

**Key CSO Recommendations to the CONFINTEA VII Drafting Committee on
the Zero Draft of Marrakech Framework for Action (MFA)**

14 June 2022



We the representatives of CSOs, members of the International Council for Adult Education (ICAE), welcome the Zero Draft of the **Marrakech Framework for Action (MFA)** as it strengthened the rights-based focus on Adult Learning and Education (ALE) within a lifelong learning (LLL) framework and in line with global policy agreements as well-articulated in complementary sections of the Framework especially in paragraphs **4**, **12** and **31**. We fully welcome the added paragraph **23** aimed at increasing participation in ALE programmes especially from a diverse groups of learners, including the vulnerable populations and adults currently unreached. Further, we welcome and fully support the commitments to strengthening the leadership role of governments in advancing ALE as a public and common good within strengthened public education systems as underscored in paragraph **14**, and likewise welcome the recognition of civil society's important role in ALE governance as indicated in paragraph **13**. **These are transformative affirmations that will advance ALE in the next 12 years.**

We also believe that delegates to the CONFINTEA VII can still optimise this once in 12 years global policy process for ALE through the MFA by further strengthening 4 strategic areas of the Framework:

1. Strengthen the commitment for ALE Financing in Paragraphs 20 and 21 attuned to country contexts (page 5)

~~"20. We acknowledge the need for public funding and resource mobilization for ALE. We commit to increasing public funding and resource mobilization for ALE.~~ As a component of lifelong learning, ALE should be funded through the contribution of a wide diversity of stakeholders, various ministries, employers and other private actors, local governments and learners. Such funding formulae should combine regular budgetary commitments with other sources and mechanisms, including blended financing, and targeted measures for women and learners from vulnerable or marginalized groups. We are determined to increase public spending on adult education in accordance with country contexts **aimed at meeting the international benchmarks of allocating 4–6% of GDP and/or 15–20% of total public expenditure to education by widening the tax base, progressively increasing the percentage of domestic budget for ALE across all government departments and preventing regression in existing budget allocations."**

"21. Considering the role that international cooperation plays in reaching an appropriate level of funding for ALE and bearing in mind the potential contribution of ALE to advancing all 17 SDGs, we call for a broadening of the scope of global mechanisms for financing development cooperation in education, so that they also support ALE. In line with the commitments we made to achieve SDG 4, we therefore call on existing global funds for education, specifically the Global Partnership for Education and Education Cannot Wait, to include ALE in the strategies, priorities and in the financial support they provide to their partner countries. **We commit to work towards filling the funding gap to meet the SDG4 adult literacy targets and integrate skills training through the fulfilment of existing commitments related to official development assistance (ODA), including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national income (GNI) for ODA to developing countries."**

Our rationale: CONFINTEA VII needs to align its financing ambitions to the current UN-SG led drive to put education back on track by galvanising policy and financing support from governments and international education community, and commit to preventing any regression on current internationally agreed domestic and external (ODA) funding commitments to education, thus

benefitting ALE and aim to progressively increase ALE financing within the period set for this framework. The benchmarks we seek to include in the MFA text only update the financing commitments made in the earlier BFA, aligned now to the agreed Education 2030 SDG4 Framework for Action.

2. Expand efforts for implementation of literacy policies in paragraph 25 (page 6)

“25. We reaffirm the vision of literacy as a continuum and a foundation for adult learning and education and commit **to redoubling our efforts** to implementing related policies accordingly **and meeting the SDG 4.6 target**. This involves establishing comprehensive and evidence-based gender-responsive, cross-sectoral and inclusive literacy policies and implementation strategies.

Our rationale: Paragraph 3 of the MFA Annex underscores that the scale of adult illiteracy remains huge and “adult literacy has not received sufficient policy attention and financial support”. The MFA needs to speak to reversing this trend hence the need to ‘redouble’ efforts and update the MFA commitments to adult literacy with the internationally agreed SDG4.6 target.

3. Strengthening support for ALE teachers and educators as central to ensuring quality ALE in paragraph 17 (page 4)

“17. We stress the key role of teachers and educators, including volunteer tutors and other professionals engaged in adult learning and education, ~~as well as the need for~~ **and we commit to implementing** policies and strategies to upskill and further professionalize and specialize adult educators through initial, in-service and continuing training – in association with universities and research institutes - and by improving their **salaries**, working conditions and status, including their professional development trajectory. We further recognize ALE competency frameworks as a strategic instrument for the professionalization of educators and to enhance their qualifications.”

Our rationale: There is a need for stronger actionable commitment to address the current lack of qualified teachers in ALE and the scarcity of programmes and institutions to train professionals. Further, support for ALE teachers, educators and other ALE professionals should cover improving their salaries, in addition to improving their working conditions and status.

4. Bringing in the voices of learners in planning, designing and implementing ALE policies and programmes in paragraph 15 (pages 3-4)

“15. We recognize the importance of strengthening ALE at the local level, as a strategic dimension for planning, design and implementation for learning programmes, and for supporting and (co-)funding training and learning initiatives such as community learning centres. We recognize the diversity of learning spaces, such as those in technical and vocational education and training (TVET) and higher education institutions, libraries, museums, workplaces, public spaces, art and cultural institutions, sport and recreation, peer groups, families and others. This means reinforcing institutional capacities for promoting lifelong learning for all at the local level by, for example, encouraging learning city development, as well as fostering the involvement of local stakeholders, including **learners**, community groups and institutions.”

Our rationale: ALE should promote learner-centred, interactive and empowering pedagogical approaches, organized around the principles of participation, cooperation and collaboration, with learners and educators’ voices central to ALE policy-making and practices.