



CONFINTEA VI Mid-Term Review Oral Conference Report

Suwon

27 October 2017

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Antecedents

- **Belém Framework for Action 2009**
- **Agenda 2030 / Sustainable Development Goals 2015**
- **Incheon Declaration and Framework for Action 2015**
- **UNESCO Recommendation on Adult Learning and Education 2015**
- **GRALE 1 – 2 – 3 – 4**
- **GRALE Regional Reports 2017**



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Purposes of the Review meeting

- Stake stock of progress
- Evaluate the latest research
- Learn about innovations
- Strengthen existing partnerships and create new ones
- Explore the potential of stronger associations between ALE providers and users
- Return home with new ideas on fitting ALE into broader policy reforms



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CONFINTEA VI: developments 2009-2017

GRALE 3 – assessing the five areas of the BFA in light of global change since 2009

Examining GRALE 3:

- **Bold attempt to spell out the role of ALE**
- **Means of advocacy and dialogue**
- **Need to expand the data sources: case studies, field research, data from popular education and civil society**
- **GRALE merits wider dissemination**



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RALE 2015

- **Comprehensive framework on ALE for decision-makers, researchers, practitioners**
- **ALE is a part of the right to education**
- **RALE is complementary to a recommendation on TVET**
- **Defines ALE as a three-fold learning process**
- **Aims to strengthen international cooperation**
- **Serves alongside the BFA to develop national policies**



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Civil Society perspectives

Civil society view of RALE:

- instrument of dialogue and communication
- civil society brings focus on learner-centred approach and context – based on human solidarity

Civil Society Forum Statement

- ALE as integral part of right to education
- ALE as essential means of implementing SDGs
- Must listen to voices of learners, must include marginalised groups
- ALE: lifelong, lifewide, life-deep



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Regional Reviews: progress, challenges, opportunities – some highlights

Sub-Saharan Africa: progress, but need for better data, greater capacity

Arab Region: marked by emergency situations, need for integrating LLL concept

Asia / Pacific: vast, diverse – positive progress, but caution on standardisation

Europe / N.America: strong regional frameworks, need for new learning pathways

Latin America / Caribbean: diverse, unequal – ALE for democratic citizenship, need to take LLL approach



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Improving action: effective practices, lessons learned

Governance: essential to design effective and appropriate structures/management processes (Morocco)

Policy: integrated and inclusive of all stakeholders in formulation; inter-ministerial cooperation; attention to gaps between laws and policies; need for impact data (L America)

Policy: national responsibility for basic skill provision; strong cooperation between cantons and confederation; coordination with private provision of ALE (Switzerland)

Quality: investment not keeping pace with population growth and complex challenges; need to address full diversity of learners; high-level political will and inter-sectoral cooperation critical (sub-Saharan Africa)



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Towards 2030: ALE, LLL, SDG4 and SD agenda

- **ALE: structural, enabling and pivotal role in implementing SDGs**
- **SDG4 does not articulate comprehensive nature of ALE: why so little priority?**
- **ALE and health: ALE a strategic health tool – reducing health costs, changing risky behaviours**
- **ASEAN: focus on out-of-school youth, TVET, LLL, but need to integrate ALE more fully**
- **FAWE: school systems failing girls – ALE: a second chance, but must lead to economically productive activities**
- **UNITAR: building capacity for strategic urban development and leadership in SDG context, bringing people together government, civil society and the private sector**



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Parallel Groups and feedback

Two series:

- 1. Intersectoral dimensions of adult learning and education and implementation at country level**
- 2. Implementing the Belém Framework for Action in the light of SDG4 / Education 2030**



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Monitoring and measurement of ALE at country and global level

- **Four key dimensions: definitions, existing instruments, their limitations, why we know so little about ALE**
- **GRALE 4: structure, shape and content – + monitoring of RALE: new feature!**
- **A new observatory on ALE in the Latin American and Caribbean Region**
- **ALE data: establishing categories, common understandings, level-based approach to literacy**
- **Monitoring SDG 4.6: defining what data to collect – and from where**
- **A 'Wikipedia' of ALE?**



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Towards CONFINTEA VII

Arab Region: moving to new paradigms, behaviours, processes

Europe: maximising the use of cross-border frameworks; ALE to foster peace and social cohesion

Linking the BFA to SDG4 targets: conceptual and practical relevance

Namibia: building on past experience for a more dynamic future of ALE

Bolivia: ALE as socio-cultural action, not assistance – and to link to identity, context, local production



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Thank you