



**Regional CONFINTEA VII Follow-up Conference:**

**Civil Society Recommendations in the  
Implementation and Monitoring of CONFINTEA VII  
Marrakech Framework for Action**

**Helen Dabu**  
**Secretary-General, ASPBAE**  
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# Affirming the role of CSOs in advancing ALE:

- ASPBAE and its CSO members working to advance ALE practice and policy have actively engaged in the CONFINTEA VII preparatory and main conference processes
- The Marrakech Framework for Action (MFA) made a strong reference to the role of civil society organizations (CSOs) in ALE policy development, implementation and monitoring.
- We are committed to sustain our CSO advocacy and capacity building efforts to ensure that the MFA commitments made by governments and the international community will be pursued and concretized in the next 12 years.



## Key Areas of CSO Recommendations:

- National ALE Policy and Financing
- Equity and Inclusion
- ALE and Digital equity, literacy and citizenship
- Quality ALE
- ALE Governance and Systems
- Monitoring and accountability mechanisms of MFA
- Promoting Good Practices from Countries within the Asia Pacific



# National ALE Policy and Financing

- **Enact comprehensive legislation and policy on ALE** as a right within the lifelong learning framework with the participation of civil society and other ALE stakeholders.
- **Pursue the international financing benchmarks for education** as affirmed in the Education 2030 Framework for Action and MFA - at least 4-6% of GDP and/or 15-20% of national budget should be allocated to education; developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries.
- **Address the massive financing gap for ALE** by increasing and allocating public funding to the development, implementation, and monitoring of ALE policies, plans, and programmes that cater to the learning needs of all learners, especially the most marginalised and vulnerable groups. We also reiterate our CSO call since CONFINTEA VI (Belem) for countries to allocate at least 6% of the national education budget to ALE with at least 3% dedicated to adult literacy in countries where high levels of illiteracy persist.
- The CONFINTEA VII and MFA **action plans should be integrated with the SDG4 implementation** with special emphasis on targets 4.4, 4.5, 4.6 and 4.7 and aligned with the national and local education sector plans.



## Equity and Inclusion in ALE

- Prioritize the marginalized, vulnerable and minority groups.
- Pursue partnerships with CSOs that are at the forefront of ALE provisioning in grassroots communities.
- Support ALE learning programs and facilities that are learner-centered and context-responsive.
- Access to community-based learning, gender-just skills education, family literacy programmes, reading centres, and other programmes that foster intergenerational learning and support the continuity of learning.
- ALE policies with special focus on women, most importantly in literacy efforts, and addressing systemic issues of power relations and oppressive cultures for women.



# ALE and Digital equity, literacy and citizenship

- Affirmative actions toward ensuring access to multilingual education and digital literacy for families, especially in remote rural areas and other marginalised communities.
- Develop programs on critical thinking, communication, empathy and social skills in navigating the online environment to counter false information and misinformation
- Policies and programs to develop relevant, effective strategies, policies and tools and promote open education resources that will address equity, inclusion, privacy and ethics.
- Capacity building of teachers, educators, CLCs, CSOs and other ALE implementers who should be sensitized on the significance of integrating digital technology and work skills with adult literacy.



# Quality ALE

- Promote ALE that urgently addresses climate change and sustainability within the framework of social and ecological justice.
- ALE teachers, educators, field coordinators, managers/supervisors must focus on quality in pre-service and in-service trainings, and in monitoring and evaluation (M&E) initiatives.
- Capacity-building training programs should be implemented to ensure qualified and competent staff in non-formal education and community learning centers
- ALE programs should address emerging threats to society, terrorism, violence, fanaticism, and rising inequalities through ALE.
- Mainstream climate change education, global citizenship education, and gender equality education in transforming ALE curricula.



# ALE Governance and Systems

- Robust ALE systems and the financing to ensure that ALE programs are resilient enough to withstand the impacts of emergencies and contribute to emergency responses.
- Build mechanisms for high-level, inter-Ministerial coordination and interface to foster a holistic and systemic approach to ALE (covering formal, non-formal and informal systems) and promoting a lifelong learning culture.
- The role of local governments in the financing, development and provisioning of ALE programs should be harnessed.
- Expanded flexible learning pathways to “all sections of the population, including indigenous communities, people with disabilities and other disadvantaged groups”.
- Institute robust Recognition, Validation and Accreditation (RVA) systems that will recognize and accredit quality ALE programmes implemented by CSOs and NGOs working with youth and adults in marginalised communities.





# Monitoring and accountability mechanisms of MFA



- Launch an information campaign about the state of ALE in the country and start a country and multi-stakeholder process of developing an Action Plan for ALE and the implementation of the MFA.
- Build disaggregated data systems to inform ALE policy and programs.
- Produce periodic country reports on progress of MFA implementation with broad-based participation of civil society and other ALE stakeholders. These should inform the development of a more robust Global Report on Adult Learning and Education (GRALE) that can effectively track global progress on the MFA and galvanize global support towards meeting the MFA commitments.
- Launch country-level experts' consultations and broad-based dialogues especially involving ALE stakeholders, including learners, human rights and education rights specialists and advocates, to support the UNESCO-led efforts to strengthen the existing human rights framework on the right to ALE within a lifelong learning framework.

# Promoting Good Practices from Countries within the Asia Pacific



- In the Philippines, the **Alternative Learning System (ALS)** Act on “Inclusive, Equitable, Quality, Equivalent Pathway to Basic Education” was enacted into law which, amongst others, provides flexibility in the duration of learning programs, learning contents and delivery strategies, and utilizes non-formal and informal education approaches.
- The **youth-led action research (YAR) strategy of ASPBAE** that has been implemented since 2017 and through the years with 11 countries in Asia Pacific. This aligns with ALE’s participatory principles involving learners in activities that are meaningful and relevant to their day-to-day lives. Co-construction processes and participatory research are particularly suitable to enabling ALE teachers, designers and participants to jointly assess the effects, strengths and areas of improvement of the programmes developed.

# Final Points on MFA monitoring and coordination



- Define a regional ALE agenda and clear cooperation plans that will provide learning opportunities in conflict-affected countries, Small Island Developing States and Least Developed Countries.
- Countries' progress in the MFA should be included in the annual Asia Pacific Meeting on Education 2030 (APMED) meetings.
- Monitoring mechanisms need to be instituted at the regional and sub-regional levels.
- Efforts to integrate the MFA follow up within the SDG-SDG4 processes are beneficial for ALE. To this end, we will also sustain our active engagement in the global SDG4 High Level Steering Committee (HLSC) to advance the ALE agenda, particularly in pursuing the decision made by the HLSC in December 2022, which called on

*“Member States to pursue their commitments made in inter-governmental processes such as the Marrakesh Framework for Action on Adult Education...upholding their strategic importance in advancing the aspirations of the Transforming Education Summit (TES) to transform education at the country level.”*

# Thank you!

