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Educational, Scientific and
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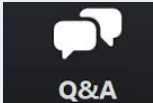
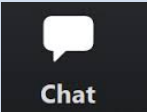


UNESCO Institute
for Lifelong Learning

Enhancing national capacities for monitoring adult learning and education

Capacity Building Webinar Europe & North America

21 July 2020 13:00h-16:30h CEST



	Webinar instructions
	Participant Microphone and camera are disabled
	Please post questions in the Q&A
	Please use the chat function for posting any comments
	This session is being recorded
	The recording will be uploaded on UIL website



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- Part 1: CONFINTEA, BFA, RALE & GRALE (slides 3 -13)
- Part 2: GRALE 5 (slides 14 – 22)
- Part 3: GRALE 5 Monitoring: Survey, Actors, Data Sources (slides 23 – 27)

Part 1

CONFINTEA, BFA, RALE & GRALE

International Conference on Adult Education (CONFINTEA)

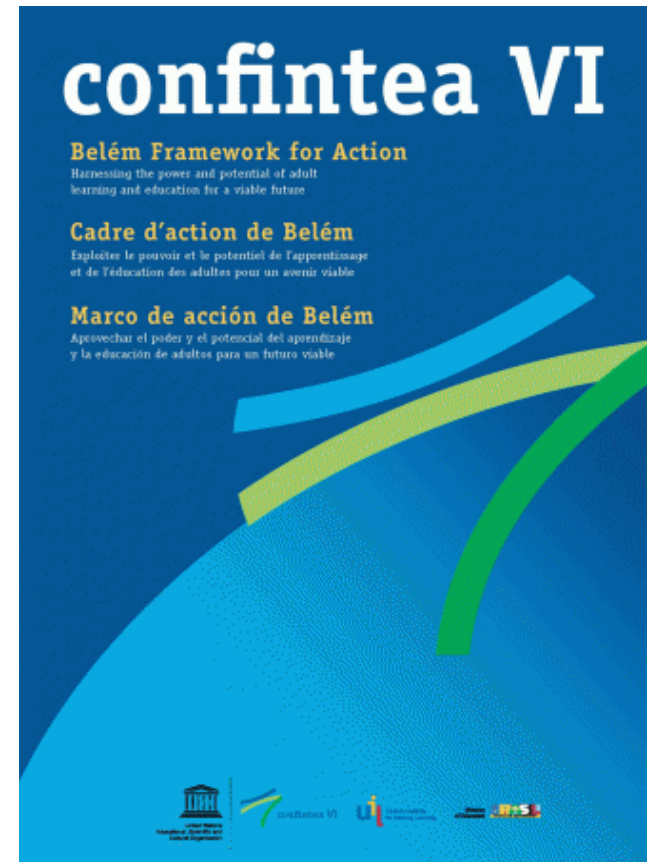
- International platform on youth and adult learning
- (NFE)
- Since 1949, six International Conferences on Adult Education have been held by UNESCO.



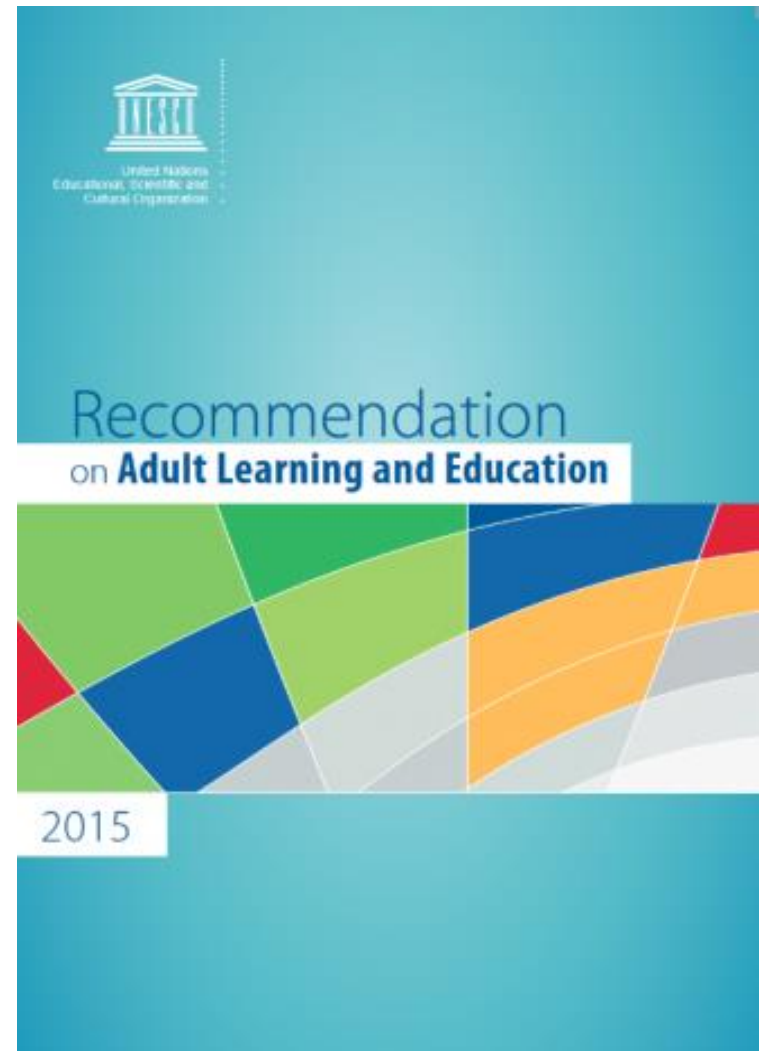
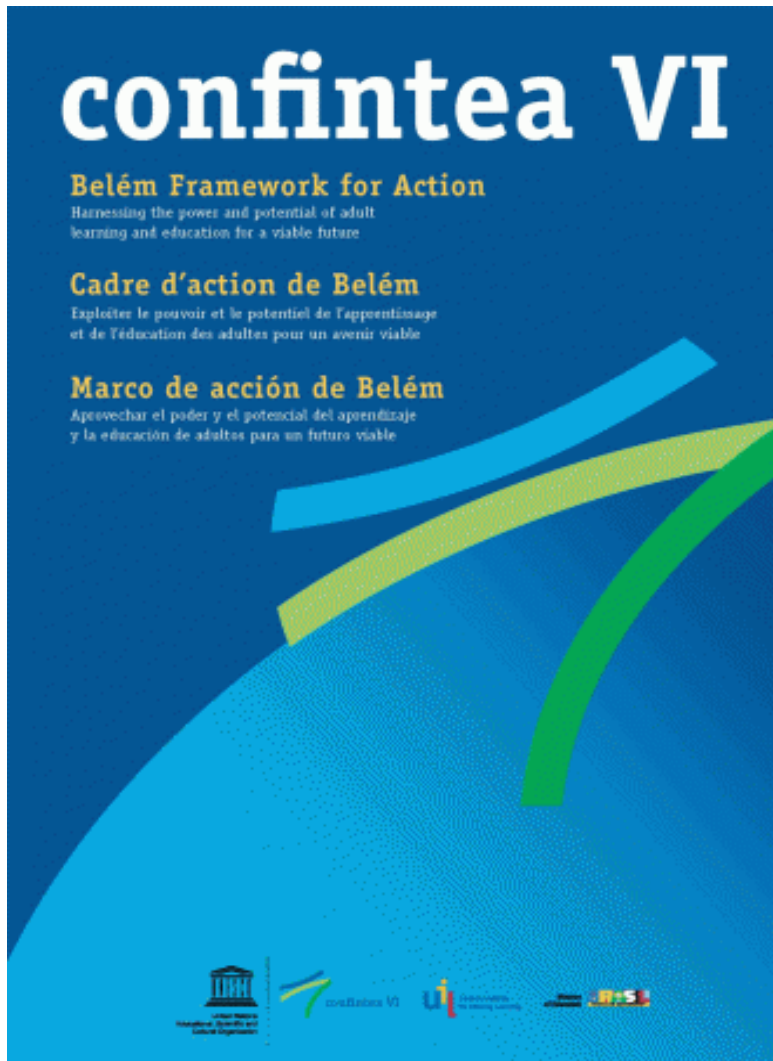
Belém Framework for Action(BFA)

BFA Areas

- Policy
- Governance
- Financing
- Participation, inclusion and equity
- Quality



Two Frameworks



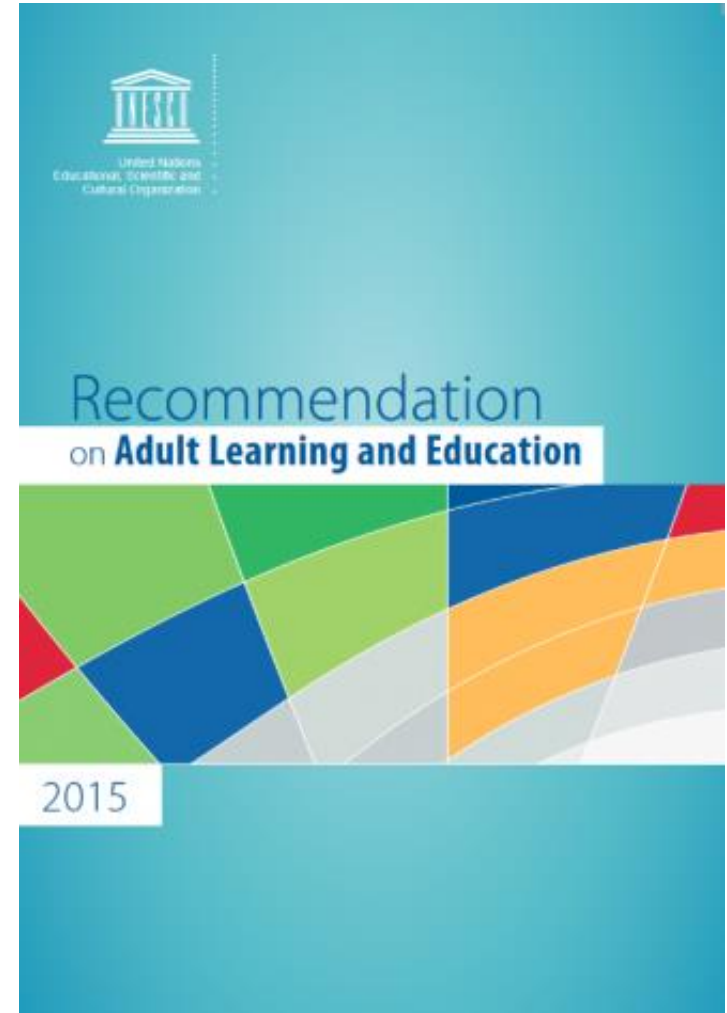
*Adult learning and education is a core component of **lifelong learning**. It comprises all forms of education that aim to ensure that all adults participate in their societies and the world of work.*

RALE §1

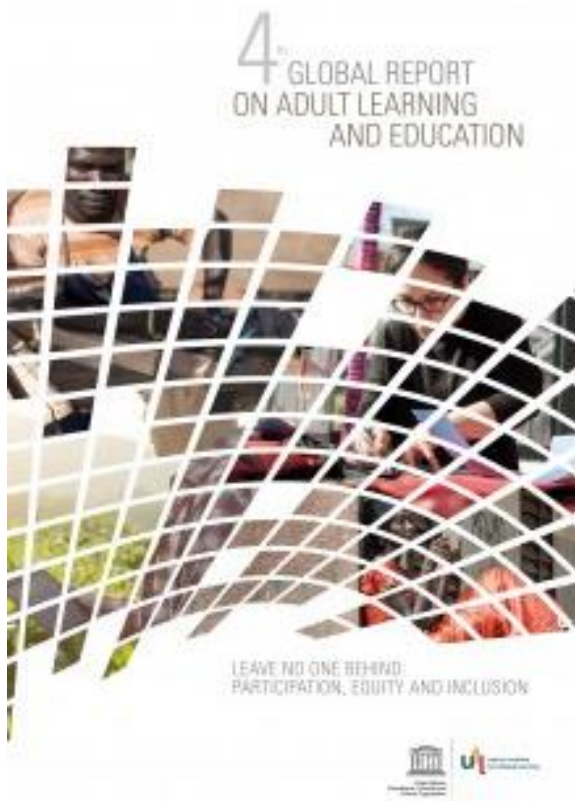
- ✓ Defines ALE
- ✓ Spells out **6 ALE objectives**
- ✓ Identifies **3 fields of learning**
- ✓ Covers **5 areas of action**
- ✓ Adopted at 2015 UNESCO General Conference

Three key fields of learning

- Literacy and Basic Skills
- Professional Development/Continuing Education- Vocational Skills
- Community, popular or liberal education - Active citizenship skills



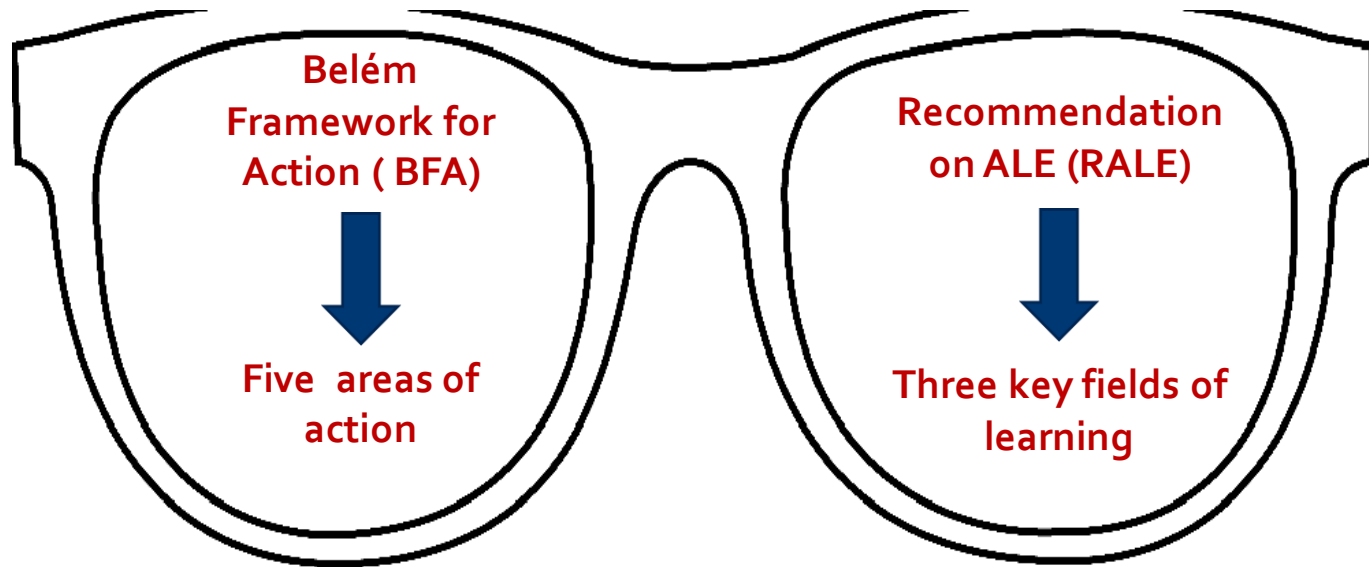
UNESCO Global Report on Adult Learning and Education (GRALE)



- Global monitoring tool for adult learning and education
- Tracking adult learning and education development in the framework of CONFINTEA

UNESCO Global Report on Adult Learning and Education (GRALE)

GRALE is a monitoring tool, like a pair of glasses, with which we can look at the international scene of ALE through two lenses.



Surveys

- Ultimate aim: to increase awareness of ALE across the globe and to advocate for higher levels of interest from policy-makers.
- To assess the state of the art of ALE in MS provides helps to fill the information gaps.
- While the number of countries taking part in the GRALE 4 survey 2018 increased, still survey data for 46 countries remained unavailable.
- The series of these webinars will provide guidance to the focal points of the Member States, so that as many countries as possible respond to the questionnaires.

2009

2011-2015

2015

2017

2020

2022

CONFINTEA VI

CONFINTEA VII

Regional and national action on ALE

In **Belém Framework for Action**, countries commit to strengthen ALE in 5 key areas:

- **policy**
- **governance**
- **funding**
- **participation**
- **quality**

Countries adopt national & regional strategies for Belém Framework
Regional CONFINTEA follow-up events are held across countries

UNESCO Recommendation on ALE (RALE)

UNESCO Members adopt new guiding principles for ALE.
ALE is recognized as a core element of the **Education 2030 Agenda Framework for Action**

Mid-Term Review: stock of ALE achievements & challenges and sets directions towards CONFINTEA VII, 2022

Global Reports on Adult Learning and Education monitor progress in BFA and RALE and recommend ways forward

GRALE I
(2010)

GRALE 2
(2013)

GRALE 3
(2016)

GRALE 4
(2019)

GRALE 5
(2022)

Part 2

GRALE 5

- CONFINTEA VII, Morocco, June 2022
- end of the CONFINTEA VI & Belém Framework for Action (BFA)
- Monitors BFA (2009) and
- Recommendation on Adult Learning and Education (RALE, 2015)
- Thematic Focus: Citizenship Education
- Overview on the situation of ALE from a global perspective in the context of the 2030 Agenda for Sustainable Development
- Basis for new “Framework for Action”

- Update trends in ALE across the world, with a **special focus on citizenship education** - a field of learning in RALE.
- Monitor ALE situation in the areas of Policy, Governance, Participation, Finance and Quality.
- Provide conclusions and identify key issues for discussion and action at the international level
- Identify key practices so that Member States can relate to their own contexts.



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Methodology

GRALE 5 Survey to UNESCO Member States/ Focal Points

- Monitoring BFA & RALE on the basis of survey questions, all areas of action with RALE fields of learning
- Specific set of questions on citizenship education

-> analysis of data for monitoring chapter

-> final draft (June 2021)

Policy

- Progress in policy is measured with respect to: Legislation, policies, plans, stakeholder involvement, validation & accreditation.
- Under each of these areas, RALE fields of learning is also measured in terms of progress made.
- Open-ended responses: by requesting specific examples for “progress” and “lack of progress”

Governance

- Through the questions, UIL is able to measure overall developments in the governance of ALE
- GRALE V continues to monitor specific elements of the governance and ALE and whether these have changed over time.
- open-ended questions
- Under each of these elements of governance, RALE fields of learning is also measured in terms of progress made (*this was not the case for GRALE 4*).

Financing

- MS are asked to provide information on the % of public spending in education which is given to ALE.
- If this information is not available, explanation is required.
- If this information is available, the actual percentage and the source for the evidence is required.
- MS are asked if governments plan to increase or decrease ALE spending.

Participation

- MS are asked to provide actual participation rates if information is available. The source of the information is requested.
- Open-ended questions
- A question is asked on whether ALE participation has changed for the RALE fields of learning (connecting to GRALE 4).

Quality

- Progress in different areas of quality of ALE since 2018 (following from GRALE 4).
- A question on “assessment of learning outcomes” for different skills has been included.
- For GRALE 5, only a general question on whether ALE quality has changed for the RALE fields of learning.
- open-ended questions

Part 3

GRALE 5 Monitoring: Survey, Actors, Data Sources

What is to be done to provide relevant information?

- Major barrier: poor data
- Quality data are needed to make aware of key issues
- With quality data, GRALE 5 will provide sound analysis.



Principles

- **strong involvement and participation**
- **assess progress in global situation of ALE**
- **incl. gaps and challenges**

7th International Conference on Adult Education in 2022 (CONFINTEA VII)

- Review the global situation of ALE in UNESCO member states
- Formulate the new international agenda
- **Agree on key activities to enhance ALE**
- **In the framework of the 2030 agenda for sustainable development**
- **ESD and GCED in focus**



Thank you

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- Subsequently: closed session for focal points only
- Starts at 15:00 to 16:30h CEST