CONFINTEA VI
Mid-Term Review
Oral Conference Report

Suwon
27 October 2017
Clinton Robinson, General Rapporteur
Antecedents

- Belém Framework for Action 2009
- Agenda 2030 / Sustainable Development Goals 2015
- Incheon Declaration and Framework for Action 2015
- UNESCO Recommendation on Adult Learning and Education 2015
- GRALE 1 – 2 – 3 – 4
- GRALE Regional Reports 2017
Purposes of the Review meeting

- Stake stock of progress
- Evaluate the latest research
- Learn about innovations
- Strengthen existing partnerships and create new ones
- Explore the potential of stronger associations between ALE providers and users
- Return home with new ideas on fitting ALE into broader policy reforms
CONFINTEA VI
6th International Conference on Adult Education (CONFINTEA VI)
Mid-Term Review 2017

2017 in Suwon
CONFINTEA VI: developments 2009-2017

GRALE 3 – assessing the five areas of the BFA in light of global change since 2009

Examining GRALE 3:

• Bold attempt to spell out the role of ALE
• Means of advocacy and dialogue
• Need to expand the data sources: case studies, field research, data from popular education and civil society
• GRALE merits wider dissemination
RALE 2015

- Comprehensive framework on ALE for decision-makers, researchers, practitioners
- ALE is a part of the right to education
- RALE is complementary to a recommendation on TVET
- Defines ALE as a three-fold learning process
- Aims to strengthen international cooperation
- Serves alongside the BFA to develop national policies
Civil Society perspectives

Civil society view of RALE:
• instrument of dialogue and communication
• civil society brings focus on learner-centred approach and context – based on human solidarity

Civil Society Forum Statement
• ALE as integral part of right to education
• ALE as essential means of implementing SDGs
• Must listen to voices of learners, must include marginalised groups
• ALE: lifelong, lifewide, life-deep
Regional Reviews: progress, challenges, opportunities – some highlights

**Sub-Saharan Africa:** progress, but need for better data, greater capacity

**Arab Region:** marked by emergency situations, need for integrating LLL concept

**Asia / Pacific:** vast, diverse – positive progress, but caution on standardisation

**Europe / N.America:** strong regional frameworks, need for new learning pathways

**Latin America / Caribbean:** diverse, unequal – ALE for democratic citizenship, need to take LLL approach
Improving action: effective practices, lessons learned

**Governance**: essential to design effective and appropriate structures/management processes (Morocco)

**Policy**: integrated and inclusive of all stakeholders in formulation; inter-ministerial cooperation; attention to gaps between laws and policies; need for impact data (L America)

**Policy**: national responsibility for basic skill provision; strong cooperation between cantons and confederation; coordination with private provision of ALE (Switzerland)

**Quality**: investment not keeping pace with population growth and complex challenges; need to address full diversity of learners; high-level political will and inter-sectoral cooperation critical (sub-Saharan Africa)
Towards 2030: ALE, LLL, SDG4 and SD agenda

- ALE: structural, enabling and pivotal role in implementing SDGs
- SDG4 does not articulate comprehensive nature of ALE: why so little priority?
- ALE and health: ALE a strategic health tool – reducing health costs, changing risky behaviours
- ASEAN: focus on out-of-school youth, TVET, LLL, but need to integrate ALE more fully
- FAWE: school systems failing girls – ALE: a second chance, but must lead to economically productive activities
- UNITAR: building capacity for strategic urban development and leadership in SDG context, bringing people together government, civil society and the private sector
Parallel Groups and feedback

Two series:

1. Intersectoral dimensions of adult learning and education and implementation at country level

2. Implementing the Belém Framework for Action in the light of SDG4 / Education 2030
Monitoring and measurement of ALE at country and global level

- Four key dimensions: definitions, existing instruments, their limitations, why we know so little about ALE
- GRALE 4: structure, shape and content – + monitoring of RALE: new feature!
- A new observatory on ALE in the Latin American and Caribbean Region
- ALE data: establishing categories, common understandings, level-based approach to literacy
- Monitoring SDG 4.6: defining what data to collect – and from where
- A ‘Wikipedia’ of ALE?
Towards CONFINTEA VII

**Arab Region:** moving to new paradigms, behaviours, processes

**Europe:** maximising the use of cross-border frameworks; ALE to foster peace and social cohesion

**Linking the BFA to SDG4 targets:** conceptual and practical relevance

**Namibia:** building on past experience for a more dynamic future of ALE

**Bolivia:** ALE as socio-cultural action, not assistance – and to link to identity, context, local production
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Thank you