

Towards CONFINTEA VII (2022): The CONFINTEA preparatory process

CONFINTEA VII sub-regional consultation for Africa

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International Conference on Adult Education (CONFINTEA)

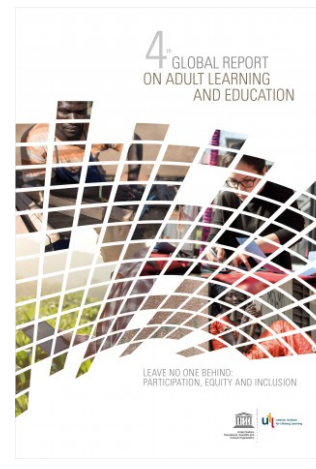
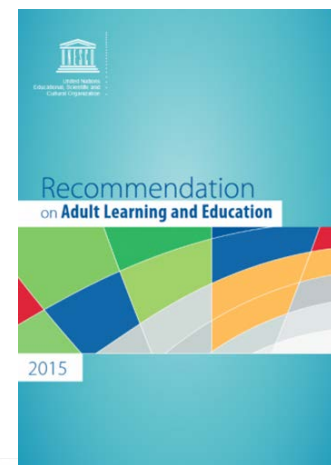
- International platform on youth and adult learning.
- Since 1949, six International Conferences on Adult Education have been held by UNESCO.
- Key participants:
 - ministers responsible for ALE;
 - UN and international orgs;
 - CSO reps (practitioners);
 - private sector, media.



CONFINTEA VII preparation: Timeline

2021

- Sub-regional consultations and selected regional conferences:
 - 5 regional outcome documents.
- Meetings of the consultative committee
- Preparation of *GRALE 5* (focus on citizenship education).



Overview: CONFINTEA VI to CONFINTEA VII

2009

2011
-2015

2015

2017

2020

2022

CONFINTEA VI

CONFINTEA VII

Through the **Belém Framework for Action (BFA)**, countries commit to strengthening ALE in 5 key areas:

- **policy**
- **governance**
- **financing**
- **participation**
- **quality**

Regional and national action on ALE

Countries adopt national and regional strategies to implement the BFA.

Regional CONFINTEA follow-up events are held across countries.

UNESCO Recommendation on ALE (RALE 2015)

UNESCO Member States adopt new guiding principles for ALE.
ALE is recognized as a core principle of the **Education 2030 Framework for Action**.

Mid-term Review takes stock of ALE achievements and challenges, and sets direction towards CONFINTEA VII in 2022.

The **Global Report on Adult Learning and Education (GRALE)** monitors progress of BFA and RALE implementation and recommends ways forward.

GRALE I
(2010)

GRALE 2
(2013)

GRALE 3
(2016)

GRALE 4
(2019)

GRALE 5
(2022)

CONFINTEA VII in 2022: Objectives

- Analyse developments and trends in ALE since 2009;
- Highlight the **contribution of ALE to the Sustainable Development Goals (SDGs) and SDG 4** in particular;
- Draft a new framework for action for ALE covering the next 12 years.



CONFINTEA VII: Key themes

- ALE = central to LLL;
- ALE and Education 2030 Agenda (and beyond);
- ALE and COVID-19 response;
- ALE and ICTs – potentials and risks, incl. social media, artificial intelligence;
- ALE as driver of social coherence;
- New partnerships, specifically with private/corporate sector;
- ALE/NFE learning infrastructure (e.g. community learning centres).

→ **Launch of *GRALE 5***

Policy:

- **significant progress since 2018** in most of the countries in West Africa;
- particularly in **literacy and basic skills and citizenship education**.

Governance:

- most countries have made **progress in ALE governance** since 2018;
- particularly by **increasing stakeholder participation**, strengthening the coordination with the CSOs, and enhancing interministerial cooperation.

Participation:

- Since 2018 and for the adult population overall, the participation rate (%) in ALE **has increased** (Benin, Ghana, Guinea, Nigeria, Sierra Leone), particularly in literacy and citizenship education;
- **women and girls' participation** in most of the countries has increased since 2018.

Financing:

- ALE as a proportion of public education **spending since 2018** is unchanged in a number of countries; however a small number of countries have reported an increase:
 - **Increased:** Guinea, Benin;
 - **Stayed the same:** Togo, Nigeria, Ghana, Côte d'Ivoire;
 - **Decreased:** Sierra Leone.

Quality:

- ALE quality has **increased** in most of the countries that responded to the *GRALE 5* survey, in particular in the field of literacy and citizenship education.

Thank you

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