Enhancing national capacities for monitoring adult learning and education

Capacity Building Webinar Europe & North America

21 July 2020 13:00h-16:30h CEST
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Enhancing national capacities for monitoring adult learning and education

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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.
Belem Framework for Action (BFA)

BFA Areas

• Policy
• Governance
• Financing
• Participation, inclusion and equity
• Quality
Two Frameworks

confintea VI
Belém Framework for Action
Harnessing the power and potential of adult learning and education for a viable future

Cadre d’action de Belém
Exploiting the power and potential of adult learning and education for a viable future

Marco de acción de Belém
Aprovechar el poder y el potencial del aprendizaje y la educación de adultos para un futuro viable
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
GRALE is a monitoring tool, like a pair of glasses, with which we can look at the international scene of ALE through two lenses.

- Belém Framework for Action (BFA)
  - Five areas of action
- Recommendation on ALE (RALE)
  - Three key fields of learning
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.
In Belém Framework for Action, countries commit to strengthen ALE in 5 key areas:
- policy
- governance
- funding
- participation
- quality

Regional and national action on ALE
Countries adopt national & regional strategies for Belem 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

Part 2

GRALE 5
GRALE 5

• CONFINTÉA VII, Morocco, June 2022
• end of the CONFINTÉA 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.
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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• Starts at 15:00 to 16:30h CEST