

## CONFINTEA VI Regional Follow-up Meeting for Asia and the Pacific

### ***Four years after Belém: Taking stock of progress***

Jecheon, Republic of Korea, 18–19 October 2013

Four years after CONFINTEA VI it is time to take stock of the implementation process of the *Belém Framework for Action*. Taking the above into consideration, the UNESCO Institute for Lifelong Learning (UIL), in collaboration with the National Institute for Lifelong Education (NILE), and the UNESCO Office in Bangkok hosted the **CONFINTEA VI Regional Follow-up Meeting for Asia and the Pacific** in Jecheon City, Republic of Korea from 18 to 19 October 2013. The meeting, entitled **Four years after: Taking stock of progress**, brought together around 50 representatives from 20 Member States and regional stakeholders and provided a forum to share good practices and to build capacities for developing effective policies and high-quality programmes.

The objectives of the meeting were the following:

1. To discuss and debate innovative approaches in implementing the *Belém Framework for Action*.
2. To give feedback on the revision of the 1976 *Recommendation on the Development of Adult Education*
3. To develop an action plan for Asia and the Pacific with a view to:
  - developing comprehensive, inclusive and strategic adult education policy approaches from a lifelong learning perspective;
  - expanding the provision of diversified learning opportunities to assure inclusion and participation; and
  - increasing regional coordination of activities and practices through partnerships.

During the two-day meeting, participants including representatives of regional governments, non-governmental organisations as well as representatives from universities and UNESCO offices in the region shared their experiences on progress, challenges and plans in adult learning and education (ALE).

Adult learning and education (ALE) is recognised by most governments as a vital response to the challenges societies are confronting in the twenty-first century. It forms an integral part of a holistic and comprehensive lifelong learning and education system, and is a key element in sustainable development. However, as discussed in the meeting, ALE is the least institutionalised part of education systems. ALE remains invisible in most Member States, with little involvement of all relevant actors and with few effective implementation mechanisms and practices. As a consequence, inclusion and participation remain low.

The meeting resulted in an action plan with the aim of developing policy, governance and funding in order to ensure quality provision and broad participation in ALE. The action plan includes specific projects at regional and sub-regional levels as well as responsible entities and tentative dates for each project.

## Action Plan for Adult Learning and Education (ALE)

Recommendations	Projects/Interventions	Possible responsible entity	Tentative date
<i>Developing knowledge management systems for the collection, analysis and dissemination of both qualitative and quantitative data and good practice reports to inform policy development and practice.</i>	Carry out comparative research in specific topics of ALE (policy, governance, financing participation, quality)	NILE	2014–16
	Increase promotion of the second <i>Global Report on Adult Learning and Education</i> (GRALE) by way of sub-regional presentations and translation of the summary and recommendations	Member States, UIL	2014–16
	Enhance CONFINTEA Portal and LitBase	UIL	2014
<i>Making the case for increased policy, governance and funding for adult education</i>	Carry out research/a survey on the wider benefits of learning and its effective promotion	UNESCO Bangkok	2014
<i>Ensuring that adult learning and education are included in the lifelong learning policies through</i>  1) <i>developing or improving the structures and mechanisms for recognition, validation and accreditation (RVA) of non-formal and informal learning;</i>  2) <i>promoting Community Learning Centres as a potential model;</i>  3) <i>using relevant content and incentives to motivate participation; and</i>  4) <i>improving capacity building and the professionalisation of adult educators</i>	Organise translations of the UNESCO RVA guidelines into local languages	Member States dvv international ASPBAE	2014–15
	Include good practices of the region into the International Observatory of RVA	Member States, UIL	2014–15
	Provide technical support on the development of RVA in Member States	UNESCO Bangkok, UIL	2014–16
	Organise a high-level workshop on developing capacity for establishing adult education in a lifelong learning perspective	UIL, UNESCO Bangkok	2014–16
	Carry out cross-country impact research on Community Learning Centres	Member States, UIL	2015
	Establish networks with universities, teacher associations and civil society organisations	Member States dvv international ASPBAE	2014–16
	Carry out research/ a survey on the demand for learning	Member States	2015
<i>Providing a common understanding of an operative definition and key terms of youth and adult education</i>	Compile a glossary	dvv international, Member States, UIL	2014