

Preparing for CONFINTEA VI: The Global Report on Adult Learning and Education (GRALE)



Background and Objectives of GRALE

The need for a global report on adult learning and education was raised in the process of preparing for the Sixth International Conference on Adult Education (CONFINTEA VI). In the first meeting of the CONFINTEA VI Consultative Group held in Helsingor in March 2007, it was recommended that, in view of the absence of a global reference document or report on adult learning and education (ALE), such a report be produced under the leadership of the UNESCO Institute for Lifelong Learning (UIL), which is coordinating the CONFINTEA VI process.

Given the above, the Global Report on Adult Learning and Education (GRALE) is meant to address this gap by bringing together quantitative and qualitative data analyzed from the perspectives of the broad range of stakeholders in the field. GRALE will be a **reference document and an advocacy tool** and a key input to CONFINTEA VI. The executive summary of GRALE will constitute the substance part of the CONFINTEA VI working document.

As a reference document, GRALE is expected to show trends and issues in ALE. As an advocacy tool, it will promote the importance of ALE and show effective practices. By bringing together the perspectives of government, civil society, academe, research institutions and multilateral agencies, GRALE is expected to reflect the wide coverage and diverse ways ALE is understood and implemented. GRALE will be developed on the basis of the three main sources:

1. National CONFINTEA VI Reports and Regional Synthesis Reports;
2. Reviews and analyses of existing studies, research findings and documents (secondary literature); and
3. Published reports and ongoing initiatives or programmes of bilateral and multilateral agencies.

Process and Methodology of GRALE

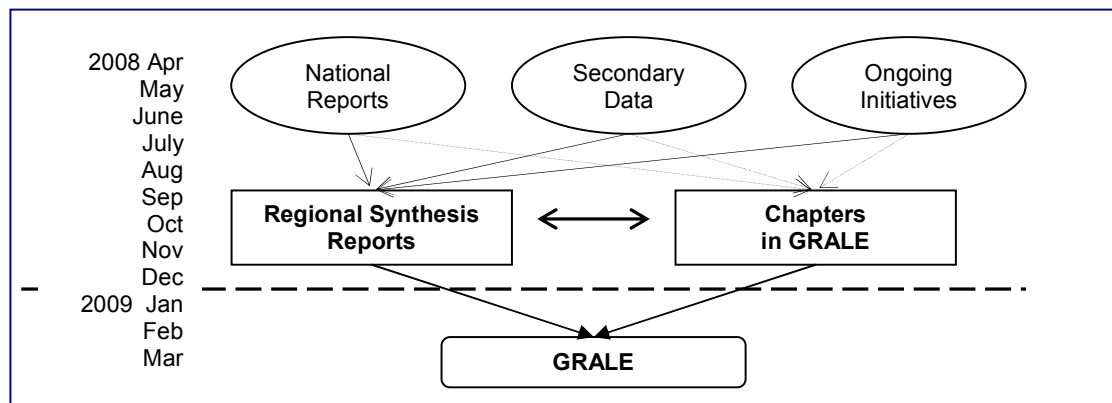
As part of the CONFINTEA VI process, UNESCO Member States have been requested to prepare national reports on the status and development of adult learning and education in their countries. These National CONFINTEA VI Reports will be synthesized in the form of Regional Reports, which will be presented in the respective Regional CONFINTEA VI Preparatory Conferences for discussion and validation.

The Regional Reports will highlight the salient points of the submitted national reports as well as of existing secondary literature and regional initiatives and programmes. Following the discussion and validation during the Regional CONFINTEA VI Preparatory Conferences and incorporating their main results and recommendations, the Regional Reports will be finalized. They will be published as separate documents for CONFINTEA VI.

The information culled from the national reports and the Regional Reports will constitute the primary data for GRALE. Regional Report writers and the writers of GRALE chapters will work in parallel; interacting and cross-fertilizing each other. In particular the Regional

Reports will provide critical input for the GRALE chapters with regard to regional perspectives and specificities on the topics dealt with in the GRALE chapters.

In the form of a chart, the GRALE process looks like:



Structure of GRALE

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 illuminate the importance of ALE as well as highlight issues and challenges which ALE is currently facing. The second part will describe the status of ALE focusing on the areas of equity, quality, provision, resources and governance. This part will also cover the key obstacles of the current ALE situation. The Report will conclude with **key recommendations** for the improvement of ALE.

Concretely, the structure of GRLAE is as follows:

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

Editorial Team, Writers and Peer Reviewers of GRALE

In coordination with UIL, a team of lead editors will supervise the process of producing GRALE. This task will involve steering the production of the Regional Reports and GRALE chapters, giving feedback to the respective writers, and editing the final full report. In consultation with UIL, the editorial team will also write the sections on 1) Key messages; 2) Reasons why; 3) Recommendations and the 4) Executive Summary.

Apart from producing the Regional Reports, the Regional Report writers will present the Report at the respective CONFINTEA VI Regional Preparatory Conferences, and will

