







Letni posvet
o izobraževanju odraslih 2022
Zdravi. Prodorni. Prožni.

25. in 26. oktober 2022, Grand Hotel Bernardin, Portorož, dvorana Europa

https://web.acs.si/lp2022

#LPoIO2022

# New global recommendations for adult education Marrakech Framework for Action (MFA)

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# Marrakech, June 2022



# **CONFINTEA VII**

7<sup>th</sup> International Conference on Adult Education 2022



- **Preparatory process:** 
  - Regional preparatory meetings and Outcome documents
  - GRALE 5 Global Report on Adult Learning and Education, based on National surveys
  - Consultations on the new Framework for Action
  - The work of the Consultative Committee
  - ICAE: CSO preparatory activities









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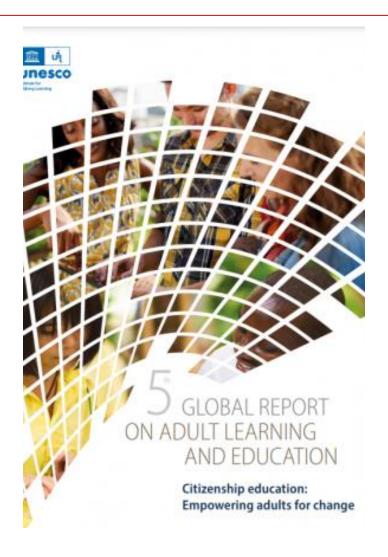
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# **GRALE 5 (Global Report on Adult Learning and Education) was launched at the conference**

# **CONFINTEA VII**





"Adult education does not reach those who need it most."

(disadvantaged and vulnerable groups such as Indigenous learners, rural populations, migrants, older citizens, people with disabilities or prisoners)

"Increase in adult learning and education financing needed."



































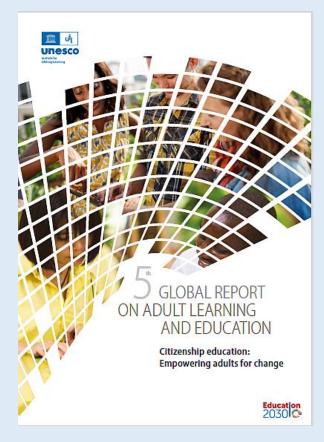














REIMAGINING **OUR FUTURES** 

# MFA grounds on:



unesco

**Global Education** 

**Monitoring Report** 

REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION

# CONFINTEA VII Marrakech Framework for Action Harnessing the transformational power of Adult Learning and Education

- Preamble
- Principles and priority areas
- Action recommendations for transformative ALE

Establishing frameworks and governance arrangements

Redesigning systems for ALE

Ensuring quality of learning

Increasing funding

**Promoting inclusion** 

Expanding learning domains

International cooperation for enactment and monitoring





# **MFA - Flashpoints**

- A lot of "CSO language" and human-rights approach
- ALE and SDGs.
- **RALE:** 3 key fields of learning: literacy and basic skills; continuing ed. and vocational skills; liberal, popular, civic and community ed.
- Green and digital transitions
- Education for sustainable development, education for climate action
- Literacy
- Technology, learning in digital environments































# **Establishing frameworks and governance arrangements**

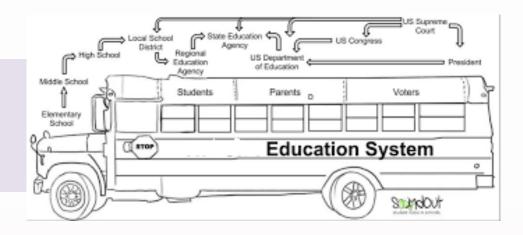


- Expert consultations and intergovernmental dialogue.
- Dialogue between workers and employers and their organizational structures.
- Multi-sectoral platforms to support the governance of ALE with all relevant and key actors, including in particular ministries, civil society organizations, youth, the private sector, universities and ALE providers.





# **Redesigning systems for ALE**



- Diversity of ALE providers, allocating financial and human resources to support structures for ALE, strengthened public education provision.
- Strengthening ALE and reinforcing institutional capacities for promoting LLL for all at the local level, supporting and (co)funding training and learning initiatives such as CLCs
- Flexible learning pathways (RPL, RVA of non-formal and informal learning)





## **Ensuring quality of learning**



- The key role of teachers and educators, including volunteer tutors and other professionals engaged in adult learning and education
- Emphasising the crucial role of face-to-face learning in ALE
- Relevant, non-discriminatory and gender-responsive curricula and learning materials that will incorporate emerging fields of learning......
- The importance of conducting research and evaluation to guide policies and practice to further promote inclusion, quality and relevance; participatory research.





# **Increasing funding**



 We commit to increasing public funding and resource mobilization for ALE and to preventing regression in existing budget allocations. As a component of lifelong learning, ALE should be funded through the contribution of a wide diversity of stakeholders, various ministries, employers and other private actors, local governments and learners. Such funding formulae should combine regular budgetary commitments with other sources and mechanisms, including blended financing and targeted measures for women and learners from vulnerable or marginalized groups. We are determined to increase public spending on adult education in accordance with country contexts aimed at progressively meeting the international benchmarks of an allocation of at least 4-6% of GDP and/or at least 15-20% of total public expenditure to education





# Increasing funding – cont.



 Broadening of the scope of global mechanisms for financing development cooperation in education; work towards filling the funding gap to meet the SDG 4 adult literacy targets and to integrate skills training through the fulfilment of existing commitments related to official development assistance (ODA), including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries





### **Promoting inclusion**



- Diversity, incl. linguistic diversity, inclusion, accessibility and equity... increasing access to ALE among marginalized or disadvantaged individuals, and under-represented and vulnerable groups and communities (inc. indigenous peoples)
- Increasing **participation** in both non-formal and formal ALE programmes, set ambitious benchmarks; outreach and guidance systems
- Gender-sensitive information systems for ALE
- Exchange of knowledge between government and non-governmental institutions, academia and civil society





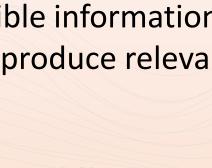
### **Expanding learning domains**

- Evidence-based, gender-transformative, cross-sectoral and inclusive literacy policies and implementation strategies (literacy – continuum)
- Workplace and work-related learning
- Climate action, education for sustainable development
- Reduce the digital gap and to promote digital literacy and skills; open education resources; Al
- Learning for individual well-being and public health
- Active and global citizenship, and of media and information literacy
- Transversal skills for other SDGs (1,3,5,8,10,11,13)



## International cooperation for enactment and monitoring

- Foster peer learning; institutional capacity development, international solidarity, co-operation initiatives aimed at improving ALE and promoting LLL
- Attention to:
  - conflict-affected Member States
  - Small Island Developing State
  - African states
  - **Least Developed Countries**
- The need for reliable, valid, transparent and accessible information and gender-sensitive monitoring systems that can both produce relevant and accurate disaggregated data









# Main tendencies in the coming years....





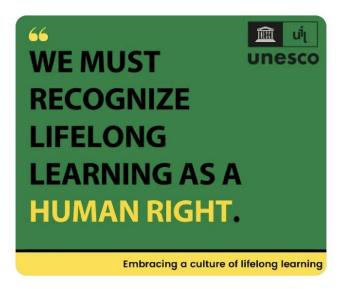
#### 1. RIGHT to....???

#### ← Tweet



We must recognize #lifelonglearning as a human right. We need national legal frameworks for lifelong learning and an ecosystem towards a universal entitlement to lifelong learning.

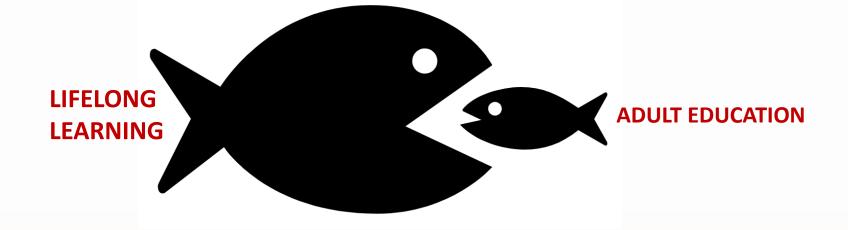
Learn more <u>f</u> bit.ly/3MHYCOC





# Over 140 countries call for right to lifelong learning to transform education at UNESCO conference





# **Risks**

- Losing adult education as a (sub)sector
- Losing professionalisation
- Losing 'adults' from the priorities' list
- Withdrawing of the state (in favour of private financing and providers)
- Rejection in many parts of the world





#### 2. (Mis)use of digital technologies



Universalizing access to digital technologies to address the consequences of COVID-19



#### **Risks**

- Exclusion of big part of global population
- Leaving many groups behind
- Teaching WHAT and WHY (goal ad content) replaced by HOW (mean)
- Neglecting ToT and investments in teachers
- Neglecting social-emotional and emboddied learning
- Shift of agenda- and content-making to... whom?
- Boost the transhumanistic agenda





# 3. New global power architecture



### **Risks**

- Dominance of corporatism
- Lost of multilateralism in global governance
- Impact of neoliberal ideology on education
- Backlash in democracy and civic participation
- Raise of global problems (gaps among and within the countries; inequalities; armed conflicts; climate and energy crises...)



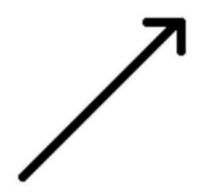




#### 4. Postmodernist paradigms

# PREMODERN

# MODERN



"Onwards and upwards with inevitable progress!

# POSTMODERN



"Bllpppggghljsdlkfjowejfalsk djflksdjflksjdldjl;aldflkj;;;;df"

"Because God put it there and that's the way it's always been."

#### **Risks**

- Deconstruction of the relevance of science and professionalism
- Epistemological relativism and the post-truth
- Moral relativism and lost of universal values
- Identity politics and particularism
- Cancel culture and restrictions of the right to free speech
- Purpose of education??











Letni posvet koordinira: