, elaborated lobby and advocacy strategies on the respective national level, advanced visibility and, last but not least, more financial means to foster inclusive and interactive learning processes. Strengthening Adult Learning and Education is a key step in "transforming our world" to the benefit of people and planet.

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Introduction: purpose, structure and methodology of the analysis

Transforming our world:
We commit to providing inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. (AGENDA 2030)

1.1 Background and purpose of the study

In 2015 the United Nations adopted the Agenda 2030 with its 17 Sustainable Development Goals (SDGs) to be reached by 2030. The 2030 Agenda is of a holistic nature, as it covers a broad array of issues including hunger, poverty, health, education and decent work as well as questions of sustainable economies and ways of living. Crosscutting issues such as peace and justice as well as governance issues of accountability, financing and corruption are likewise addressed. On the one hand education is highlighted as a stand-alone goal (SDG 4), on the other hand targets on (adult) education and indicators are also included under some of the other SDGs.

This is by no means accidental, as the Agenda 2030 itself is based on the Universal Declaration of Human Rights and international human rights treaties and is informed by the Declaration on the Right to Development.[1] While the Sustainable Development Goals are a voluntary agenda, the substance of each SDG has already been laid down in one of the internationally binding human rights treaties.[2] As the UN Economic and Social Council points out:

"Education is both a human right in itself and an indispensable means of realising other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities."[3]

Likewise, within the debate on the Agenda 2030, the education community is advocating the importance of education as a key goal to achieve all goals of the Agenda 2030.

DVV International, as one of the leading organisations in the field of adult education and development, commissioned this study to highlight the

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1 UN General Assembly: Transforming our world: the 2030 Agenda for Sustainable Development, 2015, paragraph 10.

2 For more details on the human rights basis of the Agenda 2030 see http://sdg.humanrights.dk/en. The page illustrates the human rights anchorage of the 17 Sustainable Development Goals (SDGs) by providing concrete links between the 169 targets and the relevant range of international and regional human rights instruments, international labour standards and key environmental instruments – some of which have human rights dimensions.

3 UN Economic and Social Council: Implementation of the international covenant on economic, social and cultural rights. General Comment No. 13, 1999, paragraph 1.

importance of Adult Learning and Education (ALE) as well as the framework of lifelong-learning opportunities.

The study aims to underpin the case for Adult Learning and Education as part of SDG 4, but also as a means to achieve other SDGs. It presents the underlying rationale of Adult Learning and Education, its relevance for all SDGs and evidence of its benefits.

The United Nations High-Level Political Forum on Sustainable Development (HLPF) provides the central platform for follow-up and review of the Agenda 2030. Its 2019 meeting will focus on the overall theme "Empowering people and ensuring inclusiveness and equality" and will conduct an in-depth review of progress and challenges with regard to:

- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- SDG 10: Reduce inequality within and among countries

- SDG 13: Take urgent action to combat climate change and its impacts

- SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- SDG 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development[4]

In the forefront of the HLPF, DVV International will organise its next Adult Education and Development Conference (AEDC), which will also look at the role and possibilities of ALE to achieve the SDGs. Thus, the study results will be used for a series of key events to take place in the year 2019, and possibly thereafter.

1.2 Structure of the analysis

Following this introductory chapter, chapter 2 of this study focuses on the importance of ALE as a crosscutting instrument, which enables or reinforces the achievement of all SDGs. Chapter 2 further reflects on the multitude of linkages between the various SDGs and related fields of action. These interconnections and the role of ALE are illustrated by contributions to some of the SDGs, which had been reviewed by the HLPF in 2017 and 2018, e.g. SDG 1 on combating poverty and SDG 3 on health and well-being to name just a few.

Chapters 3 and 4 then look at SDGs 4, 8, 10, 13 and 16, which the High Level Political Forum will review in 2019. Chapter 3 particularly examines the role of ALE in achieving key targets of SDG 4. Chapter 4 complements this examination by looking at SDGs 8, 10, 13 and 16 and shows on one hand how these are interlinked to SDG 4 and on the other how ALE contributes to each of them. This includes first an assessment of the role of Adult Learning and Education within each of these SDGs, their targets and related indicators. In the final paragraph, evidence is provided on the extent of contributions Adult Learning and Education make towards the achievement of each SDG.

Finally, chapter 5 provides brief overall conclusions and recommendations to the adult education community.

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4 SDG 17 as a crosscutting SDG (means of implementation and partnership) has already been reviewed in 2018 and in 2017, while the review of thematic SDGs is alternating

1.3 Methodology of the analysis

The study is based on the analysis of reports and studies by international organisations which play a key role in the implementation, coordination or review of the Agenda 2030 as well as civil societies' and individual scholars' contributions to the SDG discourse. Outputs produced by DVV International head and country offices, local partners and (supra-national) adult education networks have been analysed and integrated and resource persons from the field of Adult Learning and Education of DVV International and its international partners' networks have facilitated the research for relevant literature.

On Adult Learning and Education the study follows the definition as applied by UNESCO for the Global Report on Adult Learning and Education monitoring survey (GRALE 3), whereby ALE

"… encompasses all formal, non-formal and informal or incidental learning and continuing education (both general and vocational, and both theoretical and practical) undertaken by adults (as this term is defined in any one country). ALE participants will typically have concluded their initial education and training and then returned to some form of learning. But in all countries there will be young people and adults who did not have the opportunity to enrol in or complete school education by the age foreseen, and who participate in ALE programmes, including those to equip them with literacy and basic skills or as a 'second chance' to gain recognised certificates."[5]

Within the context of the SDGs, reference to Adult Learning and Education does not always specifically mention adults. Instead, in some places, there is a rather general reference to lifelong learning, which is not limited to but includes adult learning. Therefore complementing the above definition of ALE,

this study – in line with with UNESCOs definition – understands lifelong learning as

" (…) rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals."[6]

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5 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 29.

6 UNESCO Institute for Lifelong Learning: Technical Note Lifelong Learning, page 2 (no date)

Youth and Adult Education in the Agenda 2030

2

The crosscutting nature of Adult Learning and Education

Key messages

→ **Adult Learning and Education:** Adult Learning and Education is a mobilising, empowering and transforming process. ALE is learner-centred and able to mobilise learners as agents of change in their own lives and in their communities. The inherent methodology is a particular strength and a key characteristic of ALE.

→ **Measurable Benefits:** ALE produces measurable benefits for the learners and the wider society.

→ **Contribution to SDGs:** Adult Learning and Education adds value not only to SDG 4, but to all SDGs. This is evident through a large body of case-based and thematic studies and systematic review of interactions. Besides contributing to SDG 4, particular strong contributions can be shown for SDG 1 (End poverty in all its forms everywhere) and SDG 3 (Ensure healthy lives and promote well-being for all at all ages).

2.1. Adult Learning and Education: empowering learners as crosscutting contribution

The preamble to the 2030 Agenda for Sustainable Development sets a clear framework stating that the goals "are integrated and indivisible …". However, the integrated, indivisible and interlinked nature of the SDGs is usually not as explicitly outlined in the description of the goals and targets as one would expect. As the Global Education Monitoring report points out:

"Education is key to achieving the Sustainable Development Goals (SDGs). Yet it is reflected in only five global indicators besides SDG 4. The relative absence of education in other indicators suggests that its importance for meeting the SDG goals is not sufficiently recognised."[7]

Nevertheless this study argues that interlinkages between ALE and all SDGs across the board is rooted within the methodological approach of Adult Learning and Education. ALE is understood as a mobilising, empowering and transforming process. The output of this process is not limited to the generation of new knowledge, skills and competencies, but includes ownership of political and decision-making processes, the will and the ability to act.

REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques), a widely recognised participatory methodology to enhance literacy and numeracy skills, can serve to illustrate this. Following REFLECT's methodology, learners organise themselves in literacy circles. "Each literacy circle develops its own learning materials through the construction of maps, matrices, calendars and diagrams that represent local reality, systematise the existing knowledge of learners and promote the detailed analysis of local issues. (…) The method aims to promote active dialogue and empowerment. As participants construct their own materials they take ownership of the issues that come up and

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7 UNESCO: Global Education Monitoring Report 2017/18, 2017, page 256

are more likely to be moved to take local action, change their behaviour or their attitudes."[8]

According to an exemplary evaluation[9] of a RE-FLECT programme in over 100 villages in three different countries, some of the selected results are:

- "Of those adults who initially enrolled in RE-FLECT circles, 65% in El Salvador, 60% in Bangladesh and 68% in Uganda, achieved basic literacy over a one year period."

- "Increased participation in community organisations was a concrete outcome of the REFLECT circles in Uganda and El Salvador. Most strikingly, 61% of learners in El Salvador reported that they had now assumed formal positions of responsibility in community organisations, which they did not hold before the REFLECT literacy programme (e.g. chair, secretary or treasurer on the Community Council, Cooperative Directorate, Credit Committee, PTA, health committee, women's group or church group)."

- The literacy classes directly led to action. "These ranged from the economic sphere (constructing grain stores, diversifying crops, cooperative buying or selling) to community projects (small infrastructure such as re-grading access roads, school repairs, water pipes); from the environmental sphere (terracing, organic fertilisers, tree nurseries, tree planting) to the health sphere (digging a tube well, building latrines, clearing rubbish, cleaning stagnant water). The key factor in achieving the implementation of these actions was felt to be that the learners had independently arrived at decisions to do something through their own analysis."

- Further on, "the REFLECT circles had a positive impact on health awareness. This was translated into concrete actions in many communities, particularly involving latrine building and more effective disposal of waste."

In other words, an intervention, which can be conceived of within SDG 4, had produced actions and results covering the areas of health, economy, nutrition, environmental awareness, agriculture as well as citizens' education and participation. It has delivered equitably across the board of many SDGs. In particular in sub-Saharan Africa, as well as in Latin America, the method is widely recognised and appreciated. For example, an assessment by Malawi's

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8 Overseas Development Administration: Occasional papers on education. No. 17, 1996, paragraphs 2.1. and 2.4.
9 Overseas Development Administration: Occasional papers on education. No. 17, 1996, paragraphs 4.2. and 4.3.

In Ethiopia a mobile literacy programme and community learning centres are central parts of DVV International's programme. UNESCO's Institute for Lifelong Learning summarises: "In alignment with SDG 4.5, the government has run a mobile literacy programme in collaboration with the German Adult Education Association (DVV), in order to reach out to rural communities. Literacy facilitators engage with nomads who migrate from their homes in search of pasture for their livestock. Another joint venture with DVV is the piloting of CLCs, which provide resources and opportunities for continuous learning to make communities stronger. Activities include the organisation of socio-cultural events, which encourages and supports women's participation and thus strengthens their active role in society.

**Box 1:
Ethiopia: Literacy and
Community Learning
Centres (CLC)**

Source: UNESCO Institute for Lifelong Learning: Promoting lifelong learning for all: The experiences of Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania, 2018.

Ministry of Women and Child Development draws a very positive conclusion, stating that the "approach encourages and enables participants to critically assess their lives, take control of their futures, enhance their literacy skills, generate a written vocabulary which is relevant to their own community or situation, recognise and build upon their knowledge, and mobilise for individual and collective actions."[10] Furthermore, experience from Tanzania proves that the method is suitable for scale-up and can reach out to millions of learners. In Tanzania the "Integrated Community Based Adult Education" (ICBAE) programme linked the REFLECT approach to the acquisition of vocational and life skills and the provision of loans through a revolving fund in order to improve livelihoods. Since its inception, the ICBAE programme has managed to offer educational opportunities to approximately 14 million youth and adult learners and has achieved a high percentage of female enrolment.[11]

Looking at Europe, these findings are corroborated by the BeLL-Survey[12] on the wider benefits of lifelong learning conducted by the University of Eastern Finland with a total of 8,600 participants in Europe. In this case the survey focused on participation in so called "liberal" adult education, meaning non-formal, non-vocational courses. These courses are usually non-credited and do not (at least directly) aim at the development of labour market related skills and employability. The survey generated evidence that benefits can be grouped around three areas: 1) control over one's own life, 2) attitudes and social capital and 3) health, family and work. "The results indicate that participation in liberal adult education generates multiple benefits for individuals and society. 70-87% of respondents experienced positive changes in learning motivation, social interaction, general wellbeing and life

satisfaction. Less frequently experienced changes related to work and career and on active citizenship, but even here 31-42% has experienced some positive changes. Qualitative analysis of open questions shows that people are able to recognise, name and describe these benefits."[13]

One area of liberal adult education is Education for Sustainable Development (ESD). As UNESCO points out "All educational institutions – from preschool to tertiary education and in non-formal and informal education – can and should consider it their responsibility to deal intensively with matters of sustainable development and to foster the development of sustainability competencies."[14] Education for Sustainable Development envisions learners as "sustainability change-makers". UNESCO further states that, "ESD aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective."[15] Subsequently the learning objectives of Education for Sustainable Development as promoted by UNESCO comprise all thematic areas of all SDGs in their local and global dimension. The crosscutting nature of ESD is hence rooted both in the (empowering) methodological approach and in its content. Its vision of learners becoming "change-makers" makes it particularly suitable for non-formal adult education.

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10 Ministry of women and child development of Malawi: The development of and state of adult learning and education, 2008, page 21.

11 UNESCO Institute for Lifelong Learning: Promoting lifelong learning for all: The experiences of Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania, 2018, page 46

12 The survey by the University of Eastern Finland took place within the frame of the larger BeLL study, which was carried out by a consortium of 10 partner organisations and funded by the EU. For details see http://www.bell-project.eu/cms/index.html

13 Manninen, Jyri & Meriläinen, Matti: Benefits of Lifelong Learning. BeLL Survey Results, page 2 (no date)

14 UNESCO: Education for Sustainable Development Goals, Learning Objectives, 2017, page 7.

15 UNESCO: Education for Sustainable Development Goals, Learning Objectives, 2017, page 7.

2.2. Adult Learning and Education: selected thematic contributions

While the section above focuses on the particular strength of the methodological approach of ALE, this section provides evidence and examples of selected thematic contributions of ALE to various SDGs, which were already reviewed by the HLPF in 2017 and 2018. The examples below are based on research utilising different methodologies: the first example on literacy and poverty uses the correlation of data aggregated on the national level; some other examples are based on individual case analysis, some on thematic analysis, e.g. in the health sector and some derive from a systematic and innovative analysis of interactions between various SDGs. Though the methodological approaches vary, all of them document how Adult Learning and Education makes meaningful contributions to a number of SDGs.

2.2.1 Combating poverty

The examples above already show how the acquisition of literacy can be linked to vocational and life skills training and the improvement of livelihoods. Complementary to these case-based experiences, there is evidence that literacy is closely correlated with national wealth and is key in combating poverty (SDG 1). UNESCO points out that a "close correlation has been observed between a country's literacy rates and national wealth (measured by GDP per capita). In addition, a trend can be observed with increased literacy rates and a decrease in the share of the population living in poverty, i.e. on less than \$2 per day."[16] Figure 1 illustrates the overall correlation between the adult literacy rates and poverty rates. More details on adult literacy as a contribution to SDG 4 are to be found in chapter 2.

2.2.2 Health and well-being

Another sector where research has found strong and measurable impact of ALE is health and well-being (SDG 3). "In fact, it has been suggested that among the wider benefits that ALE brings, the greatest are to health, mental health and well-being."[17] These can be illustrated in a few findings, which stand exemplary for a large body of evidence:

- "Direct attempts to increase knowledge of health issues can be fruitful. For example,

- communities in eight countries in Central America learned how to avoid using the insecticide DDT in preventing malaria. Instead of DDT, which has adverse effects on the environment and is suspected of being harmful to human health, they were encouraged to avoid storing collected water, improve drainage systems and keep their communities clean. As a result, malaria incidence fell by 63%."[18]

- "… a British study found that no matter what path adults have taken in their early years, participating in education between the ages of 33 and 42 has positive effects on smoking cessation, exercise and life satisfaction."[19]

- In the Philippines the "… mHealth education programme to promote breastfeeding and infant nutrition was successful, with evaluations showing that breastfeeding rose and infant mortality fell." mHealth works through the use of mobile and wireless devices to improve health outcomes at low cost by providing the right information to the customised needs of users. Evidence on

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16 https://tellmaps.com/uis/literacy/#!/tellmap/-1003531175/9, accessed 07.11.18

17 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 70

18 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 70.

19 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 71.

Adult literacy rate, population 15+ years, all genders (%) (2017)

90% - 100%	80% - 89%	70% - 79%
60% - 69%	50% - 59%	Less than 50%	No data
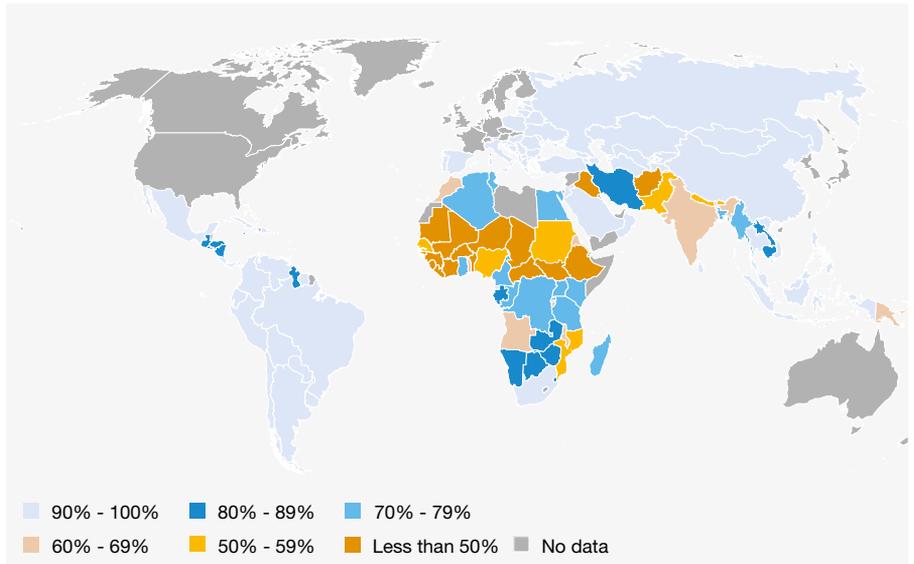
Figure 1: Mapping the adult literacy rate and poverty

Source: https://tellmaps.com/uis/literacy/#!/tellmap/-1003531175/0 and
https://tellmaps.com/uis/literacy/#!/tellmap/-1003531175/9

Poverty headcount ratio at $3.10 a day (PPP) (% of population) (2014)

less than 1%	1% - 9.9%	10% - 24.9%
25% - 49.9%	50% - 74.9%	75% and more	No data
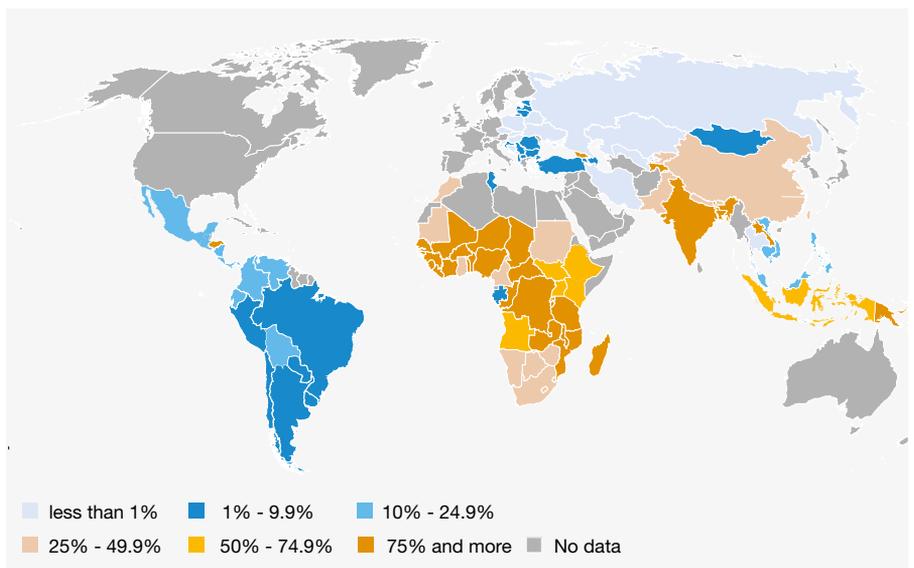
successes of mHealth has been collected both in the global North and South.[20]

- 65% of countries that responded to the GRALE3 monitoring survey[21] identify illiteracy as the major factor preventing ALE from having a greater impact on health and well-being.

Overall, the evidence base shows that ALE contributes to health and well-being on two levels. While ALE directly contributes to health, literacy is an essential stepping stone for health-related ALE to unfold its full potential.

2.2.3 Multi sectoral linkages

Another sector where success is easily associated with ALE is SDG 2, which aims to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. Beyond SDG 2, the following example highlights the linkages between various SDGs, demonstrating how improved food-production (SDG 2), knowledge on medicinal herbs (SDG 3), responsible production (SDG 12) and the protection of agricultural biodiversity (SDG 15) are different aspects reinforcing each other:

"In some promising initiatives in poorer countries, education is critical to empowering smallholders to preserve rapidly diminishing agricultural biodiversity and to changing mainstream practices dominated by agribusiness. In India, Navdanya (Nine Seeds) is a network of 18 states that seeks to conserve seeds by preserving knowledge about them and their use. It has trained over 500,000 farmers in seed sovereignty and sustainable agriculture over the past two decades. In Uttarakhand state, it has helped record folk knowledge of medicinal and other herbs and has documented farming patterns to provide advice that routinely goes against gov-

ernment policy, which favours use of chemicals. In Kheti Virasat (Heritage of Farming) in Punjab state, India, extension workers use documentaries and educational films instead of written material to educate farmers about the environmental and health problems of conventional farming, the geopolitics of agriculture and organic farming practices (...)." [22]

2.2.4 Towards a systematic framework

Since interactions and interdependencies between the various SDGs are complex, the International Council for Science (ICSU)[23] has developed a more systematic framework to enhance the understanding of these linkages. The framework characterises "the range of positive and negative interactions between the various SDGs. (…) The scale ranges from -3 to +3, from instances where progress on one target acts to cancel progress on another, to where progress on one goal is inextricably linked to progress on another."[24] The scale is complemented by so called "key dimensions", which describe how the context of time, geography, governance, technology and directionality can influence the scoring.[25] An action which is well governed and fits in a particular time and place might create synergies there and then, but fail completely in another place or when ill-governed.

The ICSU systematically applied the framework to key interactions for SDGs 2, 3, 7 and 14 and produced comprehensive findings, some of them relevant to the role of Adult Learning and Education. Findings on SDGs 2 and 3 confirm the impact of ALE as outlined above. Findings on SDGs 7 and 14 are

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20 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 75-76

21 Globally, 139 of UNESCO's 195 Member States participated in GRALE III, the third Global Report on Adult Learning and Education (2016). This is equivalent to a response rate of 71%. See UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, page 27

22 UNESCO: Global Education Monitoring Report 2017/18, 2017a, page 261.

23 The International Science Council (ISC) is a non-governmental organisation that brings together 40 international scientific Unions and Associations and over 140 national and regional scientific organisations. ISC aims to strengthen the engagement of the scientific community in the political process of the implementation of the SDGs. It contributes and takes part in the HLPF. https://council.science/

24 The full scale runs: +3 indivisible, +2 reinforcing, +1 enabling, 0 consistent, -1 constraining, -2 counteracting, -3 cancelling

25 International Council for Science: A Guide to SDG Interactions, 2017, page 20 and 24. For some examples on key dimensions see http://www.sustainablescientists.org/a-draft-framework-for-understanding-sustainable-development-goal-sdg-interactions/

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interesting because these are less often associated with ALE and the body of evidence is limited. The approach by ICS underlines how a systematic review and search for interaction can generate new insights.

- SDG 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture: "Equal access to education for sustainable development and sustainable life-styles interacts positively with food and nutrition security and also more sustainable agriculture. Such education can play a key role in helping people move towards more sustainable farming methods, and for understanding nutrition information."[26]

- SDG 3 Ensure healthy lives and promote well-being for all at all ages: "Informal education and other sources of information can also play a strong role in good or ill health: for example, misinformation can lead to poor health decisions in both developing and developed-world contexts (as in the case of anti-vaccine sentiment). Education can affect health immediately through changed behaviour or the adoption of new technologies. It can also affect long-term health through increased income, opportunity, self-reliance and empowerment. Health benefits from education are not limited to early schooling – lifelong learning offers important opportunities in contexts of rapid change."[27]

- SDG 7 Ensure access to affordable, reliable, sustainable and modern energy for all: "Knowledge and skills in the area of energy sustainability may then influence which technological, financial and political solutions are feasible to implement. Thus, quality education is an enabling factor in achieving SDG 7."[28]

SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development: "Knowledge and capacity building, and training and awareness programmes on ocean and sea services will positively affect conservation and sustainable use of the oceans, seas and marine resources. This will support the achievement of targets under SDG 14. Investment in capacity building and transfer of knowledge and technology in the marine field, and action taken on quality education and training under SDG 4 (essentially all targets) will be especially important for developing countries and SIDS."[29]

The framework utilised by the International Council of Sciences, as shown above, is the most comprehensive and systematic review. Still the ICSU admits, "…the different teams quickly developed different interpretations of how to apply the framework and score the interactions. This poses a challenge in terms of replicating the study. (...) In many respects it could be argued that the process of deciding on the score was possibly more valuable than the final result. (...) To this extent, the assessment becomes a vehicle for triggering the conversation, interpretation and learning process."[30] In other words, the analysis itself has become a perfect example of innovative and collaborative adult learning. It is worthwhile for the ALE community to seek partners and enter into similar interdisciplinary processes in order to better understand the multifaceted interactions between ALE and all SDGs, document it and raise its visibility. (See also chapter 5 v. and vi.).

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26 International Council for Science: A Guide to SDG Interactions, 2017, page 36

27 International Council for Science: A Guide to SDG Interactions, 2017, page 86

28 International Council for Science: A Guide to SDG Interactions, 2017, page 123

29 International Council for Science: A Guide to SDG Interactions, 2017, page 179. The term "sids" refers to "Small Island Developing States". For Details on sids see: https://sustainabledevelopment.un.org/topics/sids

30 International Council for Science: A Guide to SDG Interactions, 2017, pages 9-10

3
The role of Adult Learning and Education in SDG 4: Quality Education

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

➜ **Recognition:** Adult education and lifelong learning are integral parts of SDG 4. This is further substantiated in the "SDG 4-Education 2030 Framework for Action", which was adopted by 184 UN Member States and the education community.

➜ **Needs:** There is a tremendous need for ALE worldwide. To name just one of many sectors, around 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills.

➜ **Contribution:** ALE contributes to a number of targets of SDG 4, such as literacy and numeracy, equal access to education, skills for employment, education for sustainable development and the training of teachers.

➜ **Contribution:** ALE has a particularly strong record for its ability to reach out to those furthest behind, e.g. through adult literacy training, 2nd chance education and vocational and life-skills training. ALE plays a key role to put the Agenda 2030 principle "to leave no one behind" into practice.

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3.1 **The recognition of ALE in SDG 4**

Though Adult Learning and Education is not mentioned explicitly in SDG 4, the promotion of lifelong learning opportunities for all does, of course, include adult education. Furthermore a number of the corresponding targets, means of implementation and some of the indicators are directly relevant to ALE:

- Target 4.3 focuses on equal access for all women and men to tertiary and higher education and the corresponding indicator explicitly includes education and training in non-formal settings;

- Target 4.4 focuses on an increase in the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship, including ICT skills;

- Target 4.5 refers to the need to ensure gender parity at all levels of education and equal access for the vulnerable, including for example persons with disabilities and indigenous peoples;

- Target 4.6 requires that a substantial proportion of adults, both men and women, achieve literacy and numeracy;

- Target 4.7 focuses on the promotion of knowledge and skills needed for sustainable development and applies equally to all learners, including youth and adult. Content-wise it specifically includes "education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

- The means of implementation 4.c aims for a substantial increase in the supply of qualified teachers. ALE plays a central role in this substantial increase, both for the formal and the non-formal sector.

Some scholars view the link to ALE and lifelong learning as too weak, stating that the absence of targets or indicators on lifelong learning dilutes "the

ambitious and comprehensive nature of the goal."[31] Others point out that ALE and lifelong learning – as part of SDG 4 – have been substantiated in the Incheon Declaration and the corresponding "SDG 4-Education 2030 Framework for Action" and an understanding of Adult Learning and Education as an integral part of SDG 4 has been reached. In 2015, the "SDG 4-Education 2030 Framework for Action" was adopted by 184 Member States and the education community. Looking at the specific role of Adult Learning and Education, it contains a number of commitments:

- It includes a lifelong learning approach and the promotion of quality lifelong learning opportunities in all settings and at all levels of education;

- It recognises the importance of flexible learning pathways and the recognition, validation and accreditation of knowledge, skills and competencies acquired through non-formal and informal education;

- It aims to ensure that all youth and adults, especially girls and women, achieve relevant and recognised functional literacy and numeracy proficiency levels and acquire life skills;

- It reiterates the commitment to lifelong learning as well as a strategic approach and as an overall "guide" to SDG 4-Education 2030.[32]

3.2 Contribution of ALE in achieving selected targets of SDG 4

Looking at the role and the contribution of Adult Learning and Education within SDG 4, the following will focus on the issues of

- literacy/numeracy (target 4.6),

- equal access to education, including 2nd chance education (target 4.5)

- and citizenship education (target 4.7)

The related topic of vocational education and training is covered in chapter 4.1 SDG 8 (decent work).

3.2.1 Literacy: a target in itself and a door-opener

UNESCO Institute for Statistics (UIS) data show, "that 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills. (…) 102 million of the illiterate population were between 15 and 24 years old." Globally the adult literacy rate was 86% in 2016, while the youth literacy rate was 91%. Over the period from 2000 to 2015 the adult and youth literacy rates are estimated to have grown by only 4%.[33]

Improvements within both the formal education system and non-formal adult literacy programmes play a role in raising the overall literacy rate.[34] Offering adult literacy and numeracy pro-

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31 http://www.right-to-education.org/issue-page/th-mes/adult-educa-tion-and-learning, accessed 06.09.18

32 UNESCO/UNDP/UNFPA/UNHCR/UNICEF/UN Women/World Bank Group/ILO: Education 2030, 2015, in particular paragraphs 5 and 8 of the Incheon Declaration and paragraphs 15 and 23 of the Framework for Action.

33 UNESCO Institute for Statistics: Fact Sheet No. 45, 2017, page 1.

34 According to the UIS "most improvement in literacy occurs mainly through formal education at a young age." (Source: UNESCO Institute for Statistics: Fact Sheet No. 45, 2017, page 7.) However this is based on a methodology by which different adult populations are assessed at different time points. "Since access to formal education among children is increasing over time, so too are adult literacy rates, since more educated children are likely to become literate youth and adult. If policy makers wish to identify the conditions under which (…) adult literacy is more effectively acquired and retained, more accurate data is needed on literacy levels of the same cohort over time." (Source: Benavot & Lackhart: Monitoring the education of youth and adults: from EFA to Sustainable Development Goal 4, 2016, page 61).

grammes is specifically important under the following circumstances and for the following reasons to name just a few:

1. When adult literacy rates are dramatically low – below 50% – which is the case in 20 countries: Afghanistan, Benin, Burkina Faso, Central African Republic, Chad, Comoros, Côte d'Ivoire, Ethiopia, Gambia, Guinea, Guinea-Bissau, Haiti, Iraq, Liberia, Mali, Mauritania, Niger, Senegal, Sierra Leone and South Sudan.[35]

2. In specific regional contexts, as for example in Southern Asia, where almost one half (49%) of the world's adult illiterate population live.[36]

3. To prevent children from growing up in an illiterate environment. The home literacy environment supports literacy skills in the next generation and hence contributes to target 4.1. to ensure that all girls and boys complete an education leading to relevant and effective learning outcomes.

4. To create preconditions for people to move out of poverty as functional literacy is in most countries the prerequisite to enter the labour market or acquire skills for work.

Table 1:
Global literacy rates and illiterate population by age groups, 2016

	Adult (aged 15+)	Youth (aged) 15-24
Global literacy rate (%)		
All genders	86	91
Men	90	93
Women	83	90
Global illiterate population (in Mio.)		
All genders	750	102
Men	277	44
Women	473	58
Share of women (%)	63	57

Source: UNESCO Institute for Statistics. Fact Sheet No. 45, page 3.

Governments clearly value adult literacy and numeracy programmes

Furthermore there is ample evidence that governments all over the world value adult literacy and numeracy programmes:

- 85% of those countries that responded to the GRALE3 monitoring survey[37] stated that their top policy priority for ALE programmes was literacy and basic skills.

- 81% of the countries that responded to the GRALE3 survey identified adults with low levels of literacy or basic skills as the most important target group for ALE.[38]

35 UNESCO Institute for Statistics: Fact Sheet No. 45, 2017, page 3.
36 https://tellmaps.com/uis/literacy/#!/tellmap/-1003531175, accessed 07.11.18

37 Globally, 139 of UNESCO's 195 Member States participated in GRALE III, the third Global Report on Adult Learning and Education (2016). This is equivalent to a response rate of 71%. See UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 27.
38 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 34.

- UNESCO's Institute for Lifelong Learning has identified over 200 different literacy programmes, which are documented in the database on effective literacy practice. A wide range of tools has been tested and is readily available.[39] Furthermore a review of over 200 adult literacy and numeracy programmes showed that all carried out monitoring and evaluation of some form, usually as part of the management and implementation cycle.[40]

- The most successful adult education programmes have embedded literacy in other sectoral and learning activities, including vocational skills development[41], hence contributing at the same time to target 4.6 on literacy and target 4.4 on skills for work.

- Two-thirds of the countries that responded to the GRALE3 monitoring survey stated that literacy programmes help to develop democratic values, peaceful coexistence and community solidarity[42], which constitutes a contribution to target 4.7 on education for sustainable development.

3.2.2 Equal access and leaving no one behind

Education reflects but can also exacerbate inequality. Disparities in education along the lines of gender, urban/rural location, wealth, ethnic or linguistic groups and other dimensions still run deep. Only 66% of countries have achieved gender parity in primary education.[43] Based on data from 62 countries for 2001-2015, "only 12 countries show parity between urban and rural children in achieving minimum proficiency levels in reading or mathematics at the end of primary education."[44] The wealth parity index indicates that for the poorest fifth of the population 61 children completed lower secondary for every 100 of the richest fifth.[45]

It is against this backdrop that adult education opportunities make a valuable contribution to equality in the following areas:

- Literacy and numeracy programmes for those who did not achieve the minimum proficiencies within the formal education system or dropped-out early;

- 2nd chance education for those who dropped out of the formal education system and wish to re-embark;

Non-formal vocational and technical training for marginalised groups.

The Agenda 2030 does not only pledge to leave no one behind, it also endeavours "to reach the furthest behind first". The "Education 2030 Framework for Action" signals "the need for increased efforts especially aimed at reaching those marginalised or in vulnerable situations." It formulates the vision that "All people irrespective of sex, age, race, colour, ethnicity, language, religion political or other opinion, national or social origin, property or birth, as well

39 http://litbase.uil.unesco.org/?menu=4, accessed 07.11.18
40 UNESCO: Global Education Monitoring Report 2017/18, 2017, page 200
41 https://gemreportunesco.wordpress.com/2012/09/05/literacy-lets-listen-to-what-adults-want-to-learn/, accessed 07.11.18
42 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 13.

43 UNESCO: Global Education Monitoring Report 2017/18, 2017, page 184.
44 UN Economic and Social Council: Progress towards the Sustainable Development Goals. Report of the Secretary-General 2018, 2018, paragraph 46
45 UNESCO: Global Education Monitoring Report 2017/18, 2017, page 187.

**Figure 2:
Changes
in participation
rates in ALE**

Changes in participation rates of different groups in ALE globally
(% of a total of 139 responses)

	Increase	No change	Decrease	Do not know
Ethnic, linguistic and religious minorities and indigenous peoples	23	14	1	62
Adults living with disability	27	22	5	46
Older adults / retired people	28	18	4	50
Migrants and refugees from other countries	31	10	3	56
Long-term unemployed people	35	13	6	46
Workers in low-skill, low-wage and precarious employment	36	14	7	53
Residents of rural and remote areas	43	13	7	37
Adults with low-level literacy and basic skills	48	16	15	21
Those seeking recognition for prior learning (especially non-formal and informal)	50	11	2	37
Young persons not in education, employment or training	50	11	8	31

Source: UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, monitoring survey, question 5.2: What differences are there between women and men in terms of their participation rates (%) in ALE programmes? Total number of responses: 139. In GRALE III, page 53

as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities."[46] For Adult Learning and Education this implies that the most disadvantaged groups should be overrepresented in the adult learners of any given population. Available data does not provide absolute figures, but shows the perceptions of governments on the increase or decrease in participation rates of certain groups (see figure 2).

The overall picture shows that there is progress in almost all areas, while data gathering needs to be improved in order to better monitor outreach to specific groups.

Though available data provides a somewhat sketchy picture, the differences between the various groups can serve as an indication as to which groups need further attention in order to better understand barriers to participation and develop respective counter-strategies. Box 2 provides an example for a particular successful outreach to residents of remote areas, including ethnic minorities and involving men and women equally.

In Laos most vocational training is provided within the recently upgraded vocational schools in the provincial capitals. It is thus not directly available in the most remote and marginalised areas of Laos. DVV International, in collaboration with others, designed a mobile vocational training service to bring courses of five to ten days' duration to more remote and disadvantaged areas. During 2015 and 2016 the programme delivered 16 courses annually – ranging from livestock breeding and mushroom growing to electrical installation and motorcycle repair – to 375 participants each year.

In 2017 an external tracer study was conducted. Firstly, the study confirmed that the programme was able to reach out to marginalised or usually underrepresented groups. Out of 145 survey participants representing 83% of training participants of 5 selected training locations, 48% were women, over 33% belonged to an ethnic minority group, 32% had completed only primary education, an additional 10% had not finished primary education, and 100% lived in rural areas. Secondly, the study compared the income situation before and after the training. Respective findings show that the share of participants stating an income below 300,000 Kip (the lowest category) dropped substantially from 43% to 5%.

Looking beyond the micro-level, a key issue in vocational training is the linkage and potential for progression from the non-formal into the formal system. Graduates from the mobile VET (after completion of two levels) still need to complete an equivalency course before being accepted in a formal vocational college. The ultimate goal is to integrate the mobile courses into the official TVET delivery system.

Source: Siochru: Evaluation of DVV International Asia Programme, 2017, pages 91-92 and DVV

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2nd Chance Education

2nd Chance Education is part of ALE and a strong tool contributing to equal access as it offers the opportunity to learners who had previously dropped out to re-embark on the formal education track. As figure 3 below illustrates "…a large share of the adult population in low and middle income countries has not completed primary school and is unlikely to return to complete basic education. In Mozambique, although only 20% of adults had completed primary, only 0.5% were enrolled in formal education. Countries where adult enrolment was higher (above 4%) were mainly upper middle income countries such as Brazil, the Dominican Republic and Thailand."[47]

There is only limited data available on enrolment in primary education programmes for adults, expressed as a percentage of the population 15+ with no schooling or with incomplete primary education.[48] For these few countries enrolment rates range between 0.5 and 15%. Though these statistics do not reveal the number of adults who are participating in any continuing education outside the formal system, it still illustrates that there is a large group of potential learners in need of second chance education opportunities.

Where these opportunities for 2nd chance education are provided, they are not only a source of further education but also a contribution to a more equal society.

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47 UNESCO: Global Education Monitoring Report 2017/18, 2017, page 153, Data Focus 11.1

48 According to UIS these are only available for Argentina, Bolivia, Chile, Colombia, Dominican Republic, El Salvador, Mexico, Panama, Peru and Uruguay.

"Socially marginalised young people are more likely to permanently leave the formal education system, thereby exacerbating patterns of entrenched poverty. In six Latin American countries many young people who participated in a second chance programme gained the skills they needed to overcome marginalisation.

After completing the programme, 42% of the 19,600 participants were back in formal education — nearly doubling since the start of the programme."[49]

Furthermore, it is crucial to point out that educating adults has a long-term impact. When today's learners complete more years of schooling, the next generation benefits: "Parents who have attended or completed school are more likely to educate their children. Based on 142 demographic and health surveys from 56 countries between 1990 and 2009, for each additional year of a mother's education, the average child attained an extra 0.32 years of education, and for girls the benefit was larger. Across 24 European countries the relationship between parental education levels and the attainment of children has also been found to be strong."[50]

Hence the provision of 2nd chance education opportunities has various effects. It directly contributes to target 4.5 on equal access. Through the impact on the next generation it indirectly contributes to target 4.1 (completion of education with a focus on children). Furthermore, it indirectly contributes to SDG 10 (Reduced Inequalities) as it mitigates both inequality within and amongst countries. 2nd chance education largely benefits marginalised groups and contributes to their equality.

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49 UNESCO: Sustainable Development Begins with Education, 2014, page 5.

50 UNESCO: Sustainable Development Begins with Education, 2014, page 5.

Figure 3: Adults returning to school

More adults return to school in upper middle income countries than in poorer ones (Percentage of adults enrolled in formal education and percentage of adults who have completed at least primary school, 2015)
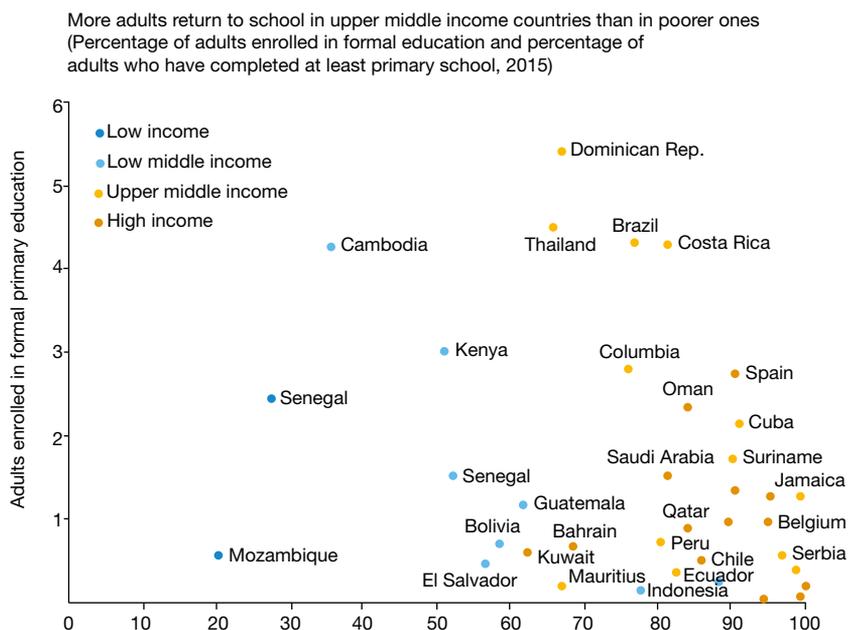
Source: Global Education Monitoring Report 2017/2018, page 154

It is estimated that 55 million EU citizens between 16 and 65 have literacy difficulties. The Republic of Serbia holds 39th place among 160 countries in the literacy rate ranking list. The literate population is estimated to be 98.1%. It can be assumed that the rate of functionally literate citizens is much lower. In 2010 the project "2nd Chance – Systemic Development of Functional Elementary Education of Adults" was launched in Serbia. It was financed by the EU and delivered by a consortium including DVV International, the European Association for the Education of Adults (EAEA) and GOPA, who worked jointly with the Serbian Ministry of Education, Science and Technological Development and the University of Belgrade. The curriculum combined functional elementary education with education for work (a low level of formal VET in Serbia) and elements of civic education. The project reached approx. 4000 learners, trained more than 1000 teachers in skills for teaching adult learners and created a blueprint for a 2nd chance education system in Serbia.

Sources: https://ec.europa.eu/epale/en/blog/fighting-functional-illiteracy-second-chance-schools-example-serbia and http://drugasansa.rs/?lang=en

3.2.3 Education for Sustainable Development

Target 4.7 aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and applies equally to children and adults and to formal and non-formal education. At the end of the Decade of Education for Sustainable Development (DESD, 2005–2014) UNESCO underlined that "The fundamental reorientation of education systems requires changes in all levels and areas of education – not just in formal education but also in non-formal and informal processes so that all citizens, young people and adults alike can learn how to contribute to the goals of a more equitable, environmentally sustainable and secure world."[51]

The stocktaking of the Decade of Education for Sustainable Development stressed, among other issues, the important role of campaigns, exhibitions and other awareness-raising actions which are able to reach millions of learners of all ages.[52] ALE plays a vital role, particularly in campaigns which aim to combine awareness-raising with active citizenship, encouraging and enabling adults to translate their awareness into action. Recent studies in various countries find that "ALE equips individuals with the dispositions, knowledge and skills to become active citizens. (…) Citizenship education programmes help individuals gain political information, develop feelings of empowerment, and increase their levels of political participation. The effects are particularly strong in terms of factual political knowledge and participation at the local level."[53]

51 UNESCO: Shaping the future we want, 2014, page 132.

52 UNESCO: Shaping the future we want, 2014, page 131.
53 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 111.

Furthermore, the stocktaking of the Decade of Education for Sustainable Development points out a need for teacher training in the formal education system. As progress is visible in the inclusion and mainstreaming of education for sustainable development in primary and secondary education across all regions, more support is needed for teachers in the classroom.[54] In this context adult education is central to assist teachers and facilitators in keeping pace with the expansion of educational materials on sustainable development. The same is true for trainers exploring sustainable development in non-formal settings with adult learners. Likewise, the training of teachers for formal and facilitators for non-formal education directly contributes to target 4.7 and is in line with implementation mechanism 4.c, which aims for a substantial increase in the supply of qualified teachers.

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54 UNESCO: Shaping the future we want, 2014, page 99.

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The role of Adult Learning and Education in SDG 8, 10, 13 and 16
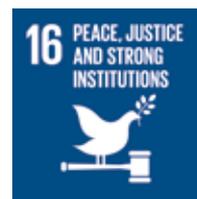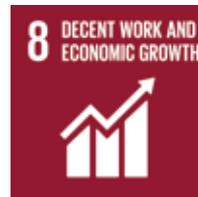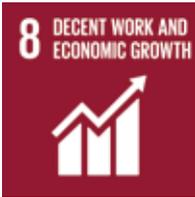
8 DECENT WORK AND ECONOMIC GROWTH

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Key messages

➜ **Recognition:** ALE is clearly recognised in SDG 8 in the field of technical and vocational education and training but also with regard to the acquisition of relevant skills for employment, decent jobs and entrepreneurship.

➜ **Needs:** In 2017 the official global unemployment rate was 5.6%, while the global youth unemployment rate was 13%. Furthermore there are millions of people who are in work but whose earnings are too low to lift them out of poverty. In low income countries almost 90% of workers are either poor or close to poverty.

➜ **Contribution:** Globally 43% of countries are able to demonstrate that ALE has a positive impact on company/organisation success, innovative capacity, adaptability to change or inclusiveness with respect to disadvantaged groups.

➜ **Contribution:** ALE provides non-formal vocational and skills training for the formal and the non-formal sector, including agriculture and small-scale businesses. It is a particular strength of ALE that it reaches the most vulnerable and is able to combine vocational training with education on decent work.

4.1 SDG 8: Decent work and economic growth

4.1.1 The role of ALE in SDG 8

SDG 8 and its targets are closely related to SDG 4, in particular in the field of technical and vocational education and training but also with regard to the acquisition of relevant skills for employment, decent jobs and entrepreneurship. The targets most closely related to SDG 4 (in particular target 4.4) and ALE are:

- Target 8.5 ... achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value;

- Target 8.6 ... substantially reduce the proportion of youth not in employment, education or training;

- Target 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.

Beyond these, a number of targets are indirectly linked to ALE:

- For example target 8.2 values innovation as one of the factors with impact on productivity. Innovation capacity is clearly linked to ALE.

- Targets 8.3 and 8.10 refer to access to financial services as a driver of economy. Obviously, functionally literate and numerate users are a prerequisite.

- Target 8.4 aims to decouple economic growth from environmental degradation in accordance with the 10-year framework of programmes on sustainable consumption and production. The implementation of this framework includes elements of consumer's education, awareness

raising and an increased access to information as well as empowerment and citizen's participation. [55]

- Target 8.7 focuses on the eradication of forced labour, modern slavery, human trafficking and child labour and is hence closely linked to human rights and labour rights education and the empowerment of (child) workers.

4.1.2 ALE and the labour market

In 2017 the global unemployment rate stood at 5.6% (as compared to 6.4% in 2000), while the global youth unemployment rate was 13%, indicating that youth are almost three times more likely to be unemployed than adults. "In half of the 74 countries with data available around 2016, over 17 percent of young persons are not in education, employment or training, with no noticeable reduction in this share since the financial and economic crisis."[56] Globally, 61% of workers were in informal employment in 2016.

When looking at productivity and employment, many studies clearly demonstrate the impact of ALE:

- Microeconomic studies observe that training enhances productivity and product value at the company level.

- Macroeconomic analysis links training and education to productivity and economic growth.

- According to Cedefop, the European Centre for the Development of Vocational Training "countries with the highest overall ALE activity were also the most innovative (…) Indeed, ALE ap-

peared to be more closely linked with innovation than tertiary education". [57]

- Impacts of ALE are likewise evident when the training takes place within the informal sector. A number of studies in sub-Saharan Africa found that apprenticeships in the informal sector helped individuals find jobs more easily (Malawi), graduates had substantially raised their earnings (Tanzania), informal apprenticeships enhanced access to formal training later on (Tanzania) and productivity was raised (Zambia).[58] In other words, the experience in sub-Saharan Africa, with its large informal labour market, shows that the benefits of ALE are not limited to the formal sector and labour market.

Globally, according to the GRALE III monitoring survey of 2015, 43% of countries have evidence to show that ALE has a positive impact on any of the following: Company/organisation success (profitability, efficiency, quality of service), innovative capacity, adaptability to change, inclusiveness with respect to disadvantaged groups (e.g. people with disabilities, older workers).[59] For details on the regional evidence, see figure 4 below.

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55 For details see UNEP: The 10-Year Framework of Programmes on Sustainable Consumption and Production, (no date)

56 UN Economic and Social Council: Progress towards the Sustainable Development Goals. Report of the Secretary-General 2018, 2018, paragraphs 74-77

57 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 90.

58 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 90.

59 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 96

Percentage of countries globally, by income group and by region
that have evidence for the impact of ALE on labour-market outcomes
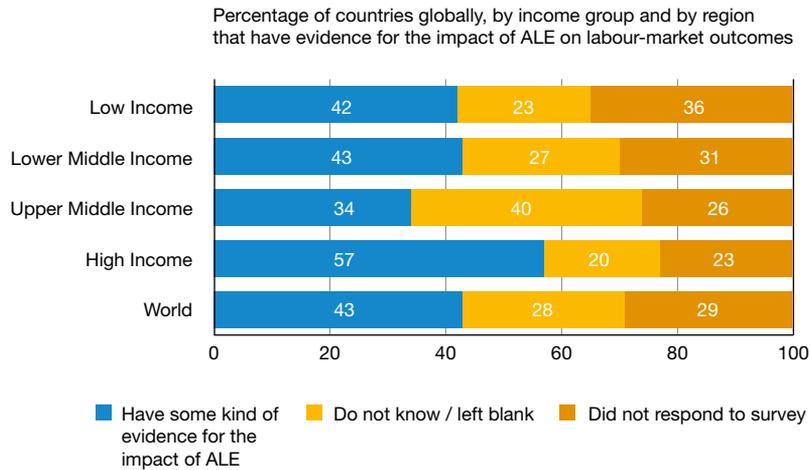
	Have some kind of evidence for the impact of ALE	Do not know / left blank	Did not respond to survey
Low Income	42	23	36
Lower Middle Income	43	27	31
Upper Middle Income	34	40	26
High Income	57	20	23
World	43	28	29

■ Have some kind of evidence for the impact of ALE   ■ Do not know / left blank   ■ Did not respond to survey

Source: UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, page 96

4.1.3 Working poor, the informal sector and decent work

Though there is ample evidence that investing in lifelong learning contributes to long-term economic growth, growth in turn does not guarantee prosperity for all. In its 2017 SDG review the High Level Political Forum concluded that although extreme poverty has been reduced considerably, the 2013 global estimate suggests that 10.9%, or 783 million people, still lived below the threshold of $1.90 a day (at 2011 purchasing power parities).[60] Amongst them are millions of people who are in work but whose earnings are too low to lift them out of poverty. In low income countries almost 90% of workers are either poor or close to poverty. In lower middle-income countries this applies to nearly 70%.[61] Within this group "workers in informal employment have higher exposure to pervasive decent work deficits and a higher risk of being in working poverty."[62]

The informal economy as such is huge: "The informal economy comprises more than half of the global labour force and more than 90 percent of micro and small enterprises (MSEs) worldwide. Informality is an important characteristic of labour markets in the world with millions of economic units operating and hundreds of millions of workers pursuing their livelihoods in conditions of informality."[63] Within both groups, the working poor and the informal sector workers, youth constitute a large part. In more than 90% of sub-Saharan African countries women are more exposed to informal employment than men. This is the case in 89% of Southern Asian and almost 75% of Latin American countries as well. More than 30% of women in informal employment in low- and lower-middle income countries are so called "contributing family workers", usually considered as unpaid.[64]

60 UN Economic and Social Council: Progress towards the Sustainable Development Goals. Report of the Secretary-General, 2018, paragraphs 5 and 6.

61 UNESCO: Global Education Monitoring Report 2016, 2016, page 52.

62 UN Economic and Social Council: Progress towards the Sustainable Development Goals. Report of the Secretary-General 2018, 2018,

paragraph 74

63 https://www.ilo.org/global/topics/dw4sd/themes/informal-economy/lang--en/index.htm, accessed 07.11.18

64 International Labour Organisation: Women and men in the informal economy, 2018, page 21
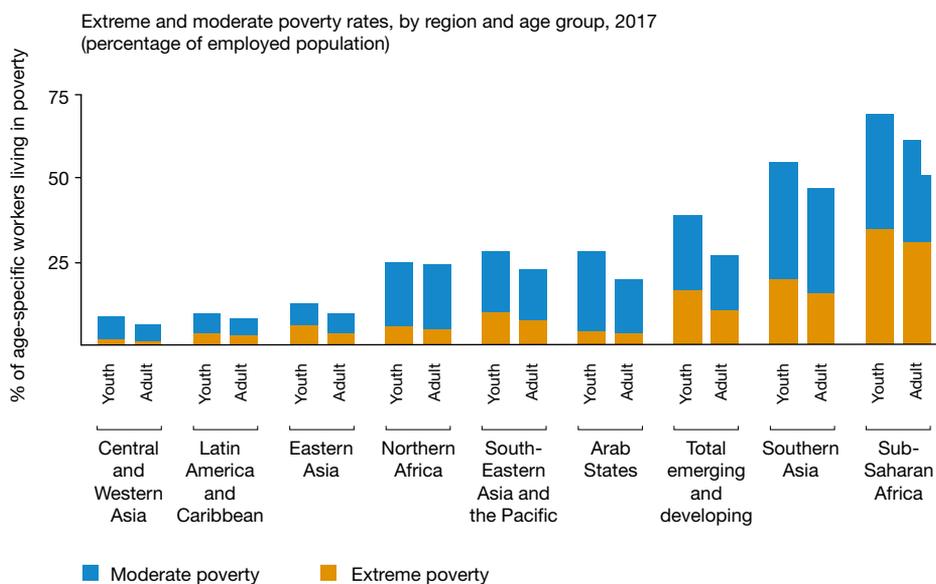
Extreme and moderate poverty rates, by region and age group, 2017
(percentage of employed population)

Source: ILO: Global employment trends for Youth 2017, page 19

In its "Resolution concerning decent work and the informal economy", ILO stresses: "To increase job quantity and quality, emphasis should be placed on investing in people, especially the most vulnerable – in their education, skills training, lifelong learning, health and safety – and encouraging their entrepreneurial initiative."

Overall educational levels of workers in the informal sector are lower compared to the formal. "In developing and emerging countries (...) nearly 55 percent of all workers in the informal sector have no education or primary education as the highest level of education compared to 15.5 percent among workers in the formal sector. Nearly two-thirds of own-account workers operating informally are not educated or have primary level education; the proportion is almost halved among those operating formally (35.7 percent)."[65]

It is against this backdrop that non-formal ALE can unfold its full potential. As Walther points out "The informal sector is the main producer of skills in the economically active population. Data made available in surveys of the informal sector clearly show that a very high proportion of people working in the sector are trained by the sector itself."[66] These non-formal skill trainings are oriented at the local labour market demands. What is more "skills development in the informal sector is not just restricted to the professional development of people working within it. For example, a qualitative survey carried out by the AFD on a group of 110 youth association leaders from Central Africa showed that 60% of these young people, having done a Bachelor's or Master's level higher education degree course, enter the labour market by acquiring on-the-job experience or doing an apprenticeship in the informal sector."[67] Hence non-formal vocational training can be to the benefit of unskilled workers and to

65 International Labour Organisation: Women and men in the informal economy, 2018, page 56.

66 Walther: Building Skills in the Informal Sector, 2013, page 20.
67 Walther: Building Skills in the Informal Sector, 2013, page 21.

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Figure 6: Formal and informal employment

Share of youth in formal and informal employment, 2016

% of age-specific employment

	World		Developing countries		Emerging countries		Developed countries	
	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult
Formal employment	23.3	42.1	3.2	9.8	16.972	34.4948	80.764	83.1401
Informal employment	76.6	57.9	96.8	90.2	83.028	65.5052	19.236	16.8599

■ Formal employment   ■ Informal employment
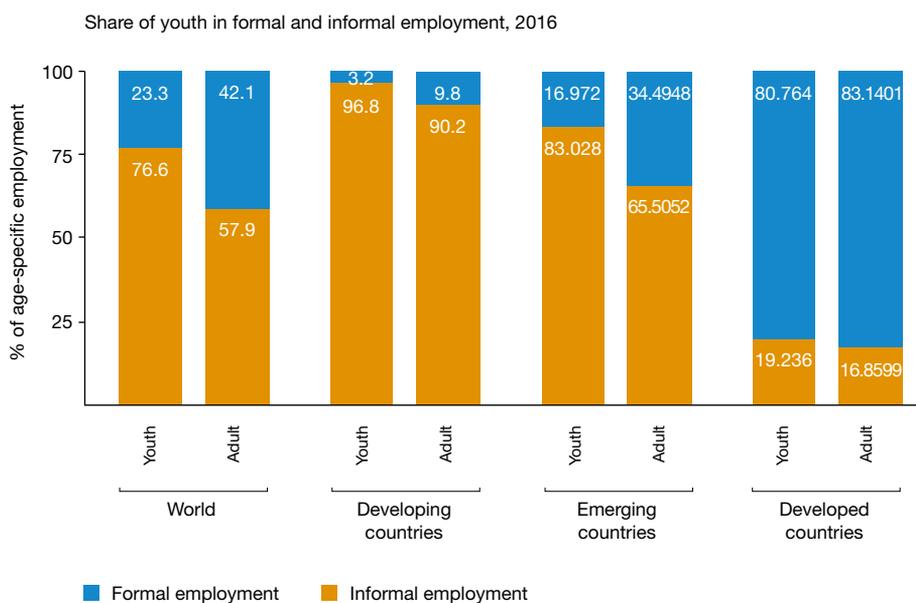
Source: ILO: Global employment trends for Youth 2017, page 21

the benefit of those holding qualifications which do not match the actual labour market. Improving and further expanding non-formal skills development benefits micro- and small enterprises and leads to income generation. ALE largely supports workers in the informal sector and may facilitate access to the formal labour market as well.

At the same time, ALE provides for skills and knowledge required to fight for labour rights, a safe and secure working environment and to create unions and alternative production structures such as cooperatives. UNESCOs Learning Objectives for Education for Sustainable Development Goals specify that the learner should be able "to collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer."[68]

Collaboration with others and the awareness on issues such as equal pay for equal work are extremely important to foster collective strategies, in particular in a competitive labour market. The downside of vocational training can be labour displacement of those who are less qualified.[69]

In this context it is a particular strength of ALE that it can reach out to the most vulnerable and offer non-formal adult learning opportunities, including vocational training, and combine them with education on decent work, labour rights and collaborative action. On the road to decent work, vocational skills and workers empowerment are indivisible.

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68 UNESCO: Education for Sustainable Development Goals. Learning Objectives, 2017, page 26.

69 Adult education can have positive labour-market outcomes on the individual level – for those who completed the respective training or programme – and at the same time show negative effects when it worsens the earning of people who did not participate. This potential adverse effect has been observed looking at the Adult Education Initiative in Sweden. Source: UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 90

In Mexico and Guatemala DVV International supports networks of organisations promoting and training on Solidarity Economy.

The UN Inter-Agency Task Force on Social and Solidarity Economy states in a position paper "The international development community recognises the need to rethink development. Business-as-usual has not prevented financial and food crises, climate change, persistent poverty and rising inequality. (…) SSE is a complementary pathway to tackling the ongoing growth of precarious employ-ment and acute decent work deficits connected with the informal economy. (...) From an aggregate point of view, cooperatives are among the largest employers in many countries in both the global North and South. (...) SSE organisations can facilitate access to finance, inputs, technology, support services and markets, and enhance the capacity of producers to negotiate better prices and income. They can reduce power and information asymmetries within labour and product markets and enhance the level and regularity of incomes."

Source: UN Inter-Agency Task Force on Social and Solidarity Economy: Social and Solidarity Economy and the Challenge of Sustainable Development, 2014, page 1.

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In Tajikistan, being an ex-prisoner is still highly stigmatised and seriously limits one's chances for reintegration into society and into the labour market. DVV Inter-national combined vocational training with civic education and personal develop-ment programmes for 150 female prisoners in Nurek. Trainers from the National Adult Training Centre (which operates under the Ministry of Labour) delivered the vocational training. The training certificates were issued by the centre and recog-nised by the State, easing the return into the formal labour market.

Moreover, legal and psychological counselling was offered to ex-prisoners of both sexes through two local partners. Here ex-prisoners got practical support to get their lives together. The project was implemented in cooperation with the Depart-ment of Criminal Penalty Execution under the Ministry of Justice. As an additional outcome the cooperation opened avenues for dialogue between the Ministry and civil society.

Source: http://tinyurl.com/y62lkmqw

Box 5:
Tajikistan: How
vocational training,
human rights
and legal and
psychological
counselling go
together

10 REDUCED INEQUALITIES

SDG 10: Reduce inequality within and among countries.

→ **Contribution:** ALE contributes to a country's achievements on health, education and income and hence raises a country's Human Development Index. In combination these achievements correlate with higher equality within countries.

→ **Contribution:** Various topics addressed through ALE in Global Education such as human rights, anti-discrimination and gender equality are indispensable for the promotion of equality within and between countries.

→ **Contribution:** Community centres play a vital role for the integration of migrants and the reduction of potential tensions between migrant and host populations. Non-formal ALE facilitates a wide range of activities from literacy courses to joint sport clubs.

4.2 SDG 10: Reduced Inequalities

4.2.1 The role of ALE in SDG 10

SDG 10 seeks to reduce inequalities within and among countries, including gender inequality (which is addressed in more detail in SDG 5). Targets and indicators of SDG 10 do not explicitly refer to education. However, target 10.2 includes education as it aims to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

4.2.2 The contribution of ALE to equality

Inequality is measured in many different ways, including the Inequality-adjusted Human Development Indicator (HDI). While the HDI as such combines data on health, knowledge and a decent standard of living, the Inequality-adjusted Index (IHDI) combines a country's average achievements in health, education and income with how those achievements are distributed among a country's population. Table 2 shows by which percentage the HDI changes when the inequality-adjustments are made. It clearly shows that the lower the initial HDI, the higher are the losses due to inequality.

As outlined before, ALE can impact on all dimensions of the Human Development Index. It raises the average achievements in education (see chapter 3 on the role of ALE in SDG 4), in health (see chapter 2 and the cross-sectoral contributions ALE makes on SDG 3) and in income (see chapter 4 on decent work). As a higher Human Development Index correlates with higher equality, one can conclude that ALE has a positive impact on equality within countries and hence contributes to target 10.2 on social, economic and political inclusion of all. (In this regard see also chapter 5 i. on inequality as a core issue to be addressed).

**Table 2:
Inequality-adjusted
HDI**

	Human Development Index (HDI)	Inequality-adjusted HDI (IHDI)	
	Value	Value	Overall loss (%)
Human development groups			
Very high human development	0.894	0.799	10.7
High human development	0.757	0.636	16.0
Medium human development	0.645	0.483	25.1
Low human development	0.504	0.347	31.1
Developing countries	0.681	0.531	22.0
Small island developing states	0.676	0.508	24.9
Least developed countries	0.524	0.375	28.5
Regions			
Sub-Saharan Africa	0.537	0.372	30.8
South Asia	0.638	0.471	26.1
Arab States	0.699	0.523	25.1
Latin America and the Caribbean	0.758	0.593	21.8
East Asia and the Pacific	0.733	0.619	15.6
Organisation for Economic Cooperation and Development	0.895	0.788	11.9
Europe and Central Asia	0.771	0.681	11.7
World	0.728	0.582	20.0

Source: UNDP Human Development Reports http://hdr.undp.org/en/composite/IHDI

4.2.3 Further contribution of ALE to reduced inequalities

Beyond this contribution to overall social, economic and political inclusion, ALE is relevant to some more aspects of SDG 10.

Target 10.3 aims to ensure equal opportunities, mainly by eliminating discriminatory laws, policies and practices. The corresponding indicator is of particular interest as it measures "the proportion of population reporting having personally felt discriminated against or harassed (…) on the basis of a ground of discrimination prohibited under international human rights law". This indicator is designed as a bottom-up indicator based on a population's own assessment of whether discrimination takes place or not. Obviously, broad awareness raising and educational campaigns on discrimination, discriminatory policies and practices, are a prerequisite in order to expect any informed and consistent reporting by the population. Hence, if there is no reporting on discrimination it does not necessarily indicate equality but might very well be an indication of an uninformed community/society. ALE's contribution to SDG 4.7 (Education for Sustainable

Development) includes education on human rights and gender equality as well and is hence also relevant to target 10.3.

Target 10.7 aims to facilitate orderly, safe, regular and responsible migration and mobility of people, including through well-managed migration policies. The recent forced migration of refugees to Europe shows dramatically that governments need a minimum consensus within their home populations, both on the development of migration policies as well as on the fulfilment of their respective national and international obligations to grant asylum on humanitarian and political grounds. The on-going controversies and signs of rising xenophobia show the need for an extensive process of civil education and citizen participation in the field of migration.

Furthermore, UNESCOs latest Global Monitoring Report on Education points out that "Education and awareness-raising about migration and displacement issues do not only take place within school walls. (...) Community centres play a key role."[70] Experiences from Turkey, the United States and the UK reveal that these centres make valuable contributions both to integration of migrants and to the reduction of potential tensions between migrant and host population. Activities vary widely and can include literacy courses, after-school help, sport activities, community excursions, public events and meeting space. Successful community centres become a "trusted place" where migrant and host communities can meet and cultural diversity can be practiced.[71] In this context non-formal ALE plays a vital role.

10.b, among the means of implementation of SDG 10 – encourage official development assistance and financial flows – is a fairly popular issue as part of Education for Sustainable Development, at least in the Global North. According to the OSCE, the rise of Official Development Assistance (of OSCE countries) to 0.7% of the gross national income is the best-known target in international aid. Already agreed upon in 1970 and repeatedly re-endorsed[72], including in SDG 17, there have been countless civil-society campaigns and accountability initiatives on this issue until today. As data is comparatively easy to access and follow-up, it is an entry point for citizens mobilisation in OSCE countries and fully in line with the concept of Education for Sustainable Development.[73]

70 UNESCO: Global Education Monitoring Report 2019. Migration, displacement and education: building bridges, not walls, 2018, page 91

71 UNESCO: Global Education Monitoring Report 2019. Migration, displacement and education: building bridges, not walls, 2018, page 91-92

72 http://www.oecd.org/dac/stats/the07odagnitarget-ahistory.htm, accessed 23.10.18

73 To a lesser degree the means of implementation 10.c – the reduction of transaction costs of migrant remittances to less than 3% – is taken up by civil society campaigns in a similar fashion and is increasingly known.

SDG 13: Take urgent action to combat climate change and its impacts

→ **Recognition:** SDG 13 explicitly mentions education, awareness-raising and strengthening of human capacities as part of its targets and means of implementation.

→ **Needs:** 83,000 people died annually, on average, as a result of natural disasters occurring from 2000 to 2013.

→ **Contribution:** A people-centred preventive approach to disaster risk reduction (DRR) is an integral part of all related policy frameworks. ALE is key in putting it into practice and saving lives.

→ **Contribution:** A study based on a survey in 119 countries concludes that improving basic education, climate literacy, and public understanding of the local dimensions of climate change are vital to public engagement and support for climate action. ALE is key in creating support for climate action policies.

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4.3 SDG 13: Climate Action

4.3.1 The role of ALE in SDG 13

SDG 13 includes two targets and a means of implementation, to which Adult Learning and Education is highly relevant:

- Target 13.1 focuses on disaster risk reduction and seeks to strengthen resilience and adaptive capacities to hazards and natural disasters;

- Target 13.3 explicitly asks to improve education, awareness-raising and human capacities on climate change mitigation, adaptation, impact reduction and early warning;

- The means of implementation 13.b is also focused on raising capacities for climate change-related planning and management, and stresses a focus on women, youth and local and marginalised communities.

4.3.2 Adult education can save lives: the human dimension of disaster risk reduction

Disasters are increasing in frequency and intensity. The number of people affected varies from year to year and from country to country. "In average 83,000 people died and 211 million were affected annually as a result of natural disasters occurring from 2000 to 2013."[74]

One such place is Palu, Indonesia. There hundreds of people were killed in a Tsunami, which hit on 28th September 2018. In the aftermath, analysis of what went wrong focused mainly on various technical features of the early warning system in place. The absence or lack of maintenance of earthquake sensors, tide gauges, buoys and sirens along the coast and the breakdown in the sms-warning system were discussed. At the same time not everyone is convinced a tsunami detection system is essen-

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74 https://unstats.un.org/sdgs/report/2016/goal-13/, accessed 26.10.18

tial. The New York Post summarised: "Since the 2004 tsunami, the mantra among disaster officials in Indonesia has been that the earthquake is the tsunami warning and signal for immediate evacuation. (…) The fact that people were still milling around Palu's shoreline when waves were visibly approaching shows the lessons of earlier disasters haven't been absorbed."[75]

The "Sendai Framework for Disaster Risk Reduction 2015-2030" is the most relevant policy framework for disaster risk reduction. The framework recognises that states have the overall responsibility for reducing disaster risk, but at the same time stresses the relevance of other actors such as civil society and community-based organisations. In particular the framework points out the following elements, which are closely related to youth and adult education:

- "There has to be a broader and a more people-centred preventive approach to disaster risk. (…) Governments should engage with relevant stakeholders, including women, children and youth, persons with disabilities, poor people, migrants, indigenous peoples, volunteers, the community of practitioners and older persons in the design and implementation of policies, plans and standards."[76]

- There needs to be a promotion of "… disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery and rehabilitation, in formal and non-formal education, as well as in civic education at all levels, as well as in professional education and training."[77]

- "Older persons have years of knowledge, skills and wisdom, which are invaluable assets to reduce disaster risk, and they should be included in the design of policies, plans and mechanisms, including for early warning …",[78] which underlines the strength and in this case the life-saving potential of intergenerational learning opportunities.

As part of a strengthened response capability, the UNISDR (United Nations International Strategy for Disaster Reduction) checklist for early warning systems includes the need for communities to be educated on the dissemination of warnings and on the recognition of simple hydro-meteorological and geophysical hazard signals to allow immediate response.[79] In other words, if all technology in place fails to function, even in the most remote places in Indonesia people should be aware that an earthquake – which one might even be able to sense without any external warning – indicates a high Tsunami risk and that quick evacuation to higher ground is the adequate response. Adult Learning and Education opportunities – ideally provided within the frame of community learning centres and with a strong intergenerational component – is the perfect tool to strengthen communities' disaster risk awareness and response capability. (See also chapter 5 viii. on intergenerational learning).

4.3.3 Combating climate change

The Paris Agreement acknowledges that climate change is a common concern of humankind. A total of 197 countries are party to the agreement. At present 181 have ratified the agreement. Article 6 of the Convention seeks to reduce the impact of climate change by enabling society to be a part of

75 https://nypost.com/2018/10/01/indonesias-early-warning-system-couldve-saved-lives-in-deadly-tsunami/. See also https://phys.org/news/2018-10-indonesia-tsunami-early-strategy-palu.html for a similar assessment, both sites accessed 25.10.18

76 UNISDR: Sendai Framework for Disaster Risk Reduction, 2015, paragraph 7

77 UNISDR: Sendai Framework for Disaster Risk Reduction, 2015, paragraph 24l

78 UNISDR: Sendai Framework for Disaster Risk Reduction, 2015, paragraph 36

79 UNISDR: EWC III. Third International Conference on Early Warning. Developing Early Warning Systems: A Checklist, 2006, page 7. For a more detailed study see for example: Guru/Santha: People-centred early warning systems and disaster risk reduction. A Scoping Study of Public Participatory Geographical Information Systems (PPGIS) in India, 2013.

the solution. To this end two distinct so-called work streams are in place, "education and training", and "public awareness and participation".

With regard to the first work stream on "education and training", the UNFCCC (UN Framework Convention on Climate Change) secretariat explicitly recognises a lifelong learning approach, stating "The mandate of Article 6 calls for initiatives that are diverse, innovative and resource-efficient. They can include practical action in formal and informal education and training. These initiatives may cut across different types of learning, from pre-schooler classes and seminar rooms of universities, to vocational training and lifelong learning".[80]

As most stakeholders recognise that climate change cannot be stopped quickly, but rather be managed, mitigation and adaptation become increasingly important and completely new skill sets come into focus. Peasants acquire or reactivate traditional knowledge on drought-resistant seeds, relief workers start studying how to "build back better"[81], civil engineers focus on renewable energies, managers exchange experience on how production of all sorts of goods may be planned around potentially volatile weather phenomena: needs for traditional and new skills and Adult Learning and Education are abundant.

The second work stream on public awareness, public participation and public access to information[82], refers to areas which are closely related to Adult Learning and Education activities as well as active citizenship. A study based on national-level data from the 2007-2008 and 2010 Gallup World Polls (surveying 119 countries) concluded that education is most significantly linked to climate change awareness followed by access to communication. Climate change risk perceptions vary: in many African and Asian countries risk awareness is most closely linked to the perception of changes in local temperatures, while in Latin America and Europe understanding that climate change is man-made is the strongest factor leading to risk awareness. However other key factors play a role as well and "... the results suggest that improving basic education, climate literacy, and public understanding of the local dimensions of climate change are vital to public engagement and support for climate action." [83]

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80 https://unfccc.int/topics/education-and-outreach/workstreams/education-and-training, accessed on 25.10.18

81 "Building back better" is defined as "The use of the recovery, rehabilitation and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalization of livelihoods, economies and the environment." Source: https://www.preventionweb.net/terminology/view/51750, accessed 05.11.18

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82 https://unfccc.int/topics/education-and-outreach/workstreams/public-participation, accessed on 25.10.18

83 Predictors of public climate change awareness and risk perception around the world, 2015, page 1014.

In Cuba, DVV International cooperates with Centro Felix Varela, a Cuban NGO with consultative status at the UN Economic and Social Council. The organisation's mission is to strengthen active and environmentally responsible citizenship. Centro Felix Varela is part of an international network that mobilises citizens by utilising mapmaking as a highly participatory medium in order to create awareness on environmental issues and climate change. Citizens map green living as well as ecological, social and cultural resources. Mapping also includes climate changed areas, meaning local sites that demonstrate the unpredictable effects of climate change to our entire planet, and disaster areas that have been affected by natural or man-made disasters. By now, the initiative has grown to include over 950 cities, towns and villages in 65 countries.

**Box 6:
The green map:
Think global,
map local!**

Source: http://www.cfv.org.cu/ and https://www.greenmap.org/greenhouse/en/about

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Key messages

➔ **Contribution:** Adult education plays a crucial role in mobilising, educating and empowering communities in order to transform conflicts, promote sustainable peace and monitor the performance and accountability of institutions.

➔ **Contribution:** There is evidence that adult education programmes can directly contribute to the reduction of violence through conflict transformation (target 16.1), the reduction of abuse, exploitation and trafficking of children (target 16.2), the promotion of the rule of law (target 16.3), the reduction of bribery (target 16.5), the development of effective institutions (target 16.6), the inclusiveness of decision-making (target 16.7) and the provision of public access to information (target 16.10).

4.4 SDG 16: Peace, Justice and Effective Institutions

4.4.1 Peace, justice and effective institutions: top-down or bottom-up?

SDG 16 covers an extremely wide range of issues, including amongst others the reduction of violence and the reduction of death rates due to intentional homicide and due to conflict, child protection (incl. abuse, exploitation, trafficking and torture), the promotion of the rule of law, equal access to justice for all, the reduction of illicit financial and arms flows, substantial reduction of corruption and bribery, the development of effective and accountable institutions, inclusive and representative decision-making and public access to information.

The means of implementation (specified within the targets 16.a and 16.b) focus on strengthening relevant national institutions, promoting and enforcing non-discriminatory laws and policies. Looking at the overall description of SDG 16, clearly institutions, laws and policies are the priorities. SDG 16

focuses on structural issues in a top-down way and hardly shows any notion of the role of the people, who shall be included, protected and represented and to whose benefit all the institutions, laws and policies are supposed to work.

In 2018, the UN Economic and Social Committee endorsed a set of 11 principles for governance of sustainable development[84], which speak a different language. One of the principles is participation and claims that, "… all significant political groups should be actively involved in matters that directly affect them and have a chance to influence policy. Examples are (...) regulatory process of public consultation, (...) participatory budgeting, and community-driven development."[85] In other words the principle outlines social and political processes which are founded on citizens' education and mobilisation.

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[84] The principles were prepared by the UN Committee of Experts on Public Administration (CEPA) and UN DESA (Department of Economic and Social Affairs)

[85] For a summary see: http://sdg.iisd.org/commentary/guest-articles/effective-governance-for-sustainable-development-11-principles-to-put-in-practice/ For the full list of principles see: UN Economic and Social Council: Principles of effective governance for sustainable development, 2018, paragraph 31

	Target Groups	
	More people	Key People
Individual	1	2
Socio-Political	3	4

Level of change

Source: Anderson & Olson: Confronting War: Critical Lessons for Peace Practitioners, 2003, page 56.

4.4.2 How to develop peaceful societies
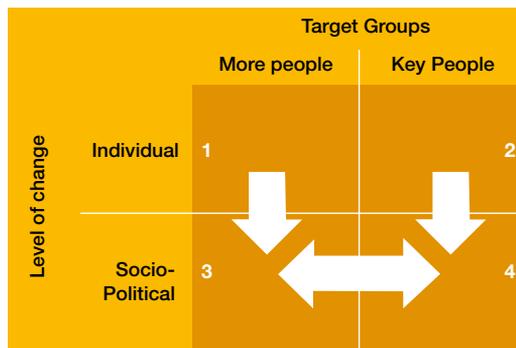
The Reflecting on Peace Practice (RPP) programme is a widely recognised framework to assess and reflect on the effectiveness of peace building. The design of this framework (see figure 7) is based on 26 case studies and the work with hundreds of knowledgeable individuals and institutions.[86] In a first step the model identifies two major target groups, "key people" who lead policy and negotiation processes and "more people" who constitute the general population or larger segments of society. It further differentiates at what level impact can be achieved: at the individual level or at the socio-political level.

Key findings are:

1) Sustainable peace requires interventions and change to take place in all four areas (boxes) and

2) Impact needs to be transferred among the boxes as reflected by the arrows. Wherever a particular project or policy measure is located on the matrix there needs to be planning on where the impact

is required to be transferred, who else has to be affected and at which level in order to produce significant change.[87]

Putting this theory into the context of SDG 16, one can state that targets and means of implementation of SDG 16 are mainly placed in box 3 (institutions, laws and policies) and work with a limited number of key people. Adult education endeavours will typically target either individuals (box 1) or communities (in-between box 1 and 4, depending on the size of the group) and would ideally transfer the impact from the individual level to the socio-political level in box 4. The arrow between boxes 3 and 4 indicate the need for a vivid exchange between key people and the public. In the context of peace, justice and institution building they signify communication between institutions and the public, transparency, accountability and participation.

Non-formal adult education, e.g. in the form of community learning centres or youth centres activities, are a source of community empowerment and mobilisation. Adult education goes beyond the mere promotion of participation. It builds competencies that help adults to hold institutions and political actors accountable. In turn, institutions can become more trustworthy, leading to increased

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86 RPP was developed by "CDA Collaborative Learning Projects", an international NGO and think-tank on peace effectiveness. For an overview see: https://www.cdacollaborative.org/what-we-do/peacebuilding-effectiveness/ For details see: Anderson & Olson: Confronting War: Critical Lessons for Peace Practitioners, 2003

87 Anderson & Olson: Confronting War: Critical Lessons for Peace Practitioners, 2003, page 56

social capital.[88] If this mutually reinforcing process works well, adult education is not only an enabling tool. Both processes, the building of accountable and inclusive institutions and the building of an informed and active citizenry, are indivisible.

4.4.3 The contribution of adult education – examples

The following example of participatory budgeting shows the role of adult learning and education in order to illustrate the application of the RPP framework introduced above. Participatory budgeting is linked to various issues addressed in SDG 16: the reduction of bribery (target 16.5), the development of effective institutions (target 16.6), the insurance of inclusive decision-making (target 16.7) and the provision of public access to information (target 16.10).

Participatory budgeting is a process that allows the participation of non-elected citizens in the conception and/or allocation of public finances. As such it directly contributes to the development of effective, accountable and transparent institutions.[89] Participatory budgeting works on an administrative level higher than the neighbourhood, but below the national level, e.g. on a city level or a decentralised district, in any case a public entity with some power over administration and resources.[90] The Brazilian city of Porto Alegre started the first full participatory budgeting process in 1989. Since then, participatory budgeting has spread to at least 1,200 cities around the world. Some sources estimate that up to 3,000 budgets have been designed and monitored in a participatory way worldwide. At its core, participatory budgeting is a (mostly) non-formal adult education and learning process. Participants of participatory budgeting achieve a wide range of knowledge and hard and soft skills including financial

literacy skills, increased knowledge on tasks and responsibilities of local institutions, identification of community needs and priority setting, budget planning and expenditure monitoring, awareness on concepts of accountability and transparency as well as communication and negotiation skills.

Overall participatory budgeting

- Leads to increased citizen access to public decision-making activities;

- Increases the access to information, e.g. on governmental responsibility, policy and policy making as well as on technical issues, e.g. on land use and zoning;

- Provides a direct relationship between participation and the quality of services provided;[91]

- Reduces corruption and bribery through enhanced transparency.

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88 UNESCO Institute for Lifelong Learning: 3rd Global Report on Adult Learning and Education, 2016, page 111

89 One of the indicators for target 16.6 on effective, accountable and transparent institutions reads "Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar)".

90 Hope for Democracy: 25 Years of Participatory Budgeting World-Wide, 2014, page 29.

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91 The World Bank: Participatory Budgeting, 2007, page 41

In Mali, DVV International cooperates with "Jeunesse et Développement" in a community development programme using – amongst other methods – REFLECT (see chapter 2 for details on the methodology). Though the initial programme focus was on literacy and health, one of the programme outcomes was the creation of Children's Committees. These committees are comprised of parents who discuss ways and means of preventing child trafficking and thus directly contribute to target 16.2 (end abuse, exploitation, trafficking and all forms of violence against and torture of children). Furthermore, the "programme has also demonstrated that as people become increasingly well-informed about the laws and processes affecting their lives and environment, they start to take a more active role in decision-making and management processes", hence contributing to targets 16.3 (promotion of the rule of law) and 16.7 (inclusive decision-making).

Source: http://uil.unesco.org/fileadmin/bamako_conf_2007/UIL-Effective-Programmes/08_en.html

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In Kyrgyzstan, DVV International in cooperation with the Institute for Youth Development (IYD), an NGO involved in a network of about 50 Youth Centres, addressed the inter-ethnic and inter-religious tensions between the North and South of the country. The former are in general richer and more urban; the latter poorer and more rural. Different ethnically mixed youth groups were formed in post-conflict areas. With the support of expert facilitators and training, each youth group developed projects or held events to illustrate the essential affinity and equality of all ethnic groups. As a result 15 "Youth Creative Groups" in the South and 10 in the North attracted between 400 and 500 participants to engage in 125 activities during 58 events between January 2014 and March 2016. A set of methodologies was produced and documented that can be replicated elsewhere. The Youth Clubs themselves have also benefited significantly from the skills development and materials and equipment received. According to IYD about 30% of those involved in the project still volunteer as mentors, and about 10% are now permanent volunteers.

Sources: https://ec.europa.eu/europeaid/projects/promotion-ethnic-equality-and-civic-engagement-peace_en and Siochru: Evaluation of DVV International Asia Programme, 2017, page 53
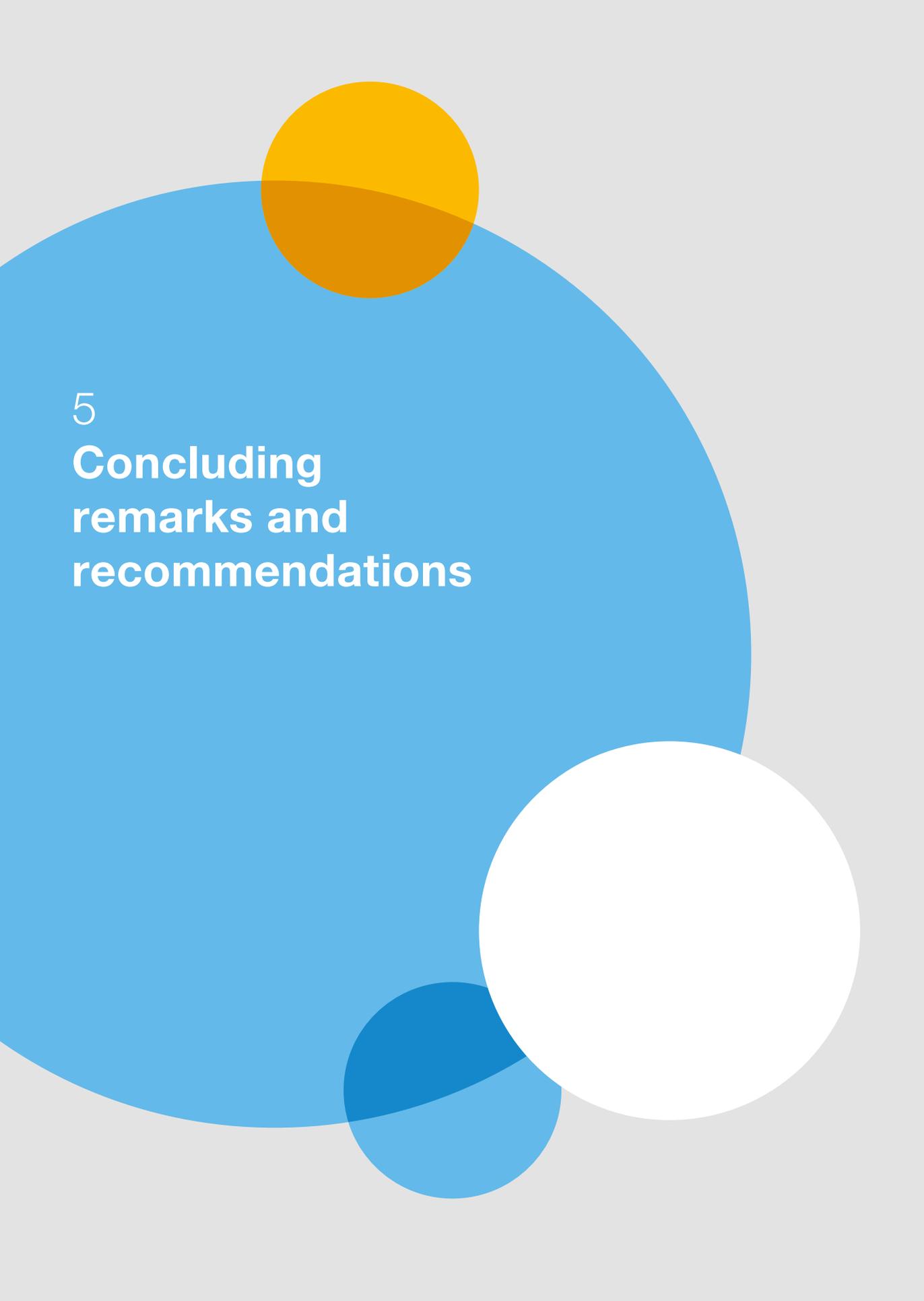
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Concluding remarks and recommendations

The study shows that Adult Learning and Education plays a vital role, both as part of SDG 4 and for achieving other SDGs. Adult Learning and Education is an empowering and transforming tool which brings a number of essential benefits to the individual, the community and the society at large. The Agenda 2030 itself is asking not just for some minor policy changes or amendments, but sets out to transform our world and replace exploitation of people and planet with sustainable development. The following recommendations to the adult education community may support a process in which the relevance of Adult Learning and Education within this transformation process can be strengthened.

i. **Make inequality the core issue to be addressed:** Adult Learning and Education is empowering. Consequently, the crosscutting goal to "leave no one behind" and to "reach the furthest behind first" should be the natural centrepiece of all adult education activities. Adult Learning and Education needs to clearly focus on the most marginalised groups, be pro-poor and strengthen those discriminated against. Inequality has been growing all over the world. Hence, "leave no-one behind" as a so-called guiding principle is by no means sufficient to effect change. It rather needs to be the core issue to be addressed. Affirmative action might be necessary to address structural and historical dimensions of discrimination and exclusion.

ii. **Avoid a narrow focus on policy formulation:** Public policy-making goes through a number of stages as a) agenda setting, b) policy formulation, c) policy implementation and d) policy monitoring and evaluation. Adult education practitioners and lobbyists should avoid a narrow focus on policy formulation. There is already a large body of policies and experiences in place. At the same time, there is a lack of political will. The political will to create more equal and more sustainable societies cannot be triggered by ever more and fancier policies and technical solutionism. In some countries, agenda-setting to the benefit of marginalised groups is essential. In others, good policies are already in place, but never get implemented or are utterly distorted during implementation, e.g. because of

inadequate leadership or corruption, or because of an implementation gap between the national and respective decentralised government levels. Empowerment and mobilisation of informed citizens is crucial.

iii. **Focus on national agendas and policies:** Regional and global communication and the forming of international alliances are useful to flag up common social and educational issues. However, at the same time, most decision-making affecting educational issues takes place on a national level. Conferences for international exchange and global peer learning play a role, but concrete change is created at the national level. Analysing the national power politics, policies in place and windows of opportunity for more ALE attention at the political level are prerequisites for successful lobby-work.

iv. **Build your lobby and advocacy work bottom-up:** Enable those who are "furthest behind" to become agenda-setters. Agendas and policies, which are to serve the most marginalised groups, can only be successful if they are not delivered to these groups, but articulated and shaped by them. Develop your lobbying agenda from the bottom up.

v. **Build inter-sectoral competences and alliances:** From a peasants' perspective, a functional agricultural extension service might be more important than a law on adult education. Making sure that the agricultural extension service spends a sufficient part of its budget on educational and training activities and ensures coverage of disadvantaged groups is a worthwhile goal for the adult education community to lobby for. In humanitarian and development aid, Adult Learning and Education is already an integral part in many programmes ranging from agriculture to public health and from disaster risk reduction to psychosocial support. Interestingly, these programmes often integrate Adult Learning and Education without any systematic input by the adult education community because of a lack of inter-sectoral communication and partnership.

vi. **Enhance visibility of the benefits of Adult Learning and Education:** Outside the adult education community there is limited awareness of the benefits of adult learning and education to the individual and the wider society. Use inter-sectoral alliances to develop joint projects in sectors, which can visualise direct benefit strongly, e.g. functional literacy, health and well-being or disaster risk reduction.

vii. **Budgetary provisions for Adult Learning and Education should be part of the educational budget AND crosscutting:** The education community demands that governments allocate maximum available resources to the educational sector and never less than 4-6% of the GDP and 15-20% of public expenditure. It has proven helpful to give decision-makers some orientation within educational budget-setting and communicate a benchmark for Adult Learning and Education (e.g. 3%). Additionally, funds for adult education need to be made available within each and every line-Ministry. Most pro-poor programming, be it on health, agriculture or energy need to provide for adult education and training activities as an integral part in order to implement innovative policies and to reach those furthest behind. The lack of participation and of adult education and training activities remains a weak point in many sectoral programmes and is an impediment to their sustainability.

viii. **Make intergenerational learning more productive:** Innovative and technology-based solutions (often dominant in sectors such as energy, maritime life, industry, disaster risk reduction and others) need training components in order to facilitate local maintenance and sustainability. Often these type of programmes benefit from intergenerational learning. The integration of innovative and traditional knowledge through intergenerational learning approaches allows for the enjoyment of the benefits of both worlds: the traditional and the innovative one.

ix. **Demand rights-based approaches and policy coherence:** The SDGs promise on a voluntary basis what the body of international human rights treaties already made an obligation for most governments world-wide. Citizens are rights-holders and governments are accountable duty-bearers. This accountability does not only apply to individual policies, which are suitable to address specific SDGs or specific targets of a given SDG. Governments need to be held accountable for overall policy coherence, because "transforming our world" is not a voluntary act; it is a matter of survival.

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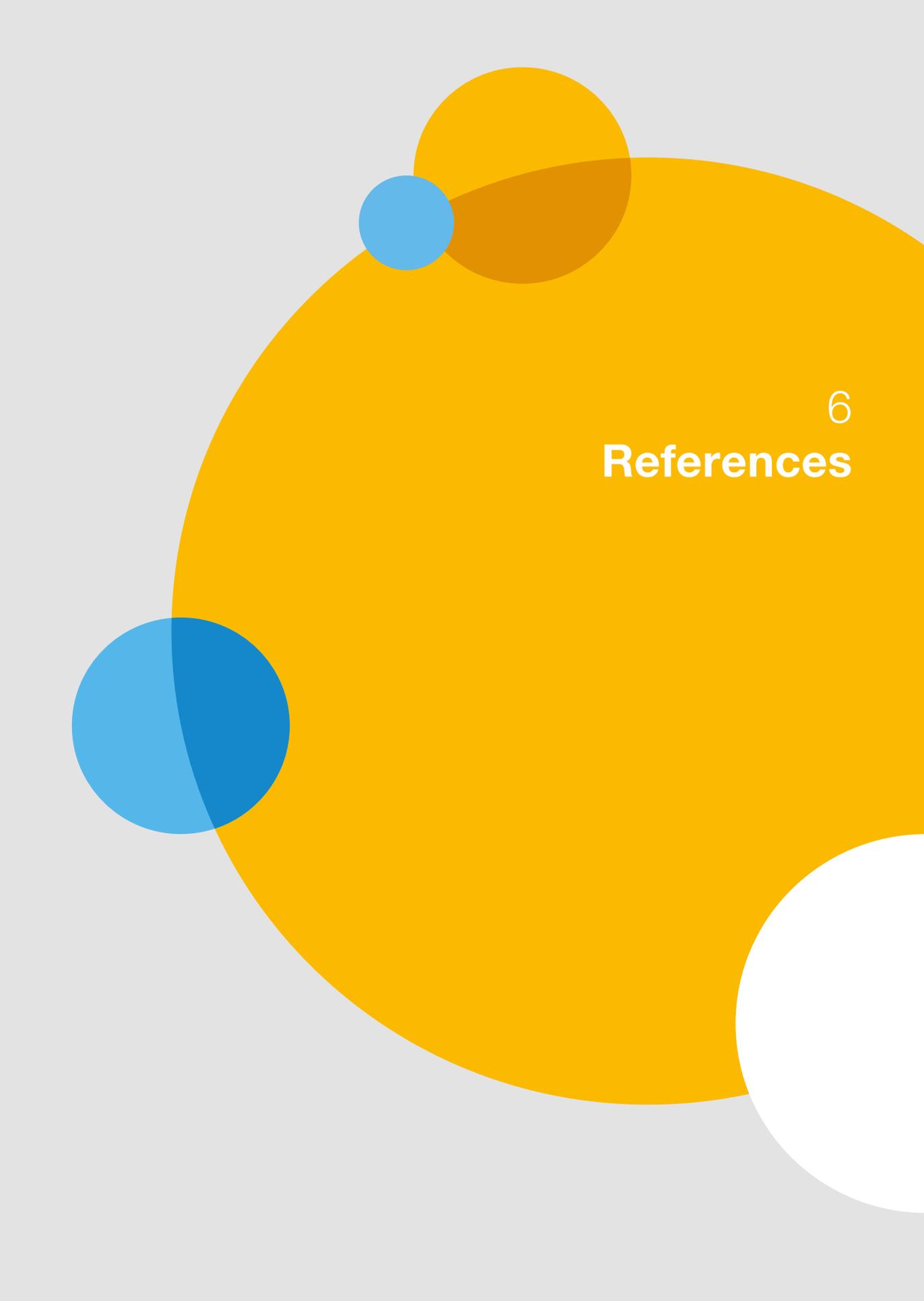
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http://sdg.humanrights.dk/en

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http://www.right-to-education.org/issue-page/themes/adult-education-and-learning

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https://dashboards.sdgindex.org/#/

SDG Tracker (presents data across all available SDG indicators):
https://sdg-tracker.org

Sustainable Development, Knowledge Platform, Goal 4
https://sustainabledevelopment.un.org/sdg4

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https://uil.unesco.org/literacy/effective-practices-database-litbase

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DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen, vhs) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orient ourselves on the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Strategic fields of action

DVV International has defined three fields of action for the strategic orientation of its work. These fields of action are closely interlinked – they are mutually dependent and mutually supportive:

Promoting development through adult education projects: Together with its local partners, the Institute develops and implements adult education projects worldwide.

Providing expertise: As a specialist organisation, the Institute provides expert knowledge at the interface of adult education and development, a central role attaching to the benefit ensuing from the knowledge that it has acquired at home and abroad.

Improving the framework conditions for adult education worldwide: DVV International also makes targeted use of its expertise to improve the framework conditions for adult education worldwide.

The detailed version is available online at
www.dvv-international.de/en/materials/expert-and-position-papers