

Policy Motion 8 to the Global Campaign for Education

Adult Learning Education (ALE) and Marrakech Framework for Action (MFA)

1. This motion builds on earlier resolutions of GCE which affirm that adult learning and education (ALE) is a fundamental human right of all young people, adults and older adults. ALE is more than about enabling us to respond to crises: it is about transforming conditions for the better and laying the foundation for a common understanding of life in harmony with other people and forms of life in our common habitat, the planet earth. ALE thus involves understanding and then tackling systemic issues, including poverty, structural inequalities, global problems and power issues, on a permanent basis, among all age groups. ALE has a huge capacity to contribute to these tasks. Having in mind the urgency of increased commitments to the implementation of SDGs, it is necessary to invest in ALE, so adults can engage in solving the urgent problems of humanity,
2. Adult education is a powerful driver to building a world of justice, well-being and social change. ALE is responsive to the needs of individuals and groups in different life contexts and learning environments, especially to the vulnerable and marginalized groups. ALE includes three key domains of learning and skills: 1) literacy and basic skills, 2) continuing education and vocational skills, and 3) liberal, popular and community education and citizenship skills. It fosters environmental and inclusive economic well-being and decent work, and is therefore a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies
3. Yet despite the essential role it plays in achieving the 2030 Sustainable Development Goals, and dedicated SDG targets promoting ALE (e.g. SDG 4.4, SDG 4.6, SDG 4.7) adult education seems marginalized and invisible. The 7th International Conference on Adult Education (CONFINTEA VII) process provided a great opportunity for the proponents and practitioners of adult education to address this problem. The outcome document, **Marrakech Framework for Action (MFA)**, sets out main principles, key areas for action required to achieve this vision over the next decade, and the recommendations that can ensure that the right to education is realized for everyone – no matter their age, who they are, or where they live.
4. **We propose** to recognize adult learning and education (ALE) as an integral and necessary part of lifelong learning and essential for the realisation of the right to education that includes EVERYONE. **No Lifelong Learning without Adult Learning and Education!** ALE is both a human right, a public endeavour and a global common good, and at the same time it is instrumental for the realisation of other human rights and achievement of many other goals, an enabling contributor to poverty reduction, gender equality, and sustainable development. But it always entails three core principles: justice, well-being and social change.

The GCE World Assembly calls Members:

1. to commit to **including ALE in their advocacy** for SDG 4 - quality education and lifelong learning for all;
2. to promote the **right to quality education throughout life**, including education for older people;
3. to promote **Marrakech Framework for Action** as policy guidance and to support its monitoring and implementation;

4. to draw attention to one of the biggest world problems: almost 800 million fully **illiterate adult people** worldwide, 2/3 of whom are **women**;
5. to advocate for **financing** and to promote the need to invest in quality education and learning for all age groups; aligned with the commitments in the **Marrakech Framework for Action**, we shall:
 - 1.1. campaign for increasing public funding and resource mobilisation for ALE and preventing regression in existing budget allocations, within the overall push for governments to meet the international benchmarks of allocating 4–6% of GDP and/or 15–20% of total public expenditure to education by widening the tax base;
 - 1.2. 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 financial support they provide to their partner countries;
 - 1.3. commit to work towards filling the funding gap to meet the SDG 4 adult literacy targets and to 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 product (GNP) for ODA to developing countries.