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The Power of Adult Learning for Living A Viable Future

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University of Missouri-St. Louis

From the Selected Works of John A. Henschke EdD

June 16, 2010

The Power of Adult Learning for Living A Viable Future

John A. Henschke, EdD



Available at: https://works.bepress.com/john_henschke/107/

The Power of Adult Learning for **Living A Viable Future**

John A. Henschke, Ed. D.

**Faculty Member of the Andragogy Doctoral Emphasis
Specialty and Graduate Research**

Lindenwood University – St. Charles, Missouri

**Presentation at the Missouri Valley Adult Education Association and Kansas Adult
Education Joint Conference**

June 16, 2010

Wichita, Kansas

Warner Hall – Upper Level

Doctor of Education (Ed. D.) Program

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UNESCO CONFINTEA VI Website:

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

**CONFINTEA VI – UNESCO Sixth
International World Conference in
Adult Education
Living and Learning for a Viable Future:
The Power of Adult Learning
Belem, Para, Brazil – December 1-4, 2009**

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Session Objectives:

1. Participants will gain knowledge of a worldwide perspective on adult learning;
2. Participants will consider what and how these adult learning resources from around the world may relate to the MVAEA/KA EA Conference Theme of -- The Winds of Change: Facing the Challenges in Adult Education;
3. Participants will have opportunity to select how to orient their adult learning programs toward the future.

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①

**My Eighth Trip to Brazil
and
The Sixth UNESCO International World Conference on Adult Education
[CONFINTEA VI]**

By John A. Henschke

November 28 to December 5, 2009

May 6, 2009, when I was in Belem for my seventh trip, Carol, my wife, found an e-mail to me from UNESCO that the Brazilian Government reluctantly decided to postpone the CONFINTEA VI Sixth World Conference in Adult Education and the International Civil Society Forum [FISC], that were to be held in Belem, May 16-18, 2009, FISC; and, May 19-22, 2009, CONFINTEA VI; and the postponement was because of the concern about H1N1 [Swine Flu]. This was later rescheduled for the dates of November 28-30, 2009, FISC; and, December 1-4, 2009, CONFINTEA VI. Since I was a Member of the Official USA Delegation to CONFINTEA VI, I would be returning to Belem for the rescheduled events.

Thus, I worked on the possibility to provide an adult education course with some of the Para Partners of the Americas. The University of Amazonia, a private university in Belem had become concerned about a dwindling enrollment in light of the downturn of the global economy. In all the andragogical workshops I had conducted in Brazil over 25 years, andragogy was a theme that ran throughout all of them. It was a consistent approach for teaching adults and appeared to keep adult educators and adult learners actively involved in learning. My colleagues that I had worked with many times over the years, knowing of my work and its approach, asked if I would design and conduct a course on "Designing and Implementing Learning Contracts." They thought that this would be the most beneficial for their needs as professors, administrators, and learners in this and other institutions that would be invited to participate in the course.

The process structure we decided to employ was of "Using a Dynamic, Living, Interactive Lecture to Help the Adult Participants Learn and Consider the Benefits of Learning Contracts" for their work in the University of Amazonia. I organized them as follows: (a) Before a presentation, I asked them to serve as "listening teams" according to the section of the room where they were sitting – one section to listen to the presentation for points requiring clarification (the Clarification Team), another for points with which they disagree (the Rebuttal Team), another for points they wish to have elaborated on (the Elaboration Team), and a fourth for problems of practical application they wish the speaker to address (the Application Team). (b) Then I gave a short lecture or presentation on the above topic. (c) After the lecture or presentation the teams were asked to "buzz" in groups of four or five to pool their thinking about points they want raised. (d) Then one member of each group gave a summary of its deliberations or asked a question their group had generated. (e) Then I responded to each item in turn, until time for my part ran out, and all items had been discussed (Henschke, 2009; Knowles, 1980). We had engaged a professor from the Universidade

Federal do Para [UFPA] that had used learning contracts in here courses and had learned how to use them as a student at the University of Missouri-St. Louis, when she had participated in a Summer Course there in 1985. She engaged the group of 24 people in a lively and fruitful discussion and they went away having a grasp of how to use learning contracts for their benefit, the administrators benefit, and the students benefit.

The CONFINTEA VI took place as rescheduled 1-4 December 2009 as had been planned. More than 1,150 participants came from 154 countries that are Member States of UNESCO. It provided an important platform for policy dialogue and advocacy on adult learning and non-formal education at the global level. The conference brought together UNESCO Member States, United Nations agencies, multi- and bi-lateral cooperation agencies, organizations from civil society, the private sector and learners from all world regions. The Conference was being translated and delivered into seven different languages – English, Spanish, French, Portuguese, Russian, Arabic, and Chinese.

I was privileged to be one of 14 member of the Official USA / UNESCO Delegation to CONFINTEA VI. It was a tremendous learning experience, It took place in the country of Brazil, and I was especially pleased that it took place in Belem where I had worked with adult education professionals on eight trips over a period of 25 years. In addition, my wife and I stayed in the home of a person I had worked with numerous times while there and she worked in my courses as a translator – on paper and during the courses. We had a nice opportunity to talk about CONFINTEA VI and its possible influence on education and lifelong learning in Brazil.

The Global Report on Adult Learning and Education [GRALE] (Ouane, 2009) was generated by UNESCO based on the requested national reports which they received from 154 UNESCO Member States on the state of adult learning and education, and five Regional Synthesis Reports and secondary literature. These reports were provided preparatory to CONFINTEA VI, held December 1-4, 2009, in Belem, Para, Brazil. GRALE indicates the need to situate adult education within a lifelong learning perspective and a capability approach. This underscores and reiterates what each of the previous five CONFINTEA Conferences has also emphasized.

The Belem Framework for Action is the Official Document that resulted from CONFINTEA VI. It is entitled: Harnessing the power and potential of adult learning and education for a viable future (Harnessing the power ... in CONFINTEA VI, 2009). It was adopted by the Member Nations at the final plenary session of UNESCO CONFINTEA VI, December 4, 2009. It will help guide adult learning and education [including higher education] in the next 12 years around the globe. It is appropriate to include a final quote from that document on lifelong learning.

The role of lifelong learning is critical in addressing global and educational issues and challenges. Lifelong learning "from cradle to grave" is a philosophy, conceptual framework and an organizing principle of all education, based on inclusive, emancipatory, humanistic, democratic

values, all-encompassing and with the vision of a knowledge-based society. We reaffirm the four pillars of learning as recommended by the International Commission of Education for the 21st Century, namely learning to know, learning to do, learning to be, learning to live together. (p. 2)

One of the objectives of CONFINTEA VI read as follows: To renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action. This was clearly emphasized at the end of the conference; that we return home and move from rhetoric to action. We had talked a lot at the Conference. After we had been home for some time we received a communication from the Brazilian Government focusing on the "move from rhetoric to action" phrase. They sent a calculation about the "carbon-footprints" that each delegation made coming to the Conference from all over the globe. They counted the number of delegates from each country and multiplied that by the total miles travelled to and from the Conference. Then they figured that number of trees that would need to be planted to replace the counter balance of the carbon-footprints of each nation who had delegates in Belem. I looked only at the calculation for the 14 delegates from the USA. We would need to plant 2,300 trees.

If this conveys nothing else, it indicates that some in the Brazilian Government are serious about lifting a mirror in front of the nations of the world and seeking to help us in learning something about the impact of actions we take every day. Also, they are confronting us with the thought of considering what each of us may do to move from rhetoric to action.

CONFINTEA VI (2009) <http://www.unesco.org/en/confinteavi/> Sixth International Conference on Adult Education: Living and Learning for a Viable Future -- The Power of Adult Learning, Belem, Para, Brazil, 1-4 December 2009. Document Produced by the Conference: "Harnessing the power and potential of adult learning and education for a viable future: Belém Framework for Action."

Henschke, J. A., (2009). The Dynamic of a Living Lecture in Career and Technical Education. In *Handbook of Research on E-Learning Applications for Career and Technical Education*. Wang, V. [Ed]. IGI Global, Hershey, PA.

Knowles, M. S., (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York: Cambridge Book Company.

Ouane, A., (2009). (Ed.). *Global report on adult learning and education: The first ever contributed to by 154 national reports, five regional reports, and secondary literature*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.



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Henschke, John A.

From: Elfert, Maren [m.elfert@unesco.org]

Sent: Fri 5/14/2010 10:11 AM

To:

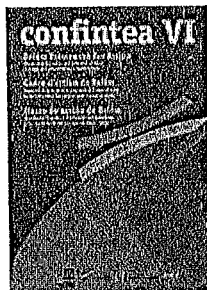
Cc:

Subject: Now available: Final Report of CONFINTEA VI and trilingual version of Belém Framework for Action / Le Rapport final de CONFINTEA VI et le Cadre d'action de Belém en version trilingue sont disponibles

Attachments:



Now available: Final Report of CONFINTEA VI and trilingual version of Belém Framework for Action



The Sixth International Conference on Adult Education (CONFINTEA VI) was held from 1 to 4 December 2009 in Belém, Brazil, with the participation of over 1,100 delegates, including 55 Ministers and Deputy Ministers from 144 UNESCO Member States. CONFINTEA VI continued a series of global UNESCO meetings on adult education and learning which have been held every 12 years since 1949.

The Conference closed with the adoption of the *Belém Framework for Action*, which records the commitments of Member States and presents a strategic guide for the global development of adult literacy and adult education within the perspective of lifelong learning. *The Belém Framework* furthermore includes national and international monitoring and accountability mechanisms to ensure the follow-up of commitments. A Final Report was also produced, containing the proceedings of the conference and a verbatim copy of the keynote speeches.

Both the Final Report (in English and French) and the final revised *Belém Framework for Action* (trilingual English, French and Spanish version) are now available for download on the UIL and CONFINTEA VI websites.

Hard copies of the publications can be ordered from UIL Publications Department at the following e-mail address: c.sebastiani@unesco.org

Download Final Report:

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/News/confinteavi_final_report_engl_online.pdf

Download Belém Framework for Action:

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/News/belemframework_trilingual_online.pdf

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confintea VI

Belém Framework for Action

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

Cadre d'action de Belém

Exploiter le pouvoir et le potentiel de l'apprentissage et de l'éducation des adultes pour un avenir viable

Marco de acción de Belém

Aprovechar el poder y el potencial del aprendizaje y la educación de adultos para un futuro viable



confintea VI



UnB



MEC



CNPq

confintea VI ⁶

Belém Framework for Action

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

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Exploiter le pouvoir et le potentiel de l'apprentissage et de l'éducation des adultes pour un avenir viable

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This document is downloadable at:
<http://www.unesco.org/en/confinteavi>

Graphic design: cmgrafix communication media
Photos: UIL and Ministry of Education, Brazil
Print: Girzig + Gottschalk GmbH, Bremen, Germany

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Welcome

MEMBER STATES
ASSOCIATE MEMBER STATES
NON-MEMBER STATES
OBSERVERS

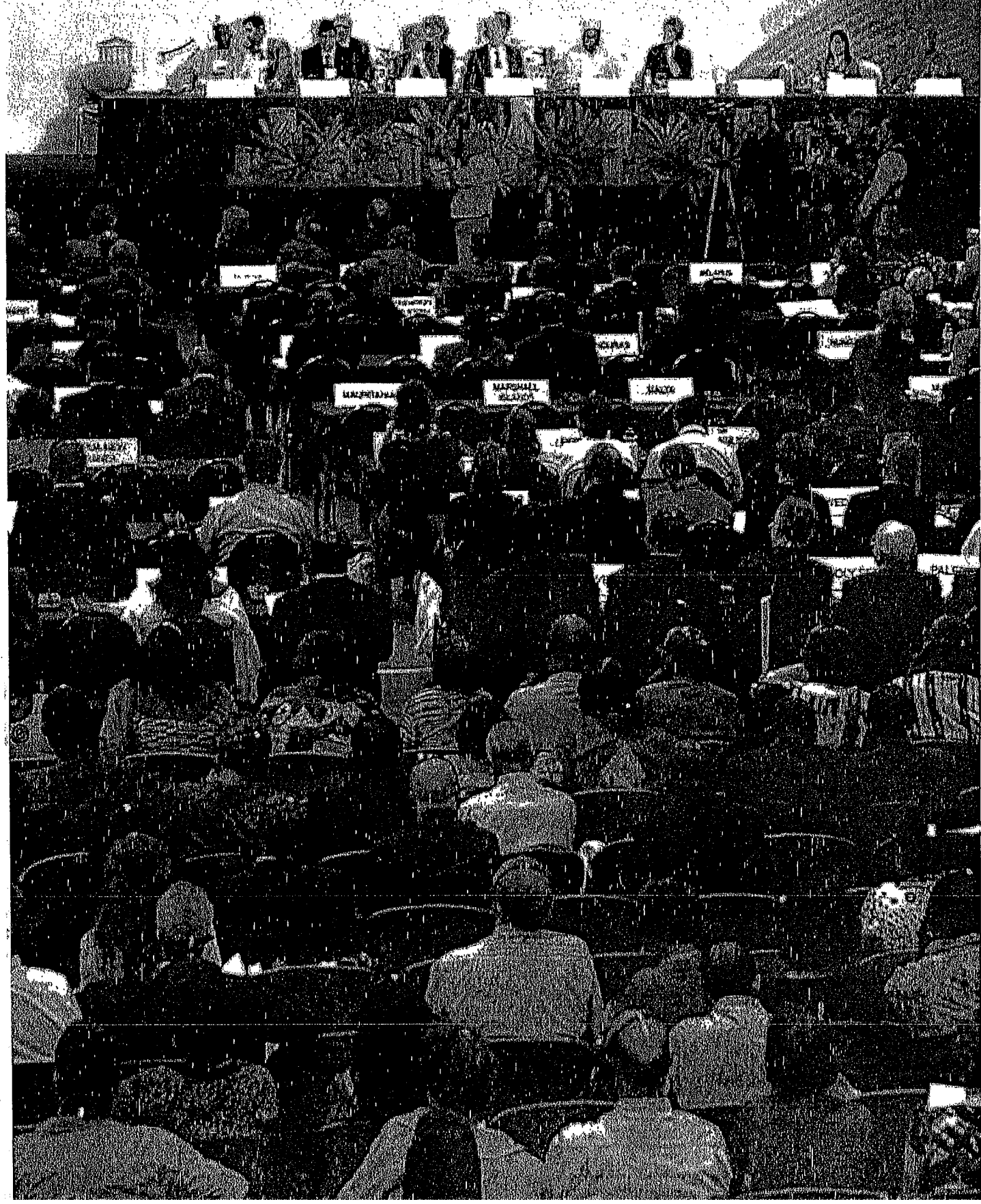
PARTICIPANTES



confintea VI

(70)

Săptămânalul de cultură și știință al Uniunii
Societății Scriitorilor și Jurnaliștilor din România





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**.

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CONFINTEA VI REPORT
NOTES FROM JOHN A. HENSCHKE
12/1-4/2009

Parallel Workshop # 1.5

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

1. One speaker labeled this, "Coming in from the cold."
2. We know for sure about education that it is a right.
3. 2.6 billion people from around the world live on \$2 or less a day.

Equity is a health issue.

Implications for Adult Learning and Education

- Access to all
- Conscious effort
- Support vulnerable groups
- Honest shift from adult education to lifelong learning
- Standards is not all there is
- Live notion of learning society
- Adult learning and education is about how, what and for whom
- Move from rhetoric to action
- Equity is a value

Quality of education

- Learners need access to good guidance
- Relevant content
- Environment conducive to learning
- Preparation of educators needs to focus on the learner
- Prerequisites: 75 % had a good learning experience, and 90 % of them were satisfied with the experience.

Sustainable development

Bonn Conference

- Broad consensus of reorientation needed for education
- Needs to be values oriented
- Close to the daily lives of people
- Retains people in education
- Inclusive of all people
- More awakening to the future rather than focus on the past
- Fast developing
- Developing with eye to the future

Parallel Workshop # 2.1

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

1. Many people have ideas – ownership of the people taking part
2. Continuity
3. Transparent: Why the public and private are working together

SESI – This is the Professional Educators at the Para State Division of the Brazilian National Governmental Education Section Serving Learning and Work Related Needs in Industries, Corporations and Institutions SESI has a division in each of the 27 Brazilian States. This kind of arrangement may be worth consideration by other countries.

SESI was created in 1946, and it is a combination of NGO, Industry, & National Confederation.

Mission: To Promote Education, Health and Safety

SESI trains people in:

- Social Responsibilities
- Entrepreneurship [sp?]
- Developing into competent human beings

They have a strategic plan from 2007-2015 for serving

- 1.8 million Adult Basic Education Participants
- 2.5 million Adult Education School Registrations
- 10.7 million Lifelong School Registrations

Brazil has a population of 189.9 million

Illiterate – 14.2 million 15 years of age or older

Many have less than 4th grade – 30 million

SESI – part of their approach to education and learning is that they converted to the Internet 25,000 HTML pages of educational material for people to

- Improve their knowledge
- Check their knowledge
- There are 20,000 Self-evaluations
- They have an Evaluation Repository

Challenges

- Workers, companies and teachers' mobilization
- ICT access
- Methodology to be launched in March 2, 2010

Parallel Workshop # 2.1 (continued)

NOVOTEL – another corporation that combines with NGOs, Corporations, and Government

- 1. Basic Education**
- 2. Assets**
- 3. Environment**

Shared Management to them is crucial.

VALE – deals with mining and energy in 15 Brazilian States and 5 Countries.

- 1. Door is – Internship This is a program formation for professionals**
- 2. Program of specialization**
- 3. Apprentice**
- 4. Inclusion of persons with special needs.**

Professional Capacity Building

- Includes follow up**
- This is for leveraging sustainable development**
- There are three centers in the State of Para**
- There is one center in the State of Maranho – a State just East of Para**

They work with three industries in non-formal education for the workforce.

Parallel Workshop # 3.8

Title: Good Practices for effective learning assessments activities Focus on E9

They feel they are being held back by Cartesian Logic. They assumed all present would know what that is. They are connected with Positiva Publishing House.

They still consider that they do not have an answer.

They perceive that everything else moves forward and the school is dragged along and is way behind.

Their question is: How do we advance in the midst of it all?

There are 48 Digital cities (Navigate Para) with optical fibers that will be throughout Para State.

- Teachers will have the technology. However, there is no method that has been created for training the teachers to do this.
 - *My Comment: My! My! If technology drives this effort, it will fail; but, if sound educational theories drive this effort, it will succeed.*

They expressed the thought that they should not try to start those with no educational background immediately into technology, because if they do, it will be a mistake. They made the observation that educators have had 500 years of experience with the classroom and they think educators need to build on this. They made the final observation that technology will never replace the class.

Parallel Workshop # 4.8

Title: The possibilities for monitoring CONFINTEA VI: Different Perspectives.

Question: If you had one minute to tell a Head of State the outcome of CONFINTEA VI, what would you say? Several answered as follow:

- Restore everything we owe to our people
- Hear from what the Brazilian Senator said and listen to the people
- Thanks for the vision and the money to go forward
- Human Development is important for financial development
- Calling for priority of youth, adult and ancestral
- Literacy is most important for a knowledge economy
- For Women, revise the legislation

Respectfully Submitted:

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John A. Henschke Ed. D.

University of Missouri - St. Louis; and Lindenwood University, St. Charles, Missouri.

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

United Republic of Tanzania / République-Unie de Tanzanie / República Unida de Tanzania

H.E. Mr Haroun Ali Suleiman, Minister, Ministry of Education and Vocational Training Zanziba

H.E. Ms Gaudentia Kabaka, Deputy Minister, Ministry of Education and Vocational Training

Mr Salum Ramadhan Mnjagila, Director, Ministry of Education and Vocational Training,

Adult Education Department

Mr Vałentino Nyaliveno Gange, Head of Management Section, Adult Education Division, Ministry of Education and Vocational Training

Ms Lambertha Hyasint Mahai, Director, Institute of Adult Education (IAE)

Ms Basilina Levira, Principal Education Officer, Ministry of Education and Vocational Training

Ms Devota Likokola Mkua, Member of Parliament, National Parliament

Ms Fatma Mohamed Said, Director, Department of Adult Education, Ministry of Education and Vocational Training Zanzibar

United States of America / Etats-Unis d'Amérique / Estados Unidos de América

H.E. Ms Brenda Dann Messier, Assistant Secretary, United States Department of Education, Office of Vocational and Adult Education

Ms Cheryl Keenan, Director of Adult Education and Literacy, United States Department of Education, Office of Vocational and Adult Education

Mr Israel Mendoza, Director of Adult Education, State Board for Community and Technical Colleges

Mr Rafael Michael Nevarez, International Affairs Office, United States Department of Education

Ms Emjly Spencer, Education Program Officer, United States Department of State

Mr T. Michael Peay, Legal Adviser, United States Department of State

Mr Paul David Plack, Senior Policy Advisor, United States Department of State

Ms Sarah Wright, Senior Education Policy Adviser, United States Agency For International Development

Ms Vera Galante, Cultural Affairs Specialist, Embassy of the United States

Ms Caroline Schneider, Cultural Affairs Specialist, Embassy of the United States

Ms Judith Alamprese, Principal Associate, Abt Associates Inc.

Ms Elyse Barbell, Executive Director, Literacy Assistance Center

Mr Milan Sidney Hayward, Special Assistant for Career and Technical Education, Northern Virginia Community College

Mr John Arthur Henschke, Professor, Lindenwood University.

Uruguay

Sr Jorge Camors, Coordinador de Políticas Educativas, Ministerio de Educación y Cultura

Sra María Teresa Barbat, Tesorera, UNI 3

Sra Alondra Bayley, Rectora, UNI 3

Sra Celia Eccher, Secretaria General, ICAE International Council for Adult Education

Sra Adelaida Entenza, Asistente de Programas, ICAE International Council for Adult Education

Sr Yamandú Ferraz Zaballa, Director de la División de atención a colectivos y población vulnerable, Ministerio de Desarrollo Social

Sr Felipe Machín, Director Sectorial de Educación de Adultos, ANEP

Sra Iliana Pereira, Coordinadora de Programa, REPEM

Uzbekistan / Ouzbékistan / Uzbekistán

Mr Bakhtiyor Daniyarov, Head of the Department on Organization of Activities in Educational Institutes, Ministry of Public Education

Ms Dilnoza Kurbanova, Head of Education Department, National Commission of the Republic of Uzbekistan for UNESCO