



**Civil Society
Organisations'
Recommendations on
Adult Learning and
Education in South Asia**

**South Asia sub-regional consultation
for CONFINTEA 7**

**UNESCO Cluster Office, New Delhi
March, 30, 2021**

About ASPBAE

- The Asia South Pacific Association for Basic and Adult Education (ASPBAE), established in 1964, is a regional network of over 200 CSOs and individuals in 33 countries in the Asia Pacific region.
- ASPBAE advocates for advancing the right to education and lifelong learning. Its members are grounded in community-based ALE practices and in ALE advocacy work at the country level.
- ASPBAE is fully committed to support the consultative processes and in enriching the sub-regional discussion as we all prepare for CONFINTEA VII in 2022
- This presentation is based on South Asia sub-Region ASPBAE members' recommendations for the UNESCO organized sub-regional consultation on CONFINTEA 7.












ALE practices of members before and during the pandemic


सिकाई जहिले पनि र जहाँपनि हुन सक्दछ
महामारीलाई त्रास भन्दा सिप तथा ज्ञान
प्रवर्द्धन गर्ने अवसरका रूपमा विकास गरौं ।



Awareness raising
on mental health in
the community and
on social media

MY RESPONSIBILITY IN COVID-19

 Take care of mental health	 Learning at home	 Physical distancing but connected
 Help siblings play and learn at home	 Call friends living in isolation	 Stayed home to protect myself and others
 Aware about fake news and messages	 Follow WHO guidelines	 Don't put myself or others at risk



ASPBAE's
Youth- led Action Research on
the Impact of the Covid Pandemic on the
Education and Life of the Marginalized Youth
In 9 Countries

Basic Literacy, Numeracy
skills and Digital Literacy to
connect for relief work and
mitigate tensions in the
family

AppDil in India



Challenges for ALE in South Asia

Policy

- Thrust for education policy building is more on school education and formal vocational education, with scant attention to non-formal, informal Adult Learning and Education which could be more accessible to marginalised groups

Financing

- ALE is not a priority for government financing

Access and Reach

- Dearth of diverse and inclusive strategies for ALE, to reach out to vulnerable, marginalised and disadvantaged population

Digital Divide

- The potential of online education is thwarted because of the digital divide

Data

- There is a gap in research related to measuring ALE accomplishments and impact analysis

1. Policy Development, Institutional Mechanism and Investment

- Specific policy on Lifelong learning and Adult Education. Often countries mix up with the two domains by focusing on lifelong learning in a formal system, but missing other elements of ALE
- Ensure political commitment by Governments, International bodies, CONFINTEA, SDG and GPE
- Expand the limited definition of ALE



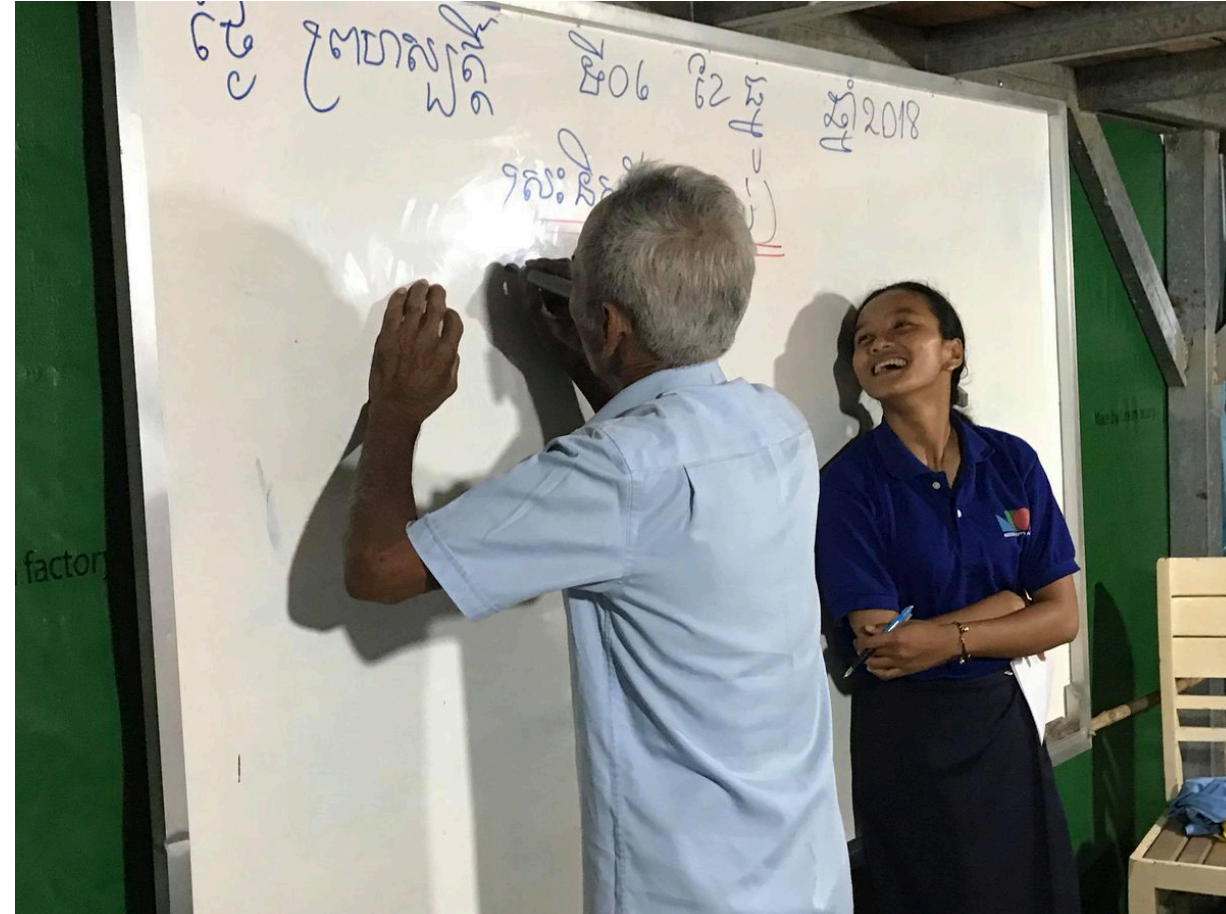
2. Financing

- Support local solutions to ensure that there is a mechanism to reach out to the disadvantaged communities
- CLCs to be aligned and equipped with resources
- Ensure participation of local CSOs in delivery of ALE
- **Increase investment and financing in ALE**
- **Need for Domestic Resource Mobilization in addition to ODA**



3. Access

- Address specific barriers for girls, people with disability, people from marginalised sections for convenient access of the public provisioning of ALE programmes
- **Social mobilisation to extend participation from communities and people**
- Widespread availability of information about ALE, especially on government's programmes



4. Continuity, Content and Quality of Education

- Appropriate & continuum in systems for ALE and learners' assessment
- **Transformative educational content** that addresses emerging needs of post-Covid world. Areas that need priority attention are climate change, AI and its impact on world of work, accreditation systems (esp. to help those who have been pushed out of learning process during the pandemic times)
- **Contextualize skills** to link it to market & Society
- Use of technology in a creative and sensitive way to make it inclusive for people with disability



5. Capacity Strengthening

- Capacity strengthening of ALE institutions, trainers, local governments and other ALE supporting agencies
- To adopt appropriate strategies **addressing challenges** of unequal resource allocation, digital divide, etc. **and the key lessons** from diverse content and delivery of ALE programme



6. Information Management

- Evidence-based research in ALE
- Rigorous monitoring and evaluation of ALE programmes
- Management of data and its availability for use in policy making & programme implementation



BELEM FRAMEWORK FOR ACTION

Policy

ALE policy which is well-informed by credible data and defined in the context of the needs of diverse learners, especially including marginalised communities

Marginalisation of ALE in the policy documents needs to be rectified

Assign larger thematic and practical scope for ALE

Participation, Inclusion and Equity

Distance education only happens in formal system. This precludes people who are out of the formal system

Understanding the learning loss of adults during the pandemic needs utmost attention. It also needs to be seen in the context of historic problems of illiteracy in South Asia

Rethinking is needed for the issues of ALE delivery system

Financing

National and local government should deliver on their commitment for ALE through adequate financing for ALE

Governance

The delivery of ALE should consider both online and offline modes

ALE learners residing in remote areas should be supported in a blended manner with offline resources. This needs coordination with the government

Inter-agency coordination and a whole government approach is needed to advance LLL including ALE

Multi-stakeholder participation, including of CSOs in ALE policy and practice

Quality

Restructuring of CLCs is required as programmes within CLCs are not matured to cater to the diverse needs of ALE

Quality must address pressing and emerging issues such as climate change, conflict, health, digital literacy, ageing population. In light of these emerging needs, we also need capacity building of ALE educators and government agencies

International cooperation

Global partnerships are more focused on issues related to school education and ALE is seldom part of the main agenda in inter-governmental discussions, hence increased international cooperation and global partnerships for ALE are essential

In South Asia context cross-country collaboration in ALE is more relevant and required

THANKS!

