

confintea VI

Follow-up news no. 2



The UNESCO Institute for Lifelong Learning is very pleased to be able to report on a number of **CONFINTEA VI follow-up activities** within and across countries during the first half of 2011. Among the highlights were the first Regional CONFINTEA VI follow-up meeting (held in Latin America and the Caribbean) and the Eighth World Assembly of the International Council for Adult Education (ICAE), held in Malmö, Sweden, where implementing the **Belém Framework for Action** (BFA) recommendations was a key theme. These and other events have demonstrated a real interest in issues relating to CONFINTEA and the *Belém Framework*.

1 National CONFINTEA VI follow-up activities

Brazil

The Ministry of Education and the UNESCO Brasilia Office have translated the *Belém Framework for Action* into Portuguese and distributed it widely. An executive summary of the *Belém Framework* was made available to Members of Parliament and Ministries so that it can be taken into consideration in the new Action Plan for Education (2011-2020). Promotional DVDs on CONFINTEA VI have been produced. A regional workshop on developing regional indicators for youth and adult education (December 2010) has led to the preparation of a document to facilitate the monitoring of youth and adult education in the Latin American and Caribbean region.

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Canada

The Canadian Commission for UNESCO and its International Adult Learners' Week partners have issued a leaflet that highlights the principles on policies, governance, quality and equity that were spelled out in the *Belém Framework for Action*, giving particular attention to language and culture. The *Draft Declaration of Principles for Adult Learning in Canada* focuses on establishing a basis for dialogue between governments, learners, non-governmental organisations, trainers, families and adults engaged in learning.

Download leaflet: www.asecmanitoba.ca/Adult_Educators_in_Manitoba/IALW/IALW.html

Czech Republic

The Czech Ministry of Education, Youth and Sports has produced a Czech translation of the Executive Summary of the Global Report on Adult Learning and Education (GRALE) which, with other documents on CONFINTEA VI, can be downloaded from the Ministry's website <http://www.msmt.cz/vzdelavani/vi-mezinarodni-konference-o-vzdelavani-dospelych-confintea>). In October the Ministry will be holding a meeting to discuss follow-up activities in the country.

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Greece

Professor Marcie Boucouvalas from Virginia Tech University in the United States has received a Fulbright Scholarship to carry out a research project designed to illuminate the prospects and challenges in applying and implementing the *Belém Framework for Action* in Greece. The project, conducted in collaboration with the Greek Ministry of Education and the University of Thessaloniki, aims to highlight the areas in the *Framework* that are of highest priority to Greece and to enhance collaborative efforts within Greece as well as between Greece and the global community to promote adult learning and education.

Contact: Ms Marcie Boucouvalas (marcie@vt.edu)

Mongolia

The Ministry of Education, Culture and Science has published a version of the *Belém Framework for Action* in Mongolian, which is available on the Ministry's website: www.nfde.mn

Uruguay

A National Follow-up Committee on Youth and Adult Education ("Comité Nacional de Articulación y Seguimiento de la Educación de Personas Jóvenes y Adultas") has been created, by a Presidential resolution. Chaired by the Education Director of the Ministry for Education and Culture, membership of the Committee includes all governmental and non-governmental institutions working in adult education. The Committee aims to strengthen youth and adult education in Uruguay and implement the recommendations set out at CONFINTEA VI.

This important achievement results from cooperation between civil society and the Education Department of the Ministry of Education and Culture.

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At an earlier stage in 2010, two other African countries had undertaken specific CONFINTEA follow-up activities. This news reached us only recently:

Senegal

In February 2010, the African Platform for Adult Education, in cooperation with civil society organisations and the Senegalese government, organised a meeting to follow up the International Civil Society Forum (FISC) and CONFINTEA VI. Senegalese participants from these events de-briefed and looked at how to promote greater synergy between literacy initiatives in Senegal. The African Platform is planning to organise similar meetings in the Central African Republic and the Democratic Republic of Congo.

Contact: Ms Ibrahima Fall, Executive Secretary, Pan African Association for Literacy and Adult Education (PAALAE) (Ibu_faal@yahoo.fr)

Uganda

A CONFINTEA VI de-briefing meeting was held in Kampala in June 2010, organised by the Ministry of Gender, Labour and Social Development, with the support of the Icelandic International Development Agency (ICEIDA). All literacy stakeholders met to discuss the *Belém Framework for Action*, to set the national education agenda for the next 12 years and to develop further Uganda's Non-Formal Adult Learning (NFAL) policy and National Action Plan for Adult Literacy (NAPAL). Participants committed themselves to developing monitoring mechanisms with clear benchmarks and indicators; to monitoring collaboration in adult education across disciplines such as agriculture, health and employment; and to developing guidelines for the recognition and validation of all learning outcomes, including those acquired through non-formal and informal learning.

2 Trans-national CONFINTEA VI follow-up activities and monitoring

Regional CONFINTEA VI Follow-up Meeting in Latin America and the Caribbean

Mexico City was the venue for the first regional follow-up meeting since CONFINTEA VI. The meeting arranged for the Latin America and Caribbean region, "From Commitment to Action: Taking the CONFINTEA Agenda Forward", took place from 25 to 27 May.

Some 250 participants from 48 Member States (including some from outside the region) discussed action points to implement and monitor the *Belém Framework for Action* recommendations. Four ministers, three vice-ministers, representatives from international and regional

governmental and non-governmental organisations attended, as did representatives of several UNESCO offices and observers from Mexico.

The meeting was organised by the Mexican National Institute for Adult Education (INEA) in cooperation with UIL, the UNESCO Regional Office in Santiago de Chile and the UNESCO Office in Mexico City. The Government of Mexico generously hosted and supported the Regional Meeting as well as the second meeting of the CONFINTEA Advisory Group, which immediately followed it, on May 28 (see page 4).

Mr Arne Carlsen, the new Director of UIL, opened the Meeting with Mr Juan de Dios Castro Muñoz, the Director General of INEA, and Mr Arturo Hernández Basave, Director-General of the Mexican Human Rights System of the United Nations in the Ministry of Foreign Affairs (SRE).

Throughout the Meeting, at plenary roundtable sessions, participants from the Region shared their experiences on progress, challenges and plans in pursuit of their countries' commitments to the *Belém Framework for Action*. They highlighted developments in policy, governance, financing, participation, inclusion, equity and quality. Parallel working groups provided space to discuss action points for advocacy, implementation, regional cooperation and monitoring. They were to be integrated into a regionally-specific implementation and monitoring matrix previously developed by UNESCO-OREALC on the basis of UIL's global Monitoring Matrix. OREALC's Director, Mr Jorge Sequeira, presented the resulting 55 national and regional action points for consideration by all participants on the third day of the Meeting. Some of these will be now adopted as concrete projects.

At a concluding roundtable session ministers, vice-ministers and delegates from regional organisations had the opportunity to comment on the proposed action points and the issues raised during the Meeting. They reconfirmed their commitment to the implementation of the *Belém Framework for Action* recommendations, to working on the action points at national level, to increasing budgetary allocations as a primary responsibility of governments, and to documenting and disseminating effective practice. They welcomed the Matrix with its flexibility for local adaptation, applauded the success in fully incorporating the Caribbean experience in the Meeting, and gave their general agreement on coordinated efforts to advance the *Belém Framework for Action* agenda.

For more information:

<http://uil.unesco.org/home/news-target/regional-confintea-vi-follow-up-meeting-in-latin-america-and-the-caribbean/b64c0e1d5d3317e7d1af5dc0267b9276/>
www.inea.gob.mx/boletines/admin/view/detalleBoletines_sp_23_2.php?id_boletin=238 (in Spanish)

CONFINTEA VI in Action: Promoting adult education and learning in South East Europe

“CONFINTEA VI in Action” is a regional initiative supported by *dvv international* that aims to intensify CONFINTEA follow-up in South East Europe.

A sub-regional CONFINTEA follow-up workshop organised by *dvv international* in cooperation with the Slovenian Adult Education Association was held on 2 June, preceded by a series of national workshops. About 40 government representatives and experts from Bosnia and Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia and Slovenia – as well as guests from Armenia, Belarus, the Czech Republic and Norway – met in Ljubljana by invitation of the Slovenian Ministry for Education and Sports. The participants unanimously agreed on the importance and relevance of the *Belém Framework for Action* in providing a valid set of guidelines for the further development of adult education and learning in South East Europe. They expressed their readiness to implement the recommendations spelled out in the *Belém Framework* by drawing upon the Monitoring Matrix developed by UIL.

The *dvv international* regional office for South East Europe has launched the “CONFINTEA VI in Action” website, available in Albanian, English, Macedonian and Serbo-Croat/Bosnian. It displays all related background information and offers the latest news concerning CONFINTEA VI follow-up in South East Europe, the most relevant national and international documents and an overview of forthcoming related events.

For more information:

www.confintea.dvv-soe.org

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ICAE World Assembly – UIL joins debates on the contribution of adult learning to a “World Worth Living In”

Some 700 members and partners of ICAE met at its 8th World Assembly in Malmö, Sweden, from 14 to 17 June. The debates of the Assembly revolved around four thematic strands, including the follow-up to CONFINTEA, the Education for All (EFA) and Millennium Development Goals (MDGs) agendas, the significance of lifelong learning for sustainability in response to climate change, the right to learn in relation to the right to decent work, and the Nordic tradition of *Folkbildning* vis-à-vis current global challenges.

Among the wealth of relevant themes, a priority for UIL was the debate relating to a combined follow-up to CONFINTEA, EFA and the MDGs. A special event was dedicated to analysing gender-specific issues in light of

current multiple crises (food, economy, and climate) and the related challenges for adult education. Other side sessions were held by the European Association for the Education of Adults and by the Nordic and Baltic countries.

On behalf of the Director-General of UNESCO, UIL’s new Director, Mr Arne Carlsen, greeted the Assembly and highlighted the critical role of ICAE’s long-standing partnership with UIL and UNESCO in raising the profile of adult education as part of lifelong learning, notably through the CONFINTEA process.

The Assembly concluded with a discussion of principles and strategic points which had emanated from the debates, for the inclusion in a Draft Declaration. Continued advocacy for adult learning was raised as a task of prime importance, but with a closer alignment to specific areas such as health or employment in order to demonstrate the distinct contribution and value of adult learning. There was a call for more research on multiple fronts to provide evidence on the benefits of adult learning, to develop indicators, benchmarks and goals, particularly with regard to financing and participation, and to collect data on a longitudinal basis. Special attention will be given to professional development and the improvement of adult educators’ working conditions. ICAE is planning to form a global task force on literacy with the Global Campaign for Education (GCE) to promote the concept of literacy as a continuum.

The follow-up to CONFINTEA, to the EFA agenda and to the MDGs will remain ICAE’s continued priority. ICAE’s Draft Declaration includes a request to UNESCO to continue the thorough monitoring of the implementation of the *Belém Framework for Action* by asking Member States to report on progress, making these reports available and supporting civil society organisations in the monitoring process.

For more information:

www.icae2.org/

3 Driving the agenda to monitor the implementation of the *Belém Framework for Action*

An **International Expert Meeting at UIL from 25 to 27 January** discussed approaches and methods in monitoring the implementation of the *Belém Framework for Action*. Twenty-seven governmental experts, heads of non-formal adult education departments and representatives of inter-governmental and civil society organisations took part.

Specialists from all UNESCO regional bureaux and from the UNESCO Institute for Statistics (UIS) complemented the group.

The Meeting discussed and amended two documents drafted by UIL: an Overall Monitoring Strategy for an integrated approach to monitoring both the implementation of the *Belém Framework* and general developments in adult education and lifelong learning; and a Monitoring Matrix, which had been developed as a technical tool. The Matrix can be applied to key areas of the *Belém Framework* at operational level – and serve as a global template, adjusted to different contexts. The Meeting's second objective was to discuss and develop a set of common indicators across a range of contexts.

Priorities were also suggested for future editions of the *Global Report on Adult Learning and Education (GRALE)*, which will be UNESCO's main instrument in giving a global account of the CONFINTEA follow-up process. It is proposed that each edition will have a thematic focus, underpinned by a systematic analysis of overall trends in adult education. The next *GRALE*, anticipated for publication in 2012, will focus on adult literacy.

National reports alone from Member States will not, of course, provide enough information for a comprehensive picture of adult learning and education. More in-depth research is needed, and the Meeting recommended the following priority areas: conceptual definitions; financing mechanisms; literacy; and the recognition, validation and accreditation of learning.

At the **Second Meeting of the CONFINTEA Advisory Group**, held on 28 May in Mexico City, 25 representatives of governments, international stakeholder organisations and UNESCO discussed progress in implementing the *Belém Framework für Action* regionally, and further steps in monitoring the process. The Advisory Group, constituted by UIL at the beginning of 2010 to guide and support UNESCO in the CONFINTEA follow-up process, had had its first meeting at UIL in March 2010.

Several participants reported that they had translated and widely disseminated the *Belém Framework for Action* in their national languages. Some countries have organised national and cross-national events to coordinate CONFINTEA VI follow-up activities. A summary version of the *Belém Framework* has been made available to Members of Parliament and Ministries in Brazil. A joint meeting between Morocco and Mauritania had adopted resolutions for specific CONFINTEA follow-up actions. In Africa, the Association for the Development of Education in Africa (ADEA) and the UNESCO Regional Office have teamed up to develop a number of activities in line with the *Belém Framework for Action*.

Partnerships, networks and cooperation projects across regions will play an important role in the overall monitoring process, as will harmonisation with other initiatives such as the Literacy Initiative for

Empowerment (LIFE), the E-9 EFA agenda and the Millennium Development Goals. The possibility of holding follow-up meetings in other regions was discussed, with concrete proposals for the Arab States, Africa and Asia/Pacific. These will be explored fully and confirmed at a later date.

The Advisory Group commented on the draft questionnaire prepared by UIL in consultation with several stakeholders for the first round of national post-CONFINTEA progress-reporting, which will contribute to the *Global Report on Adult Learning and Education (GRALE)* 2012 (see below).

Other important elements of the Meeting included:

- discussing concrete proposals for joint action such as the establishment of a regional observatory of communication and cooperation to implement and monitor the *Belém Framework for Action* in Latin America and the Caribbean;
- making a case for adult education and lifelong learning at forthcoming regional and international events such as the Iberoamerican Forum for Permanent Education;
- providing platforms for learners by, for example, requesting each Member State to nominate a "Learners' Ambassador";
- creating a network of universities which focus on lifelong learning; and
- organising regional or sub-regional networks and meetings to follow up the CONFINTEA VI process.

4 Preparing the ground for national and international reporting

Second edition of the *Global Report on Adult Learning and Education (GRALE)*

The first *Global Report on Adult Learning and Education (GRALE)* was launched during CONFINTEA VI in 2009. Based on 154 CONFINTEA VI National Reports and secondary literature, it provided an overview of trends and identified challenges in adult learning and education. Forthcoming editions of *GRALE* will be based on progress reports, which UNESCO Member States are committed to preparing every three years.

For advice in producing *GRALE*, an Editorial Board has been established by UIL, consisting of adult education experts from the five world regions and the UNESCO Institute for Statistics. Its first meeting will convene from 21 to 22 July at UIL. Working with UIL staff, the Board will develop an overall framework and outline for *GRALE* 2012, finalise the questionnaire for the first post-CONFINTEA VI reporting process, and decide on additional research and potential authors for the next edition.