

## **Study on the Public Financing of Popular Adult Learning and Education (ALE) – General information –**

DVV International (DVVI) as the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV, German Adult Education Association) provides support for the establishment and development of sustainable structures for Youth and Adult Learning and Education. Three years ago, DVV International defined strategic fields of action (<https://www.dvv-international.de/en/about-us/profile>) that are: a) promoting development through adult education projects, b) providing of technical expertise, and c) improving the framework conditions for adult education worldwide. The study at stake is chiefly meant to support the work in the strategic fields of action b) and c). It is funded in the frame of the current project “Global Adult Education and Development” (GlobalAED, 2018-2020), supported financially Germany’s Federal Ministry for Economic Cooperation and Development (BMZ).

### **Background**

According to the 2015 updated Recommendations on Adult Education and Learning (RALE) of UNESCO, “adult learning and education is a core component of lifelong learning. (...) The types of adult learning and education activities vary widely. Adult learning and education includes many learning opportunities for equipping adults with literacy and basic skills; for continuing training and professional development, and for active citizenship, through what is variously known as community, popular or liberal education.”

While the funding of the first two types of ALE (literacy & basic skills and continuing training & professional development) from public sources is widely accepted and more or less granted in many countries of the world, financing of popular (community, liberal) education and active citizenship is still a controversial issue, which is positively settled only in a limited number of developed countries. Advocacy and lobby work to ensure public funding for it is a challenge, partly because policy and decision-makers from partner countries have very limited resources, and low knowledge about existing financing models and frameworks.

The theme is of high importance also in the context of Goal 4 (target 4.7) of the Sustainable Development Goals (SDGs) / Agenda 2030 and the upcoming 2022 7th World Conference on Adult Learning and Education (CONFINTEA VII). Also the 5<sup>th</sup> Global Report on Adult Learning and Education (GRALE), which will be published by the UNESCO Institute for Lifelong Learning (UIL) before CONFINTEA VII will be completely dedicated to active citizenship.

In this respect this study should be seen as an important complementary effort to other studies on financing ALE currently undertaken by UIL as well as ICAE, and in the framework of the Global Education Monitoring (GEM).

### **Objective**

The planned project aims to collect a number of articles from different countries describing best practice in financing popular (community, liberal) education from public sources. Examples from Germany, Scandinavia or South Korea, but especially also relevant

experiences and good policies practices from middle-income and developing countries should demonstrate financing mechanisms and the logic behind them, based on which public funding is granted for the third ALE domain of popular (community, liberal) education and active citizenship.

The outputs of the project will be used as tools for advocacy work especially, in the context of the Agenda 2030 / SDGs and upcoming CONFINTEA VII, and for decision-makers in the field of education, showing the importance of ALE. Besides, the results of the project are important for DVV International as a professional organisation in the field of ALE and its project work at regional and country offices worldwide, especially in capacity-building measures for partner organisations and advocacy activists in partner countries.

Accordingly, the target groups of the envisaged publication and analysis are a wide circle of decision- and opinion-makers at central, regional and local level, as well as experts and representatives of professional community / partner organisations in the countries, where DVV International carries out development projects. Colleagues at DVV International headquarters and representative offices in partner countries as well as experts at the global and regional professional networks in the field of ALE also belong to the target groups.

### **Deliverables**

As a result of the study as described, two packages will be developed:

- Package 1: Collection of edited articles on various international examples of financing popular (community, liberal) education from public sources.
- Package 2: An analysis with a summarisation, categorisation, description of global trends in the field of financing popular (community, liberal) education from public sources, including as far as possible quantitative data.
- A presentation as PPP will also be developed which can be used in advocacy efforts.

### **Contact**

DVV International has assigned a team of experts, consisting of Chris Duke, Heribert Hinzen and Ruth Sarrazin, to coordinate the study and get involved in the analytical and editorial tasks. For further questions you can contact the team directly:

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