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#ESDfor2030



Priority action area 1
Advancing policy

Advance and Sustain Global Policy Commitments

World Education Forum
Dakar, Senegal
26-28 April 2000

The Dakar Framework for Action

Education for All:
Meeting our Collective Commitments

Adopted by the World Education Forum
Dakar, Senegal, 26-28 April 2000

Including six regional
frameworks for action

United Nations
Educational, Scientific and
Cultural Organization

EFA-ESD Dialogue: Educating for a sustainable world

Education for Sustainable Development Policy Dialogue No.1

Education 2030

Incheon Declaration and Framework for Action

for the implementation of
Sustainable Development Goal 4

Sustainable Development Goal 4.7
EDUCATION FOR SUSTAINABLE
DEVELOPMENT AND GLOBAL CITIZENSHIP

confintea VI

Belém Framework for Action
Harnessing the power and potential of adult
learning and education for a viable future

Cadre d'action de Belém
Exploiter le pouvoir et le potentiel de l'apprentissage
et de l'éducation des adultes pour un avenir viable

Marco de acción de Belém
Aprovechar el poder y el potencial del aprendizaje
y la educación de adultos para un futuro viable

Recommendation on Adult Learning and Education

2015

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Transform Community-based Learning Environments

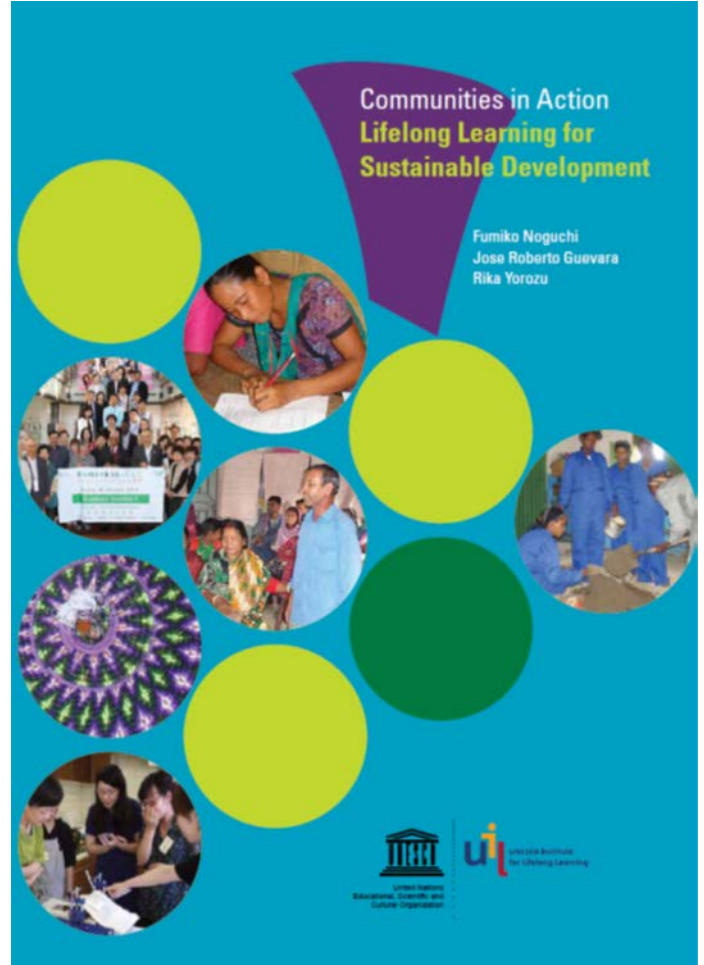


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Okayama Commitment 2014: promoting ESD beyond DESD through community-based learning

October 2014

Learners, facilitators and managers of Kominkan (Community Learning Centres in Japan) and Community Learning Centres (CLCs) and other institutions that promote community-based learning, governments, civil society organisations, United Nations (UN) agencies, development partners, members of academia, the private sector and media from 29 countries, gathered in Okayama City, Japan at the Kominkan-CLC International Conference on Education for Sustainable Development (ESD) beyond DESD through community-based learning.



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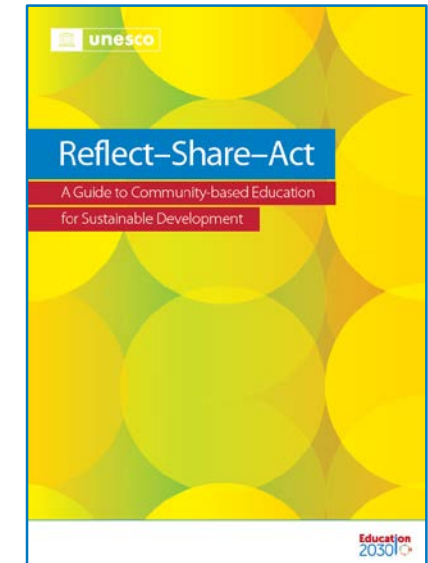
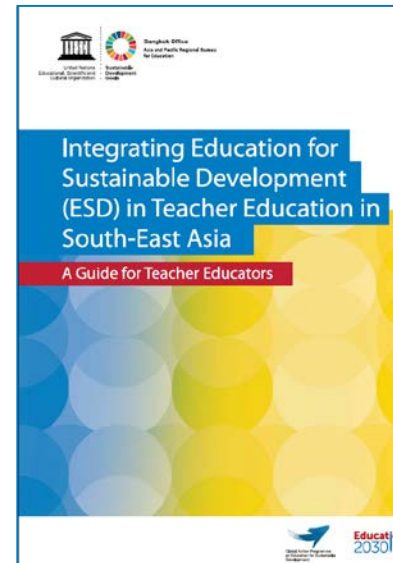
Priority action area 3
Building capacities of
educators

Promote Curriculum globALE

Launch of Curriculum globALE

A reference framework for adult educators

26 May 2021
13:00-14:30h CET



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<https://unesdoc.unesco.org/ark:/48223/pf0000265760.locale=en>
<https://unesdoc.unesco.org/ark:/48223/pf0000377052.locale=en>



Priority action area 4

Empowering and mobilizing youth

Empower and mobilize the youth 'bulge'

- The African regional CONFINTEA VII pre-conferences should provide an excellent opportunity to inform on the importance of CLC for the implementation of community-based ALE, and a thematic workshop could be used to invite and share materials like guidelines and manuals of good practices.
- Strengthening the further institutionalization and professionalization of ALE and CLC are needed globally. CONFINTEA VII will be an important chance to integrate closer with the SDG 2030 Agenda. This process should start for Africa from the CONFINTEA VII regional pre-conferences, lifting knowledge of CLC.
- Governments in Africa should strengthen community-based ALE and CLC in their policies, legislation and financing from the education budget, and additionally within inter-sectoral programmes of rural or community development, health or social services. CLC should be integrated into international funding agendas.
- The Literature Review concentrated mainly on community-based ALE in their institutionalized forms like CLC. This means that much of the potentials of blended or digital forms of learning have been left out. It seems necessary to extend such sort of Review to the equally important areas of ICT and digital learning.
- Concepts of learning societies, learning regions and learning cities should be reflected in the context of community-based ALE and community development in Africa. The UNESCO GNLC could be a mechanism where information on community-based ALE through CLC are collected and shared.



Priority action area 5
Accelerating local level actions

Localize ESD action principles towards a shared vision

**Communities in Action
Lifelong Learning for Sustainable Development**

Fumiko Noguchi
Jose Roberto Guevara
Rika Yurozu

**Figure 2:
Action principles towards shared vision**

Engaging with different key players to respond effectively to the issues identified

Responding to emergent local community issues that impact on achieving sustainable development

Transforming ourselves, our practices and policies towards a more sustainable future

Sustaining changes and achievements beyond short-term project timelines

Enabling all those who seek solutions to sustainability issues to contribute actively to finding them

Embedding the principles and practices of ESD in daily life

Disaster Risk Reduction Functional Literacy Project, The Philippines



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<http://inclusion.pilcd.org/>

Join use we-are-ale.org

"We support #weareALE because Lifelong Learning for all needs more adult learning and education."

Uwe Gartenschlaeger,
EAEA



we are
ale

"#weareALE is our campaign! Since 1963 the ICAE has been the global voice for adult learning and education. Together our voices can be heard. Together our voices motivate action. Together we make change happen, through ale, for a more just and sustainable world."

J. Roberto 'Robbie' Guevara, ICAE



we are
ale

we are
ale



uniting for
justice,
well-being
and
change!

"I support ALE because learning should engage with communities."

Cindy Hanson, CASAE



"To build a democratic and sustainable world where no-one is left behind, it is important that adult learning and education get a bigger recognition in the global sustainable goals and in global politics. That's why we support #weareALE."

Gerhard Holmgren, RIO



we are
ale

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