

# confintea VI

## Follow-up Bulletin no. 3



60 Years in Hamburg

UIL is pleased to present the third issue of the *CONFINTEA VI Follow-up Bulletin*, giving an overview of recent activities and developments resulting from the commitments of 144 UNESCO Member States in Belém, Brazil, in 2009 under the overall motto »Living and Learning for a Viable Future – the Power of Adult Learning«.

The CONFINTEA VI follow-up process is monitored at global, regional and national levels to support UNESCO Member States. In the *Bulletin* you will find a selection of activities undertaken by UIL, by UNESCO Regional, Field and Cluster Offices, and by Member States and partners in all world regions.

To present a comprehensive picture we are dependent on the information we get from Member States. I would like to encourage readers to continue to provide us with all relevant information that helps to complete this picture.

The three-year national reporting process on adult learning and education is currently reaching its peak, and Member States are sending completed reporting templates to UIL. These reports will be synthesised in the next *Global Report on Adult Learning and Education (GRALE)* by the end of this year. I would like to thank the UNESCO National Commissions for the support they have given so far and at the same time ask for their continuing commitment with regard to follow-up activities (see below, for example, the CONFINTEA VI Fellowship Programme).

For better flow of information we will publish the *Follow-up Bulletin* more often in future and plan an issue every four months. I am confident that the *Bulletin* will help to reinforce communication between stakeholders and promote international exchange of information, to the benefit of lifelong learning for all.

Arne Carlsen  
Director, UNESCO Institute for Lifelong Learning

## 1 Monitoring and support to the follow-up of CONFINTEA VI

### 1.1 National CONFINTEA VI progress reporting launched: template sent out to countries

To take stock of the implementation of the *Belém Framework for Action* by UNESCO Member States, a template to report on progress in adult education has been developed by the UNESCO Institute for Lifelong Learning (UIL), with the support of the UNESCO Institute for Statistics (UIS) and other experts. The template, available in English, French and Spanish, solicits data for the key areas identified in the *Belém Framework for Action* – policy, governance, finance, participation and quality. It is intended to be a convenient and efficient means for Member States to provide background material for both the next *Global Report on Adult Learning and Education (GRALE)* in 2012 and for the final evaluation of the United Nations Literacy Decade (UNLD, 2003-2012).

The template was sent out by UNESCO's Assistant Director-General for Education to all UNESCO National Commissions in early November. To complete the template and validate the data, Member States have been requested to bring together the widest possible range of stakeholders. The template is accompanied by explanatory notes, which provide further clarification on the reporting procedure. The national progress reports are to be submitted to UIL by the end of February 2012.

UIL strongly recommends that those who are interested in supporting the reporting process in their countries should contact their UNESCO National Commission to that end. The addresses of National Commissions are available at [http://www.unesco.org/ncp/index.php?lc=E&region=1&module=national\\_commissions&showall=1](http://www.unesco.org/ncp/index.php?lc=E&region=1&module=national_commissions&showall=1)

The template and the explanatory notes are available for download, together with all other relevant documents relating to CONFINTEA VI, at <http://uil.unesco.org/home/programme-areas/adult-education/>

## 1.2 Support for the reporting process sought from UNESCO permanent delegates

In mid-January, UIL's Director Arne Carlsen sent a letter to all Permanent Delegates of UNESCO Member States to ask them for support in the monitoring process. Together with a gentle reminder of the deadline (29 February 2012), the letter reiterates UNESCO's invitation to Member States to organise national dialogues involving a wide range of stakeholders, including non-governmental organisations, civil society, corporate institutions and the private sector. A national workshop, steered by a multi-stakeholder working group, would be helpful in validating and finalising the information gathered through the reporting template.

The letter also presented an overview of CONFINTEA VI follow-up activities which have been undertaken in Member States or by UNESCO's multi-lateral partners or facilitated by UIL. Finally, the letter highlighted UNESCO's deep gratitude to Brazil and Mexico for their supportive roles in organising CONFINTEA VI itself and the first Follow-up Conference in Latin America and the Caribbean.

## 1.3 2012 issue of the *Global Report on Adult Learning and Education (GRALE)* in preparation

The national reporting template described above was finalised during the first meeting of the *GRALE* Editorial Board held 21-22 July 2011 at UIL. The reports will provide the key data for *GRALE* pertaining to the five areas of policy, governance, finance, participation and quality. The template also contains questions to assess the outcomes of the United Nations Literacy Decade (UNLD), which comes to an end in 2012. This timely coincidence, coupled with the fact that the *Belém Framework for Action* reiterates the fundamental role of literacy in adult education, led to the decision that adult literacy would be the special focus of *GRALE* 2012. The *GRALE* Editorial Board is so far composed of representatives from China, Ecuador, South Africa, the United Kingdom of Great Britain and Northern Ireland, the United States of America, the UNESCO Institute of Statistics and UIL.

## 1.4 CONFINTEA VI Fellowships: New cycle in 2012 to follow successful fellowships in 2011

Six senior specialists from Ministries and national research institutes for adult education or adult literacy from Africa and Asia took part in the first CONFINTEA VI Fellowships programme at UIL in November/December, using UIL's resources to reflect on and devise strategies for the implementation of the *Belém Framework for Action* in their countries (Burkina Faso, China, Côte d'Ivoire, Ghana, Mongolia and Viet Nam). The two-week

Fellowships programme was organised in seven thematic modules based on the *Belém Framework for Action's* key components. At the end of the programme, each of the six fellows prepared a draft proposal for a national policy and strategy framework to implement the *Belém Framework for Action* in their countries.

In 2012 the UNESCO Institute for Lifelong Learning will offer another set of six Fellowships for key personnel from Member States to improve adult education at country level by supporting the implementation of the CONFINTEA VI Follow-up. Building on the experiences in the 2011 cycle, the duration of fellowships will be doubled: CONFINTEA VI fellows will be invited in October 2012 for a research-cum-capacity-building visit of one month. As before, participants should be government officials and senior specialists in adult education. Interested candidates are asked to submit a written application to UIL through their UNESCO National Commission by the end of April 2012.

Contact: [a.owusu-boampong@unesco.org](mailto:a.owusu-boampong@unesco.org)



CONFINTEA VI Fellows 2011: Back row, from left to right: Khantulga Togoontumur (Mongolia), Susan Berdie (Ghana), Emile Kahoun (Burkina Faso)  
Front row: Haihong Lu (China), Yvette Kouassi (Côte d'Ivoire), Bui Thanh Xuan (Viet Nam)

## 1.5 CONFINTEA VI follow-up special edition of UIL's journal *International Review of Education*

A special edition of UIL's peer-reviewed journal *International Review of Education (IRE)* was published in 2011. It includes articles that survey the adult education landscape in the wake of CONFINTEA VI. In particular it examines the issues and challenges ahead if adult education is to be embedded in educational plans and strategies. Written by an impressive array of international scholars and activists, this edition (Vol 57, Nos 1 and 2) of the *International Review of Education* is essential reading for all those who are serious about implementing adult education policy and practice.

## 2 News from the regions

### Africa

A technical meeting to strategise the CONFINTEA VI follow-up in Africa originally planned for December 2011 by the UNESCO Regional Bureau for Education in Africa (BREDA) had to be cancelled due to UNESCO budget cuts. Now planned to take place in 2012, in cooperation with UIL, the meeting will seek active participation and input from key regional stakeholders.

#### > *Furthermore:*

A Policy Forum on Literacy and Basic Life Skills for Vulnerable Youth was held 26-29 September 2011 in Bamako, Mali. As recommended in the *Belém Framework for Action* to anticipate and respond to needs of groups entering trajectories of multiple disadvantage, in particular in early adulthood, it brought together 70 participants from Burkina Faso, Ghana, Liberia, Mali, Nigeria, Senegal and Sierra Leone, including 17 young people. The Forum was jointly organised by UIL, the UNESCO Bamako Cluster Office, with support from the Canadian International Development Agency (CIDA). Directors of Literacy Offices and other government representatives, civil society and young people examined national policies relating to youth and their access to literacy and basic life skills. They shared innovative practice which responds to the particular needs of vulnerable youth and produced country action plans on how to implement targeted programmes.

### Arab States

Two regional consultations were organised by the UNESCO Regional Office in Beirut to improve literacy, basic education and adult education in the Arab States. In Sharjah (United Arab Emirates, 10-12 July 2011), some 60 decision-makers and practitioners from 15 countries agreed to reinforce efforts to meet the Education for All targets. There was agreement on the need for closer coordination of activities undertaken within a number of inter-related frameworks and UNESCO initiatives, including a more systematic follow-up to CONFINTEA VI.

Subsequently, a second regional consultation in Beirut (Lebanon) on 15-16 November explored the role the Literacy Enhancement Arab Programme (LEAP, which is due for launch in 2012) can play in following up CONFINTEA VI. LEAP is a regional coordination and support mechanism to streamline national and international efforts in literacy and adult education in the Arab region, jointly steered by UNESCO, ALECSO (Arab League Educational, Cultural and Scientific Organization) and ISESCO (Islamic Educational, Scientific and Cultural Organization). Participants from Egypt, Iraq, Jordan,

Kuwait, Lebanon, Oman, Saudi Arabia, Syria, Tunisia and the United Arab Emirates discussed forthcoming activities, priorities and timelines.

To address the lack and/or unreliability of data, the clearest priority for LEAP is improved data collection. A second major issue is quality improvement. General priority issues include advocacy, clarification of concepts, capacity-building and the integration of adult education into overall planning. LEAP will serve to renew momentum and coordinate activities in literacy and adult education with a lifelong learning perspective. Evaluations are planned in 2014 and 2016. It is expected that, through LEAP, the CONFINTEA VI follow-up process will strengthen the further development of adult education and literacy provision in the region.

#### > *Furthermore:*

Fifty policy-makers and experts from Egypt, Jordan, Lebanon, Morocco, Palestine and Tunisia attended a Workshop in Amman, Jordan, 29-30 November, entitled *Strengthening Adult Continuing Education and Training as an Integral Part of a Lifelong Learning Strategy*. The Workshop analysed the competences needed in light of social, economic and political demands. It explored how to assure the quality of adult and continuing education and training and examined how adult and continuing education and training opportunities contribute to further learning and qualifications, enhance employment and facilitate equity. The Workshop adopted an action plan which recommends the setting-up of a management system that makes overall plans, coordinates and gives guidance to the different academic, vocational training and community learning programmes.

Supported by grants from the German Government, the Workshop was organised by UIL, in collaboration with the Jordanian Ministry of Education, the Jordan National Commission for Education, Culture and Science, UNESCO Offices in Beirut and Amman, the Technical and Vocational Education and Training (TVET) Section at UNESCO Headquarters, the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), and the Amman Office of the German Folk High School Association (dvv international).

### Asia

#### Uzbekistan

In March 2010, a national round table had been organised in Tashkent to increase awareness of the *Belém Framework for Action* at national level and to identify a national strategy for adult learning in Uzbekistan. Building on this round table, a National Adult Education Forum was held

in November 2011, in cooperation between the National Commission for UNESCO, several ministries, national stakeholders and the UNESCO Tashkent Office. The aim was to strengthen partnerships and cooperation between stakeholders, particularly with regard to skills needed for labour market entry. The Forum resulted in a set of recommendations, acknowledging the role of the CONFINTEA agenda and calling for a national strategy on lifelong learning with particular recommendations in each of the *Belém Framework for Action's* key areas.

> *Furthermore:*

### Thailand

A regional conference on community learning centres (CLCs) in Bangkok (Thailand) between 31 August and 3 September addressed one of the specific recommendations of the *Belém Framework for Action*: to create «multi-purpose community learning spaces and centres», as an important means of promoting greater participation in adult learning. Delegates from 25 Member States took part. Several Member States outlined their plans for implementing the *Belém Framework for Action*, including the organisation of a national forum. Participants were encouraged to take an active part in the national reporting process for the 2012 edition of the *Global Report on Adult Learning and Education*, which will have a thematic focus on adult literacy. The Conference was co-organised by the Office of Non-formal and Informal Education, the Thailand Ministry of Education and the UNESCO Regional Bureau for Education in the Asia and Pacific Region.

### Europe and North America

#### South-Eastern Europe

Teams have been formed in Bosnia & Herzegovina, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia and Slovenia to prepare the first CONFINTEA VI national progress reports. This is the result of a sub-regional capacity-building meeting for South-Eastern

*Sub-regional capacity-building meeting for South-Eastern Europe in Budva, Montenegro, 22-24 November 2011*



Europe in Budva, Montenegro, on 22-24 November, organised by the dvv international Regional Office. The meeting helped to clarify questions and provided a clear picture of how the reporting templates can serve the Member States' own information needs, echoing the meeting's motto, »Think CONFINTEA – Act local!« The critical importance of involving different stakeholders in the reporting process was well understood, and factored into the preparation of national reports. To further support Member States in the process and to help finalise reports, dvv international is envisaging a second sub-regional capacity-building meeting in February 2012.

### Germany

On the occasion of the meeting of UNESCO's Executive Board in September 2011, the Permanent Delegation of Germany to UNESCO presented a list of Follow-up activities which have so far been undertaken in Germany. The activities include:

- Conclusion of a »pact for improving basic education« between the Federal Ministry of Education and the German federal states (Länder) to take cognisance of the »leo« study, which revealed that more than 14 per cent of the working-age population (about 7.5 million adults) in Germany, lack sufficient reading and writing skills;
- Adoption of the national qualifications framework;
- Effective financial incentives to raise participation in continuing education through special legislation; and
- A computer game developed to motivate adult learners to develop their reading, writing and calculating skills in relation to everyday and work situations.

> *Furthermore:*

### France

At the end of 2011 the French National Institute for Statistics (Institut national des statistiques et des études économiques, INSEE), the National Agency to Fight Illiteracy (Agence nationale de lutte contre l'illettrisme, ANLCI) and other national partners successfully carried out a survey on adult literacy with a focus on information obtained in daily life contexts. In addition to the national survey, which was based on a nationwide random sample, five sub-national surveys were undertaken (including two overseas *départements*). Data from more than 10,000 individuals were collected through a literacy and numeracy test and a biographical questionnaire. The results will be published this year.

ANLCI organised a forum exploring »What about ICTs for illiterate persons?« on 9-10 February 2012. In November 2012, Lyon II University and Hamburg University will give a presentation in Berlin on assessment of low levels of literacy in the adult population. The IVQ (French

survey) and LEO (German survey) will be the main topics of the presentation in the context of the annual conference of the Association for Educational Assessment – Europe.

For more information please see <http://www.anlci.gov.fr>

### Related Publications

- *Results of the post-CONFINTEA VI Process in South East Europe 2011*, dvv international. The report gives an account of national needs assessed and forward-looking strategies developed with the support of dvv international to help implement the Belém Framework for Action in the sub-region. Discussed at a regional workshop in Ljubljana, Slovenia, on 2 June 2011, the report also includes the results and good practices (Czech Republic, Norway, and Slovenia) presented at that workshop (contact: dvv international, SEE Regional Office, Logavina 58, 71000 Sarajevo).
- Living and learning for a viable future: The power of adult learning (*Zycie i uczenie sie dla pomyslnej przyszlosci: sila uczenia sie doroslych*), edited by the Institute for Sustainable Technologies – National Research Institute (ITeE-PIB), the Polish National Commission for UNESCO and the Polish-German Foundation for Adult Education which includes the Polish versions of the Belém Framework for Action and the Global Report on Adult Learning and Education (GRALE), selected regional and national reports and selected speeches.

### Latin America and the Caribbean

#### 20 Member States mobilised in CONFINTEA follow-up in Latin America and the Caribbean

The Regional CONFINTEA VI Follow-up meeting for Latin America and the Caribbean took place in Mexico from 25 to 27 May 2011. Delegates at the meeting agreed on a regional matrix of action points, developed by the UNESCO Regional Bureau in Santiago (OREALC) and based on a global matrix developed by UII. In a subsequent consultation, 20 Member States identified issues of particular importance and signalled their interest to participate in different regional projects. The results show a commitment to all regional action points in the regional matrix. However, those related to quality aroused greatest interest:

- developing criteria to improve the quality of the curriculum and teaching materials;
- developing profiles and criteria for teacher training for youth and adults, including volunteers and popular educators, in cooperation with university education centres; and
- strengthening research capacity in adult learning and education, through the establishment of a network of specialised institutions.



*Regional CONFINTEA VI Follow-up meeting for Latin America and the Caribbean, Mexico, May 2011*

On this basis, OREALC is initiating selected projects for cooperation at regional or sub-regional level to support the implementation and monitoring of the commitments to the *Belém Framework for Action*. Already underway is the establishment of a Regional Observatory on Youth and Adult Education, hosted by Mexico, which will play an important role in the regional CONFINTEA Follow-up in the coming years.

### Brazil

#### National progress report – the Brazilian approach

At the last meeting of the Brazilian National Literacy and Youth and Adult Education Commission (CNAEJA) in 2011 the Ministry of Education's Secretariat for Continuing Education, Literacy, Diversity and Inclusion (SECADI) has decided to call an extraordinary meeting of the Commission at the beginning of February 2012 to which it will also invite representatives of the National Institute of Pedagogical Studies (INEP) and the National Fund for the Development of Education (FNDE). The objective of the meeting will be to guarantee a collective and participative approach to the process of producing the national CONFINTEA progress report for *GRALE 2012*. The Commission is composed of representatives of all the principal sectors – government and civil society – which are active in the field of youth and adult education in Brazil.

### Mexico

The National Institute for Adult Education (INEA) in Mexico held a meeting with government agencies, universities, NGOs and international agencies and the private sector on 9-10 February to support the preparation of the National CONFINTEA VI Progress Report, to be sent to UII by 29 February 2012.

> *Furthermore:*

### **Technical meeting on monitoring adult education in the Mercosur**

In order to report on the status of youth and adult education in the Mercosur countries, representatives from Argentina, Brazil, Paraguay and Uruguay met in Montevideo, Uruguay, on 17 November 2011.

During this technical meeting, the Uruguayan Minister of Education and Culture, Ricardo Ehrlich, described the huge opportunities arising from the economic, political and social developments in these countries, which in turn should be reflected in education. The meeting resulted in the representatives signing a document to recommend that the right to quality education for all throughout life should be guaranteed, that funding should be ensured for education policies and for the various adult learning and education programmes and projects and, lastly, that MERCOSUR specialised cooperation mechanisms should be strengthened, supporting the various initiatives to adopt the CONFINTEA VI recommendations.

### **International Technical Meeting on South-South Cooperation in Youth and Adult Education in the Afro-Brazilian context**

Between 12 and 16 December 2011, the UNESCO Chair in Adult Education at the Federal University of Paraíba João Pessoa (Brazil), together with the new University of International Afro-Brazilian Integration, UNILAB, held an International Technical Meeting on south-south cooperation in youth and adult education for members of the Afro-Brazilian Network of South-South Cooperation. Representatives from the Ministries of Education of Angola, Brazil, Cape Verde, Guinea-Bissau and Mozambique and the UNESCO Brasilia Office took part. The meeting, which received support from the Brazilian Ministry of Education and UNESCO, aimed to bring about greater integration and interaction between projects and activities which are being developed by different Network partners. It provided an opportunity to plan the Network's 5th Workshop to be held in Luanda (Angola) in July 2012 and to review recent developments in each participating country in the light of commitments assumed at CONFINTEA VI.

## **3 Specific commitments from the *Belém Framework for Action***

### **Developing UNESCO guidelines for the recognition, validation and accreditation (RVA) of non-formal and informal learning**

The development of guidelines for the recognition and validation of all learning outcomes as a pillar of

lifelong learning was requested from UNESCO in the *Belém Framework for Action*. As part of this process, an Expert Group Meeting was held on 13-14 October 2011 at UIL, with participants from Germany, Jordan, Mauritius, Mexico and Thailand, representing each of the different UNESCO regions, and with the Association for the Development of Education in Africa (ADEA), the European Centre for the Development of Vocational Education (Cedefop) and the European Training Foundation (ETF).



The Expert Group reviewed a synthesis report previously prepared by UIL based on responses from 42 Member States as well as findings from earlier UIL research. In the next few months UIL will revise the draft guidelines and hold further consultations with Member States in different regions.

### ***Nairobi Recommendation***

On the basis of the information contained in the first *GRALE* (published in 2009), UIL has prepared a special report on the monitoring of UNESCO's key legal document on adult education, the *Recommendation on the Development of Adult Education*, adopted by UNESCO's General Conference in 1976 in Nairobi, Kenya. The report highlights developments from a global perspective in the five crucial areas identified in the *Belém Framework for Action*: policy, governance, financing, participation and quality. It indicates the specific areas of action suggested by this analysis. An action plan has been submitted to UNESCO's Executive Board on the further necessary steps in reviewing and updating the *Nairobi Recommendation*.

For the monitoring report see <http://unesdoc.unesco.org/images/0021/002132/213229e.pdf>, for the action plan see <http://unesdoc.unesco.org/images/0021/002151/215182e.pdf>, part II