

confintea VI

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For UNESCO, the *Belém Framework for Action (BFA)*, the outcome document of the sixth International Conference on Adult Education in 2009, constitutes the reference point for monitoring the progress in Member States in the field of adult education, in terms of literacy, policy, governance, financing, participation, inclusion and equity, and quality. The coming year, 2015, is the target year of both the United Nations' Millennium Development Goals and the Dakar Goals of the Education for All initiative. Therefore, UIL's work in the coming year will be guided by two interrelated objectives: 1) taking stock of progress made by different adult learning and education stakeholders in Member States in implementing the BFA; and 2) making sure that the new development goals («Post-2015 Agenda») embrace the potentials of adult learning and education for sustainable development.

With this in mind, we are looking forward to receiving the reports from Member States on progress in adult learning and education since 2009, viewed through the lens of the *Belém Framework for Action*, and informing the third Global Report on Adult Learning and Education (GRALE III). This report will carry the subtitle «Wider benefits of adult learning and education» and will analyse benefits in the areas of health and well-being, community and society, and employment and labour market. We are also excited to receive comments of Member States to the draft revised *1976 Recommendation on the Development of Adult Education* so that the resulting final draft will find the approval of the coming 38th UNESCO General Conference in autumn 2015.

I am confident that the international community will continue to constructively support the realization of the right to education from a perspective of lifelong learning, while recognizing the contribution of out-of-school education in general and non-formal adult learning and education in particular. The UNESCO Institute for Lifelong Learning will strive to support Member States in a final push for EFA and in implementing the lifelong learning targets that will be set out in the Post-2015 Agenda.

Arne Carlsen
Director, UNESCO Institute for Lifelong Learning

Revising the 1976 Recommendation on the Development of Adult Education: Comments from Member States under way

The revision of the *1976 Recommendation on the Development of Adult Education*, which was requested by the *Belém Framework for Action* is proceeding as planned and as foreseen by UNESCO's rules and regulations. The new draft prepared with the help of international experts and in consultation with a range of key stakeholders was sent by UNESCO's Director General to Member States in September 2014, together with a [preliminary report on the revision process](#) (see also [Bulletin No. 8](#)).

To mobilize the relevant authorities in Member States to review and suggest improvements to the first draft text, UNESCO's Assistant Director General for Education sent a letter to all National Commissions in December. In this, he emphasized that the revision process takes place at a critical moment in the international debate on education and development beyond 2015 and that adult learning and education represents a promising response to the challenge of building more equitable and sustainable societies. Consolidated comments and observations from Member States should reach UIL no later than on 10 January 2015. NB: The first contribution with comments was recently submitted by the Direction of Literacy and Non-formal Education of Côte d'Ivoire.





First Experts' Meeting to develop the third Global Report on Adult Learning and Education (GRALE III)

The third Global Report on Adult Learning and Education (GRALE III) is now in preparation and is scheduled for publication in early 2016. It will provide an update of progress in implementing the *Belém Framework for Action*, and will focus in particular on the returns to adult learning for health and wellbeing, community and society, employment and labour market.

For GRALE III, UIL is collaborating with senior researchers and high-level specialists from international universities as well as international organizations such as the UNESCO Institute for Statistics, the International Labour Organisation, the Organisation for Economic Co-operation and Development, and the World Health Organisation.

The first GRALE III experts' meeting was held on 17 and 18 November 2014 at UIL to agree on the course of this flagship publication. It was agreed to hold a second experts' meeting on 11 and 12 June 2015.

Originally mandated by CONFINTEA VI (2009), GRALE monitors global progress in adult education policy and practice, and advocates for a stronger role of adult learning and education within national education policies. GRALE provide analysis and recommendations for policy-makers, researchers and practitioners, and is a major advocacy tool. GRALE II was published in 2013 (and is now also available in [Portuguese](#)).

Links:

- [Belém Framework for Action \(PDF\)](#)
- [GRALE II 2013 \(PDF, 1444 KB\)](#)
- [GRALE I 2009 \(PDF, 1905 KB\)](#)

UIL's CONFINTEA Fellowship and Scholarship Programme 2015

To support the implementation of the commitments made at CONFINTEA VI, UIL is offering six fellowships and six scholarships for key personnel and researchers from Member States in October/November 2015. Applicants to the fellowship programme should be government officials and senior specialists in adult learning and education. As part of their assignments, they will be asked to produce a draft policy proposal addressing at least one of the areas of action of the *Belém Framework for Action* (i.e., literacy, policy, governance, financing, participation and equity, quality) to further improve adult learning and education in their respective countries. Applicants to the scholarship programme should be researchers.

The CONFINTEA Fellowship Programme is a means to strengthen capacities within Member States to implement the commitments of the *Belém Framework for Action* by providing guidance on the promotion and revitalization of adult education from a perspective of lifelong learning. It is expected that participants will improve national advocacy for adult learning and education and reinforce cooperation between stakeholders in their countries.

Geographical (regional and national) and gender balance of candidates will be sought for the CONFINTEA Fellowship Programme. It complements the CONFINTEA Scholarship Programme which focusses on research and technical support to highly-qualified students and researchers from UNESCO Member States (see [Bulletin No. 8](#)).

The Call for Applications for 2015 will be published on the UIL website in early 2015.

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Participants in the 2013 Fellowship Programme

From left to right:
Mr. Zoglul Haider, Bangladesh;
Mr. Kuol Atem Bol, South Sudan and
Mr. Tqabo Aimut Gebreselassie, Eritrea



Reforms and new perspectives in Adult Education in Uzbekistan

The Education Sector Plan of the Republic of Uzbekistan for 2013–2017 is currently being analysed to identify gaps in adult education and lifelong learning opportunities for all.

A National Conference entitled «Adult Education in Uzbekistan: Reforms and Perspectives» was convened on 24 and 25 September 2014 in the city of Tashkent to stimulate dialogue among key stakeholders, to explore the current situation in adult education provision, to assess the extent of implemented recommendations from previous events, and to outline the prospects for further development.

UIL shared examples of policies and practices from around the world and reported on the CONFINTEA follow-up process. Participants suggested setting targets to fill some gaps in the areas of (i) policies and legislation, (ii) infrastructure and access, (iii) governance and capacity building, and (iv) monitoring and evaluation. The Conference was organised by the branch office of dvv international in the Republic of Uzbekistan, the UNESCO National Commission of the Republic of Uzbekistan and the UNESCO Tashkent Office, in partnership with the Uzbek Ministry of Higher and Secondary Specialized Education.



Reinforcing Adult Learning and Education for Women in Saudi Arabia

UIL held a training workshop at its premises for directors and executives responsible for youth and adult education targeted specifically at women at national and provincial levels in Saudi Arabia. The aim of the workshop, which took place from 29 September to 10 October 2014 with the support of the Ministry of Education of Saudi Arabia, was to support participants to develop and review gender-sensitive policies and programmes in lifelong learning, tailored to the particular social and economic context of Saudi Arabia.

A follow-up strategy was discussed and adopted at the end of the workshop. According to this, participants will draft a proposal for a national adult learning and education policy within a framework of lifelong learning. UIL, for its part, will provide ongoing technical support and organise a workshop in Saudi Arabia in 2015 in partnership with the ministry of education and other stakeholders.