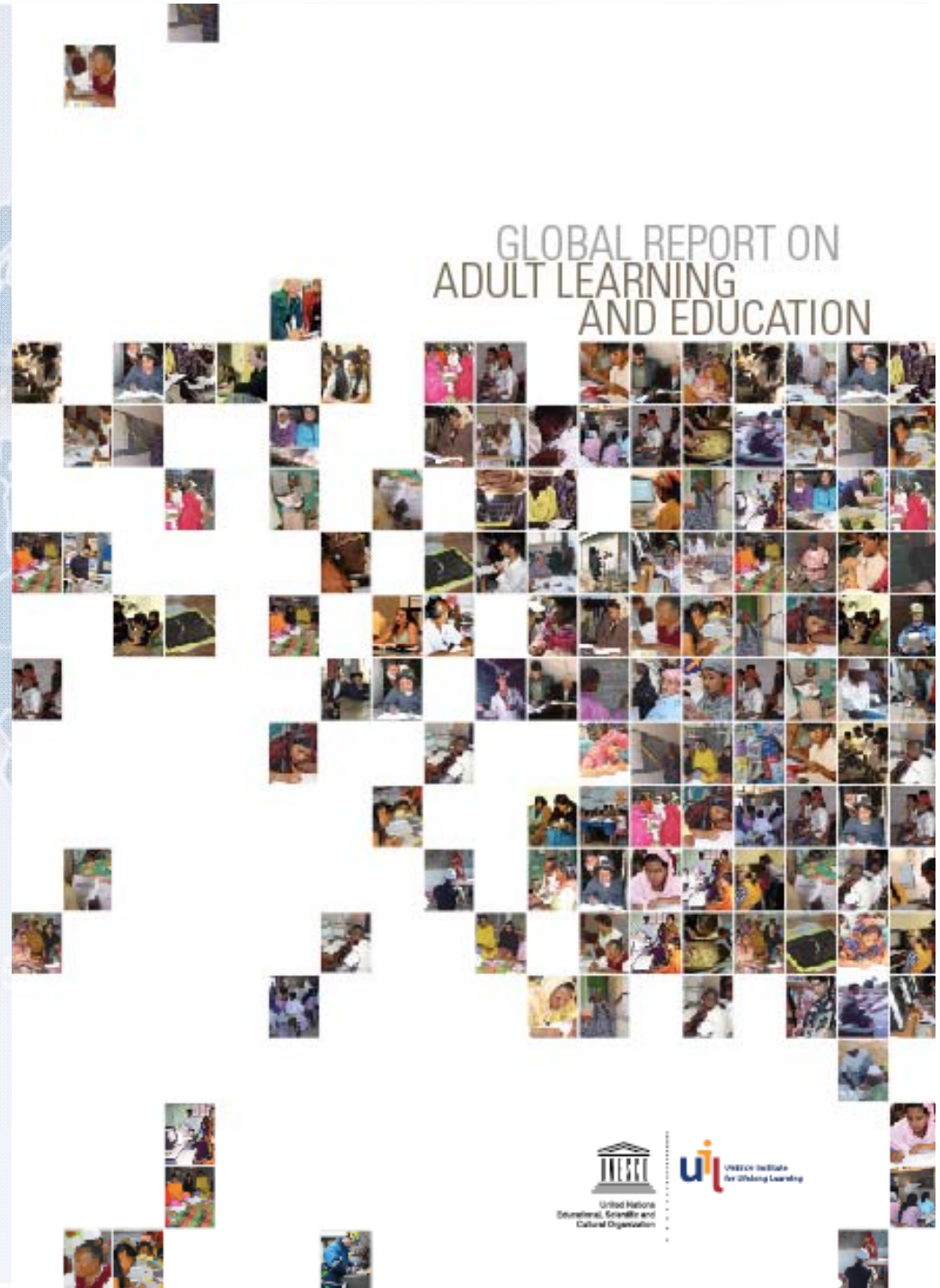


Presentation on GRALE

GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

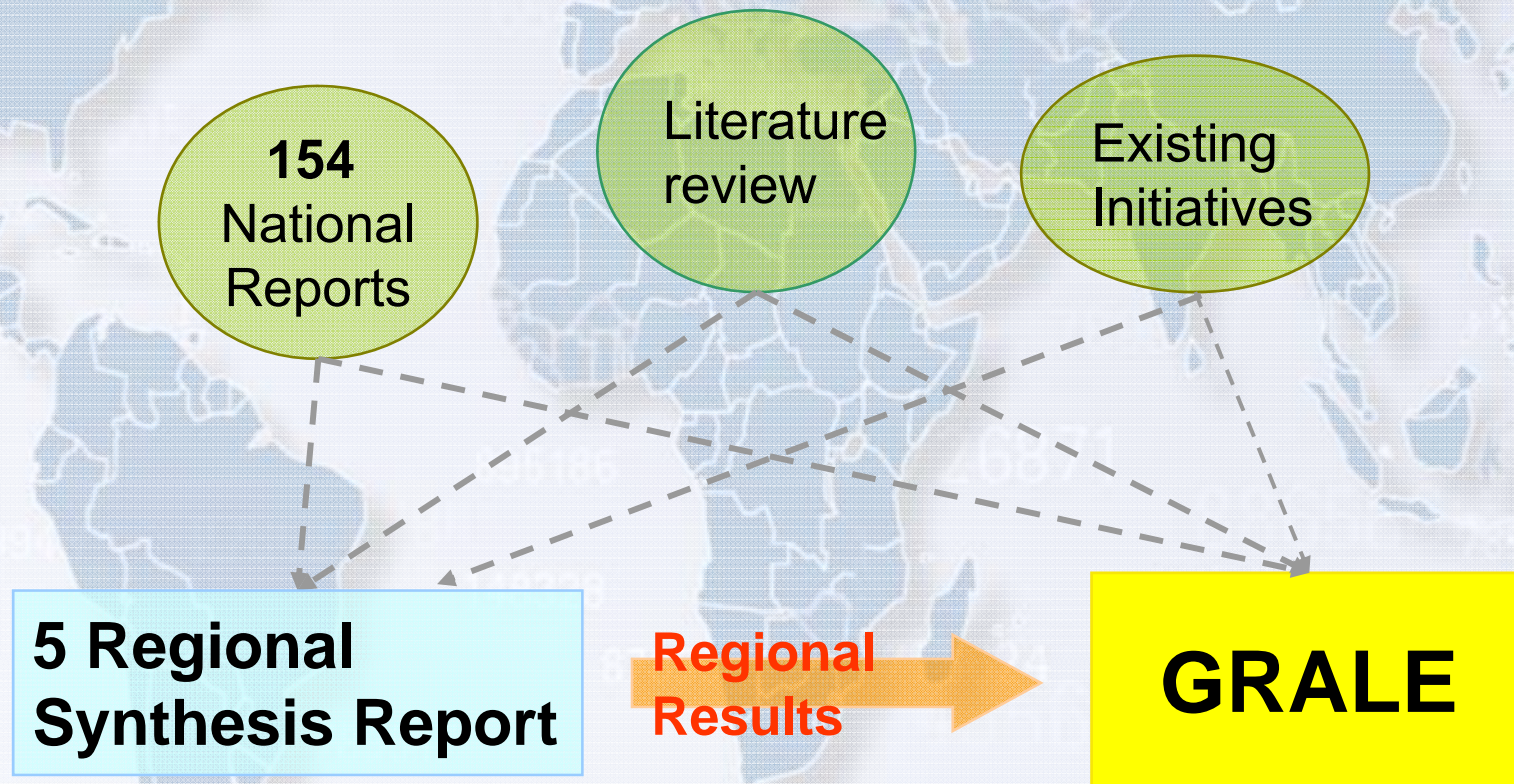


Introduction: What is GRALE?

- It is a reference document, advocacy tool, an input document to CONFINTEA VI
- It is based on data from national reports, regional synthesis reports and other studies



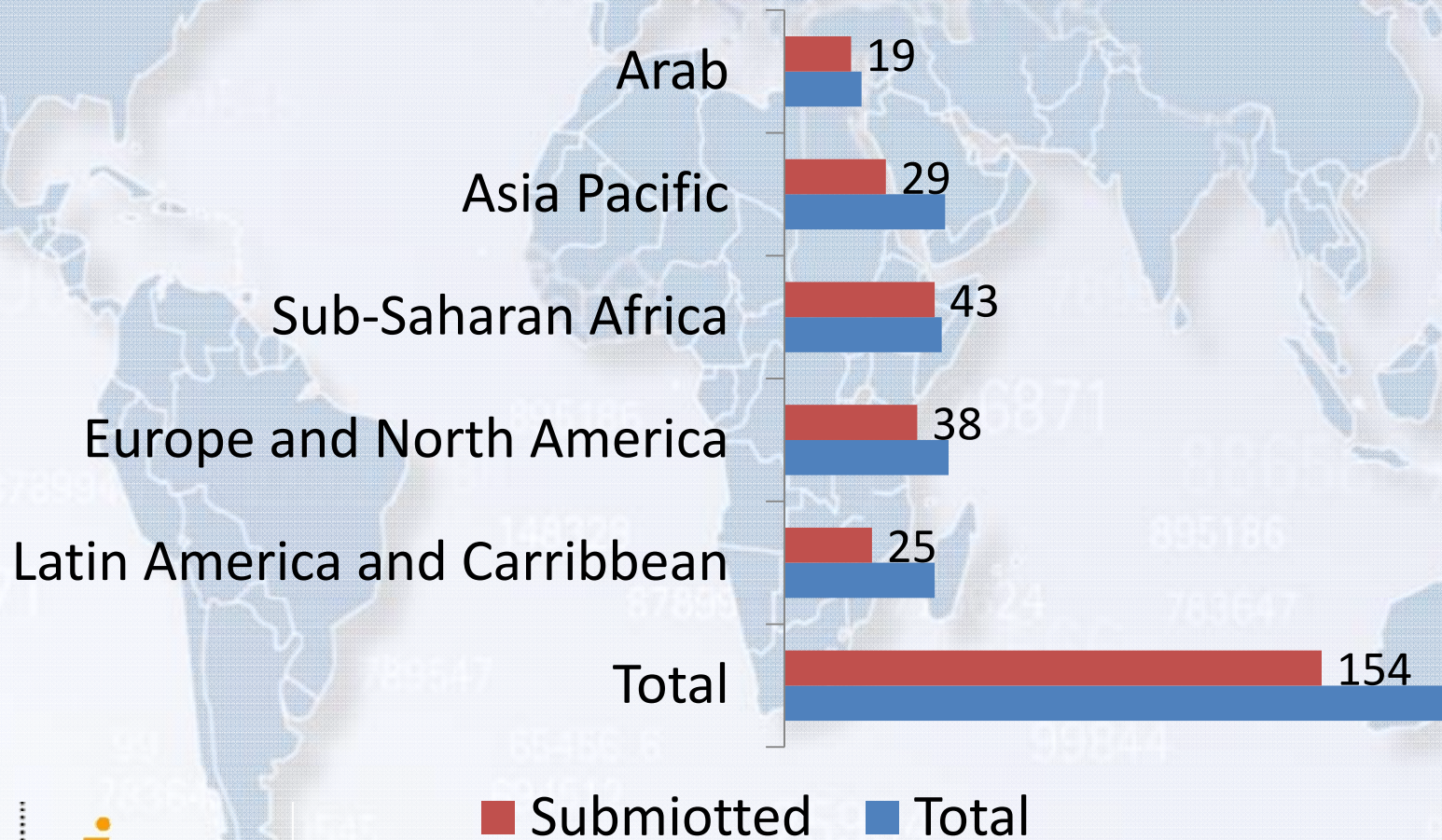
Introduction: How was GRALE produced?



Introduction:

How was GRALE produced?

- **Number of submitted national reports (total = 154)**



Introduction:

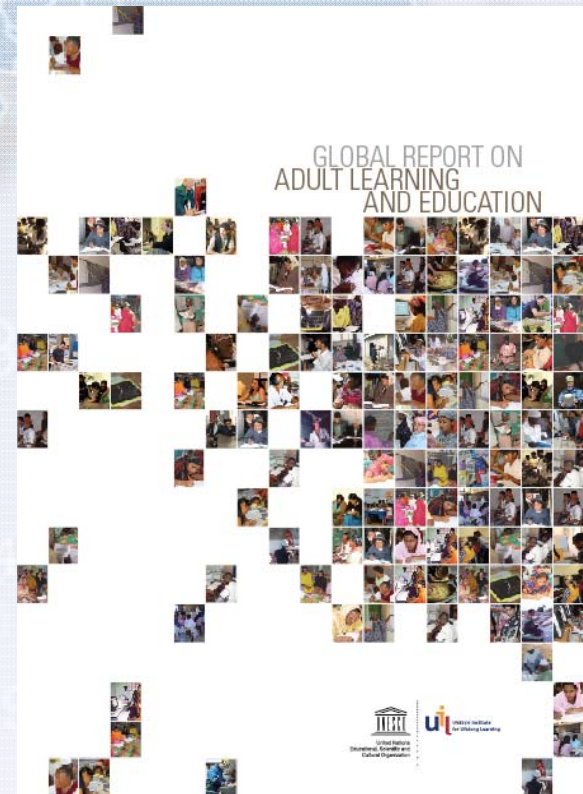
What are the limitations of using the national reports as primary data source?

- It is self-reporting exercise, written by either one author, team and/or with consultations
- Quality of data from the reports is uneven
- It is government focused
- It covered mostly “education sector“ activities



Introduction: Structure

1. The case for Adult Learning and Education
2. Policy and Governance
3. Provision
4. Participation and Equity
5. Quality
6. Finance



Key Issues: Nature of Adult Education

- Diversity
 - Literacy to continuing education
 - Formal education, nonformal education and informal education
 - Youth and adult



Key Issues: State of Adult Education

- Division and inequality
 - Non-literate vs educated
 - North - South

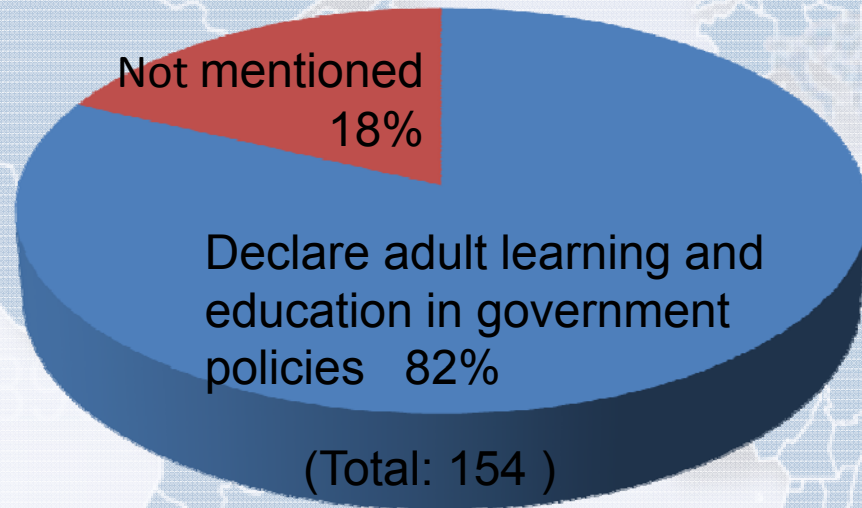


Key Issues: Definition and perspectives

- Definitions of adult learning and education
 - Different conceptual → policy understanding
- Shift from education to learning
- Perspectives of adult learning and education
 - Empowerment /political vs economic
 - Integrating lifelong learning perspective
 - Capability approach



Key Issues: Policy



- 126 (82%) national reports declared that adult education is covered directly or indirectly
- 56 countries (36%) said they had introduced specific adult education policy since CONFINTEA V
 - 27 from the European region and 19 from sub-Saharan Africa

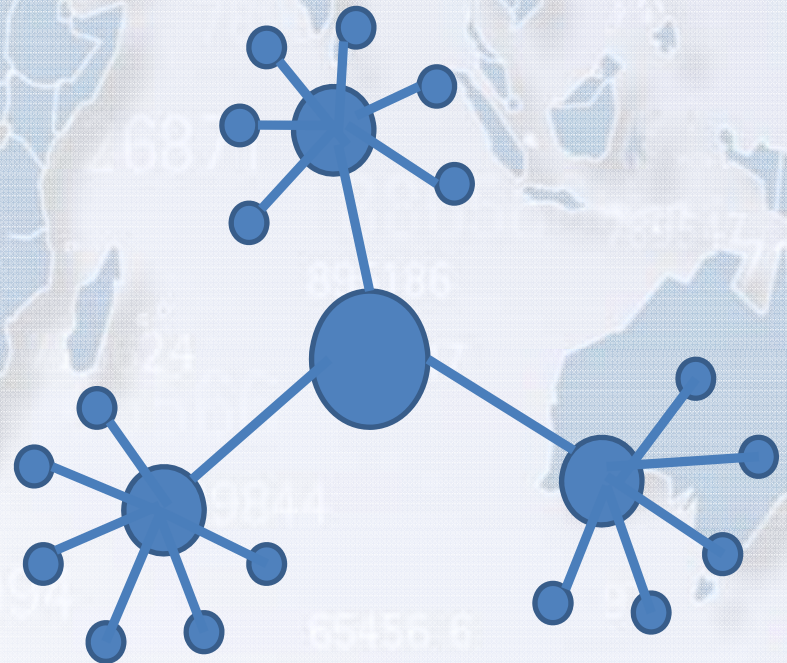
Key Issues: Policy

- **Framework-setting** within a Lifelong Learning perspective
- **Regulation** of vocational or adult education
- **Setting structures:** creation of specialized agencies
- **Promotion of literacy and non-formal education**
- **Provision** for the implementation of **specific programmes**



Key Issues: Governance

- Where is adult learning and education placed?
 - Usually Departments within education ministries
- Coordination with other ministries
- Decentralisation
- Partnerships between different stakeholders



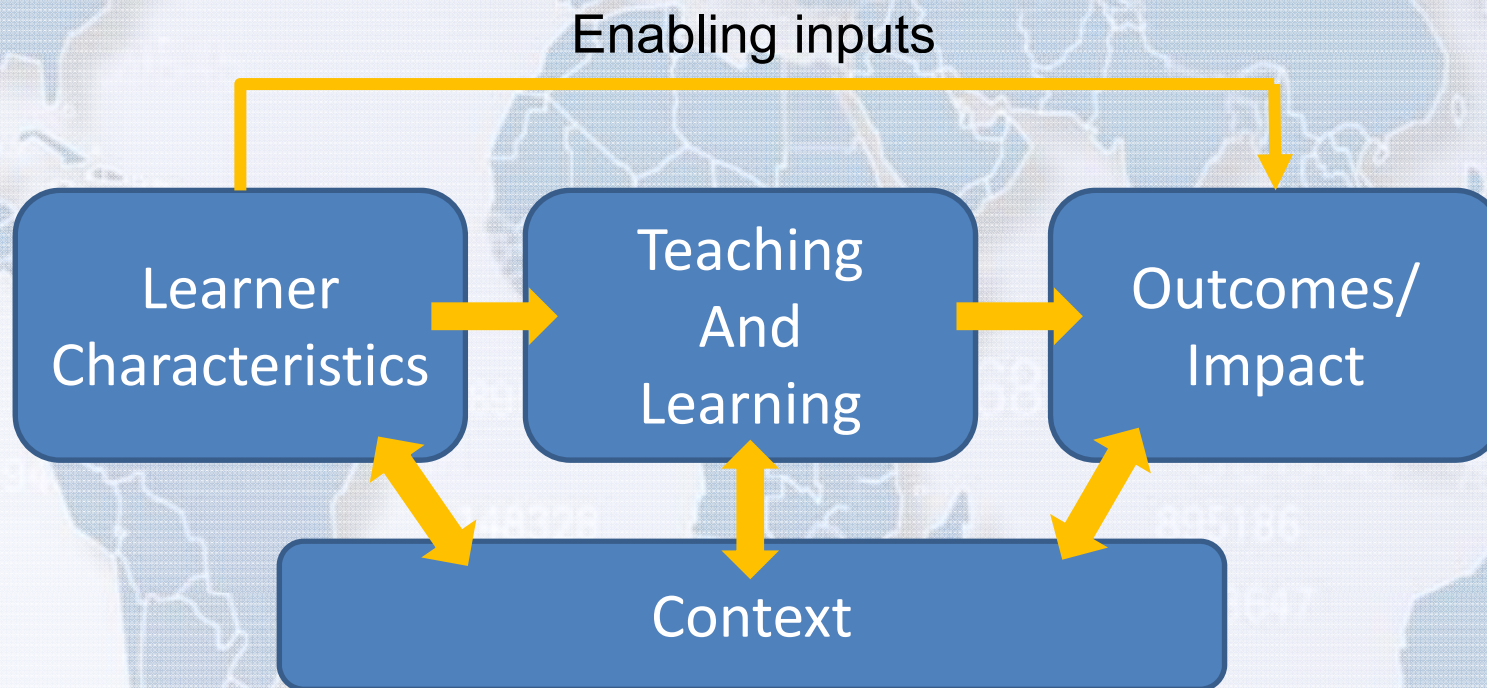
Key Issues: Participation

- Overall low rates
- Inequity
 - Gender
 - Geographical location
 - Age
 - Socio-economic status
- Barriers
 - Dispositional barrier
 - Situational barrier
 - Institutional barrier



Key Issues: Quality

- **Framework for understanding quality**



Key Issues: Quality

- **Areas for action**
 - Training of adult educators
 - Research
 - Monitoring



Key Issues: Financing

- Increasing private sector involvement
 - Inequity issue which needs to be taken care of by Government
- Key roles of civil society organisations, but not stable
- Importance of international aid, but decreasing contribution



A light blue world map with white outlines of continents and countries, serving as a background for the text.

***How can
Adult Education
as a fundamental Human Right
be guaranteed
and
exercised?***



Recognizing adult education as a right and its wider benefits to society

Integrating adult education into education and development policies and ensuring lifelong learning perspectives

Governance mechanisms in place

Harnessing partnerships

Training and research to ensure quality

Securing funding

