

confintea VI

Follow-up Bulletin No. 8

July – October 2014



United Nations
Educational, Scientific and
Cultural Organization



Adult learning and education (ALE) as an area of educational provision and lifelong learning as a guiding concept for educational reform are gaining ground in the debate on the post-2015 sustainable development agenda.

The [Muscat Agreement](#) states that the post-2015 education agenda should embrace a holistic and lifelong learning approach, with multiple pathways of learning using innovative methods. We know that lifelong learning entails recognizing non-formal and informal learning alongside formal education, and addressing the needs of adults beyond the formal labour market. The proposed new »Sustainable Development Goals«, which were approved by the UN General Assembly in August 2014 (see [here, p. 10ff](#)) include 17 goals and specific targets with indicators and concrete benchmarks. Target 4.6 concerns youth and adult literacy and numeracy, while Targets 4.4 and 4.7 address the wider concerns of adult learning and education beyond literacy. Target 4.4 advocates an increase in the proportion of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship. Target 4.7, calls for adult learning and education to contribute to a broad understanding of education for sustainable development as part of a lifelong learning approach.

In UNESCO's forthcoming report on the United Nations Decade for Education for Sustainable Development the supportive function of non-formal education is acknowledged, while adult learning and education (ALE) is recognized in national strategies and planning documents as an appropriate means to achieve sustainable development, building on the analyses of the *Global Report on Adult Learning and Education (GRALE)*.

Together with its partners, UIL will continue to advocate for realizing the right to lifelong learning for all. The draft revised UNESCO Recommendation on Adult Learning and Education includes the following formulation: »By 'right to lifelong learning' as part of the right to education, it is understood the right to read and write, to question and analyse, to have access to resources, and to develop and practice individual and collective skills and competences.«

Further information on activities connected to the Follow-up of CONFINTEA VI is collected in this 8th issue of the Follow-up Bulletin. UIL counts on the ongoing support of its partners and all those who trust in the power of adult learning to help create a better and more sustainable world.

Arne Carlsen
Director, UNESCO Institute for Lifelong Learning

1976 Recommendation on the Development of Adult Education: draft revised version sent to Member States for their comments

As recommended by the *Belém Framework for Action* and approved by UNESCO's General Conference in 2013, the revision of the 1976 Recommendation on the Development of Adult Education is underway. The new draft prepared with the help of international experts and in consultation with Member States has been finalized following an open online consultation (see [Bulletin No. 7](#)). More than 500 participants from all regions were involved, with more than 80 contributions received from 27 different Member States (the full debate is available [here](#)).

The draft reflects the conceptual paradigm shift from supply-oriented adult education to more demand-driven adult learning and education, while recognizing the overall framework of lifelong learning as its backbone. The new definition reflects this shift while preserving key elements of the previous definition (e.g., concerning the different ages when adulthood is understood to begin in different cultures). The text refers strongly to



the concept of lifelong learning and takes into account the two key purposes of adult learning and education: for life and for work. It therefore focuses on capabilities relevant to lifelong learning in its various domains and in its principal modes (formal, non-formal and informal learning), and to the world of work. The foundational role of literacy is reiterated strongly as is its function as a condition to realize the right to education. The Recommendation also reflects principles of adult learning in its rationale that learning should be based on partnership relations, respect bottom-up relations, represent a crucial means for inclusion of vulnerable and marginalized groups, and apply participatory approaches.

In early September the draft new version was distributed to Member States. It is annexed to a letter of the UNESCO Director General the accompanies the so-called »preliminary report« which summarizes the background and current state of the revision process, and highlights the key aspects of the proposed new UNESCO Recommendation. Member States are asked to submit their comments and suggestions by the end of January 2015 to UIL.

Please note that these documents are available online in [English](#), [French](#) and [Spanish](#). NB: All National UNESCO Commissions have been informed about the Director General's request to comment on the drafts and should respond to queries concerning the revision process and related activities at country level. An address list of National Commissions is available [here](#).

With regard to the concomitant revision of the Recommendation on Technical and Vocational Education and Training, please note that the text of the revised version is also available online in [English](#), [French](#) and [Spanish](#).

Third Global Report on Adult Learning and Education (GRALE III)

Work has begun on the third *Global Report on Adult Learning and Education* (GRALE III). The first GRALE (UIL, 2009) was prepared as evidential input to CONFINTEA VI (Belém, 2009), the sixth in a series of UNESCO conferences held every twelve years to discuss global progress in and challenges for adult education. The *Belém Framework for Action* (BFA) was adopted at CONFINTEA VI and included a mandate to UIL to prepare, at regular intervals, further GRALE reports in order to monitor the implementation of the BFA. The second GRALE was published in 2013, covering the thematic areas of policy, governance, financing, participation and quality, and with particular emphasis on literacy.

GRALE III – scheduled for publication in 2016 – will provide a concise update of progress in implementing the BFA, and will focus in particular on the benefits of adult learning in relation to health and wellbeing, society and community, employment and the labour market. It will, where possible, update and expand upon basic international education statistics, and will provide



a compact account of the consultation processes that fed into the ongoing revision of the 1976 Recommendation on the Development of Adult Education (RAE), which is scheduled for adoption by the UNESCO General Conference in 2015.

GRALE III will be prepared by high-level research experts and UIL staff, with input from senior regional experts and relevant international institutional partners, including the UNESCO Institute for Statistics. Member States will be asked in early 2015 to provide selected updating information by means of an online reporting scheme, which will make the collection and analysis of material more efficient.

Information about GRALE I, GRALE II, CONFINTEA VI, BFA and RAE can be found at: <http://uil.unesco.org/home/programme-areas/adult-learning-and-education/>

UIL CONFINTEA Scholarship Programme

In September 2014, four education professionals from Asia and Africa conducted research at UIL as part of the UIL CONFINTEA Scholarship Programme. This programme was launched in 2012 to provide research and technical support to highly-qualified students and professionals from UNESCO Member States who specialise or work in the field of lifelong learning with a particular focus on adult and continuing education, literacy and non-formal basic education.

The selected participants enjoy access to the resources of the UIL Library. In addition, they enjoy the opportunity to exchange knowledge with other scholars, UIL staff and its external partners.

Since 2012, a total of eleven scholars have taken part in the UIL CONFINTEA Scholarship Programme. As a result of their stay at UIL they have developed five journal articles, three national curricula, two education strategies, one case study and one national policy proposal.

The scholarship recipients for 2014, who were selected from nearly 100 applicants, conducted the following research activities:



- Ms Togtokhmaa Zagir developed the first Bachelor's degree programme for teachers and facilitators of Community Learning Centres in Mongolia;
- Mr Yuan Dayong prepared a case study on the Learning City of Beijing;
- Ms Lily Asamoah drafted the first non-formal education policy for Ghana; and
- Mr Lourenço Andrade wrote a scholarly article about adult education in Cabo Verde.

The scholarship programme is funded through donations, so far from the British educationalist Peter Jarvis and his publisher Taylor & Francis, the Nomura Centre for Lifelong Integrated Education in Japan and the American educationalist Alexander Charters. Further financial contributions from additional funders are always welcome, as they will enable us to expand the programme.

The UIL CONFINTEA Scholarship Programme 2015 will take place next year in September. The Call for Applications for 2015 will be published on the UIL website in early 2015.

For more information on the CONFINTEA Scholarships please visit: <http://uil.unesco.org/about-us/scholarships/> or contact the CONFINTEA Scholarship coordinator Lisa Krolak: L.krolak@unesco.org

CONFINTEA VI Regional Follow-up Meeting for the Arab States in February 2015 in Rabat, Morocco

UIL, in cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO), the UNESCO Office in Beirut, and with support from the UNESCO Office in Rabat, is preparing the fifth Regional Expert Meeting for the Follow-up of CONFINTEA VI in the Arab States. This meeting, entitled »Five years after Belém: Assessing Adult Learning and Education for Peace and Sustainable Development«, will take place in February 2015 in Rabat, Morocco. It will bring together experts from the Arab States to develop action points and strategies to promote adult learning and education from a lifelong learning perspective.

For more information please contact: Angela Owusu-Boampong (a.owusu-boampong@unesco.org)



Skills for Life – Skills for Work: Seminar on the Post-2015 Agenda

Skills for life and for work should be conceived within the framework of education as a human right. They are a means of personal, cultural, social and economic development, and should include values and attitudes enabling individuals to improve their capabilities to participate fully in society, to take control of their lives to and continue learning.

The UNESCO Institute for Lifelong Learning (UIL), in partnership with the [International Council for Adult Education](#) (ICAE), organized a seminar entitled »Skills for Life – Skills for Work: Seminar on the Post-2015 Agenda« on 25 June 2014 at UIL in Hamburg. The aim of the meeting was to discuss how to strengthen the position of skills for life and work in the post-2015 international development agenda.

The key concepts discussed were:

- A human rights-based approach must be adopted in the development of skills for life and skills for work;
- A sector-wide approach in learning and education should include skills for life and skills for work as an overarching framework;
- Inter-agency co-operation (governmental and non-governmental agencies) should be strengthened;
- Indicators to measure EFA Goal 3 must be established;
- ICAE will continue its global advocacy for adult education in collaboration with UIL to strengthen the human rights-based approach in the post-2015 agenda.

