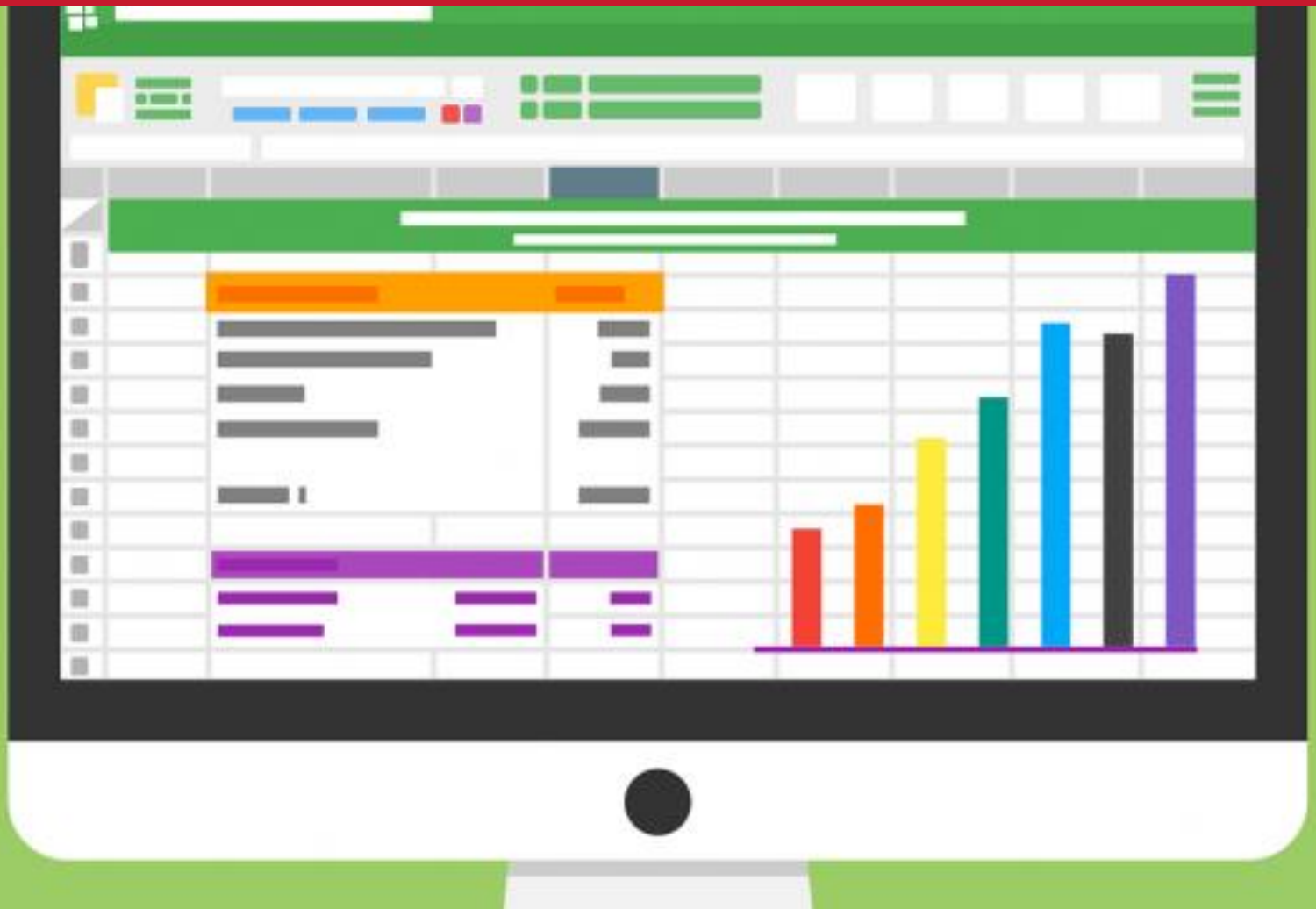
United Nations Educational, Scientific and Cultural Organization

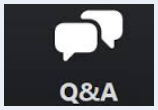
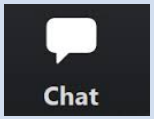
UNESCO Institute for Lifelong Learning

Enhancing national capacities for monitoring adult learning and education

Capacity-building webinar Latin America and the Caribbean (anglophone)

28 July 2020 15:00h-18:30h 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 the 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

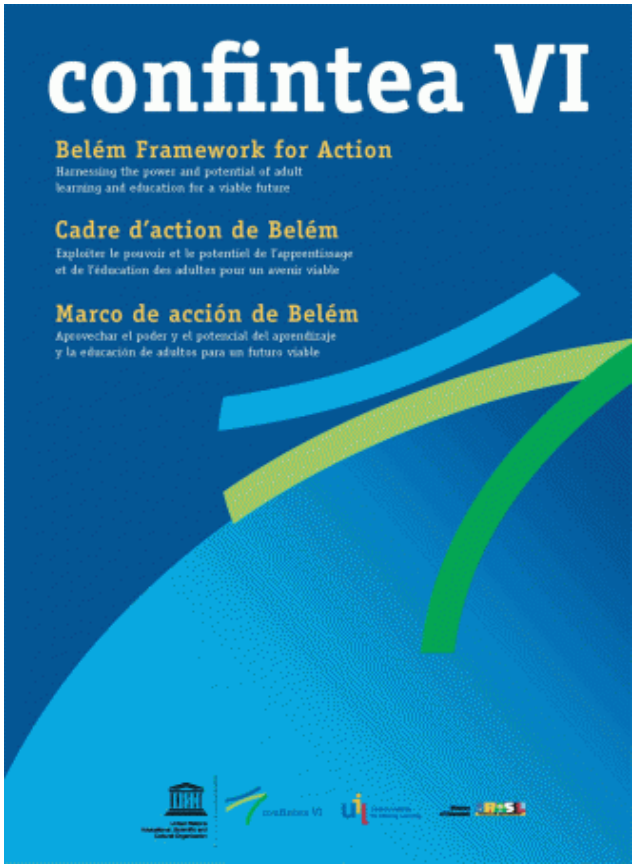
International Conference on Adult Education (CONFINTEA)

- International platform on youth and adult learning
- (NFE)
- Since 1949, six international conferences on adult education have been held by UNESCO.

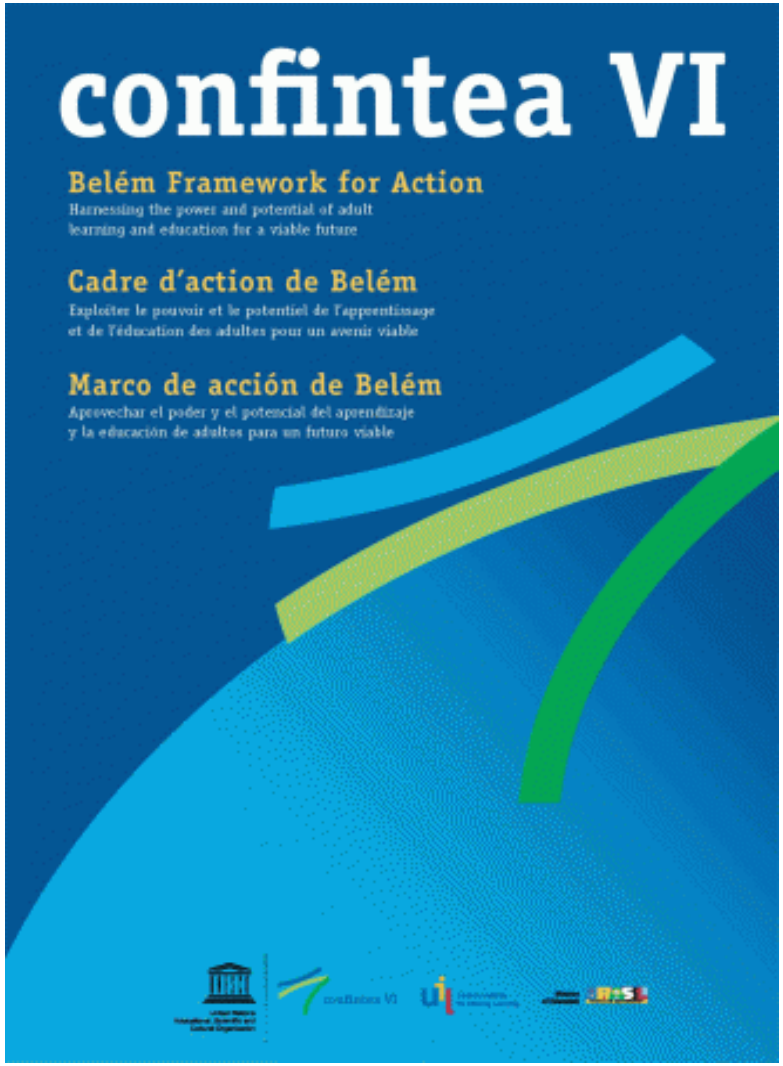
Belém Framework for Action(BFA)

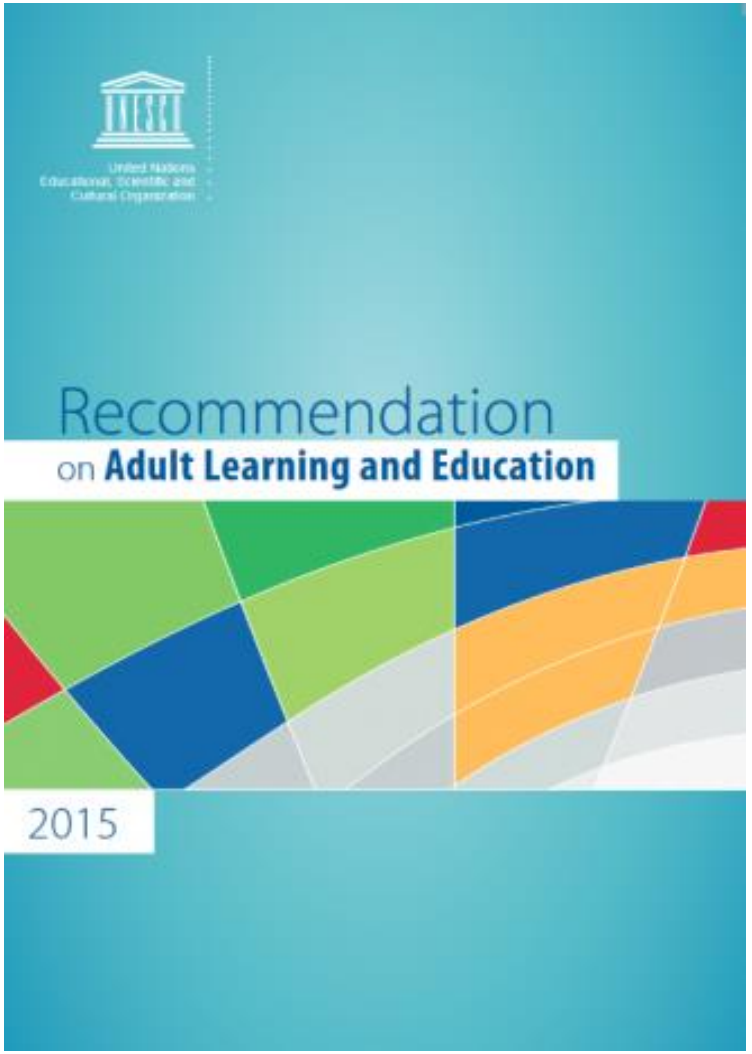
BFA Areas

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



Two frameworks





UNESCO Recommendation on Adult Learning and Education (RALE)

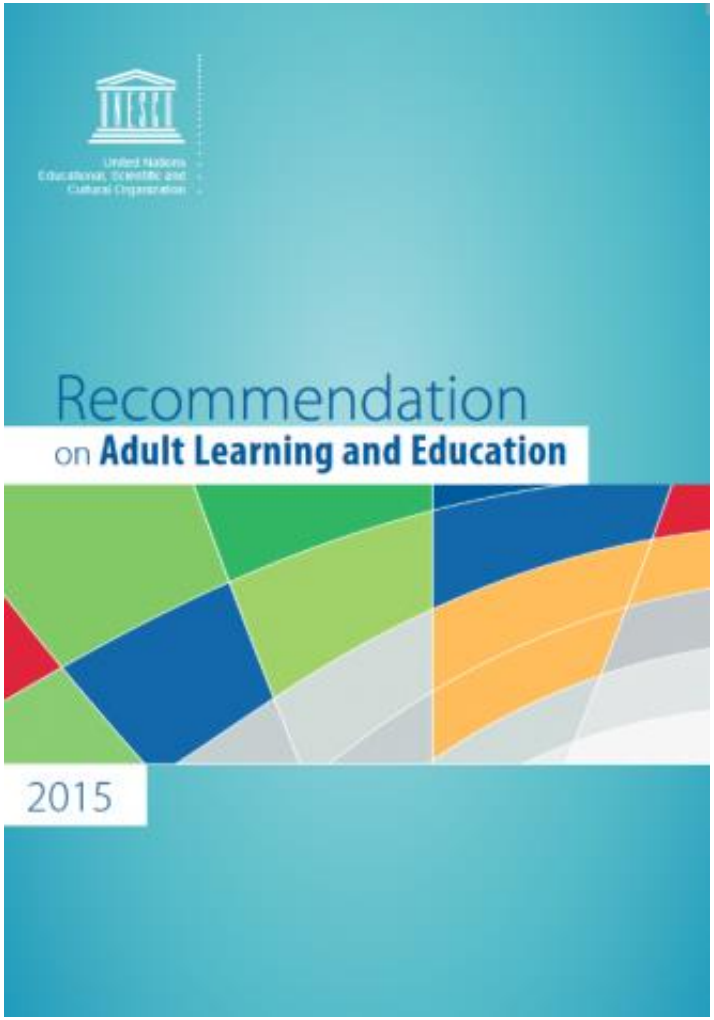
Adult learning and education *is a core component of* ***lifelong learning****. It comprises all forms of education that aim to ensure that all adults participate in their societies and the world of work.*

RALE §1

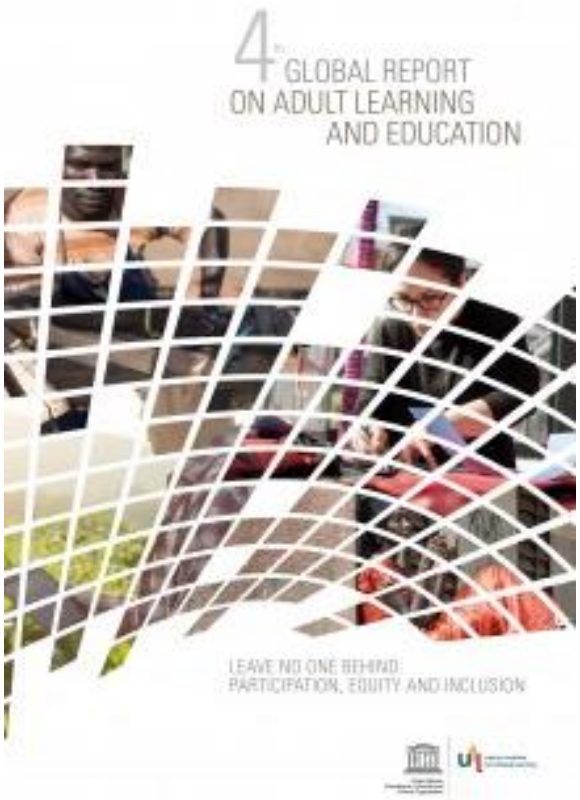
- ✓ Defines ALE
- ✓ Spells out **6 ALE objectives**
- ✓ Identifies **3 fields of learning**
- ✓ Covers **5 areas of action**
- ✓ Adopted at 2015 UNESCO General Conference

Three key fields of learning

- Literacy and basic skills
- Professional development/Continuing education- Vocational skills
- Community, popular or liberal education - Active citizenship skills



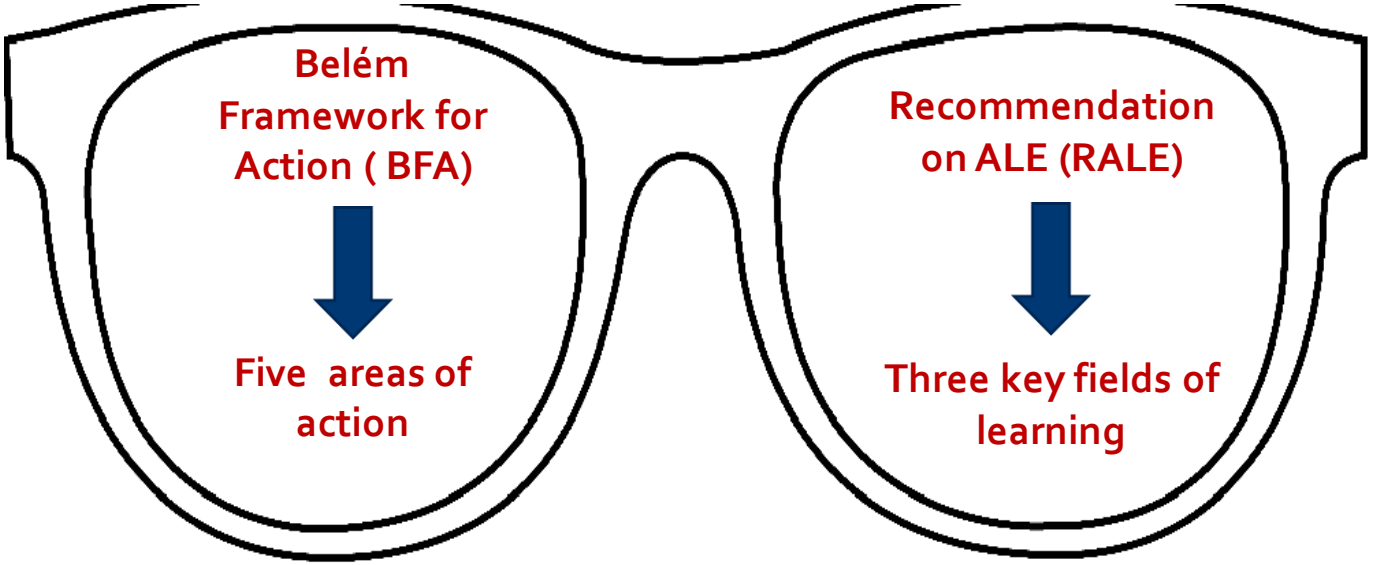
UNESCO Global Report on Adult Learning and Education (GRALE)



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

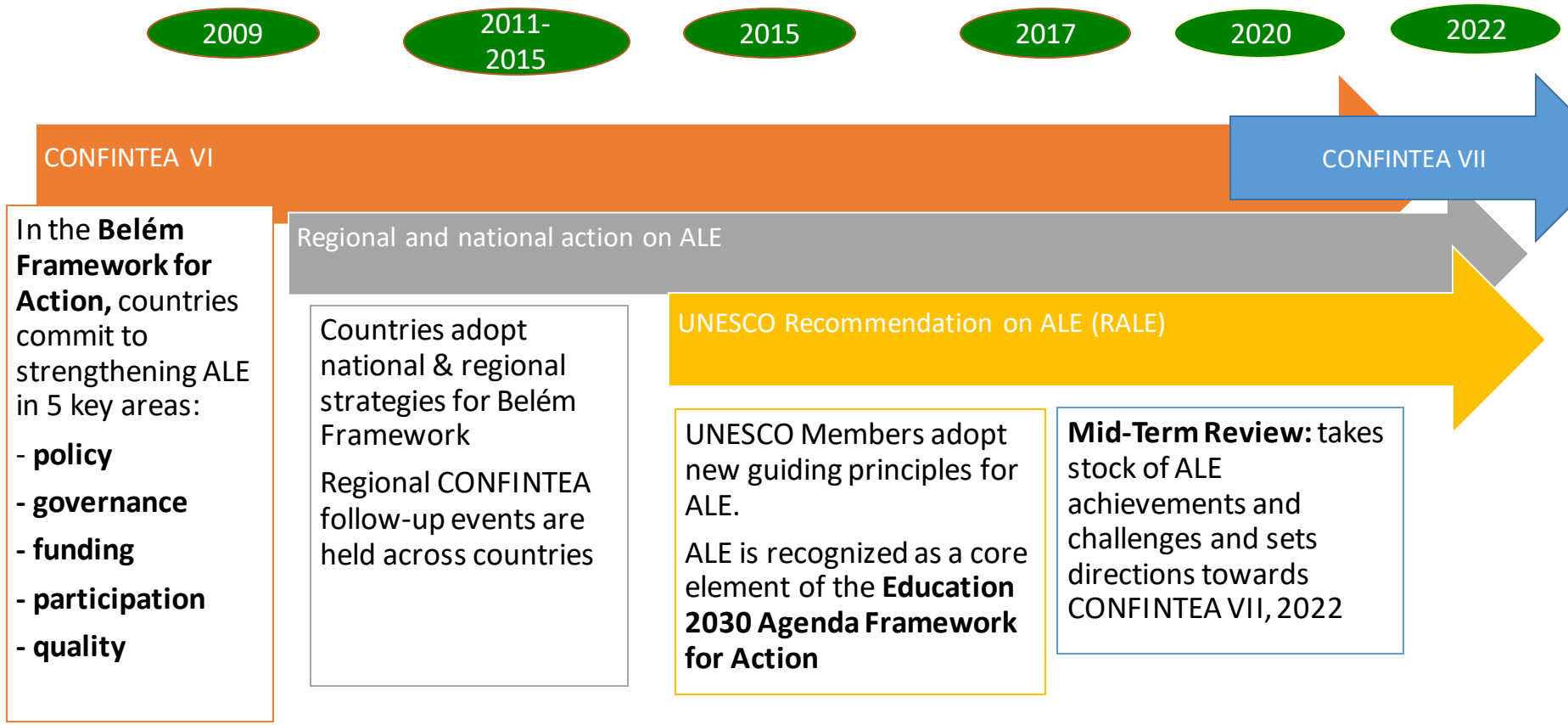
UNESCO Global Report on Adult Learning and Education (GRALE)

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.
- Assessing the state of the art of ALE in MS provides help to fill the information gaps.
- While the number of countries taking part in the GRALE 4 survey 2018 increased, survey data for 36 MS remains unavailable.
- This webinar series will provide guidance to the focal points of the Member States, so that as many countries as possible respond to the questionnaires.



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

GRALE 1 (2010) | GRALE 2 (2013) | GRALE 3 (2016) | GRALE 4 (2019) | GRALE 5 (2022)

Part 2

GRALE 5

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 of the situation of ALE from a global perspective in the context of the 2030 Agenda for Sustainable Development

➢ Basis for new “Framework for Action”

GRALE 5

- Updates trends in ALE across the world, with a **special focus on citizenship education** - a field of learning in RALE.
- Monitors ALE situation in the areas of policy, governance, participation, finance and quality.
- Provides conclusions and identifies key issues for discussion and action at international level
- Identifies 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 of 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 are also measured in terms of progress made.
- Open-ended responses by requesting specific examples of “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 of ALE and whether these have changed over time.
- Open-ended questions
- Under each of these elements of governance, RALE fields of learning are also measured in terms of progress made (*this was not the case for GRALE 4*).

Financing

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

Participation

- MS are asked to provide current 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.

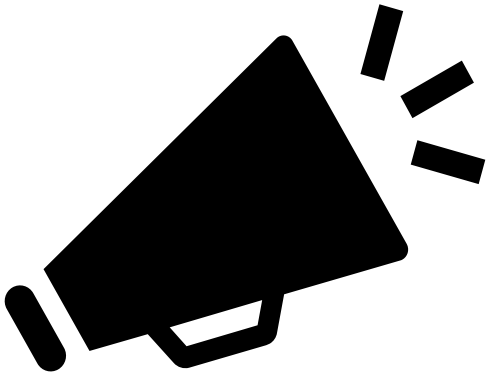
GRALE 5 monitoring: survey, actors, data sources

Principles

- **Strong involvement and participation**
- **Assessing progress in the global situation of ALE**
- **Including 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**
- **Within the framework of the 2030 agenda for sustainable development**
- **ESD and GCED in focus**



- Subsequently: closed session for focal points only
- From 17:00 to 18:30h CEST

Thank you

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