



unesco



unesco

Conference for Asia

30 May 2023

A wide-angle photograph of a cityscape under a clear sky. On the left, a tall, ornate brick tower with multiple levels of arched windows and a crenellated top stands prominently. The city below is densely packed with buildings, many with flat roofs and satellite dishes. In the background, a range of rugged, rocky mountains stretches across the horizon. The overall scene is bathed in the warm light of late afternoon or early morning.

CONFINTEA 7th

FOLLOW-UP



UNESCO Institute for Lifelong Learning

Monitoring the MFA



The image shows a cityscape with a prominent minaret on the left and mountains in the background. The text is overlaid in white, centered, and reads: THE MAIN OUTCOMES of CONFINTEA VII.

THE
MAIN OUTCOMES of
CONFINTEA VII

Inclusion

Promoting equal access of all learners, including older adults, to learning in digital environments: while technology can be a driver of progress in education, it can also create new barriers that make social or collective learning more challenging, widen existing social divides and create new ones.

Right to LLL

ALE, as part of education, is a fundamental human right. ALE is as a key component of lifelong learning, contributing to sustainable development and to the promise of peace that lies in UNESCO's constitution.



Citizenship

ALE can constitute a powerful policy response to consolidate social cohesion, enhance socioemotional skill development, secure peace, strengthen democracy, improve cultural understanding, eliminate all types of discrimination, and promote peaceful living together and active and global citizenship.

Future of work

Demographic shifts, the fourth industrial revolution, globalization and climate change are deeply transforming the economy and the labour market. These transformations have major implications for the nature of work, employment structures, the content of jobs, and the competencies and skills required.

Climate action

Climate change presents a huge threat for humanity. Hence, climate education must be mainstreamed in lifelong learning systems. Community learning is key factor for sustainable development.

Monitoring the Marrakesh Framework for Actions (MFA)

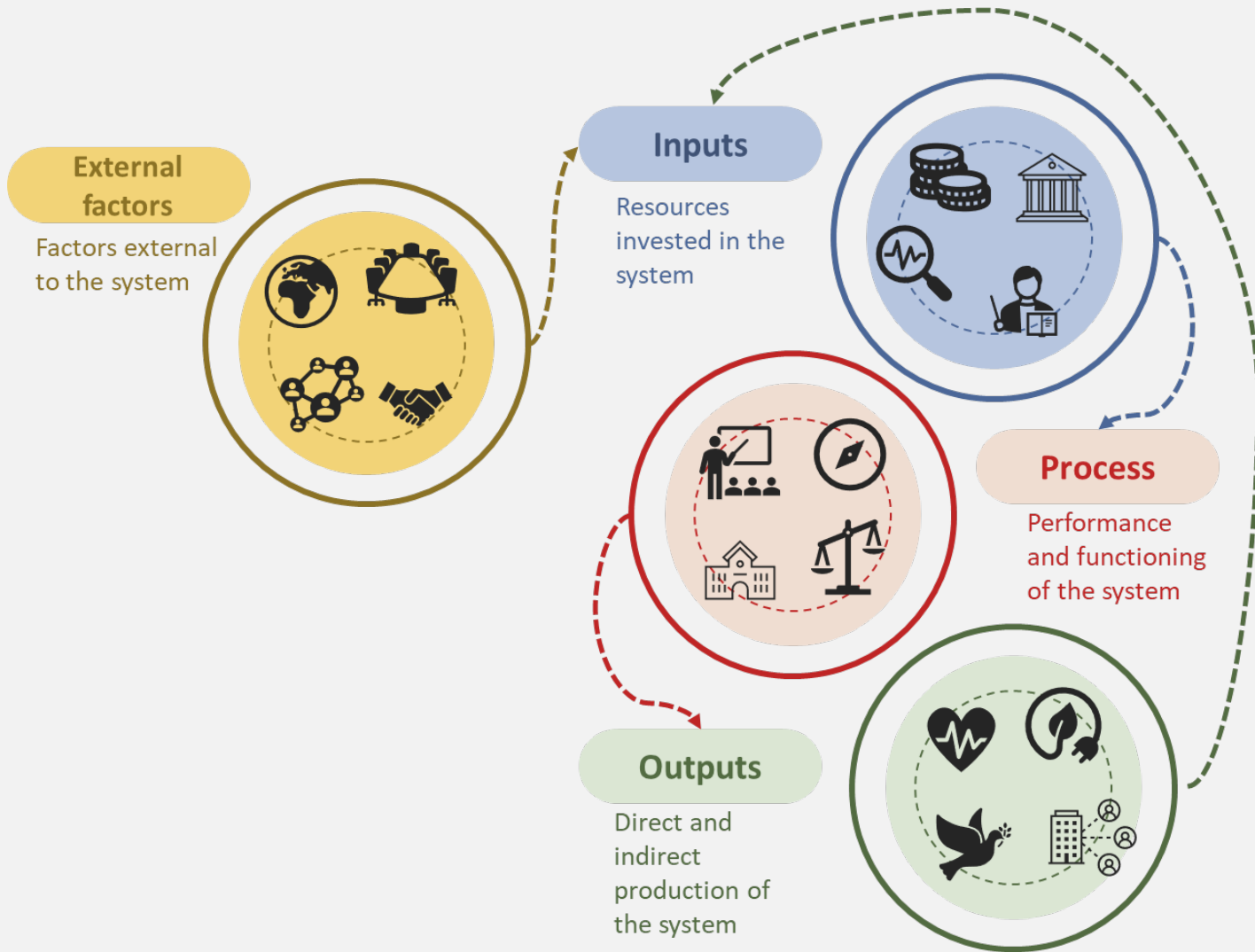
Conceptual
framework

Monitoring
framework

Data Collection

Publication
Towards the new
GRALE

Conceptual framework



Adoption of a specific theoretical approach to encompass an integrated view of Adult Learning and Education as a system.

Conceptual framework



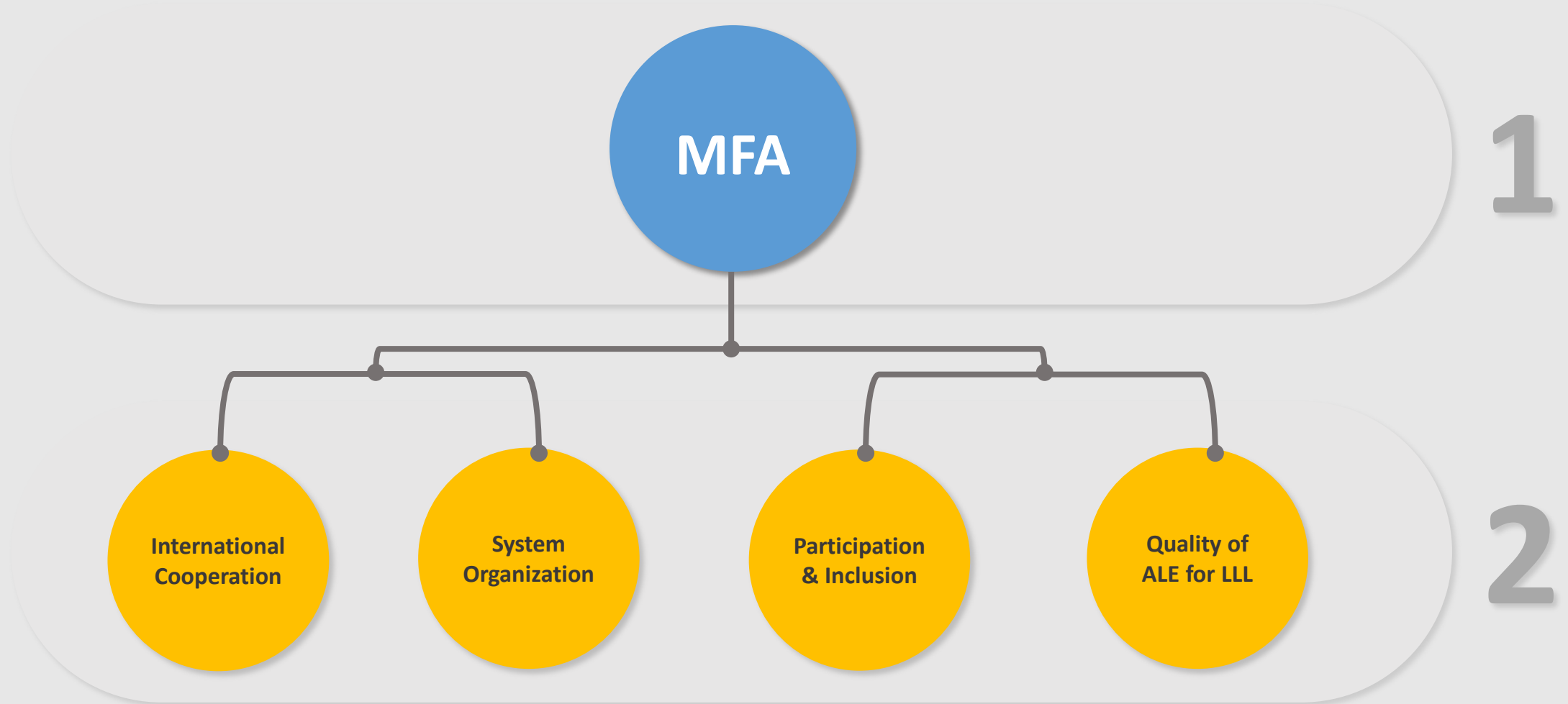
Monitoring the Marrakesh Framework for Actions (MFA)

Conceptual
framework

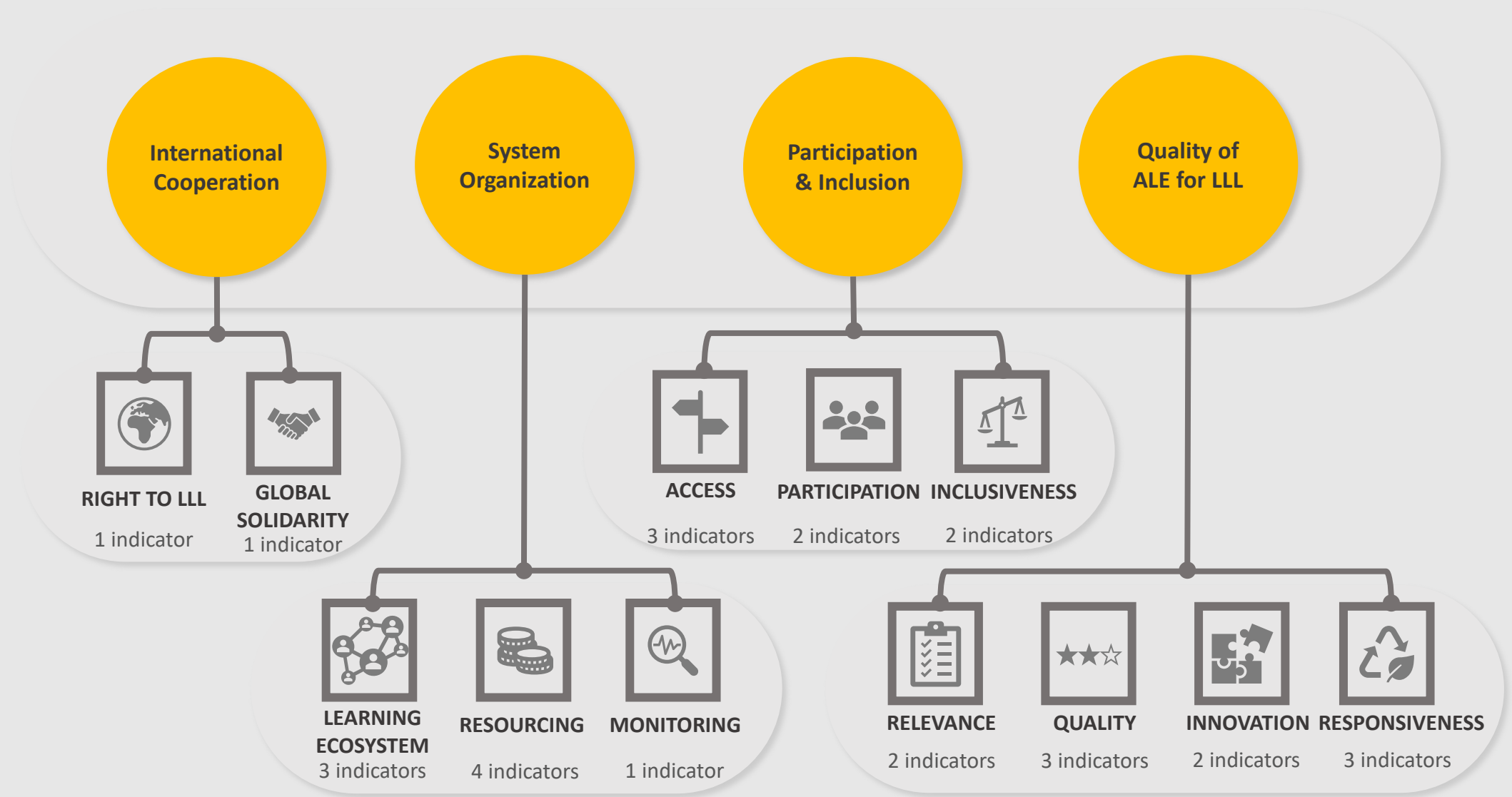
Monitoring
framework

Data Collection

Publication
Towards the new
GRALE

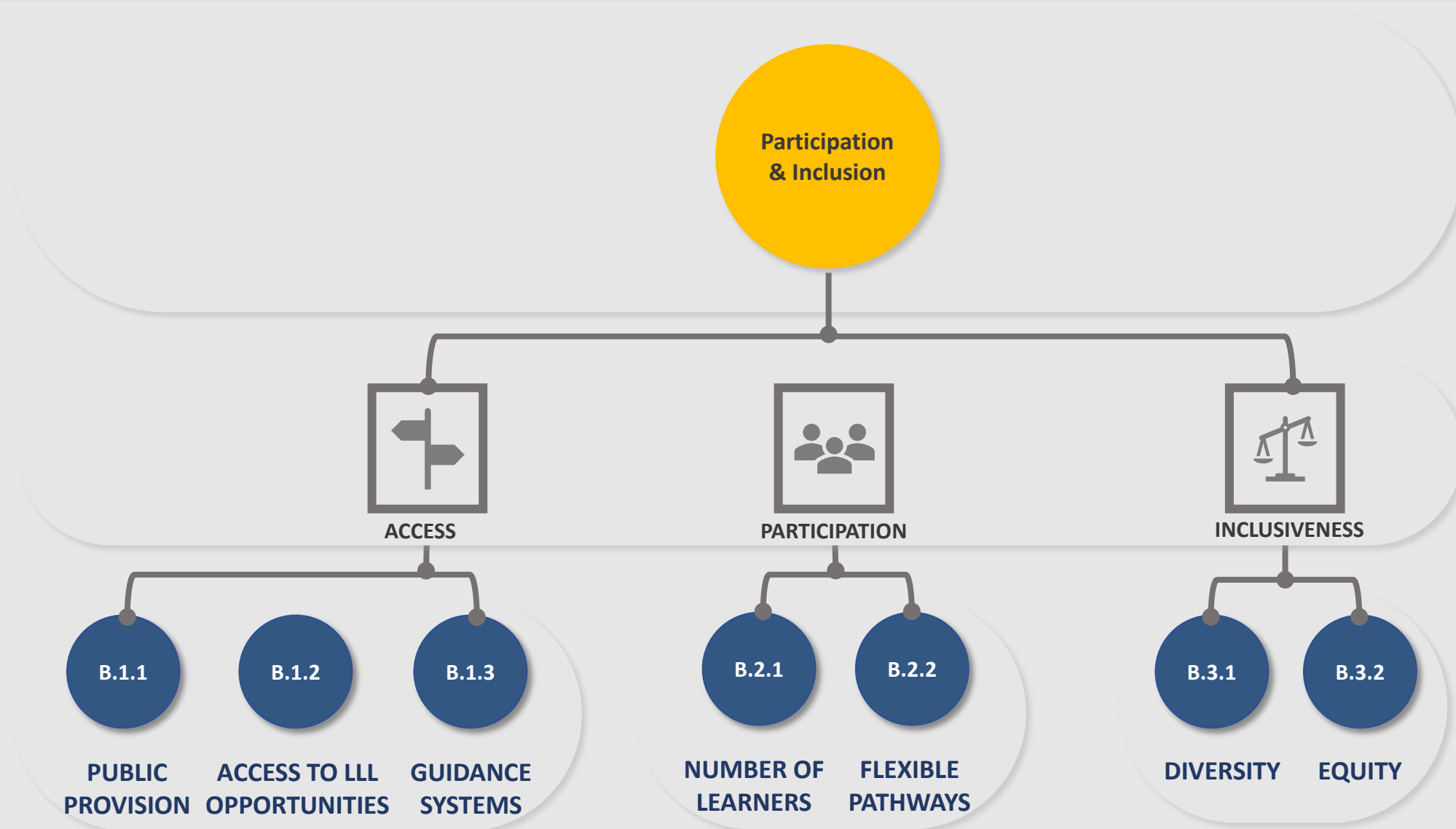


Monitoring framework



2

3

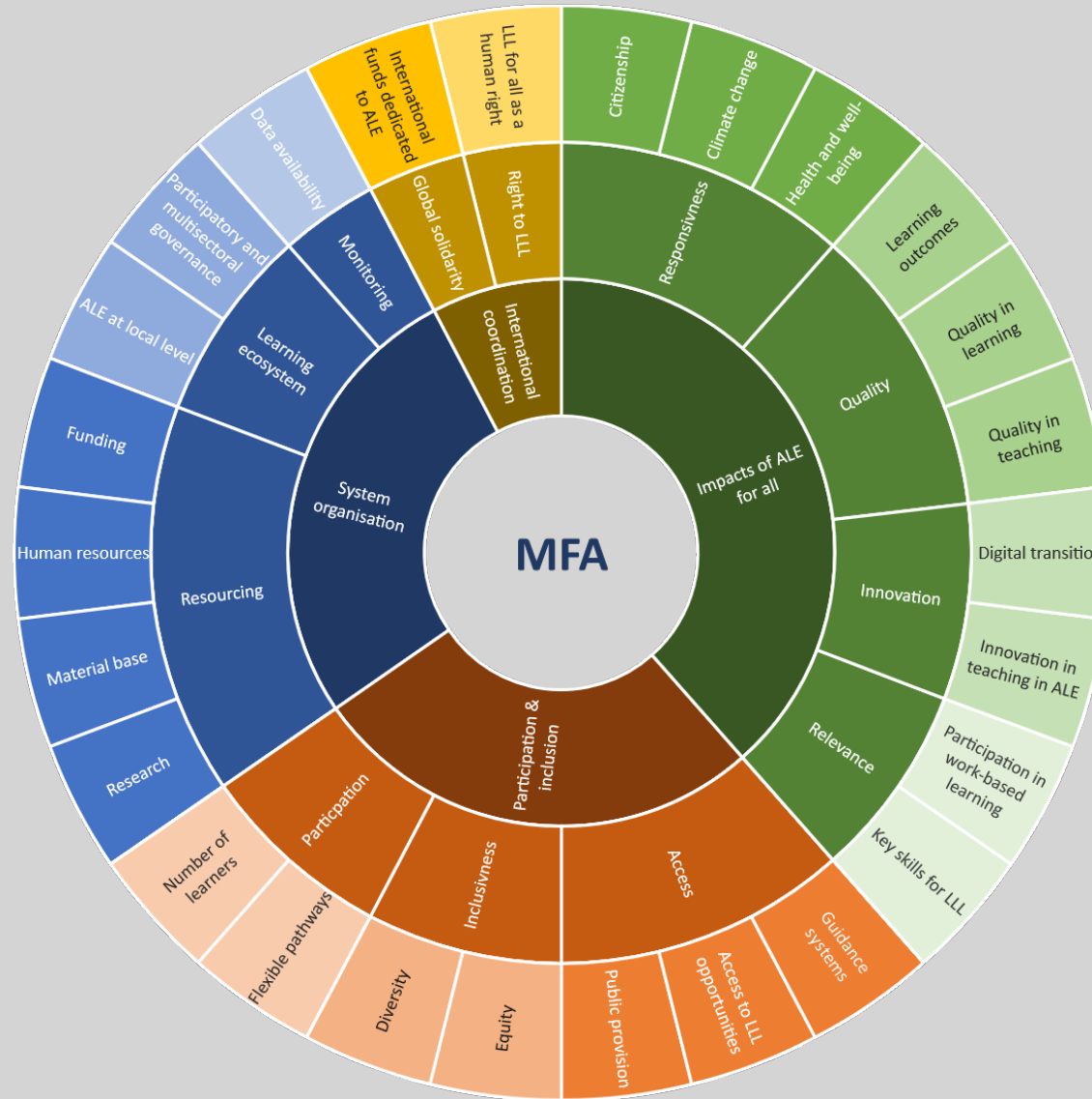


2

3

4

Monitoring framework



Monitoring the Marrakesh Framework for Actions (MFA)

Conceptual
framework

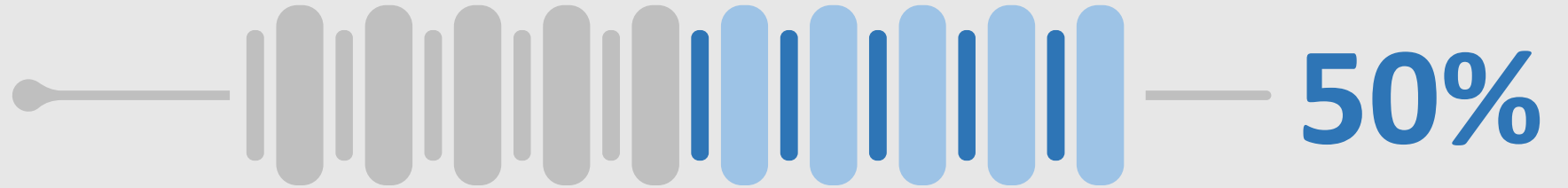
Monitoring
framework

Data Collection

Publication
Towards the new
GRALE

Data collected

Requesting countries to fill data based on their own data sources.



Data produced

Using innovative methodologies and new approaches for producing data.



Data retrieved

Making use of existing data sources with standardized definition.



1 UIL Secretariat

Upload and download raw data, monitor data collection, grant access, mailing list

2 Member States

Secured access granted through Nat Com. Complete questionnaire, correct indicators, validate release of data.

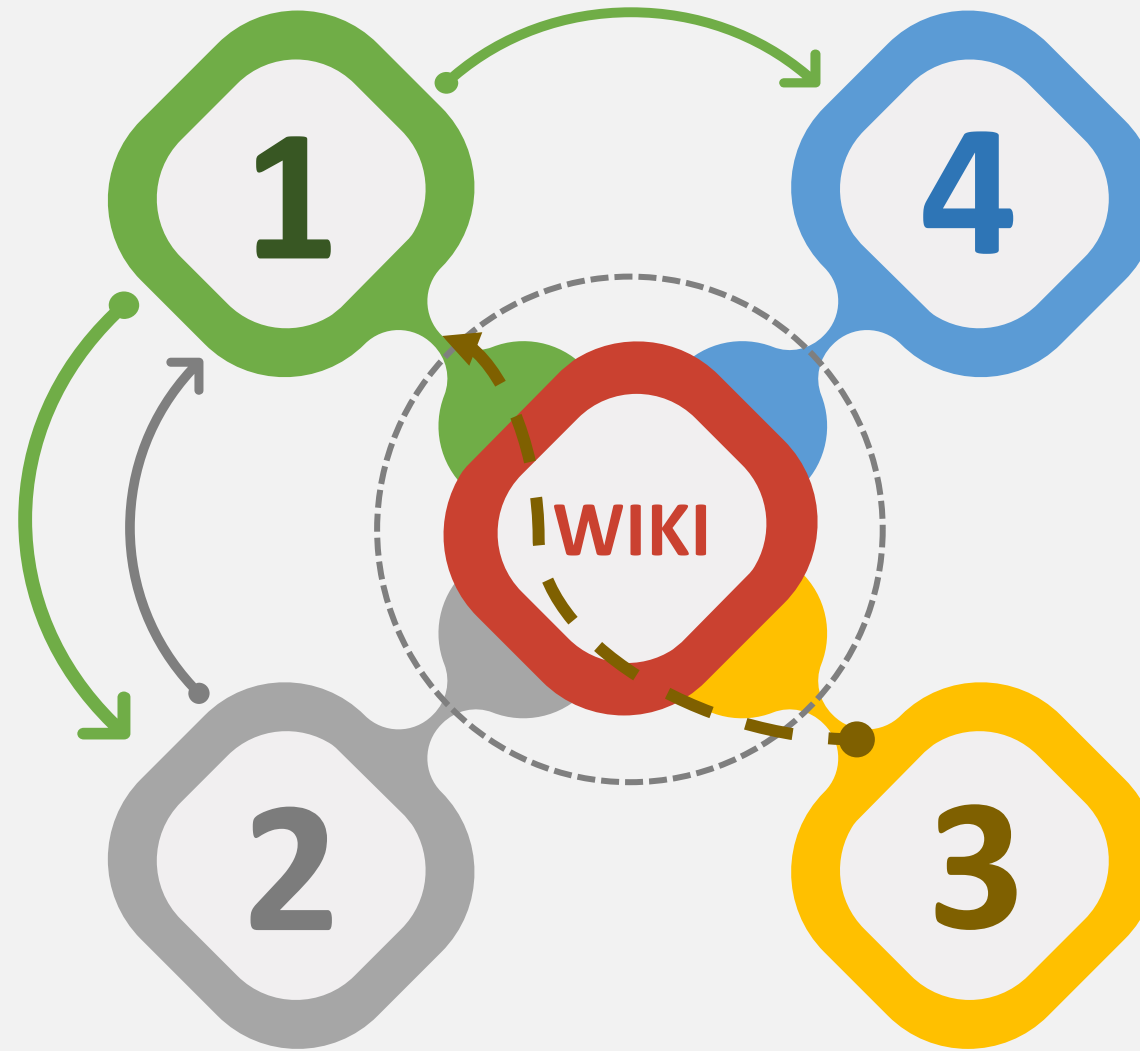
Public

Open to public. Download standardized data. Produce national, regional, global or group specific profiles

3 Stakeholders

Access upon registration to UIL. Provide qualitative data. Participation in quantitative data collection (?)

4



Technical papers- 04

The GRALE technical papers may provide national teams with a detailed methodology for some of the indicators.

Workshops- 03

In-person, on-line and hybrid workshops will be proposed to strengthen the capacity of national teams in selected regions and/or countries.



01 - Wiki

Hosted in the platform. It will include articles on the definition and the methodology for each indicator and each data source. Space for debates. Several languages

02 - Trainings

Self-paced training for the use of the platform, the data collection process, and for the production of data. Hosted by the UIL learning hub. Available in several languages

Monitoring the Marrakesh Framework for Actions (MFA)

Conceptual
framework

Monitoring
framework

Data Collection

Publication
Towards the new
GRALE

Publication Towards the new GRALE

WHAT	WHO	VALIDATION	WHEN	EXAMPLE
GRALE reports	UIL	UIL + Advisory	1 every 4 years	GRALE 6
GRALE thematic reports	UIL + Academic	UIL + Advisory	1 to 3 every 4 years	Inclusion, climate change
GRALE working papers	Academic	UIL	As much as needed	Impacts, evolutions...
GRALE technical papers	UIL	UIL + Experts	As much as needed	Estimating funding in LLL, R&D
GRALE profile	UIL	UIL + Country	As much as needed	National, regional, GAL...

Publication Towards the new GRALE



Introduction

Forword, Methodology and reader guide, Executive summary

One chapter by Dimension (4)

One pre-chapter (10 p.) on a specific topic (?), Annexes

One section by indicator

Key findings, Analysis, Definitions, Methodology, References, Tables

Data and illustrations

Graphics for the analyses, 1 to 3 text boxes, tables at the end of the section

✓ Printed and digital



Level

Population

Gender

Level	Population	Gender
WORLD	%	%
Africa	%	%
Arab States	%	%
Asia & the Pacific	%	%
Europe & North America	%	%
Latin America & the Carib.	%	%
SIDs	%	%
Conflict-affected countries	%	%
LDCs	%	%

✓ Data by country only in the platform

Thank you

Learn more: www.uil.unesco.org

 @UIL

 @uilunesco

 @unescouil



unesco

Institute for
Lifelong Learning