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Lifelong.

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Adult Education Centers - Key Structures for Lifelong Learning and Development

Confintea Mid-Term Review, Suwon, October 2017

Christoph Jost, Director DVV International
www.dvv-international.de

Participants of the Side Event

Moderation and Introduction:

- **Christoph Jost**, Director DVV International, Bonn, Germany

Speakers:

- **Le Huy Lam**, Regional Centre for Lifelong Learning of Southeast Asian Ministers of Education Organization (SEAMEO CELLL), Vietnam
- **Per Paludan Hansen**, President European Association for the Education of Adults (EAEA), Denmark/Brussels
- **Cecilia Soriano**, Program Manager, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- **Aubet Mkwawira**, Director National Centre for Literacy & Adult Education (NLCAE), Ministry of Civic Education, Culture & Community Development, Lilongwe, Malawi
- **Timothy Ireland**, Professor of Adult Education at the Federal University of Paraíba, João Pessoa, Brazil and Director of the UNESCO Chair in Youth and Adult Education, Representative of the Latin American Campaign for the Right to Education (CLADE)

Adult Education Centers

Key Structures for Lifelong Learning and Development

● *Rationale*

● *Global Policy Context*

● *Diversity of Adult Education Centres*

● *Key Messages on Adult Education Centers*

● *Panel Discussion*

Rationale

- Adult learning and education - important part of **life-long learning**
 - Increasing importance of **institutional structures** for adult learning and education
 - Institutional structures for adult learning and education as part of **adult education systems**
- ➔ Advocacy for the promotion of structures and systems for adult learning and education

Global Policy Context

Belém Framework for Action (BFA), CONFINTEA, 2009

➔ “We recognize that **adult education** represents a significant component of the **lifelong learning process**, which embraces a learning continuum ranging from formal to non-formal to informal learning”

BFA, Key Area Participation, Inclusion and Equity / Para 15(d)

➔ “creating multi-purpose **community learning spaces and centres** and improving access to, and participation in, the full range of adult learning and education programmes...”

Global Policy Context

Recommendation on Adult Learning and Education (RALE), 2015

- ➔ “creating or strengthening appropriate **institutional structures** [...] for delivering adult learning and education and encouraging adults to use these as hubs for individual learning as well as for community development.”

Global Policy Context

SDGs, Education 2030, Incheon Declaration, 2015

- ➔ “...make learning spaces and environments for non-formal and adult learning and education widely available, including **networks of community learning centres** and spaces”

Diversity of Adult Education Centres

Terms / terminology

AEC, CLC, Learning Centre, Educational Centre, etc.

Target Groups

Adults, Youth/Adults, Children/Youth/Adults, Elderly Population, Disadvantaged Groups

Infrastructure/Set-up

separate buildings, attached to formal educ., integrated in public services, no infrastructure at all

Governance structure / Public Embeddedness

public vs private, government vs donor-driven, (non-)existence of public support structures (training&resources center), umbrella organizations, policy framework (legal and strategic grounding), etc.

Programmes, Functions, Priorities

holistic approach/broad program portfolio vs more narrow programmes or single purposes, e.g. vocational training as a priority

M&E Frameworks

local/regional/national systems, donor-driven reporting, statistics/results versus impacts and benefits, no systems

Adult Education Centers – Global Conceptual Diversity *Extracts from Short Surveys*

“In countries of the Andean region AECs are mainly public, managed by governmental institutions and related or even restricted to formal education (second chance education)” **DVV Regional Office Ecuador**

„As AEC/CLC almost do not exist, adult education in Belarus, Ukraine and Moldova is provided by a wide range of educational, cultural, social, health and economic institutions as additional components“ **DVV Regional Office Ukraine**

„In the Middle East no national funding is provided to specifically support adult education centres / values of life-long learning are still no part of the culture / there is no adult education strategy or law in Jordan“ **DVV Regional Office Amman**

„The National Adult Training Center (NATC) established in Tadjikistan under the Employment Agency of the Ministry of Labour offers in its 72 branches mainly vocational trainings for adults“ **DVV Regional Office Uzbekistan**

Adult Education Centers – Global Conceptual Diversity *Extracts from Short Surveys*

“Most adult literacy programmes in Mozambique operate without installations, often under trees. The government maintains a statistic but it is not up-to-date. NGOs tend to use their own M&E frameworks” **DVV Regional Office Southern Africa**

„(...) We should be clear on the roles and responsibilities. In many African contexts, communities have neither the skill nor the time to take the oversight of AEC/CLC. A more sustainable approach would be to ensure that governments uptake this responsibility in policies, strategies, plans and budgets.“ **DVV Regional Office East/Horn of Africa**

„The community learning centers in rural areas need to move beyond literacy, post-literacy and artisanal professional learning “ **DVV Office Morocco**

„The terminology AEC is a very Europe-centered term, it has a slightly negative connotation in big parts of Asia, as adults is related to old people only and includes only the minority of the target group“ **DVV Regional Office Lao PDR**

Key Messages on Adult Education Centers

The Key Messages

- Are an Outcome Document of DVV International's Adult Education and Development Conference (AEDC) in Tbilisi in October 2017
- Concentrate on important issues from a global perspective = Global Reference Document
- Focus on important characteristics, strengths, challenges, requirements and recommendations
- Are structured by three thematic blocks: Public Responsibility, Important Structures, Impacts and wider benefits (3x9 key messages)

Key Messages on Adult Education Centers

Key Messages - Examples

1. Public responsibility

- ➔ **Policy, legislation, and financing:** “For AEC/CLC to function well, similar legal provision, governance and support structures as those available for schools, vocational training and higher education are needed. Funding should be adequate, predictable and sustainable.”

Key Messages on Adult Education Centers

Key Messages - Examples

2. Important Structures

- ➔ **General, specific, flexible:** “AEC/CLC provide a variety of relevant educational opportunities allowing for flexible and quick responses to societal needs. They range from basic education, literacy and foreign languages to income generating activities, vocational training and life skills.”

Key Messages on Adult Education Centers

Key Messages - Examples

3. Impacts and Wider Benefits

- ➔ **Cross- and inter-sectoral:** “Next to education, AEC/CLC have significant impacts on other development sectors. Activities can contribute to improved health and well-being, gender equality, reducing inequality, conflict prevention and promotion of peace.”

Panel Discussion

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Thank you very much
for your Attention!

*Christoph Jost
Director*

*DVV International
+49-228-97569-76
jost@dvv-international.de*