A QUESTIONNAIRE FOR INPUT FROM STAKEHOLDERS IN THE ASIA-PACIFIC REGION

For the

GLOBAL ALLIANCE FOR LITERACY
WITHIN THE FRAMEWORK FOR LIFELONG LEARNING (GAL)

Asia-Pacific Meeting on Education 2030 II
November 16-18, 2016 Bangkok, Thailand

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QUESTIONNAIRE

- To collect your input around 5 questions related to GAL’s proposed lines of action.

- Your input will help GAL determine and refine strategic priorities and future activities to advance literacy efforts in the Asia-Pacific region according to national education sector plans aiming to achieve SDG4, Target 4.6.

- The questionnaire may take approximately 20 minutes to complete (rest of Day 2 and 3)

- The questionnaire will also help you reflect on some of the issues and discussion topics that you will be addressing during this Session 9 regarding current actions, priorities and monitoring of Target 4.6 as part of your national education plans.
GLOBAL ALLIANCE FOR LITERACY WITHIN THE FRAMEWORK FOR LIFELONG LEARNING

Fosters and coordinates multi-stakeholder partnerships and concerted innovative action for a more literate world by achieving SDG 4, Target 4.6: All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030.

Takes into consideration the progress and pending challenges of past literacy endeavours during the EFA and MDG Agendas -


A global framework catalysing intensive and sustained efforts for the promotion of literacy within six areas of action - policy; programme modality; capacity building; research; community participation; monitoring and evaluation.

End of the Decade:

Progress in global youth and adult literacy rates, but especially in the latter, not fast enough considering the growth in the world adult population; on-going disparities across regions (e.g. South and West Asia, and sub-Saharan Africa) across countries and within countries- rural and urban, men and women; need to increase political and financial commitments along an improved coordination of efforts.
GAL joins the new momentum of the 2030 Agenda for Sustainable Development

GAL is a response to various resolutions* of the United Nations General Assembly (2013, 2014) with the most recent – *Literacy for Life: Shaping Future Agendas* (October 2016), which:

- Reaffirm literacy as a foundation for lifelong learning, a building block for achieving human rights and fundamental freedoms
- Request UNESCO’s continued coordination and catalysing role of literacy efforts among Member States and other stakeholders.

GAL -> Officially launched by the UNESCO Director-General, September 8, 2016 during the 50th anniversary of International Literacy Day celebrated in Paris.

GAL -> Managed by a **GAL Core Group**: Member States; international organizations including the co-convenors of the World Education Forum; regional organizations; civil society; private sector.

**The Asia-Pacific Region in the GAL Core Group:**

- **Member States** - China, Nepal and India
- **Intergovernmental regional organization** – Southeast Asian Ministers of Education Organization (SEAMEO)
- **Civil Society**: Asia South Pacific Association for Basic and Adult Education (ASPBAE)

-> Supported by the UNESCO Institute for Lifelong Learning (UIL), the GAL Core Group provides strategic direction to achieve GAL’s objectives via a roadmap for action
GAL proposes to undertake actions that will:

1. Improve GAL stakeholders’ (inter-sectoral) collaboration for literacy development at global, regional, national and local levels.

2. Increase resources for Member States’ implementation of literacy efforts by strengthening political will, commitments and public awareness.

3. Strengthen Member States’ capacity to formulate, implement and monitor education policies and programs for the advancement of literacy.

4. Enhance knowledge creation and sharing for Member States’ evidence-based policy design and implementation.
5 Questions

1. What do you suggest could be improved in the way regional stakeholders are working together to improve literacy rates in your region and/or at the national level?

2. What do you think is the comparative advantage of your organization vis-à-vis other stakeholders in advancing literacy in the region and/or at the national level?

3. If financial and human resources would be mobilised to improve Member States’ implementation of literacy efforts, you would suggest that these should be used for: _____

4. What do you think is the main challenge that Member States’ in your region are encountering to effectively formulate and implement national education policies and programmes for the advancement of literacy?
5. GAL promotes an enlarged concept of literacy as a continuum and as part of lifelong learning, enabling individuals to achieve their goals, develop their knowledge and potential to participate fully in community and society. Literacy is a part of the right to education and a public good. Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. [Education 2030 Framework for Action]

Considering the above conception of literacy, what do you think is the main challenge at national levels in your region to operationalise this literacy approach in national education policies and programmes?
Thank you!

For any questions please contact:

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