

# **The Global Report on Adult Learning and Education (GRALE)**

## **1. Background and Objectives**

In today's world, where adult learning and education (ALE) play a key role, there is no one authoritative document which brings together trends and key issues at the global level. The dispersed character of ALE, combined with the diverse contexts in which ALE takes place poses a challenge to the actual conceptualization and preparation of such global report.

Nevertheless it is clear that the existence of such a document could play a role in the advocacy for the ALE. The critical role of global reports e.g. the Global Monitoring Report (GMR) in placing key development issues high in the policy agenda is now widely accepted. The need for such a report becomes more urgent when seen in the light of the Sixth International Conference on Adult Education (CONFINTEA VI) which is going to take place in May 2009 in Brazil.

In the first meeting of the CONFINTEA VI Consultative Group held in Helsingor in March 2007, it was recommended that such a report be produced under the leadership of the UNESCO Institute for Lifelong Learning (UIL), which is also coordinating the CONFINTEA VI processes.

Given the above, the Global Report on Adult Learning and Education (GRALE) is meant to address the gap by bringing together quantitative and qualitative data analyzed from the perspectives of the broad range of stakeholders in the field. As part of the CONFINTEA VI processes, the Member States have been requested to prepare national reports on the status of adult learning and education in their respective countries based on the Guidelines sent by UIL in December 2007. The synthesis reports of the national reports will then be presented in the respective Regional Conferences. The information culled from the national reports as well as the regional synthesis reports will be the basis for GRALE. Aside from being a reference document which describes the trends in ALE, this report is also meant to be an advocacy tool to raise the visibility of ALE.

As both a reference document and an advocacy tool, the GRALE is expected to:

- 1) provide an overview of the trends in adult learning and education in terms of policy discussions and achievements;
- 2) present the key results of the national reports and regional meetings;
- 3) identify the cross-cutting issues in the world of adult learning and education; and
- 4) come up with main recommendations on how to improve the status of adult learning and education.

## **2. Methodology**

To produce GRALE, the following measures will be done:

- 1) use primary data from national reports and regional synthesis reports,
- 2) review and analyze existing national, regional and international studies on adult learning and education situation and themes; and
- 3) tap into and valorise existing initiatives from other agencies.

All Member States are expected to submit their national report by the end of April 2008. A regional synthesis report will then be prepared and presented to the respective Regional Conferences. The information from such reports and the regional synthesis will be the primary data for GRALE. A review of existing national, regional and international studies on adult learning and education will be undertaken and this is expected to complement the primary data. Finally, existing initiatives and other work in progress research related activities from other UN and bilateral agencies will be tapped and used in the Report.

### **3. Structure**

As a reference document and an advocacy tool, GRALE will consist of two main parts: 1) the Context and Rationale and 2) Dimensions for Action in ALE. The first part will cover the importance of ALE as well as issues and challenges which it is currently facing. The next part will describe the status of ALE focusing on the areas of equity, quality, provision, resources and governance. This will also cover the key obstacles of the current ALE situation. The Report will conclude with key recommendations for the improvement of ALE.

The outline below is the first attempt to systematize the contents of the Report.

**Key messages**  
**Reasons why**  
**Recommendations**

**Executive summary**

#### **Part I Context and rationale**

##### **1 Today's case for ALE**

- 1.1 Framing context: global development and change – continuing and new challenges
- 1.2 ALE in the global policy agenda (related to MDG, EFA etc.)
- 1.3 ALE from CONFINTEA I to V: achievements
- 1.4 CONFINTEA VI: future agenda

##### **2 Rationale: why ALE?**

- 2.1 Literacy, knowledge/skills, personal development, community action
- 2.2 Active participation, active citizenship, active learning throughout life in polity, economy, culture and society
- 2.3 Macro-transformation towards knowledge societies, information society and economies repositions/re-contextualizes human development and global sustainability agendas

##### **3. Challenging issues for ALE**

- 3.1. Meeting emerging global challenges *through* ALE
  - poverty
  - environment
  - well-being
  - demography

- 3.2. Working towards greater personal, social and regional equities *through* ALE
  - gender, race and class
  - migration and mobility
  - globalization (cultural and economic)
- 3.3 Fostering democracy, communities, societies and human rights *through* ALE
  - democratic and humanitarian values and actions

## **Part II    Dimensions for action in ALE**

### **4    Equity: access and participation, relevance and appropriateness**

- 4.1 Current features
- 4.2 Key problems and constraints, including bad examples of practice
- 4.3 Ways forward and action options, including good examples of practice

### **5    Quality: motivation, benefits, outcomes and standards**

- 5.1 Current features
- 5.2 Key problems and constraints, including bad examples of practice
- 5.3 Ways forward and action options, including good examples of practice

### **6    Provision: learning continuum infrastructures and diversity**

- 6.1 Current features
- 6.2 Key problems and constraints, including bad examples of practice
- 6.3 Ways forward and action options, including good examples of practice

### **7    Resources: human, financial and technical**

- 7.1 Current features
- 7.2 Key problems and constraints, including bad examples of practice
- 7.3 Ways forward and action options, including good examples of practice

### **8    Governance: roles and responsibilities, accountabilities, participatory mechanisms and international action**

- 8.1 Current features
- 8.2 Key problems and constraints, including bad examples of practice
- 8.3 Ways forward and action options, including good examples of practice

## **Statistical Annex**

## **Bibliography**

### **4. Editorial, Writers and Peer Reviewers Team**

In coordination with UIL, an editorial team will supervise the process of producing GRALE. This will involve steering the regional report and chapter writers, giving feedback and editing the report. In consultation with UIL, the team is also expected to write the sections on 1) Key messages; 2) Reasons why; 3) Recommendations and 4) the Executive Summary.

The Regional Report writer is expected to examine the national reports and on the basis of these, and other existing regional studies, prepare the Regional Synthesis

Reports. The writer will then present the Report at the Regional Meeting and is required to incorporate the comments and discussion on the Report in a final version.

The Chapter writer is asked to examine the relevant section of the national and regional reports and use such data, as well as information from other existing studies to prepare his/her assigned chapter.

A team of peer reviewers will also be convened to comment and provide suggestions on the regional reports, the different chapters and GRALE as a whole.

The Members of the CONFINTEA VI Consultative Group will serve as the editorial board of the GRALE.

## 5. Workplan

The following work schedule of GRALE is aligned with the CONFITEA VI processes:

	January	February	March	April	May	June	July	August	September	October	November	December
2008				<b>1<sup>st</sup> GRALE Workshop (24-25.4)</b>  Deadline for Submission of National Reports (31.4)	Preparation of Regional Syntheses of Reports	Preparation of Regional Syntheses	Preparation of Regional Syntheses	Draft Regional Synthesis ready and Preparation of chapters	<b>Regional CONFITEA VI Meeting plus Global Literacy in Latin America &amp; Caribbean</b> (Mexico, 10-13.9)  → LAC Regional Report Consolidated  Preparation of chapters	<b>1<sup>st</sup> Drafts for GRALE ready by 15.10</b>  <b>Regional CONFITEA VI Meeting in Asia/Pacific</b> (South Korea, 14-16.10)  → Asian Regional Report Consolidated  <b>2<sup>nd</sup> GRALE Workshop (30-31.10)</b>	<b>Regional CONFITEA VI Meeting in Africa</b> (Kenya, 10-14.11 or alternative venue  → African Regional Report Consolidated	<b>Regional CONFITEA VI Meeting in Europe</b> (Hungary, 3-6.12)  → European Regional Report Consolidated
2009	<b>Regional CONFITEA VI Meeting in the Arab States</b> (Tunisia)  → Arab Regional Report Consolidated	<b>2<sup>nd</sup> Drafts for GRALE ready</b>  <b>GRALE Consolidated</b>  4 <sup>th</sup> meeting of the CONFITEA VI Consultative Group (end of Feb) → GRALE shown for comments and inputs	<b>Final Manuscript of GRALE by 31.3 (English)</b>	Translating Executive summary of GRALE in French, Spanish and Portuguese  <b>GRALE Printing</b>	<b>GRALE Ready</b>  <a href="#">CONFITEA VI Conference (Brazil, 25-29.5)</a>							