

# confintea VI

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### Foreword

The *Belém Framework for Action (BFA)*, adopted by 144 UNESCO Member States in 2009, underlines that adult learning and education (ALE) are imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.

In the context of formulating the international educational agendas for the next 15 years, this perspective of the BFA is of considerable advantage: It clearly addresses the contribution of ALE to sustainable development and provides a concrete direction concerning the role and function of ALE in reaching the Sustainable Development Goals in the 2030 Agenda for Sustainable Development in general and meeting the targets in Goal Four in particular, i.e. »To ensure inclusive and equitable quality education and lifelong learning opportunities for all«.

After adoption of this agenda in September 2015, the CONFINTEA follow-up work intends to re-position ALE, aligning it with the post-2015 goals: The CONFINTEA Mid-Term Review at the end of 2016 will provide a forum for the international ALE community to assess the progress made in implementing the CONFINTEA Recommendations. At the same time, the Mid-Term Review will synchronise planning and implementation of further activities within the Belém Framework with the *Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*, signed at the end of the World Education Forum (WEF) in May 2015.

Consequently, the Mid-Term Review will help to further sensitise decision makers, researchers and practitioners in UNESCO Member States for the needs of adult learners with regard to sufficient reading, writing and numeracy competences, but also concerning necessary skills in learning areas such as work and employment, health and wellbeing as well as aiming for gender equality, global citizenship and a culture of peace and non-violence.

UIL is part of a strong network of governmental and non-governmental organisations and institutions as well as committed individuals in all world regions,

collaborating with the aim to improve learning conditions for all adult learners, thus helping to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all, in accordance with the new vision for education formulated in the 2030 Agenda for Sustainable Development. ALE represents an indispensable component of lifelong learning – but further efforts are needed to continue spreading this view among decision makers worldwide. One such effort is the planned CONFINTEA Mid-term Review in 2016.

Arne Carlsen  
Director, UNESCO Institute for Lifelong Learning

### Adult learning for sustainable development: taking stock of achievements since 2009



‘Living and learning for a viable future – the power of adult learning’ was the motto of UNESCO’s Sixth International Conference on Adult Education (CONFINTEA VI, 2009). Is it still valid in the light of the new UN development goals? At the 9th World Assembly of the International Council for Adult Education (ICAE), which took place in Montreal, Canada, in June 2015, UIL Director Arne Carlsen announced that the UNESCO Institute for Lifelong Learning (UIL) will organize a CONFINTEA Mid-Term Conference in late 2016. Several Member States have expressed interest in hosting this conference, which will review implementation to date of the recommendations laid down in the Belém Framework for Action (BFA, 2009). Together with third Global Report on Adult Learning and Education (GRALE III), which will be published by UIL in 2016, the Mid-Term Conference will help to position adult learning and education (ALE) in relation to the United Nations’ forthcoming Sustainable Development Goals (SDGs).

The conference will provide a forum for the international ALE community to assess achievements made so far and agree on a road map towards further implementation of the BFA recommendations.

In its final declaration, the ICAE World Assembly emphasized that education for sustainable development is 'integral for the future' and called on the UN Summit on the Post-2015 Development Agenda (September 2015, New York) to accord priority to universal adult literacy and adult education. The Director and staff of UIL highlighted the function of ALE for sustainable development in several Assembly workshops and sessions.

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### **The new UNESCO Recommendation on Adult Learning and Education (ALE): how much impact will it have?**

Members of the Network on Between Global and Local: Adult Learning and Development – one of the networks making up the European Society for Research on the Education of Adults (ESREA) – reviewed the process of revising the 1976 UNESCO Recommendation on Adult Learning and Education when it gathered for a conference entitled 'Perspectives on Community Practices – Living and Learning in Community'.



During a panel discussion at this conference, which took place from 18 to 20 June 2015 in Ljubljana, Slovenia, the planned adoption of a new, revised recommendation was welcomed in principle. Werner Mauch (Senior Programme Specialist at the UNESCO Institute for Lifelong Learning) described the objectives and current state of the ongoing revision process;

Marcella Milana (Aarhus University, Denmark) focused on the proposed new recommendation's 'actualizing', 'modernizing', 'positioning' and 'popularizing' elements; and Carlos Vargas Tames (Deusto University, Spain) examined conceptual changes and challenges for implementation. Vida Mohorčič-Špolar (University of Maribor and University of Ljubljana, Slovenia) focused on the Slovenian context, describing the limited impact of the 1976 Recommendation on Slovenia's ALE policy and practice as well as the inadequate participation of relevant players in the consultation process for the new version.

Participants of the panel discussion agreed that a new recommendation is needed, especially in order to underline the contribution of ALE to social development. They also praised UNESCO's rights-based approach to education, highlighting the relevance of UNESCO's broad vision of education and training for adults in current international discourse.

### **Bibliography**

The Draft UNESCO Recommendation on Adult Learning and Education, prepared on the basis of comments and observations on a working draft received from forty-seven Member States is available online at [unesdoc.unesco.org/images/0023/002325/232596e.pdf](http://unesdoc.unesco.org/images/0023/002325/232596e.pdf)

Consult UNESCO's Preliminary study on the technical and legal aspects relating to the desirability of revising the 1976 Recommendation concerning Adult Education, 2013, for more information on the revision process of the 1976 UNESCO Recommendation on the development of adult education, available at [unesdoc.unesco.org/images/0022/002226/222602e.pdf](http://unesdoc.unesco.org/images/0022/002226/222602e.pdf)



## Examining the adult and non-formal education sub-sector in Tanzania

In order to identify key issues and challenges in Tanzania's adult and non-formal education sub-sector which need to be addressed in the new Education Sector Development Plan (ESDP 2016–2025), the Tanzanian Department of Adult and Non-Formal Education (ANFE) convened a meeting in Dar-es-Salaam on 12 June 2015.

Participants included 16 senior staff from the Department of Adult and Non-Formal Education, the Institute of Adult Education, the Open University of Tanzania, the Tanzanian Education Network, the School Inspectorate, the National Literacy Centre Mwanza, Folk Development Colleges and the Departments of TVET and Policy and Planning. UIL had requested this consultative meeting to better understand the current situation and issues affecting the sub-sector. A lack of funds thwarted the implementation of a couple of activities which had been included in the Adult and Non-formal Education Development Plan 2013–2016/17, and most projects are still at pilot stage. A major challenge is reaching out to a larger proportion of the out-of-school population while building a learning system with alternative pathways.

## UIL announces the recipients of September 2015 CONFINTEA Scholarships

UIL is pleased to announce the recipients of the CONFINTEA Scholarships for 2015. The scholarships are mainly funded by the private donations of the Nomura Center for Lifelong Integrated Education in Japan, the British educationist Peter Jarvis and the publisher Taylor & Francis.

The 2015 CONFINTEA Scholarships have been awarded to the following people:

- **Mr Timothy Ireland** (Federal University of Paraíba, Brazil) will do research in the area »The post-2015 agenda on education and development: what does it mean for the future of adult education?«
- **Mr Ali Ziyaemehr** (Director of Strategic Research Department, Ministry of Education, Iran) will develop

»A framework for adult literacy education programs in the I.R. of Iran«

- **Ms Thi Bao Ngoc Nguyen** (Specialist, Ministry of Education and Training, Vietnam) will develop a handbook on »The sustainability of Community Learning Centers (CLCs) in Vietnam«
- **Ms Olena Vasylenko** (Senior Scientific Researcher, Andragogy Department, National Academy of Pedagogical Sciences, Ukraine) will do research in the area of »Non-formal Adult Education Development in the Ukraine«

The CONFINTEA scholars will work at UIL throughout September 2015.

*General Information about the CONFINTEA Scholarships*

## CONFINTEA Scholarships, April 2015



### Mr Peter Björkman (Botkyrka Library, Sweden)

During his stay at UIL, Mr Peter Björkman drafted a case study for LitBase, the UIL database of effective literacy and numeracy practices. For this case study, he collected best practice examples from members of Literacy for All, a European library network that Mr Björkman helped

establish in June 2014. Mr Björkman also assisted Ms Lisa Krolak, Head of Documentation at UIL, in revising the International Federation of Library Associations and Institutions' (IFLA) Guidelines for Library-Based Literacy Programs. Mr Björkman was fully funded by a German Library Association professional exchange programme.

Report: *My time as a scholar at the UNESCO Institute for Lifelong Learning (UIL) Documentation Centre and Library*



### Ms Fatime Pamdegue (Faculté des Lettres, Langues, Arts et Communication, Université de N'Djamena, Chad)

Ms Fatime Pamdegue worked on a research project entitled 'Evaluation des compétences linguistiques: Cas de l'apprentissage de français et langues maternelles dans le

système éducatif tchadien'. This project explores reasons for pupils' language difficulties in French and aims to find effective ways of integrating native languages into Chad's school system. Improving the teaching of native languages will involve ensuring that these methods are adapted to the social environment and language variety of Chad.