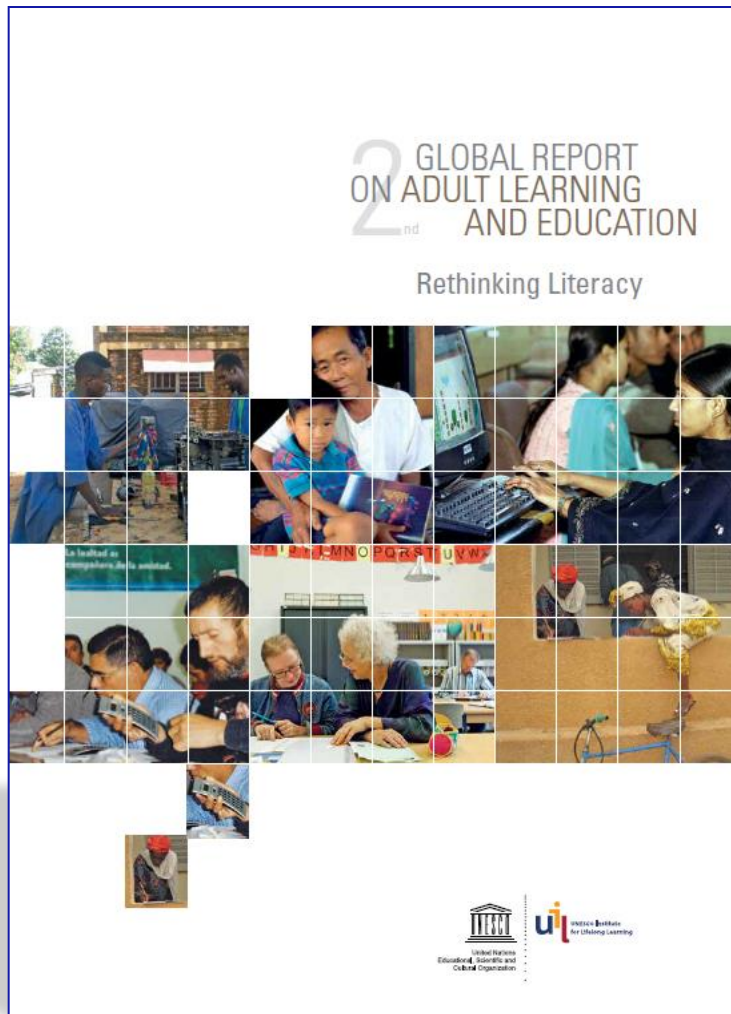


CONFINTEA VI Regional Follow-up Meeting for Asia and the Pacific
Four years after Belém: Taking stock of progress
Jecheon, Republic of Korea, 18–19

**2nd Global Report on Adult Learning and
Education – GRALE**
**Recommendation on the Development of Adult
Education**

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Presentation's outline



1. Background

CONFINTEA VI

Belém Framework for Action
Calls on UNESCO

2. GRALE

Objectives

Data sources

Trends by chapters and
selected key messages

3. 1976 Recommendation

Objective

Process for revision

Belém Framework for Action:

III. Calls on UNESCO to coordinate and support data collection and monitoring at international level.

- (j) to develop guidelines including those acquired through non-formal and informal learning;
- (k) to coordinate a monitoring process at the global level to take stock and report periodically on progress in adult learning and education;
- (l) to produce, on this basis, *GRALE* at regular intervals;
- (m) to review and update, by 2012, the *Recommendation on the Development of Adult Education* adopted in Nairobi (1976).



UNESCO GUIDELINES for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning

The overall aim of these guidelines is to propose principals and mechanisms that can assist Member States in developing or improving structures and procedures to recognise the outcomes of all forms of learning, particularly non-formal, and informal learning

- Establishing RVA as a key component of a national lifelong learning strategy
- Developing RVA systems that are accessible to all
- Making RVA integral to education and training systems
- Creating a coordinated national structure involving all stakeholders
- Building the capacities of RVA personnel
- Designing sustainable funding mechanisms

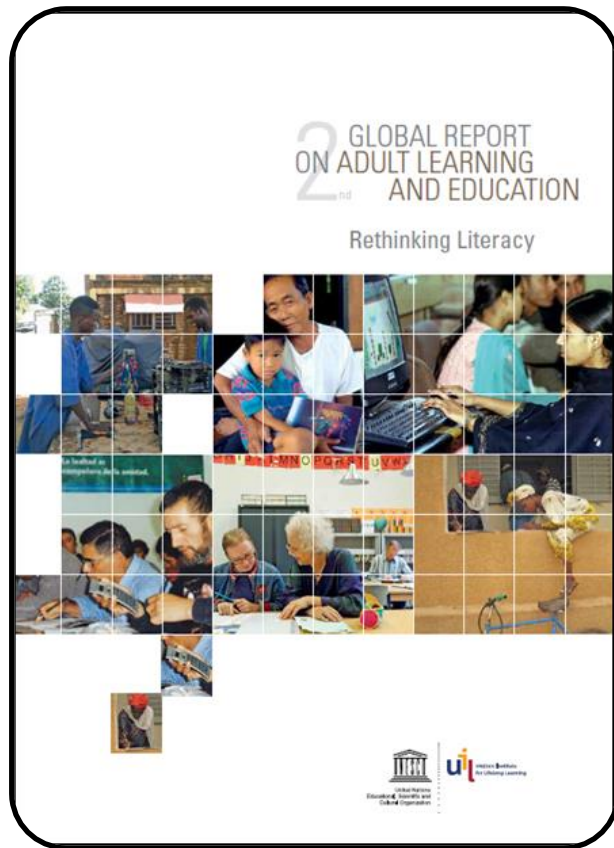
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GRALE objectives



To demonstrate progress and present developments since CONFINTEA VI

To remind governments of the commitments formulated

To offer governments the opportunity to track their progress against that of other countries

Data sources

Regions	GRALE I 2009	GRALE II 2012	
		Reports received	Reports in analysis
Africa	43	34	31
Arab States	19	14	9
Asia and the Pacific	29	26	24
Europe and North America	38	42	40
Latin America and the Caribbean	25	25	25
TOTAL	154	141	129

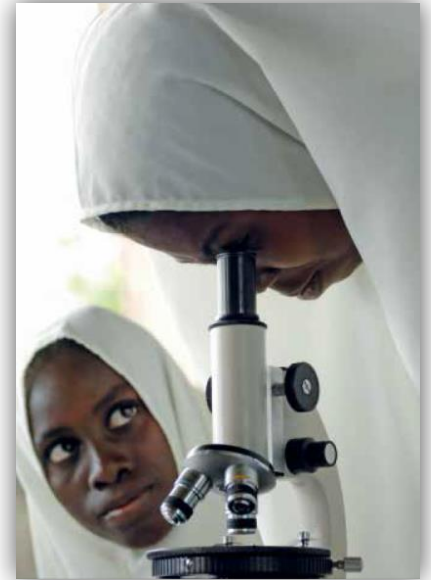
Secondary literature

Based on 141 reports and secondary literature (26 reports from Asia and the Pacific)

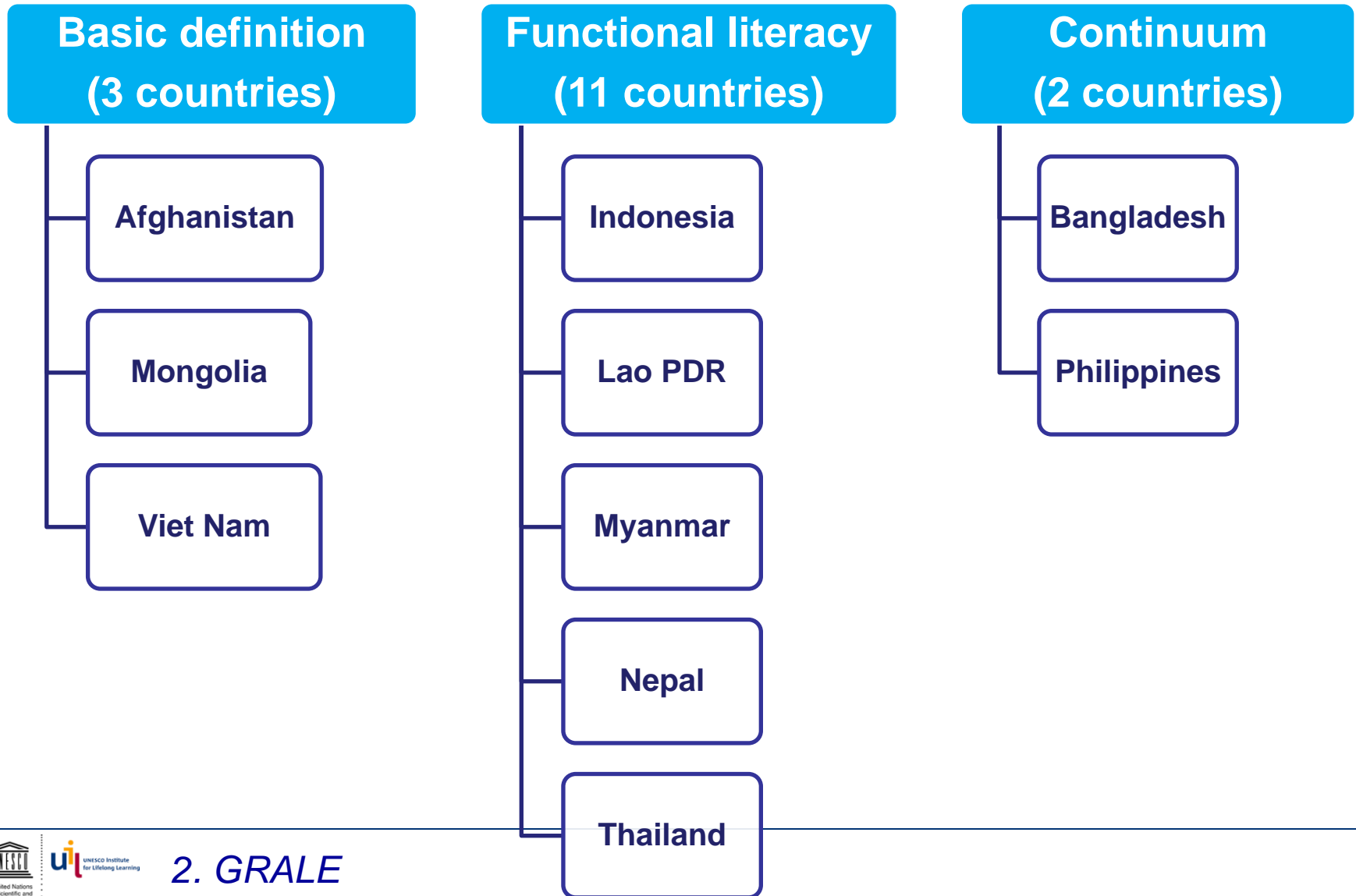
- Literacy as a foundation for adult learning and education
- Promoting adult education policy within a lifelong learning perspective
- Putting governance structures and processes in place
- Financing adult learning and education
- Expanding participation and provision in adult education
- Ensuring quality in adult education

Literacy

- Different understandings
- Used in synonym with “skills”
- Different ways of measurement
- Disadvantaged individuals are still left behind

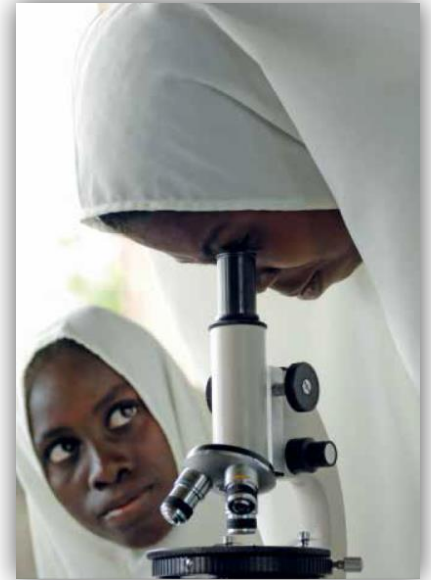


Literacy definitions in Asia and the Pacific



Literacy

- Different understandings
- Used in synonym with “skills”
- Different ways of measurement
- Disadvantaged individuals are still left behind



- Rethinking literacy
- Lifelong and life-wide learning is the most promising perspective for addressing the literacy challenge.
- Literacy rates are largely based on one-dimensional data collection methods. To move forward, culturally appropriate measurement tools could be developed.

Policy



- Concepts remain diverse
- Policies classified as adult education deal with different issues: some are limited to adult literacy, others deal with vocational training and skills upgrading
- Non-formal and informal learning pathways remain at the margins of recognition

Adult literacy (9 total)

- Lao PDR
- Myanmar

Adult education (10 total)

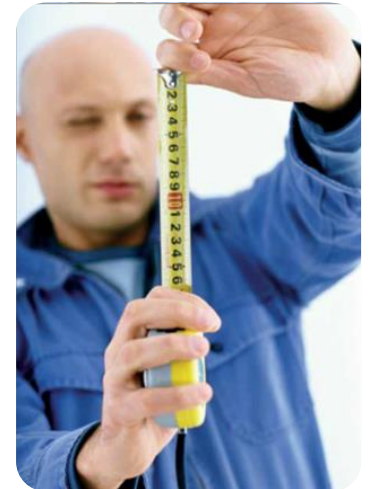
- Indonesia
- Philippines

Lifelong learning (16 total)

- Japan
- Malaysia

Policy

- Need to embrace lifelong and life-wide perspective for addressing the learning needs of youth and adults shifting the focus from economic competitiveness to broader human capability enhancement and empowerment
- Gaps between policy development and policy implementation remain wide



Governance

- Mixed governance models between state and organised civil society
- Involvement of state (different sectors), civil society and other stakeholders require mechanisms for working together
- Capacity-building activities (building partnerships, working with community) need to be more systematic and long-term

Increased involvement of civil society



Governance

- Decentralization has become a key instrument, but its effective implementation requires funding, monitoring and capacity building.
- Adult education is a complex sector of policy and action, yet capacity-building activities and coordination mechanisms remain at an early stage of development
- Well-networked providers to ensure effective policy action at all levels



Financing

- Limited availability of data and under-reporting of investment
- Demonstration of the wider benefits of learning remains abstract



- ❖ Available data on financing of adult education: 7 Asian countries
 - (Mongolia, Nepal)
- ❖ Available data on financing of adult literacy: 8 Asian countries
 - (Thailand)

Financing

- Lack of information about financing systems and practices, nevertheless under-investment is undeniable.
- Mobilizing resources for adult education requires multifaceted and innovative strategies.



Participation and provision

- Governments provide for a wide range of adult education programmes beyond literacy
- There are many barriers for participation but no comparable global data is available

❖ Seventeen out of 24 countries provide literacy, TVET and life skills/health issues



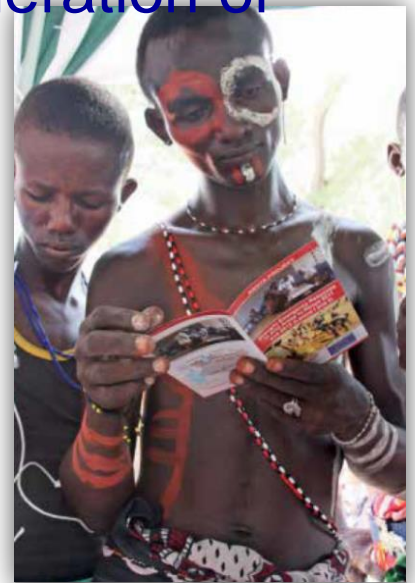
Participation and provision

- Monitoring frameworks should be designed to track participation and the full range of providers.
- It is important to study the factors that prevent participation, this could start with small sample surveys.



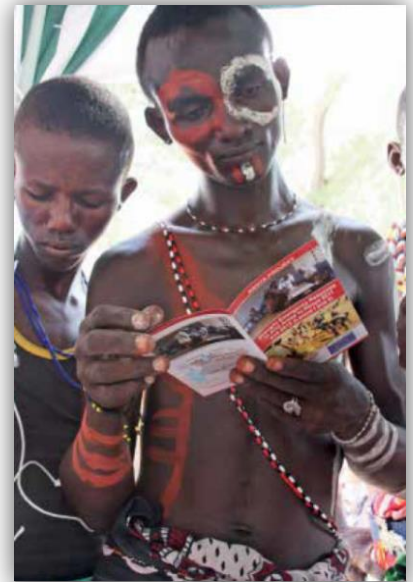
Quality

- Several countries have developed national qualification frameworks (NQFs), but with different focus (TVET or higher education)
- The status, conditions of employment, remuneration of adult education staff is below those of personnel in other education and training sectors.



Quality

- Development of national qualification frameworks has stimulated the development of recognition, validation and accreditation mechanisms of non-formally and informally acquired knowledge (RVA).
- Professionalisation and regulation together with research, monitoring and evaluation, still require concerted action.



Recommendation on the Development of Adult Education adopted in Nairobi (1976).

As the key normative UNESCO document concerning adult education policy and practice in its Member States, it lays out guiding principles and a comprehensive approach to promoting and developing adult education.

Is a visionary document which articulates a rights based approach, nevertheless during the past thirty-seven years the world has transformed

Recommendation on the Development of Adult Education adopted in Nairobi (1976).

2012

Plan of action for revising presented to the 189th session of the EXB (April)

Expert group meeting and 1st draft of summary report (prelim. Study) (July)

Online stakeholder consultation (Sept)

Recommendation on the Development of Adult Education adopted in Nairobi (1976).

2013

Preliminary study
finalization

191st EXB
consideration of
prelim. study and
decision on inclusion
(37th GC) (June)

37th GC
consideration of
revision
desirability (Nov)

Recommendation on the Development of Adult Education adopted in Nairobi (1976).

Next steps

Drafting of
revised text
(2014)

Sent to Member
states for
comments.
(Summer 2014)

38th GC
Consideration
and adoption of
draft revised text
(Summer 2015)



Thank you for your attention.