

第6回国際成人教育会議（CONFINTEA VI）

のための国内「草の根会議」

開催日時 2008年9月13日（土） 午後2時～5時

開催場所 文部科学省ビル 6階1会議室

本日の議題

- 1 参加者自己紹介

- 2 第6回国際成人教育会議に関する簡単な説明－「案内」をもとに－
 - 1) 国際成人教育会議の概要
 - 2) 第6回国際成人教育会議開催準備過程の経過～最近の動向ま
 - ・ナショナルレポートの意味
 - ・リージョン会議の位置ほか

- 3 この「草の根会議」開催までの経過と課題

- 4 「案内」に書かれているこの会議の課題に即して
 - (1) 第6回国際成人教育会議を活かす方法について意見交換
 - 1) 日本社会教育政策・実践の推進を活かす
 - 2) 世界の成人教育の政策・実践の推進を活かす

たとえば、1) について

国際的合意事項に日本における社会教育の課題・期待すべき政策目標を盛り込む－会議準備過程・当日討議を通じて、課題を、国内的にも、また国際的（他国の政策・実践事例、考え方と相互検討により）にも練っていきながら、盛り込んでいく。

- (2) 日本のナショナル・レポートについての報告と検討
 - 質問・意見交換－日本における社会教育の現状・課題について

(3) 第6回国際成人教育会議の準備過程・本会議・フォローアップを通じて、この課題がどのように再検討されるか・・・。

5 今後の「草の根会議」についての提案

(1) 継続の提案

- 1) リージョン会議参加報告と国内課題の再検討①
- 2) 本会議に向けての会合①、国内課題の再検討②
- 3) 会議に向けての会合②
- 4) 本会議報告とフォローアップ作業①企画
- 5) フォローアップ作業②

・・・

(2) 運営方法についての意見交換

- 1) 「呼びかけ団体」は申し出に応じて拡大していく。
- 2) 「呼びかけ団体」による企画会議の中で、草の根会議の企画（日程・運営方法・会場）を練っていく。
- 3) その他

(3) この「草の根会議」への期待 意見交換

たとえば、

- ・ ナショナル・レポートに盛り込めなかった課題を、ジャダー・レポートとして作成すること
 - － インド、フィリピンは準備中とのこと
 - － 他の国で市民社会組織も関ってナショナル・レポートをまとめた経験に学びながら
 - － 各地のリージョン会議、テーマ別会議、グローバルレポートの準備過程をにらみながら、日本の課題を検討しながら
- ・ 政府代表に市民社会組織を入れていくことについて

6 次回の日程と会場

(1) 第2回「草の根会議」

(2) 第2回「草の根会議」のための企画準備会（呼びかけ団体）

開会趣旨（詳細）

【国際成人教育会議とは】

2009年5月19日～22日、ユネスコ主催の第6回国際成人教育会議（CONF INTEA VI）が、ブラジルのバネムで開催されることになりました。ユネスコ主催のこの国際成人教育会議は1949年からほぼ12年に1回、継続して開催されてきた会議です。各国・世界の成人教育（成人の学習と教育）発展のために関係者が実践・研究を交流し、決議・宣言をまとめ、各国・世界の成人教育（成人の学習と教育）の推進を図っていく、大事な会議です。

【今回第6回会議の趣旨】

今回第6回のテーマは「Living and Learning for a Viable Future-The Power of Adult Learning」（Viable（成長できる・独立し存続できる・生存に導いた）未来のための生活と学習-成人の学習の力）と設定されました※1。また、この会議を担当している UIL（ユネスコ生涯学習研究所）からの情報“Information Update” 10 July 2008 によると、この会議の性格は以下のようなものになるだろうと、説明されています。※2

- ・「CONF INTEA VIは、ユネスコのカテゴリー2※3の政府間会議であり、それは、「成人の学習と教育」についての政策上の討議と提案（アドボカシー）のための舞台である。
- ・「成人の学習と教育」についての積極的関与と行動を創りだす。
- ・以下の二つの主要な目的の達成に努める。

- 「成人の学習と教育」は、生涯学習の重要な構成要素であり、また生涯学習を奨励するための要因でもあり、特に識字教育はその基盤であるという認識を推進する。
- 教育と開発に関わる現在の国際的指針（DfA, MDGs, UNLD, LIFE, そして DESD※4）の具体化によって、「成人の学習と教育」は決定的な役割をもっていることを強調する。
- 政治上の勢いを取り戻し、早なる美辞麗句から実際の行動へと進むため、実施のためのツールを開発する。

CONF INTEA IVを推進することは全体として、社会的、経済的、環境的、文化的次元を構成するものとして総合的にとらえられる**持続可能な発展**によって、「成人の学習と教育」がこれと関わり、またこれに貢献するということに注目を集めることになるでしょう。取組まれるテーマは「成人の学習と教育」のための政策・構造・財政・統合と参加、「成人の学習と教育」の質、識字及び他の諸能力（コンピテンシー）、貧困撲滅などになるでしょう。」

訳注

- ※1 Viableの意味・訳語についても議論できればと考えています。
- ※2 類似の内容はすでに2007年3月の第1回閣議でも言及されています。
- ※3 国家間会議（カテゴリー1）以外の政府間会議。ユネスコの会議には他にカテゴリーIIIの非政府会議もある（ユネスコの会議カテゴリーの一般分類規則より）。
- ※4 DfA Education for All、「万人のための教育」または「すべての人に教育を」
MDGs Millennium Development Goals ミレニアム開発目標
UNLD United Nations Literacy Decade 国連識字の10年 2003～2010年
LIFE Literacy Initiatives for Empowerment エンパワーメントのための識字事業
DESD United Nations Decade of Education for Sustainable Development

国連持続可能な開発のための教育の10年

【今回第6回会議の特徴-民間団体参加による企画準備過程の重視】

ところで、今回の会議では以前にもまして、民間団体がこの会議の準備過程に参加することが重視されています。例えば、この会議の討議内容を固めていく素材として、各国は

それぞれの国の成人教育（社会教育）の現状と課題を分析したナショナル・レポートを提出することが求められていますが、このレポートをまとめるためのガイドラインの7項目目及び8項目には以下のように書かれています。

17. 成人の学習及び教育はそもそも多様に広がっているため、一貫し、かつ比較可能な質のよきデータがしばしば不足しています。従って、全体状況についての査定には多様な情報源からの情報やデータが必要となります。あなたのナショナル・レポートを準備するとき、どうかあなたの国の多様な情報源を考慮してください。また、政府の（教育、労働、健康、農業、ジェンダー、文化、スポーツとレジャー、社会福祉、財政と経済、外交に関わる省庁を含む）、また非政府の、公的・私的な行為者と、労働組合と、社会的パートナーと、二国間及び多国間の開発機関とが協力し合う取り組みをつくらせてください。

18. この取り組みを利用して、すべての関係者（成人教育を提供者、国連関係機関、二国間及び多国間開発機関などを含む）を巻き込んだ、国ごとの対話を創り出すことが重要です。従って、私たちは全ての関係者それぞれからの代表者による全国協議会を創り出して、この作業を行い、全国協議によって承認された結論を得ることを強く推奨します。」

ユネスコ生涯学習研究所（UIL）、2007年12月より抜粋

【この「草の根会議」の趣旨】

私たちはこのユネスコ生涯学習研究所（UIL）の提案に賛同しました。

そこでこの度、民間団体と政府機関の協力のもとに、成人教育・社会教育を担っている多くのグループ・団体・機関に広く参加を呼びかけ、共に日本の成人教育・社会教育の現状と課題を議論したりうえで、第6回国際成人教育会議に臨むために、この「草の根会議」を開催することにしました。この「草の根会議」では当面、以下のことについて議論したいと考えています。

1 日本のナショナル・レポートを補う議論

すでに日本のナショナル・レポートは政府（機関）によって作成され、完成されつつありと聞いております。この「草の根会議」では、間に合えば完成されたレポートを（聞かない場合には草稿段階のものを）検討し、これを補いながら、日本の成人教育・社会教育の現状・課題について議論したいと考えています。

2 第6回国際成人教育会議を活かす方法

今回のこの国際会議にこのような「草の根会議」の成果をどのように反映していくのか、逆にまた、この国際会議において学ばれた他国の事情・参考事例、あるいは他国の関係者とともに討議及び学習の成果を、日本における成人の学習・教育の発展（社会教育の発展）に、どのような形で反映させていくのか、それらのこともこの「草の根会議」で議論できればと考えています。

多くの関係グループ・関係団体・諸機関のみよびご参加を期待しております。

なお、当日は国際成人教育会議の沿革、前回の取り組み、今回会議の最新情報等の報告もご用意しております。また、事前にご連絡いただければ、ナショナル・レポートのガイドライン、また日本のナショナル・レポートについての情報もお伝えします。ガイドラインの日本語版は以下のホームページから迎って、見ることが出来ます。

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United Nations
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confintea VI

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

sixth international conference on adult education
seelöw, Brazil, 19 - 22 May 2009

**Sixth International Conference on Adult Education (CONFINTEA VI):
Information Update**
(10 July 2008)

The date and venue of CONFINTEA VI have been confirmed:

It will take place from 19 to 22 May 2009 in Seelöw (State of Pará), Brazil, under the overall title: "Living and Learning for a Viable Future – The Power of Adult Learning".

CONFINTEA VI, a UNESCO Category II Intergovernmental Conference, will be:

- A platform for policy dialogue and advocacy on adult learning and education;
- To create commitment and action on adult learning and education;
- Pursuing three major 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 adult learning and education for the realization of current international education and development agendas (EFA, MDGs, UNLD, LIFE, and DESD);
 - To renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action.

The overall thrust of CONFINTEA VI will be to draw attention to the relation and contribution of adult learning and education to sustainable development, conceived comprehensively as comprising a social, economic, ecological and cultural dimension. The themes to be explored will include policies, structures and financing for adult learning and education; inclusion and participation; the quality of adult learning and education; literacy and other key competencies; and poverty eradication.

CONFINTEA VI will be preceded by five Regional Preparatory Conferences, which are programmed in relation to the overall thematic focus, however adapted to the respective regional specificities. The regional conferences will discuss and validate the respective Regional Synthesis Report (prepared on the basis of national reports on the development and state of the art of adult learning and education), identify the key issues on adult learning and education in the region, and suggest key recommendations and benchmarks for adult learning and education for CONFINTEA VI.

The schedule for the Regional Preparatory Conferences is:

- **For Latin America and the Caribbean:**
"From Literacy to Lifelong Learning: Towards the Challenges of the 21st Century", 10 – 13 September 2008 in Mexico City (Mexico).
Organized in cooperation with the Mexican National Institute for Adult Education (INEA) on behalf of the Government of Mexico, the UNESCO Regional Bureau for Latin America and the Caribbean in Santiago de Chile (OREALC), the UNESCO Office for United Nations Priorities (ED/UNP), and the UNESCO Office Mexico.
- **For Asia/Pacific:**
"Building Equitable and Sustainable Societies in Asia and Pacific: the Challenge to Adult Learning", 6 – 8 October 2008 in Seoul (Republic of Korea).
Organized in cooperation with the Korean National Institute for Lifelong Education (NILE) on behalf of the Government of the Republic of Korea, the UNESCO Regional Office for Asia and the Pacific in Bangkok, and the UNESCO Office in Beijing.
- **For Africa:**
"The Power of Youth and Adult Learning for African Development", 5 – 7 November 2008 in Nairobi (Kenya).
Organized in cooperation with the Department of Adult Education of the Ministry of Education on behalf of the Government of Kenya, the Regional Bureau of Education in Africa in Dakar, and the UNESCO Office in Nairobi.
- **For Europe and North America and Israel:**
"Adult Learning for Equity and Inclusion in a Context of Mobility and Competition", 3 – 5 December 2008 in Budapest (Hungary).
Organized in cooperation with the Hungarian Institute for Culture on behalf of the Government of Hungary.
- **For the Arab States:**
5 – 7 January 2009 in Tunis (Tunisia)
Organized in cooperation with the UNESCO Regional Office in Beirut.

Apart from the Regional Synthesis Reports, a Global Report on Adult Learning and Education (GRALE) is under preparation, whose main results will feed into the CONFINTEA VI Working Document. Based on these reports as well as on the consultations and outcomes of the regional conferences, CONFINTEA VI will aim at the adoption of a "Framework for Action" with key strategies/recommendations and benchmarks for renewed action in and monitoring of adult learning and education.



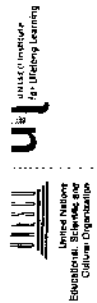
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for Lifelong Learning

Sixth International Conference on Adult Education (CONFINTEA VI)
(As of 20 June 2008)



Year	January	February	March	April	May	June	July	August	September	October	November	December
2007	Bibliographical Research for the Global Report on Adult Learning and Education (GRALE)	EFA Review Meeting in the Arab States	1 st Mtg of the CONFINTEA 6 Consultative Group	ExBd of UNESCO	Governing Board of UIL	Research on Literacy Assessment Tools (Marrakech, 2-4.6)	1 st Mtg of the Benchmark Team	Draft Regional CONFINTEA 6 Report for LAC Ready	Regional African Literacy Mtg (Bamako, Mali)	34 th General Conference of UNESCO	2 nd Mtg of the CONFINTEA 6 Consultative Group (21-23.11)	Dispatch of Guidelines for National Reports
2008	Identification of Writers, Peer Reviewers, Regional Synthesizers for GRALE and of National Reports	Reminder to Countries for National Report Preparation (15.2) 1 st GRALE Workshop (20-22.2) Regional ICE on "Inclusion" (Larvia, 24-26.2)	Preparation of CONFINTEA 6 Regional Mtgs Submission of CONFINTEA VI List of Invitees to UNESCO ExB LAC Prep. Mtg on Prison Education (Brasilia, 26-28.3)	ExBd of UNESCO (17-17.4) CONFINTEA 6 List of Invitees Approved 2 nd GRALE Workshop (24-25.4) Deadline for Submission of National Reports (31.4)	Preparation of Regional Syntheses ADEA Mtg (Mozambique, 5-9.5) Regional Conference on Global Literacy (Azerbaijan, 14-16.5) ICAE Council Mtg (UK, 17-23.5) UIL Governing Board (19-23.5) European Prep. Mtg on Prison Education (Belgium 28-29.5)	Ibero-American Congress on Literacy and Basic Education (Cuba, 9-12.6) 3 rd Mtg of the CONFINTEA 6 Consultative Group (UIL, 18-20.6) Preparation of Draft CONFINTEA VI Invitation Letters	Preparation of Regional Syntheses and Preparation of Draft GRALE Overall Synthesis	Draft Regional CONFINTEA 6 Report for LAC Ready	Regional CONFINTEA 6 Conference plus Global Literacy in Latin America & Caribbean (Mexico, 10-13.9) → LAC Reg. Report Consolidated Draft Regional CONFINTEA 6 Reports for Africa, Arab R., Asia, Europe Ready International Adult Learners' Conference (25-28.9 Edinburgh)	Regional CONFINTEA 6 Meeting in Asia/Pacific (South Korea, 6-8.10) → Asian Reg. Report Consolidated ExBd of UNESCO (30.9-17.10) First Drafts for GRALE ready by 24.10 International Conf. on Prison Education (Belgium, 20-24.10) 3 rd GRALE Workshop (30-31.10)	Regional CONFINTEA 6 Conference in Africa (Kenya, 11-13.11) → African Reg. Report Consolidated International Conference on Education (Geneva, 25-29.11)	Regional CONFINTEA 6 Conference in Europe (Hungary, 3-5.12) → European Reg. Report Consolidated Regional CONFINTEA 6 Conference in the Arab States (Tunisia, week of 6-14.12, tentative) → Arab Reg. Report Consolidated EFA High-Level Group (Oslo, Norway 16-18.12)
2009	World Social Forum (Brazil, 27.1-1.2) GRALE Consolidated (by end of Jan)	4 th Mtg of the CONFINTEA 6 Consultative Group (5-7.2.2-tentative) CONFINTEA 6 Working & Outcome Docs Drafted → Submission to UNESCO ExBd by 13.2	→ Translation of CONFINTEA 6 Working & Outcome Docs → Distribution of CONFINTEA 6 Working & Outcome Docs to MS International Conf. on Prison Education (Belgium March-tentative)	DESD Conference (Bonn, 31.3-2.4) UIL Governing Board ExBd of UNESCO (14-30.4) GCE Global Action Week on Adult Literacy	GRALE Printed (possibly as a draft) CONFINTEA 6 Conference (Brazil, 19-22.5)	World Conference on Higher Education (Paris, 6-10.6) Preparation of the CONFINTEA 6 Report → Submission of CONFINTEA 6 Report to UNESCO ExBd	World Conference on Higher Education (Paris, 6-10.6) Preparation of the CONFINTEA 6 Report → Submission of CONFINTEA 6 Report to UNESCO ExBd	World Conference on Higher Education (Paris, 6-10.6) Preparation of the CONFINTEA 6 Report → Submission of CONFINTEA 6 Report to UNESCO ExBd	ExBd of UNESCO (7-23.9)	35 th General Conference of UNESCO (6-23.10) UIL Standing Committee		



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 15 July 2008
**Third Meeting of the CONFINTEA VI Consultative Group
 (UIL, 18-20 June, 2008)**

The CONFINTEA VI Consultative Group serves as an advisory committee to give guidance on a wide range of aspects concerning the preparation of CONFINTEA VI. Its members represent UNESCO Member States, UN Agencies, development agencies, inter-governmental bodies, international or regional non-governmental organizations, academics, the CONFINTEA VI host country and UNESCO (Headquarters, Regional Bureaux and UIL). Reports of the first two meetings, which took place in **March and November 2007**, are available here (please click on the month for respective report).

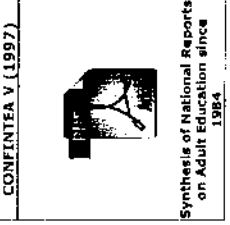
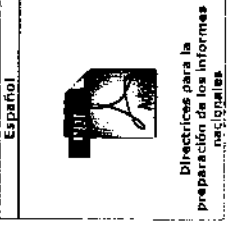
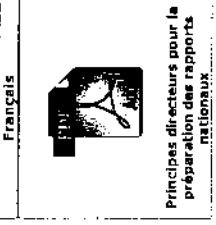
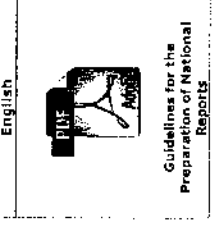
The objective of the third meeting was to review overall progress in the preparations for CONFINTEA VI. In particular, the meeting was devoted to assessing and providing advice on the different strands of the CONFINTEA VI reporting process, namely: the number and quality of national reports, the sources and production of the five regional synthesis reports, and the structure and methodology of the Global Report on Adult Learning and Education (GRALE). The second major concern of the meeting was to further and enrich the programmes of the CONFINTEA VI Regional Preparatory Conferences, while also looking into the preliminary programme elements of the CONFINTEA VI global conference. A detailed report will be available soon at the CONFINTEA Homepage.

Contact:
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Report of the first meeting in March 2007
Report of the second meeting in November 2007



Contact | Webmail

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 English
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Charting the Civil Society Road Map to CONFINTEA 6

35 adult education advocates and practitioners from over 10 countries in the Asia Pacific region convened in Khandala, Maharashtra from July 15-17, 2008 for an Asia Pacific CSO Strategizing Workshop for Adult Education Advocacy titled “Charting the Civil Society Road Map to CONFINTEA 6”.

In May 2009, UNESCO will convene the Sixth International Conference on Adult Education (CONFINTEA 6) in Belem, Brazil - twelve (12) years after the international community endorsed the 1997 Hamburg Declaration and Platform of Action codifying a set of commitments to promote adult education and learning. These commitments were reiterated in the 2000 World Education Conference in Dakar, where governments in the North and South committed to halving the number of adult illiterates by 2015 (EFA Goal 4) and to expanding the provision of like skills and adult learning opportunities especially for young adults (EFA Goal 3). These commitments were affirmed within a period of optimism: when the global community boldly agreed to finally rid the world of wide-scale poverty in this lifetime – and recognized the critical role of education in winning this battle. CONFINTEA 6 and its various preparatory processes will be important for adult education advocates, practitioners and learners to take stock of the state of adult education and learning in the world – and how governments and the international community have fared in their promises to provide adult education support to all their citizens.

As a regional civil society organization committed to advancing the right of all to education and learning throughout life, ASPBAE organized the Asia Pacific CSO Strategizing Workshop to enable a strong civil society, Asia Pacific voice and presence in the CONFINTEA 6 processes. The workshop thus focused on developing consensus on and commitment to an advocacy action plan for 2008-2009 with clearly articulated positions and change objectives on agreed priority policy issues especially along the areas of quality adult literacy and adult education; life skills responsive to learning needs of poor and marginalized groups (migrant workers, indigenous people, displaced communities, HIV/AIDS-vulnerable groups, especially the women within these groups); adult education, legislation, governance and financing.

A substantial set of policy recommendations were identified along these areas. These will form part of an Outcomes Document which will be crafted by ASPBAE and disseminated as a guide to members and partners in their advocacy planning, lobbying and policy positioning for CONFINTEA 6 and other policy spaces addressing adult and basic education.

In the concluding session, the participants also defined a set of “MUST HAVES”, or the main CSO policy targets for CONFINTEA 6:

- Agreement on strong and effective monitoring mechanisms to be established for CONFINTEA 6 commitments, based on time-bound goals and targets; The Global

- Report on Adult Learning and Education (GRALE) which will be released in CONFINTEA 6 should form part of this regular monitoring/tracking mechanism. GCE-Action Aid Benchmarks on Quality Adult Literacy to be endorsed and committed to.
- Budget/Finance targets agreed upon: Governments to allocate at least 6% of the Education Budget for adult education, of which 3% to be reserved for adult literacy programmes.
- Increase in ODA for adult literacy and adult education in the framework of the EFA goals and targets. Aid should become more responsive, transparent, participatory and united - without conditionalities. The EFA Fast Track Initiative to include adult education and literacy components, and ensure efficient and prompt delivery of financing support.
- Adult literacy and adult education plans and targets form part of the education sector and over-all poverty eradication plans of governments and are fully costed and resourced.
- Government to commit to establishing relevant data collection and assessment mechanisms for adult literacy and education; the international community to fully support these financially and with demand-driven, context-based capacity-building support
- Governments commit to strong inter-agency coordination mechanisms at the national level for planning, implementation and monitoring of adult education and learning programmes. CSOs should be well-represented in these spaces as full partners.
- Governments commit to putting in place, national AE legislation and policy, where absent

In reaffirming commitment to the critical role of adult education in development specifically in Asia and the Pacific, as well as in building alliances among kindred advocates, the participants also drew up concrete plans and next steps. Regionally coordinated action was agreed upon along the following key strategies and activities especially for CONFINTEA 6:

- Accelerated efforts at constituency building – explore use of dialogues around the national reports for CONFINTEA 6
- Engaging National Reports on CONFINTEA 6 or coming up with CSO shadow reports
- Coordinated input to the Regional report for CONFINTEA 6 and GRALE through assessments/case studies/exemplars from CSO experiences and databases
- Citizens reports around the GCE-Action Aid Benchmarks on Quality Adult Literacy; and in adult literacy financing
- Media Campaign and mobilisations around Literacy Day, Global Action Week for adult literacy and adult education especially mobilising learners and their forums
- Greater media engagement on adult literacy and adult education: highlight that Asia Pacific has largest numbers of adult illiterates; higher costs to society of adult illiteracy ; social benefits of literate/learning societies

- Work towards ensuring credible CSO representatives form part of the government delegations to the CONFINTEA 6 Asia Pacific PrepCom in South Korea and in the CONFINTEA 6 Conference in Brazil
- Coordinate closely with the National Task forces established in the LIFE countries in the region : these are opportunities for CSOs to participate and influence the shaping of adult literacy policies and programmes within the LIFE mechanism, informed by lessons from their experience.

Finally the participants also resolved to engage more actively with each other and ASPBAE to develop synchronized campaign activities and action plans for their own countries based on the key demands and the next steps as outlined above. ASPBAE affirmed priority to sustaining an adult education campaign for CONFINTEA 6 and beyond.

CONFINTEA VI

Key Issues at Stake

International Council for Adult Education (ICAE) Public Paper

Following a large consultation among its members and networks, the *International Council for Adult Education (ICAE)*, in a spirit of dialogue with Governments and international agencies, proposes four themes as key areas of debate and decision on Adult Learning and Education (ALE) during the coming CONFINTEA VI Conference in Belem, Brazil in May 2009 and the preparatory meetings to be held in each world region.

The four themes are:

1. Poverty and growing economic social and cultural inequality an important background for work oriented *adult learning and education (ALE)*.
2. The right of education and learning of migrant women and men. Fundamental tenets of this theme are that there are no illegal migrant people, only people in irregular situation, and that above all, refugees have a right to survive and reconstruct their lives.
3. The priority of adult education, including literacy, as both part of the *Education For All - EFA* goals and a critical tool for reaching them. Equally, adult education is a central but invisible component of the MDG goals and is indispensable to all strategies for achieving them.
4. The need for new policy and legislation to ensure the right to learn without discrimination based on age, gender, race, ethnicity, class, sexual orientation, religion and disabilities and national status, and for their real implementation where a critical test of truth will be the concrete financial allocation. Policies and legislation (including measures to address discrimination in all these areas) are pre requisites for achieving this but implementation of the right to education will be dependant on securing sufficient resources, including funding. This will be the ultimate test of governmental commitment.

To these ends, legitimate international monitoring mechanisms are absolutely necessary.

1. Poverty, economic inequality and adult learning and education

Poverty and social exclusion cannot be dissociated from the structured inequalities reflected in and reinforced by the uneven distribution of work related learning education activities, either of vocational education and training or of provision for livelihood skill development.

Economically marginalised people must be a priority for the deliberations of CONFINTEA VI, which should recognise the interdependence of learning for work, learning for individual and collective empowerment, and learning for social justice. In this context, the issue of unequal participation in organized adult and non formal education should become a priority in the coming CONFINTEA VI deliberation.

At stake are the learning and education right of people excluded from significant initial education, of older people, of members of minority groups and indigenous peoples, of asylum seekers or refugees and adults with learning difficulties and disabilities, amongst others.

Women and men, who work in the formal economy, require decent, sustainable work and opportunities to continue to learn, improve their skills as well as possibility to improve their qualification and protect or enhance their chances to earn a living and gain satisfaction from their work.

The demand of people active in the informal agricultural or craft economy for non formal education and training is not less urgent. Women and men working in the informal economy have the rights to require equal access to skills and knowledge in order to improve their ways of securing a livelihood and of progressing economically, socially and educationally.

The majority of workers with low or no remuneration for their labour are women. They are active in the informal economy in great numbers and, at present, are becoming heads of households. Women are a priority population for the development of policies around decent work, social security, education and development.

Strategies for achieving this must take account of the impact of unpaid, 'invisible' and domestic work (care economy) on the capacity of women to engage with learning activities designed to reduce economic inequalities and restricted employment opportunities.

A successful strategy to solve the current food crisis has to include strong agricultural extension and literacy provision in rural areas on all continents.

CONFINTEA VI will need to address in both formal and informal economy, gender bias in access to basic education and adult learning in general organized education and training, as demonstrated in *Global Monitoring reports (GMR)* of UNESCO on EFA. Similarly, at work place, discrimination in work-related learning opportunities is taking place.

Analyses should also take account of the impact of the under representation of women in status categories and networks where learning provision is provided more frequently.

Migration education also entails learning for receiving communities, for local leaders, service providers, trades unions, and the general public. Programmes should cultivate the skills, understanding and knowledge needed to address issues arising from migration and migrants, and include education in Human Rights – all cultures are respectable but some cultural practices are oppressive.

Migration offers unique opportunities for multicultural and intercultural education. That requires safe, local spaces for mutual learning. However, migration is hazardous and education strategies also need to contend with such global issues as the concurrent rise of trafficking in women.

The financial support of diasporas to their communities of origin is three times more important than the full *Official Development Assistance (ODA)* and should be recognized. Moreover, financial responsibilities for draining other nations of skills and expertise should be addressed. The brain drain process requests international compensation.

3. The absolute priority of adult literacy

The well documented deficiency in the implementation of the EFA objective on adult literacy is a global disgrace. And this in spite of well substantiated evidence on contribution of adult literacy to quality of life of people, to school achievement of children through parental education, to increase of agricultural productivity and food production, to conflict solving capacity of communities, to basic skill improvement at work place as required by industrial development, to efficient delivery of universal health care, etc.

A substantial policy shift is required and should become key expectations at CONFITEA VI Conference.

Adult literacy is a multi-dimensional reality and thus requires a diversity of approaches and measures as well as the development of significant literate environments.

It is a continuum and its development is an on-going process rather than a cognitive set of skills, which result in a state of permanent literacy. Policy must move beyond providing for the acquisition of skills, to supporting their sustainability. The problem of relapse into illiteracy is acute. Key to addressing this is linking adult literacy to the lived experiences of learners' lives, such as micro credit based programmes for women.

A key strategy for a fair development in work related adult learning in order to reduce economic inequality is a learner-led approach, recognizing the diversity of populations, a valuing of their lifestyles and their multidimensional learning aspirations.

The conference must consider the influence of gendered curricula on the aspirations and work patterns of both men and women, and be mindful of the potential to reinforce rather than challenge gender stereotypes.

Finally, adult learning responses to poverty, including economic inequalities, must be supported by, and linked to, interdisciplinary, cross-governmental action in other areas, such as childcare, health, justice, civil society, housing, and the environment.

For example, the right to education and lifelong learning (and particularly literacy), in order to work in livelihood economies cannot be separated from economic policies, and agrarian and land reforms, sustainable production and sustainable consumption as key elements to be assigned in adult education programs linked to quality of environment and quality of life.

Presently, global food crisis is the absolute priority to be faced since it threatens the most basic need which concerns the biological survival of millions of people, particularly in poor countries. Adult education must provide appropriate information and education to face this vital problem which affects very specially women and children.

2. The education and learning rights of migrant women and men

Migration is a global phenomenon north-south, east-west, south-south, within countries, etc. There are no illegal migrant people, but people in irregular situation. Similarly, the educational rights of refugees are essential for the fifty millions of them to survive and reconstruct their life. We are all world citizens covered by the *Universal Declaration of Human Rights* stating that not only registered citizens but *all human beings* have the right to education.

The social demand for adult learning is reciprocal. First, there is the right of migrants to language education, to vocational education and training, to citizenship education, and to the benefit from the general provision of learning opportunities, to employer supported training, and to recognition and validation of past experience, learning and qualifications.

Millennium Development Goals could be achieved without them. Although it is formally nowhere, adult learning is required everywhere to ensure the active participation of local civil society in the implementation of all and each of these targets.

It is also fundamental to mainstreaming the *Millennium Development Goals* - MDGs with a gender equity approach. Various steps must be taken to address the current neglect of adult learning. Those countries that do not have one should formulate an adult learning policy - an overall policy on education is not sufficient to counter the tendency to marginalize the interests of adults; delivery arrangements and responsible bodies and departments must be identified and communicated clearly, particularly when adult learning is a cross-cutting concern; adult education programmes must be responsive to gender discrimination and other causes of poverty and social exclusion; and capacity-building educators and facilitators is needed in order to improve their understanding of pedagogy and the dimensions of marginalization.

However, without governmental intervention, without policy orientation, without public institutional support, without state regulation, without national monitoring, without public investment, the prevalent trend of reproduction of inequality will prevail. Without such policies, the contribution expected of adult learning and adult literacy in particular could not be achieved.

Our goals regarding the financing of education are clear: we need to increase the share of the education in national budget in respect to other budgets, to increase the part of educational budget allocated to *adult education and learning (ALE)* and to adult literacy and to be able to monitor national budgets in order to ensure efficient investment where it matters most: in the collective intelligence and creativity of our society, and the initiative and ingenuity of people.

Advocacy and dialogue with donors should be undertaken for the recognition of **adult literacy** as a complementary priority to *universal primary education (UPE)*.

Successful policy advocacy in adult learning requires the participation of a large spectrum of civil society organisations: adult learners' movements, trade unions, women's groups, national and regional movements of adult education. The adult learners and their successful stories are the strongest advocates.

The necessity of legitimate international monitoring mechanisms

The expertise exists. The social demand is well expressed. What is needed is ACTION from national government (allocating the equivalent of 3% of national education budget), cooperation or multilateral agencies (recognizing adult literacy as a complementary priority to UPE) and other partners. The *Literacy Initiative For Empowerment (LIFE)* is clearly underfinanced. The *Fast Track Initiative (FTI)* has to rediscover the essential contribution of adult literacy to become successful.

The current International Monetary Fund (IMF) policy requiring national governments to freeze investment in education must be challenged and revised.

CONFINTEA will take place at the end of key policy reviews that will create a momentum: the mid-term review of the Fast Track Initiative, the *UN Literacy Decade* review; the EFA mid-term review, the 2009 GMR report (*Overcoming inequality: why governance matters*) to be issued in November, the *Global Campaign for Education (GCE)* the *Conference on finance for development* and the *Millennium Development Goals* mid-term assessment process. Positive examples illustrative of the concern being demonstrated by some governments and some cooperation agencies should be exposed in regional preparatory meetings.

International quantitative and qualitative benchmarks are required to monitor governments' committed leadership and resources, to look at the situation literacy participants and of literacy facilitators, their conditions of work and their training, to the provision of learning materials and the enrichment of literate environments, to sustained and appropriate public, national and international investment. Agreed upon indicators are needed in each of these dimensions of adult literacy policies.

4. New policy and legislation, real implementation, real financial allocation

Adult learning policies are cutting across all sectors of activities, because increased capacity of action of the whole adult population has become a prerequisite in all areas of activities: in agriculture, in industrial development, in health, in environment, in criminal justice, etc. The issue is twofold: accessibility of adults to learning opportunity and the quality and relevance of such learning provision.

A central issue for CONFINTEA VI and the preparatory meetings is the absence of adult learning and adult literacy within the MDGs, despite the fact that none of the existing

We know what kind of policies and actions are needed. So many success stories have been and could be told. We have discussed them at CONFINTEA V and explored them since. What is required now is **action** and, for this, **political and community will**.

Time is pressing. The risk of not acting is too high.

The message, received from all regions of the world, is clear: CONFINTEA VI is about achieving real, visible and enduring change.

For action to happen, international monitoring mechanisms are needed, without which there is no possibility to do data based advocacy work. That could be done within the EFA framework, the MDGs by adding adult learning relevant indicators to each of the goals, to proceed to similar addition of adult literacy and ALE indicators in the FTI, using the *Global Campaign on Education (GCE)* benchmarks, and as an autonomous post-CONFINTEA follow-up initiative.

New quantitative and qualitative benchmarks are needed to evidence gender mainstreaming and all its intersections around race, disability, and so on. Furthermore, there can be no effective solutions to poverty, exclusion, the food crisis, migration and displacements resulting from climate change, unless educational policies take account of the changing and unstable global context. In the area of access, monitoring mechanisms need to track against the multiple causes of marginalization, and provide retention and achievement data, particularly in relation to literacy. In elementary education, retention data has proved crucial to realigning and designing policies and programmes.

Conclusion: Time for action

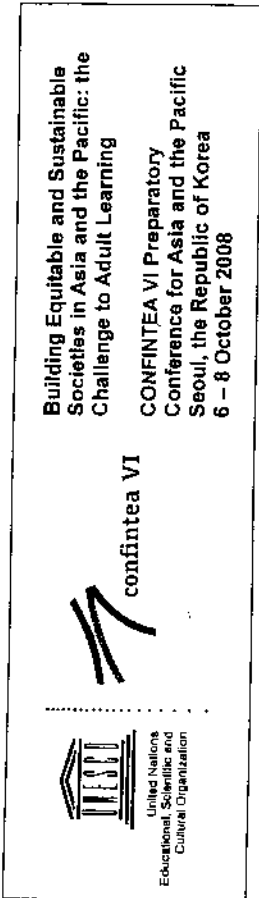
Concrete action is urgently needed to recognize the dignity of each woman and man. The right to learn of a person, above all, her right to literacy, is her right to improve her life conditions, to dream about her future and to be able, with others, to construct and reconstruct their life and their environment. The exercise of this fundamental enabling right is more urgent than ever in rural village and urban districts, in livelihood economy and at the workplace, among national citizens as well as migrants and those in irregular situation, and this in every regions of the world.

There will be no solution to food crisis without the increased capacity to act of women and men to work on the land on each continent making better quality of life and quality of the environment revising patterns towards sustainable production and sustainable consumption.

We will never achieve the goal of *Health For All*, without significant increase and universal dissemination of health literacy.

The planet's future is dependent on the capacity of citizens to share environmental concerns and responsibility. The unique enjoyment of a meal with family members and friends without fear of war or violence, will not be reached without grassroots diplomacy and mediation competency at all levels of social and political life.

Concrete action is required NOW to ensure the fundamental right of women and men to learn and to develop themselves throughout their life. At stake is the dignity of each citizen as well as his and her aspiration to share in the exploration and development of *another possible world*.



INFORMATION NOTE FOR PARTICIPANTS

1. Introduction and background

The **Sixth International Conference on Adult Education (CONFINTEA VI)** will be hosted by Brazil in Belém from 19 to 22 May 2009. The previous five CONFINTEA conferences took place in Elsinore, Denmark in 1949, Montreal, Canada in 1960, Tokyo, Japan in 1972, Paris, France in 1985 and in Hamburg, Germany in 1997. The main objectives of CONFINTEA VI are:

- 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 realization of current international education and development agendas (EFA, MDGs, UNLD, LIFE, and DESD); and
- To renew political momentum and commitment and to develop tools for implementation in order to move from rhetoric to action.

A final forward-looking document, *Framework for Action*, will be the central outcome of CONFINTEA VI. It will incorporate strategies, recommendations and tools relating to the increased relevance of adult learning and education and its further development from a global perspective.

Each region will organize a preparatory conference in 2008-09 as groundwork for the global conference in Brazil in 2009. As one of the five regional UNESCO conferences, the CONFINTEA VI Preparatory Conference in Asia and the Pacific, hosted by the Government of the Republic of Korea, will take place in Seoul from 6 to 8 October 2008 and will be organized in cooperation with the National Institute of Lifelong Education (NILE).

For CONFINTEA VI, UNESCO Member States have already prepared national reports on the state of the art and development of adult learning and education, and the regional synthesis report will be prepared based on the national reports. During the Preparatory Conference in Seoul, Korea, the draft regional synthesis covering the Asian and Pacific countries will be presented, discussed and validated in the Regional Conference and will subsequently, together with the regional strategies and recommendations, constitute the Asian and Pacific standpoint in preparation of CONFINTEA VI. Simultaneously, UNESCO is preparing an evidence and thematic-based Global Report on Adult Learning and Education (GRALE) which will serve as a working document in the CONFINTEA VI Global Conference, embedding key recommendations for the future action framework.

2. Focus and objectives of the CONFINTEA VI Preparatory Conference in Asia and the Pacific

The CONFINTEA VI Preparatory Conference in Asia and the Pacific, with the theme "Building Equitable and Sustainable Societies in Asia and the Pacific: the Challenge to Adult Learning", will focus on current trends in adult education and learning that feed into a new vision for a holistic, diversified and integrated education system for lifelong learning. The conference will also discuss key challenges and cross-cutting issues related to adult learning and education. Since the region is highly diverse, the conference will emphasize adult learning and education for promoting equitable and sustainable societies in Asia and the Pacific region.

The overall goal of the conference is to carry out an international dialogue on Asian and Pacific perspectives on key issues, challenges and forward-looking strategies to renew policies and action in adult learning and education in preparation for CONFINTEA VI.

Basic and continuous learning for adults is a resource and a service that should enable people to participate fully in their societies and take responsibility for their lives. Trends and practices in the field, focusing on participation and inclusion, and improving quality, literacy and key competencies as well as delivery mechanisms, assessment and accreditation, will be shared during the conference.

Specifically, the regional conference for Asia and the Pacific aims to:

- Discuss relevant key issues in adult learning and education in the region (emerging from national reports, research studies and other sources, including ongoing cross-national debates);
- Present, discuss and disseminate effective practices and innovations in adult learning and education (as, for instance, derived from national reports);
- Amend and validate the regional synthesis report (prepared on the basis of national reports) for a consolidated perspective in Asia and the Pacific;
- Develop recommendations for relevant strategies that are forward-looking

Expected outcomes of the conference are:

- Three to five recommendations on policies and action in adult learning and education in Asia and the Pacific as contributions to the international outcome document;
- A consolidated Asian and Pacific Regional Synthesis Report on adult learning and education.

3. Participants

Each Member State in the Asia and Pacific Region is invited to send a delegation of at least three persons. Considering the wide-ranging nature of learning and education for adults, the composition of the delegation should, if possible:

- be multi-sectoral (encompassing representatives of education, rural development, health, agriculture and labour, among other); and
- represent different categories of partners: government agencies, non-government and civil society organizations, research communities, and the corporate sector.

Representatives of the following organizations will be invited as observers:

- United Nations (UN) organizations and specialized agencies;

Annex I

"Building Equitable and Sustainable Societies in Asia and the Pacific: The Challenge to Adult Learning"
The Regional Preparatory Conference for CONFINTEA VI
6 - 8 October, 2008, Seoul, Republic of Korea
(UIL draft as of 24 July, 2008)

Early Morning session	<p>8:30-9:30 Registration</p> <p>9:30-10:30 Opening Ceremony (Plenary) Chair: Director of UIL / Director of UNESCO Bangkok Venue: Large Conference Hall</p> <ul style="list-style-type: none"> Prime Minister (or Minister of MEST), the Republic of Korea Superintendent of Education of Seoul City Director of UNESCO Bangkok/ Director of UIL Head of a delegation (TBD) <p>After all the speeches, a 10-minutes video clip produced by Ministry of Education, Science and Technology of the Republic of Korea will be shown.</p>
Late Morning session	<p>11:00-12:30 Keynote Speech & Presentation (Plenary) Chair: Director of UNESCO Bangkok Venue: Large Conference Hall</p> <ul style="list-style-type: none"> Ms Khunying Kasama Varavarn, Permanent Secretary of the Ministry of Education (Woe), Thailand (TBD): Socio-economic development and challenges in Asia and the Pacific and the role of adult education and learning in meeting these challenges. Mr Manzoor AHMED, Director of Institute for Educational Development, BRAC University, Bangladesh: Presentation on the synthesis report on adult learning and education in Asia and the Pacific Region. <p>The keynote speech and the regional synthesis report will last 30 minutes respectively, and followed by 30-minutes of questions & answers.</p>
Early Afternoon session	<p>14:30-16:30 Discussions of Key Issues, Trends and Challenges (Group discussion, in 5 Sub-Regions)</p> <p>Group 1: Chair: Venue:</p> <p>Group 2: Chair: Venue:</p> <p>Group 3: Chair: Venue:</p> <p>Group 4: Chair: Venue:</p> <p>Group 5: Chair: Venue:</p> <p>As a reflection and continuation of issues raised in the keynote speech and regional synthesis report, the discussions focus on responses of adult learning and education to the challenges socio-economic challenges in Asia and the Pacific, the trends as well as obstacles in the development of adult learning and education.</p> <p>17:00-18:00 Short Report on Group Discussions (Plenary) Chair: Director of UNESCO Bangkok Venue: Large Conference Hall</p>

The chair or a representative of each Group will make a 5-minutes summary report on results of discussion in the group, with possible additional remarks by some participants in each group.

Early Morning session	<p>9:00-10:30 Participation and Inclusion for Equity and Sustainable Development (Round Table - Plenary), with 2-3 Panelists Chair: Venue: Large Conference Hall</p> <ul style="list-style-type: none"> Measures for mobilization and increasing participation of specific groups in adult learning and education in India Provision of training opportunities for rural-urban migrant workers in China The development of Community Learning Centres and Continue Education Centres and its impacts on participation in non-formal education in Vietnam <p>Each panelist's presentation will last for 15-20 minutes, then the Chair will open the floor for discussion on issues related to equal access, expansion of provision, inclusion of neglected/excluded groups etc. For interactive participatory, the discussion can be organized as country based "Buzz group". After the discussion, each delegation is expected to submit a short summary of recommendations for increasing participation and enhancing inclusion.</p>
Late Morning session	<p>11:00-12:30 Policies, Governance and Financing (Round Table - Plenary), with 2-3 Panelists Chair: Venue: Large Conference Hall</p> <ul style="list-style-type: none"> Policy framework for lifelong education (or revision of the Lifelong Education Act in 2007) in the Republic of Korea The enactment of the Non-Formal and Informal Education Promotion Act in 2006 in Thailand; Policy recommendations from the national dialogue for adult learning and education in the Philippines; Financing mechanisms for adult learning and education (The World Bank) <p>Each panelist's presentation will last for 15 minutes, then the Chair will open the floor for discussion on issues related to policies, governance and finance of adult learning and education. For interactive participatory, the discussion can be organized as country based "Buzz group". After the discussion, each delegation is expected to submit a short summary of recommendations for the improvement of policy, governance and financing.</p>
Early Afternoon session	<p>14:30-16:30 Panels on Specific Themes and Discussions of Future Strategies, Recommendations and Benchmarks on Strategies & Recommendations (4 Parallel Panels, each with 2-3 panelists)</p> <ul style="list-style-type: none"> Panel 1: Quality and relevance in the knowledge society Moderator: Venue: <ul style="list-style-type: none"> The establishment of a national qualification and training system for specialists of non-formal education in Japan The relevance of adult education in adults' adaptation to new social and economic conditions in Kyrgyzstan Panel 2: Literacy and other key competences to build equitable societies and promote sustainable development Moderator: Venue: <ul style="list-style-type: none"> Literacy programmes (including Basic and Functional Literacy Programme and Women's Literacy & Empowerment Programme) in Pakistan Livelihood skills for poverty reduction and sustainable development in the rural areas of

<p>Asia and the Pacific: major research findings of INRULED, UNESCO</p> <ul style="list-style-type: none"> - A reflection on the two Regional Literacy Conferences in 2007. - The pilot of LAMP in Asia and the Pacific Region by APPEAL, UNESCO <p>▪ Panel 3: Improvement of delivery mechanism for lifelong learning Moderator: _____ Venue: _____</p> <ul style="list-style-type: none"> - The application of ICT in the delivery of lifelong education programmes in the Republic of Korea - The function of Community Learning Centres for education of rural girls and women in Iran. - The establishment of Mobile Training Team (MTT) in vocational education in Uzbekistan <p>▪ Panel 4: Assessment, accreditation and equivalence Moderator: _____ Venue: _____</p> <ul style="list-style-type: none"> - The establishment of Australian Qualifications Framework (AQF) and its impacts on adult learning and education in Australia; - Qualifications Framework and Equivalencies of Non-formal education in Indonesia; <p>In this session, each panelist's presentation will last for 15-20 minutes, then the moderators will open the floor for discussion on challenges, key strategies, recommendations & benchmarks related to the specific panel.</p>	<p>17:00-17:30 New Trends of Adult Learning and Education: The Case of the Republic of Korea Chair: _____ Venue: Large Conference Hall</p> <p>17:30-18:30 Short Report on Thematic Discussion (Plenary) Chair: _____ Venue: Large Conference Hall</p> <p>The chair or a representative of each panel will make a 5-minutes summary report on results of discussion in the panel, with possible additional remarks by some participants in each panel.</p>
<p>Late Afternoon Session</p>	

<p>Early Afternoon session</p>	<p>Group 5: Chair: _____ Venue: _____</p> <p>14:30-15:30 Group Report on Key Strategies, Recommendations & Benchmarks (Plenary) Chair: _____ Venue: Large Conference Hall</p> <p>The chair or a representative of each Group will make a 5-minutes summary report on results of discussion in the group, with possible additional remarks by some participants in each group.</p>
<p>Late Afternoon Session</p>	<p>15:30-16:30 FREE Market Place Open space for participants to showcase their work through exhibits, film-shows and discussion groups</p> <p>17:00-18:00 Closing Ceremony (Plenary) Adoption of Key Strategies, Recommendations & Benchmarks (Plenary) Chair: _____ Venue: Large Conference Hall</p>

<p>Early Morning session</p>	<p>9:00- 10:00 Presentation by Drafting Group on Key Strategies, Recommendations & Benchmarks : (Plenary) Chair: _____ Venue: Large Conference Hall</p> <ul style="list-style-type: none"> - Key Issues & Challenges - Key Strategies, Recommendations & Benchmarks
<p>Late Morning session</p>	<p>10:30-12:30 Discussions of Key Strategies, Recommendations & Benchmarks (Group discussion, in 5 Sub-Regions)</p> <p>Group 1: Chair: _____ Venue: _____</p> <p>Group 2: Chair: _____ Venue: _____</p> <p>Group 3: Chair: _____ Venue: _____</p> <p>Group 4: Chair: _____ Venue: _____</p>