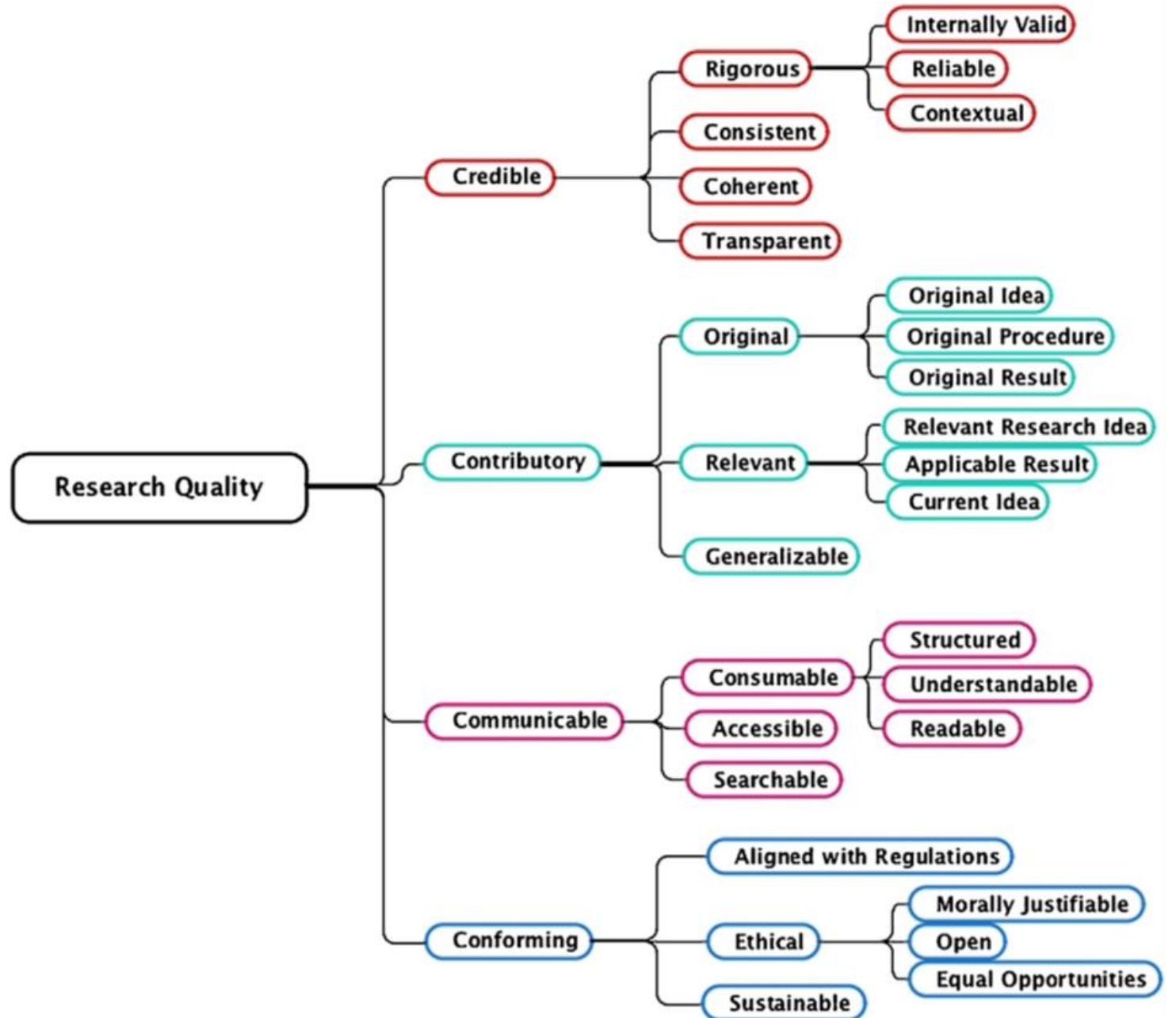# UNPACKING THE GRALE SURVEY
Global Report on Adult Learning and Education

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RESEARCH QUALITY

Mårtensson, P. et al. (2016). Evaluating research: A multidisciplinary approach to assessing research practice and quality. *Research Policy, 45*(3). 593-603.

Credible

- GRALE is a self-reporting survey! Lack of quality control main issue?

- 1 response per country – information collected on who contributed to the response

- questionnaire with closed-ended but also a number of open-ended questions – monitoring BFA

- questionnaire design discussed at UIL GRALE team meetings

- from GRALE 4 onwards: questions linked to domains of RALE

  literacy and basic education; continuing and vocational; citizenship/popular

- definition of terms – explained in questionnaire but what about interpretations?

Contributory

- Is GRALE original, relevant and generalizable?

- unique worldwide collection of data on ALE – but keep in mind previous points on credibility

- aim to contribute to better understand how to reach the SDGs

- how far do GRALE results contribute to change? Difference between Global North and Global South?

- e.g. changes in Global North more driven by data from OECD (PIAAC) or European Commission?

- limitations of reporting by world regions and income groups – e.g. Spain and Sweden in same group

    → there will be within as well as between group variation

Communicable

- GRALE reports are lengthy but summaries have been made available

- available in Open Access format on the UIL website – searchable pdf format

- logic structure Introduction – monitoring part – thematic part – Conclusion

- different languages: Arabic, French, German, Korean, Russian, Portuguese, Russian and Spanish

- presentation of statistics condensed by world regions / income group

- boxed case studies

- website hosts country reports and datasets – are these being consulted by stakeholders?

- seminars, events, webinars, mid-term CONFINTEA review

Conforming

- All Member States and affiliated countries get a fair chance to participate

- Participation is encouraged but is not compulsory

- Data are made publicly available on the website – aim of the survey

- GRALE acts within UIL – an international UNESCO Institute

Conclusion

• Need to start with stronger problem statement linked to SDGs?

•Need for an impact evaluation of the GRALE project? Has it achieved change? How much of change is attributed to the GRALE project?

• Need for self-reporting survey to be supplemented by e.g. more rigorous document analysis? Can GRALE data be a starting point for more in-depth exploration of ALE related aspects?

•Need for more complex analyses revealing interactions between the different BFA domains?

• Need for stronger stimulation of data infrastructures in countries?