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Implementation of the Belém Framework for Action

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UNESCO Institute for Lifelong Learning (UIL)

an international institute of UNESCO 'making a case for lifelong learning' through documentation, research, training and publication

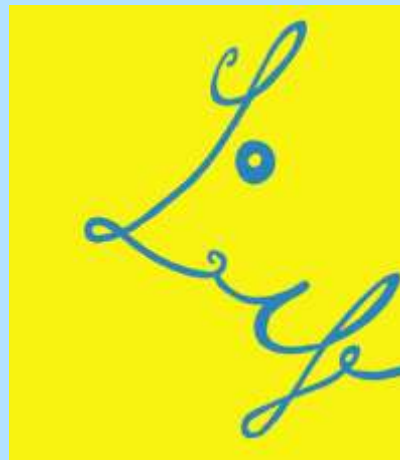


AREAS OF SPECIALISATION:

- lifelong learning
- adult literacy
- adult learning and education

Priority region : Africa

Effective Literacy Practices Database



CONFINTEA: The international policy discourse

CONFINTEA =

Conf^érence **i**nternationale de l'**E**ducation des **A**dultes

- 1949: Helsingor, Denmark
- 1960: Montréal, Canada
- 1972: Tokyo, Japan
- 1985: Paris, France
- 1997: Hamburg, Germany
- 2009: Belém, Brazil



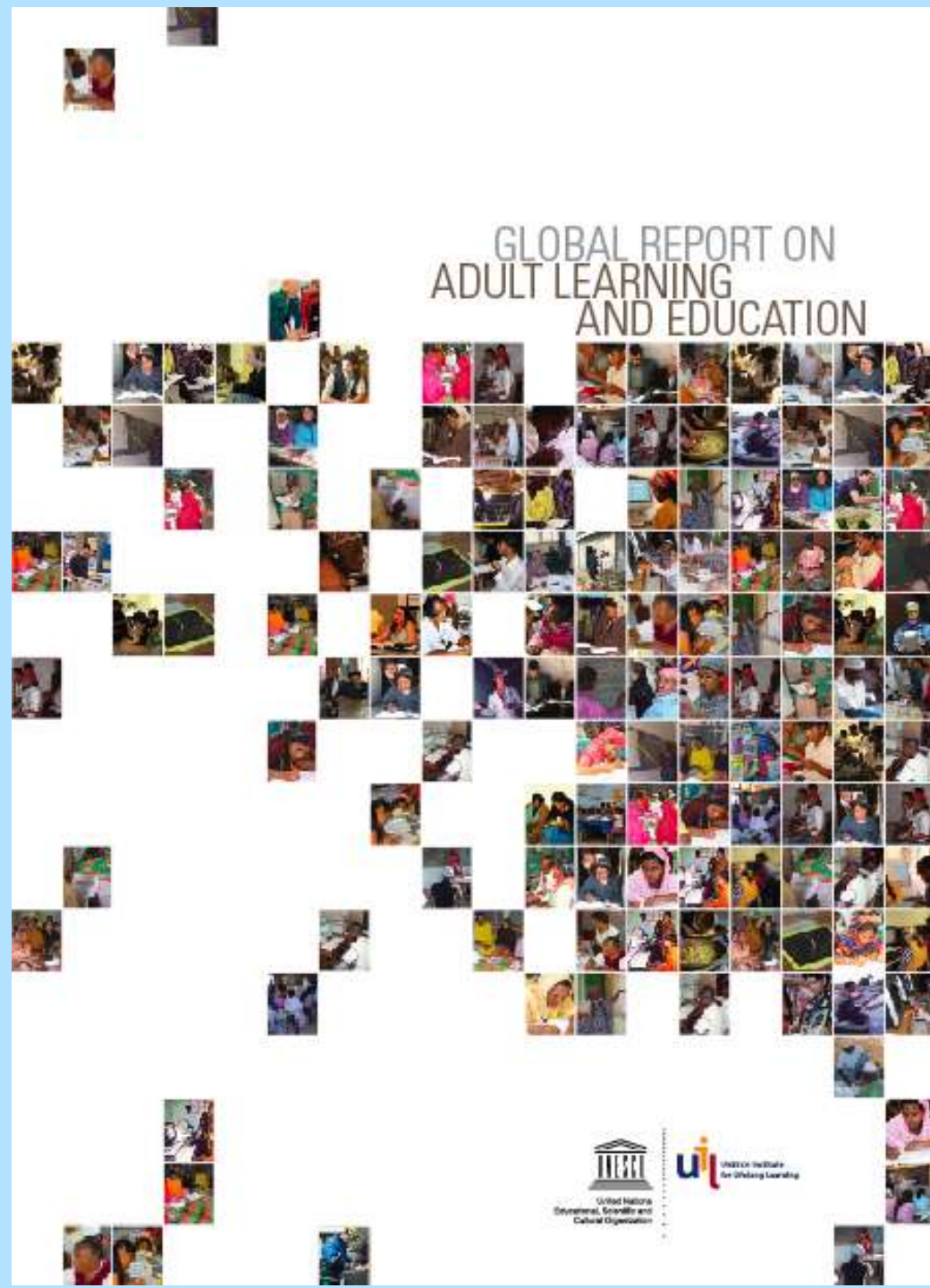
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Sixth international conference on adult education
Sexta conferência internacional de educação de adultos



CONFINTEA VI Belém Framework for Action – Harnessing the power and potential of adult learning and education for a viable future (Brazil, 2009)

1. The case for Adult Learning and Education
2. Policy and Governance
3. Provision
4. Participation and Equity
5. Quality
6. Financing



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Belém Framework for Action
Supporting the process and potential of adult
literacy and education in a wider context

Cadre d'action de Belém
Appuyer le processus et le potentiel de l'alphabétisation
et de l'éducation des adultes dans un contexte élargi

Marco de acción de Belém
Apoyar el proceso y el potencial del aprendizaje
y la educación de adultos en un contexto amplio

**MS
commitments
to develop
adult literacy
and adult
education in
the perspective
of lifelong
learning**

- **Policy**
- **Governance**
- **Financing**
- **Participation,
inclusion and equity**
- **Quality**
- **Adult literacy**

Implementing the *Belém Framework*: From rhetoric to action

Approaches and principles:

- crucial role of advocacy
- regional approaches and strategies
- inter-ministerial and intra-ministerial cooperation
- involvement of all stakeholders
- integration of adult literacy and adult education with existing (lifelong learning) policies
- systematic data collection and monitoring.



The BFA: Harnessing the power and potential of ALE for a viable future



Key recommendations for action:

GOVERNANCE § 13

(a) creating and maintaining mechanisms for the involvement of public authorities at all administrative levels, civil society organisations, social partners, the private sector, community and adult learners' and educators' organisations in the development, implementation and evaluation of adult learning and education policies and programmes;

The BFA: Harnessing the power and potential of ALE for a viable future



Key recommendations for action:

GOVERNANCE § 13

(b) undertaking capacity-building measures to support the constructive and informed involvement of civil society organisations, community and adult learners' organisations, as appropriate, in policy and programme development, implementation and evaluation;

The *BFA*: Harnessing the power and potential of ALE for a viable future



Key recommendations for action:

PARTICIPATION, INCLUSION AND EQUITY § 15

(d) creating **multi-purpose community learning spaces and centres** and improving access to, and participation in, the full range of adult learning and education programmes for women, taking account of the particular demands of the gender-specific life-course;

Implementing the *Belém Framework*: From rhetoric to action

Examples of action points **in countries**:

- ❑ translating the BFA into the national language (Mongolia, Thailand)
- ❑ Presenting the BFA to the parliament (Brazil)
- ❑ Producing a leaflet on principles of adult education (Canada)
- ❑ Instituting an inter-ministerial and intra-ministerial committee (Uruguay)
- ❑ national round-tables (Czech Republic, India, Japan, Nicaragua, Switzerland, Thailand, Uzbekistan)
- ❑ a national task force (Morocco, Uruguay).

Implementing the *Belém Framework*: From rhetoric to action

Examples of action points **in countries**:

- Reviewing existing EFA and MDG nat'l plans in order to integrate adult literacy and adult education (PAMOJA – REFLECT Network in Africa)
- Systematizing the recognition and validation of learning outcomes
- Develop a national road map for implementing the BFA including clear priorities, objectives, implementation steps and evaluation



Implementing the *Belém Framework*: From rhetoric to action

Initiatives at trans-national level:

- ✓ Latin America & Caribbean : “From Commitment to Action: Taking the CONFINTEA Agenda Forward” – regional meeting hosted by Mexico → 55 ACTION POINTS
- ✓ South East Europe : “CONFINTEA VI in Action” lead by dvv International
- ✓ South-east & East Asia : Round table on CONFINTEA VI & Kominkan lead by NIER Japan
- ✓ ICAE World Assembly
– “World Worth Living In”



Implementing the *Belém Framework*:

From rhetoric to action



International Advisory Group

- CONFINTEA VI follow-up strategy
- CONFINTEA communication strategy

CONFINTEA Website

(<http://www.unesco.org/en/confinteavi/>)

Follow-up News Bulletin by e-mail

BFA Monitoring Strategy and Matrix

GRALE

Focus: Monitoring

MS commitments to establish accountability and monitoring measures

- Regular monitoring mechanisms to assess the implementation
- Regular collection of data on participation
- National progress reports (triennial) to UNESCO

UNESCO mandate to support the follow-up and monitoring at international level

- UIL and UIS to coordinate the monitoring process globally and report on the global progress
- Produce GRALE “at regular intervals”

Implementing the *Belém Framework*: From rhetoric to action

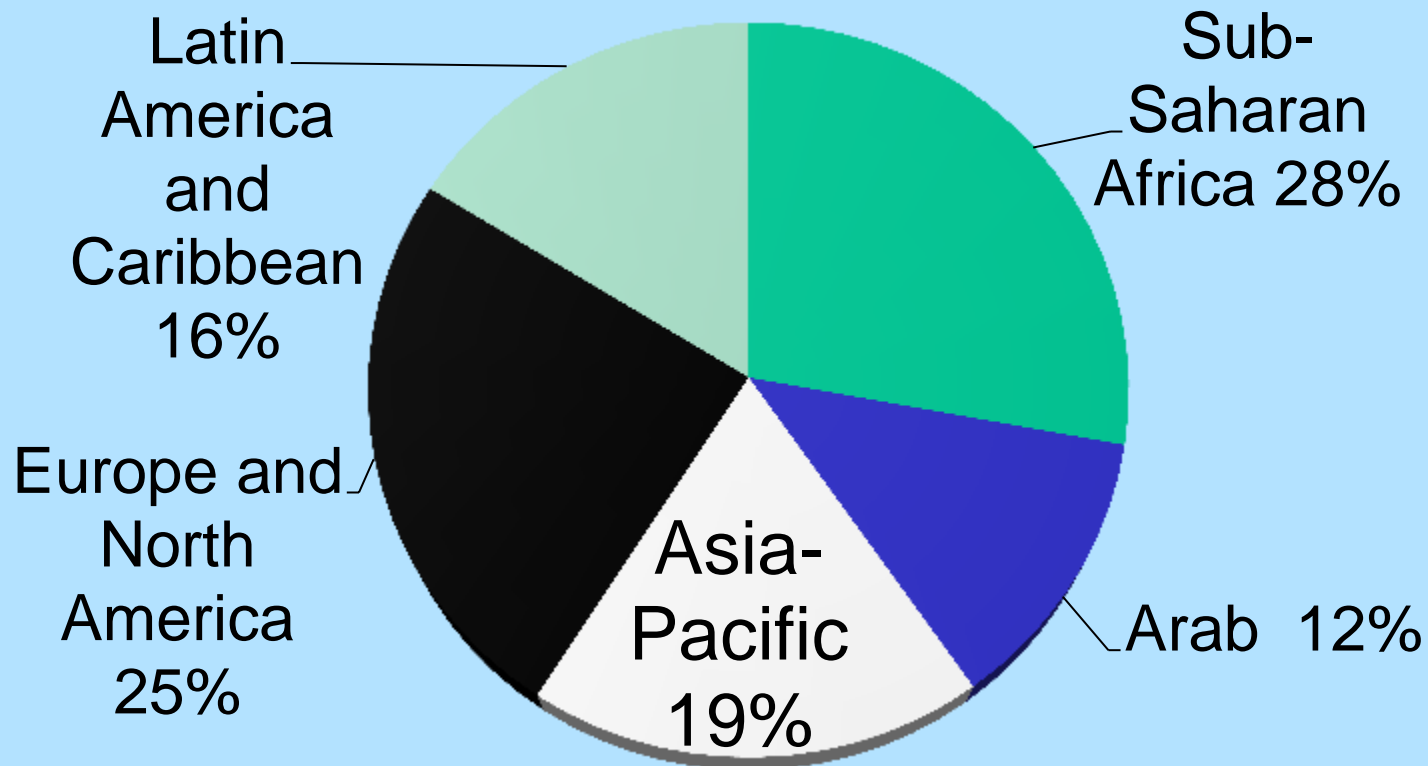
**First post-CONFINTEA national reporting process :
lead by UIL & UIS**

- Global Report on Adult Learning and Education II
– thematic focus on adult literacy
- Reporting template for National Report
- Meta-analysis of research (concepts, financing, RVA)
- Documentation on good practices

Number of submitted National Reports (total = 154)

	Africa	Arab	Asia-Pacific	Europe	LAC	Total
Countries with Reports	43	19	29	38	25	154
Countries with no reports	2	2	17	10	8	39
Percentage of submission	95,6	90,5	63	79,2	75,8	79,8

Proportion of National reports submitted by Regions



Monitoring is not an end in itself

- **For the development of the field**

National activities at the core

- **UNESCO support and coordination at global level**

Involving all stakeholders

- **GOs, NGOs, educational professionals, researchers, agencies, learners**

Integrated and simultaneous

- **At all levels, and with other agendas!**

Complemented by

- **Capacity building and research**

Challenges

- Complexity of NF adult education and literacy
- Different understandings of concepts and terms
- Need for continued advocacy, capacity building and alignment with EFA and MDGs!
- Systematic monitoring of NF adult education and literacy is a pioneer task
- Tension between being realistic AND ambitious
→ prioritizing key areas and concerns.