

confintea VI

sixth international conference on adult education

final report

living and learning
for a viable future:
the power of adult learning

belém do pará, brazil
1-4 december 2009



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sixth international conference on adult education

final report

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Top: Opening of the Conference

Lower left: Irina Bokova,
Director-General of UNESCO

Lower middle: Fernando Haddad, Minister for Education,
Brazil, and President of the Conference

Lower right: Alpha Oumar Konaré,
Former President of the Republic of Mali



PART I

Overview of the Conference

A. Background to the Conference

The Sixth International Conference on Adult Education (CONFINTEA VI) was convened by the Director-General of UNESCO, following 33 C/Resolution 5 and 175 EX/Decision 9, adopted by the 33rd Session of the General Conference of UNESCO. At the invitation of the Government of Brazil, the Conference, with the theme Living and learning for a viable future: the power of adult learning, was held at the Hangar Convention Center, Belém do Pará, from 1 to 4 December 2009. It was organised on behalf of UNESCO by the UNESCO Institute for Lifelong Learning in partnership with the Ministry of Education of Brazil. Although originally scheduled to take place earlier in the year (from 19 to 22 May), it was postponed due to uncertainties relating to the outbreak of the H1N1 swine flu virus.

A total of 1,125 participants from 144 countries attended, including 55 Ministers and Deputy Ministers and 16 Ambassadors and Permanent UNESCO Delegates. There were also representatives of UN agencies, inter-governmental organisations, non-governmental organisations and foundations, as well as learners' associations [see Appendix I].

Previous conferences in the CONFINTEA series date back to Elsinore in 1949 (followed by Montreal in 1960, Tokyo in 1972, Paris in 1985 and Hamburg in 1997). They all underlined the fundamental role of adult education in development.

In preparation for CONFINTEA VI, five regional conferences (Mexico City, Seoul, Nairobi, Budapest and Tunis) were organised in 2008 and 2009 to stimulate discussion and debate. Prior to that, Member States had been asked to submit reports on the state of adult education in their countries. These were synthesised into regional reports which were presented

at the respective regional conferences, and used as a basis to prepare a *Global Report on Adult Learning and Education*. The recommendations and outcome documents from these preparatory conferences informed the process of producing the draft *Belém Framework for Action*.

CONFINTEA VI sought to strengthen the recognition of adult learning and education, as laid out in CONFINTEA V within a perspective of life-wide and lifelong learning. The overarching goal of CONFINTEA VI was to harmonise adult learning and education with other international education and development agendas and its integration within national sector-wide strategies. It would present an opportunity to assess how commitments made in 1997 had been implemented and produce the means to ensure that previous and current commitments on adult learning and non-formal education are enacted. The objectives of the Conference were

- To push forward the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation;
- To highlight the crucial role of adult learning and education for the realisation of current international education and development agendas (EFA, MDGs, UNLD, LIFE and DESD); and
- To renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action.

B. Opening of the Conference

In the opening ceremony the speakers' addresses alluded to the financial crisis that had been affecting all sections of the world's economies. They recognised

that in this situation adult education (and literacy in particular) assumed greater importance, in offering not only a means for surmounting the economic problems but also for meeting social, political and environmental challenges. [The opening addresses are appended in this volume as Appendix C.]

The Conference was formally opened by Mr Walter Hirche, on behalf of the President of CONFINTEA V, Ms Rita Süßmuth, who was unable to attend. He noted that since 1997 there has been an expansion in globalisation, offering opportunities for many, but also creating challenges, demands and barriers for others. More than ever, he concluded, investment in adult learning and education is crucial to overcome the present crisis and to build a better, more peaceful, tolerant and sustainable future for everyone.

Mr Fernando Haddad, Minister of Education of Brazil, assumed the Presidency of the Conference and formally welcomed participants. He urged all Member States to unite in a cooperative effort to meet the significant challenge of halving the illiteracy rate by 2015, established by the Dakar Framework for Action in the World Education Forum of 2000. He further stressed that 'sustainable economic development depends on sustainable human development', and therefore had to be addressed simultaneously.

The newly-elected Director-General of UNESCO, Ms Irina Bokova, emphasised the need to secure stronger political recognition for adult learning and education, which can have a significant impact when integrated into poverty reduction strategies and related social and economic policies. She argued that it was necessary to agree on concrete recommendations and to translate commitment into comprehensive national policies with a systematic focus on serving the most disadvantaged groups, particularly women and rural populations. She noted that 'providing good-quality learning opportunities throughout life is one of the smartest strategies for reducing inequalities and promoting more harmonious and just societies'. To create the conditions in which young people and adults can learn requires greater sensitivity to learners' needs, language and culture, better-trained educators and an all-round culture of quality. Ms Bokova pointed out that this can only be achieved through better coordination between all partners and significantly higher levels of funding,

stressing that 'Investing in adult learning and education is to invest in hope and opportunity. It is part of the way out of the crisis.'

Professor Alpha Oumar Konaré, former President of the Republic of Mali, pointed to the understanding of human resources as the most important of all resources, but also to the extraordinary growth of information and communication technologies and of knowledge economies. Exercising the right to education – the right to adult education and lifelong learning – are essential for the survival of the societies and nations of Africa, he argued. The region faces many challenges, but at the same time its people represent its vast potential, with its societal values, its intellectual means and resources and its historical experience. He called for genuine solidarity and equitable cooperation underscoring the enormous potential of South-South cooperation.

Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development, stressed that real progress can be made by approaching learning and literacy within the wider context of the literacy chain, in which all areas of learning are linked: from early childhood development to reading and writing for young people to adult learning. She called for a scaling-up of efforts, and for work to be undertaken together, avoiding the temptation to compete for attention and funding among different parts of the literacy chain.

Mr Matarr Baldeh, Coordinator of the Education for All Campaign Network of Gambia, and Ms Maria Khan, Secretary-General of the Asia-South Pacific Bureau of Adult Education, spoke on behalf of the Global Campaign for Education, and described the recent Global Action Week, in which 14 million adults in over 120 countries had participated to demand action on literacy. The speakers called for adult education to be recognised as a human right, and for binding minimum levels of national education budgets devoted to adult literacy and lifelong learning. They pointed out that civil society organisations and learners have a role not only in formulating adult learning policy and practice but also in monitoring implementation.

Ms Ana Júlia Carepa, Governor of the Brazilian state of Pará, highlighted the local government's strong

commitment to adult learning and education, through literacy programmes for over 50,000 adults; extending access for those living in remote communities (about 70% of the state's population); investment in information and communication technologies to reduce digital exclusion; and investment in training and continuing education of educators. She underlined that 'education is the only path to development; there is no way to grow without investing in education'.

Mr Ban Ki-moon, Secretary-General of the United Nations, in a video message to the Conference, made the case for adult learning and education as investments in our capabilities, and essential to development. Mr Jacques Delors, former President of the European Union, stated in a video message that lifelong learning, a means of securing fair and equal opportunities for all, should to be a central UNESCO mandate.

C. Work of the Conference

Upon adoption of the Conference Rules of Procedure, the Conference elected the following **Members of the Bureau of the Conference**:

- **President:**
Mr Fernando Haddad
(Minister of Education, Brazil)
- **Vice-Presidents:**
Mr Anthony Young (UK)
Mr Shinil Kim (Republic of Korea)
Mr Samson Kegeo Ongeru (Kenya)
- **President, Commission:**
Mr Mohamed Knidri (Morocco)
- **Vice-Presidents, Commission:**
Ms Snezana Medic (Serbia)
Mr Hamid Reza Haji Babai (Iran)
Ms Doora Siliya (Zambia)
- **Chair, Drafting Committee:**
Mr Ahlin Jean-Marie Byll-Catarina (Togo),
Member of UIL Governing Board
- **Rapporteur-General:**
Mr Victor Owhotu (Nigeria)

The **Drafting Committee**, composed of representatives nominated by UNESCO regions, was formed to examine and incorporate amendments to the draft *Belém Framework for Action*. The membership of the Drafting

Committee was as follows:

Mr Takele Alemu (Ethiopia)
Mr Mohammed Saleem Al-Yaqoubi (Oman)
Mr Ole Briseid (Norway)
Ms Alison Cross (Jamaica)
Ms Eve Gaudet (Canada)
Mr Gelani Bashir Mohamed Gebril
(Libyan Arab Jamahiriya)
Mr Heribert Hinzen (Germany)
Mr Choi Ilseon (Republic of Korea)
Mr André Luiz Lázaro (Brazil)
Ms Talvi Märja (Estonia)
Ms Françoise Médégar (Benin)
Ms Delia Ester Méndez (Argentina)
Mr Hamad Said Osman (Sudan)
Ms Katarina Popovic (Serbia)
Ms Bhaswati Singh Raju (India)
Ms Arevik Sargsyan (Armenia)
Mr Mohamed Enver Surty (South Africa)
Mr Iwasa Takaaki (Japan)

Observers from civil society organisations:

Mr David Archer (Actionaid)
Ms Maria Lourdes Almazan Khan (ICAE)

Mr Adama Ouane, Director of the UNESCO Institute for Lifelong Learning and Secretary-General of CONFINTEA VI, introduced the main programmatic elements of the Conference.

Each day featured a **keynote** speech, giving different perspectives on critical issues in adult learning and education. On the first day, the Conference received a presentation of the main findings from the five regional preparatory conferences, followed by a presentation of the first-ever **Global Report on Adult Learning and Education**. Five plenary Roundtable sessions, with selected national representatives, elaborated on key topics and took questions from the floor. These sessions were moderated by either Ms Åse Kleveland or Ms Maimouna Mills. Thirty-two **Workshops**, organised by participating organisations, were open forums broadly following the Roundtable themes.

The **Commission**, offering a space to a representative from each Member State's official delegation, was in session throughout the second and third days of the Conference to consider substantive issues and

questions that arose during other Conference sessions, and to seek consensus on any items of contention or controversy. Submissions were made for consideration by the Drafting Committee for inclusion as amendments to the draft *Belém Framework for Action*.

D. Close of the Conference

The Rapporteur-General, Mr Victor Benjie Owhotu, presented his oral report reflecting on the proceedings of the Conference. [See Part III, A.]

After an exhaustive process, in which the Drafting Committee considered 182 amendments submitted by 59 Member States during the Conference, the draft *Belém Framework for Action* was presented by the Chair of the Drafting Committee, Mr Ahlin Jean-Marie Byll-Cataria, and adopted by acclaim. [The final version of the *Belém Framework for Action* is appended in this volume in Part III, B.]

A tribute to Paulo Freire was given by Mr Fernando Haddad, the President of CONFINTEA VI, and a medal was presented to Ms Nita Freire by Mr Davidson Hepburn, President of the UNESCO General Conference.

The Conference was declared closed after speeches from Ms Júlia Carepa, Governor of the State of Pará, Mr Davidson Hepburn, Chairperson of the UNESCO General Conference (see Appendix H) and Mr Fernando Haddad, the President of CONFINTEA VI.

Top left: Senator Marina Silva

Top right: Josephine Ouédraogo,
Executive Secretary of ENDA Tiers Monde

Lower left: Khunying Kasama Varavarn,
former Secretary-General of the Basic Education
Commission, Thailand

Lower right: Paul Bélanger,
President of the International Council
for Adult Education



PART II

Conference inputs and discussions

A. Keynote speeches

Each day commenced with a keynote presentation by an internationally-renowned expert. They had been invited to address specific issues, including overcoming barriers to learning; the relationship between adult education and development; constructing lifelong learning policy and practice; and the need to move from fine words to deeds. While all keynote speakers stressed the crucial importance of adult education in today's world, they also gave distinctive reflections and inputs. [The texts of these speeches can be found in Appendices D, E, F and G respectively in this volume.]

Brazilian **Senator Marina Silva** gave an inspiring account of her personal journey. Born into rural poverty to illiterate parents and with a responsibility to care for younger siblings, she faced major situational barriers to participation in formal education. There were institutional barriers too – no state services and the complete absence of schools. It was only after moving to the city in early adulthood that she began to overcome this exclusion through an informal literacy class. While her own life has been transformed through literacy, she made a plea to respect and sustain the social, cultural, environmental and ethical richness of communities such as those from which she came.

Josephine Ouédraogo, Executive Secretary of Enda Tiers Monde, addressed the educational strategies needed for inclusive and sustainable development. While poverty can take material form, it also includes the negation of people's aspirations, potentials, knowledge and rights. The struggle for development therefore represents an educational space in which these can find expression, an opportunity to engage in dialogue and to learn. The best non-formal educational

programmes accept the diversity of knowledge and encourage the development and production of popular and new types of knowledge and information. They should be targeted at the most vulnerable sections of the population to empower them to take more control of their economic, social, cultural, environmental and political rights. Meanwhile, government must recognise the legitimacy of involving all actors in defining local, national and international policies as well as rules and standards.

Khunying Kasama Varavarn, former Secretary-General of the Basic Education Commission, Ministry of Education, presented examples from Thailand in making the case for lifelong learning as the guiding principle of national educational strategies. She expounded key success factors: promoting literacy and adult education as cornerstones, formal education working in synergy with non-formal education, lifelong learning going beyond the Ministry of Education, recognising new perspectives from the private sector and strengthening lifelong learning at the community and individual levels. Moreover she outlined some enabling factors: sustained commitment to lifelong learning, effective adult and non-formal education, inclusive formal education, enriched informal learning opportunities, and the facilitating role of government. She concluded with five areas of concern: the need to reinforce commitment to serve the most educationally disadvantaged; the threats as well as benefits of technology in ensuring equity; the search for an appropriate concept of quality in lifelong learning; preparing for new players; and fostering moral and ethical development.

Paul Bélanger, President of the International Council for Adult Education (ICAE), called for a wider vision of adult education throughout life that stimulates curiosity and gives both individuals and communities a

thirst to learn. Policies and legislation must recognise that the education landscape in all our countries is changing, with the number of adults learning or wanting to learn far outstripping the number of young people in formal education. However, without the mobilisation of all actors, whether governmental, private or of civil society, any legislative measures and governmental programmes adopted cannot deliver the required results. In all this, it is necessary to set clear targets to guide action. Precisely because the solutions are not simple, it is important that transparent monitoring mechanisms are built, with regular reports to all partners if they are to be equal partners in constructing a learning planet and if we are to survive.

B. Presentations

(1) Regional outcome documents

Panel participants

Mr Esteban Miguel Székely Pardo,

Vice-Minister of Higher Education, Mexico

Mr Kim Shinil, former Vice Prime-Minister

of the Republic of Korea

Professor Samson Kegeo Ogeri,

Minister of Education, Kenya

Ms Katalin Bogyay, Ambassador of Hungary to UNESCO

Mr Seifeddine Cherif, Ambassador of Tunisia to Brazil

Discussions at the Regional Preparatory Conferences (Mexico City, Seoul, Nairobi, Budapest and Tunis) were anchored by regionalised synthesis reports on adult learning and education compiled on the basis of reports submitted by Member States. The outcome documents adopted at these Conferences [available online at www.unesco.org/en/confinteavi] resolved collectively to advance the adult education agenda, and formed the basis for the initial draft of the *Belém Framework for Action*.

The Regional Conference outcome documents were introduced by representatives of the respective host nations. The presenters described the broad range of development challenges and underscored the need to reposition adult education as complementary to efforts to meet these challenges, rather than as a competitor for increasingly scarce public funds, against a backdrop of a worldwide financial crisis.

When seen not as a cost but as a benefit to society, as a human right and as a social good, a clear case can be made for moving adult education higher up the political agenda and for ending its chronic under-funding. In this regard there was a call for development partners to meet their financial commitments and to ensure that these were delivered promptly.

Because of the heterogeneous nature of each region – in terms of economic and political systems, linguistic and cultural characteristics and geography – catering to the many adult education needs of individuals, communities and society is highly complex – and expensive. It requires dealing with exclusion and equity issues, with conflict and migration, cultural and linguistic diversity, all of which make great demands on social infrastructures, even more so when there is multiple disadvantage.

Regions were characterised by very different needs. In Africa, adult education is often conflated with adult literacy and basic education. Undoubtedly important, they do not present the full picture. For the Arab States, linguistic diversity is less of an issue than elsewhere. Here, as in Africa and in Latin America, there is concern to integrate youth and adult education, and to increase women's participation. In Europe and North America, there is attention on developing the economic role of adult education. The Asian and Pacific nations call for strengthened data collection and more frequent national reporting to monitor trends in adult education policy. In Latin America and the Caribbean there is a desire to narrow the gap between policy and practice.

While the presentations showed variations in regional contexts, they also illustrated that in each region there is a diversity of approach in adult education governance and organisation, not only across sectors (public, private and civil society), but sometimes also across several ministries. In only a few countries are inter-sectoral approaches to governance and policy in adult education a reality, and even where they do exist there are not always transparent accountability measures.

The themes and regional specificities demonstrated in the regional reports ran as undercurrents throughout the rest of the Conference.

(2) Global Report on Adult Learning and Education

Panel participants

Moderator: Mr Ricardo Henriques, former Deputy Minister of Education, Brazil

Presenter: Ms Carolyn Medel-Añonuevo, Deputy-Director, UNESCO Institute for Lifelong Learning
Ms Svetlana Lomeva, Viceminister of Education, Youth and Science, Bulgaria

Mr Seydou Cissé, Expert from the Islamic Educational, Scientific and Cultural Organization (ISESCO)

Mr Jorge Rudy Garcia Monterroso, Coordinador de la Unidad de Seguimiento y Evaluación, Comité Nacional de Alfabetización, Guatemala

Mr Florencço Mendes Varela, Director Geral, Ministério da Educação e Ensino Superior – Direção Geral de Educação e Formação de Adultos, Cape Verde

Ms Cecilia Thea Soriano, National Coordinator, Civil Society Network for Education Reforms, Philippines

The key findings of this first-ever global report on the state of adult learning and education were presented by Ms Medel-Añonuevo. The *Global Report*, which was based on data from 154 national reports submitted by Member States as well as secondary literature, consisted of the following sections: (1) the case for adult education and learning; (2) policy and governance; (3) provision; (4) participation and equity; (5) quality; and (6) financing.

Among the trends identified were the diversity in understandings and practices of adult education and the low participation with many layers of inequity (gender, location, age and socio-economic status). Fifty-six countries had introduced specific adult education legislation and policies since CONFINTEA V in 1997, of which 46 were from either Europe or Sub-Saharan Africa. While definitions and conceptualisations of quality varied, several actions were taken on shared concerns, namely the training of adult educators, the need to commission research on a regular basis and to monitor the progress of adult education programmes and projects.

Financing was a substantial issue within the *Global Report*, given that state funds were under pressure. The increasing role of the private sector and civil society in providing the much-needed resources also poses some challenges with regards to equity and sustainability.

Responding to the presentation, panellists expressed the critical role of this first global report, which could help in shaping and developing adult learning and education around the world. It can serve as an international tool to guide comprehensive policy formulation and implementation.

Adult learning and education should be incorporated into education and development plans, decentralised, with diverse suppliers. Programmes should be aimed at target groups with definite (including gender-specific) targets and appropriate training for educators. It was also pointed out that the recognition of qualifications acquired before participation in the formal education system, and the adoption of national qualifications frameworks, would encourage adults to participate, would establish better linkages between formal and non-formal education, and would more easily provide standards for international comparison.

Panellists reiterated the need for governments to learn how to optimise a wide array of resources (e.g. to ensure that it is inter-ministerial), financial and otherwise, and to involve civil society organisations more fully in policy consultations, policy-tracking, budget formulation and monitoring. Donors too, need to increase their role by, for example, recognising and funding initiatives related to EFA Goals 3 and 4.

One of the issues highlighted in the *Global Report* was the enormous variability in the quality of data collected from the national reports, which made it hard to draw recommendations reliably. Now that a basis has been established, future research and data collection could support more regular monitoring over a shorter time-span periodicity.

C. Roundtable sessions

These plenary sessions dealt with the central themes of the Conference. These themes were taken up throughout the entire CONFINTEA VI process, forming the basis for the compilation of national reports, regional synthesis reports and the *Global Report on Adult Learning and Education*, which was launched at CONFINTEA VI [see brief reports earlier in this volume, Part II, B(1) and B(2)].

- Participation and inclusion in adult education
- Policies and governance for adult education
- Financing of adult education
- Literacy as a key competence for lifelong learning
- Assuring the quality of adult education and assessing learning outcomes
- The way forward

Each Roundtable was conducted by a Moderator mediating a discussion between members of a panel of governmental representatives, non-governmental organisations and academics, each of whom gave short reflections on the topic. This was further enriched by questions and other contributions from the Conference floor.

(1) Participation and inclusion in adult education

Panel participants

Ms Daggubati Purandareswari, Minister of State for Higher Education, India
 Mr Geoff Erics, Division for Student Financial Support and Adult Education and Training, Sweden
 Mr Sergio Haddad, Ação Educativa, Brazil
 Ms Magdalene Motsi, Kenya Adult Learners Association
 Mr John Gates, UK Adult Learners' Network

This session looked at the actions required to combat the social and economic risks of continued inequities in access to and participation in adult learning, particularly in relation to the exclusion of women, rural populations, older adults, migrants, indigenous populations, ethnic and linguistic minorities and people with disabilities.

The session featured two adult learners, both members of the Global Learners' Network, who have contributed to the transformation of the voice of learners. Magdalene Gathoni Motsi, who was forced to drop out of school, and John Gates, a self-taught miner, both took up learning as adults and established adult learning associations at grassroots community levels that developed into global networks. Their stories were supplemented by video clips of adult learners from around the world. Together, they presented an International Adult Learners' Charter highlighting that in order to be successful, adult learning must involve adults at grassroots level in all aspects of policy and

implementation processes, from decisions on the scope of the activity to the detail of programmes, curriculum and scheduling.

A new government programme in India, based on community cooperation and participation, is attempting to improve access for the lowest castes, tribal areas, religious minorities and women. Adult learning is being reshaped around three basic principles to ensure learner-centredness and increase participation: equipping people better to function in daily life; sensitising them to the need for adult learning skills; and raising their awareness of how to use their newly-gained abilities. Co-ordination at government level has been strengthened by engaging all ministries in the National Literacy Mission and by a strong push for decentralisation.

Sweden's high rate of participation can be attributed to a comprehensive three-pronged approach to adult learning. Legislation underpins the right to adult learning, encouraging community groups and trade unions to motivate adults to enrol in liberal education courses. Formal adult education is free to those aged 20-54, regardless of income and resources. Sweden has developed an infrastructure that ensures that adult learning is validated, learners receive guidance and counselling, courses take place at convenient times, and the learning environment is extended to workplaces, communities and civil society organisations.

Approaches in adult learning which enable the self-expression of socially and economically disadvantaged groups offer the best chance of ensuring quality and of democratic participation. Such approaches have to be institutionalised and streamlined into policies and processes from grassroots through to national levels. The scope is greater still: adult learning should be mainstreamed into development policy globally, and enshrined in the policies of international organisations as a means of promoting sustainable development.

(2) Policies and governance for adult education

Panel participants

Ms Rebecca Kapitire Ndjoze-Ojo,
 Deputy Minister, Ministry of Education, Namibia
 Ms Sylvi Bratten, Political Advisor, Ministry of Education and Research, Norway

Mr Abed Al Fattah Obeid, Director of Adult Education,
Ministry of Culture, Syrian Arab Republic
Ms Ella Yulaelawati Rumindasari, Director Community
Education, Ministry of National Education, Indonesia
Ms Alison Cross, Executive Director, Jamaican
Foundation for Lifelong Learning, Jamaica

Adult education policy may set out to meet economic objectives or social and developmental ones, or simply enable the exercise of what some countries recognise as a right to adult education that is inseparable from the right to education. In Namibia it is enshrined in the constitution and seen as a key to sustainable development.

Alignment of adult education policy to development goals often takes the form of targeting particular groups. In Jamaica there is a focus on increasing learning opportunities for disadvantaged young adults, specifically on involving the private sector to provide customised support for early school-leavers. Adult education in Syria is aimed at rural populations, who are being encouraged to rejoin the mainstream educational process at primary and secondary levels. Whatever the aims of adult education policy, there is a need to monitor whether it is meeting agreed objectives efficiently and effectively.

Good governance entails policy that generates trust among stakeholders (including local government, business, workers' associations, non-governmental and community organisations) to achieve common goals. A tension arises between the fragmentation of resources from a variety of domains (such as agriculture, health, employment and environment) and the need to construct a distinct and coherent policy terrain for adult learning and education. Resolving this to improve structural coordination requires conscious strategy and planning.

Within government there is a need to ensure the collaboration and commitment of different Ministries: such measures in Indonesia work to direct budgets towards accreditation and the setting-up of key performance indicators in adult education. Governance measures which recognise the distinct role of multiple stakeholders will have stronger legitimacy and prospects for success. Norway's tradition of cooperation between government, trade unions and

employers is institutionalised as part of the political system. With common understandings and mutual obligations to enact policy, strategic planning in adult education is carried out by government, while actual learning is undertaken at the place of employment, and educational provision may be carried out by a third party. In the Czech Republic the involvement of employers, trade unions and community-based organisations in preparing lifelong learning policy was a process led by trade unions, not the government.

Proposals to take adult education policy forward were varied. Private sector investment in adult education is one approach. The Namibian Ministry of Education can by law take a 1 per cent levy from company payrolls to support adult education. Presenting adult education as a support for development efforts (Syria) or as a means of building human capital to adapt to new and changing circumstances arising from globalisation and technology (Norway) are not in opposition to each other but complementary.

(3) Financing of adult education

Panel participants

Mohamad Motahar Hossain, State Minister for
Primary and Mass Education of Bangladesh
Lamis Al-Alami, Minister of Education and Higher
Education of the Palestine Territory
Diana Serafini, Vice-Minister of Education of Paraguay
Alice Tiendrebeogo, Director of the Fund for Literacy
and Non-Formal Education and a Former Minister of
Education of Burkina Faso
Mr Mariano Jabonero Blanco, Director-General of
Coordination at the Organization of Ibero-American
States
Mr Stefan Hummelsheim of the Institute of Adult
Education based in Germany
Mr Patrick Werquin, Senior Economist at the
Organization for Economic Co-operation and
Development

Low investment in adult learning (under 1% of GNP in virtually all countries and much less in some developing countries) is reflected in poor participation rates. This session reviewed the kinds of mechanisms and incentives for adult learning and education that can overcome funding obstacles.

Panellists agreed that lack of funding derives from low political commitment and the poor visibility of adult education among senior government officials. More pressing and consistent advocacy is needed to stress the public good aspects of adult education and to change from a discourse of cost to one of investment and benefits. However, effective advocacy has to be supported by evidence-based research, and there is a need to measure and report the wider benefits of learning to all stakeholders, including government officials.

Given that adult education activity often takes place under the aegis of ministries other than education, governments must develop capacity and inter-ministerial effort to mobilise policy and budgets for adult education. The budgeting process must be more transparent, with earmarked adult education funds targeted to disadvantaged groups in order to combat polarising tendencies associated with market mechanisms.

While governments were urged to express the priority of adult education in terms of budgetary allocations, it was also thought important to find alternative sources of funding. Private-public partnerships and co-financing can offer new resources, and in some countries private funding for adult education can be over 80% of the total. Governments should attempt to stimulate more financial contributions to adult education from the private/corporate sector, civil society and learners/individuals.

Employers need incentives (for example, tax deductibility) to invest in adult education, as long as they be shown that their investment will have a positive effect for their businesses. While civil society organisations may offer flexibility and reach, they often suffer from too much instability in their own funding streams for them to participate effectively.

Individuals' motivation to invest in learning can be raised if they know that their learning will be recognised and valued. Incentives for learners, such as educational savings schemes, learning accounts, grants and loans – coupled with tailored provision to meet their specific needs of timing, location, and content – may attract higher participation, an investment that requires creative thinking and innovative methods.

Dialogue and collaboration between donors and recipients are crucial in stimulating international aid. While international development partners should increase and prioritise adult education in their bilateral and multilateral cooperation, for long-term sustainability, leadership has to come from recipient countries, not donors.

(4) Literacy as a key competence for lifelong learning

Panel participants

Mr Sarwar Hussaini, Deputy Minister for Literacy,
Ministry of Education, Afghanistan

Ms Rosalie Kama Niamayoua, Minister of Primary and
Secondary Education, Congo-Brazzaville

Mr André Luiz de Figueredo Lázaro,
Vice-Minister of Education, Brazil

Mr Mohamed Enver Surty,
Deputy Minister of Basic Education, South Africa

Mr Rafaat Radwan, First Under-Secretary,
Ministry of Education and Director General,
National Adult Education Authority, Egypt

Ms Elizabeth Janine Eldred, International Director,
NIACE and United Kingdom National Commission for
UNESCO

While efforts have been made to integrate literacy into a lifelong education perspective, existing structures on the whole do not support literacy as a foundation for learning throughout life. A conference of 41 francophone countries in Lyon in 2009 stressed the need to promote sustainable literacy as an essential part of the EFA strategy.

Panellists' presentations illustrated that different understandings of literacy have come about because of the contexts in which they are working. Literacy goes beyond reading, writing and numeracy and includes communicative practices, critical thinking, active citizenship, individual rights and improving the quality of life. A lifelong learning perspective implies integrating literacy and adult education in all sub-sectors of education, from early childhood education programmes to both formal and non-formal adult education programmes.

In Afghanistan years of conflict have led to low literacy rates and skills shortages. Adult literacy

has supported the country's reconstruction and rehabilitation, sustaining skills development. Through literacy, women in rural areas play a bigger part in development and governance. When one in five persons in the UK was shown to have literacy-related problems, according to an international survey in 2001, the government launched its Skills for Life programme to raise demand for and quality of literacy provision. Egypt completely revamped its literacy programme to include skills training and take into account learners' needs. Brazil has undertaken measures to incorporate literacy within a lifelong learning perspective – setting policies to establish education as a right, recognise the role of literacy in economic and social progress, and focus on vulnerable groups. Literacy and skills development are addressed in South Africa's national qualifications framework, which explicitly addresses and recognises adults' prior learning in its quality standards.

Broader development policies require an inter-sectoral or multi-sectoral approach in which literacy and adult education are funded and implemented in education, health, agriculture and other development sectors. Women and marginalised groups have limited access to literacy and adult education, and so serious attention should be paid to provision of literacy programmes which redress gender imbalance. The use of mother tongues to impart literacy and adult education courses will have a democratising effect by promoting linguistic diversity and allowing the participation of groups who do not speak the dominant language.

There is a need to better coordinate the efforts of all stakeholders while emphasising the leading role of the state. Civil society organisations can be effective partners in literacy strategies. However, to play a more substantive role beyond just implementing projects, governments must build relationships of trust with them.

Partnership between government, civil society organisations and the private sector can mobilise resources and implement together literacy and adult education policies and programmes. Funders, including the state, are keen to know how the resources allocated for literacy and adult education are utilised. For the sake of accountability and resource planning, assessments are required of the effectiveness of policy and programme formulation and implementation.

(5) Assuring the quality of adult education and assessing learning outcomes

Panel participants

Mr Octávio Tavares, Minister of Education, Cape Verde
Ms Brenda Dann-Messier, Assistant Secretary,
United States Department of Education,
Office of Vocational and Adult Education, USA
Mr Ramon Carlos Bacani, Undersecretary,
Department of Education Philippines
Mr El-Habib Nadir, Directeur de l'Alphabétisation,
Morocco
Ms María Isabel Infante Roldán,
National Coordinator of Adult Education, Chile
Mr Jan Reitz Jørgensen, Adult Education Department,
Minister of Education, Denmark

This session examined a vital dimension of adult education provision, quality, which must take cognisance of the needs of a highly heterogeneous population of learners. Content and processes have to be devised so that they are meaningful and attractive to learners, and the environments in which they learn need to be welcoming, well-equipped and accessible to ensure equity and inclusion.

Panellists pointed to three main areas to ensure quality and inform policy. Conducting and commissioning inter-disciplinary research can lead to improved understandings of how investment relates to learning outcomes and benefits to learner, community and society more generally. Pre-entry training and continuing professional development of adult educators are essential elements of quality assurance and require commitment and investment. By monitoring and assessing the impact of adult education enable countries seek to regulate quality.

There is a growing awareness of the need for data, data analysis and, particularly, of their use to improve quality of provision, results and policy. Surveys can give information on the needs of learners and on the scope of provision while monitoring helps to track learning outcomes, teacher training, learner satisfaction and adequacy of provision. Frequently-collected information can feed into programme adjustments and policy-making.

Facilitators are looked upon as the most important element in quality of adult education. Yet many countries still rely on non-professional adult educators while others work with volunteers who are trained for adult education. In other countries, however, the adult educator is a certified teacher with a higher education degree. In still others, professional development frameworks are well established, and these are seen as indispensable to avoid high turn-over rates and to ensure motivation.

Effective methods and instruments for assessing learning outcomes, including the validation of prior learning and which cover non-formal and informal learning, have not proliferated greatly. Most assessment of learning is carried out through national examinations. The area in which countries seem to have most diverse experience is in the formulation of quality criteria and standards in adult education. In some countries, input, process, output and impact standards and indicators have been defined and are being proposed and in some cases are already in use. Other countries have few indicators or reference points for adult education.

(6) The way forward

Panel participants

Ms Rosalie Kama Niamayoua, Minister of Primary and Secondary Education, Congo Brazzaville
Ms Nora Bin Abdullah Alfaiz, Vice Minister of Education for Girls, Saudi-Arabia
Ms Silvia Chumira Rojas, Vice Minister, Ministerio de Educación, Bolivia
Ms Amina Osman, Education Specialist – Gender & Quality Education, UNICEF
Ms Fabienne Lagier, Education Advisor, Swiss Development and Cooperation Agency (SDC)
Mr Guodong Xie, Secretary General / Vice President, China Adult Education Association
Mr Mahamadou Cheikh Diarra, Coordinator, African Platform for Adult Education based in Mali

The purpose of this session was for panellists to summarise the key messages that they gleaned from the Conference which would enhance or shape their countries' efforts to promote and develop adult education further.

Governmental panellists committed themselves to giving higher priority to adult education and literacy on returning to their home countries, and to seek to work on, among other issues, migration, food security and climate change. The participation of women, of indigenous and rural populations would also be high on the agenda. A holistic approach to human development must recognise what adults already know from their daily lives and their ancestral and cultural roots, and must incorporate inter-culturality and multi-lingualism.

It was recognised that adult education is a collective responsibility, and that the international community has to provide monitoring support to Member States. Civil society organisations also have to be involved in partnership.

Asked to indicate what kinds of mechanisms for regional and national monitoring should be put in place, panellists considered measures, processes and who needs to be involved.

- It is important first to decide on targets and objectives, and then the appropriate assessment, evaluation and monitoring criteria, which may include achievement, results-based and impact measures.
- Better communication and international dialogue would be facilitated by harmonising the language used – that is, by arriving at common conceptual understandings. A first step would be to disseminate results from CONFINTEA itself. As the *Global Report on Adult Learning and Education* has shown, self-reporting may not be systematic enough.
- Monitoring should involve all key players, including civil society. This process could be coordinated at country level by units either independent of or within ministries. At regional level, regional cooperation councils could be a constructive mechanism. Partnerships with international agencies such as UNESCO and UNICEF were also seen to be important.

Post-CONFINTEA VI, panellists pointed out that, beyond rubber-stamping literacy rates in Member States, UNESCO and UIL in particular would have a leading role in giving active support through continued advocacy for adult literacy, capacity-

building and monitoring. Working within the ONE UN system and ensuring that UNESCO processes are less centralised would help to improve effectiveness and efficiency.

D. Workshops

These sessions were open spaces organised by different stakeholders to address the broad themes of the Conference, by presenting case studies of good practice or by advocating approaches and methods. Where individual workshops resolved to do so, recommendations were forwarded to the CONFINTEA VI Drafting Committee for consideration as new inputs for the *Belém Framework for Action*.

1.1 Democratic participation in a globalised world – an innovative and participatory approach to global challenges, with climate and financial crisis governance as examples

Organiser: Association for World Education

Moderator: Jakob Martin Erle

Presenters: Vera Francis (USA)
Ana Maria Pinto Barros (Brazil)
Noël Bonam (USA)

This workshop looked at one innovative and participatory approach to ensure efficient and transparent governance at all political levels. Following an introduction, an educational game was played in groups, which led to insights on the complexity of issues of democracy in a globalised world. Localised approaches were viewed as essential, and the inference was drawn that one size does not fit all. Further development, dissemination and use of such innovative and interactive tools was suggested.

1.2 Education for sustainable societies and global responsibility

Organiser: International Journey on Environmental Education and the Food and Agriculture Organization (FAO)

Moderator: Paul Bélanger, ICAE

Presenters: Marcos Sorrentino (International Journey on Environmental Education)

Rachel Trajber (International Conference of Youth on Environment)

Lavinia Gasperini (FAO)

Cristiane Parente (WAN)

Manzoor Ahmed (IED)

The workshop discussed the importance of educating adults as the means to address the crisis of sustainability of development, especially of environmental sustainability. The link between environmental education and human rights was recognised. As the majority of illiterate adults live in rural and agricultural areas, sustainable development pedagogy must draw upon local and traditional knowledge, especially for migrant, minority ethnic groups and tribal peoples.

1.3 Financial and economic crisis – labour market impacts, vulnerabilities and policy responses: Challenges for adult education, skills development and lifelong learning in a changing world of work

Organiser: InWEnt (Germany) and UNESCO-UNEVOC

Moderator: Luiz Ramalho

Presenters: Sudha Pillai (India)
Villy Hovard Pedersen (Denmark)
Alberto Borges Araújo (SENAI–Brazil)
Wessam Gamal Thabet Mohamed (Egypt)

This workshop looked at responses to the impact of the global financial crisis on the fight against poverty and unemployment. Skills development strategies and institutional change are necessary to increase the connections between adult education and labour market initiatives. It is increasingly essential to invest in labour competency, vocational improvement and the professional re-adaptation of workers. Adult education and vocational training need to meet the needs of the most vulnerable individuals and groups – women, youth, low-skilled workers, immigrants, refugees and migrants.

1.4 Career pathways: The tie between adult learning and economic growth

Organiser: United States Department of Education/
OREALC-CEPAL

Moderator: Cheryl Keenan (US)

Presenters: Jorge Sequeira (OREALC)

Judith Alamprese (US)

Israel Mendoza (US)

Rodrigo Martínez (CEPAL)

The presenters discussed the lack of productivity as a consequence of low educational levels and gave examples of initiatives to increase enrolments in adult basic skills, and improving eventual entry into employment.

A study estimated that the cost of absolute and functional illiteracy throughout working life was US\$ 25 billion in Ecuador and the Dominican Republic and US\$ 209 billion in São Paulo state in Brazil. Improved functional literacy results in higher income, especially before age 40. Productivity and income losses due to illiteracy are so high that its eradication is a social and an economic priority.

1.5 Quality education, equity and sustainable development: A holistic vision through UNESCO's four World Education Conferences 2008–2009

Organiser: UNESCO Education Sector

Moderator: Ana Luiza Machado

Presenters: Anders Falk (Chair, UIL Governing Board)

Gugulethu Thenjiwe Ndbele (South Africa)

Walter Hirche (Germany)

Reviewing CONFINTEA VI and UNESCO's education conferences on sustainable development, higher education and inclusion, the workshop examined four central "ingredients" of quality in adult education: the relevance of content, defined jointly by stakeholders to respond to learners' needs; the role of teachers and educators; participatory processes; and the nature of the learning environment. Equity and social inclusion are critical quality dimensions which are met by adjusting to learners' needs. The workshop called on UNESCO to develop tools to measure the different dimensions of quality.

1.6 Reading culture and literate environments for young people and adults: A lifelong learning perspective

Organiser: Ministry of Education of Brazil

Moderator: HRH Princess Laurentien (The Netherlands)

Presenters: Fabiano dos Santos Piúba (Brazil)

Lola Cendales González (Colombia)

Odili Robles (Nicaragua)

Brij Kothari (India)

Policies and practices were presented which promote reading habits and create literate environments for adults to strengthen literacy processes and integrate new skills into their daily lives. Subtitling TV films in all 22 official languages could greatly improve reading levels in India. Reading competitions could increase the proportion of people recently becoming literate in Nicaragua (38% of 500,000) able to read more than shop and bus signs. Special training for Colombian teachers to foster a love for reading, and Brazil's National Book and Reading Plan, aim to make reading a pleasurable experience for both teachers and students.

1.7 Education, gender and poverty

Organiser: Network of Popular Education among Women in Latin America and the Caribbean (REPEM)

Moderator: Malu Valenzuela

Presenters: Sergio Haddad (Brazil)

María Cristina Chávez Castillo (Colombia)

Malini Ghose (India)

The workshop demonstrated that poverty has not only material dimensions, but also social ones such as discrimination and access to natural resources. Women are more likely to be illiterate and even more excluded. Human rights were explained as inalienable and indivisible, regardless of gender. The workshop concluded that for the least empowered groups, only collective pressure, recognising women's potential and leadership role, could enforce the right to education.

1.8 Policies and governance for adult education

Organiser: Ministry of Education, Sports, Science and Technology of Japan

Moderator: Hiromi Sasai (NIER)

Presenters: Hiroshi Kamiyo (MEXT/Japan)

Takaaki Iwasa (Japan)

Uwe Gartenschläger (Germany)

Srisawang Leowarin (Thailand)

Chiharu Kawakami (NFUAJ)

Takafumi Miyake (Japan)

This was an international exchange of good practice on the spread and institutionalisation of community learning centres as effective venues for adult learning. National policy and personnel training have made the Japanese Kominkan a sustainable system with over 17,000 active centres. They, and the German Folkhighschools, were a response to social, economical and cultural difficulties post-World War II. Discussions centred on establishing strong legal frameworks and better financial support, improving the social status of non-formal education facilitators and developing their teaching skills.

2.1 Private and public sector partnerships for adult education: Opportunities and challenges

Organiser: UNESCO Education Sector

Moderator: Ana Luiza Machado

Presenters: Mariana Raposo (SESI, Brazil)

Marylane Martins (VALE Education, Brazil)

Vilma Guimarães (Fundação Roberto Marinho, Brazil)

The workshop looked at how the state can take advantage of the private sector's ability to offer innovative approaches, advanced technology, a different perspective on learners' needs in terms of professional and social skills, linkage to the labour market and management skills. Public-private partnerships can promote equity and inclusion of marginalised populations if there are clearly defined responsibilities, transparency, accountability and a sense of ownership by all partners – including learners themselves – will develop trust and sustainability.

2.2 Financing adult education for development

Organiser: dvv international (Germany) and International Council for Adult Education (ICAE)

Moderator: Heribert Hinzen (dvv international)

Presenters: Sarwar Hussaini (Afghanistan)

Lytou Bouapao (Lao PDR)

David Archer (ActionAid)

Nicole Bidegain (ICAE)

Koumba Barry Boly (ADEA)

Stefan Hummelsheim (German Institute for Adult Education)

This workshop looked at developing strategies to increase public and international investment in adult learning and education by establishing the inter-relatedness of the Education for All and CONFINTEA frameworks. In Afghanistan, stronger support is clearly needed to reach EFA Goals 3 and 4, which are notoriously under-funded by both national and international sources. Presenters called for better financing of youth and adult education, with minimum levels of funding from state and development programme education budgets, as set out in the Bonn Declaration on Financing Adult Education for Development.

2.3 Innovative international partnership and networking in adult learning and education

Organiser: Ministry of Education of Spain, General Directorate of Literacy and Adult Education of Cape Verde

Moderator: Octávio Tavares (Cape Verde)

Presenters: Florencço Mendes Varela (Cape Verde)

Encarna Cuenca Carrion, Ministry of Education, Spain

Maria Francisca Gomes Medina Dabo (Guinea Bissau)

Margarita Sánchez (Spain)

Jorge Camors (Uruguay)

The workshops presented examples of inter-governmental co-operation to meet educational goals. The South-South Cooperation Network of lusophone countries (Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe and Timor-Leste) was established in 2006 to develop capacity to meet national and international literacy and adult education targets. The RIEJA Network of Ministries of Education

in Spain and Latin America aims to fulfil international commitments such as Education for All, the Millennium Development Goals and United Nations Literacy Decade. Cooperation between the Canary Islands and Guinea Bissau was a further example.

The common theme which emerged was the need for trust and equality between the partner governments and respect for cultural diversity, ethnic/racial and gender differences in each country.

2.4 Forging partnerships towards a renewed vision of adult education

Organiser: African Platform for Adult Education & Asian South Pacific Bureau of Adult Education (ASPBAE)

Moderator: José Roberto Guevara (ASPBAE)

Presenters: Gugulethu Thenjiwe Ndebele (South Africa)
Saloni Singh (Nepal)
Matarr Suraa K. Baldeh (ANCEFA/GCE Gambia)

Partnerships can break down if one partner (often government) takes the lead. Equality or balance comes about not only by the financial resources which partners bring, but by distributing responsibilities, resources and capacities to deliver. The Fast Track Initiative was given as an example of recognising balanced roles for partners. However, learners and their organisations, and the interests of particular groups (women, for example) should also be represented in partnership agreements. Civil society organisations are often closer to the demand, and there are roles for research and academic institutions.

Clarity of purpose, together with management rules and regulations to ensure transparency and ethical processes, are the best guarantors of successful partnerships.

2.5 Strengthening international cooperation for adult learning and education

Organiser: Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL)

Moderator: Emilio Coral (CREFAL)

Presenters: Mercedes Calderón (CREFAL)

Ernesto Rodríguez (CREFAL)

Hugo Zemelman (CREFAL)

Mercedes Ruiz (CREFAL)

Jorge Teles (Brazil)

María de la Paz Bareiro (Paraguay)

Latin American regional co-operation initiatives to develop educational policies for young people and adults were presented. By sharing research and policy experience, this can be an efficient way to obtain better educational results, especially if independent

voices are included in inter-sectoral work among government institutions, international organisations and non-governmental agencies. A Family Literacy and Learning Communities regional cooperation projects was proposed, involving the participation of government agencies in Mexico, Brazil and Paraguay.

2.6 Lifting obstacles to participation in adult learning and education: A condition for the right to education

Organiser: Institute for Cooperation in Adult Education (ICEA), Canada

Moderator: Dominique Ollivier (Canada)

Presenters: Daniel Baril (Canada)

Normand Lévesque (Canada)

Bernadette Maria Brady (Ireland)

Janine Eldred (UK)

Andrée Racine (Canada)

Research evidence from various countries showed that the persistence of barriers to adult learning and education undermines the right to education. Anticipating and responding to the needs of disadvantaged groups requires knowledge transfer from researchers to practitioners, and financial support to develop appropriate materials and teaching and learning methods.

It was resolved to adopt a global and integrated approach to increase access and to draw up national strategies which should identify the primary obstacles to participation and indicate the specific responsibilities of the state, civil society organisations, labour market stakeholders and learners themselves.

2.7 EFA for prisoners – educational experiences in prisons

Organiser: National Institute for Adult Education in Mexico & International Pedagogical Studies Centre (CIP) of France for the EU's EUROsocial Education Programme

Moderator: Marie-Noëlle Rodriguez

Presenters: María G. Alcaraz Ortega (Mexico)
Stella Maris Pallini (Argentina)
Maria de Lourdes Leguizamon de Portillo (Paraguay)
Jean-Pierre Simoneau (Canada)
Dennis Sinyolo (Education International)
Marc de Maeyer (independent consultant)

Examples of practice from prison education in Mexico, Argentina, Paraguay and other Latin American countries were presented, including the transformation of libraries into meeting places and cultural knowledge spaces, and the training of educators and recognition of their status.

Member States were recommended to ensure education in prisons as part of the right to education at all levels, and to urge UNESCO to take the lead in integrating prisoners' lifelong education into existing literacy, formal and non-formal and other educational programmes.

2.8 Adult learning and migration

Organiser: International Council for Adult Education (ICAE) & National Institute of Adult Continuing Education (NIACE, UK)

Moderator: Alan Tuckett (NIACE)

Presenters: Maria Angela C. Cillalba
Babacar Diop Buuba (ICAE)
Joseph Samuels (South Africa)
Sue Waddington (EAEA)
Matilde Gruenhagen-Monetti (Germany)

Almost 1 billion people are on the move, of whom 214 million are international migrants. 70 million move from the south to the north, but most migration is between countries suffering acute poverty. 48% of international migrants are women, and a quarter are young migrants. Especially for those forced to migrate, there is loss of status and rights, access to education, recognition of experience and skills, and disrupted family and community ties. For settled communities the arrival of significant numbers of migrants poses challenges of adjustment, which can be expressed in xenophobic or other hostile and defensive behaviour, as well as opportunities to benefit from diversity and difference.

A key task for UNESCO and its member states is to secure the fundamental right to education for migrants, who lack the protection of citizenship in the host country. Strategies for cross-cultural understanding are essential for migrants and host communities alike.

3.1 Recognition and validation of non-formal and informal learning

Organiser: European Association for the Education of Adults (EAEA) & National Institute for Lifelong Education (Republic of Korea)

Moderators: Dae Bong Kwon and Sue Waddington

Presenters: Eunsoon Baik (Republic of Korea)
Eeva-Inkeri Sirelius (Finland)

Korea's Academic Credit Bank System was presented as a means of recognising diverse types of learning acquired, whether in or out of school. It confers degrees on learners with the necessary approved credits. Northern European mechanisms to recognise, validate and assess prior learning were reviewed. In national lifelong learning systems, learning outcomes from non-formal education and informal learning should have equivalence to those from formal education.

It was suggested that UNESCO provide international guidelines, definitions and benchmarks adaptable to national contexts and wider reference frameworks (such as National Qualifications Frameworks and the European Qualifications Framework).

3.2 Learners' voice

Organiser: National Institute of Adult Continuing Education (England and Wales) & Scottish Adult Learning Partnership

Moderator: Lord Anthony Young (UK)

Presenters: Sue Neilsen (Canada)
Ellen Stavlund and Jan Helge Svendsen (Norway)
Alemeyhu Hailu Gebre (Ethiopia)

Anne Vinerier and Nadia Baragiola and learners
(France/Belgium)

Magdalena Motsi (Kenya)

John Gates (Wales)

Christopher Fairgrieve (Scotland)

Winifred Hignell (England)

This workshop used examples from several countries to discuss how best to secure and maintain a voice and active role for learners in policy development and influencing the quality and range of teaching and learning. How can learners take an active role in how their education is managed and delivered?

Learners are customers who deserve full respect and partnership. Their stories, used in learning festivals and campaigns, can inspire new learners and motivate more funding for adult education. They can play an important role in quality improvement by negotiating the educational curriculum that is offered: learning has a better chance of being of good quality if it is fit for purpose. Learners can give constructive feedback on materials and teaching.

England's government-funded National Learners' Panel and legislation to ensure learner representation on all college and university governing bodies motivated workshop participants to call on all major educational institutions to invite learners to have representation in governance and management, with appropriate training for new learner representatives.

3.3 South-South cooperation in the field of adult education and learning

Organiser: AlfaSol, São Tomé and Príncipe Ministry of Education, l'Établissement Qatari-Mauritanien pour le Développement Social & Qatar Foundation

Moderator: Luara Landulpho Alves Lopes, Ednéia Gonçalves

Presenters: Mr Ali Zainal Moussa (Ambassador of Qatar to UNESCO),

Maria Helena Pinheiro Bomfim, Ministry of Education, São Tomé and Príncipe

Filipe Bandeira Paquete, Ministry of Education, São Tomé and Príncipe

The central issues to emerge were those of sustainability and the fulfilment of local needs. The first example given, the "Solidarity in Literacy in São Tomé and Príncipe" project, was jointly designed by the Government of São Tomé and Príncipe and the Brazilian Agency for Cooperation. It aimed to establish a national policy for youth and adult education. Community centres for literacy and adult education for sustainable social development in Mauritania concentrate on capacity-building activities with motivated local teams.

Sustainability concerns were addressed not only by accessing development funds from international and national donors but also by building local capacity in youth and adult education. The whole process, from project design to evaluation, must be developed in close collaboration with the local team, to align and harmonise with national development strategies.

3.4 Accountability mechanisms in youth and adult literacy

Organiser: Asian South Pacific Association for Basic and Adult Education (ASPBAE), International Council for Adult Education (ICAE) and Africa Network Campaign on Education For All (ANCEFA).

Moderator: Ana Agostino

Presenters: Malini Ghose

Rene Raya

Boaz Waruku

India's Sakshar Bharat strategy targets 70 million non-literates, particularly women (60 million) and marginalised communities. Implementation at the lowest tier of local self-governance is laudable, but devolution of real power, with coordination and accountability between governance structures, is needed. A cost-benefit analysis to track progress and delivery of financial commitments by Asian governments and donors to adult literacy, and various accountability frameworks in Africa (including budget tracking, public interest litigation and citizens' watch and community audits), were offered as useful mechanisms.

One issue was how to go beyond monitoring and evaluation to accountability and quality improvement. The question of accountability to and for whom touched on ownership and power: accountability is a collective process involving all stakeholders.

3.5 Sharing countries' experiences of addressing the adult literacy challenge

Organiser: UNESCO/UIIL and UNLD

Moderators: Mmantsetsa Marope (UNESCO ED/BAS) and Hassana Alidou (UIL)

Presenters: El Habib Nadir (Morocco)

Ehsanur Rahman (Bangladesh)

Meissa Diop (Senegal)

Ulrike Hanemann (UIL)

Margarete Sachs-Israel (UNESCO/UNLD)

Bangladesh, Morocco and Senegal shared their experiences of working within the Literacy Initiative for Empowerment and the UN Literacy Decade Strategic Framework for Action. They identified the following recurring enablers of success: mainstreaming literacy within broader national macro-economic and social development instruments; strong partnerships between government and civil society; decentralisation of operations at all levels; efficient management and information systems; responsiveness to learners' complex needs; equivalency in formal and non-formal education; and community learning centres.

It was concluded that there is need for a paradigm shift that frames adult literacy as a development rather than education challenge. Further, international frameworks must be adapted to respond to national

and regional level needs. Finally, information-sharing can greatly improve literacy provision and facilitate evidence-based policy-making.

3.6 Intergenerational literacy and learning: Promoting Early Childhood Development (ECD) in parenting skills education

Organiser: UNESCO Regional Bureau of Education in Africa (BREDA) & Association for the Development of African Education (ADEA)

Moderator: Ann Therese Ndong-Jatta (BREDA)

Presenters: Ousséni Tamboura (Burkina Faso)

Rokhaya Fall Diawara (BREDA)

Binta Rassouloula Aw Sall (Senegal)

Amadou Wade Diagne (Senegal)

Salum R. Mnjagila (Tanzania)

Koumba Barry Boly (ADEA)

Wim Hoppers (Resource Person)

Experiences from Tanzania and Senegal showed how inter-generational learning, parents' education and mother-child education can link non-formal adult education and early childhood education.

The workshop proposed that to reach all children, pre-primary provision should not be limited to school-based services, but realised through a diverse network of support services, including community-based adult and youth education programmes. Political will is needed to integrate early childhood care and education, family literacy and parenting education into the education mainstream, but political will must be supported by research and evidence.

3.7 Assessing literacy and evaluating literacy programmes

Organiser: Open Society Foundation (OSF)

Moderator: Ian MacPherson (Open Society Institute)

Presenters: Wolfgang Leumer (dvv international)

Louise Knight (ActionAid)

Tanvir Mohammad Muntasim (ASPBAE)

Emma Pearce (ActionAid)

Kas Maria-Josep Cascant Sempere (South Africa Reflect Network)

The artificial division between literacy and illiteracy was contentious, it was felt, and data collected on this basis would be too simplistic a way of describing a complex phenomenon. Given this, there was agreement that assessment and evaluation must be both qualitative and quantitative and that this can and must be done in a participatory manner, involving all key stakeholders. The methodology of the Literacy Assessment and Monitoring Project was considered by many workshop participants to be economically and technically out of reach.

While governments should be circumspect about opting for quick-fixes in literacy (such as the ‘Yo sí puedo’ approach), there was an overall concern about how to scale-up innovative and critical literacy approaches that focus on the use of literacy in people’s lives and not just on learning to read and write.

3.8 The strategic use of ICT and adult learning

Organiser: UNESCO Brasília Office and Secretaria de Educação à Distância, Ministério da Educação do Brasil (Secretary of Open and Distance Learning, Ministry of Education, Brazil)

Moderator: Guilherme Canela (UNESCO Brasilia Office)

Presenters: Fernando José Almeida (São Paulo Catholic University)

Alvana Maria Bof (Ministry of Education, Brazil)

Regina Festa, (UNESCO Consultant)

Presenters discussed practices and difficulties in using information and communications technologies (ICTs) in adult learning, such as distance education. They presented strategies to overcome the digital divide that often prevents people, especially older adults, from using ICTs. It was suggested that access, and the capacity to read, understand and appropriate the different technologies are a human right. Including adult learners in the digital world is essential to their connection to contemporary societies.

Differences among countries should be considered carefully, taking into account the many levels of development and investment available. For many participants ICTs should not be seen as a panacea, and “traditional” characteristics of the educational system should not be put aside.

4.1 The decision-maker’s dilemma: How important is adult literacy within comprehensive education policies?

Organiser: Norway

Moderator: Ole Briseid (Norwegian Delegation to UNESCO)

Presenters: Purandeswari Daggubati (India)

André Luiz de Figueiredo Lázaro (Brazil)

Sarah Wright (USAID)

Koumba Boly Barry (Burkina Faso)

The crucial and cross-cutting role of literacy for achieving all EFA goals and the Millennium Development Goals was discussed, demonstrating the intrinsic links between universal primary education and adult literacy. The examples of Brazil and India showed that adult literacy can be an integral part of education policy in which strong partnerships between government and NGOs are critical, especially in reaching grassroots level. South-South cooperation represents great potential to address the adult literacy challenge

Tackling the literacy challenge requires sound national literacy policies as part of sector-wide planning and national development strategies. These must be based on relevant and reliable data and backed by legislation, comprehensive implementation strategies with good governance structures and funding.

4.2 Inclusion of indigenous people in adult learning and education

Organiser: National Institute for Adult Education (INEA) in Mexico and Ministry of Education of Brazil

Moderator: Sylvia Schmelkes

Presenters: Gersem Jose Dos Santos Luciano (Brazil)

Ursula Klesing-Rempel (DVV)

Sandra Lee Morrison (New Zealand)

Luz María Castro (INEA)

This workshop presented national and regional case studies to promote literacy provision for indigenous groups. Many challenges remain: funding, developing pedagogy to address diversity, adult teacher training, designing youth and adult education as public policy and civil society participation in governance. Inter-

culturality was a cross-cutting theme – for both indigenous and mainstream society.

The discussion revolved around the importance of listening to indigenous communities, of developing an engaging culture, of empowering learners by fulfilling their right to learn and write in their mother language, and respecting and addressing diversity in all dimensions.

4.3 First-language-based adult education and learning

Organisers: SIL International and Asia-Pacific Programme of Education for All (APPEAL) – UNESCO Bangkok Office/Ministry of Education of Bolivia

Moderators: Hameed A Hakeem (UNESCO) and Ian Cheffy (SIL International)

Presenters: Kimmo Kosonen (SIL International)

Anthony Klaas (SIL International)

Clinton Robinson (Consultant)

Chey Chap (Cambodia)

Hassana Alidou (UIL)

Marília Ferreira-Silva (Federal University of Pará, Brazil)

Dato Ahamad Bin Sipon (SEAMEO)

The workshop discussed how to address challenges arising from linguistic diversity. Using a language other than the first language as a medium of instruction when it is not well understood hampers effective learning. Using the local language opens up greater possibilities for learners to connect with – and critically reflect on – local problems and situations.

Accounts were given of programmes and schemes in Cambodia and Brazil which train educators to teach in non-dominant languages. There are practical difficulties, however, in introducing such programmes despite their evident educational benefit. The initial cost in training and producing materials can be extremely high, and difficult policy decisions have to be made when many languages are found within a country.

Despite these obstacles, there was strong encouragement for adult education programmes to be built upon the first language and culture of the

learners, using locally appropriate materials, moving into other languages as required.

4.4 Promoting adult learning and education – Adult Learners’ Week and Learning Regions

Organiser: European Association for the Education of Adults (EAEA)

Moderator: Ruth Jermann (SVEB)

Presenter: Katarina Popovic (EAEA)

Alan Tuckett (NIACE)

This workshop was engaged in how to involve institutions, individuals, politicians and the business sector in adult learning and education in building effective networks. Examples of learning festivals from Switzerland, Serbia and UK were presented, in which people can try out learning in a free and non-competitive way. The policy advantages of these campaigning activities were pointed out, providing showpieces to celebrate and promote adult learners and their learning.

Stronger networking is required among organisers and encouragement for others to organise an Adult Learners’ Week. In this light, there was a call for UNESCO to take over international patronage of Adult Learners’ Weeks, but also a recognition that governments must provide funding.

4.5 Good practices for effective literacy programme delivery – Focus on E9

Organisers: UNESCO EFA Unit, UNESCO Brasilia Office and Ministry of Education of Brazil

Moderator: Ms Mmantsetsa Marope (UNESCO)

Presenters: Dr Raafat Radwan (Ministry of Education, Egypt)

Ms Xiaoman Zhu (INRULED, China)

This workshop discussed good practice in adult literacy programme delivery and assessment in E-9 countries. Discussants suggested that a mapping exercise showcasing good practice could help the international community to improve communication and explore various learning strategies. Without resources, however, targeted approaches for disadvantaged

populations and innovative programmes will be extremely difficult to develop. In response to concerns about the lack of common learning strategies and benchmarking systems, reference was made to benchmarks of good practice in literacy programmes developed as part of the 2006 Global Monitoring Report on literacy after a worldwide survey.

4.6 Literacy assessment and monitoring

Organiser: Organization of Ibero American States (OEI)

Moderator: Rogelio Plá (OEI)

Presenters: María de la Paz Barreiro (Paraguay)

Rodolfo Elías (OEI)

César Guadalupe (UIS)

Daniel Wagner (International Literacy Institute, University of Pennsylvania)

The session analysed the scope and limitations of different models and studies for the measurement and assessment of literacy (for children as well as young people and adults). Another theme was inter-agency collaboration to support national education policies and provide data.

Traditional approaches are considered inadequate for estimating young people's and adults' literacy levels. LAMP is an important step that directly measures competencies and establishes levels of literacy (beyond a dichotomous view). It considers different domains (narrative, documentary and digital texts). It is important to implement LAMP in different contexts to generate empirical data to advance the measurement of literacy both methodologically and conceptually.

4.7 National qualifications frameworks and adult learning

Organiser: European Training Foundation (ETF)

Moderator: Borhène Chakroun (European Training Foundation)

Presenters: James Keevy (South Africa)

Patrick Werquin (Centre for Educational Research and Innovation, OECD)

The key inputs at the workshop were the links between qualification systems and the development of adult

learning, as well as the extent to which qualifications frameworks can achieve or promote lifelong learning policy objectives.

Discussion covered the recognition of non-formal and informal learning, the certification of adult learning and the mechanisms to ensure that they are recognised by employers and educational providers.

Qualifications frameworks should be developed in collaboration with all stakeholders – government, the education sector and business. However, given that qualifications frameworks may be important in motivating adult learners to become lifelong learners, they should be involved too. Developing countries should be supported to develop their own national qualifications systems through policy learning rather than policy borrowing. Simply transferring one mechanism from one country to another, quite out of context, will not necessarily be responsive to the country's needs.

4.8 The possibilities for monitoring CONFINTEA VI: Different perspectives

Organiser: African Platform for Adult Education

Moderator: Mahamadou Cheikh Diarra

Presenters: Sara Longwe (FEMNET)

Maarten Johan Marijnjs (ICCO)

Moussa Diaby (Mali)

Friedrich Huebler (UNESCO Institute for Statistics)

The workshop showcased effective monitoring mechanisms developed and implemented by governments and civil society organisations in a number of African countries, including Burkina Faso, Mali and Senegal. It also sought to identify principles and challenges for data collection and monitoring in adult learning and education.

It is important that the data to be collected is determined in part by the resolutions of CONFINTEA VI itself, although it seems likely that participation rates may be very important. There should be a long-term strategy for international data collection and analysis on adult learning and education, which builds on existing approaches, including household surveys. The critical role of civil society in monitoring CONFINTEA VI was emphasised.

Top: Delegates in plenary session

Middle: The Drafting Committee at work

Lower: One of the 32 workshops in progress



PART III CONFERENCE OUTCOMES

Oral report of the Conference by the Rapporteur-General

Mr President, President of the General Conference, it is my great pleasure to present the Oral Report of the Sixth International Conference on Adult Education – CONFINTEA VI – held in Belem, state of Pará, Brazil from 1 to 4 December 2009.

160 representatives from Member States including 50 Ministers or Vice Ministers of Education and over 1,000 participants are in attendance at this Conference and have deliberated extensively on the theme: “Living and Learning for a Viable Future: The Power of Adult Learning” a theme that strongly echoes the deep faith that participants at the Hamburg International Conference on Adult Education CONFINTEA V had placed in adult education as the key to overcoming the serious challenges that lay ahead in the Twenty First Century. As the *Hamburg Declaration* (1997, para) stated, aptly, “Sans une participation véritable et éclairée des hommes et des femmes de tous horizons, l’humanité ne saurait survivre ni relever les défis de l’avenir”.

The opening of the Conference was ushered in by a melodious prelude to the opening ceremony was provided by a Belem musical ensemble, taking the audience down memory lane with a rich medley of cabaret style sentimental classics, the bolero and the thumping racy Amazon beat of the Samba.

The representative of the President of CONFINTEA V, Mr Walter Hirche, informed delegates of the former President Ms. Rita Süßmuth’s regret for her unavoidable absence and her best wishes for the work of CONFINTEA VI. He recalled the spirit of CONFINTEA V embodied in the *Hamburg Declaration* and *Agenda for the Future* as timeless, relevant and indispensable. He acknowledged that the social, political, economic and environmental contexts of the 1997 Conference had changed: there were new

challenges, increasing demand for education, daunting economic, political and ethical crises which together make education provision through access, equity, quality and inclusion more critical today than ever before. Investment in adult education and learning was the only way out of the crisis.

After declaring the Conference open, Mr Hirche handed over the baton to the CONFINTEA VI President, Mr Fernando Haddad, Minister of Education of Brazil.

This Conference had three objectives:

- To push forward the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation;
- To highlight the crucial role of learning and education for the realisation of current international education and development agendas (EFA, MDGS, UNLD, LIFE and DESD);
- To renew political momentum and commitment and develop the tools for information in order to move from rhetoric to action

Addresses were also made by Mr Fernando Haddad, Minister of Education Brazil; Ms Irina Bokova, Director-General of UNESCO; Mr Mattar Baldeh; Ms Maria Khan from the Global Campaign for Education; Mr Alpha Oumar Konaré, Former President of the Republic of Mali, Ms Ana Júlia Carepa, Governor of Pará; Princess Laurentien des Pays Bas, Special Envoy of UNESCO for literacy for development and video-taped goodwill messages from Mr Ban Ki-moon, Secretary-General of the United Nations, and Mr Jacques Delors, former Chairman of the European Commission.

Speakers extended warm felicitations to the Brazilian government, for this CONFINTEA VI and the great

hospitality and the sterling example of cultural pluralism and diversity that Brazil represents. Holding the first conference in the South at Belém has been singularly appropriate – its location in Pará embodies the global challenge of sustainable development which rests on sustainable economic development. Each speaker stressed the inter-relationship of adult learning and sustainable development.

Main issues

Speakers also noted that the challenge of illiteracy remains immense with almost 800 million people unable to read and write, two thirds of them being women.

Adult learning and education should be embedded in the broader vision and wider perspectives of sustainable development which will encompass cultural, political, economic and social issues. There should also be a dynamic and binding relationship between sustainable economic development and sustainable human development.

The gender gap emerges as a great barrier in achieving the EFA goals.

The hosting of CONFINTEA VI in the Amazon region is very significant; apart from being the first in the southern hemisphere, it represents how natural and human resources are very closely linked; also the need of all developing nations to achieve a good level of sustainable human and environmental development; and also the hope that it would be a focus of attention since the 1994 Rio conference.

The Global Campaign for Education had some very clear key messages for the CONFINTEA VI. The Big Read projects now exist in 120 countries. However, the challenge of securing 10 billion US dollars by 2015 was thought to be daunting but realisable if certain conditions are met by all stakeholders. These include: the urgent need to abolish the literacy-illiteracy dichotomy; increased national research/survey for creating reliable databases; setting up and using international benchmarks on adult literacy; commitment of at least 6% of their GDP to education of youth and adults and challenging both the IMF

micro-economic conditions that undermine investment in education and Fast-Track Initiative which are too tied to “credible strategies and the investments” being reflected in education sector plans.

The State of the African continent was also the subject of a passionate plea for the global community to see Africa’s current travails as a consequence of several external economic and funding frameworks which have distorted the continent’s true image and capacity for self-help.

The current economic crisis should serve as a salutary lesson to erstwhile donor nations or financial institutions which have directly or indirectly contributed to worsening poverty, high illiteracy rates, brain-drain or brain-poaching. There should be a paradigm shift in the system of development aid. Nonetheless, the solution to Africa’s problems and challenges also could be found within and come from the political will of African governments and stakeholders.

Election of Conference officers

The President of the Conference, Mr Fernando Haddad, tabled the adoption of the amended rules of procedure for CONFINTEA VI which, with a proposed amendment by the United States of America, further amended by a draft proposed by South Africa, was adopted by acclamation.

The five Vice-Presidents, representing the regional groups, and the Rapporteur-General representing Nigeria were elected by acclamation.

The President of the Commission from Morocco and the two Vice Presidents from Iran and Zambia respectively were elected by acclamation.

The Drafting Committee, made up of regional group representatives, and those representing the United Nations (1), civil society (2) and the private sector (1), were elected by acclamation.

Thematic issues

Five main issues framed the discussion, together with another, on environmental sustainability:

1. Policy and governance

(i) Mainstreaming adult learning and education policies within lifelong learning, education for sustainable development frameworks and EFA

Regions and countries differ considerably in the approaches, content and scope of adult education and learning policies. Despite these relevant differences, there is a growing consensus about positioning the adult learning and education policies within the comprehensive frameworks of lifelong learning and Education For Sustainable Development (ESD). This would entail and adopting adult learning and education as a core strategy of EFA within renewed national and international engagements and agendas to further accelerate its fulfillment under a holistic perspective. More specifically, donors need to clearly recognise and fund initiatives related to EFA Goals 3 and 4.

Within an enhanced EFA framework which places equity and quality at the core of national plans, the purpose and scope of adult education should include basic education, vocational training, human resource development and continuing professional development. Professional and vocational training programmes need to be integrated with basic education and basic skills programmes.

(ii) Comprehensive long-term public policies to sustain quality in adult learning and education

Although there is an increasing political recognition that adult learning and education is vital to building a sustainable and socially cohesive future it remains chronically under-valued, under-developed and under-funded.

(iii) Multi-sectoral approaches to foster social and educational inclusion

These would serve to strongly position adult learning and education as a key strategy to attain social inclusion and inclusive education systems. The coordination among social policies (i.e. family, health and education) and their links to the economic policies, would lay the foundations for the empowerment and development of the capacities of the communities to actively participate in society and exercise their right to education and lifelong learning opportunities.

(iv) Mainstreaming adult learning and education in educational policies and good governance

Policies require good governance at all levels, and a permanent search for finding out appropriate synergies between the national and local levels, grassroots levels participation of adults and the engagement of different stakeholders.

(v) Partnerships sustaining adult learning and education policies

Equally critical, partnerships should be designed so that adult education programmes take into consideration learners' needs in a given context and include, in addition to basic education and specific professional skills, social and entrepreneurship skills, a gender perspective, values, orientations, knowledge, behaviours and skills for sustainable development.

2. Participation and inclusion

The focus of the very first Round Table of the conference and the presentation of the *Global Report on Adult Learning and Education (GRALE)* report had revealed that, even with the limitations of data, participation in adult learning remains unacceptably low. The figures for illiteracy demonstrate the scale of the problem of a high proportion of adults who have not completed primary education. The *GRALE* presentation also highlighted that participation is not just about how many people participate but who participates and for what purpose.

The Round Table on inclusion focused on measures for addressing the main barriers to participation with examples of how these are being successfully addressed by some countries. It was also an opportunity for the conference to follow the theme of the keynote address since the session also contained the stories of two learners, Mr John Gates from the UK and Mme Magdalene Motsi both of whom were active in learner networks. These networks put into practice the idea of learner-centredness since they advocate with providers and policy-makers for provision that involves those who learn in the planning and organising of their opportunities.

Apart from the specific Round Table on this issue, the parallel workshops focused on a wide range of urgent

related matters, specifically on challenges and ways to overcome them, including gender. The majority of those with least education are women. The exclusion of prisoners and indigenous peoples was also considered. The growing issue of migration was discussed, especially the vast numbers involved – a billion people on the move each year and how adult learning can both enhance the lives of migrants and mitigate the hostile reactions of those in host countries.

Inclusion was also emphasised within the Round Table on financing adult education which discussed how partners who were able to reach the marginalised communities were an essential tool in combating exclusion and how funds are needed for the disadvantaged.

Finally one of the lessons from this discussion is that adult learners themselves can be the best allies in combating exclusion. They are experts in their communities and understand their needs, they offer motivation in the form of powerful and attainable role models and they are entirely rooted in reality. Supporting them and their networks helps in developing cost-efficient and -effective strategies for reaching the unreached.

3. Financing adult education

(i) Making a case for valuing adult learning and education

In the past, stakeholders were busy counting the cost of adult education, and it has been regarded as being in competition with other sectoral budgets – even within the education sector. Many governments believe that funding adult education necessarily takes money and resources away from other important sectors, such as early childhood development and universal primary education. That is not the case. They are complementary rather than competitive arms of the same cause – namely to build inclusive, healthier, wealthier, more peaceful, tolerant and democratic societies.

Furthermore, a case was made for a shift from a discourse solely of cost to one of investment and benefits. Governments, of course, need to be assured that their investments in adult education

will be rewarded. It is, however, difficult to measure and report the wider benefits of learning to all stakeholders, including government officials and individuals. Many of the benefits are difficult to measure, and even unmeasurable in many cases. It is clear that what is needed are better, more reliable and comparable sources of data on which we can make political decisions.

Adult education supports economic development, by building a more creative, productive and skilled workforce. In all of this, however, extra money alone may not be the way out. Countries from the south do not want to continue being passive recipients of charity or hand-outs. They have (and want) to find new and different ways to achieve objectives effectively, taking responsibility to use existing funds judiciously.

(ii) Finding other ways of financing adult education

Businesses are starting to recognise that investing in their employees is a means of increasing profitability, of maintaining market share in their products and services, and of reducing recruitment costs. They do need, however, incentives to invest more in adult learning and education (for example, tax breaks). Individuals, too, need incentives and motivation in the form of educational savings schemes, learning accounts, tax deductibility, grants or loans. Demand-driven funding is crucial to increase relevance.

(iii) What is required for greater mobilisation of resources to finance adult education?

- Conducting research to demonstrate the cost-effectiveness of adult education and literacy programmes.
- Accountability and transparency.
- Governments should acknowledge that adult education is an integral part of Education for All.
- Multiple strategies to mobilise financial resources.
- Establishing indicators to measure adult education
- Developing multi-sectoral approaches which embed adult education in all public policy portfolios.
- Developing effective monitoring and evaluation systems for adult education.

4. Quality in adult learning and education

CONFINTEA VI has underscored the enormous diversity of adult education provision. As such, providers and practitioners often develop their own specific definitions and ways of assuring quality. There is an increase in interest in, and demand for, greater specification of the quality of the adult learning experience and learning outcomes. Adults are certainly more likely to participate in learning programmes if they believe that they will gain some personal, economic or social rewards from their learning in return for their investment of money, time, energy and commitment.

(i) The primacy of relevance and flexibility

Relevance to learners is vital for quality in adult learning and education. Many CONFINTEA VI participants emphasised that the content of adult education must respond, first and foremost, to the needs of adult learners, while keeping in mind the concerns of other stakeholders. For example, in a workshop on 'Education for sustainable societies and global responsibility' participants discussed the importance of contextualising the pedagogy to the specific environmental challenges faced by the adults, especially those living in rural and agricultural areas. Programmes are most relevant when they draw upon local and traditional sources of knowledge, especially those of migrant and tribal peoples. Flexibility in provision helps to ensure relevance.

In the Roundtable on Inclusion and participation colleagues from Sweden highlighted the importance of validating adult learning, providing guidance and counselling and flexible schedules to suit adult learners as a critical component for assuring high quality adult education. ISESCO pointed out that when adult education is sensitive to the surrounding social and cultural context, including religious institutions and sensibilities, then quality and relevance in adult learning are enhanced.

(ii) The role of teacher-educators

Quality in adult learning and education is deeply linked to the role of teachers/educators. In the roundtable on quality, teachers were also recognized as one of the most important elements in quality of adult education. Many countries still rely on

non-professional adult educators. Others work with volunteers that are trained as adult educators. Overall there is a clear preoccupation with finding ways to improve the professional training of adult teacher-educators.

(iii) Monitoring, assessment and evaluation

There is a growing awareness of the need of data, data analysis and, particularly, of its use to improve quality of provision, results and policy. Countries use different strategies to collect and analyse data on adult learning and education. For example, many employ surveys to provide information on the needs of learners and the scope of provision. In some countries monitoring systems are established to track inputs, expenditures, teacher training and student satisfaction. Ideally these efforts are frequent enough and reliable enough to provide feedback for programme adjustment.

Several countries were asked about the most promising ways to formulate quality criteria and standards in adult education. Country experiences are quite diverse in this regard. In some cases, input, process, output and impact standards and indicators have been defined and are being proposed. In other countries there are only a few indicators for adult education. Most countries are working on improving their set of indicators in order to be accountable to society for progress made in this area.

5. Literacy

(i) Concepts of literacy and the scope of the challenge

There were discussions about the scope of the challenges and also of the concept of literacy. There is also a need for laws and effective policies. The participants strongly emphasized the need to establish the importance of education as a right and recognize the importance of literacy for economic and social progress by focusing on vulnerable groups and putting in place responsible public policies. Balancing literacy with the need for social cohesion is important as it leaves citizens better prepared to respect cultural diversity.

Furthermore, effective language policies which recognise linguistic diversity and its importance for

education and development should be promoted and actualised. Equally, learners' first languages should be used to promote literacy acquisition not only in these languages but also in other languages used for literacy and adult education.

It is important to adopt a multi-sectoral approach to literacy and adult education in order to mainstream literacy into education and other development sectors.

Accountability and transparency mechanisms should be jointly developed by the government and civil society organisations in order to ensure appropriate distribution and use of funds for adult literacy.

(ii) Partnership between governments, civil society organisations and the international community were recognised as fundamental

Governments should adapt international literacy and adult education frameworks to the needs of people at the country and regional levels.

(iii) Development of a reading culture and literate environments

In order to create a dynamic reading culture and literate environment stakeholders need to consider the different motivations for reading (reading to learn, reading to feel included, reading to develop skills which enable individuals to function adequately in society, reading to communicate, reading for pleasure). Strategies to improve reading culture might include the production of reading materials, use of ICTs and websites which are directed to new readers. It also comprises the use of tools such as awareness campaigns, the production of quick-read books targeted at youth and people with disabilities, relevant and appealing written materials in different languages. There is a need also for monitoring and evaluation.

6. Environmental sustainability

The special issue is that of environmental sustainability. Considering that CONFINTEA is based on three organising principles – a culture of sustainability, democratic participation and the inseparability of culture and education – a number of actions were designed, aimed at making concrete the principle of sustainability. These included symbolic

actions such as the planting of native Amazon species of trees at the opening of the conference. At the end of the Conference, representatives of all the delegations present will plant native trees, making up a small Wood of the Nations. There is to be an inventory of the significant emissions of greenhouse gases generated by CONFINTEA VI, which will be converted into an estimated number of native regional trees to be planted in order to minimise the impact of global warming. This will be accompanied by the planting of trees in each country with a number proportional to the impact generated.

7. Close

To end this report I cannot forget to mention how intense the deliberations have been. There were for example 32 parallel sessions, and everybody was engaged, everyone was involved. That I think was a good sign that something good was going to come out of the work of this conference.

Finally, Mr President, I must say that the team of rapporteurs have made my work so easy. It was very hectic for them. But I felt very relaxed it was a pleasure to work with them. So I want to thank them very much. I also want to thank the members of the Africa Electoral Group that considered my nomination and also to the Conference who ratified it without any need to "go to court". Finally to the Nigerian government for putting me forward. It's been a brilliant experience, and I am sure that CONFINTEA VI, from what I've seen, is going to go a long way.

Thank you very much.

Belém Framework for Action

Harnessing the power and potential of adult learning and education for a viable future

Preamble

1.

We, the 144 Member States of UNESCO, representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies and the private sector, have gathered in Belém do Pará in Brazil in December 2009 as participants in the Sixth International Conference on Adult Education (CONFINTEA VI) to take stock of the progress made in adult learning and education since CONFINTEA V. Adult education is recognised as an essential element of the right to education, and we need to chart a new and urgent course of action to enable all young people and adults to exercise this right.

2.

We reiterate the fundamental role of adult learning and education as laid down during the five International Conferences on Adult Education (CONFINTEA I-V) since 1949 and unanimously undertake to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education.

3.

We endorse the definition of adult education, first laid down in the *Recommendation on the Development of Adult Education* adopted in Nairobi in 1976 and further developed in the *Hamburg Declaration* in 1997, namely, adult education denotes “the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society”.

4.

We affirm that literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong and life-wide learning for all young people and adults. Given the magnitude of the global literacy challenge, we deem it vital that we redouble our efforts to ensure that existing adult literacy goals and priorities, as enshrined in Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE), are achieved by all means possible.

5.

The education of young people and adults enables individuals, especially women, to cope with multiple social, economic and political crises, and climate change. Therefore, we recognise the key role of adult learning and education in the achievement of the Millennium Development Goals (MDGs), Education for All (EFA) and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality (CEDAW and the Beijing Platform for Action)

6.

We therefore adopt this **Belém Framework for Action** to guide us in harnessing the power and potential of adult learning and education for a viable future for all.

Towards Lifelong Learning

7.

The role of lifelong learning is critical in addressing global educational issues and challenges. Lifelong learning “from cradle to grave” is a philosophy, a conceptual framework and an organising 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. We reaffirm the four pillars of learning as recommended by the International Commission on Education for the Twenty-first Century, namely learning to know, learning to do, learning to be and learning to live together.

8.

We recognise that adult learning and education represent 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 cater to the learning needs of young people, adults and older people. Adult learning and education cover a broad range of content – general issues, vocational matters, family literacy and family education, citizenship and many other areas besides – with priorities depending on the specific needs of individual countries.

9.

We are convinced and inspired by the critical role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that 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. Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.

Recommendations

10.

While we acknowledge our achievements and progress since CONFINTEA V, we are cognisant of the challenges with which we are still confronted. Recognising that the fulfilment of the right to education for adults and young people is conditioned by considerations of policy, governance, financing, participation, inclusion, equity and quality as outlined in the annexed Statement of Evidence, we are determined to pursue the following recommendations. The particular challenges faced by literacy lead us to place recommendations on adult literacy to the fore.

Adult Literacy

11.

Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. The right to literacy is an inherent part of the right to education. It is a prerequisite for the development of personal, social, economic and political empowerment. Literacy is an essential means of building people's capabilities to cope with the evolving challenges and complexities of life, culture, economy and society.

Given the persistence and scale of the literacy challenge, and the concomitant waste of human resources and potential, it is imperative that we redouble efforts to reduce illiteracy by 50 per cent from 2000 levels by 2015 (EFA Goal 4 and other international commitments), with the ultimate goal of preventing and breaking the cycle of low literacy and creating a fully literate world.

To these ends, we commit ourselves to:

- (a) ensuring that all surveys and data collection recognise literacy as a continuum;
- (b) developing a road map with clear goals and deadlines to meet this challenge based on the critical assessments of progress made, obstacles encountered and weaknesses identified;
- (c) mobilising and increasing internal and external resources and expertise to carry out literacy programmes with greater scale, range, coverage and quality to foster integral and medium-term processes, to ensure that individuals achieve sustainable literacy;
- (d) developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments;
- (e) focusing literacy actions on women and highly disadvantaged populations including indigenous peoples and prisoners, with an overall focus on rural populations;
- (f) establishing international indicators and targets for literacy;
- (g) systematically reviewing and reporting progress,

amongst others on investment and the adequacy of resources in literacy in each country and at the global level by including a special section in the EFA Global Monitoring Report;

- (h) planning and implementing continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment.

Policy

12.

Policies and legislative measures for adult education need to be comprehensive, inclusive and integrated within a lifelong and life-wide learning perspective, based on sector-wide and inter-sectoral approaches, covering and linking all components of learning and education.

To these ends, we commit ourselves to:

- (a) developing and implementing fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning;
- (b) designing specific and concrete action plans for adult learning and education which are integrated into MDG, EFA and UNLD, as well as other national and regional development plans, and with LIFE activities where those exist;
- (c) ensuring that adult learning and education are included in the United Nations initiative “Delivering as One”;
- (d) establishing appropriate coordination mechanisms, such as monitoring committees involving all stakeholders active in adult learning and education;
- (e) developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning by establishing equivalency frameworks.

Governance

13.

Good governance facilitates the implementation of adult learning and education policy in ways which are effective, transparent, accountable and equitable. Representation by and participation of all stakeholders are indispensable in order to guarantee responsiveness

to the needs of all learners, in particular the most disadvantaged.

To these ends, we commit ourselves to:

- (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;
- (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;
- (c) promoting and supporting inter-sectoral and inter-ministerial cooperation;
- (d) fostering transnational cooperation through projects and networks for sharing know-how and innovative practice.

Financing

14.

Adult learning and education represent a valuable investment which brings social benefits by creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies. Significant financial investment is essential to ensure the quality provision of adult learning and education.

To these ends, we commit ourselves to:

- (a) accelerating progress towards achieving the CONFINTEA V recommendation to seek investment of at least 6% of GNP in education, and working towards increased investment in adult learning and education;
- (b) expanding existing educational resources and budgets across all government departments to meet the objectives of an integrated adult learning and education strategy;
- (c) considering new, and opening up existing, transnational funding programmes for literacy and adult education, along the lines of the actions taken under the EU Lifelong Learning Programme;
- (d) creating incentives to promote new sources

of funding, e.g. from the private sector, NGOs, communities and individuals, without prejudicing the principles of equity and inclusion;

- (e) prioritising investment in lifelong learning for women, rural populations and people with disabilities.

In support of these strategies, we call upon international development partners to:

- (f) meet their commitment to filling the financial gaps that prevent the achievement of all EFA Goals, in particular Goals 3 and 4 (youth and adult learning, adult literacy);
- (g) increase funds and technical support for adult literacy, learning and education, and explore the feasibility of using alternative financing mechanisms, such as debt swap or cancellation;
- (h) require education sector plans submitted to the Fast Track Initiative (FTI) to include credible action on, and investment in, adult literacy.

Participation, inclusion and equity

15.

Inclusive education is fundamental to the achievement of human, social and economic development.

Equipping all individuals to develop their potential contributes significantly to encouraging them to live together in harmony and with dignity. There can be no exclusion arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment. Combating the cumulative effects of multiple disadvantage is of particular importance. Measures should be taken to enhance motivation and access for all.

To these ends, we commit ourselves to:

- (a) promoting and facilitating more equitable access to, and participation in, adult learning and education by enhancing a culture of learning and by eliminating barriers to participation;
- (b) promoting and supporting more equitable access to, and participation in, adult learning and education through well-designed and targeted guidance and information, as well as activities and programmes such as Adult Learners' Weeks and learning festivals;

- (c) anticipating and responding to identifiable groups entering trajectories of multiple disadvantage, in particular in early adulthood;

- (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;

- (e) supporting the development of writing and literacy in the various indigenous languages by developing relevant programmes, methods and materials that recognise and value the indigenous cultures, knowledge and methodologies, while adequately developing the teaching of the second language of wider communication;

- (f) supporting financially a systematic focus on disadvantaged groups (for example indigenous peoples, migrants, people with special needs and those living in rural areas) in all educational policies and approaches, which may include programmes that are provided free of charge or subsidised by our governments, with incentives for learning such as bursaries, fee remission and paid study leave;

- (g) providing adult education in prison at all appropriate levels;

- (h) adopting a holistic, integrated approach, including a mechanism to identify stakeholders and the responsibilities of the state in partnership with civil society organisations, labour market stakeholders, learners and educators;

- (i) developing effective educational responses for migrants and refugees as a key focus for development work.

Quality

16.

Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple competences and knowledge, the professionalisation of educators, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to:

- (a) developing quality criteria for curricula, learning materials and teaching methodologies in adult education programmes, taking account of outcomes and impact measures;
- (b) recognising the diversity and plurality of providers;
- (c) improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations;
- (d) elaborating criteria to assess the learning outcomes of adults at various levels;
- (e) putting in place precise quality indicators;
- (f) lending greater support to systematic interdisciplinary research in adult learning and education, complemented by knowledge management systems for the collection, analysis and dissemination of data and good practice

Monitoring the implementation of the Belém Framework for Action

17.

Drawing strength from our collective will to reinvigorate adult learning and education in our countries and internationally, we commit ourselves to the following accountability and monitoring measures. We acknowledge the need for valid and reliable quantitative and qualitative data to inform our policy-making in adult learning and education. Working with our partners to design and implement regular recording and tracking mechanisms at national and international levels is paramount in realising the *Belém Framework for Action*.

To these ends, we commit ourselves to:

- (a) investing in a process to develop a set of comparable indicators for literacy as a continuum and for adult education;
- (b) regularly collecting and analysing data and information on participation and progression in adult education programmes, disaggregated by gender and other factors, to evaluate change over time and to share good practice;
- (c) establishing a regular monitoring mechanism to assess the implementation of the commitments to CONFINTEA VI;

- (d) recommending the preparation of a triennial progress report to be submitted to UNESCO;
- (e) initiating regional monitoring mechanisms with clear benchmarks and indicators;
- (f) producing a national progress report for a CONFINTEA VI Mid-Term Review, coinciding with the EFA and MDG timeline of 2015;
- (g) supporting South-South cooperation for the follow-up of MDG and EFA in the areas of adult literacy, adult education and lifelong learning;
- (h) monitoring collaboration in adult education across disciplines and across sectors such as agriculture, health and employment.

To support the follow-up and monitoring at the international level, we call upon UNESCO and its structures:

- (i) to provide support to Member States by designing and developing an open-access knowledge management system to compile data and case studies of good practice, to which Member States themselves will contribute;
- (j) to develop guidelines on all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognised and validated;
- (k) to coordinate, through the UNESCO Institute for Lifelong Learning in partnership with the UNESCO Institute for Statistics, a monitoring process at the global level to take stock and report periodically on progress in adult learning and education;
- (l) to produce, on this basis, the *Global Report on Adult Learning and Education* (GRALE) at regular intervals;
- (m) to review and update, by 2012, the *Recommendation on the Development of Adult Education* adopted in Nairobi (1976).

ANNEX

Statement of Evidence

Addressing global and educational issues and challenges

1.

Adult learning and education play a critical role in responding to contemporary cultural, economic, political and social challenges. Our globalised world has paved the way for many opportunities, among them the possibility of learning from rich and diverse cultures that transcend geographical boundaries. However, widening inequalities have become dominant features of our era. Much of the world's population lives in poverty, with 43.5% subsisting on less than US \$2 a day. The majority of the world's poor lives in rural areas. Demographic imbalances, with burgeoning young populations in the South and ageing populations in the North, are exacerbated by large-scale migration from poor to rich areas – within and between countries – and influxes of significant numbers of displaced people. We are confronted with unequal access to food, water and energy, and ecological degradation threatens our very existence in the long term. Alongside material privation is the all-too-frequently observed poverty of capabilities that prevents effective functioning in society. An unacceptably high number of today's children face the prospect of youth unemployment, while a growing number of socially, economically and politically “detached” young people feel that they have no stake in society.

2.

We face structural shifts in production and labour markets, growing insecurities and anxieties in everyday life, difficulties in achieving mutual understanding, and now a deepening world economic and financial crisis. At the same time, globalisation and the knowledge economy force us to update and adapt our skills and competences to new work environments, forms of social organisation and channels of

communication. These issues, and our urgent collective and individual learning demands, question our tenets and assumptions in this area and some aspects of the foundations of our established educational systems and philosophies.

3.

In many countries, adult literacy remains a major challenge: 774 million adults (two-thirds of whom are women) lack basic literacy skills, and there is insufficient provision of effective literacy and life-skills programmes. In Europe, almost a third of the workforce has only the equivalent of lower secondary education, whereas two-thirds of new jobs require qualifications at upper secondary level or above. In many countries of the South, the majority of the population does not even attain primary school level. In 2006, some 75 million children (the majority of whom were girls) had either left school early or had never attended school. Nearly half of these children were from sub-Saharan Africa and more than 80% were rural children. The lack of social relevance of educational curricula, the inadequate numbers and, in some cases, the insufficient training of educators, the paucity of innovative materials and methods, and barriers of all kinds undermine the ability of existing educational systems to provide quality learning that can address the disparities in our societies.

4.

There have been concerted international efforts to address these challenges. Progress has been made towards achieving the six Education for All (EFA) goals (2000) through government-led cooperation with United Nations agencies, civil society organisations, private providers and donors. Increasing resources for Universal Primary Education were made available through the EFA Fast Track Initiative. The United Nations Literacy Decade (UNLD) (2003-2012) provides

support to achieve EFA's literacy goal through worldwide advocacy and awareness-raising. The Literacy Initiative for Empowerment (LIFE) furnishes a global framework within UNLD to support countries with the greatest literacy needs. Two of the Millennium Development Goals (2000) explicitly address education: achieving universal primary education and gender parity. However, in none of these efforts has there been a designated role for adult learning and education beyond basic literacy and life skills. Encouragingly, the Decade of Education for Sustainable Development (2005-2014) sets out a broad mandate in which adult learning and education can play a highly visible role.

5.

Adult learning and education are a critical and necessary response to the challenges that confront us. They are a key component of a holistic and comprehensive system of lifelong learning and education which integrates formal, non-formal and informal learning and which addresses, explicitly or implicitly, both youth and adult learners. Ultimately, adult learning and education are about providing learning contexts and processes that are attractive and responsive to the needs of adults as active citizens. They are about developing self-reliant, autonomous individuals, building and rebuilding their lives in complex and rapidly-changing cultures, societies and economies – at work, in the family and in community and social life. The need to move to different kinds of work in the course of a lifetime, the adaptation to new contexts in situations of displacement or migration, the importance of entrepreneurial initiatives and the capacity to sustain improvements in quality of life – these and other socio-economic circumstance all call for continued learning throughout adult life. Adult learning and education not only offer specific competences, but are also a key factor in boosting self-confidence, self-esteem, a settled sense of identity and mutual support.

6.

It is estimated today that for every single year that the average level of education of the adult population is raised, there is a corresponding increase of 3.7% in long-term economic growth and a 6% increase in per capita income. Nevertheless, adult learning and education are much more than an item of social

spending or financial expenditure. They are an investment in hope for the future.

Progress in adult learning and education since CONFINTEA V

7.

National reports submitted by 154 Member States in readiness for CONFINTEA VI and discussion on effective practice during the regional preparatory conferences have shown some progress and innovation in adult learning and education within a perspective of lifelong learning. Apart from the example of the European Union's ongoing Lifelong Learning Strategy, introduced in the year 2000, and related national policies in Member States, a few Member States in the South have introduced comprehensive adult learning and education policies and legislation, and some have even enshrined adult learning and education in their constitutions. Systematic approaches to adult learning and education, guided by policy frameworks, are being developed, and there have been instances of landmark policy reforms.

8.

Literacy plans, programmes and campaigns have been reactivated and accelerated in some Member States. The period 2000-2006 saw an increase in global adult literacy rates from 76% to 84%. Progress was especially marked in the developing countries. Some governments have actively sought to work with civil society to provide non-formal learning opportunities in approaches such as *faire-faire*, with a wide range of content, objectives and target groups. The provision of non-formal education has diversified, covering topics such as human rights, citizenship, democracy, women's empowerment, HIV prevention, health, environmental protection and sustainable development. Advocacy events such as Adult Learners' Weeks and learning festivals, as well as comprehensive movements such as Learning Cities and Learning Regions, are contributing substantially to adult learning and education.

9.

There have been some convincing signs and increased recognition among Member States of the benefits of gender-sensitive provision in adult learning and education, particularly with respect to women. Information and communications technologies and

open and distance learning are being embraced and are slowly responding to the specific needs of learners who, until very recently, have been excluded. Mother-tongue learning is increasingly being addressed in national policies in multilingual and multicultural contexts, although only a few have implemented comprehensive policies.

10.

Systems of information, documentation, monitoring and evaluation for adult learning and education programmes have been introduced. Effective instruments and systems of recognition, validation and accreditation of learning are gradually being put in place, including quality assurance bodies and procedures. Creating synergies between formal, non-formal and informal learning and education has proven to yield better results for both individual learners and education systems as existing resources and competencies are more effectively used.

11.

Adult learning flourishes when states implement decisive initiatives in alliance with key civil society institutions, the corporate sector and workers' associations. Public-private partnerships are gaining currency, and South-South and triangular cooperation are yielding tangible results in forging a new form of adult learning for sustainable development, peace and democracy. Regional and supranational bodies and agencies play crucial and transformative roles, influencing and complementing states.

Challenges for adult learning and education

12.

Despite this progress, the national reports and the *Global Report on Adult Learning and Education (GRALE)* produced for CONFINTEA VI show new social and educational challenges that have emerged alongside existing problems, some of which have worsened in the interim, nationally, regionally and globally. Crucially, the expectation that we would rebuild and reinforce adult learning and education in the wake of CONFINTEA V has not been met.

13.

The role and place of adult learning and education in lifelong learning continue to be underplayed. At the same time, policy domains outside of education have failed to recognise and integrate the distinctive contributions that adult learning and education can offer for broader economic, social and human development. The field of adult learning and education remains fragmented. Advocacy efforts are dissipated across a number of fronts, and political credibility is diluted precisely because the very disparate nature of adult learning and education prevents their close identification with any one social policy arena. The frequent absence of adult education from the agendas of government agencies is matched by scant inter-ministerial cooperation, weak organisational structures and poor links between education (formal and non-formal) and other sectors. With regard to the recognition and accreditation of learning, both in-country mechanisms and international efforts place undue emphasis on formally accredited skills and competences, seldom including non-formal, informal and experiential learning. The gap between policy and implementation widens when policy development is undertaken in isolation, without external participation or input (from the field and institutes of higher education) and other organisations of youth and adult educators.

14.

Not enough far-sighted and adequate financial planning has been established to enable adult learning and education to make telling contributions to our future. Furthermore, the current and growing trend of decentralisation in decision-making is not always matched by adequate financial allocations at all levels, or by an appropriate delegation of budgetary authority. Adult learning and education have not figured strongly in the aid strategies of international donors and have not been subject to ongoing efforts in donor coordination and harmonisation. Debt relief has not, so far, markedly benefited adult learning and education.

15.

Although we are witnessing an increasing variety of adult learning and education programmes, the primary focus of such provision is now on vocational and professional education and training.

More integrated approaches to adult learning and education to address development in all its aspects (economic, sustainable, community and personal) are missing. Gender mainstreaming initiatives have not always led to more relevant programmes for greater participation by women. Similarly, adult learning and education programmes are rarely responsive to indigenous people, rural populations and migrants. The diversity of learners, in terms of age, gender, cultural background, economic status, unique needs – including disabilities – and language, is not reflected in programme content and practices. Few countries have consistent multilingual policies promoting mother tongues, yet this is often crucial for creating a literate environment, especially for indigenous and/or minority languages.

16.

At best referred to only in the broadest terms, adult learning and education feature sparingly in many international education agendas and recommendations, and are often viewed as a synonym for basic literacy acquisition. Yet literacy is indisputably of immense consequence, and the persistently vast scale of the literacy challenge presents an indictment of the inadequate adoption of the measures and initiatives launched in recent years. Consistently high illiteracy rates question whether enough has been done politically and financially by governments and international agencies.

17.

The lack of professionalisation and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision, as has the impoverished fabric of the learning environment, in terms of equipment, materials and curricula. Only rarely are needs assessment and research conducted on a systematic basis in the planning process to determine appropriate content, pedagogy, mode of delivery and supporting infrastructure. Nor are monitoring, evaluation and feedback mechanisms a consistent feature of the quality landscape in adult learning and education. Where they do exist, their levels of sophistication are subject to the tension of balancing quality against quantity of provision.

18.

This **Statement of Evidence** provides the underpinning rationale for the recommendations and strategies as outlined above in the **Belém Framework for Action**.

Top left: The organising team from UBO and UIL

Top right: Registration for the conference

Lower: In session



APPENDIX A

Conference agenda

Sixth international conference on adult education
(Confintea VI)
Revised provisional agenda

1. Opening ceremony
2. Adoption of the Revised Provisional Agenda
3. Statement by the Chairperson of CONFINTEA V
4. Election of the President of the Conference
5. Adoption of the Rules of Procedure of the International Conference on Adult Education
6. Election of the Vice-Presidents of the Conference, the Rapporteur-General, the President and the Vice-Presidents of the Commission, and Composition of the Drafting Committee
7. Proposed organization of the work of the Conference
8. Presentation of Regional Outcome Documents and of the Global Report on Adult Learning and Education
9. Review of the Conference theme:
 - 9.1. Living and learning for a viable future: The power of adult learning
 - 9.2. Inclusion and participation in adult education
 - 9.3. Confronting global issues
 - 9.4. Policies and governance for adult education
 - 9.5. Financing of adult education
 - 9.6. Towards lifelong learning
 - 9.7. Literacy as a key competence for lifelong learning
 - 9.8. Assuring the quality of adult education and assessing learning outcomes
 - 9.9. From rhetoric to action
 - 9.10. The way forward
10. Presentation of the results of the Conference by the Rapporteur-General
11. Adoption of the Conclusions and Recommendations
12. Closing of the Conference

APPENDIX B

Annotated agenda

CONFINTEA VI/3, Paris, 15 October 2009

Original: English

Living and learning for a viable future:
The power of adult learning

Making an effective global case for and commitment to adult learning and education

1.

Adult education is a human right to be exercised by all. The case for adult learning and education corresponds to the case for lifelong learning: throughout the world, education is the indispensable foundation for creating and sustaining personal, social and economic well-being. Today, this is a lifelong and life-wide agenda both for empowerment and for the development of human resources. These two pillars bear equal weight; only together can they work effectively. Their combined impact can improve the quality of life for all citizens around the globe, generating and developing to the fullest extent the human capacities and dispositions needed to address old and new challenges – above all, those of poverty, hunger, inequality, intolerance, injustice and conflict.

2.

Some countries emphasize adult learning and education for individual and social empowerment to combat poverty and inequality, nationally and internationally. Others underline sustainable human development to maintain social and economic well-being in the context of globalization and environmental concerns. Countries and world regions may have differently balanced priorities in adult learning and education, but they are united in seeking to improve the quality of life and in the recognition that there is a global dimension to all the challenges we face in the coming decades. Only with an informed, literate and active citizenry can we meet these challenges effectively – and this is only possible by bringing adult learning and education into the centre of policy and action, as a transversal agenda that cross-cuts policy domains

and resource allocations. Ideally these should be integrated into a comprehensive lifelong learning system backed by an open and dynamic mechanism of recognition, validation and accreditation of all forms of learning, whenever, wherever and however it takes place, paying special attention to non-formal, informal and experiential learning. Adult education, as an inalienable human right, should be enshrined constitutionally by all countries.

Issues for discussion:

- (a) How do countries ensure the exercise of the right of adults to education?
- (b) How can countries work together to build a global case for adult learning and education? How can the rationales for empowerment and human resources development be reconciled constructively?
- (c) What must governments, civil society and enterprise do above all so that their commitment to adult learning and education in policy and practice is visible, concrete and effective?
- (d) What are the most promising political strategies to redefine and reposition adult learning and education within lifelong learning as a key transversal area for policy and action in each and every country?
- (e) What are the existing frameworks of recognition, validation and certification, how do they cater for non-formal, informal and experiential learning, and what contribution do they make to lifelong learning?

Anticipated outcomes:

- (a) greater refinement and understanding of policy options to address how citizens can exercise their right to education;
- (b) fuller appreciation of lifelong learning as an organising principle for effective adult education;

- (c) better understanding of effective policy and practices for adult learning and education;
- (d) heightened interest in creating a momentum for an international initiative which will allow Member States to share practice and develop frameworks in the recognition, validation and accreditation of all forms of learning.

Inclusion and participation in adult education

3.

Educational equity is significantly correlated with economic equity and social inclusion. Participation in adult learning and education is a form of social engagement, which in turn generates social capital in civic, political and working life. This sustains social cohesion and supports the development of skills and competences for active participation in society.

4.

The unequal distribution of access to and participation in adult learning and education is well evidenced in innumerable national and international reports and studies, as documented in the *Global Report on Adult Learning and Education*. Women, in most countries, are at a disadvantage. People living in rural areas, older adults, migrants, indigenous populations, ethnic and linguistic minorities and people with disabilities are particularly likely to be under-represented. Prisoners are usually deprived of the right to education. Adults with low levels of education and qualification are least likely to participate in learning, irrespective of any other disadvantage. Multiple disadvantages operate cumulatively so that inequities in adult learning and education generate spirals of exclusion that reproduce social inequalities across the life-course and across generations.

5.

Focused and targeted actions to combat inequities must, therefore, address their root structural causes. They should both prevent and redress the educational consequences of social disadvantage, and must take into account the features of people's everyday lives that constrain their participation in adult education (for example, the need to provide childcare or to replace lost income). Moreover, broad investment in

shaping and enriching local environments provides the foundations for people to create new ways of life that can spawn diverse literate and learning cultures which integrate their identities, knowledge and traditions.

Issues for discussion:

- (a) What priority actions are needed to combat the social and economic risks of continued inequities in access to and participation in adult learning and education? What examples best illustrate the effectiveness of embedding the principles of equity, inclusion and social cohesion in adult learning and education policies?
- (b) How has the gender equity agenda in adult learning and education developed and changed since CONFINTEA V? What new challenges have emerged and how should these be tackled? What should be done to promote women's empowerment and equality in and through adult learning and education?
- (c) What policies, programmes and measures must be introduced to address the specific learning needs and demands of priority groups such as rural populations, older adults, migrants, indigenous populations, ethnic and linguistic minorities and people with disabilities? What examples are there of good practice in prison education?

Anticipated outcomes:

- (a) common understanding on how Member States can more effectively ensure participation in adult learning and education, particularly for vulnerable and marginalised groups;
- (b) renewed commitment for gender mainstreaming, and targeted and relevant programmes for women.

Policies and governance for adult education

6.

The adult learning and education sector is fragmented in itself and stands at the margins – or straddles the borders – of established education and training policy terrains. At the same time, adult learning and education are strongly rooted in everyday life, local environments and realities, which naturally privilege decentralised and bottom-up processes of organisation and action. These features make adult learning and

education potential exemplars for the development and application of good governance in its modern sense. This includes strengthening effective decentralisation through civil society, the private sector and community involvement and active participation at the grassroots level of policy and action. It also implies better channels of communication between bottom-up and top-down levels of evaluation and decision-making. However, effective governance and institutional structures for adult learning and education are incipient or lacking, even where integrated lifelong learning policies have been initiated.

7.

Good governance means, above all, formats for policy action that generate and enlist trust among diverse stakeholders (including local government, business, workers' associations, NGOs and community organisations) to achieve common goals. Organigrams and procedures alone are unsatisfactory; the transfer of authority, resources and effective coordination should take place, and capacity-building is essential. Equally, the good governance agenda presents a tension that needs to be addressed. On the one hand, there are the virtues of establishing an identifiable and more powerful distinct policy terrain for adult learning and education within lifelong learning development, management and funding. On the other hand there is the evident need for improved structural coordination of an integrated adult learning and education policy and action agenda that draws its strength and resourcing from a variety of domains (such as agriculture, health, employment and environment). These may reinforce each other, but achieving positive resolution requires conscious strategy and planning.

Issues for discussion:

- (a) How can we overcome fragmentation while preserving the necessary diversity in adult learning and education? What strategies could neutralise the structural weaknesses associated with them? What can be done to strengthen the field's coherence and coordination? What examples of good practice in these respects can countries offer?
- (b) The potential offered by the greater involvement of civil society in adult learning and education policy and practice emerges as a strong theme in the *Global Report on Adult Learning and*

Education and the regional reports. What ways can countries suggest to promote this approach more systematically and insistently? What kinds of processes engender trust and participation in design, decision-making, resource allocation and coordination?

- (c) What kinds of governance structures and mechanisms would concretely promote higher priority, more resources and effective delivery for adult learning and education in the future? What examples do countries have of such arrangements?

Anticipated outcomes:

- (a) clearer identification of a range of strategies for integrated and inclusive governance, institution-building, strengthened coordination and effective management;
- (b) enhanced awareness of effective policies and factors conducive to good governance.

Financing of adult education

8.

All the available evidence shows that the proportion of GNP devoted to adult learning in education budgets is less than 1% in virtually all countries in the world, and that in some developing countries less than 0.1% of their education budgets goes to adult learning and education. This is reflected in poor rates of participation. In most developing countries, even participation in basic literacy is extremely low. The under-funding of the adult learning sector is a fact; the case for a significant infusion of extra resources is overwhelming.

9.

The argument for broadening the base of funding does not obviate the responsibility of the state to allocate significant public funds to adult learning and education in line with the dual imperatives of empowerment and human resources development. Simultaneously, many more sources should be mobilised to complement public funding. Resource allocation should not be made solely on the basis of the crude arithmetic of derived benefits accruing to each individual stakeholder.

10.

Effective ways of mobilizing more resources for adult learning and education are proposed in the *Global Report on Adult Learning and Education*. Given governmental commitment and adequate public funding in the first place, these rest largely on incentives and co-financing mechanisms (including micro-credit), which should be designed with redistributive justice to the fore. Incentives and contributions may take financial and non-financial forms (such as time for learning). They should draw in all stakeholders, including community, non-governmental and civil society organizations, as well as business (with particular emphasis placed on small enterprises and the informal economy). Furthermore, development aid budgets should give greater priority to adult learning and education.

Issues for discussion:

- (a) CONFINTEA V recommended that public expenditure on education should be at least 6% of GNP, with an increased allocation to adult learning and education. What obstacles are there in meeting this recommendation, and how can adequate public funding for adult learning and education be ensured?
- (b) What examples of innovative and effective funding mechanisms and incentives for adult learning and education can countries share, and what can we learn from these?
- (c) How can Member States win the commitment of the corporate sector, civil society and citizens to invest more in adult learning and education?
- (d) How can the political commitment of the international donor community and development partners be translated into concrete funding outcomes, and what are the opportunities offered by more effective bilateral and multilateral North-South and South-South cooperation?

Anticipated outcomes:

- (a) deepened commitment of countries and the donor community to invest in adult learning and education, based on evidence and case studies of effective and innovative funding mechanisms;
- (b) considered appraisal of the applicability of the various financing and incentivizing options for investment in adult learning and education.

Literacy as a key competence for lifelong learning

11.

Literacy, as a human right, lies at the heart of basic education and constitutes the foundation for lifelong learning. Meeting the socially and technologically complex challenges of everyday life, particularly in a period of rapid global change, is closely bound up with knowledge, skills and competences, and with learning. Literacy in general and adult literacy in particular is embedded in all these challenges, and constitutes a precious, supportive tool for their realization. Regardless of their stage of economic development, for contemporary societies human development is not an option – it is an obligatory investment in raising the quality of life. There is now a recognition that adult learning and education must occupy a central strategic position in sustainable human development. It is a recognition that places adult literacy in a new light as the essential basis upon which to empower people, expand their capacities, and ultimately, to build human resources development.

12.

Adult learning and education take on a wider and a crucial role in these circumstances, given the rapidity of changing demands in working and social life and the need for corresponding adaptation and improvement of knowledge, skills and competences of the working population – the overwhelming majority of which is aged 15+ (and not simply 25+). The acknowledgement that there are different “dimensions and forms” of illiteracy – coupled with the emergence of mismatches between occupational demand and labour force supply, as well as a growing need for active citizenship in ever more complex surroundings – bring shared, if differently profiled, concerns for all countries.

13.

These concerns prompt a redefinition and an expansion of the remit and the relevance of adult learning in general and adult literacy in particular for education and training systems and in patterns of provision. In view of the high illiteracy rate in some countries and a low skill level in most others, providing continuous opportunities for the development of literacy and key competences to every child, young person, woman and man is an ethical, democratic and development imperative.

Issues for discussion:

- (a) Adult literacy has not always been seen in close relation to human resources development, which is more likely to be anchored in employment rather than in educational policy and action. How do countries see the prospects of integrating literacy into these two domains, while retaining equal balance between social and economic rationales?
- (b) The past decade has seen growing recognition of diversified and complex literacies among adult learning and education policy-makers and practitioners in all parts of the world. These are relevant for people's and communities' empowerment and for human resources development at all education, qualification and occupational levels. What are the key challenges for adult learning in this respect? How do they bring the policy concerns and priorities of all countries closer together, facilitating more shared initiatives?
- (c) Sustaining and building on adult literacy has proven to be more difficult to achieve in many countries than was originally imagined. In view of the magnitude of the literacy challenge and the intolerably high levels of adult illiteracy worldwide, what can governments, civil society, the private sector and the international community do?

Anticipated outcomes:

- (a) shared conception of literacy not only as a right but also as a key competence which has a vital role in empowering people and, ultimately, in developing human resources;
- (b) strengthened sense of urgency and shared commitment among all stakeholders to redouble efforts and take specific measures to ensure sustainable and improved literacy levels for all;
- (c) increased determination of countries and the donor community to mobilize resources to assist Member States in their effort to implement relevant, high-quality programmes that will drastically reduce the high number of adults without literacy skills and competences.

Assuring the quality of adult education and assessing learning outcomes**14.**

Relevance to adults' lives and the professional development of adult educators and trainers are the key coordinates for quality in adult learning and education. These must be contextualized within learning environments that are welcoming, well-equipped and accessible to a highly heterogeneous population of learners.

15.

Relevant curricula for adults which ensure equity and inclusion are developed with their direct involvement. Such curricula are likely to take into account learners' life circumstances and their needs as they themselves identify them. Learning content and processes will have been devised so as to empower participants by raising their personal self-esteem and cultural pride; and to endow them with the competences required for living in a complex world. Learning outcomes will have been specified so that their applicability and usefulness in daily and working life are evident to the learners; empowering them to contribute to improving the quality of their lives.

16.

Effective methods and instruments for assessing learning outcomes, including the validation of prior learning and which cover non-formal and informal learning, have not proliferated greatly. They are essential in the effort to open up access to progression routes, to document the quality of learning that has taken place and to evaluate the impact of that learning on people's lives.

17.

Teachers and trainers constitute the single most important input for ensuring quality in adult learning and education. However, all too often adult educators are inappropriately or under-qualified: they need a specialized higher education qualification, based on course curricula that convey the essential dimensions of quality in process and outcome.

18.

The drive for quality in adult learning and education also depends on supporting the development of

a solid body of interdisciplinary research. This should be complemented by knowledge management systems for collection, analysis and dissemination of both qualitative and quantitative data and good practice which are openly accessible to practitioners, researchers and policy-makers, and which can enable the efficient deployment of resources.

Issues for discussion:

- (a) What are the most promising ways to develop quality criteria and standards in adult learning and education? Which indicators and benchmarks are most useful?
- (b) What is being done to improve the training, qualifications and professional status of adult educators and how are their impacts being appraised? How are higher education institutions involved in this process?
- (c) What are countries doing to collect and analyse data on adult learning and education to assure quality and inform policy?
- (d) How can learning outcomes be assessed and their results used to assure quality?

Anticipated outcomes:

- (a) ready endorsement of proven indicative quality standards and measures as possible options in Member States;
- (b) better awareness of exemplary policies and practices in professionalization of adult educators;
- (c) improved receptiveness to the introduction of national monitoring systems to assure quality and inform policy.

APPENDIX C

Opening Addresses

Address by Mr Walter Hirche,

President of the German Commission for UNESCO,
Former Parliamentary State Secretary of the
Environment, Germany, on behalf of Ms Rita Süßmuth,
Chairperson of CONFINTEA V (1997)

Mr President of the Senate of Brazil,
Your Royal Highness Princess Laurentien of the
Netherlands,
Ms Director-General of UNESCO,
Distinguished Ministers and Excellencies,
Ladies and Gentlemen,

I am very honoured to address this distinguished audience on behalf of Ms Rita Süßmuth. She was the Chairperson of CONFINTEA V and a Former President of the German Parliament. Ms Süßmuth deeply regrets that she could not come to Belém to formally open this conference today. She asked me to convey to you her greetings and best wishes for the success of CONFINTEA VI – the Sixth International Conference on Adult Education.

Twelve years ago, in July 1997, the international community came together for the Fifth International Conference on Adult Education, which was hosted by Germany in the beautiful city of Hamburg. At this landmark conference, the representatives of governments, civil society and other partners adopted the Hamburg Declaration and the *Agenda for the Future*.

Both documents recognise adult learning and education as integral parts of lifelong and life-wide learning processes. They are indispensable tools to address global challenges in relation to democracy, conflict resolution, peace and human rights, respect for diversity, economic and environmental sustainability and workforce development. The role

of adult learning in empowering women and men to participate in their individual, their communities' and their societies' development was clearly underscored.

Since 1997, however, the world has changed. Many of the phenomena shaping people's lives twelve years ago have developed further. Globalisation has expanded, offering a vast array of opportunities to some, but also creating new challenges, demands and barriers for others. We are all struggling to pursue our ways in new work environments and amidst new forms of social organisation and communication. We are living in an era of enormous social and cultural change, of uncertainties and fears, of conflict and threats to our established political and educational order. On top of this, a global economic and financial crisis is putting some of our values as well as our economic systems into question. More than ever, investment in learning and education is crucial in order to overcome the present crisis and to build a better, more peaceful, tolerant and sustainable future for everyone.

UNESCO is fully committed to adult learning and education – and hence to lifelong learning and sustainable human development – through its work in education and in its other areas of competence – culture, communication and information, natural and social sciences – and through the CONFINTEA series.

Governments and civil society worldwide have actively engaged in the process towards this Sixth CONFINTEA Conference, by preparing national reports and participating in regional preparatory conferences. Now, governments and civil society have come together in Belém in order to share practice and policy and to develop a common framework and strategies and tools for the future.

Distinguished Ministers and Excellencies,
Ladies and Gentlemen,
Dear Fellow Adult Educators and Learners,

The Former Chairperson asked me to tell you that she wholeheartedly supports the objectives of this CONFINTEA VI, namely to recognize the role of adult learning and education within lifelong learning and for sustainable development and, more than anything else, to come up with a framework for implementation in order to “move from rhetoric to action”.

In this spirit I would like to open this conference and to hand over the CONFINTEA baton to the participants of the Belém Conference, to elect the CONFINTEA VI chairperson and the other members of the conference bureau.

While looking forward to the discussions and deliberations of this conference, please allow me to wish us all success, sufficient inspiration and plenty of courage when formulating and adopting the framework which will help us to harness the power of adult learning for a viable future!

Thank you for your attention.

Address by Ms Irina Bokova,
Director-General of UNESCO

Mr Fernando Haddad, Minister of Education of Brazil,
Madame Ana Júlia Carepa, Governor of the State of Pará,
Your Excellency Alpha Oumar Konaré, Former President of Mali,
Your Royal Highness Princess Laurentien of the Netherlands,
Excellencies, Ladies and Gentlemen,

We have travelled from over 150 countries to this historic city of Belém, set on the banks of two majestic rivers that flow from the Amazon rainforest, one of the great lungs of our planet. At the invitation of the Government of Brazil, the Sixth UNESCO International Conference on Adult Education convenes for the first time in the Southern Hemisphere, in the home country of the late Paulo Freire, one of the world’s most celebrated adult educators.

Our presence here is symbolic for many reasons. We are in a region that embodies the global challenge of responsible and sustainable development of the Earth’s precious resources. We are in a vast country that harbours a tremendously rich linguistic and cultural diversity and counts among the world’s largest emerging economies. It is a country staunchly committed to education and the reduction of poverty and inequality – to a model of sustainable growth that is the key to building more just and peaceful societies.

As we have learned from Paulo Freire, learning throughout life helps us to understand our world and to shape it – individually and collectively. In his words, “Nobody is completely ignorant. Nobody knows everything. All of us lack knowledge of something. That is why we continue to learn”. Today, in Belém, we join forces in this spirit to carry on the legacy of this inspiring educationalist and world citizen.

We are here to demonstrate the power of adult learning and education to ensure a viable future for all. Our goal over the next four days is to take forward the agenda of adult learning and education by securing stronger political recognition of its critical importance for development and agreeing on concrete recommendations to increase its scope and reach. As we all know, the Universal Declaration of Human Rights in 1948 enshrined everyone’s right to education. Even now, over 60 years later, we still need to reiterate that this right extends to children, youth and adults.

At all stages of life, education is transformative. It empowers individuals with the knowledge and skills to better their lives. More broadly, it opens the way to active citizenship and democratic participation. Evidence shows that it impacts on economic growth and per capita income. This is why the provision of good quality learning opportunities throughout life is one of the smartest strategies for reducing inequalities and promoting more harmonious and just societies.

Adult learning counts more than ever in the era of globalisation. Economic integration, technology, migration and the complexity of global challenges place a high premium on knowledge and skills. Rapidly-growing economies such as Brazil’s are highly dependent on expertise in all domains, from

agriculture to health. No country has ever climbed the human development ladder without steady investment in lifelong learning.

Literacy is the point of departure of comprehensive lifelong learning policies. Today, one in six adults – a staggering 774 million – cannot ‘read the world’ as Paulo Freire would put it because they lack basic literacy and numeracy skills. Sixty-seven per cent of these adults are women, with dramatic consequences for the well-being of their children and families. We cannot build a viable future on these grounds. Such educational disparities – between people, regions and countries – are simply not compatible with a fairer globalisation.

We have committed to change this. In 2000, all countries adopted an ambitious set of goals to improve human well-being. The Millennium Development Goals are precisely about rendering human dignity to the excluded, reducing the unacceptable incidence of poverty, hunger, maternal and infant mortality and HIV and AIDS. They are about access to education and gender equality because we cannot build a better future when discrimination against girls and women persists. The six Education for All goals adopted the same year chart out a comprehensive agenda to meet the learning needs of all children, youth and adults. Two relate directly to our meeting today: achieving a 50 per cent increase in levels of adult literacy by 2015 and providing equitable access to learning and life-skills programmes for young people and adults. The UN Decade of Education for Sustainable Development and the UN Literacy Decade are two further international frameworks to help fulfil the right to education.

Integrating adult learning and education into poverty reduction strategies and related social and economic policies is key to further progress towards the Millennium Development Goals because knowledge and skills are essential to improve livelihoods.

Ladies and Gentlemen,

We are here today informed by the recommendations of preparatory conferences in Budapest, Lyon, Mexico City, Nairobi, Seoul and Tunis. Regional reports synthesising the state of adult learning and education were presented and debated at each of these

conferences, based on an impressive 154 national reports submitted by Member States. This is proof of a remarkable commitment to adult learning – and to the CONFINTEA process. Because the field of adult learning is highly diverse, it is difficult to define and monitor. But if we are to secure stronger political recognition of adult learning, we need sound evidence, cases of best practice and tested policies. To this end, UNESCO has produced the first-ever *Global Report on Adult Learning and Education* that will be presented this afternoon. Based on data collected from countries and other research, it makes a highly convincing case for adult learning and education. The *Report* shows that countries in all regions have put in place adult learning strategies and legislation. They have run literacy campaigns, forged new partnerships and made innovative use of information communication technologies. But these initiatives need scaling-up. Exclusion prevails in all regions. Low participation among groups who stand to benefit most from adult education maintains a cycle of poverty and inequity. Adult learning is chronically under-funded and tends to suffer from poor coordination among the various partners involved.

It is evident that much more needs to be done. Twelve years ago in Hamburg, CONFINTEA V established learning as “a right, a tool, a joy and a shared responsibility.” So how do we make this a reality? We need effective, transparent and accountable action for lifelong learning. We need to align our actions with our words, by creating the conditions for young people and adults to benefit from relevant and empowering learning programmes. This calls for more sensitivity to learners’ needs, language and culture, better trained educators and an all round culture of quality. We need better coordination of all partners and significantly higher levels of funding, with a systematic focus on serving the most disadvantaged groups, especially women and rural populations. None of these objectives will be achieved without the active commitment of all partners within and across countries. This is one of the reasons why we are here. Lifelong learning policies involve not only education stakeholders but also public administrations, private sector partners and civil society organisations. All must join forces for adult learning to really take off and show its full potential.

Ladies and gentlemen,

International conferences provide us with important opportunities to share knowledge, define priorities and recommend a course of action. What really matters is to translate our commitments into comprehensive national policies that benefit youth and adults, especially the most vulnerable.

To support the follow-up to CONFINTEA VI, UNESCO has prepared a draft *Belém Framework for Action* that you will discuss, enrich and, I trust, adopt by the end of the Conference. This draft framework is based on the regional synthesis reports and outcome documents, and has already been distributed to you. The document makes a great effort to balance what is desirable and forward-looking with what is realistic and possible for a world community with very diverse conditions and resources. A special section is dedicated to the international monitoring of the recommendations and strategies to be adopted here. I am confident that you will finalise and adopt the Framework with a shared sense of responsibility.

Learning happens every day, throughout our life, bringing enrichment, openness and a sense of possibility. UNESCO is committed to this comprehensive vision of learning at all ages. CONFINTEA VI is the fourth international conference on education organised by UNESCO since November 2008. Each one has focused from different perspectives on how to build inclusive, innovative, high-quality education systems that serve the needs of all learners.

As we begin, I would like to extend my warmest thanks to the Ministry of Education of Brazil and to the State of Pará for so generously hosting this Conference. We are all the more grateful in light of the tremendous efforts you made to reschedule it. There is a silver lining in every cloud: in this case the change in timing has given me the great privilege to attend as Director-General of UNESCO. Let me reiterate our appreciation for your sizeable financial contribution and your steadfast commitment to adult learning. I am confident that a new momentum for adult learning will be born here in Belém and carried across lands and oceans to learners throughout the world.

I would also like to take this opportunity to express my great pleasure that Princess Laurentien of the Netherlands, UNESCO's new Special Envoy on Literacy for Development, is with us today. It is my sincere hope that, drawing on your commitment and expertise, UNESCO will make progress in further increasing the literacy rates of children, youth and adults.

I cannot close without mention of the current financial and economic crisis that has spread from high-rise corporate banks to towns and villages the world over. It is hitting the most vulnerable hardest and making our world more insecure. Behind forecasts of curtailed growth, deeper poverty and job losses lies a human tragedy that we must act to avert with intelligence and vision. Investing in adult learning and education is to invest in hope and opportunity. It is part of the way out of the crisis. At each of the three major education conferences that I just mentioned, ministers and top-ranking officials stressed that the financial crisis should not serve as a justification for reducing resources for education. This is more than ever a time to reinforce cooperation and partnership – between North and South, among countries of the South, between governments, multilateral and bilateral partners and civil society – because education is a societal project. It is more than ever the time for bilateral partners to respect their commitments to education and recognise the power of adult learning for turning poverty into opportunity.

We have a historic mission: to make a difference. Let us agree now to use this high-profile opportunity here in Brazil over the next few days to find ways to harness the power of adult learning and education to make the world more just, peaceful and viable.

Let us commit ourselves to take action when we return to our respective countries. It would be the most fitting of all tributes to Paulo Freire and to all those youth and adults who are not benefiting from the precious right to learn – it is a condition of human freedom.

Thank you very much.

Address by His Excellency Professor Alpha Oumar Konaré,

Former President of the Republic of Mali,
Former Chairman of the Commission of the African
Union

The Minister of Education of Brazil, representing the
Government of Brazil,
Madam Governor of the State of Pará,
Madam Director-General of UNESCO,
Your Royal Highness, Princess Laurentien,
President of the Conference,
Secretary-General of the Conference,
Distinguished representatives of civil society,
Excellencies, dear colleagues, ladies and gentlemen,

The invitation extended to me by President Lula and
UNESCO to take part in the important international
platform that brings us together today here in Belém
honours me in several capacities: as a citizen of Mali
and Africa, my countries and my country, which are
so bound up with the subject of this meeting; as a
researcher who never despairs of seeing boundaries
constantly pushed back and concepts always
questioned; and as a politician who has been faced
with the difficulties of nation-building in fragile states
where schooling has been subject to so much greed,
indeed too much greed, but who is convinced that
what he has been unable to achieve will be achieved
when the paths have been cleared and when the
necessary consensuses come about.

Of course, I feel honoured because school – if I may
say so – is my family: I am a schoolmaster and teacher
myself, the son of a teacher, married to a teacher, and
the parent and grandparent of young and older pupils.

For all these reasons, I would like to pay humble
tribute to the International Conference on Adult
Education (which has set the standard in the field
by speeding up recognition of the issues at stake). I
would like to pay tribute to the Sixth International
Conference on Adult Education here in Belém, the first
of the new century, the twenty-first century;

- to pay tribute to the process that brought it here
after the five preparatory regional conferences and
the many initiatives undertaken between the two
international conferences;

- to pay tribute to the men and women of diverse
backgrounds who are gathered here today, ready
to engage in dialogue, to exchange and share
their experiences (representatives of states,
UN agencies, development partners, research
institutes, the private sector, civil society and
particularly the International Forum of Civil
Society and representatives of learners);
- to pay tribute to all of the Brazilian authorities
who agreed to host our meeting because there is a
strong belief here that we must invest in adults;
- to pay tribute to the Director-General of UNESCO
and her whole team, especially the team of
the UNESCO Institute for Lifelong Learning in
Hamburg, which has done such a good job of
steering the project;
- and to pay tribute to you, Your Highness, for
your commitment to literacy for development
("Learning to read and write is an act of
liberation"); this commitment, Your Highness, is a
mark of your country and a family tradition.

Excellencies, dear colleagues, ladies and gentlemen,

Each of the International Conferences on Adult
Education was significant:

- the first in Helsingør, Denmark in 1949, in the
aftermath of the Second World War, was the
founding event;
- the second, in Montreal, Canada in 1960
emphasised the role of the State in youth and
adult education;
- the third conference, which was held in Tokyo,
Japan in 1972 highlighted the need for lifelong
learning;
- the fourth conference, which was held in Paris,
France, in 1985 acknowledged that "learning is the
key to the world";
- the fifth, which was held in Hamburg, Germany
in 1997, for the first time after extensive
consultation, concluded that "youth and adult
learning is a tool, a right, a pleasure and a
responsibility." CONFINTEA V placed adult learning
and education at the heart of the lifelong learning
process;
- the Sixth International Conference on Adult
Education, which brings us together here in Belém,
relied on a mid-term review in Bangkok, Thailand
in 2003, which was necessary after the holding

of the first Social Forum and which provided an opportunity, once again, to call for States to take responsibility. The Sixth Conference is therefore being held in a context in which the need for education has never been so strongly expressed, and in which the need for results and concrete action has never been felt more acutely.

Of all raw materials, human resources are everywhere the most important.

Education extends to all skills and all areas of knowledge, and extends beyond the school period to apply to daily life. The ways of acquiring education are many and varied; new means such as those provided by information and communication technology are becoming established day by day. Education also tends to foster all forms of development of an individual's personality.

The prodigious development of the science of knowledge, the explosion of industries based on the use of knowledge as a raw material and the growing awareness among populations of the threats and challenges of the century, but also of its opportunities, constitute, along with the rise of ethical concerns, a ferment that is nourished by education and also enriches it.

Certainly, new opportunities to acquire knowledge and to learn are available, but at the same time, education and training systems have many challenges to overcome:

- the serious conflicts that are rocking the world;
- widespread political instability;
- serious pandemics such as AIDS;
- the environmental crisis, and more especially the climate crisis;
- the financial crisis, which very thankfully brought about the collapse of the neo-liberalism that caused social devastation through structural adjustment programmes,, particularly in the field of education (we cannot blithely draw a line under structural adjustment programmes without asking questions and blame everything on profits and losses);
- growing poverty;
- serious imbalances and inequalities;
- multiple forms of exclusion and marginalisation,

not to mention continuing discrimination against women, the disabled, the elderly and immigrants;

- serious intolerance. How can we not think about the serious political event that just took place in a major European country this weekend with regard to a referendum on minarets? We must reject the fear that leads to such an act and to such stupidity. We say no to such stances. It is the responsibility of intellectuals to refuse to "lie down". Let us free ourselves from small and large acts of cowardice.

All these crises and these forms of exclusion are translating into inequality in adult learning and education. Over 774 million adults remain illiterate!

These crises are shaking the foundations of our societies, our values, and the education and training systems that serve as their compass and support base. In a context of socio-economic structural change and the heightening of the uncertainties that weigh down on daily life, our societies are emerging along with new working environments, new forms of social organisation and communication networks that make it even more urgent that we update our know-how and our collective and individual skills.

CONFINTEA gives us the opportunity to assert how essential the training and development of human resources, the right to education and the right to adult learning and lifelong learning are for the survival of our societies and our states. This assertion is at risk of appearing utopian and illusory if the order of things does not change, if only market logic prevails and if people are excluded from the debate (autonomy, cultural diversity).

Excellencies, ladies and gentlemen,

This is a matter of justice. You will understand that I wish to speak to you about a subject you have already mentioned in a special report, that is to say the particular situation of Africa; at the preparatory conference, in Nairobi last November, special mention was made of this subject.

It is certainly a matter of justice but also one of solidarity, although not of charity or compassion. Today Africa is faced with many challenges that you

are quite familiar with (the challenges of integration, human development, environmental protection, the consolidation of democracy, peace and so on), but the outcome of these challenges is not a foregone conclusion. The causes are known, and so are the solutions. These challenges mean that Africa remains the only continent where poverty is not declining and where the need for education is growing (50% of Africans are illiterate, two-thirds of women are illiterate, and adult literacy rates are among the lowest in the world), where the need for human resources in terms of quantity and quality is high, and where the bleeding – I would even say the draining, or looting – of brains and labour is continuing.

In light of the school situation in Africa, some commentators are even saying that education is “going backwards” because of multiple crises, the deteriorating quality of education, and the high number of unemployed people. This is so despite the large share of the national budget that is devoted to education in all countries.

First and foremost, there must be a break with the “colonial school” and the type of school that trains citizens to replicate foreign models rather than explore domestic resources and endogenous development factors. It is important to reflect on the concept of basic education to avoid any conflict between the formal and informal sectors. We must also avoid the trap of pitting the various levels of education against one another. This reflection on education strategy builds on a national and regional strategy that will incorporate the “local authorities” dimension. Decentralisation is the gateway to public participation, public contribution and public oversight.

This strategy will reflect on the inevitable problem of funding education, which cannot be resolved by relying on promises of external funding alone. An autonomous education strategy cannot be built on never-ending dependency. Funds from external sources (official development assistance and debt cancellation rather than debt forgiveness) must be linked to results (for example, assistance until the Millennium Development Goals are achieved). The contributions of populations and new revenue indexed to a country’s resources must be explored anew. The practice of allocating budgetary percentages has revealed its limitations in the face of multiple priorities.

The fact remains that establishing a lasting education policy requires the use of national languages, as well as the implementation of an independent editorial policy and the use of new information and communication technologies. Illiteracy remains a fundamental problem in Africa and will only be overcome through an endogenous development plan that puts an end to the continent’s outward-looking stance and alienation and is based on national cultures while respecting cultural diversity. (In particular, this must include the use of national languages. No literacy and adult education policy will succeed without the use of national languages.) To quote Professor Joseph Ki-Zerbo: “We do not develop things, we develop ourselves; turnkey development doesn’t exist, it is in our heads and not our hands that the keys lie.”

Madam Director-General of UNESCO,

When you took office, you expressed your desire to emphasise increasingly strongly – in your own way, of course, but while listening to our voices – the place of Africa in our common home, UNESCO. The challenges facing Africa require nothing less. What Africa has to contribute recommends nothing less.

The first continent will remain the continent of youth, the continent of the future and the continent of hope: with its cultural reserves, which are still present and which are also a source and driving force of creativity; with the largest linguistic heritage in the world (over 1,600 languages); with its ecological potential, making it the world’s “second lung” with the Congo Basin and its water reserves; with its immense mineral and natural resources; its diplomatic power and its great ability to negotiate if its more than 50 states stand united.

Excellencies, dear colleagues, ladies and gentlemen,

Our homeland, Africa, is big: 30,400,000 square kilometres, making it three times the size of China, three and a half times that of the United States, twice that of Russia, and more than ten times that of the European Union. Or, to put it another way: the area of China plus the area of India, plus that of Argentina and Mexico, plus that of the United States, plus that of the European Union.

Excellencies, dear colleagues, ladies and gentlemen,

Our homeland, Africa, has rich human potential. In 2050 it will have nearly 1.9 billion inhabitants; that is to say, it will be almost as populous as China or India, but with the advantage of having a younger population: more than one billion Africans will be aged under 15, and at least one in five men will be African.

The population of Africa will be the equivalent of the population of Europe, North America (Canada and the United States combined), South America, Central America, the Caribbean, and Oceania combined.

Another strength of ours is the African diaspora across all continents with its human potential, its workers, its values, its intellectual and material resources and its experience. Within four decades, we will be the largest construction site in the world, because everything remains to be done. We will be the youngest and largest market in the world. We are still a society where social solidarity means something.

All this will not suffice, however, if Africa is not united, if Africa is not democratic and if Africa does not make the necessary breaks with the past and chooses endogenous development. We must re-examine all concepts and reject the prevailing depoliticisation in encouraging the promotion of African cultures, particularly African languages. The key to the future of Africa lies in the United States of Africa.

This is why we have chosen to launch the Movement for the United States of Africa to rally African citizens and set this plan in motion. We have chosen to encourage the promotion of African cultures, particularly African languages, and to launch the campaign for the promotion of Swahili as a pan-African language and a common language.

Excellencies, dear colleagues, ladies and gentlemen,

Today, the duty of mankind implies first of all a duty to Africa. To want to truly live is to live with Africa, for there is no viable future without Africa.

Excellencies, dear colleagues, ladies and gentlemen,

Every good wish accompanies your efforts, Madam Director-General, to ensure that UNESCO will always be a home for intellectuals, a place forever bubbling with ideas where people will never stop asking questions, a place of breakings-off and disputes, and a place of exchange, of the sowing of seeds and rebuilding, though in a spirit of tolerance where man follows, above all, his destiny of fraternity.

It is no coincidence, excellencies, colleagues, ladies and gentlemen, that it is here in Brazil that so many different people will seek, in the course of the next few days, through exchange and the sharing of experiences, to advance the debate on "living and learning for a viable future" and renew their commitment to lifelong learning.

Brazil, this land that is so warm today, so exemplary, that dares to look at itself in the mirror and is strengthened by its diversity and its contrasts, welcomes us. Brazil has taken back the initiative and is making history under the leadership of a great Brazilian, a man who is in the process of becoming our common heritage, Lula.

Here's to our full success! So, let us get to work! Perhaps one day soon, CONFITEA will be held in Africa? In 1947 Africa came to Denmark for the first CONFITEA with Egypt. Over 40 African ministers are attending today's meeting. Over 90% of the answers to the questions asked at the Conference came from Africa; Africa is the continent most challenged by illiteracy and problems relating to adult education. It is also the only continent that has not yet hosted CONFITEA.

Long live CONFITEA for education, especially adult education in aid of education for all, lifelong learning and for a better investment in the future, a future we hope will be founded on democracy, peace, justice and solidarity.

Thank you.

Address by H.R.H. Princess Laurentien of the Netherlands

Dear Madame Governor,
Your Excellencies,
ladies and gentlemen,

It is a great pleasure to be here in such distinguished company for the first time since my appointment as UNESCO's Special Envoy on Literacy for Development. I would like to thank the Member States and UNESCO's Secretariat for organising this conference, the Government of Brazil for taking the initiative to bring us here and for the tremendous hospitality of the State of Pará and the city of Belém. Right here, next to the world's greatest natural resource, I cannot imagine a more inspiring setting to discuss a matter that concerns human resources. Our presence here symbolises how both natural and human resources are inextricably linked!

Over the next few days, we will exchange insights and define action. May the commitments we express here lead to an ambitious and clear Belém Framework for Action by the time we leave. This conference is only one step of the way. Our tangible success will be defined by putting into practice what we already know and agree in order to scale up impact. A lot has been done, but I remain concerned about the huge gap to be bridged to reach our shared Education for All goal of reducing the number of illiterate people by 50% by 2015. It is more urgent than ever before that literacy for children, young people and adults is moved up the list of national priorities. When it comes to adult literacy, we have sharpened the agenda through the International Strategic Framework for Action. This should guide us through the second half of the UN Literacy Decade.

How do we achieve real progress?

1. By positioning learning and literacy as relevant to pretty much all challenges we face globally, regionally, nationally and locally: protecting the environment and health, alleviating poverty, ensuring financial stability, managing migration flows and living in peace.

2. By approaching learning and literacy within the wider context of the literacy chain. All areas of learning are linked: from early childhood development to reading and writing for young people to adult learning. So, by making learning and literacy everyone's business, we will increase our chance of multiplying our impact.

About relevance

For the great Paulo Freire, literacy was about participating more critically in society. Society is framed by the way it deals with its challenges and informed citizens are crucial for addressing them. How can we achieve our ambitions on competitiveness, healthy living, sustainability, social inclusion and active citizenship when large proportions of the population lack the necessary skills? Take today, it's World Aids Day. This makes education of both children and adults imperative. But there's no meaningful learning without literacy. It is a means to an end. Investing in literacy is investing in someone's feeling of self-confidence and sense of self-worth. This may be a given for you and me. But adults who were formerly illiterate have taught me that literacy is about every aspect of someone's life: about gaining self-esteem, finding and maintaining a job, being productive, raising children, living healthily and yes, often about being happy. It is about giving children a chance to have a future without boundaries. It is about freedom and equality.

What does this mean for your work in adult learning? Decision-makers and influencers in all these areas – from health and development to financial management need to understand the relevance of learning and literacy to their work. The same goes for civil society organisations and companies. They need to fully appreciate that by investing in literacy, there's a greater chance of success in their respective areas of responsibility. We need to convince them on the basis of clear evidence. Does this hold true for all regions of the world, you may wonder? Interestingly, the issue of relevance is mentioned by representatives from Africa, Asia and Latin America alike. And this has also been our experience in Europe. As the 16th century Dutch philosopher Erasmus puts it: literacy is a mindset.

About the literacy chain

Although our focus during these days is on enhancing adult learning and reducing levels of illiteracy, I very much hope that we keep in mind that adult learning is inextricably linked with preventing children from becoming illiterate. A child raised by literate parents has a higher chance of personal development and success and of becoming an active citizen.

Put differently: if you want to educate a village, educate the mothers. The notion of the literacy chain also goes beyond the formal educational field, because a learner is also an employee, a voter and a consumer. So the everyday environment provides unlimited learning opportunities. So we need it all: early childhood development and universal primary education and secondary and vocational education and adult learning and creating literate environments.

To make this a reality, we need to work together and not be tempted to compete for attention and funding among different parts of the literacy chain. What we do in one area is likely to strengthen the success in another. Taking the literacy chain as our starting point, we should also accept that our work is never-ending.

So how do we put the notions of relevance and literacy chain into practice? We need to scale up our impact by creating a snowball effect. A lot has been achieved through individual and collective efforts. We have most of the insights about what works and what doesn't in adult learning and literacy programmes. You and many other dedicated experts across the world work tirelessly on these themes every day and I commend your tremendous efforts.

But we can only scale up our impact by reaching out to players outside the traditional educational field and involve them in the learning challenges. We need to find new partners and create a sense of co-ownership. In this context, I'd like to share the concept of the marketplace with you. Networks generally are about sharing knowledge and best practices among a group of likeminded players. In a marketplace, like-minded players also preach to the non-converted to create a demand that wasn't there before. That's where the impact is scaled up – by bringing together supply and

demand. The like-minded players provide the supply side, namely the vast array of knowledge, educational methods, materials, campaigns, research and experts that exist. And by showing the relevance of learning and literacy, we create demand among non-traditional players in the private and public sectors. For instance, if a company is unaware that a percentage of its employees has literacy problems, it is unlikely to invest in training them.

In conclusion, every one of you, working in different countries and regions, no doubt faces specific challenges. But learning affects us all across the world. I very much hope that our shared efforts over the coming days will strengthen our commitment, scale up impact and harness new resources for learning and literacy. We need to celebrate successes, build on them and replicate them elsewhere.

I realise that the vision I have laid out may be common sense for some and daring for others. But we must be ambitious. What's more, we are all in a prime position to connect the dots, seize opportunities and maximise the potential of our efforts. I look forward to working with you to help make learning and literacy everyone's business.

Thank you.

Global Action Week presentation

Matarr Baldeh, Co-ordinator of EFANET the Gambia and GCE Board member

Honorable Ministers, Director General, and esteemed guests, thank you for the opportunity to participate in this opening ceremony of CONFINTEA VI.

It is an honour to be here today to share with you the wishes and concerns of the 14 million people who participated in Global Action Week 2009, titled The Big Read, Literacy and Learning for All.

From 23rd to 29th April this year, campaigners, adult learners, authors, moral leaders and the adult education community joined together to demand action on youth and adult education and literacy. We enjoyed the support of Nelson Mandela, Queen Rania of Jordan, Chimamanda Ngozi Adichie, Alice Walker and Paulo Coelho.

The Big Read was celebrated in over 120 countries with campaigners reading and writing stories, which were presented to policy-makers to draw attention to the global deficit in literacy and learning. Our mobilisation demanded that the neglect of this sector must be reversed. It is a scandal that almost 800 million adults, the majority of them women, will wake up tomorrow unable to read and write. These people are unable to earn a living, cannot access health services, and are excluded from participation in society and democracy.

In support of their struggle to learn, we present you with this folder, which contains a representation of the names of 14m campaigners who signed the Big Read, together with a copy of the Big Read and the Big Book, our record of the campaign in 2009. We are now preparing Global Action Week 2010 – 1GOAL, Education For All.

Through this unique partnership with FIFA for the World Cup 2010, we will mobilise unprecedented public concern and political will about EFA. We have already signed up world-famous footballers such as Zinedine Zidane and Rio Ferdinand. With their backing, we will sign up 30 million supporters to demand action on financing of EFA in 2010.

Now, over to Maria....

Maria Khan,

Director of Asia-South Pacific Bureau of Adult Education and GCE Board member

Thank you. I want to share civil society's recommendations to CONFINTEA. I have just come from FISC, a unique gathering of education practitioners and activists from all over the world. FISC recommended that:

- Adult education should be inclusive and diverse, spanning all areas of human activity. It requires inter-sectoral and inter-ministerial action and leadership from Ministries of Education or their equivalent. There should be no more collection of data or statistics based on a false line between illiteracy and literacy.
- Adult education should be a justiciable human right. All governments should develop costed

policies, targeted plans and legislation for addressing adult literacy and lifelong learning by 2012.

- CONFINTEA VI should agree a binding minimum target of at least 6% of national education budgets on adult education. All employers should invest at least 1% of the payroll in work-related education and training.
- The donor community should give 6% of aid to education to adult literacy and education.
- The EFA Fast Track Initiative should be transformed into a Global Initiative on Education For All, which prompts action and investment in adult literacy and education.
- There should be a comprehensive approach to benchmarking and monitoring of CONFINTEA commitments with a global monitoring report every three years.
- Governments should recognise that civil society and learners have a crucial role to play in policy dialogue on adult learning policy and practice and in monitoring.

We are ready to play our part, but we expect governments to lead the way in ensuring an end to illiteracy and ignorance not in the distant future but for this generation. In the name of FISC, and 14m campaigners in every part of the globe, this is our call.

APPENDIX D

Living and learning for a viable future: The power of adult learning

Keynote address
1 December 2009

Senator Maria Osmarina Marina Silva Vaz de Lima

Senator Silva Vaz de Lima narrated her learning journey from life as a child in a remote forest settlement to membership of the Federal Senate of Brazil.

She faced huge situational barriers to participation in formal learning. These barriers included those facing huge numbers of people in every corner of the world today – relative poverty; rurality (70 km from the nearest city); no state services; parents who were illiterate; caring responsibilities for her siblings on the death of her mother; poor physical health. The critical ‘institutional barrier’ was the complete absence of institutions that could have provided her with schooling.

However, she did not, in fact, face what are generally considered to be among the most potent barriers, dispositional and informational barriers. As a result of her non-formal and informal learning of the key principles of Christianity, she had a dream – to be a nun. She shared that dream with a key information source, her grandmother, who provided the critical news that to be a nun she would need to be literate. So from that point on she began to imagine that future – dream about it and think about how she might achieve literacy so as to become a nun. At the same time she was learning – although she might not have considered it to be learning at the time – learning how to live life in the forest, how to care for her siblings; learning from her grandmother who introduced her to worlds beyond the forest by reciting stories, fables and poems.

Finally, at the age of 17, with the very important trust and support of her father, she moved to the city, and after a history course for adults she joined a literacy class. At first she was ashamed of the fact that she did not know how to behave in a formal classroom setting, but quickly her informal learning of mathematics gave her a learning methodology for literacy learning and within 15 days she could read – a clear example of the contribution of informal learning to the development of learning skills.

Less than 10 per cent of the students passed the examination at the end of that course – another clear example – this time of teaching that apparently was not focused on learning and learning outcomes. This literacy course opened the doors to what she calls ‘another universe’. But the universe of people currently without literacy is also a vital part of life in Amazonas. We need to find ways to bring the universe of literacy to people there and in many other areas while at the same time respecting and sustaining the social, cultural, environmental and ethical riches of their universe.

APPENDIX E

Addressing global issues

Keynote address
2 December 2009

Joséphine Ouedraogo
Executive Secretary, ENDA Third World

President of the Conference,
Distinguished ministers,
Distinguished participants,

I would like to thank the organisers of CONFINTEA VI for giving me the privilege of introducing today's theme on behalf of ENDA Third World.

That the CONFINTEA process shows such interest in, and places such importance on, civil society is an encouraging sign, for it is impossible today to meet any challenge related to the development of our nations without sustained dialogue and a strong partnership between all actors within the government sector, the private sector and civil society.

CONFINTEA VI, like all of the previous conferences, is a moment for sharing, enrichment, and decision-making. The location of this great event, namely South America and more precisely the State of Pará, urges us to be innovative and strive for even greater political commitment.

It is through historical struggles that many states on this continent advanced the cause of democracy, the recognition of civil rights and the acceptance of cultural and racial diversity. It was in this country, Brazil, and specifically in Rio de Janeiro, where the first World Conference on Women was held in 1975, under the auspices of the United Nations.

We have many lessons to learn from South American countries' experiences of social and political transformation – lessons about promoting exchange, sharing information and showing solidarity.

Ladies and gentlemen,
Today's theme invites us to reflect on "addressing global issues" by establishing new benchmarks for more proactive learning and adult education policies.

I therefore propose to begin with:

I – An overview of global issues

A quick survey of the global context reveals important trends that are having a particularly strong impact on the poorest populations.

- 75% of the world's population will live in cities by 2050 (the world population will be 9 billion): if things do not change; the socio-spatial and economic problems that characterise today's megacities in developing countries will be endured daily by over 6 billion women and men, the majority of whom will be faced with spatial segregation, deadly pollution, violence of all kinds, social exclusion, unsanitary living conditions and various psychopathologies related to the deterioration of life.
- Population growth is not an evil in and of itself, because a decreasing population leads to social disintegration, which ultimately raises the question of the renewal of society. Population growth has become a problem because it reveals the inequalities that lie at the heart of our mechanisms for managing power, resources, living space and knowledge. A large population should be regarded as a social and economic asset when politicians view human beings as the be-all and end-all of their vision and development concepts.
- The global economic system cannot manage population growth because the latter runs counter to all the parameters of an economic liberalism that ignores social and human problems. This is why the social effects of the global economic system have redrawn the poverty map: poverty

is no longer, nor will it be, the preserve of the continents and countries of the developing world. The world's most industrialised countries are home to population segments that have a very problematic status because they live alongside the most affluent segments. Moreover, the richest segments in so-called "poor" or emerging countries enjoy a standard of living that is at least equal to that of their counterparts in the developed world.

- The explosion of communication technology is another important aspect of our context because it is both a corollary and key component of globalisation. The possibility of physically connecting with any point on the globe within a few hours and of being informed of any event in real time has made a reality of the idea of the "global village". However, this transparency of events and lifestyles is creating deep frustration among the hundreds of millions of young people and adults who are experiencing exclusion from the dynamics and wealth of the world at first hand. These frustrations are becoming untenable because, at the same time, monitoring of, and restrictions on, travel and migratory flows have never been so great.
- Furthermore, while economic control has been the real source of power for two centuries, information is the gateway to this control and the way in which it is governed is also a source of inequalities and imbalances.
- Finally, the increasing and accelerated deterioration of the environment is a result of all of the aforementioned factors and is characterised by an increasingly disproportionate relationship between finite resources and their thoughtless use by those who control the world economy. We hope that in Copenhagen, forceful decisions will help reduce the threat hanging over humanity. This reading of this global context brings to light what I call the three major anomalies of our civilisation: the climate anomaly caused by the civilisation of overproduction and pollution; financial excesses, which are the consequence of speculation whose sole purpose was to yield the maximum profit within the shortest time for a minority; and the food crisis being suffered by one billion people who are deprived of the bare minimum of food while others are forced to dump onto the street

tonnes of food that are trapped by excessively commercialist agricultural policies. One of the aberrations of our times is the use of 100kg of cereals and dozens of litres of water to produce 1kg of meat in industrialised countries while drinking water, though "renewable" through its cycle, remains inaccessible to 1.1 billion people today. Ladies and gentlemen, we are witnesses to this.

II – Crises that force us to reconsider our systems and policies

The major consequence of all of the phenomena I have described is an increase in the social tensions arising from glaring inequalities. The distribution of wealth, knowledge, health and everything related to the primary needs of mankind is inequitable and is a factor in creating unprecedented poverty levels.

The water "war" that took place in some Latin American countries and the hunger riots that occurred in several developing countries illustrate tensions that are consequences of the political and economic systems in force. In this general context, sub-Saharan Africa stands out because it is home to half of the world's poor, a proportion that has been growing for the last 25 years. In her most recent book, *Dead Aid*, Dambisa Moyo gives a very good description of all of the development models being applied in African countries through assistance programmes, loans, large investments, structural adjustment plans, and lastly democracy and good governance requirements. The author concludes that the result of all this is slower economic growth, greater poverty and an Africa left behind by economic progress.

There was a time when we were convinced that education was a factor in reducing poverty because it gave young people and adults the knowledge and skills necessary for them to participate more fully in development. Today, however, we know that on the contrary, it is precisely the methods of that "development" that are generating the poverty and exclusion of the greatest number.

Henceforth, it is no longer a matter of helping some people to catch up and bridging gaps with others, because the development model that we are pursuing is, due to its structure, inaccessible to all. In this

system, when you think you have acquired what is essential, you find yourself facing the risk of losing it.

That is why, among the hundreds of millions of unemployed people, there is a growing and impressive number of former workers and educated, degree-holding jobseekers. In reality, we are witnessing the crisis of a way of thinking and a mode of political and economic governance. We are witnessing a crisis of the development models that developing countries and societies have been tied to, precisely because they did not contribute to their establishment. It would be futile to try to adapt to a system that has shown its limitations by failing to be fair and inclusive. It is a system that is choking because it has failed to draw widely on the experience and knowledge of all people, especially adults, whatever their culture, their environment or living conditions.

Ladies and gentlemen,

III – How can we break the deadlock?

We may agree that our policies and educational programmes, whether formal or non-formal, have contributed to raising the standards of living of educated populations, as well as their levels of understanding and personal skills, but these policies and programmes have not helped the majority to escape poverty. Our past efforts and successes have been limited and sometimes even overwhelmed by the excesses and pernicious effects of the development models within and for which we work.

As we have seen, the social and political consequences of these models are giving rise to increasingly acute tensions because of the huge gap between the interests of the decision-makers and actors of the global system and the interests of populations. One has only to mention the increasingly violent demonstrations that greet every meeting of the G8 or G20. One can also listen to the analyses and demands of mass organisations at each session of the World Social Forum. The most recent of these was held here in Belém at the beginning of this year.

We are gradually approaching the point where the balance of power will not always be in favour of those who hold full political power and control over the resources of our countries and the world. While

there is still time, we can bring about change by allowing people from any segment of the population to participate in the debate and therefore in the decisions made on issues that directly affect their lives and future.

Wherever populations are mobilised through social movements to express their views, opinions and demands to the authorities and private potentates, this has resulted in progress for the respect of rights and the democratic management of resources.

The social, political and economic history of South America offers us examples of alternative strategies championed by populations for whom absolute poverty is not material poverty per se, but the poverty that results from the denial of the aspirations, potential, knowledge and rights of nations. In Nairobi, we said that the current climate of economic crisis and increasing poverty invited us to revisit the basics of development so that we can find new foundations for education and schooling.

Our responsibility for adult education gives us a great advantage: we can make every place of learning an opportunity for adults and young people to express their knowledge, choices and aspirations.

The current crises, and especially those being endured by the global financial system, with its likely impact on the reduction of international aid, have created an unprecedented opportunity for developing countries, particularly those in sub-Saharan Africa, to jump-start a systematic search for alternative strategies. This is the only way that education will fully regain its qualitative meaning, because it will support the building of societies that function under the rule of law and in which economic and social progress is the result of shared responsibility.

IV – What educational policy strategies could foster inclusive and sustainable development?

The concepts, goals and all of the means (technical, administrative, financial and budgetary) of national development should no longer be the preserve of the political class, bureaucracy, experts and specialists.

National development must become a public concern and these components must be opened up to allow for dialogue, consultation and the making of choices that take the views of the greatest number into consideration.

This was how the economies and political and social institutions of the countries whose populations enjoy the highest levels of human rights and living conditions were built. People exercise their citizenship by participating at local community level in debates and choices relating to specific economic, logistical or social issues, because these concern their lives.

In such a vision, adult education is a means of public mobilisation for which any event, any circumstance and any information becomes an opportunity to interact and learn about topics relating to the life and development of the local or national community. This implies that ministries should recognise the legitimate entitlement of all actors to participate in the setting of local, national and international policies as well as in that of rules and standards.

This implies that non-formal education programmes should aim to help disadvantaged actors to understand and fully appreciate the issues underpinning the exercise of their economic, social, cultural, environmental and political rights. Finally, this implies that we should agree to accept the diversity of knowledge, agree to turn folk knowledge to account and encourage the production of new types of knowledge and information.

This choice is feasible only if we are ready to strengthen synergies and alliances at every level between public services, private organisations and social movements that are forces for alternative thinking and innovation. These strategies have the potential to bring about truly positive social and economic transformation. If we can implement them, they will help to weaken the systems and means of intervention that stifle the potential of populations, thwart their ambitions and confine them to the status of consumers of the shoddy goods of modernisation and so-called "development".

It is only by this means that education will regain its qualitative and political meaning, because it will

be integral to the building of societies that function under the rule of law and in which economic and social progress is the result of shared responsibility.

In conclusion, ladies and gentlemen,

We believe that any educational intervention that does not help to develop the social, technical and political responsibility of populations, both in terms of the choice and the mastery of the product that we offer them, engenders the systematic impoverishment of local resources, whether human, physical, intellectual, philosophical or moral.

Wherever we have succeeded in creating the conditions for the social, technical and political accountability of the actors concerned by a given activity (such as sanitation, community waste management, construction projects, international negotiations, ecological agriculture, economic businesses, etc.), technical results have gone hand in hand with a sustainable social and political impact.

That is why education, which has been ENDA Third World's principal means of action since it was founded in 1978, must be based primarily on trust in the potential, creativity and dynamism of local actors and their ability to change their own status, environment and skills for a better future. This is how adult education can truly become a lever to bring about lasting change.

Thank you.

APPENDIX F

Towards lifelong learning

Keynote address
3 December 2009

Khunying Kasama Varavarn

The value of lifelong learning has long been embedded in most cultures, but the strong emphasis on attaining formal credentials has often overridden its importance. When UNESCO reignited the concept of lifelong learning in the late 1960s, the idea challenged educators across the globe to think beyond literacy and primary education. It also set in motion the often heated debate on whether such a concept was feasible or desirable.

While the paths to lifelong learning may differ from one country to another, case studies from these experiences help to illustrate how the concept of lifelong learning gradually gains supports to become the cornerstone of most education systems, some further strengthened by legislation. Furthermore, country experiences help us to understand how the seemingly elusive concept can be translated into reality. Thailand is one of the countries that have pursued the vision of lifelong learning for the past 40 years. While the journey continues to evolve, the lessons learned along the way can help to identify key facilitating factors as well as pitfalls to be avoided in formulating future lifelong learning strategies.

Literacy and adult education as primary advocate and supporter of lifelong learning

When the concept of lifelong learning was introduced in Thailand around the 1970s, educators were quite at loss as to how to translate it into concrete actions when the country was still struggling to reach the remaining illiterate population and to provide universal primary education. While the idea was dismissed by many as unattainable and ridiculed by others, it caught the attention of adult educators who had to cope with the problems of the lack of motivation among target literacy learners.

“What for?” and “what next?” were the most frequently asked questions when persuaded to join classes as many of the learners knew from prior experiences that they could easily revert back to illiteracy due to lack of usage.

One of the early attempts to realise the concept of lifelong learning in Thailand, therefore, was to propose to the government to invest in the establishment of a network of newspaper reading centres in rural, remote areas to provide continuous flows of up-to-date and interesting reading materials to the learners in the same package as the literacy programme. When questioned by the Cabinet as to the necessity of such a strange and seemingly non-educational undertaking, Dr. Kowit Vorapipatna, the renowned adult educator of Thailand, convinced the non-believers by explaining that the learners would need the opportunity to use the newly-acquired skills just as “cars need to have refueling stations”.

More than 40 years have elapsed since the first newspaper reading centre was set up. At present, the Ministry of Education no longer finances such a centre as the demands from the rural subscribers had reached the point that it is now financially viable for the publishers to operate the delivery system, even in remote areas. Over the years, however, millions of literacy and adult education graduates from diverse backgrounds ranging from prominent political, business and community leaders to workers in informal sectors have generated new demands for further and continuing education. Such challenges have pressured the adult and non-formal education providers to diversify the services and bring about a series of innovations which would, in later years, influence formal schooling and the education system to review and bring about large-scale reforms.

Adult education programmes were among the first to depart from the centralised curriculum to become more learner-centred and tailor-made to cater to different groups of learners. After years of continuing negotiations with the formal school system, graduates from these curricula eventually receive equivalency credentials up to higher secondary education.

In subsequent years, adult education programmes also provide opportunities for learners to transfer life and work experiences to be accumulated and counted towards formal education equivalency credits. The involvement of non-traditional “teachers”, “facilitators” and “resource persons” has transformed the learning processes to take into account learners’ prior experiences and preferences with the introduction of dialogue and other interactive learning processes, bilingual approaches combining mother tongue and standard Thai language, distance education, specially-designed computer and learning aids, more hands-on and project-based learning activities.

Some concrete examples include the following:

- Children and youth who become ordained as *Buddhist novices* and study the Pali Canon can take additional classes in order to obtain basic education certificates.
- *Muslim youths* in religious schools are acquiring basic equivalency education through learning units, integrating life skills with religious teaching.
- *Learners with disabilities* who have missed their childhood education are now catching up through specially-designed computer programmes and learning aids.
- *Learners who do not speak Thai as their first language* are now enjoying bilingual teaching with learning materials designed to strengthen mother tongue languages and facilitate acquisition of standard Thai.
- *In factories*, workers are able to upgrade their basic education and skill qualifications through workplace education that allows for transfer of work experiences towards educational certificates.
- *In Kanchanapisek Home for Youth*, youngsters with serious criminal records engage in daily analysis of real-life moral dilemma selected from daily newspapers, practising critical thinking, dialogues, and personal reflections in diary writing. The

process has boosted their self-esteem, sharpened their critical thinking abilities, fostered moral development and reduced violent incidents.

- *In prisons*, educational provisions are no longer limited to basic education and skill training courses. The inmates have access to a wider range of challenging learning opportunities from well-equipped libraries, advanced courses in computer technology, fashion design, choral singing and university education.
- Across the country, over 4,000 *private adult education providers* have registered and continue to grow in number and diversity to respond to the increasing demands from adult learners to upgrade their skills and pursue personal interests through short-term courses, correspondence schools and various forms of distance and online education.

During the past 70 years, Thai literacy and adult education has gradually expanded to involve providers in all fields and touch upon the lives of the large majority of the population. It has also exerted tremendous influences on the formal school system, other development agencies, the communities and the individual learners.

Formal education working in synergy with non-formal education to promote lifelong learning

The increasing number of adult education graduates has created not only demand for new types of education services but also new aspirations for the education of their children and their communities. Over the past decades, we have seen these demands translated into heightened participation in education and pressures for reforms from civil society. The concept of lifelong learning gradually penetrates formal schooling, the way of thinking of the educators and the country as a whole.

While lifelong learning first made an impact in the areas of literacy and adult education, around 1974, the report of the education reform committee, entitled *Education for Life*, clearly advocated that the entire education system be developed to ensure lifelong learning through synergy among formal, non-formal, and informal education.

By 1999, when the Thai parliament passed the influential Education Act, lifelong education was

mandated as the basic guiding principle and goal of the education system. The architects of the Education Act were so concerned that the entire educational provisions be based on lifelong learning that they decided to merge the offices of adult and non-formal education and formal education together under the management of the newly-created Office of Basic Education.

This decision led to nationwide protests among adult education providers and supporters who feared that the distinct nature of adult and non-formal education would be under the shadow of the powerful school system. As a result, the government decided to reinstate the Office of Non-Formal Education as an independent organisation, not under the wing of the Office of Basic Education. Nine years later, the parliament promulgated the Non-Formal and Informal Education Act with the aim to mobilise all government agencies and all sectors of society towards realisation of the vision of lifelong learning.

It is important to note that the close cooperation among formal and non-formal education that flourished before the Education Act subsided during the merging policy and resumed soon after both offices regained their independent and equivalent status.

Some of the concrete examples resulting from close linkages between formal and non-formal education are as follows:

- Revision of the national basic education curriculum from a centralised curriculum for all learners to standard-based curriculum with provision for locally-relevant content to serve diverse groups of learners.
- Development of self-directed learners with critical thinking and problem-solving abilities, fundamental learning skills and meta-cognitive abilities became the primary aims of basic education. The once all-important content now becomes recognised as a means through which self-learning skills can be enhanced.
- Action and experiential learning initiated in non-formal education are now common practices in formal schools through community service programmes, internships and apprenticeship with local workplace, part-time employment, small-scale student-run enterprises, cross-registration among

formal and non-formal programmes, all of which can be transferred for credits.

- Schools are encouraged to offer alternative pathways for learners with special needs, combining the better-equipped facilities and personnel of the schools with the more flexible non-formal education curricula, inclusive admission policies and regulations, and specially-designed support facilities for groups with special needs. As a result, a vast number of drop-outs, out-of-school youth and adults are returning to schools and universities, altering student profiles and enriching the learning environment.
- Teachers have also benefitted from innovations first piloted in non-formal education. Online training programmes and distance education, which once catered primarily to adult learners, are now adapted to train teachers on a nationwide basis. One noteworthy effort was initiated by HRH Princess Sirindhorn to assist teachers from minority ethnic backgrounds who work with pre-school children in mountainous areas to obtain university degrees and teaching certificates through distance education. Teachers also form professional learning groups to upgrade their competencies through sharing of knowledge and experiences, coaching, mentoring and various forms of knowledge management techniques.
- The universities have also been influenced by adult and non-formal education, initially by the new demands for higher education from the massive number of adult education graduates. While the two major open universities, Sukothai Thammathiraj and Ramkhamhang Universities, were among the first to accommodate such demands, soon after, many other universities adopted open admission policies which embrace adult learners and learners with special needs. The inclusive admission policies, in turn, bring about more inclusive teaching and learning practices, more flexible transfer of prior learning towards credits, more responsive regulations and codes of conduct for students and deeper understanding of the principles of andragogy among formal school teachers and university faculty members.
- To respond to the diverse, participatory and learner-centred educational strategy, the structure of the education system has been decentralised to school level and operational units with members

of communities, parents and alumni serving on the increasingly powerful school boards and school district committees. Adult education and non-formal education have been called upon to assist parents and school boards to develop greater understanding about child-rearing practices, new issues confronting today's youth and their contribution to the education of their children.

- Within schools, student clubs and student councils are now widespread, empowered by the participatory techniques of adult and non-formal education. Close linkages between formal and non-formal education have yielded mutual benefits. Capital intensive infrastructure invested for the school system, such as nationwide internet connection, educational radio and television broadcasting facilities, water systems, school libraries, laboratories and sports facilities, have been fully utilised for adult and non-formal education programmes, community-based learning activities as well as universities to reach out to learners in rural areas.
- Adult learners have also benefitted from policies originally formulated for school students such as the support for free tuition and free text books for those engaged in all forms of basic education. Universities with extension services have contributed to the wealth of knowledge on adult education, have served as strong advocates of lifelong learning policies and have developed new generations of lifelong learners. Working in complement with each other, formal and non-formal education have greatly inculcated the culture of lifelong learning, enriched learning opportunities and contributed towards the strengthening of lifelong learning.

Lifelong learning beyond the Ministry of Education

The impact of lifelong learning reaches far beyond the realm of the Ministry of Education. Other development agencies have long worked with communities and adult groups to upgrade their skills and competencies. Although they may not identify their work as adult non-formal education or lifelong learning, knowledge and skills acquired through these activities can be transferred for credits. Coordination among the various agencies is achieved through the Ministerial-Level National Coordinating Committee for Promotion and Support of Non-Formal and Informal Education.

The military, one the biggest providers, constantly upgrades training programmes for new draftees to ensure that they leave the service with literacy skills, basic education and fundamental vocational skills.

The Ministry of Public Health recruits close to one million health volunteers to serve every village of the country with continuous training programmes which can be counted towards basic education certificates. These volunteers, in turn, work with schools and organise health-related activities in the communities. Some of their most spectacular achievements include campaigns to improve public toilets and to organise community-based aerobic exercise. Such activities have greatly influenced not only the health habits but also the learning behaviours of the population as a whole.

The Ministry of Agriculture and Cooperatives operates a network of extension workers in various fields related to agriculture across the country as well as farmers' cooperatives, imparting exemplary practices and enriching the indigenous learning systems within the community.

The Border Police initially trained village scouts for security and development purposes. Over the years, the membership grew to several millions and became recognised as powerful social movement, supported by various government agencies to enhance their knowledge, skills, and participation.

There are now several thousands non-governmental agencies and community-based organisations working in educational and development projects. Chai Pattana Foundation and Thai Rice Foundation under Royal Patronage, for example, established the first Farmer School in the province of Ayudhaya to provide opportunities for farmers and extension workers to meet, share experiences and conduct experimentation in order to compare the benefits of traditional and new ways of rice farming. The school succeeds in disseminating more effective farming practices and in generating learning groups within the community. A few years later, the Foundation set up another school to revive the use of buffaloes for tilling the land.

Unlike other member states, support from local government, which now receives over 30 per cent of budget allocations, however, is still limited as their

priority is placed on pre-school and formal education. Inspired by the business sector and examples from other countries, the Bangkok Metropolitan Authority has declared the goal of becoming a Learning City and many local governments are investing in libraries and learning resource centres.

New perspectives emerging from the private sector

The concept of lifelong learning has also influenced the business sector. In an attempt to meet the challenges of globalisation, business corporations have placed priority on human resource development and on creating learning organisations. The active participation of the business community brings new perspectives to adult and non-formal education that hitherto have been predominantly community- and basic education-based. The new adult learners are now university graduates with international exposure and standards. The organisers are business executives and industrialists. The money invested per trainee far exceeds most provision provided by previous literacy and adult education programmes. Sophisticated training techniques are adopted from more developed economies or created by universities funded to conduct research and development.

Once the human resource development system is in place, many companies move on to Corporate Social Responsibility projects to utilise their resources and personnel to contribute to the development of schools and the communities, resulting in fascinating synergies between business and community-based wisdom. The Siam Cement Group is an example of a conglomerate that places priority on the value of people and was the first to establish a human resource management unit. Mr. Paron Issarasena, the former CEO who served for eight years as the company's Human Resource Manager, believed that "our personnel is our most valuable asset. The more competent, knowledgeable and ethical people we have in our company, the more effective we can move towards our goal. Our company can only survive on two critical factors: our human resource and technology. Not to invest in people is to go against the fundamental business principle." Mr. Paron later founded the Suksapattana Foundation which supported satellite-transmitted educational programmes and worked with the Massachusetts Institute of Technology to introduce the concept of Constructionism to Thai schools and the communities.

The Thai government has carried out many proactive measures to mobilise the support of the business sector to invest in human resource development. Expenses incurred in training of personnel or in supporting schools receive double tax deductions. Campaigns are launched to invite companies to "adopt" schools or libraries and to provide scholarships for students and teachers. Krung Thai Bank adopts 97 schools and assigns executives and board members to supervise the assistance rendered to each school.

The mass media have been most instrumental in facilitating lifelong learning. A survey has found that on average, Thai people spend more than four hours watching television and listening to the radio. Close to 60 per cent of the Thai population aged 15-59 read a newspaper every day. In order to counteract the commercial influences dominating the media, several measures have been undertaken. These include, *inter alia*, provision in the education act to provide a free educational broadcasting frequency, trust funds set up from earnings from telecommunication monopoly fees to develop "edutainment programmes", establishment of a public broadcasting television station, and time allocated to children and educational programmes during prime time.

The use of communication technology is also transforming the learning styles of the Thai population. In 2008, mobile phone, computer and internet users account for 52 per cent, 28 per cent and 18 percent of the population respectively. Internet users alone increased from 220,000 in 1997 to 13,146,000 millions in 2007. The 2008 survey also indicates a serious digital divide among people of different regions, age groups and educational backgrounds. Bangkok residents have the highest usage at 36 per cent while only 13-18 per cent of those living in other regions are internet users.

Close to 70 per cent of university graduates use internet while 29 per cent and 6 per cent of secondary school and primary school graduates do so respectively. Similarly, around 78 per cent of professionals use internet compared to 2 per cent among farmers. Among women who have attained educational parity with men, a lower percentage have experience using e-commerce.

Since 2005, the Thai government has tried to improve accessibility by connecting all schools to the internet. While the project has greatly transformed learning and teaching processes in schools as well as facilitated the use of internet in the communities, much more needs to be done to bridge the widening gaps. Among internet users, entertainment and games account for 50 per cent of their usage compared with only 8 per cent for news and education. To ensure that wider access to internet will be utilised for meaningful learning experiences, the Ministry of Culture along with Ministry of Education and Ministry of Technology and many non-governmental agencies have carried out several innovative measures. These include the promotion of “Good Internet Cafés” which agree to use creative and educational software and adhere to strict regulation on usage by children and youth, training of youth in computer programming including those who have become game addicts, support for Thai language educational websites, training in media and computer literacy to foster responsible and ethical usage of computers, programmes to educate parents to keep track of computer usage of their children and development of screening devices and mechanisms.

Strengthening lifelong learning at community and individual levels

The ultimate support for lifelong learning comes from the communities, learning groups and the individual learners themselves who generate new demands for learning opportunities, offer their own services as resource persons or organisers and contribute towards the development of lifelong learning culture.

Some notable case studies help to illustrate how communities, groups and individual learners have been transformed by lifelong learning and they in turn, serve as catalysts for enriching lifelong learning opportunities.

- With over 30,000 temples and 400,000 monks across Thailand, the Buddhist institution is potentially the most powerful educational delivery system of the country. Over the years, however, the school systems and the mass media have taken over the prominent roles in educating the Thai public. Within the past few years, new and exciting innovations have emerged in the teaching of Buddhism and proved to be highly

successful in renewing public interests. These approaches include, inter alia, the production of attractive publications with colorful illustration, down-to-earth writing style, dealing with topics close to the concern of youth and the general public, the use of animation, text messages and music to convey Buddhist concepts, training of monks to teach in schools and to conduct their sermons more effectively and campaign to ordain youngsters as novices or to form voluntary groups for community services.

- With the shift in the age structure of the society, the ageing population is now receiving a great deal of attention with concrete plans to provide a variety of services as well as to utilise their expertise. The Brain Bank organisation, for example, has been set up to mobilise retired academicians and scholars to provide advice and voluntary consulting services.
- OPPY, Old People Playing Young Group was founded eight years ago by a prominent businesswoman at the age of 70 with the aim to encourage and assist people over the age of 45 to learn to use the internet. The project has grown into a club with over 3,000 active members who join to pursue other learning activities such as photography and water painting. The project was among the first to recognise and try to bridge the gap between the older generation and the skills required to function effectively in society.
- Among the communities that have turned around as a result of lifelong learning, Limtong Village is perhaps most well known. The village is situated in Buriram Province in rich and fertile land with a huge swamp providing the village with fresh water and abundant supply of fish. Over the years, the swamp gradually dried up, making rice farming increasingly difficult. At the same time, new roads brought in luxury goods and opportunities to migrate from the communities. With fewer helping hands and lower communal spirits, the villagers stopped helping each other and had to hire outsiders during farming season. Soon, most families were in heavy debt.
- Several agencies started to assist the community to transform on the principles of self-sufficiency bestowed by His Majesty King Bhumipol. Suksapattana Foundation was the first to help with agriculture activities, Auntie Noy, a lower primary

school graduate, learned to keep a family account. She soon discovered that the large majority of their expenses went into alcohol and gambling. Auntie Noy vowed to stop buying lottery ticket and helped her husband to get rid of his drinking habits. Soon the family saved enough money to invest in improving their soil for vegetable farming. Auntie Noy went on to learn computer skills through which she became aware of the fluctuating prices of vegetables in the different markets and learned of new varieties of cash crops, new production, marketing, and management techniques.

- Meanwhile, the entire village was inspired by Auntie Noy's determination and followed her example in keeping account of their spending. Eventually, the entire village succeeded in cutting down their gambling and drinking and saved enough money to open a community grocery store. The success of the grocery store motivated the community to move on to other development activities such as community computer center, the use of GPS to survey the landscape and identify appropriate sites for water canals serving the entire village and preparation of village production and marketing plan. While the village received assistance from many agencies, the key to the success lies in the transformation of each individual learner and the community to become self-directed learners, continually seeking, sharing, experimenting and disseminating new knowledge.
- At the individual level, Sunan Sangsuwan founder of an Export Pottery Factory, represents another self-directed learner who became a millionaire from her determination to learn. Upon her graduation from the university with a social science degree, Ms Sunan ran a family own catering service with little success. Noticing the interests of foreign visitors of the local pottery, she began a small souvenir shop selling local products. When the business proved to be more successful than the catering service, Ms. Sunan took an intensive English class just enough to communicate on export of pottery. The first three years of her business were devoted to learning and experimentation on every dimension of the business from management, export business, financial management, personnel management,

production techniques, and the lifestyles of potential customers in foreign lands. Ms. Sunan now runs a factory employing 300 workers, all of whom receive on-the-job training, exporting over 5 million US dollars' worth of pottery to 26 countries each year. She attributes her success to "the unceasing desire to learn and to teach".

These success stories are growing in number, portraying that lifelong learning no longer confines to policy statement or government initiated activities but has affected the lives of people at all levels of the society. The value of lifelong learning, once embedded in most cultures is now regaining its strengths. It is important to recognize, however, that promising as these case studies may seem, they are only isolated examples. If lifelong learning is to serve as powerful vehicle for development, then lessons from past experiences must be examined, and new and emerging challenges foreseen.

Lessons learned from the Thai experiences

Thailand's forty years of experiences in pursuing lifelong learning illustrate its dynamism. From continuing education for literacy and adult education graduates, lifelong learning now encompasses a rich diversity of learning opportunities extending far beyond education sector into the communities, business sector and overall social and economic development arena. The key strategies and facilitating factors have included the following,

1. *Sustained commitment to lifelong learning.* While the initial commitment began in small scale with narrow focus, there have been unceasing efforts to expand the vision, to reach new groups of beneficiaries, to respond to new learning needs, to introduce innovations and technology as well as to mobilize new alliances. By institutionalising lifelong learning as the guiding principles of the education plan and later on, in legislation, it has been possible to insure continuity, mobilisation of support and to a certain extent, appropriate budget allocations.
2. *Effective adult and non-formal education.* Without the active support from adult and non-formal education, the provision of lifelong learning would not have progressed thus far. Adult and non-formal movement has been most instrumental in advocating

the vision of lifelong learning and translating it into reality. With a history of uninterrupted development for over seventy years, the Thai adult and non-formal education is unique in many ways. It has become widely respected as the champion of the disadvantaged. It has established close alliance with other adult education providers, with the independent Office of Non-formal Education shifting its role from provider to coordinator. It has nurtured and enjoyed the support of the powerful network of adult education alumni covering all segments of the society. Most importantly, it has been able to exert influences on the formal schooling and has been recognised as an equal and complementary component of the education system.

3. Inclusive formal education. Mandated to insure universal education for school-age children and youth, formal school system had taken longer time to respond to the challenge of lifelong learning. The vision of lifelong learning, however, cannot be realised without the support of formal education. While adult and non-formal education has the advantage of being responsive and innovative, the formal school system's network extends across the country with far more resources to be utilised for lifelong learning. The formal school system, however, must be transformed to serve the goal of lifelong learning, striving to guarantee not only access but meaningful, relevant quality learning experiences for all. In particular, self-directed learning competencies and the culture of lifelong learning must be given priority in the curriculum. The teachers and all educational personnel must serve as role models of lifelong learning behaviors and help to facilitate conducive learning environments within the school, the home and the communities.

4. Enriched informal learning opportunities. The Thai experiences have demonstrated that the learning environment and indigenous learning mechanisms can be further enhanced. Some of the promising strategies have included allocation of broadcasting time to educational and development programmes, support for libraries and learning centers, cooperation with religious leaders, parent education, training of folk artists and radio talk show hosts and incentives provided to business sector to organize educational activities.

5. Facilitating role of Government in promoting lifelong learning. In the Thai situation, the role of the government has changed over the years. When opportunities for basic education were limited and the value of lifelong learning not fully recognised, the government had to take more proactive roles as primary organizers. In subsequent years, when universal basic education became more widely accessible with diverse providers of adult and non-formal educational services, the government has shifted the role to promoters, coordinators and supporters with more decentralised and participatory structure. Too strong and prescriptive government control has been found to stifle initiatives and participations. At the same time, attempts to dismiss the functions of the government in adult non-formal education had seriously weakened its positions in providing alternative perspectives and options. In assessing the present conditions of lifelong learning in Thailand and in looking towards the future, there are five major areas of concern.

- **The need to reaffirm our commitment to serve the educationally disadvantaged**
With increased enrolment rates and progress towards achieving education for all targets, pressures towards searching and reaching the educationally disadvantaged have been vastly reduced. The new marginalised groups are often overlooked, especially those left out by advancement in technology and those endangered by armed conflicts. The need for continuing education for adult graduates to encompass all segments of the society has greatly shifted programme priorities. It is quite likely that once again the needs of the educationally disadvantaged will be secondary to the needs of the better endowed and high profile learners. It is important to insure that lifelong learning continue to serve as the tools to help bridging and not widening the opportunity gaps within society.
- **The threats and the benefits of technology in insuring equitable lifelong learning**
While Thailand has allocated significant proportion of the budget to equip schools and education facilities with internet and new technology, it has not been able to tackle the problem of digital divide. Furthermore, the new technology has not

been fully harnessed to benefit the educational disadvantaged. Inadequate preparation has also led to wasteful and harmful utilisation among the learners. Unless, more effective strategy can be formulated to handle this critical challenge, technology will undoubtedly become the key deciding factor on the issue of equity and quality in the future.

- **The search for more appropriate concept of quality**

The education system based on the principles of lifelong learning has brought about more diversified learning goals and approaches with transfer of credits across programmes organised by different providers, alternative pathways to serve the diverse groups of learners, and more tailor-made curricula. There is a need to review and reformulate working definition of quality to attain a balance between standards required and flexibility in response to the diverse needs and conditions of the learners.

- **Preparing for the new players of lifelong learning**

Over the years, facilitators of lifelong learning have extended beyond those involved in literacy and adult education. Active participations have arisen from the schools, universities, communities, business corporations, mass media, religious institutions, social, cultural or even political movements. These new players brought with them new resources and approaches which have further enriched and expanded the vision of lifelong learning. In most cases, however, the new players do not consider their work as adult or non-formal education. Coming from vastly different backgrounds, they do not share the same ideology and often lack the abilities to work effectively with disadvantaged adults. Adult educators, at the same time, are often concerned about the new comers and feel the need to control directions and goals. There is an urgent need, therefore, to establish a mechanism to mobilize participation, develop sense of ownership, and provide opportunities for learning and sharing so that synergy between the diverse groups of lifelong learning facilitators can be achieved.

- **Fostering moral and ethical development through lifelong learning**

While lifelong learning has proved to be effective in enhancing literacy and communication skills, for upgrading educational qualifications or preparing for the world of works, its success in transforming the ethical values and the behaviors of the learners is much more limited. The commercial sector, on the other hand, has fully exploited the power of the mass media and informal education in creating new and often unnecessary demands among the consumers. Greater attention must be given to foster moral and ethical development, responsible global awareness and empower our learners for social causes through lifelong learning.

Thailand is proud to have made some significant progress in realising the vision of lifelong learning. We feel indebted to UNESCO and international organisations for inspiration and support, to UIL for expanding the concept and the network of lifelong learning, to member states for exemplary practices. Even though we have much to celebrate, we are acutely aware that the road ahead is even more challenging. CONFINTEA VI is organised at the crucial moment when we need to harness all our wisdom to cope with the increasingly detrimental global issues. It is our hope that CONFINTEA VI will serve as a venue through which we can assess the present situation, review our ongoing practices and pave the way for future lifelong learning strategy to unleash the human potentials for sustainable development.

APPENDIX G

From rhetoric to action

Keynote address
4 December 2009

Paul Bélanger
CIEA-ICAE

First of all, I would like to thank UNESCO for inviting me, as chairman of the International Council for Adult Education, to speak to you. Along with the other representatives of civil-society organisations, we have come here to work with you to advance the right to lifelong learning. We do so because we are convinced that the continuing development of knowledge and skills within the adult population is one of the most strategic investments that societies must make today.

Furthermore, this is an urgent investment, without which mankind will not have the internal resources to cope with the challenges ahead. The bloody conflicts that arise, as was again the case last night in two African countries and as we see all too often on all continents, clearly demonstrate this. Without an informed and internally strong civil society, such disasters become inevitable.

Yes, without spreading the freedom to learn and without strengthening the foundations of everyday diplomatic skills, the possibility of solving conflicts other than by bloody means becomes virtually inconceivable, regardless of the country. Adult education is an essential tool for peace.

But how, then, can we truly succeed in investing in the lifelong learning of our citizens?

During the preparatory discussions leading up to CONFINTEA VI, international, national and non-governmental partners all agreed that at this sixth International Conference on Adult Education we would have to move from words to action. For each and every partner, the mantra quickly became “from rhetoric to action”, and has remained so in this final session of

CONFINTEA VI. But if we are to truly move from words to action, there are two questions we must consider. First: why is it important, and even urgent, for adults and young people outside the school system to develop their potential? And second: what action do we take, how do we make this possible from here on in?

1. Why has it become necessary for education to extend throughout life?

The reason, or rather the reasons, for lifelong learning are important because they are the basis of the political will that this conference calls on us all to show.

Why, then, should we invest in developing adults' capacity for initiative and in increasing their capacity for action?

First, because the Millennium Development Goals, the MDGs, are not achievable without the active and informed participation of the entire population.

We cannot fight HIV/AIDS without prevention. We cannot stem the rapid spread of this pandemic, any more so than that of malaria, without an informed population that is aware of preventive measures and without educational and health promotion activities. This is what we call adult education.

We will not be able to provide primary education for all children in the world without the active participation of parents, without giving them the means to equip themselves for this purpose and without parental education. This, too, is what we call adult education.

We will not succeed in reducing hunger in the world without overcoming the food crisis, without helping farmers and rural populations to increase yields on their land, and without investing heavily in

agricultural expansion or popularisation. And this is what we mean by adult education.

The text presenting the Millennium Development Goals does not at any point mention education for adults and young people outside school, though it is in fact implied everywhere as a necessary condition for the realisation of these goals. We cannot take on these eight major challenges that mankind set itself at the beginning of this millennium if 20%, 30%, 40% or even 60% of the adult population has no way of accessing tools to work towards these goals. None of the Millennium Development Goals can be achieved without the active participation of young people and adults, and therefore without their education.

Why have some countries decided to invest in adult education in the middle of an economic crisis? Because they have recognised that this is one of the key factors in finding a way out of the crisis. The ongoing training of the labour force is not a luxury or a social expense, but an essential means of reviving industry in the context of a troubled global market. We must put an end to macroeconomic policies that could prevent countries from investing in labour force skills specifically aimed at finding a way out of the crisis. These macro-policies do not seem to recognise that the changes required in production and work organisation methods and techniques cannot be achieved without accelerating the process of raising the population's basic skill level. Companies require this ongoing training so they can reposition themselves; workers are calling for it so that they can protect their right to work; migrant populations need it to become qualified in their host country and in the first place to learn the language. The same applies to the informal economy, as the women and men who work in it in order to survive must also increase their skill levels. All these necessary skill acquisition processes have a name: adult education.

On a fundamental level, we recognise the right of women and men to lifelong learning because we all have the right to live in dignity. For today's citizen, being able to continue learning, no matter where you live on the planet, is not an unnecessary hobby reserved for a privileged minority. To learn is to increase one's autonomy, it is to enjoy that necessary freedom to question and know more, it is to gain one's

self-esteem and consequently the esteem of others, it is to enable each citizen to bolster his or her sense of personal efficiency, it is to experience the joy of learning. The right to learn is not a luxury but a source of inner energy that, in our present societies, has become socially necessary to continue building ourselves and our communities. We all have the right to experience the full potential of human intelligence. We all have the right to learn how to be, to evolve and to live together. To be able to co-pilot our lives through all the transitions that await us is a perfectly legitimate aspiration. Lifelong learning can only be lifelong and lifewide if it is also lifedep. This is the deeper meaning of adult education and that is why lifelong learning has become a fundamental right.

If there is increasing focus on the need for lifelong learning, it is also because it has become an essential tool for developing our societies: a society that cannot remain reflexive without civil society being in a permanent state of alertness, a society where the necessary welfare state cannot be maintained without becoming participatory. And when we speak of participation, this implies more information and a greater ability to act. Yes, adult education has become a fundamental prerogative because everywhere it has become necessary for the exercise of all other rights: the right to health, the right to work, the right to a healthy environment, and protection against discrimination based on gender, sexual orientation, age, etc. Thus recognised as a legal and therefore enforceable right, basic education for adults will be available on a planet-wide scale and this general raising of skill levels will become a powerful lever for socio-economic development and improved quality of life.

We cannot wait 35 years for the adult population to improve its basic education, 35 years being the period of time required for this improvement to be achieved purely through the schooling of young people. It is now, within the adult generation, that we must act. Today, 80% of the adult population of 2021 has already left school and completed its initial education. Societies in the South and the North cannot wait for CONFINTEA IX, that is to say the year 2043, to raise the basic skill level of their adult populations. It is now, within the next five or ten years, that today's adults need to acquire new skills and capacities for

action. Certainly, initial education is essential; it is the foundation that we require to continue lifelong learning. However, this education at the outset of life is no longer enough. The journey through life is too uncertain, there are too many transitions and the contexts change too much. If the educational development of today's citizens were to stop when young people left school, it would be catastrophic. And yet, UNESCO's annual reports on Education For All reveal that basic adult education remains, and I quote, "tragically underfunded".

Our concern in this sixth International Conference on Adult Education is also the continuous growth of the social, cultural and economic productivity of our societies. Civil-society organisations do not refuse to talk about productivity. This requirement has been, and continues to be, a driving force for human progress since the appearance of Homo sapiens and until the present. Men's and women's capacity for action and initiative has been, and more than ever remains, not only the most beneficial but also the most renewable strategic resource. But we must not forget, as is unfortunately often the case today, that there cannot be any sustainable growth in productivity without an equitable distribution of its fruits. There cannot be sustained participation of collective intelligence without fair and unconditional distribution of the benefits created so that everyone may equip themselves to contribute to it.

Therefore, it is important to make adjustments and invest in lifelong learning, especially since the return on this investment is exponential in light of the propensity that has been observed for a broad reproduction of curiosity and knowledge within households and working communities. Mankind will not survive its food, economic and ecological crises, nor the impact of its inevitable cultural multiplicity, unless all of the world's citizens have the space and resources to learn new ways of producing and living together. And this sustained growth in productivity through the continuous renewal of knowledge and skills is also what we call adult education.

We can see that the answer to the question "why invest in lifelong learning" is becoming increasingly self-evident. How, then, are we to proceed?

2. How?

Today, the question of how has become as important as, if not more important than, that of why. It is more important, of course, because the solutions are not simple, and also because without a concrete response to this question, we will not be able to bring about the major changes that the future requires us to make now.

The first step is to take a broader view of the current scope of adult education – a view that first of all encompasses all adult educational and training activities, from literacy to the continuing professional development of doctors and engineers, including work-related training, language-learning, health and environmental education and agricultural expansion, and not forgetting the vast field of popular education, from a perspective of active lifelong learning. It must be a broader view of continuing education that is capable of transposing this need to increase peoples' capacity for initiative to all fields of human activity and that also takes into account, in all these fields, the creation of favourable educational environments, of contexts of action that stimulate curiosity, that appeal to and encourage individual and collective initiative, that make people eager to learn and that drive the need to improve themselves constantly.

The second practical step is to adopt policies and legislation that explicitly recognise that the reality of education in all our countries is going through change, with the number of adults who are learners or expressly requesting learning exceeding the number of young people at primary, junior or high school and at university. This therefore means adopting policies that first of all make adult education the responsibility of ministries of education in charge of basic education, continuing professional training, distance training and adult access to post-secondary and university training. However, it also means adopting policies that recognise adult training activities falling under other ministries: agricultural popularisation, agriculture, health promotion, legal training for prisoners, the promotion of reading and culture, the work of ministries that deal with the status of women, the environment and social well-being, and of course ministries of employment and immigration. Fulfilling this necessarily inter-ministerial adult education mission calls for a new function of

communication, synergy and purposeful coordination in which ministries of education will play a key role. Investments in adult education will bear fruit only as long as this concerted effort implements systems that facilitate the difficult expression of this vast demand for training through information, orientation, reference, the recognition of acquired experience and adult learners' weeks, and that ensure the transfer of learning into action, that is to say to a field where we can really measure the impact of the collective effort that is required.

At the international level, the decision taken at this conference to review, by 2012, UNESCO's standard-setting instrument, the 1976 Recommendation on the Development of Adult Education, creates an important opportunity to renew our vision of adult education and recommend legislative and economic measures to assist adults in exercising their right to learn. In this respect, much is expected of UNESCO and its Institute of Lifelong Learning in terms of involving the various United Nations agencies following this Conference.

The third course of action is the mobilisation of all governmental, economic and civil-society actors. Without this mobilisation, the adoption of legislative measures and government programmes will not deliver the expected results. Our observations show that it is insofar as the need to increase the skill level of the workforce is mutually recognised by employers, unions and social economy organisations that training policies become effective. The active role of civil-society organisations is also decisive, not only in terms of "getting things done" and "dealing with things", but also in terms of developing policies and programmes and oversight. The same applies to adult learner associations, a movement that is growing rapidly in all parts of the world and working to have adults' particular circumstances and the difficult reconciliation of family and work training recognised. Several global networks have been created in recent decades – both connected to and outside the International Council of Adult Education – in order to arouse public opinion, create awareness among decision-makers and help actors in the field to become organised: here I am thinking of the Global Campaign for Education, the Action Group for Women, the Gender Education Office, the Hall of Fame of Adult Education, the Global Forum on Education, and of course the International

Civil Society Forum on Adult and Popular Education, which held its first session in the days prior to this conference.

A fourth course of action, although the most difficult, is essential: the mobilisation of financial resources and personnel. This cannot be achieved in the first place without developing and adopting action plans specifying the goals to be reached and the budgets allocated for this purpose, and without framing all these measures in national legislation. How can we speak about funding without mentioning concrete figures? The main financial mechanisms of Education For All, such as the Education Fast Track Initiative, must explicitly support objectives 3 and 4 of EFA, namely adult literacy. The well-known requirement to spend 6% of the national education budget on adult education is realistic from a budgetary point of view and necessary in terms of socio-economic development. Similarly, the agreed target in the Millennium Development Goals of allocating 0.7% of GDP to international aid and the proposal to invest 6% of the share devoted to education in developing the skills of the population is the minimum necessary to bring about the turnaround that all now agree is necessary. Budgets are an expression of political will.

Can anyone explain how it is that a country that is the third-largest producer of gold in the world cannot find the money to fund the adult literacy that is needed in that country? Can you understand how a country that is the largest producer of bauxite in the world can say that it cannot finance the basic education demanded by its men and women? I have the same difficulty understanding how a country can agree to exhaust its oil reserves in less than two decades, that is to say to dispose of its non-renewable resources, without using the funds temporarily generated from them for long-term investment in the most renewable resource in its possession: its population and the latter's capacity for initiative and intelligence. Please, let us reorient the increasing budgets allocated to weaponry to the most promising investment of all: investment in people's creativity.

Investing in adult education also requires investment in the training and working conditions of the men and women who work in this field. What is at stake is the quality of the training, and therefore also the efficiency of the national investment made.

The fifth and final course of action is the following-up and monitoring of results. First, as I have said, we must set clear targets that can guide the work and make the necessary adjustments. It is precisely because the solutions are not simple that it is important to implement transparent mechanisms to monitor our actions and to report regularly to all public, private and social actors. Yes, what counts, as we all agree, are the results and their assessment, not rhetoric.

Conclusion

In 1997, we held CONFINTEA V following a series of major summits: Rio, on the environment, in 1992; the Cairo population conference in 1994; Beijing, on the status of women, in 1995; and Copenhagen, on social development, in 1996. Over a third of the recommendations made by these summits called for greater capacity for initiative on the part of the adult population. CONFINTEA V was driven by this movement and was intended to respond to it. This fifth conference led to a consensus on a broad and dynamic view of adult education, but the actions that followed, though concrete, fell short of the expectations conceived at that time in the Agenda for the Future. Twelve years later, CONFINTEA VI is taking place in a very different context. It comes just days before the Copenhagen Summit on the future of our planet's climate, a context that makes it even more significant that the title UNESCO Hamburg gave this conference was Adult Learning for a Sustainable Future. If the Copenhagen Summit succeeds, adult education will become inevitable everywhere to transform the way we live, produce and consume. If the Summit fails, adult education will become even more necessary everywhere to enable the human community of the twenty-first century to get back on course, to learn and to participate actively in civic life in order to safeguard the planet's future for our children and our grandchildren, Jules, Marius, Luca and all the others.

The planet will only survive if it becomes a learning planet. Yes, we must take action: it is feasible and has become inevitable. We must move forward. And as Einstein said, "progress is like riding a bicycle: if you stop pedalling, you fall."

APPENDIX H

Address to the Closing Ceremony

Davidson L. Hepburn

President of the UNESCO General Conference

Distinguished Minister of Education of Brazil,
Honorable Governor of Para,
Excellencies,
Ladies and Gentlemen,

I am deeply honored, as President of the General Conference, and very delighted, as a member of the Governing Board of the UNESCO Institute for Lifelong Learning, to be with you today for this historic event that has implications for making the world a better place for the future generations.

I would first like to express my appreciation to the Government of Brazil for having graciously hosted this very successful and enjoyable conference. Brazil has demonstrated unwavering commitment and sense of responsibility in addressing global issues and targeting inequalities and marginality.

I am also most thankful to the UNESCO family: its field offices, its Headquarters and the UNESCO Institute for Lifelong Learning whose staff has worked tirelessly to ensure that the Conference runs smoothly. Over the past days you have heard a number of impassioned statements on adult education and the ramifications in the absence of action on recommendations. I will echo the comments that have been made in order to strengthen the need for concerted effort on the part of the international community.

There is no doubt that CONFINTEA VI has been a major event. It has managed to create a multi-functional space for 1,150 policy-makers, specialists, activists from civil society and private providers from 156 delegations to exchange and decide on appropriate recommendations. It has been a policy forum, a fair

of innovations and good practices, and a mechanism of consultation, negotiation and decision making. I would like to commend UNESCO, for having taken up the great challenge of leading the adult education movement from CONFINTEA V in Bangkok across the oceans to Belem. In the process, UNESCO has helped the world gather a momentum for change. Let us hope that this momentum will now be the force that moves us all forward in placing adult education, not least literacy, at the centre of international efforts to improve the lot of the poor and vulnerable.

Since CONFINTEA V, the world has gone through enormous changes, at unprecedented rates. Many of these changes are positive and promising. But some still pose a threat for a secure future for the generations to come. Our capacities to manage climate change and to stabilise the international financial system have been sorely tested, for example.

In terms of education, it is no exaggeration to say that many improvements have been registered in the adult literacy rates and in the overall innovative efforts at enhancing access to adult education and in extending the variety and quality of materials and delivery. The number of adults without sufficient literacy skills has fallen from 870 million in 1997 to around 776 million (1 in 6 adults). But there is still a long way to go. With the present trend, 700 million adults will still be unable to read and write by 2015, the deadline for the EFA Goal 4, i.e., “achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women...” This is a wake-up call to governments and the international community that without a greatly reinforced effort, the EFA will never be achieved.

Ladies and Gentlemen,

As the *Belem Framework for Action* states “now is the time for action, because the cost of not acting is too high”. This fact must be our constant reminder that there is much to be gained by investing in adult education not only because it gives the poor and the disadvantaged a much denied opportunity to access what should be a common good but also because it is a smart investment that contributes to internal stability, a sound economy and democracy. It is a prerequisite for the creation of happy, productive nation states playing a full part in the work of the international community.

Let me emphasise that here, we, every one of us, have to work together, benefiting from each others’ strengths and minimising each others’ weaknesses. The good news is that the international community is sitting on a wealth of accumulated knowledge and experience. The test for us is now to ensure strategic collaboration, innovation and policy reform that will enable this accumulated knowledge and experience to be deployed effectively where it is needed.

And in this common endeavour to realise our world vision – where all will enjoy their rights to lifelong learning and to benefit from its fruit – I call on you to look to UNESCO for leadership and support. UNESCO has a new team that is prepared to give the kind of guidance needed for the way forward. UNESCO is the only intergovernmental organisation which has the mandate to work across the great range of CONFINTEA’s concerns through all its programme sectors and its excellent Institutes. With its wings spreading across all regions of the world, UNESCO possesses the greatest potential to harness technical support to efforts in adult education and lifelong learning. UNESCO can collaborate with partners in programme planning and implementation especially in promoting quality curricula, building capacity and enhance the professionalism of adult educators and in fund raising.

Excellencies, Ladies and Gentlemen,

The *Belem Framework for Action* is a huge accomplishment. I congratulate all participants from this remarkable spectrum of countries, civil society and private providers, NGOs, international organisations

and institutions. It is a great accomplishment not only for its contents which are timely and relevant but also because of the way it has come into being. The process is marked by solidarity in the belief that we, despite our differences and priorities, share a common belief that the 21st Century will leave no adult behind. The extensive consultations that preceded it, the negotiations which continues right here in Belem till early hours in the mornings all evidence of your determination and commitment to make the world a better place through lifelong learning.

However, the *Belem Framework for Action* is only a beginning. We must be humble by the colossal and long-term responsibility that this accomplishment brings. The road may not be paved with rose petals. But with our eyes fixed on the common goal that all adults will enjoy their human rights to life-long learning, to live a better and healthier life because of it, and to develop the wisdom we need for the protection of our precious Mother Earth.

On behalf of UNESCO, I invite you to walk this way with us, as equal partners. I urge you to be engaged with UNESCO at all levels, and to make sure that UNESCO’s precious resources come to your disposal in our common effort at reaching the world where not only no child, but also no adult, is left behind.

Thank you for your attention.

APPENDIX I

List of participants

Member States and Associate Member States/États membres et États membres associés/Estados Miembros y Estados Miembros Asociados

Afghanistan / Afganistán

H.E. Mr Sarwar Hussaini, Deputy Minister for Literacy, Ministry of Education

Algeria / Algérie / Argelia

S.E. M. Abdelhamid Rahmani, Advisor, Embassy of Algeria, Brasilia

Angola

S.E. Sr Antonio Burity Da Silva Neto, Ministre, Ministère de l'Éducation

S.E. Sr José Diekumpuna Nsadi Sita, Ambassadeur, Délégation Permanente de la République d'Angola

Sra Luisa Maria Alves Grilo, Directrice Nationale pour l'Enseignement Général, Ministère de l'Éducation

Sr Victor Manuel Barbosa, Coordinateur, ICAE-PAALAE

Sr Carlos Cambuta Coordinateur Adjoint du Rés. EPT

Sr Antonio Campos, Attaché au Ministère d'Éducation

Sra Luzia Pedro Contreira Policarpo, Alfabetizadora

Sr Antonio Guilherme Da Costa, Fonctionnaire, Ministère de l'Éducation

Sr Petelo Bengue Jaime

Sr Antonio Francisco Kimbrima Jose, Fonctionnaire, Ministère de l'Éducation

Sra Luzitu Lukombo Peterson Gala, 3ème Secrétaire de la Délégation Permanente,

Délégation Permanente de la République d'Angola

Sr Eliseu Sanumbi Lussati

Argentina / Argentine

Sra Delia Ester Méndez, Directora de Educación de Jóvenes y Adultos,

Ministerio de Educación de la Nación de la República Argentina

Sr Roberto Borselli, Presidente del Consejo Provincial de Educación de Santa Cruz,

Consejo Provincial de Educación de la Provincia de Santa Cruz

Sra Claudia Kaufmann, Investigadora Docente, Universidad de Buenos Aires

Sra Marcela Verónica Kurlat, Investigadora Docente, Universidad de Buenos Aires

Sra Sandra Mabel Llosa, Investigadora Docente, Instituto de Investigaciones en Ciencias de la Educación

Sra Claudia Marcela Lomagno, Representante Institucional – Investigadora Docente, Instituto de Investigaciones en Ciencias de la Educación – Facultad de Filosofía y Letras – Universidad de Buenos Aires

Sra Stella Maris Pallini, Miembro del Equipo, Coordinación Nacional de la Modalidad Educación en Contextos de Encierro

Sra Paula Carola Topasso, Investigadora Docente, Instituto de Investigaciones en ciencias de la educación- Facultad de Filosofía y Letras – Universidad de Buenos Aires

Sra Manuela Amanda Toubes, Investigadora Docente, Instituto de Investigaciones en ciencias de la educación- Facultad de Filosofía y Letras – Universidad de Buenos Aires

Armenia / Arménie

Ms Arevik Sargsyan, President, Adult Education and Lifelong Learning Association

Aruba

Ms Gwennan Eve Boekhoudt, Policy Advisor, Department of Education of Aruba

Mr Danny A. R. Maduro, Coordinator Education Facilities, Department of Education of Aruba

Ms Sheila S. Maduro, Coordinator Adult Education, Department of Education of Aruba

Austria / Autriche

Ms Martina Zach, Assistant, Austrian Federal Ministry for Education, the Arts and Culture,
Department for Adult Education

Ms Krisztina Dér, Researcher, Austrian Institute for Research on Vocational Training

Mr Michael Landertshammer, Director, Institute for Economic Promotion of the Austrian Federal
Economic Chamber

Ms Michaela Marterer, Project Coordinator, Styrian Association for Education and Economics

Mr Alexander Springer, Counsellor, Austrian Embassy, Brasilia

Bahamas

H.E. Mr João Carlos De Souza Gomes, Ambassador, Ministry of External Relations / BRASUNESCO

Mr Leon Higgs, Director of Higher Education and Lifelong Learning, Ministry of Education

Bangladesh

H.E. Mr Mohamad Motahar Hossain, State Minister, Ministry of Primary and Mass Education

Mr Rezaul Quader, Director General, Bureau of Non-Formal Education, Ministry of Primary and Mass Education

Barbados / Barbade

Ms Patricia Saul, Principal (ag), Erdiston Teacher's Training College

Mr Gladstone A. Best, Principal (ag), Barbados Community College

Mr Anthony Headley, Principal (ag), Samuel Jackman Prescod Polytechnic

Belgium / Belgique / Bélgica

Mme Michèle Minne, Attachée, Ministre de la Communauté française de Belgique
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Ms Sigrid Callebert, Directrice, Agence pour l'enseignement supérieure,
l'éducation des adultes et des bourses d'études

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Mme Pascale Lassabliere, Responsable Education Permanente, Lire et Ecrire – Communauté française de Belgique

Mme Nadia Baragiola, Chargée de Mission, Lire et Ecrire – Communauté française de Belgique

Mlle Nebiye Colak, Apprenant, Lire et Ecrire – Communauté française de Belgique

M. Yves Huysmans, Apprenant, Lire et Ecrire – Communauté française de Belgique

M. Noel Van Aerschot, Apprenant, Lire et Ecrire – Communauté française de Belgique

Belize / Belice

Mr Sheldon Samuels, National Coordinator Adult & Continuing Education, Ministry of Education

Benin / Bénin

M. Latifou Hokpo, Directeur de Cabinet du Ministre, Ministère de la Culture, de l'Alphabétisation et de la
Promotion des Langues Nationales

M. Abdel Rahamane Baba-Moussa, Directeur de l'Alphabétisation et de l'Éducation des Adultes,
Ministère de la Culture, de l'Alphabétisation et de la Promotion des Langues Nationales

M. Vincent Houessou, Point Focal LIFE, Ministère de la Culture, de l'Alphabétisation et de la Promotion des Langues Nationales
Mme Mahussi Françoise Médégan, Première Conseillère, UIL Resource Person, Délégation permanente du Bénin auprès de l'UNESCO

Bhutan / Bhoutan / Bhután

H.E. Ms Sangay Zam, Secretary, Ministry of Education
Mr Karma Yeshey, Director, Department of Adult and Higher Education, Ministry of Education

Bolivia (Plurinational State of) / Bolivie (État plurinational de) / Bolivia (Estado Plurinacional de)

S.E. Sra Silvia Chumira Rojas, Viceministra, Ministerio de Educación de Bolivia
Sra Tamara Graciela Liendo Villena, Asesora de la DG de Post Alfabetización, Ministerio de Educación de Bolivia
Sr José Ros Izquierdo, Director de Investigación, Formación Solidaria
Sr Wilfredo Fidel Limachi Gutierrez, Representante Institucional, Gobierno de Bolivia, Ministerio de Educación
Sr Waldo Luis Marca Barrientos, Secretario Ejecutivo, Comisión Episcopal de Educación
Sr Rene Ticona Apaza, Director Ejecutivo, Red de Facilitadores de Educación Rural Integral Alternativa (FERIA)

Botswana

Mr Theophilus Mooko, Deputy Permanent Secretary, Ministry of Education and Skills Development
Mr Daniel Tau, Executive Director, Botswana College of Distance and Open Learning (BOCODOL)

Brazil / Brésil / Brasil

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S.E. Sr André Luiz Lázaro, Vice Ministro, Ministério da Educação
Sr Ionilton Gomes Aragão, Coordenador, Comissão Nacional de Alfabetização, Educação de Jovens e Adultos (CNAEJA)
Sra Fernanda Almeida Especialista em Educação, Ministério da Educação
Sr Carlos Artexes Simões, Diretor (Diretoria de Concepções e Orientações Curriculares para Educação Básica)
Sra Claudia Maria Baena Soares, Coordenadora Cooperação Técnica, Organização de Estados Iberoamericanos – OEI
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Sra Emilia Maria Da Trindade Prestes, Professora Investigadora, Universidade Federal Paraíba
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Sra Auriana Diniz, Chefe Substituta da Assessoria Internacional do Gabinete do Ministro, Ministério da Educação do Brasil
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Sr Gersem Jose Dos Santos Luciano, Ministério da Educação
Sra Isabel Aparecida Dos Santos Mayer, IBEAC
Sr Moacir Gadotti, Diretor Geral, Instituto Paulo Freire
Sra Carmen Isabel Gatto, Coordenadora Geral de EJA, Ministério da Educação

Sr Geraldo Grossi, Membro da CNAEJA e Presidente do FNCE, CNAEJA
Sr Sergio Haddad, Coordenador Geral, Ação Educativa
Sra Marina Tisako Kumon, Assessora, Secretaria Especial dos Direitos Humanos da Presidência da República,
Sr Altyvir Lopes Marques
Sra Rosimary Matos, Secretária de Educação, Secretaria Municipal de Educação
Sra Tania Melo, Coordenadora, Ministério da Educação
Sra Maria Luiza Moretzsohn Gonçalves Ramos, Assessora, Ministério da Pesca e da Agricultura
Sr Fernando Neves, Pró-Reitor de Extensão, Universidade Federal do Pará
Sra Áurea Cristina Norges Nunes, Assessora, Comissão Nacional de Alfabetização de Jovens e Adultos
Sra Eliene Novaes Rocha, Representate CONTAG, CONTAG
Sra Jane Paiva, CNAEJA – Representante da Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPED)
Sr José Carlos Prado, Secretário Adjunto de Política Sindical, CNTE – Confederação Nacional dos Trabalhadores em Educação
Sr Telmo Ribeiro Paulino, COPIAM
Sr Antonio Cesar Russi Callegari, Presidente da Câmara de Educação Básica, Conselho Nacional de Educação,
Sr Domingos Sávio Silva Oliveira, UNDIME
Sr José Rubens Silva Lima, Suplente do Forúns de EJA do Brasil, Comissão Nacional de Alfabetização e Educação de Jovens Adultos
Sr Jorge Luiz Teles Da Silva, Diretor das Políticas de Educação de Jovens e Adultos, Ministério da Educação
Sr Clovis Vailant, FBES

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Sr Sávio Brito Costa, Fórum de Educação de Jovens e Adultos (EJA) do Mato Grosso
Sra Pollyanna Costa Miranda, Pedagoga, Ministério da Justiça
Sra Leiva Cústodio Pereira, Fórum de Educação de Jovens e Adultos (EJA) de Rondônia
Sra Jane, Da Silva, Fórum de Educação de Jovens e Adultos (EJA)
Sr Cristiano Francisco, Da Silva
Sra Edite Maria, Da Silva De Farias, UNEB, Bahia
Sr Nilton Carlos Da Silva Teixeira, Educador, Faculdade Martha Falcão (Fórum EJA – AM)
Sra Janaina Cristina De Jesus, Fórum de Educação de Jovens e Adultos (EJA) de Goiás
Sra Leila, De Jesus, Fórum de Educação de Jovens e Adultos (EJA) do Distrito Federal
Sr Joaquim De Lira Maia, Deputado, Câmara dos Deputados
Sra Andrea De Souza Batista, Fórum de Educação de Jovens e Adultos (EJA) do Espírito Santo
Sra Maria Clara Di Pierro, Universidade de São Paulo – USP
Sr Wagner Roberto Do Amaral, Fórum de Educação de Jovens e Adultos (EJA) do Pará
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Sr Antonio Ferreira de Sousa Sobrinho, Fórum de Educação de Jovens e Adultos (EJA) do Piauí
Sr Luiz Olavo Fonseca Ferreira, Educador, Fórum de Educação de Jovens e Adultos (EJA)
Sra Sunamita Fontenelle
Sra Marie Josee Fortin, Association Canadienne des Colleges Communautaire
Sra Marinaide Freitas, Fórum de Educação de Jovens e Adultos (EJA) de Alagoas
Sra Elvira N Gemelli Herberts, Secretaria Estadual de Educação do Tocantins
Sr Francisco Gilson Tocantins, Fórum de Educação de Jovens e Adultos (EJA) do Tocantins
Sra Martha Christina, Gomes Da Rosa, Coordenadora, Fórum de Educação de Jovens e Adultos (EJA)
Sra Eliane Gonçalves Costa Anderi
Sra Maria Gorete Rodrigues de Amorim, Professora, Fórum Alagoano de Educação de Jovens e Adultos
Sr Ricardo Henriques, BNDES
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Sra Tatiana, Lotierzo, Oficial de comunicação, Campanha Latinoamericana pelo Direito à Educação
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Sra Regina Malheiros Santos Ribeiro, Ministério da Educação
Sra Pauline Manthal, Association of Canadian Community Colleges
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Sr Carlos Jose Pinheiro Teixeira, Ministério da Educação
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Sra Vera Lúcia Queiroga Barreto, Fórum EJA
Sra Cléa Teresa Queiroz
Ms Marisa Sampaio, Professora e Representante, UFRN
Sra Maria Eliete Santiago, Representante da Cátedra de EJA, Universidade Federal de Pernambuco – UFPE
Sra Clélia Mara Santos, Ministério da Educação
Sra Izabel Santos Silva, Fórum de Educação de Jovens e Adultos (EJA) de Sergipe
Sr Anderson Sartori, Fórum de Educação de Jovens e Adultos (EJA) de Santa Catarina
Sra Berenice Silva, Ministério da Agricultura
Sra Eliane Maria Silva, Ministério da Educação
Sra Maria Das Neves Silva De Souza, Fórum de Educação de Jovens e Adultos (EJA)
Sr Milton Silveira Pereira, Secretariade Educação do Estado
Sr Leôncio Soares, Professor, Universidade Federal de Minas Gerais
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Sr Marcos Sorrentino, Ministério da Educação PG
Sr Marcos Sousa Santos, SEDUC
Sra Orbelia Souza, CONSED – AP
Sra Ana Luiza Taufick, Ministério da Educação
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Sr Huguetta Theodoro Da Silva, Coordenador, Sec. de Estado da Educação São Paulo (Fórum EJA SP)
Sra Julia Tom, FPF
Sra Stela Maris Torres Melo, Fórum de Educação de Jovens e Adultos (EJA) de Sergipe
Sra Simone Valdete dos Santos, UFRGS
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Sr Joilson Ventura, Fórum de Educação de Jovens e Adultos (EJA)
Sra Genilda Vieira Felix, Fórum de Educação de Jovens e Adultos (EJA)
Sra Valeria Aparecida, Vieira Velis
Sra Maria Angela, Villalba
Sr Raimundo Rainero Xavier, Ministério da Educação
Sra Maria Aparecida Zanetti, Universidade Federal do Paraná – UFPR

Bulgaria / Bulgarie

H.E. Ms Svetlana Lomeva, Deputy Minister of Education, Youth and Science, Ministry of Education,
Youth and Science

Burkina Faso

S.E. M. Ousséni Tamboura, Ministre, Ministère de l'Enseignement de Base et de l'Alphabétisation
S.E. M. Beyon Luc Adolphe Tiao, Ambassadeur, Délégation permanente du Burkina Faso auprès de l'UNESCO
M. Emmanuel Goabaga, Directeur Général de l'Alphabétisation et de l'Education Non Formelle, Ministère de
l'Enseignement de Base et de l'Alphabétisation
M. Baonbingba Désiré Ouangraoua, Directeur de la Formation Professionnelle, Chambre de Commerce et
d'Industrie du Burkina Faso
M. Emile Kahoun, Conseiller Technique, Ministère de l'Enseignement de Base et de l'Alphabétisation
M. Sénon Kanazoe, Agent, Ministère de l'Enseignement de Base et de l'Alphabétisation

Mme Antoinette Zambede Balima Zabsonre, Institutrice, Ministère de l'Enseignement de Base et de l'Alphabétisation
Mme Koumba Barry Boly, Coordonnatrice, Association pour le développement de l'éducation en Afrique (ADEA)
M. Paul Taryam Ilboudo, Représentant, Oeuvre Suisse d'Entraide Ouvrière au Burkina Faso
Mme Marie Clemence Kielwasser/Zio, Coordinatrice de L'UCP/CREAA, Conseil Regional pour l'Education et l'Alphabétisation en Afrique (CREAA)
Mme Alice Konfe/Tiendrebeogo, Coordonnatrice Nationale en Alphabétisation, Association Nationale pour la Traduction de la Bible et l'Alphabétisation
M. Taghdo Anatole Niameogo, Coordonnateur APENF/GTENF, Association pour le développement de l'éducation en Afrique (ADEA)
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M. Boureima Ouedraogo, Réseau, Cadre de Concertation ONGs en education de base CCEB BF
M. Bendi Benoit Ouoba, Secrétaire Exécutif, Association TIN TUA
M. Mamadou Lamine Sanogo, Administrateur Général, Fondation Karanta

Cambodia / Cambodge / Camboya

H.E. Mr Chap Chey, Secretary of State, Ministry of Education, Youth and Sport
Mr Kou Lom-A Kuoch, Deputy Director, Non Formal Education Department, Ministry of Education, Youth and Sport

Cameroon / Cameroun / Camerún

S.E. Mme Youssouf Hadidja Alim, Ministre, Ministère de l'Education de Base
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Canada / Canadá

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Mr Hugo Rangel Torrijo, Director, International Watch on Education in Prison
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Iran (Islamic Republic of) / Iran (République islamique d') / Irán (República Islámica de)

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Russian Federation / Fédération de Russie / Federación de Rusia

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Saint Kitts and Nevis / Saint-Kitts-et-Nevis / Saint Kitts y Nevis

Mr Percy Randolph Taylor, Senior Adult Education Officer, Ministry of Education of Saint Kitts and Nevis

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Samoa

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Sierra Leone / Sierra Leona

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Ms Annette Jeanne Warrick, BIS, International Unit, Department of Business, Innovation and Skills

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Mr Christopher Fairgrieve, Learner, Scotlands Learning Partnership

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Venezuela (Bolivarian Republic of) / Venezuela (République bolivarienne du) / Venezuela (República Bolivariana de)

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Yemen / Yémen

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Zambia / Zambie

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Observer of Liechtenstein / Observateur national du Liechtenstein / Observador Nacional de Liechtenstein

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Palestine

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United Nations Food and Agriculture Organization – FAO

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United Nations Children’s Fund – UNICEF

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Intergovernmental Organisations/Organisations intergouvernementales/ Organizaciones intergubernamentales

Arab League Educational, Cultural and Scientific Organization – ALECSO

H.E. Mr Bachar Yaghi, Ambassador, Tunisia

Centro de Cooperación Regional en Educación para Adultos de América Latina y el Caribe – CREFAL

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Conférence des Ministres de l’Éducation des pays ayant le français en partage – CONFEMEN

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Islamic Educational, Scientific and Cultural Organization – ISESCO

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Regional Council for Adult Education and Literacy in Africa – CREEA

Mr Jeremie Akplogan, Secrétaire Exécutif, Togo

South-East Asian Ministers of Education Organization – SEAMEO

Mr Dato Ahamad Bin Sipon, Director, Thailand

Non-Governmental Organisations, Foundations and Associations/Organisations non gouvernementales, fondations et associations/Organizaciones no gubernamentales, fundaciones y asociaciones

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African Platform for Adult Education/Plateforme africaine pour l'éducation des adultes

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AlfaSol – Alfabetização Solidária

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Arab Network for Literacy and Adult Education

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