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un kultūras organizācija

UNESCO Latvijas Nacionālā komisija

# UNESCO Recommendation for Ensuring High Quality, Inclusive Adult Education

**Baiba Moļņika**, Secretary General

30/05/2017

Riga

30/5/2017



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2000 Millennium Development Goals (MDGs)

2015 Sustainable Development Goals (SDGs)

2030



**Education  
2030**

Ensure inclusive and equitable  
quality education and promote lifelong  
learning opportunities for all

30/5/2017



**4.3.** By 2030, ensure **equal access for all women and men** to affordable and quality technical, vocational and tertiary education, including university



**4.4.** By 2030, substantially increase the number of youth and adults who have **relevant skills**, including technical and vocational skills, **for employment, decent jobs and entrepreneurship**



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## A New 2030 Vision for Lifelong Learning

### The 2030 Agenda for Sustainable Development:

- explicitly identifies adults as learners
- addresses adult learning and education in specific targets
- reflects priorities identified in the UNESCO Recommendation on adult learning and education
- recognizes formal, informal and non-formal ways of learning

# UNESCO's International Conference on Adult Education (CONFINTEA)

- Takes place approx. every 12 years **since 1949**
- UNESCO Institute for Lifelong Learning responsible for planning and implementing CONFINTEA VI (2009, Belém, Brazil) and regional follow up meetings (2011-2016)
- Belem Framework for action –

[http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/working\\_documents/confinteavi\\_framework\\_en.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/working_documents/confinteavi_framework_en.pdf)

## Follow-up:

- **CONFINTEA VI Mid Term Review in Suwon, Republic of Korea, in October 2017**

30/5/2017 **CONFINTEA VII in 2021**



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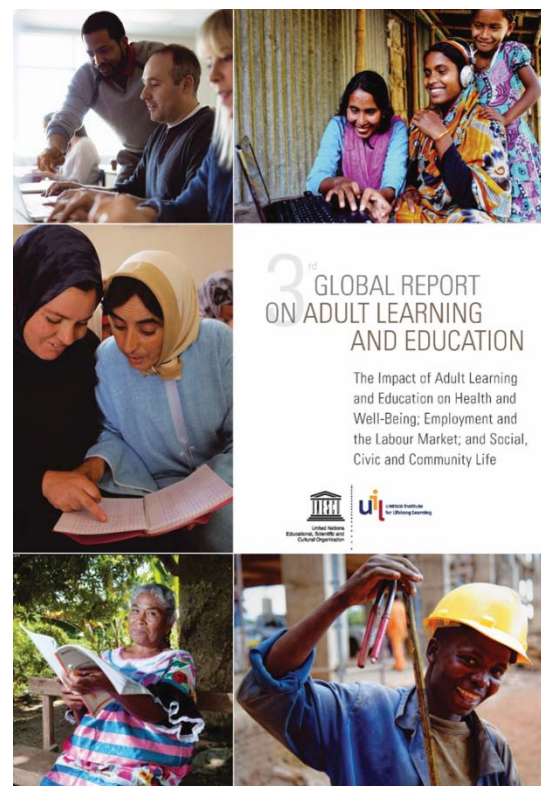
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## About 3<sup>rd</sup> Global Report on Adult Learning and Education (GRALE III)

- **Assesses Global progress** in implementing the Belém Framework for Action
- Investigates the **impact** of Adult learning and Education (ALE) on **health and well being, employment and labour market**
- Guides policy makers, researchers and practitioners

### Key facts about the survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71% of UNESCO Member States)

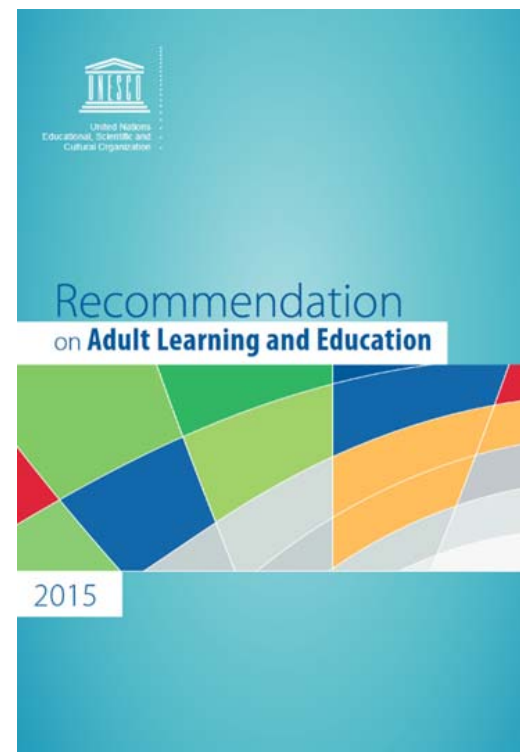


Available: <http://uil.unesco.org/system/files/grale-3.pdf>  
2015/2017



## The UNESCO Recommendation on Adult Learning and Education 2015 (RALE)

The Recommendation on Adult Learning and Education, adopted during the 38th UNESCO General Conference **(2015)** supersedes the UNESCO Recommendation on the Development of Adult Education **(1976)**

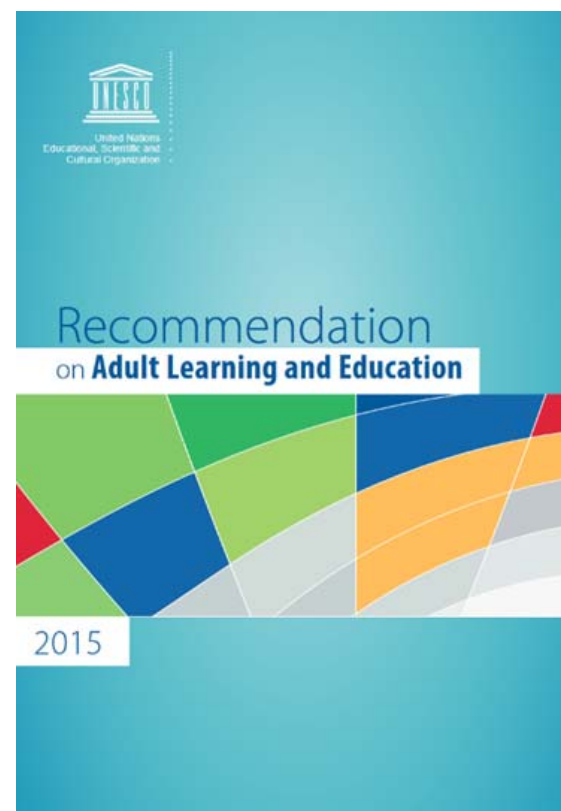




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The aim of adult learning and education is to equip people with the necessary capabilities to **exercise and realize their rights and take control of their destinies.**





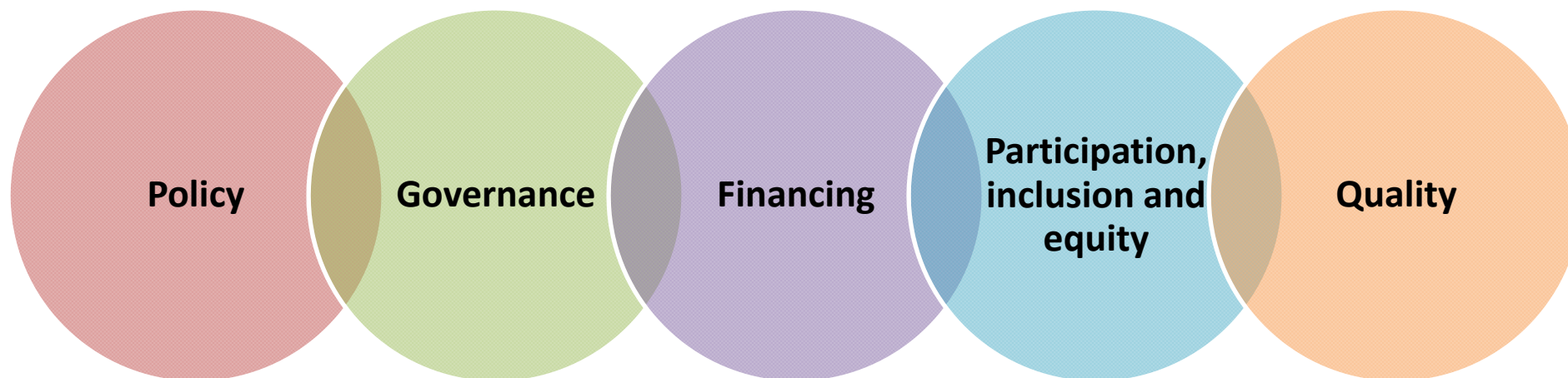
# Objectives

The **objectives** of adult learning and education:

- (a) to develop the capacity of individuals to **think critically** and to act with autonomy and a sense of **responsibility**;
- (b) to reinforce the capacity to deal with and shape the developments taking place in the economy and the **world of work**;
- (c) to contribute to the **creation of a learning society** where every individual has an opportunity to learn and fully participate in sustainable development processes and to enhance solidarity among people and communities;
- (d) to promote **peaceful coexistence** and human rights;
- (e) to foster **resilience** in young and older adults;
- (f) to enhance awareness for the **protection of the environment**.



# Areas of Action





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# Areas of Action



## Policy

**Comprehensive** (economic, political, social, cultural, technological and environmental spheres)

**Inclusive** (equitable access to learning opportunities, and differentiated strategies without discrimination on any grounds)



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# Areas of Action

## Governance

Strengthening or creating **cooperative structures** and participatory processes (multi-stakeholder partnerships)

Establish mechanisms and manage institutions and processes at the local, national, regional and global levels that are **effective, transparent, accountable and democratic.**



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# Areas of Action

## Financing

Mobilize and allocate **sufficient financial resources** to support enhanced and successful participation in adult learning and education.

Offering co-financing and setting **incentives to facilitate learning**. For example, individual learning accounts (ILAs), subsidies (vouchers and allowances) and support for training leave for workers might be considered.



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# Areas of Action

## Participation, inclusion and equity

Promote adults' **access** to and participation in learning activities. Tolerating **no discrimination** on any grounds

Access to quality learning for **disadvantaged or vulnerable groups** such as individuals with low levels of, or no, literacy and numeracy and schooling, vulnerable youth, migrant workers, unemployed workers, members of ethnic minorities, indigenous groups, individuals with disability, prisoners, the elderly, people affected by conflict or disasters, refugees, stateless or displaced persons;

Creating **institutional structures**, like community learning centres and developing high-quality information and **guidance services**.





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# Areas of Action

To ensure **relevance, equity, effectiveness** and **efficiency** of adult learning and education, states must:

establish mechanisms that utilize appropriate **quality criteria and standards**, subject to periodic review;

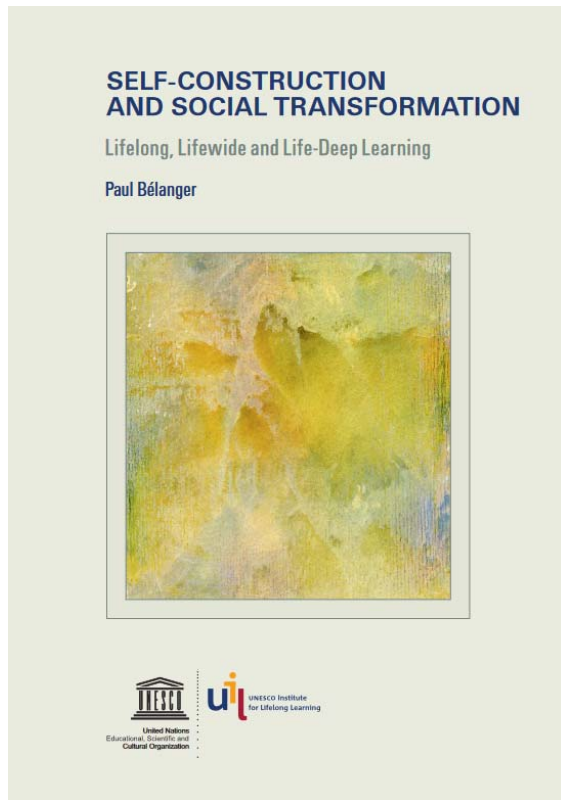
collect and **analyze disaggregated data** in a timely, reliable, and valid manner and share effective and innovative practices in monitoring and evaluation

foster quality learning environment by developing **appropriate content and modes of delivery**, adopting learner-centred pedagogy, supported by information and communication technology (ICT ) and open educational resources.

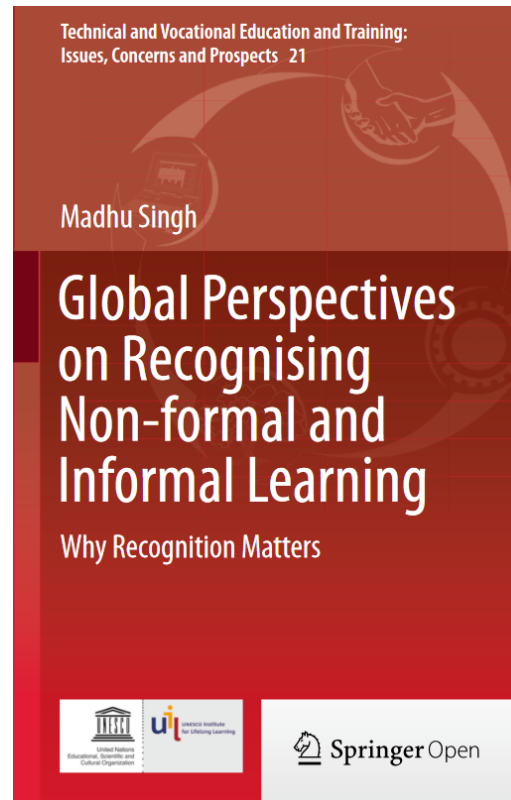
encouraging governments to support the enhancement of **local, regional and global cooperation** and networking between all relevant stakeholders.



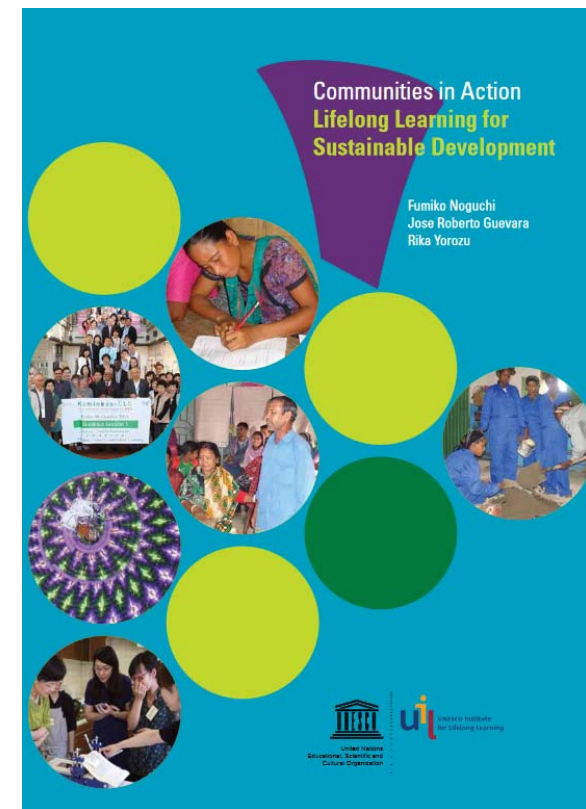
**Quality**



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# Thank you!

*Mācīties mūža garumā*

*Mācīties irojināt*

*Mācīties mācīties*

*Mācīties būt*

*Mācīties dzīvot kopā*

*Mācīties darīt*

*Mācīties mieram*

*Mācīties sadarbojties*

*Mācīties nākotnei*

*Mācīties dialogā*

*Mācīties daudzveidību*

*Loma*