

CONFINTEA VII: Marrakech Framework for Action



GLOBAL ALE FACTS



1 out of 10 adults worldwide lack basic reading and writing skills

→ the majority are women



In **23% of 159 countries** that submitted data for GRALE 5, **fewer than 1% of youth and adults** aged 15 and above participate in education and learning programmes



Higher-income countries are more likely to increase their investment in **ALE** than low-income countries



WHAT IS CONFINTEA?

CONFINTEA stands for the **International Conference on Adult Education**, organised every 12 years since 1949 by UNESCO. Every conference concludes with recommendations for further action to improve ALE. The last conference took place in Morocco in June 2022.

CONFINTEA is more than a conference: **it is a process**. The status of ALE in UNESCO member states is monitored regularly through GRALE: the Global Report on Adult Learning and Education. Leading up to CONFINTEA, national reports are drafted, and regional consultations take place.

In June 2022, 42 Member States of UNESCO signed the **Marrakech Framework for Action** which will guide global adult learning and education (ALE) strategies and policies for the next 12 years, leading up to CONFINTEA VIII.



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

we are



FOCAL AREAS OF THE FRAMEWORK



ALE FOR ALL

Reaffirming that adult learning and education is a key component of lifelong learning and in line with the Recommendation on Adult Learning and Education (RALE) adopted by the UNESCO General Conference in 2015, the framework identifies **three key areas of ALE**: literacy and basic skills, continuing education and vocational skills, and liberal, popular and community education and civic skills.



GENDER

The framework calls for a **critical and sensitive understanding of the role of gender in relation to educational access and participation**. It promotes gender-transformative adult learning and education that is comprehensive, holistic and intergenerational, bringing together education actors with sectors such as health, protection, and justice.



SUSTAINABILITY

The Marrakech Framework for Action emphasises the key role of non-formal ALE for sustainability. It recalls the **2030 Agenda for Sustainable Development** and reaffirms the commitment to the 17 SDGs, especially SDG 4 to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.



GLOBAL CITIZENSHIP

It reaffirms that ALE can constitute a powerful policy response to consolidate social cohesion, enhance socio-emotional skill development, secure peace, strengthen democracy, improve cultural understanding, eliminate all types of discrimination, and promote peaceful living together and **active and global citizenship**.



CLIMATE CHANGE

ALE can play an important role in empowering adults to become **role models for younger generations** and become **agents of change** at the local, national, and global levels. Raising awareness of the impacts of climate change, but also establishing ALE organisations as models for green transition and 'greening' organisational structures are central.



LEARNING IN DIGITAL ENVIRONMENTS

The Marrakech Framework promotes **equal access to learning in digital environments**, emphasising that digital learning requires also the promotion of **wider transversal skills, such as critical thinking, communication, empathy and social skills**, to establish the transformative and emancipatory power of ALE.



FUTURE OF WORK

The framework promotes the equitable acquisition of relevant knowledge, competencies and skills throughout the life course, to provide **opportunities for reskilling and upskilling for decent work** in a changing world of work. It also highlights the need to include those who are not (anymore) participating in the labour market.



CULTURE OF LIFELONG LEARNING

A learning environment needs to be created whereby **inclusive and quality education and lifelong learning for young and old are established as a public endeavour** that serves not only the world of work, but also individual well-being and the common good.

ACTION RECOMMENDATIONS

- 1** **Establishing frameworks and governance arrangements**
→ Promoting multi-sectoral and multi-stakeholder approaches to ALE governance
- 2** **Redesigning systems for ALE**
→ Creating flexible learning pathways across sectors that can promote a culture of lifelong learning for all
- 3** **Ensuring quality of learning**
→ Quality through professionalisation of educators, improving working conditions and co-creation of methods and approaches
- 4** **Increasing funding**
→ Increasing public funding and resource mobilisation for ALE and preventing regression in existing budget allocations
- 5** **Promoting inclusion**
→ Increasing participation in ALE and encouraging countries to set ambitious benchmarks for the participation in ALE
- 6** **Expanding learning domains**
→ Ensure learning that is relevant to learners and society to enable everyone to meet the challenges of today and tomorrow

Enactment and monitoring are key cornerstones of the implementation process of the Marrakech Framework for Action. Civil society will play a central role in giving feedback on the implementation process and developments in the ALE sector at the national and regional levels.



GET INVOLVED!



- Were you part of your **national delegation** in Morocco? Great! This means you probably have good access to your ministry/department in charge of ALE.
- Were you not part of your national delegation? Found out who was and try to get in contact with them! Show the support you have internationally by using **European documents and arguments**, such as the [EAEA Manifesto for Adult Learning in the 21st Century](#), or the [We Are ALE campaign](#).
- If there is little interest in the implementation process at the policy level, **build up the momentum** yourself: an online campaign or an event might draw attention to the Marrakech Framework for Action.
- Would you like to be involved in webinars, actions, and communication on the progress of the **CONFINTEA process at the European and international levels**? Let us know and join our EAEA working group!