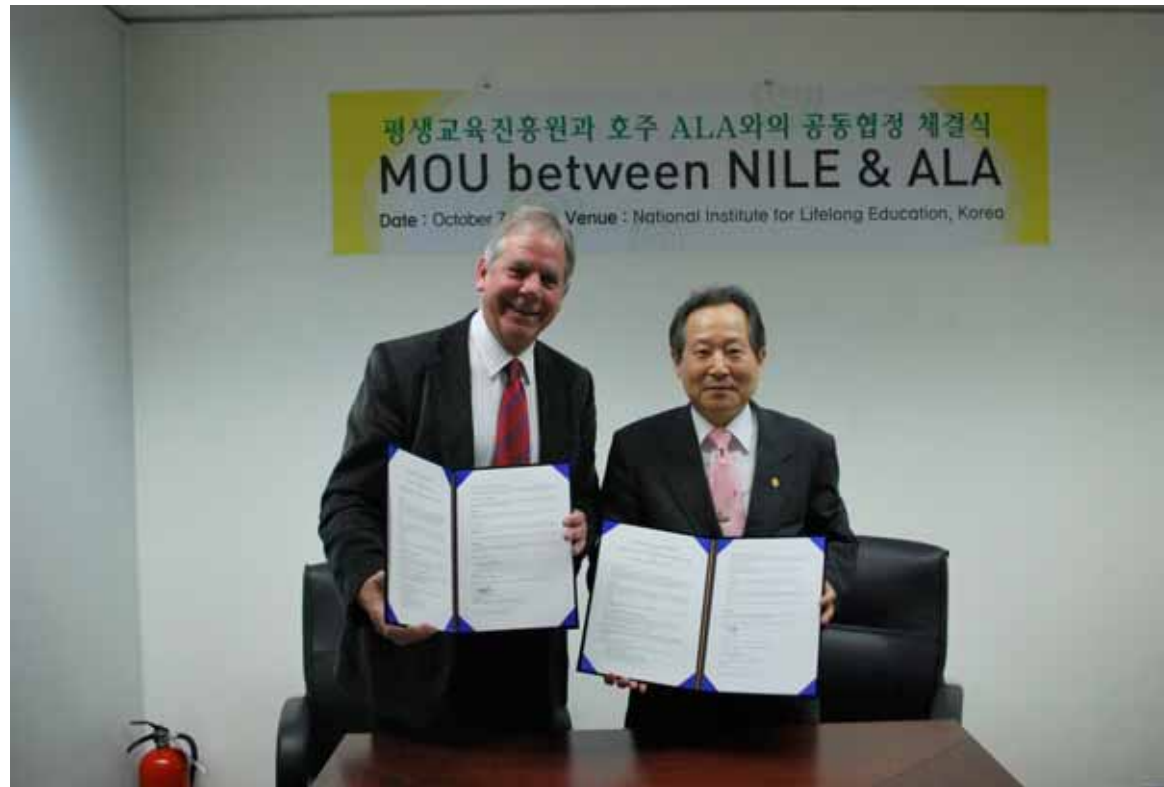


International Perspectives on Adult Learning



Some sobering statistics:

- Today one in five adults is still not literate and two-thirds of them are women while 72 million children are out of school.
- Since its foundation in 1946, UNESCO has been at the forefront of global literacy efforts. However, with some 759 million adults lacking minimum literacy skills, literacy for all remains an elusive target.

UNESCO Institute for Lifelong Learning (UILL)

- 1 of 6 educational institutes of UNESCO
- A non-profit international research, training, information, documentation and publishing centre on [literacy](#), [non-formal education](#), adult and [lifelong learning](#).
- Coordinates the United Nations Literacy Decade (2003-2012)
- Runs Confintea (International Conferences on Adult Education) CONFINTEA I-V since 1949

Asia South Pacific Association for Basic and Adult Education

- Australia's conduit to UILL
- Based in Mumbai
- President based in Melbourne
- ALA is one of two Australian members

Confintea Conferences

- First Confintea held in 1949
- Recommendation on the Development of Adult Education adopted at Confintea 4 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”

THE HAMBURG DECLARATION ON ADULT LEARNING CONFINTEA V

2. Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities

Belem Action Plan 2009

- **The 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 the tools for implementation in order to move from rhetoric to action.

So What?

- Australia is the only OECD country with no lifelong learning policy.
- VET reform around the country is narrowing the focus of eligible training rather than broadening it.
- Urgency of Skills Shortages has overtaken concern for learning as a tool of civic advancement.

ACE AOTEAROA

ACE sits alongside the formal education and training system. Delivered by a broad range of providers including community groups, private training organisations, WEA's, schools and universities.

All providers are expected to align to five national priorities. Koia!
Koia!!⁵ :

- targeting learners whose initial learning was not successful;
- raising foundation skills;
- encouraging lifelong learning;
- strengthening communities by meeting identified community needs; and
- strengthening social cohesion.

Some Other Contacts

<http://www.niace.org.uk/> England and Wales

<http://www.lern.org/> US

<http://www.canlearn.ca/> Canada