

Towards CONFINTEA VII – Adult Learning and Education and the 2030 SDG Agenda in Morocco 2022

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Lecture on 29th March, 2022
Internal webinar for staff and students
CR&DALL, University of Glasgow, Scotland

Why is CONFINTEA important?

ALE world conference 15-17 June 2022

governments, civil society, academia

normative outcome documents

mega, macro, meso and micro perspectives

topics of comparative working groups

relevant materials on CR&DALL website

CONFINTEA



**Conférence Internationale
sur l'Éducation des Adultes**

**International Adult
Education Conferences**

every 12 years, UNESCO Member States

**Governments, civil society, professional
organisations**

**The first 1949 in Helsingör, 2009 in Belem the
latest, and 2022 in Marrakech the next**

United Nations General Assembly 2015

SUSTAINABLE DEVELOPMENT GOALS



A global, national and local perspective

Education for All – EFA, 2000

UN Millennium Development Goals – 2000

World Conference on **Adult Education** –
CONFINTEA VI, 2009

Sustainable Development Goals – SDG , 2015

Recommendation on **Adult Learning and
Education** – RALE, 2015

Most countries are members of

UN = United Nations
and

UNESCO = UN Education, Science and
Cultural Organisation

Member States signed the UN
Sustainable Development Goals 2015

Adopted normative instruments for **adult
learning and education (ALE)** like
BFA in 2009 and RALE in 2015

UNESCO Education Reports



1972 Faure – Learning to be. The world of education today and tomorrow

1995 Delors – Learning the treasure within

2021 Zewde – Learning to Become.
Reimagining our futures together

All have a **lifelong learning perspective**

UNESCO Report on the futures of education prepared 2019 - 2021



<https://en.unesco.org/futuresofeducation/get-involved/your-view-futures-education>

In a **new social contract for education**, we should enjoy and expand enriching educational opportunities that take place **throughout life and in different cultural and social spaces...**

...just as learning never ends, education must be further extended and enriched in all times and spaces. (104)

UNESCO Report The futures of education Learning to Become

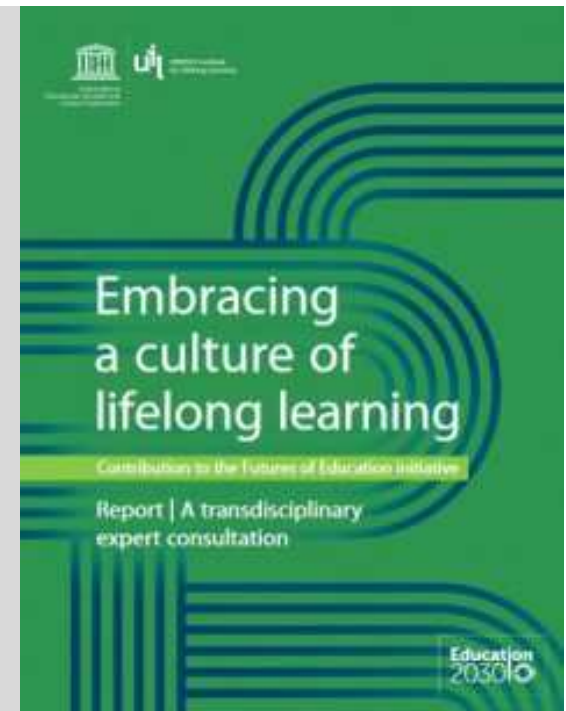
Important contributions

UNESCO Institute for Lifelong Learning

<https://en.unesco.org/futuresofeducation/get-involved/your-view-futures-education>

<https://www.youtube.com/watch?v=7865y7hbehY>

**ADULT LEARNING AND EDUCATION (ALE) –
BECAUSE THE FUTURE CANNOT WAIT**





“Renew community spaces for learning opportunities: **Encourage and support local lifelong learning initiatives, renewing community spaces for learning opportunities.** Many existing (public) spaces, especially **public libraries, museums, community centres and religious venues,** are already entry points for continued education. As they already host learning communities and opportunities, they could be supported and tasked to further engage in that direction.” (UIL 2020, p. 32)



ADULT LEARNING AND EDUCATION (ALE) – BECAUSE THE FUTURE CANNOT WAIT

- strengthening the institutional structures (like community learning centres, for delivering ALE) and securing the role of ALE staff
- improving in-service and pre-service education, further education, training, capacity building and employment conditions of adult educators



Global Education Monitoring Reports

<https://en.unesco.org/gem-report>

2000 – World Education Forum

2006 – Literacy for Life

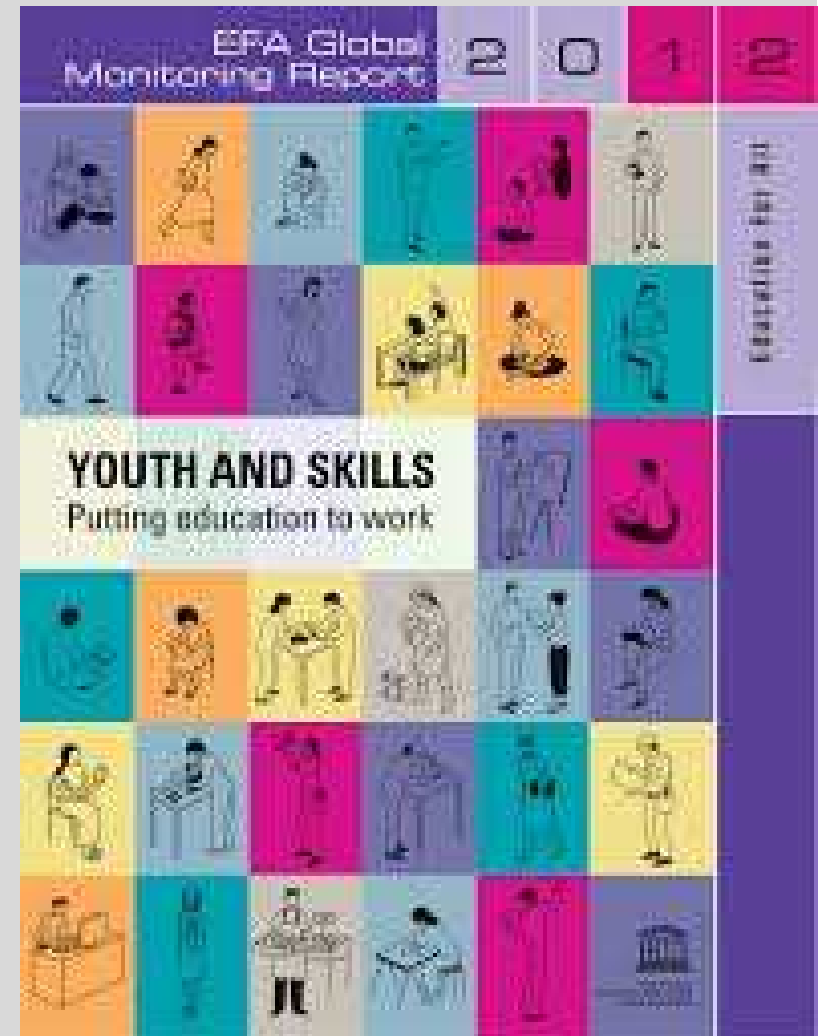
2008 – Mid-term Review

2012 – Youth and Skills

2016 – People and Planet

2020 – Inclusion and Education

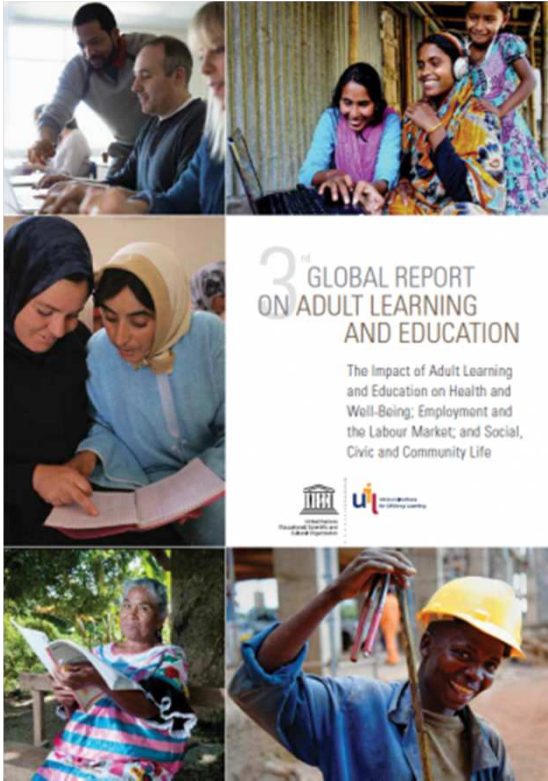
2022 – Non-state Actors



Global Education Monitoring Report 2021 / 2

- **NGO** and community organisations are the **main providers** in adult learning and education. (179)
- Non-state actors are a **driving force** in adult learning and education. (191)
- **CLC** are increasingly recognized as playing an important role in providing education opportunities meeting local communities' needs. (259)





GRALE Global Report on Adult Learning and Education

https://uil.unesco.org/fileadmin/keydocuments/AdultEducation/en/GRALE_en.pdf

2016 Number 3

The Impact of Adult Learning and Education on Health
and Well-Being; Employment and the Labour Market; and
Social, Civic and Community Life

2019 Number 4

Participation in Adult Education

2022 Number 5

Active Citizenship Education

Issues arising

Reports - historical products of their time

All look at the diversity of

- **knowledge, competencies, skills**
- **attitudes, behaviors, values**

Human right to education in a perspective of lifelong learning

CONFINTEA VI

2009 in Belem, Brazil



Belem Framework for Action – BFA covers five areas:

policy, governance, financing, participation, quality

“seeking investment of at least 6% of GNP in education with an increasing share of resources allocated to ALE”

CONFINTEA VI

Lifelong learning 'from cradle to grave' is a philosophy, a conceptual framework and an organizing principle of all forms of education, based on **inclusive, emancipatory, humanistic and democratic values**; it is all encompassing and integral to the vision of a knowledge-based society...



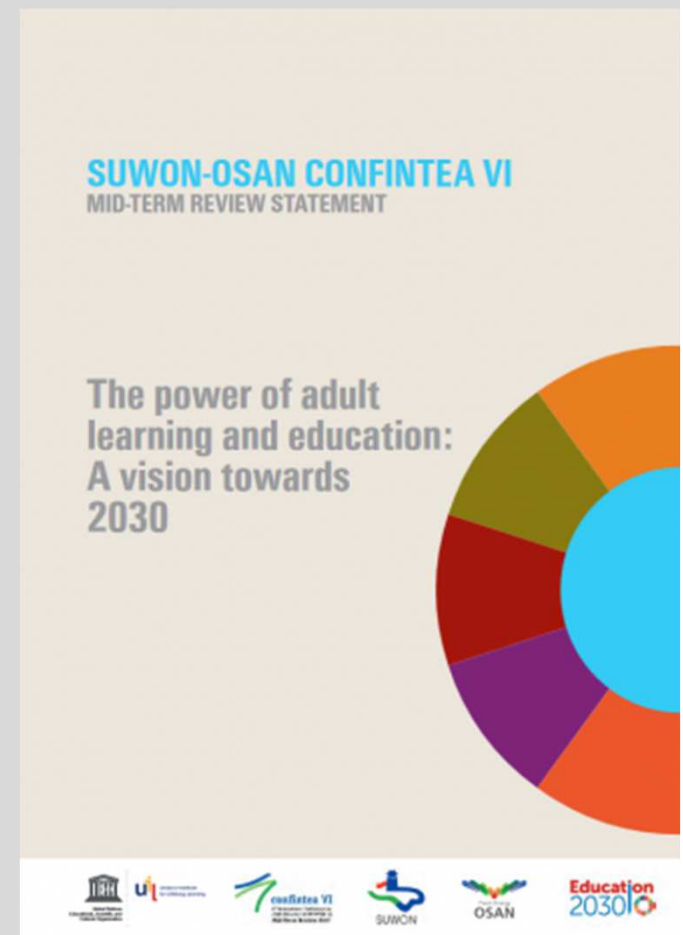
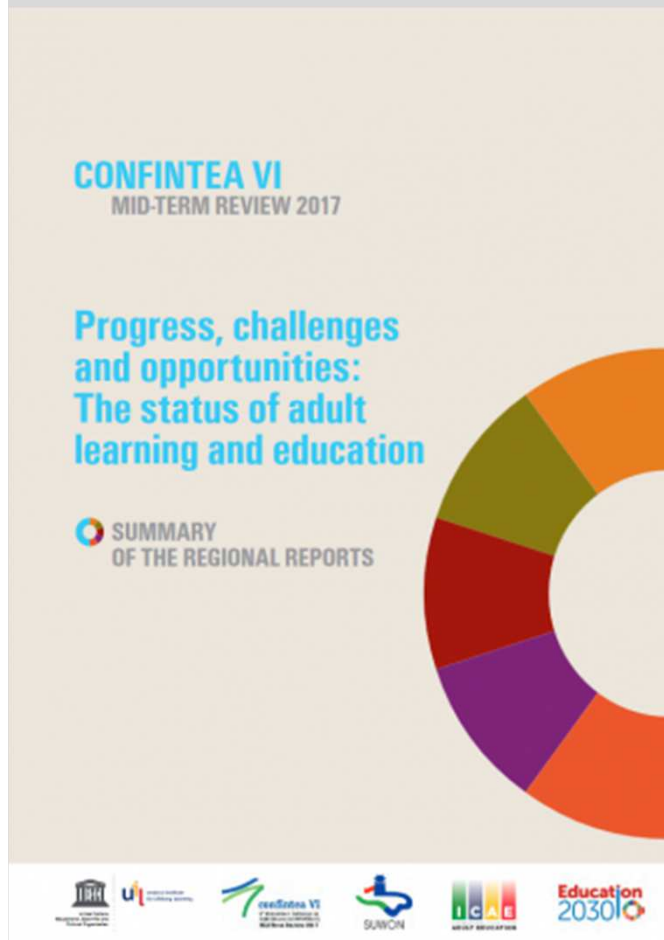
CONFINTEA VI, BFA

We recognize that **adult education** represents a **significant component of the lifelong learning process**, which embraces a learning continuum ranging from formal to non-formal to informal learning...

...adult learning and education equip people with the necessary **knowledge, capabilities, skills, competences and values** to exercise and advance their rights and take control of their destinies.

CONFINTEA VI Mid-term Review Suwon-Osan, Korea, October 2017

<https://uil.unesco.org/adult-education/confintea>



UIL Video

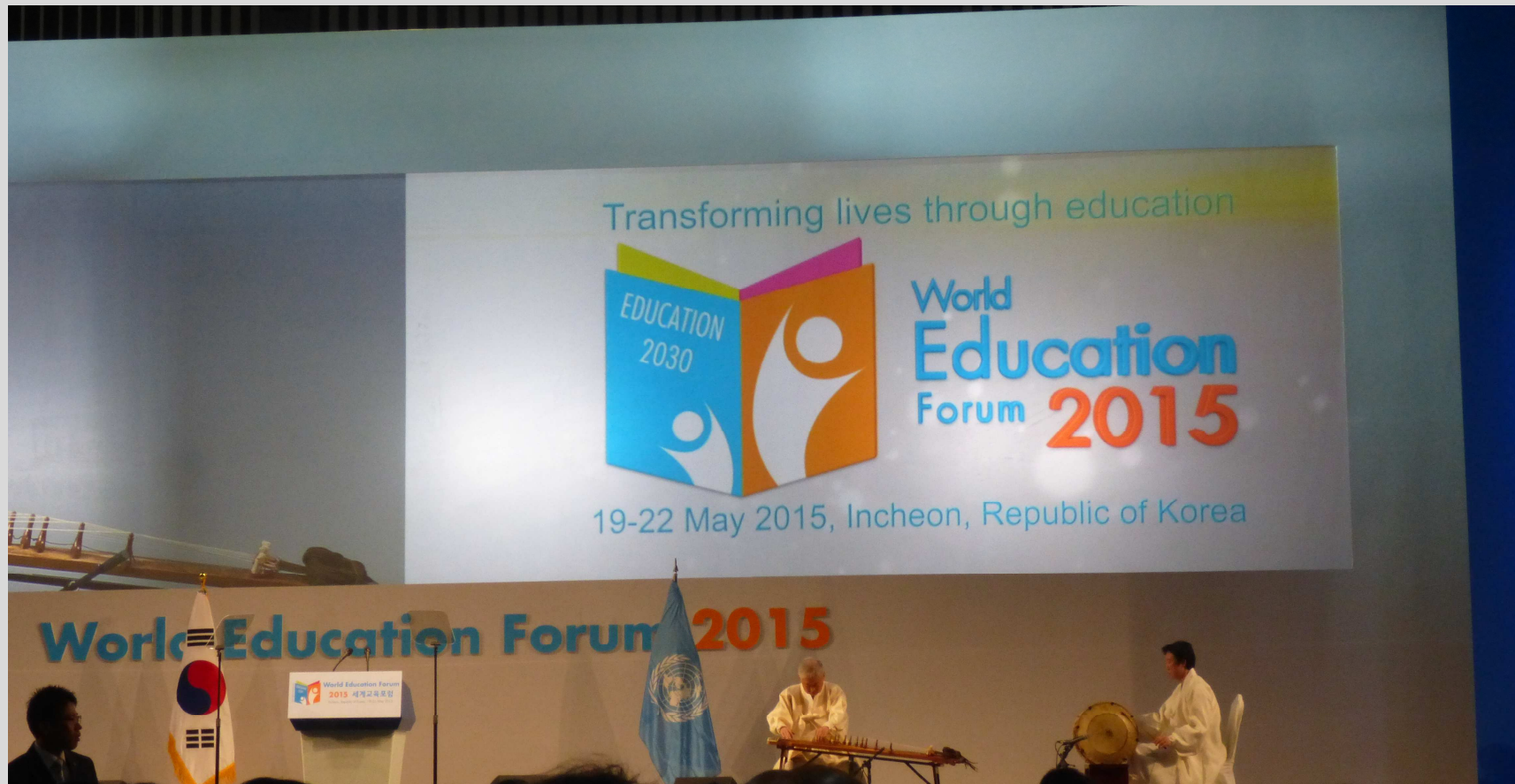
CONFINTEA VI Mid-term Review



<https://www.youtube.com/watch?v=qZptYMONKxc&feature=youtu.be>

World Education Forum, Dakar, 2000

World Education Forum, Incheon, 2015



SDG 4 Education 2030

World Education Forum

every 15 years
UN Organizations
UNESCO lead
Civil Society

UN General Assembly

**Sustainable
Development Goals
SDG 4 Quality Education**

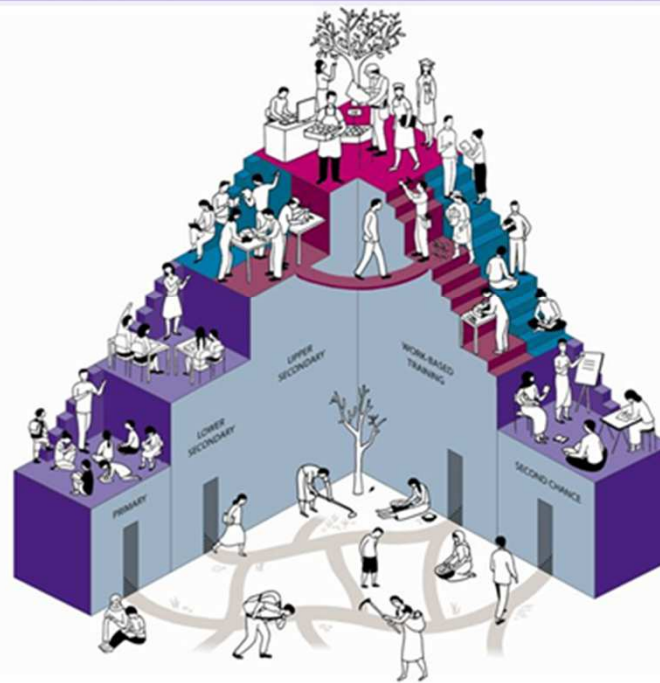
**Ensure inclusive
and equitable quality
education and promote
lifelong learning
opportunities for all**

SDG 4 Education 2030



4.7. as indicative strategy it is called for:

Provide learners of both sexes and of all ages with opportunities to **acquire, throughout life, the knowledge, skills, values and attitudes** that are needed to build peaceful, healthy and sustainable societies.



Video

Education and Training in a Changing World:
What Skills Do We Need?

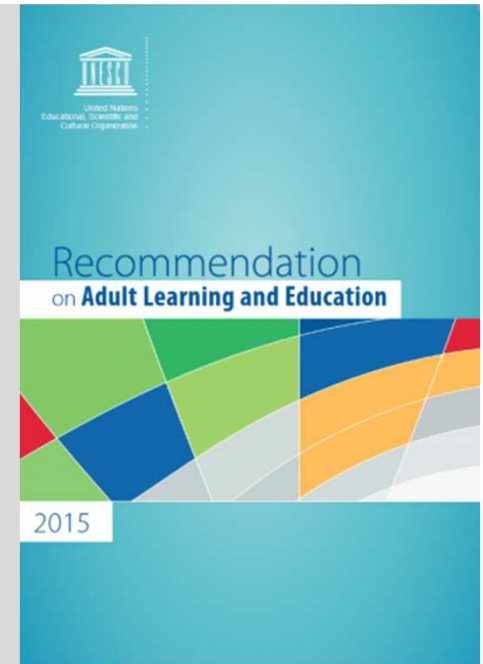
https://www.youtube.com/watch?v=Ui_rzJ8OYNc

Recommendation on Adult Learning and Education – RALE

UNESCO General Conference, 2015

Revision of 1976 document

<https://uil.unesco.org/adult-education/unesco-recommendation>



6. Adult learning and education also includes education and learning opportunities for active citizenship, variously known as community, popular or liberal education.

7. Information and communication technologies (ICT) are seen as holding great potential for improving access by adults to a variety of learning opportunities and promoting equity and inclusion.

Towards

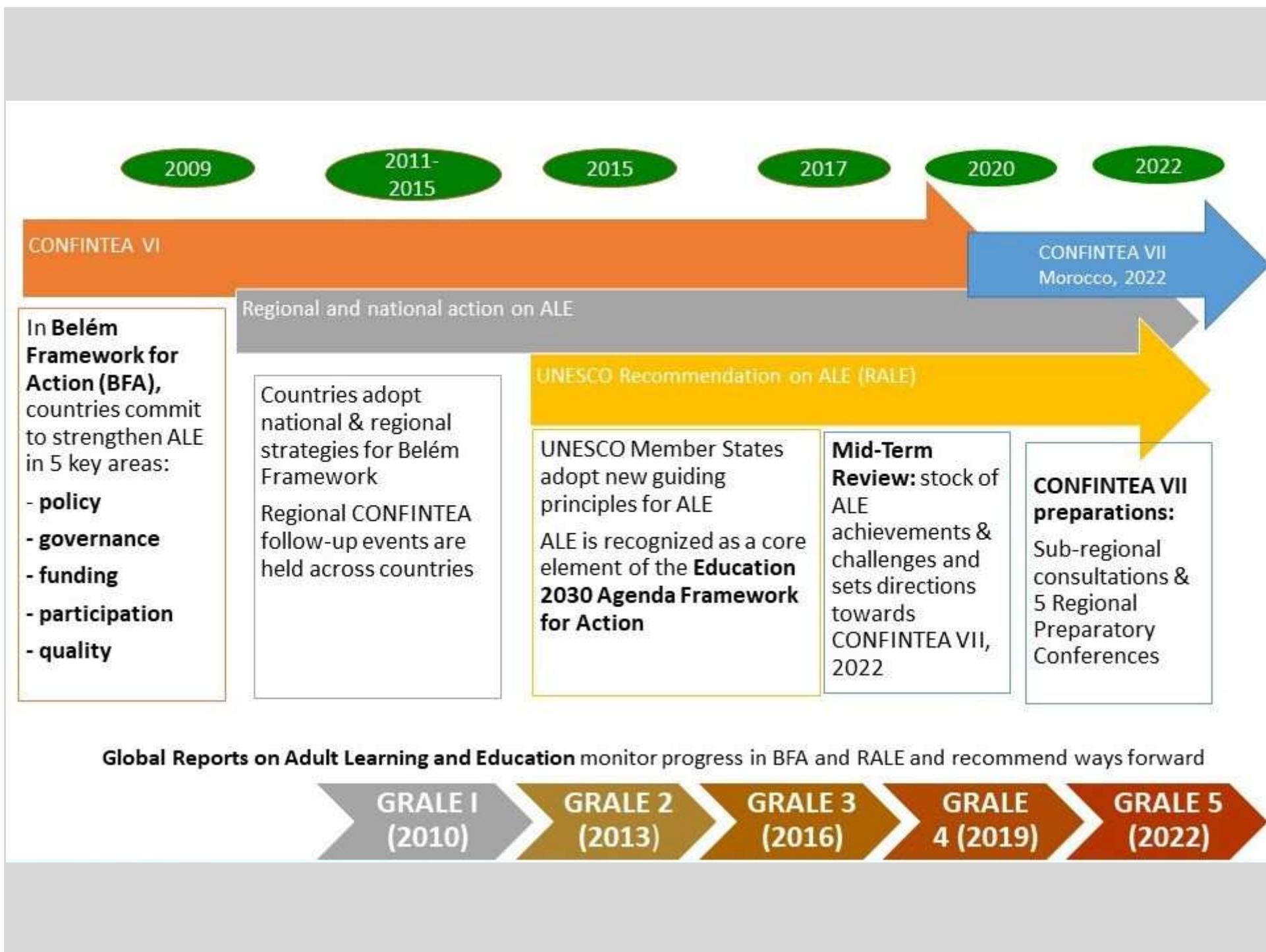
**CONFINTEA VII - Adult Learning and
Education and the 2030 Agenda**

2020 Country Reports

**2021 Sub-regional Meetings and Regional
Conferences**

**2022 CONFINTEA VII – 15-17 June 2022 in
Marrakech, Morocco**

<https://uil.unesco.org/events>



Human right to lifelong learning – LLL

Strong emphasis on adults

Largest group of society

Longest time in life

Adult education and learning – ALE

usually underfunded

A five year campaign of ICAE and 15 partners globally

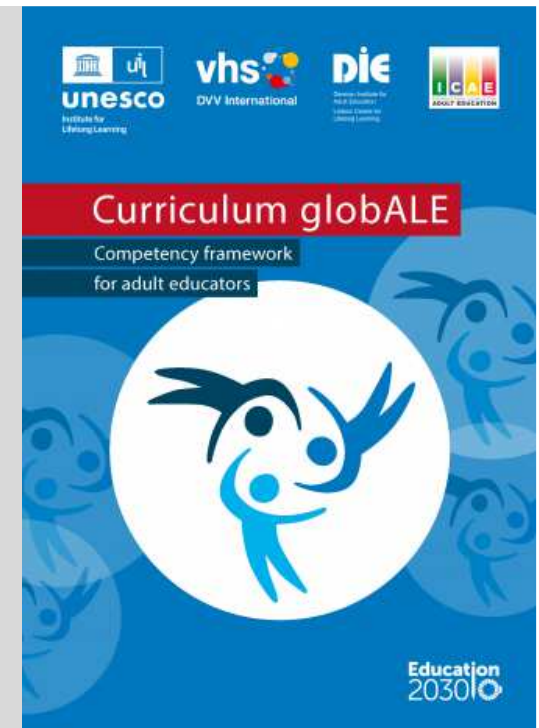


<https://www.we-are-ale.org/home/>

A look into the ALE toolbox

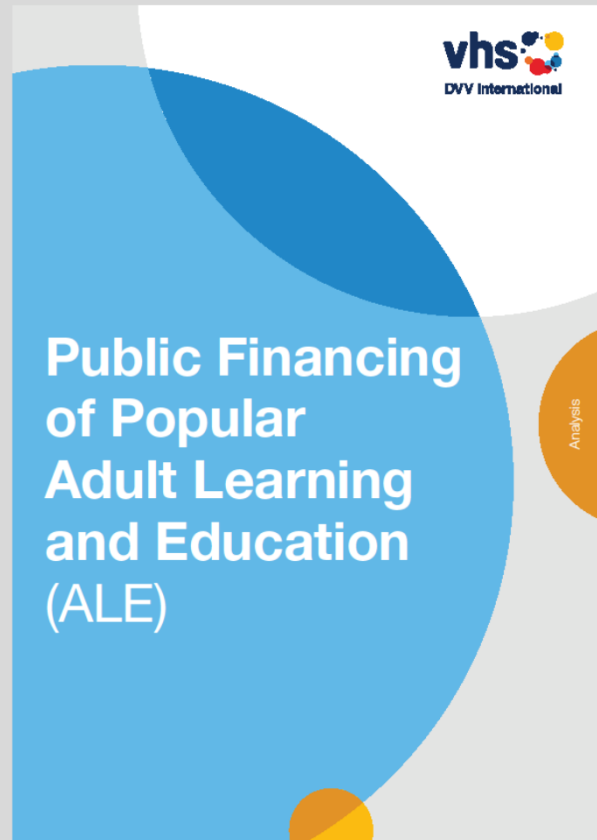
- **Curriculum globALE** – Curriculum for training adult educators worldwide
- **Curriculum institutionALE** – Organizational development
- **Curriculum interculturALE** – Training course for instructors who work with refugees
- **Adult Learning and Education System Building Approach (ALESBA)** – toolkit
- **Gender in ALE** – toolkit

<https://www.dvv-international.de/en/ale-toolbox>



Public financing of popular ALE

Read the study online!



Public Financing of Popular Adult Learning and Education (ALE)

Experience, lessons and recommendations from 14 country and case studies

Editors: Chris Duke, Heribert Hinzen, Ruth Sarrazin

The study is available as a **flipbook** at:

www.dvv-international.de/analysis_public_financing_popular_ale

The study can be downloaded as a **PDF** at:

www.dvv-international.de/en/materials/publications/analysis

Possible **guiding questions** for the final moderated discussion:

If you were a delegate to CONFINTEA VII – what would be your **3 recommendations** you would advocate for?

What are key **attitudes and skills** for the **future of** society – and for ALE and LLL – for CONFINTEA VII to strengthen?

Thank you



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